

PART I - ELIGIBILITY CERTIFICATION

12KY5

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12KY5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 9703

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	13	7	20		6	26	19	45
K	30	34	64		7	0	0	0
1	34	16	50		8	0	0	0
2	38	29	67		9	0	0	0
3	28	27	55		10	0	0	0
4	28	18	46		11	0	0	0
5	29	23	52		12	0	0	0
Total in Applying School:								399

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
3 % Two or more races
100 % Total

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 2010-2011 school year: 13%
 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, 2010 until the end of the school year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1, 2010	399
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 0
 Number of non-English languages represented: 0
 Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 70%

Total number of students who qualify: 281

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

Total number of students served: 68

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>8</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>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>3</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>5</u>
Total number	<u>56</u>	<u>9</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: 23:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	93%	92%	92%	93%
High school graduation rate	0%	0%	0%	0%	0%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

“Good morning!” A typical day at Porter Elementary begins with each and every student being greeted by members of the faculty as they arrive to school. Smiles are abundant and pleasantries exchanged as the students eagerly look forward to their school day. A meticulously, well-kept early 1970’s building is blossomed with life as students enter a “happy and safe” learning environment.

Porter’s teachers and students are “WILD About Learning.” Successes are celebrated in a variety of ways at Porter. Thematically created motivational banners and decorations reflect high expectations for learning and a warm, inviting environment. These thematic “decorations” along with student work samples displayed throughout the building and the shout-outs over the intercom by the principal (for both students and staff) for a job well done create an environment that motivates and excites students (and staff). Through a variety of venues such as the district Eagle Express and the Principal’s Corner webpage, evidence of success can be found all around!

Like bookends, the school year ends with a motivating challenge to “Do Your Best on the Test!” Faculty organizes a “big” celebration to kick off the testing window and challenge students to put forth their best efforts. This year’s theme, “Come One, Come All, to the Greatest School of All,” circus theme will surely be another exciting extravaganza to drive our students to “Show What You Know!”

One of six elementary schools in rural eastern Kentucky, Porter is home to about 400 pre-school through sixth grade students, of which 70% qualify for federal free/reduced meal programs. Unique to our community, Porter offers a year-round daycare and school-aged after school program that provides services on non-school days and extended breaks. The mission of Porter Elementary to “...create a positive learning environment that ensures all students learn to their highest level of performance in all areas of development.”

Predominately a white student population, there is less than 4% ethnic diversity. To stimulate understanding of diverse cultures, many of our teachers incorporate cultural diversity into classroom instruction. The economic base within our community consists of mainly coal related jobs, health care services, fast food, and employment in education.

One hundred percent of Porter’s certified staff meets Highly Qualified status contributing to the numerous accolades Porter has received for consistently meeting all No Child Left Behind AYP Goals. In fact, Porter has met all NCLB annual goals every year NCLB has been in existence. Although PES has always been a high performing school, consistent growth in state assessments in all content areas reflects the staff and student’s commitment to excellence. Because of Porter’s long standing reputation as being “an academic school,” parents transport over 100 out-of-district students to our school where they receive a quality education. These students quickly embrace Porter’s motto of “The best students learn here!”

In spite of high poverty level and social issues, Porter students continue to reach academic proficiency. Current assessments report that less than two % of PES students scored at the novice level and over 95% scored at the proficient/distinguished levels in reading and math. Not only do we continue to increase reading and math scores, all content scores increased on state assessments including social studies, science, and writing. Porter has a 112 Content Transition Index, the twelfth highest score in Kentucky. Content Transition Indicator scores rank Porter Elementary among the top twenty highest scores in Kentucky in math, reading, writing, and social studies.

Being a responsible member of the community requires more than just academic skills. That is why a variety of extra-curricular and co-curricular activities are offered at PES. Porter is competitive in local athletics and district, regional, and state level academics. The school’s football and boys’ basketball teams

had undefeated seasons, while our cheerleaders were named county cheer champs for three years in a row. For the past two years PES has had two Future Problem Solving (FPS) teams competing at state level. In 2006 Porter was the first Johnson County elementary school to win the FPS International Junior Division Championship and is home to the 2011 Kentucky Individual Scenario Writer.

Porter's commitment to reaching each student each day is exemplified by special education programs and creative scheduling. The school has just over 17% who receive Special Education services. To meet their needs, Porter provides a range of service models from collaboration to remediation to enrichment. Special education students are encouraged to be buddy readers for younger students. At Porter, the acceptance of our students with severe special needs students is "beautiful" and fosters a lifelong compassion and understanding for others.

With a continually dwindling and modest budget, the school continues to strive with achievement. Doing more with less, PES has managed through collaboration with our active Parent Teacher Organization and strong support from our Family Resource Center to help reduce barriers to learning. The leadership's high visibility and hands-on involvement helps to maintain an emphasis on providing the best instruction in a positive learning environment. Effective communication with parents and stakeholders is provided by monthly calendars and newsletters, the district newspaper "Eagle Express", the school webpage, the marquee, and through regularly scheduled parent-teacher conferences.

