

# SCHOOL REPORT CARD

for the 2006-2007 school year



## Garden Springs Elementary School

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**School Enrollment: 628**

### Our School Council

- |                  |                |
|------------------|----------------|
| Jamie Burch      | Maegan Waltz   |
| Karen Borders    | Jane Draper    |
| Renee Vandenberg | Felicia Durham |
| Lee Neyland      |                |

**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:** Garden Springs Elementary began in August 1964 as one of the first open-classroom schools in the nation. In early 1988, fire damaged the school extensively. It was rebuilt and reopened for classes in August 1988. Our mission is to provide a safe, positive learning climate where students can learn and become productive citizens of the community. The school's goal is to provide every student with the opportunity for success at high levels of achievement. A team of highly professional educators, support personnel, and parent volunteers ensure the quality of Garden Springs Elementary School's instructional programs and exhibit a genuine concern for children. Many trained parents implement several instructional goals for each child. Also, the students participate in a variety of clubs. These clubs ensure that every child meets their potential.

**How Our School Ensures Educational Equity:** Garden Springs Elementary provides educational equity for all students regardless of race, gender, socio-economic status or disability. Programs are in place to ensure educational equity for all students including Special Education, English as a Second Language, Extended School Services, and Gifted and Talented. Data is analyzed to identify any performance gaps in subgroups (gender, race, special education, gifted/talented, free/reduced lunch). Strengths and areas of concern are pinpointed, then priority needs, objectives, strategies, interventions, and activities are implemented through our School Improvement Plan (SIP) to address these needs.

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



CBP000004  
 TO THE PARENTS OF:

### Other Important Information About Our School

**State Contest Results:** Our students participate in various activities. Every student has the opportunity to compete on an Academic Team to compete in District Competitions. Our STLP Team has been awarded the Gold Star Award and maintains that status. Many students participate in the school, district and regional Science Fairs, bringing many first place awards back to our school. Students also participate in band, orchestra, and chorus and present concerts annually.

**Extracurricular Activities:** Garden Springs Elementary offers many extracurricular activities including chorus, band, and orchestra, Extended School Services, Academic Team, STLP, Junior Beta Club, Comic Creators Club, School News Program, Science Fair, Performing Arts Club, Chess Club, and Student Council. Other community based activities include Jump Rope for Heart, School Blood Drive, Book Fair, and various fundraisers for charities.

**Awards & Recognitions:** Garden Springs Elementary students continue to receive recognition and awards for their achievements. Students compete on Academic Teams, the STLP team, and Science Fair. Our students are also involved with community service projects through Junior Beta Club and other groups and clubs. In addition, Garden Springs Elementary has also been successful in achieving NCLB requirements.

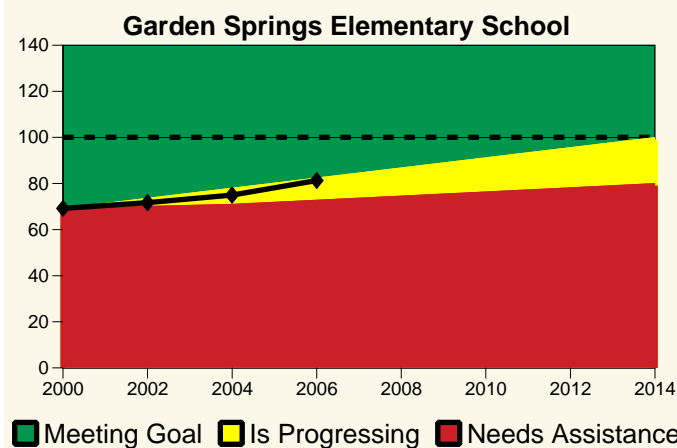
**What We are Doing to Improve:** Garden Springs Elementary School's goal is to make sure every child reaches the Proficient or Distinguished level. A year long assessment plan is implemented and the results analyzed to meet student needs and track progress. Our teachers are constantly working to make improvements in all content areas including Professional Development Training, adhering to FCPS Core Content and Curriculum Map, and working in teams to collaborate in the teaching process.

**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	291	104.74	291	101.26
White	244	105.87	244	102.31
African American	13	NA	13	NA
Asian	7	NA	7	NA
Hispanic	13	NA	13	NA
Free/Red. Lunch	63	97.35	63	90.44
Non-Free/Red. Lunch	228	106.81	228	104.25
Limited English	3	NA	3	NA
Non-Limited English	282	105.36	282	101.44
Disability	43	87.26	43	68.11
No Disability	248	107.8	248	107
Male	155	101.73	155	101.65
Female	136	108.22	136	100.81
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	68.2		69.2
2002	72.6	68.2	71.7
2004	77.0	70.0	75.0
2006	81.4	71.8	81.3
2008	85.8	73.6	
2010	90.2	75.4	
2012	94.6	77.2	
2014	99.0	79.0	

Standard Error: 1

**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	2%	7%	2%	2%	4%	10%	5%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	14%	18%	21%	40%	32%	21%	12%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	84%	75%	76%	58%	64%	69%	84%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	104.7	101.3	101.7	89.6	92.6	94.6	102.8
	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 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	85.7%	76%
Mathematics	85.7%	76%
English	86.7%	70%
Science	85.7%	76%
Composite	85.7%	75%
Name of NRT	85.7	

**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	96.4%	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:** Garden Springs Elementary School has a written Emergency Management Plan with procedures in place to provide for the safety of students, parents, and staff. The staff reviews

the Emergency Plan regularly to ensure that emergency procedures are understood. All students and staff have practiced an emergency lockdown drill. Exterior doors are locked throughout the day and a bell entry system is used on the front doors. Safety is further ensured by requiring all visitors to register in the front office and receive a visitor's badge. During dismissal, each child is tagged with a particular color of card indicating how a child gets home. Car riders are further identified by a number that matches the number the parent displays in the car.

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	\$5816	16:1	5.1:1	66.4%
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 at Garden Springs is integrated in classrooms as well as the Computer Lab. Collaboration among classroom teachers and a micro computer specialist in all subject areas allows students to learn core content while satisfying grade level technology standards adopted by our school. This year intermediate students are using SuccessMaker software to improve basic Math skills. Students also learn touch-typing as well as word processing skills, simple spreadsheets, publication, and media presentation software.

### 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	550	65	3	6000

## 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	14.5	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	22.7%	52.3%	25%	0%	0%	100%