

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Zach Ashley

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

Official School Name Beechwood Elementary School

(As it should appear in the official records)

School Mailing Address 54 Beechwood Road

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

City Fort Mitchell State KY Zip Code+4 (9 digits total) 41017-2716

County Kenton County State School Code Number\* 026010

Telephone 859-331-1220 Fax 859-426-3743

Web site/URL

http://www.beechwood.kyschools.

us E-mail zach.ashley@beechwood.kyschools.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ 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\*Dr. Steve Hutton

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

E-mail:

steve.hutton@beechwood.kyschools.us

Other)

District Name Beechwood Independent School Tel. 859-331-3250

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 Ms. Melanie Stricker

(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 2 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. 1 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	7	12	19
K	52	32	84
1	47	48	95
2	44	58	102
3	38	44	82
4	46	53	99
5	56	48	104
6	50	48	98
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	340	343	683

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % 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 2013 - 2014 year: 14%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	88
(4) Total number of students in the school as of October 1	645
(5) Total transferred students in row (3) divided by total students in row (4)	0.136
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 6 %  
40 Total number ELL  
 Number of non-English languages represented: 624  
 Specify non-English languages: Spanish, Arabic, Japanese, Chinese, Ukrainian
8. Students eligible for free/reduced-priced meals: 23 %  
 Total number students who qualify: 146

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 17 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %  
60 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.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>13</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>7</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>5</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>9</u> 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 15:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	97%	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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: To provide innovative education grounded in tradition and to inspire students to embrace responsibility, productivity and compassion as citizens of a global community

## **PART III – SUMMARY**

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When driving through Fort Mitchell it is impossible to miss the tree lined street that leads to the heart of the city, Beechwood School. What started in 1860 as a two-room schoolhouse has since developed into a unique preschool through twelfth grade campus. Though we have grown as a district our school has evolved with our growing and ever changing population. Our values reflect our recently revised mission: “To provide innovative education grounded in tradition.”

Many students at Beechwood Elementary are born into the “Beechwood Tiger Family” since it becomes a family tradition to send your child to your alma mater. On the first day of school kindergarten students pose for a class picture wearing their “Beechwood Class of 2026” shirts on the school’s front steps. Fast forward to sixth grade graduation when that same pose is captured. Within a blink of an eye, those same kindergartners will be standing with their friends to take their senior class picture.

Beechwood prides itself with the philosophy of never becoming complacent. We strongly believe that there is always room for improvement. Throughout the years, Beechwood consistently performs as a distinguished school and has earned the title of a “School of Distinction,” “Progressing”, and received national recognition as a “National Title I Distinguished School.” The school has received a ranking at the 99th percentile overall for multiple years.

Our dedicated faculty practices what it preaches to its students by continuing to grow as professionals. Many teachers are National Board Certified Teachers or are in the process of acquiring this title. The percentage of teachers who have a Rank II or higher is 43.5%. Many Beechwood graduates who pursue teaching return to teach at the same school and give back to the community that gave so much to them; there are currently twelve staff members who are proud Beechwood graduates.

Our school expects excellence from every person who walks through our doors. We frequently discuss goal setting with our students and hold them accountable. We follow the Positive Behavior Intervention System philosophy for behavior and hold students, staff and parents accountable. Our teachers are held to high expectations with professional responsibilities and are evaluated based upon the Charlotte Danielson framework. The administration team wears many hats in our building and are held accountable in numerous capacities. Living up to our strong tradition of excellence has built confidence in our capabilities as a small independent school district. All of this can only lead to continued improvement and excellence.

The culture at Beechwood Elementary has evolved and changed dramatically over the last five years. We have had an influx of English Language Learners enroll at Beechwood with varied cultures and nationalities. To assist with this change and to make all students and families feel welcome, we have several ELL staff members. These teachers are fluent in Spanish and have worked diligently to help the students and families in the community become more involved in school activities. The school board has made an investment in our community to support our growing ELL population through funding our Reading Inspires Student Excellence program. This program is led through the collaboration of teachers and high school student volunteers. To meet the expectations of foreign language and global competencies, our school adopted a foreign language program to service the entire student body.

At Beechwood Elementary School we strive to support and challenge our students as they develop their full potential academically, emotionally, physically, socially, and culturally to embody 21st century skills. Teachers and parents work together to provide opportunities for our students such as but not limited to: Odyssey of the Mind, Student Technology Leadership Program, Health and Wellness Club commonly known as “Tiger Strong,” YMCA’s Kentucky United Nations Assembly, Girls on the Run, and a community service program called “Tigers Who Care.” Through these extra-curricular activities we are fulfilling our school’s vision by providing the opportunity, “To inspire students to embrace responsibility, productivity and compassion as citizens of a global community.”

Since 1920, our Parent Teacher Student Association has contributed to the success of our students by offering culturally and academically rich programs such as COSI on Wheels, various engaging assemblies,

reward programs for Accelerated Reader achievements, and Kentucky Kids' Day celebration activities. These programs give our teachers the extra tools that would otherwise not be available, to enrich the knowledge and education of our children.

Our continued tradition of excellence makes us worthy of Blue Ribbon School recognition. Every morning after the daily announcements, our students recite with our principal, "Be safe, be respectful, be responsible. Whatever it takes, be a tiger!" At Beechwood, students remember to do their best because they represent our school, their family, and themselves. After thirteen years at Beechwood Independent Schools, the students will apply what they learned because "Once a Tiger, Always a Tiger!"

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Beechwood focuses instruction on Kentucky Core Academic Standards. We pride ourselves on providing a rigorous and viable curriculum that meets the needs of all learners. Active, student-centered learning is visible when visiting our classrooms. It is not uncommon to see teachers and students working on hands-on activities, peer-led center groups, and technology integrated lessons. Every instructional minute is utilized to deliver quality instruction.

Beechwood’s preschool program incorporates the High Scope curriculum with developmentally appropriate activities to align with Kentucky Early Childhood Standards, and promotes independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving. Content includes language, mathematics, physical and social emotional development, creative arts, science and social studies, directly impacting school readiness.

Beechwood’s reading/ELA program is an integrated model that incorporates reading, writing, speaking, listening, phonics, grammar and research skills. Our teachers work diligently to access supplementary resources to enhance curriculum requirements. Critical thinking skills, oral presentations, and well-planned writing pieces challenge our students to achieve new levels. At the primary level, students spend time each day working on phonemic awareness, fluency, comprehension and exposure to genres of literature. These early literacy skills are essential building blocks that ensure competent readers and writers in our intermediate grades. Students are exposed to quality literature through texts based on lexile scores and student interest. Beechwood instills the love of reading and writing by providing time for silent reading, free writing time, and reading buddy programs. Our students participate in the Accelerated Reader program and earn points to spend in our AR store. We celebrate Read Across America by challenging students to read over 5,000 books. We showcase our top readers in the Ticket To Read program and reward students with certificates.

In order to provide quality core instruction, we use data to determine the ability level of each student. For interim assessments, Beechwood uses Measures of Academic Progress and STAR three times per year to identify the reading and math level of every student. Additionally, we use AIMSweb to benchmark students in the fall, winter and spring. This data is used to pinpoint strengths and weaknesses of each student to form instructional groups. Time is embedded in each teacher’s daily schedule to provide remediation or enrichment to meet the needs of individual learners. Specific, research-based interventions are delivered to bridge gaps in understanding. Progress monitoring is used to ensure that students are gaining skills to bridge that gap.

Our mathematics curriculum is designed for in-depth understanding of the Common Core Standards. Our vertically aligned program ensures that there are no instructional gaps. Teachers incorporate inquiry based learning with specifically designed instruction to make math class an engaging experience for our learners. After researching numerous options, the Envision math series for K-5 was adopted four years ago. With the changing demands of Common Core, our teachers spend much time researching ideas and materials to supplement our series to ensure that all math standards are mastered. Our sixth grade program, Connected Math, is a comprehensive program that is used in seventh and eighth grade as well, which can result in a student earning an Algebra 1 credit. To further meet the needs of our diverse learners, computer based programs such as Xtramath, Compass, and Dreambox are used on a daily basis.

Embedding math and ELA into Next Generation Science Standards provides an all-encompassing program. Students and teachers have access to our state of the art science lab. Inquiry based science lessons, infused with intentional Engineering and Technology components are delivered each day. Our 6th grade students develop and present a science fair project each year and numerous students qualify to move to regional and state levels.

Social studies/history instruction is present in every classroom. Beechwood students are exposed to numerous real-world programs that bring history to life. Fifth grade students participate in a wax museum showcasing a historical figure they've researched and visit the Underground Railroad Freedom Center. Sixth graders make annual trips to Washington, D.C. to heighten their understanding of government and culture, as well as, participating in Geography Alive to broaden global perspective. From units focused on diversity of communities to traveling to numerous cities and museums, Beechwood students experience multiple learning opportunities.

## **2. Other Curriculum Areas:**

Our goal at Beechwood is for our students to excel through critical thinking, collaboration and creativity. To foster this, our non-core subjects hold as much value as our core curriculum. Students PK-6 experience instruction in music, art, physical education, Spanish, library, and technology. For forty minutes daily, K-6 students rotate to one of these classes while PK integrates the Arts into classroom activities.

General music instruction is offered through fourth grade with our fifth grade students participating in band. Band class then becomes an elective for sixth grade with over half the students choosing to participate. Our music teacher and kindergarten teachers collaborate to plan a musical production. Second grade teachers collaborate with our music teacher to produce the annual second grade musical. In connection with Next Generation Science Standards (NGSS), third grade students design musical instruments using found objects. Fourth grade students, with the assistance of our music teacher and the Carnegie Arts Program, write and perform their own plays.

Art education is critical for creativity. Students are given the opportunity to work with various media including chalk, oil pastels, watercolors, tile, glass, and clay. Students work collaboratively as a grade level to create collages on canvases that are displayed throughout the school. We have our own kiln and after intentional instruction from the art teacher, each student designs and creates a work of art resulting in a tangible piece of pottery to take home with them. Focus on the elements of shape, texture, line and form drive instruction and performance based assessments are used to determine mastery of content.

Invigorating physical education classes are experienced by all students. The curriculum provides differentiated learning strategies that ensure competency and confidence in motor skills. Dance components are integrated in units and guest dance instructors have been brought in to supplement the essential skills of dance and movement. Health lessons are designed to foster a life-long enjoyment of health and wellness while focusing on NASPE standards. Beechwood was awarded a health and wellness grant to develop knowledge of how living a healthy lifestyle and physical fitness relate. Three times a year each student is given a pedometer to track physical activity level and set fitness goals based on data. The Produce Man comes to visit to encourage healthy eating habits and students are offered a variety of fresh produce to sample at lunch.

To encompass the foreign language and global competencies requirements, Beechwood offers Spanish to all students. Weekly lessons encompass vocabulary, culture, geography, and conversational language. Students are immersed in the language by a teacher who speaks fluent Spanish. Collaboration with kindergarten and second grade is evidenced through projects on animals and winter holidays in different countries.

Beechwood moved to an open library model to ensure collaboration time with all grade levels. 21st century skills and digital citizenship are key components of the library curriculum. The STEAM movement is embraced to encourage integration of science, technology, engineering, art and math. Our library will soon be home to MakerSpace to provide our students a space dedicated to creative and critical thinking.

Technology is vital to the success of all students. Beechwood students have numerous opportunities to interact with technology on a daily basis. Students have access to two computer labs, mini iPads, Microsoft surfaces, laptop carts and a Smart Table. SmartBoards and student computer work stations are present in every classroom. In addition, Beechwood has adopted a bring your own device policy which allows students to utilize their personal devices for instructional purposes. Our sixth grade students have a nine week course

in technology where they are instructed on programs like Power Point and keyboarding skills. Each teacher has a 45 minute time blocked off in the computer lab each week for instruction.

The PTSA at Beechwood provides funding to bring Cultural Arts programs to our students. Performances have included African Dance Troupes, Chinese Acrobats, Fantastic Fairy Tales, Caribbean Steel Drums and Jazz and Blues Groups.

Beechwood prides itself on developing well-rounded, innovative global citizens. A strong Arts and Humanities program not only meets the Program Review requirements for our school, it ensures that each Beechwood Elementary student is exposed to all aspects of the Arts to become a productive member of society.

### **3. Instructional Methods and Interventions:**

Instructional methods are an ongoing topic of conversation for the staff at Beechwood. Honing our skills to meet the interests of the students is critical in the delivery of instruction. Teaching bell to bell with no instructional minutes lost is imperative for successful students.

Differentiation is prevalent in all classrooms. Meeting with small groups based on need on a daily basis is a key instructional technique that is used throughout our school building. One group may be working on enrichment activities while another group may be receiving supplemental instruction to bridge gaps in understanding. The Daily Five method is widespread in the primary classrooms. This allows teachers to meet with small groups while other students are involved in engaging content-related activities. Threaded instructional strategies allow teachers to adapt instruction to their students while delivering the skills and knowledge all students require.

In order to scaffold student learning, high level questioning strategies push students to expand their knowledge base and excel at the next level. Student led discussions, peer conferencing, literature circles, writer's workshop, and performance based projects are ways for the students to showcase their learning while incorporating content knowledge.

Direct instruction of universal strategies that allow our students to become lifelong learners spans every grade level. Our teachers activate prior knowledge, model think aloud strategies and provide explicit instruction on how to be an active learner. Process and content are equally important, so the emphasis at Beechwood is on both. Learning content is important but learning how to learn is equally important. For example, using graphic organizers as a prewriting technique is used from kindergarten through sixth grade. This instructional method allows students to intentionally structure their thoughts before writing regardless of content or application.

Multi-method, multi-sensory instruction is used within our classrooms. These include text, film, oral performances, group work, visuals and co-constructed writing. Walking through the hallways of Beechwood Elementary you will see groups of 21st century learners videotaping skits, working collaboratively with technology, taking part in shared reading across grade levels or constructing three dimensional models for science class.

Because the teachers at Beechwood engage in ongoing professional learning, the instructional methods used are ever evolving. Staying current with new trends while employing tried and true research based strategies allows us to meet our mission of providing innovative education grounded in tradition.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

As part of state accountability over the past five years, Beechwood has administered the Kentucky Performance Rating for Educational Progress test (KPREP) from 2012-2014 and the Kentucky Core Content Test (KCCT) from 2009-2011. The current KPREP assessment is a blended model built with norm-referenced and criterion-referenced test items which consist of multiple-choice, extended-response and short answer items. The NRT is a test with national norms and the CRT portion is customized for Kentucky.

The accountability model focuses on college and career readiness for all and is aligned with state standards. It uses other additional data to measure achievement, gap, growth, college/career readiness, and graduation rate.

Students in grades 3-6 were tested in the following categories: reading (grades 3-6), math (grades 3-6), science (grade 4), social studies (grade 5), on demand writing (grades 5-6), and language mechanics (grades 4 and 6).

State classification:

- Distinguished scores from the 90th-99th percentile
- Proficient scores from the 70th-89th percentile
- Needs Improvement scores below the 70th percentile
- Progressing school has met its AMO, student participation rate for all groups and each subgroup

Beechwood continues to rank at the 99th percentile and has increased the overall score each year. The school received all possible achievement points in each content area making it one of five schools in the state to obtain a perfect score. In addition, Beechwood continues to meet state annual measurable objectives.

Subgroups that show a gap over time include socioeconomically disadvantaged students, students with disabilities, and English Language Learners at all levels. These trends have occurred for the last three years. We are addressing the achievement gaps through implementation of RtI, differentiation, the RISE program, and individualized interventions catered to specific needs.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Beechwood Elementary teachers analyze formative and summative assessment results to increase student achievement. After a formative or summative assessment is given, teachers conduct an item analysis, locating gaps in instruction and need for remediation. Administration, teachers, and staff discuss findings and formulate a plan to close instructional gaps. Teachers celebrate mastery and improvement as it is our philosophy that all students can achieve success.

Beechwood Elementary utilizes interim adaptive assessments, Measures of Academic Progress three times during the school year as well as STAR Enterprise. Teachers and support staff meet frequently as grade level teams to analyze student performance and make instructional changes to ensure growth for each of our students. Assessment results directly inform decisions made at each grade level meeting regarding differentiating instruction as well as flexible grouping to ensure each student experiences growth regardless of learning style, interest and ability.

We employ a rigorous, strategic, multi-tiered Response to Intervention program according to best practices in this data-driven decision making process. Through the RtI program, a multi-method triangulation of data ensures that any academic insufficiencies are addressed with research-based interventions. Results from AIMSweb, MAP, STAR, and other data sources are utilized frequently to determine if each student's rate of growth is adequate. Some students will require an increased intensity of intervention to achieve academic success. Struggling learners receive research-based interventions that are implemented with fidelity and

rigor by highly qualified teachers and staff in engaging and intense intervention groups or individual intervention. Parents are informed of their child's progress when they enter into the RtI program and at regular intervals over the duration of the program.

## **Part VI School Support**

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### **1. School Climate/Culture**

PBIS student expectations are to be safe, respectful, and responsible. This message is shared each morning on our school-wide announcements. Expectations for safe, respectful, and responsible behaviors are displayed on posters and throughout the building. Students at Beechwood understand these expectations for classrooms, hallways, cafeteria, bathrooms, and assemblies. Through a teacher created video students observed their teachers model positive and negative behaviors. Teachers routinely review these expectations with their students.

A reward system was created in conjunction with PBIS to acknowledge classroom desired behaviors. Students are motivated and can earn small incentives such as stickers, pencils, and trinkets. Classrooms can also opt to save up for a larger reward such as pajama day or lunch with principal. As a result, negative behaviors have decreased in hallways, cafeteria, and dismissal which in turn reduces barriers to learning.

Another example of how teachers have supported student academics, social needs, and emotional growth is through the Fourth Grade Professionals incentive program. Students work to earn “tie and pearl points” for positive behaviors such as getting an A on an assignment or doing something nice for someone else. The philosophy behind this program is that professionals wear pearls and ties and dressing for success will increase motivation and self confidence. Once students have earned 100 points, they have earned the privilege to wear a tie or pearls.

In our small, close knit community, the PTSA plays a vital role in the success of our school. Teachers are supported by parent volunteers in the classroom, on field trips, on field day, and many other occasions. The school’s PTSA takes care of the teachers by offering help with teacher reimbursement for supplemental needs and scholarships to continue their educational growth. Parents also volunteer their time on Parent Teacher Conference Night by providing dinner for faculty and staff.

Not only do teachers have support from parents, they also have the support of each other. The Teacher Climate and Culture Committee meets on a regular basis to plan engaging activities for staff members. Through these activities teachers are able to form both social and professional relationships with each other. Some evidence of collaboration would be the quarterly “Breakfast Club” meeting where teachers would gather before school and eat a potluck breakfast together while catching up with staff members they might not see every day.

Teachers participate in content-specific professional learning and have the opportunity to share professional learning experiences at our monthly staff meetings and in our Professional Learning Communities. Our Professional Learning Communities are led by teachers and address issues related to instructional practices, data analysis, and improving student achievement and share this information school wide.

Fostering positive staff relations enhances the overall climate and culture of our school making Beechwood a place where teachers want to come to work daily.

### **2. Engaging Families and Community**

The success of Beechwood Elementary School is due in large part to the incredible involvement of our parents and community. Family and community members have multiple opportunities to be involved in school activities that directly impact student success and school improvement.

The Beechwood Education Foundation provides financial support for programs that extend learning beyond the regular classroom curriculum. Through the Foundation, parents, alumni, and friends can make donations that directly benefit the educational opportunities for students at Beechwood. In recent years the Foundation has helped our elementary school by purchasing wireless laptop computers, renovating and

equipping the elementary science lab, sharing in the purchase of electronic keyboards for music classes, and providing assistance so that all students can attend field trips.

Community involvement and student achievement work hand in hand. In order to engage in productive partnerships with the community, students have the opportunity to participate in programs through: 4H, DARE, Junior Achievement, Kentucky Department of Fish and Wildlife, and the public library. These programs expand student learning beyond the classroom to increase student achievement. They encompass values such as family and community connections, healthy decision making, economics, conservation, and global citizenship.

At the beginning of every school year, our school hosts Back to School Night and New Family Orientation Night. At this event families are able to meet their child's teachers, take tours of the school, shop at the Tiger Zone for school apparel, and learn how to get involved with PTSA.

Other events sponsored by the school to engage families and communities include: a family science night to support NGSS, partnership with Bank of Kentucky to promote financial literacy, author visits from a local book store to highlight the importance of literacy, and a bullying prevention night to encourage positive social interactions. These programs help to keep our families and community engaged which in turn enhances student achievement.

### **3. Professional Development**

Based upon the results a state administered certified teacher survey, the administration evaluates teacher needs for professional development opportunities. Based on the data, suggested needs include analyzing test data, technology, and best practices for instruction.

Our professional development plans must be creative as the funding for professional development has been dramatically cut in our state. Often we rely on our own teachers as presenters and leaders within our building have emerged. Our principals believe that our teachers possess creative and innovative ideas, and those teachers have the best chance of delivering effective professional development to our staff. One example of teachers leading teachers through professional development is our monthly Megabyte Monday seminars. Here teachers can learn from their colleagues how to implement the newest technology into their instruction. Megabyte Monday is one way teachers can earn their flexible professional development required hours. Teachers take these techniques back to the classroom for immediate implementation.

Each content area has a teacher leader who serves in a hybrid role to represent Beechwood at their specific Content Leadership Network. This network consists of teachers from surrounding districts, the Kentucky Department of Education, and Northern Kentucky University. These teachers then share knowledge with their colleagues.

At a recent regional professional learning opportunity, EdCampNKY, Beechwood had both administration and teachers plan and participate in the innovative workshops. Teacher leaders also have presented at the Kentucky Society for Technology Education conference. The teachers who attended were able to collaborate with peers and share applicable technology and web tools that have directly impacted classroom practices.

Administrators lead professional growth sessions on faculty work days about topics that will enhance teacher instruction. For example, providing teachers with book studies and sharing strategies from experts such as Marzano. Administrators also collaborate with teachers on their Professional Growth Plan with the Professional Growth Effectiveness System. Professional development 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 to and implemented by our staff.

Beechwood teachers are expected to be the best and are held to rigorous standards. By focusing professional development opportunities on identified staff needs, we strive to improve teacher knowledge which in turn positively affects student achievement.

#### **4. School Leadership**

Students are at the heart of every decision made by Beechwood's leadership team. Our school leadership team is composed of Site Based Decision Making Council, parents, principals, school counselor, and grade level/content area teachers.

The SBDM Council, the governing body of the school, is chaired by the principal and is composed of faculty members and parent representatives. Their responsibility is to make important decisions that impact student achievement including allocating student and financial resources, continuously monitoring a school improvement plan, creating policies, and recommending highly qualified teachers for employment.

Our principals meet with teams of teachers on a regular basis to monitor instructional practices and provide meaningful feedback. This ensures that a variety of engaging instructional strategies are used in the delivery of an aligned curriculum. Measures of Academic Progress (MAP) scores, progress monitoring data, AIMSWeb data, behavior, homework issues, etc. are discussed at these meetings. The principals instill high academic expectations for students, staff, parents, and all stakeholders while ensuring that rigorous and differentiated instructional practices are used in all classrooms to meet the unique learning needs of all students. Our principals are visible in the building, whether they are visiting a classroom, welcoming students at the door in the morning, attending after school activities, or conferencing with a student about academics or behavior. Administrators meet formally on a weekly basis, however, informal conferencing occurs daily.

The assistant principal leads the PBIS team to identify and reduce barriers to student learning. She is also the Building Assessment Coordinator, Title I Coordinator, and leader for the Student Intervention and RtI teams.

The school counselor collaborates with classroom teachers to implement the Student Success Skills curriculum and also has a role on the PBIS and SIT teams. Through her guidance, sixth grade students complete their Individualized Learning Paths. She also provides individual and small group counseling, classroom guidance, crisis intervention, behavior management, and staff consultation to support the needs of students. In addition, the counselor implements a student and staff recognition system that positively impacts school morale.

With a unified team approach as our mindset, our school's core values will be achieved. The success of Beechwood is apparent through our cohesive programs, our positive culture and climate, and our amazing academic success. Effective school leadership is the key to empowering students and challenging them to excellence. WE ARE BEECHWOOD!

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	72	76	74	92	97
Distinguished	26	34	21	65	67
Number of students tested	86	89	77	91	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	53	47	58	82	
Distinguished	5	20	0	35	
Number of students tested	19	15	12		
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	73	78	72	92	97
Distinguished	26	33	21	64	66
Number of students tested	78	81	72	86	65
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	77	68	67	88	83
Distinguished	34	22	29	62	44
Number of students tested	94	77	97	72	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	59	58	42	70	58
Distinguished	18	8	26	10	8
Number of students tested	17	12	19	10	12
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	78	65	65	89	85
Distinguished	35	24	29	61	44
Number of students tested	86	72	91	69	90
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	85	67	60	84	81
Distinguished	54	36	22	48	43
Number of students tested	79	101	77	95	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	73	48	25	73	
Distinguished	36	29	13	33	
Number of students tested	11	21	16	15	6
<b>2. Students receiving Special Education</b>					
Proficient and above	40	40			
Distinguished	10	10			
Number of students tested	10	10			
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	85	66	59	86	81
Distinguished	55	35	23	49	44
Number of students tested	74	95	73	89	79
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	72	73	63	87	91
Distinguished	40	27	15	54	55
Number of students tested	103	82	89	90	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	57	41	43	45	82
Distinguished	14	6	7	0	45
Number of students tested	14	17	14	11	6
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	70	74	64	87	90
Distinguished	37	27	15	54	56
Number of students tested	95	78	83	83	79
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	65	71	75	97	94
Distinguished	41	36	42	48	36
Number of students tested	86	89	77	91	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	42	40	58	94	
Distinguished	16	13	33	24	
Number of students tested	19	15	12	17	7
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		72	74	97	94
Distinguished		37	40	49	35
Number of students tested	78	81	72	86	65
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Kentucky Performance Rating for Educational Progress and Kentucky Core Content Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	82	73	73	88	92
Distinguished	32	38	33	34	40
Number of students tested	94	77	97	72	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	65	75	63	60	67
Distinguished	12	25	21	0	25
Number of students tested	17	12	19	10	12
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	83	72	70	89	92
Distinguished	33	36	30	34	41
Number of students tested	86	72	91	69	90
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	80	78	78	96	87
Distinguished	43	31	38	52	23
Number of students tested	79	101	77	95	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	64	62	63	100	
Distinguished	46	14	13	47	
Number of students tested	11	21	16	15	6
<b>2. Students receiving Special Education</b>					
Proficient and above	20	60			
Distinguished	10	10			
Number of students tested	10	10			
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		77	78	97	88
Distinguished		28	38	54	23
Number of students tested	74	95	73	89	79
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

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<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>KPREP 2012-2014 (Pearson), KCCT 2009-2011 (Measured Progress)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	84	73	79	91	93
Distinguished	40	37	25	29	21
Number of students tested	103	82	89	90	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	79	53	79	73	91
Distinguished	14	0	14	0	18
Number of students tested	14	17	14	11	6
<b>2. Students receiving Special Education</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>7. American Indian or</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>Alaska Native Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	73	80	90	93
Distinguished	37	37	24	29	20
Number of students tested	95	78	83	83	79
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Distinguished					
Number of students tested					

**NOTES:** The data presented protects the student identification required by the Family Educational Rights and Privacy Act. Performance results are suppressed for groups with fewer than 10 students or groups that scored at the same performance level. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a change in the new state accountability testing system and standards. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and were the first in the nation to assess the Common Core Standards for Reading and Math.