

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KY2

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. David Ward

Official School Name: Auburn Elementary School

School Mailing Address: 221 College Street
 Auburn, KY 42206-5310

County: Logan State School Code Number*: 351012

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Marshall Kemp Superintendent e-mail:
marshall.kemp@logan.kyschools.us

District Name: Logan County Schools District Phone: (270) 726-2436

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. Kenneth Robertson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 5 Elementary schools (includes K-8)
0 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 9978

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	34	26	60
K	40	44	84
1	39	40	79
2	33	28	61
3	36	46	82
4	42	43	85
5	39	40	79
6	43	33	76
7	49	35	84
8	41	39	80
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			770

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
4 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % Two or more races
100 % Total

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 2011-2012 school year: 11%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	82
(4)	Total number of students in the school as of October 1, 2011	719
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 419

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 116

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

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>46</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>33</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>41</u>	<u>1</u>
Total number	<u>91</u>	<u>2</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Maya Angelou once stated, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” At Auburn School, we work hard to build strong, positive, supportive relationships with one another, our students, their families, and our community, because our main strength, the most valuable resource of the school, is the people – the students, the teachers, staff, administrators, parents, and community members. These stakeholders, working collaboratively, are what make Auburn work. Together, they have created the Auburn tradition of excellence, and that tradition is prevalent in not only academics, but also in athletics, in extra-curricular programs, and in whatever activities or initiatives that our school endeavors to achieve.

Auburn School has a “We can, and we will!” attitude. That outlook drives the entire school community to consistently rise to the challenge. Simply put, the culture is so positive that it’s contagious! Teachers want to work here; therefore, many staff members drive in from surrounding counties to work here. Students want to go to school here; therefore, many members of our student population (13%) actually reside outside of the Auburn School district, and because parents want their children to go to school here, many families have chosen to move to the Auburn School district, or if they live out-of-district, they make the necessary transportation arrangements to make attendance at Auburn possible for their children. As a result, Auburn School is by far the largest Title I school in the district, with an enrollment of approximately 770 students in grades pre-school through 8th grade.

Auburn is a rural school where 54% of students are identified as economically disadvantaged, 16% receive special education services, and the mobility rate is 11%. Our county’s unemployment rate is approximately 7%, and less than 10% of our adult population holds a 4-year degree. Despite these challenges, the school is succeeding in closing achievement gaps and propelling students to proficiency and beyond. We believe this is happening because we envision being a strong school, rich in talent and community support, to better the lives of each individual who works, studies, and participates in our school, and fulfill our mission to provide ALL students with the academic and social skills needed to become successful, life-long learners who are college-and career-ready.

Auburn students take ACT’s EXPLORE test during their 8th grade year, and our students ranked number one in our district/region and 7th of the 322 schools containing 8th grade in Kentucky in Fall 2012 testing. Our students also shone during state testing in Spring 2012; their efforts earned our elementary grades the honor of being named a “school of distinction” while our middle grades students also earned “school of distinction” status! This is the highest honor Kentucky schools can receive, and those receiving this designation are schools ranked in the top 5% of all schools in Kentucky. Our elementary grades ranked 40th of the 733 elementary schools in our state, while our middle grades ranked in the top 3% as we were ranked 9th of the 333 middle schools in the state.

Our staff is committed to trying new strategies in order to meet the needs of all students, and for this reason, we have watched our EXPLORE rankings rise from being 23rd in the state in 2009, our middle school state testing rankings rise from being 17th in the state in 2008, and our elementary state testing rankings rise from being 179th in the state in 2007. Because of our efforts to be academically excellent, developmentally responsive to the unique learning needs of students, and socially equitable, and because we have the organizational structures and processes in place to support continuous school improvement, we have also been recognized as a Kentucky School to Watch in 2004, 2009, and 2012. Furthermore, we have been awarded the state’s Read to Achieve and Mathematics Achievement Fund grants every year since 2005 and 2006, respectively.

Auburn School has an atmosphere where learning is the number one priority, and we believe it is vital that we work together to ensure that we maximize the time we have with our students. Our learning

community consists of small teams of teachers who share common planning time, which allows us to share strategies and ideas, analyze student work, examine student behavior, and design interventions that promote success for each student. We strive to create the best academic, social, and developmentally appropriate learning environment possible to meet the diverse needs of our students, and through the leadership of our staff, support of our parents and community, and talents and dreams of our students, we continue to set and achieve high goals for student achievement. We believe our school is worthy of national recognition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In 2011, Kentucky became the first state in the nation to adopt the Common Core State Standards in English/language arts and mathematics. These new standards are more rigorous, are aligned with college coursework, and focus on the 21st-century skills required in the workplace. Students in grades 3-8 were tested in Spring 2012 with a new test known as K-PREP (Kentucky Performance Rating for Educational Progress), a blend of norm-referenced and criterion-referenced items that measures a students' proficiency in reading, mathematics, science, social studies, and writing. Eighth grade students also take ACT's EXPLORE test, a nationally norm-referenced high school readiness test centered on ACT's college readiness standards and aligned to the Common Core State Standards, that measures students' achievement in English, math, reading, and science. Kentucky's testing system awards points based on how well schools perform on the following measures:

Achievement – Students' scores are labeled as novice, apprentice, proficient, or distinguished.

Gap – Test results for African-American, Hispanic, Native American, special education, low income and limited English proficiency students are compared to results for other students who are not in those categories.

Growth – A statistical program measures how much students' scores are improving from one year to the next.

College/Career Readiness – Data indicate how many students are ready for college and/or careers, based on EXPLORE test scores.

Year after year, our school has consistently met and exceeded adequate yearly progress (AYP) goals set forth by the No Child Left Behind Act. Under our state's new testing system, our goal for Spring 2012 testing was to earn the highest honor as a "school of distinction" (top 5% of all Kentucky schools), and both our elementary grades and our middle grades earned this honor! As we look ahead, our ultimate goal is 100 percent proficiency for all students.

B. As we analyze our test data, we find that our state test scores have shown increases from the 2007-2008 school year to the 2010-2011 school year in both reading and mathematics as well as across the grade levels from third grade through eighth grade. During these four school years, students were tested in the spring using the KCCT (Kentucky Core Content Test), which was based on Kentucky's core content standards, version 4.1.

In mathematics, our 3rd grade scores showed the most significant gains: 67% of students scored proficient/distinguished in 2007-2008, while in 2010-11, 95% of 3rd graders scored proficient/distinguished. In 4th through 8th grades, students in each grade level progressed from scoring between 73% to 83% proficient/distinguished in 2007-2008 to scoring between 85% to 96% proficient/distinguished in subsequent years.

In reading, our 3rd grade scores again showed the most significant gains: 66% of students scored proficient/distinguished in 2007-2008, while in 2010-11, 94% of 3rd graders scored proficient/distinguished. In 4th through 8th grades, students in each grade level progressed from scoring between 76% to 84% proficient/distinguished in 2007-2008 to scoring between 84% to 92% proficient/distinguished in subsequent years.

We attribute our gains across the 2007-2011 school years to our professional development focus on best practices in teaching reading and mathematics and the implementation of those best practices in the classrooms. Our teachers also routinely worked together and with teachers from across our district to continually align/refine curriculum maps, pacing guides, and common assessments in order to eliminate

unnecessary repetitions and gaps and streamline instruction. During these school years, we have also implemented new Response to Intervention (RTI) strategies that include intentional whole group instruction exercises and targeted small group instruction. Students then have one-on-one instruction with the teacher and support staff, such as special education teachers, and classified instructional aides. Additional teachers provide Extended School Services (ESS) both during the day and after school, in order to ensure ALL students are achieving at high levels.

In May 2012, Kentucky students were tested using the new Common Core Standards for English/ language arts and mathematics in Kentucky's all-new state accountability testing system, K-PREP. Our new standards for teaching and learning are much more complex, rigorous, and require more critical thinking as they are aligned to the college and career readiness standards. Stricter, shorter time limits were also put into place that align with time limits students must observe when taking college placement tests such as the ACT. As a result, we saw some decreases in our proficient/distinguished percentages for reading and mathematics in the spring 2012 test results. Because of the new standards and our student achievement data, we have already begun curriculum alignment work and are busy ensuring new, high quality curriculum maps, pacing guides, and common assessments are developed and in place so that we can see continuous gains in student achievement in the years to come.

Although 54% of our student population qualifies for free/reduced lunch and 16% receive special education services, up to 96% of students have attained proficient/distinguished scores. Despite the implementation of the new, higher standards for reading and mathematics in 2011-2012, we only found achievement gaps of 10 or more percentage points for 4th grade special education students in math, 4th grade and 5th grade free/reduced lunch students in reading, and 7th grade free/reduced lunch students in math. To eliminate these gaps, we have been honing our whole group instructional practices, RTI activities, refining our curriculum maps and common assessments, and devoting even more hours to our daytime and after-school ESS supports.

