

# SCHOOL REPORT CARD

for the 2009-2010 school year



## Maxwell Spanish Immersion Elem School

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**School Enrollment: 529**

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### Our School Council

Nadxii Alquicira

Jorge Medina

Claire Troyer

Heather Bell

Ray Smith

Leyda Vasquez

**Dear Parents/Guardians:** This report card for the 2009-2010 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

**About Our School:** As an International Spanish Academy, Maxwell Escuela de Inmersión en Español is a Spanish Immersion school utilizing a partial-immersion model where students spend one half of their day in the target language and the other half in English. Social Studies content is integrated into Language Arts instruction that is taught in English. Math and Science are taught in Spanish. There are four goals of the Spanish Immersion Program: Functional proficiency in the second language where children are able to communicate in the target language on topics appropriate to their age level; Mastery of requisite subject area skills and core-content material; Cross-cultural understanding; and Achievement in English Language Arts comparable to or surpassing achievement of students in English-only programs. We strive to provide a program that ensures our students become critical, independent thinkers; lifelong learners; and active, responsible citizens through meaningful, focused instruction at all levels.

**How We Ensure Educational Equity:** Educational Equity remains a major focus of our Consolidated Plan, which outlines interventions and strategies for addressing the needs of students determined by achievement data and allows our teachers to participate in Professional Development sessions focused on intervention strategies and culturally responsive teaching approaches. We continue to explore new methods for identifying gifted and talented students and enhance the connection between our feeder schools. Our administration team works closely with classroom teachers to monitor student progress in all areas to identify areas of concern and promote student growth. We have implemented a school-wide discipline plan that ensures an organized and safe environment for all students. Maxwell's council has been proactive in writing and monitoring policies and committing resources to ensure "Proficiency for All." SBDM committees have been restructured and opportunities have been created to increase parent/community involvement.

# School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading						Mathematics						Science			Other Academic Indicators					
	Percent Tested			Percent Proficient & Distinguished			Percent Tested			Percent Proficient & Distinguished			Percent Tested			Proficient & Distinguished % (Novice %) Elem. And Middle			Graduation Rate (High School)		
	Goal 95%			Goal 73.64%			Goal 95%			Goal 61.23%						Goal 86.75%					
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100	99.71	99.92	93.45	77.75	71.86	100	99.71	99.92	94.32	73.39	64.14	100	99.57	99.91	81.65 (0.30)	65.20 (5.79)	56.88 (8.23)		83.56	83.92
African-American		99.49	99.83	86.44	62.76	53.79		99.49	99.83	83.05	55.19	41.79		99.32	99.82						
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00						
Asian/Pacific Islander		100	99.98		88.56	79.60		100	99.98		93.97	80.07		100	100.00						
Hispanic		99.67	99.85		65.38	65.19		99.67	99.85		64.74	57.86		99.83	99.92						
White	100	99.8	99.93	96.55	85.05	74.37	100	99.8	99.93	98.28	80.66	67.08		99.64	99.92						
Students with Disabilities		99.54	99.89		51.54	48.69		99.54	99.89		47.96	43.41		99.12	99.87						
Limited English Proficiency		99.91	99.97		62.78	58.25		99.91	99.97		59.92	45.31		100	100.00						
Economically Disadvantaged		99.7	99.91	89.09	65.53	63.45		99.7	99.91	90.91	60.78	55.35		99.65	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	100	99.7	99.91	91.45	73.23	66.59	100	99.7	99.91	96.58	72.33	63.04		99.43	99.88						
Female	100	99.71	99.93	95.54	82.41	77.45	100	99.71	99.93	91.96	74.49	65.32		99.71	99.94						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02	N/A	N/A	N/A
2002-03	Y	Y	Y
2003-04	Y	Y	Y
2004-05	Y	Y	Y
2005-06	Y	Y	Y
2006-07	Y	Y	Y
2007-08	Y	Y	Y
2008-09	Y	Y	Y
2009-10	Y	Y	Y
2010-11			
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04	N	
2004-05	N	
2005-06	N	
2006-07	N	
2007-08	N	
2008-09	N	
2009-10	N	
2010-11	N	
2011-12		
2012-13		
2013-14		
2014-15		

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

**NCLB Consequences (Title I)**

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

**State Assistance (Non-Title I)**

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description “Eligible for State Assistance” will appear in the Consequences, School Status column, followed by the number “1” or “2” indicating the number of years eligible.

