REVISED March 8, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

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

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

School Mailing Address 121 Eastlawn Road
(If address is P.O. Box, also include street address)

Hanson KY 42413-9780
City State Zip Code+4 (9 digits total)

County Hopkins State School Code Number* 110

Telephone (270) 825-6158 Fax (270) 825-6121

Website/URL www.hopkins.k12.ky.us/hanson E-mail deanna.ashby@hopkins.kyschools.us

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

_____ Date 2-1-06
(Principal's Signature)

Name of Superintendent* Mr. James Lee Stevens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hopkins County Tel. (270) 825-6000

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

_____ Date _____
(Superintendent's Signature)

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

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

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

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

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __7___ Elementary schools
   __4___ Middle schools
   __0___ Junior high schools
   __2___ High schools
   __1___ Other

   _14____ TOTAL

2. District Per Pupil Expenditure: __$7820_____

   Average State Per Pupil Expenditure: _$8663_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. __4___ Number of years the principal has been in her/his position at this school.

   _N/A__ 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
PreK				**7**			
K	45	51	**96**	**8**			
1	42	45	**87**	**9**			
2	36	39	**75**	**10**			
3	56	42	**98**	**11**			
4	45	39	**84**	**12**			
5	55	44	**99**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					539

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

90 % White
7 % Black or African American
2 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year: 4 %

[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.	7
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	539
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0371
(6)	Amount in row (5) multiplied by 100	3.71

8. Limited English Proficient students in the school: .009 %
5 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish
Russian

9. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 152

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: 25 %
134 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	56 Other Health Impaired
____Deaf-Blindness	25 Specific Learning Disability
2 Emotional Disturbance	50 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
1 Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	24	
Special resource teachers/specialists	14	1
Paraprofessionals		
Support staff	27	
Total number	67	1

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

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	93 %	92 %	93 %	91 %	91 %
Teacher turnover rate	3 %	3 %	7 %	0 %	4 %
Student dropout rate (middle/high)	N/A %	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY OF THE SCHOOL

"It is the mission of Hanson Elementary School to provide, within the guidelines of the Hopkins County school system and the state of Kentucky, an environment which will enable and encourage all students to acquire the basic skills of learning and living. We shall strive to maximize the use of all our resources to identify and reach the full potential of the students we serve. This shall be a cooperative effort among students, parents, staff, and community." This embraces our school family's philosophy of dedication, a caring attitude, and teamwork. Action is taken only after careful consideration of what is best for our children. The students share our commitment to excellence as proven by their performance on the CATS (Commonwealth Accountability Testing System), our state performance assessment. All Kentucky schools are required to reach a 100% CATS proficiency level by the year 2014 (with the highest possible index being 140%).

Our 2000-2001 CATS accountability index at 74.9, was the district's highest score but still below our baseline. Scores were disaggregated to determine our specific strengths and weaknesses. We contacted the state's highest ranked elementary school and developed an on-going partnership which included multiple site visits, professional development sessions, and continuous communication through email and phone conversations. We then altered our school improvement plan to implement appropriate new teaching strategies. Changes included revamping our master schedule to create common planning and team meetings at all grade levels. A Principal's Advisory Committee was formed to eliminate curriculum gaps. Academic expectations were increased for all students. Techniques to increase proficiency levels involved refinement of answers to open-response questions and on-demand writing prompts, implementation of scrimmage testing in grades 4 and 5, and decreased interruptions of instruction.

In 2002, the CATS index rose to 82.9, verifying that we were on the right track. New data was again disaggregated in horizontal and vertical team meetings, and a voluntary scholastic review was conducted by the local Educational Enhancement Center. Findings were used to align our core content and identify gaps in instruction, and mainstreaming time for students with special needs was increased. Since Arts and Humanities scores were our lowest, additional curriculum guides were developed for this area, and other subject areas increased their integration of Arts and Humanities core content. Other improvements included impromptu walk-throughs by our principal using a variety of observational tools, addition of full-day kindergarten as a district initiative, and Second Shot reading instruction after school for struggling lower primary readers. Since math scores had not increased to the 100% mark, the Saxon math program was piloted at all levels, and math instruction time was increased.

