

# SCHOOL REPORT CARD

for the 2009-2010 school year



## Henry Clay High School

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**School Enrollment: 2094**

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### Our School Council

Christine Andres	Nicole Bersaglia
Jody Cabble	Walter Cox
Lester Diaz	Joshua Edwards
Amanda Hurley	John Nocht
Carlos Pena	Rick Queen
Rexanne Sarkisian	Lora Thompson

**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:** Henry Clay High School, 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 the Southern Association of Colleges and Schools, Henry Clay offers a diverse curriculum that is linked to student interest, with unique challenges for all students. Our Liberal Arts Academy magnet program provides specialized education for gifted students. 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 membership 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 We Ensure Educational Equity:** The primary goal at HCHS is to support each and every student in a quest to become life-long learners. Our School Improvement Plan, a collaborative effort by all of the school's stakeholders, focuses on improving instructional effectiveness across content areas to ensure student learning and comprehension. Our Professional Learning Communities, groups of teachers who meet to plan instruction and share strategies, help us work toward this goal. With data analysis, we identify areas for improving instruction for all sub-populations and intentionally focus on our gap populations. All stakeholders are regularly updated on our current achievement gap trends. Collaboration with our middle schools and ongoing development of our Pathways initiative continue so that we can offer support to all incoming 9th grade students, especially students considered high-risk. Using administrative walk-throughs helps to ensure rigorous and relevant instruction for all students at all ability levels.

# 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 59.63%			Goal 95%			Goal 59.88%						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	99.5	99.71	99.92	56.89	77.75	71.86	99.5	99.71	99.92	48.89	73.39	64.14	99.39	99.57	99.91		65.20 (5.79)	56.88 (8.23)	90.93	83.56	83.92
African-American	99.52	99.49	99.83	33.03	62.76	53.79	99.52	99.49	99.83	19.39	55.19	41.79	100	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	99.7	99.8	99.93	65.77	85.05	74.37	99.7	99.8	99.93	58.09	80.66	67.08	99.41	99.64	99.92						
Students with Disabilities	100	99.54	99.89	22.22	51.54	48.69	100	99.54	99.89	12.24	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	98.64	99.7	99.91	38.22	65.53	63.45	98.64	99.7	99.91	28.36	60.78	55.35	98.47	99.65	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	99.43	99.7	99.91	51.33	73.23	66.59	99.43	99.7	99.91	47.23	72.33	63.04	99.24	99.43	99.88						
Female	99.58	99.71	99.93	62.7	82.41	77.45	99.58	99.71	99.93	50.88	74.49	65.32	99.56	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	Y	N
2003-04	Y	Y	Y
2004-05	Y	N	N
2005-06	N	N	N
2006-07	Y	Y	Y
2007-08	Y	N	N
2008-09	N	N	N
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	Eligible for State Assistance 1
2010-11	N	Eligible for State Assistance 2
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 10 - 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	99.8	6	25	56	13	69.11	62.85	61.84
	2009-2010	99.6	10	33	49	8	56.89	63.37	61.33
African-American	2008-2009	100	10	43	45	3	47.5	38.49	44.25
	2009-2010	99.1	22	45	30	3	33.03	44.52	43.87
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	69.35
	2009-2010	--	--	--	--	--	--	--	56.25
Asian/Pacific Islander	2008-2009	100	6	24	35	35	70.59	81.25	74.72
	2009-2010	100	11	26	42	21	63.16	78.26	70.26
Hispanic	2008-2009	100	13	50	38	0	37.5	42.5	52.7
	2009-2010	100	9	46	40	6	45.71	41.27	48.4
White	2008-2009	99.7	4	18	61	16	77.29	73.56	64.28
	2009-2010	100	6	28	56	10	65.77	73.38	63.85
Students with Disabilities	2008-2009	100	24	54	19	4	22.22	24.83	22.98
	2009-2010	100	33	44	22	0	22.22	23.4	27.01
Limited English Proficiency	2008-2009	100	33	42	25	0	25	20.37	27.23
	2009-2010	94.4	22	72	6	0	5.56	8.47	15.83
Economically Disadvantaged	2008-2009	100	13	41	40	5	45.58	40.05	51.45
	2009-2010	98.8	20	42	36	2	38.22	45.04	49.66
Migrant	2008-2009	--	--	--	--	--	--	--	50.94
	2009-2010							--	41.3
Male	2008-2009	99.7	6	31	55	8	63.18	57.32	53.84
	2009-2010	99.6	11	38	48	4	51.33	59.27	54.44
Female	2008-2009	100	6	18	58	19	76.6	68.81	70.28
	2009-2010	99.6	9	28	50	13	62.7	67.31	68.66

# School Assessment

# Grade 11 - 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	99.8	23	24	33	20	52.99	48.36	41.19
	2009-2010	99.4	25	26	29	20	48.89	48.16	40.28
African-American	2008-2009	100	54	22	21	3	24.24	20.68	20.82
	2009-2010	100	48	33	15	4	19.39	20.48	21.11
American Indian/ Native Alaskan	2008-2009							--	34.48
	2009-2010	--	--	--	--	--	--	--	25.45
Asian/Pacific Islander	2008-2009	100	0	20	25	55	80	87.88	69.71
	2009-2010	100	12	18	18	53	70.59	87.18	68.2
Hispanic	2008-2009	95.2	37	42	21	0	21.05	27.88	34.26
	2009-2010	100	33	44	22	0	22.22	30.48	31.37
White	2008-2009	100	15	23	38	24	62.1	57.98	43.61
	2009-2010	99.4	19	23	34	24	58.09	57.26	42.65
Students with Disabilities	2008-2009	100	57	13	21	9	30.19	20.33	15.93
	2009-2010	100	67	20	12	0	12.24	14.01	17.55
Limited English Proficiency	2008-2009	100	59	14	23	5	27.27	24.49	20.52
	2009-2010	100	67	27	0	7	6.67	23.53	14.29
Economically Disadvantaged	2008-2009	100	43	30	21	6	27.1	24.07	28.1
	2009-2010	98.5	43	28	20	8	28.36	24.29	28.65
Migrant	2008-2009							--	29.46
	2009-2010							--	31.01
Male	2008-2009	100	22	25	36	17	52.4	50.05	40.63
	2009-2010	99.2	28	24	25	22	47.23	47.78	39.16
Female	2008-2009	99.6	24	22	30	23	53.56	46.75	41.76
	2009-2010	99.6	21	28	33	18	50.88	48.55	41.44

# School Assessment

# Grade 11 - 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	99.8	22	28	36	15	50.21	45.92	41.23
	2009-2010	99.4	19	30	39	12	51.51	46.53	41.14
African-American	2008-2009	100	51	31	18	0	18.18	17.84	17.92
	2009-2010	100	34	49	17	0	17.35	17.5	17.93
American Indian/ Native Alaskan	2008-2009							--	36.21
	2009-2010	--	--	--	--	--	--	--	43.64
Asian/Pacific Islander	2008-2009	100	10	30	40	20	60	72.73	58.51
	2009-2010	100	18	18	41	24	64.71	73.08	56.58
Hispanic	2008-2009	95.2	42	47	5	5	10.53	22.12	31.71
	2009-2010	100	56	28	17	0	16.67	23.81	28.98
White	2008-2009	100	12	26	42	20	61.46	56.79	44.21
	2009-2010	99.4	13	24	47	16	63.29	57.53	44.25
Students with Disabilities	2008-2009	100	49	21	23	8	30.19	21.16	18.32
	2009-2010	100	61	14	22	2	24.49	22.71	17.79
Limited English Proficiency	2008-2009	100	55	36	9	0	9.09	12.24	8.64
	2009-2010	100	73	20	7	0	6.67	8.82	6.38
Economically Disadvantaged	2008-2009	100	43	30	22	5	27.1	22.62	28.75
	2009-2010	98.5	33	43	22	3	24.63	21.71	29.38
Migrant	2008-2009							--	34.82
	2009-2010							--	34.88
Male	2008-2009	100	20	28	38	15	52.4	50.34	45.37
	2009-2010	99.2	19	28	41	13	53.14	49.23	43.43
Female	2008-2009	99.6	23	28	34	14	48.12	41.72	37.03
	2009-2010	99.6	19	32	38	12	49.56	43.67	38.77

# School Assessment

# Grade 11 - 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	99.8	19	31	28	22	50	47.8	40.68
	2009-2010	99.4	18	31	28	23	51.11	45.96	39.86
African-American	2008-2009	100	41	39	14	5	19.19	22.2	24.42
	2009-2010	100	37	47	12	4	16.33	16.57	22.03
American Indian/ Native Alaskan	2008-2009							--	50
	2009-2010	--	--	--	--	--	--	--	40
Asian/Pacific Islander	2008-2009	100	15	10	40	35	75	77.78	62.03
	2009-2010	100	12	29	12	47	58.82	70.51	56.8
Hispanic	2008-2009	95.2	42	47	11	0	10.53	21.15	28.7
	2009-2010	100	50	22	28	0	27.78	21.9	29.41
White	2008-2009	100	10	29	33	28	60.83	57.98	42.77
	2009-2010	99.4	11	27	34	29	62.43	56.92	42.2
Students with Disabilities	2008-2009	100	42	26	19	13	32.08	21.16	17.76
	2009-2010	100	53	22	16	8	24.49	19.81	17.55
Limited English Proficiency	2008-2009	100	64	27	9	0	9.09	10.2	8.21
	2009-2010	100	80	13	0	7	6.67	11.76	5.87
Economically Disadvantaged	2008-2009	100	39	36	20	6	25.23	23.59	27.67
	2009-2010	98.5	35	41	16	8	23.88	20.14	27.96
Migrant	2008-2009							--	29.46
	2009-2010							--	26.36
Male	2008-2009	100	19	32	29	20	49.34	47.74	40.97
	2009-2010	99.2	20	30	31	20	50.18	45.99	38.14
Female	2008-2009	99.6	18	31	27	24	50.63	47.85	40.39
	2009-2010	99.6	17	31	26	27	52.21	45.93	41.65

# School Assessment

# Grade 12 - 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		11	46	26	17	42.92	39.02	34.97
	2009-2010		5	43	38	14	51.8	38.32	35.04
African-American	2008-2009		26	53	19	1	20.78	20.05	25.91
	2009-2010		11	61	24	4	28	19.96	26.94
American Indian/ Native Alaskan	2008-2009							--	31.25
	2009-2010							--	29.82
Asian/Pacific Islander	2008-2009		5	52	24	19	42.86	58.82	54.35
	2009-2010		0	35	35	30	65	66.34	55.46
Hispanic	2008-2009		18	68	14	0	13.64	18.89	29.01
	2009-2010		10	52	29	10	38.1	22	29.94
White	2008-2009		7	44	28	21	49.09	44.93	36.02
	2009-2010		2	40	42	15	57.84	44.64	35.75
Students with Disabilities	2008-2009		32	50	9	9	18.18	10.92	12.74
	2009-2010		22	53	18	6	24.49	13.96	16.28
Limited English Proficiency	2008-2009	--	--	--	--	--	--	13.33	14.2
	2009-2010		28	64	8	0	8	13.04	13.71
Economically Disadvantaged	2008-2009		20	62	17	1	18.18	21.8	24.79
	2009-2010		14	57	27	2	29.17	19.85	25.68
Migrant	2008-2009								24.24
	2009-2010	--	--	--	--	--	--	--	27.96
Male	2008-2009		16	50	24	11	34.45	29.76	25.54
	2009-2010		7	52	33	8	41.15	29.06	26.09
Female	2008-2009		5	43	28	24	52.04	48.15	44.26
	2009-2010		4	33	43	20	62.84	47.24	44.15

**PLAN TESTING:** 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						
	2009			2010		
	School	District	State	School	District	State
Reading	16.9	16.6	16.0	17.0	16.8	16.2
Mathematics	18.3	17.7	16.4	17.9	17.7	16.5
English	17.1	16.9	15.9	16.8	16.4	15.8
Science	18.1	17.9	17.4	18.1	17.8	17.6
Composite	17.7	17.4	16.6	17.6	17.3	16.7

**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.

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

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	91.8%	7.4%	2.6%	90.9%
District	93.9%	3.6%	2.4%	83.6%
State	94.2%	2.8%	2.0%	83.9%

#### Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
78.6%	1.3%	13.2%	1.7%	2.9%	2.3%
72.0%	1.5%	17.3%	3.1%	3.9%	2.2%
56.4%	2.4%	22.8%	6.3%	6.5%	5.6%

## 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	6	4	2
Weapons Violations	0	0	0

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

School personnel, 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	\$5,199	18.0:1	15.4%	3.0:1
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:

Teachers at HCCHS use a variety of technological innovations to improve teaching and learning. All math and science classrooms have interactive Smart Boards installed, and all classrooms have a ceiling-mounted LCD projector. Students work in one of 5 computer labs or at one of 4 mobile labs. Several classrooms use a clicker system or interactive calculators to gather student responses, many use document cameras, and students use on-line instructional programs to develop their skills. Teachers use web pages, e-mail, and virtual classrooms to enhance communication between stakeholders.

## 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	1,920	9	8	15,400

**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
2010	School	20.00	20.80	21.10	20.30	20.70
	District	19.70	20.10	20.50	20.00	20.20
	State	17.80	18.30	18.90	18.70	18.50
2009	School	19.50	20.70	20.50	20.30	20.40
	District	19.00	20.10	19.90	19.80	19.80
	State	17.30	18.20	18.40	18.50	18.20

		Graduating Senior ACT Scores				
		English	Math	Reading	Science	Composite
2010	School	20.80	21.40	21.80	21.20	21.50
	District	20.20	20.80	20.90	20.60	20.80
	State	18.30	18.70	19.40	19.40	19.10
2009	School	21.60	21.80	22.10	21.60	21.90
	District	20.40	20.90	21.50	21.10	21.10
	State	18.30	18.70	19.40	19.40	19.10

## 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	12.6	11.5	11.7
Number of Teachers certified by the National Board for Professional Standards	5	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	16.4%	54.5%	27.6%	0.7%	0.7%	100%

## Other Important Information About Our School

**State Contest Results:** Henry Clay students were elected Governor and Lt. Governor at the 2009 Kentucky Youth Assembly. The Academic Team earned 1st place in the District 43. 12 students were named to All-State Orchestra, and the Orchestra earned gold level from the KMEA. Boys & girls golf, boys xx teams competed in state championship. Volleyball placed 3rd in state. Boys Soccer won state championship. HC Wrestling went to State. Tennis was 1st in the Region. Boys track placed 3rd in state.

**Extracurricular Activities:** Academic, Animal Rights, Animé, Anchor, Art, Band, Beta, Chess, Chorus, Crossfit, Culinary, Dance, DARE, Debate, Devil's Advocate, Drama, Engineering, EAP, Film, French, FBLA, FEA, Go Green, Harambee, History, Hockey, International, JROTC, KUNA, KYA, Latin, Lit Mag, Media Production, Medical, NHS, Orchestra, Outdoors, Photography, Psychology, SADD, Science, Speech, Spirit, Student Council, STLP, TATU, Visual Arts, Yearbook, Young Democrats, Young Men's, Young Republicans

**Awards & Recognitions:** 416 students took 840 AP Exams. Henry Clay had 13 National Merit Semi-Finalists, 14 Governor's Scholars, and 4 Governor's School for the Arts participants. Our Debate Team was National Runner-Up in the Bickel & Brewer Debate Competition. A Henry Clay student earned a perfect score on the ACT, and one was presented the Distinguished Leader Award from Leadership Lexington Youth. Our Academic Team won 1st place in the District 43 Governor's Cup Competition.

**What We Are Doing To Improve:** We continue to expand our Equity in Advanced Placement program, pairing gap population students with mentors and providing them with opportunities to acclimate themselves to AP coursework. Teacher-leaders developed a plan to replace Advanced English 2 with a pre-AP course and worked with middle schools to vertically align curriculum to adequately prepare students for more rigorous coursework. Our PLC initiative continues, as teachers collaborate to improve instruction.

**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.

