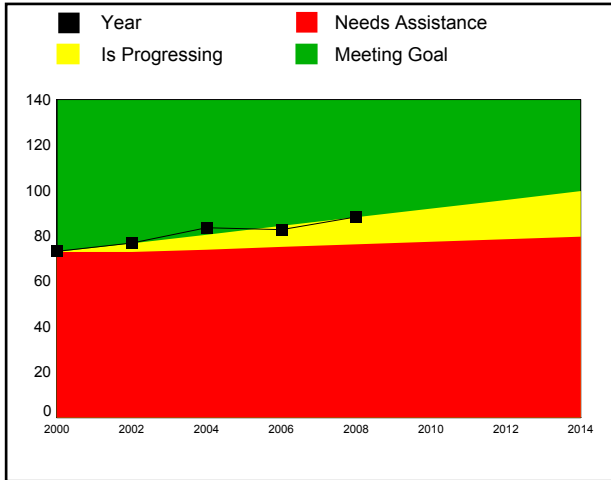


# SCHOOL REPORT CARD

## 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	72.8		73.2
2002	76.6	72.8	76.8
2004	80.5	73.9	83.5
2006	84.3	75.1	82.7
2008	88.1	76.2	88.3
2010	91.9	77.3	
2012	95.8	78.5	
2014	99.6	79.6	

Standard Error: 0.4

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

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



## Henry Clay High School

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**School Enrollment: 2064**

### Our School Council

Christine Andres	Ashley Barbour
Jody Cabble	Josh Edwards
Demetrius Gay	Amanda Hurley
Lisa Jones	Mike Jones
Jennifer Kane	John Nochta
Robin Norton	Bryson Perry

**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:** Henry Clay H.S., established in 1904, has long been recognized as a school of academic excellence. Teachers and staff enthusiastically embrace the school's mission of educating and preparing each and every student for successful and productive lives beyond their high school years. A member of Southern Association of Colleges and Schools, Henry Clay offers a diverse curriculum with unique challenges for all students, which is also linked to student interest. Through Career and Interest Pathways, students are able to correlate their high school experience with their future career expectations. Parent participation is welcomed and encouraged. Parents can be active members of the school through their participation in school committees and freshman orientation. Mission: The mission of Henry Clay High School is to educate and to prepare our students for a life of productive citizenship.

### How Our School Ensures

**Educational Equity:** The primary goal at HCHS is to support each and every student in a quest to become life-long learners. The HCHS School Improvement Plan (SIP), a collaborative effort by all of the school's stakeholders, focuses on reading strategies across content areas to ensure student learning and comprehension. A current initiative is our effort to improve the school's communication and efficacy by strengthening school improvement committees. Through our data analysis, we identify areas for improving instruction for all sub-populations with an intentional focus on our gap population. All stakeholders are regularly updated on current achievement gap trends. Collaboration with our middle schools and the ongoing development of our Pathways initiative continue so that we can offer support to all incoming 9th grade students, especially students considered high-risk. The use of Administrative walk-throughs helps to ensure that rigorous and relevant instruction for all students at all ability levels.

# 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.

High School KCCT Test		Reading (10th)		Mathematics (11th)		Science (11th)		Writing Portfolio (12th)		Writing On Demand (12th)		Social Studies (11th)	Arts & Humanities (11th)	PL/VS (10th)
		2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2008	2008	2008
Novice	School	5%	10%	19%	20%	18%	18%	15%	7%	NA	14%	16%	15%	19%
	District	5%	9%	24%	24%	18%	22%	16%	6%	NA	15%	21%	16%	20%
	State	5%	6%	27%	27%	18%	20%	16%	4%	NA	12%	20%	18%	18%
Apprentice	School	26%	27%	26%	23%	28%	23%	50%	49%	NA	50%	28%	11%	25%
	District	28%	29%	28%	27%	32%	29%	54%	53%	NA	52%	32%	12%	25%
	State	35%	34%	34%	34%	41%	38%	58%	58%	NA	58%	42%	19%	31%
Proficient Distinguished	School	69%	63%	55%	57%	54%	59%	35%	43%	NA	37%	56%	74%	56%
	District	67%	63%	48%	48%	50%	49%	30%	41%	NA	33%	47%	72%	56%
	State	60%	60%	39%	39%	42%	41%	27%	38%	NA	30%	38%	64%	50%
Academic Index	School	95.6	87.7	81.9	86.1	79.2	82.1	70.7	80.4	NA	75.1	86.6	98.1	87.9
	District	94.1	87.9	76.2	76.8	77.4	75.1	66.3	78.4	NA	72.1	78.3	96.5	87.4
	State	89.1	87.7	68.2	67.7	72.8	71.0	65.7	78.3	NA	72.0	73.2	86.4	83.3

**Readiness Assessment:** 10th grade students in Kentucky are being given the PLAN assessment from ACT, Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32. For further information on this test and the other components of the Educational Planning and Assessment System (EPAS) go to the KDE homepage (<http://www.education.ky.gov>) and select School Report Card from the blue navigation bar.

PLAN						
	2007			2008		
	School	District	State	School	District	State
Reading	17.8	17.4	16.0	17.4	17.0	16.1
Mathematics	18.2	17.9	16.3	17.8	17.5	16.1
English	17.2	16.8	15.6	16.5	16.1	15.3
Science	18.8	18.4	17.4	18.2	17.9	17.2
Composite	18.1	17.7	16.4	17.6	17.3	16.3

**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	Dropout Rate	Graduation Rate
School	92.0%	6.9%	1.9%	84.9%
District	94.0%	4.3%	2.1%	78.5%
State	94.0%	3.0%	2.2%	83.8%

## Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
77.9%	2.5%	11.9%	1.4%	4.5%	1.8%
69.1%	1.1%	18.1%	3.5%	4.4%	3.9%
54.2%	2.4%	27.5%	4.9%	6.8%	4.2%

## 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	23	26	1
Weapons Violations	2	2	1

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

School personnel, 4 law enforcement officers and a camera system monitor students in common areas during and after school hours and at all school events. Officers monitor vehicle and foot traffic onto campus. The Lexington Police Department provides a resource officer to assist school personnel with crime detection and prevention. The administration, staff and law enforcement work closely with students to identify cases of weapons possession and drug use/possession.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$4945	19:1	100%	3:1
District	\$10437	14:1	77%	3:1
State	\$8902	16:1	76%	3:1

**How We Use Technology to Teach:** In addition to the school's 5 computer labs, students and teachers can access 30 library computers and multiple portable labs. Teachers also use mobile labs, LCD projectors (1 mounted per classroom), Smart Boards and document cameras to enhance instruction. Faculty professional development is offered in video production, office applications, web design, smart boards or any technology area requested. Many teachers use web pages and e-mail for communication with parents and students, as well as assigning technology-based projects.

## 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	1937	57	10	15500

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

		11th Grade ACT Scores				
		English	Math	Reading	Science	Composite
2008	School	20.60	21.10	21.20	20.90	21.10
	District	19.40	20.20	20.50	20.40	20.20
	State	17.30	18.10	18.50	18.70	18.30
2007	School	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA
	State	NA	NA	NA	NA	NA

		Graduate ACT Scores				
		English	Math	Reading	Science	Composite
2008	School	21.90	22.10	23.00	21.60	22.30
	District	21.80	22.00	23.10	22.00	22.30
	State	20.50	20.20	21.50	20.70	20.90
2007	School	22.00	22.80	22.70	22.30	22.60
	District	21.60	21.90	22.30	21.90	22.00
	State	20.00	19.90	21.00	20.50	20.50

## 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	0.8%	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	1.2%	1.6%	1.5%
Average Years of Teaching Experience	11.4	11.5	11.8
Number of Teachers certified by the National Board for Professional Standards	3	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	16.6%	59.1%	23.3%	0.0%	0.8%	100%

## Other Important Information About Our School

**State Contest Results:** Orchestra: KMEA Distinguished Rating, 10 KMEA All-State selections, Debate: Quarter Finals Bickel Brewer National Public Forum. KHSSL State Debate Tournamanet-3rd in State. Individual State Champion-Varsity and Novice.

**Extracurricular Activities:** Teams:Academic,Dance,Debate,Speech Clubs:Anchor,Anime,Art,Beta, Chess, Cultural Enrichment, Film, History, International,Photography,Psychology, Red Cross, Science, FEA,DARE,Early Childhood Association,Fellowship of Christian Athletes,FBLA,Gay Straight Alliance, Harambee, Intramurals, Literary Magazine,Model UN,NHS,Newspaper,Quill and Scroll, SADD,Student Council, Student Technology Leadership Program,Teens Against Tobacco Use, Young Democrats, Young Republicans.

**Awards & Recognitions:** The class of 2008 included 29 AP scholars,7 National Merit scholars,and 22 students selected to the Governor's Scholar Program. Other awards include ROTC scholarships, 2-place national finish in CAD in TSA, student of year from National History Association, KHSJA-Yearbook 1st place overall-Class 3A, numerous French, Latin, German and Spanish awards, FBLA state award winners, Academic Team-District/Regional awards, athletic all-state and academic all-state selections.

**What We Are Doing To Improve:** SBDM revised all school policies with full participation of school improvement committees. Committee practices have been enhanced to encourage more participation by all stakeholders in school decision making. Professional development includes school-wide focus on data review (including administrative walk-throughs) to refine instructional practices. Our Pathways initiative continues to thrive. Common course meetings have been developed to facilitate the planning process.

**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	502	95.60	518	87.71	485	81.90	461	86.06	485	79.15	461	82.06
White	364	101.30	353	95.53	356	88.50	326	95.12	356	88.01	326	92.82
African-American	93	73.69	108	66.77	98	62.06	83	48.93	98	53.20	83	47.18
Asian	17	NA	17	NA	8	NA	20	NA	8	NA	20	NA
Hispanic	17	NA	24	NA	18	NA	19	NA	18	NA	19	NA
Free/Red Lunch	140	78.44	118	67.23	117	56.17	118	52.97	117	51.86	118	53.83
Non-Free/Red Lunch	362	102.24	400	93.76	368	90.08	343	97.44	368	87.82	343	91.79
Limited English	14	NA	10	NA	22	NA	8	NA	22	NA	8	NA
Non-Limited English	488	96.89	501	89.08	463	83.93	453	86.94	463	81.36	453	83.31
Disability	49	59.72	59	54.19	31	52.04	47	45.26	31	46.75	47	50.24
Non-Disability	453	99.49	459	92.03	454	83.94	414	90.70	454	81.35	414	85.68
Migrant	1	NA	NA	NA	2	NA	NA	NA	2	NA	NA	NA
Non-Migrant	501	95.60	518	87.71	483	82.06	461	86.06	483	79.35	461	82.06
Female	248	100.43	264	94.78	256	79.52	225	87.51	256	75.00	225	80.29
Male	254	90.89	254	80.36	229	84.57	236	84.68	229	83.78	236	83.75
Percentage Tested	507	99.01	520	99.62	486	99.79	461	100.00	486	99.79	461	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