

Changes in Kentucky School Testing System

This year has seen many changes in the Kentucky School Testing System and the school and district report cards. Senate Bill 1 (SB1), enacted in the 2009 Kentucky General Assembly, outlines numerous changes to Kentucky's assessment and accountability program. SB1 creates a three-year interim period (2008-09, 2009-10 and 2010-11) and a new state assessment program beginning in 2012. The interim period allows Kentucky time to develop the new assessment system while maintaining components necessary for federal No Child Left Behind (NCLB) reporting.

SB1 suspended the former state assessment and accountability program with its focus on the accountability index and individual growth charts. All public schools in Kentucky, both Title I and Non-Title I, are held accountable for student performance through Adequate Yearly Progress status included in No Child Left Behind (NCLB) reports. Assistance to schools that do not meet AYP will be delivered using the Kentucky Department of Education's Assistance and Support School Improvement Success Team (ASSIST) model. ASSIST teams shall have local district staff collaborating with Kentucky Department of Education staff and other educational partners to support school improvement.

This report card reflects the changes to the system during the interim period. The familiar narratives and most of the data reported in previous years are unchanged. However, the growth chart and the data table supporting it are gone, as well as, data from assessments of writing portfolios, arts and humanities and practical living/vocational studies. These assessments changed from state-required to local-option in spring 2009. All academic indices are gone. Little has been added in the interim, but you will see the state results for the National Assessment of Educational Progress (NAEP) as required by law.

NCLB Annual Yearly Progress

Student Group	Met Annual Measurable Objectives		Met Participation Rate	Other Academic Indicator
	Reading	Mathematics		
All Students	Y	Y	Y	Y
White (non-Hisp)	Y	Y	Y	
African-American	NA	NA	NA	
Hispanic	NA	NA	NA	
Asian	NA	NA	NA	
Limited Eng Prof	NA	NA	NA	
Free/Red Lunch	N	N	Y	
With Disability	NA	NA	NA	

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

For High Schools the Other Academic Indicator is Graduation Rate. For Elementary and Middle Schools the Other Academic Indicator is the overall Classification which covers other content beyond Reading and Mathematics.

-Commonwealth of Kentucky-

DISTRICT REPORT CARD

for the 2008-2009 school year



Trimble County

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District Enrollment: 1,470

Our School Board Members

Scott Burrows
J. W. Sachleben
Kim Temple
Tom Cook
Jill Simmons

Dear Parents/Guardians: This report card for the 2008-2009 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 district, 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: The Trimble County School District is a small rural district consisting of a Head Start and Preschool, Bedford Elementary, Milton Elementary, Trimble County Middle School, and Trimble County High School. The district is fortunate to provide two new, state of the art elementary schools and to maintain a highly qualified classified and certified staff. To support our staff and students, as well as our academic programs, the district maintains state of the art technology, a variety of athletic and extracurricular activities, and strong community support.

How Our School Ensures

Educational Equity: The Trimble County School District does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability in employment, educational programs or activities as set forth in Title IX, Title V, and Section 504. All schools have equity components embedded in their school comprehensive plans, as well as it being embedded in the district comprehensive plan.

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.

Kentucky Core Content Tests:

Kentucky's tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our schools performance with the schools in our district and throughout Kentucky. For further information on the KCCT Test, performance levels or standards based assessments go to the KDE home page <http://www.education.ky.gov> and click on School Report Cards.

Elementary KCCT Test		Reading		Mathematics		Science		Writing On Demand		Social Studies	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Novice	District	10%	10%	12%	13%	5%	8%	4%	9%	11%	16%
	State	6%	6%	10%	10%	7%	6%	7%	6%	11%	10%
Apprentice	District	23%	26%	26%	24%	35%	24%	42%	45%	29%	35%
	State	21%	20%	21%	20%	24%	24%	41%	38%	30%	29%
Proficient Distinguished	District	67%	64%	62%	64%	60%	68%	54%	45%	60%	48%
	State	73%	74%	70%	70%	69%	70%	53%	55%	60%	61%

