

SCHOOL REPORT CARD

for the 2006-2007 school year

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Picadome Elementary School

Ms. Darla Simms, Principal
1642 Harrodsburg Rd
Lexington, KY 40504
phone: (859) 381-3563
fax: (859) 381-3565
email: darla.simms@fayette.kyschools.us
School Enrollment: 601

Our School Council

- | | |
|---------------|-----------------|
| Tim Locker | Ricki Rosenberg |
| Darla Simms | Steve Stone |
| Chris Camuel | Kathy Cleary |
| Katrina James | |

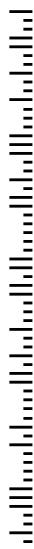
Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: The Picadome School Community is committed to all students becoming life long learners through academic success and responsible citizenship. Each day begins with our instructional Morning News Show featuring lessons from our principal and special area teachers. Our staff is committed to creating and maintaining a learning-centered environment in which all students are successful. Additional support for our academic program includes Reading and Writing Specialists, Open Response and On-Demand Coaches, English Second Language Teacher, Special Education Services, Quest Program, Second Steps Character Education, Computer Lab, Science Lab, Science Fair, Art Exhibits, Field Day, Field Trips, student performances, guest performers and speakers, Family Resource Center, Curriculum Nights, Family Literacy Nights, Extended School Services, and support from our PTA.

How Our School Ensures Educational Equity: To ensure educational equity, all students have access to all curriculum. Our curriculum map is aligned to state standards. Through weekly grade level meetings, our faculty continues to refine our instructional strategies and assessments to meet the needs of all students. Faculty members analyze disaggregated data throughout the school year to identify and address achievement gaps. Student progress and interventions are monitored and documented by classroom teachers. Our SBDM Committees review disaggregated data to identify revisions needed in our School Improvement Plan (SIP). The equity component of our SIP consists of strategies and activities to eliminate barriers to learning for all students.

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

CBP000017
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: Although we did not have any students compete at the state level, sixteen of our students advanced to the district level competition from our School Science Fair. Many of our students competed in the PTA Reflections Contest. Our Academic Team competed at the district level with several students advancing to the regional.

Extracurricular Activities: Our extracurricular activities include: Academic Team, Student Technology Leadership Program (STLP), Drama Club, Paws Performers (Chorus and Drama), Science Club, National Energy Education Development (NEED) Club, Recycling Team, Book Club, Battle of the Books, Writing Club, Chess Club, Newspaper Club, Homework Club, and YMCA Primetime.

Awards & Recognitions: Our school is accredited through the Southern Association of Schools and Colleges. Our STLP received a gold rating from the KY Department of Education. Ten of our students participated in the Fayette County Honors Choral Festival. Student writing pieces were published in the Anthology of Short Stories by Young Americans and in the Fayette County Public School on line Literary Magazine. Our Need Club was recognized for outstanding energy education projects.

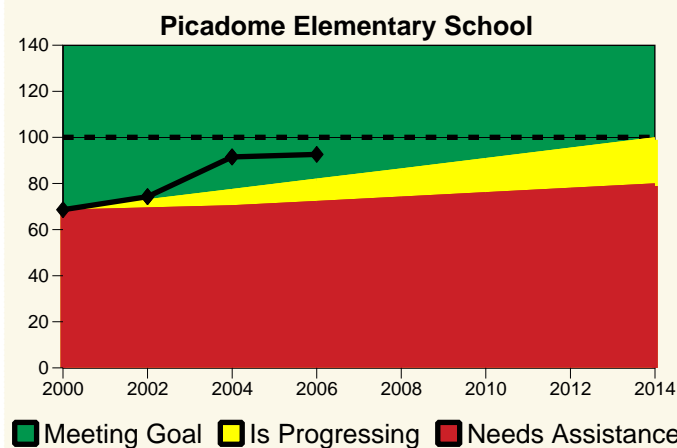
What We are Doing to Improve: In addition to on going classroom assessments, students are tested three times a year in reading and math using the Predictive Assessment System; data is disaggregated to identify and address the gaps in student achievement through specific interventions. Additional strategies include: Reading Content Specialists; Open Response Coach; On Demand Coach; Extended School Services; Success Maker Math; Accelerated Reader; and a mentoring program for identified students.

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	294	111.27	294	116.78
White	244	112.83	244	118.39
African American	23	NA	23	NA
Asian	12	NA	12	NA
Hispanic	7	NA	7	NA
Free/Red. Lunch	83	101.52	83	102.85
Non-Free/Red. Lunch	211	115.08	211	122.27
Limited English	7	NA	7	NA
Non-Limited English	286	112.15	286	116.7
Disability	30	NA	30	NA
No Disability	264	113.8	264	119.39
Male	145	107.94	145	117.28
Female	149	114.51	149	116.32
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	67.5		68.6
2002	72.0	67.5	74.3
2004	76.5	69.4	91.5
2006	81.0	71.3	92.6
2008	85.4	73.2	
2010	89.9	75.1	
2012	94.4	77	
2014	98.9	78.9	

Standard Error: 1.1

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	1%	2%	2%	1%	2%	9%	11%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	11%	12%	16%	30%	14%	13%	5%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	88%	86%	81%	70%	84%	78%	85%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	111.3	116.8	106.6	94.8	105.4	107.5	98.8
	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	89%	76%
Mathematics	82%	76%
English	88%	70%
Science	87%	76%
Composite	87%	75%
Name of NRT	Metropolitan8	

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%	0.6%
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:

Everyone entering our building must be admitted through our security access system. All visitors must sign in and wear a visitor's pass while in the building. Volunteers must pass a background check before volunteering in our building. Our Emergency Mangement Plan is reviewed and revised annually; all staff members receive training in emergency procedures.

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	\$6044	16:1	4.1:1	100%
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 develop lessons and units of study which integrate technology into the curriculum in both the classroom and Computer Lab. This includes: SuccessMaker, Accelerated Reader, Classroom Performance System, Predictive Assessment System, United Streaming, PowerPoint, Kids Pix, Graph Club, Excel, Hyper Studio, Clay Animation, Internet Projects, word processing, Kidspiration, Inspiration, and Read and Write Gold. All students receive instruction in Computer Lab weekly; teachers may sign up for additional time. Key boarding is integrated into the third, fourth, and fifth grade curriculum.

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	601	51	11	3017

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	12.4	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	24.5%	61.2%	12.2%	0%	2%	100%