U.S. Department of Education
2014 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 Mrs. Tonya Brummer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Robert D. Johnson Elementary School
(As it should appear in the official records)

School Mailing Address 1180 North Fort Thomas Avenue
(If address is P.O. Box, also include street address.)

City Fort Thomas   State KY   Zip Code+4 (9 digits total) 41075-1111

County   Campbell County   State School Code Number* 176 020

Telephone 859-441-2444   Fax 859-572-4948
Web site/URL   E-mail
          http://www.fortthomas.kyschools.us/school_home.aspx?schoolID=6   tonya.brummer@fortthomas.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)

                                              E-mail:
                                              gene.kirchner@fortthomas.kyschools.us
Name of Superintendent*Mr. Gene Kirchner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Thomas Independent   Tel.   859-815-2005
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 Mrs. Karen Allen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

                                           <u>5</u> 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
     [X] Suburban
     [ ] Small city or town in a rural area
     [ ] Rural

3. <u>7</u> 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	33	15	48
K	33	36	69
1	29	34	63
2	43	24	67
3	27	24	51
4	37	32	69
5	35	36	71
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	237	201	438

5. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    1 % Asian
    1 % Black or African American
    2 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    92 % White
    4 % Two or more races
    100 % Total

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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 *to* the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
    0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 64

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

The estimate above is correct but it needs to be explained that 20 of the 64 students who qualify are in the preschool. The preschool, while located at Johnson, is a district program and actually very few of those students will attend Johnson for kindergarten. A more actuate number of free/reduced students would be about 44 or about 11%.

9. Students receiving special education services: <u>10</u> %

    <u>43</u> 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.

2 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
0 Emotional Disturbance	23 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	11 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	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
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   <u>22:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	99%	98%	98%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>1992</u>

PART III – SUMMARY

Johnson Elementary is a quaint, neighborhood school that began educating students in 1923 and has built a strong tradition of excellence which continues to this day. Many students are second and third generation "Johnson families" and the community takes great pride in the school, students, and their accomplishments. We are characterized by a strong commitment to excellence as well as a warm, positive, family environment. These qualities reflect our recently revised mission which states: "Rich in tradition and committed to the future, Johnson Elementary provides engaging and challenging learning experiences which foster creativity, curiosity, and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community".

Currently, Johnson is a nationally recognized U.S. Department of Education Blue Ribbon School of Excellence (1991-1992), ranked 5th out of 733 Kentucky elementary schools with an overall score of 83.9, and identified as a Distinguished School and a School of Distinction by the Kentucky Department of Education.

While we have traditionally been a high performing school, we have spent the past several years concentrating on improving instruction. This has increased the rigor in classrooms and placed the focus on having students think critically to design, create, and perform. This increased focus helps us provide daily learning experiences that will give students the opportunity to research and solve problems; presenting their findings, writings, and ideas through presentations with the added intent of improving their public speaking and listening skills. Rigor and focus on individual skills have helped us make yearly improvement on the state assessment, improving from a state ranking of 73rd (top 10%) in 2007 to our current position as the top elementary school in Northern Kentucky and the 5th ranked school (top 1%) in the state. More importantly, we are equipping students with the skills to be successful in the 21st Century.

Classroom work centers on the research-based instructional strategies from Robert Marzano's Classroom Instruction that Works and Rick Stiggins' Classroom Assessment for Student Learning. Examples of our curriculum: Harcourt Journeys, Everyday Math, Social Studies Alive, Junior Great Books, the multisensory, sequential phonics program (based on the Orton Gillingham approach) of reading instruction for struggling readers, and Junior Achievement. Additionally, all of students participate in designing a service learning project each year which incorporates problem-solving and hands-on application of content in real-life settings with the purpose of helping others. For the past five years (2009 – 2013), Johnson has been recognized as a "School of Contribution" for outstanding public service, receiving the Jefferson Award each year from a local non-profit foundation, Children, Inc.