By 2003, our CATS index stood at 93.3, within 6.7 points of the proficiency level expected by 2014. A shared vision was created to become the first Pacesetter school (top 5% in the state) in Hopkins County. Differentiated instruction advanced, following a professional development session for all faculty members. Visits to highly successful schools continued, and a full-time Family Resource Center director and school nurse were added to further eliminate barriers to learning.

In 2004 our dream of becoming the district's first Pacesetter school had become a reality with a CATS index of 97.8. While we as a school family of students, parents, faculty and staff celebrated our success, we continued to examine our assessment data in order to meet the needs of all students. By 2005, our CATS index was 104.1. Hanson Elementary believes that it takes a community to educate **every** child. The formula for success involves parent volunteers, business partners, and community and political supporters. During the 2004-2005 school year, 11,268 volunteer hours were logged. Partnerships were established with many School-to-Work mentors such as our local Carhartt plant and General Electric Corporation. Together, as a community and family, we work to shape our future through education—one child at a time.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Kentucky requires our students to participate yearly in the Commonwealth Accountability Testing System (CATS). This assessment consists of the Kentucky Core Content Test (KCCT), the Comprehensive Test of Basic Skills (CTBS), and several non-academic indicators. Third graders are assessed using the CTBS in language arts and math. Fourth graders are assessed in the areas of writing, reading and science, and fifth graders in the areas of social studies, math, arts & humanities, and practical living/vocational studies using the KCCT. Kentucky's goal is for all schools to reach a proficiency index of 100 on a 140 point scale by the year 2014. Proficiency is level three on a four level rubric. The other levels in the range are novice, apprentice, and distinguished. Once scores are received in the fall, they are disaggregated carefully by our faculty for the purpose of refining the curriculum and eliminating gaps. Test results may be found at www.kentuckyschools.org.

Assessment drives all our instruction. Eagerly awaited assessment results affect long range planning, day-to-day teaching, curriculum emphasis, textbook adoption, and classroom culture. In addition to state assessments, students are given the STAR reading and math assessments three times per year in the computer lab. Almost immediate feedback is provided to students, teachers, and parents. Students scoring below the 49th percentile on the STAR reading test in the spring of 2004 were recommended for placement in Second Shot Reading, a before- and after-school reading tutorial program, as well as participation in the Title I reading program which became available the following year. Math tutorial sessions were utilized to assist students scoring below expectations through the Extended School Program.

Designated as a Targeted Assistance School for Title I fund eligibility, 2 full-time teachers were able to serve 115 students in grades K-5 three times each week during the 2004-2005 school year. Based upon spring 2005 STAR reading assessment results, these students achieved an average growth 8 months greater than that of the general population of the school. We do not allow limited financial resources to cause barriers to learning for our school. Hanson Elementary has only been allotted $3,499 per pupil, compared to the state average of $8,663; yet in 2005, we achieved the highest academic index for the least amount of money of any school in the state.

Results of teacher-designed assessments and performance events indicate adjustments that are needed for optimal group and individual instruction. Three times per year, scrimmage testing takes place in the 3rd, 4th, and 5th grades to identify instructional needs prior to state assessment. On such testing days, the entire school climate and schedule mimics that of a true day during the spring testing cycle. This creates a familiarity with the testing format and the structure of such days. Scores from the scrimmage test sessions are analyzed by individual teachers and grade levels in order to adjust instruction as needed to eradicate instructional gaps.

In respect to the No Child Left Behind (NCLB) Act, our assessment results do not indicate significant gaps between subgroups. However, we strive to close gaps completely. In 2001, our overall reading index was 82 and has increased by 20 points to achieve a 2005 index of 102. During the same span, the scores of children with disabilities increased by 54.6 points, while the free and reduced lunch subgroup index increased by 23.6 points. Likewise, in math, our overall index in 2001 was 72 and increased by 36 points to earn an index of 108. The index for children with disabilities increased by 38.3 points, while the free and reduced lunch subgroup increased by 46.3 points from 2001 to 2005. Over the past four years, the scores of children exiting the primary have risen 11 points in reading and 12 points in math. Although these disparities are not significant by NCLB standards, we are dedicated to ensuring success for all students.

