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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year



Southern Middle School

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School Enrollment: 609

Our School Council

Steve Gerken	Ginger Banks
Jane Dreidame	Kelli Miller
Mark Shearer	Delores Minor
Cari Cornett	Cindy Wysock
Margaret Workman	Steve Parker
Vickie Nelson	Frank Coffey

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: Southern Middle School's mission is to build the foundation for future life experiences. Everyone works cooperatively to ensure that our students are educated in a safe and caring environment. SMS classes emphasize subject content, personal development, and essential skills. Language arts and math classes implement the CollegeBoard SpringBoard curriculum. SMS teachers incorporate differentiated instruction. Students with high aptitude in math are offered an upper level math course in all grade levels. Academic Enhancement is offered to students identified as gifted and talented. Special needs students are also provided a variety of services. Students have the opportunity to study two foreign languages. All students experience a wide variety of exploratory classes: art, band, business education, E-news, chorus, general music, health, physical education, orchestra, and technology education.

How Our School Ensures Educational Equity: Southern Middle School provides appropriate and challenging instructional opportunities that meet the needs of all our students. Students have access to all classes. School objectives focus on providing instruction in the area of literacy to ensure that all students are reading at or above grade level. A Math Lab and Extended School Services are provided to give students the opportunity to further develop and enhance literacy and academic skills. Emphasis is placed on instructional strategies that take into consideration the needs of diverse learners. Materials selected for use in the classroom reflect a multi-cultural perspective. Also, the CollegeBoard/SpringBoard curriculum meets the needs of students with different learning styles.

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

CBP000021
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: Our bands, orchestras, and choirs earned Distinguished ratings at KMEA. Many band and orchestra students earned Distinguished ratings at the Solo and Ensemble Event. TSA members won 63 awards at state, and two students were elected to state offices. TSA was given the Chapter Excellence Award and received KY TSA Advisor of the Year honors. The Dance Team was named Grand Champion of the Bluegrass State Championship. Two Girls' Track relay teams placed fourth at state.

Extracurricular Activities: Activities include: Math Team, Beta Club, Academic Team, Student Council, Yearbook, Jazz Band, percussion ensemble, spirit club, Student Technology Leadership Program, and Technology Student Association. Interscholastic sports include cheerleading, dance team, step team, football, volleyball, basketball, and track. Intramural sports, which can include volleyball, basketball, and running clubs are offered before and after school at various times during the year.

Awards & Recognitions: SMS Dance Team was named grand champion at the FCPS Dance Showcase and won the Spirit Award at the Battle of the Bluegrass. The Girls' basketball B team were runners up in City League and tournament. The Girls' Track Team place third in the county, and one member placed sixth in the 100 yard dash at state. TSA members won 41 regional and 7 national awards. One student was inducted into the TSA National Honor Society.

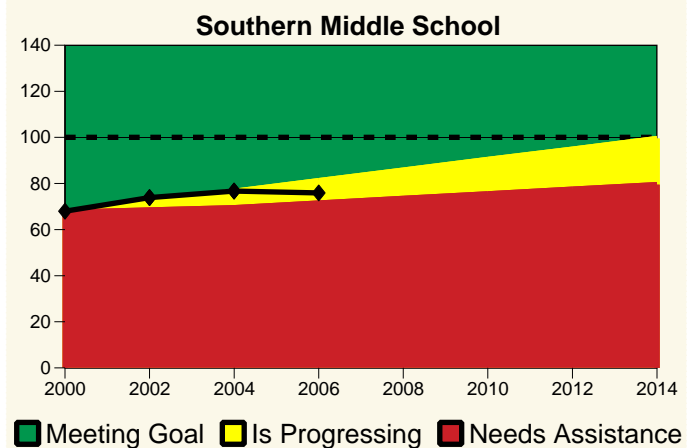
What We are Doing to Improve: SMS efforts focus on closing the achievement gap and raising student achievement in all content areas using differentiated instruction to meet the needs of all students. Students and departments set achievement goals for themselves. Our school provides continuous diagnostic assessments and analysis to monitor student achievement. We are a SpringBoard school and have adjusted our daily schedule to promote maximum learning time.

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	570	96.57	570	95.27
White	393	98.66	393	98.06
African American	110	87.53	110	78.77
Asian	24	NA	24	NA
Hispanic	27	NA	27	NA
Free/Red. Lunch	202	84.05	202	76
Non-Free/Red. Lunch	368	103.43	368	105.84
Limited English	11	NA	11	NA
Non-Limited English	555	96.83	555	95.38
Disability	68	63.62	68	40.31
No Disability	502	101.03	502	102.72
Male	301	88.96	301	89.56
Female	269	105.07	269	101.66
Students Excluded	6	NA	6	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		68.0
2002	72.1	67.5	73.9
2004	76.6	69.5	76.7
2006	81.2	71.5	75.9
2008	85.8	73.5	
2010	90.4	75.5	
2012	94.9	77.5	
2014	99.5	79.5	
Standard Error: 0.5			

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	4%	11%	10%	13%	7%	8%	20%
	District	6%	16%	13%	9%	13%	14%	17%
	State	6%	18%	11%	7%	13%	15%	18%
Apprentice	School	24%	21%	37%	56%	29%	20%	22%
	District	25%	26%	31%	48%	30%	22%	20%
	State	28%	31%	33%	48%	34%	22%	23%
Proficient/ Distinguished	School	72%	68%	53%	32%	64%	72%	58%
	District	68%	57%	55%	43%	56%	64%	63%
	State	66%	52%	56%	45%	53%	63%	59%
Academic Index	School	96.6	95.3	83.9	71.9	91.8	96	83
	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	14.2	14.2	13.8
Mathematics	15.7	15	14.2
English	14.8	14.4	13.6
Science	16.4	16.3	15.8
Composite	15.4	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	94.9%	1.8%	0%
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:

SMS has a DARE program for all 8th grade students. Our counselors and guest speakers do class presentations on bullying and harrasment issues. Character education lessons are taught on a weekly basis.

Students are encouraged to report suspected criminal violations to Crimestoppers in Schools or through Student Concern Reports, which are available in the front office. Southern has lockdown procedures in place and practices those procedures. Our school also has two "Not in My School" boxes where students can drop anonymous tips.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	4	4	0
Weapons Violations	1	1	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$6490	11:1	2.9:1	90%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: At SMS, teachers utilize computers, Smart Boards and overhead LCD projectors during instruction. Students use technology for writing, research, and multi-media presentations. SMS has two stationary computer labs and two mobile labs, other computers distributed throughout the building, as well as a business classroom with 30 computer work stations. SMS has technology specialists who assist with the implementation of technology into the school instructional program. Southern's library has electronic search and checkout capabilities, as well as electronic and traditional media.

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	272	25	11	4500

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	13%	5%	2%
Average Years of Teaching Experience	12.5	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	82%	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	17.9%	60.7%	21.4%	0%	0%	100%