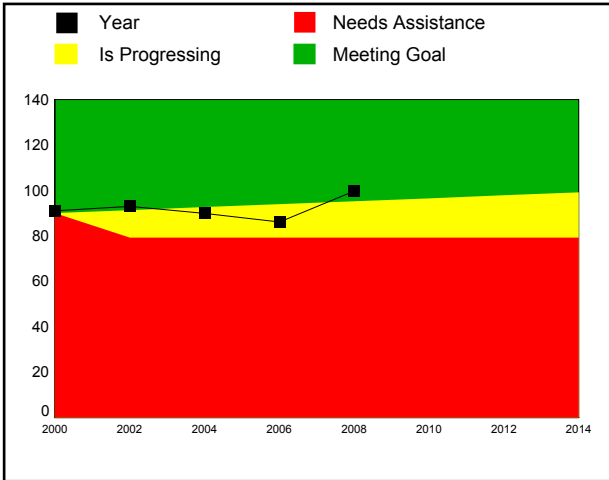


SCHOOL REPORT CARD

for the 2007-2008 school year

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 to meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	90.0		90.9
2002	91.3	79.1	92.9
2004	92.6	79.1	89.9
2006	93.9	79.1	86.1
2008	95.2	79.1	99.7
2010	96.5	79.1	
2012	97.8	79.1	
2014	99.1	79.1	

Standard Error: 0.9

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

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



Clays Mill Elementary School

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School Enrollment: 588

Our School Council

Aminata Cairo	Beth Carrico
Grant Davis	Maria Harrington
Alyssa McSpadden	Carol Sizemore
Edwina Smith	Di Sobel

Dear Parents/Guardians: This report card for the 2007-2008 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more.

About Our School: The mission of Clays Mill Elementary is to educate all students at high levels through differentiated instruction and foster an ongoing partnership with parents and community. Learning needs of all students are met by offering a wide variety of teaching techniques, strategies, and materials. Our goal is to support all students at their individual learning level. Students are actively involved in their learning through hands on experiences, flexible grouping, cooperative learning activities, and experiences that promote intellectual, social, emotional, and physical growth across the curriculum. Students are challenged to excel at high levels and expand their learning. The media center, art, music, technology and wellness classes work together with grade levels to enhance the classroom curriculum as well as focus on specialized content.

How Our School Ensures Educational Equity:

All students are formally assessed in reading and math a minimum of three times per year to ensure that each student is taught at his or her instructional level. Kindergarten through third grade students performing below grade level in reading are referred to participate in the Read to Achieve grant program or reading intervention program to supplement their regular classroom instruction. An extended school program offers skill instruction for students below grade level in reading, math and writing. Students whose learning is accelerated are taught at higher instructional levels in the regular classroom through flexible grouping and team teaching. Accelerated students may receive additional instruction in the gifted and talented classroom. The parent volunteer program encourages participation and increases student achievement.

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core Content Tests:

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

Elementary KCCT Test		Reading Elementary		Mathematics Elementary		Science (4th)		Writing Portfolio (4th)		Writing On Demand (5th)		Social Studies (5th)	Arts & Humanities (5th)	PLVS (4th)
		2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2008	2008	2008
Novice	School	3%	2%	6%	4%	3%	0%	2%	0%	NA	2%	5%	5%	2%
	District	5%	5%	10%	7%	7%	6%	3%	1%	NA	5%	9%	14%	13%
	State	6%	6%	13%	10%	7%	7%	4%	1%	NA	7%	11%	21%	14%
Apprentice	School	13%	12%	15%	6%	14%	12%	29%	10%	NA	31%	11%	20%	8%
	District	18%	17%	20%	14%	22%	19%	33%	20%	NA	31%	23%	20%	12%
	State	22%	21%	26%	21%	27%	24%	36%	24%	NA	41%	30%	26%	14%
Proficient Distinguished	School	84%	86%	79%	91%	83%	88%	70%	90%	NA	67%	84%	75%	90%
	District	77%	79%	70%	79%	71%	75%	64%	80%	NA	65%	68%	66%	74%
	State	73%	73%	62%	70%	66%	69%	60%	75%	NA	53%	60%	53%	72%
Academic Index	School	104.3	106.0	107.7	117.2	113.0	114.2	92.9	100.4	NA	94.1	101.0	100.3	103.6
	District	100.4	101.4	99.5	106.8	100.8	102.7	90.9	97.0	NA	91.9	94.1	92.5	90.4
	State	95.6	94.5	90.5	96.9	95.9	97.4	88.1	94.7	NA	84.1	86.4	79.0	88.6

Other Measures: The third component of CATS is our school's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2006-2007 school year.

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

	Attendance Rate	Retention Rate
School	95.0%	0.5%
District	94.0%	4.3%
State	94.0%	3.0%

Our Learning Environment

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

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

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

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

All doors are locked with a buzzer system for entrance. School personnel are stationed at each door from 7:15-7:45 A.M. and 2:35-3:00 P.M. with sign in/sign out sheets and visitor stickers. There is an open door policy to the Principal, PSA, and Counselor for students to report concerns. Programs to promote a safe school environment include Red Ribbon Week, Safety City for second grade, Drug Abuse Resistance Education for fifth grade students, and guidance lessons covering topics such as bullying, harassment, and safety. The wellness curriculum provides instruction on the prevention of alcohol, tobacco, and drug abuse. The Clays Mill Emergency Management Plan is updated and revised each year according to state and federal guidelines.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$5981	17:1	100%	5:1
District	\$10437	14:1	77%	3:1
State	\$8902	16:1	76%	3:1

How We Use Technology to Teach: Technology is implemented through integration of wireless laptop lab, classroom computers, document cameras, Classroom Performance Systems, projectors, AverKeys, SMART boards, Sharepoint, CME website, SuccessMaker, United Streaming, and Reading Counts. Technology standards are presented to students a minimum of 50 minutes a week. The STLP (a diverse group of students who support the school's technology activities) meets weekly to learn skills for project development. Ongoing professional development enhances teachers' knowledge and use of technology.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	594	31	5	6521

Teacher Qualifications

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

	School	District	State
% of Teachers with Emergency or Provisional Certification	0.0%	1.6%	1.4%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	1.6%	1.5%
Average Years of Teaching Experience	10.6	11.5	11.8
Number of Teachers certified by the National Board for Professional Standards	4	66	1293

	B.A./B.S.	M.A./M.S.	Rank I	Specialist	Ph.D./Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	24.3%	51.3%	24.3%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: Regional K.A.A.C. Academic Team Finalists, FCPS Academic Challenge Finalist Team, District Science Fair Winners, CKMEA Select District Chorus, District Reflections Winners, American Children's Poetry Anthology and Celebrating Poetry National Published Authors

Extracurricular Activities: Fuel It program K-5. Clubs: Theater, Legos, Photo, Recycle, Scrapbook, Stamp, Math, Quilt, Guitar, Comic, Clay, Garden, Sign Language, Checkers, Jewelry, STLP, Government, Academic Teams, CKMEA, Chorus, Recorders, Writers, Golf, Art, Tennis, Musical, ORFF, Walking, Problem Solving. Events: Entrepreneur, Science, History, Health and Literacy Fairs, Colonial Night, Open House, Fall Festival, Spring Dance, Book Fair, Effort Celebrations, Distinguished Awards Night.

Awards & Recognitions: STLP Gold School Award 2001-2008. 1st Place for God's Pantry Food Drive in 2007-2008. Read to Achieve Grant awarded for 4 consecutive years for early reading intervention grades Kindergarten through third. Awarded the Carol M. White Physical Education Program (PEP) Federal Grant 2003-2007. Waste Buster Elite Recycling Award 2006-2008. Four teachers have National Board Certification.

What We Are Doing To Improve: Students are assessed using KCCT like unit assessments in all content areas K-5th grade. Assessment results are used to drive instruction and determine mastery of core content. Each grade level focuses on reviewing and reteaching content on a regular basis. Common grade level unit plans are aligned to the Core Content and Program of Studies. Each week, teaching teams plan together, disaggregate data, analyze student work and develop strategies for student success.

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.

Student Sub-populations	Reading				Mathematics				Science			
	2007		2008		2007		2008		2007		2008	
	Students	Index	Students	Index	Students	Index	Students	Index	Students	Index	Students	Index
All Students	295	104.25	285	106.00	295	107.65	285	117.18	99	112.98	93	114.20
White	275	104.91	266	106.91	275	110.29	266	119.21	92	113.74	89	115.50
African-American	9	NA	8	NA	9	NA	8	NA	4	NA	1	NA
Asian	4	NA	3	NA	4	NA	3	NA	1	NA	2	NA
Hispanic	4	NA	5	NA	4	NA	5	NA	1	NA	NA	NA
Free/Red Lunch	50	91.82	45	88.71	50	77.80	45	99.17	15	99.06	17	110.58
Non-Free/Red Lunch	245	106.80	240	109.24	245	113.73	240	120.54	84	115.46	76	115.00
Limited English	1	NA	1	NA	1	NA	1	NA	1	NA	NA	NA
Non-Limited English	294	104.33	283	106.19	294	107.66	283	117.51	98	113.31	93	114.20
Disability	42	NA	22	NA	42	NA	22	NA	6	NA	7	NA
Non-Disability	253	106.87	263	106.68	253	112.60	263	118.48	93	114.69	86	113.49
Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Non-Migrant	295	104.25	285	106.00	295	107.65	285	117.18	99	112.98	93	114.20
Female	143	107.50	144	109.11	143	109.91	144	118.31	58	112.86	42	117.61
Male	152	101.21	141	102.83	152	105.51	141	116.01	41	113.15	51	111.38
Percentage Tested	295	100.00	286	99.65	295	100.00	286	99.65	99	100.00	93	100.00

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



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

Commonwealth Accountability Testing System