

SCHOOL REPORT CARD

for the 2006-2007 school year



Linlee Elementary School

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School Enrollment: 506

Our School Council

Matt Hamlyn	Sharon Anderson
Valerie Cornett	Mary Sutterlin
Denise Clark	Sandy Mefford

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: Linlee Elementary is known for its great historical attributes. The original building was erected in 1911 and was named Greendale High School. Linlee's current name originates from President Lincoln and Robert E. Lee. The name was chosen by holding a student contest. Generations of students remember Linlee as a place where children are nurtured, educated, and challenged. Linlee is located approximately three miles from New Circle Road at the corner of Georgetown and Spurr Road. Presently, Linlee serves a fast growing population of 506 students. Linlee is a School-Wide Title 1 school which includes a Reading Recovery Program. We strive to meet all our students' educational needs.

How Our School Ensures Educational Equity: Linlee Elementary provides educational equity for all students regardless of race, gender, socio-economic status, or disability. Special Education procedures are in place and adhere to district and state guidelines concerning children with disabilities. Linlee Elementary has a school-wide Title I Program that addresses all students' needs. The ESS program at Linlee Elementary provides an equal opportunity for all students to participate based on individual needs. The Gifted and Talented Program targets students based on individual abilities and talents to ensure equity. Linlee Elementary follows Program of Studies and Kentucky Core Content 4.1. The Program of Studies ensures that the school is teaching the same content information at the same time, which also ensures that our students who move to or from Linlee will be at the same point in their education as other students in the state.

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



CBP000014 TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: Linlee Elementary was merited with recognition for meeting all NCLB regulations (No Child Left Behind). In 2007, Linlee was awarded the Superintendents Award for double-digit gains on the Commonwealth Accountability Testing System. Linlee is accredited by the Southern Association of Schools and Colleges. Linlee continues to compete in Battle of the Books which is held district wide.

Extracurricular Activities: Linlee Elementary takes great pride in continuing their Touring Chorus program for fourth and fifth grade students. Linlee continues to build student leadership through their STLP program. Students who want to expand their learning through technology. Linlee offers Band and Orchestra for students in grades 4-5. All students at Linlee have the opportunity to participate in ESS and ESP programs.

Awards & Recognitions: Linlee Elementary was merited with recognition for meeting all NCLB regulations (No Child Left Behind). In 2007, Linlee Elementary was awarded the Superintendent's Award for double-digit gains. Linlee is accredited by the Southern Association of Schools and Colleges. Linlee continues to compete in Battle of the Books which is held district wide.

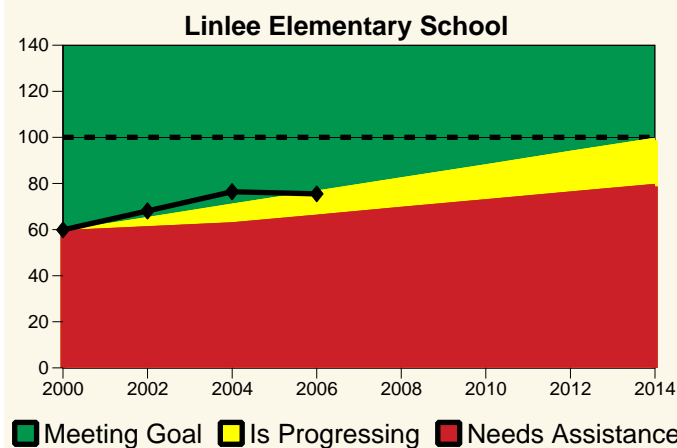
What We are Doing to Improve: Linlee Elementary school's focus is on proficiency. All stakeholders are involved in developing the Comprehensive School Improvement Plan for student achievement as outlined by the Program of Studies. Inquiry-based learning promoting higher levels of thinking is our key focus. Professional Development utilizing focus groups and collaboration initiatives are being implemented. High expectations have been set for all students, staff and parents.

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	234	96.29	234	92.45
White	110	104.9	110	104.66
African American	88	87.71	88	79.53
Asian	2	NA	2	NA
Hispanic	25	NA	25	NA
Free/Red. Lunch	111	88.82	111	84.63
Non-Free/Red. Lunch	123	103.02	123	99.52
Limited English	10	NA	10	NA
Non-Limited English	217	97.95	217	94.35
Disability	27	NA	27	NA
No Disability	207	98.95	207	96.23
Male	119	90.35	119	86.38
Female	115	102.42	115	98.73
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	58.6		59.9
2002	64.3	58.6	68.1
2004	70.1	62.0	76.4
2006	75.8	65.3	75.5
2008	81.5	68.7	
2010	87.2	72.0	
2012	93.0	75.4	
2014	98.7	78.7	

Standard Error: 1.3

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	5%	13%	10%	2%	6%	14%	31%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	27%	24%	35%	29%	16%	27%	17%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	68%	63%	56%	69%	78%	59%	53%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	96.3	92.5	87.7	93.8	100.4	88.4	66.6
	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	58.2%	76%
Mathematics	48.6%	76%
English	52.2%	70%
Science	54.1%	76%
Composite	70.8%	75%
Name of NRT	Linlee	

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	95.7%	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:

A safe learning environment is top priority at Linlee Elementary. All doors of the building are locked and a bell entry system is utilized. All visitors must sign in at the office and receive a visitor's pass. Students are supervised at all times by entire staff at Linlee. Staff are assigned designated areas inside and outside of the building during arrival and dismissal of students. Linlee has designed an emergency management plan and team that addresses safety procedures. Linlee Elementary has a Student Assistance Team work with students, parents, and teachers to aid students with behaviors that may prevent success in our learning environment. Intermediate students are trained in drug and alcohol awareness through the DARE 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	\$6070	15:1	3:1	80.4%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach:

The technology program at Linlee has many different facets. Linlee currently has a wireless lab which consists of 25 laptops with the implementation of a math program known as SuccessMaker. A flex scheduling computer lab enables students to work on projects such as research and writing. Three CPS units are used in the classrooms for performance based activities. Our STLP club (Student Technology Leadership Program) is in charge of our daily morning show and work on units of study that include technology integration: 8 digital cameras, 1 digital camcorder, 1 digital video, and 1 elmo.

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	475	40	7	5025

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	8.5	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	36.1%	50%	13.9%	0%	0%	100%