REVISED MARCH 9, 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   Mr. David Fordyce

Official School Name   Mason-Corinth Elementary

School Mailing Address   225 Heekin Road

                                      Williamstown, KY 41097-3651

County   Grant   State School Code Number   201050

Telephone (859)   824-9510   Fax (859) 824-4225

Website/URL   www.grant.k12.ky.us   E-mail   dfordyce@grant.k12.ky.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_____

(Principal's Signature)

Name of Superintendent*   Mr. Donald Martin

District Name: Grant County Public Schools   Tel. (859) 824-3323

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   Mrs. Billie Cahill
President/Chairperson ——
                            (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)

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: ___3__ Elementary schools
                                                 ___1__ Middle schools
                                                 ___0__ Junior high schools
                                                 ___1__ High schools
                                                 ___1__ Other

                                                 ___6__ TOTAL

2.   District Per Pupil Expenditure: ___$ 6964_____

      Average State Per Pupil Expenditure: ___$ 7007_____

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
      [   ]   Small city or town in a rural area
      [x]   Rural

4.   ___7___ 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
PreK	13	8	**21**		7			
K	42	32	**74**		8			
1	50	29	**79**		9			
2	48	23	**71**		10			
3	39	30	**69**		11			
4	33	34	**67**		12			
5	36	34	**70**		Other			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						451

6. Racial/ethnic composition of   98____% White
   the students in the school: 1____% Black or African American
                                         .9____% Hispanic or Latino
                                         _____% Asian/Pacific Islander
                                         .1____% 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: ___31_____%

   [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.	71
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	70
(3)	Total of all transferred students [sum of rows (1) and (2)]	141
(4)	Total number of students in the school as of October 1	424
(5)	Total transferred students in row (3) divided by total students in row (4)	3.1
(6)	Amount in row (5) multiplied by 100	31

8. Limited English Proficient students in the school: ___0____%
                                                        ___0____Total Number Limited English
   Proficient
   Number of languages represented: __n/a_____
   Specify languages:

9. Students eligible for free/reduced-priced meals: ____63____%

      Total number students who qualify: ____286 __

   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: ___17_____%
                                                 ___78_____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.

_2___Autism	_0___Orthopedic Impairment
_0___Deafness	_7___Other Health Impaired
_0___Deaf-Blindness	_4___Specific Learning Disability
_3___Emotional Disturbance	_36___Speech or Language Impairment
_0___Hearing Impairment	_0___Traumatic Brain Injury
_7___Mental Retardation	_0___Visual Impairment Including Blindness
_0___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	___21____	___1_____
Special resource teachers/specialists	___6___	___2_____
Paraprofessionals	____9___	___2_____
Support staff	____3___	_____
Total number	___41___	___5____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: _17:1_____

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	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	95 %	95 %	96 %	96%	95 %
Teacher turnover rate	0 %	1 %	1 %	1 %	1 %
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

Mason-Corinth Elementary prides itself on being a school that provides a comfortable, safe, and welcoming atmosphere for all students and families. This intrinsic element characterizes Mason-Corinth Elementary and is recognized immediately as one enters the building. We care about the students with which we work and are proud to meet them at the door with a smile and hello. The entire staff dedicates themselves to getting to know the children and making decisions that benefit them the most.

We use all available resources to assist the students to succeed in and out of school. We recognize the importance of a quality education and are successful in providing our students the highest quality instruction possible. We understand the importance of family in the learning process and invite parents to experience the educational growth of their child with our school family.

The mission of Mason-Corinth Elementary reflects the belief that high expectations leads to high performance. We are a school where students are invited to be well rounded successful individuals. At MCE, everybody counts, and NO child is left behind!

Mason-Corinth Elementary is a school-wide Title I, Pre-K through 5 facility constructed in 1991. It is located in Grant County, Kentucky, with a current enrollment of 451 students. Grant County is a largely rural county with Mason-Corinth located on its southern end. The current data indicates that sixty-three percent of Mason-Corinth student population is eligible for free or reduced lunch. Seventeen percent meet the qualifications for special education services, and the school experiences a 31% mobility rate. While these are very legitimate barriers to learning, we believe our commitment and dedication to our students will prevail. Our faculty, staff, and students have proven that achievement can be attained even when the odds indicate otherwise.