Middle School KCCT Test		Reading		Mathematics		Science		Writing On Demand		Social Studies	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Novice	District	8%	10%	27%	19%	8%	13%	15%	9%	15%	10%
	State	7%	7%	16%	13%	10%	11%	9%	8%	12%	12%
Apprentice	District	31%	30%	30%	29%	32%	36%	61%	51%	43%	40%
	State	27%	26%	28%	26%	30%	27%	52%	50%	31%	32%
Proficient Distinguished	District	61%	59%	43%	52%	61%	51%	24%	40%	42%	50%
	State	67%	67%	57%	61%	60%	63%	39%	42%	58%	56%

High School KCCT Test		Reading		Mathematics		Science		Writing On Demand		Social Studies	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Novice	District	5%	5%	40%	32%	19%	12%	10%	6%	21%	17%
	State	6%	6%	27%	26%	20%	20%	12%	9%	20%	20%
Apprentice	District	30%	40%	27%	41%	38%	44%	58%	62%	44%	42%
	State	34%	33%	34%	33%	38%	38%	58%	56%	42%	40%
Proficient Distinguished	District	65%	55%	34%	26%	43%	44%	32%	31%	35%	41%
	State	60%	62%	39%	41%	41%	41%	30%	35%	38%	41%

Readiness Assessment: 8th and 10th grade students in Kentucky are being given assessments by ACT, Inc, to predict high school and college success and indicate progress. 8th graders are given EXPLORE and 10th grade students are given PLAN. For further information on this test and the other components of the Educational Planning and Assessment System (EPAS) go to the KDE homepage (<http://www.education.ky.gov>) and select School Report Card from the blue navigation bar.

EXPLORE				
	2008		2009	
	District	State	District	State
Reading	13.3	13.7	14.3	13.9
Mathematics	13.8	14.4	15.5	14.6
English	12.8	13.7	14.0	13.8
Science	15.3	15.8	16.4	16.0
Composite	13.9	14.5	15.2	14.7

PLAN				
	2008		2009	
	District	State	District	State
Reading	16.2	16.1	15.7	16.0
Mathematics	15.9	16.1	16.0	16.4
English	15.0	15.3	14.9	15.9
Science	17.4	17.2	17.4	17.4
Composite	16.2	16.3	16.1	16.6

Other Measures: The third component of the Kentucky Testing System is our district's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2007-2008 school year.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
District	94.6%	3.2%	2.3%	87.4%
State	94.2%	2.6%	2.3%	84.5%

Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
39.3%	0.0%	44.6%	1.8%	14.3%	0.0%
55.2%	2.4%	26.0%	5.0%	6.8%	4.7%

* 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.

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

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

NAEP Achievement Level Percentages				
Grade 8	Below Basic	Basic	Proficient	Advanced
Reading	27%	46%	25%	3%
Mathematics	31%	42%	22%	5%

NAEP Participation Rates		
Grade 8	Students with Disabilities	English Language Learners
Reading	84%	89%
Mathematics	51%	82%

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	100.0%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	3	3	1
Weapons Violations	0	0	0

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

Each school has conducted a needs assessment and has written a safety plan which addresses its individual needs. All schools have contributed to the District Emergency Plan that prescribes the procedures to ensure the safety of staff and students. These plans have been distributed to all schools in the form of a comprehensive manual with individual quick reference charts/booklets for all classified and certified employees. Trimble County Middle and High Schools have state of the art surveillance systems consisting of cameras placed on the interior and exterior of the buildings to help monitor the school buildings and ensure safety.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
District	\$5,473	17.0:1	72.6%	2.8:1
State	\$10,301	16.0:1	77.7%	2.8:1

How We Use Technology To Teach:

Trimble County Schools are in their fourth year using ThinkLink PAS, a web-based Prescriptive Assessment Series. It helps teachers identify each student's strengths and weaknesses in the core content areas and provides strategies to address these concerns. The schools use computers for instruction, self-guided research, and assessment. Trimble County High School provides classes in technology education, word processing, Computer Assisted Design, spreadsheets, databases, and web-page design.

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 District	845	127	36	7,410

ACT Testing: The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. All Kentucky Juniors are required to take the ACT. The chart below shows both 11th grade and graduating Senior ACT scores.

		11th Grade ACT Scores				
		English	Math	Reading	Science	Composite
2009	District	16.4	17.4	17.4	18.7	17.5
	State	17.3	18.2	18.4	18.5	18.2
2008	District	15.7	16.6	17.0	17.6	16.9
	State	17.3	18.1	18.5	18.7	18.3

		Graduating Senior ACT Scores				
		English	Math	Reading	Science	Composite
2009	District	16.2	17.1	17.9	18.6	17.6
	State	18.3	18.7	19.4	19.4	19.1
2008	District	19.2	19.2	19.9	20.1	19.7
	State	20.5	20.2	21.5	20.7	20.9

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.

	District	State
% of Teachers with Emergency or Provisional Certification	7.7%	1.2%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	5.6%	1.2%
Average Years of Teaching Experience	10.9%	11.7%
Number of Teachers certified by the National Board for Professional Standards	1	1,506

	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	27.5%	40.2%	32.4%	0.0%	0.0%	100%

Other Important Information About Our District

State Contest Results: TCHS students participated in VICA, FBLA, FFA, HOSA, Beta, and academic state competitions. Three TCHS students were accepted to the Kentucky Governors Scholar Program. The TCMS and TCHS Academic Team members competed at the state competition. Both the TCMS Junior Beta Club and the TCHS Beta Club competed at the state convention and advanced to the national convention.

Extracurricular Activities: BES & MES: STLP, 4-H, intramural sports, chorus, school TV production, inventor's workshop, art club, Student Council, drama, legal teams. TCMS & TCHS: football, softball, cheerleading, cross country, track, golf, basketball, band, Esprit, STLP, tennis, Student Council, History, Art, Beta, Drama & Science Clubs, FCA, academic team, volleyball. TCMS: Young Historians, dance team, Peer Helpers. TCHS: baseball, FBLA, FFA, Pep and Spanish Clubs, tennis, HOSA, & VICA.

Awards & Recognitions: Each school has developed an award and recognition program unique to its individual needs. The programs provide awards, recognitions, and ceremonies in the areas of academics, athletics, attendance, and music.

What We Are Doing To Improve: The Trimble County School District has completed a comprehensive needs assessment for each school and the district, and has used the findings in developing the District Comprehensive Improvement Plan. Each school regularly reviews and revises all components of the plan and completes an Implementation and Impact Check outlining the results and needed revisions.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. P + D % is Proficient and Distinguished percent. Scores of groups of ten or fewer students are not reported.

Student Sub-populations	Reading				Mathematics				Science			
	2008		2009		2008		2009		2008		2009	
	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%
All Students	829	64.05	793	60.78	813	49.82	784	53.70	325	55.08	330	55.15
White	808	64.23	767	60.89	790	50.00	761	53.88	316	54.75	320	55.00
African-American	3	-	3	-	3	-	2	-	2	-	2	-
Asian	1	-	2	-	1	-	2	-	0	-	1	-
Hispanic	14	-	15	-	16	-	13	-	7	-	5	-
Free/Red Lunch	394	53.81	396	49.49	390	39.23	395	42.53	169	42.01	156	42.31
Non-Free/Red Lunch	435	73.33	397	72.04	423	59.57	389	65.04	156	69.23	174	66.67
Limited English	6	-	6	-	6	-	7	-	0	-	4	-
Non-Limited English	823	64.40	787	60.99	807	50.19	777	53.80	325	55.08	326	55.52
Disability	89	-	93	-	94	-	81	-	33	-	35	-
Non-Disability	740	68.24	700	65.57	719	53.96	703	57.47	292	59.59	295	58.98
Migrant	8	-	11	-	8	-	11	-	4	-	5	-
Non-Migrant	821	64.43	782	61.13	805	50.06	773	53.95	321	55.45	325	55.38
Female	411	71.05	391	67.52	391	53.45	391	55.50	148	50.00	168	51.19
Male	418	57.18	402	54.23	422	46.45	393	51.91	177	59.32	162	59.26
Percentage Tested	830	99.88	796	99.62	814	99.88	787	99.62	325	100.00	330	100.00

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.



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

Percentage of Core Academic Subject Classes not Taught by Highly Qualified Teachers		
District Aggregate	High-Poverty Schools	Low-Poverty Schools
5.60%	0.00%	0.00%

This table shows schools with Primary programs along with the number of students requiring 5 years in the Primary program.

School Name	Count
Bedford Elementary School	0
Milton Elementary School	0