

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Heather Gerald

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

Official School Name Tompkinsville Elementary School

(As it should appear in the official records)

School Mailing Address 420 Elementary School Rd.

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

City Tompkinsville State KY Zip Code+4 (9 digits total) 42167-1669

County Monroe County State School Code Number* 440

Telephone 270-487-6472 Fax 270-487-9203

Web site/URL

http://www.tes.monroe.kyschools.us

E-mail heather.geralds@monroe.kyschools.us

Facebook Page

https://www.facebook.com/tompkinsvilleelementa

Twitter Handle ry

Google+ _____

YouTube/URL _____ Blog _____

Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Lewis Carter

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

E-mail:

lewis.carter@monroe.kyschools.us

District Name Monroe County Tel. 270-487-5456

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Toby Chapman

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	35	18	53
K	44	24	68
1	36	35	71
2	34	23	57
3	32	28	60
4	32	19	51
5	26	25	51
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	239	172	411

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 11%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	335
(5) Total transferred students in row (3) divided by total students in row (4)	0.110
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 4 %
17 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 89 %
 Total number students who qualify: 366

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 16 %
59 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.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 1 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 0 Emotional Disturbance | 38 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 9 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 5 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Located in the south central region of Kentucky just east of the Appalachian Mountain range along the Kentucky-Tennessee border, Tompkinsville Elementary School is considered a rural elementary school with a predominantly Caucasian population and a poverty rate soaring at 89%. Despite persistent and glaring socio-economic barriers, Tompkinsville has proven itself to be one of the top performing schools in the Commonwealth as evidenced through numerous awards, accomplishments, and accolades. In 2013, Tompkinsville was recognized by the Kentucky Department of Education as a Distinguished, High-Performing, High Progress School in the state of Kentucky, which means our school was ranked in the 91st percentile (top 9%) for academic achievement and academic growth. Specifically, we ranked in the top 3% in the state of Kentucky in math and closing the achievement gap and top 11% in reading (based on K-PREP, our state-wide test). In 2008, Tompkinsville was also recognized by the Kentucky Department of Education as a "pacesetter" school, which means the school ranks in the top 5% of all public schools in the state of Kentucky for academic achievement. In addition, Tompkinsville boasts two National Board Certified Teachers as well as two highly trained, certified Reading Recovery teachers and a state-wide Reading Recovery Teacher-Leader. It is clear that Tompkinsville has continually evolved into a highly successful public elementary school by providing students with the best education possible.

Tompkinsville Elementary School is the largest elementary school within the Monroe County School District. With approximately 411 students in pre-school through fifth grade, Tompkinsville's mission is to put kids first and help every child, every day reach his or her highest potential. In our efforts to improve, we have integrated the following programs to increase student learning, focus on our students' individual learning styles, and address the Kentucky Core Academic Standards: Leader in Me, Reading Recovery, daily Response to Intervention (RtI), literacy block, practical living and math labs, science lab, math coach, reading interventionists, Accelerated Math, and flexible grouping.

At Tompkinsville, there are a myriad of factors that have played an instrumental role in contributing to our increased levels of student achievement and success. Namely, our school focuses on maintaining an atmosphere of high expectations that permeates throughout the entire school community, including students, teachers, staff, and parents. We expect the best from our whole learning community, and, in return, we receive the best. Additionally, our school has an intentional focus on the creation and maintenance of a positive school culture in which relationships between teachers and students flourish. Within this culture-centered learning environment, we celebrate often with staff and students, build an urgent sense of personal responsibility for all, and motivate each other to put forth the extra effort in everything we do. In every decision we make, we ask ourselves "Is this best for kids?" This kids-first mentality illustrates the kind of learning environment we possess in which every decision is based on the simple premise of always doing what is in the best interest of our students.

We also emphasize the importance of quality instructional strategies through the development of an aligned curriculum, differentiated instruction for all students, interventions at all levels for students who struggle in content-related disciplines, and the routine implementation of formative and summative assessments as the guiding force to our instructional decision-making for each child. The data gleaned from these assessments drive our instruction, in which we constantly make adjustments and modifications tailored to meet the unique needs of individual learners. It is also imperative that we continually utilize research-based instructional strategies designed to promote active engagement, hands-on learning, real world connections, and higher-order thinking in order to prepare our students with the critical thinking skills necessary to compete in and contribute to an ever-changing global economy.

In order to continually improve, Tompkinsville uses data analysis to create a Comprehensive School Improvement Plan (CSIP), which identifies our priority needs for improvement. Based on these needs, we employ a number of strategies to meet our needs including the frequent implementation of Professional Learning Communities (PLCs) in which all teachers analyze student data from various formative and summative assessments; plan and coordinate standards-based units of study; examine individual student learning styles; and create and/or revise common assessments for student learning. Furthermore, all certified

staff members are required to complete a professional growth plan which targets areas for improvement in teaching, learning, and leadership.

Tompkinsville Elementary School is committed to each student's individual success. Therefore, we provide equal opportunities that include the employment of a school-wide Title I program designed to help at-risk students, differentiated instruction and assessment analysis of data based on equity issues, after-school tutoring, 21st Century Community Learning Center, Extended School Services (ESS), Family Resource Center, and Migrant/ESL instruction. All performance results are disaggregated and evaluated annually to identify achievement gaps. Based on these results, we design instructional strategies to improve student achievement for all students.

Tompkinsville Elementary School also believes in the importance of a well-rounded education for all students. Therefore, we promote and encourage the participation and involvement in the following extracurricular activities as an integral part in the development of our students: Junior Beta Club, Academic Team, Prep Junior Guard, Student Technology Leadership Program (STLP), Cub Club After-School Program, PRIDE (Personal Responsibility in a Desirable Environment) Club, and various speech, poster, and essay contests.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kentucky students in third, fourth, and fifth grades are assessed annually through the Kentucky Performance Rating for Educational Progress (K-PREP) in the content areas of reading and math. This test consists of multiple choice questions as well as extended response and short answer questions that are tied directly to the Kentucky Core Academic Standards for reading and math. Based on their level of achievement, students are placed in the following categories: novice, apprentice, proficient, and distinguished. The goal for every student across the state of Kentucky is to be proficient or distinguished in reading and math by 2017. In order to achieve this goal, it is imperative that each school reduce the number of students performing at the novice level and increase the number of students performing at the proficient or distinguished level. It is evident through the results of our K-PREP that Tompkinsville Elementary School is on track to reach proficiency for all students by 2017. Tompkinsville has consistently scored in the top 5-10% of all elementary schools in the state over the past five years in the areas of reading and math. Trend data for the last five years in reading and math show these high levels of academic performance for our students as illustrated in the percentage of students scoring proficient or distinguished:

Combined Reading/Math

2013-67%; *2012-55%; 2011-90%; 2010-91%; 2009-90%

Reading

2013-62%; *2012-52%; 2011-89%; 2010-89%; 2009-83%

Math

2013-72%; *2012-57%; 2011-92%; 2010-93%; 2009-96%

Tompkinsville Elementary School is comprised of a free and reduced lunch student population of 89%. However, this socioeconomic barrier has not been allowed to be a deterrent to student learning at Tompkinsville. In fact, Tompkinsville's scores for the free/reduced lunch approved student population are consistent with the overall scores for all students in reading and math:

Reading (free/reduced)

2013-58%; *2012-47%; 2011-87%; 2010-88%; 2009-80%

Math (free/reduced)

2013-72%; *2012-57%; 2011-92%; 2010-92%; 2009-95%

Tompkinsville has also sustained a low percentage of students scoring at the novice level in reading and math for the last five years:

Reading

2013-15%; *2012-17%; 2011-0.53%; 2010-1.06%; 2009-1.09%

Math

2013-2%; *2012-5%; 2011-1.06%; 2010-0.53%; 2009-0.54%

*Note: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

In addition, it is important to also note that Tompkinsville was recognized in 2013 as a Distinguished, High-Performing, High Progress School in the state of Kentucky, which means our school was ranked in the 91st percentile (top 9%) for academic achievement and academic growth. Specifically, we ranked in the top 3% in the state of Kentucky in math and closing the achievement gap and top 11% in reading.

There are numerous factors that have contributed to the increased achievement scores in reading and math over the past five years at Tompkinsville Elementary School. Specifically, our teachers have worked collaboratively to align our curriculum with Kentucky's Core Academic Standards and program of studies, and they have diligently developed learning targets for each content area. Furthermore, our teachers routinely implement the use of formative assessment as a guide to monitoring individual student learning

and mastery of content. Teachers throughout our school have developed a systematic progress monitoring system for each student in which assessment data is recorded over time and appropriate interventions for each student based on their individual assessment data is performed in order to help them reach proficiency and beyond. Additionally, all teachers regularly meet in grade level Professional Learning Communities (PLCs) to disseminate student assessment results, plan lessons and units of study, and develop common assessments. Implementation of PLCs has allowed our teachers to focus on student learning through a collaborative team approach with the end goal of reaching proficiency for all students. It is through these PLCs that teachers are able to focus on other important areas such as differentiation of instruction for students as well as teaching to different learning styles based on student needs. As part of the differentiation process, teachers at Tompkinsville regularly utilize flexible grouping strategies in order to better assess student ability. Moreover, teachers can better target individual student needs and more effectively implement the Response to Intervention (RtI) model at our school in which students work one-on-one with the classroom teacher or one of our reading or math interventionists to correct content misconceptions, model proficiency, and help students develop an adequate level of mastery. Tompkinsville also ensures every teacher is actively engaging every child by implementing research-based instructional strategies that provide hands-on application and real-world connections. The principal and assistant principal monitor teachers' instruction through consistent classroom walkthroughs in which teaching and learning is documented and appropriate feedback is reported to the teacher. An emphasis on lesson planning is also advocated at Tompkinsville, in which the principal monitors planned instructional activities and provides feedback for teachers outlining suggestions and areas of growth. Likewise, teachers annually fill out a professional growth plan detailing areas of instructional improvement, and they are required to complete 24 hours of professional development every year to enhance their own teaching and learning practices.

2. Using Assessment Results:

It is the belief at Tompkinsville Elementary School that assessment drives instruction. Therefore, our teachers have a systematic assessment system in place that allows assessment to guide the instructional decision-making throughout all grade levels.

Various forms of summative and formative assessments are administered on a regular basis at Tompkinsville. Summative assessments such as Content Mastery Assessments (CMAs) are developed collaboratively in grade-level teams and given at the end of each unit of study. Results from these assessments show teachers whether or not students have attained mastery on the standards and learning targets for that particular unit of study. Teachers use the results of the CMA to re-teach concepts that were not mastered and intervene with students who do not show signs of progress toward mastery. Teachers review each CMA with students in order to clarify misconceptions and model appropriate responses. Students at Tompkinsville also take the Discovery Education Assessment via computer three times per year in all content areas. Discovery Education is another summative assessment, and teachers use data from this test to gauge percentage of students scoring at the proficient level and to gain a better understanding of areas of instruction that students are not mastering. Again, teachers review test information with students as a way to show students their mistakes and explain content misunderstandings.

Our teachers constantly utilize and implement formative assessment strategies in our classrooms because we realize the value and importance of formative assessment as a tool for showing genuine improvement of student learning. Teachers at Tompkinsville consistently use various formative assessment methods to monitor student progress on a daily basis. It is through this formative assessment process that teachers are also able to adequately track student progress toward mastery. In fact, all teachers at Tompkinsville keep a folder with each student's assessment results for each content area. These results are graphed on a chart or in a table over time, and teachers review the assessment results on a daily basis as a means of checking for student understanding. All teachers also use the individual student assessment charts as a communication tool for one-on-one conferencing with students in order to discuss their progress toward mastery. At Tompkinsville, we feel student ownership in the assessment process is a vital component in achieving high levels of academic achievement. Therefore, it is imperative to involve students in the assessment process through the utilization of assessment strategies such as student data notebooks in which they track their own learning so they understand their own level of proficiency. It is through this awareness that students realize

the importance of mastering content in order to meet the standards of proficiency established by the state and school.

Teachers at Tompkinsville also use assessment results in weekly grade-level Professional Learning Communities (PLCs) in order to analyze student work and make instructional decisions as a team based on the students' data. Teachers work interdependently in PLCs to chart grade level assessment results and develop "assessment action plans" for students who seem to be struggling or need additional assistance in certain subject areas. Teachers also use the assessment data to generate new and innovative strategies for improving student learning such as changing schedules to best fit the needs of the students, employing flexible grouping across the entire grade level, and implementing a more intensive intervention (RtI) schedule for students who need the most help.

At Tompkinsville, we are continually communicating learning and assessment results to inform parents, students, and the entire school community. Teachers are required to send all assessment results home to parents, and parents have to sign the assessments showing they have reviewed the data. Teachers also routinely communicate with parents regarding the progress of all students through progress reports, report cards, and parent conferences. Teachers also immediately inform parents of students who may be experiencing academic difficulty with content via email, phone calls, or one-on-one conferences. Teachers at Tompkinsville also complete at least two "Positive Parent Contacts" per week in which they communicate with parents concerning students who are making gains and showing high academic achievement.

3. Sharing Lessons Learned:

Tompkinsville Elementary School believes that our successes as a school are deeply rooted in collaborative learning experiences gleaned from other successful schools and educational practitioners. Over time, we have used those learning experiences to gradually develop a sense of focus on continual school improvement in which all stakeholders have made valuable contributions to our current high levels of student academic achievement. Likewise, we, as a school, also believe our success should be shared with our fellow colleagues at all school levels as a means of modeling best instructional practices. Therefore, Tompkinsville Elementary School has invited and welcomed numerous districts and other agencies into our own school to witness firsthand the instructional strategies we have in place that have contributed to our increased levels of academic achievement. In fact, we continually receive requests from other schools and districts that want to know what we are doing to increase and maintain high test scores. In addition, our teachers have routinely presented at local, regional, and state conferences in which they have detailed the instructional methods and other causal factors related to our academic excellence. At each faculty meeting, teachers also have the opportunity to share lessons learned from their classroom via "Student Successes" in which teachers share strategies that have proven to be successful in helping students reach proficiency and beyond. Furthermore, it is commonplace for our teachers to present our current pedagogical practices at district level Professional Learning Communities (PLCs) meetings with all local elementary teachers that describe our approaches for enhancing student achievement. Principals also meet monthly in "Curriculum, Instruction, and Assessment" (CIA) meetings at the district level that focus solely on academic and curricular issues related to increasing levels of student achievement. Through these meetings, district administrators have the opportunity to discuss and share techniques utilized that have helped increase achievement results in their respective buildings. In everything we do, we repeatedly focus on making decisions that are in the best interest of all students, and we are more than welcome to divulge our instructional strategies in order to help others learn what it takes to become a successful school focused on improving student learning.

4. Engaging Families and Community:

Parent involvement is an essential component in the success of Tompkinsville Elementary School. We recognize that strong parent communication is a key factor in helping our school reach its academic goals and expectations. Additionally, we believe parent involvement has helped increase our levels of academic achievement because we are constantly communicating with our parents concerning student academic progress as well as the social and emotional development of every child. It is evident that we continually strive to maintain positive, meaningful relationships with our parents in order to help us fulfill our mission

of helping all students reach their highest potential. At Tompkinsville, for example, we reach out to our parents through various activities designed to promote increased levels of parent involvement and student academic achievement. We host an annual parent involvement event called “Popcorn for Parents,” in which all parents at Tompkinsville are invited into our school for an afternoon of instructional games, fun activities/crafts, and, of course, popcorn! Our parents truly enjoy the invitation to be part of their child’s education, and this is just one way for us to show them what their children are learning while at school. This event has assisted in making parents feel welcomed at our school, and it also illustrates our strong commitment to developing the important role parents play in the academic success of our school. Students at our school are also leading parent conferences as a means to help parents understand the significance of quality instruction, assessment, and high academic progress/growth at our school. These student-led conferences have empowered students to be academic leaders while also serving as an effective communication tool for increased parental awareness of individual student achievement. Likewise, Tompkinsville Elementary School also publishes a weekly parent newsletter as a communication tool concerning the happenings at our school. In addition, all teachers are required to keep their own teacher website up-to-date with all the news, events, instructional activities, and homework related to their content as another communication tool for parents. We consistently seek input and ideas from our parents through the distribution of various surveys, and all parents are encouraged to become a member of Tompkinsville’s School-Based Decision-Making Council (SBDM) or one of its standing committees. Tompkinsville sustains an active Parent-Teacher Organization (PTO), and monthly meetings are held that highlight a certain grade level student-led production that encourages parents to attend. Tompkinsville also solicits community stakeholders through our involvement of local community members and elected officials. All teachers throughout the building invite at least one community guest speaker into their classroom as part of an instructional unit. We realize that strong community involvement is an excellent opportunity to build lasting partnerships with local agencies that will integrate real-world connections into our units of study, and, at the same time, help our school become even more effective.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Tompkinsville Elementary School provides a rigorous, relevant, and viable curriculum that is directly tied to the Kentucky Core Academic Standards (KCAS) and Program of Studies for all subject areas including English/language arts (ELA), mathematics, science, social studies, and arts and humanities. At Tompkinsville, it is required that everything taught must be directly tied to the state standards and program of studies. This requirement is monitored through routine lesson plan feedback and documentation as well as administrative walkthroughs, formal teacher observations and/or evaluations. Our curriculum has been strategically aligned both vertically and horizontally through weekly implementation of Professional Learning Communities (PLCs) to ensure there are no substantial gaps or missing areas in our teaching. Students are also afforded the opportunity to participate in weekly special area classes in the areas of physical education, math lab, science lab, art/music/drama, and library/information technology. These special area classes are also aligned to the state standards and program of studies for those specified areas.

We believe that literacy is the foundation for learning at our school. Therefore, we integrate reading and writing across our curriculum. In addition to the core reading program for primary students, we also employ a literacy block each morning for 45 minutes in which students are placed into small groups according to reading level and are provided intervention strategies related to phonemic awareness, letter and word identification, and comprehension. Moreover, teachers supplement the core reading program with the implementation of Saxon Phonics which centers around phonemic awareness, letter sounds, and spelling. For intermediate students, the core reading program is provided to all students in a departmentalized setting and flexible reading groups are formed based on individual student reading ability in which students receive guided reading instruction.

The math curriculum at Tompkinsville revolves around the use of hands-on, authentic learning that provides students with critical thinking skills needed for the 21st century. Throughout all grade levels, the math curriculum focuses on developing students' conceptual understanding of counting and cardinality; operations and algebraic thinking; number and operations in base ten and fractions; measurement and data; and geometry. The goal of our math curriculum is to help students make sense of mathematical problems, reason abstractly and quantitatively, use appropriate mathematical tools strategically, and attend to precision and efficiency when solving mathematical problems. Teachers employ a wide variety of instructional methods to accomplish this through the use of real-world connections, manipulatives, technology integration, and flexible grouping. All students participate in a weekly math lab special area class that builds upon math content taught in the regular classroom through the use of hands-on learning activities designed to deepen mathematical understanding.

The science curriculum includes the teaching of the three areas of physical, life, and earth science. Teachers use these sub-domains as a means of creating lessons that are engaging, authentic, and hands-on in nature. Our science curriculum is based on the idea that experimentation is one of the best practices for the teaching of science content. To that end, our teachers ensure students are exposed to extensive experimentation strategies when learning science concepts. Furthermore, teachers consistently use the scientific inquiry method to convey new content, and students are also given the opportunity to extend their conceptual understanding of science through a weekly science lab special area class.

The social studies curriculum integrates the domains of US history, government, geography, economics, Kentucky history, and culture/society. Teachers utilize a myriad of instructional activities designed to increase student knowledge and enhance their capacity to learn about historical perspective. Instructional activities include the use of guest and community speakers, role play activities, guided reading strategies, interactive lecture and note-taking, and flexible grouping coupled with RtI for struggling students.

The curriculum for physical education, practical living (health and nutrition), art, music, and drama is integrated as special area classes at Tompkinsville. Students attend these classes on a weekly basis. Instructional activities for these classes focus on kinesthetic and project-based learning that equips students

with the necessary skills to apply big ideas and concepts learned from these subject areas. These classes also emphasize the importance of real-world connections through a concentration on health, wellness, and exercise as well as the performing arts for art, music, and drama.

Technology integration abounds at Tompkinsville. All classrooms are equipped with interactive whiteboard technology and document cameras, and teachers are required to continually integrate technology into the curriculum in order to enhance teaching and learning and prepare students with 21st century skills and knowledge. Teachers also facilitate the taught curriculum through the establishment and maintenance of teacher websites that are used to communicate with parents and the entire learning community.

2. Reading/English:

The reading curriculum at Tompkinsville Elementary School is derived from the Kentucky Core Academic Standards (KCAS) and focuses on reading and literature with an emphasis on text complexity and growth of comprehension. Our reading curriculum also includes writing integration including identification of text types and research strategies. Speaking and listening skills as well as language development, conventions, and vocabulary are also an important part of our reading curriculum at Tompkinsville. We realize that reading forms the foundation for all learning, and we take every opportunity available to ensure our students receive the best education possible when it comes to teaching crucial reading skills such as letter, sound, and word recognition; phonemic awareness; fluency; vocabulary; spelling; and comprehension strategies. The reading curriculum at Tompkinsville is interdisciplinary and challenges students to think critically and apply their knowledge to unfamiliar text.

At Tompkinsville, we realize that reading is a foundational skill; therefore, our reading curriculum is grounded in best teaching practices that have been proven through research to be effective in teaching reading. We deliver reading instruction that meets the needs of diverse learners. Initial reading instruction is delivered in a whole group setting, and then students are placed into flexible groups based on formative assessment data to receive more individualized instruction from the teacher. Guided reading instruction is also implemented throughout the school to provide even more intensive small group instruction and immediate feedback. Through the utilization of the guided reading practice, students read text based on leveled books that coincide with their own reading level. Again, the emphasis in our reading curriculum is focused on the individual student based on their own progress. Tompkinsville also incorporates supplemental reading programs such as Saxon Phonics, Thoughtful Education, and Discovery Education to meet all of our learners' needs and further heighten student achievement. Interactive whiteboards and computer programs such as Accelerated Reader and Education City are also used as a means of enhancing student engagement in our reading curriculum.

A literacy block has also been very effective in helping students at the primary level learn to read fluently and comprehend unfamiliar text. Through the implementation of the literacy block, students in kindergarten and first grade are placed in flexible groups based on reading ability level. Teachers are then assigned to each group of no more than five students to provide reading instruction that stresses letter, sound, and word recognition; fluency; and phonemic awareness. Our Reading Recovery teacher also works with first grade students by providing individualized one-on-one lessons in order to help struggling students learn to read. Students in our intermediate grades work in small groups, literature circles, and complete task rotations to further enhance their reading skills and abilities. Grammar is taught daily using various resources and incorporated into the reading program. Use of DOL (Daily Oral Language) also helps students apply their grammatical knowledge and incorporate higher order thinking skills to complete tasks. These varied approaches, in combination with our Scott Foresman reading series, provide instruction in phonemic awareness, reading comprehension, grammar, fluency, writing, and spelling. In addition, a reading interventionist is assigned to fourth and fifth grade classrooms to provide intensive one-on-one and small group instruction to students who are having difficulty with reading comprehension based on daily formative assessment data.

3. Mathematics:

The mathematics curriculum at Tompkinsville Elementary School is challenging and pushes students to think critically. Specifically, the mathematics curriculum focuses on the concepts derived from the Kentucky Core Academic Standards (KCAS), which consists of counting and cardinality; operations and algebraic thinking; number operations in base ten and fractions; measurement and data; and geometry for all grade levels. The purpose of our mathematics curriculum is to help students make sense of problems and solve them appropriately. Additionally, we strive to ensure our students can reason abstractly and quantitatively, use appropriate mathematics tools strategically, and attend to precision when solving mathematics problems. The basic premise behind our mathematics curriculum is to provide students with the skills and knowledge necessary to be able to compete in a 21st century global economy as well as be college and career ready.

Instructional methods for the teaching of mathematics are based on best instructional practices research and brain-based learning. The inclusion of formative assessment is vital to our mathematics improvement efforts. By monitoring student progress through the use of individual student folders containing various formative and summative assessment data, teachers are able to track student learning in meaningful ways. Teachers use this formative assessment data to make instructional decisions and form flexible groups based on ability levels. This flexible grouping also allows teachers to individualize instruction based on student ability level, which, in turn, helps the teacher modify instructional strategies to fit the needs of the student. In addition, teachers use a variety of teaching methods and strategies to ensure students' needs and various learning styles are addressed. Teachers engage students in active learning with the use of manipulatives, songs, models, and technology. Students also apply skills and concepts through independent practice as well as whole group and small group instruction. Furthermore, technology and computer-based programs such as Study Island, Education City, Discovery Education, and Accelerated Math help to enhance the curriculum and student engagement.

The use of a Response to Intervention (RtI) model is also an integral piece of our mathematics curriculum and instruction. A school-wide mathematics interventionist is available to help students who may be struggling with certain mathematical concepts. This interventionist focuses on third, fourth, and fifth grades, and she uses one-on-one instruction sessions with these RtI students in order to clarify misconceptions and give immediate, specific feedback to help students reach proficiency and beyond. All mathematics teachers receive additional assistance for 30 minutes every day via an uninterrupted RtI block, in which special area teachers are placed in classrooms to deliver intense one-on-one and small group intervention for struggling students. Our school schedule also allows for each student to visit the mathematics lab at least once per week in which the special area teacher extends regular mathematics instruction through the use of hands-on, real-world, higher-level instructional methods and strategies.

4. Additional Curriculum Area:

The science curriculum at Tompkinsville Elementary School provides all students with learning opportunities that are unsurpassed. In fact, the state assessment scores for our school in the area of science have been in the top 10% in the state for the past five years. This high performance in science is due to a myriad of contributing factors. For example, each grade level teacher must devote at least 30-45 minutes each day to teaching science content. The curriculum is divided into the following strands: life, earth, and physical science. Each student also receives additional science content via the science lab special area class in which science is extended beyond the regular classroom with a hands-on, active engagement, and experimentation instructional focus. The science lab teacher also incorporates technology with all grade levels and with virtually every lesson through interactive science websites and applications. The science lab teacher collaborates with the fourth grade science teacher in developing age appropriate science lessons for all grade levels. In addition, the science lab teacher also serves as an RtI (Response to Intervention) teacher for the fourth grade, which is the tested area for science in the elementary grades in Kentucky. Through this intervention model, the science lab teacher works with individual students and small groups of students at least 30 minutes every day covering science concepts with struggling students. The science lab teacher also uses one day per week for intense science intervention for students who are struggling with difficult concepts and content. The students selected for intervention services have proven to have difficulty with

science content based on formative assessments taken in the regular classroom or science lab.

The regular science education also extends beyond the classroom and filters into an extracurricular club established through the PRIDE (Personal Responsibility in a Desired Environment) grant. The PRIDE Club meets weekly after school and emphasizes the ideas of recycling, reusing, and reducing waste for a better environment. Recycling takes place routinely on campus with recycling cans and water bottles. Bird feeders have also been established as well as bi-annual campus and local roadside clean-up initiatives.

Tompkinsville has also recently established an Energy Team, which is basically another extension of the school's PRIDE Club. The Energy Team conducts energy audits throughout the school routinely that rates how well teachers and students are turning off electronics. Teachers are also required to teach energy lessons as part of their science content at least once per month in order to teach students the importance of conserving energy.

5. Instructional Methods:

One of our top priorities at Tompkinsville Elementary School is to meet the diverse needs of all of our students regardless of socioeconomic status, race, gender, or background. Therefore, we feel it is imperative to differentiate instruction for each and every child. Identifying and addressing individual student needs is at the heart of our instructional framework, and we accomplish this emphasis through the utilization of research-based practices such as Response to Intervention (RtI), Thoughtful Education, Reading Recovery, Accelerated Math, Saxon Phonics, and a wide variety of other brain-based instructional methods.

Teachers at Tompkinsville use numerous tools designed to determine students' abilities and needs including learning style inventories, interest inventories, and formative/summative assessments. These tools give teachers the necessary information to differentiate instruction based on content, process, and product. Teachers use data derived from assessments to modify instruction to help all students reach proficiency. Specifically, teachers at Tompkinsville utilize small group instruction, one-on-one instruction, learning centers, and task rotations in order to tailor instruction based on individual student needs. Teachers monitor ongoing student progress through the development of individual student folders that contain results from various forms of assessment. This systematic process enables teachers to continually monitor individual student growth and allows for better differentiation of instruction based on student data. Teachers also create content "menus" at the end of units of study to allow for student choice. Students must complete several activities on the menu, but they ultimately have some flexibility in the choices during the culminating event.

Students are also targeted for one-on-one instruction in all grade levels through our RtI model that classifies students into tiers based on their content or skill mastery level. Homeroom teachers meet with RtI identified students daily, and this intense instruction is personalized for each student. Moreover, a school-wide RtI block is implemented every day for an uninterrupted 30-minute block of time in which special area teachers are placed in regular classrooms to provide additional individualized instruction for students who are struggling. This RtI framework fosters collaboration among all teachers in the building and assists students who are not at grade level achieve proficiency. In addition, we currently have in place a variety of content interventionists who also provide individualized instruction for students who struggle in the areas of reading, math, science, social studies, and writing. We also employ a full-time Reading Recovery teacher who works exclusively with first grade students in the development of students' reading ability.

Technology is used as a differentiation tool at Tompkinsville through the implementation of educational flipcharts, interactive educational websites, webquests, multimedia software, and audience response systems. Each classroom is equipped with an interactive whiteboard and document camera, and teachers are required to routinely use technology to individualize student learning through these tools for learning. Technology integration is monitored through lesson plan documentation.

6. Professional Development:

Professional development is valued at Tompkinsville Elementary School because we have come to the realization that continual pedagogical improvement is absolutely necessary to increasing teaching and

learning success. We also recognize that focusing on teacher growth is imperative in improving overall school effectiveness. As a result, the administration at Tompkinsville offers all teachers the multiple opportunities to participate in any professional development seminar, workshop, or conference of their choosing throughout the school year. In order to participate in professional development, teachers must show evidence that the proposed professional development opportunity is directly connected to their own professional growth plan. The professional growth plan is created and developed by teachers as a mechanism for improving an area usually directly related to curriculum, instruction, or assessment in particular. Additionally, all teachers in the state of Kentucky must complete at least 24 hours of mandatory professional development that focuses on increasing student academic achievement. Therefore, it is the standard at Tompkinsville that all professional development activities must be directly connected to developing strategies to facilitate higher levels of student academic achievement or teaching strategies. The school as a whole also develops an annual professional development plan that reflects that school's Comprehensive School Improvement Plan (CSIP). This plan outlines the specific professional development activities for the year that will assist in improving the areas of growth noted in the CSIP. This plan is developed in coordination and collaboration with the entire staff in order to garner as much stakeholder input as possible. We believe in the value of ownership and personal responsibility in teaching and learning; thus, the entire school is involved in the professional development plan. Furthermore, our teachers regularly collaborate professionally through the weekly implementation of Professional Learning Communities (PLCs) that focus on improving student learning through the sharing and communicating of knowledge and ideas related to instruction and assessment.

7. School Leadership

The leadership efforts of Tompkinsville Elementary School focuses on the notion of maintaining a distributed and collaborative leadership framework in which multiple stakeholders are involved in the decision-making process. Specifically, our school is guided by a School-Based Decision-Making Council (SBDM) that consists of the principal, three certified teachers, and two parents. The purpose of the SBDM council is to help make school policies, allocate staffing positions, review financial resources, and analyze student assessment data on a monthly basis.

The school principal and assistant principal work collaboratively to ensure high levels of academic achievement throughout our school. The administration meets with teachers on a weekly basis through school-level Professional Learning Communities (PLCs) to analyze student data and work samples, guide lesson planning, and discuss instructional strategies and formative assessment. The administrators also conduct daily walkthroughs of classrooms and continually observe classroom instruction through informal observations and review of lesson plans.

Tompkinsville also maintains a Leadership Team that is an integral part of the school's leadership efforts. This team of teachers meets on a monthly basis to discuss issues related to curriculum, instruction, and assessment. In addition, this team of teachers conducts book studies and uses this time to reflect on the current school initiatives with respect to increasing student academic achievement. Moreover, teachers are required to be part of school committees based on areas related to curriculum, instruction, and assessment as well as school events and programs.

The administration at Tompkinsville advocates high expectations for all students and staff, alignment of the curriculum, interventions for struggling students in reading and math, implementation of Professional Learning Communities (PLCs), making data-driven decisions, and building personal responsibility in all stakeholders. The administration at Tompkinsville feels these areas have also helped in achieving high levels of academic excellence.

The administration at Tompkinsville also believes wholeheartedly in the power of building relationships with the entire school community. Therefore, our school culture focuses on creating an atmosphere of collegiality, collaboration, and connections. Our school leaders emphasize the importance of creating meaningful relationships with all stakeholders including students, parents, community members, and staff. We realize that the key to increasing student achievement is based on the fact that it is all about improving

people not programs. The collaborative atmosphere at Tompkinsville exemplifies the family-like culture we strive to maintain. This positive school culture has truly transformed our effectiveness and has assisted in making our school one of the highest performing in the state of Kentucky.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	78	60	98	98	100
% Distinguished	14	15	96	87	81
Number of students tested	51	48	55	61	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	0	1
% of students tested with alternative assessment	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	80	56	98	98	100
% Distinguished	14	12	95	85	76
Number of students tested	45	43	44	49	59
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	76	52	100	100	100
% Distinguished	13	12	98	89	80
Number of students tested	43	41	47	52	60
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

Scores are not reportable for subgroups with less than 10% of total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	71	67	97	90	95
% Distinguished	22	20	62	61	53
Number of students tested	45	54	60	67	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	1
% of students tested with alternative assessment	0	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	66	65	96	87	93
% Distinguished	11	20	60	54	47
Number of students tested	35	48	45	53	48
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	69	65	100	88	94
% Distinguished	21	18	64	60	56
Number of students tested	38	46	51	57	51
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	66	43	84	91	94
% Distinguished	19	11	46	50	55
Number of students tested	53	51	74	57	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	1	0
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	62	37	81	91	93
% Distinguished	18	5	44	43	50
Number of students tested	47	41	57	45	44
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	70	45	81	94	94
% Distinguished	19	9	44	52	57
Number of students tested	45	43	63	48	50
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

Scores are not reportable for subgroups with less than 10% of total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	82	58	100	100	95
% Distinguished	49	27	51	39	33
Number of students tested	51	48	55	61	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	0	1
% of students tested with alternative assessment	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	82	54	100	100	96
% Distinguished	50	22	48	31	26
Number of students tested	45	43	44	49	59
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	80	55	100	100	96
% Distinguished	49	29	52	44	33
Number of students tested	43	41	47	52	60
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

Scores are not reportable for subgroups with less than 10% of total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	42	59	85	83	72
% Distinguished	13	22	15	29	16
Number of students tested	45	54	60	67	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	1
% of students tested with alternative assessment	0	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	37	59	80	85	65
% Distinguished	11	24	7	25	9
Number of students tested	35	35	45	53	48
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	41	59	87	80	94
% Distinguished	10	22	16	28	56
Number of students tested	38	46	51	57	51
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

Scores are not reportable for subgroups with less than 10% of total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Kentucky Performance Rating for Educational Progress (K-PREP)/Kentucky Core Content Test (KCCT)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Distinguished	59	43	84	84	81
% Distinguished	11	8	27	21	29
Number of students tested	53	51	74	57	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	1	0
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	53	37	82	80	78
% Distinguished	7	5	23	16	28
Number of students tested	47	41	57	45	44
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	55	45	84	86	77
% Distinguished	13	9	27	18	28
Number of students tested	45	43	63	48	50
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Assessment results for 2012 showed a noticeable decline in percent proficient and distinguished due to the new implementation of the Kentucky Core Academic Standards (Common Core) for reading and math in addition to the implementation of a completely revised state accountability testing system (K-PREP).

Testing publisher was Pearson for the K-PREP in 2012 and 2013 and Measured Progress for the KCCT in 2009, 2010, and 2011.

Scores are not reportable for subgroups with less than 10% of total enrollment.