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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year

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: Henry Clay High School, established in 1904, has long been recognized as a school of academic excellence. Teachers and staff enthusiastically embrace the school's mission of educating and preparing each and every student for successful and productive lives beyond their high school years. A member of Southern Association of Colleges and Schools, Henry Clay offers a challenging and diverse curriculum that can meet the demands of all students, and we offer a variety of student activities, including athletics, academics, and public service. Our goal is for every student to be actively engaged in high school life. Through Career and Interest Pathways, students can correlate their high school experiences with their future career plans. Parent participation is welcomed and encouraged. Parents can be active members of the school through their participation in school committees and freshman orientation. Our mission is to educate and to prepare our students for a life of productive citizenship.

How Our School Ensures Educational Equity: The primary goal at HCHS is to support each and every student in a quest to become life-long learners. The HCHS School Improvement Plan (SIP), a collaborative effort by all of the schools stakeholders, focuses on reading strategies across content areas to ensure student learning and comprehension. A current initiative is our effort to improve the schools communication and efficacy by strengthening school improvement committees. Through our data analysis, we identify areas for improving instruction for all sub-populations with an intentional focus on our gap population. A Young Mens Club and a Young Womens Club support student achievement efforts of African-American students. All stakeholders are regularly updated on current achievement gap trends. Collaboration with our middle schools and the ongoing development of our Pathways initiative continue so that we can offer support to all incoming 9th grade students, especially students considered high-risk.



Henry Clay High School

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email: john.nochta@fayette.kyschools.us
School Enrollment: 2002

Our School Council

Michael Jones, Associate Principal	John Nochta, Principal
Bill Stewart, Parent	Amanda Hurley, Media Specialist
Pam Thomas, Parent	Cindy Hipsher, Parent
Josh Edwards, Counselor	Linda Newberry, Teacher
Joe Dewees, Teacher	Becky Riley, Teacher
Demetrius Gay, Teacher	Jennifer Kane, Parent

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



CBP000012
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: Band: KMEA distinguished ratings symphonic, concert, jazz ensemble/solo; 35 selected to KMEA District 7 Honor Band; 8 selected to All-State Band. Debate: KHSSL State Debate Tournament 1st in state. Art: KAEA State High School Art Exhibit 2nd Place Cultural Heritage, 2nd and 3rd Place Painting. Orchestra: 5 selected to KMEA All-State and 25 distinguished ratings in solo/ensemble. Speech: 16 students selected to compete at the KHSSL State Speech Tournament.

Extracurricular Activities: Teams: Academic, Dance, Debate, Speech. Clubs: Anchor, Anime, Art, Beta, Chess, Cultural Enrichment, Film, History, International, Photography, Psychology, Red Cross, Science, FEA, DARE, Early Childhood Association, Fellowship of Christian Athletes, FBLA, Gay Straight Alliance, Harambee, Intramurals, Literary Magazine, Model UN, NHS, Newspaper, Quill and Scroll, SADD, Student Council, Student Technology Leadership Program, Teens Against Tobacco Use, Young Democrats, Young Republicans.

Awards & Recognitions: The class of 2007 included 15 National Merit Semifinalists, 25 AP Scholars, 12 AP Scholars w/Honors, 17 AP Scholars w/Distinction and scored above the national average in all areas of the ACT and SAT. HC awards included 14 Governors Scholars; KHSJA General Excellence Award, Yearbook; 31 National French, Latin, and Spanish Exam Winners; Commonwealth Award of Merit, FBLA; 8 winners, Kentucky College of Engineering JETS-TEAMS; NPPF National Semifinalist, Debate Team.

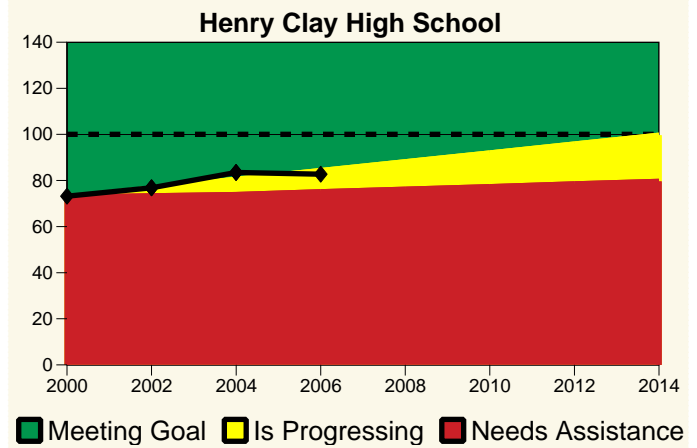
What We are Doing to Improve: SBDM is revising school policies with full participation of school improvement committees. Committee practices have been enhanced to encourage more participation by all stakeholders in school decision making. Professional development includes school-wide focus on data review (including administrative walk-throughs) to refine instructional practices. We continue to grow the Pathways initiative with middle school visits and increased funding.

