

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic_11272017_20:08

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 01/02/2018
Status: Open

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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

We are aware and working on ways to address our achievement and opportunity gap students. We realize that this is an issue for us as a district and are investing district PD, resources, funding, engagement strategies, and more specific school supports to close that gap. We are working on an aligned year-long plan to address these, as well as work with principals and teachers to ensure that we are providing equal access and opportunity to ALL students in our buildings.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

An identified barrier is that in general, our lowest performing schools and/or our most economically disadvantaged schools also have the most teachers with only 1-3 years of teaching experience. A root cause for this might be that these schools generally have newer principals working to implement new and more effective systems, and as teachers in these schools gain experience and seniority, they may be opting to transfer to other schools within the district.

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Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Increase the average combined reading and math KPREP proficiency rate for students in the non-duplicated gap group for elementary from 37.8% in 16-17 to 63.5% in 17-18; for middle school from 41.2% in 16-17 to 62.4% in 17-18 and high school from 35.6% to 64.2% in 17-18.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.

NOTE: Attachments Optional

Equitable Access to Effective Teachers- Recruitment, continuous professional learning, instructional coaches, teacher assignments, job embedded professional learning

ATTACHMENTS

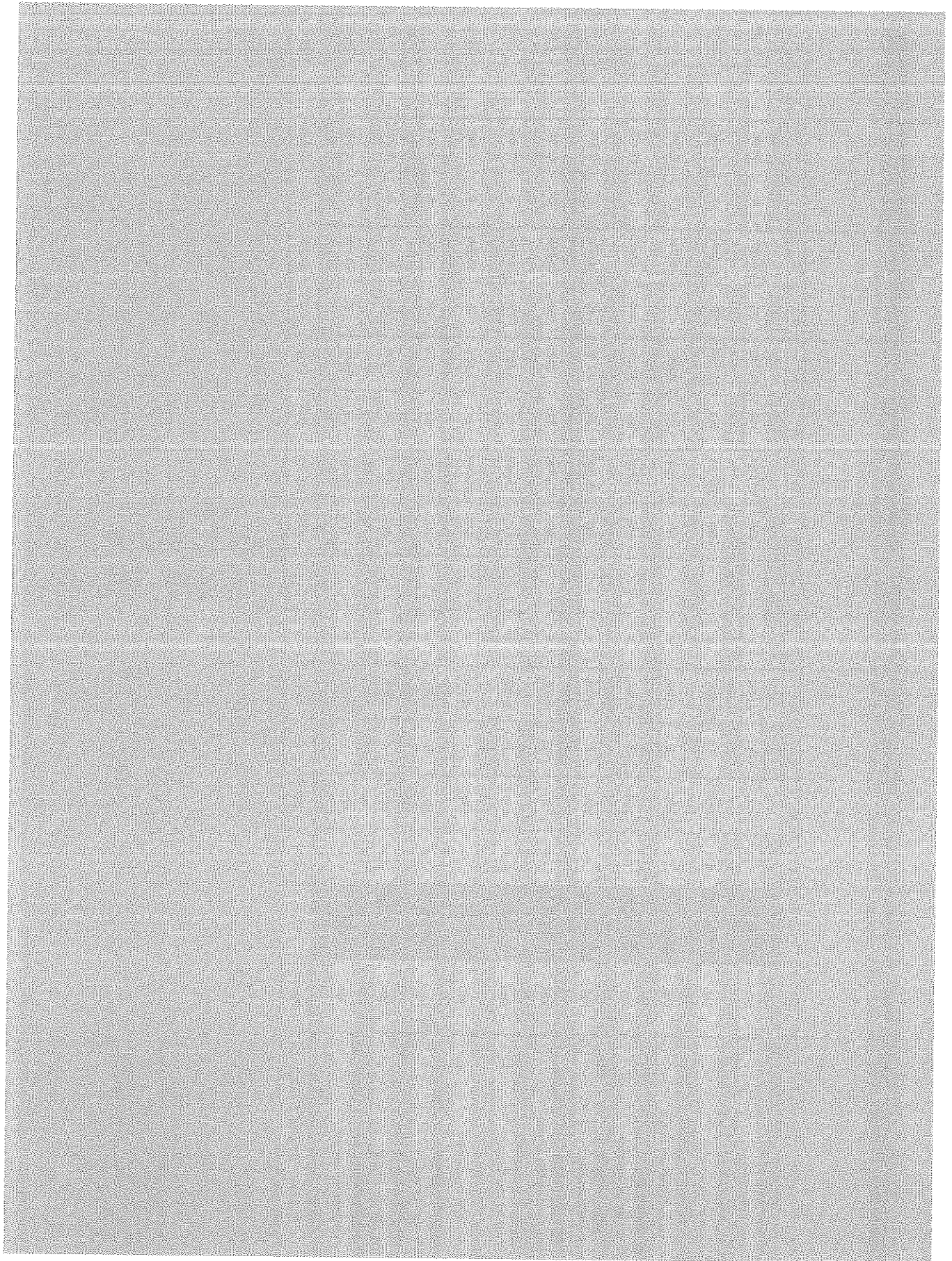
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ATTACHMENT SUMMARY

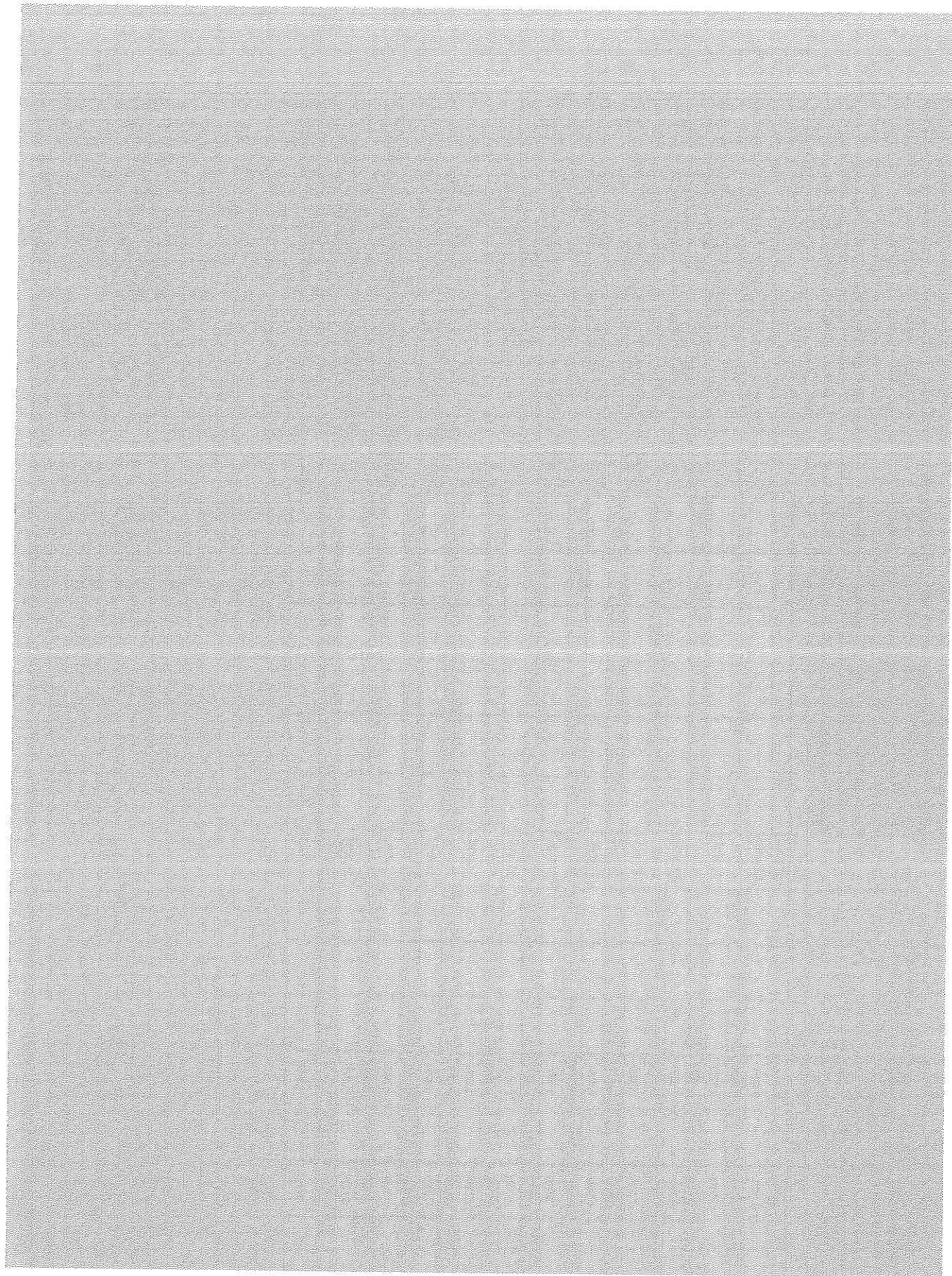
Attachment Name	Description	Item(s)
 BCS Teacher Absence in district	Here is the attachment	...
 Boone County District Equity Data File	District Analysis	
 HR teacher absence	HR	
 Updated Equity Data File	Years Experience Added	

Month	Year	Teacher Attendance Percentage
Aug.	2015-16	96.8
Sept.	2015-16	95
Oct.	2015-16	93.6
Nov.	2015-16	93.2
Dec.	2015-16	93.6
Jan.	2015-16	95.7
Feb.	2015-16	94.1
March	2015-16	92.6
April	2015-16	92.9
May	2015-16	94.3
Average for Year		94.3
Aug.	2016-17	96.3
Sept.	2016-17	93.8
Oct.	2016-17	93.2
Nov.	2016-17	93.6
Dec.	2016-17	93
Jan.	2016-17	93.8
Feb.	2016-17	93
March	2016-17	93.6
April	2016-17	92.7
May	2016-17	92.3
Average for Year		93.7

Schools (Rank from highest to lowest poverty)	Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Collins Elementary	823	52	377	46%	1	1.92%	0		709	86.15%	199	24.18%	128	15.55%	0	0.00%	11.40%
Florence Elementary	559	44	229	41%	0	0.00%	0		456	81.57%	122	21.82%	81	14.49%	0	0.00%	22.20%
Jones Middle School	727	50	311	43%	5	10.00%	0		553	76.07%	85	11.69%	116	15.96%	0	0.00%	20.80%
Ockerman Elementary	794	50	275	37%	1	2.00%	0		496	67.57%	155	21.12%	118	16.08%	0	0.00%	19.50%
Boone County High School	1321	89	312	24%	4	4.49%	0		711	53.82%	80	6.06%	152	11.51%	0	0.00%	17.70%
A M Yealey Elementary School	538	37	112	21%	0	0.00%	0		264	49.07%	39	7.25%	77	14.31%	0	0.00%	10.00%
Kelly Elementary	241	19	19	8%	0	0.00%	0		114	47.30%	2	0.83%	42	17.43%	0	0.00%	18.20%
Goodridge Elementary	751	45	106	14%	0	0.00%	0		355	47.27%	34	4.53%	131	17.44%	0	0.00%	6.40%
Burlington Elementary	839	55	135	16%	0	0.00%	0		395	47.08%	39	4.65%	112	13.35%	0	0.00%	8.20%
Stephens Elementary	614	44	90	15%	0	0.00%	0		278	45.28%	25	4.07%	91	14.82%	0	0.00%	14.60%
Ockerman Middle School	770	54	143	19%	1	1.85%	1		315	40.91%	24	3.12%	90	11.69%	0	0.00%	5.50%
Camp Ernst Middle School	1038	64	136	13%	0	0.00%	0		361	34.78%	19	1.83%	122	11.75%	0	0.00%	4.80%
New Haven Elementary	866	52	117	14%	1	1.92%	0		288	33.26%	40	4.62%	145	16.74%	0	0.00%	23.50%
Conner Middle School	1145	65	129	11%	2	3.08%	0		372	32.49%	21	1.83%	159	13.89%	0	0.00%	7.40%
Conner High School	1393	89	162	12%	2	2.25%	0		423	30.37%	33	2.37%	131	9.40%	0	0.00%	14.70%
Thornwilde Elementary	619	38	95	15%	0	0.00%	0		177	28.59%	24	3.88%	65	10.50%	0	0.00%	13.90%
Cooper High School	1307	78	139	11%	2	2.56%	0		353	27.01%	9	0.69%	122	9.33%	0	0.00%	18.60%
Ryle High School	1800	109	268	15%	6	5.50%	0		465	25.83%	39	2.17%	147	8.17%	0	0.00%	13.10%
North Pointe Elementary	467	34	77	16%	0	0.00%	0		115	24.63%	21	4.50%	62	13.28%	0	0.00%	9.10%
Gray Middle School	1063	62	116	11%	2	3.23%	0		261	24.55%	24	2.26%	106	9.97%	0	0.00%	7.10%
Erpenbeck Elementary	680	43	164	24%	0	0.00%	0		150	22.06%	59	8.68%	57	8.38%	0	0.00%	12.50%
Longbranch Elementary	820	48	104	13%	2	4.17%	0		178	21.71%	22	2.68%	85	10.37%	0	0.00%	13.60%
Mann Elementary	759	48	91	12%	0	0.00%	0		103	13.57%	43	5.67%	82	10.80%	0	0.00%	10.90%
TOTAL / DISTRICT AVERAGE	19874	1269	3707	19%	0	1.87%	0	-	7892	41.78%	1158	6.54%	2421	12.84%	0	0.00%	13.20%



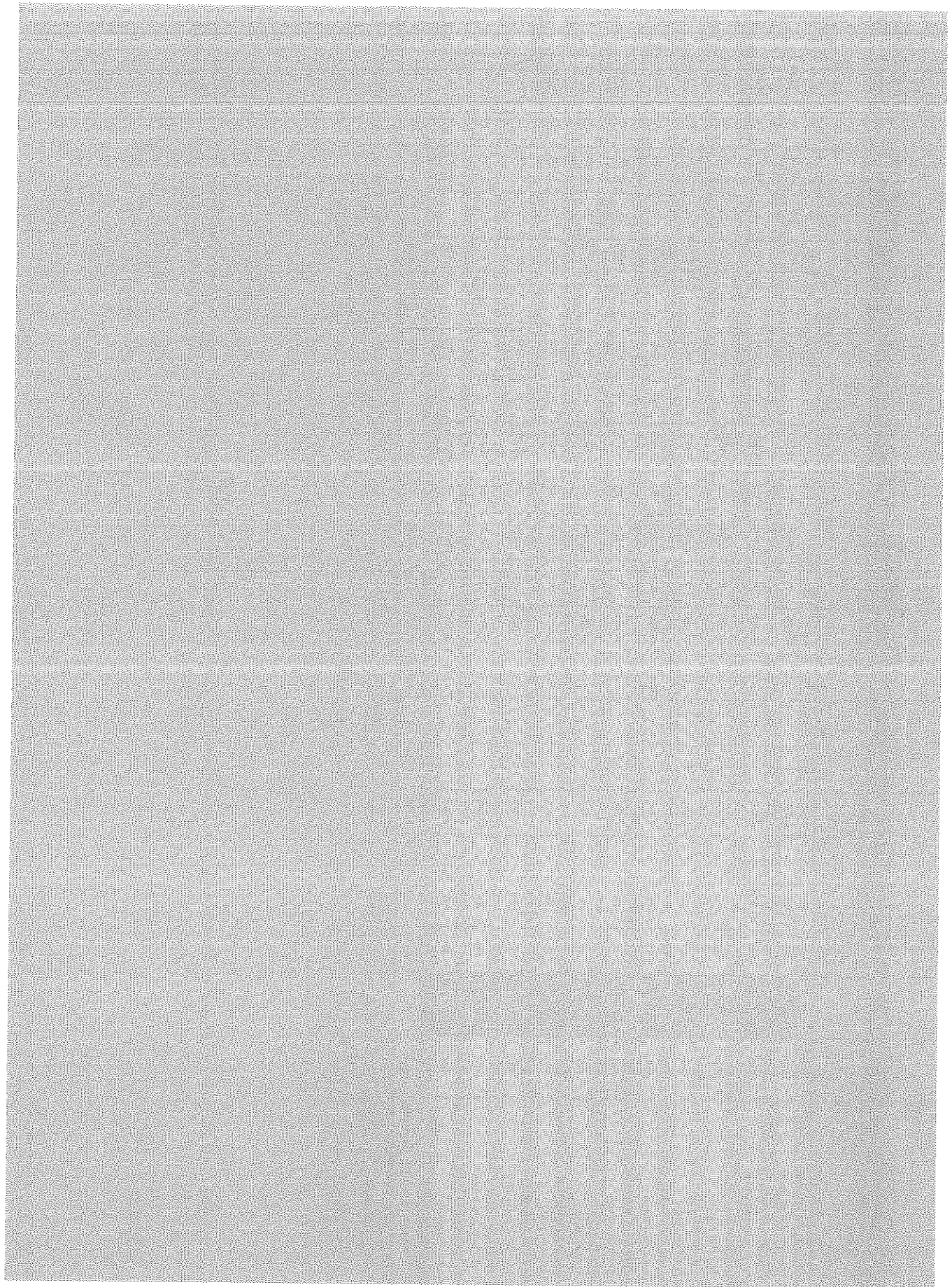
Teachers with 1-3 years of experience (Payroll)			Teachers with 4 or more years of experience (Payroll)			# of Principals and Assistant Principals with 0-3 years of experience (Payroll)			Percentage of teacher turnover (IC)			*Self-Selected Indicator (Required)			*Self-Selected Indicator (Optional)			*Self-Selected Indicator (Optional)		
#	%		#	%		#	%		#	%		#	%		#	%		#	%	
	0.00%			0.00%							10.20%									
	0.00%			0.00%							21.60%									
	0.00%			0.00%							20.70%									
	0.00%			0.00%							13.00%									
	0.00%			0.00%							20.60%									
	0.00%			0.00%							19.10%									
	0.00%			0.00%							16.70%									
	0.00%			0.00%							5.70%									
	0.00%			0.00%							11.90%									
	0.00%			0.00%							25.00%									
	0.00%			0.00%							8.20%									
	0.00%			0.00%							20.60%									
	0.00%			0.00%							10.70%									
	0.00%			0.00%							11.70%									
	0.00%			0.00%							17.50%									
	0.00%			0.00%							11.60%									
	0.00%			0.00%							20.20%									
	0.00%			0.00%							14.60%									
	0.00%			0.00%							2.70%									
	0.00%			0.00%							7.00%									
	0.00%			0.00%							6.40%									
	0.00%			0.00%							16.00%									
	0.00%			0.00%							4.00%									
0	0.00%		0	0.00%		0	-		0	13.73%	0	-		0	-		0	-		-



Equity for Teachers

Month	Year	Teacher Attendance Percentage
Aug.	2015-16	96.8
Sept.	2015-16	95
Oct.	2015-16	93.6
Nov.	2015-16	93.2
Dec.	2015-16	93.6
Jan.	2015-16	95.7
Feb.	2015-16	94.1
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April	2015-16	92.9
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			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
A.M.Yealey Elementary School	538	37	112	21%	0	0.00%	0	0.00%	264	49.07%	39	7.25%	77	14.31%	0	0.00%	10.00%	2	5.41%	35	94.59%	0	
Boone County High School	1321	89	312	24%	4	4.49%	0		711	53.82%	80	6.06%	152	11.51%	0	0.00%	17.70%	13	14.61%	69	77.53%		
Burlington Elementary	839	55	135	16%	0	0.00%	0	0.00%	385	47.08%	39	4.65%	112	13.35%	0	0.00%	8.20%	3	5.45%	50	90.51%		
Camp Ernst Middle School	1038	64	136	13%	0	0.00%	0	0.00%	361	34.78%	19	1.83%	122	11.75%	0	0.00%	4.80%	3	4.69%	53	82.81%		
Collins Elementary	823	52	377	46%	1	1.92%	0		709	86.15%	199	24.18%	128	15.55%	0	0.00%	11.40%	16	30.77%	35	67.31%		
Conner High School	1393	89	162	12%	2	2.25%	0		423	30.37%	33	2.37%	131	9.40%	0	0.00%	14.70%	11	12.36%	68	76.40%		
Conner Middle School	1145	65	129	11%	2	3.08%	0		372	32.49%	21	1.83%	159	13.89%	0	0.00%	7.40%	5	7.65%	58	89.23%		
Cooper High School	1307	78	139	11%	2	2.56%	0		333	27.01%	9	0.69%	122	9.33%	0	0.00%	18.60%	12	15.38%	59	75.64%		
Erenbeck Elementary	680	43	164	24%	0	0.00%	0	0.00%	150	22.06%	59	8.69%	57	8.38%	0	0.00%	12.50%	3	6.98%	38	88.37%		
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Mann Elementary	866	52	117	14%	1	1.92%	0		288	39.26%	40	4.62%	145	16.74%	0	0.00%	23.50%	13	25.00%	35	67.31%		
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North Pointe Elementary	734	50	275	37%	1	2.00%	0		496	67.57%	155	21.12%	118	16.08%	0	0.00%	19.50%	8	16.00%	37	74.00%		
Ockerman Elementary	770	54	143	19%	1	1.85%	1		315	40.91%	24	3.12%	90	11.69%	0	0.00%	5.50%	3	5.66%	47	87.04%		
Ockerman Middle School	1800	109	268	15%	6	5.00%	0		465	25.83%	39	2.17%	147	8.17%	0	0.00%	13.10%	6	5.50%	98	89.91%		
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Thornwilde Elementary	1269	3707	19%	0	1.87%	0		0	7892	41.78%	1158	6.54%	2421	12.84%	0	0.00%	13.20%	146	11.52%	1041	82.30%	0	
TOTAL / DISTRICT AVERAGE	19874							0	-								0						



Schools and Principals years of experience (roll)	Percentage of teacher turnover (IC)			*Self-Selected Indicator (Required)			*Self-Selected Indicator (Optional)			*Self-Selected Indicator (Optional)		
	#	%		#	%		#	%		#	%	
		19.10%										
		20.60%										
		11.90%										
		20.60%										
		10.20%										
		17.50%										
		11.70%										
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		13.00%										
		8.20%										
		14.60%										
		25.00%										
		11.60%										
-	0	13.73%		0	-		0	-		0	-	

Phase II: The Needs Assessment District Diagnostic_11072017_15:20

Phase II: The Needs Assessment District Diagnostic

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 01/02/2018
Status: Open

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Understanding Continuous Improvement: The Needs Assessment 3

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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

As a Leadership team, we meet every Monday to discuss teaching and learning in our district, current initiatives, and work collaboratively as a team to move the district forward. This team includes: Superintendent, Deputy Superintendent Chief Academic Officer, Deputy Superintendent Chief Operations Officer, Assistant Superintendent Learning Support Services, Assistant Superintendent Operations, and Executive Director of Student Services. In addition, we have Directors/Coordinators meeting weekly where we ensure we are all on point in following our BCS Strategic Plan as we outline plans for effective professional learning centered around our goals and district initiatives.

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.
- 37.8% of non-duplicated gap students scored proficient/distinguished on KPREP in 2016-17. -We saw a drop of elementary non-duplicated gap group from 40.6 in 2016 to 37.8 in 2017. -We saw a drop of middle non-duplicated gap group from

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-We saw a drop of elementary non-duplicated gap group combined Reading & Math % PD from 40.6% in 2016 to 37.8% in 2017. -We saw a drop of middle non-duplicated gap group combined Reading & Math % PD from 40.2% in 2016 to 38% in 2017. -We saw a drop of high school non-duplicated gap group combined Reading & Math % PD from 41.1% to 37.6% in 2017.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Academic- Our non-duplicated gap group, specifically in the area of reading is a concern in our district. As listed in the goals and strategies, we are employing several ideas to try to address this concern. Cultural- We continue to have an opportunity gap for our students. We are working to develop consistent measures to ensure all students are engaged in learning and have opportunities beyond the school day to engage in extra-curriculars and feel apart of a school community. With the help of the Student Engagement Coordinator this year, we know as he partners with schools, he can help improve this barrier for our students.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

All of these need to be addressed in our district! Knowing this work is ever-changing and evolving, we need to start with Key Core Work Processes 1 and 2. As a district, we need to ensure common aligned standards are being deployed in a common time-frame in each school in our district. We have developed a timeline and framework with which to operate to make this happen. Secondly, we are revisiting pedagogy and best practices as we work to deliver effective instruction. Our district is currently on a journey to engage all students in Mastery Learning/Standards-Based Grading by 2021. We have established a timeline and are working with schools to ensure we have involved all stakeholders in this process.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

As a district, our graduation rates increased from 94.5% in 2016 to 95% in 2017. Our non-duplicated gap group graduation rate increased from 89.4% in 2016 to 90.1% in 2017. As a district, our non-duplicated gap math scores increased in elementary, middle, and high school levels.

ATTACHMENTS

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Boone County

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Needs assessment- HR	HR	
 Phase 2	see attachment	

Need Assessment

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 09/28/2016 11:21:55 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 1 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																
School	ATT	ADA	ADM	%	Tardy			Attendance State Code					Funding			
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	8,852.00	520.57	528.53	98.52%	90	53	13.00	17.50	0.00	10.10	0.00	45.00	57.50	0.00	14.50	519.60
# 170 Boone County Alternative Center	1,032.00	60.74	112.47	87.90%	13	25	7.00	81.50	0.00	4.00	0.00	13.00	32.50	8.00	5.00	41.90
# 030 Boone County High School	22,755.50	1,337.89	1,395.20	96.14%	401	78	0.00	282.00	0.00	31.00	0.00	269.50	320.00	41.00	19.40	1,317.69
# 040 Burlington Elementary School	13,884.00	816.33	836.33	97.65%	115	144	4.50	37.50	0.00	0.00	0.00	110.00	182.00	0.00	0.00	816.33
# 010 Camp Ernst Middle School	17,456.00	1,026.41	1,050.76	97.72%	262	14	0.00	79.50	0.00	28.33	0.00	128.00	193.50	6.00	0.00	1,026.26
# 041 Charles H. Kelly Elementary School	3,867.00	227.38	233.60	97.38%	43	0	6.00	28.00	0.00	22.00	0.00	31.50	38.50	0.00	17.00	227.38
# 055 Chester Goodridge Elementary School	12,571.00	739.11	759.04	97.43%	100	105	12.50	100.50	0.00	31.00	0.00	107.50	108.50	2.00	0.00	739.11
# 045 Conner High School	23,240.00	1,366.35	1,418.08	96.54%	219	225	1.00	303.50	0.00	21.19	0.00	217.50	278.00	34.00	33.00	1,344.71
# 043 Conner Middle School	19,128.50	1,124.65	1,158.03	97.16%	227	35	76.50	150.00	0.00	20.00	0.00	139.00	172.00	21.00	14.50	1,124.65
# 006 Erpenbeck Elementary School	10,942.00	643.43	654.81	98.29%	155	27	15.50	10.00	0.00	13.00	0.00	63.00	101.50	0.00	4.00	643.43
# 050 Florence Elementary School	9,759.50	573.83	591.24	97.10%	103	132	22.00	69.00	1.00	1.00	0.00	94.00	106.50	0.00	0.00	573.83
# 075 Gray Middle School	17,635.00	1,037.00	1,060.76	97.79%	208	1	0.50	84.00	0.00	0.00	0.00	129.00	184.50	0.00	1.74	1,037.00
# 065 Hillard Collins Elementary School	13,329.00	783.67	805.52	97.33%	143	101	18.00	59.00	0.00	3.00	0.00	98.00	190.00	0.00	17.00	783.67
# 014 Imagineering Academy	1,002.50	58.93	63.96	92.14%	3	15	2.50	53.50	0.00	0.00	0.00	8.50	12.00	9.00	0.00	58.93
# 071 Larry A. Ryle High School	29,978.50	1,762.73	1,824.96	97.06%	382	105	0.00	231.50	0.00	30.00	0.00	274.00	394.00	9.00	127.12	1,714.12
# 017 Longbranch Elementary School	13,870.00	815.69	831.88	98.08%	223	1	1.00	35.00	0.00	9.00	0.00	85.00	151.00	0.00	0.00	812.87
# 080 New Haven Elementary School	14,000.00	823.12	847.50	97.17%	155	46	18.50	79.50	0.00	6.00	0.00	126.50	183.50	0.00	0.00	823.12
# 008 North Pointe Elementary School	7,781.50	457.61	466.52	98.11%	96	16	15.50	18.00	0.00	8.00	0.00	46.00	70.00	0.00	34.00	457.61
# 081 Ockerman Elementary School	11,719.50	689.15	704.18	97.91%	75	88	8.50	72.00	0.00	5.00	0.00	76.50	91.50	2.00	0.00	689.15
# 085 Ockerman Middle School	12,935.50	760.62	779.17	97.66%	134	46	0.00	58.00	0.00	11.71	0.00	111.00	141.50	0.00	0.00	760.61
# 015 Randall K. Cooper High School	22,001.00	1,293.60	1,341.21	96.78%	306	94	0.50	148.00	0.00	21.30	0.00	237.50	323.00	23.00	15.42	1,287.30
# 020 Rector A. Jones Middle School	12,284.00	722.22	752.55	96.01%	211	45	19.50	180.50	0.00	16.00	0.00	147.50	158.00	4.50	10.00	722.10
# 011 Shirley Mann Elementary School	12,640.50	743.33	756.71	98.26%	153	12	7.00	4.00	0.00	0.00	0.00	74.00	138.50	0.00	0.00	743.33
# 083 Stephens Elementary School	10,120.00	595.01	611.82	97.30%	68	76	13.50	69.00	0.00	0.00	0.00	93.50	105.00	0.00	0.00	595.01
# 012 Thornwilde Elementary School	10,393.00	611.12	624.41	97.91%	112	0	28.00	5.00	0.00	14.82	0.00	44.00	145.00	0.00	0.00	611.12

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 09/28/2016 11:21:55 AM

ADA: Truancy School Month: 1 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding			
					E	U	E	UAFD/R	EHO	ATA	EDN	EPN	S	O	ADA	
School																
School																
Total	333,177.50	19,590.49	20,209.24	97.27%	3,997	1,484	291.00	2,256.00	1.00	306.45	0.00	2,769.00	3,878.00	159.50		312,6819,470.83

District Attendance Summary Group by Transportation Code

Transportation	Tardy				Attendance State Code							Funding				
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	63,561.50	3,737.10	3,900.59	97.01%	839	322	48.00	436.50	0.00	44.06	0.00	584.00	852.00	37.00	198.80	3,659.24
T1: Twice Daily>Mile	199,726.00	11,743.82	12,080.39	97.30%	2,288	841	170.00	1,422.00	1.00	166.29	0.00	1,623.50	2,230.00	97.50	65.09	11,719.04
T2: Twice Daily<Mile	33,999.00	1,999.15	2,050.78	97.57%	337	176	40.00	181.50	0.00	34.10	0.00	248.50	372.00	6.00	5.96	1,996.49
T3: Once Daily>Mile	26,066.50	1,532.80	1,573.24	97.65%	328	76	21.00	121.00	0.00	39.00	0.00	192.50	288.00	5.00	10.89	1,523.99
T4: Once Daily<Mile	5,222.50	307.11	314.41	98.02%	70	34	2.50	14.50	0.00	13.00	0.00	35.50	44.00	9.00	3.48	306.38
T5: Special Transported	4,602.00	270.51	289.83	94.42%	135	35	9.50	80.50	0.00	10.00	0.00	85.00	92.00	5.00	28.46	265.69
Total	333,177.50	19,590.49	20,209.24	97.27%	3,997	1,484	291.00	2,256.00	1.00	306.45	0.00	2,769.00	3,878.00	159.50	312.68	19,470.83

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 10/24/2016 02:36:43 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 2 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																
School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding			
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,893.00	520.62	532.52	97.78%	106	80	29.00	44.00	0.00	57.00	0.00	65.00	87.00	0.00	19.00	520.62
# 170 Boone County Alternative Center	1,297.50	68.29	144.84	80.24%	10	63	14.00	192.00	0.00	0.00	0.00	49.00	32.50	32.00	0.00	45.74
# 030 Boone County High School	25,196.00	1,326.07	1,398.68	95.01%	683	208	0.50	464.00	0.00	45.99	0.00	324.50	465.00	68.00	146.07	1,305.59
# 040 Burlington Elementary School	15,362.50	808.50	838.05	96.48%	171	181	2.00	89.50	0.00	0.76	0.00	188.00	281.00	0.00	0.00	808.50
# 010 Camp Ernst Middle School	19,152.50	1,007.88	1,045.26	96.44%	356	26	1.00	217.00	0.00	41.00	1.00	153.00	328.50	8.00	341.13	1,007.31
# 041 Charles H. Kelly Elementary School	4,385.00	230.80	237.69	97.10%	74	3	2.50	17.00	0.00	21.00	0.00	31.50	80.00	0.00	19.00	230.80
# 055 Chester Goodridge Elementary School	13,943.00	733.75	758.27	96.78%	149	130	12.00	165.00	0.00	48.62	0.00	149.50	136.50	1.00	11.00	733.75
# 045 Conner High School	25,680.00	1,351.45	1,418.10	95.38%	279	399	1.00	502.50	0.00	44.83	8.00	283.50	430.50	27.00	16.50	1,322.03
# 043 Conner Middle School	21,343.50	1,123.27	1,159.32	96.90%	405	58	109.50	173.50	0.00	26.00	8.00	178.00	207.00	15.50	353.80	1,123.27
# 006 Erpenbeck Elementary School	12,175.50	640.73	656.42	97.62%	229	31	23.50	36.00	0.00	33.00	0.00	95.00	142.00	0.00	17.00	640.73
# 050 Florence Elementary School	10,983.00	578.02	600.08	96.44%	102	153	23.00	88.50	0.00	6.00	0.00	121.00	172.50	1.00	0.00	578.02
# 075 Gray Middle School	19,674.00	1,035.41	1,062.38	97.47%	285	1	2.00	117.50	0.00	2.30	0.00	131.00	256.50	4.00	37.87	1,035.41
# 065 Hillard Collins Elementary School	14,969.50	787.99	817.67	96.35%	123	167	33.50	144.00	0.00	10.00	0.00	144.00	245.00	0.00	19.00	787.99
# 014 Imagineering Academy	1,083.00	57.00	62.74	90.86%	12	35	3.50	54.00	0.00	0.00	0.00	15.00	17.50	19.00	0.00	57.00
# 071 Larry A. Ryle High School	33,045.50	1,739.17	1,819.33	95.97%	555	199	0.00	354.50	0.00	14.00	0.00	412.00	597.00	25.00	334.76	1,690.01
# 017 Longbranch Elementary School	15,347.50	807.65	830.94	97.21%	302	10	1.50	99.00	0.00	47.00	0.00	148.50	190.00	1.50	0.00	807.65
# 080 New Haven Elementary School	15,620.50	822.05	849.53	96.89%	211	91	27.00	85.00	0.00	8.00	0.00	177.00	212.00	0.50	0.00	822.05
# 008 North Pointe Elementary School	8,753.00	460.63	470.48	97.92%	125	7	26.00	7.50	0.00	30.62	0.00	39.00	113.50	0.00	33.00	460.63
# 081 Ockerman Elementary School	13,272.00	698.62	719.38	97.11%	121	99	23.50	99.00	0.00	24.00	0.00	114.50	158.00	0.00	0.00	698.62
# 085 Ockerman Middle School	14,424.00	759.03	784.52	96.77%	228	72	1.50	137.00	0.00	41.82	0.00	133.50	209.00	1.00	0.22	759.03
# 015 Randall K. Cooper High School	24,337.50	1,280.71	1,340.25	95.86%	418	147	1.00	245.50	0.00	88.00	20.00	304.00	482.50	18.50	135.68	1,271.82
# 020 Rector A. Jones Middle School	13,705.50	721.31	757.12	95.28%	212	138	37.50	231.00	0.00	4.00	0.00	161.00	191.00	59.00	19.00	721.31
# 011 Shirley Mann Elementary School	14,085.50	741.35	755.37	98.14%	188	14	2.00	3.00	0.00	0.00	0.00	101.50	160.00	0.00	0.00	741.35
# 083 Stephens Elementary School	11,266.00	592.82	608.52	97.44%	125	99	12.00	65.50	0.00	28.00	0.00	86.50	132.00	0.00	0.00	592.82
# 012 Thornwild Elementary School	11,545.50	607.57	628.31	96.71%	185	0	36.50	20.00	0.00	0.00	0.00	99.00	237.00	0.00	0.00	607.57

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 2 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding				
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA	
School																	
Total	370,540.50	19,500.69	20,295.77	96.45%	5,654	2,411	425.50	3,651.50	0.00	621.94	37.00	3,704.50	5,563.50	281.00	1,503.03	19,369.62	

District Attendance Summary Group by Transportation Code

Transportation	ATT			ADM			%		Tardy		Attendance State Code							Funding	
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA			
NT: Not Transported	72,082.00	3,793.13	4,025.15	95.86%	1,269	571	52.50	797.00	0.00	137.02	19.00	852.00	1,371.50	37.50	569.59	3,696.40			
T1: Twice Daily>Mile	220,213.50	11,589.73	12,002.66	96.59%	3,124	1,333	261.00	2,248.50	0.00	339.00	14.00	2,099.50	2,967.00	188.50	682.79	11,568.49			
T2: Twice Daily<Mile	37,694.50	1,983.93	2,049.52	96.80%	499	237	65.50	288.00	0.00	62.28	0.00	318.00	558.00	17.00	64.65	1,983.21			
T3: Once Daily>Mile	29,680.00	1,561.82	1,615.17	96.84%	500	173	20.50	181.50	0.00	64.64	4.00	275.00	478.00	15.00	153.98	1,554.46			
T4: Once Daily<Mile	5,693.50	299.67	308.27	97.21%	71	40	6.00	26.50	0.00	15.00	0.00	39.00	87.00	5.00	15.11	299.37			
T5: Special Transported	5,177.00	272.41	295.00	93.31%	191	57	20.00	110.00	0.00	4.00	0.00	121.00	102.00	18.00	16.91	267.69			
Total	370,540.50	19,500.69	20,295.77	96.45%	5,654	2,411	425.50	3,651.50	0.00	621.94	37.00	3,704.50	5,563.50	281.00	1,503.03	19,369.62			

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 11/22/2016 11:09:56 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 3 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding				
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,908.50	521.48	534.70	97.53%	114	74	22.50	39.00	0.00	34.62	0.00	0.00	69.00	120.00	0.00	19.00	521.48
# 170 Boone County Alternative Center	1,474.00	77.58	164.31	81.80%	7	108	8.50	225.00	0.00	4.00	0.00	0.00	40.00	40.50	14.00	0.00	51.65
# 030 Boone County High School	24,632.00	1,296.13	1,380.08	94.14%	577	253	1.00	558.50	0.00	104.64	0.00	0.00	372.50	519.00	82.00	341.59	1,275.94
# 040 Burlington Elementary School	15,397.00	810.23	839.38	96.55%	140	206	0.50	122.00	0.00	36.26	0.00	0.00	153.50	275.00	0.00	0.00	810.23
# 010 Camp Ernst Middle School	19,139.50	1,007.26	1,044.74	96.42%	374	18	0.00	196.00	0.00	25.00	0.00	0.00	181.50	319.00	14.00	199.06	1,007.26
# 041 Charles H. Kelly Elementary School	4,413.50	232.28	241.20	96.30%	53	4	3.50	41.50	0.00	6.00	0.00	0.00	48.00	76.50	0.00	19.00	232.28
# 055 Chester Goodridge Elementary School	13,856.00	729.19	757.11	96.32%	152	137	28.00	179.50	0.00	13.00	0.00	0.00	157.00	163.50	1.00	1.49	729.19
# 045 Conner High School	25,449.50	1,339.18	1,412.29	94.91%	285	481	2.00	519.50	0.00	25.02	0.00	0.00	313.50	467.50	62.00	80.57	1,310.01
# 043 Conner Middle School	21,127.00	1,111.86	1,150.69	96.63%	392	84	89.50	205.50	0.00	1.00	0.00	0.00	189.50	244.50	7.00	805.08	1,111.86
# 006 Erpenbeck Elementary School	12,159.50	639.96	655.64	97.61%	238	47	19.50	49.50	0.00	72.65	0.00	0.00	90.00	138.50	0.00	16.50	639.96
# 050 Florence Elementary School	10,734.00	564.86	587.02	96.29%	85	173	27.50	105.00	0.00	6.00	0.00	0.00	117.00	159.50	4.00	15.00	564.86
# 075 Gray Middle School	19,584.50	1,030.73	1,063.41	96.93%	335	11	1.00	156.00	0.00	4.00	0.00	0.00	163.00	295.00	5.50	93.17	1,029.89
# 065 Hillard Collins Elementary School	14,865.00	782.27	817.84	95.66%	166	189	44.00	154.50	0.00	3.00	0.00	0.00	211.00	257.00	7.50	16.50	782.27
# 014 Imagineering Academy	1,007.50	53.02	57.69	91.93%	7	17	3.50	57.00	0.00	0.00	0.00	0.00	6.00	18.00	4.00	0.00	53.02
# 071 Larry A. Ryle High School	32,772.50	1,724.81	1,817.69	95.26%	581	257	0.00	530.00	0.00	8.57	0.00	0.00	457.50	626.00	17.00	220.72	1,676.27
# 017 Longbranch Elementary School	15,193.50	799.53	829.36	96.42%	301	16	2.00	109.00	0.00	6.00	0.00	0.00	240.00	208.50	5.00	0.00	799.53
# 080 New Haven Elementary School	15,567.00	819.09	849.16	96.49%	274	127	24.50	93.00	0.00	0.00	0.00	0.00	206.50	243.00	0.00	0.00	819.09
# 008 North Pointe Elementary School	8,658.00	455.73	464.73	98.05%	84	5	18.00	15.00	0.00	15.00	0.00	0.00	34.00	105.00	0.00	28.00	455.73
# 081 Ockerman Elementary School	13,385.00	704.49	728.28	96.73%	111	121	30.00	119.00	0.00	10.00	0.00	0.00	132.50	170.50	0.00	0.00	704.49
# 085 Ockerman Middle School	14,389.00	757.26	783.22	96.69%	240	79	0.00	141.50	2.00	31.00	0.00	0.00	109.50	227.50	13.50	95.44	757.26
# 015 Randall K. Cooper High School	24,140.00	1,270.37	1,339.92	95.10%	506	296	0.50	271.00	0.00	18.00	0.00	0.00	360.00	591.50	20.00	161.60	1,261.92
# 020 Rector A. Jones Middle School	13,489.00	709.90	746.95	95.05%	205	172	36.00	271.50	0.00	4.00	0.00	0.00	181.00	179.50	35.00	7.50	709.90
# 011 Shirley Mann Elementary School	14,105.50	742.41	759.07	97.81%	223	23	16.00	18.00	0.00	5.00	0.00	0.00	107.00	169.50	6.00	15.00	742.41
# 083 Stephens Elementary School	11,215.50	590.22	607.52	97.16%	117	100	13.00	80.50	0.00	33.47	0.00	0.00	88.00	146.00	0.00	0.00	590.22
# 012 Thornwilde Elementary School	11,553.50	607.96	625.84	97.16%	151	2	32.50	23.00	0.00	0.00	0.00	0.00	102.00	180.00	0.00	0.00	607.96

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 11/22/2016 11:09:56 AM

ADA: Truancy School Month: 3

Schools: 25

Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
Total	368,216.00	19,377.80	20,257.84	96.07%	5,718	3,000	423.50	280.00	2.00	466.23	0.00	0.00	4,129.50	5,940.50	297.50	2,135.22	19,244.68

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	72,546.50	3,817.83	4,085.62	95.29%	1,335	760	51.50	943.00	2.00	95.00	0.00	0.00	1,087.50	1,450.00	56.50	857.23	3,713.42
T1: Twice Daily>Mile	218,269.50	11,486.75	11,932.57	96.30%	3,086	1,570	255.50	2,492.50	0.00	306.09	0.00	0.00	2,197.00	3,259.50	182.00	981.24	11,467.81
T2: Twice Daily<Mile	37,537.00	1,975.39	2,042.03	96.75%	485	301	66.50	358.50	0.00	40.14	0.00	0.00	348.00	470.00	19.00	72.24	1,974.77
T3: Once Daily>Mile	29,078.00	1,530.27	1,594.07	96.13%	546	231	24.50	269.00	0.00	25.00	0.00	0.00	321.00	541.00	16.50	202.32	1,525.92
T4: Once Daily<Mile	5,623.50	295.95	306.17	96.67%	92	54	9.00	32.50	0.00	0.00	0.00	0.00	50.00	94.00	8.00	12.38	295.73
T5: Special Transported	5,161.50	271.61	297.38	91.68%	174	84	16.50	184.50	0.00	0.00	0.00	0.00	126.00	126.00	15.50	9.81	267.03
Total	368,216.00	19,377.80	20,257.84	96.07%	5,718	3,000	423.50	4,280.00	2.00	466.23	0.00	0.00	4,129.50	5,940.50	297.50	2,135.22	19,244.68

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 12/15/2016 03:06:55 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 4 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,885.00	520.21	537.09	96.86%	83	76	29.50	55.50	0.00	27.00	0.00	0.00	79.00	156.00	0.00	19.00	520.21
# 170 Boone County Alternative Center	1,685.50	88.67	190.68	82.83%	13	143	8.00	260.00	0.00	0.00	0.00	0.00	24.00	41.50	16.00	0.00	60.44
# 030 Boone County High School	24,149.50	1,270.70	1,377.18	93.44%	594	357	0.50	620.00	0.00	49.65	0.00	0.00	504.50	500.50	71.00	268.68	1,251.58
# 040 Burlington Elementary School	15,075.00	793.40	833.27	95.22%	153	200	2.00	182.50	0.00	32.00	0.00	0.00	205.00	367.00	0.50	2.35	793.40
# 010 Camp Ernst Middle School	18,924.50	995.92	1,047.31	95.10%	364	21	1.50	259.00	0.00	45.00	0.00	0.00	246.00	450.00	18.00	88.74	995.92
# 041 Charles H. Kelly Elementary School	4,374.50	230.14	241.69	95.26%	80	6	6.00	45.00	0.00	2.00	0.00	0.00	62.50	103.00	1.00	19.00	230.14
# 055 Chester Goodridge Elementary School	13,728.00	722.35	758.52	95.25%	143	207	24.00	256.50	0.00	10.00	0.00	0.00	208.50	193.00	2.00	0.00	722.35
# 045 Conner High School	25,212.00	1,326.59	1,415.97	94.58%	282	409	2.50	541.50	0.00	49.82	0.00	0.00	385.50	482.00	32.50	50.00	1,297.05
# 043 Conner Middle School	20,968.50	1,103.47	1,152.52	95.76%	409	76	108.00	349.00	0.00	53.00	0.00	0.00	196.50	272.00	4.00	399.34	1,103.47
# 006 Erpenbeck Elementary School	12,088.50	636.19	658.73	96.59%	235	45	25.50	70.00	0.00	46.35	0.00	0.00	106.50	224.50	0.00	19.00	636.19
# 050 Florence Elementary School	10,594.00	557.53	583.75	95.52%	107	133	36.50	111.00	0.00	2.00	0.00	0.00	115.00	231.50	3.00	19.00	557.53
# 075 Gray Middle School	19,409.50	1,021.39	1,063.12	96.09%	335	19	0.00	215.50	0.00	3.00	0.00	0.00	204.00	368.00	2.00	522.61	1,020.39
# 065 Hillard Collins Elementary School	14,861.00	782.23	818.57	95.56%	147	187	41.50	149.50	4.00	4.00	0.00	0.00	216.00	276.00	8.00	13.00	782.23
# 014 Imagineering Academy	972.50	51.15	56.58	90.47%	13	14	3.50	63.50	0.00	0.00	0.00	0.00	8.00	20.50	7.00	0.00	51.15
# 071 Larry A. Ryle High School	32,469.50	1,708.61	1,841.34	94.45%	545	308	0.00	690.00	0.00	49.00	0.00	0.00	554.50	636.50	26.50	281.71	1,660.77
# 017 Longbranch Elementary School	15,171.00	798.34	828.70	96.35%	301	27	1.00	122.00	0.00	80.14	0.00	0.00	198.50	251.50	1.00	19.00	798.34
# 080 New Haven Elementary School	15,622.50	822.11	852.66	96.43%	241	106	28.00	126.50	0.00	8.00	0.00	0.00	172.00	252.00	0.00	0.00	822.11
# 008 North Pointe Elementary School	8,497.50	447.23	460.79	97.06%	119	10	20.00	46.50	0.00	4.00	0.00	0.00	61.00	130.00	0.00	34.00	447.23
# 081 Ockerman Elementary School	13,404.00	705.42	734.82	96.02%	136	124	46.50	166.00	0.00	28.00	0.00	0.00	160.00	183.50	0.00	10.00	705.42
# 085 Ockerman Middle School	14,189.00	746.63	781.38	95.57%	207	90	1.50	201.00	0.00	28.00	0.00	0.00	189.00	261.50	4.00	81.44	746.63
# 015 Randall K. Cooper High School	23,818.00	1,253.38	1,340.34	94.23%	419	215	3.00	418.50	0.00	70.70	0.00	0.00	384.50	611.00	41.00	339.45	1,242.21
# 020 Rector A. Jones Middle School	13,195.50	694.43	739.42	93.92%	157	152	38.00	342.50	0.00	12.00	0.00	0.00	230.50	198.50	44.00	0.09	694.43
# 011 Shirley Mann Elementary School	14,042.50	738.97	762.86	96.88%	204	16	24.50	17.00	0.00	29.00	0.00	0.00	143.00	267.00	0.00	9.00	738.97
# 083 Stephens Elementary School	11,173.50	588.01	613.21	95.90%	136	100	18.50	122.50	0.00	29.00	0.00	0.00	132.50	204.00	0.00	0.00	588.01
# 012 Thornwilde Elementary School	11,315.00	595.65	623.79	95.47%	204	7	44.50	37.50	0.00	1.00	0.00	0.00	139.00	315.50	0.50	0.00	595.65

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 4

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
School																	
Total	364,826.00	19,722.03	14,299.25	95.25%	5,627	3,048	514.58	468.50	4.00	662.66	0.00	0.00	4,925.50	6,996.50	282.00	2,195.41	19,061.82

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	73,936.00	3,890.75	4,258.02	94.62%	1,283	905	73.00	1,154.50	0.00	174.47	0.00	0.00	1,265.50	1,675.50	39.50	896.37	3,779.94
T1: Twice Daily>Mile	214,652.00	11,295.92	11,845.49	95.42%	3,108	1,516	291.50	3,300.50	0.00	331.70	0.00	0.00	2,641.00	3,855.00	208.00	991.71	11,278.35
T2: Twice Daily<Mile	36,988.50	1,946.60	2,033.05	95.76%	489	265	89.50	414.50	4.00	50.14	0.00	0.00	420.00	702.50	10.00	70.89	1,946.15
T3: Once Daily>Mile	28,719.00	1,511.39	1,584.60	95.51%	519	246	31.00	323.50	0.00	83.35	0.00	0.00	423.00	557.50	15.00	207.52	1,507.88
T4: Once Daily<Mile	5,603.50	294.85	307.56	95.88%	73	63	9.00	69.50	0.00	14.00	0.00	0.00	51.50	106.50	4.00	13.11	294.63
T5: Special Transported	4,927.00	259.21	285.57	91.53%	155	53	20.50	206.00	0.00	9.00	0.00	0.00	124.50	99.50	5.50	15.81	254.87
Total	364,826.00	19,198.72	20,314.29	95.25%	5,627	3,048	514.50	5,488.50	4.00	662.66	0.00	0.00	4,925.50	6,996.50	282.00	2,195.41	19,061.82

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 01/30/2017 11:53:29 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 5 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O
# 005 A M Yealey Elementary School	9,281.00	515.10	535.28	96.33%	84	106	31.50	73.50	0.00	16.00	0.00	0.00	78.00	171.00	0.00	18.00
# 170 Boone County Alternative Center	1,909.50	105.88	195.67	87.23%	23	108	5.00	194.00	0.00	0.00	0.00	0.00	12.00	64.50	4.00	0.00
# 030 Boone County High School	22,770.00	1,263.89	1,369.00	93.62%	410	347	1.00	671.50	0.00	45.55	0.00	0.00	391.50	463.00	24.00	77.85
# 040 Burlington Elementary School	14,206.50	788.52	829.12	95.19%	112	241	3.00	213.50	0.00	9.00	0.00	0.00	171.00	330.00	0.00	4.45
# 010 Camp Ernst Middle School	17,879.50	992.33	1,042.25	95.31%	334	33	0.50	210.00	0.00	27.00	0.00	0.00	221.00	415.50	33.50	227.51
# 041 Charles H. Kelly Elementary School	4,071.50	225.99	240.28	94.14%	60	13	5.50	56.00	0.00	6.00	0.00	0.00	70.00	122.00	0.00	20.00
# 055 Chester Goodridge Elementary School	13,026.50	723.00	759.12	95.33%	127	161	19.50	278.50	0.00	24.00	0.00	0.00	176.00	162.50	1.00	0.00
# 045 Conner High School	24,053.00	1,335.26	1,413.39	95.55%	220	296	1.00	479.50	0.00	17.32	0.00	0.00	281.50	336.50	22.50	51.88
# 043 Conner Middle School	19,788.00	1,098.41	1,152.89	95.35%	357	106	117.50	409.00	0.00	18.00	0.00	0.00	200.50	234.00	3.00	242.09
# 006 Erpenbeck Elementary School	11,557.50	641.61	663.54	96.78%	198	104	19.00	75.00	0.00	8.24	0.00	0.00	98.00	192.50	0.00	18.00
# 050 Florence Elementary School	9,908.50	549.91	578.57	95.16%	89	148	30.00	165.50	0.00	0.00	0.00	0.00	92.00	217.00	0.00	10.14
# 075 Gray Middle School	18,348.50	1,018.37	1,064.50	95.77%	375	45	0.50	224.00	0.00	2.51	0.00	0.00	193.00	391.00	2.00	198.27
# 065 Hillard Collins Elementary School	13,903.00	771.63	818.98	94.32%	119	261	33.00	294.00	0.00	4.00	0.00	0.00	186.00	313.00	12.00	21.00
# 014 Imagineering Academy	873.50	48.46	55.56	87.35%	8	17	2.50	89.00	0.00	0.00	0.00	0.00	11.00	14.00	10.00	0.00
# 071 Larry A. Ryle High School	30,775.00	1,708.27	1,835.53	94.84%	490	283	0.00	573.50	0.00	36.00	0.00	0.00	468.50	608.50	24.50	167.79
# 017 Longbranch Elementary School	14,332.50	795.55	828.62	96.09%	286	50	3.00	143.50	0.00	41.00	0.00	0.00	200.50	235.00	0.50	21.50
# 080 New Haven Elementary School	14,641.50	812.71	853.46	95.31%	243	100	41.50	149.50	0.00	1.00	0.00	0.00	178.50	349.50	1.50	0.00
# 008 North Pointe Elementary School	8,095.00	449.34	462.95	97.14%	110	11	16.00	40.50	0.00	47.27	0.00	0.00	48.50	133.00	0.00	30.00
# 081 Ockerman Elementary School	12,562.50	697.11	735.22	94.93%	111	169	52.50	227.50	0.00	18.00	0.00	0.00	155.50	233.00	2.00	18.00
# 085 Ockerman Middle School	13,416.50	744.84	778.79	95.71%	233	59	1.00	173.50	0.00	7.00	0.00	0.00	153.00	272.00	2.00	61.60
# 015 Randall K. Cooper High School	22,757.50	1,263.16	1,341.02	95.01%	349	296	0.00	343.00	0.00	25.00	0.00	0.00	317.00	466.50	69.00	58.46
# 020 Rector A. Jones Middle School	12,395.00	687.97	733.85	93.84%	178	221	38.00	366.00	0.00	6.00	0.00	0.00	182.00	198.50	29.50	0.00
# 011 Shirley Mann Elementary School	13,345.50	740.73	763.26	97.14%	176	22	16.00	10.50	0.00	2.00	0.00	0.00	121.00	246.00	0.00	0.00
# 083 Stephens Elementary School	10,557.50	586.05	613.46	95.61%	99	139	11.00	167.50	0.00	16.00	0.00	0.00	120.00	186.00	0.00	0.00
# 012 Thornwilde Elementary School	10,713.50	594.56	618.81	96.18%	167	8	27.50	26.00	0.00	0.00	0.00	0.00	99.00	273.00	0.00	2.00

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 01/30/2017 11:53:29 AM

ADA: Truancy School Month: 5

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
School																		
School																		
Total	345,168.50	19,158.65	20,283.12	95.25%	4,958	3,344	476.08	6,654.00	0.00	376.89	0.00	0.00	4,225.00	6,627.50	241.00	1,248.54	19,019.00	

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	70,505.00	3,913.59	4,270.05	94.83%	1,106	914	56.00	1,192.50	0.00	100.41	0.00	0.00	1,078.00	1,456.50	57.00	571.30	3,800.06
T1: Twice Daily>Mile	202,648.50	11,247.87	11,815.78	95.33%	2,769	1,736	285.50	3,439.50	0.00	196.70	0.00	0.00	2,311.00	3,753.50	142.00	499.75	11,230.63
T2: Twice Daily<Mile	34,867.00	1,935.28	2,024.64	95.68%	403	313	74.50	472.50	0.00	44.27	0.00	0.00	346.50	660.50	20.00	41.51	1,934.90
T3: Once Daily>Mile	27,229.50	1,511.38	1,582.80	95.70%	456	254	34.00	317.50	0.00	12.51	0.00	0.00	323.00	532.00	18.00	109.84	1,507.62
T4: Once Daily<Mile	5,255.50	291.72	303.00	96.36%	61	70	9.00	50.50	0.00	12.00	0.00	0.00	42.50	96.50	0.00	9.42	291.32
T5: Special Transported	4,663.00	258.81	286.85	91.11%	163	57	17.00	181.50	0.00	11.00	0.00	0.00	124.00	128.50	4.00	16.72	254.47
Total	345,168.50	19,158.65	20,283.12	95.25%	4,958	3,344	476.00	5,654.00	0.00	376.89	0.00	0.00	4,225.00	6,627.50	241.00	1,248.54	19,019.00

16-17

Boone County

8330 US 42, Florence, KY 41042

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KY ADM ADA District Summary Report

ADA: Truancy School Month: 6 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,847.00	518.26	536.99	96.51%	80	53	38.00	39.00	0.00	16.10	0.00	0.00	120.00	159.00	0.00	19.00	518.26
# 170 Boone County Alternative Center	2,555.00	134.52	244.53	91.94%	12	57	2.00	178.00	0.00	0.00	0.00	0.00	15.50	23.50	5.00	15.00	89.20
# 030 Boone County High School	23,780.00	1,251.03	1,354.12	93.73%	373	245	0.00	600.00	0.00	35.19	0.00	46.52	482.00	434.00	74.00	227.53	1,229.98
# 040 Burlington Elementary School	15,047.00	791.87	830.52	95.35%	153	164	4.00	140.50	0.00	24.27	0.00	0.00	249.50	339.00	0.00	2.00	791.87
# 010 Camp Ernst Middle School	18,892.50	994.12	1,041.16	95.50%	320	54	0.50	210.50	0.00	39.00	0.00	2.75	262.00	396.50	20.00	161.75	994.01
# 041 Charles H. Kelly Elementary School	4,306.50	226.61	240.47	94.25%	44	4	7.50	29.50	0.00	17.00	0.00	0.00	113.50	112.00	0.00	19.00	226.61
# 055 Chester Goodridge Elementary School	13,699.50	720.92	758.37	95.08%	166	122	29.50	219.00	0.00	5.00	0.00	0.00	254.00	203.00	4.00	0.00	720.92
# 045 Conner High School	24,752.50	1,302.38	1,401.20	94.14%	254	340	2.50	623.50	0.00	23.09	0.00	0.00	351.50	476.00	87.00	77.00	1,272.51
# 043 Conner Middle School	20,838.50	1,096.68	1,150.00	95.37%	380	71	120.50	331.00	0.00	31.00	0.00	3.00	250.00	300.00	10.00	141.31	1,096.68
# 006 Erpenbeck Elementary School	12,366.50	650.80	670.30	97.10%	228	92	23.00	38.50	0.00	36.12	0.00	0.00	128.50	179.50	0.00	19.00	650.80
# 050 Florence Elementary School	10,352.50	544.73	573.36	95.03%	71	104	36.00	127.00	0.00	0.00	0.00	0.00	191.00	185.00	2.50	12.00	544.73
# 075 Gray Middle School	19,468.00	1,024.54	1,067.74	95.96%	361	55	1.50	187.00	0.00	7.22	0.00	16.00	209.00	415.50	6.00	23.34	1,023.65
# 065 Hillard Collins Elementary School	14,855.50	781.85	817.98	95.60%	159	221	44.00	134.50	0.00	0.00	0.00	0.00	217.00	285.00	4.00	19.00	781.85
# 014 Imaging Academy	884.50	46.54	52.16	89.25%	7	23	0.50	52.50	0.00	0.00	0.00	0.00	21.00	24.50	8.00	0.00	46.54
# 071 Larry A. Ryle High School	32,103.50	1,689.42	1,820.99	94.36%	640	255	0.00	504.50	0.00	20.60	0.00	0.00	589.00	796.00	29.00	392.95	1,643.46
# 017 Longbranch Elementary School	15,112.00	795.25	825.60	96.34%	279	26	3.00	88.00	0.00	47.88	0.00	0.00	198.00	282.00	3.00	21.50	795.25
# 080 New Haven Elementary School	15,566.50	819.16	856.54	95.65%	244	50	39.50	78.50	0.00	2.00	0.00	0.00	294.00	295.50	0.00	0.00	819.16
# 008 North Pointe Elementary School	8,526.00	448.71	464.85	96.54%	106	17	21.50	33.50	0.00	0.00	0.00	0.00	112.50	138.50	0.00	35.50	448.71
# 081 Ockerman Elementary School	13,363.00	703.19	734.53	95.75%	142	106	49.50	124.50	0.00	3.00	0.00	0.00	247.00	170.00	2.00	19.00	703.19
# 085 Ockerman Middle School	14,159.50	745.11	777.89	95.80%	201	50	0.00	146.00	0.00	9.00	0.00	0.00	220.00	250.50	4.00	75.18	745.11
# 015 Randall K. Cooper High School	23,698.00	1,247.19	1,327.63	94.74%	427	218	0.00	279.50	0.00	39.95	0.00	14.27	385.00	605.50	47.00	138.12	1,233.07
# 020 Rector A. Jones Middle School	13,148.00	691.91	734.78	94.18%	183	200	37.50	279.50	0.00	0.00	0.00	0.00	219.50	217.50	59.00	8.00	691.91
# 011 Shirley Mann Elementary School	14,175.00	745.95	767.37	97.22%	187	23	19.50	4.00	0.00	9.00	0.00	0.00	153.00	228.50	0.00	5.52	745.95
# 083 Stephens Elementary School	11,260.50	592.61	614.71	96.42%	122	87	19.50	61.50	0.00	29.26	0.00	0.00	138.50	199.00	0.00	0.00	592.61
# 012 Thornwilde Elementary School	11,367.50	598.32	619.11	96.64%	139	13	29.50	20.50	0.00	4.00	0.00	0.00	123.00	222.50	0.00	0.00	598.32

KY ADM ADA District Summary Report cont.

16-17 School Year

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Boone County

ADA: Truancy School Month: 6

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
School																	
Total	364,125.00	191,672.0	282.90	95.31%	5,278	2,650	529.04	530.50	0.00	398.68	0.00	82.54	5,544.00	6,938.00	364.50	1,431.70	19,004.35

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	74,885.50	3,940.68	4,327.31	94.63%	1,210	707	62.50	1,079.00	0.00	84.34	0.00	29.38	1,382.00	1,649.00	73.00	784.05	3,809.44
T1: Twice Daily>Mile	213,401.50	11,230.06	11,771.57	95.47%	2,925	1,417	330.50	2,589.00	0.00	199.12	0.00	39.60	3,034.50	3,930.00	232.50	476.58	11,213.15
T2: Twice Daily<Mile	36,685.00	1,930.55	2,013.89	95.92%	463	234	77.50	364.00	0.00	41.80	0.00	1.13	510.00	583.50	25.00	33.06	1,930.11
T3: Once Daily>Mile	28,659.00	1,508.17	1,577.76	95.72%	439	187	33.50	248.00	0.00	68.10	0.00	10.71	407.50	573.00	18.00	118.10	1,504.20
T4: Once Daily<Mile	5,577.50	293.49	305.95	95.95%	71	53	10.00	62.00	0.00	1.56	0.00	0.72	67.50	95.00	1.00	11.43	293.38
T5: Special Transported	4,916.50	258.72	286.42	91.30%	170	52	15.00	188.50	0.00	3.76	0.00	1.00	142.50	107.50	15.00	8.48	254.07
Total	364,125.00	19,161.67	20,282.90	95.31%	5,278	2,650	529.00	4,530.50	0.00	398.68	0.00	82.54	5,544.00	6,938.00	364.50	1,431.70	19,004.35

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 05/10/2017 11:03:35 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 7 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																			
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding					
					E	U	E	U	AFD	R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
# 005 A M Yealey Elementary School	9,204.50	510.85	536.00	95.40%	105	77	39.00	68.00	0.00	41.56	0.00	0.00	0.00	115.50	221.00	0.00	18.00	510.85	
# 170 Boone County Alternative Center	2,560.00	142.21	275.54	89.54%	9	66	7.50	215.00	0.00	0.00	0.00	0.00	0.00	27.00	29.50	20.00	12.50	96.55	
# 030 Boone County High School	22,195.00	1,231.87	1,336.41	93.53%	359	275	0.50	514.00	0.00	43.88	0.00	13.80	0.00	491.00	440.50	90.00	215.78	1,210.87	
# 040 Burlington Elementary School	14,318.00	794.87	831.95	95.62%	145	151	3.00	136.00	0.00	19.00	0.00	0.00	0.00	248.50	268.50	0.00	0.00	794.87	
# 010 Camp Ernst Middle School	17,892.50	993.17	1,044.17	95.20%	357	54	3.50	248.50	0.00	22.20	0.00	0.00	0.00	248.00	394.00	7.00	448.55	992.99	
# 041 Charles H. Kelly Elementary School	3,863.00	227.04	240.94	94.31%	36	11	8.00	42.00	0.00	9.00	0.00	0.00	0.00	103.50	79.50	0.00	18.00	227.04	
# 055 Chester Goodridge Elementary School	12,791.00	709.97	751.32	94.58%	171	144	26.50	239.50	1.00	16.00	0.00	0.00	0.00	248.00	219.00	0.00	0.00	709.97	
# 045 Conner High School	23,549.00	1,307.07	1,393.83	95.02%	218	376	3.00	549.50	0.00	35.63	0.00	0.00	0.00	317.50	315.50	48.50	95.47	1,276.83	
# 043 Conner Middle School	19,778.00	1,097.72	1,146.28	95.86%	353	56	106.00	319.50	0.00	28.00	0.00	0.00	0.00	210.00	215.50	4.00	261.39	1,097.55	
# 006 Erpenbeck Elementary School	11,775.50	653.62	674.22	97.03%	198	44	13.50	51.00	0.00	50.20	0.00	0.00	0.00	112.00	184.00	0.00	18.00	653.62	
# 050 Florence Elementary School	9,651.50	535.64	564.28	95.02%	98	137	25.00	113.00	0.00	10.00	0.00	0.00	0.00	149.00	210.00	8.50	18.00	535.64	
# 075 Gray Middle School	18,446.50	1,023.86	1,070.15	95.76%	319	70	0.50	212.50	0.00	39.00	0.00	3.00	0.00	217.50	369.50	16.50	142.16	1,023.53	
# 065 Hillard Collins Elementary School	14,114.50	783.20	824.78	95.08%	121	235	41.00	180.50	0.00	14.00	0.00	0.00	0.00	210.00	288.00	11.00	15.50	783.20	
# 014 Imagineeing Academy	768.50	42.65	48.66	87.73%	9	20	3.00	64.50	0.00	2.00	0.00	2.00	0.00	11.00	23.00	6.00	0.00	42.65	
# 071 Larry A. Ryle High School	30,404.00	1,687.41	1,814.36	94.59%	581	332	0.00	514.50	0.00	32.00	0.00	0.00	0.00	498.00	670.50	56.00	460.98	1,640.78	
# 017 Longbranch Elementary School	14,225.00	789.56	822.11	96.13%	254	29	1.00	85.00	0.00	34.00	0.00	0.00	0.00	227.50	258.50	1.00	13.00	789.56	
# 080 New Haven Elementary School	14,995.00	832.30	864.89	96.32%	227	49	31.00	104.00	0.00	19.20	0.00	0.00	0.00	179.00	259.00	0.00	0.00	832.30	
# 008 North Pointe Elementary School	8,062.00	447.53	462.55	96.83%	68	20	20.50	37.00	0.00	27.37	0.00	0.00	0.00	105.50	100.00	1.00	28.50	447.53	
# 081 Ockerman Elementary School	12,741.00	707.07	737.68	95.95%	119	116	47.50	137.00	0.00	38.00	0.00	0.00	0.00	155.50	198.00	0.00	18.00	707.07	
# 085 Ockerman Middle School	13,315.00	739.11	773.34	95.65%	238	73	0.50	128.50	0.00	28.54	0.00	0.00	0.00	198.50	276.50	1.00	23.40	739.11	
# 015 Randall K. Cooper High School	22,349.00	1,240.48	1,318.95	94.93%	375	233	0.00	282.00	0.00	33.00	0.00	20.24	0.00	430.50	446.50	35.00	123.61	1,225.80	
# 020 Rector A. Jones Middle School	12,257.00	680.32	728.27	93.50%	192	204	40.00	305.50	0.00	17.00	0.00	0.00	0.00	212.50	193.00	101.00	0.00	680.32	
# 011 Shirley Mann Elementary School	13,358.50	741.49	767.50	96.70%	190	18	19.50	10.00	0.00	2.00	0.00	0.00	0.00	180.00	247.00	0.00	0.00	741.49	
# 083 Stephens Elementary School	10,599.50	588.27	616.23	95.56%	144	77	21.00	68.50	0.00	13.27	0.00	0.00	0.00	181.50	221.50	0.00	0.00	588.27	
# 012 Thornwilde Elementary School	10,667.00	592.02	618.99	95.74%	146	15	30.50	23.50	0.00	5.00	0.00	0.00	0.00	175.00	244.00	2.00	0.00	592.02	

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 7 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
School																	
Total	343,880.50	19,099.30	20,263.40	95.24%	5,032	2,882	491.50	6,649.00	1.00	579.85	0.00	39.04	5,252.00	6,372.00	408.50	1,930.84	18,940.41

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding				
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	71,637.00	3,977.00	4,384.91	94.66%	1,142	750	67.00	1,050.00	1.00	146.06	0.00	28.60	1,374.50	1,490.00	62.50	868.59	3,840.12
T1: Twice Daily>Mile	200,873.00	11,159.16	11,716.01	95.38%	2,780	1,497	296.50	2,762.00	0.00	283.33	0.00	9.15	2,797.00	3,568.50	295.50	834.94	11,144.47
T2: Twice Daily<Mile	34,593.00	1,921.14	2,011.60	95.65%	428	266	73.00	369.00	0.00	76.00	0.00	0.86	482.50	628.00	19.50	58.78	1,920.66
T3: Once Daily>Mile	26,818.00	1,488.84	1,552.93	95.96%	448	254	25.00	228.50	0.00	57.46	0.00	0.43	390.00	474.50	11.00	142.42	1,484.86
T4: Once Daily<Mile	5,307.00	294.60	306.56	96.19%	81	58	4.50	43.50	0.00	17.00	0.00	0.00	59.50	102.50	0.00	11.65	294.46
T5: Special Transported	4,652.50	258.56	291.39	90.32%	153	57	25.50	196.00	0.00	0.00	0.00	0.00	148.50	108.50	20.00	14.46	255.84
Total	343,880.50	19,099.30	20,263.40	95.24%	5,032	2,882	491.50	4,649.00	1.00	579.85	0.00	39.04	5,252.00	6,372.00	408.50	1,930.84	18,940.41

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 04/27/2017 03:27:48 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 8 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	A	F	D	R	E	H	O	ADA
# 005 A M Yealey Elementary School	10,300.00	515.24	535.50	96.17%	99	95	23.50	92.00	0.00	21.11	0.00	0.00	0.00	144.00	0.00	515.24
# 170 Boone County Alternative Center	2,886.00	144.41	288.85	89.54%	28	66	8.50	254.00	0.00	0.00	0.00	0.00	0.00	28.00	16.00	97.79
# 030 Boone County High School	24,580.50	1,229.98	1,327.55	93.85%	370	312	2.00	611.00	0.00	81.25	0.00	0.00	0.00	446.00	68.00	1,208.45
# 040 Burlington Elementary School	15,866.50	793.84	834.60	95.05%	123	199	1.00	199.50	0.00	10.00	0.00	0.00	0.00	331.50	0.00	793.84
# 010 Camp Ernst Middle School	19,638.00	982.76	1,043.45	94.10%	388	81	1.50	364.50	0.00	31.46	0.00	24.00	0.00	451.00	25.50	982.26
# 041 Charles H. Kelly Elementary School	4,608.50	230.52	241.10	95.57%	52	17	5.00	59.00	0.00	24.00	0.00	0.00	0.00	75.00	0.00	230.52
# 055 Chester Goodridge Elementary School	14,308.50	715.84	751.45	95.21%	153	185	27.50	254.00	0.00	14.35	0.00	0.00	0.00	224.00	0.00	715.84
# 045 Conner High School	25,999.00	1,301.13	1,396.40	94.18%	263	532	2.00	759.50	0.00	32.96	0.00	26.00	0.00	381.00	47.50	1,270.78
# 043 Conner Middle School	21,414.00	1,071.63	1,146.75	93.37%	451	116	147.50	530.50	0.00	47.00	0.00	0.00	0.00	321.00	4.50	1,070.78
# 006 Erpenbeck Elementary School	12,818.50	641.29	676.10	94.80%	259	48	28.50	59.00	0.00	29.91	0.00	0.00	0.00	342.00	0.00	641.29
# 050 Florence Elementary School	10,637.50	532.23	558.75	95.19%	92	152	48.50	110.00	0.00	1.00	0.00	0.00	0.00	182.00	11.00	532.23
# 075 Gray Middle School	20,432.00	1,022.18	1,069.55	95.52%	380	94	1.50	250.50	0.00	44.50	0.00	0.00	0.00	402.50	9.00	1,022.18
# 065 Hillard Collins Elementary School	15,699.00	785.36	828.55	94.74%	147	236	47.50	196.00	4.00	21.00	0.00	0.00	0.00	312.00	26.50	785.36
# 014 Imagineering Academy	863.00	43.19	46.45	92.90%	10	28	2.50	53.50	0.00	0.00	0.00	0.00	0.00	8.50	0.00	43.19
# 071 Larry A. Ryle High School	33,709.00	1,686.73	1,811.35	94.50%	578	311	0.00	692.00	0.77	48.56	0.00	0.00	0.00	645.00	22.00	1,639.17
# 017 Longbranch Elementary School	15,797.00	790.24	820.70	96.24%	294	26	3.00	108.00	0.00	31.40	0.00	0.00	0.00	266.50	0.00	790.24
# 080 New Haven Elementary School	16,565.50	828.70	865.85	95.66%	253	80	39.50	135.50	0.00	11.72	0.00	0.00	0.00	306.00	0.00	828.70
# 008 North Pointe Elementary School	9,068.00	453.58	467.90	96.90%	99	21	20.50	59.50	0.00	27.00	0.00	0.00	0.00	119.00	0.00	453.58
# 081 Ockerman Elementary School	14,232.50	711.96	743.10	95.76%	120	139	65.50	158.00	0.00	2.00	0.00	0.00	0.00	171.50	0.00	711.96
# 085 Ockerman Middle School	14,558.50	728.47	770.35	94.49%	245	109	2.00	222.00	0.00	18.63	0.00	0.00	0.00	315.00	2.00	728.47
# 015 Randall K. Cooper High School	24,400.00	1,221.10	1,312.50	93.71%	357	282	0.00	405.50	0.00	39.31	0.00	49.82	0.00	603.00	45.50	1,206.45
# 020 Rector A. Jones Middle School	13,630.50	682.00	730.05	93.35%	173	266	40.00	335.00	0.00	21.00	0.00	0.00	0.00	214.50	125.00	682.00
# 011 Shirley Mann Elementary School	14,761.50	738.36	765.00	96.48%	253	21	22.50	18.50	0.00	14.96	0.00	0.00	0.00	263.00	0.50	738.36
# 083 Stephens Elementary School	11,794.00	590.04	613.75	96.08%	131	117	21.50	91.00	0.00	9.00	0.00	0.00	0.00	186.00	0.00	590.04
# 012 Thornwilde Elementary School	11,956.00	598.14	620.35	96.36%	160	16	46.50	21.50	0.00	10.00	0.00	0.00	0.00	223.00	1.00	598.14

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 8

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code										Funding	
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
School																		
Total	380,523.50	19,038.92	20,265.95	94.82%	5,478	3,549	608.08	6,039.50	4.77	592.12	0.00	99.82	6,779.00	6,961.00	404.00	3,232.41	18,876.86	

District Attendance Summary Group by Transportation Code

Transportation	Tardy				Attendance State Code								Funding				
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	79,627.50	3,984.53	4,418.15	94.11%	1,176	880	84.00	1,447.00	0.00	137.43	0.00	43.93	1,733.50	1,661.00	54.50	1,239.68	3,844.72
T1: Twice Daily>Mile	222,283.50	11,121.36	11,703.10	95.02%	3,123	1,866	367.50	3,548.00	0.77	343.61	0.00	40.27	3,649.00	3,824.50	265.00	1,538.86	11,105.74
T2: Twice Daily<Mile	38,079.00	1,905.00	2,000.60	95.22%	454	343	93.00	443.00	4.00	60.92	0.00	3.00	649.00	686.50	41.50	101.28	1,904.55
T3: Once Daily>Mile	29,481.00	1,475.02	1,548.30	95.20%	473	327	37.50	345.00	0.00	50.06	0.00	10.35	497.00	570.00	35.50	319.99	1,471.25
T4: Once Daily<Mile	5,815.00	290.86	304.00	95.64%	87	74	6.50	57.50	0.00	0.10	0.00	1.27	98.00	103.00	0.00	22.29	290.74
T5: Special Transported	5,237.50	262.15	291.80	91.37%	165	59	19.50	199.00	0.00	0.00	0.00	1.00	152.50	116.00	7.50	10.31	259.86
Total	380,523.50	19,038.92	20,265.95	94.82%	5,478	3,549	608.08	6,039.50	4.77	592.12	0.00	99.82	6,779.00	6,961.00	404.00	3,232.41	18,876.86

16-17

Boone County

8330 US 42, Florence, KY 41042

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KY ADM ADA District Summary Report

ADA: Tuancy School Month: 9 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O
# 005 A M Yealey Elementary School	10,514.50	525.87	537.75	97.76%	71	105	19.00	62.50	0.00	37.00	0.00	0.00	76.00	83.00	0.00	20.00
# 170 Boone County Alternative Center	3,091.50	154.64	308.30	92.64%	45	66	8.50	170.50	0.00	5.00	0.00	0.00	27.00	38.50	1.00	10.00
# 030 Boone County High School	24,711.00	1,236.48	1,323.15	94.67%	393	345	0.50	486.00	0.00	73.92	0.00	2.08	443.00	335.00	127.50	219.08
# 040 Burlington Elementary School	16,156.50	808.17	837.60	96.45%	114	219	5.00	156.00	0.00	0.00	0.00	0.00	195.00	236.50	3.00	0.00
# 010 Camp Ernst Middle School	19,969.50	999.06	1,038.95	96.10%	367	75	1.50	318.00	0.00	80.00	0.00	1.45	178.50	278.50	33.00	262.50
# 041 Charles H. Kelly Elementary School	4,663.00	233.25	242.65	96.08%	48	16	3.50	77.00	0.00	8.00	0.00	0.00	57.50	49.50	2.50	20.00
# 055 Chester Goodridge Elementary School	14,499.50	725.32	751.00	96.53%	158	193	19.00	243.50	0.00	22.73	0.00	0.00	135.00	119.50	3.50	0.00
# 045 Conner High School	26,100.00	1,306.23	1,393.50	94.74%	274	503	4.50	821.00	0.00	69.97	0.00	6.00	283.50	248.50	92.50	232.50
# 043 Conner Middle School	22,148.50	1,108.22	1,148.65	96.41%	370	140	120.00	403.50	0.00	44.01	0.00	0.00	146.00	151.00	4.00	519.47
# 006 Erpenbeck Elementary School	13,282.00	664.30	679.80	97.69%	228	82	17.50	46.00	0.00	59.00	0.00	0.00	105.50	145.00	0.00	15.00
# 050 Florence Elementary School	10,809.00	540.66	558.90	96.70%	78	128	24.00	112.00	0.00	1.00	0.00	0.00	96.00	137.00	0.00	20.00
# 075 Gray Middle School	20,553.50	1,028.21	1,066.55	96.36%	274	136	1.00	278.00	0.00	2.00	0.00	0.00	177.00	287.00	34.50	496.86
# 065 Hillard Collins Elementary School	15,895.00	795.12	824.45	96.40%	126	241	37.00	169.00	0.00	19.40	0.00	0.00	156.00	218.00	13.00	15.00
# 014 Imagineering Academy	816.00	40.83	45.00	90.67%	3	17	1.50	72.50	0.00	0.00	0.00	0.00	3.00	7.00	0.00	0.00
# 071 Larry A. Ryle High School	34,011.50	1,701.95	1,801.85	95.82%	590	318	0.00	604.00	2.00	25.00	0.00	0.00	419.00	423.50	39.00	337.00
# 017 Longbranch Elementary School	16,009.50	800.90	820.30	97.58%	289	37	3.00	93.50	0.00	56.36	0.00	0.00	127.00	172.00	1.00	20.00
# 080 New Haven Elementary School	16,857.50	843.25	867.70	97.14%	270	63	30.50	139.50	0.00	2.00	0.00	0.00	142.00	183.50	1.00	16.31
# 008 North Pointe Elementary School	9,130.00	456.70	467.15	97.72%	96	38	18.50	54.00	0.00	28.00	0.00	0.00	69.00	68.00	3.50	38.50
# 081 Ockerman Elementary School	14,282.00	714.42	736.20	97.00%	114	148	41.00	133.00	0.00	4.00	0.00	0.00	146.00	122.00	0.00	19.00
# 085 Ockerman Middle School	14,889.50	744.97	769.55	96.74%	224	80	1.00	144.50	0.00	28.00	0.00	0.00	126.00	204.00	26.00	41.15
# 015 Randall K. Cooper High School	24,708.50	1,236.54	1,306.70	95.27%	334	365	0.00	350.00	0.00	81.78	0.00	25.00	439.00	378.50	58.00	326.28
# 020 Rector A. Jones Middle School	13,919.00	696.34	728.00	95.60%	163	241	38.00	213.00	0.00	7.00	0.00	0.00	152.50	124.50	113.00	16.50
# 011 Shirley Mann Elementary School	14,896.00	745.12	762.80	97.64%	194	19	23.50	27.50	0.00	16.00	0.00	0.00	105.00	200.00	4.00	0.00
# 083 Stephens Elementary School	11,914.50	596.03	613.85	97.05%	115	136	13.50	94.00	0.00	31.00	0.00	0.00	108.50	146.50	0.00	0.00
# 012 Thornwilde Elementary School	12,074.50	603.99	620.55	97.29%	167	33	32.50	43.00	0.00	10.00	0.00	0.00	96.00	164.00	1.00	0.00

KY ADM ADA District Summary Report cont.

Boone County
16-17 School Year
Generate on 05/30/2017 12:40:01 PM

ADA: Truancy School Month: 9 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code										Funding	
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
School																		
Total	385,902.00	19,306.57	20,250.90	96.29%	5,105	3,744	464.06	311.50	2.00	711.17	0.00	34.53	4,009.00	4,520.50	561.00	2,645.15	19,141.52	

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	81,940.50	4,100.18	4,461.80	95.67%	1,187	1,061	65.50	1,289.00	1.00	221.54	0.00	13.72	1,178.00	1,107.50	71.50	1,199.35	3,956.33
T1: Twice Daily>Mile	224,408.00	11,226.53	11,641.70	96.44%	2,799	1,914	286.50	3,110.00	0.00	314.77	0.00	15.47	2,035.50	2,466.00	388.00	1,107.73	11,212.07
T2: Twice Daily<Mile	38,833.00	1,942.51	2,005.05	96.89%	444	333	60.00	380.50	0.00	83.76	0.00	1.00	328.50	430.50	48.50	60.66	1,942.11
T3: Once Daily>Mile	29,754.50	1,488.64	1,539.70	96.62%	427	315	32.00	302.00	1.00	78.70	0.00	3.34	303.50	362.50	39.50	224.48	1,484.76
T4: Once Daily<Mile	5,819.50	291.17	300.65	96.78%	76	50	9.50	51.50	0.00	7.40	0.00	1.00	58.00	71.50	3.00	19.62	291.07
T5: Special Transported	5,146.50	257.54	282.00	93.00%	172	71	10.50	178.50	0.00	5.00	0.00	0.00	105.50	82.50	10.50	33.31	255.18
Total	385,902.00	19,306.57	20,250.90	96.29%	5,105	3,744	464.00	5,311.50	2.00	711.17	0.00	34.53	4,009.00	4,520.50	561.00	2,645.15	19,141.52

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 05/31/2017 02:32:31 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 10 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	2,101.00	525.29	538.00	97.63%	21	31	3.00	26.00	0.00	1.00	0.00	0.00	6.00	16.00	0.00	4.00	525.29
# 170 Boone County Alternative Center	657.00	164.29	321.25	92.02%	2	8	2.00	50.50	0.00	0.00	0.00	0.00	2.00	2.50	0.00	0.00	116.00
# 030 Boone County High School	4,988.50	1,247.47	1,322.75	95.58%	57	94	0.00	141.50	0.00	15.00	0.00	0.00	33.50	38.50	17.00	24.75	1,225.31
# 040 Burlington Elementary School	3,257.00	814.38	839.00	97.05%	23	91	4.50	43.50	0.00	6.00	0.00	0.00	14.50	35.50	1.00	0.00	814.38
# 010 Camp Ernst Middle School	3,968.00	992.16	1,038.25	95.55%	57	16	0.00	114.50	0.00	3.00	0.00	0.00	16.00	40.50	14.00	441.38	992.16
# 041 Charles H. Kelly Elementary School	928.50	232.14	241.50	96.12%	6	4	0.00	24.00	0.00	1.00	0.00	0.00	3.50	10.00	0.00	4.00	232.14
# 055 Chester Goodridge Elementary School	2,908.00	727.09	751.00	96.80%	25	39	6.50	69.50	0.00	18.00	0.00	0.00	7.50	11.50	1.00	0.00	727.09
# 045 Conner High School	5,351.50	1,338.12	1,392.25	97.21%	16	118	0.50	94.00	0.00	0.00	0.00	0.00	8.00	31.00	18.50	187.59	1,307.24
# 043 Conner Middle School	4,486.50	1,121.80	1,145.50	97.92%	81	19	19.00	64.50	0.00	4.00	0.00	0.00	2.00	9.00	1.00	51.76	1,120.80
# 006 Erpenbeck Elementary School	2,669.50	667.40	680.25	98.11%	109	12	3.00	20.00	0.00	6.00	0.00	0.00	6.50	22.00	0.00	4.00	667.40
# 050 Florence Elementary School	2,161.00	540.29	559.00	96.65%	13	28	1.00	42.00	0.00	0.00	0.00	0.00	12.00	17.00	3.00	4.00	540.29
# 075 Gray Middle School	4,125.50	1,031.47	1,063.00	97.02%	41	37	0.00	85.50	0.00	0.00	0.00	0.00	13.50	23.00	4.50	18.00	1,031.47
# 065 Hillard Collins Elementary School	3,155.50	788.94	823.00	95.85%	17	71	6.50	79.00	0.00	6.00	0.00	0.00	17.00	28.00	6.00	4.00	788.94
# 014 Imagineering Academy	163.00	40.76	45.00	90.56%	1	7	0.50	16.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	40.76
# 071 Larry A. Ryle High School	6,678.50	1,671.38	1,799.00	94.22%	123	84	156.00	128.50	0.00	6.00	0.00	0.00	45.50	78.50	1.00	422.72	1,625.88
# 017 Longbranch Elementary School	3,232.50	808.21	820.00	98.55%	64	13	0.00	22.00	0.00	13.69	0.00	0.00	4.50	21.00	0.00	4.00	808.21
# 080 New Haven Elementary School	3,376.50	844.27	866.00	97.47%	48	49	11.50	40.00	0.00	4.00	0.00	0.00	11.00	25.00	0.00	0.00	844.27
# 008 North Pointe Elementary School	1,820.00	455.04	467.00	97.43%	9	11	3.00	24.00	0.00	1.00	0.00	0.00	11.00	8.00	2.00	4.00	455.04
# 081 Ockerman Elementary School	2,854.00	713.56	734.00	97.21%	15	71	6.00	56.50	0.00	13.00	0.00	0.00	3.00	16.50	0.00	4.00	713.56
# 085 Ockerman Middle School	2,953.50	738.45	770.00	95.89%	42	29	0.00	67.50	0.00	4.00	0.00	0.00	3.50	50.50	5.00	145.18	738.45
# 015 Randall K. Cooper High School	4,952.00	1,238.21	1,307.00	95.45%	41	73	0.00	134.50	0.00	5.00	0.00	0.00	39.00	59.50	3.00	448.71	1,224.22
# 020 Rector A. Jones Middle School	2,651.00	662.88	727.00	91.16%	33	76	12.50	151.50	0.00	2.00	0.00	0.00	13.00	8.00	72.00	3.00	662.88
# 011 Shirley Mann Elementary School	2,943.00	736.23	760.25	96.78%	43	16	44.50	14.00	0.00	0.00	0.00	0.00	16.00	23.50	0.00	3.00	736.23
# 083 Stephens Elementary School	2,375.50	593.97	614.25	96.68%	13	38	2.50	49.00	0.00	7.00	0.00	0.00	7.00	23.00	0.00	0.00	593.97
# 012 Thornwilde Elementary School	2,416.00	604.11	619.00	97.58%	27	12	11.50	24.50	0.00	0.00	0.00	0.00	1.00	23.00	0.00	0.00	604.11

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 10

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
Total	77,173.00	19,297.91	20,243.25	96.32%	927	1,047	294.00	583.00	0.00	115.69	0.00	0.00	296.50	621.00	149.00	1,778.09	19,136.09

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	16,379.00	4,096.73	4,500.25	95.22%	226	270	143.00	380.50	0.00	24.00	0.00	0.00	101.00	175.50	23.00	982.08	3,954.54
T1: Twice Daily>Mile	44,860.50	11,217.13	11,615.75	96.61%	507	573	114.50	910.50	0.00	70.69	0.00	0.00	134.00	325.00	89.50	618.88	11,203.66
T2: Twice Daily<Mile	7,749.00	1,937.44	2,005.25	96.66%	81	87	11.50	149.50	0.00	8.00	0.00	0.00	30.00	54.00	23.00	47.60	1,937.09
T3: Once Daily>Mile	5,975.50	1,494.21	1,539.00	97.07%	84	90	17.50	81.50	0.00	12.00	0.00	0.00	22.00	49.00	10.50	104.49	1,490.46
T4: Once Daily<Mile	1,174.00	293.57	302.00	97.19%	11	14	3.00	20.00	0.00	1.00	0.00	0.00	5.00	5.00	1.00	15.23	293.43
T5: Special Transported	1,035.00	258.83	281.00	94.09%	18	13	4.50	41.00	0.00	0.00	0.00	0.00	4.50	12.50	2.00	9.81	256.91
Total	77,173.00	19,297.91	20,243.25	96.32%	927	1,047	294.00	1,583.00	0.00	115.69	0.00	0.00	296.50	621.00	149.00	1,778.08	19,136.09

Needs Assessment

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 09/28/2016 11:21:55 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 1 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																
School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding			
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	8,852.00	520.57	528.53	98.52%	90	53	13.00	17.50	0.00	10.10	0.00	45.00	57.50	0.00	14.50	519.60
# 170 Boone County Alternative Center	1,032.00	60.74	112.47	87.90%	13	25	7.00	81.50	0.00	4.00	0.00	13.00	32.50	8.00	5.00	41.90
# 030 Boone County High School	22,755.50	1,337.89	1,395.20	96.14%	401	78	0.00	282.00	0.00	31.00	0.00	269.50	320.00	41.00	19.40	1,317.69
# 040 Burlington Elementary School	13,884.00	816.33	836.33	97.65%	115	144	4.50	37.50	0.00	0.00	0.00	110.00	182.00	0.00	0.00	816.33
# 010 Camp Ernst Middle School	17,456.00	1,026.41	1,050.76	97.72%	262	14	0.00	79.50	0.00	28.33	0.00	128.00	193.50	6.00	0.00	1,026.26
# 041 Charles H. Kelly Elementary School	3,867.00	227.38	233.60	97.38%	43	0	6.00	28.00	0.00	22.00	0.00	31.50	38.50	0.00	17.00	227.38
# 055 Chester Goodridge Elementary School	12,571.00	739.11	759.04	97.43%	100	105	12.50	100.50	0.00	31.00	0.00	107.50	108.50	2.00	0.00	739.11
# 045 Conner High School	23,240.00	1,366.35	1,418.08	96.54%	219	225	1.00	303.50	0.00	21.19	0.00	217.50	278.00	34.00	33.00	1,344.71
# 043 Conner Middle School	19,128.50	1,124.65	1,158.03	97.16%	227	35	76.50	150.00	0.00	20.00	0.00	139.00	172.00	21.00	14.50	1,124.65
# 006 Erpenbeck Elementary School	10,942.00	643.43	654.81	98.29%	155	27	15.50	10.00	0.00	13.00	0.00	63.00	101.50	0.00	4.00	643.43
# 050 Florence Elementary School	9,759.50	573.83	591.24	97.10%	103	132	22.00	69.00	1.00	1.00	0.00	94.00	106.50	0.00	0.00	573.83
# 075 Gray Middle School	17,635.00	1,037.00	1,060.76	97.79%	208	1	0.50	84.00	0.00	0.00	0.00	129.00	184.50	0.00	1.74	1,037.00
# 065 Hillard Collins Elementary School	13,329.00	783.67	805.52	97.33%	143	101	18.00	59.00	0.00	3.00	0.00	98.00	190.00	0.00	17.00	783.67
# 014 Imagineering Academy	1,002.50	58.93	63.96	92.14%	3	15	2.50	53.50	0.00	0.00	0.00	8.50	12.00	9.00	0.00	58.93
# 071 Larry A. Ryle High School	29,978.50	1,762.73	1,824.96	97.06%	382	105	0.00	231.50	0.00	30.00	0.00	274.00	394.00	9.00	127.12	1,714.12
# 017 Longbranch Elementary School	13,870.00	815.69	831.88	98.08%	223	1	1.00	35.00	0.00	9.00	0.00	85.00	151.00	0.00	0.00	812.87
# 080 New Haven Elementary School	14,000.00	823.12	847.50	97.17%	155	46	18.50	79.50	0.00	6.00	0.00	126.50	183.50	0.00	0.00	823.12
# 008 North Pointe Elementary School	7,781.50	457.61	466.52	98.11%	96	16	15.50	18.00	0.00	8.00	0.00	46.00	70.00	0.00	34.00	457.61
# 081 Ockerman Elementary School	11,719.50	689.15	704.18	97.91%	75	88	8.50	72.00	0.00	5.00	0.00	76.50	91.50	2.00	0.00	689.15
# 085 Ockerman Middle School	12,935.50	760.62	779.17	97.66%	134	46	0.00	58.00	0.00	11.71	0.00	111.00	141.50	0.00	0.00	760.61
# 015 Randall K. Cooper High School	22,001.00	1,293.60	1,341.21	96.78%	306	94	0.50	148.00	0.00	21.30	0.00	237.50	323.00	23.00	15.42	1,287.30
# 020 Rector A. Jones Middle School	12,284.00	722.22	752.55	96.01%	211	45	19.50	180.50	0.00	16.00	0.00	147.50	158.00	4.50	10.00	722.10
# 011 Shirley Mann Elementary School	12,640.50	743.33	756.71	98.26%	153	12	7.00	4.00	0.00	0.00	0.00	74.00	138.50	0.00	0.00	743.33
# 083 Stephens Elementary School	10,120.00	595.01	611.82	97.30%	68	76	13.50	69.00	0.00	0.00	0.00	93.50	105.00	0.00	0.00	595.01
# 012 Thornwilde Elementary School	10,393.00	611.12	624.41	97.91%	112	0	28.00	5.00	0.00	14.82	0.00	44.00	145.00	0.00	0.00	611.12

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 09/28/2016 11:21:55 AM

ADA: Truancy School Month: 1

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA	
School																	
Total	333,177.50	19,590.49	20,209.24	97.27%	3,997	1,484	291.00	2,256.00	1.00	306.45	0.00	2,769.00	3,878.00	159.50		312.68	19,470.83

312.68 19,470.83

District Attendance Summary Group by Transportation Code

Transportation	Tardy				Attendance State Code								Funding			
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	63,561.50	3,737.10	3,900.59	97.01%	839	322	48.00	436.50	0.00	44.06	0.00	584.00	852.00	37.00	198.80	3,659.24
T1: Twice Daily>Mile	199,726.00	11,743.82	12,080.39	97.30%	2,288	841	170.00	1,422.00	1.00	166.29	0.00	1,623.50	2,230.00	97.50	65.09	11,719.04
T2: Twice Daily<Mile	33,999.00	1,999.15	2,050.78	97.57%	337	176	40.00	181.50	0.00	34.10	0.00	248.50	372.00	6.00	5.96	1,996.49
T3: Once Daily>Mile	26,066.50	1,532.80	1,573.24	97.65%	328	76	21.00	121.00	0.00	39.00	0.00	192.50	288.00	5.00	10.89	1,523.99
T4: Once Daily<Mile	5,222.50	307.11	314.41	98.02%	70	34	2.50	14.50	0.00	13.00	0.00	35.50	44.00	9.00	3.48	306.38
T5: Special Transported	4,602.00	270.51	289.83	94.42%	135	35	9.50	80.50	0.00	10.00	0.00	85.00	92.00	5.00	28.46	265.69
Total	333,177.50	19,590.49	20,209.24	97.27%	3,997	1,484	291.00	2,256.00	1.00	306.45	0.00	2,769.00	3,878.00	159.50	312.68	19,470.83

312.68 19,470.83

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 10/24/2016 02:36:43 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 2 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																
School	ATT	ADA	ADM	%	Tardy		Attendance State Code					Funding				
					E	U	E	U	AFDR	EHO	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,893.00	520.62	532.52	97.78%	106	80	29.00	44.00	0.00	57.00	0.00	65.00	87.00	0.00	19.00	520.62
# 170 Boone County Alternative Center	1,297.50	68.29	144.84	80.24%	10	63	14.00	192.00	0.00	0.00	0.00	49.00	32.50	32.00	0.00	45.74
# 030 Boone County High School	25,196.00	1,326.07	1,398.68	95.01%	683	208	0.50	464.00	0.00	45.99	0.00	324.50	465.00	68.00	146.07	1,305.59
# 040 Burlington Elementary School	15,362.50	808.50	838.05	96.48%	171	181	2.00	89.50	0.00	0.76	0.00	188.00	281.00	0.00	0.00	808.50
# 010 Camp Ernst Middle School	19,152.50	1,007.88	1,045.26	96.44%	356	26	1.00	217.00	0.00	41.00	1.00	153.00	328.50	8.00	341.13	1,007.31
# 041 Charles H. Kelly Elementary School	4,385.00	230.80	237.69	97.10%	74	3	2.50	17.00	0.00	21.00	0.00	31.50	80.00	0.00	19.00	230.80
# 055 Chester Goodridge Elementary School	13,943.00	733.75	758.27	96.78%	149	130	12.00	165.00	0.00	48.62	0.00	149.50	136.50	1.00	11.00	733.75
# 045 Conner High School	25,680.00	1,351.45	1,418.10	95.38%	279	399	1.00	502.50	0.00	44.83	8.00	283.50	430.50	27.00	16.50	1,322.03
# 043 Conner Middle School	21,343.50	1,123.27	1,159.32	96.90%	405	58	109.50	173.50	0.00	26.00	8.00	178.00	207.00	15.50	353.80	1,123.27
# 006 Erpenbeck Elementary School	12,175.50	640.73	656.42	97.62%	229	31	23.50	36.00	0.00	33.00	0.00	95.00	142.00	0.00	17.00	640.73
# 050 Florence Elementary School	10,983.00	578.02	600.08	96.44%	102	153	23.00	88.50	0.00	6.00	0.00	121.00	172.50	1.00	0.00	578.02
# 075 Gray Middle School	19,674.00	1,035.41	1,062.38	97.47%	285	1	2.00	117.50	0.00	2.30	0.00	131.00	256.50	4.00	37.87	1,035.41
# 065 Hillard Collins Elementary School	14,969.50	787.99	817.67	96.35%	123	167	33.50	144.00	0.00	10.00	0.00	144.00	245.00	0.00	19.00	787.99
# 014 Imagineering Academy	1,083.00	57.00	62.74	90.86%	12	35	3.50	54.00	0.00	0.00	0.00	15.00	17.50	19.00	0.00	57.00
# 071 Larry A. Ryle High School	33,045.50	1,739.17	1,819.33	95.97%	555	199	0.00	354.50	0.00	14.00	0.00	412.00	597.00	25.00	334.76	1,690.01
# 017 Longbranch Elementary School	15,347.50	807.65	830.94	97.21%	302	10	1.50	99.00	0.00	47.00	0.00	148.50	190.00	1.50	0.00	807.65
# 080 New Haven Elementary School	15,620.50	822.05	849.53	96.89%	211	91	27.00	85.00	0.00	8.00	0.00	177.00	212.00	0.50	0.00	822.05
# 008 North Pointe Elementary School	8,753.00	460.63	470.48	97.92%	125	7	26.00	7.50	0.00	30.62	0.00	39.00	113.50	0.00	33.00	460.63
# 081 Ockerman Elementary School	13,272.00	698.62	719.38	97.11%	121	99	23.50	99.00	0.00	24.00	0.00	114.50	158.00	0.00	0.00	698.62
# 085 Ockerman Middle School	14,424.00	759.03	784.52	96.77%	228	72	1.50	137.00	0.00	41.82	0.00	133.50	209.00	1.00	0.22	759.03
# 015 Randall K. Cooper High School	24,337.50	1,280.71	1,340.25	95.86%	418	147	1.00	245.50	0.00	88.00	20.00	304.00	482.50	18.50	135.68	1,271.82
# 020 Rector A. Jones Middle School	13,705.50	721.31	757.12	95.28%	212	138	37.50	231.00	0.00	4.00	0.00	161.00	191.00	59.00	19.00	721.31
# 011 Shirley Mann Elementary School	14,085.50	741.35	755.37	98.14%	188	14	2.00	3.00	0.00	0.00	0.00	101.50	160.00	0.00	0.00	741.35
# 083 Stephens Elementary School	11,266.00	592.82	608.52	97.44%	125	99	12.00	65.50	0.00	28.00	0.00	86.50	132.00	0.00	0.00	592.82
# 012 Thornwilde Elementary School	11,545.50	607.57	628.31	96.71%	185	0	36.50	20.00	0.00	0.00	0.00	99.00	237.00	0.00	0.00	607.57

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 2 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

ADA: Truancy School Month: 2 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding				
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA	
School																	
Total	370,540.50	19,500.69	20,295.77	96.45%	5,654	2,411	425.50	3,651.50	0.00	621.94	37.00	3,704.50	5,563.50	281.00	1,503.03	19,369.62	

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	AFD/R	EHO	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	72,082.00	3,793.13	4,025.15	95.86%	1,269	571	52.50	797.00	0.00	137.02	19.00	852.00	1,371.50	37.50	569.59	3,696.40
T1: Twice Daily>Mile	220,213.50	11,589.73	12,002.66	96.59%	3,124	1,333	261.00	2,248.50	0.00	339.00	14.00	2,099.50	2,967.00	188.50	682.79	11,568.49
T2: Twice Daily<Mile	37,694.50	1,983.93	2,049.52	96.80%	499	237	85.50	288.00	0.00	62.28	0.00	318.00	558.00	17.00	64.65	1,983.21
T3: Once Daily>Mile	29,680.00	1,561.82	1,615.17	96.84%	500	173	20.50	181.50	0.00	64.64	4.00	275.00	478.00	15.00	153.98	1,554.46
T4: Once Daily<Mile	5,693.50	299.67	308.27	97.21%	71	40	6.00	26.50	0.00	15.00	0.00	39.00	87.00	5.00	15.11	299.37
T5: Special Transported	5,177.00	272.41	295.00	93.31%	191	57	20.00	110.00	0.00	4.00	0.00	121.00	102.00	18.00	16.91	267.69
Total	370,540.50	19,500.69	20,295.77	96.45%	5,654	2,411	425.50	3,651.50	0.00	621.94	37.00	3,704.50	5,563.50	281.00	1,503.03	19,369.62

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 11/22/2016 11:09:56 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 3 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O
#005 A M Yealey Elementary School	9,908.50	521.48	534.70	97.53%	114	74	22.50	39.00	0.00	34.62	0.00	0.00	69.00	120.00	0.00	19.00
#170 Boone County Alternative Center	1,474.00	77.58	164.31	81.80%	7	108	8.50	225.00	0.00	4.00	0.00	0.00	40.00	40.50	14.00	0.00
#030 Boone County High School	24,632.00	1,296.13	1,380.08	94.14%	577	253	1.00	558.50	0.00	104.64	0.00	0.00	372.50	519.00	82.00	341.59
#040 Burlington Elementary School	15,397.00	810.23	839.38	96.55%	140	206	0.50	122.00	0.00	36.26	0.00	0.00	153.50	275.00	0.00	0.00
#010 Camp Ernst Middle School	19,139.50	1,007.26	1,044.74	96.42%	374	18	0.00	196.00	0.00	25.00	0.00	0.00	181.50	319.00	14.00	199.06
#041 Charles H. Kelly Elementary School	4,413.50	232.28	241.20	96.30%	53	4	3.50	41.50	0.00	6.00	0.00	0.00	48.00	76.50	0.00	19.00
#055 Chester Goodridge Elementary School	13,856.00	729.19	757.11	96.32%	152	137	28.00	179.50	0.00	13.00	0.00	0.00	157.00	163.50	1.00	1.49
#045 Conner High School	25,449.50	1,339.18	1,412.29	94.91%	285	481	2.00	519.50	0.00	25.02	0.00	0.00	313.50	467.50	62.00	80.57
#043 Conner Middle School	21,127.00	1,111.86	1,150.69	96.63%	392	84	89.50	205.50	0.00	1.00	0.00	0.00	189.50	244.50	7.00	805.08
#006 Erpenbeck Elementary School	12,159.50	639.96	655.64	97.61%	238	47	19.50	49.50	0.00	72.65	0.00	0.00	90.00	138.50	0.00	16.50
#050 Florence Elementary School	10,734.00	564.86	587.02	96.29%	85	173	27.50	105.00	0.00	6.00	0.00	0.00	117.00	159.50	4.00	15.00
#075 Gray Middle School	19,584.50	1,030.73	1,063.41	96.93%	335	11	1.00	156.00	0.00	4.00	0.00	0.00	163.00	295.00	5.50	93.17
#065 Hillard Collins Elementary School	14,865.00	782.27	817.84	95.66%	166	189	44.00	154.50	0.00	3.00	0.00	0.00	211.00	257.00	7.50	16.50
#014 Imagineering Academy	1,007.50	53.02	57.69	91.93%	7	17	3.50	57.00	0.00	0.00	0.00	0.00	6.00	18.00	4.00	0.00
#071 Larry A. Ryle High School	32,772.50	1,724.81	1,817.69	95.26%	581	257	0.00	530.00	0.00	8.57	0.00	0.00	457.50	626.00	17.00	220.72
#017 Longbranch Elementary School	15,193.50	799.53	829.36	96.42%	301	16	2.00	109.00	0.00	6.00	0.00	0.00	240.00	208.50	5.00	0.00
#080 New Haven Elementary School	15,567.00	819.09	849.16	96.49%	274	127	24.50	93.00	0.00	0.00	0.00	0.00	206.50	243.00	0.00	0.00
#008 North Pointe Elementary School	8,658.00	455.73	464.73	98.05%	84	5	18.00	15.00	0.00	15.00	0.00	0.00	34.00	105.00	0.00	28.00
#081 Ockerman Elementary School	13,385.00	704.49	728.28	96.73%	111	121	30.00	119.00	0.00	10.00	0.00	0.00	132.50	170.50	0.00	0.00
#085 Ockerman Middle School	14,389.00	757.26	783.22	96.69%	240	79	0.00	141.50	2.00	31.00	0.00	0.00	109.50	227.50	13.50	95.44
#015 Randall K. Cooper High School	24,140.00	1,270.37	1,339.92	95.10%	506	296	0.50	271.00	0.00	18.00	0.00	0.00	360.00	591.50	20.00	161.60
#020 Rector A. Jones Middle School	13,489.00	709.90	746.95	95.05%	205	172	36.00	271.50	0.00	4.00	0.00	0.00	181.00	179.50	35.00	7.50
#011 Shirley Mann Elementary School	14,105.50	742.41	759.07	97.81%	223	23	16.00	18.00	0.00	5.00	0.00	0.00	107.00	169.50	6.00	15.00
#083 Stephens Elementary School	11,215.50	590.22	607.52	97.16%	117	100	13.00	80.50	0.00	33.47	0.00	0.00	88.00	146.00	0.00	0.00
#012 Thornwilde Elementary School	11,553.50	607.96	625.84	97.16%	151	2	32.50	23.00	0.00	0.00	0.00	0.00	102.00	180.00	0.00	0.00

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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Schools: 25

Exclude: State Exclude

ADA: Truancy School Month: 3 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ...

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
Total	368,216.00	19,377.80	20,257.84	96.07%	5,718	3,000	423.50	280.00	2.00	466.23	0.00	0.00	4,129.50	5,940.50	297.50	2,135.22	19,244.68

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	72,546.50	3,817.83	4,085.62	95.29%	1,335	760	51.50	943.00	2.00	95.00	0.00	0.00	1,087.50	1,450.00	56.50	857.23	3,713.42
T1: Twice Daily>Mile	218,269.50	11,486.75	11,932.57	96.30%	3,086	1,570	255.50	2,492.50	0.00	306.09	0.00	0.00	2,197.00	3,259.50	182.00	981.24	11,467.81
T2: Twice Daily<Mile	37,537.00	1,975.39	2,042.03	96.75%	485	301	66.50	358.50	0.00	40.14	0.00	0.00	348.00	470.00	19.00	72.24	1,974.77
T3: Once Daily>Mile	29,078.00	1,530.27	1,594.07	96.13%	546	231	24.50	269.00	0.00	25.00	0.00	0.00	321.00	541.00	16.50	202.32	1,525.92
T4: Once Daily<Mile	5,623.50	295.95	306.17	96.67%	92	54	9.00	32.50	0.00	0.00	0.00	0.00	50.00	94.00	8.00	12.38	295.73
T5: Special Transported	5,161.50	271.61	297.38	91.68%	174	84	16.50	184.50	0.00	0.00	0.00	0.00	126.00	126.00	15.50	9.61	267.03
Total	368,216.00	19,377.80	20,257.84	96.07%	5,718	3,000	423.50	4,280.00	2.00	466.23	0.00	0.00	4,129.50	5,940.50	297.50	2,135.22	19,244.68

16-17

Boone County

8330 US 42, Florence, KY 41042

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KY ADM ADA District Summary Report

ADA: Truancy School Month: 4 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O
# 005 A M Yealey Elementary School	9,885.00	520.21	537.09	96.86%	83	76	29.50	55.50	0.00	27.00	0.00	0.00	79.00	156.00	0.00	19.00
# 170 Boone County Alternative Center	1,685.50	88.67	190.68	82.83%	13	143	8.00	260.00	0.00	0.00	0.00	0.00	24.00	41.50	16.00	0.00
# 030 Boone County High School	24,149.50	1,270.70	1,377.18	93.44%	594	357	0.50	620.00	0.00	49.65	0.00	0.00	504.50	500.50	71.00	268.68
# 040 Burlington Elementary School	15,075.00	793.40	833.27	95.22%	153	200	2.00	182.50	0.00	32.00	0.00	0.00	205.00	367.00	0.50	2.35
# 010 Camp Ernst Middle School	18,924.50	995.92	1,047.31	95.10%	364	21	1.50	259.00	0.00	45.00	0.00	0.00	246.00	450.00	18.00	88.74
# 041 Charles H. Kelly Elementary School	4,374.50	230.14	241.69	95.26%	80	6	6.00	45.00	0.00	2.00	0.00	0.00	62.50	103.00	1.00	19.00
# 055 Chester Goodridge Elementary School	13,728.00	722.35	758.52	95.25%	143	207	24.00	256.50	0.00	10.00	0.00	0.00	208.50	193.00	2.00	0.00
# 045 Conner High School	25,212.00	1,326.59	1,415.97	94.58%	282	409	2.50	541.50	0.00	49.82	0.00	0.00	385.50	482.00	32.50	50.00
# 043 Conner Middle School	20,968.50	1,103.47	1,152.52	95.76%	409	76	108.00	349.00	0.00	53.00	0.00	0.00	196.50	272.00	4.00	399.34
# 006 Erpenbeck Elementary School	12,088.50	636.19	658.73	96.59%	235	45	25.50	70.00	0.00	46.35	0.00	0.00	106.50	224.50	0.00	19.00
# 050 Florence Elementary School	10,594.00	557.53	583.75	95.52%	107	133	36.50	111.00	0.00	2.00	0.00	0.00	115.00	231.50	3.00	19.00
# 075 Gray Middle School	19,409.50	1,021.39	1,063.12	96.09%	335	19	0.00	215.50	0.00	3.00	0.00	0.00	204.00	368.00	2.00	522.61
# 065 Hillard Collins Elementary School	14,861.00	782.23	818.57	95.56%	147	187	41.50	149.50	4.00	4.00	0.00	0.00	216.00	276.00	8.00	13.00
# 014 Imagineering Academy	972.50	51.15	56.58	90.47%	13	14	3.50	63.50	0.00	0.00	0.00	0.00	8.00	20.50	7.00	0.00
# 071 Larry A. Ryle High School	32,469.50	1,708.61	1,841.34	94.45%	545	308	0.00	690.00	0.00	49.00	0.00	0.00	554.50	636.50	26.50	281.71
# 017 Longbranch Elementary School	15,171.00	798.34	828.70	96.35%	301	27	1.00	122.00	0.00	80.14	0.00	0.00	198.50	251.50	1.00	19.00
# 080 New Haven Elementary School	15,622.50	822.11	852.66	96.43%	241	106	28.00	126.50	0.00	8.00	0.00	0.00	172.00	252.00	0.00	0.00
# 008 North Pointe Elementary School	8,497.50	447.23	460.79	97.06%	119	10	20.00	46.50	0.00	4.00	0.00	0.00	61.00	130.00	0.00	34.00
# 081 Ockerman Elementary School	13,404.00	705.42	734.82	96.02%	136	124	46.50	166.00	0.00	28.00	0.00	0.00	160.00	183.50	0.00	10.00
# 085 Ockerman Middle School	14,189.00	746.63	781.38	95.57%	207	90	1.50	201.00	0.00	28.00	0.00	0.00	189.00	261.50	4.00	81.44
# 015 Randall K. Cooper High School	23,818.00	1,253.38	1,340.34	94.23%	419	215	3.00	418.50	0.00	70.70	0.00	0.00	384.50	611.00	41.00	339.45
# 020 Rector A. Jones Middle School	13,195.50	694.43	739.42	93.92%	157	152	38.00	342.50	0.00	12.00	0.00	0.00	230.50	198.50	44.00	0.09
# 011 Shirley Mann Elementary School	14,042.50	738.97	762.86	96.88%	204	16	24.50	17.00	0.00	29.00	0.00	0.00	143.00	267.00	0.00	9.00
# 083 Stephens Elementary School	11,173.50	588.01	613.21	95.90%	136	100	18.50	122.50	0.00	29.00	0.00	0.00	132.50	204.00	0.00	0.00
# 012 Thornwilde Elementary School	11,315.00	595.65	623.79	95.47%	204	7	44.50	37.50	0.00	1.00	0.00	0.00	139.00	315.50	0.50	0.00

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 12/15/2016 03:06:55 PM

ADA: Truancy School Month: 4

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
School																		
Total	364,826.00	19,198.72	20,314.29	95.25%	5,627	3,048	514.58	468.50	4.00	662.66	0.00	0.00	4,925.50	6,996.50	282.00	2,195.41	19,061.82	

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	73,936.00	3,890.75	4,258.02	94.62%	1,283	905	73.00	1,154.50	0.00	174.47	0.00	0.00	1,265.50	1,675.50	39.50	896.37	3,779.94
T1: Twice Daily>Mile	214,652.00	11,295.92	11,845.49	95.42%	3,108	1,516	291.50	3,300.50	0.00	331.70	0.00	0.00	2,641.00	3,855.00	208.00	991.71	11,278.35
T2: Twice Daily<Mile	36,988.50	1,946.60	2,033.05	95.76%	489	265	89.50	414.50	4.00	50.14	0.00	0.00	420.00	702.50	10.00	70.89	1,946.15
T3: Once Daily>Mile	28,719.00	1,511.39	1,584.60	95.51%	519	246	31.00	323.50	0.00	83.35	0.00	0.00	423.00	557.50	15.00	207.52	1,507.88
T4: Once Daily<Mile	5,603.50	294.85	307.56	95.88%	73	63	9.00	69.50	0.00	14.00	0.00	0.00	51.50	106.50	4.00	13.11	294.63
T5: Special Transported	4,927.00	259.21	285.57	91.53%	155	53	20.50	206.00	0.00	9.00	0.00	0.00	124.50	99.50	5.50	15.81	254.87
Total	364,826.00	19,198.72	20,314.29	95.25%	5,627	3,048	514.50	5,468.50	4.00	682.66	0.00	0.00	4,925.50	6,996.50	282.00	2,195.41	19,061.82

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 01/30/2017 11:53:29 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 5 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,281.00	515.10	535.28	96.33%	84	106	31.50	73.50	0.00	16.00	0.00	0.00	78.00	171.00	0.00	18.00	515.10
# 170 Boone County Alternative Center	1,909.50	105.88	195.67	87.23%	23	108	5.00	194.00	0.00	0.00	0.00	0.00	12.00	64.50	4.00	0.00	74.36
# 030 Boone County High School	22,770.00	1,263.89	1,369.00	93.62%	410	347	1.00	671.50	0.00	45.55	0.00	0.00	391.50	463.00	24.00	77.85	1,244.12
# 040 Burlington Elementary School	14,206.50	788.52	829.12	95.19%	112	241	3.00	213.50	0.00	9.00	0.00	0.00	171.00	330.00	0.00	4.45	788.52
# 010 Camp Ernst Middle School	17,879.50	992.33	1,042.25	95.31%	334	33	0.50	210.00	0.00	27.00	0.00	0.00	221.00	415.50	33.50	227.51	992.28
# 041 Charles H. Kelly Elementary School	4,071.50	225.99	240.28	94.14%	60	13	5.50	56.00	0.00	6.00	0.00	0.00	70.00	122.00	0.00	20.00	225.99
# 055 Chester Goodridge Elementary School	13,026.50	723.00	759.12	95.33%	127	161	19.50	278.50	0.00	24.00	0.00	0.00	176.00	162.50	1.00	0.00	723.00
# 045 Conner High School	24,053.00	1,335.26	1,413.39	95.55%	220	296	1.00	479.50	0.00	17.32	0.00	0.00	281.50	336.50	22.50	51.88	1,306.64
# 043 Conner Middle School	19,788.00	1,098.41	1,152.89	95.35%	357	106	117.50	409.00	0.00	18.00	0.00	0.00	200.50	234.00	3.00	242.09	1,098.41
# 006 Erpenbeck Elementary School	11,557.50	641.61	663.54	96.78%	198	104	19.00	75.00	0.00	8.24	0.00	0.00	98.00	192.50	0.00	18.00	641.61
# 050 Florence Elementary School	9,908.50	549.91	578.57	95.16%	89	148	30.00	165.50	0.00	0.00	0.00	0.00	92.00	217.00	0.00	10.14	549.91
# 075 Gray Middle School	18,348.50	1,018.37	1,064.50	95.77%	375	45	0.50	224.00	0.00	2.51	0.00	0.00	193.00	391.00	2.00	198.27	1,017.54
# 065 Hillard Collins Elementary School	13,903.00	771.63	818.98	94.32%	119	261	33.00	294.00	0.00	4.00	0.00	0.00	186.00	313.00	12.00	21.00	771.63
# 014 Imagineering Academy	873.50	48.46	55.56	87.35%	8	17	2.50	89.00	0.00	0.00	0.00	0.00	11.00	14.00	10.00	0.00	48.46
# 071 Larry A. Ryle High School	30,775.00	1,708.27	1,835.53	94.84%	490	283	0.00	573.50	0.00	36.00	0.00	0.00	468.50	608.50	24.50	167.79	1,661.88
# 017 Longbranch Elementary School	14,332.50	795.55	828.62	96.09%	286	50	3.00	143.50	0.00	41.00	0.00	0.00	200.50	235.00	0.50	21.50	795.55
# 080 New Haven Elementary School	14,641.50	812.71	853.46	95.31%	243	100	41.50	149.50	0.00	1.00	0.00	0.00	178.50	349.50	1.50	0.00	812.71
# 008 North Pointe Elementary School	8,095.00	449.34	462.95	97.14%	110	11	16.00	40.50	0.00	47.27	0.00	0.00	48.50	133.00	0.00	30.00	449.34
# 081 Ockerman Elementary School	12,562.50	697.11	735.22	94.93%	111	169	52.50	227.50	0.00	18.00	0.00	0.00	155.50	233.00	2.00	18.00	697.11
# 085 Ockerman Middle School	13,416.50	744.84	778.79	95.71%	233	59	1.00	173.50	0.00	7.00	0.00	0.00	153.00	272.00	2.00	61.60	744.84
# 015 Randall K. Cooper High School	22,757.50	1,263.16	1,341.02	95.01%	349	296	0.00	343.00	0.00	25.00	0.00	0.00	317.00	466.50	69.00	58.46	1,250.69
# 020 Rector A. Jones Middle School	12,395.00	687.97	733.85	93.84%	178	221	38.00	366.00	0.00	6.00	0.00	0.00	182.00	198.50	29.50	0.00	687.97
# 011 Shirley Mann Elementary School	13,345.50	740.73	763.26	97.14%	176	22	16.00	10.50	0.00	2.00	0.00	0.00	121.00	246.00	0.00	0.00	740.73
# 083 Stephens Elementary School	10,557.50	586.05	613.46	95.61%	99	139	11.00	167.50	0.00	16.00	0.00	0.00	120.00	186.00	0.00	0.00	586.05
# 012 Thornwilde Elementary School	10,713.50	594.56	618.81	96.18%	167	8	27.50	26.00	0.00	0.00	0.00	0.00	99.00	273.00	0.00	2.00	594.56

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

Generate on 01/30/2017 11:53:29 AM

ADA: Truancy School Month: 5

Transportation: NT, T1, T2, T3, T4, T5

Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
Total	345,168.50	19,158.65	20,283.12	95.25%	4,958	3,344	476.08	6,654.00	0.00	376.89	0.00	0.00	4,225.00	6,627.50	241.00	1,248.54	19,019.00

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	70,505.00	3,913.59	4,270.05	94.83%	1,106	914	56.00	1,192.50	0.00	100.41	0.00	0.00	1,078.00	1,456.50	57.00	571.30	3,800.06
T1: Twice Daily>Mile	202,648.50	11,247.87	11,815.78	95.33%	2,769	1,736	285.50	3,439.50	0.00	196.70	0.00	0.00	2,311.00	3,753.50	142.00	499.75	11,230.63
T2: Twice Daily<Mile	34,867.00	1,935.28	2,024.64	95.68%	403	313	74.50	472.50	0.00	44.27	0.00	0.00	346.50	660.50	20.00	41.51	1,934.90
T3: Once Daily>Mile	27,229.50	1,511.38	1,582.80	95.70%	456	254	34.00	317.50	0.00	12.51	0.00	0.00	323.00	532.00	18.00	109.84	1,507.62
T4: Once Daily<Mile	5,255.50	291.72	303.00	96.36%	61	70	9.00	50.50	0.00	12.00	0.00	0.00	42.50	96.50	0.00	9.42	291.32
T5: Special Transported	4,663.00	258.81	286.85	91.11%	163	57	17.00	161.50	0.00	11.00	0.00	0.00	124.00	128.50	4.00	16.72	264.47
Total	345,168.50	19,158.65	20,283.12	95.25%	4,958	3,344	476.00	5,854.00	0.00	376.89	0.00	0.00	4,225.00	6,627.50	241.00	1,248.54	19,019.00

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 03/21/2017 12:18:14 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truncacy School Month: 6 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFDIR	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,847.00	518.26	536.99	96.51%	80	53	38.00	39.00	0.00	16.10	0.00	0.00	120.00	159.00	0.00	19.00	518.26
# 170 Boone County Alternative Center	2,555.00	134.52	244.53	91.94%	12	57	2.00	178.00	0.00	0.00	0.00	0.00	15.50	23.50	5.00	15.00	89.20
# 030 Boone County High School	23,780.00	1,251.03	1,354.12	93.73%	373	245	0.00	600.00	0.00	35.19	0.00	46.52	482.00	434.00	74.00	227.53	1,229.98
# 040 Burlington Elementary School	15,047.00	791.87	830.52	95.35%	153	164	4.00	140.50	0.00	24.27	0.00	0.00	249.50	339.00	0.00	2.00	791.87
# 010 Camp Ernst Middle School	18,892.50	994.12	1,041.16	95.50%	320	54	0.50	210.50	0.00	39.00	0.00	2.75	262.00	396.50	20.00	161.75	994.01
# 041 Charles H. Kelly Elementary School	4,306.50	226.61	240.47	94.25%	44	4	7.50	29.50	0.00	17.00	0.00	0.00	113.50	112.00	0.00	19.00	226.61
# 055 Chester Goodridge Elementary School	13,699.50	720.92	758.37	95.08%	166	122	29.50	219.00	0.00	5.00	0.00	0.00	254.00	203.00	4.00	0.00	720.92
# 045 Conner High School	24,752.50	1,302.38	1,401.20	94.14%	254	340	2.50	623.50	0.00	23.09	0.00	0.00	351.50	476.00	87.00	77.00	1,272.51
# 043 Conner Middle School	20,838.50	1,096.68	1,150.00	95.37%	380	71	120.50	331.00	0.00	31.00	0.00	3.00	250.00	300.00	10.00	141.31	1,096.68
# 006 Erpenbeck Elementary School	12,366.50	650.80	670.30	97.10%	228	92	23.00	38.50	0.00	36.12	0.00	0.00	128.50	179.50	0.00	19.00	650.80
# 050 Florence Elementary School	10,352.50	544.73	573.36	95.03%	71	104	36.00	127.00	0.00	0.00	0.00	0.00	191.00	185.00	2.50	12.00	544.73
# 075 Gray Middle School	19,468.00	1,024.54	1,067.74	95.96%	361	55	1.50	187.00	0.00	7.22	0.00	16.00	209.00	415.50	6.00	23.34	1,023.65
# 065 Hillard Collins Elementary School	14,855.50	781.85	817.98	95.60%	159	221	44.00	134.50	0.00	0.00	0.00	0.00	217.00	285.00	4.00	19.00	781.85
# 014 Imagineering Academy	884.50	46.54	52.16	89.25%	7	23	0.50	52.50	0.00	0.00	0.00	0.00	21.00	24.50	8.00	0.00	46.54
# 071 Larry A. Ryle High School	32,103.50	1,689.42	1,820.99	94.36%	640	255	0.00	504.50	0.00	20.60	0.00	0.00	589.00	796.00	29.00	392.95	1,643.46
# 017 Longbranch Elementary School	15,112.00	795.25	825.60	96.34%	279	26	3.00	88.00	0.00	47.88	0.00	0.00	198.00	282.00	3.00	21.50	795.25
# 080 New Haven Elementary School	15,566.50	819.16	856.54	95.65%	244	50	39.50	78.50	0.00	2.00	0.00	0.00	294.00	295.50	0.00	0.00	819.16
# 008 North Pointe Elementary School	8,526.00	448.71	464.85	96.54%	106	17	21.50	33.50	0.00	0.00	0.00	0.00	112.50	138.50	0.00	35.50	448.71
# 081 Ockerman Elementary School	13,363.00	703.19	734.53	95.75%	142	106	49.50	124.50	0.00	3.00	0.00	0.00	247.00	170.00	2.00	19.00	703.19
# 085 Ockerman Middle School	14,159.50	745.11	777.89	95.80%	201	50	0.00	146.00	0.00	9.00	0.00	0.00	220.00	250.50	4.00	75.18	745.11
# 015 Randall K. Cooper High School	23,698.00	1,247.19	1,327.63	94.74%	427	218	0.00	279.50	0.00	39.95	0.00	14.27	385.00	605.50	47.00	138.12	1,233.07
# 020 Rector A. Jones Middle School	13,148.00	691.91	734.78	94.18%	183	200	37.50	279.50	0.00	0.00	0.00	0.00	219.50	217.50	59.00	8.00	691.91
# 011 Shirley Mann Elementary School	14,175.00	745.95	767.37	97.22%	187	23	19.50	4.00	0.00	9.00	0.00	0.00	153.00	228.50	0.00	5.52	745.95
# 083 Stephens Elementary School	11,260.50	592.61	614.71	96.42%	122	87	19.50	61.50	0.00	29.26	0.00	0.00	138.50	199.00	0.00	0.00	592.61
# 012 Thornwilde Elementary School	11,367.50	598.32	619.11	96.64%	139	13	29.50	20.50	0.00	4.00	0.00	0.00	123.00	222.50	0.00	0.00	598.32

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 6 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding				
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA	
School																		
Total	364,125.00	19,161.67	20,282.90	95.31%	5,278	2,650	529.04	530.50	0.00	398.68	0.00	82.54	5,544.00	6,938.00	364.50	1,431.70	19,004.35	

District Attendance Summary Group by Transportation Code

Transportation	Tardy				Attendance State Code							Funding					
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	74,885.50	3,940.68	4,327.31	94.63%	1,210	707	62.50	1,079.00	0.00	84.34	0.00	29.38	1,382.00	1,649.00	73.00	784.05	3,809.44
T1: Twice Daily>Mile	213,401.50	11,230.06	11,771.57	95.47%	2,925	1,417	330.50	2,589.00	0.00	199.12	0.00	39.60	3,034.50	3,930.00	232.50	476.58	11,213.15
T2: Twice Daily<Mile	36,685.00	1,930.55	2,013.89	95.92%	463	234	77.50	364.00	0.00	41.80	0.00	1.13	510.00	583.50	25.00	33.06	1,930.11
T3: Once Daily>Mile	28,659.00	1,508.17	1,577.76	95.72%	439	187	33.50	248.00	0.00	68.10	0.00	10.71	407.50	573.00	18.00	118.10	1,504.20
T4: Once Daily<Mile	5,577.50	293.49	305.95	95.95%	71	53	10.00	62.00	0.00	1.56	0.00	0.72	67.50	95.00	1.00	11.43	293.38
T5: Special Transported	4,916.50	258.72	286.42	91.30%	170	52	15.00	188.50	0.00	3.76	0.00	1.00	142.50	107.50	15.00	8.48	254.07
Total	364,125.00	19,161.67	20,282.90	95.31%	5,278	2,650	529.00	4,530.50	0.00	398.68	0.00	82.54	5,544.00	6,938.00	364.50	1,431.70	19,004.35

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 05/10/2017 11:03:35 AM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 7 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	9,204.50	510.85	536.00	95.40%	105	77	39.00	68.00	0.00	41.56	0.00	0.00	115.50	221.00	0.00	18.00	510.85
# 170 Boone County Alternative Center	2,560.00	142.21	275.54	89.54%	9	66	7.50	215.00	0.00	0.00	0.00	0.00	27.00	29.50	20.00	12.50	96.55
# 030 Boone County High School	22,195.00	1,231.87	1,336.41	93.53%	359	275	0.50	514.00	0.00	43.88	0.00	13.80	491.00	440.50	90.00	215.78	1,210.87
# 040 Burlington Elementary School	14,318.00	794.87	831.95	95.62%	145	151	3.00	136.00	0.00	19.00	0.00	0.00	248.50	268.50	0.00	0.00	794.87
# 010 Camp Ernst Middle School	17,892.50	993.17	1,044.17	95.20%	357	54	3.50	248.50	0.00	22.20	0.00	0.00	248.00	394.00	7.00	448.55	992.99
# 041 Charles H. Kelly Elementary School	3,863.00	227.04	240.94	94.31%	36	11	8.00	42.00	0.00	9.00	0.00	0.00	103.50	79.50	0.00	18.00	227.04
# 055 Chester Goodridge Elementary School	12,791.00	709.97	751.32	94.58%	171	144	26.50	239.50	1.00	16.00	0.00	0.00	248.00	219.00	0.00	0.00	709.97
# 045 Conner High School	23,549.00	1,307.07	1,393.83	95.02%	218	376	3.00	549.50	0.00	35.63	0.00	0.00	317.50	315.50	48.50	95.47	1,276.83
# 043 Conner Middle School	19,778.00	1,097.72	1,146.28	95.86%	353	56	106.00	319.50	0.00	28.00	0.00	0.00	210.00	215.50	4.00	261.39	1,097.55
# 006 Erpenbeck Elementary School	11,775.50	653.62	674.22	97.03%	198	44	13.50	51.00	0.00	50.20	0.00	0.00	112.00	184.00	0.00	18.00	653.62
# 050 Florence Elementary School	9,651.50	535.64	564.28	95.02%	98	137	25.00	113.00	0.00	10.00	0.00	0.00	149.00	210.00	8.50	18.00	535.64
# 075 Gray Middle School	18,446.50	1,023.86	1,070.15	95.76%	319	70	0.50	212.50	0.00	39.00	0.00	3.00	217.50	369.50	16.50	142.16	1,023.53
# 065 Hillard Collins Elementary School	14,114.50	783.20	824.78	95.08%	121	235	41.00	180.50	0.00	14.00	0.00	0.00	210.00	288.00	11.00	15.50	783.20
# 014 Imagineering Academy	768.50	42.65	48.66	87.73%	9	20	3.00	64.50	0.00	2.00	0.00	2.00	11.00	23.00	6.00	0.00	42.65
# 071 Larry A. Ryle High School	30,404.00	1,687.41	1,814.36	94.59%	581	332	0.00	514.50	0.00	32.00	0.00	0.00	498.00	670.50	56.00	460.98	1,640.78
# 017 Longbranch Elementary School	14,225.00	789.56	822.11	96.13%	254	29	1.00	85.00	0.00	34.00	0.00	0.00	227.50	258.50	1.00	13.00	789.56
# 080 New Haven Elementary School	14,995.00	832.30	864.89	96.32%	227	49	31.00	104.00	0.00	19.20	0.00	0.00	179.00	259.00	0.00	0.00	832.30
# 008 North Pointe Elementary School	8,062.00	447.53	462.55	96.83%	68	20	20.50	37.00	0.00	27.37	0.00	0.00	105.50	100.00	1.00	28.50	447.53
# 081 Ockerman Elementary School	12,741.00	707.07	737.68	95.95%	119	116	47.50	137.00	0.00	38.00	0.00	0.00	155.50	198.00	0.00	18.00	707.07
# 085 Ockerman Middle School	13,315.00	739.11	773.34	95.65%	238	73	0.50	128.50	0.00	28.54	0.00	0.00	198.50	276.50	1.00	23.40	739.11
# 015 Randall K. Cooper High School	22,349.00	1,240.48	1,318.95	94.93%	375	233	0.00	282.00	0.00	33.00	0.00	20.24	430.50	446.50	35.00	123.61	1,225.80
# 020 Rector A. Jones Middle School	12,257.00	680.32	728.27	93.50%	192	204	40.00	305.50	0.00	17.00	0.00	0.00	212.50	193.00	101.00	0.00	680.32
# 011 Shirley Mann Elementary School	13,358.50	741.49	767.50	96.70%	190	18	19.50	10.00	0.00	2.00	0.00	0.00	180.00	247.00	0.00	0.00	741.49
# 083 Stephens Elementary School	10,599.50	588.27	616.23	95.56%	144	77	21.00	68.50	0.00	13.27	0.00	0.00	181.50	221.50	0.00	0.00	588.27
# 012 Thornwilde Elementary School	10,667.00	592.02	618.99	95.74%	146	15	30.50	23.50	0.00	5.00	0.00	0.00	175.00	244.00	2.00	0.00	592.02

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 7 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding						
					E	U	E	U	A	F	D	R	E	H	O	B	T	A	T	A
Total	343,880.50	19,099.30	20,263.40	95.24%	5,032	2,882	491.50	6,649.00	1.00	579.85	0.00	39.04	5,252.00	6,372.00	408.50	1,930.84	18,940.41			

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	71,637.00	3,977.00	4,384.91	94.66%	1,142	750	67.00	1,050.00	1.00	146.06	0.00	28.60	1,374.50	1,490.00	62.50	868.59	3,840.12
T1: Twice Daily>Mile	200,873.00	11,159.16	11,716.01	95.38%	2,780	1,497	296.50	2,762.00	0.00	283.33	0.00	9.15	2,797.00	3,568.50	295.50	834.94	11,144.47
T2: Twice Daily<Mile	34,593.00	1,921.14	2,011.60	95.65%	428	266	73.00	369.00	0.00	76.00	0.00	0.86	482.50	628.00	19.50	58.78	1,920.66
T3: Once Daily>Mile	26,818.00	1,488.84	1,552.93	95.96%	448	254	25.00	228.50	0.00	57.46	0.00	0.43	390.00	474.50	11.00	142.42	1,484.86
T4: Once Daily<Mile	5,307.00	294.60	306.56	96.19%	81	58	4.50	43.50	0.00	17.00	0.00	0.00	59.50	102.50	0.00	11.65	294.46
T5: Special Transported	4,652.50	258.56	291.39	90.32%	153	57	25.50	196.00	0.00	0.00	0.00	0.00	148.50	108.50	20.00	14.46	255.84
Total	343,880.50	19,099.30	20,263.40	95.24%	5,032	2,882	491.50	4,649.00	1.00	579.85	0.00	39.04	5,252.00	6,372.00	408.50	1,930.84	18,940.41

16-17

Boone County

8330 US 42, Florence, KY 41042

Generate on 04/27/2017 03:27:48 PM Page 1 of 2

KY ADM ADA District Summary Report

ADA: Truancy School Month: 8 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code						Funding				
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	10,300.00	515.24	535.50	96.17%	99	95	23.50	92.00	0.00	21.11	0.00	0.00	150.50	144.00	0.00	20.00	515.24
# 170 Boone County Alternative Center	2,886.00	144.41	288.85	89.54%	28	66	8.50	254.00	0.00	0.00	0.00	0.00	30.50	28.00	16.00	5.00	97.79
# 030 Boone County High School	24,580.50	1,229.98	1,327.55	93.85%	370	312	2.00	611.00	0.00	81.25	0.00	0.00	483.50	446.00	68.00	435.22	1,208.45
# 040 Burlington Elementary School	15,866.50	793.84	834.60	95.05%	123	199	1.00	199.50	0.00	10.00	0.00	0.00	293.50	331.50	0.00	1.00	793.84
# 010 Camp Ernst Middle School	19,638.00	982.76	1,043.45	94.10%	388	81	1.50	364.50	0.00	31.46	0.00	24.00	388.50	451.00	25.50	443.92	982.26
# 041 Charles H. Kelly Elementary School	4,608.50	230.52	241.10	95.57%	52	17	5.00	59.00	0.00	24.00	0.00	0.00	74.50	75.00	0.00	20.00	230.52
# 055 Chester Goodridge Elementary School	14,308.50	715.84	751.45	95.21%	153	185	27.50	254.00	0.00	14.35	0.00	0.00	215.00	224.00	0.00	0.00	715.84
# 045 Conner High School	25,999.00	1,301.13	1,396.40	94.18%	263	532	2.00	759.50	0.00	32.96	0.00	26.00	417.00	381.00	47.50	404.06	1,270.78
# 043 Conner Middle School	21,414.00	1,071.63	1,146.75	93.37%	451	116	147.50	530.50	0.00	47.00	0.00	0.00	517.50	321.00	4.50	499.96	1,070.78
# 006 Erpenbeck Elementary School	12,818.50	641.29	676.10	94.80%	259	48	28.50	59.00	0.00	29.91	0.00	0.00	274.00	342.00	0.00	20.00	641.29
# 050 Florence Elementary School	10,637.50	532.23	558.75	95.19%	92	152	48.50	110.00	0.00	1.00	0.00	0.00	186.00	182.00	11.00	20.00	532.23
# 075 Gray Middle School	20,432.00	1,022.18	1,069.55	95.52%	380	94	1.50	250.50	0.00	44.50	0.00	0.00	295.50	402.50	9.00	279.03	1,022.18
# 065 Hillard Collins Elementary School	15,699.00	785.36	828.55	94.74%	147	236	47.50	196.00	4.00	21.00	0.00	0.00	290.00	312.00	26.50	15.00	785.36
# 014 Imagineering Academy	863.00	43.19	46.45	92.90%	10	28	2.50	53.50	0.00	0.00	0.00	0.00	1.50	8.50	0.00	0.00	43.19
# 071 Larry A. Ryle High School	33,709.00	1,686.73	1,811.35	94.50%	578	311	0.00	692.00	0.77	48.56	0.00	0.00	604.00	645.00	22.00	527.44	1,639.17
# 017 Longbranch Elementary School	15,797.00	790.24	820.70	96.24%	294	26	3.00	108.00	0.00	31.40	0.00	0.00	239.50	266.50	0.00	20.03	790.24
# 080 New Haven Elementary School	16,565.50	828.70	865.85	95.66%	253	80	39.50	135.50	0.00	11.72	0.00	0.00	270.50	306.00	0.00	0.00	828.70
# 008 North Pointe Elementary School	9,068.00	453.58	467.90	96.90%	99	21	20.50	59.50	0.00	27.00	0.00	0.00	91.00	119.00	0.00	40.00	453.58
# 081 Ockerman Elementary School	14,232.50	711.96	743.10	95.76%	120	139	65.50	158.00	0.00	2.00	0.00	0.00	234.50	171.50	0.00	6.00	711.96
# 085 Ockerman Middle School	14,558.50	728.47	770.35	94.49%	245	109	2.00	222.00	0.00	18.63	0.00	0.00	307.50	315.00	2.00	240.14	728.47
# 015 Randall K. Cooper High School	24,400.00	1,221.10	1,312.50	93.71%	357	282	0.00	405.50	0.00	39.31	0.00	49.82	583.00	603.00	45.50	234.61	1,206.45
# 020 Rector A. Jones Middle School	13,630.50	682.00	730.05	93.35%	173	266	40.00	335.00	0.00	21.00	0.00	0.00	256.00	214.50	125.00	0.00	682.00
# 011 Shirley Mann Elementary School	14,761.50	738.36	765.00	96.48%	253	21	22.50	18.50	0.00	14.96	0.00	0.00	234.00	263.00	0.50	1.00	738.36
# 083 Stephens Elementary School	11,794.00	590.04	613.75	96.08%	131	117	21.50	91.00	0.00	9.00	0.00	0.00	182.50	186.00	0.00	0.00	590.04
# 012 Thornwilde Elementary School	11,956.00	598.14	620.35	96.36%	160	16	46.50	21.50	0.00	10.00	0.00	0.00	159.00	223.00	1.00	0.00	598.14

KY ADM ADA District Summary Report cont.

16-17 School Year
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Boone County

ADA: Truancy School Month: 8 Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
Total	380,523.50	19,038.92	20,265.95	94.82%	5,478	3,549	608.08	6,039.50	4.77	592.12	0.00	99.82	6,779.00	6,961.00	404.00	3,232.41	18,876.86

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	79,627.50	3,984.53	4,418.15	94.11%	1,176	880	84.00	1,447.00	0.00	137.43	0.00	43.93	1,733.50	1,661.00	54.50	1,239.68	3,844.72
T1: Twice Daily>Mile	222,283.50	11,121.36	11,703.10	95.02%	3,123	1,866	367.50	3,548.00	0.77	343.61	0.00	40.27	3,649.00	3,824.50	265.00	1,538.86	11,105.74
T2: Twice Daily<Mile	38,079.00	1,905.00	2,000.60	95.22%	454	343	93.00	443.00	4.00	60.92	0.00	3.00	649.00	686.50	41.50	101.28	1,904.55
T3: Once Daily>Mile	29,481.00	1,475.02	1,548.30	95.20%	473	327	37.50	345.00	0.00	50.06	0.00	10.35	497.00	570.00	35.50	319.99	1,471.25
T4: Once Daily<Mile	5,815.00	290.86	304.00	95.64%	87	74	6.50	57.50	0.00	0.10	0.00	1.27	98.00	103.00	0.00	22.29	290.74
T5: Special Transported	5,237.50	262.15	291.80	91.37%	165	59	19.50	199.00	0.00	0.00	0.00	1.00	152.50	116.00	7.50	10.31	259.86
Total	380,523.50	19,038.92	20,265.95	94.82%	5,478	3,549	608.00	6,039.50	4.77	592.12	0.00	99.82	6,779.00	6,961.00	404.00	3,232.41	18,876.86

16-17

Boone County

8330 US 42, Florence, KY 41042

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KY ADM ADA District Summary Report

ADA: Truancy School Month: 9 Transportation: NT, T1, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code							Funding			
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	10,514.50	525.87	537.75	97.76%	71	105	19.00	62.50	0.00	37.00	0.00	0.00	76.00	83.00	0.00	20.00	525.87
# 170 Boone County Alternative Center	3,091.50	154.64	308.30	92.64%	45	66	8.50	170.50	0.00	5.00	0.00	0.00	27.00	38.50	1.00	10.00	106.80
# 030 Boone County High School	24,711.00	1,236.48	1,323.15	94.67%	393	345	0.50	486.00	0.00	73.92	0.00	2.08	443.00	335.00	127.50	219.08	1,214.06
# 040 Burlington Elementary School	16,156.50	808.17	837.60	96.45%	114	219	5.00	156.00	0.00	0.00	0.00	0.00	195.00	236.50	3.00	0.00	808.17
# 010 Camp Ernst Middle School	19,969.50	999.06	1,038.95	96.10%	367	75	1.50	318.00	0.00	80.00	0.00	1.45	178.50	278.50	33.00	262.50	999.06
# 041 Charles H. Kelly Elementary School	4,663.00	233.25	242.65	96.08%	48	16	3.50	77.00	0.00	8.00	0.00	0.00	57.50	49.50	2.50	20.00	233.25
# 055 Chester Goodridge Elementary School	14,499.50	725.32	751.00	96.53%	158	193	19.00	243.50	0.00	22.73	0.00	0.00	135.00	119.50	3.50	0.00	725.32
# 045 Conner High School	26,100.00	1,306.23	1,393.50	94.74%	274	503	4.50	821.00	0.00	69.97	0.00	6.00	283.50	248.50	92.50	232.50	1,275.98
# 043 Conner Middle School	22,148.50	1,108.22	1,148.65	96.41%	370	140	120.00	403.50	0.00	44.01	0.00	0.00	146.00	151.00	4.00	519.47	1,107.32
# 006 Erpenbeck Elementary School	13,282.00	664.30	679.80	97.69%	228	82	17.50	46.00	0.00	59.00	0.00	0.00	105.50	145.00	0.00	15.00	664.30
# 050 Florence Elementary School	10,809.00	540.66	558.90	96.70%	78	128	24.00	112.00	0.00	1.00	0.00	0.00	96.00	137.00	0.00	20.00	540.66
# 075 Gray Middle School	20,553.50	1,028.21	1,066.55	96.36%	274	136	1.00	278.00	0.00	2.00	0.00	0.00	177.00	287.00	34.50	496.86	1,028.21
# 065 Hillard Collins Elementary School	15,895.00	795.12	824.45	96.40%	126	241	37.00	169.00	0.00	19.40	0.00	0.00	156.00	218.00	13.00	15.00	795.12
# 014 Imagineering Academy	816.00	40.83	45.00	90.67%	3	17	1.50	72.50	0.00	0.00	0.00	0.00	3.00	7.00	0.00	0.00	40.83
# 071 Larry A. Ryle High School	34,011.50	1,701.95	1,801.85	95.82%	590	318	0.00	604.00	2.00	25.00	0.00	0.00	419.00	423.50	39.00	337.00	1,653.10
# 017 Longbranch Elementary School	16,009.50	800.90	820.30	97.58%	289	37	3.00	93.50	0.00	56.36	0.00	0.00	127.00	172.00	1.00	20.00	800.90
# 080 New Haven Elementary School	16,857.50	843.25	867.70	97.14%	270	63	30.50	139.50	0.00	2.00	0.00	0.00	142.00	183.50	1.00	16.31	843.25
# 008 North Pointe Elementary School	9,130.00	456.70	467.15	97.72%	96	38	18.50	54.00	0.00	28.00	0.00	0.00	69.00	68.00	3.50	38.50	456.70
# 081 Ockerman Elementary School	14,282.00	714.42	736.20	97.00%	114	148	41.00	133.00	0.00	4.00	0.00	0.00	146.00	122.00	0.00	19.00	714.42
# 085 Ockerman Middle School	14,889.50	744.97	769.55	96.74%	224	80	1.00	144.50	0.00	28.00	0.00	0.00	126.00	204.00	26.00	41.15	744.97
# 015 Randall K. Cooper High School	24,708.50	1,236.54	1,306.70	95.27%	334	365	0.00	350.00	0.00	81.78	0.00	25.00	439.00	378.50	58.00	326.28	1,221.75
# 020 Rector A. Jones Middle School	13,919.00	696.34	728.00	95.60%	163	241	38.00	213.00	0.00	7.00	0.00	0.00	152.50	124.50	113.00	16.50	696.34
# 011 Shirley Mann Elementary School	14,896.00	745.12	762.80	97.64%	194	19	23.50	27.50	0.00	16.00	0.00	0.00	105.00	200.00	4.00	0.00	745.12
# 083 Stephens Elementary School	11,914.50	596.03	613.85	97.05%	115	136	13.50	94.00	0.00	31.00	0.00	0.00	108.50	146.50	0.00	0.00	596.03
# 012 Thornwilde Elementary School	12,074.50	603.99	620.55	97.29%	167	33	32.50	43.00	0.00	10.00	0.00	0.00	96.00	164.00	1.00	0.00	603.99

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 9

Transportation: NT, T1, T2, T3, T4, T5 Grades: 00 01 02 03 ... Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
Total	385,902.00	19,306.57	20,250.90	96.29%	5,105	3,744	464.08	311.50	2.00	711.17	0.00	34.53	4,009.00	4,520.50	561.00	2,645.15	19,141.52

District Attendance Summary Group by Transportation Code

Transportation	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDR	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	81,940.50	4,100.18	4,481.80	95.67%	1,187	1,061	65.50	1,289.00	1.00	221.54	0.00	13.72	1,178.00	1,107.50	71.50	1,199.35	3,956.33
T1: Twice Daily>Mile	224,408.00	11,226.53	11,641.70	96.44%	2,799	1,914	286.50	3,110.00	0.00	314.77	0.00	15.47	2,035.50	2,466.00	388.00	1,107.73	11,212.07
T2: Twice Daily<Mile	38,833.00	1,942.51	2,005.05	96.89%	444	333	60.00	380.50	0.00	83.76	0.00	1.00	328.50	430.50	48.50	60.66	1,942.11
T3: Once Daily>Mile	29,754.50	1,488.64	1,539.70	96.62%	427	315	32.00	302.00	1.00	78.70	0.00	3.34	303.50	362.50	39.50	224.48	1,484.76
T4: Once Daily<Mile	5,819.50	291.17	300.65	96.78%	76	50	9.50	51.50	0.00	7.40	0.00	1.00	58.00	71.50	3.00	19.62	291.07
T5: Special Transported	5,146.50	257.54	282.00	93.00%	172	71	10.50	178.50	0.00	5.00	0.00	0.00	105.50	82.50	10.50	33.31	255.18
Total	385,902.00	19,306.57	20,250.90	96.29%	5,105	3,744	464.00	5,311.50	2.00	711.17	0.00	34.53	4,009.00	4,520.50	561.00	2,645.15	19,141.52

16-17

Boone County

8330 US 42, Florence, KY 41042

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KY ADM ADA District Summary Report

ADA: Truancy School Month: 10 Transportation: NT, TI, T2, T3, T4, T5

Grades: 00 01 02 03 ... Exclude: State Exclude

Schools: 25

District Attendance Summary Group by School

District Attendance Summary Group by School																	
School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFDIR	EHO	BT	ATA	EDN	EPN	S	O	ADA
# 005 A M Yealey Elementary School	2,101.00	525.29	538.00	97.63%	21	31	3.00	26.00	0.00	1.00	0.00	0.00	6.00	16.00	0.00	4.00	525.29
# 170 Boone County Alternative Center	657.00	164.29	321.25	92.02%	2	8	2.00	50.50	0.00	0.00	0.00	0.00	2.00	2.50	0.00	0.00	116.00
# 030 Boone County High School	4,988.50	1,247.47	1,322.75	95.58%	57	94	0.00	141.50	0.00	15.00	0.00	0.00	33.50	38.50	17.00	24.75	1,225.31
# 040 Burlington Elementary School	3,257.00	814.38	839.00	97.05%	23	91	4.50	43.50	0.00	6.00	0.00	0.00	14.50	35.50	1.00	0.00	814.38
# 010 Camp Ernst Middle School	3,968.00	992.16	1,038.25	95.55%	57	16	0.00	114.50	0.00	3.00	0.00	0.00	16.00	40.50	14.00	441.38	992.16
# 041 Charles H. Kelly Elementary School	928.50	232.14	241.50	96.12%	6	4	0.00	24.00	0.00	1.00	0.00	0.00	3.50	10.00	0.00	4.00	232.14
# 055 Chester Goodridge Elementary School	2,908.00	727.09	751.00	96.80%	25	39	6.50	69.50	0.00	18.00	0.00	0.00	7.50	11.50	1.00	0.00	727.09
# 045 Conner High School	5,351.50	1,338.12	1,392.25	97.21%	16	118	0.50	94.00	0.00	0.00	0.00	0.00	8.00	31.00	18.50	187.59	1,307.24
# 043 Conner Middle School	4,486.50	1,121.80	1,145.50	97.92%	81	19	19.00	64.50	0.00	4.00	0.00	0.00	2.00	9.00	1.00	51.76	1,120.80
# 006 Erpenbeck Elementary School	2,669.50	667.40	680.25	98.11%	109	12	3.00	20.00	0.00	6.00	0.00	0.00	6.50	22.00	0.00	4.00	667.40
# 050 Florence Elementary School	2,161.00	540.29	559.00	96.65%	13	28	1.00	42.00	0.00	0.00	0.00	0.00	12.00	17.00	3.00	4.00	540.29
# 075 Gray Middle School	4,125.50	1,031.47	1,063.00	97.02%	41	37	0.00	85.50	0.00	0.00	0.00	0.00	13.50	23.00	4.50	18.00	1,031.47
# 065 Hillard Collins Elementary School	3,155.50	788.94	823.00	95.85%	17	71	6.50	79.00	0.00	6.00	0.00	0.00	17.00	28.00	6.00	4.00	788.94
# 014 Imagineering Academy	163.00	40.76	45.00	90.56%	1	7	0.50	16.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	40.76
# 071 Larry A. Ryle High School	6,678.50	1,671.38	1,799.00	94.22%	123	84	156.00	128.50	0.00	6.00	0.00	0.00	45.50	78.50	1.00	422.72	1,625.88
# 017 Longbranch Elementary School	3,232.50	808.21	820.00	98.55%	64	13	0.00	22.00	0.00	13.69	0.00	0.00	4.50	21.00	0.00	4.00	808.21
# 080 New Haven Elementary School	3,376.50	844.27	866.00	97.47%	48	49	11.50	40.00	0.00	4.00	0.00	0.00	11.00	25.00	0.00	0.00	844.27
# 008 North Pointe Elementary School	1,820.00	455.04	467.00	97.43%	9	11	3.00	24.00	0.00	1.00	0.00	0.00	11.00	8.00	2.00	4.00	455.04
# 081 Ockerman Elementary School	2,854.00	713.56	734.00	97.21%	15	71	6.00	56.50	0.00	13.00	0.00	0.00	3.00	16.50	0.00	4.00	713.56
# 085 Ockerman Middle School	2,953.50	738.45	770.00	95.89%	42	29	0.00	67.50	0.00	4.00	0.00	0.00	3.50	50.50	5.00	145.18	738.45
# 015 Randall K. Cooper High School	4,952.00	1,238.21	1,307.00	95.45%	41	73	0.00	134.50	0.00	5.00	0.00	0.00	39.00	59.50	3.00	448.71	1,224.22
# 020 Rector A. Jones Middle School	2,651.00	662.88	727.00	91.16%	33	76	12.50	151.50	0.00	2.00	0.00	0.00	13.00	8.00	72.00	3.00	662.88
# 011 Shirley Mann Elementary School	2,943.00	736.23	760.25	96.78%	43	16	44.50	14.00	0.00	0.00	0.00	0.00	16.00	23.50	0.00	3.00	736.23
# 083 Stephens Elementary School	2,375.50	593.97	614.25	96.68%	13	38	2.50	49.00	0.00	7.00	0.00	0.00	7.00	23.00	0.00	0.00	593.97
# 012 Thornwilde Elementary School	2,416.00	604.11	619.00	97.58%	27	12	11.50	24.50	0.00	0.00	0.00	0.00	1.00	23.00	0.00	0.00	604.11

KY ADM ADA District Summary Report cont.

16-17 School Year

Boone County

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ADA: Truancy School Month: 10 Transportation: NT, T1, T2, T3, T4, T5 Exclude: State Exclude Schools: 25

District Attendance Summary Group by School

School	ATT	ADA	ADM	%	Tardy		Attendance State Code								Funding		
					E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
School																	
School																	
Total	77,173.00	19,297.91	20,243.25	96.32%	927	1,047	294.00	583.00	0.00	115.69	0.00	0.00	296.50	621.00	149.00	1,778.09	19,136.09

District Attendance Summary Group by Transportation Code

Transportation	Tardy				Attendance State Code								Funding				
	ATT	ADA	ADM	%	E	U	E	U	AFD/R	EHO	BT	ATA	EDN	EPN	S	O	ADA
NT: Not Transported	16,379.00	4,096.73	4,500.25	95.22%	226	270	143.00	380.50	0.00	24.00	0.00	0.00	101.00	175.50	23.00	982.08	3,954.54
T1: Twice Daily>Mile	44,860.50	11,217.13	11,615.75	96.61%	507	573	114.50	910.50	0.00	70.69	0.00	0.00	134.00	325.00	89.50	618.88	11,203.66
T2: Twice Daily<Mile	7,749.00	1,937.44	2,005.25	96.66%	81	87	11.50	149.50	0.00	8.00	0.00	0.00	30.00	54.00	23.00	47.60	1,937.09
T3: Once Daily>Mile	5,975.50	1,494.21	1,539.00	97.07%	84	90	17.50	81.50	0.00	12.00	0.00	0.00	22.00	49.00	10.50	104.49	1,490.46
T4: Once Daily<Mile	1,174.00	293.57	302.00	97.19%	11	14	3.00	20.00	0.00	1.00	0.00	0.00	5.00	5.00	1.00	15.23	293.43
T5: Special Transported	1,035.00	258.83	281.00	94.09%	18	13	4.50	41.00	0.00	0.00	0.00	0.00	4.50	12.50	2.00	9.81	256.91
Total	77,173.00	19,297.91	20,243.25	96.32%	927	1,047	294.00	1,583.00	0.00	115.69	0.00	0.00	296.50	621.00	149.00	1,778.09	19,136.09

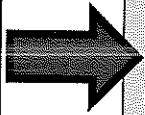
Novice Reduction for Gap Closure



Continuous Improvement Planning Cycle

Phase 2: Needs Assessment

***This is a generalized planning tool, not specific to a grade span. Content within the workbook is not locked and, therefore, is fully adaptable.**



Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Step 1: Protocol

List the name and position of each member of the planning team involved in the Phase 2 – Needs Assessment. Additional members beyond 10 can be added to this sheet, as needed. Remember, it is important that your Core Team remain constant through this process, but it is understandable that additions to the team may be needed as you move through the phases of the cycle of continuous improvement.

Team Member Name	Shareholder Position

Maintain active logs of planning sessions with your team members. The table below can assist you in capturing this documentation in a concise manner.

Date	Team Members Present	Meeting Duration	Location Site

***Please adjust table for more space if needed.**

Describe your team's process in reviewing and analyzing data sources: What sources did you utilize in your data review and analysis? How did you apply your data findings to determine your needs? (i.e. How did you prioritize your "work"?) *This step is best completed after all analysis has been finished.

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be stated as objective facts, based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

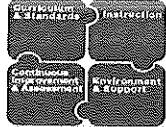
Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Step 2: Identifying the Current State

To complete this portion of current state identification, several data tools have been provided within this section of the Phase 2 – Needs Assessment Workbook. If your school/district already has an established data review process that is systematic, repeatable and recognizable by your team's shareholders, you may utilize that system and its tools to review and analyze your quantitative academic and non-academic data. The data tools provided in this workbook are not all-inclusive of the multiple measures available to schools and districts for analysis.

**Novice
Reduction
for Gap Closure**



District Data Disaggregation Tool: **Kindergarten Readiness** **CCR** **Graduation Rate**

Brigance: Kindergarten Readiness **All Student District Data**

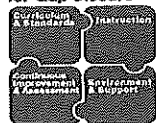
	2014-2015	2015-2016	2016-2017
Enrollment	1475	1434	1369
# Tested	1462	1404	1355
Participation Rate	99.1	97.9	99
Not Ready	41.7	39.7	51
Kindergarten Ready	58.3	60.3	57.1

Understanding CCR Information

District Average 15-16	70.2
State Average 15-16	68.5
Was the Delivery Target Met for 15-16?	NO
District Average 16-17	64.6
State Average 16-17	65.6
Was the Delivery Target Met for 16-17?	NO

Understanding Graduation Rate Information

District Average 15-16	94.5
State Average 15-16	88.6
Was the Delivery Target Met for 15-16?	YES
District Average 16-17	95
State Average 16-17	89.7
Was the Delivery Target Met for 16-17?	YES



District/School Data Disaggregation Tool:

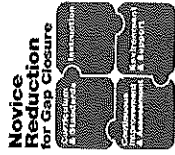
Gap

Understanding Gap Information

Reading

Math

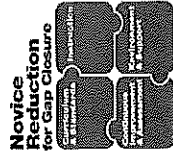
Total # of students with an IEP scoring below proficiency	EL/MS 953 HS 131	EL/MS 1042 HS 98
Total # of students F/R Lunch Scoring below proficiency	EL/MS 2251 HS 326	EL/MS 2651 HS 328
Total # of African American students scoring below proficiency	EL/MS 236 HS 50	EL/MS 270 HS 53
Total # of Two or More Races students scoring below proficiency	EL/MS 167 HS 19	EL/MS 219 HS 24
Total # of English Learners students scoring below proficiency	EL/MS 354 HS 43	EL/MS 338 HS 23
Total # of American Indian students scoring below proficiency	EL/MS 2 HS 0	EL/MS 3 HS 0
Total # of Hispanic students scoring below proficiency	EL/MS 469 HS 56	EL/MS 523 HS 60
Total Number of students in the Non-Duplicated Gap Group scoring below proficiency	EL/MS 2696 HS 407	EL/MS 3132 HS 403
Gap Group Students with an IEP : # Gap Students P/D	EL/MS 225 HS 18	EL/MS 136 HS 16
Gap Group F/R Lunch : # Gap Students P/D	EL/MS 1691 HS 261	EL/MS 1291 HS 186
Gap Group African American : # Gap Students P/D	EL/MS 137 HS 27	EL/MS 103 HS 25
Gap Group Two or More Races : # Gap Students P/D	EL/MS 218 HS 35	EL/MS 165 HS 12
Gap Group English Learners : # Gap Students P/D	EL/MS 49 HS 2	EL/MS 65 HS 5
Gap Group American Indian : # Gap Students P/D	EL/MS 7 HS 1	EL/MS 6 HS 0
Gap Group Hispanic : # Gap Students P/D	EL/MS 304 HS 27	EL/MS 250 HS 29
Total Number of students in the Non-Duplicated Gap Group P/D	EL/MS 1978 HS 286	EL/MS 1542 HS 210



District/School Data Disaggregation Tool:

Proficiency – Converting Percentages into Numbers

Reading			
Novice	Apprentice	Proficient	Distinguished
EL/MS 1695 HS 463	EL/MS 2065 HS 158	EL/MS 3881 HS 710	EL/MS 1863 HS 288
Mathematics			
Novice	Apprentice	Proficient	Distinguished
EL/MS 1425 HS 278	EL/MS 3151 HS 486	EL/MS 3527 HS 459	EL/MS 1401 HS 297
Science			
Novice	Apprentice	Proficient	Distinguished
HS 266	HS 534	HS 594	HS 192
Social Studies			
Novice	Apprentice	Proficient	Distinguished
EL/MS 288 HS 241	EL/MS 846 HS 197	EL/MS 1473 HS 769	EL/MS 557 HS 282
Writing			
Novice	Apprentice	Proficient	Distinguished
EL/MS/HS 796	EL/MS/HS 1500	EL/MS/HS 1833	EL/MS/HS 462



District/School Data Disaggregation Tool:

Proficiency – Notable Changes in Data since Previous Year

Reading			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change EL/MS/HS Increased	+ / - / no change EL/MS Decrease HS Increased	+ / - / no change EL/MS Increased HS Decreased	+ / - / no change EL/MS/HS Decreased
Mathematics			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change EL/MS/HS Increased	+ / - / no change EL/MS Increase HS Decreased	+ / - / no change EL/MS/HS Decreased	+ / - / no change EL/MS Decreased HS Increased
Science			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change HS Increased	+ / - / no change HS Decreased	+ / - / no change HS Decreased	+ / - / no change HS Increased
Social Studies			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change EL/MS/HS Increased	+ / - / no change EL/MS Decreased HS Increased	+ / - / no change EL/MS Increased HS Decreased	+ / - / no change EL/MS Increased HS Decreased
Writing			
Novice	Apprentice	Proficient	Distinguished
+ / - / no change EL/MS/HS Increased	+ / - / no change EL/MS/HS Decreased	+ / - / no change EL/MS/HS Increased	+ / - / no change EL/MS/HS Decreased

Nonacademic Data Review

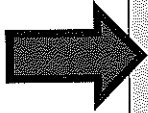
School Year 2015-2016

	Student Attendance	Teacher Attendance	Suspensions		Retentions	Behavior Referrals	Expulsions	Other
			In-school	Out of School				
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								
OVERALL	19,258		2092	1341		3614	0	

School Year 2016-2017

	Student Attendance	Teacher Attendance	Suspensions		Retentions	Behavior Referrals	Expulsions	Other
			In-school	Out of School				
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								
OVERALL	19,402.45		3148	1362		4658	1	

District and School Workbook for CSIP/CDIP Phase 2 Review
 Compiled by Kelli Prater, Novice Reduction Coach



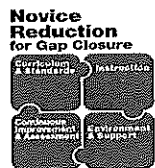
Priorities Concerns

*Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.*

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Step 3: Determining Priorities and Concerns

Using the findings from your quantitative academic and non-academic data review, use the data questions listed below to explain your current "as is" and next steps to increase proficiency and address gap closure.



District Data Disaggregation Tool:

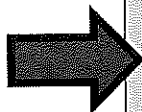
Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

1. What does the data tell us?

2. What does the data not tell us?

3. What are the causes for concern?

4. What are our projected next steps to increase proficiency and close gaps in achievement?



Trends

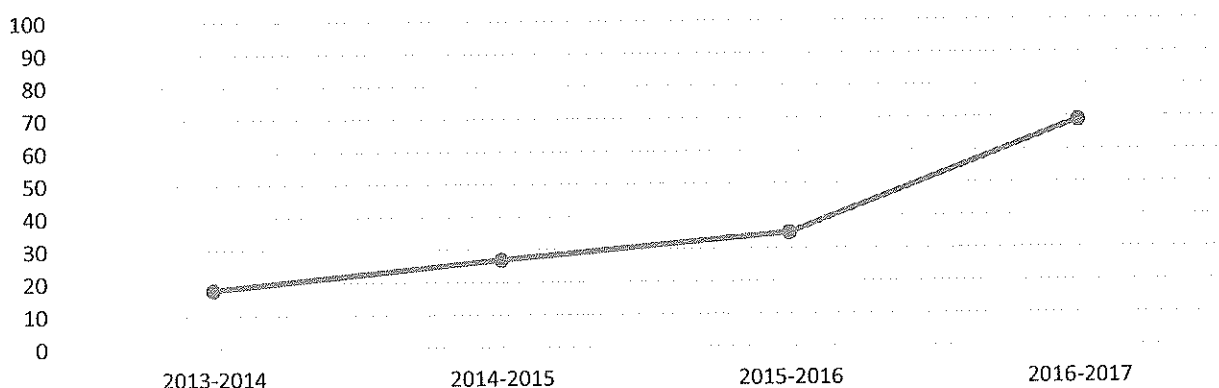
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Step 4: Identifying Your Data Trends

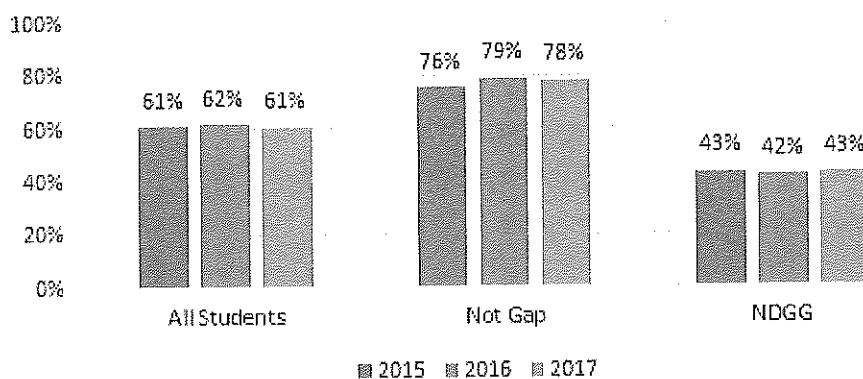
To dig deeper into your "as is" state, it is important to consider how performance has fared across time. Using the School Report Card for your school/district, present your data to make your trends more visual. This data display and analysis assists you in the beginning steps of "systems thinking."

Example

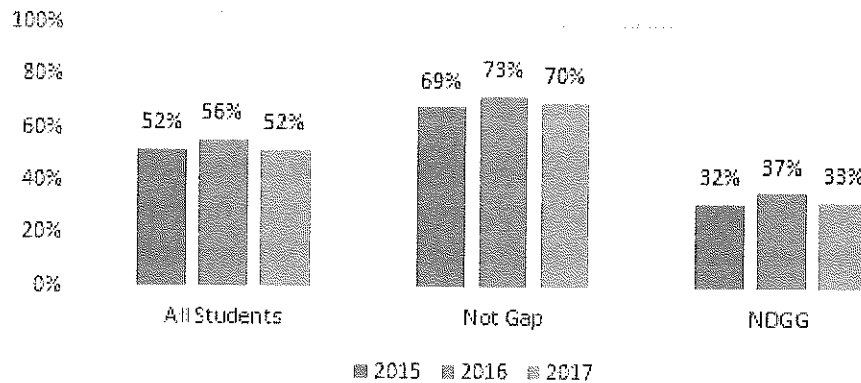
Academic Trends - Proficiency: Reading



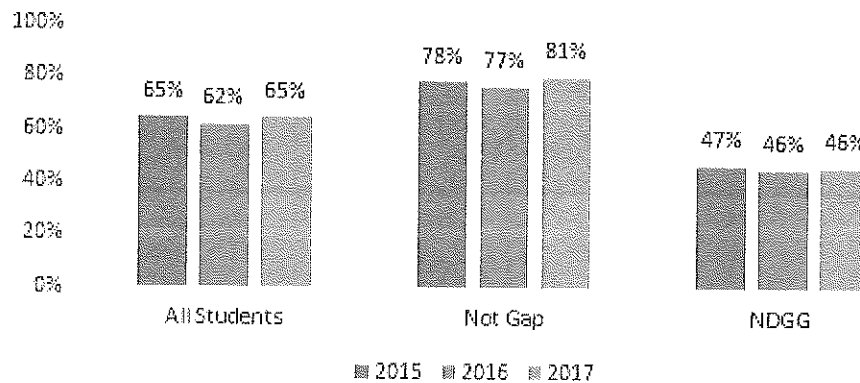
2015-2017
KPREP Reading
% Proficient/Distinguished



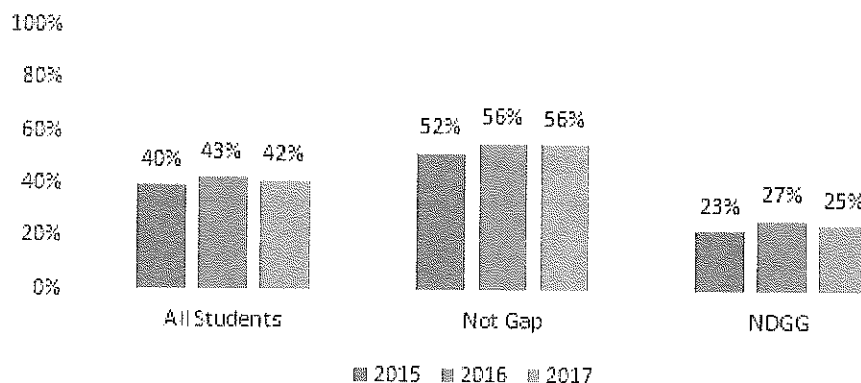
2015 - 2017 KPREP Math % Proficient/Distinguished



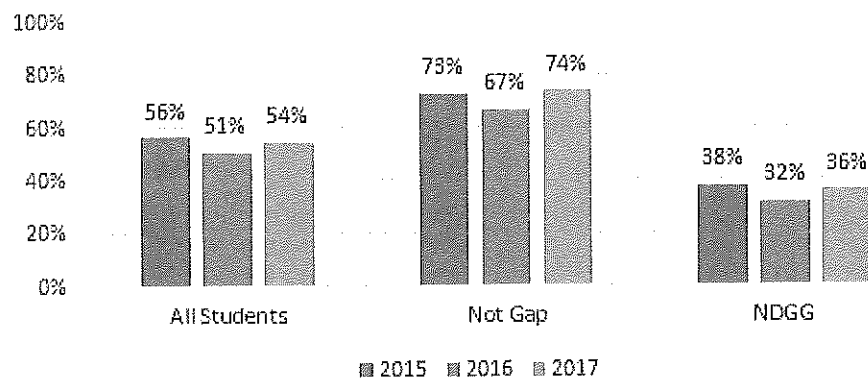
2015 - 2017 KPREP Social Studies % Proficient/Distinguished



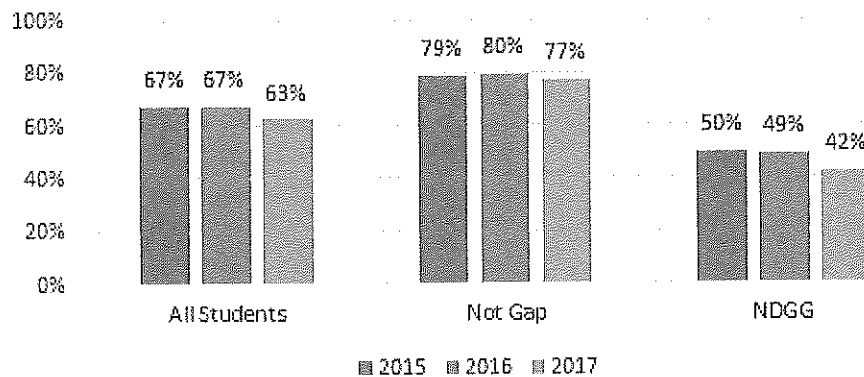
2015 - 2017 KPREP Writing % Proficient/Distinguished



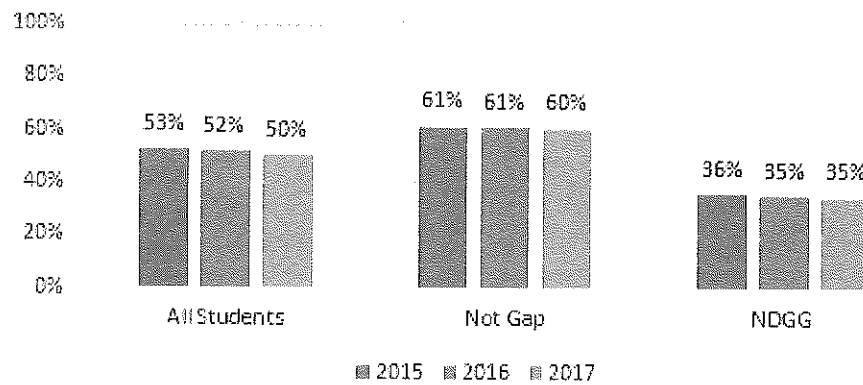
2015 - 2017
KPREP Language Mechanics
% Proficient/Distinguished



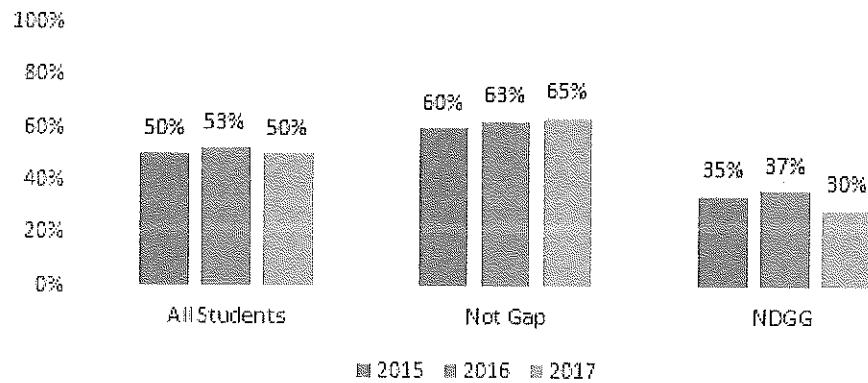
2015 - 2017
English 2 EOC
% Proficient/Distinguished



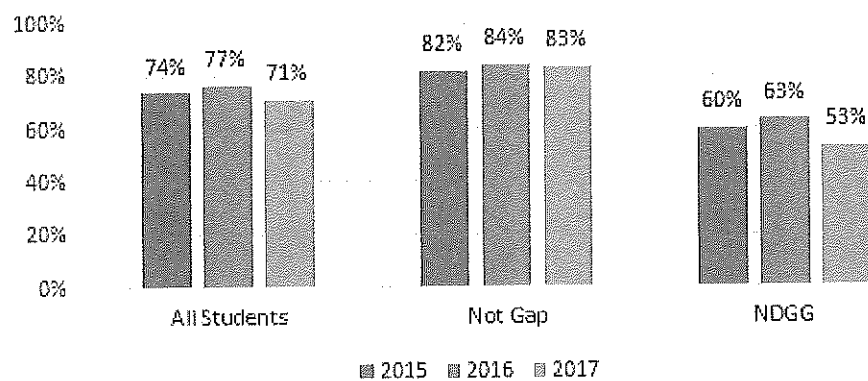
2015 - 2017
Algebra 2 EOC
% Proficient/Distinguished



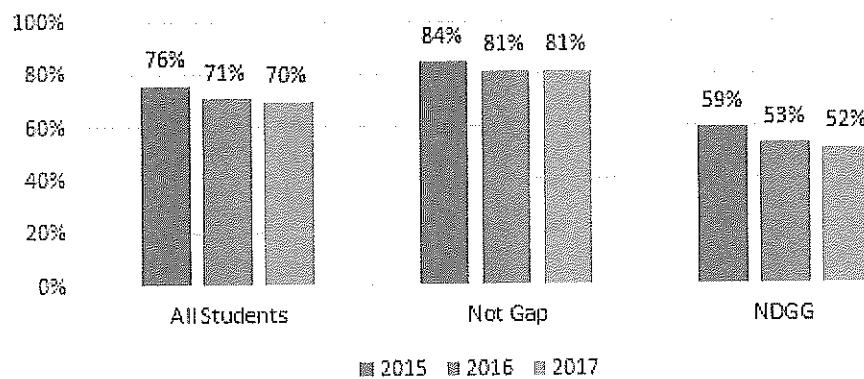
2015 - 2017
Biology EOC
% Proficient/Distinguished



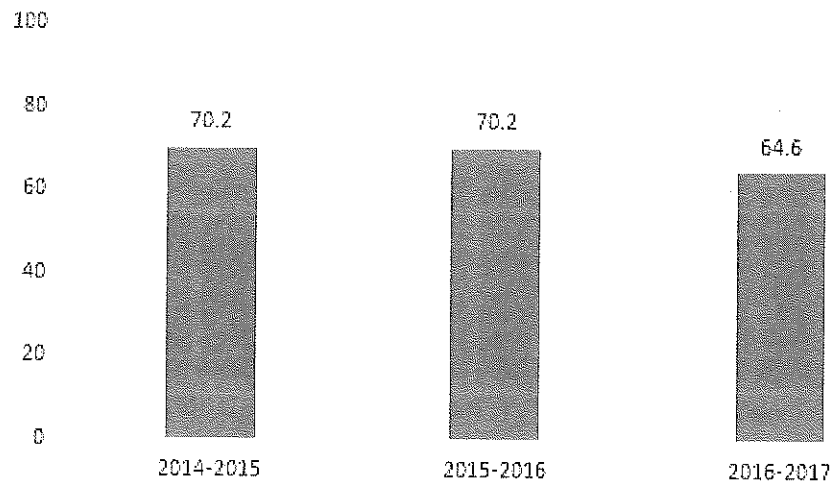
2015 - 2017
US History EOC
% Proficient/Distinguished



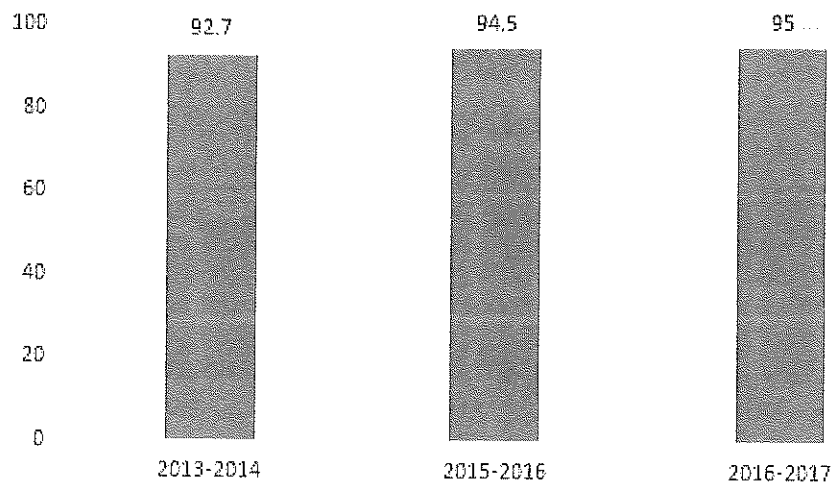
2015 - 2017
KPREP HS Writing
% Proficient/Distinguished



Academic Trends - CCR



Academic Trends - Graduation



Behavior Trends: _____

100

80

60

40

20

0

2013-2014

2014-2015

2015-2016

2016-2017

Behavior Trends: _____

100

80

60

40

20

0

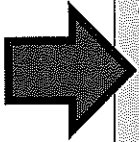
2013-2014

2014-2015

2015-2016

2016-2017

Cultural Trends – Use the space provided to describe the trends for this data measure. Remember, you analyzed this data in the Continuous Improvement Diagnostic - Phase 1: TELL Survey. Use those findings to describe the changes evident across time. You may also utilize Val-Ed survey information here, if available.



Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1-Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4-Review, Analyze and Apply Data Results

5-Design, Align and Deliver Support Processes with Sub-group Focus

6-Establish a Learning Culture and Environment

It is important to remember that student data is **ONLY** the reflection of current conditions of the **KEY PROCESSES** in schools/districts. In order to target work to the appropriate systemic area(s), teams **MUST** consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current "as is" state within EACH of the KCWPs.

- If you can solidly respond with a definitive "yes," then highlight those questions **GREEN**. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions **YELLOW**.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to "will" levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items **RED/PINK**.

- Working well, monitored and evaluated for effectiveness
- Impacting all students in every classroom

- Not systematically in place
- Implementation is spotty
- More conversations needed

- Not on the radar as of right now due to "will" and/or skill levels
- Not a priority at this time. This may be due to prerequisite activities **MUST** occur beforehand.

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Design and Deploy Standards

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.</i>	• What is the assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? • What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved) • What processes do teachers use to create clear and precise learning targets for students? • What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? • What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? • How is the process for vertical curriculum work ensured, including introduction, development, and mastery of standards?	
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least	

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Design and Deliver Instruction

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Teachers must implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.</i>	• What systems/processes do teachers have in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? • What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? • How does the teacher monitor the learning before, during, and after instruction? (Explicit Instruction) • What process is in place to ensure your students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? • What is the process classroom teachers use when measuring instructional effectiveness based on student data? • How does the teacher ensure lessons are designed with students' cultural, social, and developmental needs in mind? • How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? • What system is in place to ensure students take responsibility for their own learning? • How does the teacher ensure cognitive engagement versus passive or active engagement? • What strategies and programs are implemented in classrooms and how do you measure their effectiveness on student achievement?	

___ LEVERAGE
___ CONCERN

Greatest Impact on NR
Most 5 4 3 2 1 Least

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Design and Deliver Assessment Literacy

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
Classroom Assessment for Student Learning emphasizes assessment for learning strategies and: 1. Provides effective targeted, penalty free practice for students 2. Enables students to take responsibility for their own learning 3. Improves student motivation and enables students to be in control of their own learning 4. Improves student achievement (The previous three result in improved student achievement) 5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)	• How do teachers ensure the creation of a balanced assessment system? • What is the teacher's system of keeping the stakeholders informed of assessment results? • How are the validity of assessments (formative and summative) monitored to ensure congruency to the standards/targets? • What processes are used by teachers to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction? • Describe the process teachers use to make learning targets clear for students? • How do teachers determine which assessment design will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) • What type of feedback is given to students on their progression of learning? • How do teachers utilize formative and summative information for increased student achievement? • How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? • How do teachers monitor and evaluate achievement as related to the learning target and standards? • How does the grading system communicate student learning accurately? • What systems do teachers have in place so that students can communicate how they track and evaluate their progress and set goals?	

___ LEVERAGE

___ CONCERN

Greatest Impact on NR

Most 5 4 3 2 1 Least

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Review, Analyze, and Apply Data

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<i>Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</i>	• How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim • How do teachers ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions are teachers trying to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? • How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery? • How do students know where they are in their own progression of learning? • What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? • What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?	
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least	

District and School Workbook for CSIP/CDIP Phase 2 Review

Compiled by Kelli Prater, Novice Reduction Coach

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Design, Align, Deliver Support Processes

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<i>School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</i>	• What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? • How do teachers positively reinforce desired behaviors? • What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? • What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? • What data points inform modification to curriculum and instructional practices? • How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? • How does school leadership ensure that resources are aligned with the needs identified in the CSIP and will effectively address those needs? • What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in CSIP planning and measuring of progress toward attaining the goals? • How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?	
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least	

CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION

Establishing Learning Culture and Environment

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<i>The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</i>	• How does school leadership ensure everyone in their school building operates under a unified definition of cultural responsiveness? • How do teachers ensure that their classrooms are culturally responsive to student needs? • What systems do teachers have in place to address culture in their classrooms? • How do teachers' behavior systems support an environment where everyone feels safe and wants to learn? • What system is in place to address reports of bullying in the school and individual classrooms? • What processes do teachers have in place to identify potential bullies and those at risk of being bullied? • What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? • What processes are in place to communicate with parents in order to address barriers to learning? • What processes are in place to communicate with students in order to address barriers to learning?	

__ LEVERAGE
__ CONCERN

Greatest Impact on NR
Most 5 4 3 2 1 Least

Select the key core work process being assessed through this analysis:

- ☐ Design and Deploy Standards
- ☐ Design and Deliver Instruction
- ☐ Design and Deliver Assessment Literacy

- ☐ Review, Analyze and Apply Data
- ☐ Design, Align and Deliver Support Services
- ☐ Establishing Learning Culture and Environment

Supporting Evidence	Strengths		Weaknesses		Supporting Evidence
Supporting Evidence	Opportunities		Threats		Supporting Evidence

Using the following questions, complete the SWOT analysis on the KCWPs that you identified as your area(s) of concern/weakness on the preceding page. The SWOT is an analysis tool that is used to assist schools/districts in understanding their STRENGTHS and WEAKNESSES, and additionally assists in the identification of OPPORTUNITIES open to the school/district and THREATS that the school/district might need to be prepared to face as they plan next steps to address improvement needs.

Favorable		Unfavorable	
Internal Consideration Factors	Strengths	Weaknesses	
	- What advantages does your school or district have? - What do you do better than others? - What unique capabilities and resources do you possess? - What do others perceive as your strengths?	- What could you improve? - What should you avoid? - What do your competitors do better than you? - What can you improve given the current situation? - What do others perceive as your weaknesses?	
External Consideration Factors	Opportunities	Threats	
	- What trends or conditions may positively impact you? - What opportunities are available to you?	- What obstacles do you face? - What are your competitors doing that may impact you? - Do you have solid financial support? - What impact do your weaknesses have on the threats to you?	

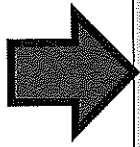
Once you have completed your SWOT analysis, it is time to take a closer look at where the “action for improvement” is needed. The following graphic was provided within the Continuous Improvement Diagnostic – Phase 1 Workbook and should look familiar to you. As you review your SWOT, consider each of these action areas, and classify each of your SWOT responses as one of these work needs. Mark your identification at the end of each response within your SWOT analysis.

As-Is-State of Processes, Practices, and Conditions

Work:
Identify the
PROCESSES
implemented
by students,
teachers,
teacher
leaders,
and/or
school/district
leadership

Worker:
Identify the
PRACTICES,
capabilities,
and motives of
the students,
teacher
leaders,
school/district
leadership

Workplace:
Identify the
CONDITIONS,
environments,
and
surroundings
in which the
people live,
study, and/or
work.



Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Step 5: Identifying Your Strengths/Leverages

Using the findings from your qualitative and quantitative review, use the data questions listed below to explain your current “as is” and existing strengths to celebrate as you work towards proficiency or as you redefine excellence in order to sustain high performance levels of academic success.

Novice Reduction for Gap Closure



District Data Disaggregation Tool:

Using Data Questions to Define the As-Is- State of Student Achievement in Your School/District

1. What are the causes for celebration?

2. What are your strengths as you move forward with making continuous improvement a “living” entity in our school/district operations?

This page has been provided for additional narrative regarding your data and next steps.

Phase III: Goal Builder for Districts_11272017_20:10

Phase III: Goal Builder for Districts

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 01/02/2018
Status: Open

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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder	GB	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 78.1% in 2018-19; for middle school from 57.5% in 2016-17 to 78.4% in 2018-19; and high school from 55.9% in 2016-17 to 79.7% in 2018-19.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	- Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Building Principals - School Leadership Teams - Teachers		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 73.7% in 2017-18; for middle school from 57.5% in 2016-17 to 74.0% in 2017-18; and high school from 55.9% in 2016-17 to 75.6% in 2017-18.	KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.	Activity- Aligned Curriculum District staff, LSS team, and school leadership teams will ensure vertical and horizontal curricular alignment processes are in place between all of our schools.	PLC's reflecting on the data yielded through common assessments aligned to the standards.	ongoing	0
		Activity- Common Measurements Tool District staff, LSS team, and school leadership teams will develop/explore effective measurements and/or systems to monitor for fidelity to teaching standards in all classrooms; as well as explore tools to help move towards a common alignment as we move to Standards-Based Grading.	T & L Principal/AP/Coach/Counselor Meeting Agendas	ongoing	180,000
	KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.	Activity- PLC for Congruency Among Standards District staff, LSS team, and school leadership teams will develop systemic processes to ensure congruency among standards-learning targets-tasks-assessments, as an ongoing PLC conversation.	T & L Principal/AP/Coach/Counselor Meeting Agendas	ongoing	10,000
		Activity- District Collaboration with Other Professionals in Field LSS team will engage with other districts, colleagues, or professionals in the field who have been successful on the journey of Standards-Based	T & L agendas, Board of Education minutes,	ongoing	10,000

Goal 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 78.1% in 2018-19; for middle school from 57.5% in 2016-17 to 78.4% in 2018-19; and high school from 55.9% in 2016-17 to 79.7% in 2018-19.					
Objective 2: SAME as ABOVE		Grading and/or Mastery Learning to collaborate and learn from along this journey.	Principal/AP/Coach/Counselor Meeting Agendas		
	KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- Professional Learning in Best Instructional Practice District staff, LSS team, and school leadership teams ensure ongoing professional development in the areas of best practice/high yield instructional and student engagement strategies to aid in curricular adjustments when students fail to meet mastery. This could include Kagan Structures, other cooperative learning structures, partnership with Buck Institute for PBL, etc.	PLC's reflecting on the data yielded through common assessments aligned to the standards. Kagan & other cooperative learning dates/agendas/etc.	ongoing	30,000

2: Gap

State your Gap Goal

Goal 2: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 69.6% in 2018-19; for middle school from 56.2% in 2016-17 to 68.7% in 2018-19; and high school from 58.2% in 2016-17 to 70.2% in 2018-19.						
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		- Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers		
Objective		Strategy		Measure of Success		Funding
		Activities to deploy strategy		Date & Notes		
Objective 1: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 63.6% in 2017-18; for middle school from 56.2% in 2016-17 to 62.4% in 2017-18; and high school from 58.2% in 2016-17 to 64.2% in 2017-18.	KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- IT Grant from KDE In partnership with district office admins, LSS team, and our urban schools, continue to work with KDE's Instructional Transformation Grant to provide school leadership teams and teachers with effective pedagogical and planning opportunities in the area of Literacy and Guided Reading.		STAR scores, KPREP data, CERT, ongoing classroom formative assessments	ongoing	60,000
		Activity- Kagan Structures District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing in our students who fall in a gap group.		STAR scores, KPREP data, CERT, ongoing classroom formative assessments	ongoing	30,000
		Activity- Science Teacher Leader Work In collaboration with LSS team, teachers representing the Science Teacher Leader group will continue to build capacity regarding the UbD Science units that integrate both literacy and numeracy skills.		Science TCTs, KPREP data, ongoing classroom formative assessments, building level assessments	ongoing	15,000

Goal 2: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 69.6% in 2018-19; for middle school from 56.2% in 2016-17 to 68.7% in 2018-19; and high school from 58.2% in 2016-17 to 70.2% in 2018-19.					
Objective 2: Same as above.	KCWP 5: Design, Align, and Deliver Support All leadership teams and teachers will ensure ALL students not meeting proficiency will receive strategic instruction/intervention and remove learning barriers to create learning success.	<i>Activity- Alignment and Review of RTI processes</i>			
		District admins, LSS team, and school leadership teams will collaborate in order to review, refine, and improve RTI processes and ensure that ALL students are receiving the best instruction by highly effective teachers.			
		<i>Activity- Close Opportunity Gap Professional Learning</i> District admins, LSS team, and school leadership teams will ensure teachers are provided with professional learning centered around how to close the opportunity and access gap for our students through PLCs, school level and district level PD opportunities.			
		<i>Activity- Partnership with Buck Institute</i> District admins, LSS team, and school leadership teams will collaborate with Buck Institute to continue to train instructional coaches, and teachers on the Buck Gold Standard PBL model. Instructional Coaches will also receive training from a coaching lens to better assist new and current teachers with modifying and improving PBL practices.			
		STAR scores, KPREP data, ongoing classroom formative assessments	ongoing	5,000	
		STAR scores, KPREP data, ongoing classroom formative assessments	ongoing	3,000	
		School, Teacher, and Students surveys, quantity and quality of PBL projects,	Ongoing	40,000	

3: Graduation rate

State your Graduation rate Goal

Goal 3: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.9% by 2019-2020.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The Links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> - KCWPI1: Design and Deploy Standards - Continuous Improvement Activities - KCWPI2: Design and Deliver Instruction - Continuous Improvement Activities - KCWPI3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWPI4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWPI5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWPI6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. - Superintendent - Deputy Superintendent - Assistant Superintendent - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.3% in 2017-18.	KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- Curriculum Mapping to Build a Viable & Guaranteed Curriculum District office, LSS team, and building leadership teams ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PD opportunities for teachers to collaborate via Blended and In Person models	ongoing	0
		Activity- Persistence to Graduation Tool Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Resiliency Poll, Data collected on reduction of students not on track to graduate	ongoing	0
Objective 2: Same as above.		Activity- Academic & Behavioral Supports	Resiliency Poll Data	ongoing	0

Goal 3: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.9% by 2019-2020.				
KCWP 5: Design, Align and Deliver Support All leadership teams and teachers will ensure ALL students not meeting proficiency will receive strategic instruction/intervention and remove learning barriers to create learning success.	In collaboration with district office, building principals and leadership teams develop school culture supports, both academic and behavioral, to promote and support learning for all. <i>Activity- Ignite Institute</i> In collaboration with our region, Boone County leaders, administrators, and teachers will work with KDE, KBE, Chamber of Commerce, NKCES, NK YEEC, and other regional, state, and national supporters to develop curriculum/career pathways for the Ignite Institute at Roebing Innovation Center. This will allow us to provide a PBL, personalized approach to learning in the 9-12 setting.	Other School Surveys Anecdotal Evidence Boone County Superintendents, Principals, LSS team, CCR Coaches, Instructional Coaches, Teachers		

4: Growth
State your *Growth Goal*

Goal 4:

Reduce the percentage of students scoring NOVICE on the reading and math portions of KPREP for elementary from 15.35% in 2016-17 to 7.68% in 2017-18; for middle school from 13.6% in 2016-17 to 6.8% in 2017-18; and high school from 15.9% in 2016-17 to 7.95% in 2017-18.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	- Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers			
Objective 1 and 2: Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state READING assessment in May 2018	KCWP 1 & 2 Design and Deploy Standards Design and Deliver Instruction Empower students scoring novice to take ownership of their learning to understand the success criteria and where they are going in relation to their learning.	Activity- Congruency among Standards District admins and LSS team provides opportunities for schools to ensure congruency between standards, learning targets, and assessment measures.	T &L /Principal/AP/Coach/Counselor Meeting Agendas	ongoing	0
Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state MATH assessment in May 2018.	Activity- Personalized Learning LSS will provide training and support for schools to ensure that teachers are provided high quality, personalized learning targeted to help students scoring novice at an accelerated pace to help close the achievement gap between them and same age peers. Principals and leadership teams will continue to ensure that students are engaged in rich, authentic, and effective personalized learning opportunities to meet the needs of each individual students.		Instructional Coach PD agendas, LSS developed PD agendas & materials	ongoing	5,000

Goal 4: Reduce the percentage of students scoring NOVICE on the reading and math portions of KPREP for elementary from 15.35% in 2016-17 to 7.68% in 2017-18; for middle school from 13.6% in 2016-17 to 6.8% in 2017-18; and high school from 15.9% in 2016-17 to 7.95% in 2017-18.					
Objective 1 and 2: Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state MATH assessment in May 2018. Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state READING assessment in May 2018	KCWP 6 Establishing Learning Culture and Environment Establish a positive learning environment with high expectations KCWP 4 Review, Analyze, and Apply Data Look at data in different ways- student perceptions, relationships, etc.	<i>Activity- Novice Students to Unpack Standards</i> School instructional leadership teams (administration, instructional coaches, and teacher leaders) will work with teachers to design corrective instruction focused on non-mastered standards, mentorship programs, and student goal-setting for novice students. <i>Activity- Multiple Data Sources</i> Multiple data sources, both academic and non-academic, are used during Assessment/Advisory Team Meetings (ATM's) to discuss, diagnose, and design instructional and behavioral plans to address barriers for all struggling students. Through the ATM process, supported by the district LSS team, schools work to create and implement plans to remove barriers to ensure all students' success.	School PLC Meeting Agendas Multiple school data points including academic and non-academic	ongoing ongoing	0 0

5: Transition readiness
State your *Transition readiness* Goal

Goal 5: 5 th grade and 8 th grade students will increase the percentage scoring Proficient/Distinguished on STAR in both reading and math throughout the year.				
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		
Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. - Superintendent - Deputy Superintendent - Chief Academic Officer - Assistant Superintendent - Learning Support Services - LSS Team - Building Principals - School Leadership Teams - Teachers				
Objective	Strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: 5 th grade and 8 th grade students will increase the percentage scoring Proficient/Distinguished on STAR in both reading and math throughout the year.	KCWP2: Design and Deliver Instruction All teachers will ensure that vertical curriculum and alignment is occurring to identify instructional gaps; including congruency between standard-learning target- and assessment.	Activities to deploy strategy Activity- Unpacking Standards with Teachers In partnership with district office, LSS, and school leadership teams, all teachers will participate in PD to provide opportunities to unpack the standards and ensure vertical alignment to remove any learning gaps for students. Activity- Mastery Learning/Standards-Based Grading All teachers will continue in PD practices in the area of Mastery Learning and Standards-Based Grading. Ensure that formative assessment practices allow students to understand where they currently are, where they are going, and how they can improve through their personalized learning path. LSS team will develop a systematic approach including deliverables to be shared with school leadership teams and will continue to support schools with blended professional learning. Skype sessions will be offered to teachers, as well as in-person training for teachers as we make this district-wide transition over the next 3-4 years.	District PD agendas, LSS Skype sessions, School Agendas ongoing	5,000
		District PD agendas, LSS Skype sessions, School Agendas ongoing	25,000	

6: Other (optional)
State your *Other* Goal (optional)

Goal 6:	Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Objective 1:	- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	
Objective 2:			

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

I: Proficiency
State your Proficiency Goal

Goal 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 78.1% in 2018-19; for middle school from 57.5% in 2016-17 to 78.4% in 2018-19; and high school from 55.9% in 2016-17 to 79.7% in 2018-19.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		- KCWP1: <u>Design and Deploy Standards - Continuous Improvement Activities</u> - KCWP2: <u>Design and Deliver Instruction - Continuous Improvement Activities</u> - KCWP3: <u>Design and Deliver Assessment Literacy - Continuous Improvement Activities</u> - KCWP4: <u>Review, Analyze and Apply Data - Continuous Improvement Activities</u> - KCWP5: <u>Design, Align and Deliver Support - Continuous Improvement Activities</u> - KCWP6: <u>Establishing Learning Culture and Environment - Continuous Improvement Activities</u>		- Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Building Principals - School Leadership Teams - Teachers	
Objective		Strategy		Measure of Success	
Objective 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 78.1% in 2018-19; for middle school from 57.5% in 2016-17 to 74.0% in 2017-18; and high school from 55.9% in 2016-17 to 75.6% in 2017-18.		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		PLC's reflecting on the data yielded through common assessments aligned to the standards.	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		T & L /Principal/AP/Coach/Counselor Meeting Agendas	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		T & L /Principal/AP/Coach/Counselor Meeting Agendas	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		T & L agendas, Board of Education minutes,	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		Education minutes,	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		10,000	
		KCWP 1: Design and Deploy Standards With district support, school leadership teams and teachers will employ a guaranteed, aligned, and rigorous curriculum.		10,000	

Goal 1: Increase the average combined reading and math KPREP proficiency rate for elementary from 55.2% in 2016-17 to 78.1% in 2018-19; for middle school from 57.5% in 2016-17 to 78.4% in 2018-19; and high school from 55.9% in 2016-17 to 79.7% in 2018-19.

Objective 2: SAME as ABOVE	Grading and/or Mastery Learning to collaborate and learn from along this journey.	Principal/AP/Coach/Counselor Meeting Agendas	30,000
KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- Professional Learning in Best Instructional Practice District staff, LSS team, and school leadership teams ensure ongoing professional development in the areas of best practice/high yield instructional and student engagement strategies to aid in curricular adjustments when students fail to meet mastery. This could include Kagan Structures, other cooperative learning structures, partnership with Buck Institute for PBL, etc.	PLC's reflecting on the data yielded through common assessments aligned to the standards. Kagan & other cooperative learning dates/agendas/etc.	ongoing

2: Gap

State your Gap Goal

Goal 2: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 69.6% in 2018-19; for middle school from 56.2% in 2016-17 to 68.7% in 2018-19; and high school from 58.2% in 2016-17 to 70.2% in 2018-19.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		- Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 63.6% in 2017-18; for middle school from 56.2% in 2016-17 to 62.4% in 2017-18; and high school from 58.2% in 2016-17 to 64.2% in 2017-18.	KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- IT Grant from KDE In partnership with district office admins, LSS team, and our urban schools, continue to work with KDE's Instructional Transformation Grant to provide school leadership teams and teachers with effective pedagogical and planning opportunities in the area of Literacy and Guided Reading.	STAR scores, KPREP data, CERT, ongoing classroom formative assessments	ongoing	60,000
		Activity- Kagan Structures District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing in our students who fall in a gap group.	STAR scores, KPREP data, CERT, ongoing classroom formative assessments	ongoing	30,000
		Activity- Science Teacher Leader Work In collaboration with LSS team, teachers representing the Science Teacher Leader group will continue to build capacity regarding the UbD Science units that integrate both literacy and numeracy skills.		Science TCTs, KPREP data, ongoing classroom formative assessments, building level assessments	ongoing

Goal 2: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 57.4% in 2016-17 to 69.6% in 2018-19; for middle school from 56.2% in 2016-17 to 68.7% in 2018-19; and high school from 58.2% in 2016-17 to 70.2% in 2018-19.					
Objective 2: Same as above.	KCWP 5: Design, Align, and Deliver Support All leadership teams and teachers will ensure ALL students not meeting proficiency will receive strategic instruction/intervention and remove learning barriers to create learning success.	Activity- Alignment and Review of RTI processes District admins, LSS team, and school leadership teams will collaborate in order to review, refine, and improve RTI processes and ensure that ALL students are receiving the best instruction by highly effective teachers.	STAR scores, KPREP data, ongoing classroom formative assessments	ongoing	5,000
		Activity- Close Opportunity Gap Professional Learning District admins, LSS team, and school leadership teams will ensure teachers are provided with professional learning centered around how to close the opportunity and access gap for our students through PLCs, school level and district level PD opportunities.	STAR scores, KPREP data, ongoing classroom formative assessments	ongoing	3,000
		Activity- Partnership with Buck Institute District admins, LSS team, and school leadership teams will collaborate with Buck Institute to continue to train instructional coaches, and teachers on the Buck Gold Standard PBL model. Instructional Coaches will also receive training from a coaching lens to better assist new and current teachers with modifying and improving PBL practices.	School, Teacher, and Students surveys, quantity and quality of PBL projects,	Ongoing	40,000

3: Graduation rate

State your *Graduation rate* Goal

Goal 3: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.9% by 2019-2020.			
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) - KCWPI1: Design and Deploy Standards - Continuous Improvement Activities - KCWIP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWIP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWIP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWIP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWIP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. - Superintendent - Deputy Superintendent - Assistant Superintendent - Learning Support Services - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers	
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.3% in 2017-18.	KCWP 2: Design and Deliver Instruction All leadership teams and teachers will maintain a focus on continuous improvement and employ effective strategies with strategic planning to ensure ALL of our students are growing as learners.	Activity- Curriculum Mapping to Build a Viable & Guaranteed Curriculum District office, LSS team, and building leadership teams ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	PD opportunities for teachers to collaborate via Blended and In person models ongoing
		Activity- Persistence to Graduation Tool Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Resiliency Poll, Data collected on reduction of students not on track to graduate ongoing
			0
Objective 2: Same as above.			
		Resiliency Poll Data	ongoing
			0

Goal 3: Increase the average sophomore graduation rate from 95.0% in 2016-17 to 95.9% by 2019-2020.				
KCWP 5: Design, Align and Deliver Support All leadership teams and teachers will ensure ALL students not meeting proficiency will receive strategic instruction/intervention and remove learning barriers to create learning success.	In collaboration with district office, building principals and leadership teams develop school culture supports, both academic and behavioral, to promote and support learning for all. <i>Activity- Ignite Institute</i> In collaboration with our region, Boone County leaders, administrators, and teachers will work with KDE, KDE, Chamber of Commerce, NKCES, NKYEEC, and other regional, state, and national supporters to develop curriculum/career pathways for the Ignite Institute at Roebing Innovation Center. This will allow us to provide a PBL, personalized approach to learning in the 9-12 setting.	Other School Surveys Anecdotal Evidence Boone County Superintendents, Principals, LSS team, CCR Coaches, Instructional Coaches, Teachers		

4: Growth

State your *Growth Goal*

Goal 4: Reduce the percentage of students scoring NOVICE on the reading and math portions of KPREP for elementary from 15.35% in 2016-17 to 7.68% in 2017-18; for middle school from 13.6% in 2016-17 to 6.8% in 2017-18; and high school from 15.9% in 2016-17 to 7.95% in 2017-18.				
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> - KCWP 1: <u>Design and Deploy Standards</u> - KCWP 2: <u>Design and Deliver Instruction</u> - KCWP 3: <u>Design and Deliver Assessment Literacy</u> - KCWP 4: <u>Review, Analyze and Apply Data</u> - KCWP 5: <u>Design, Align and Deliver Support</u> - KCWP 6: <u>Establishing Learning Culture and Environment</u>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> - KCWP1: <u>Design and Deploy Standards - Continuous Improvement Activities</u> - KCWP2: <u>Design and Deliver Instruction - Continuous Improvement Activities</u> - KCWP3: <u>Design and Deliver Assessment Literacy - Continuous Improvement Activities</u> - KCWP4: <u>Review, Analyze and Apply Data - Continuous Improvement Activities</u> - KCWP5: <u>Design, Align and Deliver Support - Continuous Improvement Activities</u> - KCWP6: <u>Establishing Learning Culture and Environment - Continuous Improvement Activities</u>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. - Superintendent - Deputy Superintendent Chief Academic Officer - Assistant Superintendent Learning Support Services - LSS Team - Student Services Department - Building Principals - School Leadership Teams - Teachers	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes Funding
Objective 1 and 2: Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state READING assessment in May 2018	KCWP 1 & 2 Design and Deploy Standards Instruction Empower students scoring novice to take ownership of their learning to understand the success criteria and where they are going in relation to their learning.	Activity- Congruency among Standards District admins and LSS team provides opportunities for schools to ensure congruency between standards, learning targets, and assessment measures.	T &L /Principal/AP/Coach/Counselor Meeting Agendas	ongoing 0
Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state MATH assessment in May 2018.	Empower students scoring novice to take ownership of their learning to understand the success criteria and where they are going in relation to their learning.	Activity- Personalized Learning LSS will provide training and support for schools to ensure that teachers are provided high quality, personalized learning targeted to help students scoring novice at an accelerated pace to help close the achievement gap between them and same age peers. Principals and leadership teams will continue to ensure that students are engaged in rich, authentic, and effective personalized learning opportunities to meet the needs of each individual students	Instructional Coach PD agendas, LSS developed PD agendas & materials	ongoing 5,000

Goal 4: Reduce the percentage of students scoring NOVICE on the reading and math portions of KPREP for elementary from 15.35% in 2016-17 to 7.68% in 2017-18; for middle school from 13.6% in 2016-17 to 6.8% in 2017-18; and high school from 15.9% in 2016-17 to 7.95% in 2017-18.					
Objective 1 and 2: Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state MATH assessment in May 2018.	KCWP 6 Establishing Learning Culture and Environment Establish a positive learning environment with high expectations KCWP 4 Review, Analyze, and Apply Data Look at data in different ways- student perceptions, relationships, etc.	<i>Activity- Novice Students to Unpack Standards</i> School instructional leadership teams (administration, instructional coaches, and teacher leaders) will work with teachers to design corrective instruction focused on non-mastered standards, mentorship programs, and student goal-setting for novice students. <i>Activity- Multiple Data Sources</i> Multiple data sources, both academic and non-academic, are used during Assessment/Advisory Team Meetings (ATM's) to discuss, diagnose, and design instructional and behavioral plans to address barriers for all struggling students. Through the ATM process, supported by the district LSS team, schools work to create and implement plans to remove barriers to ensure all students' success.	School PLC Meeting Agendas	ongoing	0
Reduce the % of students in elementary, middle, and high schools scoring NOVICE on the state READING assessment in May 2018			Multiple school data points including academic and non-academic	ongoing	0

5: Transition readiness

State your *Transition readiness* Goal

Goal 5: 5 th grade and 8 th grade students will increase the percentage scoring Proficient/Distinguished on STAR in both reading and math throughout the year.			
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) - KCWPI1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. - Superintendent - Deputy Superintendent - Assistant Superintendent - LSS Team - Building Principals - School Leadership Teams - Teachers	
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: 5 th grade and 8 th grade students will increase the percentage scoring Proficient/Distinguished on STAR in both reading and math throughout the year.	KCWP2: Design and Deliver Instruction All teachers will ensure that vertical curriculum and alignment is occurring to identify instructional gaps, including congruency between standard-learning target- and assessment.	Activity- Unpacking Standards with Teachers In partnership with district office, LSS, and school leadership teams, all teachers will participate in PD to provide opportunities to unpack the standards and ensure vertical alignment to remove any learning gaps for students. Activity- Mastery Learning/Standards-Based Grading All teachers will continue in PD practices in the area of Mastery Learning and Standards-Based Grading. Ensure that formative assessment practices allow students to understand where they currently are, where they are going, and how they can improve through their personalized learning path. LSS team will develop a systematic approach including deliverables to be shared with school leadership teams and will continue to support schools with blended professional learning. Skype sessions will be offered to teachers, as well as in-person training for teachers as we make this district-wide transition over the next 3-4 years.	District PD agendas, LSS Skype sessions, School Agendas ongoing
		District PD agendas, LSS Skype sessions, School Agendas ongoing	5,000 25,000

6: Other (optional)
State your *Other Goal* (optional)

Goal 6:		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	
Objective	Strategy	Activities to deploy strategy Measure of Success Progress Monitoring Date & Notes Funding
Objective 1:		
Objective 2:		

Phase III: Executive Summary for Districts_11272017_20:09

Phase III: Executive Summary for Districts

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 12/07/2017
Status: Open

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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

Describe the district size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Located in Northern Kentucky, Boone County is one of eight counties that comprise the Greater Cincinnati Metropolitan area. Boone County's location in the Cincinnati Metropolitan area and its system of highways have made Boone County a popular place for commuters to live. The county provides a diverse mix of urbanization surrounding its three cities of Florence, Union, and Walton. Boone County is the 4th largest county in Kentucky in terms of population and is the 2nd fastest growing county in Kentucky. A recent report released by the US Census Bureau shows an estimated updated Boone County population of 127,712 in 2015. This number is an increase of nearly 9,000 people from the 2010 census population total. As a district that is rural, urban, and suburban, continued growth presents challenges and opportunities for Boone County Schools. Boone County Schools is proud to be one of the highest performing large diverse districts in the state of Kentucky. A staff of over 3,000 serves approximately 21,000 students in one of the fastest growing areas of the state. The district includes 4 high schools, 5 middle schools, 14 elementary schools, a Project Based Learning Academy, as well as an area technology center, adult learning center, an alternative center for education. As we continue our growth, we plan to bring on a new middle school in the fall of 2018. One year later, we will open our very first PBL/STEAM opportunity-school-of-choice high school that will be a regional school with several industry partners and higher-education presence. All 24 of our current schools were fully accredited in the spring of 2017 by AdvancEd. The Boone County Board of Education sets high standards of performance with a 13 year measurable goal of College/Career and Life Readiness for each graduate of the Boone County Schools. This goal permeates each campus and exemplifies the work of the dedicated students, staff, and teachers of the district. Home to 87 National Board Certified Teachers, the Boone County Schools district puts students first and strives to ensure each of our graduates are College/Career, and Life ready.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

Mission: Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen. Vision: Every graduate ready for college, ready for career, and ready for life. Theory of Action: If all Boone County Schools operate as a Professional Learning Community (PLC) focused on high quality instruction for the 21st century, then teaching, learning, and student performance will improve for EVERY STUDENT in EVERY CLASSROOM, EVERY DAY. Operational Values: Every student in every classroom every day will: Engage in instruction differentiated based on their needs, skills, interests, and future goals. Explore meaningful, challenging, rigorous, relevant content from teachers committed to lifelong learning. Use 21st century tools while cultivating 21st century skills, such as creative and critical thinking, problem-solving, collaboration and communication. Grow academically and personally as demonstrated by multiple measures. Learn in safe, accessible, community-conscious environments which value and celebrate diversity and encourage strong parent and community engagement. The district's five-year strategic plan

(2015-2020) s focused on achieving College, Career, and Life readiness for every graduate through student empowerment, a world class education, and resource optimization.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Celebrating our Success: The students and staff of Boone County Schools have received a remarkable array of regional, state, and national awards and honors in the areas of academics and athletics. The following is a partial list: DISTRICT: 2017- No state distinction given on state testing 201, 2015, 2014, 2013 Kentucky Distinguished School District 2015, 2016, 2017 Kentucky District of Innovation 2017 AdvancEd Accredited District and all individual 24 schools 2016 National Blue Ribbon School- Gray Middle School 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Boone County Schools is committed to continuous improvement. In 2015, Boone County Schools embarked on a Five Year Strategic Planning Initiative and seeks to envision the future of our schools. Intentional engagement of the community and its schools in conversations about topics such as 21st century skills, career pathways, project/problem/passion based learning, and engaging students in learning helped shape a strategic plan focused on three areas: Student Empowerment, World Class Education, and Resource Optimization. The Five Year Strategic Plan will lead our system and our community towards Achieving Excellence Together!

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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KDE Continuous Improvement Diagnostic_09202017_16:39

KDE Continuous Improvement Diagnostic

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 11/27/2017
Status: Open

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Dr. Randy Poe- Superintendent
Dr. Jim Detwiler - Deputy Superintendent
Chief Academic Officer
Eric McArtor - Deputy Superintendent
Michael Poiry
Kathleen Reutmann

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

As a district, utilizing our Strategic Plan as a guide, we want to empower our students by ensuring that we are providing opportunities for parent and family engagement. Our district is involved in several community outreach programs and is We engage consistently with schools to improve the level of active family participation in and around our schools and community. Our schools and district provide a welcoming and positive environment. We are always looking for innovative ways to communicate, engage, and interact with our community so that we are truly partnering with parents. Many of our schools have F.A.C.E. (Family And Community Education) teams who welcome and formally invite new families to meet with the administration, counselors, teachers, and Parent/Teacher Organization, as well as outside community agencies such as our public library and parks department We work hard as a district in partnering with other agencies and community partners as a way to welcome and allow newer families to feel apart of the school/ community culture. In addition, many of our schools' Parent/Teacher organizations meet regularly with new families and provide them with opportunities to become involved in school activities. Our schools heavily communicate what is going on in our buildings to allow for opportunities for parents to participate and be informed about daily, weekly, and monthly school activities. In addition, many teachers go above and beyond by sending Remind texts, calls, ensure effective communication between home and school is encouraged

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

As a district who works tirelessly to meet the needs of all of our students, we do have some students and families that we have not yet been able to reach and bring in as educational partners for the good of our students and the community. This is an area of needed growth in our district, specifically with our students who fall in the gap group. Our EL families, our Free/Reduced lunch students, and our students who are receiving special education services need more opportunities to be welcomed and included in our school and district communities. As a district, we plan to work specifically with individual schools to provide opportunities for parent engagement and family-school partnerships. Utilizing experts in the field, we will provide professional development for principals, parent leaders, and teachers regarding how to develop strong family-school

partnerships where our schools are working with all stakeholders. We will continue to develop and build the FACE (Families and Community Education) team for supporting schools in this initiative. We will continue to implement innovative ways to strengthen family-school communication

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

As a way to better engage our EL families- we plan to begin an EL Newcomer Academy that we will pilot this summer for students who are new to our country. The idea behind this is that our students who are in high school and are in need of intense language acquisition and support are immersed in language with an excellent EL teacher. This EL program will run throughout the summer as a way to hopefully engage these students and their families and will continue throughout the following school year in some capacity. We have lots of specific plans going on now to meet the needs of our Special Education students. Through intense meetings at each individual school with the entire special education and cooperating teacher teams, we are working to develop action plans to better equip our teachers with how to specially design instruction to meet the diverse needs of their learners. In addition, we are working as a district to bring multiple training opportunities into our districts that focus on engagement strategies for teachers that ensure that students are active participants whether then merely inviting them to do so.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

As a district, we are operating under some new leadership at the district office level. That said, we need to work collaboratively with principals and district office administration to a) Build a culture of trust and mutual respect and b) Allow principals the opportunity to raise issues that need addressing at the school level. The processes for this will include more opportunities for 2-way communications including a biweekly Skype Communication casts, Skype PD sessions for teachers based on teacher and principal feedback to address professional learning needs, an availability by being present in schools, and encouraging emails, calls, texts, etc from all stakeholders.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Our district needs to be aligned with the meetings and professional learning that we provide. All stakeholders involved in leading a school, such as principals, assistant principals, instructional coaches, counselors, and teachers need to be having the same conversations in order to align the focus of our work. As a district, we will share a proposed timeline for implementation of district-led initiatives and ensure all stakeholders are receiving the same messages at principal meetings, assistant principal meetings, counselor meetings, instructional coach meetings. Learning Support Services will collaborate with principals on the need to determine professional learning for teachers.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CDIP Phase III: The Superintendent Gap Assurance_11212017_13:21

CDIP Phase III: The Superintendent Gap Assurance

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 11/21/2017
Status: Open

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ No school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.

COMMENTS

Please enter your comments below.

A.M. Yealey Elementary School Boone County High School Burlington Elementary School Camp Ernst Middle School Kelly Elementary School Goodridge Elementary School Conner High School Florence Elementary School Gray Middle School Collins Elementary School Ryle High School Longbranch Elementary School New Haven Elementary School North Pointe Elementary School Ockerman Elementary School Ockerman Middle School Cooper High School Jones Middle School Mann Elementary School Stephens Elementary School Thornwilde Elementary School

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: District Safety Report_09282017_09:51

Phase II: District Safety Report

Boone County
Randolph Poe
8330 Us 42
Florence, Kentucky, 41042
United States of America

Last Modified: 09/28/2017
Status: Open

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Phase II: District Safety Report

District School Safety Report

School Safety Adoption Requirements

1. Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Does each public school building have a written Emergency Management Plan (EMP)?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes. Each SBDM Council adopted their school EMP at the September SBDM meeting.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has each public school building provided local first responders with a copy of the EMP and a copy of the floor plan?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Has each public school building's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes September 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Was each public school building's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes each school shared this plan with faculty and staff at their Opening Day in August 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Were local law enforcement and/or fire officials invited to review each public school building's EMP?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School Safety Implementation Requirements

1. Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. In each public school building, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

If all schools in the district have not met the requirement, respond in the negative.

Yes both primary and secondary.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. In each public school building, has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of review.

Yes August 2017.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Have practices been developed in each public school building for students to follow during an earthquake?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has each public school building developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Has each public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. In each public school building, are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days following January 1?

If all schools in the district have not met the requirement, respond in the negative.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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