2. Using Assessment Results:

A passion for continuous school improvement drives Auburn School to always be looking for pathways by which we can increase student achievement. K-PREP assessment results are one measure we use to determine if our students are learning at high levels. When they arrive, we carefully analyze them to determine if we are making AYP and meeting the needs of our sub-populations of students. We subsequently share and celebrate our accomplishments with students, their parents, and the community via reports that are sent home, the school website, marquee, and newspaper publications. To date, we have always been pleased to find that we are meeting AYP goals, and our sub-populations are exceeding the national standards for performance.

Analysis of data allows us to set individual goals for each of our students. Our teachers are committed to really getting to know their students and identifying their strengths and learning needs. We do this through Discovery Education benchmark assessment data, common assessments, the previous years' K-PREP data, and through more informal learning probes specifically designed to measure what students know and can do, all of which we routinely share with students and parents. By the first weeks of the school year, our teachers have already begun identifying students who are performing or have the potential to perform above proficient standards, and begin planning instructional "next steps" for those students. Likewise, our teachers identify those students who are hovering around the apprentice level and begin developing intervention strategies and tasks by which they can move those students to proficiency in the standards. The goal-setting is rounded out as teachers identify those students who are novice/struggling and at-risk, and teachers respond by working together to formulate more intensive intervention strategies that will meet the needs of those students. We do this because the phrase "no child left behind" is more than a national program to us; it is a way of life, a part of our teachers' core belief system. Simply put, we want no Auburn child to be "left behind" academically, socially, emotionally, or even physically.

Evaluation of the disaggregated data and individual student performances, along with analysis of our other diagnostic tools, is causing our teaching methods to be ever-changing and evolving. Our strategies and tasks are designed with the interests of males and females in mind because we have learned that this makes the learning more personally meaningful for both genders. As a result, all students learn more. Our teaching strategies also reflect what we have learned about educating students from lower socio-economic backgrounds and students with disabilities. To that end, our teachers use a variety of partner, small group, and whole group learning tasks; hands-on activities, role plays and skits; graphic organizers; think-alouds; learning target statements; reflection tasks such as exit slips; rubrics; models of proficient student work; use of eInstruction CPS devices for gathering formative data; and various technology tools. Teachers also display student work in their classrooms and in the hallways in celebration of the students' accomplishments and also as a method by which students can share their ideas as they view one another's creative products. It is exciting to walk down the hallways of Auburn School. It is as if you are traveling down the corridors of some sort of "museum for learning" as you are surrounded by student work that covers the walls and even sometimes lines the edge of the hallway floors!

We cannot emphasize enough the value we find in analyzing our individual student data from all available data sources; doing so continues to change how we teach. For example, our reading academic index has been so high, one might conclude that all students are proficient readers. Thorough individual analysis revealed, however, that several students were struggling readers. As a result, we began seeking possible solutions for meeting their needs and, after careful research, we implemented research-based reading intervention programs as a safety net. We should also note that our high scores might suggest that our school is meeting the needs of our gifted readers; however, we determined that our gifted readers also needed something more. As a result, we implemented the "Honors Club" which challenges our higher performing students as they read selections at the high school or college level. To "round out" our analysis, we asked ourselves what we could do to boost those students in the "middle," and through scheduling a RTI supplemental reading period that meets daily and focuses on effective reading strategies and activities, we are striving to deepen those students' reading abilities as well.

3. Sharing Lessons Learned:

Because of our love for children and desire to see students achieve, we are always willing to share our ideas and the strategies and resources that have helped us to be successful with colleagues across our district, state, and nation. Auburn teachers, representing all content areas, are routinely asked to serve as district professional development leaders, which results in their leading their colleagues in developing curriculum maps, common assessments, and lesson plans focused on best practices. "District Release Days" are built into the school calendar each year, and these days allow our fellow teachers the opportunity to visit our classrooms and observe research-based best practices in use. Visiting teachers participate in learning walks of our classrooms where focus strategies, such as those that are highly engaging, promote higher level thinking, are differentiated, and involve technology tools, are being implemented. Because of our expertise and success, Auburn teachers' classrooms have numerous visitors during district release days as well as on other days when district curriculum consultants come, most often bringing with them teachers from other schools, to glean fresh and innovative ideas, observe best practice initiatives, gain ideas for creating units of study and common assessments, and to support visiting teachers with research-based instructional strategies.

Furthermore, we have been contacted by schools from around the state so that they, too, can come and observe best practices in action. We have also been contacted by professional organizations outside our district, and as a result, our math interventionist has not only led workshops in the district but also on the state level through the Kentucky Center for Mathematics. At these sessions, she shares strategies, activities, and hands-on resources that aid students in learning mathematics concepts and skills. Auburn teachers have also been asked to present at the AMLE National Conference (formerly the National Middle School Association) and at the National Schools to Watch Conferences. At these conferences, we have shared our practices relating to being academically excellent and developmentally responsive to the needs of students, how we create a socially equitable learning environment, and have the organizational

structures and processes in place to propel us further along the pathway to proficiency and beyond. Lastly, we partner with Western Kentucky University in training and mentoring student teachers, assisting intern teachers and in allowing their undergraduates to visit and earn valuable classroom observation hours.

4. Engaging Families and Communities:

Auburn School maintains close ties with students' families and community members through numerous school and community events and ongoing communications to develop strong relationships and achieve student success. Each school year kicks off with an "Open House" to provide parents, teachers, and students the time to get acquainted, discuss students' needs, and share expectations for the school year. A subsequent "Open House" is scheduled to celebrate students' successes and to develop, monitor, and review needed strategies to help students achieve higher rates of academic and/or behavioral success. Throughout the year, we routinely contact parents through One Call Now, Infinite Campus Parent Portal, school website, teacher web pages, newsletters, weekly e-mails, text alerts, notes, agenda books, communication/behavior logs, phone calls, and face-to-face conferences. These communications help us ensure parents are up-to-date with how students are performing and inform them of upcoming school activities.

An active Parent Teacher Organization (PTO) fosters open lines of communication between school and home. Monthly meetings encourage participation of all parents and inform them of school events. Our PTO hosts an annual "Fall Festival" to raise money for classroom needs and special school events. Games, prizes, inflatable activity areas, a chili supper, and themed basket auction filled with high-interest items (superheroes, princesses, a High School Musical, University of Kentucky items, Western Kentucky University items, etc.) donated by students, parents, teachers, and community members make the festival a fundraising success and an enjoyable opportunity for students, faculty, parents, and community members to come together in a more informal, after-hours setting. The Watch D.O.G.S. (Dads of Great Students) program, "Family Math and Reading Nights," and athletic and academic competitions give teachers, students, and families a chance to interact, build relationships, learn together, and celebrate accomplishments.

Parents and community members volunteer during the school day and can be found throughout the building helping students with reading, math, advanced art projects, etc. and are also active as School-Based Decision Making (SBDM) council members, chaperones, mentors, and guest speakers at special events (dances, academic and athletic banquets/receptions, graduation, classroom activities, etc.). We are also supported by numerous local businesses, churches, and civic groups through the Junior Achievement program, "Reality Store," Kentucky Youth Assembly (KYA) and Kentucky United Nations Assembly (KUNA) programs, "I love to read" week activities, field trips, guidance/healthy living programs, and Family Resource Youth Service Center (FRYSC) programs which support student achievement by providing assistance to families in need. The FRYSC supplies needy students with school supplies, free dental services, clothing, shoes, food, and other necessities. Everyone comes together to support our children's success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Auburn School's curriculum is aligned with the highest academic standards. All lesson plans, curriculum maps, assessments, and academic interventions are designed and horizontally/vertically aligned with the Common Core Standards for English/language arts and mathematics, ACT's College and Career Readiness Standards, Kentucky's Core Content, Kentucky's Learning Goals and Academic Expectations, and Kentucky's Program of Studies. Auburn's curriculum emphasizes deep understanding of critical concepts and the development of essential skills. Teachers emphasize essential and guiding questions throughout units of instruction, and rigor and relevance occurs as core concepts and standards are connected to real-world experiences, thus ensuring that the highest standard of teaching and learning is implemented.

Our English/language arts curriculum blends the strands of reading, writing, speaking, listening, observing, inquiry, and using technology as a communications tool. Students in the primary grades and struggling readers in the intermediate and middle grades are immersed daily in the five components of effective reading instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students receive uninterrupted core reading instruction plus enrichment, supplemental, or intervention reading, based on student need. Students also receive an additional block of writing instruction.

Auburn's mathematics curriculum is aligned to eliminate unnecessary overlaps and close gaps, with special emphasis on key transition points (primary to intermediate, intermediate to middle, and middle to high). The five critical attributes are that it 1) develops students' understanding of numeracy, 2) provides connections to mathematics-related careers and is relevant to students' lives, 3) builds students' mathematics reasoning skills, 4) focuses on problem solving as an integral part of all mathematical activities, and 5) features teacher-selected curriculum materials that address the diversity of students. All students receive uninterrupted core math instruction plus additional enrichment, supplemental, or intervention math time, based on student need.

The science curriculum includes all three sub-domains of science (earth and space, life, and physical) as well as unifying ideas (e.g., energy transformations, interdependence). It promotes the development of students' inquiry skills (making observations; posing questions; examining sources of information; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating results), and focuses on concept development rather than discreet facts and information while providing students opportunities to investigate topics of interest.

Our social studies curriculum encompasses the five sub-domains of government and civics, cultures and societies, economics, geography, and historical perspective in an integrated program which focuses on different contexts each year. Auburn's goal for social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this, students must know, understand, and apply the content and concepts of the various sub-domains; this occurs through various engaging classroom experiences.

Auburn's curriculum also includes instruction in physical education, music, art, Chinese, guidance, and library. During these courses, students are engaged in activities that promote good physical health; making healthy life choices; real-world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information; building career/job-seeking skills through Individual Learning Plan development; and learning the Chinese language and culture from an onsite teacher from China. Students also experience a balanced program of creating, performing, and responding to the arts in each of the four arts disciplines (dance, music, visual art, and drama). Co-curricular activities further enrich the curriculum and include: Academic Team, Advanced Art, Archery,

Band, Beta Club, Drama Club, Foreign Languages (Spanish, French, German, Russian, and Japanese), KUNA, KYA, Robotics, Science Club, Student Technology Leadership Program (STLP), Yearbook, football, volleyball, soccer, softball, baseball, basketball, swimming, cheerleading, golf, tennis, cross country, track, gifted and talented program, Student Council, Leadership Logan, Duke Talent Search, Career Day, Western Kentucky University (WKU) campus tours, and WKU's Educational Talent Search.

2. Reading/English:

Auburn School's reading curriculum and instructional methods focus on maximizing student learning and success while meeting the needs of all students. Teachers use best practice strategies to provide students with varied learning experiences. All grade levels devote up to ninety minutes of uninterrupted time to reading instruction in their daily schedules. During this time, students acquire foundational reading skills through the five essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). These skills are taught in a sequence that builds on one another. A separate RTI time is used to focus on the needs of students falling below, at, and above grade level.

Student data are collected and analyzed through a variety of screening tools including Discovery Education, DIBELS, STAR Reading, Accelerated Reader, Brigance, Study Island, Scholastic Reading Inventory (SRI), K-PREP, teacher observations, and classroom formative and summative assessments. Kindergarten through 5th grade teachers incorporate a variety of resources such as the Houghton Mifflin reading series, content-related literature, chapter books, and Crosswalk Coach for the Common Core Standards into their daily reading instruction. One-on-one instruction, small groups, literacy centers, leveled readers, Reading Eggs, Study Island, and Accelerated Reader are also used in the classrooms to differentiate instruction and challenge all levels of students – from low-performing to high-performing.

Students in kindergarten through 3rd grade are provided with a full-time reading interventionist to provide intervention to targeted students. READ 180 and System 44 are reading intervention programs for students who are reading below grade level. System 44 serves struggling students beginning in 2nd grade, and READ 180 serves struggling students in 4th through 8th grade. Special needs students receive services through full collaboration between the special education teacher and the regular education teacher. Extended School Services include a daytime waiver which employs certified teachers to assist students during the school day. Certified teachers are also available after school hours to provide services to struggling students.

As stated in the mission statement, Auburn School's goal is to provide all students with the academic and social skills needed to become successful, life-long learners. Reading instruction is a critical part of achieving this goal, and the faculty/staff strive to ensure that the school's curriculum, instruction, and instructional methods provide each child with every opportunity to be successful in reading.

3. Mathematics:

Auburn's mathematics curriculum and instructional methods are intentionally designed and aligned so that the needs of all students are met. The master schedule includes at least sixty minutes of uninterrupted core math time in addition to at least thirty minutes of RTI time. During this time, students acquire foundational, systematic, and explicit strategies designed to meet individual needs. Our teachers have collaboratively developed a pacing guide which enables them to efficiently plan mathematics instruction, and standards alignment meetings have provided us time to bundle all mathematics standards into units which connect and thereby support greater student learning and achievement.

Our school chose a core math program that is powerful in concept-development, hands-on activities, differentiated lessons, materials for higher level students, and grounded in the "big ideas" of mathematics. Teachers are able to address all of the standards for mathematical content within the structure of the Scott Foresman enVisionMATH program. Lessons and activities develop conceptual understanding which

helps students attain critical math skills. Teaching math focus on the further development of students' current knowledge base, keeping each and every student appropriately challenged while continually advancing their mathematics understanding and applications of those understandings. Teachers use hands-on activities, manipulatives, small group instruction, and math centers that are differentiated to meet the needs of all levels of learners – from those just beginning to grasp critical math concepts to those who are functioning at the highest levels of mathematics reasoning.

Data are collected through a variety of resources including Discovery Education, FASTT Math, Accelerated Math, Study Island, Brigance, teacher observations, pre-tests for math units, EXPLORE results, K-PREP, and DreamBox. Data are analyzed by teachers to suggest evidence-based practices in order that every student is successful and their needs are being met. Teachers incorporate knowledge about their students' current understanding into planning mathematics units and lessons. Thus, interventions and enrichments are provided for all students falling below, at, and above grade level. K-3 students are provided a full-time math intervention specialist to serve struggling students, and an ESS teacher during the daytime and after-school hours to further meet students' needs.

An effective mathematics curriculum is vital to our providing students with the math skills they will need to be successful in life, and the faculty strives to ensure that the school's curriculum, instruction, and instructional methods provide each child with the ability to be successful problem solvers and mathematical thinkers.

4. Additional Curriculum Area:

Our school's mission is to provide ALL students with the academic and social skills needed to become successful, life-long learners and happy, productive citizens. To that end, our social studies curriculum plays a critical role in helping us to engage students in thinking critically as they seek to gain deep understandings of historical events and concepts related to economics, government, geography, and cultures. Classroom tasks engage students in highly interactive lessons in which they role play, for example, what life would be like in the various forms of government (monarchy, oligarchy, democracy, dictatorship). Students experience the perspectives of the ruling, middle, and lower classes within each society associated with the different forms of government.

The ability to work cooperatively with others is an essential life skill, and also leads to greater student achievement. Thus, students are routinely placed in mixed-ability groups and assigned specific roles to complete multi-leveled tasks in which they must work together using their problem-solving skills. To further develop students' social studies knowledge and skills while also engaging them in real-world experiences, students participate in town hall meetings, Socratic seminars, political debates, mock elections, and the stock market game. Integrating current event topics through video clips and articles, as well as the aforementioned teaching strategies, immerses students in deeper understandings of essential concepts, thereby allowing them to see how important an educated, informed, and involved citizenry is to our society.

The ability to use technology as a teaching and learning tool is another essential skill; therefore, Auburn students routinely use computer labs, mobile laptops, tablets, Nooks, Skype, e-mail, ePal accounts, blogs, ActivBoards, video clips from Discovery Education, and interactive software to research and acquire information, develop their knowledge, and communicate learning. Such technology resources allow students to explore a wide variety of primary and secondary resources and opens up the world as a classroom as students Skype with students from other schools, Holocaust survivors in New York, and park rangers from faraway places such as Denali National Park in Alaska! Students learn valuable geography skills as they use interactive maps and websites, economics concepts as they play the stock market game, economics principles when they sell "pet rocks" that they have created, and historical perspective as they use such programs as Mission U.S. and Oregon Trail to virtually experience Revolutionary War times, Civil War trials, and the struggles experienced during westward expansion.

5. Instructional Methods:

An aligned curriculum that is rigorous and relevant to students' interests serves as the foundation for student learning at Auburn School. Multiple types of assessments, used at the onset of the learning process, help us diagnose student learning, set individual student learning goals, and drive instruction to ensure that each student's learning is connected with the highest academic standards. Formal assessments such as Discovery Education benchmark tests, K-PREP, EXPLORE, SRI, Iowa Algebra Aptitude Test, common assessments, and unit pre-tests identify students' knowledge levels and equip teachers with a baseline and benchmarks so that they can tailor instruction to meet the needs of all students. Daily lessons are constructed based on test results and employ research-based best practices including the multiple intelligences, learning styles, cooperative learning experiences, higher level thinking tasks, and hands-on learning activities which serve to differentiate learning and ensure that ALL students achieve success.

Inclusion of students with disabilities fosters ALL students' meeting rigorous standards, and intentional collaboration practices support achievement for students who struggle the most. Struggling students are allowed extended time when necessary and opportunities to re-work tasks until they achieve proficient standards. Teachers model proficient thinking and proficient work, and rubrics communicate learning and performance expectations. RTI classes further support our meeting individual student needs, with placement based on all available assessment data. Furthermore, whole group, small group, and individual exercises thoughtfully interwoven throughout each unit of study allow us to meet students where they are in the learning process and then move them on along their pathway to proficiency and beyond.

Auburn teachers use "Levels of Teacher Innovation" (LoTi) to move students from passive learning to engaged application of standards and concepts. This model combines concepts of school initiatives including Daggett's Rigor and Relevance, Webb's Depth of Knowledge, and Thoughtful Education (which focuses on the nine strategies Robert Marzano has identified as having the greatest impact on student learning). LoTi's "HEAT" strategies (Higher order questioning, Engaging students, Authentic (real-world) connections, and Technology use) deepen all students' learning. Technology tools like Photo Story, PowerPoint, Publisher, video clips, ActivBoards, and CPS devices are used daily during classroom instruction to promote content retention and enhance instruction. Study Island, READ 180, System 44, Cognitive Tutor, FASTT Math, Reading Eggs, DreamBox, Rosetta Stone, Accelerated Math, and Accelerated Reader are other online programs we use to successfully support student learning.

6. Professional Development:

Auburn School clearly understands the importance of high-quality, ongoing professional development. From workshops to conferences, numerous opportunities are provided in order to equip teachers with strategies that will enable ALL students to achieve. Teacher surveys, needs assessment data, and student achievement data help us plan and individualize professional development so that it's tailored to teachers' and students' needs. Professional support begins at the onset of teachers' first year at Auburn: all new teachers attend our Professional Growth Academy (PGA) which engages them in twelve additional days of intensive professional development. PGA immerses new teachers in best practices from Thoughtful Education, Bloom's taxonomy, Math Alliance, Ruby Payne's Framework for Poverty, Johnson & Johnson's cooperative learning, Teacher Expectations and Student Achievement (TESA), LoTi strategies, John Antonetti's "Engagement Cube," special education, gifted education, differentiated instruction, technology integration, classroom management, and assessment strategies. PGA provides new teachers with the most effective research-based strategies, strategies that veteran teachers have learned during previous years' staff development. Its purpose is to "catch up" our new teachers and help them transition into the high academic and behavioral expectations of our school and district.

An aligned and rigorous curriculum is at the heart of our work. Thus, much professional development time is devoted to our teachers working together to align the standards, bundle them into units, create pacing guides, student-friendly learning targets, "I can" statements, essential questions, transfer goals, critical vocabulary lists, and formative and summative assessments. We continue to refine our curriculum

documents and instructional and assessment tools as we discover ways to improve them. Through creative scheduling, our students leave at 1:00 every Friday, which allows our teachers time to engage in on-going, job-embedded staff development as they collaboratively analyze student work, develop integrated lesson plans, plan assessments, align curriculum, and attend school and district trainings related to reading/writing/literacy, math strategies, RTI, technology teaching tools, and transitioning (elementary to middle, middle to high school), etc. “District Release Days” also allow teachers to visit the classrooms of other teachers in our district and observe research-based best practices in action. Teachers observe lessons of targeted strategies, participate in learning walks of colleagues’ classrooms, and build professional networks. In addition, daily common team planning times are intentionally included in our master schedule to provide teams of teachers’ collaboration time every day. These opportunities allow teachers to “tweak” their teaching practices that lead to ever-increasing student achievement.

7. School Leadership:

Shared leadership and a shared vision for achieving school-wide success drives every member of the Auburn School “team” and enables us to achieve the lofty goals for student achievement that we set for ourselves each year. Auburn is a high-performing school because we have a faculty and community of stakeholders, including administrators, staff, parents, students, and community members, who understand the importance of working together to achieve a common goal – success for all students. The principal and assistant principal are responsible for ensuring that everyday school operations lead to the best learning environment for students. Through team leaders for each grade level, administrators are able to communicate and draw input from faculty in order to plan and coordinate all aspects of the school operation and remove any barriers to student learning that might exist. In addition, each staff member serves on a school improvement committee. The committee chairperson reports to the principal and SBDM council to provide feedback regarding school needs and staff concerns.

Teachers regularly meet as content departments (language arts, math, science, social studies, special education, and related arts) to discuss student progress, teaching strategies, and ensure that local and national initiatives are being successfully implemented by all. During common planning times, teachers also regularly meet within grade level teams to discuss student behavior/academic progress and determine practices that would most effectively address student needs. Additionally, school administrators continually monitor classroom instruction and achievement to further ensure that the needs of all students are being met. We round out our shared leadership efforts through parent support groups like our very active P.T.O. and parent/community/school support groups like the FRYSC Advisory Council, which makes recommendations on how to provide assistance to families in need, thereby supporting student achievement.

Through test data analysis and input from team-leaders, content leaders, school improvement committees, SBDM council, administrators, and parent and community leadership groups, specific needs are identified so the school can continue to improve practices. This input leads to the development of the school’s Comprehensive School Improvement Plan, which guides our school’s efforts to ensure that we have in place the most effective educational practices. Because of this feedback, we have participated in research-based professional development such as Thoughtful Education, LoTi, Math Alliance, and curriculum re-alignment to the Common Core standards, while also increasing services to students through programs like Mighty Molars, Backpack Pals, and Happy Feet.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	79	95	91	80	67
Distinguished	26	53	51	20	35
Number of students tested	80	66	77	80	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	74	94	84	76	59
Distinguished	14	39	50	15	35
Number of students tested	35	36			37
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished		90	90		
Distinguished		40	30		
Number of students tested		10			
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	76	94	88	78	66
Distinguished	34	36	36	47	15
Number of students tested	80	66	77	80	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	77	94	75	76	59
Distinguished	26	31	34	44	8
Number of students tested	35	36			37
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished		100	80		
Distinguished		30	10		
Number of students tested		10			
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	50	87	78	81	80
Distinguished	11	47	46	39	31
Number of students tested	70	70	76	70	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	45	79	70	71	76
Distinguished	2	41	43	43	18
Number of students tested	41	34			45
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished	30				
Distinguished	10				
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	59	83	83	84	82
Distinguished	27	19	21	13	16
Number of students tested	70	70	76	70	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	49	76	82	83	73
Distinguished	17	15	23	11	13
Number of students tested	41	34			45
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished	50				
Distinguished	20				
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	61	82	96	74	83
Distinguished	34	65	63	42	47
Number of students tested	74	71	71	84	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	55	82	94	65	72
Distinguished	28	63	55	26	31
Number of students tested	29	38			39
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	60	86	91	76	81
Distinguished	26	32	43	24	26
Number of students tested	74	71	71	84	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	48	84	85	58	72
Distinguished	17	34	36	16	10
Number of students tested	29	38			39
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	59	92	82	87	73
Distinguished	22	51	45	43	38
Number of students tested	81	74	85	92	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	60	89	70	83	65
Distinguished	19	49	33	39	21
Number of students tested	42	35			34
2. African American Students					
Proficient/Distinguished				70	
Distinguished				10	
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	62	85	78	85	76
Distinguished	24	31	20	25	26
Number of students tested	81	74	85	92	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	60	83	67	78	59
Distinguished	17	26	13	12	21
Number of students tested	42	35			34
2. African American Students					
Proficient/Distinguished				50	
Distinguished				10	
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	57	88	87	77	82
Distinguished	18	50	45	40	28
Number of students tested	76	82	92	75	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	47	85	83	70	78
Distinguished	16	44	36	35	22
Number of students tested	38	41			32
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	70	89	89	80	79
Distinguished	21	28	23	25	15
Number of students tested	76	82	92	75	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	68	78	86	65	68
Distinguished	16	15	26	22	9
Number of students tested	38	41			32
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.					

13KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	75	80	78	85	80
Distinguished	22	39	34	31	34
Number of students tested	77	88	75	67	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	68	79	76	83	69
Distinguished	16	33	27	9	22
Number of students tested	38	42			36
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: K-PREP/KCCT

Edition/Publication Year: 2011-2012/2007-2011 Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient/Distinguished	66	92	86	90	84
Distinguished	26	30	46	32	35
Number of students tested	77	88	75	67	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	58	90	79	80	78
Distinguished	29	29	42	17	28
Number of students tested	38	42			36
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					
<p>Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a new state accountability testing system and standards.</p>					

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