

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

Official School Name Stopher Elementary School
(As it should appear in the official records)

School Mailing Address 14417 Aiken Road
(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40245-4635

State School Code Number*
14KY265

County Jefferson PU

Telephone 502-485-8281 Fax 502-485-8971

Web site/URL http://www.jefferson.kyschools.us/Schools/Elementary/stopher/index.html E-mail Brigitte.owens@jefferson.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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Donna Hargens E-mail: donna.hargens@jefferson.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Public Schools Tel. 502-485-3251

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Diane Porter
(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.

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 89 Elementary schools (includes K-8)
 - 23 Middle/Junior high schools
 - 19 High schools
 - 2 K-12 schools
- 133 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	22	15	37
K	67	62	129
1	67	66	133
2	71	60	131
3	65	65	130
4	69	51	120
5	63	62	125
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	424	381	805

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 12 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 3 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	805
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

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: 119

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

9. Students receiving special education services: 12 %
99 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.

5 Autism	0 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	58 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
5 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	13 Developmentally Delayed

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

	Number of Staff
Administrators	3
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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

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

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

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

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

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

Yes No X

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

PART III – SUMMARY

Joseph E. Stopher Elementary School, one of 89 elementary schools located in Louisville, Kentucky within the Jefferson County Public School System began in August of 2007 with 510 students enrolled. Since then, our population has grown dramatically. We currently educate 805 children ranging from preschool through 5th grade. We have a staff that cares equally about students personal and academic issues. At this point, 31% of our teachers have earned National Board Certification. Our principal, Dr. Brigitte Owens, is a Visionary Leadership Award winner.

Stopher's population is predominately upper middle class. Seventy percent of our students are white, with only 12% being Black or African-American. Only 15% of our students are eligible for free/reduced-priced meals. These subgroups present a challenge in that they enter the school having a bit of a culture shock. Not only are they bused from over 30 minutes away, but many of them enter with limited skills and experiences. This distance also poses an issue with these students being involved in extra-curricular activities. Stopher has some wonderful programs in place that assist with these issues in order to make all students feel a part of the Stopher community. Some of these programs include project assistance and our in-school clubs and are listed in detail later in this summary.

Stopher Elementary Mission Statement: At the Stopher School, students reach the highest levels of academic achievement in a safe, positive, and nurturing learning environment where they can explore their creativity and develop the critical-thinking and social skills necessary to become independent and successful individuals.

To accomplish our mission, Stopher strives to address the needs of all learners through a variety of programs, instructional methods and materials. High-achieving students in grades one through three can participate in the Primary Talent Pool enrichment program, to encourage their critical thinking skills. Accepted fourth and fifth graders at Stopher participate in the Advance Program, which offers an accelerated curriculum designed to challenge our proficient and distinguished learners. Stopher also offers intermediate students membership into our chapter of the National Elementary Honor Society. For students requiring extra academic assistance, we have specially designed and targeted intervention programs which have proven success with data to support ongoing accomplishments. Some other support programs Stopher offers are Every1Reads, computerized skill practice, and intensive small group instruction through our state role modeled RTI program.

Stopher incorporates several school-wide activities to add local history and traditions to curriculum. In our annual Kentucky Derby Float Parade, first graders design several floats highlighting many traditional scenes surrounding the Kentucky Derby. This school-wide parade showcases the work of our first graders and brings the sense of excitement felt throughout the Louisville community into our Stopher community.

Stopher follows the time-honored paths of a liberal arts discipline. All students attend a 6-subject related arts rotation: physical education, technology, performing arts, library, Chinese, and Latin. We are currently the only public elementary school in the state to offer Latin. In addition to the six day rotation, our students are provided a visual arts class on a bi-weekly basis. In order to provide extra-curricular type activities for our students who do not have the transportation to make afterschool activities, in-school activities are available to all grade levels, including Accelerated Reader Buddies, Art Club, Band, Broadcasting Team, Chinese Club, Chorus, Latin Club, Library Helpers, Orchestra, Sharks in Shape Walking Club, Sports Club, Student Counsel, and Student Technology Leadership Program. We offer these activities to our students an opportunity to find an activity that inspires them and gives them confidence as they progress through their academic career. Stopher further enhances student self-esteem and sportsmanship through after/school programs such as Flag Football, Bricks for Kids (Lego), Fencing, Chess, Science, Tennis, Soccer, and Drama. Our drama productions stand out with sets, productions, and acting skills that one would expect to find at a young actors' professional theatre.

