

SCHOOL REPORT CARD

for the 2009-2010 school year



Southern Middle School

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School Enrollment: 636

Our School Council

Ginger Banks
Holly Clark
Jane Dreidame
Steve Gerken
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Chase Smith

Charlotte Buckner
Frank Coffey
Jana Fields
Kelli Miller
Mark Shearer
Alicia Swanner

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: Southern Middle School's mission is to build the foundation for future life experiences. Everyone works cooperatively to ensure that our students are educated in a safe and caring environment. SMS classes emphasize subject content, personal development, and essential skills. Language arts and math classes implement the CollegeBoard SpringBoard curriculum. SMS teachers incorporate differentiated instruction. Students with high aptitude in math are offered an upper level math course at all grade levels. Academic Enhancement is offered to students identified as gifted and talented. Special needs students are also provided a variety of services. Students have the opportunity to study two foreign languages. All students experience a wide variety of exploratory classes: art, band, business education, E-news, chorus, general music, health, physical education, orchestra, speech and drama, and technology education.

How We Ensure Educational Equity: Southern Middle School provides appropriate and challenging instructional opportunities that meet the needs of all our students. Students have access to all classes. School objectives focus on providing instruction in the area of literacy to ensure that all students are reading at or above grade level. Math and Reading Lab classes are provided in the Exploratory rotation to give students the opportunity to further develop and enhance math and literacy skills. Emphasis is placed on instructional strategies that take into consideration the needs of diverse learners. Materials selected for use in the classroom reflect a multi-cultural perspective. Also, the CollegeBoard SpringBoard curriculum meets the needs of students with different learning styles.

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 72.8%			Goal 95%			Goal 58.25%						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	75.28	77.75	71.86	100	99.71	99.92	69.98	73.39	64.14	100	99.57	99.91	58.45 (7.28)	65.20 (5.79)	56.88 (8.23)		83.56	83.92
African-American	100	99.49	99.83	60.68	62.76	53.79	100	99.49	99.83	47.86	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	82.48	85.05	74.37	100	99.8	99.93	78.1	80.66	67.08	100	99.64	99.92						
Students with Disabilities	100	99.54	99.89	34.62	51.54	48.69	100	99.54	99.89	26.92	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	100	99.7	99.91	60.74	65.53	63.45	100	99.7	99.91	54.44	60.78	55.35	100	99.65	99.90						
Migrant			100.00			59.38			100.00			53.96		100.00							
Male	100	99.7	99.91	66.96	73.23	66.59	100	99.7	99.91	67.55	72.33	63.04	100	99.43	99.88						
Female	100	99.71	99.93	85.21	82.41	77.45	100	99.71	99.93	72.89	74.49	65.32	100	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	N	N	N
2003-04	N	Y	N
2004-05	N	Y	N
2005-06	N	N	N
2006-07	N	N	N
2007-08	N	Y	N
2008-09	S	Y	Y
2009-10	N	N	N
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 6 - 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	4	17	48	32	79.41	76.09	68.11
	2009-2010	100	8	22	44	26	70.22	77.21	70.01
African-American	2008-2009	100	5	24	47	24	71.05	60.38	47.83
	2009-2010	100	9	37	34	20	54.29	60.48	50.36
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	57.63
	2009-2010							--	71.62
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	86.73	77.22
	2009-2010	--	--	--	--	--	--	89.89	77.4
Hispanic	2008-2009	100	14	21	36	29	64.29	56.12	59.81
	2009-2010	100	23	23	45	9	54.55	64.98	61.34
White	2008-2009	100	1	14	50	35	84.89	84.32	70.99
	2009-2010	100	4	19	47	31	77.33	84.97	72.88
Students with Disabilities	2008-2009	100	22	44	30	4	33.33	45.54	39.87
	2009-2010	100	13	60	27	0	26.67	45.85	43.85
Limited English Proficiency	2008-2009	--	--	--	--	--	--	26.8	37.64
	2009-2010	100	55	45	0	0	0	32.32	34.22
Economically Disadvantaged	2008-2009	100	8	19	52	20	72.73	60.77	57.86
	2009-2010	100	13	32	37	17	54.29	64.38	60.78
Migrant	2008-2009							40	50.24
	2009-2010	--	--	--	--	--	--	45.45	56.18
Male	2008-2009	100	5	17	53	25	78.07	70.56	62.04
	2009-2010	100	11	30	46	13	58.82	71.01	64.22
Female	2008-2009	100	2	17	41	40	81.11	81.57	74.62
	2009-2010	100	4	13	42	42	83.02	83.83	76.04