As a school-wide Title I school utilizing local, state, and federal funds, the school's Site Based Decision Making Council makes deliberate decisions about staffing to address the needs of all students. Mason-Corinth Elementary is staffed with a principal, assistant principal, family resource center coordinator, literacy coach, 16.5 regular education instructors, three intervention specialists, and 3.5 special education teachers. In addition, specialists in the areas of music, art, physical education, library media, and gifted education provide a comprehensive curriculum. Paraeducators are highly trained and are a vital part of school success. The school takes pride in the fact that 100% of the staff is classified as "highly qualified" as defined by NCLB standards.

Ownership in the educational progress of students is realized by staff, students, and parents as reflected in a less than 1% staff turnover rate over the past five years, 95% student attendance rate, and increasing parent involvement in school activities.

PART IV – INDICATORS OF ACADEMIC SUCCESS

#1 Assessment Results

Kentucky's public school testing system is called CATS which stands for Commonwealth Accountability Testing System. Under this system, two types of tests are administered at the elementary level. The Comprehensive Test of Basic Skills (CTBS/5) assesses students in third grade in the content areas of math, reading and language arts. The Kentucky Core Content Test, or KCCT, assesses fourth grade students in reading, writing, and science, while fifth grade students are tested in social studies, math, arts & humanities, and practical living. The objective of CATS is to have all schools score at proficiency by the year 2014. CATS is designed to measure progress toward that goal. Proficiency is defined as a score of 100 on a 140-point scale. The website where these scores can be found is www. education.ky.gov/.

Reading, science, math, social studies, arts and humanities, and practical living assessments consist of multiple choice and open response questions. Writing is assessed through on-demand writing tasks and completion of a portfolio. The portfolio consists of four pieces of student writing.

On the KCCT, students are ranked as scoring at one of four levels for each of the content areas assessed: novice, apprentice, proficient, and distinguished - with novice being the lowest score and distinguished being the highest. More weight is given to scoring distinguished than at the novice and apprentice levels. Higher percentile rankings on the CTBS receive more weight than lower percentile rankings.

Individual scores are calculated from each component of the test and the school is given a score referred to as the academic index. By 2005, Mason-Corinth Elementary had reached the overall academic index level of 94 - just points away from the state's goal of 100 by the year 2014.

In reading, Mason-Corinth Elementary has reached an index score of 93. Further study of the data indicates 87% of females score at the proficient level while only 67% of males score at the proficient level. Although a gap exists at the achievement level between boys and girls in reading, the level of accomplishment for the overall school population is very high. The most significant data indicates 75% of students receiving free/reduced lunch are scoring at the proficient level, while 70% of students not participating in the free/reduced program score proficient. This statistic contradicts the national trend for "at risk" students and demonstrates the successful implementation of strategies to address this population.

Mason-Corinth Elementary is well on the way to the goal of 100, with a math index score of 99. In both male and female populations, 73% scored at the proficient level. Sixty-eight percent of students qualifying for free/reduced lunch are scoring at the proficient level while 78% of non free/reduced participants are scoring proficient. The strategies employed thus far have raised scores for all populations. As Mason-Corinth Elementary staff continues to fine tune their instructional strategies it is anticipated that this gap will be nonexistent.

All students with disabilities participate in the KCCT, however, the numbers are too small to be statistically significant. Further analysis of the data indicates that 88% of the special education population are scoring at the apprentice and proficient range in reading while 66% are scoring proficient and distinguished in math.

#2   Using Assessment Results

When CATS data is received in the fall, an analysis is done of each subject area to determine overall school strengths and weaknesses. Specific content areas are analyzed to see if all content areas have been covered thoroughly. Data is reviewed to determine if the strategies used are reaching all types of learners. Careful analysis of subgroups is done to assure that no group is being left behind. In addition, the staff carefully analyzes the abilities of individual students to respond to multiple choice questions versus open response type questions.   Based upon CATS results, the staff determines if there have been any gaps in instruction and revises the curriculum as needed.