The success of Johnson is not based solely on the work in the classrooms or the exceptional and dedicated staff. Parents have high expectations for our school and they push us to provide the best education possible for students. They also understand that a quality education begins at home and they work hard with the school staff to give their children the best possible opportunity to succeed. This includes sending their children to kindergarten equipped with the basic skills, ensuring they are finishing their homework at night, and preparing for the next day's lessons. These extra opportunities provide for learning outside of the school day. As partners, through consistent communication and commitment to our mission, the Johnson staff and parents work to ensure the best possible future for children.

The Johnson PTO also plays a vital role in the success of the school. Parents are very active and the PTO works to make sure each one feels as part of the "family". Whether it is through the family night dinner, Hullabaloo (major fundraiser), Back to School Festival, or volunteering for the numerous activities that take place on a daily basis. The PTO also provides meaningful learning experiences for students such as COSI on Wheels, Nutrition Week, author visits and guest speakers, as well as rewards for the math facts program and accelerated reader program just to name a few. All of which would not be possible without involved parents.

All these attributes combine to create a wonderful neighborhood school where students, parents, and staff enjoy working together. Where students enjoy coming to school, are excited about learning, and feel loved and accepted by all teachers and staff. A visiting author summed up our school very well when he stated: "This is such a happy place!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) According to the Kentucky Department of Education website, Kentucky's Unbridled Learning assessment and accountability system is designed to provide in-depth information about the performance of students, schools, districts and the state as a whole. The Kentucky Performance Rating for Educational Progress (K-Prep) is now aligned with the new rigorous Common Core Standards in English/Language Arts and Math.

This model continues annual public reporting of disaggregated student outcome measures in math, reading, and science to assess school performance. However, this more robust next-generation model also includes student achievement growth measures, emphasis on college and career readiness, student achievement in writing and social studies, and increased focus on the lowest-performing schools. Additionally, it also holds schools accountable for improving student performance and creates four performance classifications. Elementary School classifications are based on the following measures:

- Achievement (content areas are reading, mathematics, science, social studies and writing.)
- Gap (percentage of proficient and distinguished) for the non-duplicated gap group for all five content areas
- Growth in reading and mathematics (percentage of students at typical or higher levels of growth)

This new assessment system was introduced for the 2011-12 school year. Throughout the state, all elementary students in grades 3-5 are tested in the following categories: 3rd – reading and math; 4th – reading, math, science, language mechanics; and 5th – reading, math, social studies, on-demand writing.

Overall school results were then placed into one of the following categories:

- School of Distinction – 95th percentile and above
- Distinguished – 90-94th percentile
- Proficient – 70th to 89th Percentile
- Needs Improvement – Below 70th Percentile

Johnson Elementary had an overall accountability performance score of 83.9 out of 100, which placed us in the 99th percentile rank in Kentucky, earning us the designation of Distinguished as well as a School of Distinction.

b) Kentucky has been in a transition stage for the scope of the data from 2007-08 to 2011-12. For the purpose of this application, it needs to be explained that from 2009 to 2011, students (grades 3 – 5) were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-2012, Kentucky began implementing this new assessment system. These assessments are both criterion- and norm-referenced, were the first in the nation to assess the Common Core Standards for Reading and Math, and were implemented to make the assessment more rigorous which was evident by the drop in scores across the state in the number of students reaching proficiency.

Based on the data supplied as a part of the state testing system from 2009 to 2011, the trends at Johnson show an increase in every content area being assessed – reading, math, science, social studies, and on demand writing, except for reading which held steady at 93% proficient and distinguished over this time. In 2012, the number of students scoring proficient and distinguished did drop slightly under the new testing system (KPREP). However, in 2013 Johnson students showed progress once again in every content area being assessed. Results from the 2013 KPREP showed 81% of Johnson students P/D in reading, 76% P/D in math, 90% P/D in science, 88% P/D in social studies, 73% in writing, and 96% in language mechanics. The results also showed an overall increase in the areas of achievement, individual student growth, and performance of gap students.

