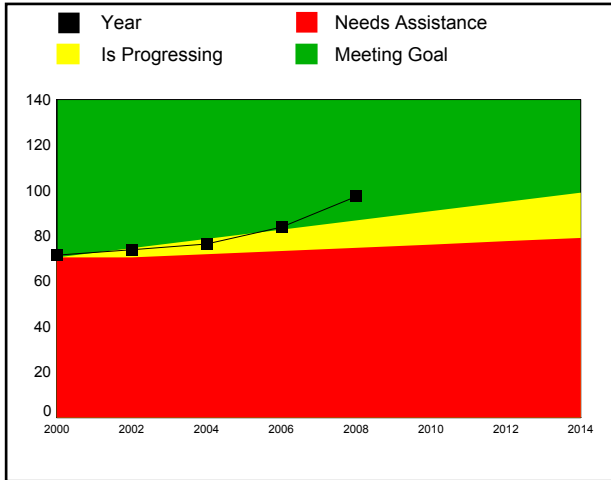


SCHOOL REPORT CARD

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	70.4		71.4
2002	74.5	70.4	73.9
2004	78.6	71.8	76.3
2006	82.7	73.3	83.8
2008	86.7	74.7	97.3
2010	90.8	76.1	
2012	94.9	77.6	
2014	99.0	79	

Standard Error: 1.0

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	Y	Y	NA	
Hispanic	NA	NA	NA	
Asian	NA	NA	NA	
Limited Eng Prof	NA	NA	NA	
Free/Red Lunch	Y	Y	Y	
With Disability	Y	Y	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



Squires Elementary School

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School Enrollment: 522

Our School Council

Sabrina Adkins	Cory Bricking
Yvonne Embry-Bailey	Jess Haney
Mike Jones	Carlos Verdecchia

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: Squires Elementary is a neighborhood school dedicated to helping students reach their maximum potential as learners and citizens. The staff seeks to foster educational teamwork between home and school in order to provide each student with the support necessary to succeed. Our staff is also united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn, when appropriate supports are in place and expectations are held high and made clear. As we work toward increasing student achievement, Squires has set specific goals in each content area. We feel students are an integral part of their own success and include them in keeping and analyzing their own data and individual goal setting. It is Squire's hope that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become a valuable contributor to society and responsible community member.

How Our School Ensures

Educational Equity: Squires disaggregates data to provide information and to plan for educational equity. Our goal is to reach every student and help them ultimately achieve proficiency. We differentiate instruction in many ways to accomplish this goal. We have targeted subpopulations through our SB 168 requirements, and work to provide interventions within and outside the classroom for those students. While there is also a gifted and talented resource teacher to facilitate learning for students, there is also collaboration for students who need more enriching activities. Our Extended Schools Services program is provided through a daytime waiver and is used for reading intervention. Squires Family Resource Center services families to provide equity among the school and neighborhood.

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	5%	4%	5%	4%	2%	1%	1%	0%	NA	2%	6%	9%	4%
	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	14%	11%	20%	11%	20%	21%	29%	12%	NA	28%	22%	15%	21%
	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	81%	84%	75%	85%	78%	78%	70%	88%	NA	69%	72%	77%	75%
	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	100.3	103.6	105.1	112.9	104.9	105.3	92.8	97.3	NA	92.3	96.0	101.7	90.4
	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%	0.6%
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	1	0	0

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

Teachers are aware of the Emergency/Safety Procedure that is in place if we were to need emergency management. Staff and students have been trained for lockdown if there were to be a dangerous situation in our building. Key staff members have been trained in Threat Assessment Protocol. Parents have been made aware of the procedure and realize the importance of safe school practice. Students receive drug prevention instruction (DARE) and practice crisis intervention.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$7536	14:1	90%	3:1
District	\$10437	14:1	77%	3:1
State	\$8902	16:1	76%	3:1

How We Use Technology to Teach: Squires has 156 networked computers. Each grade level has access to a computer and projector on a cart that can be used with the SmartBoard in the computer lab or in the classroom. Each classroom is equipped with a scan converter to project lessons integrating technology over the television. Ongoing Professional Development enhances teacher knowledge and use of new programs. Other technology resources include the use of Closed Circuit TV, Accelerated Reader, Wireless Mobile Computing Lab, and Classroom Performance System. All students have computer class with opportunities to go at open times.

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	530	30	8	2625

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	12.8	11.5	11.8
Number of Teachers certified by the National Board for Professional Standards	0	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	13.0%	60.8%	26.0%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: Squires' students participate in several competitions and have much to celebrate. We participated in the Reflections Contest sponsored by the PTA. Last year we had 24 participants in the visual arts and photography categories. Intermediate students participate in Science and Social Studies fairs. Our academic team competes with other schools within the district. We are also proud of our 12 young achievers.

Extracurricular Activities: Squires offers many extracurricular activities. Among these are Healthy Hearts, intramural volleyball, basketball, and football, Squires Singers, Student Technology Leadership Program, Extended School Services, Chess Club, K-Kids Club, Art Club, and band/orchestra instruction. Jump rope club and morning fitness have also been part of our extracurricular activities. Intermediate students serve as conflict managers and safety patrol.

Awards & Recognitions: Squires students have participated and received honors in diverse areas: Science Fair, Reflections Contest, Central Kentucky Music Education Workshop, Fayette County Choral Festival participants, District Calendar Art Competition, as well as participation in the district Gallery Hop.

What We Are Doing To Improve: Educational standards continue to be a priority at Squires. Several new initiatives have been implemented, including a math intervention teacher, reading, writing, and math coaches, a new technology program (SuccessMaker), and a technology grant. Squires continues to work toward increasing cultural awareness. Squires Family Resource Center has been instrumental in helping with activities to encourage commitment to instructional issues.

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	228	100.32	232	103.63	228	105.07	232	112.86	81	104.85	76	105.34
White	154	106.04	150	107.53	154	111.56	150	117.56	51	110.45	50	109.20
African-American	45	80.07	48	88.44	45	79.21	48	96.09	18	88.89	14	87.58
Asian	NA	NA	1	NA	NA	NA	1	NA	NA	NA	NA	NA
Hispanic	8	NA	10	NA	8	NA	10	NA	3	NA	6	NA
Free/Red Lunch	96	91.91	106	94.37	96	93.71	106	105.63	36	94.45	35	100.17
Non-Free/Red Lunch	132	106.46	126	111.41	132	113.32	126	118.93	45	113.17	41	109.77
Limited English	7	NA	2	NA	7	NA	2	NA	2	NA	NA	NA
Non-Limited English	220	100.33	224	104.18	220	104.77	224	112.67	78	106.57	73	105.02
Disability	43	73.53	40	92.45	43	71.39	40	88.28	17	79.58	14	104.29
Non-Disability	185	106.55	192	105.95	185	112.90	192	117.98	64	111.57	62	105.58
Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Non-Migrant	228	100.32	232	103.63	228	105.07	232	112.86	81	104.85	76	105.34
Female	103	106.85	106	108.71	103	105.28	106	111.87	39	108.02	35	108.01
Male	124	94.91	126	99.34	124	104.61	126	113.68	42	101.90	41	103.08
Percentage Tested	229	99.56	232	100.00	229	99.56	232	100.00	81	100.00	76	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.