

SCHOOL REPORT CARD

for the 2006-2007 school year



Julia R Ewan Elementary School

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School Enrollment: 379

Our School Council

- | | |
|----------------|-----------------|
| Vickie Burke | Melinda Caudill |
| Jessaca Hunter | Melisa Meiners |
| Mwabi Murdock | Lori Sprague |
| Debbie Stepter | |

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 Julia R. Ewan school community is All students are successful. No exceptions, no excuses. Although the 2007-2008 school year represents the last year Julia R. Ewan will be open, the students, staff, parents and community are dedicated to making this the best year yet. A tradition of excellence has been established here and will be remembered by students and the community forever. Our curriculum is focused on meeting the needs of individual students utilizing differentiated instruction and continuous assessment. To guarantee the success of our students, our SBDM Council, committees and faculty members monitor student achievement data and design school improvement initiatives to emphasize our strengths and identify areas of growth. There are many components that make our academic program successful. Our curriculum is focused on the districts Curriculum Framework document which incorporates the state mandated Program of Studies and Core Content for Assessment.

How Our School Ensures Educational Equity: An equitable education is provided for all our students regardless of race, gender, disability or socioeconomic status. Data analysis is used to make curricular and instructional decisions to enhance achievement for all J.R. Ewan students. The SBDM Council, faculty and SBDM committees disaggregate and analyze all state and district data. Teachers at J.R. Ewan use continuous assessment to design individual intervention plans for students. These plans are reviewed and discussed with administration at weekly student achievement meetings. The Student Assistance Team is used to help teachers support targeted students. The Equity Component of the Comprehensive School Improvement Plan consists of many strategies and activities to eliminate barriers to learning for all students. The J.R. Ewan Family Resource Center offers a wide variety of services and classes including parenting workshops, basic needs assistance, childcare referrals, GED classes, counseling, and many other resources.

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



CBP000009
 TO THE PARENTS OF:


Other Important Information About Our School

State Contest Results: Julia R. Ewan had many students participate in the district science fair and the district Student Technology Leadership Fair. Our STLP was again awarded Gold Status from the Kentucky Department of Education. The STLP was also given the Entrepreneur Award for 2006-2007.

Extracurricular Activities: Our extracurricular program targets opportunities for families and the community to participate in the academic development of J.R. Ewan students. We host curriculum nights which focus on Core Content and provide parents with tips on getting involved in their child's education. Other opportunities for students and families include: Jump Rope for Heart, STLP, Fall Festival, RIF book program, Book Fair, Red Ribbon Week, Spring Fling, Chorus, Band and Orchestra.

Awards & Recognitions: We feel that recognizing success and rewarding student effort is essential to increased student achievement and creating life-long learners. Through the Top Tiger Program, our students are recognized weekly for outstanding behavior and academic effort. "Score 4" awards are given for efforts on assessments. Yearly awards are given for perfect attendance, outstanding performance in all core academic subjects, citizenship, band, orchestra, Accelerated Reader and STLP.

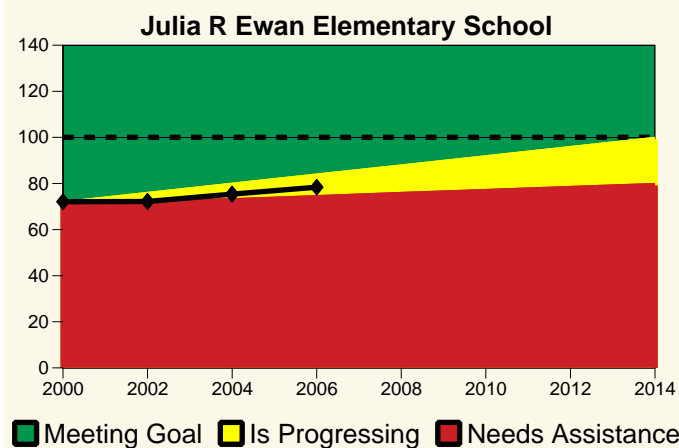
What We are Doing to Improve: By reviewing our Comprehensive School Improvement Plan each month, SBDM council monitors progress toward our goal of "Success for all students, No exceptions. No excuses." In addition, our school has developed individual intervention plans to target our students who may be at-risk in our identified growth areas. The progress of each student is discussed and the plan revised at weekly student achievement meetings by grade level with administration.

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	177	90.9	177	82.64
White	112	93.64	112	89.15
African American	39	80.41	39	73.72
Asian	NA	NA	NA	NA
Hispanic	7	NA	7	NA
Free/Red. Lunch	102	83.11	102	66.2
Non-Free/Red. Lunch	75	101.49	75	105.02
Limited English	8	NA	8	NA
Non-Limited English	168	90.43	168	84.48
Disability	26	NA	26	NA
No Disability	151	93.64	151	88.48
Male	100	91.22	100	88.37
Female	75	91.86	75	76.54
Students Excluded	1	NA	1	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	71.2		72.1
2002	75.2	71.2	72.2
2004	79.2	72.5	75.4
2006	83.2	73.8	78.4
2008	87.1	75.2	
2010	91.1	76.5	
2012	95.1	77.8	
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	10%	21%	8%	2%	14%	19%	19%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	20%	27%	32%	43%	36%	21%	22%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/Distinguished	School	71%	51%	59%	56%	50%	60%	59%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	90.9	82.6	89.2	86.7	78.7	88.6	78.6
	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	62%	76%
Mathematics	60%	76%
English	48%	70%
Science	60%	76%
Composite	59%	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	94.7%	0.7%
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:

J.R. Ewan faculty and staff understand the importance of providing a safe and secure school environment. All faculty, staff and students recognize a safe climate is essential to academic success. Our school welcomes families and community members. However, all doors are locked and a bell system is used to gain entry to the school. All visitors are required to sign in and obtain a visitors pass. Last year we implemented a Bully Prevention Plan that became a part of our Guidelines for Success. Our emergency management plan is revised annually and provides safety measures for various types of emergency situations.

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	\$8596	9:1	2.6:1	69.8%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: We use many types of technology to teach and demonstrate learning at J.R. Ewan. The Student Technology Leadership Program produces a news show on a weekly basis. The show airs each morning and reinforces academic, technology and behavior standards. To help differentiate instruction, we utilize SuccessMaker Math, Read 180, Accelerated Reader and Read & Write Gold software. Other resources include a mobile computer lab, interactive whiteboards, LCD projectors, scan converters and a mimeo-board equipped special education collaborative classroom.

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	342	33	3	4911

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	1%	5%	2%
Average Years of Teaching Experience	11.7	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	21.1%	57.9%	21.1%	0%	0%	100%