

SCHOOL REPORT CARD

for the 2006-2007 school year



Leestown Middle School

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School Enrollment: 584

Our School Council

Terrye Catlett	Teresa Simpson
Paul Newton	Brenda Stamper
Kim Felts	

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: Leestown Middle School (LMS) offers the community a school where diversity is embraced and celebrated! Our mission is to use every moment to model, teach and provide learning opportunities that empower EVERY student with the tools for life-long learning which include academics, technology, communication, and social skills. The faculty and staff of LMS follow the middle school concept of teaming. This approach allows staff to make connections and build closer bonds with students and families, which results in a more positive learning climate. LMS seeks to educate and care for the total child represented by the schools guidelines for success, 'Live Responsibly, Make Good Choices and Show Kindness to others'. LMS has a tradition of producing both successful and community focused alumni, many of whom are known for their contributions to society.

How Our School Ensures Educational Equity: The staff at Leestown Middle School has a focus on the standards that all students must know and be able to do when developing lessons and instruction. All students are held to high expectations and required to complete rigorous assignments at high levels. Students with developmental, cultural and/or language barriers are provided services that are designed to help them be successful. Data is used to determine the programs and activities offered to students, and all students are offered the support that will enable them to meet the standards and expectations. Extended school services, English as a Second Language and programs for targeted groups provide students with the needed assistance. Staff members receive professional development in differentiated instruction, cultural responsive teaching and strategies for working with various cultural groups. Paraprofessionals are on staff to offer additional assistance to students in the classrooms as well.

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



CBP000008
 TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: LMS students participate in many state sponsored contests. The orchestra students received a Proficient and a Distinguished at the Kentucky Music Education Association (KMEA) String Festival and the band received a Distinguished. We also had an 8th grader win the Kentucky National Foundation for Teaching Entrepreneurship (NFTE) competition. Both competitions were held in the spring.

Extracurricular Activities: LMS students participated in many extracurricular activities. Athletics such as: Girls Volleyball, Football, Cheerleading, Girls and Boys Basketball and Intramurals. Student Technology Leadership Program (STLP), Student Council, Educational Talent Search, YSC Girls Groups, Boys Club, and Yearbook offer additional opportunities for students to make connections outside the classroom.

Awards & Recognitions: Leestown Middle has many areas of recognition. Students who scored distinguished or proficient received medals for their scholastic achievement and participated in a celebration just for them.

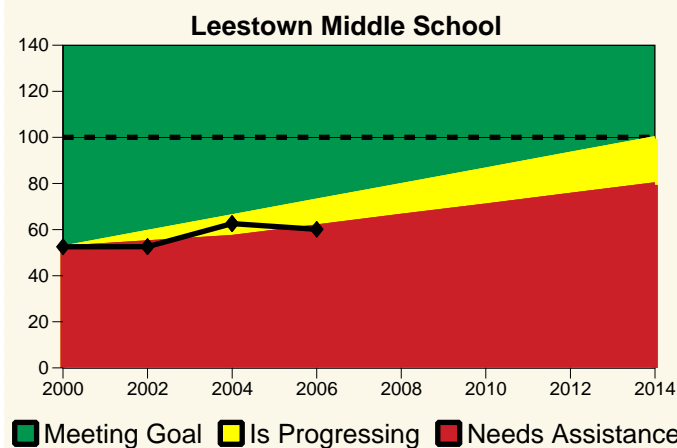
What We are Doing to Improve: Staff collaborates twice weekly within grade levels and content departments. Learning checks and informal assessments are done twice quarterly, results are analyzed, and instructional changes made as necessary. Identified students are given support in mathematics and reading during supplementary classes during the school day. Intentional efforts were made to create a positive and stimulating school climate. Daily rewards system is used to reward 'Good Citizens'.

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	538	74.93	538	56.93
White	181	78.75	181	60.62
African American	207	76.1	207	54
Asian	3	NA	3	NA
Hispanic	124	65.26	124	54.13
Free/Red. Lunch	410	71.99	410	53.19
Non-Free/Red. Lunch	128	84.34	128	68.91
Limited English	57	44.49	57	35.86
Non-Limited English	461	78.89	461	59.24
Disability	81	51.44	81	29.07
No Disability	457	79.09	457	61.88
Male	261	67.55	261	56.48
Female	277	81.89	277	57.37
Students Excluded	8	NA	8	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	51.9		52.5
2002	58.7	51.9	52.6
2004	65.5	56.5	62.6
2006	72.3	61.1	60.1
2008	79.0	65.7	
2010	85.8	70.2	
2012	92.6	74.8	
2014	99.4	79.4	
Standard Error: 0.6			

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 as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. 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 PLVS
		Mid	Mid	7th	Mid	8th	8th	7th
Novice	School	15%	35%	18%	20%	26%	31%	29%
	District	6%	16%	13%	9%	13%	14%	17%
	State	6%	18%	11%	7%	13%	15%	18%
Apprentice	School	42%	38%	47%	54%	49%	40%	31%
	District	25%	26%	31%	48%	30%	22%	20%
	State	28%	31%	33%	48%	34%	22%	23%
Proficient/ Distinguished	School	43%	26%	36%	26%	25%	29%	39%
	District	68%	57%	55%	43%	56%	64%	63%
	State	66%	52%	56%	45%	53%	63%	59%
Academic Index	School	74.9	56.9	69.9	63.9	60.5	58.4	65.4
	District	93.4	85.9	85.8	78.7	85.9	90	87.5
	State	92	80.7	85.7	80.5	83.1	87.9	84

NRT/Readiness Assessment: 8th grade students in Kentucky are being given the EXPLORE assessment from Act, Inc. This assessment predicts high school readiness. These scores can vary from 1 to 25.

NRT/Readiness	EXPLORE		
	School	District	State
Reading	12.6	14.2	13.8
Mathematics	12.6	15	14.2
English	11.9	14.4	13.6
Science	14.9	16.3	15.8
Composite	13.1	15.1	14.5
Name of NRT			

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	Dropout Rate
School	93.3%	6.5%	0.5%
District	94.4%	3.9%	2.5%
State	94.6%	2.9%	2.2%

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:

LMS complies with Fayette County policies keeping all exterior doors locked at all times, requiring visitors to register in the office and practicing mandated lockdown drills. Students are required to leave backpacks and coats in their lockers upon entering the building. Staff members, including a part-time resource officer, are strategically stationed throughout the building during transition times as well. LMS staff prides itself on building relationships with students where they feel empowered to report any suspicious behavior.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	3	6	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	\$7114	12:1	3.7:1	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: LMS has a school-wide plan that ensures students participate in technology lessons in every course in every year. We strive to reach and exceed the 8th grade technology standards. We currently have two computer labs and a third mobile laptop computer lab. Additional groups of computers are distributed throughout the building. LMS also has a full-time Technology Resource Teacher. In order to meet the individual needs of our students we use a variety of computer software that includes Accelerated Math, Reading Plus, Read & Write Gold, Plato, Read 180 and Success Maker.

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	412	9	4	110

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	4%	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	6%	5%	2%
Average Years of Teaching Experience	9.8	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	99%	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	35.7%	42.9%	19.6%	0%	1.8%	100%