Johnson witnessed a significant increase in student achievement on the KPREP between the 2010 and 2011 school years. This increase in scores coincides with the beginning of the Response to Intervention Program. The staff at Johnson has focused on individual student growth for some time but has not always had the targeted intervention strategies in place to assist in this process. The development of this program has allowed teachers to identify students early, find quality, targeted remediation, and the ability to assess students often to determine if the materials or strategies are being effective.

State testing data from the years before 2012 did not identify any gaps in our students' performance since we had so few students qualifying for those areas. Under the new testing system, the gap area is combined to include minority students, students receiving free/reduced lunch, and special needs. From year to year, Johnson may have enough students to create a group from one of these individual areas but normally this will be identified through the overall gap group. With the creation of this gap group, we do have students scoring below our overall student population. Data indicates that we need to work to improve the areas of reading and math in our special needs population.

Over the past several years, the staff has instituted several instructional strategies to assist students: targeted intervention strategies are available for every grade level in math and reading, special education teachers/RTI assistants are trained in Orton Gillingham and Great Leaps, and the implementation of software programs such as SuccessMaker, Xtra Math, and Sumdog. Additionally, the use of AIMSweb has provided weekly probes to track student progress and allow for quicker decision making on how to best close the gaps in a student learning.

Continued focus on individual students and our improved system of analysis, review, and remediation will help us continue to make great strides in individual student growth in our gap students.

2.   Using Assessment Results:

The analysis of assessment data, from our state mandated testing and our IOWA test scores, drives instruction in terms of focus, instructional strategies, professional development and resources. In addition to these two main sources of data, the school also uses benchmark assessments such as AIMSweb and STAR for reading and math. These are given each fall, winter, and spring. Students in our special needs classes and those identified for RTI are also give the MAP test 3 times a year and may also take addition benchmark measures in the classroom that are provided by our textbook series.

At the beginning of each year, the principal meets with teachers to discuss the students in their classes. This is done using the student profile, which is comprised of the assessment data from the previous year as well as any other anecdotal information that may be required. The discussion centers on individual children, their growth, areas of need, and an idea of what strategies worked best the previous year. This meeting is repeated near the middle of the year to discuss again individual student growth based on the mid-year benchmark assessments.

Formally, assessment data is used in a variety of ways to improve teaching and learning at Johnson Elementary. Upon receiving assessment data from the state assessment and the IOWA (usually in October), the administrator analyzes the data and then meets with the grade level teams. First, with the teachers who had the students the previous year to analyze the effectiveness of the instruction and then with the current teachers to see which students and instructional areas need to be targeted. Once these are completed the administrator works with the grade level team to ensure the areas of concern are being addressed. Depending on the magnitude of the concerns, finalized plans may be included in the Comprehensive School Improvement Plan which is sent to the Site-Based Decision Making Council for their discussion and approval. Upon the council's approval, the Comprehensive School Improvement Plan becomes the blueprint for action.

Assessment results for the school are communicated to the public in multiple venues. Scores are presented and explained at a school board meeting that is open to the public and televised to the community. Scores

are also published in the local newspaper, on the district website, and through a principal newsletter. The principal also presents the school's scores to our Parent Teacher Organization and Site Based Decision Making Council.

At the individual level, all teachers conduct parent conferences during the quarter grading period. At that time, teachers explain to the parents their child's scores from the K-PREP, IOWA, and STAR Reading and Math.

