

SCHOOL REPORT CARD

for the 2006-2007 school year



James Lane Allen Elementary School

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School Enrollment: 473

Our School Council

Mike Langley	Kristina Boles
Whitney Nall	Andrea White
Greg Williams	Marshall Fields

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: James Lane Allen Elementary has been part of the Lexington community for over 40 years. Named after one of Kentucky's foremost authors, the school first opened its doors on August 28, 1958. Under the leadership of its current principal, Gregory Williams, the school serves students from preschool age through fifth grade. Reflective of the local community, James Lane Allen is a school with a diverse student population. To best meet the needs of the students, a team approach exists among the school's staff, the P.T.A., the Family Resource Center, and the school's decision making council. The focus of the JLA team is to create an effective educational environment with high standards for all students. To that end, the school has set an Academic Index goal of 100 for the 2008 Kentucky Core Content Test.

How Our School Ensures Educational Equity: Students performing below level in reading and math are targeted with specific support. On-going professional development activities for teachers include: reviewing newly revised Kentucky Program of Studies and Core Content; developing long-range instructional plans; implementing consistent school wide behavior expectations; developing open response questions; and analyzing student work. The following programs and services are utilized at JLA to provide educational equity: Title I support in reading and math; support for second language learners through ESL services; Extended School Services in literacy and math for grades K-5; Read to Achieve grant for K-3 students; Math Achievement grant for K-3 students; Family Resource Center (FRC) support to meet basic needs for students and their families; family literacy nights provided through a collaborative effort between Title I and the FRC; and a part-time Title I social worker to give further support for students and their families.

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 Office of Assessment and Accountability
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 500 Mero Street
 Frankfort, KY 40601



CBP000007
 TO THE PARENTS OF:


Other Important Information About Our School

State Contest Results: Since 2004, JLA's Academic Team has competed in local and regional meets. The school's STLP earned the Gold School Status during the 2004-05 school year and maintained this recognition in 2005-06. In 2006, the STLP designed a showcase project that was honored as one of the top 30 projects in the state. JLA students have participated in the district Science Fair, and regional and state music programs including the Kentucky All State Children's Chorus.

Extracurricular Activities: The school provides the following opportunities for students to participate in activities beyond the school day: the Student Leadership Technology Program; Chorus; Orff Ensemble; Eye of the Tiger (school news program); Art Club; and the Academic Team. In addition, the Family Resource Center, the PTA and the Title I staff work to offer programs throughout the year for JLA students and families.

Awards & Recognitions: James Lane Allen is a Southern Association Accredited School. In 2005, the school received recognition from the Fayette Education Foundation for Academic Excellence. In 2005-06, the STLP Showcase project was awarded Best in Showcase as one of the top 30 projects in the state. In 2006-07 STLP competed at the state level and retained Gold School Status. In 2006-07 students were selected for the Kentucky All State Children's Chorus.

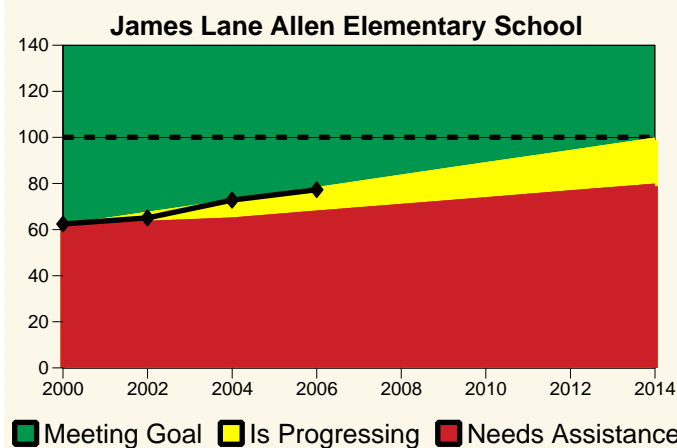
What We are Doing to Improve: Read to Achieve Grant for 1st grade students and Math Achievement Grant for grade K-3 students were renewed. In 2006-07, participation in a KDE pilot program awarded JLA a School Administrative Manager providing the principal increased time to focus on instruction. Title I services provide a literacy lab for kindergarten students, aid implementation of collaborative teaching in intermediate literacy classes and provide problem solving lessons in math.

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	199	90.72	199	79.64
White	105	98.06	105	88.58
African American	51	79.92	51	63.96
Asian	1	NA	1	NA
Hispanic	36	NA	36	NA
Free/Red. Lunch	137	85.21	137	75.8
Non-Free/Red. Lunch	62	102.9	62	88.14
Limited English	14	NA	14	NA
Non-Limited English	182	92.93	182	82.14
Disability	32	NA	32	NA
No Disability	167	93.55	167	85.45
Male	111	89.39	111	78.27
Female	88	92.38	88	81.37
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	61.2		62.4
2002	66.6	61.2	65.1
2004	71.9	64.1	72.8
2006	77.3	67.1	77.3
2008	82.7	70.0	
2010	88.1	72.9	
2012	93.4	75.9	
2014	98.8	78.8	

Standard Error: 1.2

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%	18%	9%	3%	14%	17%	36%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	27%	32%	34%	60%	44%	27%	20%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/Distinguished	School	65%	50%	56%	36%	42%	56%	44%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	90.7	79.6	94.7	77.9	79.6	83.7	64.2
	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	67%	76%
Mathematics	62%	76%
English	58%	70%
Science	66%	76%
Composite	65%	75%
Name of NRT	Metropolitan 8	

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%	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:

Signs are displayed throughout the building regarding weapons on school property. All outside doors remain locked with access available only through the front door with a buzzer release controlled by the front office staff. Procedures are in place for staff to immediately report to the administration any suspected activity related to drugs and weapons involving students and/or adults. In order to address the variety of emergency situations, an Emergency Management Plan is revised and implemented with the staff each year.

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	\$7956	13:1	3.2:1	38.4%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Teachers work with the computer lab instructor to create lessons which develop technology skills. Intermediate students learn to create PowerPoint presentations, create Excel spreadsheets for data collection and utilize the Internet for research and interactive programs. Primary students learn important technology terminology and begin to develop keyboarding skills. The Student Technology Leadership Program focuses on developing troubleshooting skills for those participating students.

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	386	10	2	4246

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	10.6	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	23.7%	60.5%	15.8%	0%	0%	100%