

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Timothy Salmon

Official School Name: Horizon Elementary School

School Mailing Address:  
5905 NW 100th Street  
P.O. Box 10  
Johnston, IA 50131

County: 77 State School Code Number\*: 0432

Telephone: (515) 986-1121 Fax: (515) 986-1131

Web site/URL: www.johnston.k12.ia.us E-mail: tsalmon@johnston.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Clay Guthmiller

District Name: Johnston Community School District Tel: (515) 278-0470

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Chris Sonner

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 5        | Elementary schools  |
| 2        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 1        | Other               |
| <b>9</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8998

Average State Per Pupil Expenditure: 8507

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	13	7	20	<b>7</b>			0
<b>K</b>	56	54	110	<b>8</b>			0
<b>1</b>	59	52	111	<b>9</b>			0
<b>2</b>	40	52	92	<b>10</b>			0
<b>3</b>	47	48	95	<b>11</b>			0
<b>4</b>	56	54	110	<b>12</b>			0
<b>5</b>	32	40	72	<b>Other</b>			0
<b>6</b>			0				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				610

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
0 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1.	572
(5)	Total transferred students in row (3) divided by total students in row (4).	0.054
(6)	Amount in row (5) multiplied by 100.	5.420

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Vietnamese, Spanish

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 67

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

This is an accurate estimate of the students at Horizon that participate in the F/R lunch program.

10. Students receiving special education services: 10 %

Total Number of Students Served: 60

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>15</u> Multiple Disabilities	<u>21</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	<u>6</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>53</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	93%	93%	94%	92%	93%
Teacher turnover rate	5%	13%	11%	7%	2%

Please provide all explanations below.

After the 2006-2007 school year, six teachers left the building. Two of the six teachers were on long-term medical leave and are no longer teaching. One of the six teachers transferred to a partime position within the district after having a child.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The highly acclaimed Johnston Community School District is located on the northwest side of Des Moines, Iowa. When people speak of Johnston schools, the word excellence is often heard. Nine schools make up the district, including five elementary, two middle schools, one high school and one alternative school. An urban and suburban rapidly growing district, Johnston also includes students from nearby Grimes, Urbandale and Des Moines. The district has grown from a small farming community to large district that still holds its original roots close to heart. Johnston is also home to Pioneer Hi-bred International's home campus, Camp Dodge, and John Deere Credit, where many parents of our school district work. Close proximity to the state Capital provide many opportunities for our community to explore a variety of sports and cultural activities.

As Johnston has grown into one of the larger districts in the state, the district's vision and success have remained unchanged. Known for high academic success, the district is annually at the top of the state of Iowa's rankings in academics, athletics and financial responsibility.

Horizon Elementary, opened in 2001, has continued the district trend for success academically. Once a corn field, Horizon is located on the far west side of the district and is the welcoming site to travelers entering the district from the west. Instead of growing crops each year, Horizon grows successful students from the fertile grounds of the school.

Our 610 students at Horizon are supported by a highly educated community, a very active PTO and strong leadership from the district. High school students, parents and local retirees are often found volunteering their time at Horizon, ensuring that each student is successful. Horizon enrollment is made up of students from a designated attendance zone in addition to students from across the district that are enrolled in the BEST program, designed for students with severe behavioral and emotional needs.

Our strong academic program has been built using research based programs, high expectations and a highly trained staff. Many of the teachers at Horizon hold a Master Teacher certificate and continually challenge all students and fellow staff to improve. Staff development supports the district vision and has focused on the research of Robert Marzano. High expectations and collaboration using the PLC model have enabled our staff to enhance the curriculum into a rigorous learning tool. One of the staff's biggest assets is the high collegiality and professionalism that exists. A strong reading program incorporating Guided Reading allows staff to meet the needs of all learners in the building through differentiated lessons. Struggling readers are immersed in literacy instruction utilizing our reading specialists. Horizon also provides support to students through specialists including gifted and talented, special education and guidance.

