

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Shannon Solomon

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

Official School Name Central Elementary School

(As it should appear in the official records)

School Mailing Address 115 Jim Goheen Road

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

City Benton State KY Zip Code+4 (9 digits total) 42025-7455

County Marshall County State School Code Number* _____

Telephone 270-527-0796 Fax 270-527-7713

Web site/URL

http://www.edline.net/pages/Marshall

ICS CentralES E-mail shannon.solomon@marshall.kyschools.us

Facebook Page

www.facebook.com/pages/CentralElementary-

Twitter Handle _____ Benton-Kentucky Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Trent Lovett

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

E-mail:

trent.lovett@marshall.kyschools.us

District Name Marshall County Tel. 270-527-8628

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. Rocky Hudson

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

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

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	18	32
K	43	63	106
1	38	40	78
2	42	34	76
3	36	36	72
4	39	30	69
5	42	41	83
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	254	262	516

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	42
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	82
(4) Total number of students in the school as of October 1	516
(5) Total transferred students in row (3) divided by total students in row (4)	0.159
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 275

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

9. Students receiving special education services: 16 %
84 Total number of students served

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

10 Autism	1 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
0 Emotional Disturbance	41 Speech or Language Impairment
0 Hearing Impairment	1 Traumatic Brain Injury
6 Mental Retardation	1 Visual Impairment Including Blindness
6 Multiple Disabilities	10 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No X

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

PART III – SUMMARY

“Central Elementary strives to ensure all students have the opportunity to learn in a safe, orderly, standards-based environment” is the mission of our school. We focus on ensuring all students have a strong academic foundation while embedding 21st Century skills. Student engagement, along with a rigorous curriculum aligned to National Common Core Standards, provide students with many opportunities to prepare for college or a career. Known for high student achievement, we are in the top 19 out of 730 schools in Kentucky, putting us in the 97th percentile.

Central is a rural school erected in 1992. Fifty-three percent of our students qualify for free/reduced lunches. We have a special education population of 16% and a mobility rate of 15%. Despite these challenges, we are successful in closing achievement gaps for our economically disadvantaged students, as well as our special education students. This is due to the fact we have highly effective, dedicated teachers and strong community involvement. Teachers, staff, the community, and our parents work together to ensure our mission is accomplished.

“The key to success begins with me...Respectful, Responsible, and Ready I’ll be” is the motto recited by every student, faculty and staff member at the beginning of each day in our morning assembly. We take time to recognize our students’ accomplishments both inside and outside of school. We look forward to Fridays as an extra celebration of the week’s positive highlights. We support all students through positive reinforcement. Our positive to negative ratios are as high as 11:1 and are tracked through our Positive Praise tickets and strike logs. Along with high academic expectations, we want to prepare our students to be responsible citizens. Central has been a district pilot school for Positive Behavioral Interventions and Supports. The implementation of this program has provided boundaries that support our mission of providing a safe, orderly environment.

Central prides itself on being a leader in education. We feel that in order to implement standards to the rigor needed to be 21st Century learners, we must ourselves be on the “cutting-edge”. Through piloting PBIS, we have been able to create a positive climate and structure under which our students are most successful. Central also has taken on the challenge of piloting standards-based report cards. By dissecting the National Common Core Standards, we recognized that in order to teach all standards to the rigor intended, we must be able to assess, monitor, and report progress on each standard. Central teachers have also been asked to present and train other teachers by presenting at the state PBIS Conference, training other schools on the implementation of standards-based report cards, and providing training to other districts, especially in the area of math. We are also a school that hosts many visitors who want to see our teachers and students in action.

Our PTO and volunteer program are equally committed to the success of Central Elementary. Volunteers are a large part of Central’s culture. They assist teachers and provide support for programs such as our 4-Star Parties, Family Reading Nights, Fall Festival, and Field Day along with numerous other activities sponsored by our PTO. A few parents have participated in the Commonwealth Institute for Parent Leadership, CIPL. The CIPL parents received intense training and were able to identify needs in our school. In turn, they were able to implement positive change in the area of science. The collaboration between home and school is a necessary and expected part of our school culture.

Student engagement, both in the classroom and outside the classroom, contributes to our success. Teachers have worked diligently to ensure high student engagement with the lessons and activities they plan. This is an on-going process and has been a focus in our Professional Learning Communities. Our teachers are committed to trying new strategies in order to meet individual student needs. We feel high student engagement in the classroom is the only way to ensure our students learn at the levels we expect. In addition to our efforts with engaging students in the classroom, we provide opportunities for them to be involved in many extra-curricular activities. Opportunities include Academic Team, Team Ultra, chorus, Christmas programs, Science Fair, Student Council, Technology Club, book clubs, basketball clinics, and cheerleading.

Central has attained high levels of achievements in many areas which makes us worthy of being a Blue Ribbon School. Central teachers go above and beyond to meet the needs of every student. The desire we have to be life-long learners ourselves, and continually improve our craft, has been passed along to our students. We have been successful in providing a school where individuals learn to become productive members of society by equipping them with the personal and academic skills necessary to do so.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Kentucky's Unbridled Learning Assessment and Accountability system is designed to provide in-depth information about the performance of students, schools, and districts. The Kentucky Performance Rating for Educational Progress (K-PREP) is a blend of norm-referenced and criterion referenced items and is aligned with the rigorous National Common Core Standards in English Language Arts and Math.

The Kentucky model includes student achievement, student growth, and gap. It places emphasis on College and Career Readiness and high school graduation rates. Additionally, it holds all schools accountable for improving student performance and creates four performance classifications. These classifications are based on the following measures (for the Elementary level):

Academic Achievement (content areas: reading, mathematics, writing, social studies, science). Academic achievement is 30% of the school's score.

Gap: (Percentage of proficient and distinguished) for the non-duplicated gap group for all content areas. Gap group consists of African-American, Hispanic, Native American, special education, low income, and limited English proficiency students. Gap is 30% of the school score.

Growth: A statistical program measures how students' scores improve in comparison to other students of similar achievement from one year to the next. Growth is 40% of the school score.

Program Reviews: Program Reviews will become part of the elementary school score in 2014. They include: Arts and Humanities, Practical Living and Vocational Studies, Writing, and kindergarten through third grade programs.

Based on the K-PREP assessment, schools are placed in one of the following categories:

Distinguished School of Distinction: 95th percentile and above

Distinguished: 90-94th percentile

Proficient: 70th to 89th percentile

Needs Improvement: Below 70th percentile

Central Elementary has an overall accountability performance score of 74.4 out of 100, which places us in the 97th percentile rank in Kentucky, earning us classification as Distinguished Progressing School of Distinction.

b) As we analyze our test data over the last five years, we find that our state test scores reflect a consistently high achieving school in both reading and mathematics. There has been little discrepancy between scores among "all students" and students identified in the gap group for both reading and math. Central works diligently to close the achievement gap, as 53% of our students qualify for free/reduced lunch and 16% receive special education services.

In 2011-2012, Kentucky transitioned from the Kentucky Core Content Test (KCCT) to a more rigorous assessment aligned with the National Common Core Standards, Kentucky Performance Rating for Educational Progress (K-PREP). Therefore, the scores from 2008-2011 are based on a different testing protocol. Under KCCT, schools were scored on a 140 point scale, and K-PREP is based on a 100 point scale. This transition makes comparison of scores over the last five years a challenge. As a result, we will examine the three years of KCCT (2008-2011) separately from the two years that students have participated in K-PREP.

Third grade boasts an extremely high percentage of students scoring at proficiency and above, 79.4% in math and 81.5% in reading. Perhaps most impressive about our third grade math scores is the percentage of students scoring novice (from 2.5% in 2012 to 0% in 2013.) In Reading, the percentage of all students scoring proficient and distinguished increased 6.3%. This is a significant gain in a one year period, which we attribute to our teachers' commitment to building understanding of the Common Core Standards and teaching to the depth intended.

Our Fourth grade reading scores show substantial growth, especially in closing the achievement gap. In reading, 71.1% scored proficient/distinguished. In reading and math, there has been consistently less than a 9% gap between "all students" and students identified as part of the gap group.

In fifth grade math, 79.2% scored proficient/distinguished, with 0% novice.

We show a drop in scores in all areas, across all grade levels in 2011-2012. We attribute this to the change from KCCT to K-PREP. This was a learning curve for Central for understanding the Common Core Standards and the rigor expected. After seeing our 2011-2012 scores, we took the opportunity to make improvements, especially in the area of reading. We incorporated an Open Library with a change to the master schedule which allowed for consistent support of the ELA standards. The adoption of standards-based report cards also deepened the understanding of the Common Core Standards. Adjustments were also made in the master schedule to allow more time for ELA instruction in fourth and fifth grade. This change was necessitated by the breadth and depth of the ELA standards.

Teachers have embraced the challenge of implementing the new standards at a high level. We attribute the dramatic increase in the percentage of students scoring proficient and distinguished, and dramatic decrease in students scoring novice, to our commitment to building understanding of the Common Core Standards. Rigorous and engaging lessons and activities are vertically and horizontally aligned with the standards.

Despite 53% of our student population qualifying for free/reduced lunch and 16% receiving special education services, 72% of students have attained proficient/distinguished scores in both reading and math.

2. Using Assessment Results:

"Central Elementary strives to ensure that all students have the opportunity to learn in a safe, orderly, standards-based environment". This is the mission of Central Elementary and is the goal of every teacher. We are focused on standards-based instruction to insure that all students are given the foundational skills needed to be college and career ready.

Formal data analysis is part of the culture of Central. The entire faculty meets to analyze test scores and identify needs. Based on the needs, faculty makes decisions concerning strategies and activities that will be implemented for improvement and determine the goals set forth in the Comprehensive School Improvement Plan (CSIP).

Central is very data-driven. Central uses a variety of assessments to create a whole picture of each student. Beyond K-PREP, all students take the Measures of Academic Progress (MAP) assessment three times a year in math and reading. We administer Aims Web assessments in reading and math as a benchmark screening. We progress monitor on a weekly or bimonthly basis for students receiving RtI interventions. STAR Reading serves as an additional reading assessment used to monitor student growth. Reports from each of these assessments are shared with parents promptly and reviewed at parent/teacher conferences. Parent meetings have also been a source used to inform parents of how their child's progress on the standards is assessed and reported.

Teachers at Central Elementary use formative assessments and summative assessments to drive their instruction and meet the diverse needs of their students. Teachers have common planning time review data for individualized instruction and flexible grouping. We insure each individual standard is assessed and

recorded through deliberate standards-based assessments.

Many Central teachers volunteered to be part of a pilot program to develop district-wide common assessments. The common assessments are administered so that teachers and students get immediate feedback on gaps in students' understanding.

Monthly data meetings are held with grade level teachers, administration, interventionists, and special education teachers to discuss the progress of students who are receiving tier II and III RtI services. Research-based strategies that are currently being used with students receiving RtI services are discussed and progress monitoring data is evaluated for progress and placement changes. Parents are informed on their child's progress in RtI through regular progress reports. Our guidance counselor maintains grade level data charts that track assessment data on each student across the school. These data charts are discussed and revised at each monthly meeting and then sent out to all members of the instructional team.

Students at Central are active participants in their own goal setting. Goal setting includes: MAP data, conduct grades, Accelerated Reading points and average, and/or K-PREP goals. Our principal visits the classrooms on a regular basis and discusses the students' goals with them. Student goals are shared with parents through their agendas.

3. Sharing Lessons Learned:

Central's greatest assets are the professionals that work in the classrooms each day, our faculty. A passion to see all students learn at high levels drives our faculty to be continuous learners themselves. Common planning times, monthly data meetings, faculty meetings, and quarterly teacher work days afford teachers the opportunity to collaborate and share. Individual student learning and various tools and strategies are discussed during these times.

Our teachers are often called upon to consult with our district staff regarding pilot programs. For two years Central has piloted a standards-based report card initiative. We have become the "experts" in creating assessments that are aligned to standards. Student progress and mastery are measured according to the Common Core Standards. Due to the success of the pilot at Central, standards-based report cards have now been implemented district-wide. Central teachers have provided district trainings and individual trainings at various schools throughout the district.

District walk-throughs provide administrators from schools and the board office the opportunity to observe and reflect on the teaching that occurs in classrooms. Post walkthrough discussions provide teachers with feedback of the instruction observed in classroom.

Central Teachers have been invited to present at state conferences. Examples of those include: PBIS Conference in 2011, Scott Trimble Conference on Assessment, and various math trainings. Central hosts visitors on a regular basis from both in and outside the district to visit classrooms in action and have follow-up discussions about their observations. We have also been a school where visiting teachers and administrators are interested in Central's assessments and the tools used to record the level of mastery of the Common Core Standards.

Additionally, Central has benefited from observing successful programs in various districts. In 2010, Central adopted a new math program called Math in Focus, the Singapore approach. Prior to the adoption of the program Central was able to see first hand how to successfully implement with fidelity. Within two years of implementation, teachers from Central were being called upon to provide training and model lessons for visiting schools.

4. Engaging Families and Community:

The faculty and staff of Central Elementary School understand how critical it is to have the engagement of parents and the community. Working together for the needs of the students helps prepare them to be

successful in and out of the classroom. We feel that involving our community partners helps form well-rounded students and a successful school.

Community members and parents are a vital part of our school and we value their contribution and guidance toward continuous improvement. Members of the community from a variety of fields and careers collaborate with the students and teachers in the classrooms. Parent feedback helps drive the decisions that we make and parent representation on committees is valued. For example, we send an annual parent survey and use the results for decision-making and improvements.

Central believes that communicating with parents is essential in their child's success. Meeting with the parents frequently about their child's performance is extremely important. We have regular parent/teacher conferences to discuss progress and areas for growth. We stay in touch with our parents through emails from the classroom and administration, our school website, Alert Now messages, and our Facebook page.

Our Family Resource Center assists our students and their families in removing barriers. They help to meet essential needs and support parent engagement.

Before the school year begins, we invite all students and their families to an Open House. Throughout the year parents are engaged in and support events such as: Field Day, Colonial Day, Fall Festival, Dads and Donuts, Moms and Muffins, Family Reading Nights, PTO meetings, and various programs performed by the students. On a daily basis, parents are visible throughout the school assisting teachers in the classrooms and other tasks.

Central has also supported parents with their participation in the Commonwealth Institute for Parent Leadership (CIPL). These parents in turn helped identify needs in the area of science. We have seen a steady increase in our science scores over the past several years to 90% proficient/distinguished and 1% novice.

Central clearly recognizes the importance of its many volunteers and highly encourages parents and members of the community to continue to be a part of our school. Without the support from the parents and community members, we know that we would not be as successful. With this partnership, we will continue to inspire students to become lifelong learners.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission statement at Central Elementary states that we "strive to ensure that all students have the opportunity to learn in a safe, orderly, standards-based environment". We dedicate ourselves to this statement with our curriculum, having the Common Core Standards as the driving force for instruction. All lesson plans, curriculum sequencing, formative and summative assessments, and academic interventions are systematically designed to be horizontally and vertically aligned with the Common Core Standards. Daily learning targets that conform to the standards are developed, visually displayed, and referenced in repeated statements to enable students to comprehend the academic expectations. The curriculum includes higher order questioning and discussion techniques and research-based strategies that contain high quality examples of rigor and relevance. Furthermore, Central Elementary has instituted standards-based report cards which ensure that each student is instructed, assessed, and monitored on every standard.

The English Language Arts curriculum encompasses a variety of instructional practices and communication tools including reading, writing, speaking, listening, inquiring, observing and using technology. The reading curriculum is a balance across all genres of literary and informational text supported with the five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The institution of an Open Library has substantially increased the access and support for reading across all subject areas. Core and flex group reading time is appropriated daily for all students.

The Writing Committee has established a new focus on reading with cross-curriculum pieces being developed throughout all grade levels. The writing plan encompasses all of the English Language Arts standards. All teachers are trained in the writing process that builds vertically with each increase in grade level.

In Math, students with diverse abilities are challenged or remediated and exposed to differentiated instruction through hands-on manipulatives, technology, and supplemental materials that are all standards driven. Through Math in Focus and Everyday Calendar Math, students are given opportunities to demonstrate mathematical knowledge through writing and activities that require them to demonstrate mathematical reasoning skills and applications.

The Science curriculum includes the three sub-domains: earth and space, life, and physical. Making observations, posing questions, examining sources of information, using tools to gather, analyze, and interpret data, proposing answers, explanations, and predictions are numerous scientific techniques used to promote students' inquiry skills. All students are required to participate in at least one school-wide Science Fair.

Government and civics, cultures and societies, economics, geography, and historical perspective are the five sub-domains incorporated and integrated in the Social Studies curriculum. To promote society contributors, participating members, and knowledgeable citizens is the goal for Social Studies instruction. In order to achieve this goal students are challenged to comprehend and utilize the concepts and contents of all sub-domains through experiences inside and outside the classroom.

All students receive music, art, physical education, and technology instruction and have access to our Open Library every day. In physical education, students are engaged in activities that promote physical health and healthy life choices. In the arts, students create, perform, and respond to all art disciplines (dance, music, visual art, and drama). As for technology, all classrooms are equipped with interactive Promethean Boards, document cameras, projectors, and desktop computers. Central also has two computer labs and two mobile iPad labs.

Response to Intervention plays a vital role in the curriculum. All students are instructed in differentiated Tier I instruction for reading and mathematics. In flexible grouping, Tier II students receive additional instruction on standards that have not yet been mastered. Tier III students receive intense, frequent, small group instruction. Central's reading specialist, staffed through the Reading Recovery grant, identifies

students that receive one-on-one, daily reading instruction. The district RtI specialist, principal, guidance counselor, grade level team, and interventionists meet monthly to discuss and analyze each student for progress and placement.

2. Reading/English:

Teachers at Central Elementary work diligently to ensure that our reading programs are aligned with the Common Core Standards in Reading. Our faculty has been through a variety of professional development opportunities and trainings to engage all students in reading and writing practices. We ensure all students are taught using a variety of genres. As early as kindergarten, students are taught to respond to the various fiction and non-fiction texts.

Our students are screened by the Measures of Academic Performance (MAP) assessment, as well as Aims Web Universal Screenings, three times per year. This information helps determine which students are struggling and will need extra interventions, as well as those students who are exceeding expectations and need to be challenged.

Our school uses a variety of research-based activities to ensure that our students reach proficiency in reading. Common Core Coach books and Common Core Writing to Text books are available at every grade level. We have two trained AmeriCorps reading interventionists who work daily with struggling readers. First graders are screened and those that qualify are given additional support by a Reading Recovery teacher. Flexible grouping is used during reading. During this time we are able to more specifically meet each student's unique learning styles and abilities. Response to Intervention (RtI) groups meet daily where researched-based interventions such as the Reading Mastery and Saxon Phonics programs are utilized. High achieving readers are taught at higher grade level standards. Kindergarten through third grade are identified in the Primary Talent Pool and qualifying fourth and fifth grade students participate in our Gifted and Talented Program. Since the Open Library began, we have seen the circulation of books increase by up to four times. The number of Accelerated Reader tests taken and passed has more than doubled.

Teachers at Central realize that reading is a core foundation in a student's success. Central strives to ensure that each student's needs are met in an engaging, standards-based classroom. Our hope is that we will foster a love for reading in all students.

3. Mathematics:

Central's master schedule was designed to allow at least 60 minutes of uninterrupted core math time. The mathematics curriculum is aligned with the Common Core Standards in Mathematics. Math In Focus, a Singapore approach, is a research-based program that is implemented in all grade levels. Math In Focus addresses fewer topics in greater depth at each level. This series consistently employs the concrete to pictorial to abstract pedagogy. Manipulatives are used to explain abstract mathematical concepts. Pictures, models, and diagrams are used to present examples with solutions. Once students are familiar with the abstract representations, only numerals, mathematical notation, and symbols are used. This sequence helps build a strong mathematical foundation in the primary grades. In addition to the 60 minutes of core math, teachers spend 15-30 minutes each day engaging students in the Everyday Counts Calendar Math program. This program is an interactive supplemental program that is designed to work with the Math In Focus curriculum. The daily discussions and interactions help foster children's mathematical confidence and competence.

Response to Intervention (RtI) is an integral part of Central's math instruction. Data is analyzed at our grade level monthly meetings. The grade level teachers meet with the principals, guidance counselor, special education teachers, speech teacher, and RtI interventionists on the last Thursday of every month. A variety of student assessments such as Measures of Academic Progress (MAP), Aims Web, and K-PREP along with classroom performance are evaluated and at-risk students are identified. Students are then placed into differentiated tiers for flexible grouping. The flex groups meet with their interventionists for an additional 30 minutes of math time. This period allows teachers to enrich those students who need an extra challenge

and to provide small group interventions to those students who have not mastered the content.

An effective mathematics curriculum, continuous data analysis, RtI interventions, and effective teachers are the key to ensuring each child's success in mathematics. This success is evident through our K-PREP scores with 0% Novice in mathematics in grades 3 and 5.

4. Additional Curriculum Area:

First Lady, Michelle Obama, launched the Let's Move! initiative to help teach children a healthier lifestyle. With this knowledge, children born today can grow up healthier and be able to pursue their dreams. Central has dedicated itself to helping solve this challenge.

Central Elementary works collaboratively with community leaders to educate its students in health and fitness. Social groups focus on teaching children to make healthy life-style choices, positive character traits, decision making skills, and good hygiene. Central works with the Family Resource Center (FRC) to remove barriers to ensure each student has the knowledge and resources available to lead healthy lives. Grades 3-5 attend Life Skills classes four times a year. These classes promote health and personal development covering topics such as self-esteem, smoking, dealing with stress, and decision-making. This program is sponsored and presented by the local health department. Local business leaders have spoken to students at Central about the importance of staying physically active and fit, nutrition, and using physical activity to manage stress.

Central Elementary connects with families to help meet students' health needs. Fourth grade students are offered the opportunity to participate in the cardiac program. Students learn about their health numbers, such as height, weight, cholesterol, etc. The UK Dental Program provides students with basic dental screenings and sealants.

Central Elementary provides students with opportunities to be physically active. Team Ultra, sponsored by our local health department, is an after-school program offered to grades 3-5 that focuses on physical fitness and nutrition. Rewards at Central are planned and centered around physical fitness. A day at the Sports Plex, miniature golf, and dodge ball tournaments are just a few of the activities planned to reward students. PTO and parent volunteers plan and organize a Field Day every year for grades K-5.

The physical education teacher at Central teaches a curriculum that is aligned with the Kentucky Core Academic Health Standards. The PE teacher collaborates with the regular classroom teachers to help reinforce the Common Core Standards being taught in the classrooms using programs such as "Project Wild" to reinforce Science and Social Studies content. Students are asked to use technology and cover English Language Arts standards in a health education PowerPoint project.

In order for students to be academically successful, they must first be mentally and physically healthy. Central utilizes these programs to promote healthy lifestyles in order to ensure each child's success.

5. Instructional Methods:

Central Elementary realizes that providing differentiated instruction plays a key role in the success of our students. We work hard to tailor to individual student needs, strengths and weaknesses. By using formal assessments including, MAP, K-PREP, STAR Reading, and Aims Web screening data, teachers are able to start the year with baseline information to successfully align lessons with specific needs in mind. This data is continually updated and monitored throughout the school year. Best teacher practices, research-based instruction, as well as Thoughtful Education are used to reach the different learning styles our students possess. Our school has two computer labs, 45 iPads, and all classrooms are equipped with a Promethean Board. Technology is available to students at all times. Cooperative learning with centers and hands-on activities are used on a regular basis to enhance knowledge and student engagement in all content areas.

Central Elementary has a large special education population. Resource teachers work closely with classroom teachers to ensure that students with IEP's receive the same rigorous content. These students are given mentors each year which are adults who support that child and ensure that accommodations and modifications are implemented appropriately throughout the school year. Collaboration and inclusion of all students is a high priority. In addition to core instruction, identified special education students, along with students identified to receive Tier II and Tier III interventions, are given additional time for more intensive instruction.

Data drives the instruction at Central. Data from Aims Web, MAP, STAR Reading, and classroom assessments are analyzed monthly. We ensure that all students receive effective differentiated instruction. Instructional methods paired with flexible grouping make certain that students receive remediation or enrichment needed to make a year's growth.

Central takes pride in the fact that we are able to succeed in closing achievement gaps. Data shows that there is little difference between students in subgroups and "all students". This is attributed to a strong RTI program, mentors, differentiated instruction achieved through Thoughtful Education, the use of technology, Reading Recovery, Accelerated Reader, among other researched-based programs.

6. Professional Development:

Professional development is centered on improving teacher instruction in order to raise student achievement as well as individualize student instruction. We at Central believe that students, as well as teachers, should be lifelong learners. Being a data-driven school allows us to individualize professional development that fits our needs. Formal data analysis is part of the culture of Central. The entire faculty meets to analyze test scores and identify needs. Based on the needs, faculty makes decisions concerning strategies and activities that will be implemented for improvement and determine the goals set forth in the Comprehensive School Improvement Plan (CSIP). Professional development is centered on the needs and goals that have been set forth.

Central teachers work diligently to ensure Common Core Standards are implemented with the rigor intended. Much professional development within the school and district-wide has been devoted to this cause. Professional development time has been spent unpacking the standards in order to create a standards-based report card. Professional development has allowed for teachers to work collaboratively developing assessments based strictly on the standards. Due to the devotion of professional development spent on the Common Core Standards, Central has reaped the benefits of our work as seen on multiple assessments.

Central teachers have participated in district-wide and school level professional development to increase knowledge on student engagement and questioning/discussion techniques, using Charlotte Danielson's "Framework for Teaching". Professional development in this area has taken a hands-on approach by using the "Framework for Teaching" for the basis of our classroom walk-throughs.

Central identified writing as an area for improvement, therefore creating a writing committee. Committee members attend trainings and in turn facilitate professional development for the rest of the faculty. As a result of the professional development in writing, Central has created a writing plan that encompasses all content areas including Practical Living and Arts and Humanities. This plan is vertically aligned and aligned to the Common Core Writing Standards.

Professional development is valued in our district. Teacher work days are built-in to the calendar. Central capitalizes on this time for Professional Learning Communities (PLCs) to review standards and discuss student progress.

7. School Leadership

At Central Elementary, we believe "Teamwork makes the Dream Work". This shared vision of leadership is what drives Central in the belief that together, we can ensure all students achieve at high levels. The school

administration team, consisting of the principal, assistant principal, and guidance counselor, meets on a weekly basis for planning, reviewing, and implementing positive changes on the behalf of students. The weekly purpose of this meeting is to re-examine the academic progress of the students and evaluate the continued positive culture for all students and staff. We address deficiencies and applaud successes. Furthermore, the administration meets with each teaching team to discuss and monitor teacher effectiveness as observed in walk-throughs, formal observations, and data. Data is formally analyzed to ensure flexible grouping benefits each individual student. Central utilizes numerous teacher leaders, with 73% of faculty serving in a leadership capacity through. The principal openly promotes team building and relationships through teacher sharing, professional development, and faculty meetings. All teachers are encouraged at meetings to share new ideas and strategies that target improvement of student learning. Teacher mentoring is a highly beneficial means of increasing new instructional strategies and practices by means of peer observations via walk-throughs and group discussion. The administration further empowers teachers and stakeholders with decision making in the hiring process.

The principal's vision for Central to be a leader in educational initiatives that benefit our students is shared by all faculty and staff as exhibited by the faculty's choice to pilot programs for the Marshall County School district. PBIS has had a positive impact on the school's culture with a huge reduction in behavior referrals. The implementation of standards-based reporting has impacted instruction, causing teachers to dig deep into the Common Core Standards while also giving parents a much improved summary of their child's mastery of the standards. Furthermore, five Central teachers have volunteered to pilot the new Teacher Professional Growth Evaluation System (TPGES) and the principal is piloting the Principal Professional Growth Evaluation System (PPGES).

Many times throughout the year we have to stop and ask ourselves "what is best for our students". Even though we have a comprehensive plan in place, the leaders in our school must be flexible with decisions and make sure we are always meeting the every-changing needs of our students. School leaders, as well as the entire faculty and staff, are continually reflecting and asking ourselves this question.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: KCCT/K-PREP

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	79	68	84	91	85
% Distinguished	32	22	44	35	40
Number of students tested	63	81	75	95	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	2
% of students tested with alternative assessment				1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	63	66	81	85	88
% Distinguished	19	11	38	21	38
Number of students tested	27	38	32	35	32
2. Students receiving Special Education					
% Proficient plus % Distinguished		54	80	92	
% Distinguished		8	40	23	
Number of students tested		13	10	13	
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	79	68	85	92	86
% Distinguished	32	23	45	37	41
Number of students tested	63	81	75	77	73
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Education Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of new state accountability testing system and standards.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: KCCT/K-PREP

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/ K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	59	51	84	76	71
% Distinguished	10	11	47	31	26
Number of students tested	83	80	76	88	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	51	33	77	76	68
% Distinguished	3	5	27	16	19
Number of students tested	37	39	26	40	37
2. Students receiving Special Education					
% Proficient plus % Distinguished	30	40	60	46	47
% Distinguished	0	10	40	15	7
Number of students tested	10	10	10	10	13
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	60	52	86	75	73
% Distinguished	10	12	49	32	27
Number of students tested	83	80	76	78	75
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: KCCT/K-PREP

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/ K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	79	79	80	78	81
% Distinguished	44	37	44	41	49
Number of students tested	77	76	81	82	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	1
% of students tested with alternative assessment				1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	72	59	71	79	77
% Distinguished	36	19	38	24	36
Number of students tested	36	32	34	35	22
2. Students receiving Special Education					
% Proficient plus % Distinguished		57		50	45
% Distinguished		14		14	36
Number of students tested		14		13	12
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	80	80	80	78	82
% Distinguished	45	37	44	39	51
Number of students tested	77	76	81	72	49
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: KCCT/K-PREP

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	81	75	89	92	89
% Distinguished	35	30	19	20	15
Number of students tested	63	81	75	95	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	2
% of students tested with alternative assessment				1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	70	68	94	88	91
% Distinguished	22	18	13	12	16
Number of students tested	27	38	32	35	32
2. Students receiving Special Education					
% Proficient plus % Distinguished		75	100	100	
% Distinguished		17	20	31	
Number of students tested		13	10	13	
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	81	75	89	92	91
% Distinguished	35	29	19	21	15
Number of students tested	63	81	75	77	73
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: KCCT/K-PREP

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	71	48	87	74	89
% Distinguished	23	19	16	4	20
Number of students tested	83	80	76	88	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	62	39	88	68	89
% Distinguished	14	10	8	3	11
Number of students tested	37	39	26	40	37
2. Students receiving Special Education					
% Proficient plus % Distinguished	30	30	80	62	73
% Distinguished	0	10	20	0	13
Number of students tested	10	10	10	10	13
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	73	48	86	73	89
% Distinguished	23	20	16	4	20
Number of students tested	83	80	76	78	75
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: KCCT/K-PREP

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: KCCT (Measured Progress)/ K-PREP (Pearson)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	65	55	79	97	83
% Distinguished	17	22	32	53	26
Number of students tested	77	76	81	82	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	1
% of students tested with alternative assessment				1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	61	38	79	97	77
% Distinguished	14	6	32	4	23
Number of students tested	36	32	34	35	22
2. Students receiving Special Education					
% Proficient plus % Distinguished		50		100	55
% Distinguished		14		29	0
Number of students tested		14		13	12
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	66	55	79	97	84
% Distinguished	18	23	32	54	29
Number of students tested	77	76	81	72	49
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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