Stopher has a strong parental support system that goes above and beyond to support and assist our staff and students. Our PTA liberally volunteers their time and talents, including beyond the spectrum of our Stopher community, to jump-start the fundraising needed to complete projects. Some examples are the playground, walking track, stage building for the annual play, and the outdoor classroom. The PTA organizes and funds materials for ceremonies designed to both recognize and motivate the successes of our students. Our parents also support a volunteer project program developed by our teachers and administration. With this program, parents donate their time to assist our "at risk" population in completing long term projects for the science and social studies fairs, and Derby parade. Next year, we hope to implement a program where these volunteers are tied to a specific student for support at in-school awards ceremonies, presentations, and performances.

Stopher has earned several academic and extracurricular honors. Our Academic Team and Problem Solving team have been awarded top honors several years in a row. Our Bluegrass Book Battle Team won top honors and we were named an Every1Reads Top Apple School. Our Robotics teams earned first and second place at the district competition both this year and last. The Stopher Basketball Team earned Jefferson County Elementary League Champions in both 2010 and 2011 and our cheerleading, dance teams, and cross country team won top honors in competitions in those same years.

Although we value competition, we recognize that working together as a student body to help others is an important aspect in character development. This year alone, Stopher students gathered and donated more than 8,000 canned goods to the Dare to Care Program. Last year our students raised \$14,586 for the American Heart Association through their participation in Jump Rope for Heart. We are well on our way to meeting our goal of \$16,000 this year! In addition, Stopher's chapter of the National Elementary Honor Society collected enough pull tabs to raise \$5,000 for Kosair's Children's Hospital.

We couldn't be prouder of the consistent success at Stopher Elementary! This year, Stopher was ranked #6 in the state of Kentucky for all elementary schools. We were again named a "School of Distinction" by the Kentucky Department of Education for scoring in the 99th percentile of all state schools on the Kentucky Performance Rating for Educational Progress (K-PREP). We also received recognition from our district for scoring at or above state scores in achievement gap growth, an improvement attributed to the many intervention programs we have implemented to close this gap.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Beginning during the school year of 2011-2012, the state of Kentucky began administering the Kentucky Performance Rating for Educational Progress (K-PREP). This test is a blended criterion and norm-referenced test that consists of multiple-choice and constructed response items. All students in grades 3-5 are assessed in reading and math. Science and language mechanics are added to the testing components for fourth grade and social studies and writing on demand are additional testing areas for fifth grade. The performance levels for the K-PREP in order from lowest to highest are: novice, apprentice, proficient, and distinguished. The goal in Kentucky is for all students to be either proficient or distinguished in all areas by the year of 2017. Our district proficiency assessments are weighted similarly to the K-PREP and students are given performance levels according to a K-PREP equivalent chart. Students are extremely familiar with these performance level terms and they understand their goal is to be either proficient or distinguished.

For the 2012-2013 school year, Stopher Elementary's overall score was 78.3, which placed us in the 99th percentile for all Kentucky schools and fifth overall in our district (second in district elementary schools.) Prior to the 2011-2012 school year, students were assessed using the Kentucky Core Content Test (KCCT). The content areas per grade level as well as the performance levels are the same as the K-PREP but were based on an index of 0-140 and students were expected to receive at least 100 by the year 2014. As stated above, scores are currently reported as the percentage of proficient and distinguished.

B. It is impossible to compare our KCCT scores with the past two years' K-PREP scores given they are based on different scales. Over the past two years, our math K-PREP scores in grades 3-5 have averaged 70.5. This means 70.5% of our students scored either proficient or distinguished in math. We recently adopted a new math program as noted in the math portion of Part V of this application and we feel the rigor of the curriculum will definitely continue to improve our math scores in the upcoming years. In the past year, we only had 5.6% of our students score in the novice (lowest) performance level. In reading, our tested grades averaged 73.6%. In the past year, 10% of our total school population scored in this novice level. We continue to make these students a priority.

We attribute our improved K-PREP scores in math partly to the adoption of Go Math. This standards-based program allows students to practice math strategies and reasoning through direct instruction, investigations, discussions, and writing to demonstrate learning. This program also provides students with repeated review on daily assignments in order to improve retention.

We are very proud of our school's Response to Intervention (RTI) program and also attribute our high scores to this individualized work. Our RTI lead teacher is excellent at taking the data and pinpointing the gaps or missing concepts per child and communicating this information to her team of interventionists. We have worked extremely hard this year to improve this communication in order for students to be working on the concepts they need as individuals.

In the most recent year's data, there is an achievement gap of more than 10 percentage points between all students and three of our subgroups: African American, Free and Reduced-Price Meals, and students receiving Special Education. We have analyzed these subgroups and have attempted to understand why this has occurred and what we can do to help close the gap. As mentioned in the above paragraph, we work hard to develop individualized prescriptions for our students. With that said, we realize there is much more to improved success than teaching and reteaching academics. We work on developing the whole child and attempt to dig deeper to understand what could be causing the student to struggle.

