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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year



Russell Cave Elementary School

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School Enrollment: 226

Our School Council

Anne Harr	Michael Murphy
Stella Loveland	Paola Sumuano
Mark Smith	Betsy Rutherford

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: Russell Cave Elementary School began as a one-room school house constructed prior to 1900 on Mr. Brilliants Farm and was named for a cave located on its premises. Following the construction, at the present site, Russell Cave served as a high school until it became an elementary school in 1952. Our school currently serves a culturally rich student population blending both rural and urban communities. Some distinguishing components of our instructional program include: Early Start, Full Day Kindergarten, Sheltered Instruction Observation Protocol(SIOP), Gifted and Talented, ESL Program, Curriculum Coach, Title I, Reading Recovery, Family Resource (FRC), Students Assistance Team (SAT), Cats Cultivating Character (UK partnership), Science Partnership with the Center for Applied Energy Research (UK partnership), Student Technology Leadership Program (STLP), Great Leaps reading intervention, and Foundations behavior management system.

How Our School Ensures Educational Equity: Our Russell Cave faculty and staff are committed to providing high level, developmentally appropriate instruction for every child. We desire to be sensitive to the diverse economic situation of our students and with this in mind, we educate all students at high levels. The Equity Component within our School Improvement Plan (SIP) outlines our goal for an equitable learning environment. We will build a strong foundation within our reading program by addressing reading needs as early as Early Start soliciting the use of standards based units. Next, we will increase the scores of students qualifying for free and/or reduced lunch by continuing research based instructional methods and increasing the rigor of our vocabulary instruction. Last, we will create authentic writing opportunities that will foster writing habits across all content areas. We will aim to reduce the number of novice performers and increase the number proficient students.

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

CBP000015
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: Students at Russell Cave are recognized and rewarded for their participation in many different contests. Students participate in reflections, and in the Science fair and Social Studies fair each year. Nine students received awards and recognitions in the annual Reflections contest while 6 students were able to participate in the district Science and Social Studies fair competitions.

Extracurricular Activities: Russell Cave is proud to offer extra-curricular activities to every student. Chess club, chorus, academic team, book club, and STLP each meet once a week before school. A grab and go breakfast is provided so that all participating students are still able to eat breakfast while participating in the club(s) of their choice.

Awards & Recognitions: Russell Cave's students are routinely recognized and rewarded during quarterly school-wide ceremonies for their successes in academics, citizenship and attendance. Students are also recognized for their distinguished performance on the annual Kentucky Core Content Tests. Additionally students receive awards for their participation in D.A.R.E, Science fair, Social Studies fair, PTA Reflections contest and the Dr. Martin Luther King Jr. banner contest.

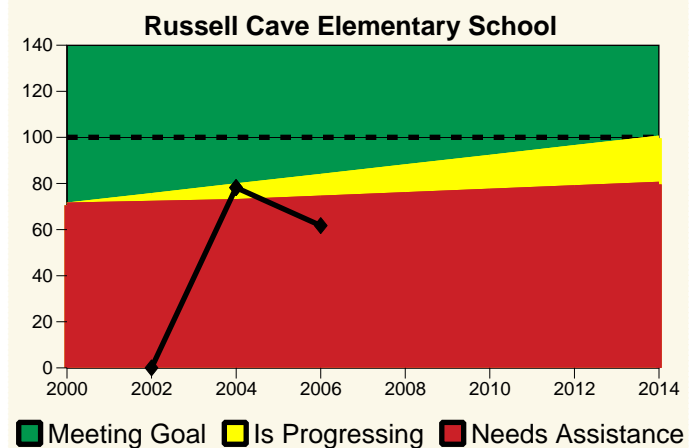
What We are Doing to Improve: Russell Cave's administration and staff are constantly looking for ways to improve instruction and to increase students overall achievement. A Read to Achieve grant afforded us a Reading Recovery teacher who works with emerging primary readers. Title I funding assists us in providing additional teachers and instructional materials in order to help all students reach proficiency.

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	105	76.59	105	74.12
White	19	NA	19	NA
African American	32	79.57	32	69.26
Asian	NA	NA	NA	NA
Hispanic	52	70.84	52	72.22
Free/Red. Lunch	93	72.71	93	70.22
Non-Free/Red. Lunch	12	NA	12	NA
Limited English	26	NA	26	NA
Non-Limited English	75	83.26	75	82.23
Disability	15	NA	15	NA
No Disability	90	80.47	90	79.83
Male	55	72.67	55	70.19
Female	50	80.9	50	78.44
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	70.6		
2002	74.7	70.6	
2004	78.9	72.1	78.2
2006	83.0	73.6	61.7
2008	87.2	75.1	
2010	91.3	76.6	
2012	95.5	78.1	
2014	99.6	79.6	
Standard Error: 0.4			

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	12%	27%	21%	6%	34%	41%	26%
	District	5%	10%	7%	3%	9%	17%	16%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	40%	25%	26%	45%	38%	25%	32%
	District	18%	20%	22%	33%	26%	22%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/Distinguished	School	48%	49%	53%	48%	28%	34%	42%
	District	77%	70%	71%	64%	64%	62%	71%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	76.6	74.1	83.2	81.6	56.1	54.7	64.9
	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	50%	76%
Mathematics	54%	76%
English	32%	70%
Science	49%	76%
Composite	47%	75%
Name of NRT	Metropolitan 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	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:

The safety and well being of all students is a high priority here at Russell Cave Elementary. Every classroom is equipped with an Emergency Management and Safety Plan and all certified staff members are trained in these procedures. Russell Caves staff and students routinely practice all emergency procedures. All visitors are required to use the school's main entrance where they are asked to sign in and out of the front office. Every exterior door remains locked at all times and is further secured with a camera and a buzzer system. Other proactive safety measures provided for our students include drug abuse resistance education offered through the D.A.R.E. program offered 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	\$10377	9:1	1.9:1	77.4%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Technology is integrated across all content areas of our academic program. Our technology teacher collaborates with teachers to include technology throughout the curriculum in order to reinforce skills and to assist students in higher-level thinking tasks. The computer lab is used for both whole class instruction and individual projects. Students and teachers alike have access to technological resources like the internet, Kidspiration, Read Write Gold, wireless laptops, Alpha Smarts, and digital equipment used for instructional purposes and as an assessment tool.

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	226	29	2	1025

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	3%	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	5%	5%	2%
Average Years of Teaching Experience	6.6	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	42.9%	28.6%	25.7%	2.9%	0%	100%