

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

[X] Public or [] Non-public

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

Name of Principal Ms. Teresa Suzann Speed

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

Official School Name Murray High School

(As it should appear in the official records)

School Mailing Address 501 Doran Road

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

City Murray State KY Zip Code+4 (9 digits total) 42071-2269

County Calloway County State School Code Number* 181935

Telephone 270-753-5202 Fax 270-753-8391

Web site/URL http://www.murray.kyschools.us E-mail teresa.speed@murray.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*Mr. Bob Rogers

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

E-mail:

bob.rogers@murray.kyschools.us

Other)

District Name Murray Independent School District Tel. 270-753-4363

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 Dr. Richard Crouch, N/A

(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 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

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)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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. 13 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	59	68	127
10	67	48	115
11	63	65	128
12	44	48	92
Total Students	233	229	462

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 8 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 3 % 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: 10%

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, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	440
(5) Total transferred students in row (3) divided by total students in row (4)	0.095
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %
7 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Vietnamese, Spanish and Korean
8. Students eligible for free/reduced-priced meals: 34 %
 Total number students who qualify: 155

Information for Public Schools Only - Data Provided by the State

The state has reported that 30 % 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: 6 %
29 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</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:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	97%	95%	100%	100%	93%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	101
Enrolled in a 4-year college or university	76%
Enrolled in a community college	5%
Enrolled in career/technical training program	4%
Found employment	12%
Joined the military or other public service	4%
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: Murray High Staff will provide a quality educational experience to ensure all students become productive citizens. Every Student, Every Day, Tradition, Pride Excellence.

PART III – SUMMARY

The Murray Independent School District along with Murray High School (MHS) was established in 1872, the beginning of the long “Tradition of Excellence”. Forward-thinking, education-minded citizens put into action the desire for the communities’ children to receive a solid and sound education. The school’s mission statement “Every Student, Every Day: Tradition, Pride, and Excellence” is rooted in the past and lives in the present. For almost a century, Murray High School has been accredited by the Southern Association of Colleges and Schools. During the 2013-2014 school year, Murray High School successfully completed the rigorous, comprehensive self-study and site visit earning accreditation through the AdvancED Accreditation Commission.

Murray High School, with an approximate enrollment of 462 students, is located in far west Kentucky, in the city of Murray. The student enrollment consists of 34% free and reduced lunch, 6.3% students with IEP's, 1.5% English Language Learners and 16.5% minority students. Of the minority group, 7.8% are Black, 3.5% are Asian and 2.8% are Hispanic. Of the 101 recent graduates, 75% of the graduates enrolled in four-year universities while 8% now attend two-year, post-secondary programs. In the 2013-2014 school year, 271 Advanced Placement (AP) tests were completed by 91 students.

Recent data indicates a gradual increase in the number of students from lower socioeconomic families. Additionally, students from two local group homes enroll at MHS. Due to the unique needs of special populations, supplemental supports and services have increased. All students are actively recruited to enroll in AP and Honors courses.

Murray, the county seat of Calloway County, has approximately 18,000 citizens. Although a primarily rural community, major industries, such as, Briggs and Stratton, Pella, Ken-Lake Foods, Saputo and Vanderbilt Chemicals are located in Murray. School business partnerships exist with these and other local entities allowing students to shadow, to volunteer, to participate in service learning and benefit from the resources these partnerships provide. For example, instruction is provided for students with disabilities in community settings on a weekly basis to target independent living skills. These skills include shopping, budgeting, accessing transportation and volunteering. By participating in these activities, students gained important lifelong skills that will promote success in their adult life after high school.

In addition, Murray State University (MSU), a regional university calls Murray its home. First established as a charter from Murray Independent’s first school, the “Murray Training School” for teacher preparation was brought to fruition. From there it grew to become a “college” and now, MSU has evolved into a comprehensive university offering graduate and undergraduate degrees in numerous disciplines. MHS students have the opportunity to enroll in dual credit courses and often graduate having already earned college credit. University programs- academic, cultural, artistic, and athletic offer students, teachers, and community members opportunities for enrichment. Theatrical performances, concerts, guest lectures, foreign films only touch the surface of what MSU offers the community.

The city of Murray offers students numerous opportunities to explore and expand individual interests, to participate in non-school sports, and to consider possible career paths through an active community theater program, a well-equipped park, and a growing medical complex.

In 2004, Murray Independent School District, along with MHS, faced a challenge regarding Calloway County non-resident students. Since that time, the MISD and the Calloway County School District have a comprehensive, non-resident agreement in place whereby the number of county students attending the MISD is limited to 500 district-wide. Even though the negotiations were difficult, the emphasis in MHS classrooms was on student learning, as teachers continued to maintain focus on instruction.

Programs at MHS emphasize communication, problem solving and critical thinking, with a focus on 21st century learning skills. This is evidenced by an increased participation in AP and Honor courses. Within the AP and Honors courses our teachers scaffold their instruction to meet individual needs. As proof of this, MHS was recognized by being named to the AP 4th Annual Honor Roll by College Board.

MHS continually works to expand college and career offerings. Students with a strong passion for career and technical education are scheduled to receive instruction in their chosen career path at the Murray Calloway County Area Technology Center. It is projected that in the fall of 2016, a new state of the art center will be opened offering additional career path options for students. The Aerospace Engineering program was added to the MHS curriculum in 2013 and has been a strong asset that supports Science Technology Engineering and Math (STEM) initiatives. Through these course offerings, students not only learn specific content but are also provided rich, real-life experiences that are related to their career choices. To increase the probability of successfully maintaining a job, students with disabilities have the opportunity to participate in a community work transition program. Students explore various work settings and are often employed prior to exiting high school. "Tradition, Pride, and Excellence: Every Student, Every Day" is evidenced by the achievements of our students and school as our district scored third in the state in testing 2013-2014.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Following the Kentucky Common Core Academic Standards, the English Department aligns the curriculum from grades nine through twelve to ensure that students will gain mastery in a range of skills and knowledge necessary for future success in college and careers. By using data from local, state, and national tests, teachers identify students who do not meet the grade-specific standards. These students are given individual attention, tutoring, and support. They are taught using differentiated strategies and assigned to additional classes to help them meet those standards and become college and career ready. English I and Honors English I are offered at the ninth grade level. Additionally, freshmen take a semester of oral communications. Any student who is not at benchmark, according to the ACT standards, in reading on the EXPLORE 8 is required to take a reading class as well. Sophomores enroll in English II or Honors English II, while eleventh graders may choose between the three levels of English III: English III, Honors English III, and Advanced Placement Language and Composition. Seniors have the choice of three levels: English IV, Honors English IV, or AP English Literature. Students enroll in journalism electives of newspaper, yearbook, or TV production. The English Department works with the faculty to ensure that students are “writing across the curriculum”. All students maintain a working writing folder throughout their entire writing career compiled of a finished piece from each class.

The Science curriculum at Murray High School includes a spectrum of class offerings designed to meet the diverse needs and interests of our students, striving to ensure mastery of the processes of science as emphasized by the Kentucky Common Academic Standards. Incoming freshmen enroll in Biology unless a data driven analysis indicates they would be better served by a preparatory year in a science survey class. All students are expected to complete three science credits, including Biology and at least one Physical Science, with the encouraged path being Biology, Chemistry, and Physics. Beyond the minimum requirements, electives designed to ensure students are College and Career Ready include AP Biology, AP Chemistry, AP Physics, and Anatomy and Physiology. A significant number of students enroll in multiple electives as upper classmen in order to ensure their preparedness for chosen career paths and post-secondary studies.

The Social Studies department at Murray High currently aligns its curriculum based on several sources, such as Kentucky Core Academic Standards, Quality Core for End of Course purposes, literacy standards and Advanced Placement. We also align with literacy standards. Core courses are tiered from regular through honors or A.P., if available. Students are currently assessed by ACT, End of Course exams for U.S. History and A.P. exams. Kentucky is in the process of adopting new social studies standards that are broad and more skills based. Courses are currently being adjusted to address the new standards and assessment.

The math department aligns its curriculum using backward design and top down philosophy. Teachers use vertical alignment three times per year with the middle school and post secondary officials. The department scaffolds its curriculum to meet the needs of all students based on EXPLORE 8 and 9, PLAN and ACT leading to College and Career Readiness the senior year. All students are required to complete Algebra 1, Geometry and Algebra 2, pass the End of Course Exam in Algebra 2 and meet benchmark on the ACT or COMPASS.

College and Career Readiness begins in the 8th grade. OThe high school faculty looks at results of students EXPLORE 8 benchmarks, their coursework and teacher recommendation are considered for class placements. Remediation starts the first day at MHS to assist students to be CCR by the end of their junior year, or remediation again their senior year to pass College Ready Benchmarks. The EXPLORE 9 is given in September of the freshmen year to make needed adjustments to student’s course of study. Remediation classes are in all math, English, reading and science areas. The PLAN is used the sophomore year, the ACT in the junior year to determine future class placements. Every students' data is analyzed by teacher teams and interventions are individualized to meet students' needs.

2. Other Curriculum Areas:

The Business and Marketing Education program offers students opportunities to pursue a variety of career majors. Each year approximately 70 students participate in the Kentucky Occupational Skills Standards Assessment (KOSSA) testing and all students have the opportunity to complete Microsoft Office Specialist (MOS) Exams at no charge. In addition to acquiring Career Readiness, students are encouraged to complete dual credit courses with Murray State University in the building at a significantly reduced rate. Leadership opportunities are provided to students through FBLA at the regional, state, and national level. MHS has a community partnership with The Murray Bank, a local community bank, which provides resources and opportunities for students through The Tiger Bank, a student run financial institution located in the school cafeteria. Career related interviews and experiences are provided through Operation Preparation, Reality Fair, and Senior Interviews. At MHS, community partnerships are valued and appreciated.

World language is offered at Murray High School to students in all grade levels. Students may choose to take two years of a foreign language, to complete the pre-college curriculum, or choose to continue to study for four years, culminating in the Advanced Placement language course. Unlike many small schools in our area, MHS is proud to offer four years of study in both French and Spanish. Students who take the two year program gain verbal and written communication skills in the target language, as well as a basic understanding of the culture. Students who choose to continue on to the fourth year of study participate in a rigorous language program and leave with a wide breadth of knowledge of both the target language and the culture of the places where it is spoken.

The MHS high school band is a continuation of the learning experiences begun in middle school band. The high school band is a more performance-oriented organization than the beginning or middle school bands. The marching band performs at all home football games, selected away football games, all football playoff games, pep rallies, four marching contests, and local parades each year. The marching band begins with a camp at the end of summer break and continues through October. The concert band performs at several concerts through the year and at the K.M.E.A. sponsored concert band festival. In addition to the marching bands, students are given the opportunity to experience music further through jazz band, basketball pep band, solo and ensemble participation, All-State Band, All-District Band, and as soloists with band accompaniment at the spring concert. Students are encouraged to develop a love and understanding of music that can be carried with them throughout their lives.

Murray High School also offers Advanced Placement Music Theory. This is comparable in content and expected level of accomplishment to a first-year course in college music theory course. This course will integrate the study of melody, harmony, texture, rhythm, and form. Time is devoted to the analysis of notated examples; to the development and acquisition of aural (listening) skills, sight singing, and keyboard harmony; and to part writing and harmonization.

The Murray Tiger Band has a number of accolades. From playing in Carnegie Hall (NYC) to Meyerson Symphony Hall (Dallas, TX), the symphonic band has been invited to play at some of the most prestigious events in the United States. The symphonic band has received a distinguished rating at their state level assessment for the past 20 years and the marching band has advanced to KMEA state finals for 10 consecutive years, placing no lower than 3rd place.

The Murray Tiger Band prides itself in allowing all students an opportunity to grow and be part of a special group at Murray High School. The band serves 9-12 grades and currently has 68 students (which is about 16% of the student population).

The visual arts program at Murray High School is broken down into areas of concentration including Drawing, Painting and 3-d design, with art history embedded. Each area gives the student a depth of exposure in the chosen area. For example, drawing is taught using the deconstructive method. Students are taught to break down images to the simplest shapes, then progress to a full drawing. This allows the student to both understand proportion and placement within an environment. The skill mastered in drawing carries over to painting as well as 3-d design. Students are exposed to Art History through embedding within the studio classes, gaining an understanding how it relates to art and art making. The 3-d class allows students to

explore fundamentals of design with some commercial applications. All students are offered an art course, so they have ability to create viable works of arts to express themselves through both 2-d & 3-d media.

3. Instructional Methods and Interventions:

In order to ensure that each student is academically successful, Murray High provides its students with a rich variety of educational opportunities. We offer four diploma options for our students, ranging from the Commonwealth and Advanced diplomas to the Comprehensive and Standard diplomas. As recipients of an Advanced Kentucky grant, Murray High has added two courses to its Advanced Placement curriculum, bringing our total of AP course offerings to thirteen. Students are also able to earn college credit for seven classes through Murray State Racer Academy, or our dual credit course program. These courses range from economics and computer science to speech communications and engineering. We believe that rigorous coursework increases students' opportunities for success in post-secondary academia.

Many students face challenges in meeting such rigorous academic standards. Murray High School has many programs established to break through barriers to student success. Those students who score below benchmark in reading or math on the EXPLORE 8 or 9, the PLAN, or the ACT are given the opportunity to enroll in an elective reading or math lab. These interactive, computer-supported courses promote college and career readiness. All students have the opportunity to seek Extended School Services, offered both before and after school in all subject areas. ESS provides one-on-one instruction for all students. For those students who, for various reasons, are not successful in the traditional classroom setting, we offer Apex, a College Board certified alternative curriculum.

The Apex curriculum serves a wide spectrum of our student population. Our district educates residents in our regional boys' and girls' homes. These transient students frequently come to MHS deficient in credits. Other students benefit from this program, including those with individual learning needs which are better met most immediately in a one-on-one setting. The ultimate goal of our Apex program, as with all of our intervention programs, is inclusion.

Our highly qualified teachers embrace differentiated instruction and are well trained in best teaching practices to effectively scaffold their lessons. Our curriculum is vertically aligned using backward design from the secondary to elementary levels. Each department consults with our gifted and talented coordinator and with our special education teachers in curriculum design, delivery, modification, and assessment. All of our teachers incorporate technology based support into instruction, application activities, and assessment while fostering problem based learning. We also utilize a peer mentor program which pairs students with intellectual disabilities with nondisabled peers, allowing each to learn from the other in an atmosphere of incredible acceptance and mutual respect. Acceptance and respect are prime components of our school's foundation – "Every student. Every day."

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The two exams Murray High School utilizes, are the PLAN and ACT. These are used to analyze, disaggregate, student performance data, create comprehensive improvement plans, develop professional learning, and research based strategies, and to aid in scheduling, creating materials, staffing, and other decisions. The PLAN is administered to 10th graders during September, and this is correlated with the students'/school's ACT 11th grade scores.

For purposes of data trajectory and meeting all students' needs, Murray High Staff correlates the reading and math scores for these grade levels, and our only reportable at-risk or "Gap" group, are the socio-economic disadvantaged students based on free and reduced lunch status. In comparing these two subjects, with these two grade levels with 5 years of historic data being used, we have very different findings.

In reading, as new 10th graders, the overall scores seem to be higher than the 11th grade scores. The reading trend for 10th grade is hovering between 57%-62% meeting or exceeding college ready benchmark scores. However, in our disadvantaged population, their reading scores dropped 13.06% from 2013 to 2014. With 11th grade disadvantaged students, that same year decrease was 6%. Some of this data can be attributed to an increase over the last 5 years of almost 50% more free and reduced lunch students attending MHS. Poverty is increasing in our city and the staff at MHS is seeking every professional learning training to deconstruct standards and involve students in their learning. In looking at 11th grade ACT data in reading, there has been only slight fluctuations in that 44% meeting college benchmark as a normed trend, has remained fairly consistent. While the percentage of students scoring at or above college benchmark, reading achievement in the 11th grade has remained stagnant.

In mathematics, 10th graders taking the PLAN, early in the year, score lower—which is developmentally typical, as Algebra and Geometry are very abstract concepts. However, when assessed in math on ACT in grade 11, all groups show a marked increase in the percentage of students who are college and career ready. In assessing 5 year trend data in math on these tests, our disadvantaged students had a very dramatic drop in college ready attainment from 2013 to 2014, while our 11th graders during that same time period had a tremendous 20% gain, and a 13% gain overall in students college ready for mathematics.

Actionable Steps: Every department at Murray High School implements reading and writing to learn as a school-wide initiative through Literacy Design Collaboratives, Math Formative Assessment Lessons and other Common Core College Readiness Standards. Students are invested in their learning through targets, rigorous samples, questioning sessions, etc. Departments and whole faculty discuss Response To Intervention strategies, programs and opportunities for students needing specific learning interventions, and have built in reading and math labs to personalize the schedule and programs each student needs to make gains if the student falls short of the mark. Department, administration, and vertical team meetings from Preschool-12th grade and more frequently, among 6-12 grade teachers, has been very valuable in delivering a vertically aligned, cohesive education to our students.

Other steps are: Extended tutoring time both before and after school, use of technology to close achievement gaps, implementation of benchmark assessments to inform teachers and students of the cumulative progress students achieve.

Murray High School administration and faculty ensures that all team planning time and learning time is protected and maximized for students. Using data to make individual scheduling and prescriptive instructional plans is the hallmark of Murray's tradition of academic excellence continues to remain strong. "When You're Through Improving, You're Through" sums it up. The acceptance of average is not good enough at Murray High School.

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

Our school has a tradition of academic excellence and commitment to student learning. Our school uses state administered assessments (EXPLORE 8, PLAN, and ACT), and EXPLORE 9 (given locally for additional data) in addition to many classroom administered formative and summative assessments for maintaining student growth, scheduling students, and communicating success with parents and community. As only one example of many uses of this data, our faculty in the mathematics department hand schedules each student and has created an Algebra 2 Lab to address growth gaps based on the most recent state and local test data. The data was also used to change instruction and create units using backward design to get the students more involved and responsible for their own learning prior to 2011.

Teachers now systematically use formative entrance and exit slips, formative quizzes, Benchmark Tests, etc. to discern which concepts need to be addressed further in instruction, but more importantly for students themselves to know what they need. The system accounts for individual student learning and provides flexibility in achieving individual success. Entrance and exit slips, and formative quizzes drive daily and weekly instruction. Unit summative assessments provide monthly data; while Benchmarks provide cumulative mastery checkpoints each nine weeks with requirements of mastery far exceeding the requirements of state testing. All data is used to address instruction gaps for the upcoming unit/nine weeks.

Our scores on ACT-Math have always been above the state average. Since refocusing on individual learning and letting data guide that learning, our scores on ACT-Math have grown from hovering around 19.9 in 2008-2010 in years prior to 21.3, 21.7, 21.4, and 22.7 in 2011, 2012, 2013, and 2014 respectively. Our percent meeting or exceeding benchmark on ACT-Math has increased from hovering around 45% in 2008-2010 to 66-67% in 2011, 2012, 2013, and 83% in 2014.

Communication of our success comes in the form of meeting parent/community expectation of maintaining the established academic excellence. We hold an evening event where each test score is handed out to parents and explained at length. Parents and community members expect academic success each year when test scores are released. Murray High School ranks as a high performing school in Western Kentucky and in the 96th-98th percentile of the state rankings. As recently as the fall of 2015, we celebrated our testing success with a community rally at the MHS Football Field and all schools in our school system were celebrated for their success. MHS has been named a School of Distinction 2011-2012, 2012-2013, 2013-2104 by the State of Kentucky.

Part VI School Support

1. School Climate/Culture

The culture of Murray High School can be characterized as welcoming, engaging, and motivating. Relationship building is the foundation for ensuring that students feel valued in a safe environment with supportive staff who recognize strengths and provide assistance when needed.

Each morning students are greeted at the door by the principal and/or assistant principal with a hug, a handshake or both. This action connects students' to adults in a meaningful way.

Throughout the day, students engage with faculty and staff through discussions inside and outside of the classroom. "Everyone knows your name" is common at Murray High School. Each student has at least one adult whom he/she feels they trust, and be an advocate. Students often confide in cafeteria workers and custodial staff who are often the first to know about and respond to a troubled student. Students, families, teachers, administrators, counselors, support staff, and the community contribute to a healthy, positive school climate which is engrained in the school culture.

A key to success is the true commitment among all stakeholders to hold every individual and every student to high expectations. Students are academically challenged to participate in rigorous courses and are given latitude and support to independently problem solve. Open enrollment in honors and advanced placement classes allow students to overcome past challenges in academics and be in control of their future. Students transferring into MHS have noted it as being "cool" to be smart at MHS.

Students are expected to be in attendance and adhere to the behavioral expectations of the school. Student safety is one key to a positive productive school climate. The school's crisis plan has been approved by the Commonwealth of Kentucky as a model plan. Local fire and police organizations review the plan each year, offering suggestions and trainings to ensure physical safety. Suicide identification and prevention training is a requirement for professional learning. Students are also trained through the Jason Foundation, allowing any student the freedom to meet with the guidance counselor with concerns for self or others.

Positive peer relationships are fostered through the extra-curricular activities including memberships in numerous clubs and school organizations. Students participate in local, national, and international service learning projects through food and/or supply drives, litter abatement programs, and fund-raisers for students or community members suffering from an illness or hardship. "Giving back" is a belief held by all. MHS has a culturally diverse student body due to the number of students who are natives of foreign countries. Students respect their customs and traditions; many friendships are maintained after high school

Fifty percent of the current senior class are National Honors Society members. Historically 40%-50% of the graduating class is recognized at the MHS Honors Ceremony. Many seniors will graduate with ten advanced placement classes taken in two years earning enough college credits to enter as sophomores in college.

2. Engaging Families and Community

Parental involvement is encouraged at MHS. The district's volunteer coordinator calls upon parents and community partners to contribute time, energies, and talents as school volunteers every year. The Murray Independent School District has had an organized volunteer program for twenty seven years and has grown into one of the largest school volunteer programs in the state of Kentucky. Having over 1,200 volunteers in a 1,500 student district is a great testimony of the value placed on education and service. The extensive volunteer program is an example of lifelong learning with a different slant – adults value education so much that they are willing to give their time and expertise to help students, which exemplifies to our youth that they will value learning throughout their lifetime. It also provides a positive example for the students since as adults they will be helping others and promoting education.

Parent volunteers serve in time-honored ways—organizing fundraising, chaperoning, and speaking to students about their jobs and interests. These people offer their time as members of the Board of Education, Site Based School Councils members, band or athletic booster clubs members, and Parent Teacher Organization. Volunteers help in lunchrooms and libraries; at home; after school. They also sponsor clubs, coach or mentor in athletics, teach after school classes, provide grounds work, make financial donations, plus many other ways. In partnership with school-family and community, the Youth Service Center at Murray High School works to support, develop and offer programs and services to meet the unique needs of students. Removing barriers for students and adults is the focus of our youth service center makes a difference for our families and community.

It's the goal of our Youth Service Center to create partnerships to assist us in important events. For example, Senior Interview Day is an event that the entire senior class becomes familiar with the job interview process and obtains helpful information in an area of career interest from a matched community professional. The entire sophomore class see the importance of planning for college or career through the community based volunteer advising program, Operation Preparation. Trained volunteer community advisors meet one-on-one with students to provide both information and inspiration about careers. Community partners are equally vital for the sophomore Reality Store, freshman and sophomore Health fair, and as several other events held through-out the school year that support and enrich education, improve the overall health and well-being of students and advance student's decision-making skills. Murray High School is very grateful for those who are generous with their time and talent.

3. Professional Development

Teachers and administrators at Murray High School receive professional development credits in a variety of topics and disciplines. Teachers receive school and district-sponsored training. Annually, the staff receives training on suicide prevention from the Jacobs Foundation. Student growth and professional growth are embedded in training for the new Kentucky Teacher Professional Growth Effectiveness System, the teacher evaluation process. Teachers work with each other in Professional Learning Communities (PLC's) to plan goals for student growth and to outline the steps to implement meaningful assessments and activities to help students achieve the goals. Additional training includes Positive Behavior Interventions and Supports, helping teachers grow in classroom management and understand everyones role in promoting positive behavior. Teachers engage in professional sessions regarding a variety of strategies, tools, and supports to implement in classrooms daily.

One of the advantages of the professional development structure at Murray High School is that teachers are able to pick other opportunities that address individual professional needs, according to each Professional Growth Plan. One language teacher traveled to Panama City, Panama to work with teachers through Murray State University. Others have attended AP training for advanced classes. Some have been involved in Kentucky Department of Education focus groups while implementing the Common Core and developing Program Reviews. Our teachers attend and present at conferences. As one teacher noted, "It is incredible the amount of experience and ideas I receive through professional development each year. I am very fortunate to work at a school that places importance on continuing education for teachers." The list of individualized professional learning opportunities include: Percussion Clinic, Alternate Assessment Training, Motivating Students, Next Generation Science Standards, Leadership Network, Promoting Positive Behaviors, Laying the Foundation, Formative Assessments, KACTE Summative Conference, and Advance Kentucky. The support received from the administration to grow professionally benefits all faculty as we strive for continued success. Various schools have toured our school to see what's working to implement in their school.

4. School Leadership

Consisting of the principal, department chairs, assistant principal and guidance counselor, the leadership team at Murray High School is student-centered. Our philosophy starts with teamwork at the forefront, connecting with every student and "meeting them where they are." This philosophy is supported and

demanded by the Board of Education as well as the Superintendent. In short, we follow our motto: "Every student, every day." Tradition, pride, and excellence."

The leadership team promotes building relationships with each stakeholder in order to give students the best opportunity to succeed. Our teachers do home visits and maintain contact with parents, allowing teachers to stay connected with the needs of the student beyond the classroom. In addition, the team continues to evaluate academic and social deficiencies through a multitude of assessments, including formative assessment, general academic tests, quizzes, mandated tests and presentations. Anecdotal assessments are used to help make decisions about peer interaction, response to stressors such as conflict, correction, and criticism. Academic data is recorded and used to remediate deficiencies. Social aspects of student growth are also noted by teachers. Department chairs and teachers meet to help determine solutions or remove barriers for those students. Creating relationships with students and connecting to their academic and basic needs is a high priority for Murray High School.

The principal communicates with parents, teachers and community members through a variety of ways. One call, email, and various social platforms are used to communicate various events held at the school, such as parent teacher nights, freshman orientation and pre-registration night. Also, something very unique is the availability of the principal. Students and parents have her personal cell phone number and are encouraged to use it anytime. This personal connection allows for immediate responses to parent or student concerns.

In conclusion, Murray High School prides itself on making sure students and stakeholders have a positive relationship with our school. Relationships and basic needs are a high priority. This priority of relationship building fosters a climate where students can safely succeed academically. The role of the administration is to simply create an atmosphere where communication, relationships, and academics can remain the cornerstone of our excellence; this is the most important focus in each moment of the day.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PLAN</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT Quality Care Assessment</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES*					
Proficient and above	43	49	38	47	40
Distinguished	37	44	29	43	36
Number of students tested	124	101	108	106	98
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 and above	19	33	22	23	16
Distinguished	15	28	11	19	8
Number of students tested	48	40	37	31	25
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	43	51	42	51	45
Distinguished	39	46	32	47	41
Number of students tested	104	88	92	91	75
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ACT Math Section</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT - Quality Core Assessment</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	63	51	52	54	35
Distinguished	58	45	42	45	29
Number of students tested	90	110	108	97	110
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	52	29	29	33	30
Distinguished	45	24	23	25	25
Number of students tested	31	38	31	24	25
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	66				
Distinguished	61				
Number of students tested	77				
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES: Sub groups do not qualify for reporting.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PLAN</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT- Quality Core</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES*					
Proficient and above	49	62	57	62	52
Distinguished	41	52	54	56	55
Number of students tested	124	101	108	106	98
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 and above	27	50	35	48	36
Distinguished	23	35	32	42	32
Number of students tested	48	40	37	31	25
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	60	65	61	67	59
Distinguished	54	55	57	59	55
Number of students tested	104	88	92	91	75
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES: Sub groups other than free n reduced and white are too small to be reported.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ACT Reading Section</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT - Quality Core</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	44	47	46	48	46
Distinguished	40	38	41	42	43
Number of students tested	90	110	108	97	110
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 and above	23	29	35	33	32
Distinguished	23	24	26	33	32
Number of students tested	31	38	31	24	25
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	49	49	50	55	56
Distinguished	44	39	43	49	52
Number of students tested	77	92	92	76	86
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES: