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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year

Dear Parents/Guardians: This report card for the 2006-2007 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 contact us to see our Expanded Report Card.

About Our School: Ashland Elementary School is an innovative and diverse public elementary school that houses the five day Quest program. The Arts at Ashland as we like to be called, is operated on the principle that the integration of the ARTS into a child's education is a catalyst for the academic and social success of all students. Mrs. Morton, our principal, envisioned a school that not only pushed students to excel academically but also pushed students to excel in the ARTS. Teachers, administrators, parents and community members were excited about her vision and created a plan to integrate the ARTS into our core program. We are excited about this journey and we welcome you and your child to take this journey with us. Our mission is to create an environment that challenges students to higher standards of learning thereby creating lifelong learners.

How Our School Ensures Educational Equity: The school's goal is to ensure that all students are receiving equitable instruction that has research based data proving success. Moreover, our goal is to close our current achievement gap areas and to increase the number of students scoring on and above grade level in Reading and Math. We intend to accomplish this goal through the use of a uniform reading program which includes Houghton Mifflin, Scholastic Reading Counts and Reading Recovery. Our math program uses McGraw-Hill, Success Maker and First In Math. We also implemented an ARTS program that includes the 7 key components of Dance, Drama, Keyboarding, Chess, Creative Writing, Orchestra, and Visual Arts. All students in grades K-5 receive instruction in these areas during the school year.



Ashland Elementary School

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School Enrollment: 248

Our School Council

Lisa Smith	Schuronda Morton
Sharron Brown	Genie Pitts
Vivian Coles	Jim Goodman

CBP00007
TO THE PARENTS OF:



Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601



Other Important Information About Our School

State Contest Results: Ashland had three winners at the district level for the states Young Authors Contest. We had a district winner at the second, third and fourth grade levels.

Extracurricular Activities: This year, Ashland Elementary students have the opportunity to participate in Student Technology Leadership Program (STLP) club, School Safety Patrol, Chess club, Academic Team, Science Fair, Choir, Dell Tech Know and the Ashland Entrepreneurs club.

Awards & Recognitions: Ashland Elementary was recognized in the district for making double digit gains on the Kentucky Core Content Test in Math and for making double digit gains on our overall score. We also received recognition for making our No Child Left Behind Goal.

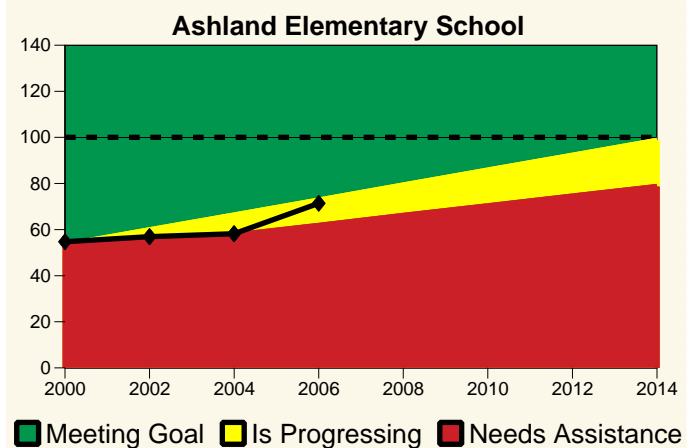
What We are Doing to Improve: We have structures in place to ensure that every child is held accountable for learning every standard. We use clear objectives for each lesson taught. We use daily reviews to reinforce previously taught content. Students monitor their learning and hold themselves accountable for their learning. Our teachers are using assessments to drive instruction in the classroom. These structures are research proven and are working for Ashland students.

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 each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	127	102.03	127	105.86
White	68	108.23	68	114.6
African American	41	NA	41	NA
Asian	6	NA	6	NA
Hispanic	5	NA	5	NA
Free/Red. Lunch	68	89.08	68	85.07
Non-Free/Red. Lunch	59	116.94	59	129.83
Limited English	2	NA	2	NA
Non-Limited English	123	102.43	123	106.7
Disability	10	NA	10	NA
No Disability	117	104.6	117	108.99
Male	63	100.94	63	111.95
Female	64	103.11	64	99.88
Students Excluded	0	NA	0	NA

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

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 meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	53.4		54.7
2002	59.9	53.4	56.9
2004	66.3	57.6	58.2
2006	72.8	61.8	71.4
2008	79.3	66.1	
2010	85.8	70.3	
2012	92.2	74.5	
2014	98.7	78.7	

Standard Error: 1.3

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

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 using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PL/VS
		Elm	Elm	4th	Elm	5th	5th	4th
Novice	School	4%	4%	0%	3%	10%	12%	10%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	20%	23%	15%	42%	22%	18%	12%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	76%	73%	85%	55%	69%	71%	78%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	102	105.9	118.1	87.3	96.3	94.2	101
	District	100.4	99.5	100.8	90.9	91.4	89	87.8
	State	95.6	90.5	95.9	88.1	88.5	83.6	86.8

NRT/Readiness Assessment:

The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50th percentile.

NRT/Readiness	NRT	
	School	District
Reading	72%	76%
Mathematics	82%	76%
English	64%	70%
Science	70%	76%
Composite	71%	75%
Name of NRT	Otis-Lennon School Ability Test	

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate
School	95.7%	0%
District	94.4%	3.9%
State	94.6%	2.9%

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 Phone
Y	Y	100%

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

When weapons or drugs are detected on school property we: Assess the danger. If danger exists, inform all staff to seek shelter with students by utilizing a building security code. All staff members will direct students to their rooms and will lock their doors. The school administrator will notify the Law Enforcement and the principal's director promptly. The administrator will give the location, identity and description of the individual. Additionally, the administrator will provide the location of the weapon. If drugs are detected, the administrator will initiate a search and seizure strategy according to the probable cause procedure. The principal's director, law enforcement/security officer and parents will be notified promptly.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$10135	9:1	1.9:1	72.7%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Ashland integrates technology with instruction by using the following: Smartboard, keyboarding, email for students, Reading Counts, Success Maker Math, First in Math, Student Technology Leadership Program (STLP), United Streaming, Word Processing for writing portfolio pieces and Movie Maker for creating digital storybooks. Teachers use the programs and activities listed above and continuously add technological experiences for students in the classroom. We recently received a grant for a rolling computer lab where teachers can use wireless laptops in their classrooms as needed.

Parental Involvement

	# of Students Whose Parents/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	153	41	2	1150

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	4%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	5%	2%
Average Years of Teaching Experience	13.4	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	95%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	33.3%	44.4%	22.2%	0%	0%	100%