School Assessment

Grade 7 - 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	5	25	52	19	70.33	69.35	64.66
	2009-2010	100	4	17	58	21	79.17	77.16	69.22
African-American	2008-2009	100	14	36	41	9	50	52.48	45.26
	2009-2010	100	3	24	59	14	72.97	61.41	49.07
American Indian/ Native Alaskan	2008-2009							--	63.77
	2009-2010	--	--	--	--	--	--	--	56.34
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	82.61	75.52
	2009-2010	--	--	--	--	--	--	89	79.1
Hispanic	2008-2009	100	0	33	42	25	66.67	53	56.94
	2009-2010	100	20	20	47	13	60	62.63	61.58
White	2008-2009	100	3	19	56	22	78.15	77.99	67.3
	2009-2010	100	2	14	61	23	83.78	84.4	71.96
Students with Disabilities	2008-2009	100	12	36	40	12	52	40.48	34.72
	2009-2010	100	17	29	54	0	54.17	43.52	41.5
Limited English Proficiency	2008-2009	--	--	--	--	--	--	36.73	32.59
	2009-2010	--	--	--	--	--	--	40.22	35.79
Economically Disadvantaged	2008-2009	100	11	37	38	14	52.05	54.75	54.51
	2009-2010	100	5	26	57	12	68.82	61.57	59.42
Migrant	2008-2009							50	48.94
	2009-2010							61.11	54.21
Male	2008-2009	100	7	33	49	10	59.79	61.71	57.27
	2009-2010	100	4	21	56	19	74.8	71.7	63.07
Female	2008-2009	100	2	15	54	28	82.35	77.7	72.69
	2009-2010	100	3	12	61	24	84.95	82.61	75.8

School Assessment

Grade 8 - 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	6	18	59	17	75.8	74.8	68.05
	2009-2010	100	3	20	50	27	76.92	75.26	71.41
African-American	2008-2009	100	6	26	60	9	68.57	61.64	52.24
	2009-2010	100	7	38	33	22	55.56	58.6	53.29
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	75.38
	2009-2010							--	65.33
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	88.3	79.16
	2009-2010	--	--	--	--	--	--	86.49	80.75
Hispanic	2008-2009	--	--	--	--	--	--	63	60.76
	2009-2010	100	7	33	33	27	60	62.33	66.22
White	2008-2009	100	6	18	57	19	76.19	81.01	70.23
	2009-2010	100	2	11	61	27	87.61	83.61	73.77
Students with Disabilities	2008-2009	100	17	42	38	4	41.67	44.78	35.55
	2009-2010	100	17	58	25	0	25	44.58	41.93
Limited English Proficiency	2008-2009	--	--	--	--	--	--	36.99	33.18
	2009-2010	--	--	--	--	--	--	39.77	38.85
Economically Disadvantaged	2008-2009	100	11	25	56	7	63.64	61.47	57.94
	2009-2010	100	7	33	39	21	59.72	59.84	62.1
Migrant	2008-2009							69.23	51.08
	2009-2010							54.55	63.93
Male	2008-2009	100	10	21	59	10	68.89	67.6	61.04
	2009-2010	100	3	30	56	11	67.01	68.88	64.63
Female	2008-2009	100	0	15	58	27	85.07	82.41	75.52
	2009-2010	100	4	8	44	45	88.24	82.13	78.72

School Assessment

Grade 6 - 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	7	13	36	44	79.9	76.21	64.92
	2009-2010	100	12	24	32	32	64.44	75.63	67.84
African-American	2008-2009	100	13	18	45	24	68.42	59.18	41.97
	2009-2010	100	20	37	26	17	42.86	58.56	42.21
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	57.63
	2009-2010							--	74.32
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	96.94	83.67
	2009-2010	--	--	--	--	--	--	95.51	78.72
Hispanic	2008-2009	100	29	7	36	29	64.29	61.73	56.28
	2009-2010	100	36	9	45	9	54.55	66.24	58.75
White	2008-2009	100	2	13	34	51	84.89	83.35	68.01
	2009-2010	100	5	22	33	39	72.67	82.89	71.45
Students with Disabilities	2008-2009	100	26	44	26	4	29.63	43.69	38.97
	2009-2010	100	33	40	23	3	26.67	48.31	44.77
Limited English Proficiency	2008-2009	--	--	--	--	--	--	45.36	42.59
	2009-2010	100	64	27	9	0	9.09	43.43	36.48
Economically Disadvantaged	2008-2009	100	10	18	43	28	71.59	61.63	54.37
	2009-2010	100	21	30	30	20	49.52	62.79	58.33
Migrant	2008-2009							53.33	48.34
	2009-2010	--	--	--	--	--	--	63.64	60.11
Male	2008-2009	100	5	14	34	46	80.7	74.76	63.18
	2009-2010	100	17	24	34	24	58.82	73.27	65.29
Female	2008-2009	100	9	12	38	41	78.89	77.64	66.78
	2009-2010	100	7	23	29	42	70.75	78.15	70.49

School Assessment

Grade 7 - 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	7	16	35	42	76.37	69.42	62.8
	2009-2010	100	5	17	41	38	78.7	73.96	63.64
African-American	2008-2009	100	14	23	45	18	63.64	49.38	39.64
	2009-2010	100	5	35	30	30	59.46	55.06	38.6
American Indian/ Native Alaskan	2008-2009							--	57.97
	2009-2010	--	--	--	--	--	--	--	53.52
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	94.2	81.8
	2009-2010	--	--	--	--	--	--	95	80.04
Hispanic	2008-2009	100	17	25	42	17	58.33	54.84	54.81
	2009-2010	100	27	13	47	13	60	61.62	54.34
White	2008-2009	100	4	13	31	51	82.35	78.95	65.89
	2009-2010	100	3	14	42	42	83.78	81.36	67.08
Students with Disabilities	2008-2009	100	32	16	28	24	52	41.8	34.1
	2009-2010	100	25	33	33	8	41.67	45.68	40.09
Limited English Proficiency	2008-2009	--	--	--	--	--	--	45.92	37.52
	2009-2010	--	--	--	--	--	--	53.26	33.68
Economically Disadvantaged	2008-2009	100	16	29	37	18	54.79	52.29	51.43
	2009-2010	100	8	23	45	25	69.89	58.77	52.72
Migrant	2008-2009							40	46.81
	2009-2010							50	53.74
Male	2008-2009	100	10	14	36	39	75.26	67.16	60.28
	2009-2010	100	4	15	41	40	81.3	72.4	61.62
Female	2008-2009	100	4	19	33	45	77.65	71.9	65.54
	2009-2010	100	5	19	40	35	75.27	75.51	65.79

School Assessment

Grade 8 - 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	10	23	32	35	66.88	63.22	55.16
	2009-2010	100	11	23	41	25	66.48	62.54	55.62
African-American	2008-2009	100	14	29	46	11	57.14	43.34	31.53
	2009-2010	100	20	38	31	11	42.22	38.69	31.29
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	61.54
	2009-2010							--	49.33
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	91.49	77.05
	2009-2010	--	--	--	--	--	--	91.89	73.61
Hispanic	2008-2009	--	--	--	--	--	--	46	46.25
	2009-2010	100	27	33	33	7	40	44.84	47.15
White	2008-2009	100	10	21	30	40	69.52	72.63	58.34
	2009-2010	100	6	16	46	32	77.88	73.81	58.83
Students with Disabilities	2008-2009	100	25	50	17	8	25	32.32	28.25
	2009-2010	100	54	33	8	4	12.5	31.02	32.52
Limited English Proficiency	2008-2009	--	--	--	--	--	--	39.73	27.25
	2009-2010	--	--	--	--	--	--	36.36	25.96
Economically Disadvantaged	2008-2009	100	15	33	38	15	52.73	44.59	43.1
	2009-2010	100	21	38	29	13	41.67	42.3	44.04
Migrant	2008-2009							38.46	37.41
	2009-2010							27.27	46.45
Male	2008-2009	100	14	28	30	28	57.78	59.47	53.14
	2009-2010	100	13	26	40	21	60.82	61.4	55.1
Female	2008-2009	100	4	16	34	45	79.1	67.17	57.31
	2009-2010	100	8	19	42	31	72.94	63.77	56.18

School Assessment

Grade 7 - 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	8	27	42	23	64.84	65.5	62.73
	2009-2010	100	7	24	45	24	69.44	65.05	57.03
African-American	2008-2009	100	16	39	39	7	45.45	42.55	34.33
	2009-2010	100	8	32	51	8	59.46	39.79	25.95
American Indian/ Native Alaskan	2008-2009							--	56.52
	2009-2010	--	--	--	--	--	--	--	43.66
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	82.61	71.13
	2009-2010	--	--	--	--	--	--	85	68.93
Hispanic	2008-2009	100	0	67	17	17	33.33	48.85	49.14
	2009-2010	100	33	33	20	13	33.33	48.99	43.62
White	2008-2009	100	6	19	46	29	74.79	77.03	66.77
	2009-2010	100	4	20	47	28	75.68	75.71	61.53
Students with Disabilities	2008-2009	100	24	24	36	16	52	40.48	37.77
	2009-2010	100	21	42	29	8	37.5	32.72	34.23
Limited English Proficiency	2008-2009	--	--	--	--	--	--	31.63	26.01
	2009-2010	--	--	--	--	--	--	31.52	21.5
Economically Disadvantaged	2008-2009	100	15	45	33	7	39.73	47.18	51.47
	2009-2010	100	10	29	49	12	61.29	45.03	45.23
Migrant	2008-2009							60	48.94
	2009-2010							50	46.73
Male	2008-2009	100	9	24	41	26	67.01	65.54	63.36
	2009-2010	100	6	22	48	24	72.36	66.15	59.26
Female	2008-2009	100	6	32	44	19	62.35	65.46	62.04
	2009-2010	100	9	26	42	24	65.59	63.96	54.63

School Assessment

Grade 8 - 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	11	15	45	29	73.89	63.32	55.83
	2009-2010	100	8	32	46	14	59.34	60.59	56.29
African-American	2008-2009	100	11	26	49	14	62.86	42.05	33.05
	2009-2010	100	20	47	29	4	33.33	34.08	30.47
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	67.69
	2009-2010							--	48
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	88.3	70.53
	2009-2010	--	--	--	--	--	--	83.78	69.84
Hispanic	2008-2009	--	--	--	--	--	--	37	43.59
	2009-2010	100	27	40	20	13	33.33	42.15	45.73
White	2008-2009	100	11	11	43	34	77.14	74.2	59.03
	2009-2010	100	2	27	54	18	71.68	73.15	59.8
Students with Disabilities	2008-2009	100	29	29	33	8	41.67	37.84	30.87
	2009-2010	100	33	50	17	0	16.67	33.13	31.64
Limited English Proficiency	2008-2009	--	--	--	--	--	--	19.18	20.24
	2009-2010	--	--	--	--	--	--	18.18	20.73
Economically Disadvantaged	2008-2009	100	20	24	42	15	56.36	41.01	42.9
	2009-2010	100	15	50	29	6	34.72	37.67	44.58
Migrant	2008-2009							23.08	38.85
	2009-2010							18.18	46.99
Male	2008-2009	100	18	16	46	21	66.67	61.67	55.55
	2009-2010	100	11	32	46	10	56.7	59.06	54.37
Female	2008-2009	100	3	13	45	39	83.58	65.07	56.13
	2009-2010	100	5	33	45	18	62.35	62.23	58.36

School Assessment

Grade 8 - 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	5	43	46	6	52.23	54.93	42.08
	2009-2010	100	8	47	38	7	44.51	50.68	42.35
African-American	2008-2009	100	6	60	31	3	34.29	38.36	28.34
	2009-2010	100	16	53	27	4	31.11	34.87	27.5
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	55.38
	2009-2010							--	42.67
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	78.72	63.58
	2009-2010	--	--	--	--	--	--	74.32	59.72
Hispanic	2008-2009	--	--	--	--	--	--	32.5	33.44
	2009-2010	100	13	60	20	7	26.67	35.43	35.84
White	2008-2009	100	5	39	48	9	56.19	63.59	43.88
	2009-2010	100	5	45	42	7	49.56	58.13	44.22
Students with Disabilities	2008-2009	100	17	54	25	4	29.17	25	17.55
	2009-2010	100	38	58	4	0	4.17	18.98	18.65
Limited English Proficiency	2008-2009	--	--	--	--	--	--	19.18	14.31
	2009-2010	--	--	--	--	--	--	23.86	16.55
Economically Disadvantaged	2008-2009	100	7	56	35	2	36.36	37.24	30.98
	2009-2010	100	13	61	22	4	26.39	32.95	32.32
Migrant	2008-2009							46.15	26.62
	2009-2010							9.09	32.79
Male	2008-2009	100	9	51	36	4	40	45.66	32.56
	2009-2010	100	12	59	25	4	28.87	38.82	31.04
Female	2008-2009	100	0	31	60	9	68.66	64.73	52.23
	2009-2010	100	4	34	53	9	62.35	63.44	54.55

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		67	62	3		66	60
4		61	57	4		66	56
5		59	55	5		64	53
6	49	51	46	6	46	51	43
7	61	58	51	7	60	57	51

EXPLORE TESTING: 8th grade students in Kentucky are being given the EXPLORE 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 25. 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.

EXPLORE						
	2009			2010		
	School	District	State	School	District	State
Reading	14.3	14.3	13.9	14.1	14.5	14.2
Mathematics	15.4	15.3	14.6	15.8	15.5	14.9
English	14.4	14.6	13.8	13.9	14.5	14.0
Science	16.6	16.4	16.0	16.2	16.5	16.1
Composite	15.3	15.3	14.7	15.1	15.4	14.9

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	Dropout Rate
School	95.0%	1.0%	0.0%
District	93.9%	3.6%	2.4%
State	94.2%	2.8%	2.0%

* 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 8	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	27%	46%	25%	3%
Mathematics	31%	42%	22%	5%

Grade 8	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	84%	89%
Mathematics	51%	82%

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	2	2	0
Weapons Violations	0	0	0

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

SMS has a DARE program and there are classroom presentations on bullying and harrassment. Character education lessons are taught routinely. Students are encouraged to report suspected criminal violations to Crimestoppers in Schools or through Student Concern Reports, which are available in the front office. Southern has lockdown procedures in place and practices those procedures. Our school also has two "Not in My School" boxes where students can drop anonymous tips.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$6,747	14.0:1	98.5%	1.8:1
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:

SMS uses CPS systems, document cameras, LCD projectors, laptops and computers to make learning differentiated and student directed. iSchool courses are interactive and extend instruction beyond class. SMS has a math lab, a general use computer lab, 3 technology resource rooms, a business lab, a technology class, library computers and netbooks. SMS has a technology resource teacher who helps implement technology into instruction. Study Island, Brain Pop, and Explorelearning Gizmos provide students with specific content learning software. MOBI software and flip cameras help produce student work.

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	188	23	10	11,500

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%	1.0%	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	11.7	11.5	11.7
Number of Teachers certified by the National Board for Professional Standards	3	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	20.5%	56.8%	22.7%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: The band at all three grade levels received distinguished ratings at the KMEA District Band Assessment. Also, all SMS band students participating in the KMEA Solo and Ensemble Assessment received distinguished ratings. Chorus also received distinguished ratings at KMEA. The STLP received honorable mention at the State STLP competition. At state competition, 12 TSA members placed first, 33 placed second, and 18 placed third.

Extracurricular Activities: Activities include: Math Team, Academic Team, Student Council, Yearbook, Art Club, Craft Club, Jazz Band, Percussion Ensemble, Groovin' Strings, Explorers Club, Student Technology Leadership Program, and Technology Student Association. Interscholastic sports include cheerleading, dance team, football, volleyball, basketball, and track. Intramural sports, which includes volleyball, basketball, and soccer, are offered before school at various times during the year.

Awards & Recognitions: The All-County Honor Band chose 10% of our band students. STLP won 2 1st place awards at the STEM Fair. Three TSA members came in 8th place at nationals. And, 51 TSA members placed in the top 3 for various regional events. Our Technology teacher was named Technology Teacher of the Year. The Girls' Track team came in second place at the Tates Creek Invitational and at the regional meet. One student broke the female county records for the 100m dash and the 300m hurdles.

What We Are Doing To Improve: SMS efforts focus on closing the achievement gap and raising student achievement in all content areas using differentiated instruction to meet the needs of all students. Students and departments set achievement goals for themselves. Our school provides continuous diagnostic assessments and analysis to monitor student achievement. We are a SpringBoard school and have adjusted our daily schedule to promote maximum learning time.

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.