Another key to the success takes place outside of the regular classroom. A strong related arts program allows students to explore and express themselves through visual, musical and physical education. Students are exposed to many different cultural experiences with field trips and school hosted cultural programs with visiting artists and performers. A strong character program based on "Character Counts" includes several service projects that students complete each year.

The staff dedication ensures that our students will be prepared. Our scores on the Iowa Test of Basic Skills reflect the high standards and dedication to the total educational program at Horizon. Student success is tracked by data that teachers use to drive the curriculum at school, making adjustments for each individual student. We believe that our students will be successful in the future through their high academic success, exposure to related arts and culture and a strong character education. Horizon is truly a great place to be!

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Johnston Community School District is known for high academic achievement. Johnston uses both formative and summative assessments, getting a true indication of student needs. The primary indicator is the Iowa Test of Basic Skills that students in grades 2-8 and 11th are tested each February. Assessment includes mathematics, reading, science, and social studies.

Student proficiency is determined based upon students scoring above the 41st percentile nationally. Students can fall into two categories, intermediate (41st-89th percentile) and high (90th percentile and above). Students are placed into subgroups based upon socio-economical status, grade level, gender, students who are English Language Learners (ELL), and students with individual education plans. Additional assessment and testing information can be found on the Iowa Department of Education's website: <http://www.iowa.gov/educate>.

Students at Horizon have traditionally scored extremely high in proficiency in both reading and mathematics. As student progress through Horizon, proficiency levels also increase. Second grade students testing in math improved from 93 % proficient in 2003-04 to 95% in 2004-05 and 97% in 2006-07. After a boundary zone change and a large shift in population, scores for that group dropped to 89%, with the class testing 19 less students. Reading scores reflect the same trend data over a three year span, students improved from 83% proficient in reading as second graders to 90% proficient as fourth graders. Horizon students consistently score from one-third to nearly half of the students falling into the high level, showing mastery of the testing material.

Horizon Elementary does not have enough students in any of the subgroups for the testing data. Students consistently score as a group 90% or higher proficient at grades three through five. Johnston is one of the few districts around the Des Moines area that tests second grade students. The data that is collected during those tests help formulate our curriculum and class structures for the following year and give our teachers additional information to determine each student's needs.

Horizon's high level of student achievement in both reading and mathematics are a testament to a strong curriculum and staff. As students finish their learning experience in fifth grade at Horizon and prepare for middle school, their test scores show that they are well prepared.

### 2. **Using Assessment Results:**

Teachers at Horizon utilize grade level PLC groups that meet weekly to monitor students using data from both formative and summative assessments. This time is also used to prepare for instruction and discuss individual student needs to determine the need for intervention. Data from not only ITBS are used to guide instruction and increase curriculum rigor, teachers also rely on district benchmark assessments and classroom assessments to determine instructional needs. Reading benchmark assessments are used to place students into guided reading groups.

District staff provide professional development specifically designed to train teachers how to use assessment data effectively. This data is all available electronically, allowing teachers to quickly determine student need. Individual student data analysis is used to place students in programs that offer additional academic support. This includes Reading Recovery, small group instruction, associate support, grouping between classrooms and challenging instruction for students performing at the high level.

Data analysis is used to drive staff development across the district. Each campus devotes staff development time focusing on student assessment, discipline referrals, and attendance using that information while placing students into classrooms for the following school year. At Horizon and Johnston, data drives decisions.



### **3. Communicating Assessment Results:**

Communication of assessment results occurs on several levels in Johnston. Results are shared with staff, School Board Members, parents, state officials and local media. This is done in a timely manner as data is received. Building principals present ITBS data each spring to the School Board, highlighting strengths and discussing how to improve areas of concern. This information is also shared with staff, with a day of data analysis held each spring.

Student report cards are provided to parents at the end of each trimester. These reports indicate individual student strengths and growth areas. Parent conferences occur in the fall and winter, at the end of the first and second trimesters. At this time teachers explain not only academic results from report cards, but social progress of each student. Student work including portfolios is also shared at conferences. Individual student ITBS data analysis reports are mailed to parents of all tested students.

District and campus assessment results are provided to the community through a variety of mediums. The district website and monthly newsletter provides assessment data and each resident of Johnston also receives an annual report, the district report card, indicating testing and additional information. Student data is also reported in the Des Moines Register and published with other school districts in the metro area. Building level monthly newsletters are used to share building achievement data as well as the weekly school edition of the newspaper.

### **4. Sharing Success:**

At Horizon, we feel that it is important to share our success with others while continuing to learn from it. Horizon staff regularly attends state and local meetings/conferences where they often have the opportunity to discuss the success of our campus. Horizon staff members are looked upon to present at district staff development and often lead campus staff development. Our Dean of Students instructs all first and second year teachers in the district mentoring program.

District committees include staff from Horizon, where their input and sharing represent the school. Classroom teachers work closely with student teachers, field experiences and practicum teachers from local and state colleges. Our campus reputation makes Horizon a popular choice for student placement coordinators. The building principal participates in the School Administrators of Iowa mentoring program while he and the Dean of Students both completed Balanced Leadership training with administrators from across the state. These opportunities were used to share Horizon success stories.

The local Johnston section of the Register newspaper often features articles and/or pictures from activities at Horizon. News of Horizon's nomination spread quickly through the community and was shared with other campuses in our district and neighboring districts. We hope to have the opportunity to share further success and inspire other campuses to be successful.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our district Framework creates the balance of curriculum, instruction, and assessment (CIA). Our CIA is based on research, theory and Best Practices. The Content of the curriculum is based on our Standards and Benchmarks set for each curricular area. Johnston is aligning all curriculum with Iowa Core Curriculum which was recently adopted by the Iowa Department of Education. The Model's goal is to ensure that each student is engaged in a rigorous curriculum.

Each core curricular area is reviewed every six years. During the review process a team of teachers and administrators review the current standards/benchmarks, materials, and assessments. The team then reviews the current research, best practices and will pilot new instructional materials to be used. After the standards and benchmarks are reviewed and revised, and new instructional materials purchased if appropriate. Staff development will be provided to help support as new materials are implemented.

#### Language Arts

Our Language Arts/Reading program is based on a Balanced Literacy Approach. Fluency, phonemic awareness, vocabulary, writing and comprehension are the building blocks of our literacy program. Students are engaged daily in reading/writing activities that are established by assessments that guide instruction.

#### Mathematics

Our Math program is designed on the NCTM Standards. Students will understand concepts of numbers and operations, algebra, geometry, measurement, data analysis/probability, and problem solving. A rigorous curriculum focuses on deep conceptual and procedural knowledge, and teaching for understanding while effectively utilizing technology.

#### Science

Our Science is a hands-on approach that incorporates the Life, Earth, and Physical Sciences. Age appropriate units encourage students to think scientifically and understand the world around them.

#### Social Studies

Each grade level has different areas of focus. Students begin to understand the community in which they live, the state, the country, and then the bigger picture of the world. At the intermediate level history, government and rights and responsibilities are taught.

#### Physical Education

All students participate in physical education twice a week. The program is designed to help students learn to live an active and healthy life by making wise choices to enhance good health. Basic movements, balance, sports related skill development are just a few of the key components that make up our program.

#### Music

Students participate in general music twice a week. Each grade level demonstrates the skills learned during class in a music performance for parents. Instrumental band is an option for 5th graders in our elementary schools.

#### Art

Students meet once a week for art instruction. An end of the year Art show gives our young artists a chance to display their art work throughout the school for staff, parents, and other students to see.

In addition to our core curriculum, students at Horizon are exposed to guidance lessons, specific classes for gifted students and additional support for students that are not meeting district benchmarks.

## **2a. (Elementary Schools) Reading:**

At Horizon Elementary, we approach reading instruction using both best practices and scientifically based literacy research. Through differentiation, we tailor literacy instruction to each individual learner. Professional Learning Communities (PLC) of teachers meet to discuss and share lesson plans, and apply research learned during professional development days to our reading curriculum. After completing these lessons, PLCs reconvene to use data collected during reading lessons to creatively group students across classes and within classes so that the highest level of student achievement occurs.

This collaborative atmosphere holds a special importance because the Johnston school district is currently in the midst of a reading/writing adoption. Several teachers at each grade level immersed themselves in learning and teaching three different literacy series and evaluating their compliance with the district's standards and benchmarks, which are based on the Iowa Core Curriculum.

As we go through this adoption process, we continue to use Fountas and Pinnell Benchmarking, among other daily assessments, to identify students' strengths and weaknesses in reading comprehension, accuracy and fluency. Through these assessments and others, we are able to determine students who struggle to meet district benchmarks and provide them with additional reading support. Struggling readers meet with a reading specialist daily, in addition to receiving the core curriculum from their classroom teachers. On the flip side, students who assess beyond benchmarks meet with a gifted and talented teacher for enrichment activities.

If you walked into a literacy block at Horizon, you would see students moving from large group to scattered about the room, working independently, at centers, and in a group with teachers working on student specific skills. All of this is done within the 120 minute literacy core instruction time.

## **3. Additional Curriculum Area:**

Unique to Horizon Elementary, the BEST (Behavioral and Emotional Support Team) was developed to provide a placement within the Johnston School District for elementary students with severe behavioral and emotional needs. Students travel to Horizon to participate in this program after unsuccessful learning experiences at their home campuses. The program has one lead teacher, with additional educational support provided to each student by an assigned support staff. The majority of BEST students quickly transition into the regular classroom setting at Horizon. The lead teacher meets regularly with classroom teachers to monitor and develop instructional programs for the students.

BEST focuses on personal responsibility and self-control, developing respect for self and others, positive peer interactions, and friendship skills. Effective communication and conflict resolution skills that are taught help students in BEST integrate within regular classroom settings at Horizon. Each student has their own educational plan, based not only on behavioral and emotional needs, but also academic needs. Traditionally, most students enrolled in BEST score proficient on assessments.

BEST is a collaborative effort between the local education agency, special and general education teachers, school administration, parents, social workers and outside community mental health agencies. Plans are developed and tailored specifically for each student, utilizing the expertise of the collaborative group. The main goal of BEST is for students to develop skills to allow them to be completely integrated back into the regular education program at their home campus without support for staff.

During the development of the BEST student, staff works together to support student's positive relationships and respect for themselves, family, friends, teachers and authority figures in and outside the school environment. Accepting responsibility and remaining calm is a critical piece of the BEST program. Communication between school and home are vital to the success of students. Daily compliance and completion assessments are completed and sent home and allow students and their families to see their growth.

#### **4. Instructional Methods:**

Instructional methods at Horizon have been developed from years of effective staff development built on researched based models. Marzano research including The Art and Science of Teaching and School Leadership that Works are guiding tools in our instructional methods at Horizon. The district CIA (curriculum, instruction, assessment) model drives our instructional model, incorporating theory, research and best practices working in alignment with benchmark standards.

Our guided reading program relies on Fountas and Pinnell leveled books allowing our staff to determine reading levels and place students into appropriate groups to meet individual needs. Flexible grouping based on assessments allow staff to individual lessons. Additional reading support is provided for all student falling below campus benchmark standards. Instructional delivery is differentiated for students to ensure success.

Grade level PLCs provide staff the opportunity to collaborate while explicit lesson planning guides staff in developing meaningful instruction. Our students benefit from staff that ensures they acquire the intended knowledge, skills and dispositions of each level of instruction. Teachers continually check for understanding and use frequent formative assessments. Classroom instruction connects students' prior knowledge and experiences to instructional material. Teachers utilize available technology including digital classrooms to diversify the delivery of instruction.

The staff at Horizon creates a caring and intentional atmosphere for learning while keeping high expectations for student success at the forefront.

#### **5. Professional Development:**

Staff development plays a critical role in the success of students in Johnston and Horizon Elementary. Professional development focuses on district long term goals that are re-evaluated yearly. District leaders have all completed training for Balanced Leadership from McCrell and Robert Marzano. Results from the McCrell meta-analysis have been a driving force in the district staff development. Staff development is also driven by Comprehensive School Improvement Plans that are based on each schools specific needs.