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	502	95.6	485	81.9
White	364	101.3	356	88.5
African American	93	73.69	98	62.06
Asian	17	105.05	8	NA
Hispanic	17	80	18	49.51
Free/Red. Lunch	140	78.44	117	56.17
Non-Free/Red. Lunch	362	102.24	368	90.08
Limited English	14	50.79	22	39.01
Non-Limited English	488	96.89	463	83.93
Disability	49	59.72	31	52.04
No Disability	453	99.49	454	83.94
Male	254	90.89	229	84.57
Female	248	100.43	256	79.52
Students Excluded	5	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	72.8		73.2
2002	76.6	72.8	76.8
2004	80.5	73.9	83.5
2006	84.3	75.1	82.7
2008	88.1	76.2	
2010	91.9	77.3	
2012	95.8	78.5	
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 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
		10th	11th	11th	12th	11th	11th	10th
Novice	School	5%	19%	18%	15%	14%	10%	16%
	District	5%	24%	18%	16%	16%	10%	16%
	State	5%	27%	18%	16%	17%	11%	20%
Apprentice	School	26%	26%	28%	50%	32%	16%	24%
	District	28%	28%	32%	54%	32%	14%	24%
	State	35%	34%	41%	58%	39%	20%	30%
Proficient/ Distinguished	School	69%	55%	54%	35%	54%	74%	60%
	District	67%	48%	50%	30%	52%	76%	59%
	State	60%	39%	42%	27%	44%	69%	50%
Academic Index	School	95.6	81.9	79.2	70.7	86.6	99.6	93.3
	District	94.1	76.2	77.4	66.3	82.6	101.1	91.9
	State	89.1	68.2	72.8	65.7	77.8	92.4	82.2

NRT/Readiness Assessment: 10th grade students in Kentucky are being given the PLAN assessment from ACT Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32.

NRT/Readiness	PLAN		
	School	District	State
Reading	17.8	17.4	16
Mathematics	18.2	17.9	16.3
English	17.2	16.8	15.6
Science	18.8	18.4	17.4
Composite	18.1	17.7	16.4
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	Graduation Rate
School	92.8%	6.8%	2.4%	86.6%
District	94.4%	3.9%	2.5%	79.1%
State	94.6%	2.9%	2.2%	83.2%

Transition to Adult Life

	College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
School	77.1%	2.8%	6.7%	4.6%	6.2%	2.6%
District	74.1%	1.5%	13.7%	4.4%	2.9%	3.5%
State	55%	2.4%	27.3%	5.2%	6.2%	3.9%

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:

School personnel, 4 law enforcement officers and a camera system monitor students in common areas during and after school hours and at all school events. Officers monitor vehicle and foot traffic onto campus. The Lexington Police Department provides a resource officer to assist school personnel with crime detection and prevention. The administration, staff and law enforcement work closely with students to identify cases of weapons possession and drug use/possession.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	26	32	0
Weapons Violations	3	3	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4624	19:1	4.5:1	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: In addition to the schools 5 computer labs, students and teachers can access 30 library computers and the portable lab. Teachers also use mobile labs, LCD projectors, Smart Boards and document cameras to enhance instruction. Faculty professional development is offered in video production, office applications, web design, smart boards or any technology area requested. Many teachers use web pages and e-mail for communication with parents and students, as well as assigning technology-based projects. Our 5-year technology plan provides funding to install 1 LCD projector in each classroom.

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	1876	65	10	15000

ACT Five Year Trend: The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, Mathematics, Reading, and Science. All Kentucky juniors are required to take the ACT, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our school's progress on the ACT over the past five years.

		English	Math	Reading	Science	Composite
		2003	School	21	21.9	22.9
	District	21.1	21.4	22.7	21.9	21.9
	State	19.5	19.3	20.6	20.3	20.1
2004	School	21.7	22.4	22.6	21.8	22.2
	District	21.1	21.7	22.2	21.7	21.8
	State	19.6	19.6	20.7	20.3	20.2
2005	School	21.5	22.2	22.6	21.9	22.2
	District	21.2	21.6	22.2	21.6	21.8
	State	19.7	19.6	20.7	20.3	20.2
2006	School	21.5	22	22.5	21.8	22
	District	21.5	21.7	22.6	21.7	22
	State	20	19.8	20.9	20.4	20.4
2007	School	22	22.8	22.7	22.3	22.6
	District	21.6	21.9	22.3	21.9	22
	State	20	19.9	21	20.5	20.5

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	1%	5%	2%
Average Years of Teaching Experience	12.1	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	15.3%	59.3%	24.6%	0%	0.8%	100%