

SCHOOL REPORT CARD

for the 2010-2011 school year



Russell Cave Elementary School

Mrs. Betsy Rutherford, Principal
3375 Russell Cave Rd
Lexington, KY 40511

Phone: (859) 381-3571, Fax: (859) 381-3575

Email: betsy.rutherford@fayette.kyschools.us

School Enrollment: 292

Our School Council

Dolce Cortez	Debbie Etherington
Julie Jones	Amy Reneer
Betsy Rutherford	Jenny Tijou

Dear Parents/Guardians: This report card for the 2010-2011 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 go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

About Our School: Russell Cave Elementary School began as a one-room school house constructed prior to 1900 on Mr. Brilliant's Farm and was named for a cave located on its premises. At the present site, Russell Cave served as a high school until it became an elementary school in 1952. During the 2009-2010 school year, Russell Cave went through a four million dollar renovation. 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, Dual Immersion English and Spanish, Sheltered Instruction Observation Protocol, Gifted and Talented, ESL Program, Curriculum Coaches, Title I school, Reading Recovery, Family Resource Center, School Based Intervention Team, Cats Cultivating Character (UK partnership), Science Partnership with the Center for Applied Energy Research (UK partnership), Student Technology Leadership Program, and Foundations behavior management system

How We Ensure Educational Equity: The 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 to 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 increase the scores of those students with limited English proficiency by continuing to collaborate with ESL teachers and use Sheltered Instruction Observation Protocol strategies in all content areas.

School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading						Mathematics						Science			Other Academic Indicators					
	Percent Tested			Percent Proficient & Distinguished			Percent Tested			Percent Proficient & Distinguished			Percent Tested			Proficient & Distinguished % (Novice %) Elem. And Middle			Graduation Rate (High School)		
	Goal 95%			Goal 80.23%			Goal 95%			Goal 70.92%						Goal 86.75%					
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100	99.55	99.91	61.82	76.85	70.98	100	99.55	99.91	67.27	73.58	64.21		99.41	99.88	64.04 (9.28)	67.81 (5.71)	60.00 (7.84)		74.68	76.68
African-American		99.22	99.75		61.27	53.93		99.22	99.75		55.51	45.32		98.8	99.62						
American Indian/ Native Alaskan			99.83			71.29			99.83			60.45			99.49						
Asian/Pacific Islander		99.66	99.87		87.35	78.79		99.66	99.87		91.16	81.05		99.37	99.79						
Hispanic	100	99.67	99.87	60.61	64.79	66.34	100	99.67	99.87	68.18	64.45	60.64		99.63	99.86						
White		99.66	99.93		84.56	74.59		99.66	99.93		81.39	68.79		99.65	99.92						
Students with Disabilities		99.31	99.87		40.83	45.5		99.31	99.87		39.53	42.25		99.32	99.83						
Limited English Proficiency		99.2	99.72		47.46	45.72		99.2	99.72		54.34	46.03		98.82	99.66						
Economically Disadvantaged	100	99.49	99.89	58.82	64.07	63.43	100	99.49	99.89	64.71	60.9	57.13		99.21	99.85						
Migrant			99.82			54.37			99.82			53.65			100						
Male	100	99.58	99.9	56.14	72.25	66.64	100	99.58	99.9	61.4	72.41	64.76		99.51	99.87						
Female		99.53	99.92	67.92	81.61	77.65		99.53	99.92	73.58	74.79	67.29		99.29	99.89						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02			
2002-03			
2003-04	Y	Y	Y
2004-05	N	Y	N
2005-06	N	N	N
2006-07	Y	Y	N
2007-08	Y	Y	Y
2008-09	N	Y	N
2009-10	N	Y	N
2010-11	N	Y	N
2011-12			
2012-13			
2013-14			

Y=Met the goals N=Did not meet the goals NA=Not applicable
S=Safe Harbor, did not make goal but made significant improvement

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04		
2004-05	Y	
2005-06	Y	
2006-07	Y	School Improvement - Yr 1
2007-08	Y	School Improvement - Yr 2
2008-09	Y	School Improvement - Yr 2
2009-10	Y	Corrective Action - Yr 1
2010-11	Y	Corrective Action - Yr 2
2011-12	Y	Restructuring - Yr 1
2012-13		
2013-14		
2014-15		

NCLB Consequences (Title I)

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

State Assistance (Non-Title I)

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description "Eligible for State Assistance" will appear in the Consequences, School Status column, followed by the number "1" or "2" indicating the number of years eligible.

How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 3 - Reading					2010-2011		
Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	7	43	46	4	50	81.33	76.74
	2010-2011	100	26	16	45	13	58.06	84.09	80.53
African-American	2009-2010	--	--	--	--	--	--	71.74	58.8
	2010-2011	--	--	--	--	--	--	72.02	63.06
American Indian/ Native Alaskan	2009-2010	--	--	--	--	--	--	--	55.93
	2010-2011							--	76.47
Asian/Pacific Islander	2009-2010							88.07	81.29
	2010-2011							93.44	86.41
Hispanic	2009-2010	100	0	58	42	0	42.31	65.77	68.72
	2010-2011	100	17	17	57	9	65.22	75.76	72.63
White	2009-2010	100	9	18	55	18	72.73	88.41	79.54
	2010-2011	--	--	--	--	--	--	90.5	83.38
Students with Disabilities	2009-2010	--	--	--	--	--	--	62.59	60.02
	2010-2011	--	--	--	--	--	--	55.89	62.53
Limited English Proficiency	2009-2010	100	0	70	30	0	30	61.56	57.41
	2010-2011	100	21	21	50	7	57.14	70.18	65.44
Economically Disadvantaged	2009-2010	100	8	48	45	0	45	71.6	69.58
	2010-2011	100	27	17	47	10	56.67	75.07	74.18
Migrant	2009-2010	--	--	--	--	--	--	78.57	66.48
	2010-2011							--	72.04
Male	2009-2010	100	7	48	44	0	44.44	79.4	74.17
	2010-2011	100	17	33	42	8	50	82.46	78.45
Female	2009-2010	100	5	37	47	11	57.89	83.43	79.46
	2010-2011	100	32	5	47	16	63.16	85.74	82.74

School Assessment

Grade 4 - Reading

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	3	21	68	9	76.47	85.71	79.34
	2010-2011	100	5	30	57	9	65.91	77.4	73.5
African-American	2009-2010	--	--	--	--	--	--	71.96	62.26
	2010-2011	--	--	--	--	--	--	63.17	53.63
American Indian/ Native Alaskan	2009-2010							--	74.07
	2010-2011							--	69.35
Asian/Pacific Islander	2009-2010							91.09	85.02
	2010-2011							83.33	80.74
Hispanic	2009-2010	100	7	36	43	14	57.14	81.47	74.97
	2010-2011	100	4	36	57	4	60.71	62.05	67.15
White	2009-2010	100	0	0	92	8	100	91.46	81.76
	2010-2011	--	--	--	--	--	--	86.41	76.43
Students with Disabilities	2009-2010	--	--	--	--	--	--	65.03	63.22
	2010-2011	--	--	--	--	--	--	52.72	54.02
Limited English Proficiency	2009-2010	100	10	40	50	0	50	70.05	63.19
	2010-2011	100	6	50	44	0	44.44	46.32	49.38
Economically Disadvantaged	2009-2010	100	4	25	64	7	71.43	76.53	72.89
	2010-2011	100	5	32	59	5	63.41	65.76	65.78
Migrant	2009-2010	--	--	--	--	--	--	--	69.59
	2010-2011	--	--	--	--	--	--	--	50
Male	2009-2010	100	6	24	59	12	70.59	82.49	75.45
	2010-2011	100	4	28	64	4	68	74	69.72
Female	2009-2010	100	0	18	76	6	82.35	88.95	83.49
	2010-2011	100	5	32	47	16	63.16	81.11	77.51

School Assessment

Grade 5 - Reading

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	0	31	63	6	68.75	82.32	74.36
	2010-2011	100	9	31	49	11	60	82.45	74.08
African-American	2009-2010	--	--	--	--	--	--	68.68	58.19
	2010-2011	--	--	--	--	--	--	69.57	57.52
American Indian/ Native Alaskan	2009-2010							--	73.44
	2010-2011							--	75.29
Asian/Pacific Islander	2009-2010							93.75	80.87
	2010-2011							92.73	81.78
Hispanic	2009-2010	100	0	39	50	11	61.11	72.6	68.43
	2010-2011	100	7	40	47	7	53.33	75.54	69.6
White	2009-2010	--	--	--	--	--	--	88.32	76.62
	2010-2011	100	9	18	64	9	72.73	87.91	76.45
Students with Disabilities	2009-2010	--	--	--	--	--	--	63.14	54.01
	2010-2011	100	20	40	20	20	40	52.81	49.75
Limited English Proficiency	2009-2010	100	0	50	50	0	50	63.58	50.74
	2010-2011	--	--	--	--	--	--	60	51.08
Economically Disadvantaged	2009-2010	100	0	36	57	7	64.29	71.48	66.71
	2010-2011	100	10	35	45	10	54.84	72.29	65.96
Migrant	2009-2010	--	--	--	--	--	--	60	62.36
	2010-2011							--	58.97
Male	2009-2010	100	0	33	67	0	66.67	77.23	69.38
	2010-2011	100	15	40	30	15	45	77.42	68.25
Female	2009-2010	100	0	29	59	12	70.59	87.51	79.62
	2010-2011	100	0	20	73	7	80	87.55	80.27

School Assessment

Grade 3 - Mathematics

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	4	26	43	26	69.57	84.28	76.31
	2010-2011	100	13	26	32	29	61.29	83.41	77.69
African-American	2009-2010	--	--	--	--	--	--	74.35	56.53
	2010-2011	--	--	--	--	--	--	69.15	60
American Indian/ Native Alaskan	2009-2010	--	--	--	--	--	--	--	59.32
	2010-2011							--	70.59
Asian/Pacific Islander	2009-2010							92.66	85.76
	2010-2011							96.72	89.08
Hispanic	2009-2010	100	4	27	54	15	69.23	74.7	69.57
	2010-2011	100	9	22	39	30	69.57	76.06	70.9
White	2009-2010	100	9	18	18	55	72.73	90.39	79.23
	2010-2011	--	--	--	--	--	--	90.14	80.49
Students with Disabilities	2009-2010	--	--	--	--	--	--	63.59	55.86
	2010-2011	--	--	--	--	--	--	52.47	56.36
Limited English Proficiency	2009-2010	100	5	35	55	5	60	72.64	62.36
	2010-2011	100	7	36	43	14	57.14	69.82	65.2
Economically Disadvantaged	2009-2010	100	5	30	45	20	65	75.34	69.29
	2010-2011	100	13	27	33	27	60	73.3	70.5
Migrant	2009-2010	--	--	--	--	--	--	64.29	68.13
	2010-2011							--	74.19
Male	2009-2010	100	0	30	56	15	70.37	83.9	75.68
	2010-2011	100	17	25	25	33	58.33	82.8	77.73
Female	2009-2010	100	11	21	26	42	68.42	84.7	76.97
	2010-2011	100	11	26	37	26	63.16	84.02	77.65

School Assessment

Grade 4 - Mathematics

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	9	21	44	26	70.59	83.33	74.88
	2010-2011	100	7	20	36	36	72.73	82.65	74.74
African-American	2009-2010	--	--	--	--	--	--	68.4	53.2
	2010-2011	--	--	--	--	--	--	71.94	57.68
American Indian/ Native Alaskan	2009-2010							--	70.37
	2010-2011							--	62.9
Asian/Pacific Islander	2009-2010							97.03	85.33
	2010-2011							94.17	85.66
Hispanic	2009-2010	100	7	36	36	21	57.14	76.06	67.57
	2010-2011	100	4	25	32	39	71.43	71.75	68.71
White	2009-2010	100	8	8	54	31	84.62	89.75	77.99
	2010-2011	--	--	--	--	--	--	88.97	77.23
Students with Disabilities	2009-2010	--	--	--	--	--	--	61.27	55.02
	2010-2011	--	--	--	--	--	--	55.91	52.7
Limited English Proficiency	2009-2010	100	10	40	50	0	50	66.5	56.83
	2010-2011	100	6	39	33	22	55.56	61.47	54.67
Economically Disadvantaged	2009-2010	100	7	25	54	14	67.86	72.5	67.09
	2010-2011	100	7	22	37	34	70.73	73.68	67.38
Migrant	2009-2010	--	--	--	--	--	--	--	58.11
	2010-2011	--	--	--	--	--	--	--	59
Male	2009-2010	100	12	24	41	24	64.71	83.23	74.55
	2010-2011	100	12	16	32	40	72	81.87	74.08
Female	2009-2010	100	6	18	47	29	76.47	83.42	75.24
	2010-2011	100	0	26	42	32	73.68	83.51	75.45

School Assessment

Grade 5 - Mathematics

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	13	31	47	9	56.25	80.32	67.57
	2010-2011	100	11	23	40	26	65.71	76.88	65.92
African-American	2009-2010	--	--	--	--	--	--	63.69	46.43
	2010-2011	--	--	--	--	--	--	61.35	45.32
American Indian/ Native Alaskan	2009-2010							--	60.94
	2010-2011							--	62.35
Asian/Pacific Islander	2009-2010							96.88	83.39
	2010-2011							93.64	77.4
Hispanic	2009-2010	100	11	22	61	6	66.67	73.97	59.87
	2010-2011	100	7	33	40	20	60	67.99	60.16
White	2009-2010	--	--	--	--	--	--	86.91	70.47
	2010-2011	100	18	0	45	36	81.82	83.62	68.84
Students with Disabilities	2009-2010	--	--	--	--	--	--	54.47	45.31
	2010-2011	100	20	40	40	0	40	47.19	43.34
Limited English Proficiency	2009-2010	100	17	25	58	0	58.33	62.25	44.01
	2010-2011	--	--	--	--	--	--	52.67	44.9
Economically Disadvantaged	2009-2010	100	14	32	46	7	53.57	67.93	58.25
	2010-2011	100	13	26	45	16	61.29	64.68	56.51
Migrant	2009-2010	--	--	--	--	--	--	70	54.49
	2010-2011							--	60.26
Male	2009-2010	100	13	20	53	13	66.67	79.18	66.75
	2010-2011	100	15	35	40	10	50	75.76	64.82
Female	2009-2010	100	12	41	41	6	47.06	81.48	68.45
	2010-2011	100	7	7	40	47	86.67	78.02	67.09

School Assessment

Grade 4 - Science

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	9	15	38	38	76.47	78.85	70.42
	2010-2011	100	2	14	52	32	84.09	77.16	70.53
African-American	2009-2010	--	--	--	--	--	--	59.16	44.74
	2010-2011	--	--	--	--	--	--	58.85	44.13
American Indian/ Native Alaskan	2009-2010							--	71.6
	2010-2011							--	61.29
Asian/Pacific Islander	2009-2010							90.1	74.74
	2010-2011							85	73.22
Hispanic	2009-2010	100	21	7	43	29	71.43	71.04	59.69
	2010-2011	100	4	18	54	25	78.57	63.99	59.75
White	2009-2010	100	0	15	46	38	84.62	87.52	74.35
	2010-2011	--	--	--	--	--	--	87.31	74.71
Students with Disabilities	2009-2010	--	--	--	--	--	--	60.69	53.12
	2010-2011	--	--	--	--	--	--	50.16	50.26
Limited English Proficiency	2009-2010	100	20	10	50	20	70	58.88	45.46
	2010-2011	100	6	28	61	6	66.67	49.35	40.75
Economically Disadvantaged	2009-2010	100	11	18	36	36	71.43	66.62	61.69
	2010-2011	100	2	15	56	27	82.93	64.69	61.53
Migrant	2009-2010	--	--	--	--	--	--	--	50.68
	2010-2011	--	--	--	--	--	--	--	54
Male	2009-2010	100	12	12	41	35	76.47	79.66	71.04
	2010-2011	100	4	8	56	32	88	76.65	70.94
Female	2009-2010	100	6	18	35	41	76.47	78.04	69.76
	2010-2011	100	0	21	47	32	78.95	77.73	70.1

School Assessment

Grade 5 - Social Studies

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	19	44	34	3	37.5	67.3	55.59
	2010-2011	100	14	37	43	6	48.57	70.33	59.76
African-American	2009-2010	--	--	--	--	--	--	46.14	33.71
	2010-2011	--	--	--	--	--	--	50.56	37.12
American Indian/ Native Alaskan	2009-2010							--	45.31
	2010-2011							--	56.47
Asian/Pacific Islander	2009-2010							85.42	66.78
	2010-2011							83.64	68.22
Hispanic	2009-2010	100	17	56	28	0	27.78	50.23	44.28
	2010-2011	100	20	47	33	0	33.33	58.63	48.95
White	2009-2010	--	--	--	--	--	--	77.55	58.84
	2010-2011	100	9	27	45	18	63.64	79.39	63.23
Students with Disabilities	2009-2010	--	--	--	--	--	--	43.36	35.7
	2010-2011	100	40	40	20	0	20	38.58	38.18
Limited English Proficiency	2009-2010	100	25	50	25	0	25	34.44	26.91
	2010-2011	--	--	--	--	--	--	40	29.41
Economically Disadvantaged	2009-2010	100	21	46	32	0	32.14	49.85	44.71
	2010-2011	100	16	42	42	0	41.94	55.72	48.96
Migrant	2009-2010	--	--	--	--	--	--	60	43.26
	2010-2011							--	37.18
Male	2009-2010	100	7	60	33	0	33.33	67.65	56.55
	2010-2011	100	15	45	40	0	40	69.54	59.54
Female	2009-2010	100	29	29	35	6	41.18	66.94	54.58
	2010-2011	100	13	27	47	13	60	71.14	59.99

School Assessment

Grade 5 - Writing On-Demand

2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2009-2010	100	3	41	56	0	56.25	67.7	59.08
	2010-2011	100	3	43	51	3	54.29	67.53	59.74
African-American	2009-2010	--	--	--	--	--	--	55.37	45.47
	2010-2011	--	--	--	--	--	--	53.62	43.63
American Indian/ Native Alaskan	2009-2010							--	53.13
	2010-2011							--	55.29
Asian/Pacific Islander	2009-2010							84.38	70.3
	2010-2011							87.27	75.42
Hispanic	2009-2010	100	6	44	50	0	50	56.62	51.57
	2010-2011	100	0	53	47	0	46.67	59.71	52.93
White	2009-2010	--	--	--	--	--	--	74.25	61.05
	2010-2011	100	9	27	64	0	63.64	73.13	62.02
Students with Disabilities	2009-2010	--	--	--	--	--	--	38.21	34.13
	2010-2011	100	10	70	20	0	20	34.83	33.56
Limited English Proficiency	2009-2010	100	8	50	42	0	41.67	41.06	34.66
	2010-2011	--	--	--	--	--	--	45.33	34.73
Economically Disadvantaged	2009-2010	100	4	46	50	0	50	53.86	49.94
	2010-2011	100	3	45	48	3	51.61	53.92	50.3
Migrant	2009-2010	--	--	--	--	--	--	40	39.33
	2010-2011							--	42.31
Male	2009-2010	100	7	53	40	0	40	58.79	49.96
	2010-2011	100	5	60	35	0	35	58.9	50.59
Female	2009-2010	100	0	29	71	0	70.59	76.78	68.72
	2010-2011	100	0	20	73	7	80	76.26	69.46

