

# SCHOOL REPORT CARD

for the 2009-2010 school year



## Trapp Elementary School

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**School Enrollment: 118**

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Our School Council

NO COUNCIL

**Dear Parents/Guardians:** This report card for the 2009-2010 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

**About Our School:** Trapp Elementary is a rural “neighborhood” school with a strong tradition of academic excellence and a rich heritage. Trapp has a full-time staff of 7 classroom teachers including preschool and 1 special needs teacher. Other half-time staff include a principal, literacy coach, and guidance counselor. 6 itinerant teachers serve our students in speech, media center, physical education, arts and humanities, music, and gifted and talented. Support staff include a part-time Family Resource Director, kindergarten assistant, technology assistant, attendance and welcome center secretary, cafeteria staff, custodian, and secretary. Since 1990, Trapp has excelled in each accountability cycle. In 2001 and 2006 Trapp was awarded Pacesetter status by the KY Department of Education, an award given to the top 5% of all schools in the state. The entire school family continues to strive to help children reach their maximum potential and develop into lifelong learners.

**How We Ensure Educational Equity:** A major component of our improvement plan addresses how we meet the needs of all our children and families regardless of race, gender, or socio-economic background. We are using smaller reading groups and the Literacy First Process to insure that no child is left behind -- so that all of our children can experience success and develop to the maximum potential. 55% of our students qualify for free or reduced lunch which allows us to receive Title 1 funds that help provide interventions and additional assistance in the classroom. Trapp has been awarded a grant from the Kentucky Arts Foundation that allows our rural school to receive additional arts and humanities activities from community consultants. Due to our low percentage of minority students in our student population, we continue to implement programs that promote diversity and expose our children to cultures that are different from their own.

# School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading						Mathematics						Science			Other Academic Indicators						
	Percent Tested			Percent Proficient & Distinguished			Percent Tested			Percent Proficient & Distinguished			Percent Tested			Proficient & Distinguished % (Novice %) Elem. And Middle			Graduation Rate (High School)			
	Goal 95%			Goal 73.64%			Goal 95%			Goal 61.23%						Goal 86.75%						
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	
All Students	100	100	99.92	87.5	71.59	71.86	100	100	99.92	87.5	63.34	64.14		100	99.91	82.22 (1.42)	57.28 (6.47)	56.88 (8.23)		84.71	83.92	
African-American		100	99.83		57.06	53.79		100	99.83		46.99	41.79		100	99.82							
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00							
Asian/Pacific Islander			99.98			79.60			99.98			80.07			100.00							
Hispanic			99.85			65.19			99.85			57.86			99.92							
White		100	99.93	87.5	72.82	74.37		100	99.93	87.5	64.89	67.08		100	99.92							
Students with Disabilities		100	99.89		52.76	48.69		100	99.89		53.13	43.41		100	99.87							
Limited English Proficiency			99.97			58.25			99.97			45.31			100.00							
Economically Disadvantaged		100	99.91		63.86	63.45		100	99.91		56.2	55.35		100	99.90							
Migrant			100.00			59.38			100.00			53.96			100.00							
Male		100	99.91		65.7	66.59		100	99.91		63.46	63.04		100	99.88							
Female		100	99.93		77.76	77.45		100	99.93		63.22	65.32		100	99.94							

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02	N/A	N/A	N/A
2002-03	Y	Y	Y
2003-04	Y	Y	Y
2004-05	Y	Y	Y
2005-06	Y	Y	Y
2006-07	Y	Y	Y
2007-08	Y	Y	Y
2008-09	Y	Y	Y
2009-10	Y	Y	Y
2010-11			
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04	Y	
2004-05	Y	
2005-06	Y	
2006-07	Y	
2007-08	Y	
2008-09	Y	
2009-10	Y	
2010-11	Y	
2011-12		
2012-13		
2013-14		
2014-15		

Y=Met the goals N=Did not meet the goals NA=Not applicable  
S=Safe Harbor, did not make goal but made significant improvement

**NCLB Consequences (Title I)**

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

**State Assistance (Non-Title I)**

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description “Eligible for State Assistance” will appear in the Consequences, School Status column, followed by the number “1” or “2” indicating the number of years eligible.

# How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 3 - Reading					2009-2010		
Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	7	64	29	92.86	77.15	76.42
	2009-2010	100	6	18	59	18	76.47	79.3	76.74
African-American	2008-2009							62.07	57.88
	2009-2010							63.64	58.8
American Indian/ Native Alaskan	2008-2009							--	77.63
	2009-2010							--	55.93
Asian/Pacific Islander	2008-2009							--	84.38
	2009-2010							--	81.29
Hispanic	2008-2009							81.82	67.79
	2009-2010							80	68.72
White	2008-2009	100	0	7	64	29	92.86	78.43	79.08
	2009-2010	100	6	18	59	18	76.47	80.97	79.54
Students with Disabilities	2008-2009	--	--	--	--	--	--	58.9	58.49
	2009-2010	--	--	--	--	--	--	66.67	60.02
Limited English Proficiency	2008-2009							--	59.48
	2009-2010							--	57.41
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	71.5	68.97
	2009-2010	100	10	20	50	20	70	74.03	69.58
Migrant	2008-2009							--	71.71
	2009-2010							--	66.48
Male	2008-2009	--	--	--	--	--	--	74.15	73.81
	2009-2010	100	10	20	60	10	70	80	74.17
Female	2008-2009	--	--	--	--	--	--	80.2	79.21
	2009-2010	--	--	--	--	--	--	78.64	79.46

# School Assessment

# Grade 4 - Reading

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	13	63	25	87.5	65.97	74.17
	2009-2010	100	0	6	71	24	94.12	78.93	79.34
African-American	2008-2009							52	55.77
	2009-2010							65.63	62.26
American Indian/ Native Alaskan	2008-2009								66.1
	2009-2010							--	74.07
Asian/Pacific Islander	2008-2009								82.19
	2009-2010							--	85.02
Hispanic	2008-2009							--	67.25
	2009-2010							83.33	74.97
White	2008-2009	100	0	13	63	25	87.5	66.86	76.72
	2009-2010	100	0	6	71	24	94.12	80.22	81.76
Students with Disabilities	2008-2009	--	--	--	--	--	--	38.98	55.87
	2009-2010	--	--	--	--	--	--	62.32	63.22
Limited English Proficiency	2008-2009							--	58.4
	2009-2010							--	63.19
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	56.28	66.15
	2009-2010	100	0	0	60	40	100	75.12	72.89
Migrant	2008-2009							--	64.45
	2009-2010							--	69.59
Male	2008-2009	--	--	--	--	--	--	61.05	70.48
	2009-2010	--	--	--	--	--	--	75.12	75.45
Female	2008-2009	--	--	--	--	--	--	70.83	78.08
	2009-2010	--	--	--	--	--	--	82.69	83.49

# School Assessment

# Grade 5 - Reading

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	6	24	47	24	70.59	63.8	69.97
	2009-2010	100	0	7	64	29	92.86	77.63	74.36
African-American	2008-2009							47.06	54.12
	2009-2010							68	58.19
American Indian/ Native Alaskan	2008-2009								64.62
	2009-2010								73.44
Asian/Pacific Islander	2008-2009							--	78.09
	2009-2010								80.87
Hispanic	2008-2009							36.36	64.71
	2009-2010							81.82	68.43
White	2008-2009	100	6	24	47	24	70.59	65.36	72.17
	2009-2010	100	0	7	64	29	92.86	77.94	76.62
Students with Disabilities	2008-2009	--	--	--	--	--	--	36	46.63
	2009-2010	--	--	--	--	--	--	58.18	54.01
Limited English Proficiency	2008-2009							--	47.19
	2009-2010							--	50.74
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	53	60.81
	2009-2010	--	--	--	--	--	--	70.22	66.71
Migrant	2008-2009							--	55.44
	2009-2010							--	62.36
Male	2008-2009	--	--	--	--	--	--	60.41	64.58
	2009-2010	--	--	--	--	--	--	68.69	69.38
Female	2008-2009	--	--	--	--	--	--	67.17	75.57
	2009-2010	--	--	--	--	--	--	86.91	79.62

# School Assessment

# Grade 3 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	0	43	57	100	74.2	74.47
	2009-2010	100	6	12	12	71	82.35	75.56	76.31
African-American	2008-2009							58.62	54.69
	2009-2010							63.64	56.53
American Indian/ Native Alaskan	2008-2009							--	71.05
	2009-2010							--	59.32
Asian/Pacific Islander	2008-2009							--	86.18
	2009-2010							--	85.76
Hispanic	2008-2009							36.36	64.29
	2009-2010							66.67	69.57
White	2008-2009	100	0	0	43	57	100	76.47	77.38
	2009-2010	100	6	12	12	71	82.35	77.27	79.23
Students with Disabilities	2008-2009	--	--	--	--	--	--	56.16	53.93
	2009-2010	--	--	--	--	--	--	60.42	55.86
Limited English Proficiency	2008-2009							--	59.48
	2009-2010							--	62.36
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	66.82	66.36
	2009-2010	100	10	20	10	60	70	67.44	69.29
Migrant	2008-2009							--	69.74
	2009-2010							--	68.13
Male	2008-2009	--	--	--	--	--	--	74.63	74.26
	2009-2010	100	10	10	20	60	80	80.51	75.68
Female	2008-2009	--	--	--	--	--	--	73.76	74.69
	2009-2010	--	--	--	--	--	--	70.87	76.97

# School Assessment

# Grade 4 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	6	38	56	93.75	67.02	71.35
	2009-2010	100	0	12	41	47	88.24	67.8	74.88
African-American	2008-2009							48	53.26
	2009-2010							59.38	53.2
American Indian/ Native Alaskan	2008-2009								52.54
	2009-2010							--	70.37
Asian/Pacific Islander	2008-2009								83.99
	2009-2010							--	85.33
Hispanic	2008-2009							--	64.59
	2009-2010							41.67	67.57
White	2008-2009	100	0	6	38	56	93.75	68.3	73.81
	2009-2010	100	0	12	41	47	88.24	69.36	77.99
Students with Disabilities	2008-2009	--	--	--	--	--	--	38.98	50.91
	2009-2010	--	--	--	--	--	--	53.62	55.02
Limited English Proficiency	2008-2009							--	58.49
	2009-2010							--	56.83
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	59.53	62.63
	2009-2010	100	0	0	50	50	100	58.99	67.09
Migrant	2008-2009							--	63.79
	2009-2010							--	58.11
Male	2008-2009	--	--	--	--	--	--	65.26	71.04
	2009-2010	--	--	--	--	--	--	68.29	74.55
Female	2008-2009	--	--	--	--	--	--	68.75	71.67
	2009-2010	--	--	--	--	--	--	67.31	75.24

# School Assessment

# Grade 5 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	12	24	24	41	64.71	59.49	64.93
	2009-2010	100	0	7	43	50	92.86	73.52	67.57
African-American	2008-2009							41.18	44.85
	2009-2010							60	46.43
American Indian/ Native Alaskan	2008-2009								67.69
	2009-2010								60.94
Asian/Pacific Islander	2008-2009							--	81.47
	2009-2010								83.39
Hispanic	2008-2009							54.55	60.76
	2009-2010							54.55	59.87
White	2008-2009	100	12	24	24	41	64.71	60.34	67.49
	2009-2010	100	0	7	43	50	92.86	75.36	70.47
Students with Disabilities	2008-2009	--	--	--	--	--	--	42	42.69
	2009-2010	--	--	--	--	--	--	58.18	45.31
Limited English Proficiency	2008-2009							--	45.87
	2009-2010							--	44.01
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	48.39	54.96
	2009-2010	--	--	--	--	--	--	68	58.25
Migrant	2008-2009							--	55.44
	2009-2010							--	54.49
Male	2008-2009	--	--	--	--	--	--	65.99	64.23
	2009-2010	--	--	--	--	--	--	73.23	66.75
Female	2008-2009	--	--	--	--	--	--	53.03	65.65
	2009-2010	--	--	--	--	--	--	73.82	68.45

# School Assessment

# Grade 4 - Science

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	6	6	56	31	87.5	66.49	70
	2009-2010	100	0	18	59	24	82.35	71.19	70.42
African-American	2008-2009							56	43
	2009-2010							53.13	44.74
American Indian/ Native Alaskan	2008-2009								67.8
	2009-2010							--	71.6
Asian/Pacific Islander	2008-2009								74.1
	2009-2010							--	74.74
Hispanic	2008-2009							--	57.36
	2009-2010							50	59.69
White	2008-2009	100	6	6	56	31	87.5	67.72	73.94
	2009-2010	100	0	18	59	24	82.35	73.82	74.35
Students with Disabilities	2008-2009	--	--	--	--	--	--	45.76	52.61
	2009-2010	--	--	--	--	--	--	62.32	53.12
Limited English Proficiency	2008-2009							--	46.46
	2009-2010							--	45.46
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	57.67	60.58
	2009-2010	100	0	10	60	30	90	61.29	61.69
Migrant	2008-2009							--	58.47
	2009-2010							--	50.68
Male	2008-2009	--	--	--	--	--	--	64.21	70.39
	2009-2010	--	--	--	--	--	--	72.68	71.04
Female	2008-2009	--	--	--	--	--	--	68.75	69.58
	2009-2010	--	--	--	--	--	--	69.71	69.76

# School Assessment

# Grade 5 - Social Studies

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	41	47	12	58.82	57.97	61.03
	2009-2010	100	0	21	57	21	78.57	60.15	55.59
African-American	2008-2009							41.18	40.29
	2009-2010							44	33.71
American Indian/ Native Alaskan	2008-2009								63.08
	2009-2010								45.31
Asian/Pacific Islander	2008-2009							--	69.52
	2009-2010								66.78
Hispanic	2008-2009							45.45	53.49
	2009-2010							54.55	44.28
White	2008-2009	100	0	41	47	12	58.82	59.22	64.01
	2009-2010	100	0	21	57	21	78.57	61.6	58.84
Students with Disabilities	2008-2009	--	--	--	--	--	--	34	41.39
	2009-2010	--	--	--	--	--	--	50.91	35.7
Limited English Proficiency	2008-2009							--	34.1
	2009-2010							--	26.91
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	46.54	49.68
	2009-2010	--	--	--	--	--	--	53.78	44.71
Migrant	2008-2009							--	42.31
	2009-2010							--	43.26
Male	2008-2009	--	--	--	--	--	--	57.87	61.22
	2009-2010	--	--	--	--	--	--	60.1	56.55
Female	2008-2009	--	--	--	--	--	--	58.08	60.84
	2009-2010	--	--	--	--	--	--	60.21	54.58

# School Assessment

# Grade 5 - Writing On-Demand

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	6	53	35	6	41.18	48.86	55.37
	2009-2010	100	0	14	71	14	85.71	65.04	59.08
African-American	2008-2009							47.06	44.76
	2009-2010							60	45.47
American Indian/ Native Alaskan	2008-2009								50.77
	2009-2010								53.13
Asian/Pacific Islander	2008-2009							--	73.31
	2009-2010								70.3
Hispanic	2008-2009							45.45	50.24
	2009-2010							27.27	51.57
White	2008-2009	100	6	53	35	6	41.18	48.32	56.77
	2009-2010	100	0	14	71	14	85.71	66.48	61.05
Students with Disabilities	2008-2009	--	--	--	--	--	--	24	31.95
	2009-2010	--	--	--	--	--	--	36.36	34.13
Limited English Proficiency	2008-2009							--	34.87
	2009-2010							--	34.66
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	40.09	45.24
	2009-2010	--	--	--	--	--	--	56	49.94
Migrant	2008-2009							--	42.66
	2009-2010							--	39.33
Male	2008-2009	--	--	--	--	--	--	38.07	46.01
	2009-2010	--	--	--	--	--	--	54.04	49.96
Female	2008-2009	--	--	--	--	--	--	59.6	65.09
	2009-2010	--	--	--	--	--	--	76.44	68.72

**Norm-Referenced Test:** The ITBS scores are not part of state or federal accountability. The assessment is for diagnostic purposes only. The school and district scores are reported publicly using national percentiles (Percentile Rank of Average Standard Score: National Student Norms). Each national percentile shows a student's performance compared to other students who took the assessment at the same grade level and same time period—fall, mid-spring, or spring as compared to the 2005 norming group.

Norm-Referenced Test (NRT)				Iowa Tests of Basic Skills			
Scores Reported in National Percentiles							
Reading				Mathematics			
Grade	School	District	State	Grade	School	District	State
3	64	60	62	3	77	57	60
4	64	56	57	4	74	57	56
5	66	56	55	5	81	55	53
6		43	46	6		42	43
7		50	51	7		48	51

**Other Measures:** The third component of the Kentucky Testing System is our school's performance in attendance, retention\*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2008-2009 school year.

	Attendance Rate	Retention Rate
School	95.6%	0.0%
District	93.6%	2.2%
State	94.2%	2.8%

\* The percent of students who had to repeat the grade.

**NAEP:** The National Assessment of Educational Progress (NAEP) is also known as "the Nation's Report Card". NAEP has been conducting assessments since 1969 and is the only national assessment of what "America's students know and can do" in various subject areas. NAEP does not report scores for individual students or schools. NAEP bases its results on a sample of students and provides data at the state and national level.

Grade 4	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	32%	35%	25%	8%
Mathematics	21%	49%	27%	3%

Grade 4	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	52%	54%
Mathematics	42%	65%

## Our Learning Environment

**School Safety:** Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	0	0	0
Weapons Violations	0	0	0

**Procedures in Place In Our School for Drug and Weapons Detection:**

At Trapp, we have implemented strategies to create and ensure a safe, non-threatening environment where learning can occur. In addition to the school's safety plan and the District Code of Conduct, our staff has been trained in recognizing and reporting safety concerns. Our students participate in a variety of violence, drug, alcohol, and weapons awareness programs that enable them to report any situation that may pose a threat to them or someone else.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$9,903	17.0:1	53.1%	1.7:1
District	\$9,896	16.0:1	89.8%	2.5:1
State	\$10,742	15.0:1	76.6%	2.7:1

## How We Use Technology To Teach:

Trapp uses various forms of technology to enhance the learning process. We have a computer lab that is able to access the Internet that teachers use in instruction and students use for research. We have new computers, upgraded computers, and new software thanks to the resources of many. We use Star Reading diagnostic software to help diagnose those students who may need additional reading support. We also use Accelerated Reader, Read 180, and Fast Math programs that help students in need of reading and math interventions.

## Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	118	0	15	1,857

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0.0%	0.0%	1.1%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	0.0%	1.7%
Average Years of Teaching Experience	9.6	10.3	11.7
Number of Teachers certified by the National Board for Professional Standards	0	14	1,704

	B.A./B.S.	M.A./M.S.	Rank I	Specialist	Ph.D./Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	18.2%	63.6%	18.2%	0.0%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** Our students excel in several local/regional/state competitions: 4-H Speech Regional winners, Conservation Poster winners, Student Technology Leadership Program, 4-H, etc.

**Extracurricular Activities:** 4-H, Character Education, Boy Scouts, Girl Scouts, Conservation, FRC, DARE, Kid's Karnival, Extended School Services (ESS), AmeriCorps, Civitan and YMCA sports.

**Awards & Recognitions:** PACESETTER AWARD: 2008, 2006, & 2001. 2008 Top 5% of ALL KENTUCKY SCHOOLS; 2nd in Clark County in 2009 & 2010 CATS scores; National Distinguished Title 1 School; Kentucky Distinguished Title 1 School; CATS Reward Status School cycles 1993-2010; Partnership for Kentucky Schools -- Award for Continuous Progress; Pritchard Committee Award for Student Success.

**What We Are Doing To Improve:** We are committed to the belief that all children can learn, and are working to help each child reach their maximum academic potential. We assess all students 3 times a year in reading and math in order to help identify areas of concern. We analyze our CATS data in order to determine targets for school improvement. Due to NCLB, we are looking for achievement gaps in student performance & developing strategies to reduce those achievement gaps. Our RtI team meet weekly.

For Further Information: To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at <http://www.education.ky.gov>, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.

