

SCHOOL REPORT CARD

for the 2006-2007 school year



Glendover Elementary School

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School Enrollment: 582

Our School Council

Catherine Fine	Elizabeth Bowers
Barbara Grossman	Annette Preston
Susan Bordo	Susie Psimer
Rick Smith	

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: Glendover Elementary School was built in 1957 with an addition completed in 1985. The school is located in a quiet residential neighborhood on a very large campus which includes a walking track, tennis courts, and an excellent playground designed to meet the needs of all elementary school students. Glendover staff, administration, and parents believe all students can learn at high levels and that students learn best through active participation in a stimulating environment which embraces diversity and ensures the success of all students. Our students learn the skills necessary for them to become effective and successful citizens of a global society. Glendover currently has students from approximately thirty different countries.

How Our School Ensures Educational Equity: The mission of Glendover Elementary School is to continue our tradition of educational excellence through the development of responsible and self-sufficient students. To this end, the staff sets high standards for academics and citizenship. Because we believe that children learn in different ways and at different rates, we strive to provide a variety of student-centered delivery options to meet the needs of every student. Teachers foster a productive, developmentally appropriate learning environment by providing diverse learning opportunities. We strive to provide avenues through which our students can achieve personal success. We address individual needs, promote cooperative learning, support the freedom to express ideas and opinions, encourage creative expression, and promote interaction between the school and community.

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



CBP000003
 TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: The Glendover Chorus continues its long record of achievement at the state level. During the past year the chorus had ten students selected as members of the All-State Chorus by the Kentucky Chapter of American Choral Directors. The Kentucky Music Educators Association selected six members of the Glendover Chorus to participate in the Kentucky All-State Children's Chorus.

Extracurricular Activities: Extracurricular activities available to Glendover students include: Academic Team, Basketball Leagues, Boy Scouts and Girl Scouts, Chess Club, Jump Rope Club, Living Arts and Sciences, Book Buddy Club, and the Student Technology Leadership Team (STLP).

Awards & Recognitions: The Glendover Science Fair sent seventeen fourth grade students to the District level competition and fifteen fifth grade students. Four fourth graders and two fifth graders advanced to the Regional competition with one fourth grader winning first place in zoology. Fourteen chorus students were named to the District 7 and 11 All-Festival Chorus. Eleven students were named to the Fayette County All-County Honors Chorus.

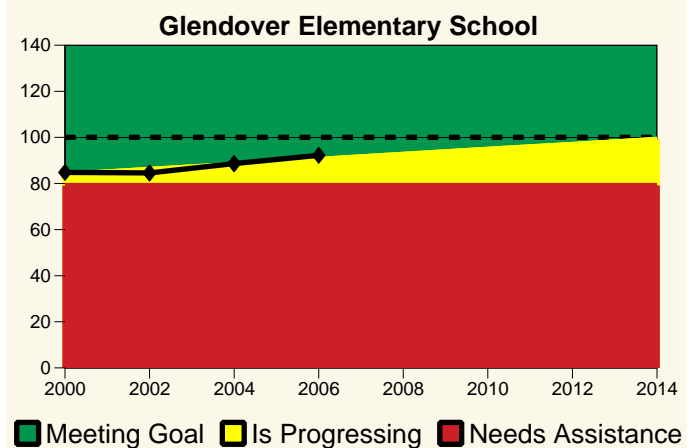
What We are Doing to Improve: The Glendover SBDM Council and staff analyze student achievement data and determine instructional priorities for the following year. Recommendations for staffing and use of instructional funds are then implemented. Based on these recommendations, additional staffing has been added for remedial help in Reading and Math. The Read to Achieve grant was also funded to provide additional remedial help for students in kindergarten through third grade.

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	282	107.31	282	113.57
White	191	110.06	191	117.1
African American	24	NA	24	NA
Asian	32	NA	32	NA
Hispanic	35	NA	35	NA
Free/Red. Lunch	88	99.77	88	95.79
Non-Free/Red. Lunch	194	110.72	194	121.65
Limited English	20	NA	20	NA
Non-Limited English	248	109.08	248	114.53
Disability	20	NA	20	NA
No Disability	262	109.15	262	117.07
Male	137	103.5	137	110.69
Female	145	110.89	145	116.31
Students Excluded	8	NA	8	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	83.9		84.8
2002	86.1	79.1	84.6
2004	88.2	79.1	88.6
2006	90.4	79.1	92.2
2008	92.6	79.1	
2010	94.8	79.1	
2012	96.9	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	1%	4%	4%	1%	2%	8%	9%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	11%	12%	8%	17%	16%	13%	10%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/Distinguished	School	88%	84%	88%	83%	82%	79%	80%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	107.3	113.6	118.5	99.4	103.4	106.3	97.4
	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	87%	76%
Mathematics	87%	76%
English	86%	70%
Science	89%	76%
Composite	88%	75%
Name of NRT	Metropolitan Achievement 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	96.5%	0.5%
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 perimeter doors are secured. Visitors gain entrance through the front door via an adult-supervised intercom/bell system. Visitors are required to sign in at the office and wear a visitor badge for identification until signing out and exiting the building. An Emergency Management Plan is in place that outlines procedures for addressing a wide range of emergency situations. All classrooms are required to conduct safety drills to practice these procedures. Intermediate students are educated about drug and alcohol awareness through classroom lessons and the D.A.R.E. program.

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	\$6583	14:1	4.1:1	80.8%
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 an integral component of our curriculum. Students learn to organize and display their work using technology. Internet access in all instructional areas allows supervised access to and communication with the world. The staff helps all students to become computer literate and to accurately and creatively integrate technology across their daily educational experiences. Programs currently used in classrooms that require the use of technology are Accelerated Reader, Success Maker, and Wiggle Works. Our school has a full-time computer specialist and a part-time computer technician.

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	582	75	5	7576

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	3%	5%	2%
Average Years of Teaching Experience	15.6	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	10.6%	63.8%	23.4%	0%	2.1%	100%