Using Assessment Results

After the assessment results are received, we immediately place them under the microscope, searching for trends in subgroups, inconsistencies in the curriculum, and/or gaps within a grade level. Without delay, the dissection of the data begins as each teacher investigates individual and group outcomes, taking notes on his/her findings. The next step is sharing among teachers within the grade levels to compare information and create a plan of attack. Concurrently, the statistical analysis is being shared vertically by the Principal's Advisory Committee to alleviate gaps and guarantee smooth transitions from one grade level to the next. Both sets of information are used to modify the school's Comprehensive School Improvement Plan (CSIP), which drives our day-to-day planning and instruction.

Disaggregation and analysis of assessment data comprise the first step in an ongoing process. Implementation of changes necessitated by these findings requires effective teachers who bring these modifications to life and close instructional gaps. Hanson Elementary teachers recognize that they are not independent members but parts of an integral team of stakeholders, willingly sharing strategies to reach a common goal. We acknowledge that this is not a rigidly structured "one-size-fits-all" approach. Assessment findings begin this process, but the application of creative teaching strategies by talented teachers is necessary to reach every child.

Communicating Assessment Results

We begin the school year with parent orientation sessions at all grade levels to establish communication with parents. The teachers discuss academic expectations and introduce the CATS assessment, developing a positive rapport between school and home. Ongoing communication includes daily agendas, Friday folders, weekly classroom newsletters, quarterly report cards and mid-quarter reports, parent/teacher conferences, email and telephone calls, PTA newsletters, and home visits. Report cards for 4th and 5th grade students include a listing of every assignment during the quarter and the student's grade on each. Along with quarterly report cards, parents receive information regarding the core content to be mastered during the next grading period. An outstanding school website, which now includes a special parent connection which is changed daily, provides tips and helpful articles on almost any school- or child development-related topic. This helps parents assist their children and increases communication between school and home. We have found that the time dedicated to these measures is an important investment in a successful school year.

The community plays an important role in the success of our students. Therefore, sharing school information is important. CATS and CTBS test scores are published in local and state newspapers and appear in our school report card, which is mailed home. School assessment results have been presented on the marquee, school and Kentucky Department of Education websites, at our Pacesetter community reception, PTA meetings, and via a live broadcast. "Hanson Happenings", a column in the mid-week edition of the local newspaper, lists the names of our "Students of the Week" and other school news.

Students are apprised of their individual progress through one-on-one conferences with their teachers. All students have the opportunity to grow from discussion of their performances on in-class assessments and even classroom and hallway displays of proficient student work. If a student is not progressing at an appropriate level at the mid-term point, conferencing with the guidance counselor occurs to help determine the reasons for the difficulties that student is experiencing.

Sharing Success

Our school is a showcase for child-centered classrooms and innovative strategies for implementing change. Guests enter hallways covered with student work, eye-catching displays recognizing student achievements, and exhibits focusing on our goals. Professionally trained faculty members share with visitors our successes and challenges experienced through the change process. We have an open-door policy to share our school's experience with other school teams interested in sharing, taking care that such visits do not disrupt instruction.

Besides visiting other successful schools to glean innovative, instructional strategies, we are hosts to sister schools within the county, as well as other Kentucky elementary schools who wish to learn from us. Professional development opportunities led by members of our staff and the sharing of ideas and strategies through meetings and email communication allow us to disperse successful teaching methods.

Through partnerships with Madisonville Community College and regional universities, we connect theory to the classroom. Hanson teachers supervise and mentor practicum, student, and first-year intern teachers. Continuing education for teachers is fostered through college level classes being taught at our school by our own faculty members. During the 2004-2005 school term one of our fifth grade teachers was named Kentucky's American History Teacher of the Year, while another was the first in Hopkins County to receive National Board Certification. Our principal was named the 2004-2005 Administrator of the Year and the Chamber of Commerce 2006 Educator of the Year. As a result of the school's successes and these honors, our principal has been a guest presenter at the Western Kentucky Co-op (an assembly of superintendents from this area of the state) and several local civic groups.

