



## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 6         | Elementary schools  |
| 1         | Middle schools      |
|           | Junior high schools |
| 1         | High schools        |
| 2         | Other               |
| <b>10</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9398

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 area  
☐ Suburban  
☐ Small city or town in a rural area  
☒ 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
<b>PreK</b>			0	<b>7</b>			0
<b>K</b>	24	16	40	<b>8</b>			0
<b>1</b>	27	20	47	<b>9</b>			0
<b>2</b>	23	30	53	<b>10</b>			0
<b>3</b>	20	15	35	<b>11</b>			0
<b>4</b>	18	31	49	<b>12</b>			0
<b>5</b>	23	24	47	<b>Other</b>			0
<b>6</b>	17	20	37				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							308

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
3 %	Black or African American
0 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
93 %	White
3 %	Two or more races
<b>100 %</b>	<b>Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	308
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.922

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 121

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 free and reduced-price school meals 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: 15 %

Total Number of Students Served: 46

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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>14</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>4</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>38</u>	<u>8</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	96%	96%	97%
Teacher turnover rate	0%	0%	0%	1%	1%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	%

## PART III - SUMMARY

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Hager Elementary, a neighborhood school located in Ashland, a small rural city nestled along the banks of the Ohio River in the northeast corner of KY has experienced a major demographic shift during the last two decades. Twenty years ago Hager's free-reduced lunch rate was under five percent. Our average rate this year is thirty nine percent, making us a Targeted Assistance Title I School. At one time nearly all of our students resided with middle to upper class nuclear families in single dwelling households. Today, a significant number of our students live in poverty with single mothers in public or subsidized housing, and/or with grandparents and foster parents. These students more often than not face barriers to learning that continue to be unimaginable to most of us. Although our student demographics have changed, one well-known defining characteristic of our school has not; we continue to have the very highest academic expectations for every student.

Hager's current enrollment is 312 K-6th grade students. There are two classrooms for each grade level, a library, computer lab, cafeteria/gymnasium, resource room, and several offices for use by support staff and parents/guardians. The age appropriate playground features a Get Fit America endurance course, accessible to the neighborhood. A Principal, Guidance Counselor and Family Resource Center, fourteen certified teachers, and numerous resource specialists and support staff serve the school with great pride and dedication.

Hager has a reputation for academic excellence in our district and region. Hager reached Proficiency by achieving a total Academic Index Score of over 105.2 on Kentucky's Core Content Test (KCCT) in 2008, several years ahead of the state's goal of reaching proficiency (100) by 2014.

The Mission of Hager Elementary is to provide our students with a nurturing, positive school environment in which they can reach their highest level of academic achievement, while developing their creativity, independent thinking, physical well-being and social skills through a partnership involving home, school, and community.

The staff at Hager is one of unity. Each teacher respects the position of the others. No one claims to be the "best" or teach the most important or accountable grade. They make time each day to offer creative feedback to one another. It's common to find students from various grade levels in and out of classrooms throughout the building. Faculty members serve as mentors and coaches for all students, not just those in their respective classroom. Their objective is to ensure that no child is left behind. A culture of support, trust, and respect creates a learning environment where students and staff alike are willing to take risks in teaching and learning to build each other's capacity.

Our school follows Kentucky's Program of Studies, Depth of Knowledge, and Core Content 4.1 in providing opportunities for a rigorous and relevant curriculum. The instructional framework is rooted in the constructivist model, allowing teachers to ask essential questions and evaluate performance through dialogue and observation. Monthly faculty and curriculum meetings, principal walk-throughs, continuous data assessment and teacher assessment notebooks are used in driving decision-making, professional development, and improvements in direct and differentiated instructional practices.

We rely on visionary leadership, sound fiscal management, and the support of an active Parent Teacher Organization and strong community partnerships to make the most of the resources we have available to us in meeting our students needs.

We are proud to be considered among the top performing schools in the state. There's nothing particularly special or exciting about what we do. We just know and firmly believe that having excellent teachers and

expecting the very best of everyone who enters our door is at the heart of our success.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Hager Elementary assesses students in accordance with the KY Core Content Test (KCCT). The annual assessment allows 3rd-6th grade students to exhibit their knowledge and skills in mastering Kentucky's core content. The KCCT consists of multiple choice and open response writing questions.