In addition to the annual analysis of the CATS data, there is an ongoing assessment of student learning. Weekly scrimmages are given to 3-5 grade students, from which the needs of individual students are identified. Intervention specialists further review and analyze data, and, in collaboration with other instructional staff, design individualized instructional programs for students that are provided in small group settings.

#3   Communicating Assessment Results

Mason-Corinth Elementary utilizes a variety of mediums to communicate student progress. In the fall of each year, the school receives its school-wide assessment results and individual student scores from the previous spring's state CATS assessment. School-wide results are communicated to parents immediately and objectively in the local newspaper which faithfully runs assessment results with clear explanations of the data. Mason-Corinth Elementary's newsletter, "The Wildcat Weekly" further explains school-wide results with some disaggregation. Scores are announced and interpreted at parent meetings such as PTO, Site Based Decision Making (SBDM) Council Meetings, and the annual SBDM report to the Board. These meetings allow for questions from parents as well as the public, and provide intensive insight into strengths, weakness, and plans for improvement. Results are also included on the school report card that is mailed to parents and is available on the school, district, and state websites. The state website also provides an archive of school report cards with past assessment results. Special school-wide programs applaud student achievement both as a student body and individually. Individual CATS scores are shared with parents during Fall conferences or are mailed home to parents unable to attend.

Student progress throughout the year is communicated via quarterly report cards every nine weeks, and progress reports at 4 ½ week intervals. Parent conferences are formally scheduled each fall and are encouraged at any time throughout the year. Results from other formal assessments such as the Group Reading Assessment and Diagnostic Evaluation (GRADE) and informal assessments such as test scrimmages are communicated via the parent conferences and materials sent home.

Mason-Corinth Elementary has strengthened its parent involvement component by including sample grade-level appropriate questions on the weekly newsletter. This has provided insight and buy-in for the assessment process. Family activities such as "I Succeed When My Family Reads" has also raised awareness to the home element of student success. Additionally, weekly teacher newsletters, parent workshops, family nights, home visits, the school web site, parent syllabus, reading nights, Read with Child celebrations, phone calls, and notes home, assist the staff in communicating student results with our families.

#4   Sharing Success

The staff at Mason-Corinth Elementary is confident in their ability to share its success with others through in-service and training. Mason-Corinth Elementary personnel actively participate in a variety of district-level initiatives to strengthen curriculum and improve learning strategies for all students in Grant County Schools. Via this venue, the school's content specialists were instrumental in the development of the district's "Do What Because" (DWB) graphic organizer. Additionally, Mason-Corinth's Literacy experts helped organize and presented at Grant County's first annual Summer Literacy Conference this past year. This fall, all district Special Education, regular education, and paraeducators received SRA training provided by Mason-Corinth Elementary staff. During the past year, Mason-Corinth Elementary piloted the district's successful implementation of the Group Reading Assessment and Diagnostic Evaluation (GRADE).

In addition to these district-driven initiatives, Mason-Corinth Elementary has also taken a lead in developing, implementing, and now sharing two very successful, unique strategies. The first involves the creative use of data, staff, scheduling, and funding to provide an intricate system of targeted instruction to small groups of students. These ideas have now been shared with and adopted by sister schools. The second, an administratively driven weekly assessment of that instruction, is being studied for future implementation at the same schools.

In addition to providing formal and informal training to fellow-educators, teachers at Mason-Corinth Elementary are comfortable, confident, and competent in opening their classrooms to any who request assistance. This has been demonstrated on various occasions as principals and members of area schools have sought insight to Mason-Corinth's success.

PART V – CURRICULUM AND INSTRUCTION

#1   Curriculum:

The Kentucky Department of Education provides two documents, the "Program of Studies" and "Core Content for Assessment," upon which curriculum at Mason-Corinth Elementary is built. A district syllabus reflective of these two documents provides a scope and sequence for each content area. The syllabus is vertically and horizontally aligned, providing a continuum of instruction throughout all grade levels.

Reading is at the core of all other areas taught. It is the expectation that each child will be reading at or above grade level. In the primary grades most content areas are addressed through reading instruction. In grades three through five the teachers concentrate on various genres of reading and have students work on a multitude of skills that require them to develop deep understanding of the material being read. Comprehension is at the core of all reading instruction.

Writing is integrated into all content areas. Writing development contains two components. Handwriting is taught at lower levels, implementing "Handwriting Without Tears," a specialized program utilized by occupational therapists throughout the country. Instruction in the writing process starts in Kindergarten. At lower levels the focus is on personal writing. As the skills develop, third, fourth and fifth grade students write for a variety of audiences for a multitude of purposes. Students in fourth grade develop a state-assessed portfolio which includes four pieces of writing in the following areas – personal, literary, transactive, and reflective. Students also receive instruction in on-demand writing. Complex elements such as the use of appropriate details, grammar, sentence structure, tone, audience and voice are essential components of all student writing.

In math, basic skills are continually addressed throughout all grade levels. Higher level skills that require students to use the math in real world situations are purposefully taught throughout. We expect that every student be able to explain an answer in addition to simply solving a given mathematical equation.

The focus in science is on providing students with the basic knowledge of the world around them in connection to what they already know and have witnessed. A vast variety of materials are used to allow students to explore and create representations of the scientific concepts they learn. It is Mason-Corinth Elementary's expectation that each student be able to understand scientific concepts as well as make connections from one concept to another.

Practical living curriculum consists of developing skills in personal care, personal safety, life skills, and healthy choices. This is done through many activities designed to make the student aware of the consequences their actions have on self esteem, health, and body image.

In social studies a background of knowledge is provided for community, state, and nation. A feel for historic events, and how they have shaped the world in which the students live, is provided through presentations, field trips, readings and other media.

Mason-Corinth Elementary staff includes specialists in arts and humanities (including music, art, and strings) and physical education. These teachers also adhere to the purposeful guidelines set forth in the Kentucky Department of Education's "Program of Studies" and "Core-Content for Assessment." Activities that enrich the student's physical fitness for healthy living, cultural awareness of musical abilities, and artistic interpretation are offered to all students.

#2a. (Elementary Schools) Reading

The reading level of each student is assessed three times each year using the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a diagnostic tool designed to see what pre-reading or reading skills have been learned and what skills need to be taught. Based upon the assessment data and teacher referrals, students are identified and small, flexible groups are formed to address individual students' reading needs. In the small groups, instructional leaders utilize resources such as the GRADE Resource Library for materials designed to remediate and challenge.

All primary teachers have been trained in the Four-Blocks method of reading instruction. Mason-Corinth chose this instructional method based upon its ability to incorporate all of the necessary reading components - Guided Reading, Self-Selected Reading, Writing, and Working with Words – into one lesson. In addition to this, teachers use the Scott Foresman reading series, Zoo Phonics, trade books, and teacher-made materials, as well as commercially prepared materials to assist in their reading instruction. This allows staff to aggressively teach explicit phonics, phonemic awareness, comprehension, fluency, and vocabulary at all grade levels.

In addition to the regular reading program, students with disabilities receive supplemental instruction using the SRA Reading Mastery program. SRA is an intensive, research-based, scripted reading program. At the kindergarten level, Mason-Corinth Elementary realizes the importance of language development toward early reading, and therefore utilizes Language for Learners, an emergent reading program, for identified Kindergarten and special needs students.

#3 Mathematics, Science, Art, Etc.:

Math instruction at Mason-Corinth Elementary has a dual focus. Basic skills are taught from kindergarten through fifth grade. Each student is required to not only master the ability to recall lower level questions but also to be able to apply the skill learned. Although McGraw-Hill Mathematics is the textbook used, many of the materials used in the classrooms are created by the teachers. Calendar math provides Kindergarten students the opportunity to learn a variety of skills. In all grades each student is provided the manipulatives they need to make a connection from the abstract to concrete learning of mathematics. Mason-Corinth Elementary ensures that students are provided with the opportunity to use math in a variety of real world situations for the purpose of understanding why math is important. Students are assessed using this practical application of math, using problem solving skills, labeling answer parts and showing appropriate use of math vocabulary. This type of assessment is continuous and requires the students to explain why they gave the answer they gave. At the end of each unit of instruction each student is assessed on his/her ability to use the lesson and material taught. If they are not successful, assistance is provided to students who still need help to reach a proficient level.

#4 Instructional Methods

Mason-Corinth Elementary students typically demonstrate a variety of learning styles with limited back-ground knowledge. Therefore, differentiated instruction is a key component to the school's success. Differentiated instruction allows teachers to use a variety of modalities and instructional strategies to meet the needs of all learners. Depending on the skill to be learned the teacher may use skill, drill and practice, games, textbooks, teacher-made materials, collaboration, small group, or large group activities. The teachers use readers theatre, flash cards, creative projects, modeling, reading to a peer, or reading partner to help students learn at their highest level. Each student is provided with time in the computer lab where

they can work on problem solving or practice on a variety of skills using programs targeted to their needs or web based programs. An integrated approach to teaching all content provides multiple opportunities to learn the material at a higher level.

One instructional approach employs the use of a graphic organizer called DWB (Do What Because) which was developed with help from Mason-Corinth Elementary staff in a district-wide initiative. This strategy is used in all content areas to help students of all levels consistently answer open ended questions. Beginning in Kindergarten, teachers model the strategy and as students progress through each grade they become adept in using this organizer independently.

An integral component in Mason-Corinth Elementary's instructional method is the "hands-on" systematic approach implemented by building administration, coupled with the vision of the staff that all students can succeed at high levels. An assessment of core content standards is developed and administered weekly to third through fifth grade students. Administration takes a leading role in scoring and analyzing results. Administrator/teacher conferences address what concepts students have mastered and what skills need more attention.   This deliberate and highly individualized method of instruction ensures a strong educational foundation and equips each student with skills needed for life-long learning.

### #5	Professional Development

Professional development at Mason-Corinth Elementary is on-going and job-embedded. Decisions about specific professional development activities are based upon whether student learning will be improved.

Each spring, a plan is developed for the following year based on needs identified in student assessment data. The plan contains both school-wide professional development and flexible professional development, designed to meet specific needs of staff members. Instruction on reading skills is always addressed in the plan, reflecting the school's belief that reading is the foundation for all other learning.

Another part of the school's professional development plan centers on writing skills and the reading/writing connection. Mason-Corinth teachers are active participants in both the Kentucky Reading Project and the Kentucky Writing Project. They use the skills and methods learned as a part of these projects to train other teachers in developing excellent readers and proficient writers.

All teachers and instructional assistants attend the annual District Literacy Conference, held each summer. Participants are able to access sessions to meet individual needs, as well as network with staff members across the district in like job groupings. Conference sessions are led by teachers and administrators from the district schools.

Professional development is also an integral part of the teacher evaluation system. Each teacher has an individual growth plan that is designed by the teacher in consultation with the principal. Growth plans are reviewed during the course of the year, and can be revised at any time as the need arises.

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading   Grade: 3   Test: CTBS/5

Edition/Publication Year: 1996   CTB/McGraw-Hill

Scores are reported here as (check one): NCEs____   Scaled scores ____ Percentiles__x__

Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April
MCE Scores				
Total Score (National Percentile)	64	61	61	51
Number of students tested	59	62	56	72
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. Free/reduced lunch (National Percentile)	55	55	60	43
Number of students tested	33	36	29	37
2. African-American (National Percentile)	*	*	*	*
3. Limited English Proficient (National Percentile)	*	*	*	*
STATE SCORES	65	63	62	59

* According to state law, to protect confidentiality, no subgroup scores are reported if the subgroup contains less than 10 students

Subject: Math   Grade: 3   Test: CTBS/5

Edition/Publication Year: 1996   CTB/McGraw-Hill

Scores are reported here as (check one): NCEs____   Scaled scores ____   Percentiles__x__

Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April
MCE Scores				
Total Score (National Percentile)	67	67	65	55
Number of students tested	59	62	56	72
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. Free/reduced lunch (National Percentile)	54	61	61	50
Number of students tested	33	36	29	37
2. African-American (National Percentile)	*	*	*	*
3. Limited English Proficient (National Percentile)	*	*	*	*
STATE SCORES	67	66	63	60

* According to state law, to protect confidentiality, no subgroup scores are reported if the subgroup contains less than 10 students.

Subject: Reading   Grade: 4   Test: Kentucky Core Content Test

Edition/Publication Year: New Version Each year, Published by CTB/McGraw-Hill in 2005

Reading	2004-2005	2003-2004	2002-2003	2001-2002
MCE Reading Index	93	89	80	88
District Reading Index	88	81	82	84
State Reading Index	87	86	83	81
MCE Data Testing Month	April	April	April	April
% at or above Novice	5	4	10	6
% at or above Apprentice	18	26	32	23
% at or above Proficient/Distinguished	77	70	58	71
% at Distinguished	0	0	6	7
Number of students tested	61	50	71	64
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. Free/reduced lunch (Reading Index)	89	88	75	#
Number tested	37	26	31	#
% at or above Novice	8	4	16	#
% at or above Apprentice	16	23	29	#
% at or above Proficient/Distinguished	75	73	55	#
% at Distinguished	0	0	5	#
2. African American (Reading Index)	*	*	*	*
Number tested	*	*	*	*
% at or above Novice	*	*	*	*
% at or above Apprentice	*	*	*	*
% at or above Proficient/Distinguished	*	*	*	*
3. Limited English Proficient (Reading Index)	*	*	*	*
Number tested	*	*	*	*
% at or above Novice	*	*	*	*
% at or above Apprentice	*	*	*	*
% at or above Proficient/Distinguished	*	*	*	*
State percentages				
% at or above Apprentice	22	87	87	85
% at or above Proficient/Distinguished	68	67	62	60

* According to state law, to protect confidentiality, no subgroup scores are reported if the subgroup contains less than 10 students.
# Sub-group scores were not reported for this year.

Subject: Math   Grade: 5   Test: Kentucky Core Content Test

Edition/Publication Year: New Version Each Year, Published by CTB/McGraw-Hill in 2005

Math	2004-2005	2003-2004	2002-2003	2001-2002
MCE Math Index	99	83	76	79
District Math Index	78	84	68	67
State Math Index	74	77	67	66
MCE Data Testing Month	April	April	April	April
% at or above Novice	13	18	22	20
% at or above Apprentice	15	24	28	28
% at or above Proficient/Distinguished	73	58	51	52
% at Distinguished	9	9	10	11
Number of students tested	48	74	65	82
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. Free/reduced lunch (Math index)	93	74	73	#
Number tested	25	32	38	#
% at or above Novice	16	25	29	#
% at or above Apprentice	16	28	26	#
% at or above Proficient/Distinguished	68	47	45	#
% at Distinguished	3	8	8	#
2. African-American (Math index)	*	*	*	*
Number tested	*	*	*	*
% at or above Novice	*	*	*	*
% at or above Apprentice	*	*	*	*
% at or above Proficient/Distinguished	*	*	*	*
3. Limited English Proficient (Math index)	*	*	*	*
Number tested	*	*	*	*
% at or above Novice	*	*	*	*
% at or above Apprentice	*	*	*	*
% at or above Proficient/Distinguished	*	*	*	*
State percentages				
% at or above Apprentice	30	77	69	67
% at or above Proficient/Distinguished	45	48	38	36

* According to state law, to protect confidentiality, no subgroup scores are reported if the subgroup   contains less than 10 students.

Sub-group scores were not reported for this year.