Nine days are set aside for staff development that is planned by district and building administrators. Recent staff development has focused on improving literacy block instruction following the Fountas and Pinnell model. Staff has been trained on assessing and reporting student reading fluency and comprehension. Building staff development time includes time for teachers to develop explicit lesson plans that were specifically designed to address student needs. Implementation of staff development is expected, with follow up by observation and staff coaching sessions.

Professional Learning Communities (PLC) play a major role in the implementation of our staff development. Horizon staff meet weekly by grade level PLCs to plan and implement instructional strategies and determine needs of our students.

With Johnston's population becoming more diverse, the district has also trained all staff on strategies to work with more diverse families and students. Staff completed the Missouri Poverty Simulation with follow up discussion on campus.

Campus Staff development is lead by the Building Leadership Team that consists of five teachers and the principal. In Johnston, professional development is job embedded and teachers learn from each other, allowing us to make a difference for all students.

## **6. School Leadership:**

Effective leadership starts with the School Board and Superintendent in Johnston and is shared to the district cabinet (assistant superintendents, directors and principals). All administrators completed the McRel's Balanced Leadership training, working together as a staff and also with fellow administrators from across the state. Balanced leadership is based on 21 identified leadership responsibilities that are significantly associated with student achievement. Leadership can easily be defined as a tight, loose style. The Superintendent provides building administrators the autonomy to determine what is best for their individual campus while working within a systematic framework that stipulates clear priorities and parameters. This same model is utilized in each building from Principal to teacher.

Each building is led by the Principal and Dean of Students working closely with the Building Leadership team. The BLT is made up of five lead teachers representing different grade levels and disciplines. The BLT focuses on selecting the right work, identifying order of magnitude while each member takes on responsibilities of leadership. The individuals also are the lead teachers at each grade level PLC. This is all done following the concept of purposeful community, with everyone sharing collective efficacy. Meeting two times a month, BLT designs PLC topics, reviews assessment data and plots the direction of campus initiatives.

The district provides staff development time for Leadership Teams from across the district to come together and plan, at the beginning of the year and to reflect at the end of the year. This time is valuable as staff work with other building teams and share success and areas of growth. The district administrative team leads these meetings, focusing on specific student achievement growth targets.

One of the key components to effective leadership in Johnston is consistent reflection on the 21 leadership responsibilities. Administrators, BLT, and staff are surveyed yearly to assess the effectiveness of the program utilizing McRel survey tools.

## PART VII - ASSESSMENT RESULTS

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### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: ITBS

Edition/Publication Year: 2001

Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	84	87	86	93	91
High Performance	40	43	45	41	44
Number of students tested	97	119	94	111	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.

Subject: Reading  
Edition/Publication Year: 2001

Grade: 2 Test: ITBS  
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	87	90	87	90	83
High Performance	39	39	31	27	29
Number of students tested	97	119	94	111	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: 2001

Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	89	94	95	96	89
High Performance	48	40	39	32	32
Number of students tested	103	94	117	91	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.



Subject: Reading  
Edition/Publication Year: 2001

Grade: 3                      Test: ITBS  
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	91	89	95	91	85
High Performance	31	33	33	35	26
Number of students tested	103	94	117	91	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2001

Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	90	97	96	90	89
High Performance	37	52	40	43	43
Number of students tested	70	121	89	93	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.

Subject: Reading  
Edition/Publication Year: 2001

Grade: 4 Test: ITBS  
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	91	97	90	89	86
High Performance	31	34	34	43	32
Number of students tested	70	121	89	93	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
N/A					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Intermediate & High					
High Performance					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Horizon has less than ten students in all subgroups with the exception of white students. All other subgroups have less than allowable, so they are not reported.

Subject: Mathematics  
Edition/Publication Year: 2001

Grade: 5      Test: ITBS  
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	97	96	91	91	80
High Performance	42	49	41	34	30
Number of students tested	91	98	92	85	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2001

Grade: 5      Test: ITBS  
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate & High Performance	95	89	78	82	84
High Performance	31	35	27	32	26
Number of students tested	91	94	92	85	87
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: