

– Commonwealth of Kentucky –

DISTRICT REPORT CARD

for the 2006 - 2007 school year

Fayette County

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District Enrollment: 33643

Our School Board Members

Melissa Bacon	John Price
Larry Conner	Becky Sagan
Amanda Ferguson	

Dear Parents/Guardians:

This report card for the 2006 - 2007 school year contains important information about our district, including details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our district, please contact us to see our Expanded Report Card.

About Our District:

The Fayette County Public Schools serve approximately 34,000 students, and the district is situated in the heart of the rolling hills of the Bluegrass region of central Kentucky. The school district's population mirrors the diversity of the Lexington-Fayette County community. Norm-Referenced Test scores for third graders remain well above the national average of the 50th percentile. In an effort to continue to meet the changing needs of future leaders, FCPS works closely with a variety of community stakeholders that include: the University of Kentucky and a variety of other institutions of higher education; the Lexington-Fayette Urban County Government; various civic, service, and faith-based organizations; and a range of corporate community members. For the district and the community, our work truly reflects the "It's About Kids" perspective in all we do.

How Our District Ensures Educational Equity: The Fayette County Public School district is committed to focusing educational services on the instructional needs of individual students. Operating from the unwavering assurance that all students can and will perform at the highest academic levels--given expert instruction, effective resources, and adequate time to learn--the school district continues to place high value and intense focus on intentional planning toward learning outcomes targeted at every student. Frequent analysis of assessment data informs teachers, school, and district administrators of student progress, and is used to revise curricular and instructional program decisions.

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, the national Comprehensive Test of Basic Skills (CTBS), and other measures, including attendance, retention and dropout rates. These 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.

KCCT Test		2007 Reading			2007 Mathematics			2007 Science			2007 Social Studies			2007 Writing			2007 Arts & Humanities			2007 PLVS		
		Elem	Middle	10th	Elem	Middle	11th	4th	7th	11th	5th	8th	11th	Elem	Middle	High	5th	8th	11th	4th	7th	10th
Novice	District	5%	6%	5%	10%	16%	24%	7%	13%	18%	9%	13%	16%	3%	9%	16%	17%	14%	10%	16%	17%	16%
	State	6%	6%	5%	13%	18%	27%	7%	11%	18%	10%	13%	17%	4%	7%	16%	18%	15%	11%	16%	18%	20%
Apprentice	District	18%	25%	28%	20%	26%	28%	22%	31%	32%	26%	30%	32%	33%	48%	54%	22%	22%	14%	14%	20%	24%
	State	22%	28%	35%	26%	31%	34%	27%	33%	41%	28%	34%	39%	36%	48%	58%	25%	22%	20%	15%	23%	30%
Proficient/ Distinguished	District	77%	68%	67%	70%	57%	48%	71%	55%	50%	64%	56%	52%	64%	43%	30%	62%	64%	76%	71%	63%	59%
	State	73%	66%	60%	62%	52%	39%	66%	56%	42%	62%	53%	44%	60%	45%	27%	57%	63%	69%	69%	59%	50%
Academic Index	District	100.4	93.4	94.1	99.5	85.9	76.2	100.8	85.8	77.4	91.4	85.9	82.6	90.9	78.7	66.3	89	90	101.1	87.8	87.5	91.9
	State	95.6	92	89.1	90.5	80.7	68.2	95.9	85.7	72.8	88.5	83.1	77.8	88.1	80.5	65.7	83.6	87.9	92.4	86.8	84	82.2

NRT / 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. 8th grade students are being given the EXPLORE assessment which predicts high school readiness. These scores can vary from 1 to 25. At the elementary level, schools are required to administer a national norm-referenced test (NRT) in Reading and Mathematics. Other subjects were optional, but were reported when available. Districts giving two NRTs will not have district scores.

NRT/Readiness	NRT		EXPLORE		PLAN	
	District	State	District	State	District	State
Reading	76.0	13.8	14.2	13.8	17.4	16.0
Mathematics	76.0	14.2	15.0	14.2	17.9	16.3
English	70.0	13.6	14.4	13.6	16.8	15.6
Science	76.0	15.8	16.3	15.8	18.4	17.4
Composite	75.0	14.5	15.1	14.5	17.7	16.4
Name of NRT	Metropolitan 8					

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 2005 - 2006 school year.

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

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
District	94.4%	3.9%	2.5%	79.1%
State	94.6%	2.9%	2.2%	83.2%

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
74.1%	1.5%	13.7%	4.4%	2.9%	3.5%
55%	2.4%	27.3%	5.2%	6.2%	3.9%

Our Learning Environment

School Safety: Here's 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	% of Classrooms with Outside Phone Line
Yes	Yes	100%

Procedures in Place in Our School for Drug and

Weapons Detection: FCPS Law Enforcement and LFUCG Police use their resources to provide a community approach to safety, and officers are seen as a trusted authority in the schools. K-9 drug dogs and the Crimestoppers tip line are programs in operation in the schools. The Safe Schools Office gives training and technical assistance to schools in bully prevention, risk for harm assessments,

classroom management, drug and alcohol programs etc. Some students involved with drug and weapons violations are removed from school and sent to an alternative placement setting, but these are not considered expulsions from their schools for purposes of this report. Note: BB and pellet guns are considered weapons.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	127	156	4
Weapons Violations	18	16	2

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
District	\$10097	14:1	85.2%	3.6:1
State	\$9602	16:1	79.8%	3.1:1

How We Use Technology to Teach:

Through our 2020 Vision plan, community members developed 10 recommendations supporting tech integration. FCPS incorporated Kentucky's technology standards into our curriculum framework. School Technology Coordinators support teachers with formal and informal training. In October 2007, schools applied for extra instructional technology funds that were provided by the Board of Education. Thirty seven schools received the additional funds to purchase laptops, projectors and other items. Schools will use the funds to focus on all subjects, but the strongest emphasis is on writing and math.

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 District	25295	7683	494	274808

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.

	District	State
% of Teachers with Emergency or Provisional Certification	2%	2%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	5%	2%
Average Years of Teaching Experience	11.4	11.6
% of Classes Taught by Teachers with a Major, Minor or Equivalent in the Subject Being Taught	95%	NA

	B.A.	M.A.	Rank I	Specialist	Ph.D.	Total % of Teachers
Professional Qualification of All Teachers in the District	26.1%	54.1%	19.2%	0.2%	0.4%	100%

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 fewer than 10 students in a group "NA" appears for not applicable.

Student Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
All Students	17614	95.97	17368	87.22
White	11259	101.58	11116	95.49
African American	4078	81.41	3998	63.78
Asian	539	113.57	532	120.99
Hispanic	1197	81.39	1176	66.95
Free/Red Lunch	7245	81.77	7048	64.73
Non-Free/Red Lunch	10369	105.05	10320	100.23
Limited English	628	64.52	631	56.47
Non-Limited English	16811	96.99	16561	88.30
Disability	2073	66.26	2011	47.74
No Disability	15541	99.74	15357	91.96
Male	9016	90.97	8835	86.99
Female	8579	101.25	8513	87.56
Students Excluded	141	NA	131	NA

Our district does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

ACT Five Year Trend:

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, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our schools progress on the ACT over the past five years.

English	Math	Reading	Science	Composite
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		English	Math	Reading	Science	Composite
2003	District	21.10	21.40	22.70	21.90	21.90
	State	19.50	19.30	20.60	20.30	20.10
2004	District	21.10	21.70	22.20	21.70	21.80
	State	19.60	19.60	20.70	20.30	20.20
2005	District	21.20	21.60	22.20	21.60	21.80
	State	19.70	19.60	20.70	20.30	20.20
2006	District	21.50	21.70	22.60	21.70	22.00
	State	20.00	19.80	20.90	20.40	20.40
2007	District	21.60	21.90	22.30	21.90	22.00
	State	20.00	19.90	21.00	20.50	20.50

Other Important Information About Our District

State Contest Results:

FCPS has captured state titles in speech for 10 years, MathCounts for 7 years and state KMEA marching band for 18 years. Last year our students also earned state and national honors in SkillsUSA, science fairs, PTA contests, Governor's Cup, academic challenges, technology, foreign language, math, writing, debate, drama, chess, and vocal and instrumental music. Our teachers, principals, district leaders and support staff have also earned state and national awards.

Extracurricular Activities:

Students participate in a wide range of extra- and co-curricular activities and are recognized for excellence at the state and national levels. High school students may participate in all varsity sports sanctioned by KHSAA, in addition to cheerleading and dance teams. Many of these offerings are also available for middle school students. Our students won state or national titles in baseball, cheerleading, cross country, dance, golf, swimming and wrestling.

Awards and Recognitions:

FCPS earns a wide variety of state and national accolades and is routinely recognized for outstanding academic, artistic and athletic student performance. Our district has received the national "What Parents Want" Award for the past 16 years and outpaces the state for numbers of National Merit Semi-Finalists, Governor's Scholars and Governor's School for the Arts participants. Our employees are consistently recognized among the best in their fields.

What We are Doing to Improve:

FCPS has revised the curriculum documents to reflect revised standards. District Leaders conduct "Learning Walks" in all schools and initiate discussions with staff about effective instruction. Educators participate in professional development on standards, and administrators train in leadership development activities. The district uses a zero-based resourcing approach to all decisions, and is committed to continuous improvement.

How to Get More Information:

Contact our Superintendent or School Board Members using the district phone number , or visit our district office to see the Expanded District Report Card. More testing information and No Child Left Behind data is available at www.education.ky.gov
