



## **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   1   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  2   Total schools in district
2. District per-pupil expenditure:   9117

### 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:   1
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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	51	55	106
8	46	61	107
9	47	56	103
10	51	48	99
11	40	49	89
12	44	40	84
<b>Total in Applying School:</b>			<b>588</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
1 % 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.	40
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	60
(4)	Total number of students in the school as of October 1, 2011	568
(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: 1%  
Total number of ELL students in the school: 7  
Number of non-English languages represented: 3  
Specify non-English languages:

Spanish, Ukrainian, Chin

9. Percent of students eligible for free/reduced-priced meals: 14%  
 Total number of students who qualify: 83

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: 5%  
 Total number of students served: 29

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>51</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:

20:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	96%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

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:	<u>101</u>
Enrolled in a 4-year college or university	<u>86%</u>
Enrolled in a community college	<u>12%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>2%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

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**

---

Community spirit, and what it can achieve, is never more evident than in the story of Beechwood School. In 1858, Beechwood School began as the dream of civic-minded citizens who wanted a neighborhood school and worked toward its realization. In 1860, the Beechwood School, a gray clapboard, two-room structure, received its charter. Over the past 152 years, we have developed our vision: "Building upon a tradition of excellence, Beechwood High School provides every student with the opportunity to achieve his or her highest potential. We accept the responsibility to help all students achieve academically and learn the skills necessary to be successful after high school."

The Beechwood community extends far beyond the halls of Beechwood Elementary and Beechwood High School. Our community encompasses the students, faculty, staff, parents, alumni, businesses, and citizens of Fort Mitchell, Kentucky, a city with a rich history and long established neighborhood in a suburb of Cincinnati, Ohio. Beechwood is a palpable presence in Fort Mitchell and it is hard to imagine Fort Mitchell without Beechwood Schools. The ties that bind families to Beechwood and Beechwood to Fort Mitchell are irreplaceable. The town and school alike are independent, proud, and rich in tradition. Many Beechwood graduates, upon completing their college studies, return to Fort Mitchell to send their children to Beechwood for a great education such that family names appear over and over again in yearbooks, on sports jerseys, on honor rolls, and ultimately on commencement announcements.

Most parents of Beechwood students have some post-secondary education. Although, the socio-economic level of the community could be identified as above average for the state of Kentucky, there is a broad range of income levels among families in the community. Most parents in the community respect education and expect their children to further their education beyond high school.

Beechwood High School is a unique public school. The district borders closely mirror those of the city of Fort Mitchell, and district offices are housed in one building, with an elementary school, a secondary school, and the Beechwood School Board under the same roof. The total enrollment for the district is just over eleven hundred students. The high school has 14% of the student body qualifying for free or reduced-price lunch. About 6% of the students in the district have an IEP or 504 Learning Plan. From the first graduating class in 1935 to the graduating class of 2012, Beechwood takes pride in our current 100% graduation rate. In the most recent graduating class, 86% of the class matriculated to four-year universities in 13 states and 12% matriculated to 2 year colleges. Approximately one third of the graduating class is attending college out of state. Our students are eager to take rigorous classes and prepare for their future endeavors. This year the number of AP exams to be administered will closely mirror the enrollment of students in grades nine – twelve.

The current civic-minded citizens of Beechwood still find the little red school house of Beechwood a nurturing, inviting place of excellence. We believe the original founders of the Beechwood community school would find our traditions of success to have exceeded their expectations. Our faculty is dedicated to knowing our students. Our principal knows the students' names and can often state a student's extracurricular activities and classroom performance. Our faculty strives to provide opportunities for students by seeking grants to provide materials or opportunities for learning beyond our building. Our faculty is exceptional, with many members receiving awards of excellence at the local and state level. Several teachers are Nationally Board Certified or are in the process of acquiring this achievement. Faculty members are encouraged to be involved in professional organizations, with some members serving as officers on state and national committees.

Our engaged faculty work beyond the school day assisting students in classwork and sponsoring activities. The Beechwood Band was established in 1936. Our current band program has more than 100 students and in 2012 was awarded the State Championship Band for Class A, for the fourth year in a row.

Our athletes excel at Beechwood. Some students are continuing their scholar-athlete excellence on many college campuses in a wide variety of sports. The variety of extra-curricular activities allows each student to find success beyond the classroom.

The success of Beechwood High School is the result of numerous factors which include a dedicated faculty who work together “Impacting our World One Student at a Time”. The dedication and diligence of our faculty and staff, combined with our commitment to excellence and community support allow Beechwood High School to continue to be the successful school that our founders created. Our dedication to continued improvement demonstrates Beechwood High School's worthiness of the Blue Ribbon School Award.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

Our state assessment requirements are unique: As part of 2006 state legislation, named Senate Bill 1, all Kentucky public schools are MANDATED to administer BOTH state criterion-referenced tests AND national norm-referenced tests to 100% of Kentucky's public school students, making Kentucky only one of nine states to mandate that 100% of all public school students take the test. As a result of this mandate, Beechwood High School (Grades 7-12) has administered the following tests over the past five years: ACT test (2008-2012), PLAN test (2008-2012), EXPLORE test (2008-2012), Quality Core End of Course exams (2012), and Kentucky Standards-Based Assessment known as Kentucky-Prep (2012), KCCT (2010 and 2011), CATS (2008 and 2009). These tests make-up our accountability index, known as "ACHIEVEMENT."

Our ACHIEVEMENT- in conjunction with GAP, GROWTH, COLLEGE/CAREER READINESS, and GRADUATION RATE - earned our school a "Distinguished" rating by our department of education. Those schools that perform above the 90<sup>th</sup> percentile receive this honor. Our actual percentile rating is 99<sup>th</sup> percentile statewide.

By adopting The Quality Core Assessment System, which consists of the ACT (grade 11) and its precursory tests, PLAN (grade 10) and EXPLORE (grade 8), the Kentucky Department of Education (KDE) demonstrates a commitment to college and career readiness for each student, illustrating our state education motto "Every Child Succeeds." These national norm-reference tests measure content knowledge in English, Math, Reading, and Science. National benchmarks, indicating college readiness, are set in each area: English (18), Math (22), Reading (21), and Science (24). With a highest possible scaled score of 36 in each area and a 36 composite score, the ACT scores and its benchmarks are used to determine admission to colleges and universities nationwide, as well as for placement in remedial classes if benchmarks are not met. Based on Kentucky students' averages on previous ACT tests, our Department of Education partnered with Kentucky Council on Post-Secondary Education to determine separate admission benchmarks for Kentucky state institutions, adjusting and setting state benchmarks in each area: English (18), Math (19), and Reading (20). Science was not assigned a state benchmark.

Although our students typically meet both the national and state benchmarks in all areas, neither our school nor our community is satisfied with simply "meeting the benchmarks." We believe these assessments truly reflect mastery of both state and national standards, college preparatory content, and essential skills needed for success in college. We believe that this test moves beyond a state assessment of student achievement. Additionally, we believe that the ACT is meaningful to students because success on this test broadens students' college choices and provides opportunities for state and national scholarships. This assessment is used by most American colleges and universities to objectively award money based on cut scores. We do not find the need to arbitrarily "motivate" students to do well on this test. The motivation is intrinsic, with the climate of success beginning in 8<sup>th</sup> grade with EXPLORE and continuing onto 10<sup>th</sup> grade with PLAN, culminating to 11<sup>th</sup> grade with ACT.

Our ACT-English score has been ranked #1 out of 227 high schools in Kentucky every single year since the inception of the ACT as part of state accountability in 2008. As our Reading/English Language Arts data table indicates, 89% to 96% of our students have met or exceeded the state and national benchmark since 2008. This achievement has helped placed us in a category of "Distinguished" compared to all other Kentucky public schools, who collectively reported a percentage of students who met or exceeded the state and national benchmark in English between 45% and 52% during the same five year period.

However, as indicated in our discussion of acceptable levels of performance, meeting and exceeding benchmark was only the beginning of our journey to success; it was not enough to simply exceed the

benchmark of 18. The KDE reports state average ACT-English scores of 17.3, 17.3, 17.7, 18.0, and 18.4 in 2008, 2009, 2010, 2011, and 2012 respectively. Beechwood's average ACT-English scores were 24.3, 26.1, 25.1, 25.6, and 28.4 in 2008, 2009, 2010, 2011, and 2012 respectively. Not only are our ACT-English scores the highest (by almost two points) in our state, but our ACT-English scores exceed every state average ACT-English score...in the nation.

Although our growth of four points in five years is an accomplishment of which we are very proud, our decrease in our 2010 score of 25.1 from 26.1 in 2011 was eye-opening for our school. Our English department began disaggregating data released by ACT and KDE and evaluated possible gaps in our content. We aligned our curriculum (grades 7-12) to insure that each of the standards was being taught and assessed with ACT-like assessments, ensuring that students not only knew the content but also knew what that content looked like on the state assessment. Our work paid off in 2011 when our students once again claimed top honors with an English score of 25.6. Rather than becoming complacent with our #1 ranking, we challenged our students to beat the previous year's class; they made us proud once again with an all-time-high ACT-English average of 28.4 in 2012, with 42 of 86 students (49%) scoring over a 30 and 18 students (21%) scoring a 35 or 36. In 2012, Beechwood proudly reported that TWO of our juniors scored a perfect ACT composite score of 36, an accomplishment about which only 700 students in the nation and 5 can boast.

Our administration found validity in our standards-based assessment and anecdotal record keeping, which provided our English teachers with data to support both individual and group student growth and encouraged all subject-area teachers to use such practices in their classrooms. Students, teachers, parents, and support staff championed our school-wide desire to see our students reach their highest possible academic potential.

Our math department began to look at student achievement on the ACT and how our students compared to the rest of the state and the nation. With a state average range in math of only 34%-36% and a national average range of 42%-46% of students meeting or exceeding benchmark between 2008-2011, our math department sat comfortably with 72%-78% of our students meeting or exceeding the state benchmark in math. However, they too challenged themselves and our students to compete nationally and to improve their respectable 23.1-23.8 average ACT-Math score. With careful anecdotal record keeping, individual goal setting, skill practice, content recognition activities, and after-school intense analysis of question types, our students raised their ACT-Math scores to a 24.6 in 2012. These math scores far exceed the state average ACT-Math scores of 18.1, 18.2, 18.2, 18.5, and 18.8 in 2008, 2009, 2010, 2011, and 2012 respectively. Our math recognized their improvement potential and did not allow their limited state resources to hinder their goals. Unfortunately, the state of Kentucky ranks 49<sup>th</sup> in the nation in average ACT-Math scores. Not only were our students ranked 2<sup>nd</sup> (by two-tenths of a point) in the state in math, but our ACT-Math scores exceed every state average ACT-Math score in the nation.

The EXPLORE and PLAN tests are also given as part of state assessment at the 8<sup>th</sup> and 10<sup>th</sup> grade levels respectively as performance indicators for student achievement and instructional tools for teachers to ensure that students have every possible chance of reaching college readiness benchmarks on the ACT by graduation. The number of students meeting benchmark in English consistently rose from EXPLORE to PLAN to ACT: 95% (8<sup>th</sup>), 96% (10<sup>th</sup>), and 97% (11<sup>th</sup>). Significant improvement was seen in Math from EXPLORE to PLAN to ACT: 60% (8<sup>th</sup>), 61% (10<sup>th</sup>), and 92% (11<sup>th</sup>).

Although the data show that, on average, our students are exceeding benchmark, there still remain roughly 20% of our students, 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, who are NOT meeting benchmark. We are committed to helping each and every student achieve benchmark every area. Therefore, the most significant factor in increasing student achievement has been the creation of the College and Career Readiness (CCR) program. Students who do not meet benchmark on the EXPLORE test in 8th grade are recommended to take CCR. In this class, students' deficiencies in reading, based on the results of the EXPLORE test, are addressed. The teacher models reading strategies and helps students develop not only their most effective reading strategy but also fosters a love for reading in an interest-driven environment

for these reluctant readers. Our hope is to intervene at this critical middle school age by creating a climate producing life-long readers. As much as we would love for all students to be college-ready by the time they take the state assessment in 11<sup>th</sup> grade, the fact is that they all are not. Therefore, the final stage of the CCR program is enrollment in 12<sup>th</sup> grade CCR for students who do not meet state benchmark in reading, English, and/or math. Last year, fourteen seniors were required to take CCR in Reading alone. By the end of the year, only one student had not met the state college reading readiness benchmark (by one point). This year 13 seniors were required to take CCR - in all areas combined – and only four remain in the program in all three areas combined. Our commitment to college readiness for ALL students contributes to our 100% graduation rate. The bottom line is that our kids know that we care about them now AND after they leave us.

Beechwood High School is unable to provide documentation for subgroups because the Kentucky Department of Education does not require the reporting of data in subgroups which consist of 10 or less students; however, our school internally and consistently disaggregates data pertaining to subgroups such as low-socioeconomically-disadvantaged students, students with disabilities, and English-Language-Learners. Based on this informal and confidential analysis, we have determined it to be advantageous to hire a certified English-Language teacher to work with our increased population of our EL students, hire a social outreach and community liaison to make sure that our economically disadvantaged kids have what they need to be successful in the classroom, and to offer professional development to teachers on how to differentiate instruction and modify assessment for our students with disabilities. These steps have helped us to reduce the barriers to learning in our school.

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

Our teachers analyze formative and summative assessment results to increase student achievement. After a summative assessment is given, teachers conduct an item analysis, locating gaps in instruction and needs for remediation. This information is shared with individuals within each department and a plan to close the gaps in instruction is formulated. Our school advocates a spiraled curriculum rather than teaching content in isolation. We encourage teachers to celebrate mastery AND improvement as it is our philosophy that ALL students can improve. We, as teachers, also take-on that responsibility.

Before you can analyze the data, you have to collect it. We use a variety of modes of assessment including on-demand writing, multiple choice, and concept analysis questions. We do not use assessments that garner no meaningful information about student learning. We have administered mock tests that mirror the format and content of our state tests in hopes that students will, on the actual test, be able show that they know the material without hindrances that sometimes prohibit kids from demonstrating knowledge of content. Not only do these formal mock tests help students with test anxiety, but they also allow teachers to pinpoint areas of improvement for both the individual and the school as a whole.

Students and parents are well-informed of these testing procedures and goals; therefore, such testing practice is taken seriously by all parties involved. Parents are involved in goal setting and achievement process through group and individual emails, parent-teacher conferences, test results open house (counseling department), where parents and students have the opportunity to sit down with counselors and teachers and ask questions about their children's test results. Out of these meetings comes an understanding of students' ability.

Because item analysis is crucial for both our teachers and our students to ensure that the state standards for assessment are being addressed and students who fall behind are identified and remediated immediately, we use these results on a regular basis not only with our teachers, but also with our students. It is our belief that STUDENT INVOLVEMENT is vital to our success. Our assessment results do not simply sit in a drawer; these results are constantly shared with students and parents, both formally and informally, resulting in individual and group goal setting. This practice allows every student to experience success on some level.

Other assessment results-based interventions include after-school tutoring, enrollment in a learning strategies course, individual teacher mentoring, and community-based counseling referrals.

After item analysis are complete, professional development must begin and instructional changes must be made. Our school certainly encourages teachers to plan their year with an end result in mind; however, if the data show that concepts are not being learned, then re-teaching and remediation must occur first. It is our belief that using assessment results is the most essential component to teaching. Our professional development plans must be creative: funding for PD has been dramatically cut in our state. Often we rely on our own teachers as PD presenters because we cannot afford outside presenters. Out of this financial burden, leaders within our building have emerged. Our principals have always believed that our teachers possess creative and innovative ideas, and those teachers have the best chance of delivering effective PD to our staff. Such professional development has included teaching all content teachers HOW to teach reading, HOW to teach writing for a variety of purposes and audiences, and HOW to engage students from bell to bell by developing meaningful and interesting lessons. PD on ensuring a rigorous curriculum, appropriate formative and summative assessments, learning targets, curriculum alignment, differentiated learning and teaching, and spiraling essential content has been delivered and implemented to our staff.

### **3. Sharing Lessons Learned:**

A team of high school teachers representing the Math, Science, and English departments worked with Bellevue High School last year to share strategies regarding the ACT. They provided professional development on the topics of ACT content and strategies for the staff; they also provided ACT prep classes for current students. The goal of this communication session was to give teachers time to implement the new strategies they were learning whilst immediately helping current students at the school. In addition, a member of the English department delivered a presentation entitled Formative Assessments and Learning Targets to Fort Thomas School District.

In addition, the administration of Beechwood High School has always maintained an open-door policy for teachers visiting from other schools to observe high-performing teachers. Recently, teachers from Jackson, Kenton, Boone, Campbell, and Hancock counties observed a high school English teacher to glean ACT strategies from her. It has always been a philosophy at Beechwood to harbor no secrets about its practice – any teacher is welcome to share in the best practice.

With technology a strong influence at our school, many of our high school teachers have been chosen to present at the annual Kentucky Society for Technology in Education Conference. A middle school English teacher has presented on effectively “flipping” a classroom and the multimedia teacher presented on clay animation and beginning Photoshop. Besides sharing with other teachers outside of school, many teachers find creative avenues to share advanced strategies with their fellow teachers inside our district. The main ways teachers share technological innovations and teaching strategies is through monthly meetings called MegaByte Mondays. Each month, different teachers shares how they use technology to improve student learning. These meetings have covered topics such as creating teacher webpages, utilizing Smartboards effectively, and using Xbox in the classroom.

The National Hispanic Honors Society and Spanish classes have partnered with the local fire department to assist them with translation barriers when serving the Hispanic community. Students met with paramedics/fire fighters and collaborated on useful phrases to translate from English to Spanish, along with pronunciation guides. This enabled the paramedics to complete their EMS and hospital forms. Teachers also use Skype as well as other technologies to explore other cultures. The French teacher and students communicate through Skype biweekly with high school students in Senegal to practice language skills as well as experience other cultures. The foreign language department is concerned with language production and making connections and comparisons across cultures for a global perspective.

#### **4. Engaging Families and Communities:**

Parental and community involvement help to make Beechwood Schools successful, with over 1450 certified volunteers available to assist in the classroom, in extracurricular activities, or serve as chaperones on field trips. Community members volunteer to visit classrooms to teach Junior Achievement economics classes to all eighth graders and in the Personal Finance class. Parents have organized our cultural enrichment activities. Parents and community members are welcome in our school.

Each summer, we have a New Family Welcoming Reception followed by a new student orientation. Families are encouraged to be involved in their child's education through organizations, such as the PTSA (Parent, Teacher, and Student Association), the Beechwood Educational Foundation, the Beechwood Athletic Foundation, the Band or Athletic Boosters, or helping to coach/mentor in athletics or academics. Parents are an integral part of the Site Based Council, with two parent members who help to make decisions about curriculum, extra-curricular activities, and other issues which impact on our student success. Our parents are informed of opportunities to participate in activities through the Beechwood Home Page and the Principal's weekly newsletter. Our student performances are well attended by parents and community members.

Beechwood is such a part of the Fort Mitchell community that the majority of the Fort Mitchell Recreation activities are held in our building. We have a community B.E.S.T (Business-Education Success Team) partnership with a local bank. School clubs and organizations help to provide services to the community through cleanup activities, working with the emergency teams, performing in community events (such as the Fort Mitchell 4th of July Parade), and helping students in an orphanage located in Fort Mitchell.

Parents have access to their child's academic and attendance information through Infinite Campus (IC), the student information software used by the state of Kentucky. Teachers post homework assignments and all grade information is viewable through IC. Parents may also view student's career planning activities through the child's Individual Learning Plan (ILP) which is developed through the Career Cruising Software.

Beechwood is truly a unique school. We thank our community and parental volunteers each spring at a breakfast. Many parents begin their involvement when their children are in primary school and continue until graduation. Beechwood is very thankful for those who are generous with their time and talent.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Building upon a tradition of excellence, Beechwood High School offers a rigorous curriculum that is aligned with Kentucky Core Content and the Common Core State Standards. The Beechwood vision is student centered, to challenge each student to achieve to his or her highest potential. We strive to produce life-long learners with the knowledge and the critical thinking skills necessary for the 21<sup>st</sup> century. A dedicated faculty uses assessment data to determine individual instructional needs and works constantly to improve classroom instruction. Technology is an integral part of instruction in each classroom, a tool to achieve academic excellence. With only one high school in the district, Beechwood Independent School District has ranked number one in the state for the last three years on the ACT exam that is required for all Kentucky juniors.

The English Department uses the Common Core State Standards to align the curriculum from grades 7 through 12 to ensure that students will gain mastery in a range of skills and knowledge necessary for future success in college and careers. Using a data-driven process, students who do not meet the grade-specific standards are identified. They are given individual attention, support, tutoring, and taught using differentiated strategies and additional classes to help them meet those standards and become college and career ready. The following core classes are offered: English 7, English 8 and 8 Advanced, English 9 and 9 Advanced, English 10 and 10 Advanced, English 11, AP Language and Composition, English 12, and AP Literature. In addition, elective courses in Journalism, Speech and Drama, Creative Writing, 7<sup>th</sup> Grade Public Speaking and Composition Skills, 8<sup>th</sup> Grade Introduction to Drama are offered. College and Career Readiness courses in the 8<sup>th</sup> and 12<sup>th</sup> grades are offered as extra support for struggling students.

Beechwood High School offers a spiraling Mathematics curriculum that fosters the mastery of skills needed to advance to the next level of study. Challenging and rigorous, the math courses prepare students for college and career readiness with an emphasis on the common core standards. Students have the opportunity to earn an Algebra I credit in the 7<sup>th</sup> grade. After students successfully meet the Algebra I, Geometry and Algebra II requirements for graduation, they can choose Pre-Calculus, AP Calculus, Calculus BC, or AP Statistics. College and Career Readiness courses at the 8<sup>th</sup> and 12<sup>th</sup> grades are offered for those students who need remediation.

The Science curriculum focuses on teaching students the fundamental concepts in science and how to apply those ideas to analyze scientific problems. Science courses focus on how to use the process of science to analyze data and make predictions. Seventh grade is devoted to Earth and Space Science, and eighth grade to Life Science. In the ninth grade, students take Integrated Science, which covers the general concepts of chemistry, physics, and earth science. Biology, in the tenth grade, and Chemistry in the eleventh grade are the other required courses. In addition the following electives are offered: AP Biology, AP Chemistry, AP Physics, Physics, and Biology II. Students can take two science courses concurrently to create a stronger science background for college.

The Social Studies curriculum is designed to provide students the opportunity to explore the development of people and cultures both in the United States and around the world to prepare them for life and careers in an increasingly complex, multicultural, globally interconnected world. World History from earliest civilizations to 1500 is offered in the seventh grade and U.S. History from the beginning through the Civil War is offered in the eighth grade. In the ninth grade students take World Geography. World Civilizations from 1500 to the present is offered in the tenth grade and U.S. History from the Civil War to the present is offered in the eleventh grade. AP U.S. History and AP World History provide students with the analytic skills and factual knowledge to think critically about the issues affecting our world, past and present, while Political Science and Psychology offer further opportunities for study.

Students have the opportunity to complete a four-year study of French, Spanish, or Latin. French & Spanish focus on the amelioration of communication skills, with the ultimate goal of linguistic competence and a multicultural perspective. Students of Latin study the history, culture and language of Roman society and make comparisons to the history, culture, and language of today's Western Society.

The Visual and Performing Arts department develops students' artistic skills through a 7<sup>th</sup>-12<sup>th</sup> grade curriculum infused with theory and practice. Students have the opportunity to perform in the marching, symphonic and jazz bands and to participate in choral and drama programs for the school and community. The Marching Band has won the State Championship five times and has won the National Championship twice. Students exhibit artwork in local, regional and state competitions. In addition to Band, Chorus, and Drama classes, other electives offered include Fine Art, Graphic Design, Video Production, Multimedia Publication, AP Music Theory and AP Studio Art.

The Physical Education and Health curriculum is designed to foster personal and lifetime responsibility when making choices regarding health and exercise. An understanding of the body systems as well as the effects and hazards of drugs, alcohol and tobacco, encourages healthy choices. Physical Education activities selected according to individual needs and interests emphasize a lifetime commitment to healthy activity.

## **2. Reading/English:**

The English department at Beechwood High School, which includes grades 7 through 12, began vertical alignment in Spring 2009. Each English teacher in the high school (and the sixth grade language arts teachers) attended a meeting and, after careful review of the Common Core Standards, the departmental content was defined and assigned to each grade level. This content included new content and scaffolding of content.

### **Writing:**

The sixth grade teacher is responsible for introducing basic sentence parts: subject, predicate, and complement. Students at the sixth grade level are not only introduced to the sentence parts but also MASTER that content. Students at the seventh grade level review the basic sentence parts (subjects, predicates, and complements) that were mastered in the sixth grade and are introduced to modifiers (adjectives, adverbs, and prepositional phrases). Teachers remediate students with deficiencies in understanding of the basic sentence parts while teaching to mastery of modifiers and so on to include all phrases (prepositional, appositive, gerund, participial, and infinitive) as well as independent clauses and all types of dependent clauses (adjectival, adverbial, and noun). Mastery of all syntactical elements should occur by the end of the eleventh grade year.

The English department agreed to use formal diagramming/parsing as the primary method of instruction. In addition to the technical aspect of writing, a similar alignment was developed for the modes of discourse that appear in the Common Core Standards. Introduction, mastery, and remediation occur to ensure that students are competent in writing the following modes: poetry, narration, dramatic prose, rhetorical analysis, argument, and literary analysis. Teachers are assigned types of writing to ensure that a variety of modes were being addressed and practiced.

### **Reading:**

A similar alignment occurred with reading curriculum. Each teacher adopted a type of reading as his or her primary text focus. Seventh grade focuses on informational and persuasive texts including advertisements and feature articles, and literary texts including novels, short stories, and poems. Eighth grade focuses on informational and persuasive texts including speeches and editorials, and literary texts including novels, biographies, and short stories. Ninth and tenth grades focuses on informational and persuasive texts including essays, and literary texts including plays, novels, short stories, and poems. Eleventh grade focuses on all non-fiction reading materials. Twelfth grade focuses exclusively on fiction materials.

### Speaking and Listening:

Students at all levels are exposed to both formal and informal presentations as well as audience etiquette. Such exposure includes guest speakers, individual and group presentations, evaluation of peer compositions through discussion, and modeling recitations of a variety of texts.

### **3. Mathematics:**

Beechwood High School math department strives to promote student success through curriculum, professional development of teachers, instructional methods, and assessment practices. With the implementation of the new Common Core standards, BHS math department has recently reevaluated our curriculum alignment and instructional methods to maximize student achievement.

The first step was to implement a cohesive middle school program, Connected Mathematics Project, to promote better foundational math skills amongst our middle school population. This program seems to align with the best teaching practices promoted by Kentucky Department of Education. Our district elementary school elementary has adopted the math program Envision, which is a feeder program to the Connected Mathematics Project. Because of this district-wide alignment, students benefit from a seamless math curriculum.

Next we have used various assessment tools, such as MAP testing, EXPLORE, ACT and K-Prep to evaluate the needs of our 9-12 grade population. With assessment data and individual student needs in mind, we added response to intervention courses such as College and Career Readiness Math, which gives lower-achieving students the support they need to be prepared for college mathematics. Traditional Algebra II courses are enhanced to include higher level activities to meet the needs of students who are ready to go above and beyond the curriculum. We also offer AP math courses with highly skilled teachers who regularly attend AP trainings.

All of our courses and curriculum are enhanced through technology, collaboration, professional development and student involvement. All of our math classrooms are equipped with Smart Boards and Smart Notebook math tools. A classroom set of TI-84 graphing calculators is accessible to all teachers and students. CRS, a classroom response system that allows teachers to formatively and summatively assess students through interactive classroom activities, is also used in conjunction with Study Island, an on-line educational program aligned with the newest standards. Our teachers collaborate and co-teach not only to ensure all student needs are met but to also ensure consistency in our curriculum. Our teachers attend regular professional development meetings. Several teachers participate in the Content Leadership Network, attend regular KYOTE meetings, a collaboration of high school math teachers and professors of Northern Kentucky University, where university math expectations are reviewed and discussed.

Evidence of success of our math curriculum is seen our ACT scores, AP scores, and K-Prep scores. We have a high percentage of students who meet benchmarks, earn college credit and score proficient or better. However, even though we earn high educational rankings in our state, we never stop asking the question, "What can we do to be better?"

### **4. Additional Curriculum Area:**

Beechwood's science curriculum ensures that students acquire the essential skills and knowledge necessary to become lifelong learners, productive individuals and contributing members of society. These goals are achieved by ensuring that every student has been extensively trained in proper use of the scientific method of problem solving. The goal of the curriculum is not to teach a plethora of scientific facts, but rather to prepare students with a base of core knowledge that they can build upon in order to further their understanding of the world around them. With solid problem-solving skills and a thorough understanding of basic scientific concepts, our students are well equipped to become contributing members of an increasingly scientific society.

By developing scientific thinking skills in our students, we are preparing them for jobs/careers that do not exist today. Although problems change, scientific problem-solving methods are timeless, transferrable to new situations, and applicable across disciplines. These skills are taught in every grade at increasing levels of depth and sophistication. Our focus is to have students *do* science. We believe that by doing science, students will become scientific thinkers. The Beechwood science curriculum makes these methods accessible to younger students while offering all learners the opportunity for sustained investigation throughout their educational endeavors.

The continued development of basic scientific concepts K-12 allows students the opportunity to add to their foundational knowledge. This knowledge not only incorporates practices and ideas traditionally considered scientific, but also encompasses ideas that are mathematical, sociological, and philosophical. Students will come to understand that science touches every aspect of their lives. With this understanding, they will be encouraged to continue learning and growing. In addition, by providing students with the skills needed to obtain and evaluate new information, they will become empowered and develop into contributing members of our scientific community.

## **5. Instructional Methods:**

Beechwood High School is unique in that we support an “open enrollment” policy. We believe that, if a student wants to take a rigorous class, then he or she should have that opportunity, regardless of ability level. Certainly, we take into account graduation requirements and teacher recommendation when guiding students and parents through the scheduling process; however, the student ultimately owns his or her schedule and has every right to not be denied enrollment. According to the College Board, statistics show that students who are enrolled in at least one Advanced Placement class have a better chance of being successful in college than students who do not take a rigorous course load.

The days of universal delivery are over. Students come to us with a variety of needs that must be met if they are to succeed in high school and beyond. Because we do not “track” kids, many classes see the entire gamut of intellectual abilities.

For students who need to be challenged in order to reach the highest level of success, we offer 13 Advanced Placement classes. Relative to our student population, this is an inordinate number of Advanced Placement classes. In years when there has been interest, we have offered dual-credit classes taught by area college and university instructors in our building. Students can earn college credit in high school by successfully completing up to four dual-credit classes or by successfully passing up to 13 of our offered AP tests. We do not believe that taking the AP courses is a way to “pad” a student’s transcript with a weighted grade; therefore, we implemented a policy through our Site Based Decision Making Council that requires students to sit for the AP exams of the classes in which they are enrolled. In fact, we administered 280 AP exams in Spring 2012. We also have a full-time Gifted and Talented Program coordinator who works closely with teachers to ensure that students are being challenged, provides students with out-of-classroom opportunities for enrichment, and collaborates with teachers to find creative ways to present material to the gifted child.

For students who struggle academically, we strive for inclusion with their peers above all else, as long as their academic needs are being met. Inclusion in a regular education classroom requires the need for collaborating teachers to assist both the teacher and the student. Such collaborators are available on a daily basis to individually re-teach concepts, help students with organization skills, help the teacher with behavior management, and serve as a liaison between teacher and parent to communicate assignments and clarify responsibilities. In addition to teacher collaborators, we believe that peer tutoring benefits students with severe disabilities by pairing them with high school seniors, who are supervised by a certified teacher and taught to assist special needs students with daily tasks. This program encourages positive relationships among all students in the building.

Technology is extremely helpful in addressing special needs students. Teachers feverishly write grants for devices and programs that help our growing population of English Language-Learners such as ALEKS (a math intervention program) and MANGO (a language-learning program). Through various grants, we also have obtained 15 iPads to assist students who struggle with language articulation or fine motor skill disabilities with an app called Dragon Dictation, which records oral recitation. The student can convey orally his or her thoughts and they appear on the screen as they are spoken. For students who require a reader, we use the Read Write Gold text reading program. All of these innovative devices help the student to learn material, increase technology literacy, and become an independent learner.

Examples of non-technology accommodations used in our classrooms on a daily basis are preferential seating, books on tape, use of visuals with auditory directions, teacher or peer note tracker, extra time for tests and assignments, teacher signing assignment notebook, breaking work down into small segments, staying late for homework help, providing an extra set of Home/school communication journal, oral vs. written presentation, and use of a tape recorder.

Examples of modifications encouraged and used daily in our classrooms include not requiring students to read orally, providing chapter study guides, taping the student's text, assignments or test answers, reading the test, explaining or re-wording questions, taking tests at home, allowing extended time for tests, administering a practice test, announcing remaining time for timed tests at regular intervals, shortening assignments or tests, modifying grading scales, reducing homework or number of assignments, changing multiple choice answers from 4 to 3 options, presenting a picture story-starter, short answer vs. multiple choice on assignments or tests, reducing the number of questions regarding content, using posters, oral reports or other projects in place of lengthy written projects or reports, and using "State-Repeat-Repeat-State" strategy in which the teacher states-teacher repeats-student repeats-teacher restates the directions.

## **6. Professional Development:**

At the beginning of the year, our district requires four professional development days. Some topics of our beginning of the year professional development in recent years have been Enhancing the Rigor in the Classroom, Creating Authentic Learning Targets, Positive Behavior Intervention, Formative and Summative Assessments, Reading Strategies in non-English Classrooms, Vertical Alignment, Writing Across the Curriculum. These philosophically-based presentations help teachers begin the year with "the big picture" in mind, before individual lesson plans are developed.

Throughout the year, teachers are encouraged to attend our monthly "Megabyte Mondays" to ensure that our teachers are kept abreast of the latest technology and are knowledgeable of the infinite possibilities for creative lessons that technology offers. This year we have offered technology professional development on topics such as Developing Your Teacher Webpage, KET Teachers' Domain, Pinterest in Education, Using an Xbox in Your Classroom, Flipping Your Classroom, Using Your SkyDrive, Using Facebook and Edmodo to Communicate with Students, KYSTE Sharing, Beginners' and Advanced SmartBoard, and Using Clickers and Cell Phones for Formative Assessment. These monthly mini-classes ensure that teachers are keeping up with and keeping the interest of our technologically savvy students. Our students benefit from our teachers' knowledge of technology and 21<sup>st</sup> Century Student Outcomes and Support Systems Initiative. Because our teachers are aware of the advantages of technology, our students develop the skills, such as Information, Media, Communication, and Technology Literacy that will prepare them to succeed in today's global economy.

We also offer flexible PD days throughout the year in which teachers can work within their departments to correlate lesson plans with state and national standards and ensure grade-level curriculum alignment. Because our high school and elementary school share a campus and one contiguous building, we are able to collaborate regularly, sometimes daily. For instance, our English department adopted the SpringBoard curriculum in grades 6-12 district wide. This shared curriculum and the collaboration it promotes ensures

that our students are presented with material using terminology consistent not only within our school, but also with the CollegeBoard, preparing them for a rigorous Advanced Placement classes.

Teachers are encouraged to join professional learning communities, promoting collaboration with teachers both in and out of our educational community. Such collaboration fosters integration of Best Practices and ensures that our teachers are constantly working to bring the most creative and meaningful lessons to our students. We also require teachers to complete two “Learning Walks” a year. During these learning walks, teachers are able to observe teaching styles, strategies, and student interaction outside of their own classrooms. These walks can occur within our high school, within our district, or within a neighboring district. Wherever the ideas may come, let them come.

Reflection is perhaps the most important component of professional development. Our administration is committed to encouraging reflection of teaching practices, professionalism, student engagement, and contribution the school as a whole. Every summer, each teacher spends one uninterrupted hour discussing the previous year with the principals. Such discussion encourages both personal and professional growth for both parties involved. Rarely, during the school year, is time available to simply talk. These summer meetings allow for that time.

## **7. School Leadership:**

Beechwood’s leadership starts with the students in mind. As our population grows and changes, the needs of a diverse group are being met. In order to help eliminate barriers, we have a full-time teacher for English Language Learners and a Community Outreach Social Skills Counselor, both newly created positions. Our ELL teacher now teaches a new class that can either support or replace the English class for 7<sup>th</sup> and 8<sup>th</sup> grade ELL students.

Our new counselor recently ran a week-long, anti-bullying campaign that would not have been possible without having her on staff. She continues to follow up on bullying issues with one-on-one counseling and additional programming. This program is one of many she has initiated.

The Board of Education regularly ensures the needs of all students are being met. The November board meeting recognized the middle school football team and invited the district’s four counselors to present their programs. The January board meeting will have a large student panel to obtain feedback from a recent guest speaker whose topic was bullying. The February board meeting will include an analysis of ACT data over the past five years, in addition to recognizing the student who put the data into a quality presentation format.

The Superintendent is visible. Many days, he eats lunch in the cafeteria with students. He talks to them. He listens to them. For faculty, the superintendent is supportive of professional development. Rarely is any request declined, and if it is, it was deemed not something that would be valuable to students.

The principal has been instrumental in shaping a school culture that highly values student achievement and academic accomplishments, an excellent relationship among diverse groups, and supporting the participation of teachers in school decision-making and activities. Through careful staff recruitment and selection, modeling, and the communication and reinforcement of the community’s educational values, the principal has molded this high school into one of high academic expectations for students, staff, parents, and all stake-holders.

The Principal’s sole role is to support students. He has had tough conversations with students, and sometimes teachers, who are not living up to expectations. Every Sunday, he communicates to faculty with a detailed email of the week’s events. Every Monday, he communicates a similar email to parents, with additional information to help their children. In addition to those tough conversations, he personally

reads the announcements every day, making sure all students are recognized for their achievements. He has even been observed providing math tutoring during the school day.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: PLAN-Math Section

Edition/Publication Year: Selected Year Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% who MET or EXCEEDED Benchmark	61	50	49	46	62
% who EXCEEDED Benchmark	55	45	42	41	53
Number of students tested	87	84	95	81	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested		10	13	13	
<b>2. African American Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>NOTES:</b>					
*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data.					

13KY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: PLAN-ENG/LA Section

Edition/Publication Year: Year Selected Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% who MET or EXCEEDED Benchmark	94	92	86	85	90
% who EXCEEDED Benchmark	90	89	82	80	85
Number of students tested	87	84	95	81	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% who MET or EXCEEDED Benchmark		60	42	29	
% who EXCEEDED Benchmark		10	8	0	
Number of students tested		10	13	13	
<b>2. African American Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
% who MET or EXCEEDED Benchmark					71
% who EXCEEDED Benchmark					21
Number of students tested					14
<b>NOTES:</b>					
<p>*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data. The Kentucky Department of Education (KDE) has changed accountability models three times in the last five years. 2011-2012: KDE adopted Quality Core Assessment System (ACT/PLAN/EXPLORE-See Non-public charts) 2009-2011: KDE adopted The Kentucky Core Content Test (KCCT) 2007-2008: KDE adopted The Commonwealth Accountability Testing System (CATS)</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: ACT-Math Section

Edition/Publication Year: Year Selected Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% who MET or EXCEEDED Benchmark	89	77	72	88	79
% who EXCEEDED Benchmark	80	74	65	84	70
Number of students tested	87	98	81	75	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>2. African American Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
% who MET or EXCEEDED Benchmark					67
% who EXCEEDED Benchmark					0
Number of students tested					18
<p><b>NOTES:</b> Students who did NOT meet the state benchmark in math were remediated the following school year; to date, only 2 students from this testing group have NOT met benchmark in math. *If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data. The Kentucky Department of Education (KDE) has changed accountability models three times in the last five years. 2011-2012: KDE adopted Quality Core Assessment System (ACT/PLAN/EXPLORE-See Non-public charts) 2009-2011: KDE adopted The Kentucky Core Content Test (KCCT) 2007-2008: KDE adopted The Commonwealth Accountability Testing System (CATS)</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: ACT-ENG/LA Section

Edition/Publication Year: Selected Year Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met/Exceeded Benchmark	93	89	90	92	96
Exceeded Benchmark	93	87	89	88	89
Number of students tested	87	98	81	75	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<b>2. African American Students</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
Met/Exceeded Benchmark					
Exceeded Benchmark					
Number of students tested					
<p><b>NOTES:</b> Students who did NOT meet the state benchmark in English were remediated the following school year; after this remediation, ALL students from this testing group have met benchmark in English. *If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data. The Kentucky Department of Education (KDE) has changed accountability models three times in the last five years. 2011-2012: KDE adopted Quality Core Assessment System (ACT/PLAN/EXPLORE-See Non-public charts) 2009-2011: KDE adopted The Kentucky Core Content Test (KCCT) 2007-2008: KDE adopted The Commonwealth Accountability Testing System (CATS)</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: KPREP/KCCT/CATS

Edition/Publication Year: Year Selected Publisher: Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient+Distinguished	59	88	92	82	78
Distinguished	20	50	44	29	31
Number of students tested	93	101	79	84	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient+Distinguished	23	80	90	45	
Distinguished	8	20	20	9	
Number of students tested	13	15	10	10	
<b>2. African American Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>6. Extended School Services</b>					
Proficient+Distinguished					72
Distinguished					22
Number of students tested					18
<b>NOTES:</b>					
*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data.					

13KY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: KPREP/KCCT/CATS

Edition/Publication Year: Year Selected Publisher: Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient+Distinguished	76	82	87	79	88
Distinguished	33	11	8	15	31
Number of students tested	93	101	79	84	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient+Distinguished	46	60	60	64	83
Distinguished	8	7	20	9	33
Number of students tested	13	15	10	10	18
<b>2. African American Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>6. Extended School Services</b>					
Proficient+Distinguished					
Distinguished					
Number of students tested					
<b>NOTES:</b>					
*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data.					

13KY5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: EXPLORE-Math Section

Edition/Publication Year: Year Selected Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% who MET or EXCEEDED Benchmark	57	53	65	51	41
% who EXCEEDED Benchmark	50	38	47	36	26
Number of students tested	97	90	94	91	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	1	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% who MET or EXCEEDED Benchmark	38	36			27
% who EXCEEDED Benchmark	5	0			0
Number of students tested	21	11			11
<b>2. African American Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
% who MET or EXCEEDED Benchmark					52
% who EXCEEDED Benchmark					8
Number of students tested					25
<b>NOTES:</b>					
*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data.					

13KY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: EXPLORE-ENG/LA Section

Edition/Publication Year: Year Selected Publisher: ACT-Quality Core Assessment

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% who MET or EXCEEDED Benchmark	83	87	92	77	76
% who EXCEEDED Benchmark	75	80	86	71	71
Number of students tested	97	90	94	91	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	1	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% who MET or EXCEEDED Benchmark	43	55			18
% who EXCEEDED Benchmark	10	0			0
Number of students tested	21	11			11
<b>2. African American Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>4. Special Education Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>5. English Language Learner Students</b>					
% who MET or EXCEEDED Benchmark					
% who EXCEEDED Benchmark					
Number of students tested					
<b>6. Extended School Services</b>					
% who MET or EXCEEDED Benchmark					76
% who EXCEEDED Benchmark					24
Number of students tested					25
<b>NOTES:</b>					
*If there are 10 or more students in a subgroup, then data is made available by the state. If there are not 10 or more students in a subgroup, then the state of Kentucky does NOT report that data.					

13KY5