

# SCHOOL REPORT CARD

for the 2006-2007 school year



## Booker T Washington Academy Elementary

Jock Douglas Gum, Principal  
707 Howard St

Lexington, KY 40508

phone: (859) 381-3263

fax: (859) 381-3267

email: Jock.Gum@fayette.kyschools.us

**School Enrollment: 508**

### Our School Council

Jessica Berry

Martha Perez

LaShelle Moss

Leigh McCauley

Brooke Smith

Doug Adams

Alva Clark

Jock Gum

Susan Faw

Deborah Guy

Angel Peavler

**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:** Booker T. Washington Academy was established July 1, 2005. BTWA is involved in a unique school-university partnership with the University of Kentucky known as the Great Schools Initiative. BTWA has two campuses, the Primary Center, 707 Howard Street and the Intermediate Center, 475 Price Road. BTWA is implementing several grants including: Reading First; Read To Achieve; Comprehensive School Reform; Title-One; and a Partners For Youth Prevention Project Grant. These grants help support the academic programs at BTWA including scientific research-based reading instruction; reading intervention; and reducing class size at all grade levels. The BTWA preschool program (3 and 4 year olds) is partially funded by the John S. and James L. Knight Foundation and Head Start with an enrollment of 90. This innovative program offers full day classes. All students at BTWA receive expanded arts and humanities instruction (such as Art, General Music, Piano, and Violin).

**How Our School Ensures Educational Equity:** In order to ensure that the needs of all students are met we offer a collaborative, inclusion model for all English as a Second Language learners and special education students. The Student Assistance Team, Family Resource Center, Extended School Service Daytime Waiver Program, differentiated instructional teaching strategies and the Literacy First Professional Development model help us meet each child at his or her point of need. The BTWA SBDM has voted to expand its membership beginning with the 2006-2007 school year. The school receives tremendous support from the University of Kentucky, One Community/One Voice and the Georgetown Street Neighborhood Association.

NON-PROFIT ORG.  
U.S. POSTAGE PAID  
MAILED FROM ZIP CODE 45203 PERMIT NO. 4424

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



CBP000015  
TO THE PARENTS OF:

### Other Important Information About Our School

**State Contest Results:** BTWA had participants in the FCPS District Science Fair and the One Community One Voice Academic Challenge.

**Extracurricular Activities:** Extracurricular programs include: Spanish, chess, orchestra, dance, art, drama, chorus, ballet, piano and D.R.U.M. (a percussion ensemble). BTWA participated in the academic competition through One Community One Voice. BTWA offers the following arts/humanities and practical living/vocational skills instruction at varying grade levels: Health, general music, art, Spanish, piano, guidance, band, and violin.

**Awards & Recognitions:** BTWA offers the following student recognition and parent activities: An active PTA; parenting workshops; math, literacy and science nights; Breakfast with Books; Student of the Month Luncheons; parent-teacher conferences; quarterly awards assembly; Cool Kids Cafe; Scholastic Book Fair; Hispanic parenting support group; foster parent support group and grandparent support group.

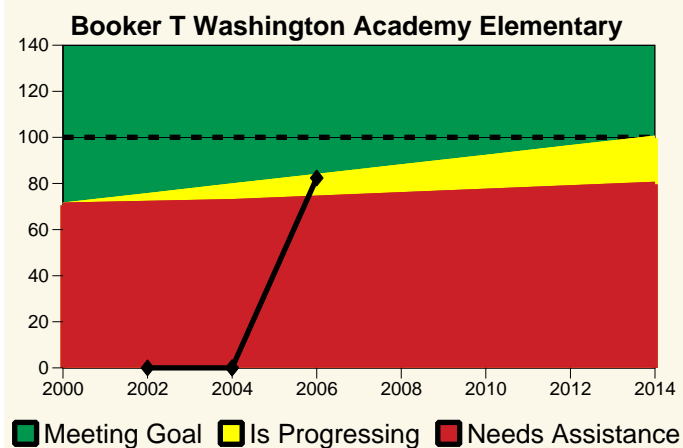
**What We are Doing to Improve:** Our academic initiatives include: expanded literacy block in Primary; Everyday Math; Science Lab at Intermediate with hands on activities and investigations; fifth grade project based Social Studies curriculum; Intermediate Learning Checks; field trips to provide children with the experiences they need to make core content meaningful and relevant; and a collaborative, inclusion model for all English as a Second Language learners and special education 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	189	95.59	189	95.44
White	34	NA	34	NA
African American	129	95.02	129	94.12
Asian	NA	NA	NA	NA
Hispanic	20	NA	20	NA
Free/Red. Lunch	158	95.87	158	93.67
Non-Free/Red. Lunch	31	NA	31	NA
Limited English	9	NA	9	NA
Non-Limited English	180	95.04	180	94.89
Disability	30	NA	30	NA
No Disability	159	98.34	159	101.99
Male	102	90.48	102	93.02
Female	82	101.69	82	98.43
Students Excluded	2	NA	2	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	70.6		
2002	74.7	70.6	
2004	78.9	72.1	
2006	83.0	73.6	82.4
2008	87.2	75.1	
2010	91.3	76.6	
2012	95.5	78.1	
2014	99.6	79.6	

Standard Error: 0.4

**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	8%	10%	4%	9%	6%	21%	11%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	23%	23%	7%	36%	36%	32%	15%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	69%	68%	89%	54%	58%	47%	74%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	95.6	95.4	122.1	80.9	87	74.7	90.8
	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	53.5%	76%
Mathematics	53.5%	76%
English	45.6%	70%
Science	51.6%	76%
Composite	49.5%	75%
Name of NRT	Otis-Lennon School Ability Test, Seventh Edition	

**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	95.4%	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:** BTWA has a doorbell/buzz in system and cameras at front and back doors. Visitors must check in at the front desk.

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	\$9829	9:1	3:1	45%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

**How We Use Technology to Teach:** The BTWA Intermediate campus has a new computer lab with access to the internet. All classrooms have individual computers with internet access. The library has lap top computers available for use in the classrooms. Teachers integrate technology into daily lessons.

### 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	390	39	19	808

## 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%	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	1%	5%	2%
Average Years of Teaching Experience	7.2	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	99%	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	55.1%	38.8%	6.1%	0%	0%	100%