Kentucky's highest ranking education official nominated PES as one of only five schools for the esteemed National Blue Ribbon School award. Porter exemplifies the qualities of this award with the school's collaborative learning communities, focus on high expectations for all learners, positive and safe learning environment, interventions for at-risk students, and over-all focus on results and academic rigor to ensure a quality education, for "Every Child, Every Day... Whatever It Takes!"

There is an intentional focus on providing an environment that is conducive to student learning. Porter has a professional atmosphere but a kind natured staff that exemplifies the belief that all children can learn.

1. Assessment Results:

A. Porter Elementary continues to strive for excellence and it shows in the school's state assessment results annually. Each spring, all schools are required to administer the Kentucky Core Content Test (KCCT) as part of the Commonwealth Accountability Testing System. Trend data from the Kentucky Core Content Test reveal that Porter has made significant gains in all academic areas. The Kentucky Department of Education, along with the No Child Left Behind Act considers a score of Proficient or Distinguished to be a successful and progressive score. The goal is to increase the percentage of proficient and distinguished scores while reducing the percentage of novice and apprentice scores.

In the area of Reading, Porter Elementary has increased the amount of Proficient/Distinguished scores from 71.15% in 2007 to 87.98% in 2011. Math scores show a gain of over 20%. There were 66.83% Proficient/Distinguished scores in 2007 and most recent 2011 results indicate that 89.62% of students have reached the Proficient or above performance level. Proficient and Distinguished scores have also risen in Science from 68.33% to 87.21 % over the last five years. Social Studies show steady gains as well. There were 80.43% Proficient or above in 2007. Now, in the 2011 results, 84.61% of Porter's students scored at high performance levels. The same trends are seen in Writing. 68.63% of students scored at Proficient and Distinguished levels in 2007, with 84.62% reaching those highest levels in 2011. Naturally, as these high scores increase, the low scores of Novice decrease. Kentucky schools have a goal of reducing their Novice scores down to only 5% by 2014. During the years reported for this application, 2007 and beyond, Porter has already met the 5% novice reduction goal and has an exemplary novice score of 1.64% in Reading and 1.64% in Math. The school has certainly taken on the state task of increasing proficient scores, while decreasing novice scores.

Not only do students excel on Kentucky's KCCT test, Porter Elementary also showed gains on the Iowa Test of Basic Skills for both years the test was to be administered. Porter's ITBS scores increased from 68.2%tile in 2010 to 72.7%tile in 2011.

B. The continuation of strong state assessment results begins with strong leadership at the school. The principal realizes the importance of strong assessment results and the impact the scores can have on the school community. For the past five years, Porter Elementary has seen a steady increase of student performance on the Kentucky Core Content Test as well as the Iowa Test of Basic Skills for the two required years of administration. As stated in Part A, Proficient and Distinguished scores have risen to 87.98% in Reading and 89.62% in Math. The same can be said for the Iowa Test of Basic Skills which is the norm referenced test administered to KY students during the interim two year testing period. Gains were made in every grade level tested and the school scored well above the state average in all grade levels.

To experience the constant success in student achievement, the principal makes sure that all stakeholders are aware of the importance of assessment and the results that follow the administration. She gets the entire school on board for test success by implementing a 'theme based' rally to motivate students to perform their very best. Parents, teachers, assistants, cooks and janitors all work together to prepare the students for the administration of the state assessment. Then, when the results arrive in the fall, students are praised and rewarded with a school celebration for their hard work and performance. Parents are invited to the school to join the celebration.

The principal has a very effective approach to student success that she promotes throughout her school. She believes in providing the proper resources and the most successful strategies to students based on their individual needs. All teaching staff incorporates that same philosophy. Regular education teachers, Title I teachers, special education teachers as well as Porter's Reading and Math specialists and curriculum coaches work together to assist each and every child to learn and grow daily to their fullest potential. The school's Title I program is a research based collaboration model where Title I curriculum

coaches and assistants work with students in the regular classroom who have been identified as needing extra help. By following this model, students are able to achieve at higher levels. Special education teachers also work collaboratively within all classrooms.

The principal has designed a schedule that allows teachers to have time built in their school day to have Professional Learning Communities (PLC's). Working closely together, teachers are able to learn from one another and build on and grow from each other's strengths. During PLC time, teachers plan lessons and assessments, review assessment results and prepare strategies based upon results of formative assessments. Students are given the opportunity to show knowledge and learn new concepts in an environment where it is encouraged to take risks.

The positive impact of this type of learning environment has certainly paid off. Porter Elementary has met all NCLB requirements every year it has been in place. The school boasts an overall academic index of 112.00. This index ranks Porter Elementary as being the 12th highest performing elementary school in Kentucky. In fact, Transition Index scores rank Porter among the top twenty highest Kentucky scores in Reading, Writing, Math, and Social Studies. The school continues to make great strides in its progression to 100% proficiency by the year 2014. An overall comparison between "all students" and other subpopulations indicate that there are no substantial gaps existing at Porter Elementary. We attribute this to the fact that the school educates every child using strategies and resources to meet each child's individual needs. Through whole group and small group learning or one on one instruction, and by knowing the learning style of each student, achievement continues to rise at Porter Elementary.

2. Using Assessment Results:

A. Porter Elementary considers the analysis of assessment data a very critical part of improving student and school performance. Focus areas cannot be accurately identified without truly analyzing the results of any and all types of assessments, both formative and summative. The school systematically analyzes KCCT and NCLB results when the scores are released each fall. The faculty meets with district level administrators to view of the results by grade and by content area to begin the analysis process. Faculty members are provided with a performance notebook that includes questions and details as to how to effectively break down the results. The teachers work together, within their grade level or content area teams to examine growth, achievement, gaps, subpopulations and sub domains within each content area. To analyze in this manner, teachers review the Kentucky Department of Education provided detailed information within the KCCT, including the percentage of students scoring at each performance level of Novice, Apprentice, Proficient and Distinguished. The Porter staff goes steps further, looking into each content area to identify how their students performed when compared to same age peers across Kentucky. They also look into the information provided in the Student Data Tool to see how students performed on multiple choice questions and open response items. Once the actual analysis is complete, each team meets with the principal and district administrators to review their findings. Strengths and weaknesses are identified, next steps are determined, new strategies are put in place and all are identified in Porter's Comprehensive School Improvement Plan (CSIP). The results of data analysis are presented to the school's site based council and become the guide for determining professional development and school wide instructional initiatives. KCCT results and analysis are also presented to the Johnson County Board of Education.

Looking beyond the required state assessments, the Porter Elementary staff continually review data results from school based assessments and utilize scientifically research-based diagnostic tools to measure individual growth such as Accelerated Reader, STAR Reading, GRADE, GMADE, Study Island, common Formative Assessments, teacher made tests as well as unit tests within their basal series. The results from these assessments are carefully examined by an intervention team comprised of a school psychologist, guidance counselor, regular classroom teacher, curriculum coach, and a special needs teacher. Students who are not meeting specific benchmarks are identified and plans are put in place to assist students with content proficiency. Students work one on one or in small groups to gain academic strength in the identified areas of growth. Students are monitored weekly, bi-weekly and monthly as a way to gather data to show growth or need for even more intervention.

The Porter Elementary faculty believes in the approach of Rick Stiggins who believes that any assessment should be for helping students in their learning process. They are very proactive in staying abreast of student needs and they certainly realize the important of assisting students as they see they are experiencing difficulty and not waiting until the end of the class, or the end of the unit, or the end of the grading period, when it is too late. By knowing the level of each student, proper instruction can be put in place. By following a systematic approach of data analysis, Porter Elementary students have many more opportunities to expand their learning, to approach new skills, to problem solve daily, and to be successful as they prepare for their future. Assessment data is a very importance source of information that helps Porter Elementary make right decisions and drives the instruction process for students who are eager to learn and experience success.

B. Keeping parents, students and the community informed of academic achievements of Porter Elementary is vital to the continuing growth of the students. The school leaders feel that it is very important for everyone to know and understand assessment results because it validates why specific instructional practices have been put in place and it guides the development of the school's short term and long term goals. All parents have access to all assessment results through a variety of ways. The principal sends home a monthly newsletter which always includes a curriculum/assessment section. She also has created a principal's section on Porter's web page. State assessment results are always posted on the electronic sign at the entrance of the school and on information boards in the school. To keep all stakeholders informed, Porter Elementary hosts parent/student events throughout the school year and parents are provided a copy of their child's individual profile report from the KCCT. Teachers explain the results thoroughly and answer any question parents have.

Kentucky Core Content Test results and the analysis involved are shared with the site based council, reported at local board meetings and are published through local and state media sources. Scores are also included in School Report Cards which are sent from the Kentucky Department of Education to all parents.

Parents have the opportunity to meet with teachers and school leaders every four weeks to discuss student progress. Formative and summative results are always a part of the conversation. Parents and all stakeholders are encouraged to visit KDE's open door webpage to review Porter Elementary assessment results, NCLB status, demographic information, and other school information.

3. Sharing Lessons Learned:

Porter Elementary and the Johnson County School System administration place importance of open communication and the sharing of best practices among staff, students, and other schools within the district and across the state. Successful strategies utilized at Porter elementary are shared with other schools in our district through school visits, professional development, and school and district team meetings. The principal welcomes other educators to visit her school creating a win/win situation for all. The visiting school views great instructional practices being taught and Porter' leaders and teachers have the opportunity to ask questions to find out new ideas of what works in other school settings. Kentucky's First Lady, the wife of Kentucky's current governor, visited Porter Elementary this school year and read to students and visited classrooms. It was a great opportunity for the school to share their best practices with someone who travels the state.

Several Porter Elementary staff member serve on state committees, assisting in the development of assessment items, assisting in creating content specific scoring guides and rubrics, or helping to set cut points for performance on state wide assessments. One of the school's curriculum coaches attends the statewide Writing leadership meetings and trainings and then she comes back to us and shares new information she has learned. She implements the useful strategies in the classrooms she visits. She also meets with the district wide writing team to provide writing updates.

The principal at Porter Elementary sees the importance of meeting with other school and district leaders to ensure growth in her own school. Once a month, she meets with district administrators and school principals to share strategies and gain new ideas and information. The new ideas principals can take back to their own schools is unlimited. It is also a way for the district staff to provide information to all school

leaders. The principal and other teachers and leaders in the district are currently utilizing a webinar by author Ken O'Connor. All the way from Canada, the author is providing weekly talking points to numerous districts across the United States about how to effectively grade for learning. The principal then brings the information back to her school's professional learning communities, again impacting educational decisions, thus ensuring success. Often, the principal from Porter is a presenter at the monthly meetings as she shares ideas that are working well at her school. One example she shared that left a great impression was her idea of "GROW Friday." All content, all standards, all assessments, everything covered during Friday is presented to students in any means other than a worksheet. Absolutely no worksheets of any kind are allowed on Fridays. The students love this day so much they've termed it "Fun Friday." Technology, games and an array of strategies are put in place on "Fun Friday."

Open communication is a very important aspect of a successful school culture and it is an excellent way of sharing activities and lessons with teachers. Very often you will see Porter's principal meeting with small groups of teachers in her office, sharing new ideas or debriefing specific strategies tried in a classroom. The open door policy keeps the atmosphere at Porter both upbeat and positive as strategies, plans, ideas, and thoughts are shared and expanded upon.

4. Engaging Families and Communities:

"Come Join Us as Porter Elementary Teachers and PTO Present...Happily Ever After Dinner Theater!"

The invitation to the dinner theater is just an example of the types of events that are always taking place at Porter Elementary as a way to keep families and the community involved in school activities. Rural school districts such as the one that Porter Elementary is located in rely heavily on family and community involvement. Schools in our regions are generally the "hub" of the community. It seems like the school is the gathering place for family events. Porter sets the stage of each school year with KinderCamp and a Back-to-School Night. Throughout the school year, Porter has numerous activities going on each week. Between sports events, dance practices, academic meets, themed school dances, Family Resource Center activities, family reading and math nights, conference nights, and other special events, you would have a difficult time finding an evening when the school is empty. Two parent conferences a year even include inflatables free for the kids, a motivational tool used to get all parents to meet with their child's teacher and visit the school. Offering the community events is "the way" to keep the community involved.

Porter Elementary houses the first Family Resource Center that was granted to the Johnson County School System. The resource center is vital to running of the school. Keeping students in new clothes and providing food and school supplies truly helps to break the barriers of poverty that exist in our area. The resource center also runs a day care program which has proven to be very beneficial to Porter elementary families. The family resource center also provides family assistance and classes so parents know how to help their children improve their study skills at home. The Family resource center also helps to sponsor the Family Reading and Math Nights where families gather at the school to read together or work on math skills together.

The resource center also helps to sponsor a district wide ready-fest as a way to help students prepare for a new school year. Hygiene items are provided, as well as school supplies, clothes, books and shoes. The FRC Advisory Council meets regularly to identify and organize efforts to involve parents in their child's educational process.

The principal knows the key component of school success is to keep families and members of the community involved by always providing a very welcoming atmosphere for them. The principal and staff keep the school decorated in various themes throughout the year. During Read Across America week, community leaders will come together at Porter Elementary and each one will be assigned to classrooms to share their favorite books and discuss their career choice. The principal will ensure everyone feels welcome, providing refreshments and walking them to the classrooms. Also, the school's Science Fair is open during the evening to allow parents the opportunity to walk-through and view student's quality work samples. The principal has a "doors always open" communication so parents feel invited to meet with her when needed. It is special events and this welcoming climate that keeps the culture positive and embraces family and community involvement that drives high expectation for student success.

1. Curriculum:

In compliance with Kentucky's adoption of Common Core Standards, Porter Elementary believes that reading and writing literacy is a fundamental key to student success. Multiple groupings are provided with whole group, small group, and one-on-one instruction. Reading Recovery and literacy groups are used for struggling, below level readers. Teachers consistently incorporate journal writings, graphic organizers, essential questions/"I can" statements, and research as part of their literacy program. Curriculum coaches provide a weekly writing lab, where students develop communication skills using a variety of purposes, tools and resources. Activities include writing to learn, writing to demonstrate learning, and writing for publication. Coaches model writings and give immediate feedback to students in the writing process.

Porter's math curriculum, with a focus on CCS reflects the push to include manipulatives and hands-on lessons into mathematics instruction. A math specialist works with primary students in small groups to diagnose specific misconceptions and work to build a numeric foundation. Curriculum coaches co-teach in the classroom and/or provide small group instruction for students identified in the Response to Intervention program. Teachers plan intentional and effective math activities to extend the learning process by attacking the errors and problems students have experienced throughout the year. Dynamath magazine, calendar time, problem of the day, and Study Island are just some resources and strategies used to help relate concepts to real life, everyday math skills. Math instruction balances conceptual understanding with procedural skill.

The curriculum for social studies and science is outlined in Kentucky's Core Content 4.1 and Program of Studies. Practical living and career studies, writing, and arts and humanities follow the Program of Studies and newly developed Program Review process.

The science curriculum includes the study of physical science, earth science, and life science. To master these skills, students receive science instruction through scientific inquiry methods, hands-on experiences, projects, field trips, real world applications, and experiments. Teachers and students also utilize the school's fully equipped science lab for hands-on experiments or learning extensions. An annual Science Fair is part of the curriculum at Porter. Students are encouraged to participate in extra-curricular projects like the Coal Fair, Conservation Art and Writing contests, and Energy Fair.

The social studies curriculum incorporates community, Kentucky history, US/world history, geography, economics, culture, civics, and government. All students participate in field trips that promote an integration of the arts into the curriculum while students learn about local and national historic figures and places. Technology provides access to the world outside rural Kentucky. Students visit Study Island and other Internet resources to take virtual fieldtrips to locations all over the world. In addition to the adopted social studies book, students acquire skills through simulations, trade books, magazines, and primary sources.

Students at Porter Elementary participate in weekly art, music, physical education, and library/media, classes that focus heavily on student performance tasks. The related arts program is designed to be developmentally appropriate and highly interactive. The related arts program is designed using state standards to be developmentally appropriate, highly interactive and expose the students, in depth, into their domains. Upper grade students have an opportunity to learn string instruments or participate in band during the regular school day. The arts are not only taught in specialized classes but also incorporated into the regular class curriculum. On Fridays students experience this collaboration of the arts, music, hands-on experiments, and movement practices as our school designates this day as a worksheet free day. There are a variety of venues provided to allow students at PES the opportunity to create and perform.

PES students are expected to be physically active. In addition to traditional PE activities and school/community sports programs, all students learn dances by practicing elements of dance. A Walking Club encourages students to be active. Practical Living units are provided through collaboration with the Family Resource Center, school counselor, classroom teachers, and grants. Numerous classes, are provided with an emphasis on health and wellness, safety, drug education, citizenship, and leadership.

Because of the professional, dedicated efforts of Porter's staff and the county school system, technology is a seamless part of our curriculum. Every classroom is equipped with a 50" monitor, student responders, document camera, airliner, IMAC, IPAD, and individual student computers.

Ensuring we effectively reach the needs of all students, our collaborative effort of services beyond the regular classroom ensures student's specific learning deficiencies and needs are addressed and support provided.

This total framework ensures that an array of resources, methods, and strategies are used to reach the learning needs of all students and to ensure the future success as life-long learners and leaders in their community.

2. Reading/English:

With over 70% coming to school from a poverty background, Porter's student population requires a research-based, intensive approach to literacy that cultivates reading skills through a variety of programs including a school-wide basal reader program, trade books, Breakthrough to Literacy, Reading Eggs, Accelerated Reader, STAR, Reading Recovery, and Literacy Groups.

Believing that all students can become fluent readers fuels Porter's comprehensive literacy model. All students are expected to be reading at or above grade level by third grade and to exhibit a love for reading. To accomplish this goal, the school's literacy model includes multiple strategies and reading programs that integrate phonemic awareness, phonics, fluency and comprehension, vocabulary, writing, and interventions as well as enrichment. Porter's literacy plan combines both reading and writing components while highlighting multiple opportunities for students to develop skills for a variety of purposes, access to and use of technology, access to and use of multiple reading resources, multiple writing opportunities, effective feedback, professional development, and administrative support and monitoring.

The school's intervention program in the primary grades is intensive. Students who may need intervention are identified beginning at the mid-year of kindergarten, or if new to the school, their reading skills are assessed upon enrolling. Identified students receive intentional reading assistance beyond the regular classroom. The one-on-one or small literacy tutoring allows specialized teachers to "catch-up" the struggling reader/writer prior to leaving third grade. Pre-school students are also provided standards-based curriculum so that there is a continuity and effective transition to kindergarten.

Beyond the rigor of the regular classroom literacy block, the school's Reading Interventionist and curriculum coaches and support programs work together to ensure all students receive accommodations, modifications, and appropriate interventions/enrichments to support reading success. Our Family Resource Center collaborates with parents and families by providing Family Fun Reading nights. Our school offers Book Fairs, and a weekly visit of the local public library's book-mobile.

Through assemblies, announcements, and walkthroughs, students are regularly encouraged to read for both pleasure and learning. Students' reading goals are recognized on a school bulletin board and every nine weeks with an AR award assembly. Additionally, reading is celebrated in the hallways and classrooms throughout the year. The principal encourages beginning readers to "Read to the Principal," a time to show off their reading abilities. The students are videotaped and then highlighted on the principal's webpage.

Having a high poverty rate does not necessarily mean that all students struggle in their literacy journey. Therefore, we also provide an array of expanded opportunities for students exceeding their goals. A set Intervention/Enrichment block in the schedule allows exposure for gifted students to keep them motivated, engaged, and challenged in their literacy experiences. Some students work with older grades, support buddy-reading, and participate in literacy book groups.

Consistent increases in reading scores and the reduction of novice scores on state assessments indicate that the current combination of balanced reading methods and strategies are successful.

3. Mathematics:

This year Porter Elementary participated in aligning its curriculum with the Common Core Standards in Math. As part of a comprehensive county-wide initiative, math teachers from Porter worked with math teachers throughout Johnson County to sequence content, develop lessons, and create both formative and summative assessments. As a result of this county-wide project, teachers at Porter have identified best practices in math and participated in research-based discussions on closing the gap in mathematics achievement.

At Porter mathematics instruction is both comprehensive and individualized. A variety of teaching methods, strategies, and resources are incorporated to ensure students' needs and various learning styles are addressed. In addition to multiple resources, teachers use whole group, small group, and individualized instructional settings to ensure mastery. Students are actively engaged in their own learning by completing hands-on activities, visiting learning centers, applying problem solving strategies, using manipulatives, performing songs/poems, modeling mathematical situations, and using technology. On a regular basis, classroom teachers incorporate problem of the day, calendar, and journal writings using math. Allowing students to write about math promotes practical applications of mathematical principles. We also incorporate math across the curriculum. For example, our fifth and sixth grade science teacher presents math concepts such as probability, fractions, and graphs throughout her lessons.

Metacognition is an essential component of Porter's math program. Students are frequently encouraged to evaluate their mathematical understanding. This is accomplished by journal writings and opportunities to identify "I can" statements to target learning. Based on the students' self-assessments as well as teacher assessments, students are placed in flexible learning groups within the classroom or with another teacher that can meet their math needs at an appropriate level. Instruction is designed to drive students towards proficiency of the standard. We use common, benchmark, and teacher-made/formative classroom assessments to evaluate mastery of skills.

Teachers monitor progress and analyze student data during weekly PLCs to readjust student groupings and placement. An Intervention and Enrichment block in the schedule allows teachers to provide immediate, intentional instruction and feedback to struggling math students. To increase student success, Porter Elementary has a Math Achievement Fund specialist. This highly-skilled educator works with classroom teachers to intervene with struggling primary students specifically in the area of math. Beyond the MAF teacher, curriculum coaches, a daytime ESS tutor or UNITE tutor provide small group instruction for struggling students at all grade levels as part of Response to Interventions.

Technology is a daily component of mathematical instruction at Porter. Each classroom is equipped with technology that allows teachers to engage learners and meet their needs. Student "responders" are used frequently to formatively assess students. Study Island provides additional enrichment and remedial opportunities. During walkthroughs it is common to see IPADs being used to incorporate math concepts in the classroom. We utilize Family Fun Math Nights and "Dynomath" magazines to integrate math and bring awareness to our parents.

At Porter Elementary, the expectation is for every student to learn the mathematical content in a way that will allow him or her to make connections and be able to apply the skills to real-life situations.

4. Additional Curriculum Area:

Embracing the “whole child” philosophy, Porter Elementary exposes students to multiple experiences beyond reading, writing, and arithmetic. At Porter, the practical living and career studies curriculum is a vital component in a student’s school experience. By promoting opportunities for students to be physically and emotionally well, the staff at Porter Elementary attempts to develop attitudes and habits in students that will transfer to healthy living choices later in life. A healthy student is a much better student. Overall good health promotes and directly impacts students in all curriculum areas.

Physical fitness is part of being a healthy student. Our Walking Program utilizes time that students have before school in a positive way; they arrive before instruction begins and walk in the gym. Another innovative program that we provide is themed dances. These social events, such as our Folk-Art Dance help students learn etiquette, modern dances, and have fun through movement. In PE, students work to meet the requirements of the President’s Challenge. Furthermore, all students receive an allotted time of daily movement through a Wellness Protocol.

Porter also promotes the importance of nutritional health. PACS Now educates students in ways to maintain a healthy lifestyle. Main points of the program are nutrition and health awareness. Kindergarten parents are provided with Parent Child magazines throughout the year at no cost. The magazines help to provide young families with current information about healthy habits and childhood concerns, as well.

Additionally, numerous drug education programs are offered through district drug educators and the UNITE Program. Safety Programs are also provided at Porter. Issues vary from bus safety to Internet use.

Career Studies opens students up to future choices. Partnering with the local college, students observe presentations on careers and take on-site visits, where they learn about careers early. During Read Across America Week there is a focus day on careers, bridging the school and community. Local professionals volunteer, reading to classes and discussing their personal career choices. Students also participate in a Career Day where they get to dress up and give presentations or write about their potential desired career.

Our counselor promotes intellectual and emotional health. She addresses issues from bullying to responsibility, and The 7 Habits of Happy Kids, which directly applies to our mission. It enables healthy attitudes that lead to successful learning. Students learn how to be proactive in their daily decision making. Porter hosted former Colts Linebacker Devon McDonald, who addressed students promoting the philosophy “You are born a chooser!” Moreover, “Rachel’s Challenge” motivated students to choose positive words, attitudes, and actions.

School-wide citizenship and leadership programs teach students the importance of being a leader in the community. Banners throughout the school remind students to exhibit outstanding character. Students participate in Jump Rope for Heart and Pennies for Patients charities. Porter also hosts canned food drives to provide for the less fortunate in our community. And lets not forget the "Juice Crew" students who keep us reminded to "turn the lights off" to conserve energy at Porter. Students are recognized for good character and leadership on our school’s “Pawsitively Good Leader” board.

5. Instructional Methods:

One of the greatest challenges that face educators today is meeting the needs of a diverse student population. Our community, like many across the nation, has a high percentage of drug-related and domestic-related problems. Increasing numbers of children in our area are coming from single-parent homes or being raised by grandparents. When these students leave school at the end of the day, some of them will have little supervision or encouragement. Because of the harshness of their lives, many of these students require additional opportunities to cultivate their intellectual, emotional, and social skills.

Beyond the rigorous curriculum in the regular classroom, Porter meets the instructional needs of all students utilizing a Response to Intervention (RtI) program. Based on formative and summative assessments and work samples, students identified as struggling in reading, writing, or math are provided extra academic assistance beyond the regular instruction. Tier II/III instruction is provided by curriculum coaches and/or by the reading or math interventionist. All teachers at Porter meet the highly qualified status and are experts in providing age appropriate, hands-on connections to real life, and multi-model, best practices to meet the learning needs of students.

Teachers collaborate with specialized personnel, special education resource teachers, speech and language therapists, reading and math intervention specialists, and curriculum coaches. This collaboration among the professional learning community provides general education teachers with many needed resources. When collaboration does not produce the desired results, special education resource teachers provide explicit instruction based on a student's Individual Education Plan (IEP). In addition, Porter was selected as a model Autism site for Eastern, Kentucky. Our teachers and stakeholders are involved in countless hours of professional development and training in the field of Autism. Furthermore, our school is one of only two schools in our district that provide a FMD unit, serving students with severe physical and mental needs.

For students who struggle with behavior issues, we have a counselor who provides whole group, small group, and individual counseling based on both school and individual student needs. The counselor provides thematic teaching lessons on issues such as bullying, conflict resolution, and making good life choices. Counseling has become a valuable component of a child's school experience.

Porter Elementary offers students the opportunity to challenge themselves at/beyond their grade level with software programs such as Accelerated Reader, Study Island, Breakthrough to Literacy, and Reading Eggs. Technology is a key component to providing differentiated instruction. Every classroom is equipped with 21st century technology including four or more individual computers, a 50" monitor, student responders, air-liner, document camera, and IPAD and IMAC. Furthermore, we have a classroom media center located in our library. There is daily use of technology by both teachers and students at Porter.

One of the most positive instructional strategies that has become part of the school week is GROW (Getting Rid of Worksheets) Fridays. Students have renamed GROW as "FUN Fridays" because of the engaging, hands-on instructional strategies that are offered at Porter on this day of every week. Teachers incorporate activities that integrate multiple intelligences, critical and creative thinking approaches for a fun-interactive day that students eagerly anticipate.

A proactive approach is taken to identify and challenge gifted students. Students in fourth through sixth grades receive gifted and talented services throughout the year with an emphasis on problem solving, critical and creative thinking. Enrichment is addressed in every individual classroom, as well. During Enrichment and Intervention blocks, PES students meet opportunities and experiences beyond the grade level standard. By allowing this movement and flexibility, students are encouraged to reach their highest level of potential.

At Porter, every need of the child is addressed through a plethora of learning opportunities and experiences. The staff attempts to anticipate the needs of the students and select instructional methods that will allow each child to grow academically, socially, and emotionally.

6. Professional Development:

As state professional development budgets shrink, Porter has become proficient at doing more with less. Of course, with 80 percent of the district's budget invested in people, we know that schools improve when faculty improves. Porter encompasses a combination of job embedded and on-going approaches. Professional development, driven by our school's improvement plan, is data driven and research based and includes school, district, and state initiatives. The focus of the PD program is to support our school

improvement initiatives and to support teaching and learning in the classrooms. The activities support student learning and are aligned with newly adopted standards. It is our students who benefit from the continual learning process.

The Kentucky Department of Education requires that all certified employees attain a minimum of twenty-four hours of PD per year. All teachers complete a plan based on their own improvement and growth needs. Our teachers and leadership collectively have completed hundreds of hours beyond the minimum state standard. A sense of professionalism permeates the atmosphere at Porter because teachers and leaders are more than willing to put in countless hours to impact instruction and learning.

During designated PD, teachers meet within the district with content/grade level learning communities. Faculty, assigned to a specific curricular area, meet to determine curriculum pacing, create age-appropriate instructional activities, and to generate benchmark standards-based assessments. Of course, teachers' network in a variety of ways beyond the designated required times by meeting after school by phone or in some unique way such as social media.

At the school-level, Porter teachers meet within grade levels/across grade levels at least once a week in expanded planning times to plan instruction, discuss best practices, plan intervention and enrichment activities, review student work samples, and to perform data analysis of formative/benchmark assessments.

Empowering staff empowers students. That is why Porter's teachers participate in train-the-trainer initiatives allowing education professionals to actively provide PD opportunities within our school and district. The principal, an instructional leader, not only provides PLCs with on-going job embedded PD but also provides district-level PD for both teachers and other administrators. Teachers are encouraged to attend workshops, trainings, visit other classrooms/schools and further their own education through obtaining additional credits, degrees, or licensures.

Another resource utilized by both teachers and leaders on this continual learning track to impact student achievement is the use of book studies. Book studies by authors Rick Stiggins, Jan and Steve Chappuis, Richard and Rebecca Defour, Ken O'Connor, and Carolyn Chapman just to name a few have been used in our district work.

The PD experts in our district are our teachers and principals. Results of PLCs/PD on student achievement show it is working! The PD is driven both by data and the realization that teachers determine the success each day for every child in every classroom.

7. School Leadership:

The principal sets the tone of the culture for the school. Her focus is always data driven and on student achievement, effective instruction, safe and orderly environment, parental involvement, and student engagement. She is well versed in areas of administration but has focused expertise in the areas of curriculum, assessment, and instruction. She has very high expectations and exemplifies a dedicated work ethic for all stakeholders to emulate. Porter's leadership reflects a collaborative approach so that school programs, culture, mission and vision are not dependent on just one leader but the whole "village," thus ensuring all students learn to their highest potential. Leadership opportunities include the Site Base Decision Making Council, Parent Teacher Organization, Professional Learning Communities, Family Resource Center, counselor, curriculum coaches, and district instructional supervisors/administrators.

The leadership team involves numerous components. The SBDM council's responsibilities include creating/revising school policies, overseeing budgets, and implementing school improvement goals. The PTO meets throughout the school year organizing resources to enhance the school's total program and to provide motivational activities for students.

Teachers participate in both school-level and district-level PLCs. Teachers have common planning times

to discuss student work samples, student mastery of standards, pacing of curriculum, formative and benchmark assessments, best practices, instructional strategies, and intervention and enrichment activities. Each PLC includes curriculum coaches who offer small group instruction with literacy and math. Additionally, the coaches offer a weekly writing lab for all students. The district PLCs meet to pace grade-level curriculum, create and discuss benchmark assessments, and develop best practices aimed at ensuring mastery of the standard.

Because the staff at Porter appreciates that students come to school with an array of abilities and problems, the FRC and counselor provide immeasurable support through its programs to assist at-risk students. Unfortunately, our county is number one in the nation concerning drug-related arrests. This is not a statistic that we are proud of; however, the staff at Porter Elementary refuses to lower expectations because of this dire statistic. Instead by embracing the slogan "Every Child, Every Day... Whatever It Takes!" the staff remains dedicated to reaching each child regardless of his or her situation. Because hungry, angry, and neglected children are at much greater risk of academic failure, the FRC and counselor provide numerous interventions for students/families.

District instructional leaders/administrators share Porter's vision of success for all students by working diligently together to create a welcoming, engaging environment, reducing barriers to learning with a focus on providing the best education possible for each and every child.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	96	86	96	69	65
Distinguished	90	55	68	26	29
Number of students tested	49	39	50	42	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	100	79	95	64	63
Distinguished	93	46	63	17	28
Number of students tested	29	25	38	30	40
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	96	88	96	73	64
Distinguished	60	12	32	2	15
Number of students tested	49	39	50	42	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	100	86	95	70	68
Distinguished	68	7	29	3	13
Number of students tested	29	25	38	30	40
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	93	84	55	57	72
Distinguished	61	27	16	19	33
Number of students tested	41	49	44	53	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	93	93	52	53	77
Distinguished	52	18	13	13	27
Number of students tested	27	28	31	40	26
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	83	90	75	83	80
Distinguished	34	24	16	25	51
Number of students tested	41	49	44	53	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	81	89	77	80	77
Distinguished	22	24	16	20	58
Number of students tested	27	28	31	40	26
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	88	74	60	66	76
Distinguished	33	24	19	24	33
Number of students tested	52	41	52	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	1	1
Percent of students alternatively assessed	100	100	0	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	81	77	60	61	63
Distinguished	25	19	14	13	21
Number of students tested	32	30	43	31	24
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	90	81	77	80	68
Distinguished	25	14	25	18	20
Number of students tested	52	41	52	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	1	1
Percent of students alternatively assessed	100	100	0	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	84	77	77	77	51
Distinguished	22	16	28	16	18
Number of students tested	32	30	43	31	24
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	81	80	85	84	56
Distinguished	26	33	31	26	18
Number of students tested	52	49	42	50	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	77	73	82	80	46
Distinguished	23	29	26	14	13
Number of students tested	31	34	34	29	39
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: KCCT/CATS

Edition/Publication Year: 2006/Current Year Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Proficient & Distinguished	81	84	85	78	73
Distinguished	31	27	27	18	23
Number of students tested	52	49	42	50	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	81	79	82	69	72
Distinguished	35	21	29	14	13
Number of students tested	31	34	34	29	39
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Distinguished	89	81	73	68	66
Distinguished	51	34	34	23	27
Number of students tested	194	178	188	195	208
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	4	3	2
Percent of students alternatively assessed	100	100	75	75	50
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	87	80	72	63	60
Distinguished	47	27	29	14	21
Number of students tested	119	117	146	130	129
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12KY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Distinguished	87	85	83	78	71
Distinguished	37	19	25	16	27
Number of students tested	194	178	188	195	208
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	4	3	2
Percent of students alternatively assessed	100	100	75	75	50
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	86	82	82	74	67
Distinguished	36	17	25	13	23
Number of students tested	119	117	146	130	129
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

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