

SCHOOL REPORT CARD for the 2006-2007 school year



Johnson Elementary School

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School Enrollment: 200

Our School Council

| | |
|----------------------|------------------------|
| Frank LaBoone | Michelle Hollingsworth |
| Nancy Heathman | Marlene Johnson |
| Robin Hawkins-Wright | Melissa Lairson |

Dear Parents/Guardians: This report card for the 2006-2007 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 contact us to see our Expanded Report Card.

About Our School: Johnson Elementary School is committed to providing quality education programs so that all students can excel at distinguished levels of academic performance. The Johnson staff creates a school environment that is challenging, engaging, positive, and respectful. Students are actively involved in their learning through hands-on experiences, flexible grouping, cooperative learning activities and experiences that promote intellectual, social, emotional, and physical growth across the curriculum and grade levels. Our school has been identified as a school wide Title 1 school and was the recipient of the 2001 National Title 1 Distinguished School Award. Students and families have many needs met through the services of the Family Resource Center (FRC). The FRC, in collaboration with the instructional staff, offers educational programs to increase student achievement. The Healthy Kids Clinic provides a wide variety of health related services to the students and families enrolled at Johnson.

How Our School Ensures Educational Equity: All students are formally assessed in reading and math a minimum of three times per year. Assessment results are used to ensure that each student is taught at his or her instructional level. All staff utilize instructional strategies that support the different cognitive and cultural learning styles of our students. Strategies utilized to address equity include an on-going analysis and feedback of student work, use of culturally diverse literature, staff training that focuses on recognizing and appreciating diversity, supporting programs offered by the One Community One Voice task force, utilizing the Family Resource Center services to eliminate barriers to student learning, and offering extended school services for students who need extended time or instruction in order to become proficient.

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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601



CBP000009
 TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: Johnson Elementary provides all students with the opportunity to participate in advanced technology learning activities through involvement in the Student Technology Leadership Program. The STLP team advanced to the state competition in consecutive years based on district and regional level achievements. Primary and Intermediate academic teams compete in district competitions throughout the year.

Extracurricular Activities: Johnson offers many extracurricular activities to enhance learning such as: Academic Team competition, Student Technology Leadership Programs, Junior Achievement, DARE, Band, Orchestra, Battle of the Books, Extended School Services, Character Education, Fifth Grade Boys and Girls Clubs, and Jumpin Jaguars, an after school fitness and nutrition collaborative program with the University of Kentucky Med School, YMCA, and the Fayette County Health Department.

Awards & Recognitions: Johnson was one of 95 elementary and secondary schools recognized for outstanding Title 1 programs and received the National Title 1 Distinguished School Award in 2001. We recognize students as they accomplish academic and social goals. Special recognitions include Principal Honor Roll, Honor Roll, Perfect Attendance, HEART Awards for Guidelines for Success, and many reading awards. Students who score Proficient or Distinguished are recognized on the Wall of Fame.

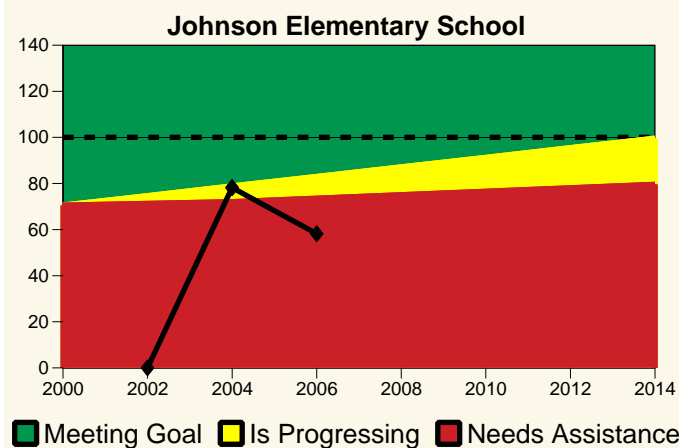
What We are Doing to Improve: We are committed to improving instructional programs through a process of self analysis, assessment, and on going professional development. Support staffs from the district and KDE are actively involved in working with our staff and students. A major instructional focus has been writing. Our Reading First grant provides research based instruction for students and professional development for staff. Leadership groups meet weekly to promote effective practices.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

| Students Sub-Population | Reading | | Mathematics | |
|-------------------------|----------|-------|-------------|-------|
| | 2007 | | 2007 | |
| | Students | Index | Students | Index |
| ALL Students | 102 | 77.48 | 102 | 68.85 |
| White | 29 | NA | 29 | NA |
| African American | 60 | 78.06 | 60 | 64.57 |
| Asian | 1 | NA | 1 | NA |
| Hispanic | 11 | NA | 11 | NA |
| Free/Red. Lunch | 100 | 77.83 | 100 | 69.03 |
| Non-Free/Red. Lunch | 2 | NA | 2 | NA |
| Limited English | 4 | NA | 4 | NA |
| Non-Limited English | 98 | 78.06 | 98 | 69.49 |
| Disability | 26 | NA | 26 | NA |
| No Disability | 76 | 82.78 | 76 | 77.12 |
| Male | 50 | 73.26 | 50 | 70.04 |
| Female | 52 | 81.53 | 52 | 67.72 |
| Students Excluded | 0 | NA | 0 | NA |

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

| KCCT Test | | 2007 Reading | 2007 Mathematics | 2007 Science | 2007 Writing | 2007 Social Studies | 2007 Arts & Humanities | 2007 PL/VS |
|--------------------------|----------|--------------|------------------|--------------|--------------|---------------------|------------------------|------------|
| | | Elm | Elm | 4th | Elm | 5th | 5th | 4th |
| Novice | School | 9% | 25% | 13% | 10% | 27% | 50% | 26% |
| | District | 5% | 10% | 7% | 3% | 9% | 17% | 16% |
| | State | 6% | 13% | 7% | 4% | 10% | 18% | 16% |
| Apprentice | School | 43% | 37% | 50% | 54% | 43% | 23% | 26% |
| | District | 18% | 20% | 22% | 33% | 26% | 22% | 14% |
| | State | 22% | 26% | 27% | 36% | 28% | 25% | 15% |
| Proficient/Distinguished | School | 48% | 38% | 37% | 36% | 30% | 27% | 47% |
| | District | 77% | 70% | 71% | 64% | 64% | 62% | 71% |
| | State | 73% | 62% | 66% | 60% | 62% | 57% | 69% |
| Academic Index | School | 77.5 | 68.8 | 71.3 | 74.9 | 61.7 | 46.8 | 65.2 |
| | District | 100.4 | 99.5 | 100.8 | 90.9 | 91.4 | 89 | 87.8 |
| | State | 95.6 | 90.5 | 95.9 | 88.1 | 88.5 | 83.6 | 86.8 |

NRT/Readiness Assessment:

The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

| NRT/Readiness | NRT | |
|---------------|--------------|----------|
| | School | District |
| Reading | 49.7% | 76% |
| Mathematics | 46.8% | 76% |
| English | 41.8% | 70% |
| Science | 44.1% | 76% |
| Composite | 45.6% | 75% |
| Name of NRT | Metropolitan | |

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

| | Attendance Rate | Retention Rate |
|----------|-----------------|----------------|
| School | 95.2% | 0% |
| District | 94.4% | 3.9% |
| State | 94.6% | 2.9% |

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 Phone |
|----------------------------------|---|--------------------------------------|
| Y | Y | 100% |

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

Johnson Elementary is committed to maintaining a safe learning environment for students, staff, and visitors. Procedures are in place for drug and weapons detection. Our most effective deterrent is a proactive approach that includes student education, staff training, and promoting a trusting school climate that encourages students to report safety concerns to staff. Other safety procedures include practicing safety drills, emergency response procedures, and implementing a school wide discipline plan based on CHAMPs and Foundations. Visitors are only allowed entrance into the building through a security monitor system and must sign in and out of the office. All visitors must wear an identification badge while in the building.

| Violation | # of Reported Incidents | # of Students Suspended | # of Students Expelled |
|--------------------|-------------------------|-------------------------|------------------------|
| 1st degree Assault | 0 | 0 | 0 |
| Drug Violations | 0 | 0 | 0 |
| Weapons Violations | 0 | 0 | 0 |

Student Resources

| | Spending per Student | Student/Teacher Ratio | Student per Internet Connected Computer | % of Computers 5 years old or less |
|------------|----------------------|-----------------------|---|------------------------------------|
| Our School | \$12121 | 7:1 | 1.8:1 | 82.2% |
| District | \$10097 | 14:1 | 3.6:1 | 85.2% |
| State | \$9602 | 16:1 | 3.1:1 | 79.8% |

How We Use Technology to Teach: Students have access to computers in every classroom, library, and the computer lab. Teachers have access to electronic projection devices and internet connections to provide group instruction to all students. Students receive instruction in word processing, creating databases, utilizing spreadsheets, and conducting research. Reading skills are promoted through the use of the Accelerated Reader program. Math skills are enhanced through the use of programs such as SuccessMaker, Accelerated Math, and First in Math.

Parental Involvement

| | # of Students Whose Parents/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 | 195 | 51 | 2 | 2014 |

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% | 2% | 2% |
| % of Classes Taught by Teachers Who Participated in Content-Focused Professional Development | 100% | 100% | NA |
| % of Core academic Subject Classes NOT taught by Highly Qualified Teachers | 0% | 5% | 2% |
| Average Years of Teaching Experience | 9.3 | 11.4 | 11.6 |
| % of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught | 100% | 95% | NA |

| | B.A./ B.S. | M.A./ M.S. | Rank 1 | Specialist | Ph.D/Ed.D | Total % of Teachers |
|---|------------|------------|--------|------------|-----------|---------------------|
| Professional Qualifications of all Teachers in the School | 48.6% | 37.1% | 14.3% | 0% | 0% | 100% |