One of the concerns with these subgroups was inconsistent attendance. At Stopher, we have developed an attendance incentive program where a handful of students check in with one teacher each morning and receives rewards based on attendance goals. The attendance of these students has improved dramatically since the inception of this program. The program has also developed a "go to" person for these students when they are in need of someone to counsel them.

An additional concern with these subgroups is lack of consistency with at-home projects, reading

independently at home, as well as weekly homework. In response to this issue, we have developed a project assistance program where parent volunteers as well as students from the University of Louisville are paired with a student and meet weekly to keep the students motivated and on track with these assignments.

Our strong National Elementary Honor Society (NEHS) has developed a “Tutor/mentor program” where fifth grade students meet one or two times per week with third grade students to assist with homework, spelling word practice, reading buddies, or simply a motivator for completion of homework. The younger students look up to their role models and the program has been effective in improving completion of homework.

We offer a program titled, “We Succeed” where students are invited to stay after school for extra assistance with their daily standards. These students are chosen based on a case by case basis, but the majority of them are students who need an extra push. Their test scores most often fall between apprentice and proficient. The teachers who instruct this class work on test taking strategies and review for improved retention. Teachers also make time during the school day for computer assistance programs such as SuccessMaker and Study Island. We also open our technology lab before school to students who receive permission from their parents.

2. Using Assessment Results:

Stopher Elementary uses both formative and summative data to drive instruction based on not only class work, but also district assessments. All teachers routinely use formative assessments such as exit slips, questioning, learning logs, and graphic organizers. The teachers guide their instruction based on student responses in order to differentiate lessons for each student including allowing students to partake in enrichment activities upon demonstrating mastery while working on remedial lessons for those who may need additional instruction.

Also, every time the students take a district assessment whether it is a diagnostic or proficiency, careful analysis is done not only looking at students’ overall scores, but also the itemized breakdown of those assessments so that every core content skill that needs to be addressed is targeted. This analysis is done by the goal clarity coach and the RTI lead, and then shared with every teacher as well as administrators to help guide classroom instruction. In addition, those data are used to target specific goals and objectives for those students who are receiving RTI services and support progress monitoring of those students.

Both the formative and summative data are shared with all stakeholders including parents and community in the form of identifying student skill needs to partner with families and community programs to guide student learning. Families are provided with information regarding enrichment or remedial activities in which their children may be engaged with suggestions of how to support these efforts at home. They may be sent the original assessment with suggestions, or that information may be included in, for instance, newsletters with constructive ways to engage the students at home. The RTI team has created a website for students to use at home with specific goals for each student to practice skills based on individual need which is driven by the data analysis.

Community members who are actively engaged in student learning (for instance our Every1Reads program, or our volunteers who assist students with classroom projects) are given guidance for those students’ needs based on the outcomes of their formative and summative assessment data.

Finally, during embedded PDs as well as at team meetings, these data are shared with administration and across teams (both grade level and vertically) to help guide PLCs and track those students who may need additional support to achieve at grade level. Students may be identified as needing intervention services from the RTI team, or additional small group classroom activities and supports. When these students show mastery, they may be removed from these additional supports based on the data provided.

3. Sharing Lessons Learned:

At Stopher, we are proud of our achievements and we are not shy about sharing them. We are happy to expose others to our ideas and strategies that have proven effective. We hope if we are chosen as a Blue Ribbon School we can continue to share our expertise and knowledge in order to benefit others who are dedicated to quality education

This fall, Stopher's RTI program was selected as a model site for the Kentucky System of Interventions. As such, we have been able to share tools and ideas developed by our RTI lead teacher on the "Best Practices" page of the KDE website. In addition, our RTI lead has worked with many principals, goal clarity coaches, other RTI leads, and teachers to help facilitate RTI programs at other locations.

Numerous times, teachers from districts across the state have visited Stopher to meet with a particular team of teachers in order to better understand our approaches to specific things. For example, our fifth grade teachers departmentalize their teaching in order to provide the most optimum learning experience. A group of fifth grade teachers who wanted to learn more about this process as well as the pros and cons of content area teaching visited Stopher and sat with the team of fifth grade teachers to ask questions and observe this unique way of organization.

Our teachers are excellent at attending district-wide meetings where they can share our skills as well as bring information back to our staff for sharing and implementation. Our fourth grade science teacher serves as the science liaison to our school from the district. Our goal clarity coach attends several professional development meetings and in turn, provides the staff with quality information during weekly meetings. She also shares our strategies and approaches with the schools in attendance during these meetings.

Stopher's principal attends monthly meetings with her colleagues and exchanges quality information with them, including the assistant superintendent. He then shares this information with other administrators and teachers.

4. Engaging Families and Community:

The Stopher Elementary PTA has aligned its values with the National PTA purpose of: To make every child's potential a reality by engaging and empowering families and communities to advocate for all children. To achieve these values, our PTA has created opportunities for families and our surrounding communities to interact with the school. The activities made available to them vary in theme and season. By offering a wide-variety of activities, the PTA hopes to involve and engage many different groups.

Stopher teachers and staff understand the importance of involving families and community members. Stopher has various events and activities utilized to build positive relationships with parents and members of our community. Examples of the activities include: Back to School Bash, Mother-Son Night, Red-Ribbon Week, CAP Program, Daddy-Daughter Dance, Dare to Care, Beautification Day, Field Day, Grandparents Day, Muffins with Mom, Donuts with Dad, Jump Rope for Heart, K-Prep and Honor Roll Ceremonies, and Spelling Bee.

These events are open to all families of Stopher students, and most are coordinated by a Stopher parent. Some of the events are open to the local community, and the events are listed on the school marquee as an invitation to the future Stopher families from the surrounding neighborhoods. All of our efforts have resulted in a commitment from our families to engage in the activities of the school, and interest from the local community in the accomplishments of our students.

We are also very proud of activities embedded into our school day that involve community members. Some relevant activities that have impacted student achievement are Every1Reads, where selected students work together with community volunteers trained to use reading strategies and reading concepts on a weekly basis. Our project assistance volunteers have also impacted student achievement by enabling students to complete long-term projects within the walls of the school. These parents also assist with homework,

studying, and giving guidance to those students' needs based on the outcomes of their formative and summative assessment data. The RTI team has a newly created website for students to use at home with specific goals for each student to practice. Our fifth graders participate in “Random Act of Kindness and Thoughtfulness Club” (RAKat) whose mission is to open the eyes and incline the hearts and minds of fifth grade students towards their families, classmates, teachers, and the needy in their community through the support of a local orthodontist. One of their big accomplishments this year was a teddy bear drive where they collected new and used bears throughout the school community and donated them to the police and fire department to be redistributed to fire victims and/or cancer patient at the local children’s hospital.

We feel very fortunate to have these amazing volunteers and high levels of participation in all of our community activities. We believe the culmination of our families, community members, teachers, and students working together gives our students the confidence and acceptance to trust and learn together as a partnership.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our mission at Joseph E. Stopher Elementary is for students to reach the highest levels of academic achievement in a safe, positive, and nurturing learning environment where they can explore their creativity and develop the critical thinking and social skills necessary to become independent and successful individuals. This foundational statement drives rigorous instruction based on curriculum derived from the Common Core Standards, Kentucky Core Academic Standards, and Program of Studies. Our teachers participate in weekly collegial sharing through professional learning communities to ensure that instruction is aligned and consistent across grade levels. Clearly stated learning targets and common formative and summative assessments allow teachers to closely track student progress and to plan next steps to positively impact student achievement.

Science, Technology, Engineering, and Mathematics are a priority at Stopher. Science instruction is aligned with Next Generation Science Standards, providing real world instructional opportunities through the use of science modules and notebooks, the school garden and outdoor classroom. In addition, fourth grade students demonstrate their knowledge of inquiry-based learning through a yearly science fair. Technology use and skills are embedded school wide and are overseen by our technology coordinator. In addition to technology instruction in grades K-5, all classrooms are equipped with Smart Boards, and desktop computers. Various classrooms have document cameras and sound enhancement systems. Students actively participate in their own learning by accessing classroom sets of laptops, iPads, and Nook e-readers for research, publishing, critical thinking applications, and reading. Engineering concepts are being introduced and practiced through Stopher's primary talent pool grade program and through robotics teams that compete at district and state-wide levels. Stopher adopted the standards-based Go Math program as our framework for mathematics instruction. Students practice math strategies, problem solving, and reasoning through direct instruction, investigations, discussions and writing to demonstrate learning.

Stopher has a balanced literacy program of reading, listening, and written and verbal communication skills. Reading instruction consists of differentiated teaching strategies such as whole and small group instruction, reading workshop model, and literature circles. While teachers utilize the Literacy by Design program, they incorporate additional resources such as Junior Great Books and content based books to set high student expectations. A school-wide writing plan ensures vertical instructional consistency.

Our social studies instruction provides engaging experiences for students through the History Alive program as well as student investigations such as a fifth grade social studies fair and fourth grade wax museum. Instructional enhancements include field trips to the state capitol building, city government offices, and historical sites and museums. Classroom teachers collaborate with the arts teachers to provide content-related connections and learning activities.

Stopher strives to meet the needs of all learners. Our Response to Intervention Program is an integral part of daily curriculum and instruction and has been chosen to serve as a model for the state of Kentucky. We have a full-time RTI coordinator who collects data on every student from various diagnostics and proficiencies to identify students needing interventions. The RTI team plans intense, small group instruction to address the specific needs of identified students. The groups are fluid, with students exiting when they demonstrate proficiency. We also have a primary talent pool program serving 128 high potential students who are identified through yearly screening and testing protocols. A full-time gifted and talented coordinator provides an enrichment curriculum that emphasizes inquiry, imagination, and critical thinking through differentiated instruction.

Our rich related arts program consists of physical education, nutrition and wellness, visual and performing arts, Latin, Mandarin Chinese, technology and Library Media. Physical education, nutrition and wellness instruction allows students to make informed choices about their health. The arts curriculum includes performance-based learning such as playing instruments, singing, dance creation, theater, and creating artwork. Our world languages instruction includes both written and verbal communication expectations for

students at all grade levels. Students receive research support in Library Media, and Accelerated Reader participation is offered as a reading incentive. An important part of the related arts experience at Stopher is our daily club time. Students in grades three through five choose from diverse options such as Chorus, Art Club, the school musical, Student Technology Leadership Program, Robotics, sports-related clubs, Latin Club, Chinese Club, AR Buddies, and Broadcast Team.

2. Reading/English:

Stopher Elementary is committed to the National Common Core State Standards for English Language Arts and Literacy. Teachers at Stopher utilize numerous resources to fulfill their commitment to a balanced literacy program. The reading workshop is designed to thoroughly cover the five main components: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Stopher's staff understands that all components are equally important to a student's reading success and must be taught intentionally.

Rigby's Literacy by Design is used by many Stopher teachers as a springboard for other literacy lessons. Other noteworthy reading tools include Jr. Great Books, Starfall, site word books for primary students, Tumblebooks, Wiki space and other countless on-line resources. Teachers introduce, model and practice comprehension strategies in whole group lessons, then practice learned material in Guided Reading small groups. Also in Guided Reading, teachers introduce new vocabulary, teach students ways to read unfamiliar words, model fluency for students, engage in discussion using specific comprehension strategies, and expect written responses from their students. Other students not in the small group lesson choose from a variety of activities in literacy centers. The centers are designed to target the Kentucky Common Core Standards and to provide time for students to practice what has been taught in whole group lessons. In addition to Guided Reading, intermediate students take part in Literature Circles, where students take control of their learning by making choices in the books they read. After choosing a book, students create groups with classmates to read the book. Each day, after reading with their group members, students choose a job to complete. These jobs range in vocabulary development, analyzing characters, artwork, designing talk shows with characters as guests, and other creative responses.

Assessments play a major role in Stopher's literacy mission to proficiency. Teachers rely on pre assessments to create extension groups for those students who already know material before it is taught. Students take many formative assessments along their journey in reading. The results help teachers gauge who needs more practice on certain skills and who is on the right path. Students needing additional assistance get help from our effective RTI team. Stopher's RTI teachers work very closely with classroom teachers in order to use the same language and to design lessons for struggling learners. Stopher's Advanced Program and Talent Pool offer fast learners a more rigorous academic experience. Stopher Elementary takes pride in servicing all children, no matter their reading ability.

3. Mathematics:

All grade levels, kindergarten through fifth grade, currently follow research-based Go Math! by Houghton Mifflin Harcourt in the classroom to teach the foundational mathematical skills, mathematical reasoning and problem solving. Go Math! was chosen by our faculty because it closely aligns with the common core standards at all grade levels. Go Math! is a technology-rich program with online textbooks, whiteboard activities with manipulatives and online games. This program also has both intervention and enrichment activities/ideas built in for every lesson. No matter the standard being taught, the teacher can find activities for small group or large group instruction at both the Tier II and Tier III level as well as enrichment ideas for our above level learners. This curriculum also spirals its vocabulary, problem solving strategies and homework throughout all grade levels.

Our school meets every child at his own instructional level. We have a very strong, state-recognized, Response To Intervention Program (RTI). Teachers meet monthly with our RTI team to discuss progress of all students. We look at how students already enrolled in interventions are moving towards their goal(s), taking into consideration class participation, formative assessments as well as district diagnostics and proficiencies. We also look at data for every other student in our grade level and see if we as a group feel

that anyone should be entered into the program. Specific goals are then identified and shared with that child so they know what they must accomplish to exit RTI. Tier III children also work on research based computer programs like Successmaker , while Tier II and Tier I work on Study Island before school, during school and after school in a lab settings as well as attend after school tutoring called We Succeed.

We push our children that are on and above-level, with a high advanced placement enrollment and our primary talent pool program. Instruction is also differentiated for these students by taking the standards deeper. These students are met with challenge work within their classroom and homework on a daily basis.

We feel with Go Math as our curriculum, a strong RTI program, teachers differentiating instruction within the classrooms and the enrichment we provide for our above level learners, we will obtain our goal of all students reaching proficiency.

4. Additional Curriculum Area:

A. Arts and Humanities: Stopher’s mission statement recognizes the importance of a “learning environment where students can explore their creativity and develop critical-thinking and social skills.” We believe that one element of this environment is significant exposure to the arts. Students participate in a regular rotation of Arts & Humanities classes that includes music, drama, dance and visual art. All students also perform in grade level productions that teach arts content while developing students’ self-confidence and independence. In addition they help develop their creative abilities through dramatic presentations, expressive movement and singing, as well as costume and stage design.

In partnership with our PTA and local arts grants, students learn from area artists. These experiences reinforce core academic subjects, including dance concerts reinforcing language arts, and Native American art and historical dramatic presentations reinforcing social studies. Students have participated in quilt-making, basketry, clay sculpting, glass mosaics, printmaking, and painting with these artists. Students connect literature and drama by attending plays and musicals at local theatre companies. Our intermediate students attend an orchestra concert that explicitly connects to core subjects. Stopher has hosted the local opera company, ballet company, University actors and singers, Native American musicians, college dancers and even a Japanese concert pianist in an effort to give our students a variety of arts experiences.

A major component of our school culture is our spring musical. Third through fifth grade students participate as actors, dancers, chorus, lighting crew, sound crew, prop managers, costume assistants, stage crew, and marketing coordinators as they learn about production. Kindergarten-second grade students learn about the elements of drama as they critique their peers’ performances. Daytime matinees host local elementary students while the community comes to our evening dessert theatre. Parental involvement is an integral component as they guide the students in accomplishing their tasks.

Teachers and arts specialists collaborate to create cross-curricular experiences between content areas, sharing ideas, websites, lesson plans, vocabulary to facilitate these connections. Students create Native American Art while studying their history in Social Studies. Patriotic and cultural music is explored in music while corresponding topics are taught in social studies. Sound production is learned in science, then experienced in music.

Students have art and chorus available as clubs during the instructional day. Afterschool clubs such as drama, dance, and art are also offered. The Stopher chorus is an important ambassador for the school as the group performs at various community venues, including senior living facilities, each year.

Whether learning with specialists, generalists, or guest artists, Stopher students have many opportunities to experience and grow in and through the Arts. The Arts are helping Stopher students become self-confident, creative thinkers ready for the challenge of middle school and beyond.

B. Preschool: The education of preschool children has proven to be a vital part of preparing children for entering Kindergarten and continuing their educational journey. Stopher Elementary School provides an intense preschool program that focuses on the whole child. Cognitive skills are one of the primary elements of the program; however, social and emotional skills are of equal value when preparing a child for success.

The preschool program at Stopher Elementary School includes a curriculum that is aligned with the Kentucky Core Content Standards which has proven to impact the child's readiness for Kindergarten and success in the primary grades.

The curriculum used at Stopher Elementary in the preschool classroom focuses on many component areas. The literacy component focuses on language including communication, print awareness, knowledge of the alphabet, phonemic awareness, and strategies of the writing process. The math component helps children develop an understanding of numbers, counting, shapes, spatial awareness, pattern making, and standard and nonstandard units of measuring. Exploring the environment, investigating scientific concepts, using tools, collecting data, and making predictions are the contents of the science component. The area of social studies includes the basic understanding of their world, teaching them to understand rules, the relationships within their families and communities, and differentiating between yesterday, today, and tomorrow. The final component is social and emotional which helps the child engage in social relationships, demonstrate independent behavior, and recognize the sense of self. The daily schedule offers the preschool child activities in every component area, and the child's progress is observed through daily assessments as well as three formal assessments per year.

The Kentucky Early Childhood Standards are to assist in providing expectations for preschool children and provide success for school readiness and academic success for the child's continued education. The framework of this document is strategically aligned to the standards and benchmarks of the Kentucky Core Academic Standards. The alignment helps to ensure the fundamentals need to be taught to guarantee a child's success; however, the document supports teachers as they develop curriculum and instruction to help the child with a smooth transition to each grade level.

The impact of Stopher Elementary School's preschool program on school readiness can be measured by the Brigance screener that is given to every child upon entering Kindergarten. Out of 90 elementary schools in the Jefferson County Public School district, Stopher Elementary School ranked number one and had a kindergarten readiness score of 90.6%. The 13 children that had previously attended preschool at Stopher Elementary scored Ready to enter Kindergarten, and six of those children scored Ready with Enrichment.

5. Instructional Methods:

Stopher elementary's instructional methods have been carefully designed to meet the academic needs of every child. Using the various strategies outlined below, it is our goal to provide a well-rounded curriculum that offers equal access to all children across all levels and content areas.

Stopher is well known for offering diverse enrichment activities to supplement the core curriculum and extend learning. In addition to our fourth and fifth grade AP program, Stopher offers a "Talent Pool" for students in second and third grade. This class provides opportunities for creative, hands-on activities that foster critical thinking. Also, we have an academic/quick recall team and a National Elementary Honor Society.

Our RTI program was selected as a state "Role Model" program because of our using multiple forms of data and progress monitoring to drive instruction, integrating interventions across academic areas, involving families in the RTI process, and the use of learning targets in collaboration with the classroom teachers in order to best meet those students' needs. The intervention team meets regularly to identify and reassess student needs so interventions not only remediate learning, but also support ongoing classroom activities.

Stopher uses Study Island and Successmaker as online tools for students to continually practice skills which are individualized for each student. We have an after school program called "We Succeed" that supports classroom instruction by using differentiation that includes both direct instruction and online activities. Our ECE program uses Reading Mastery, co-teaching and collaboration with the regular classroom teachers.

All teams meet weekly to discuss learning targets and curriculum goals so that instruction allows for collaboration across teams, grade levels and subject areas including integrating special area content (P.E.,

library, technology, music, art, Chinese, and Latin) with the regular classroom curriculum so our students experience connections between all content areas.

Our teachers use journaling daily to academic areas with real world situations. We use Junior Great Books to partner outstanding literature with higher-level critical thinking. Our Go Math program spirals learning throughout the grade levels so students can build upon prior skills and strategies to facilitate a deeper understanding of math. Also, many grade levels use PLCs to offer academic strategies, different pacing, and more similar learning groups so that all students can access the curriculum at their learning level. Our primary grades use the Daily 5 to make language arts connections throughout their academic day.

6. Professional Development:

The Jefferson County Public School System requires certified teachers to obtain 24 credit hours of professional development annually in order to maintain certification. Teachers are given the freedom to choose topics that appeal to them and that meet the requirements of their curriculum. We are fortunate to have a computerized system, PD Central, where credit hours can be chosen and organized by individual teachers. There are numerous opportunities for professional development during the summer months with a wide variety of topics to choose from as well as during the school calendar immediately following regular school hours. These courses are instructed by experts in their field, usually by department heads, instructional coaches, and administration.

At Stopher Elementary, professional development is centered on teacher needs. Twice per month, teachers are involved in embedded professional development during the instructional day. These meetings are conducted as Professional Learning Communities (PLC's) where teachers collaborate and share professional knowledge. These meetings are also utilized to share lessons in order to assist teachers with improved differentiation in their classroom.

Once per month, we devote our staff meetings to vertical planning where teams meet according to subject/content area. Our work in this area has consisted of finding common standards across grade levels and especially standards that happen to be progressive over grade levels. We have written documents that show these progressions in order for teachers to be more successful in building upon concepts already introduced.

Our teachers are excellent at communicating important knowledge they feel could potentially benefit the remainder of the staff. For example, some Kindergarten teachers attended a training in Chicago on a research-based reading workshop model and offered a three hour introductory course to staff interested over the summer. Our Response to Intervention lead teacher provided the staff with professional development on interventions that can be utilized in the classroom for struggling students. The psychologist assigned to Stopher provided us with strategies for our exceptional child education (ECE) population.

We believe our students benefit from the time we devote to professional learning communities. We value the time that is given to us for collaboration between colleagues. We also feel fortunate to have such a variety of beneficial topics to choose from in our required credits. We are constantly trying to learn new ideas and strategies in order to strengthen our dedication to education of all children.

7. School Leadership

In January, 2007, the principal of Stopher Elementary was appointed, slated to open that fall. She knew that this school would not be successful without the input from colleagues, teachers, community leaders and parents. Her first task was to have community meetings across the city where she could meet with parents and community partners and learn about their expectations for the school. After several meetings, she quickly understood that stakeholders wanted a true community school, an all-inclusive school that taught the Core Curriculum while offering multiple opportunities for enrichment as well. She also knew that she could not create this learning environment without the help of her colleagues, so after hiring the teachers and staff members, she created an Instructional Leadership Planning Committee to share in every aspect of the

school's development. The Planning Committee assisted in the selection of textbooks and technology, layouts of classrooms, and school procedures and policies. Parents were solicited for feedback in many areas from the selection of foreign languages to the procedures for the student arrival and dismissal. The principal attributes Stopher's almost immediate success to all of the stakeholders sharing a vision for that success.

As the school continued to grow and develop, the Planning Committee gave way to the Instructional Leadership Team and the School-Based Decision-Making Council. The Instructional Leadership Team monitors Stopher's instructional program while finding new programs to enhance student learning. Just recently the team made the recommendation to find a reading program to enhance the students' understanding of the English/Language Arts Standards. In addition, they also recommended an engineering unit to strengthen our science instruction. The principal attributes the success of the programs to complete "buy-in" from teachers and staff, who are involved in every aspect of the decision-making process.

Stopher's School-Based Decision-Making Council continues to make policies and decisions that enhance instruction. Council members receive monthly updates on budgets, curriculum and interventions. They provide great insight and leadership as Stopher works to move all students to proficiency.

Lastly, our PTA funds and facilitates programs that enhance student achievement. During Stopher's first year, they raised \$130,000 to build a playground for our students! Our PTA continues to be a positive support for our students, parents and teachers. They sponsor programs such as Kentucky Kid's Day, Daddy-Daughter Dance, Mother-Son Event, Fund for the Arts, Back to School Bash, K-Prep Celebration and many more!

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: K-PREP/KCCT

All Students Tested/Grade: 3

Edition/Publication Year: 2011

Publisher: Pearson/Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	71	68	90	85	92
% Distinguished	27	21	64	58	60
Number of students tested	122	132	124	124	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	20	52	44	57	81
% Distinguished	0	8	31	19	38
Number of students tested	10	25	16		
2. Students receiving Special Education					
% Proficient plus % Distinguished	50	20	69	50	
% Distinguished	14	7	38	20	
Number of students tested	14	15	16		
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	46	58	59	62	94
% Distinguished	8	8	37	24	53
Number of students tested	13		27		

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	72	72	99	90	93
% Distinguished	30	19	74	63	61
Number of students tested	97		87		
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson/Measured Progress

Test: K-PREP/KCCT
Edition/Publication Year: 2009

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	63	82	83	91
% Distinguished	37	29	53	46	73
Number of students tested	125	125	114	103	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Distinguished	57	29	47	57	69
% Distinguished	4	6	5	21	46
Number of students tested	23	17	19		
2. Students receiving Special Education					
% Proficient plus % Distinguished	27	23			85
% Distinguished	0	0			54
Number of students tested	11	13			
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished	77	39	50	56	67
% Distinguished	14	18	14	20	50
Number of students tested		33	22		
6. Asian Students					
% Proficient plus					

%Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus %Distinguished	81	74	91	96	94
% Distinguished	38	32	61	56	75
Number of students tested		82	74		
10. Two or More Races identified Students					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus %Distinguished					
% Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson/Measured Progress

Test: K-PREP/KCCT
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	75	67	89	90	85
% Distinguished	37	32	56	69	52
Number of students tested	119	117	87	89	90
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	37	25	79	68	69
% Distinguished	11	0	25	21	38
Number of students tested	19	20	24		
2. Students receiving Special Education					
% Proficient plus % Distinguished	18				62
% Distinguished	9				8
Number of students tested	11				
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	53	41	80	76	58
% Distinguished	30	14	25	41	33
Number of students tested	30	22	20		
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	85	73	95	91	90
% Distinguished	42	35	67	75	52
Number of students tested	79	75	55		
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson/Measured Progress

Test: K-PREP/KCCT
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	77	74	94	90	86
% Distinguished	34	37	36	27	31
Number of students tested	122	132	124	124	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	50	56	75	76	75
% Distinguished	0	28	6	5	6
Number of students tested	10	25	16		
2. Students receiving Special Education					
% Proficient plus % Distinguished	50	20	94	60	
% Distinguished	29	0	13	0	
Number of students tested	14	15	16		
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	69	54	85	86	65
% Distinguished	8	13	26	10	24
Number of students tested	13		27		
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	76	83	97	89	93
% Distinguished	38	41	40	32	33
Number of students tested	97		87		
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson/Measured Progress

Test: K-PREP/KCCT
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	77	74	86	82	91
% Distinguished	48	41	38	41	38
Number of students tested	125	125	114	103	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	44	41	58	64	77
% Distinguished	26	18	11	18	15
Number of students tested	23	17	19		
2. Students receiving Special Education					
% Proficient plus % Distinguished	9	46		60	85
% Distinguished	0	23			8
Number of students tested	11	13			
3. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. African- American Students					
% Proficient plus % Distinguished	64	55	64	60	83
% Distinguished	27	24	14	20	25
Number of students tested		33	22		
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	83	83	91	93	90
% Distinguished	51	45	43	45	40
Number of students tested		82	74		
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson/Measured Progress

Test: K-PREP/KCCT
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Distinguished	71	69	86	85	90
% Distinguished	24	30	36	45	26
Number of students tested	119	117	87	89	90
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Distinguished	42	40	75	68	69
% Distinguished	5	0	17	21	19
Number of students tested	19	20	24		
2. Students receiving Special Education					
% Proficient plus % Distinguished	36				54
% Distinguished	0				0
Number of students tested	11				
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	53	36	60	76	75
% Distinguished	20	5	15	24	17
Number of students tested	30	22	22		
6. Asian Students					
% Proficient plus %					

Distinguished					
% Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
9. White Students					
% Proficient plus % Distinguished	79	79	93	85	93
% Distinguished	24	31	38	45	27
Number of students tested	79	75	55		
10. Two or More Races identified Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					

NOTES: