

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KY3

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

Name of Principal: Dr. Catherine Fine

Official School Name: Glendover Elementary School

School Mailing Address: 710 Glendover Road
Lexington, KY 40502-2846

County: Fayette State School Code Number*: 165150

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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*: Dr. Tom Shelton Superintendent e-mail: tom.shelton2@fayette.kyschools.us

District Name: Fayette County Public Schools District Phone: (859) 381-3400

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. John Price

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 35 Elementary schools (includes K-8)
12 Middle/Junior high schools
5 High schools
0 K-12 schools
52 Total schools in district
2. District per-pupil expenditure: 11680

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
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	0	0	0
K	58	56	114
1	69	41	110
2	51	43	94
3	54	57	111
4	38	30	68
5	35	43	78
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 in Applying School:			575

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
8 % Black or African American
17 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
3 % 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: 21%

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.	57
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	62
(3)	Total of all transferred students [sum of rows (1) and (2)].	119
(4)	Total number of students in the school as of October 1, 2011	579
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 23%

Total number of ELL students in the school: 135

Number of non-English languages represented: 19

Specify non-English languages:

Arabic, Bengali, Chinese (Mandarin), French, Haitian (Creole French), Hindi, Indonesian, Kannada, Korean, Nepali, Portuguese, Russian, Spanish, Swahili, Telugu, Turkish, Urdu, Uzbek, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 258

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: 7%
 Total number of students served: 40

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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</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>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>22</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>3</u>
Total number	<u>79</u>	<u>3</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:

21:1

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%	96%	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

The mission of Glendover Elementary School is to continue its tradition of educational excellence through the development of responsible and self-sufficient individuals within an integrated global studies approach. While developing students with a strong academic foundation, a global perspective promotes better understanding and appreciation of other countries and cultures in our own country. Increased student engagement with technology and a rigorous curriculum aligned to state and national Common Core Standards provide students with many opportunities to prepare for an increasingly interdependent world.

Our vision is closely linked with our mission. “Glendover Elementary School will be an establishment of excellence where students are honored, education is valued, and diversity of cultures, languages, types of intelligence, learning styles, and ways of understanding are supported. We strive to produce successful young adults who are ready to contribute to their community and world.” This vision shapes the daily decisions of our staff as well as the long-term, big picture decisions made by our Site-Based Decision Making Council and Parent Teacher Association.

Glendover Elementary School, built in 1957, is situated in a quiet, residential neighborhood on a large campus that includes a walking track, tennis courts, and an excellent playground that was updated in 2008. Glendover is scheduled for renovation beginning in June 2013, which will include the addition of four classrooms, a new media center, an enlarged and updated cafeteria, and a more secure office suite.

“I come to school to learn, and I **will** learn. I will have a great day!” The sound of Glendover’s 575 students reciting this pledge echoes through the halls each morning. Glendover has a diverse student population representing 25 countries. Our demographic breakdown is as follows: 63% white, 7% African American, 17% Hispanic, 9% Asian, and 3% multi-racial. Forty-five percent of our students qualify for free or reduced-price lunch, 11% qualify for special education services, and 17% qualify for gifted/talented services. Glendover embraces its diversity and the opportunity it provides students to interact in a global community. Because of our proximity to the University of Kentucky, Glendover brings together students from all corners of the world (many of our international students have parents who are working on advanced degrees). Each year we celebrate our diversity with an International Fair where students share their cultures (food, dance, clothing, traditions) in an evening of performance, fellowship, and food. We look at our school as a microcosm of the world and appreciate that our students exhibit acceptance of and interest in cultures that are different from their own.

Children are actively engaged in learning the moment they enter the school. In addition to our uncompromising instructional program, all students have the opportunity to become involved in many extra-curricular activities. Programs include Academic Teams for students at all levels, Chorus, Robotics, Student Technology Leadership Program (STLP) and Newspaper Club, winter and spring music programs that include both vocal and instrumental music (strings and band), International Fair, Science Fair and Science Fun Day, History Fair, and Book Fair Night. Students in our Chorus consistently qualify for All-District and All-State choruses.

Community involvement contributes significantly to the success of our students. A basketball training league for boys and girls is organized by the Glendover Booster Club, a parent organization. In addition, Glendover has partnerships with two churches in the community: one supports Blessings in a Backpack, a program that furnishes weekend food for over twenty needy families. and the other hosts our GYMS (Glendover Young Men Soar) program, which provides academic support, ongoing learning in character and leadership, career development, sports, fitness and recreation for twelve at-risk young men in grades 3-5.

Glendover's students have excelled under the Kentucky Comprehensive Accountability System. Under the KCCT program in place until the 2011-2012 academic year, Glendover achieved an academic index of 110, seven years ahead of Kentucky's goal of 100 by 2014, and maintained that level of achievement in 2008, 2009, 2010, and 2011. Under the Unbridled Learning accountability model introduced in 2012, Glendover ranked in the 96th percentile of all Kentucky schools and was designated a School of Distinction.