# How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 3 - Reading					2009-2010		
Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	4	44	52	96.34	81.95	76.42
	2009-2010	100	0	13	55	32	86.9	81.33	76.74
African-American	2008-2009	100	0	20	47	33	80	68.26	57.88
	2009-2010	100	0	21	64	15	78.79	71.74	58.8
American Indian/ Native Alaskan	2008-2009							--	77.63
	2009-2010							--	55.93
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	93.07	84.38
	2009-2010	--	--	--	--	--	--	88.07	81.29
Hispanic	2008-2009	100	0	0	45	55	100	68.11	67.79
	2009-2010	100	0	20	60	20	80	65.77	68.72
White	2008-2009	100	0	0	39	61	100	88.85	79.08
	2009-2010	100	0	6	36	58	93.94	88.41	79.54
Students with Disabilities	2008-2009	--	--	--	--	--	--	62.05	58.49
	2009-2010	--	--	--	--	--	--	62.59	60.02
Limited English Proficiency	2008-2009	--	--	--	--	--	--	64.26	59.48
	2009-2010	--	--	--	--	--	--	61.56	57.41
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	70.16	68.97
	2009-2010	100	0	17	66	17	82.76	71.6	69.58
Migrant	2008-2009							53.85	71.71
	2009-2010							78.57	66.48
Male	2008-2009	100	0	5	49	46	94.59	78.64	73.81
	2009-2010	100	0	14	54	32	86	79.4	74.17
Female	2008-2009	100	0	2	40	58	97.78	85.28	79.21
	2009-2010	100	0	12	56	32	88.24	83.43	79.46

# School Assessment

# Grade 4 - Reading

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	7	55	39	93.33	80.58	74.17
	2009-2010	100	0	1	38	61	98.61	85.71	79.34
African-American	2008-2009	100	0	21	71	7	78.57	64.57	55.77
	2009-2010	100	0	0	67	33	100	71.96	62.26
American Indian/ Native Alaskan	2008-2009							--	66.1
	2009-2010							--	74.07
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	93.02	82.19
	2009-2010	--	--	--	--	--	--	91.09	85.02
Hispanic	2008-2009	--	--	--	--	--	--	69.52	67.25
	2009-2010	100	0	8	33	58	91.67	81.47	74.97
White	2008-2009	100	0	4	46	50	95.65	88.35	76.72
	2009-2010	100	0	0	25	75	100	91.46	81.76
Students with Disabilities	2008-2009	--	--	--	--	--	--	60.42	55.87
	2009-2010	--	--	--	--	--	--	65.03	63.22
Limited English Proficiency	2008-2009	--	--	--	--	--	--	68.84	58.4
	2009-2010	--	--	--	--	--	--	70.05	63.19
Economically Disadvantaged	2008-2009	100	0	17	75	8	83.33	68.54	66.15
	2009-2010	100	0	0	82	18	100	76.53	72.89
Migrant	2008-2009							80	64.45
	2009-2010							--	69.59
Male	2008-2009	100	0	11	58	31	88.89	75.86	70.48
	2009-2010	100	0	3	47	50	96.88	82.49	75.45
Female	2008-2009	100	0	3	51	46	97.44	85.46	78.08
	2009-2010	100	0	0	30	70	100	88.95	83.49

# School Assessment

# Grade 5 - Reading

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	3	57	40	96.83	79.13	69.97
	2009-2010	100	0	4	67	29	95.89	82.32	74.36
African-American	2008-2009	100	0	11	78	11	88.89	65.06	54.12
	2009-2010	100	0	7	71	21	92.86	68.68	58.19
American Indian/ Native Alaskan	2008-2009							--	64.62
	2009-2010							--	73.44
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	91.57	78.09
	2009-2010	--	--	--	--	--	--	93.75	80.87
Hispanic	2008-2009	--	--	--	--	--	--	66.81	64.71
	2009-2010	--	--	--	--	--	--	72.6	68.43
White	2008-2009	100	0	0	49	51	100	85.59	72.17
	2009-2010	100	0	5	65	30	95.35	88.32	76.62
Students with Disabilities	2008-2009	--	--	--	--	--	--	55.67	46.63
	2009-2010	--	--	--	--	--	--	63.14	54.01
Limited English Proficiency	2008-2009							44.72	47.19
	2009-2010	--	--	--	--	--	--	63.58	50.74
Economically Disadvantaged	2008-2009	100	0	7	73	20	93.33	66.86	60.81
	2009-2010	100	0	7	73	20	93.33	71.48	66.71
Migrant	2008-2009							61.54	55.44
	2009-2010							60	62.36
Male	2008-2009	100	0	3	66	31	96.88	75.11	64.58
	2009-2010	100	0	6	80	14	94.29	77.23	69.38
Female	2008-2009	100	0	3	48	48	96.77	83.42	75.57
	2009-2010	100	0	3	55	42	97.37	87.51	79.62

# School Assessment

# Grade 3 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	4	17	79	96.34	82.47	74.47
	2009-2010	100	0	5	35	61	95.24	84.28	76.31
African-American	2008-2009	100	0	13	47	40	86.67	69.57	54.69
	2009-2010	100	0	12	42	45	87.88	74.35	56.53
American Indian/ Native Alaskan	2008-2009							--	71.05
	2009-2010							--	59.32
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	95.05	86.18
	2009-2010	--	--	--	--	--	--	92.66	85.76
Hispanic	2008-2009	100	0	0	18	82	100	70.87	64.29
	2009-2010	100	0	0	40	60	100	74.7	69.57
White	2008-2009	100	0	2	7	91	97.83	89.1	77.38
	2009-2010	100	0	0	24	76	100	90.39	79.23
Students with Disabilities	2008-2009	--	--	--	--	--	--	61.5	53.93
	2009-2010	--	--	--	--	--	--	63.59	55.86
Limited English Proficiency	2008-2009	--	--	--	--	--	--	69.88	59.48
	2009-2010	--	--	--	--	--	--	72.64	62.36
Economically Disadvantaged	2008-2009	--	--	--	--	--	--	71.18	66.36
	2009-2010	100	0	7	45	48	93.1	75.34	69.29
Migrant	2008-2009							61.54	69.74
	2009-2010							64.29	68.13
Male	2008-2009	100	0	8	14	78	91.89	82.48	74.26
	2009-2010	100	0	2	36	62	98	83.9	75.68
Female	2008-2009	100	0	0	20	80	100	82.45	74.69
	2009-2010	100	0	9	32	59	91.18	84.7	76.97

# School Assessment

# Grade 4 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	1	5	45	48	93.33	81.4	71.35
	2009-2010	100	0	7	25	68	93.06	83.33	74.88
African-American	2008-2009	100	7	7	57	29	85.71	64.11	53.26
	2009-2010	100	0	25	33	42	75	68.4	53.2
American Indian/ Native Alaskan	2008-2009							--	52.54
	2009-2010							--	70.37
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	97.67	83.99
	2009-2010	--	--	--	--	--	--	97.03	85.33
Hispanic	2008-2009	--	--	--	--	--	--	73.33	64.59
	2009-2010	100	0	0	42	58	100	76.06	67.57
White	2008-2009	100	0	7	39	54	93.48	88.92	73.81
	2009-2010	100	0	3	18	80	97.5	89.75	77.99
Students with Disabilities	2008-2009	--	--	--	--	--	--	60.69	50.91
	2009-2010	--	--	--	--	--	--	61.27	55.02
Limited English Proficiency	2008-2009	--	--	--	--	--	--	72.36	58.49
	2009-2010	--	--	--	--	--	--	66.5	56.83
Economically Disadvantaged	2008-2009	100	0	8	75	17	91.67	70.58	62.63
	2009-2010	100	0	9	36	55	90.91	72.5	67.09
Migrant	2008-2009							70	63.79
	2009-2010							--	58.11
Male	2008-2009	100	3	6	44	47	91.67	80.48	71.04
	2009-2010	100	0	6	25	69	93.75	83.23	74.55
Female	2008-2009	100	0	5	46	49	94.87	82.34	71.67
	2009-2010	100	0	8	25	68	92.5	83.42	75.24

# School Assessment

# Grade 5 - Mathematics

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	2	25	73	98.41	77.14	64.93
	2009-2010	100	1	4	37	58	94.52	80.32	67.57
African-American	2008-2009	100	0	6	22	72	94.44	57.97	44.85
	2009-2010	100	7	14	43	36	78.57	63.69	46.43
American Indian/ Native Alaskan	2008-2009							--	67.69
	2009-2010							--	60.94
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	96.39	81.47
	2009-2010	--	--	--	--	--	--	96.88	83.39
Hispanic	2008-2009	--	--	--	--	--	--	70.59	60.76
	2009-2010	--	--	--	--	--	--	73.97	59.87
White	2008-2009	100	0	0	23	77	100	84.77	67.49
	2009-2010	100	0	2	23	74	97.67	86.91	70.47
Students with Disabilities	2008-2009	--	--	--	--	--	--	52.77	42.69
	2009-2010	--	--	--	--	--	--	54.47	45.31
Limited English Proficiency	2008-2009							48.78	45.87
	2009-2010	--	--	--	--	--	--	62.25	44.01
Economically Disadvantaged	2008-2009	100	0	7	33	60	93.33	63.46	54.96
	2009-2010	100	0	13	60	27	86.67	67.93	58.25
Migrant	2008-2009							61.54	55.44
	2009-2010							70	54.49
Male	2008-2009	100	0	3	19	78	96.88	76.64	64.23
	2009-2010	100	3	0	40	57	97.14	79.18	66.75
Female	2008-2009	100	0	0	32	68	100	77.67	65.65
	2009-2010	100	0	8	34	58	92.11	81.48	68.45

# School Assessment

# Grade 4 - Science

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	1	9	53	36	89.33	77.85	70
	2009-2010	100	0	17	31	53	83.33	78.85	70.42
African-American	2008-2009	100	0	21	64	14	78.57	56.6	43
	2009-2010	100	0	58	17	25	41.67	59.16	44.74
American Indian/ Native Alaskan	2008-2009							--	67.8
	2009-2010							--	71.6
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	94.19	74.1
	2009-2010	--	--	--	--	--	--	90.1	74.74
Hispanic	2008-2009	--	--	--	--	--	--	64.29	57.36
	2009-2010	100	0	17	50	33	83.33	71.04	59.69
White	2008-2009	100	2	4	50	43	93.48	87.73	73.94
	2009-2010	100	0	5	28	68	95	87.52	74.35
Students with Disabilities	2008-2009	--	--	--	--	--	--	57.78	52.61
	2009-2010	--	--	--	--	--	--	60.69	53.12
Limited English Proficiency	2008-2009	--	--	--	--	--	--	59.8	46.46
	2009-2010	--	--	--	--	--	--	58.88	45.46
Economically Disadvantaged	2008-2009	100	0	25	67	8	75	63.73	60.58
	2009-2010	100	0	36	45	18	63.64	66.62	61.69
Migrant	2008-2009							60	58.47
	2009-2010							--	50.68
Male	2008-2009	100	3	8	56	33	88.89	77.84	70.39
	2009-2010	100	0	22	25	53	78.13	79.66	71.04
Female	2008-2009	100	0	10	51	38	89.74	77.85	69.58
	2009-2010	100	0	13	35	53	87.5	78.04	69.76

# School Assessment

# Grade 5 - Social Studies

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	2	3	49	46	95.24	72.81	61.03
	2009-2010	100	1	21	52	26	78.08	67.3	55.59
African-American	2008-2009	100	6	6	67	22	88.89	53.78	40.29
	2009-2010	100	0	57	43	0	42.86	46.14	33.71
American Indian/ Native Alaskan	2008-2009							--	63.08
	2009-2010							--	45.31
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	90.36	69.52
	2009-2010	--	--	--	--	--	--	85.42	66.78
Hispanic	2008-2009	--	--	--	--	--	--	55.46	53.49
	2009-2010	--	--	--	--	--	--	50.23	44.28
White	2008-2009	100	0	3	43	54	97.14	82.02	64.01
	2009-2010	100	0	12	49	40	88.37	77.55	58.84
Students with Disabilities	2008-2009	--	--	--	--	--	--	50.4	41.39
	2009-2010	--	--	--	--	--	--	43.36	35.7
Limited English Proficiency	2008-2009							39.84	34.1
	2009-2010	--	--	--	--	--	--	34.44	26.91
Economically Disadvantaged	2008-2009	100	7	0	67	27	93.33	55.98	49.68
	2009-2010	100	7	27	60	7	66.67	49.85	44.71
Migrant	2008-2009							46.15	42.31
	2009-2010							60	43.26
Male	2008-2009	100	3	3	50	44	93.75	72.77	61.22
	2009-2010	100	0	14	63	23	85.71	67.65	56.55
Female	2008-2009	100	0	3	48	48	96.77	72.84	60.84
	2009-2010	100	3	26	42	29	71.05	66.94	54.58

# School Assessment

# Grade 5 - Writing On-Demand

# 2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	0	13	67	21	87.3	66.14	55.37
	2009-2010	100	0	16	55	29	83.56	67.7	59.08
African-American	2008-2009	100	0	17	67	17	83.33	53.3	44.76
	2009-2010	100	0	21	57	21	78.57	55.37	45.47
American Indian/ Native Alaskan	2008-2009							--	50.77
	2009-2010							--	53.13
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	87.95	73.31
	2009-2010	--	--	--	--	--	--	84.38	70.3
Hispanic	2008-2009	--	--	--	--	--	--	50.42	50.24
	2009-2010	--	--	--	--	--	--	56.62	51.57
White	2008-2009	100	0	11	66	23	88.57	72.68	56.77
	2009-2010	100	0	14	51	35	86.05	74.25	61.05
Students with Disabilities	2008-2009	--	--	--	--	--	--	36.41	31.95
	2009-2010	--	--	--	--	--	--	38.21	34.13
Limited English Proficiency	2008-2009							29.27	34.87
	2009-2010	--	--	--	--	--	--	41.06	34.66
Economically Disadvantaged	2008-2009	100	0	20	67	13	80	50.91	45.24
	2009-2010	100	0	27	53	20	73.33	53.86	49.94
Migrant	2008-2009							46.15	42.66
	2009-2010							40	39.33
Male	2008-2009	100	0	19	69	13	81.25	58.91	46.01
	2009-2010	100	0	29	63	9	71.43	58.79	49.96
Female	2008-2009	100	0	6	65	29	93.55	73.85	65.09
	2009-2010	100	0	5	47	47	94.74	76.78	68.72

**Norm-Referenced Test:** The ITBS scores are not part of state or federal accountability. The assessment is for diagnostic purposes only. The school and district scores are reported publicly using national percentiles (Percentile Rank of Average Standard Score: National Student Norms). Each national percentile shows a student's performance compared to other students who took the assessment at the same grade level and same time period—fall, mid-spring, or spring as compared to the 2005 norming group.

Norm-Referenced Test (NRT)				Iowa Tests of Basic Skills			
Scores Reported in National Percentiles							
Reading				Mathematics			
Grade	School	District	State	Grade	School	District	State
3	75	67	62	3	69	66	60
4	79	61	57	4	82	66	56
5	74	59	55	5	71	64	53
6		51	46	6		51	43
7		58	51	7		57	51

**Other Measures:** The third component of the Kentucky Testing System 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 2008-2009 school year.

	Attendance Rate	Retention Rate
School	95.9%	0.0%
District	93.9%	3.6%
State	94.2%	2.8%

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

**NAEP:** The National Assessment of Educational Progress (NAEP) is also known as "the Nation's Report Card". NAEP has been conducting assessments since 1969 and is the only national assessment of what "America's students know and can do" in various subject areas. NAEP does not report scores for individual students or schools. NAEP bases its results on a sample of students and provides data at the state and national level.

Grade 4	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	32%	35%	25%	8%
Mathematics	21%	49%	27%	3%

Grade 4	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	52%	54%
Mathematics	42%	65%

## 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:**

Safety is a priority at Maxwell. All doors are locked and a bell entry system is utilized. Visitors must sign in at the office and are given an identification badge. Students are supervised in all areas of the building, including the playground. The school has an emergency management plan that addresses safety codes and various emergencies. The staff reviews the management plan on a regular basis to ensure that emergency procedures are well identified and understood.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$6,272	15.0:1	100.0%	3.2:1
District	\$11,608	14.0:1	84.4%	2.8:1
State	\$10,742	15.0:1	76.6%	2.7:1

## How We Use Technology To Teach:

Through the schools network, all computers have access to the Internet allowing an opportunity for electronic research, communication, and publishing to take place from any location in the building. The addition of an Instructional Media class ensures all of our students receive direct instruction on how to use computers to enhance each student's educational experience. Teachers work with the Instructional Media teacher to plan and implement in-class activities. Many of our teachers have participated in special technology projects to enhance their use of the technology in the classroom.

## 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	529	87	14	1,361

## 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	2.6%	1.0%	1.1%
% 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%	0.8%	1.7%
Average Years of Teaching Experience	10.2	11.5	11.7
Number of Teachers certified by the National Board for Professional Standards	4	110	1,704

	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	26.3%	63.2%	10.5%	0.0%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** Every year students are given the opportunity to participate in a variety of performance-based activities including the PTA Reflections contest, district Science Fair and the Young Authors contest. Students involved in Reflections are given the chance to submit original artwork, photography, literature, dances and music. Also, we compete annually in the Battle of the Books, Academic Team, and STLP contests. Students meet weekly to prepare for these competitions.

**Extracurricular Activities:** Extracurricular activities at Maxwell enhance our academic program and include Student Technology Leadership Program, Battle of the Books, Academic Team, Academic Challenge, Morning News Show, and Chorus. Students have an opportunity to choose the clubs they would like to attend. Students try out to be a part of the Academic Team and Battle of the Books teams. Fayette Co. Parks and Rec. provides an after-school program that serves nearly 200 students.

**Awards & Recognitions:** International Spanish Academy; 2004-2010 Pacesetter School; Four National Board Certified Teachers; Kentucky Proficiency School for 2004-05, 2006-07 through 2009-10; Kids Helping Kids Award; Fayette County Century School 2005, 2007 - 10; STLP Gold Award 2005-2010; Fayette Education Foundation Award for narrowing achievement gaps; Superintendent's Award for double-digit gains on CATS scores; Elite WasteBuster School

**What We Are Doing To Improve:** Maxwell's faculty constantly reviews our curriculum to ensure that we not only meet the requirements for core content, but that we specifically address the areas for growth and proficiency identified by various assessments. Teachers meet weekly for planning with administrators to discuss and share different teaching strategies. Beyond the classroom, we have implemented extracurricular programs and intervention teachers to tutor targeted students in Reading and Math.

**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.

