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SCHOOL REPORT CARD for the 2005-2006 school year



Spencer County Elementary School

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School Enrollment: 729

Our School Council

Karen Larimore	Michelle Noel
Becky Brown	Sabrina Barnett
Jackie DeRudder	Cindy Hayes

Dear Parents/Guardians: Here is our school's report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: SCES, located in Spencer County, is a growing residential/agricultural community. This K-5 school of 754 students has strong community support, and provides a warm, caring atmosphere that challenges students to reach their academic potential. The mission of the school is to provide meaningful and engaging work that will create life-long learners. Students are grouped in multi-age, multi-ability classrooms for 1st/2nd grades and 3rd/4th grades. Professional development is focused on working on the work (WOW), where teachers together design engaging work for students. The Lifelong Guidelines - trustworthiness, truthfulness, active listening, no put downs, and personal best, are taught and embedded in daily expectations. This caring, dedicated staff, along with involved parents, make SCES a dynamic place for learning.

How Our School Ensures Educational Equity: High academic standards are maintained for all students. Individual student progress is monitored through the DRA, Think Link Learning (PAS) Assessments, and on-going CATS-like classroom assessments. Structures are in place to provide all struggling students with the needed support for success. The SCES Family Resource Center works closely with teachers and families to help alleviate barriers to learning. With the help of a strong PTA, we coordinate activities that involve students and parents to promote a positive learning atmosphere. In addition, we identify talented and gifted students who receive extra opportunities with the assistance of the county coordinator. Some other interventions include: Great Leaps reading program, before-school and during school extra support and tutoring, and a summer academy. All students have equal access to the curriculum through collaboration.

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

NMCBP000886
TO THE PARENTS OF:

Other Important Information About Our School

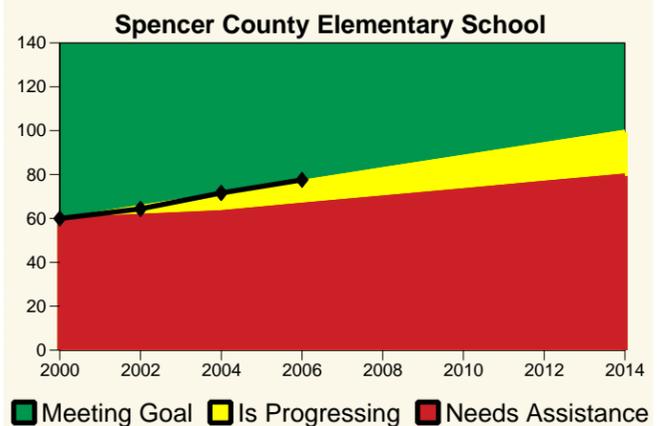
State Contest Results: Academic/Speech, Band, Chorus, And Orchestra For the past two years, SCES has been awarded second place in the state from the American Heart Association for Jump Rope for Heart. This year SCES gained the privilege of being in the \$50,000 club.

Extracurricular Activities: Clubs are offered before or after school. These include: Chorus, Drama, Chess, Spanish, Student Technology Leadership Program, Gardening, Lego League, Running, Academic Team, Daily News, First in Math, Wellness, Safety and Environmental. Summer Camps on specific topics are also held.

Awards & Recognitions: Spelling Bee, Geography Bee, Young Authors, Conservation Poster Contest, Special Olympics, and Chess Tournament; Awarded by the American Heart Association in the \$50,000 Club for Jump Rope for Heart

What We are Doing to Improve: SCES is dedicated to continual improvement. Our initiatives for improvement include: professional development focused on Phil Schlechty's, Working on the Work, on-going curriculum alignment and mapping, Family Reading Night, Family Math Game, Family Science Experiment Night, CATS-like assessments, school visits, clubs, student recognitions, a writing plan, and peer observations. Each classroom hosts two Celebrations of Learning to showcase student work to parents.

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



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

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	210	85.67	106	96.83	NA	NA	129	84.01
White	203	85.94	105	96.81	NA	NA	126	84.25
African American	6	NA	NA	NA	NA	NA	2	NA
Asian	NA	NA	1	NA	NA	NA	1	NA
Hispanic	1	NA	NA	NA	NA	NA	NA	NA
Free/Red. Lunch	87	79.98	17	89.76	NA	NA	19	70.02
Non-Free/Red. Lunch	123	89.7	89	98.18	NA	NA	110	86.42
Limited English	NA	NA	NA	NA	NA	NA	NA	NA
Non-Limited English	210	85.67	106	96.83	NA	NA	129	84.01
Disability	31	80.9	9	NA	NA	NA	12	46.34
No Disability	179	86.49	97	97.78	NA	NA	117	87.86
Male	115	81.12	49	90.16	NA	NA	76	84.46
Female	95	91.19	57	102.56	NA	NA	53	83.37
Students Excluded	NA	NA	NA	NA	NA	NA	1	NA

Year	Goal Line	Assistance Line	School Index Score
2000	59.3		60.0
2002	65.0	59.3	64.4
2004	70.7	62.6	71.6
2006	76.4	66.0	77.6
2008	82.2	69.3	
2010	87.9	72.6	
2012	93.6	76.0	
2014	99.3	79.3	
Standard Error: 0.7			

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

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance,

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

Kentucky Core

Content Tests:

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

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	%	4%	%	12%	2%	10%	22%	32%	15%
	District	12%	6%	36%	18%	6%	11%	33%	37%	26%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	%	13%	%	32%	37%	63%	29%	50%	23%
	District	22%	18%	32%	36%	39%	62%	26%	49%	21%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient/Distinguished	School	%	83%	%	56%	61%	27%	49%	18%	62%
	District	66%	76%	32%	46%	55%	27%	41%	14%	53%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School		96.8		84	93.3	65.9	77.1	53.1	81.5
	District	85.7	92.9	64.2	75.4	87.1	65.3	68.9	49.1	72.4
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test: The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	66%	58%	75%
District	61%	54%	67%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school's performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	95.3%	0.9%
District	94.5%	4.6%
State	94.3%	3.3%

Our Learning Environment

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

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

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

Through a proactive approach of teaching the Lifelong Guidelines, students learn appropriate life choices. Students who consistently follow these guidelines are recognized through the Citizen of the Month Program. In January, 2007 a security system will be installed. All doors remain locked throughout the day. Visitors must ring the front door bell. A camera allows the front office to see visitors that wish to enter the building. All visitors must report to the front office to sign in and pick up an identifying badge. In addition, all students are under adult supervision at all times. Staff has continuous access to the office via in-classroom telephones. Administrative and other staff members carry radios throughout the day.

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

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5252	17:1	8.7:1	100%
District	\$8235	16:1	4.3:1	82%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach:

Technology is integrated across the curriculum. All students K-5 receive computer instruction in the technology lab once a week. All classrooms have 2-4 student computers, a TV, and a VCR. LCD projectors and smart boards are also used in the classroom and technology lab. SCES has a Student Technology Program that provides hands-on learning experiences for the members. Several students are trained to use video equipment from which school news is produced and broadcast into each classroom. Computers are also used for writing portfolios and routine coursework and research.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	486	10	2	4906

Teacher Qualifications

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

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	3%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	8.4	9.3	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	21.3%	48.9%	29.8%	0%	0%	100%