Since the 2006-07, KY included 3rd-6th grade students in the reading and math portion of the KCCT assessment. Comparison of scores prior to 2006-07 is invalid. Fourth grade students are tested in science and practical living, and must produce three portfolio writing pieces: personal/literary, reflective, and transactive. Teachers conference with students to publish the final version of portfolio writing for scoring. Fifth grade students produce an on-demand writing piece from a selected prompt provided during the timed assessment. Fifth graders are also tested in social studies and arts/humanities.

There are four performance levels in the KCCT: Distinguished – high/medium/low, Proficient – high/medium/low, Apprentice - high/medium/low, and Novice-high/medium/low. Students scoring as: Distinguished demonstrate in-depth knowledge of core content; Proficient students demonstrate broad knowledge and are able to apply it in everyday life; Apprentice level students demonstrate basic knowledge and reasoning abilities; and students scoring at the Novice level demonstrate minimal, underdeveloped, and sometimes inaccurate knowledge of core content.

KCCT data are reported to schools in the fall using the Kentucky Performance Report (KPR). Schools receive a total academic index score and an adjusted score including non-academic indicators of attendance, dropout, and retention rates. Each school has performance goals established by the state that are reported in a biennium table showing levels of progress toward proficiency (score of 100) by the year 2014. The KPR includes detailed grade specific assessment data, such as correct/incorrect answers to multiple choice questions, open response scores, comparison scores between the school, district, and state, and disaggregated data for sub-groups.

Our faculty analyzes the KPR to discern possible achievement gaps for all student groups. We pay close attention to scores for individual questions to determine the need for additional instructional time for particular skills. Assessment data are used to drive decision-making in curriculum alignment, instructional practices, professional development, and the allocation of fiscal and human resources.

Faculty and staff, serving as mentors, spend time with 3rd-6th graders discussing individual achievement goals for the school year. Each student establishes a personal goal to reach during the KCCT. Students along with their mentors, develop a plan of study to assist in reaching their goals.

Hager host "Take the Test Night" for parents/guardians allowing those attending, an opportunity to try their skill at sample questions. School attendance and performance during the testing window is encouraged. Students sharpen their test taking skills by challenging community partners and school administrators in their version of, "Are You Smarter Than a Fifth Grader".

Hager's total Academic Index for 2007-08 was 105.2 with 1.99 scoring in the Novice range, as compared to 92.5 with 8.61 scoring in the Novice range in 2003. The reading score on the 2007-08 KPR was 106.6 with 86.2% in the Distinguished/Proficient and the math score was 110.6 with 84.6% in the Distinguished/Proficient.

When analyzing our KPR, a significant disparity is noted amongst subgroups in reading scores between those participating and not participating in the free-reduced lunch program. At the fifth and sixth grade levels in reading, 60 % of the students participating in the free-reduced lunch program scored Proficient/Distinguished – below the state goal for proficiency (score of 100), and compared to the school’s total reading index of 106.6.

Hager has shown steady progress over the past five years of KCCT assessments and consistently meets its No Child Left Behind Adequate Yearly Progress goals.

The KPR for Hager Elementary may be located at [www.ashland.kyschools.us](http://www.ashland.kyschools.us)

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

Our school holds a faculty meeting as soon as the KPR assessment results are released. Each faculty member develops an assessment notebook in which to keep grade specific assessment scores, data analysis, and instructional plans to address areas of concern for each core content area taught. Samples of teacher directed open-response questions and other types of student assessment are contained in the notebook. The notebook is reviewed monthly during curriculum meetings, principal walk-throughs, and common planning time to determine progress in aligning the curriculum and differentiating instruction to meet individual student needs.

Twice a year our district participates in the Think-Link assessment, designed to gage our readiness for the KCCT. Teachers compare the scores with KPR results, and use the data to make adjustments in assessment and teaching strategies. Comparative and trend data are also used to make recommendations for additional instructional time in the Day-Time Waiver Extended School Services program and/or the Response to Intervention program for reading.

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

The School-Based Decision Making Council reviews the KRP and determines how to best communicate the results to staff, students and their families, and the community. Scores are then shared as soon as possible following the release of the KPR. All faculty/staff members are recognized for their achievement with a breakfast/luncheon provided by the PTO and community partners. We honor student success with a huge celebration complete with banners unveiling each grade level’s academic index scores. The announcement of the total index score for the school is a big production, complete with music, dancing, and lots of cheering from the staff and students during the school-wide assembly program. The school’s marquee, newsletter, and website announces the school’s scores to the community. The local newspaper covers the news of the KPR results. Hager is generally recognized publicly for their continued academic performance in the district, region, and state. Each principal is required to give an overview of his/her school’s assessment scores with any corrective actions at a Board of Education meeting.

The annual School Report Card is made available to all parents/guardians. KCCT results along with an interpretation of the performances levels are shared with students and thier parents/guardians. Parents also receive biennial Think-Link assessment results and progress reports following each nine-week grading period. Parent/teacher conferences and review of Title I Learning Compacts are scheduled twice a year.

Academic achievement is recognized monthly with the “Student Spotlight” wall of fame. A photo of each honored student and a brief history of his/her success story is displayed in the entry way of the school. School-wide assembly programs and special incentive programs funded by the PTO and community partners also recognize students success in academics, attendance, and attitude.

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

During school exchange walk-throughs, teams of central office administrators and principals visit other schools in the district to observe classroom lessons, share best practices, and are given an opportunity during an exit conference to discuss assessment and instructional strategies that produce positive outcomes and improved academic achievement.

Hager has an open door policy when it comes to sharing information about improving academic achievement. We welcome visitors and callers looking for new ideas for building a team approach to teaching and learning. Hager is also a popular site for student teachers from the regional universities. Our administrators and staff are always willing to share their knowledge, skills, and value (work ethic and dedication) by networking and collaborating with colleagues at workshops and seminars, or just as easily at ballgames, the grocery store, or church. Success is a family affair to them.

Should we be honored as a national Blue Ribbon School, we will host a media day for local newspapers and TV stations to talk with staff, students, and parents about what the honor means to them. We will display a banner on our building and place a link on our website for more information about the award. We will produce a Blue Ribbon cookbook of best practices to share with other interested schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Monthly curriculum meetings engage staff in the continuous review of Kentucky's Program of Studies - Core Content 4.1 and its linkage to instruction at Hager. Common planning time provides opportunities to align a rigorous and relevant curriculum to meet student needs. Lesson plans reflect teaching, learning, and assessment strategies geared toward mastery of core content. Early identification and intervention is critical in assisting students to reach their maximum potential. Staff is responsible for making referrals for academic and behavioral support services for students in need. Technology is fully integrated across the curriculum through use of classroom computer stations, a computer lab, and the media center/library.

Kindergarten students are introduced to the "Letter People" and enjoy read alouds in literature rich classrooms. Learning centers encourage the exploration of books and reading. Heterogeneous and ability grouping at all grade levels is utilized in providing large and small group reading instruction. Read alouds, shared reading and independent reading strategies motivate readers, while building vocabulary and comprehension skills. Research-based programming includes use of the STAR Reading program and Accelerated Reader. The school adopted the Houghton-Mifflin text for reading instruction. Numerous volunteers and community leaders read to and with our students on a regular basis.

Hager's Comprehensive School Improvement Plan focuses on language arts and math. A Writing Continuum has been developed and implemented across the district. Every student must produce writing pieces to be contained in a "Pass Along Portfolio". Each grade level has specific entries that must be completed during the school year and passed on to the next grade. Students practice open-response questions on a weekly basis and learn to respond to on-demand writing prompts across the curriculum. Several genres of writing are required of students: literary, personal, transitive, and reflective. The KCCT currently requires a writing portfolio at the 4th grade level and 5th graders must respond to on-demand writing prompts during the state assessment. Portfolio Pals (teachers/staff) mentor students through the writing process.

Math instruction includes algebraic thinking, data analysis and probability, geometry, measurement, number properties, and computation. The computer-based Symphony Math program is used to help students with skills practice and mastery.

The core content in Science includes the state mandated components of physical, earth, and life sciences. Scientific inquiry is taught using hands-on experimentation at every grade level with exhibits of student work filling the hallways.

Social Science comes alive at Hager as faculty members incorporate a plethora of instructional strategies, including standards based/thematic units, educational field trips, guest speakers, time-lines and individual student/family projects.

The arts are infused in the social science curriculum as students participate in annual dramatic and musical productions depicting the diverse culture and heritage of Appalachians, Native Americans, Pioneers, and West Africans.