Glendover has achieved many goals that make us worthy of Blue Ribbon School recognition. Our teachers accept the responsibility of making sure that our children have the foundational skills needed to be successful each step of the way toward becoming productive citizens and leaders for tomorrow. We have been successful in stimulating an understanding of diverse cultures and have implemented strategies that ensure that our English language learners reach proficiency before they enter middle school. We offer extracurricular activities both in and out of school to ensure that students' talents and interests are valued. We celebrate our achievements and acknowledge areas that need improvement. Through honest self-reflection, we are confident that all the decisions we make are focused on what is best for our students. As we say in Fayette County, "It's About Kids."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In Spring 2012, after a three-year transition period, Glendover Elementary School administered the Kentucky Performance Rating for Educational Progress (K-PREP), a blended model of a criterion-referenced test and a norm-referenced test containing multiple-choice and constructed-response items. All students in grades 3 through 5 are assessed in Reading and Mathematics. In addition, students in grade 4 are assessed in Science and Language Mechanics, and students in grade 5 are assessed in Social Studies and Writing On Demand. Based on their performance levels on the K-PREP, student scores fall within one of the following categories: Distinguished, Proficient, Apprentice, Novice. Student scores are combined with other factors: Academic (Achievement – percent proficient or distinguished in all assessed content areas; Growth – typical growth in reading and mathematics only; and Non-Duplicated Gap Group– percent proficient or distinguished in all assessed content areas) and Non-Academic (attendance and retention rate) to determine an overall school rating between 0 and 100. Student scores are presented to schools each fall using the Kentucky School Report Card. The stated goal for all Kentucky schools is a school rating of 100 by the year 2017, which means that all students would be at or above proficiency. For the 2011-2012 academic year, Glendover’s Overall Score was 73.5, which placed us in the 96th percentile for all Kentucky schools, with a rank of 29 out of 732 elementary schools. For this achievement, Glendover has been recognized as a School of Distinction.

Prior to 2012, students in grades 3 through 5 were assessed using the Kentucky Core Content Test (KCCT). The content assessed and the performance levels reported are the same as with the K-PREP. However, the overall school index reported under this model fell between 0 and 140, with 100 being considered proficient. Glendover met this goal in 2006 with an academic index of 102.6 and maintained an index well over 100 for 2007 (110), 2008 (107), 2009 (111), 2010 (113), and 2011 (110). Student scores in all content areas remained over 100 as well, with the exception of Writing, which ranged from 100 in 2007 to 97 in 2011. All No Child Left Behind Annual Measurable Objectives have been met during all reported years.

B. Over the past five years, Glendover students have consistently performed above the state goal of proficiency (an academic index of 100). Reading scores for the last five years of the KCCT testing system were 107, 106, 108, 110, and 107. Math scores were 114, 116, 119, 121 and 117. Science scores were 118, 105, 119, 124, and 116. Social Studies scores were 103, 102, 104, 104, and 105. Each year, we set goals for students and staff to achieve a score that was higher than the previous year and sought to eliminate our Novices.

With the implementation of K-PREP, it is impossible to compare this year’s scores with those previously obtained under the KCCT program. A calculation based on Novice, Apprentice, Proficient, and Distinguished scores is performed, with 100 being the maximum. Based on this calculation, Glendover received 89 points for reading, 92 points for mathematics, and the maximum of 100 points each for social studies and science. For Glendover, 76.3% of our 4th and 5th grade students made typical or more growth in reading and mathematics. Finally, 54% of our gap students scored proficient or above in reading. This score is 18 points higher than the district. Fifty-two percent of our gap students scored proficient or higher in math, 22 points higher than the district.

Despite high levels of achievement, Glendover still has significant gaps in the academic performance of our students in all gap categories (African American, Hispanic, Limited English Proficiency, Free/Reduced Lunch, and Students with Disabilities). During the next three years, we are targeting reading and writing for our students who qualify for free or reduced-price lunch. This group was chosen because of the large overlap of gap students in this category with other gap subpopulations. Though growth data in reading shows that our students have met growth targets, the rate of growth is not bringing

all students to the level of proficiency in reading. For students from low socioeconomic backgrounds, building vocabulary and making content relevant are essential to closing the gap. Furthermore, these students need increased opportunities to express themselves in writing over extended periods of time, either by responding to text or by responding to a prompt.

Reading is critical to the success of all students across all content areas. Glendover's 2012 K-PREP performance data indicate a 15.2% gap in reading performance between students who qualify for free or reduced-price lunch and those who do not qualify; data also indicate a 13.4% gap in writing for this same population of students. These represent the most significant gaps in our school.

Our 2012-2013 Comprehensive School Improvement Plan has set goals to address our gap. Several strategies, including our Response to Intervention Plan, will affect reading and writing achievement for our students who qualify for free or reduced-price lunch. Reading and writing will be taught with a focus on informational reading in the content areas (math, social studies, and science). With this focus, improvement in reading and writing to demonstrate understanding and to respond to text should elicit gains in other content areas where there are gap concerns.

2. Using Assessment Results:

Glendover teachers use a variety of assessments to improve instruction and student learning. Entering kindergarteners are screened using an assessment instrument developed by Fayette County. In 2012-2013, all Kentucky students will be screened using the Brigance. Results of these assessments are used to determine students who would benefit from a six-week pre-kindergarten literacy program. In addition, the results of this assessment are used as one criterion to develop heterogeneous kindergarten classes.