Every year, students scoring at the proficient or distinguished level in any subject area of the CATS are recognized individually at a school-wide assembly and are given medals to honor their successes. We encourage continuing growth by daily acknowledging small successes made by individual students and larger accomplishments made by our entire Hanson family.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Hanson's curriculum is developed using the National Standards, Kentucky Program of Studies and Assessment Standards, Kentucky's Six Learner Goals, and Core Content for Assessment. Our Consolidated School Improvement Plan guides our curriculum and is revised quarterly. All subject areas make connections to real-world situations. Developmentally appropriate instruction engages all students in learning based upon high standards. Our curriculum is as follows:

Reading: All students receive 90 minutes of reading instruction daily, but reading is taught across the curriculum. Large and small group instruction, individualized lessons, buddy reading, books on tape, Family Reading Nights, D.E.A.R. (Drop Everything and Read) time, the aid of a reading specialist, individual Accelerated Reader (AR) goals, computer software, and the Reading Renaissance program comprise our literacy curriculum.

Writing: The writing process begins in kindergarten and is incorporated in all subject areas. Answers to open-response questions and on-demand writing prompts require higher level thinking skills. Students learn how to put order to their thoughts using age appropriate organizers so that their ideas can be transformed into narrative, fictional, transactive, or reflective writing pieces. Writing portfolios are assessed by the state in grade 4.

Science: This strand of our curriculum focuses upon the core content areas of physical science, the earth, space, and plant and animal life. The scientific method guides student experiments enabling pupils to think and work like scientists. Findings are translated to charts, graphs, or expository writing to demonstrate and reinforce learning. Students are familiar with age appropriate scientific equipment because they use it regularly.

Math: Our Saxon Math curriculum, used in grades K-5 is a spiraling program. Open response questions require students to apply learned concepts to new situations. Problem solving is not a separate topic, but rather a vital portion of the curriculum through which mathematical concepts are taught and skills are used.

Each day begins with a math review or "brainwork". Other strategies include 50 minutes per day of formal math instruction, the use of manipulative materials, working in cooperative learning groups, differentiated instruction by gender, and 5th grade comprehensive math review before the state assessment.

Art & Music: The art & music teachers collaborate within their department and with each grade level to enhance and enrich the core content through a variety of community activities. Choral performances at the Western Kentucky Veterans' Center and art exhibits with the Downtown Merchants' Association, PTA meetings, and the annual Christmas program are just a few.

Physical Education: All students, K-5, participate in 125 minutes of physical activity per week. They are taught movement concepts, lifetime activities, teamwork, and manipulative skills that will prepare them for a life of fun and fitness. The President's fitness test is administrated twice each year to assess each student's progress. Health concepts such as body systems, nutrition, fitness, and safety are also a part of the physical education program.

Social Studies: Integrated with art, music, and dance, our social studies curriculum teaches the American heritage, cultural diversity, and political science, as wells as geographical and economic concepts through foundation texts, *History Alive*, and Nystrom mapping. From a kindergarten walk to the community post office for a tour to our 5th graders' exciting campaign speeches at "conventions" during mock elections, social studies is brought to life for Hanson students. D.A.R.E. (Drug Abuse Resistance Education), vocational studies, and consumerism are all important components of our social studies curriculum.

Reading

Since being a successful reader is essential to achievement in all subject areas, primary emphasis is placed upon building strong readers from kindergarten through fifth grade. Programs that teach everything from mastery of the basic reading components of phonemic awareness, phonics, fluency, vocabulary, and comprehension to the higher level thinking skills related to the written word (predicting, summarizing, questioning, inferring, visualizing, analyzing, and synthesizing), support our philosophy that reading is the groundwork for academic success. Reading instruction is guided by results of the most recent CATS and CTBS assessment data, as well as STAR reading and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments. It consists of 90 minutes of uninterrupted instruction daily supported by independent reading and the taking of computerized tests in the Accelerated Reader (AR) program. Saxon-Phonics begins in kindergarten and continues throughout the primary. Grades 1, 2, and 3 differentiate reading instruction by grouping students according to current ability levels and using multiple intelligences and gender-based subgroups within each class. Reading in the primary grades is also integrated with speech pathologists' skills. Reading skills are taught using multiple genres, with 4th grade focusing on non-fiction material in the science arena, while 5th grade non-fiction and historical fiction concentrate on social studies topics.

Language arts and writing skills are incorporated into the reading program since writing makes up a portion of our state assessment. Therefore, students write in many genres about what they read, addressing specific audiences with specific purposes in mind. These approaches teach reading core content in a manner guided by our school's assessment data and the guidelines of state and national standards. Using these strategies, CATS reading scores have increased by 20.6 points in the past five years, while CTBS reading scores have also improved.

We make reading fun for our students by strongly encouraging parents to read with their child from an AR book or basal reader nightly and document this practice. "I Love to Read Day," when students dress as their favorite storybook character, and "Pajama Day," which encourages students to "curl up with a good book," also show our emphasis on the importance of reading.

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Mathematics

Hanson Elementary is ranked 12th in the state out of 759 elementary schools with a 2005 academic index of 107.65. Since that was a gain of 17.31 points in two years' time, we attribute the increase in our score largely to the newly adopted Saxon mathematics curriculum. This program uses a spiraling approach in which previously taught material is continually being reviewed as new concepts are being taught. The increase in math instruction time instituted in 2003-2004 was also an important factor. The total math curriculum is aligned with the Kentucky Program of Studies, Kentucky's Learning Goals, and Academic Expectations and Core Content for Assessment. The Saxon math curriculum is extended with opportunities for students to write about their mathematical thinking using critical vocabulary and to show different approaches to problem solving. Students in grades 3 through 5 demonstrate their ability to apply and extend mathematical principles through the answering of open-response questions. Primary students also utilize Box It and Bag It Math, which lends concreteness to abstract thought/concepts. The integration of mathematics with science, social studies, consumerism, music, art, and reading allows children to see math at work in their lives. Aligning itself with our mission statement, the math curriculum helps students to maximize their potential in this important area for the workplace by acquiring the basic skills for learning and living.

Instructional Methods

The utilization of various instructional methods at Hanson Elementary naturally follows our belief that all students learn differently. Boys' math classes in primary grades employ more manipulative materials and movement within the classroom, while girls' math classes involve more discussion, illustration, and writing about mathematical concepts. Examples of teaching methods include individual, small and large group instruction, cooperative learning, teacher, parent, and peer tutoring, book clubs, internet research, singing, playing recorders, doing native folk dances, designing and operating a classroom business, and computer tutorials. At Hanson Elementary, we bring learning to life. School should look, smell, feel, taste, and sound like the real world. Field trips support instruction and add greatly to students' understanding of a book study as they interact with the characters at a nearby fine arts center, or visit an authentic Indian village of the Mississippian culture and participate in a simulated archaeological dig.

Each kindergarten class has one full-time classroom instructional assistant who works with small groups and assists the teacher with whole group lessons or classroom learning centers. Saxon Phonics and thematic instruction challenge kindergarten students, creating a balance between structured and creative activities. Primary classes "loop" so that a child can have the same teacher for 2 years in a row. This provides consistency while capitalizing on the teachers' knowledge of their students' personalities, their progress, and individual needs. Time at the beginning of the year normally spent discovering that necessary information can be spent teaching new and individually appropriate lessons, and teacher/student rapport begun the previous year can continue to grow even stronger.

All classes, grades K-5 are heterogeneous and self-contained, allowing teachers to know their students well. A positive classroom climate is maintained through a balance between freedom for creativity and effective classroom management. Though each teacher in a particular grade brings to the table her own style of instruction techniques, horizontal planning sessions ensure that the same core content objectives are being mastered in each class. Extended School Services and Gifted and Talented programs enhance and enrich classroom instruction and meet specific student needs. These various instructional methods, strategies, and programs enhance and strengthen student achievement at all grade levels, creating self-directed, self-motivated learners.

Professional Development

Hanson Elementary School's professional development is directly tied to needs as determined by CTBS and CATS assessment data and is filtered through the question, "How will this decision impact student achievement?" The socio-economic and gender gaps have been addressed through book studies using the titles *Boys and Girls Learn Differently!* (Gurian) and *Framework to Poverty* (Payne). Local training consists of the aforementioned book studies, presentations by representatives from schools in the state who are performing well in an area where we need to improve, team site visits to those such schools to see their programs in action, individual observations by teachers who desire to become more proficient in a particular teaching strategy, and workshops tied to professional growth plans.

Teachers or administrators attending district, regional, state, or national professional growth conferences are responsible for sharing information at appropriate grade levels upon their return. First year teachers are paired with a mentoring teacher, while more experienced teachers who are new to Hanson Elementary are paired with a building buddy. Our professional development is continuous and embedded as the faculty and staff realizes the need for ongoing education in an ever-changing school community and world as a whole.

Technology throughout the school consists of 4.6 students per computer, as compared to the state ratio of 3.7 to 1. To overcome these limited resources, professional growth plans have been tied to technology in order to make the best use of available resources.

Comprehensive Test of Basic Skills (CTBS) 3rd Grade

Reading	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April/May	April/May	April/May	April
Hanson Scores					
Total Score (National Percentile)	81	80	85	69	70
Number of students tested	70	88	84	73	81
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 (National Percentile)	N/A	66	83	60	N/A
Number of students tested	*	30	19	20	N/A
2. ** African American (National Percentile)					
3. ** Limited English Prof. (Nat'l Percentile)					
Math	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April/May	April/May	April/May	April
Hanson Scores					
Total Score (National Percentile)	86	80	85	69	74
Number of students tested	70	88	84	73	81
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 (National Percentile)	N/A	74	79	61	N/A
Number of students tested	*	30	19	20	N/A
2. ** African American (National Percentile)					
3. ** Limited English Prof. (National Percentile)					

* Fewer than 10 students were tested.
****** These were omitted because fewer than 10 students were tested.

Kentucky Core Content Tests (KCCT) 4th Grade

Reading	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Hanson Reading Index	102	95	91	92	82
District Reading Index	87	88	83	81	79
State Reading Index	87	87	83	82	81
Hanson Data Testing Month	April	April/May	April/May	April/May	April
% at or above Novice	100	100	100	100	100
% at or above Apprentice	99	98	93	96	88
% at or above Proficient/Distinguished	93	82	71	76	41
Number of students tested	91	87	77	74	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of total students alternatively assessed	0	0	0	0	0
Subgroup Scores					
1. Free/reduced lunch (Reading Index)	96	93	71	N/A	57
Number tested	24	22	20	*	14
% at or above Novice	100	100	100	N/A	100
% at or above Apprentice	100	100	84	N/A	78
% at or above Proficient/Distinguished	88	77	59	N/A	21
2. ** African American (Reading Index)					
3. ** Limited English Prof. (Reading Index)					
State Percentages					
% at or above Novice	100	100	100	100	100
% at or above Apprentice	90	89	88	85	84
% at or above Proficient/Distinguished	68	67	63	60	58

***** Fewer than 10 students were tested.
** These were omitted because fewer than 10 students were tested.

Kentucky Core Content Tests (KCCT) 5th Grade

Math	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Hanson Math Index	108	96	90	75	72
District Math Index	76	77	72	67	67
State Math Index	74	77	68	66	64
Hanson Data **Testing Month**	April	April/May	April/May	April/May	April
% at or above Novice	100	100	100	100	100
% at or above Apprentice	97	88	87	75	77
% at or above Proficient/Distinguished	81	74	65	44	42
Number of students tested	92	81	71	61	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of total students alternatively assessed	0	0	0	0	0
Subgroup Scores					
1. Free/reduced lunch (Math Index)	93	88	88	46	52
Number tested	23	24	12	12	25
% at or above Novice	100	100	100	100	100
% at or above Apprentice	91	88	84	42	52
% at or above Proficient/Distinguished	65	75	59	17	16
2. * African American (Math Index)					
3. * Limited English Proficient (Math Index)					
State Percentages					
% at or above Novice	100	100	100	100	100
% at or above Apprentice	75	77	69	67	65
% at or above Proficient/Distinguished	45	48	38	36	34

***** These were omitted because fewer than 10 students were tested.