Norm-Referenced Test: The ITBS scores are not part of state or federal accountability. The assessment is for diagnostic purposes only. The school and district scores are reported publicly using national percentiles (Percentile Rank of Average Standard Score: National Student Norms). Each national percentile shows a student's performance compared to other students who took the assessment at the same grade level and same time period—fall, mid-spring, or spring as compared to the 2005 norming group.

Norm-Referenced Test (NRT)				Iowa Tests of Basic Skills			
Scores Reported in National Percentiles							
Reading				Mathematics			
Grade	School	District	State	Grade	School	District	State
3	31	65	61	3	47	65	61
4	38	59	57	4	52	64	57
5	40	59	54	5	56	64	54
6		52	47	6		53	45
7		57	51	7		55	48

Other Measures: The third component of the Kentucky Testing System is our school's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2009-2010 school year.

	Attendance Rate	Retention Rate
School	95.5%	0.0%
District	93.7%	3.5%
State	94.1%	2.4%

* The percent of students who had to repeat the grade.

NAEP: The National Assessment of Educational Progress (NAEP) is also known as "the Nation's Report Card". NAEP has been conducting assessments since 1969 and is the only national assessment of what "America's students know and can do" in various subject areas. NAEP does not report scores for individual students or schools. NAEP bases its results on a sample of students and provides data at the state and national level.

Grade 4	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	32%	35%	25%	8%
Mathematics	21%	49%	27%	3%

Grade 4	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	52%	54%
Mathematics	42%	65%

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
Y	Y	100%

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

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 Cave's staff and students routinely practice all emergency procedures. All visitors are required to use the schools 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.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$11,073	10.0:1	97.1%	1.5:1
District	\$11,680	14.0:1	90.9%	2.5:1
State	\$10,864	16.0:1	77.4%	2.4:1

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, and digital equipment used for instructional purposes and as an assessment tool.

Parental Involvement

	# of Students Whose Parent/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	210	20	2	120

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	3.7%	0.3%	0.8%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	0.2%	0.6%
Average Years of Teaching Experience	7.5	11.1	11.7
Number of Teachers certified by the National Board for Professional Standards	2	124	1,987

	B.A./ B.S.	M.A./ M.S.	Rank I	Specialist	Ph.D/ Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	40.7%	48.1%	7.4%	3.7%	0.0%	100%

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 participated in the district chorus performance, and the district STEM fair. At the STEM fair, eight 4th grade students received 1st place in the entrepreneurial category for the Russell Cave Reporter, a monthly student newspaper.

Extracurricular Activities: Russell Cave is proud to offer extra-curricular activities to every student. Chorus, academic team, drama club, STLP, Student Council, dance team and science club each meet once a week after school.

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 proficient and distinguished performance on the annual Kentucky Core Content Tests. Additionally students receive awards for their participation in D.A.R.E and extracurricular clubs.

What We Are Doing To Improve: The administration and staff are constantly looking for ways to improve instruction and to increase student achievement. Title I funding assists us in providing additional teachers and materials to help all students reach proficiency. The staff is devoted to developing their professional skills by pursuing national board certification, furthering their education as well as attending professional development above and beyond the district requirement.

For Further Information: To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at <http://www.education.ky.gov>, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.

