

SCHOOL REPORT CARD

for the 2010-2011 school year



William Wells Brown Elementary

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School Enrollment: 333

Our School Council

Monica Chenault

Karen Morrison

Debra Oden-Williams

LeighAnn Mattingly

Judy Nicholson

Yvonne Peace

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: William Wells Brown Elementary School is Fayette County's first community school. We are committed to working closely with the Lexington Fayette Urban County Government to provide an integrated focus on academic, health and social services, youth and community development and community engagement. By working together, students have the resources and opportunities they need to succeed academically, physically and emotionally. Every child participates in music, art, physical education, and library classes each week. The Healthy Kids Clinic provides a wide variety of health related services to our students and families. The Mission of William Wells Brown Elementary School is to educate all students to proficiency in all content areas by providing systematic, explicit and rigorous instruction as measured by national, state and district assessments.

How We Ensure Educational Equity: The Vision of William Wells Brown Elementary School is to foster a positive environment where students, families, school staff and community members work together to inspire our students to be lifelong learners. All students are assessed in reading and math three times per year using the MAP assessment. Assessment results are used to ensure that each student is taught at his or her instructional level. All staff utilizes instructional strategies that support the different cognitive and cultural learning styles of our students. Intervention is offered through small group instruction to students having difficulty in reading. Additional strategies utilized to address equity include an on-going analysis and feedback of student work, use of culturally diverse literature, utilizing the Family Resource Center services to eliminate barriers to student learning, and offering extended school services for students who need extra instruction in math and reading.

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	63.09	76.85	70.98	100	99.55	99.91	53.69	73.58	64.21		99.41	99.88	36.55 (16.25)	67.81 (5.71)	60.00 (7.84)		74.68	76.68
African-American	100	99.22	99.75	58.56	61.27	53.93	100	99.22	99.75	44.14	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		99.67	99.87		64.79	66.34		99.67	99.87		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	61.81	64.07	63.43	100	99.49	99.89	52.08	60.9	57.13		99.21	99.85						
Migrant			99.82			54.37			99.82			53.65			100						
Male	100	99.58	99.9	62.5	72.25	66.64	100	99.58	99.9	52.78	72.41	64.76		99.51	99.87						
Female	100	99.53	99.92	63.64	81.61	77.65	100	99.53	99.92	54.55	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	Y	Y	Y
2005-06	S	Y	N
2006-07	Y	Y	N
2007-08	Y	Y	Y
2008-09	N	Y	N
2009-10	S	S	Y
2010-11	S	N	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		
2005-06		
2006-07		
2007-08		School Improvement - Yr 1
2008-09		
2009-10	Y	
2010-11	Y	
2011-12	Y	
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	17	34	39	10	48.78	81.33	76.74
	2010-2011	100	11	17	48	24	72.22	84.09	80.53
African-American	2009-2010	100	25	36	36	4	39.29	71.74	58.8
	2010-2011	100	15	15	51	20	70.73	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	--	--	--	--	--	--	65.77	68.72
	2010-2011	--	--	--	--	--	--	75.76	72.63
White	2009-2010	--	--	--	--	--	--	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	--	--	--	--	--	--	61.56	57.41
	2010-2011	--	--	--	--	--	--	70.18	65.44
Economically Disadvantaged	2009-2010	100	18	36	38	8	46.15	71.6	69.58
	2010-2011	100	12	17	48	23	71.15	75.07	74.18
Migrant	2009-2010	--	--	--	--	--	--	78.57	66.48
	2010-2011							--	72.04
Male	2009-2010	100	23	32	36	9	45.45	79.4	74.17
	2010-2011	100	9	16	50	25	75	82.46	78.45
Female	2009-2010	100	11	37	42	11	52.63	83.43	79.46
	2010-2011	100	14	18	45	23	68.18	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	2	30	60	7	67.44	85.71	79.34
	2010-2011	100	11	20	60	9	68.89	77.4	73.5
African-American	2009-2010	100	3	26	65	6	70.59	71.96	62.26
	2010-2011	100	13	27	57	3	60	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	--	--	--	--	--	--	81.47	74.97
	2010-2011	--	--	--	--	--	--	62.05	67.15
White	2009-2010	--	--	--	--	--	--	91.46	81.76
	2010-2011	--	--	--	--	--	--	86.41	76.43
Students with Disabilities	2009-2010	100	0	36	64	0	63.64	65.03	63.22
	2010-2011	--	--	--	--	--	--	52.72	54.02
Limited English Proficiency	2009-2010	--	--	--	--	--	--	70.05	63.19
	2010-2011	--	--	--	--	--	--	46.32	49.38
Economically Disadvantaged	2009-2010	100	2	31	60	7	66.67	76.53	72.89
	2010-2011	100	12	21	60	7	66.67	65.76	65.78
Migrant	2009-2010							--	69.59
	2010-2011							--	50
Male	2009-2010	100	6	28	61	6	66.67	82.49	75.45
	2010-2011	100	14	19	62	5	66.67	74	69.72
Female	2009-2010	100	0	32	60	8	68	88.95	83.49
	2010-2011	100	8	21	58	13	70.83	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	14	37	43	6	49.02	82.32	74.36
	2010-2011	100	14	38	38	10	48	82.45	74.08
African-American	2009-2010	100	15	38	40	8	47.5	68.68	58.19
	2010-2011	100	15	40	38	8	45	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	--	--	--	--	--	--	72.6	68.43
	2010-2011	--	--	--	--	--	--	75.54	69.6
White	2009-2010	--	--	--	--	--	--	88.32	76.62
	2010-2011	--	--	--	--	--	--	87.91	76.45
Students with Disabilities	2009-2010	100	38	23	31	8	38.46	63.14	54.01
	2010-2011	--	--	--	--	--	--	52.81	49.75
Limited English Proficiency	2009-2010	--	--	--	--	--	--	63.58	50.74
	2010-2011	--	--	--	--	--	--	60	51.08
Economically Disadvantaged	2009-2010	100	14	37	43	6	49.02	71.48	66.71
	2010-2011	100	14	38	38	10	48	72.29	65.96
Migrant	2009-2010							60	62.36
	2010-2011							--	58.97
Male	2009-2010	100	17	43	37	3	40	77.23	69.38
	2010-2011	100	11	53	37	0	36.84	77.42	68.25
Female	2009-2010	100	10	29	52	10	61.9	87.51	79.62
	2010-2011	100	16	29	39	16	54.84	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	5	29	37	29	65.85	84.28	76.31
	2010-2011	100	9	28	35	28	62.96	83.41	77.69
African-American	2009-2010	100	7	32	39	21	60.71	74.35	56.53
	2010-2011	100	10	34	29	27	56.1	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	--	--	--	--	--	--	74.7	69.57
	2010-2011	--	--	--	--	--	--	76.06	70.9
White	2009-2010	--	--	--	--	--	--	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	--	--	--	--	--	--	72.64	62.36
	2010-2011	--	--	--	--	--	--	69.82	65.2
Economically Disadvantaged	2009-2010	100	5	31	38	26	64.1	75.34	69.29
	2010-2011	100	10	29	37	25	61.54	73.3	70.5
Migrant	2009-2010	--	--	--	--	--	--	64.29	68.13
	2010-2011							--	74.19
Male	2009-2010	100	9	32	36	23	59.09	83.9	75.68
	2010-2011	100	9	28	34	28	62.5	82.8	77.73
Female	2009-2010	100	0	26	37	37	73.68	84.7	76.97
	2010-2011	100	9	27	36	27	63.64	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	28	33	33	7	39.53	83.33	74.88
	2010-2011	100	16	22	42	20	62.22	82.65	74.74
African-American	2009-2010	100	29	32	35	3	38.24	68.4	53.2
	2010-2011	100	17	30	37	17	53.33	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	--	--	--	--	--	--	76.06	67.57