3. Sharing Lessons Learned:

For the past several years, Johnson Elementary has hosted teams of educators from around the state who want to observe the school to see what instructional strategies are being used to produce the results we achieve on a yearly basis. These visits often center around the curriculum, scheduling, the strategies used in the classrooms, how assessments are given and the information is used, and usually supervision. In addition to these visits, there are several other opportunities for sharing information. Some recent examples would include:

- Teachers presenting at the state technology conference on technology being used in the classroom.
- The 5th grade science teacher has been attending extensive training on Rick Stiggins' Classroom Assessment for Student Learning and she has shared ideas and lesson plans from her experiences at several faculty meetings and also for professional development sessions across the district.
- We try to meet at least once each year with grade level teachers from the other elementary schools in the district to share ideas on what is working best in specific content areas.
- Over the past few years, the principal has tried to visit another high performing school each month and will report back to faculty the instructional strategies or classroom ideas found from each visit.
- Teachers share in faculty meetings the exemplary lesson ideas that have been used the classroom.
- Students give presentations (2 times a year) at our televised school board meetings in a segment called the "Student Spotlight" explaining a lesson or learning experience they have enjoyed.

One additional example of information sharing would be the research project our school conducted with the input of the other two elementary schools in the district. In an effort to improve math fluency in our students, each school shared the three different approaches being used, collected data, provided instruction, and then collected the final data. The results were shared with the faculty at all three schools and instruction was changed based on the results of the study.

The administration, faculty, staff, parents, students, and community constantly witness and feel the positive effects of our open communication, as we strive to develop and improve our teaching practices to best fit our ever changing world.

4. Engaging Families and Community:

Parental and community involvement are a major reason for the success of Johnson Elementary. Family members typically provide the school with over 5000 volunteer hours assisting in the classroom, in extracurricular activities, with the Book Fair, serving as chaperones on field trips, and working daily in the cafeteria. The school particularly relies on parent volunteers to run two very important programs at Johnson. 1) Everybody Counts Week is a week-long, experiential based curriculum that teaches students to relate to people with disabilities. 2) COSI on Wheels is a science activity which brings hands on science activities for students and is conducted by a representative from the Center of Science and Industry and several of our parents. Additionally, community members volunteer to visit classrooms as guest speakers, host classes in their businesses, and teach Junior Achievement classes to all students in grades one through five.

Each summer, the PTO hosts a Back to School Night which begins with an orientation for kindergarten families. This gives them the chance to meet with the teachers before the first day, to hear about the parent

expectations from the school, and how they can get involved in the PTO and play an active role in their child's education. This night also provides parents in grades 1 – 5 the opportunity to meet their child's new teacher, to sign up for participation in PTO activities, and to just enjoy the company of all the other Johnson families. In addition to this event the PTO also plans and coordinates KY Kids Day, Grandparents Day, Walk to School Week, Nutrition Week, Red Ribbon Week, and Hullabaloo (major fund raising activity) just to name a few.

Parents are also an integral part of the Site Based Decision Making Council. These two parent members are selected by a vote of all our parents and help to make decisions about curriculum, the budget, extra-curricular activities, and other issues which impact student success. Parents are informed of opportunities through the PTO calendar, the monthly menu, and through weekly emails from the school, teachers, or the PTO. Families have access to their child's academic and attendance information through Infinite Campus (IC), the student information software used by the state of Kentucky. Teachers post homework assignments and all grade information is viewable through IC. For families without internet access, teachers and administrators are readily available to meet by phone or in person.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The faculty and staff of Johnson Elementary provides a rigorous and viable curriculum for all learners. The curriculum can be accessed at www.fortthomas.kyschools.us under the link for teaching and learning. We utilize evidence based programs that include active and engaging instruction and with a major focus on higher level questioning and critical thinking abilities. Additionally, the integration of technology into every unit is key to successful learning and assessing students.

Johnson's language arts program is an integrated model that incorporates reading, literature, writing, grammar, handwriting, spelling, library, and research skills. The foundation of our K-5 language arts instruction is the Harcourt Journeys reading and language arts textbook series. This program includes authentic literature and effectively implements the Six Traits of Writing skills for all grade levels. Teachers also supplement the Journeys series with additional challenging programs such as Junior Great Books which promotes critical thinking skills and oral discussions. The structured writing curriculum for grades K-5 is another component of the language arts program; providing an excellent framework for teachers to follow in order to teach skills effectively and to promote writing pieces that demonstrate proficiency in all areas of the Six Traits of Writing. The writing curriculum framework allows students to develop not only in the process of writing but also to experience different types of writing. The use of software assessment programs, AIMSweb and STAR Reading, provide teachers and parents with information on the reading level of students, areas of concern, and allow all stakeholders to follow student growth and progress on reading skills.

The mathematics program is a comprehensive K-5 curriculum developed by the University of Chicago School Mathematics Project. Everyday Math emphasizes critical thinking skills in the application of math concepts to real world situations. Skills spiral throughout the years by introducing, developing and then mastering the topics: numbers and counting, operations and computation, data and chance, geometry and measurement. The math program is supplemented with technology programs such as Success Maker, Math Facts in a Flash, and Xtra Math. Test scores demonstrate that this consistent use of drill and practice has increased retention of math skills.

In science, the textbook series by Harcourt provides an integrated K-5 curriculum that includes Life Science, Physical Science, and Earth Science. The learning goals for all science lessons are scientific inquiry, content knowledge, higher level thinking skills, effective oral and written responses, and application to the real world.

Johnson's social studies curriculum aligns with the state standards and is implemented with the Social Studies Alive program. This evidence-based approach to teaching social studies utilizes multiple intelligences and provides interactive, cooperative learning experiences. It is activity/task orientated and provides optimal opportunities for problem solving and critical thinking skills.

The vibrant Arts and Humanities program revolves around developing a greater appreciation of the arts, and cultivates the need for all students to create and express the human spirit in product and performance. All our students actively engage in visual arts, music, physical education and world language. Additionally, intermediate students follow Practical Living curriculum as well as an introduction to drama and dance. In all areas, students are expected to make informed, responsible decisions related to health, careers, sportsmanship, and exemplify behavior that will lead to a healthy and productive lifestyle.

Additionally, Johnson students have an opportunity to engage in numerous after school activities and clubs such as an Academic Team, Drama, Strings, Band, Studio Art, Journalism, Engineering and Robotics, Student Technology Leadership, Chess, Girls on the Run, Leadership, and a School-Wide Talent Show.

The faculty and staff dedicate copious amounts of time and effort to ensure the academic and social success of all of our students.

2. Reading/English:

Through district collaboration, a curriculum was developed and implemented by all Fort Thomas schools. This curriculum has recently been aligned with the Common Core Standards and currently includes English/Language Arts, writing, speaking, and listening. The committee then searched for a language arts series that would closely align with the new curriculum.

Harcourt Journeys was selected and approved by the School Based Decision Making Council. This program serves as the foundation for not just reading but also for writing, grammar, spelling, handwriting, critical thinking and research skills. The curriculum provides a balance of fiction and nonfiction texts spanning multiple genres. Students at the primary level spend a great deal of time working on phonics, phonemic awareness, fluency, vocabulary, comprehension strategies, and text structure. Intermediate levels continue this work but on a deeper level. At all levels, instruction is provided in whole group, small group (based on instructional level, interest, learning styles, or specific skills), partners, individual, and learning centers. Additionally, students are exposed to Junior Great Books on a regular basis which emphasizes comprehension, interpretation, and discussion. Student instruction in grades 3–5 is also supplemented with novels selected based on their lexile score and student interest. Students have daily silent reading and teacher read aloud time at school and are expected to read 20 minutes each night at home.

All students are formatively assessed on a daily basis using a variety of tools. They also engage in weekly assessments that include short response, graphic organizers, and oral fluency assessments, in addition to reading benchmarks assessments for fluency and comprehension three times a year. Students in the third grade are also required to complete a semester long author study which includes reading three books by the author and incorporates research skills, reading, writing, and integrates presentation/oral communication skills to a wide range of audiences.

Struggling students are identified early and placed in an intense multisensory reading program emphasizing phonics and phonemic awareness. This is provided in a one on one or two on one setting, typically in the first grade and resulted in all our second grade students beginning this school year with reading fluency scores at or above the 49%ile nationally. This has greatly reduced the number of struggling students in our higher grades but for those students, we offer daily one on one and small group remediation services. Students performing above grade level are provided supplementary reading instruction and more challenging texts.

3. Mathematics:

Johnson's mission states that we will provide educational opportunities to inspire all students to pursue lifelong learning and become productive members of the global community. The philosophy of the Everyday Math Program, which is currently being implemented, is an excellent example of how our daily math instruction matches our mission. The Everyday Math mission states that the program will enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers. Both philosophies are working toward a common goal.

Everyday Mathematics is a researched based program which provides students with the mathematical background needed in the 21st century. A spiral curriculum provides multiple exposures to topics to ensure solid comprehension. The staff provides instruction in all content areas of math which coincide with the Common Core State Standards for Mathematics as well as the standards created by the National Council of Teachers of Mathematics. With a strong emphasis on problem solving, students use critical thinking skills as they are encouraged to solve problems in multiple ways. Students also learn to communicate their thinking process by explaining their solutions and strategies in small groups or for the entire class. Daily lessons incorporate hands-on activities and discussion as students learn math concepts through real-life situations and students frequently use manipulatives to practice basic skills through the use of games and integrated technology.

Differentiated lessons are provided for students who are struggling or excelling with mathematical content. In some cases, students are working on content for the next grade level. These lessons are often developed with assistance from teachers from the gifted program or the special needs department. Instructional assistants are used with students who would benefit from a few minutes of daily one on one assistance and the Success Maker interactive standards based program is also used to ensure the progress of all students. Throughout the year, we use the software program Math Facts in a Flash and Xtra Math to help students learn their math facts and STAR Math to assess students' mathematical progress.

Johnson provides a comprehensive math program that encompasses all of the strands of mathematics wherein students learn not only math facts for computation but also math concepts and applications.

4. Additional Curriculum Area:

Johnson's social studies curriculum is a wonderful example of how the school and community can work together to provide a meaningful and relevant educational experience for all students. This is done using a wide variety of resources and experiences. The Early primary students follow a unit approach related to families and communities, learning basic concepts related to government and civics, culture and society, economic, geography and historical perspective. This is accomplished using "Social Studies Alive" - a student-centered, experiential based approach which integrates a student textbook and interactive notebook with engaging classroom activities. Additionally, a variety of learning styles are met through this and other innovative approaches.

The history and tradition of our community is very important to our stakeholders. In an effort to cultivate this sense of appreciation for the community, the staff and community leaders work together to enrich the social studies curriculum. In the third grade, students visit with community government leaders and visit city hall to discuss infrastructure and policy making. In the fourth grade, a unit of study has been developed to provide Johnson students with an in depth look at the community's rich history. Students use a book which was written by a local author for their text, listen to primary sources, and participate in a guided walking tour of the city to view architectural styles and to learn about the changes in the city over time. This unit culminates with a visit to the local fort where students visit the armory, city museum, and the city's tree trail, as well as other points of interest. All led by community members. These students also create a Kentucky Wax Museum each year. This multi-disciplinary experience brings Kentucky heroes and famous personalities to life while integrating history, research, public speaking, art, and writing all in one project.

Students in the fifth grade explore American History through experiential activities that may include a debate between the Loyalists and the Patriots or Colonial Commercials created by the students to market their particular region in an effort to get people to join their settlement, as well as through related literature and group research activities and presentations. These activities allow students to gain multiple perspectives on historical events, while applying their knowledge in new and different ways. Students also analyze and explore famous works of art throughout historical time periods through visits to local museums, such as the Taft Museum of Art in Cincinnati. Hands-on, multicultural experiences are also made available through visits to the National Underground Railroad Museum Freedom Center in Cincinnati, Conner Prairie outdoor history museum near Indianapolis, and through the Cincinnati Museum Center.

5. Instructional Methods:

While providing a rigorous curriculum for all students, Johnson meets the diverse needs of many types of learners through multiple instructional strategies and supports. Teachers use multi-modal approaches to instruction, provide hands-on opportunities, make connections between lessons and real-life experiences, and use student inquiry as often as possible. Students are engaged in learning activities that require them to create, perform, or design in order to complete the lessons and teachers question students continually using why/how. In the general education classroom, teachers, instructional assistants, and parents instruct students in large and small group activities or individually.

Teachers collaborate regularly with specialized personnel such as gifted and talented teachers, special education resource teachers, a speech and language therapist, and/or the reading and intervention specialists. This collaboration provides general education teachers with needed resources to ensure students' needs are being met. Johnson offers students the opportunity to challenge themselves at/beyond their grade level with software programs such as Accelerated Reader, Math Facts in a Flash, Xtra Math, and SuccessMaker. School wide programs that are an alternate means of delivering curriculum include Junior Achievement, Everybody Counts, and Service Learning Projects.

In addition to our textbook series, teachers use a variety of instructional methods including the Chiodi multi-sensory approach to reading, Great Leaps for fluency, and numerous software programs and educational websites. Johnson also provides 20 minutes each day where students, using the computer software program SuccessMaker, work on reading and math at their individual level. Additionally, small groups of students may meet with a certified teacher either before or after school for remediation. And finally, the development of a response to intervention program has helped the staff to be more focused on individual student needs and on the specific interventions needed to help that student grow and improve.

Through multiple instructional strategies and supports, the Johnson faculty and staff accept and embrace the challenge to meet the needs of all learners.

6. Professional Development:

Professional development is a key component of the success of Johnson Elementary as it is the venue for providing a rigorous curriculum and effective, research-based instructional strategies for all students. As professional development directly impacts instruction and student achievement, the district provides a series of Educational Study Seminars for all incoming teachers so that all faculty members in the district have a common base of training. Administrators lead these professional development sessions on such topics as unit and assessment development using Understanding by Design by Wiggins and McTighe, lesson design, student engagement and differentiation, instructional strategies using Classroom Instruction That Works by Marzano, and literacy.

In determining the professional development opportunities for each year, teachers are surveyed on the interests they have or areas they would like to consider for improvement. These suggestions are then aligned with ongoing federal, state, and local changes in addition to professional trends that necessitate professional development for all faculty. Examples of recent topics include: the analysis of the new Common Core Standards in Science, Shared Inquiry Method of Discussion, the recent revision of the writing curriculum and reading selections, writing thesis statements, differentiation in the classroom, as well as understanding research-based, effective instructional strategies, and various topics in the integration of technology into classroom instruction.

In addition to these "larger" topics, Johnson teachers are also provided with smaller trainings that are provided after school or during our voluntary "power lunch" sessions. These might include quick topics such as how to use PowerPoint, Word, and Excel Survey web apps to collaborate and share ideas, how to use Twitter to develop a professional learning network, flipped classrooms, and using QR Codes in the classroom and for student presentations. All presented in a format so teachers can begin implementing them immediately.

Finally, Johnson teachers are encouraged and often seek additional professional development opportunities outside of those provided by the district. Some recent examples of this would be our a teachers attending a presentation on Autism and Dyslexia presented by a national speaker at one of our local universities, attending the National Conference for Science Teachers, the Kindergarten Conference in Columbus, or the KY Technology Conference. All these events offer the opportunity for our staff to keep abreast of new ideas and best practices as well as creating an informal professional learning community of the group with whom they are travelling. All this ensures that our teachers are constantly working to bring the most creative and meaningful lessons to our students.

7. School Leadership

The leadership structure at Johnson Elementary has three parts – principal, Site Based Decision Making Council, and grade level/content area teacher leaders.

The Site Based Decision Making Council promotes shared leadership among those who are close to the students. Membership of the council includes two parents, three teachers, and the principal. The council has the responsibility to set school policy and make decisions outlined in statute which shall provide an environment to enhance student achievement. Some specific duties include, analyze disaggregated student data, approve the annual comprehensive school improvement plan, provide consultation in hiring, and oversee the school instructional budget. This shared decision making at Johnson results in a greater commitment to implementing decisions that will enhance the achievement of students.

The grade level/content area teacher leaders provide immediate curricular support for colleagues and leadership within their subject area both at Johnson and across the district. These teachers ensure there is good communication between the teachers and the administration, collaborate with other teachers (grade level or otherwise) on curriculum, and lead professional development opportunities across the district in their area of expertise.

The principal chairs the SBDM Council meetings and is in attendance at the teacher leader meetings or trainings, thus keeping his finger on the pulse of the school and making sure that students are at the center of every decision made by these groups. The principal also conducts individual teacher meetings at the beginning of each year as well as at the end of the first semester. These meetings consist mainly of discussions centered on individual student growth but also provide teachers the opportunity to discuss learning strategies or other issues. Over the course of the year, the principal also meets with grade level teachers on their common planning period, reviews student writing samples, reviews formative assessments, analyzes Iowa Test results, monitors student progress on STAR, SuccessMaker, MAP, and Math Facts in a Flash. His focus on keeping the culture and climate a positive for all infuses the entire Johnson community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3
Publisher: Pearson

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	79	74	96	86	96
% Distinguished	29	13	56	48	58
Number of students tested	68	72	70	73	55
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment		2			
% of students tested with alternative assessment		3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished		75			
% Distinguished		8			
Number of students tested		12			
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					

% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	55	71			
% Distinguished	36	7			
Number of students tested	11	14			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a change in the new state accountability testing system and standards. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

Subject: Math

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test

All Students Tested/Grade: 4

Edition/Publication Year: 2012

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	82	67	95	98	86
% Distinguished	45	27	77	75	53
Number of students tested	74	73	74	55	70
Percent of total students tested	97	97	100	100	100
Number of students tested with alternative assessment	2	2			
% of students tested with alternative assessment	3	3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished	75				
% Distinguished	8				
Number of students tested	12				
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	67	33			
% Distinguished	11	8			
Number of students tested	18	12			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a change in the new state accountability testing system and standards. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Pearson

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test

Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	78	62	90	83	87
% Distinguished	41	23	62	42	52
Number of students tested	71	73	61	72	64
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment	2				
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	50	62			
% Distinguished	10	23			
Number of students tested	10	13			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a change in the new state accountability testing system and standards. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

Subject: Reading/ELA

All Students Tested/Grade: 3

Publisher: Pearson

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test

Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	79	79	90	90	96
% Distinguished	29	35	24	30	29
Number of students tested	68	72	70	73	55
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment		2			
% of students tested with alternative assessment		3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished		58			
% Distinguished		25			
Number of students tested		12			
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	55	64			
% Distinguished	36	21			
Number of students tested	11	14			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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Subject: Reading/ELA

All Students Tested/Grade: 4

Publisher: Pearson

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test

Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	82	74	97	95	93
% Distinguished	45	45	32	33	31
Number of students tested	74	73	74	55	70
Percent of total students tested	97	97	100	100	100
Number of students tested with alternative assessment	2	2			
% of students tested with alternative assessment	3	3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished	67				
% Distinguished	42				
Number of students tested	12				
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	72	42			
% Distinguished	33	0			
Number of students tested	18	12			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: Pearson

Test: Kentucky Performance Rating for Educational Progress/KY Core Content Test

Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	78	74	92	90	92
% Distinguished	45	45	25	19	20
Number of students tested	71	73	61	72	64
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment	2				
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6. Asian Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Gap Group - includes Special Ed, Free/Reduced Lunch, Minority					
% Proficient plus % Distinguished	50	92			
% Distinguished	20	30			
Number of students tested	10	13			
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: Areas left blank above indicate unreportable populations with fewer than 10 students and/or indicates that counts were suppressed by the state to protect student identification required by the Family Educational Rights and Privacy. The decrease in proficient and distinguished percentages in 2011-2012 is a result of a change in the new state accountability testing system and standards. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.