The Arts and Humanities curriculum at Hager is delivered by itinerate teachers who visit the school two-three days per week. The music teacher with assistance from the Media Specialist, work together to teach music, dance and drama. Students are provided opportunities at school and within the community to develop their appreciation and understanding of the arts. Students produce, interpret, and critique their works of art along with that of famous artists. Students are provided the opportunity to read music and play basic instruments.

Educational field trips to the Paramount Arts Center provide students the opportunity to view and participate in the performing arts.

Practical Living and Vocational Studies are integrated across the curriculum. The Guidance Counselor supplements instruction with weekly lessons focusing on health and wellness, character education, economics, and career awareness. Service learning projects within the school and the community assist students in developing civic responsibility and an awareness of their environment.

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

Students at all grade levels who are identified by the STAR Reading program as struggling with reading and are eligible for Targeted Title I services receive additional instructional time in a pull-out setting. Part-time resource specialists and instructional assistants supported by Title I funds provide the instruction. Non-Title I students receive reading assistance through a Day-time Waiver-Extended School Services program. The reading textbook used for these programs is the same as that used during the regular instructional day.

Second grade students who are at least one full grade level behind in reading are referred to a three-tiered Response to Intervention (RTI) literacy program, using the Houghton-Mifflin “Soar to Success” research-based reading model. In this pullout program, thirty minutes of additional reading instruction is given at the Tier 2 level, and sixty minutes at the Tier 3 level. (Tier 1 is the core reading curriculum consisting of ninety minutes of daily high quality reading instruction for all students. Students are assessed using STAR Reading program to determine reading levels.) Students participating in the RTI - Soar to Success program are assessed regularly to determine progress and continued need for intervention.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

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

Students broadcasting live from the TV station in the Media Center greet parents, guardians, and guests each morning. Students improve their communication and social skills by participating in the delivery of daily morning news and weather. Community agencies such as the University of KY County Extension Service offer our students a variety of activities during the regular school day and after school for personal growth: 4-H, Public Speaking, Entrepreneurship and Leadership programs, and the Dollars and Sense economics program.

Hager’s Beta Club and Governor’s Cup programs assist students in sharpening their academic skills in core content areas, helps fosters social competencies, and instills a lifelong love for learning.

The Ashland Family Resource Center supports parent and child learning opportunities focusing on family literacy. Families enjoy programs such as “Build a Book”, “Waffles and Writing”, “Take the Test Night”, and “Kinder Camp” – an orientation and transition program for incoming Kindergarten students and their families.

Hager’s Arts and Humanities faculty engages students in a community-wide, “Art in the Park” program, giving students the opportunity to perform in music, drama, art, and dance before large crowds of family, friends, and community residents.

All of these experiences help our school develop responsible citizens, and well-adjusted students.

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

Hager Elementary School's success clearly lies in the highly qualified staff whose passion is teaching and learning. If you visit our school you will find teachers, resource specialists, and support staff on duty before the designated time to be on campus, and they usually don't leave until well after the dismissal bell rings. Our average staff attendance rate is 96-97%. Our faculty gives freely of their time and talents, often spending extra time in the summer, after school, and on weekends designing innovative and creative lesson plans aimed at making sure "every child gets it".

The teacher-student ratio of 22:1 allows teachers the opportunity to develop caring relationships with not only their students, but with those throughout the building.

Our faculty functions as mentors, coaches, and facilitators of learning. They incorporate a wide variety of styles and methods to get the job done. Large and small group instruction, one-on-one, centers, and hands-on learning methods can be observed on a daily basis in contained classrooms. Technology is incorporated in instructional practices at every grade level. Differentiated instruction is designed to meet the special needs of our students.

Our teachers and staff are engaged in intentional instruction. The classrooms are busy and are arranged to make the best use of our space and resources. The master schedule supports efficient and effective use of our personnel.

High expectations are the foundation of our instructional methods. We place a great deal of emphasis on meeting our students cognitive, emotional, and social needs. Our guidance counselor, family resource center staff, and school-based mental health therapist work hand-in-hand with the teachers to ensure that when students arrive at school they are prepared and ready to learn. Information and referral services assist parents/guardians in meeting the growing needs of our most vulnerable students.

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

Hager has participated in the district-wide, "Growing Strong Teachers", professional development series, focusing on the constructivist model of teaching and learning. Highly skilled trainers from Atlanta, GA spent time at our school observing, training, coaching, modeling, and providing feedback. We learned how to ask essential questions and use critical thinking skills in discerning how our instructional practices align with KY's core content 4.1.

With a focus on writing in our Comprehensive School Improvement Plan, as driven by assessment data, our faculty participated in several workshops offered by Angela Hildebrandt, from Morehead State University. We learned many writing strategies that positively impact our student's academic performance. Embedded professional development is evident throughout the building. Our staff is expected to share knowledge and materials from any trainings they attend to benefit our entire school family. Teachers also share their expertise with one another by visiting each other's classrooms and assisting whenever instructional challenges arise. The team approach is central to Hager Elementary School's success.

#### **6. School Leadership:**

Hager Elementary is governed by a School-Based Decision Making Council composed of the Principal, faculty members and parents/guardians. The Council meets monthly to analyze KCCT and other forms of assessment data to drive decisions about curriculum and instruction, text book adoption, scheduling, special programming, staffing needs and resource allocations.

The Principal supervises staff, facilitates teaching and learning, helps develop the school budget, establishes a

communication plan, guides the School Based Decision Making Council in the development of policies and procedures, and manages the day-to-day operation of the school. She is a visible and visionary leader, who continually works toward keeping our school on track toward proficiency. She encourages participation in decision-making from students, staff, families, and the community through established Comprehensive School Improvement Planning committees. Each committee is charged with responsibilities related to academic achievement and student and staff well-being.

Hager is a welcoming school. Parents/guardians and visitors are a vital part of the school's success. The principal works closely with the Parent Teacher Organization (PTO), the Partners in Education (PIE), and other community agencies and institutions in supporting the school's mission.

As an example of the leadership of the principal and her council, Hager recently implemented a Response to Intervention program using, Houghton-Mifflin's, "Soar to Success", to address the achievement gap in reading for students (especially those participating in the free-reduced lunch program). The program is funded through a dropout prevention grant from the KY Department of Education. While other schools chose to use the district's recommended research-based reading model, Hager challenged the use of the selected program and advocated for one that was a better fit for their students. They defended their choice with the use of assessment data and literature reviews and convinced the district to allow them to use the program of their choice.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	94	83			
Distinguished	57	45			
Number of students tested	46	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	90	83			
Distinguished	53	33			
Number of students tested	19	18			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Distinguished/Proficient	90				
Distinguished	50				
Number of students tested	10				
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

Subject: Reading

Grade: 3

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	85	98			
Distinguished	37	43			
Number of students tested	46	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	84	95			
Distinguished	26	28			
Number of students tested	19	18			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Distinguished/Proficient	90				
Distinguished	50				
Number of students tested	10				
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

Subject: Mathematics

Grade: 4

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	86	76			
Distinguished	35	37			
Number of students tested	43	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	81	72			
Distinguished	25	28			
Number of students tested	16	18			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

Subject: Reading

Grade: 4

Test: KCCT

Edition/Publication Year: 2003-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	95	89	84	86	92
Distinguished	30	21	19	13	12
Number of students tested	43	38	43	52	49
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	94	83	77	62	80
Distinguished	13	0	12	8	20
Number of students tested	16	18	17	13	10
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Distinguished/Proficient				60	
Distinguished				10	
Number of students tested				10	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: KCCT

Edition/Publication Year: 2003-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	79	70	64	58	64
Distinguished	30	23	17	18	12
Number of students tested	37	43	47	57	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	66	63		41	40
Distinguished	13	19		0	7
Number of students tested	15	16		17	15
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	76	79			
Distinguished	11	26			
Number of students tested	37	43			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	60	75			
Distinguished	0	19			
Number of students tested	15	16			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

Subject: Mathematics

Grade: 6

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	84	75			
Distinguished	49	30			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	80				
Distinguished	50				
Number of students tested	10				
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

Subject: Reading

Grade: 6

Test: KCCT

Edition/Publication Year: 2006-2008

Publisher: Kentucky Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Distinguished/Proficient	90	93			
Distinguished	37	32			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	100	100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Distinguished/Proficient	60				
Distinguished	30				
Number of students tested	10				
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

A different form of testing was used in previous years.

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