	2010-2011	--	--	--	--	--	--	71.75	68.71
White	2009-2010	--	--	--	--	--	--	89.75	77.99
	2010-2011	--	--	--	--	--	--	88.97	77.23
Students with Disabilities	2009-2010	100	45	18	36	0	36.36	61.27	55.02
	2010-2011	--	--	--	--	--	--	55.91	52.7
Limited English Proficiency	2009-2010	--	--	--	--	--	--	66.5	56.83
	2010-2011	--	--	--	--	--	--	61.47	54.67
Economically Disadvantaged	2009-2010	100	26	33	33	7	40.48	72.5	67.09
	2010-2011	100	17	24	43	17	59.52	73.68	67.38
Migrant	2009-2010							--	58.11
	2010-2011							--	59
Male	2009-2010	100	22	39	33	6	38.89	83.23	74.55
	2010-2011	100	33	19	24	24	47.62	81.87	74.08
Female	2009-2010	100	32	28	32	8	40	83.42	75.24
	2010-2011	100	0	25	58	17	75	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	22	35	29	14	43.14	80.32	67.57
	2010-2011	100	30	34	26	10	36	76.88	65.92
African-American	2009-2010	100	28	30	28	15	42.5	63.69	46.43
	2010-2011	100	35	40	20	5	25	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	--	--	--	--	--	--	73.97	59.87
	2010-2011	--	--	--	--	--	--	67.99	60.16
White	2009-2010	--	--	--	--	--	--	86.91	70.47
	2010-2011	--	--	--	--	--	--	83.62	68.84
Students with Disabilities	2009-2010	100	46	23	23	8	30.77	54.47	45.31
	2010-2011	--	--	--	--	--	--	47.19	43.34
Limited English Proficiency	2009-2010	--	--	--	--	--	--	62.25	44.01
	2010-2011	--	--	--	--	--	--	52.67	44.9
Economically Disadvantaged	2009-2010	100	22	35	29	14	43.14	67.93	58.25
	2010-2011	100	30	34	26	10	36	64.68	56.51
Migrant	2009-2010							70	54.49
	2010-2011							--	60.26
Male	2009-2010	100	23	37	27	13	40	79.18	66.75
	2010-2011	100	26	32	37	5	42.11	75.76	64.82
Female	2009-2010	100	19	33	33	14	47.62	81.48	68.45
	2010-2011	100	32	35	19	13	32.26	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	19	28	44	9	53.49	78.85	70.42
	2010-2011	100	7	44	40	9	48.89	77.16	70.53
African-American	2009-2010	100	18	29	44	9	52.94	59.16	44.74
	2010-2011	100	7	43	47	3	50	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	--	--	--	--	--	--	71.04	59.69
	2010-2011	--	--	--	--	--	--	63.99	59.75
White	2009-2010	--	--	--	--	--	--	87.52	74.35
	2010-2011	--	--	--	--	--	--	87.31	74.71
Students with Disabilities	2009-2010	100	9	27	55	9	63.64	60.69	53.12
	2010-2011	--	--	--	--	--	--	50.16	50.26
Limited English Proficiency	2009-2010	--	--	--	--	--	--	58.88	45.46
	2010-2011	--	--	--	--	--	--	49.35	40.75
Economically Disadvantaged	2009-2010	100	19	26	45	10	54.76	66.62	61.69
	2010-2011	100	7	48	38	7	45.24	64.69	61.53
Migrant	2009-2010							--	50.68
	2010-2011							--	54
Male	2009-2010	100	17	17	56	11	66.67	79.66	71.04
	2010-2011	100	14	33	38	14	52.38	76.65	70.94
Female	2009-2010	100	20	36	36	8	44	78.04	69.76
	2010-2011	100	0	54	42	4	45.83	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	35	47	16	2	17.65	67.3	55.59
	2010-2011	100	28	42	26	4	30	70.33	59.76
African-American	2009-2010	100	38	45	15	3	17.5	46.14	33.71
	2010-2011	100	28	50	20	3	22.5	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	--	--	--	--	--	--	50.23	44.28
	2010-2011	--	--	--	--	--	--	58.63	48.95
White	2009-2010	--	--	--	--	--	--	77.55	58.84
	2010-2011	--	--	--	--	--	--	79.39	63.23
Students with Disabilities	2009-2010	100	62	31	0	8	7.69	43.36	35.7
	2010-2011	--	--	--	--	--	--	38.58	38.18
Limited English Proficiency	2009-2010	--	--	--	--	--	--	34.44	26.91
	2010-2011	--	--	--	--	--	--	40	29.41
Economically Disadvantaged	2009-2010	100	35	47	16	2	17.65	49.85	44.71
	2010-2011	100	28	42	26	4	30	55.72	48.96
Migrant	2009-2010							60	43.26
	2010-2011							--	37.18
Male	2009-2010	100	40	40	17	3	20	67.65	56.55
	2010-2011	100	26	42	32	0	31.58	69.54	59.54
Female	2009-2010	100	29	57	14	0	14.29	66.94	54.58
	2010-2011	100	29	42	23	6	29.03	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	12	55	33	0	33.33	67.7	59.08
	2010-2011	100	20	48	32	0	32	67.53	59.74
African-American	2009-2010	100	13	50	38	0	37.5	55.37	45.47
	2010-2011	100	20	50	30	0	30	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	--	--	--	--	--	--	56.62	51.57
	2010-2011	--	--	--	--	--	--	59.71	52.93
White	2009-2010	--	--	--	--	--	--	74.25	61.05
	2010-2011	--	--	--	--	--	--	73.13	62.02
Students with Disabilities	2009-2010	100	31	62	8	0	7.69	38.21	34.13
	2010-2011	--	--	--	--	--	--	34.83	33.56
Limited English Proficiency	2009-2010	--	--	--	--	--	--	41.06	34.66
	2010-2011	--	--	--	--	--	--	45.33	34.73
Economically Disadvantaged	2009-2010	100	12	55	33	0	33.33	53.86	49.94
	2010-2011	100	20	48	32	0	32	53.92	50.3
Migrant	2009-2010							40	39.33
	2010-2011							--	42.31
Male	2009-2010	100	20	47	33	0	33.33	58.79	49.96
	2010-2011	100	21	58	21	0	21.05	58.9	50.59
Female	2009-2010	100	0	67	33	0	33.33	76.78	68.72
	2010-2011	100	19	42	39	0	38.71	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	37	65	61	3	39	65	61
4	26	59	57	4	37	64	57
5	24	59	54	5	23	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	95.1%	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:

William Wells Brown is committed to maintaining a safe learning environment for students, staff and visitors. Our most effective deterrent is a proactive approach that includes student education, staff training, and promoting a trusting school climate that encourages students to report safety concerns to our staff.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$11,735	10.0:1	87.8%	3.4:1
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:

Students have access to: Internet connected computers, projectors, printers, WIN TV, United Streaming, document cameras, interactive tablets, mini-cameras, CPS systems "clickers", laptop computers, interactive boards and smartboards. We have a full-time Technology Specialist to assist with any needs. Instruction is done in word processing, databases, spreadsheets, presentations, and research. Reading skills are promoted through Accelerated Reader and research based web programs. Math skills are enhanced through research based web programs.

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	258	40	2	2,048

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	0.0%	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	7.1	11.1	11.7
Number of Teachers certified by the National Board for Professional Standards	3	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	56.5%	34.8%	8.7%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: William Wells Brown Elementary School provides all students with the opportunity to join primary and intermediate academic teams. These teams compete at the district level three times a year through the One Community One Voice Academic Challenge Competition. Students in fourth grade participate in the school science fair. Fifth grade students participate in the History Fair. This year, our student technology leadership team advanced to the state level competition.

Extracurricular Activities: William Wells Brown Elementary offers many extracurricular activities to enhance learning such as: Academic Team, Student Technology Leadership Program (STLP), Junior Achievement, Band, Orchestra, Chorus, Science Club, Carnegie Colts Club, Girls Club, Boys Club, Battle of the Books, Extended School Services, and Jumpin' Jaguars.

Awards & Recognitions: Students are recognized as they accomplish academic and social goals. Special recognition include Principal Honor Roll, Honor Roll, Perfect Attendance, and a variety of art, math, music, reading and science awards. Students who score Proficient or Distinguished on our state assessments are recognized on the William Wells Brown Wall of Fame.

What We Are Doing To Improve: We believe that being culturally responsive as a school is extremely important. As a culturally responsive school we acknowledge the cultural heritages of our students in order to build bridges between home and school experiences. We teach students to know and praise their own and other cultural heritages by incorporating multicultural information, resources and materials in all subjects taught to our students.

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.

