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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: The mission of Clays Mill Elementary is to educate all students at high levels through equitable and effective teaching. Learning needs of all students are met by offering a wide variety of teaching techniques, strategies, and materials. Students are actively involved in their learning through hands on experiences, flexible grouping, cooperative learning activities and experiences that promote intellectual, social, emotional and physical growth across the curriculum and grade levels. Students are challenged to excel at high levels and strive to expand their learning. Field trips to Pine Mountain, and in school programs such as Around the World, Entrepreneur, History and Science fairs are provided to give students the opportunities to apply content knowledge and skills. The Media Center, Art, Music and Wellness classes enhance the curriculum taught in the regular classroom as well as focus on specialized content.

How Our School Ensures Educational Equity: All students are formally assessed in reading and math a minimum of three times per year. Assessment results are used to ensure that each student is taught at his/her instructional level. Primary students performing below grade level in reading are referred to participate in the Read to Achieve grant program to supplement their regular classroom instruction. An extended school program offers skill instruction for students below grade level in reading, math and writing. Students whose learning is accelerated are taught at higher instructional levels in the regular classroom through flexible grouping and team teaching. Accelerated students may receive additional instruction in the gifted and talented classroom. Parent input and support are essential components of each child's education. The volunteer program encourages parent participation and is key to increasing student achievement.



Clays Mill Elementary School

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School Enrollment: 578

Our School Council

Lora Graves	Jennifer Cook
Karen Irving	Maria Harrington
Beth Carrico	James Hampton
Aminata Cairo	Edwina Smith

CBP000002
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: Young Authors District and Regional Winners, Regional Academic Team Competition, District Science Fair, CKMEA District Chorus, Humanities Reflections Contest, American Children's Poetry Anthology and Celebrating Poetry National Published Authors, Art Gallery Exhibitions, National STLP award for the Internet Safety 101 publication.

Extracurricular Activities: Volunteers from our administrative, teaching and family communities meet with third through fifth grade students for 45 minutes every week on a rotating schedule. Various clubs include Logic, Step Dancing, Jump Rope, Stamping, Origami, Scrapbooking, Cooking, Recycling, Cheerleading, Book Club, Puzzles, Legos, Board Games, Drama, Guitar, Archery, Crafts, Sports Journalism, Recorder Society, Art, Math Club, Photography, Dance, ORFF, Walking, Nutrition and Fitness Club.

Awards & Recognitions: PTA State Educator of the Year 2000, Wal-Mart Teachers of the Year 1999-2000 and 2001-2002, Kentucky Pacesetter School 2001-2002, STLP Gold School Award 2001-2007, National STLP Publication Finalist 2006-2007, 2nd Place for God's Pantry Food Drive in 2006-2007. Four teachers have National Board Certification. Read to Achieve Grant awarded for three consecutive years for early reading intervention for grades K-3. Waste Buster Elite Recycling Award 2006-2007.

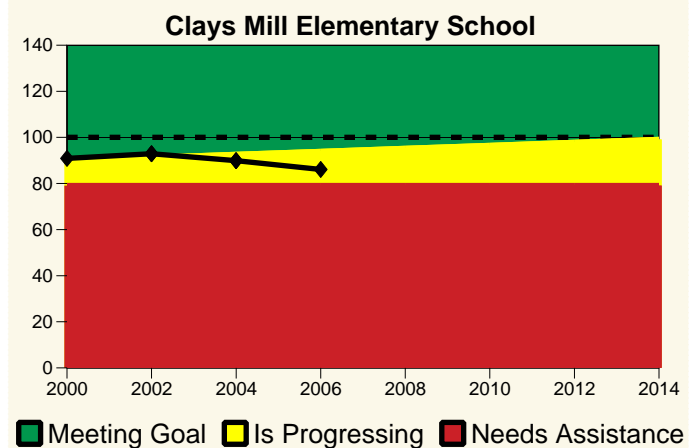
What We are Doing to Improve: Students K-5 are assessed using KCCT like unit assessments in all content areas. Assessment results are used to provide instructional focus and determine mastery of core content. Teaching teams design common unit plans aligned to Core Content and Program of Studies. Meeting two times weekly, teams collaboratively plan, disaggregate data, analyze student work and develop strategies to ensure differentiation.

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	295	104.25	295	107.65
White	275	104.91	275	110.29
African American	9	NA	9	NA
Asian	4	NA	4	NA
Hispanic	4	NA	4	NA
Free/Red. Lunch	50	91.82	50	77.8
Non-Free/Red. Lunch	245	106.8	245	113.73
Limited English	1	NA	1	NA
Non-Limited English	294	104.33	294	107.66
Disability	42	NA	42	NA
No Disability	253	106.87	253	112.6
Male	152	101.21	152	105.51
Female	143	107.5	143	109.91
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	90.0		90.9
2002	91.3	79.1	92.9
2004	92.6	79.1	89.9
2006	93.9	79.1	86.1
2008	95.2	79.1	
2010	96.5	79.1	
2012	97.8	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

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	3%	6%	3%	2%	6%	11%	10%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	13%	15%	14%	29%	28%	20%	7%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	84%	79%	83%	70%	66%	69%	83%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	104.3	107.7	113	92.9	86.6	94.3	100.3
	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 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	75.5%	76%
Mathematics	73.3%	76%
English	72.4%	70%
Science	76.5%	76%
Composite	75.1%	75%
Name of NRT	Metropolitan	

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	96.3%	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:

All doors are locked with a buzzer system for entrance. School personnel are stationed at each door from 7:15-7:45 A.M. and 2:35-3:00 P.M. with sign in and sign out sheets. There is an open door policy to the Principal, PSA, and Counselor for students to report any concerns. Programs to promote a safe environment in our school include Red Ribbon Week, Safety City for second grade, fifth grade D.A.R.E. and guidance lessons covering topics such as bullying, harassment, and safety. Wellness curriculum provides instruction on the prevention of alcohol, tobacco, and drug abuse. The Clays Mill Emergency Management and Recovery Plan is updated and revised each year according to state and federal guidelines.

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	\$5814	17:1	4:1	40.2%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Technology is integrated through the use of classroom computers, wireless laptops, projectors, Smart Boards, Alpha Smarts and AverKeys/TVs, closed circuit TV, Reading Counts, United Streaming, Classroom Performance System, Ultra Key, Successmaker, Sharepoint and the CME website. Technology Standards are presented to students a minimum of 50 minutes a week in the lab. The STLP (a diverse group of students who support the schools technology activities) meets weekly to learn skills for project development. Ongoing professional development enhances teachers knowledge and use of technology.

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	573	22	10	3571

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%	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	10.8	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	20.5%	61.5%	17.9%	0%	0%	100%