In late August or early September, all students take the Measures of Academic Progress (MAP) as our universal screener in reading and mathematics. Results of these assessments are analyzed by teacher teams and school leadership; these analyses serve several purposes. Scores are used to establish student growth goals and results are discussed with parents and interventions for those who need them are begun. Students who consistently score in the 94th percentile or higher are considered for gifted and talented services. In primary grades, this is our Primary Talent Pool which meets weekly with instruction focused on instruction on higher order thinking skills. Identified students in grades 4 and 5 receive pull-out reading and/or mathematics instruction that enriches and extends concepts taught in these subjects. Students who score below the 25th percentile are targeted for supplemental instruction in their areas of weakness. Thirty minutes are set aside daily for skills-specific interventions in reading and math with the goal of helping struggling students remediate deficits that inhibit their ability to perform at grade level. These students are administered the AIMSweb benchmarks in reading and/or mathematics and their progress is monitored bi-weekly. Students who score below the 10th percentile receive individual intervention plans to target basic skills deficits and progress are monitored weekly. The MAP assessments are administered again in winter and the process of evaluating students requiring intervention is repeated.

Grade level teams develop common unit assessments for reading and mathematics in grades K-3 and in reading, mathematics, science and social studies in grades 4 and 5 that are aligned with the Kentucky Common Core Standards and the Program of Studies. The results of these assessments are analyzed by teachers and school leadership to evaluate classroom instruction and to reteach standards not mastered. We use this ongoing process to assure that standards are being mastered before summative state assessments are given in the spring.

Other formative assessments that affect instruction are flashbacks (intentional, quick daily reviews of content previously mastered), exit slips (formative lesson assessments that teachers use to evaluate the effectiveness of instruction and to determine next steps), and live scoring (teachers working with students to review work on the spot to assure mastery). These formative assessments allow teachers to see exactly where each student is as well as giving students immediate feedback for improvement.

Communicating assessment data to students, parents, the Site Based Decision Making Council, and the community is part of the school culture. This ongoing communication of assessment allows us to review our Comprehensive School Improvement goals and to modify them on a regular basis.

Feedback on the progress of each learner begins in the classroom. Interchanges between students and teachers allow students to explain their thinking and to be re-directed as necessary. A student homework planner informs parents daily of assignments and expectations. Parents receive weekly newsletters from teachers communicating upcoming assessments and individual behavior reports for students for whom behavior is inhibiting instruction. A minimum of two parent-teacher conferences are held for each child each year. At these conferences, both formative and summative assessment data are shared with parents. Strengths and weaknesses are discussed and together the teacher and parent develop an individual plan to help the child perform at his/her highest potential. Phone calls, e-mails, and notes home provide updated information on student performance and assessment results. Parents are also informed about student progress via mid-term progress reports, quarterly report cards, MAP assessment results and student targets, detailed K-PREP reports, and an Infinite Campus parent portal which allows parents to see student grades and missing assignments at any point during the grading period.

School K-PREP results are shared with the community in many forms. Assessment data are reported in the local newspaper. The school and district websites report K-PREP results and Kentucky maintains an annual School Report Card that is available to the public. Data in this report card are disaggregated by grade, ethnicity, socio-economic status, gender, limited English Proficiency, and disability status.

Each Fall, the school celebrates student achievement by hosting a school-wide assembly and catered luncheon for all school staff. In the spring, students are recognized with proficient and distinguished stars and students who receive all distinguished are recognized with a district certificate and medal. Primary students adopt intermediate classes to motivate and encourage them to do their best. With the exemplary instruction that has taken place throughout the school year, students are confident in their ability to show what they know on the state assessment.

3. Sharing Lessons Learned:

Glendover prides itself in the freedom teachers have to try new ideas and refine traditional teaching strategies. Although teams plan units of study together and develop common unit assessments, the uniqueness of each teacher is evident to visitors in our classrooms. With 45% of our students qualifying for free or reduced-price lunch, teachers understand the need to teach the whole child. Whether a student is in regular education, special education, or from a low socio-economic background, he or she receives highly qualified, research-based, best-practices teaching.

Glendover administration and Fayette County Public Schools place importance on open communication and the sharing of best practices among staff, students, and other schools in the district and across the state. Successful strategies like those listed below are shared with other schools in our district and across the state. Successful strategies are shared with other schools in our district through school visits, professional development, and school and district team meetings.

District-wide walkthroughs are another mechanism by which we share great things happening in our school and solicit feedback from administrative colleagues about ways in which we might improve. Twice each year, elementary school directors and at least three principals of other schools visit Glendover. We are proud to share our work with Standards-Based Reporting, currently taking place in kindergarten, first, second, and third grades. Two Glendover teachers, along with software developers from the University of Kentucky, have spearheaded district training in this change in our progress reporting and have developed teacher and parent guides for district use. One improvement suggestion we have received from the district walkthroughs has been the alignment of posted outcomes with observed instruction. The Leadership Team has worked with teachers and uses building walkthroughs to monitor teacher progress toward improvement in this area.

Our success with English language learners has begun to attract district and state attention. Recently we hosted administration from another Kentucky school with similar demographics and were able to share how we implement our scaffolded ELL program, the role that staffing plays in our instructional decisions for ELL students, and how we develop a schedule which ensures that the range of ELL needs is being met. Each year a team of Glendover teachers presents information about Sheltered Instruction (SIOP) so that classroom teachers have strategies to use with English language learners in the classroom.

Glendover's Professional Staff Assistant (PSA) and Best Practices Coach has created a professional development module on the Lucy Calkins Writing Program and, because of the success we have had with the program at Glendover, has been sharing this PD with other schools in the district. Second grade teachers have been participating in a book study on the Daily Five and CAFE literacy strategy. Large teams of teachers have participated in district Orton Gillingham training and in professional development in the primary literacy strategies of Dr. Ray Reutzel. These teachers return to Glendover and serve as teacher trainers in these strategies for improving student achievement.

In addition, our teachers serve on numerous district committees where ideas are shared. Our PSA is the leader for one of the district professional learning communities, our science teacher serves as a facilitator for monthly meetings where hands-on science teaching strategies are shared, and content specialists attend regular meetings where they share ideas with others and bring new ideas back to Glendover. Finally, Glendover's principal participates in monthly cadre meetings where administrators share successful strategies and innovative practices to address issues that affect student achievement.

Open communication is a very important aspect of a successful school culture and it is an excellent way to share activities and lessons with teachers. It is not uncommon to see Glendover's principal meeting with small groups of teachers, sharing new ideas or debriefing specific strategies tried in the classroom, and videotaping lessons for teacher self-reflection. The principal's open door policy keeps the atmosphere at Glendover both upbeat and positive as strategies, plans, ideas, and thoughts are shared and evaluated.

4. Engaging Families and Communities:

Glendover Elementary strives to be inviting and open to parents and community partners and have the community and school work together to provide services to our students. Our staff understands that to mold strong academic students, we must also support them in ways outside the classroom, and our partnerships and volunteers reflect that feeling.

Glendover strives to support many community programs to ensure each student has an opportunity to participate in an activity that will not only enrich them academically, but physically, emotionally, and socially. A group of third through fifth grade girls participate in Girls on the Run, a program that teaches life skills through dynamic, conversation-based lessons and running games that prepare them for a 5K race. Academic Teams for both primary and intermediate students study all year to compete in Academic Challenge meets. Parents volunteer to coach each team of 3-5 students and guide them in practices and during competitions. Our Site-Based Decision Making Council, which includes a combination of teachers and parents, make school decisions regarding staffing, policies and procedures, budget allocations, and school improvement goals.

Community members enter our school every day. Through the PAWS Program, a trained dog and its owner work with struggling readers. The University of Kentucky drives the dental van to our campus to serve students in need of dental work. The PTA last year logged 6,721 volunteer hours! These hours include working with students in the classroom, helping teachers with instructional materials, serving pizza at our Science Fun Night, helping set up inflatables at our Fall Festival, helping guide students and parents at our Book Fair, and helping set up informational stations at our annual International Night.

Several other partnerships enrich our students and their families. A local church sponsors Blessings in a Backpack, a program that provides fifty families every week with extra food over the weekends. The University of Kentucky provides speech and language students to aid in screening incoming Kindergarten students for our summer school program to prepare them for their first day of school. A non-profit organization, Sweet Blessings, makes specialty birthday cakes for students who may not normally have a cake with which to celebrate. Representatives of a local bank come several times a month to mentor our school “bank staff” on saving money and running a bank and students are invited to deposit money at our school bank and practice saving. Another church partners with us to support Glendover Young Men Soar (GYMS), a program designed to improve student achievement and instill leadership in at-risk third through fifth grade boys.

Community involvement supports Glendover students in ways that our staff would not be able to do in a normal work day. With these partners, we are able to equip our students to be successful contributors to society, uplifting and positive role models for others, and to take pride in their work and education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Glendover Elementary School offers a rigorous, standards-based curriculum that enables children to develop socially, emotionally, cognitively, and physically through instructional practices that ensure all students reach proficiency in assessed content. The curriculum is vertically and horizontally aligned with the Kentucky Common Core Standards and Program of Studies. Teachers meet weekly to develop units of study aligned with these standards. Daily learning outcomes are developed by grade level teams and help teachers plan lessons that are congruent with the standards and are displayed and referenced during instruction to help students fully understand learning expectations. Common assessments allow teachers to monitor student mastery of the learning outcomes at the end of each unit of study and to plan next steps based on analysis of test performance data.

Response to Intervention is a crucial component of the instructional program. All students participate in differentiated Tier I instruction in reading and mathematics. In addition, small group, skills-based instruction is provided in Tier II for students who have not sufficiently mastered the content through the Tier I program. Tier III interventions provide daily intense small group or one-on-one instruction to students who continue to struggle after Tier I and Tier II instruction. The Professional Staff Assistant and School Administrative Manager help teachers analyze data to determine the effectiveness of interventions, develop assessment questions aligned with the Common Core Standards, schedule and monitor Tier III interventions, and work with the leadership team to develop intervention plans for our most at-risk students.

Technology is an important learning tool and student engagement with technology is a priority. All classrooms are equipped with interactive Smart Boards, document cameras, projectors, and desktop computers. Interactive technology enables us to reach all types of learners and has heightened our students' desire to actively participate in their own learning. In addition to interactive technology, all students have access to technology instruction by a certified teacher. Fifth grade students have daily access to individual laptops, fourth graders share a set of laptops, and third graders have access to mini laptops. All teachers in grades three through five have access to student response systems (clickers) to use in formative assessment.

The teachers at Glendover Elementary believe that reading is the foundation of all learning. They set high expectations and work diligently to help all students become proficient readers in all academic areas.

In mathematics, mastery of skills, strategies, and problem solving are based on the Kentucky Common Core Standards. In addition to Math In Focus, our adopted curriculum, teachers use supplemental materials to provide hands-on experiences, opportunities to demonstrate mathematical learning in writing, and activities that require students to demonstrate mathematical reasoning skills.

The staff is committed to integrating science across the curriculum. Science content is often the focus of reading units of study. In addition to regular classroom instruction, our science lab uses inquiry-based learning to support optimum student engagement. Students develop an understanding of scientific concepts and processes by conducting investigations, using hands-on materials, working in teams, and using interactive technology. Fourth and fifth grade students participate in the Science Fair. Many Glendover students are recognized at the district and state level.

The social studies curriculum is aligned to the Kentucky Program of Studies and is frequently integrated into reading units of study. Field trips to the state capital, city government offices, historical sites and museums, and guest speakers enhance our programs. Economics becomes a real-world experience through our student bank partnership with a local bank. Fifth grade students participate in the district

History Fair which gives them the opportunity to synthesize content and concepts into a multi-media presentation.

All students receive weekly music, art, physical education, and technology instruction from teachers certified in these areas. Additionally, students have opportunities to participate in a variety of performance-based activities during the school day and after school.

Teachers set high expectations and hold students accountable for their learning. We believe in empowering teachers, networking with the community, and generating a positive culture where students value learning.

2. Reading/English:

In 2011, Kentucky adopted the National Common Core Standards in reading. Implementation of these standards drives all curricular decisions. In addition to the Kentucky Common Core Standards, Glendover's Site-Based Decision Making Council has adopted a literacy curriculum that aligns with the National Reading Panel's recommendations, in the belief that explicit and systematic instruction in the five components of literacy is crucial for success. Therefore, specific reading objectives in phonics, phonemic awareness, comprehension, fluency, and vocabulary are stated daily so students are aware of what they are learning and why.

Scott-Foresman's Reading Street, units of study aligned with the Kentucky Common Core Standards, Words Their Way word study, skills-based small group instruction, and daily writing in all classrooms comprise the core of our comprehensive literacy program. Teachers use the Kentucky Common Core Standards to plan units of study that use a variety of fiction and non-fiction resources to teach comprehension. Through a guided reading approach, teachers are able to build or review background knowledge, introduce new vocabulary, teach comprehension strategies, and integrate writing in response to reading. The Words Their way word study approach to teaching phonics, spelling, and vocabulary is used school-wide to encourage students to look at words to discover the patterns, regularities, and conventions of written English needed to read and spell. While primary teachers meet with small groups of students or with individual students, the rest of the children read by themselves or with partners and engage in literacy centers or writing activities. Intermediate students also engage in literature circles where they couple collaborative learning with student-centered inquiry. Advanced learners' needs are addressed through the Gifted/Talented program which challenges students to read increasingly complex text and to critically compare texts by the same author or on the same topic.

The Measures of Academic Performance (MAP) assessment is used in reading as a universal screener three times a year to determine students' areas of strength and weakness. This enables us to intervene quickly with skills-specific, research-based instruction to help struggling readers become successful. Students scoring below the 25th percentile on the MAP are further tested to determine specific deficit areas and to develop the best intervention to correct these deficits. Students then receive an additional 30 minutes per day of small group reading instruction using such interventions as Houghton Mifflin's Early Success and Soar to Success, Reading Recovery, Great Leaps, Leveled Literacy Instruction, Orton Gillingham, and the research-based reading strategies of Dr. Ray Reuzel. Student progress is monitored at least bi-weekly using AIMSweb Reading Curriculum Based Measures and MAZE probes to help us determine student progress and the effectiveness of the intervention.

At Glendover, we recognize that reading is the foundation for academic success and actively engage students in high interest, meaningful reading instruction. This fosters high self-esteem and propels students to high levels of achievement and growth.

3. Mathematics:

Glendover's mathematics curriculum is aligned with the Kentucky Common Core Standards in Mathematics adopted in 2011. Math In Focus, based on the Singapore math framework, is used as our Kindergarten-Grade 5 math program. This curriculum emphasizes concept mastery, a concrete–pictorial–abstract approach, meta-cognitive reasoning, and the use of model drawing to solve and justify problems. We believe that students in the 21st century will need to think critically to be competitive in the STEM-related careers (Science, Technology, Engineering, and Mathematics).

The mathematics curriculum focuses on five basic strands: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry and eight mathematical practices: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, 8) Look for and express regularity in repeated reasoning. The goal of the mathematics program is to develop mathematical proficiency by developing conceptual understanding and procedural fluency.

In the primary grades, teachers build mathematical foundations. Students are actively engaged in developing mathematical understanding by using manipulatives, pencil and paper, interactive technology, and computer-assisted instruction as they work independently and cooperatively to solve problems.

As with reading, the Measures of Academic Performance (MAP) assessment is used in mathematics as a universal screener three times a year to determine students' areas of strength and weakness. This enables us to intervene quickly with skill-specific, research-based instruction to help students struggling with mathematics concepts become successful. Students scoring below the 25th percentile on the MAP are further tested to determine specific deficit areas and to develop the best intervention to correct these deficits. Students then receive an additional 30 minutes per day of small group reading instruction using such interventions as Math Investigations, Great Leaps, Successmaker Math, and IXL Math. Extended school services money is set aside for a math intervention teacher who works with students on conceptual understanding and procedural fluency through pre-teaching, intense small group instruction, and facts practice.

Teachers provide opportunities for students to apply math concepts and skills to real life experiences to make learning more meaningful. We have a Design 101 team that is working with professional architects as we begin school renovation, developing blueprints and building models which combines a variety of math skills such as geometry, measurement, and computation. In addition, we have two Robotics teams competing to build robots that can complete a task. Many of the math practices are incorporated in this cooperative activity as students persevere to solve problems and use reasoning skills to get their robots to perform with the precision required for the competition.

4. Additional Curriculum Area:

Glendover's mission charges us with preparing students to become successful citizens in a global society. We believe that a broad education in the arts helps give children a better understanding of their world and offers students a way to access their history and culture. Therefore, instruction in the performing arts is an essential part of our curriculum. Students participate in performance-based art, music, drama, and dance activities weekly. In addition, special area teachers collaborate with classroom teachers to integrate social studies, science, and math concepts into the arts programs. It is not uncommon to hear the music teacher reinforcing reading concepts through singing (rhyming words, the musicality of a poem or the main idea of a musical composition) or mathematics concepts through instrumental music (rhythm, fractions in musical notation, or patterns). The PE teacher integrates dance into our celebration of cultural diversity, while the Art teacher collaborates with teachers to reinforce concepts about animals and animal habitats, functional Colonial art, and expressing the abstract ideas of the Preamble in pictures.

Special area teachers collaborate on school-wide programs, such as the “Seussical Musical” in conjunction with Read Across America Week, and “Lewis and Clark,” a musical aligned with social studies standards. Students showcase their individual talents in an annual Talent Show.

Our Chorus has a rich tradition in our community. Students have been invited to sing with the Lexington Philharmonic Orchestra, at the Holiday Music Festival, and to sing the National Anthem at Harlem Globetrotters games. Up to twelve students each year are selected for the Kentucky All-State Chorus and the District Honors Chorus (the largest representation in the district) and the chorus has consistently scored distinguished marks in local adjudications. Beginning in the fourth grade, students have the opportunity to participate in weekly strings instruction during the school day and in fifth grade this is expanded to include band instruction.

The Visual Arts program affords students with the opportunity to express themselves in a variety of media. Through our Visiting Artist program, students created class totems to enrich their understanding of Native American art, molded and fired ceramic tiles to enhance our Rain Garden as part of their study of the water cycle, and video-conferenced with artists to create African masks. Glendover students’ work is frequently displayed at the district office and in community venues. Students recently created clay bowls for the Empty Bowl initiative to raise money for God’s Pantry, a community food bank. In an exciting partnership with the YMCA, Glendover students received national recognition when they participated in Marjorie Guyon’s Nation of Nations project that engaged students in creating ideal versions of themselves in relation to their community. Fifth graders also participated in the Living Arts and Science Center’s cultural celebration by making “skull masks” that were displayed in their Art Gallery.

Assemblies highlight the cultures of children in our building and expose students to dance and music from all continents. This year, we have had African, Native American and Latin American dance and music groups, Chinese Acrobats, and a steel drums performance.

5. Instructional Methods:

One size does not fit all. Since all students do not learn in the same way or at the same rate, differentiated instruction is required to meet the individual needs and to allow all students to have equal access to the curriculum. Our goal is to provide differentiated instruction across all levels and all content areas. The instructional practices used to support this goal include developmentally appropriate learning experiences that actively involve students, cooperative learning activities that promote higher-level thinking skills, and integrated units of study that provide links across content areas.

Our Master Schedule supports differentiation through an intentional 30 minutes of time set aside each day for Response to Intervention in reading and math. This period allows teachers to enrich those students who need an extra challenge and to provide small group skill-specific interventions for students who have not mastered the content taught. Grade level teams, along with ESL and Special Education teachers, meet to analyze data from classroom performance, MAP reading and math assessments, and from formal progress monitoring through AIMSweb to make decisions for at-risk students regarding the effectiveness of interventions and to ensure that appropriate accommodations and modifications are consistent across all settings.

When planning lessons and implementing instruction, teachers keep four key questions in mind: What do we expect students to learn? How will we know if they are learning? What will we do when students are already proficient? How do we respond when students don't learn? By making sure that each of these questions is addressed during unit planning, we can ensure that differentiation of instruction is carefully thought out, that standards and student performance data drive implementation, and that the needs of all students are formally addressed.

With our high percentage of students for whom English is a second language, we offer an exemplary scaffolded program that gradually releases responsibility for learning from teacher to student. For our newcomers, we offer up to two hours per day of pull-out instruction in the structure and function in English with content aligned to what is being taught in the classroom. As students become more proficient, they are moved into small groups that receive a second exposure by a certified ESL teacher of content being taught in the classroom. Next, an ESL teacher works directly with students in the classroom to support vocabulary and idea development and provide opportunities for students to speak in non-threatening smaller settings. Finally, students are transitioned into the classroom with modifications of instructional material that provide visual support and simpler language as needed. With this approach, we are pleased that most English Language Learners who have completed their elementary schooling at Glendover exit the program performing at a proficient level in reading and math.

6. Professional Development:

Professional development at Glendover is a comprehensive school-wide initiative that focuses on developing an effective curriculum and ensuring that teachers have adequate training to deliver instructional programs knowledgeably and with fidelity. Each year, student assessment data are carefully analyzed and the results of this analysis serve as the basis for the goals in our Consolidated School Improvement Plan and Individual Professional Growth Plans.

With the implementation of the Kentucky Common Core Standards in English Language Arts and Mathematics, our school-wide professional development has focused primarily on assisting teachers in unpacking the standards and planning units of study that align [\[eg1\]](#) student outcomes with state expectations. This professional development begins in the summer, as teacher teams develop long-range plans and begin planning units of study that align instruction with the Kentucky Common Core Standards and Program of Study. Release days and job-embedded professional development allow time for grade-level teams to reflect on instructional practices, share effective teaching strategies, and observe classrooms to find best practices that work for colleagues.

Glendover teachers have participated in several district-wide professional development initiatives and have in turn served as teacher trainers within the building. Nine teachers completed a week-long training in the Orton Gillingham approach that focuses attention on reading failure and related language processing difficulties and will be used as a Tier III intervention for our at-risk readers, and an additional eight teachers completed training in reading strategies that focus on early literacy, which will be used to develop our K-3 literacy scope and sequence. A team of teachers has been trained in the Sheltered Instruction Observation Protocol (SIOP) to help all of our teachers work effectively with English Language Learners, while our second grade team has participated in a book study on implementing the Daily Five and CAFÉ approach to reading instruction.

We believe that student achievement is strengthened through collaborative efforts of professional learning communities. Much like our students, our teachers have diverse needs and learning styles. Therefore, our professional development is approached by offering a variety of activities that align with the goals of our school improvement plan and address the needs of specific teachers or teams.

7. School Leadership:

According to Kaniuka (2011), “a key element to the success of a school is that leadership is distributed across all members of the school and that the principal provides the resources, vision, and oversight to support continuous improvement.” A team approach is necessary to ensure that all needs are addressed and has been the key to Glendover’s success.

Effective communication is crucial to strong leadership. Written and verbal communication from the administration to staff and parents is frequent through e-mails, phone calls, the school website, the monthly *Soaring Eagle* newsletter, PTA newsletters, and the building marquee.

The principal sets the tone of the culture for the school and believes that positive relationships are critical to student academic success. She lives by the principle that “they don’t care how much you know until they know how much you care.” Her focus is on student achievement, effective instruction, a safe and orderly environment, parental involvement, and student engagement. She sets very high expectations and exemplifies a dedicated work ethic for all stakeholders to emulate. The principal serves as instructional leader. She visits classrooms, monitors student progress, analyzes and disaggregates state and local assessment data, and communicates with all stakeholders. Along with her leadership team, she develops processes that promote student achievement. This includes attending team planning meetings, meeting with teachers in student achievement conferences to monitor student progress, and monitoring the effectiveness of instruction through walkthrough observations, formal teacher evaluations, and data analysis.

The Site-Based Decision Making Council, composed of the principal, faculty representatives, and parent representatives is the governing body of the school and is responsible for making important decisions that affect student achievement, most importantly the allocation of resources and the development of the School Improvement Plan. To support this work, SBDM Committees (Curriculum, Budget and Planning, Professional Development, School Climate and Communication) meet monthly and make recommendations to the Council.

Teachers take an active role in leadership at Glendover. The principal delegates professional autonomy to teachers to make instructional decisions and in order to do focuses on hiring and training the very best staff in order to provide rigorous instruction for all students. Our strong instructional staff plays a huge part in Glendover’s success. Their connections with families, community members, other staff, and students create a positive and successful learning environment where all students thrive.

The PTA at Glendover is an integral part of our school’s success. It provides countless volunteer hours that support the instructional program and climate of the school and organizes activities that provide needed resources that enhance the school’s total program and provide motivation and support to students and their families.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kentucky Performance

Edition/Publication Year: KPREP (11-12), KCCT (2007-2010)

Publisher: KPREP (Pearson), KCCT (Measured Progress)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	64	88	85	91	94
Distinguished	31	29	35	39	45
Number of students tested	77	91	104	80	77
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	52	80	66	83	89
Distinguished	17	18	20	13	37
Number of students tested	46	39	35	24	19
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	6	4	8
3. Hispanic or Latino Students					
Proficient/Distinguished	65	79	57	Masked	Masked
Distinguished	30	29	7	Masked	Masked
Number of students tested	17	14	16	8	6
4. Special Education Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	4	2
5. English Language Learner Students					
Proficient/Distinguished	60	50	100	100	80
Distinguished	7	0	20	25	0
Number of students tested	15	12	10	11	12
6. White					
Proficient/Distinguished	30	89	91	93	95
Distinguished	12	30	40	52	45
Number of students tested	49	61	69	52	51
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kentucky Performance

Edition/Publication Year: KPREP (11-12), KCCT (2007-2010)

Publisher: KPREP (pearson), KCCT (Measured Progress)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	71	88	96	92	85
Distinguished	46	64	69	67	45
Number of students tested	72	100	75	73	78
Percent of total students tested	100	98	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	52	76	88	92	77
Distinguished	31	46	44	54	23
Number of students tested	29	37	25	24	26
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	4	7
3. Hispanic or Latino Students					
Proficient/Distinguished	90	69	90	Masked	73
Distinguished	20	38	20	Masked	13
Number of students tested	10	16	10	8	17
4. Special Education Students					
Proficient/Distinguished	Masked	Masked	Masked	38	Masked
Distinguished	Masked	Masked	Masked	0	Masked
Number of students tested	7	4	8	10	4
5. English Language Learner Students					
Proficient/Distinguished	58	85	100	80	78
Distinguished	11	20	15	8	0
Number of students tested	20	14	17	13	18
6. White					
Proficient/Distinguished	72	93	96	90	94
Distinguished	21	72	75	73	70
Number of students tested	50	66	49	50	51
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: KPREP (11-12), CATS (07-4 10)

Edition/Publication Year: KPREP (11-12), KCCT (2007-2010)

Publisher: Pearson, Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	75	80	99	88	82
Distinguished	42	33	49	26	21
Number of students tested	72	100	75	73	78
Percent of total students tested	100	98	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	59	68	96	88	69
Distinguished	24	14	44	21	4
Number of students tested	29	37	25	24	26
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	6	7
3. Hispanic or Latino Students					
Proficient/Distinguished	100	56	100	Masked	60
Distinguished	12	13	20	Masked	7
Number of students tested	10	16	10	8	17
4. Special Education Students					
Proficient/Distinguished	Masked	Masked	Masked	20	Masked
Distinguished	Masked	Masked	Masked	0	Masked
Number of students tested	7	4	8	10	4
5. English Language Learner Students					
Proficient/Distinguished	71	100	100	80	75
Distinguished	10	20	12	20	10
Number of students tested	20	14	17	13	18
6. White					
Proficient/Distinguished	73	39	52	88	90
Distinguished	42	12	2	80	75
Number of students tested	50	66	49	50	51
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kentucky Performance

Edition/Publication Year: KPREP (11-12), KCCT (2007-2010)

Publisher: KPREP (Pearson), KCCT (Measured Progress)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	70	86	89	82	85
Distinguished	32	55	67	49	56
Number of students tested	95	77	76	76	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	49	74	79	63	59
Distinguished	14	37	36	21	29
Number of students tested	37	27	28	24	34
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	60
Distinguished	Masked	Masked	Masked	Masked	10
Number of students tested	4	4	5	8	11
3. Hispanic or Latino Students					
Proficient/Distinguished	60	60	Masked	86	55
Distinguished	13	30	Masked	29	36
Number of students tested	15	10	7	17	12
4. Special Education Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	5	4	5
5. English Language Learner Students					
Proficient/Distinguished	60	85	72	Masked	Masked
Distinguished	15	20	5	Masked	Masked
Number of students tested	12	10	13	9	8
6. White					
Proficient/Distinguished	53	88	91	90	92
Distinguished	35	53	73	75	80
Number of students tested	62	52	50	52	61
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kentucky Performance

Edition/Publication Year: KPREP (11-12), KCCT (2007-2010)

Publisher: KPREP (Pearson), KCCT (Measured Progress)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	71	91	86	82	90
Distinguished	42	36	32	25	19
Number of students tested	95	77	76	76	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	54	74	71	63	79
Distinguished	16	30	18	8	9
Number of students tested	37	27	28	24	34
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	60
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	4	4	5	8	11
3. Hispanic or Latino Students					
Proficient/Distinguished	40	80	Masked	64	82
Distinguished	20	20	Masked	7	9
Number of students tested	15	10	7	17	12
4. Special Education Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	5	4	5
5. English Language Learner Students					
Proficient/Distinguished	60	85	40	Masked	Masked
Distinguished	15	10	3	Masked	Masked
Number of students tested	12	10	13	9	8
6. White					
Proficient/Distinguished	69	92	89	92	85
Distinguished	42	35	33	32	12
Number of students tested	62	52	50	52	61
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY3