Accountability Performance Level Year Overall Score Percentile in Kentucky Classification Rewards and Assistance Category District Overall 2013-2014 61.2 30 Needs Improvement 2012-2013 64.1 45 N/A N/A

			Annuai Measurabl	e Objective (AMO))			- September September
Level	Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal	Shirtshipped
District Overall	2013-2014	64.1	65.1	61.2	No	Yes	N/A	NV SSHEED GOVERN

eg al-V Griddingen			Accountability Compo	nents			Mileon Mileon
The anti-sale for the foreign and the sale of the sale		Next-Gene	ration Learners	Prog	am Reviews	Combined Results	P
Level	Year	Total Score	Weighted Score (Learners Total Score x 77%)	Total Score	Weighted Score (Program Review Total Score x 23%)	Overall Score (Learners Weighted Score + Program Review Weighted Score)	adirectionees avribe
Elementary School	2013-2014	57.3	44.121	91.3	20.999	65.1	69.4
	2012-2013	64.4	49.588	69.2	15.916	65.5	CONTRACTOR
Middle School	2013-2014	47.2	36.344	91.3	20.999	57.3	66.8
Lambagua a Lina	2012-2013	60.7	46.739	69.2	15.916	62.7	na managaranga
District Average	2013-2014			en for en e e en en element en en en en en en en element en en elemente en		61.2	67.5
	2012-2013					64.1	AND THE PROPERTY.

Next-Generation Learners (NxGL)

Next-Generation Learners is one of three components of Kentucky's accountability system. The component includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

-	Next-Generation Learners	Achievement			Gap	Gr	owth	Coll Career	ege and Readiness	Gradu	ation Rate	Total
Contraction of the Contraction o	Next-Generation Learners	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Weighted Score Summary
Ε	lementary School	75.3	22.6	38.9	11.7	57.6	23.0					57.3
٨	liddle School	61.0	17.1	34.7	9.7	55.4	15.5	30.5	4.9			47.2

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/27/2014

Level - Perfo	rmance Type	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
Elementary School	NAPD Calculation	65.4	82.7	100.0	62.5	57.5	100.0	
The second secon	Points	13.1	16.5	20.0	12.5	9.2	4.0	75.3
Middle School	NAPD Calculation	53.8	52.5	76.2	63.7	57.9		A SALAS
	Points	11.2	10.9	15.9	13.3	9.7		61.0

1. NAPD Calculation comes from the formula: Novice = 0; Apprentice = .5; Proficient/Distinguished = 1 (Bonus of .5 is added if there are more distinguished than novice).

2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

Achievement Scores for Accountability by Grade Level- Novice, Apprentice, Proficient, Distinguished (NAPD)

					REA	DING	- Perfor	manc	e Level							
	Accou	nber intable s enrolled	Novice Ann			ent ntice	Perce Profic			Percent Distinguished I		nt tinguished	Percent Bonus		NAF Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
► Elementary School - All Students	55	151,296		1		24.5	36.4	35.0	18.2	19.7		54.7	0.0			
► Middle School - All Students	40	151,079		21.3		25.5	22.5	38.0	20.0	15.1	42,5	53.2			53.8	

					MATH	IEMAT.	ICS - Pe	rforma	ince Leve	i .						
	Acco	mber untable s enrolled		cent vice	Per Appre	cent entice	Pero Profi		Perc Disting		Perc Proficient/Di			cent nus		PD lation
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - All Students	55	151,296	7.3	17.3	38.2	33.6	29.1	34.1	25.5	15.0	54.5	49.2	18.7	0.0	82.7	7 66
Middle School - All Students	40	151,079	27.5	16.8	40.0	38.3	27.5	33.2	5.0	11.6	32.5	44.8	0.0	0.0	52.5	5 64
enterior and the standard territorial interior in the contribution for their enterior with profession	title til en skylle skyllet er en	are province along a second as	erhady by all frameline garber	ter existence postsythens	SCI	ENCE	- Perfor	mance	Level		AT THE REST OF A 1 TO 1	ne namena kuntika kajumaja -	~~~~	ero, mai rijena izm		
		nber ntable enrolled	Perc Nov		Perc Apprei	ent ntice	Perc Profic	ent ient	Perce Distingu		Perce Proficient/Dis		Perc Bon		NAI Calcul	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
▶ Elementary School - All Students	14	50,361	0.0	7.8	7.1	20.8	14.3	40.5	78.6	30.9	92.9	71.3	78.6	23.0	100.0	93.
▶ Middle School - All Students	21	50,885	14.3	10.8	28.6	25.0	33.3	44.8	23.8	19.4	57.1	64.2	9.5	8.6	76.2	81.
energ han helle Merener folk dennes heldenhennes delse des codh energhands mes il menges meshellele, er en	THE SECTION STATES STATES AND ADDRESS OF THE SECTION OF THE SECTIO		The state of the s		SOCIAL	. STUD	IES - Pe	rform	ance Leve	:	radio control de come de come de estado de despera estado per en estado de entre de entre de entre de entre de	er ga k variabele kontrakti aktiva og o	r hakinga y i yannyi yayay	andred to response state	enerouses as a contra	- 50" 10.00 10.00
	Accou	nber ntable enrolled	Perc Nov		Perce Appres		Perce Profic		Perce Distingu		Perce Proficient/Dis		Perc Bon		NAF Calculi	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
➤ Elementary School - All Students	20	50,325	20.0	11.7	35.0	30.1	30.0	43.5	15.0	14.7	45. Ó	58.2	0.0	2.9	62.5	74.
▶ Middle School - All Students	11	50,578	18.2	9.3	36.4	31.2	27.3	42.6	18.2	16.8	45.5	59.4	0.0	7.5	63.7	78.
	men salasining etim sarati na antikuda sa	servida e asecre, gree ase	error order or the law tree	w	WR	ITING	- Perfor	mance	Level	ritoria estado en estado enco	CONTROL OF THE STATE OF THE STA	and the Parison for Salaria all the Assessment	and the second s	and the contract of the		yn fart erre bessen.
THE STATE OF THE S	Num Accou	ntable	Perc Nov		Perce Apprei	ent ntice	Perce Profic		Perce Distingui		Perce Proficient/Dis		Perc Bon		NAP Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
▶ Elementary School - All Students	20	50,325	20.0	17.5	45.0	43.8	30.0	35.0	5.0	3.8	35.0	38.7	0.0	0.0	57.5	60.6
<u>Middle School - All Students</u>	19	100,194	21.1	14.4	42.1	41.9	31.6	36.5	5.3	7.2	36.8	43.7	0.0	0.0	57.9	64.
TO MATERIA COMPLETE COMPLETE EL COMPLETE E		*** **** **** ****		LA	NGUAGE	месн	ANICS -	Perfo	rmance L	evel	.,	P. C. S.	*** **********************************		value et e en la qualita a qu	
	Num Accour 100 days	ntable	Perce Novi		Perce Apprer		Perce Profici		Perce Distingui		Perce Proficient/Disl		Perce Bon		NAP Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - All Students	14	50,361	7.1	21.3	7.1	26.9	28.6	23.2	57.1	28.6	85.7	51.8	50.0	7.2	100.0	68.9
Middle School - All	8*	49,616		32.7		27.0	1	24.7						0.0		53.8

Gap

Gap creates a single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient. The student performance levels of novice, apprentice, proficient and distinguished are reported for this non-duplicated group. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/27/2014

in the second se			and the second of the second o		the state of the state and the state of the	70.0 A 11 AND 1814		
Level - Perfo	ormance Type	Reading		3 1		Writing	\$ 5	Total Points
Elementary School	NAPD Calculation	46.3	41.5		33.3	33.3	dia ada 10 metatra dalah Jeograpia dia mendulah sebesah dia sebagai mendak 14 - Saji pike 1 A-mapada per	The second section of the sect
THE VALUE OF THE PERSON OF THE	Points	12.2	10.9		8.8	7.0	Mandament, and pure and an arm a hydrol on Mandah, all, allered the many returning at a substitution of	38.
Middle School	NAPD Calculation	30.0	23.3	46.7		40.0		19 19 19 19 19 19 19 19 19 19 19 19 19 1
The control who is both to produce a property could be a consistent for the	Points	7.9	6.1	12.3		8.4	A STATE OF THE STA	34.

1. NAPD Calculation comes from adding the Proficient and Distinguished students to show total Non-Duplicated Gap students that are Proficient and Distinguished.
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

READING -	Performance	Level
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						J.,,cc Lc.	,,,						
Number Accountable 100 days enrolled		Mari	Percent Novice							Percent Proficient/Distinguished		NAP Calcula	
District	State	District	State	District	State	District	State	District	State	District	State	District	State
41	101,909	29.3	27.2	24.4	27.8	36.6	32.2	9,8	12.9	46.3	45.1	46.3	45.
30	97,115	43.3	28.9	26.7	28.9	20.0	33.5	10.0	8.7	30.0	42.2		ļ
	According to the Accord	Accountable 100 days enrolled District State 41 101,909	Accountable 100 days enrolled Nov District State District 41 101,909 29.3	Number Accountable 100 days enrolled District State District State 41 101,909 29.3 27.2	Number Percent Percent Apprex	Number Accountable 100 days enrolled Percent Novice Percent Apprentice District State District State District State District State 27.2 24.4 27.8	Number Accountable 100 days enrolled Percent Novice Percent Apprentice Percent Profice District State District State District State District 41 101,909 29.3 27.2 24.4 27.8 36.6	Number Accountable 100 days enrolled Percent Novice Percent Apprentice Percent Proficient District State District State District State District State 41 101,909 29.3 27.2 24.4 27.8 36.6 32.2	Number Accountable 100 days enrolled Percent Novice Percent Apprentice Percent Proficient District District State Distri	Number Accountable 100 days enrolled Percent Novice Percent Apprentice Percent Proficient Percent Distinguished District State 41 101,909 29.3 27.2 24.4 27.8 36.6 32.2 9.8 12.9	Number Accountable 100 days enrolled Percent Novice Percent Apprentice Proficient Distinguished Proficient/Distinguished Proficient District State District	Number Accountable 100 days enrolled District State	Number Accountable 100 days enrolled District State

MATHEMATICS - Performance Level

	Acco 100 day	mber untable s enrolled	Perc Novi		Perce Appren		Perce Profic		Perce Distingu		Perce Proficient/Dis		NAP Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State
	41	101,909	9.8	22.9	48.8	38.0	26.8	30.1	14.6	9.0	41.5	39.1	41.5	39.1
Elementary School - Gap Group (non-		-		en de monad bronn.	metriconomics consists	resourcestates destrict	many.	ž.	i	To the manufacture of				

SCIENCE - Performance Level

	Number Accountable 100 days enrolled		Accountable Percent				Perce Profic				Percent Proficient/Distinguished		NAP Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - Gap Group (non- duplicated)	9*	33,716		11.0		26.2		41.1		21.7		62.9		62.9
Middle School - Gap Group (non- duplicated)	15	32,769	20.0	15.4	33.3	31.1	40.0	41.7	6.7	11.8	46.7	53.5	46.7	53.5

SOCIAL STUDIES - Performance Level

	nber ntable enrolled	Perc Novi		Perce Apprer		Perce Profic		Percent Percent Distinguished Proficient/Distinguished C					NAPD Calculation	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - Gap Group (non- duplicated)	15	33,415	26.7	16.1	40.0	36.2	26.7	39.0	6.7	8.7	33.3	47.7	33.3	47.7
Middle School - Gap Group (non- duplicated)	9*	31,696		13.7		38.8	and the second second	38.0		9.5		47.5		47.5

WRITING - Performance Level

	Nun Accou 100 days	ntable	Perc Novi		Perce Appren		Perce Profic		Perce Distingu		Perce Proficient/Dis		NAP Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - Gap Group (non- duplicated)	15	33,415	20.0	23.2	46.7	47.1	33.3	27.5	0.0	2.1	33.3	29.7	33.3	29.7
Middle School - Gap Group (non- duplicated)	15	64,346	26.7	19.6	33.3	46.3	40.0	30.2	0.0	3.9	40.0		40.0	1 1

LANGUAGE MECHANICS - Performance Level

	Accou	nber ntable enrolled	Perc Nov		Perc Apprei		Perco Profic		Perce Distingu		Perce Proficient/Dis		NAF Calcula	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Elementary School - Gap Group (non- duplicated)	9*	33,716		27.7	and the second s	30.0	TO THE STATE OF THE STATE OF	21.9		20.3		42.2	the Majorita State of Arthurs	42.2
Middle School - Gap Group (non- duplicated)	6*	32,650	,	42.2		27.9	The second section of	20.3	No. of the control of	9.5		29.8	Service Control of Control	29.8

Note: Percentages may not sum to 100% due to rounding. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

Growth

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and at grade 11. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/27/2014

	Number Tested		Readie Percent Makin or Higher Annu	g Typical	Percent Making Typical Reading a		Combin Reading and Ma Growth Point	thematics
Level	District	State	District	State	District	State	District	State
Elementary School - All Students	33	96,109	51.5	59.6	63.6	59.9	57.6	
Middle School - All Students	37	143,903	48.6	59.8	62.2	60.0	55.4	59.9

Note: Percentages may not sum to 100% due to rounding. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

Note: Growth Points Total comes from the average of Reading Percent and Mathematics Percent of students making typical or higher annual growth (at or above the 40th Student Growth Percentile).

australium (d. gr.) ir Maditum Albert (da 1944 Antibe Anti	Unbridled Learning: College and/or Career-Ready for All 2014 Locked Overall Accountability Cut Scores										
Type	Level	Proficient		School of Distinction ²							
School	Elementary (ES) Overall Score	69.4	75.1	77.9							
School	Middle (MS) Overall Score	66.8	71.9	73.5							
School	High (HS) Overall Score	70.1	75.5	77.5							
District	District (AL) Overall Score	67.5	71.9	73.7							

Next-Generation Instructional Programs and Support (Program Review)

A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i).

Overview and Calculation of Scores

Overview and Calculation of Scores

Currently, there are three Program Review areas included in accountability: Arts and Humanitles, Practical Living/Career Studies and Writing. There are four identical standards across all three program reviews. Those standards are: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Development, and (4) Administrative/Leadership Support. Further, each standard is organized with Those standards are: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Development, and (4) Administrative/Leadership Support. Further, each standard is organized with Those standards reason and each demonstrator has a number of characteristics. A rubic guides the scoring. For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 (0 - Non-demonstrators, and each demonstrator has a number of characteristics. A rubic guides the scoring. For each standard scores are added resulting in a single number ranging between 0-12 for each Program Review Below 8 Existent, 1 - Needs Improvement, 2 - Proficient, and 3 - Distinguished. For a total score, the four standards care results are located on the Program Review tab, while detailed characteristic is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished. Detailed date on the program review standards and results are located on the Program Review tab, while detailed characteristic

Last Updated Date: 09/02/2014

Arts and Humanities

	and the second s	an and the state of the state o	Ambierantes processos (n. 1906 et al. 1911). A ser que es qu'estra a la company de la					
and a second parameters of the	Level	Year	Curriculum and Instruction	Formative and Summative Assessment	Professional Development and Support Services	Administrative/Leadership Support and Monitoring	Total Points	Classification
3	mentary School	2013-2014	1.69	1.71	1.11	1.70	6.2	Needs Improvement
-		2013-2014	1.65	1.71	1.11	1.70	6.2	Needs Improvement

Practical Living and Career Studies

			and the large is to the control in the second deposit, and the fine flow from the second deposits of the second de	Total Points	Classification		
Level	Level		Formative and Summative	Professional Development and Support Services		Noode	
Elementary School		1.75	1.83	1.67	2.00	7.3	Improvement
Middle School		1.75		1.67	2.00	7.3	Needs Improvement
induic Sense.	The control of the co	The state of the s	A proper design and the second	was the transfer of the second state of the second state of the second s	The second second of the second secon	and a second	and the property of the second second second second second

Writing

	en mendele la	erappy deposition of the factor space or had the desirab	Total Points	Classification				
Level	Year	Curriculum and Instruction	Formative and Summative Assessment	Professional Development and Support Services	Administrative/Leadership Support and Monitoring			
Elementary School	2013-2014	1.94	2.00	2.33	2.14	8.4	Proficient	
Middle School	2013-2014	1.94	2.00	2.33	2.14	8.4	Proficient	
Pilable School				And the second of the second o	I was to see the second section of the section of the second section of the section of the second section of the		and the second second second second second second	

Kindergarten Through 3rd Grade (K-3)1

			man and a speciment of the speciment of	The second distribution of the second	and and proper share and another suppose to the first of the same and account of the first of th		
	Level Year Curriculum a			Standards			
Level			Formative and Summative Assessment	Professional Development and Support Services	Administrative/Leadership Support and Monitoring		
Elementary School			2.00	2.25	1.71	8.3	Proficient
Middle School	recommended to the second seco		217.6	N/A	N/A		
Pliquie action	2025 202	To a series of the series of t	and the second s	production of the contract of	1		

Program Review Accountability Overview and Calculation Scores

Currently, there are three Program Review areas included in accountability: Arts and Humanities, Practical Living/Career Studies and Writing. There are four identical standards across all three program reviews. Those standards are: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Learning, and standards across all three program reviews. Those standards is organized with demonstrators, and each demonstrator has a number of characteristics. A rubric guides the (4) Administrative/Leadership Support. Further, each standard is organized with demonstrators, and each demonstrator has a number of characteristics. A rubric guides the scoring. For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 (0 - Non-Existent, 1 - Needs Improvement, 2 - Proficient, and 3 - scoring. For each standard, its characteristic scores are added resulting in a single number ranging between 0-12 for each Program Review Blows is Needs Distinguished. For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review tab, Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished. Detailed data on the program review standards and results are located on the Program Reviews tab, while detailed characteristic scores are available in the School Report Card Data Sets.

Last Updated Date: 09/27/2014

Program Review Accountability

				Flogian Ne	The state of the s	particular conservations are an experienced and a second and the s	ar to the commence of the comm
-			Arts and Humanities	Practical Living and Career Studies	Writing	Program Review	v Accountability
	Level			Total Points	Total Points	Program Review Total Points	Program Review Total Score ¹
:3	Elementary School			7.3	8.4		
1	Middle School	Last commercial annual contract to the second section of		7.3	8.4	21.9	

¹The Program Review Total Score is calculated using Total Points divided by 24 with a maximum score of 100. Twenty-four points is the number required to be Proficient.



College/Career-Readiness for All



Back To Report Card Search

Profile

Accountability

Assessment Program Review

Learning Environment

Delivery Targets Career and Technical Education

6 WILLIAM F. BLATT AVE. Southgate KY 41071 Phone: (859) 441-0743 Fax: (859) 441-6735

Southgate Public School Southgate Independent School Membership: 170 Grade Range: Preschool-8th Status: Title I Schoolwide School

School Year: 2013-14 School Code: 537010 Classification: A1 Principal: Edward Franke

Accountability Profile

Learners

Program Review Accountability

Accountability Profile

The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an AMO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/27/2014

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	a annual	a data on the formation of the control of the first of th	and the state of t	para ang pangangan na magaan at makalawa at manana at ma	
Level	Year	Overall Score	Percentile in Kentucky	Classification ¹	Rewards and Assistance Category ²
Elementary School	2013-2014	65.1	51	Needs Improvement	waka kanaka 1 milan sana nakanakana ngadanda jajan dan pendanan kanala maja maja kanala kanala kanala kanala n
PARONE OFFI	2012-2013	65.5	53	N/A	N/A
Middle School	2013-2014	57.3	28	Needs Improvement	
er reactions do use do	2012-2013	62.7	50	N/A	N/A

Annual Measurable Objective (AMO)

C. C				a transport of the first property of the second or second between the second se			parameter and the second secon
Level	Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
Elementary School	2013-2014	65.5	66.5	65.1	No	Yes	N/A
Middle School	2013-2014	62.7	63.7	57.3	No	Yes	N/A

Accountability Components

					and the second s	And service services and services are services and services and services are services and services and services are servic
		Next-Genera	tion Learners	Program	Reviews	Combined Results
Level	Year	Total Score	Weighted Score (Learners Total Score x 77%)	Total Score	Weighted Score (Program Review Total Score × 23%)	Overali Score (Learners Weighted Score + Program Review Weighted Score)
Elementary School	2013-2014	57.3	44.121	91.3	20.999	65.1
and the second of the second o	2012-2013	64.4	49.588	69.2	15.916	65.5
Middle School	2013-2014	47.2	36.344	91.3	20.999	57.3
edici dendizione de	2012-2013	60.7	46.739	69.2	15.916	62.7

Federal data required in addition to the ESEA approved Accountability Model

Note
The Accountability Profile contains an updated 2012-13 overall score and percentile based on Next-Generation Learners and Program Reviews. This update allows the 2012-13 data displayed to be comparable to 2013-14 data. The updated 2012-13 overall score and percentile will not match the 2013 School Report Card, which was based only on Next-Generation Learners. The Classification and Rewards and Assistance Category were reported in the 2013 School Report Card based only on Next-Generation Learners and are Not Applicable (N/A) in the updated data displayed here.

- Distinguished school/district scores from the 90th to 99th percentile in the state.

 Proficient school/district scores from the 70th to 89th percentile in the state.

 Needs Improvement school/district scores below the 70th percentile in the state.

 Progressing School/District has met its AMO, student participation rate for the all students group and each subgroup, and has met its graduation rate goal.

Rewards and Assistance Category?

• School/District of Distinction scores from the 95th to 99th percentile, has met its current year AMO, student participation rate, graduation rate goal and the graduation rate is above 60 for the prior two years. In addition, districts cannot have a school labeled as Priority or Focus.

• High Performing School/District scores from the 90th to the 94th percentile in the state, has met its current year AMO, meets student participation rate, graduation rate goal and the graduation rate is above 60 for the prior two years. In addition, districts cannot have a school labeled as Priority or Focus.

EXPLORE

EXPLORE is a high school readiness test for grade 8 that measures achievement in English, Mathematics, Reading and Science. The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).

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Grade 8						М:	thematic	<	-	Reading			Science	Over	an compo	
Leval																
► All Students	9*	9*	50,228		14.6	į.	:	10.3	4		_	ì	1	i	3	15.4

					eeting ACT's			RADE 8 BEN ORE (13 on Eng	ICHMARK plish; 17 on	S Mathematic	s; 15 on Rea	ding; 20 o	n Science)	management appear to harte a single part of	
Grade 8	Nur	nber	of	Percen	t Meeting En Benchmark	glish	Percent	Meeting Mathe Benchmark	matics	Percen	t Meeting Re Benchmark	ading	Percen	t Meeting Sci Benchmark	ence
1	Students Benchmark School District State School District				State	School	District	State	School	District	State	School	District	State	
> <u>All</u> Students	9*		50,815			64.6		* · · · · · · · · · · · · · · · · · · ·	34.6	1		44.1			15.2

Note: Percentages may not sum to 100% due to rounding. School results are based on the grades in the school. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

College and Career Readiness (CCR)

College/Career Readiness for schools and districts reflects how many students are ready for college and/or careers, based on test scores and certifications earned. It is measured by EXPLORE scores for middle school and The ACT benchmarks for high school, college placement tests and career measures. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/27/2014

Middle School College/Career Ready Percent Met EXPLORE Benchmarks

Category	Number		Englis		Readi	_	Mathem		Scien		Total Po	
Level	District	State	District	State	District	State	District	State	District	State	District	State
▶ <u>All Students</u>	12	50,815	50.0	64.6	33.3	44.1	į	34.6		15.2	30.5	47.8

Note: Benchmarks for English (13), Mathematics (17) and Reading (15) as set by ACT, Inc. Total points is an average of the three percentages reported for English, Mathematics and Reading. Note: Percentages may not sum to 100% due to rounding. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

Proficiency/Closing the Achievement Gap (K-12)

The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their 2017 Proficiency and Gap delivery goals. The overall delivery targets and goals are created based on the combined percentage of students scoring proficient or higher in math and reading. Delivery targets and goals are provided for all schools, although state- and district-level progress is tracked only for students in grades K-8. Data in this table refer to the Kentucky Performance Rating for Educational Progress (K-PREP) test results for elementary and middle schools and K-PREP End-of-Course for high schools, which can be found here.

Last Updated Date: 09/27/2014

Level	Target Type	20	11-201	2	20	12-201	3	20	13-201	4	201	4-201	5	20	15-201	6	201	6-201	7
The shift shows the content of the same and	ranget type	School	District	State	School	District	State	School	District	State	School I	District	State	School	District	State	School E	District	Stat
	Delivery Target				38.7	38.7	49.8	45.5	45.5	55.4	52.3	52.3	60.9	59.1	59.1	66.5	66.0	66.0	72.
	Actual Score	31.9	31.9	44.2	51,1	51.1	45.9	54.5	54.5	52.0								1000000	
Elementary School - All Students	Met Target				Yes	Yes	No	Yes	Yes	No				#11					
	Delivery Target		M. C		43.3	41.1	49.3	49.6	47.7	55.0	55.9	54.2	60.6	62.2	60.8	66.2	68.5	67.3	71.9
	Actual Score	37.0	34.6	43.7	42.5	42.5	45.9	37.5	37.5	49.0					The stage actions your				** * ***
Middle School - All Students	Met Target	1			No	Yes	No	No	No	No			/ E 44 (W 10)						

		Readir	ng - Pe	ercei	itage	Profic	ient	/Disti	nguis	ied									
Level	Target Type	20	11-201	.2	20	12-201	3	20	13-201	4	20	14-201	5	20	15-201	6	201	6-201	7
the second contract the second second contract to the second contrac	Note that the state of the stat	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
	Delivery Target				50.3	50.3	53.2	55.8	55.8	58.4	61.4	61.4	63.6	66.9	66.9	68.8	72.4	72.4	74.0
	Actual Score	44.8	44.8	48.0	52.1	52.1	47.8	54.5	54.5	54.7		h , who p , oph man reg		I consiste the same				*********	1
Elementary School - All Students	Met Target		j		Yes	Yes	No	No	No	No					*- *				<u> </u>
	Delivery Target				46.0	44.4	52.1	52.0	50.6	57.4	58.0	56.7	62.8	64.0	62.9	68.1	70.0	69.1	73.4
	Actual Score	40.0	38.2	46.8	56.6	56.6	51.1	42.5	42.5	53.2		**** *********************************				Working or pro-		and the second name	L
Middle School - All Students	Met Target				Yes	Yes	No	No	No	No					************		The state of the s	100 000 1 100 1 10 10	

	η	1athema	itics -	Perc	entage	= 210	iicie	111/ 115	ungu	12116									
Level	Target Type	20	11-201	2	201	2-201	3	201	13-201	4	201	4-201	5	20	15-201	6	201	6-201	7
	,,,,,,	School	District	State	School (District	State	School	District	State	School I	District	State	School	District	State	School I	District	Stat
A Committee of the Comm	Delivery Target				27.1	27.1	46.4	35.2	35.2	52.3	43.3	43.3	58.3	51.4	51.4	64.2	59.5	59.5	70.7
	Actual Score	19.0	19.0	40.4	50.0	50.0	43.9	54.5	54.5	49.2				()			i		
Elementary School - All Students	Met Target		The Control of the Co		Yes	Yes	No	Yes	Yes	No									
embanakan ada ada ya ng ngay maj gadigagan na minin ar na na na na na P. Palitin a dan hina inin P. Na ni P. B	Delivery Target				40.6	37.8	46.5	47.2	44.7	52.5	53.8	51.6	58.4	60.4	58.5	64.4	67.0	65.5	70.
	Actual Score	34.0	30.9	40.6	28.3	28.3	40.7	32.5	32.5	44.8									
Middle School - All Students	Met Target				No	No	No	No	No	No							i		

Program Review

The Program Review delivery targets provide the state and districts with the annual progress needed to meet their 2018-2019 Program Review delivery goals. Data in this table refer to the Program Review Rate Report, which can be found here.

Last Updated Date: 09/02/2014

	Pro	gram R	eview	Target	s								
Levei	Target Type	2013-	2014	2014-	2015	2015-	2016	2016-	2017	2017-	2018	2018-	2019
		District	State	District	State	District	State	District	State	District	State	District	State
lumber of Programs that are Proficient/Distinguished	Delivery Target			4	3200	4	3360	5	3521	5	3681	5	384
	Actual Score	3	3039										4-1
	Actual Score Met Target Delivery Target			The second second second second second									
Percent of Programs that are Proficient/Distinguished	Delivery Target			48.5%	68.9%	54.2%	72.3%	60%	75.8%	65.7%	79.2%	71.4%	82.79
	Actual Score Met Target Delivery Target Actual Score 42.89	42.8%	65.4%							200			
	Met Target							- The same of the		Í		A R Promote Miles and Land	e error areal sacrass

Although not part of Combined Proficiency data above, information for Science, Social Studies and Writing is available below.

Science

					· · · · · · · · · · · · · · · · · · ·									Y					
Level	Target Type	20	11-201	2	20	12-201	3	20	13-201	4	20	14-201	.5	20	15-201	6	201	6-201	.7
and the control of the state of the control of the		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School [District	Stat
	Delivery Target			Design of the			71.9	. Al	April of a consistent	75.0			78.2			81.3	C		84.
	Actual Score			68.8	79.2	79.2	68.5	92.9	92.9	71.3									
Elementary School - All Students	Met Target				N/A	N/A	No	N/A	N/A	No		and the second s							44.44
	Delivery Target			1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	84.2	85.0	65.6	85.9	86.6	69.4	87.7	88.3	73.3	89.4	90.0	77.1	91.2	91.7	80.
	Actual Score	82.4	83.3	61.8	76.9	76.9	61.2	57.1	57.1	64.2		namentono Vietnimi							
Middle School - All Students	Met Target				No	No	No	No	No	No		A. J. S.	1						

Social Studies

	Se	ocial Stu	dies -	Per	centa	ge Pro	oficie	ent/Dis	sting	uishe	ed								
Level	Target Type	20:	11-201	2	20	12-201	3	. 201	3-201	4	201	4-201	5	20:	15-201	6	201	6-201	7
		School	District	State	School	District	State	School C	istrict	State	School	District	State	School	District	State	School I	District	State
	Delivery Target				63,4	63.4	63.8	67.4	67.4	67.8	71.5	71.5	71.9	75.6	75.6	75.9	79.7	79.7	79.9
	Actual Score	59.3	59.3	59.8			59.3	45.0	45.0	58.2									1
Elementary School - All Students	Met Target						No	No	No	No	200	e are e servicio e la forme i						F	
	Delivery Target				67.9	68.2	62.7	71,4	71.8	66.9	75.0	75.3	71.0	78.6	78.8	75.2	82.2	82.4	79.3
	Actual Score	64.3	64.7	58.6	50.0	50.0	59.2	45.5	45.5	59.4					4 -1-01-1				
→ Middle School - All Students	Met Target				No	No	No	No	No	No							1		177

Writing

Level	Target Type	20:	11-201	.2	20	12-201	3	20	13-201	4	20	14-201	5	20	15-201	6	20:	16-201	7
J		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	Sta
	Delivery Target				30.0	30.0	38.5	37.8	37.8	45.4	45.5	45.5	52.2	53.3	53.3	59.0	61.1	61.1	65
	Actual Score	22.2	22.2	31.7			35.7	35.0	35.0	38.7									
Elementary School - All Students	Met Target		AND				No	No	No	No									-
	Delivery Target		***************************************	;	42.8	39.2	47.3	49.1	45.9	53.1	55.5	52.7	59.0	61.8	59.4	64.8	68.2	66.2	70.
	Actual Score	36,4	32.4	41.4	62.5	62.5	43.4	36.8	36.8	43.7									
Middle School - All Students	Met Target			1	Yes	Yes	No	No	No	No									