

– Commonwealth of Kentucky –

SCHOOL REPORT CARD

for the 2006 - 2007 school year

Oran P Lawler Elementary School

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School Enrollment: 404

Our School Council

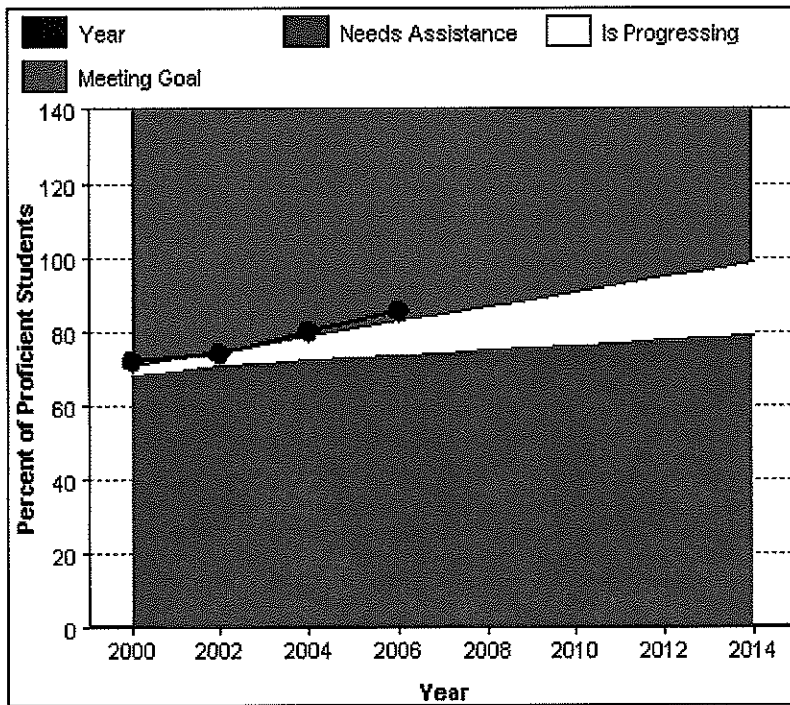
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|---------------|-------------------------|
| Paula Cundiff | Joe Kolter |
| Marcia Downs | Tim Nelson |
| Gail Edwards | Yevette Seaton- Kopp |

Dear Parents/Guardians: This report card for the 2006 - 2007 school year contains important information about our school, including 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: Oran P. Lawler Elementary, established in 1991 in rural Grayson County, is located near Leitchfield, the county seat. A school-wide Title I program is implemented for the student population of 415 Preschool through Fifth Grade students. The school mission (revised in 2006-07) is “to inspire life-long learning in a secure, positive and challenging environment for all students and staff.” A competent and dedicated staff, as well as family support and student responsibility, promote success. Extended School Services, Gifted and Talented Education, Family Resource Youth Service Center, School Based Decision Making Council, and an active Parent Teacher Organization promote achievement. Student performances and family involvement activities such as “Grands with Grandparents,” “Muffins with Mom,” “Donuts with Dad,” and Veterans Recognition Assembly create strong ties between school and community.

How Our School Ensures Educational Equity: Our school provides educational equity for all students regardless of gender, race, religion, ethnicity, socio-economic status, or disabilities. Staff training on equity issues and diversity is provided. Disaggregated student data from the Kentucky Performance Report is analyzed to address student academic needs. Differentiated instruction is designed to meet student learning styles and multiple intelligences. Consideration of student diversity is emphasized during planning and evaluation of instructional strategies. Our Comprehensive School Improvement Plan specifies strategies and activities for use in closing identified achievement gaps.

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 by 2014. Every two years a new point will be added to the chart to show whether we are on track to meet our goal.



| Year | Goal Line | Assistance Line | School Index Score |
|----------------------------|-----------|-----------------|--------------------|
| 2000 | 71.0 | | 72.1 |
| 2002 | 75.0 | 71.0 | 73.9 |
| 2004 | 79.0 | 72.3 | 80.0 |
| 2006 | 83.0 | 73.6 | 85.2 |
| 2008 | 86.9 | 75.0 | |
| 2010 | 90.9 | 76.3 | |
| 2012 | 94.9 | 77.6 | |
| 2014 | 98.9 | 78.9 | |
| Standard Error: 1.1 | | | |

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, the national Comprehensive Test of Basic Skills (CTBS), and other measures, including attendance, retention and dropout rates. These 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 the schools in our district and throughout Kentucky.

| KCCT Test | | 2007 Reading | 2007 Mathematics | 2007 Science | 2007 Social Studies | 2007 Writing | 2007 Arts & Humanities | 2007 PLVS |
|------------------------------|----------|--------------|------------------|--------------|---------------------|--------------|------------------------|-----------|
| | | Elem | Elem | 4th | 5th | Elem | 5th | 4th |
| Novice | School | 6% | 14% | 0% | 16% | 1% | 17% | 13% |
| | District | 4% | 11% | 3% | 11% | 3% | 14% | 13% |
| | State | 6% | 13% | 7% | 10% | 4% | 18% | 16% |
| Apprentice | School | 24% | 34% | 51% | 40% | 34% | 43% | 15% |
| | District | 25% | 30% | 27% | 34% | 36% | 28% | 14% |
| | State | 22% | 26% | 27% | 28% | 36% | 26% | 15% |
| Proficient/ Distinguished | School | 69% | 53% | 49% | 44% | 65% | 40% | 72% |
| | District | 71% | 59% | 70% | 55% | 61% | 59% | 73% |
| | State | 73% | 62% | 66% | 62% | 60% | 57% | 69% |
| Academic Index | School | 92.2 | 81.4 | 92.3 | 74.7 | 88.4 | 70.6 | 90.6 |
| | District | 93.4 | 88.6 | 100 | 83 | 87.2 | 85.3 | 93 |
| | State | 95.6 | 90.5 | 95.9 | 88.5 | 88.1 | 83.6 | 86.8 |

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. 8th grade students are being given the EXPLORE assessment which predicts high school readiness. These scores can vary from 1 to 25. At the elementary level, schools are required to administer a national norm-referenced test (NRT) in Reading and Mathematics. Other subjects were optional, but were reported when available. Districts giving two NRTs will not have district scores.

| NRT/Readiness | NRT | |
|---------------|-------------|----------|
| | School | District |
| Reading | 49.0 | 51.0 |
| Mathematics | 56.9 | 58.0 |
| English | NA | NA |
| Science | NA | NA |
| Composite | NA | NA |
| Name of NRT | GRADE/GMADE | |

Other Measures: The third component of CATS 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 2005 - 2006 school year.

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

| | Attendance Rate | Retention Rate |
|---------------|-----------------|----------------|
| School | 96.3% | 0% |
| District | 95.4% | 1.9% |
| State | 94.6% | 2.9% |

Our Learning Environment

School Safety: Here's 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 | % of Classrooms with Outside Phone Line |
|----------------------------------|---|---|
| Yes | Yes | 100% |

Procedures in Place in Our School for Drug and

Weapons Detection: Doors except the front are kept locked. Visitors sign in and out of the building and wear a visitor's tag. Intercom and CCTV monitoring system will be installed this year. During drop-off and pick-up school staff monitor the building. Red Ribbon Week, "Here's Looking at You"

training, and other instruction emphasize the danger of drugs. School and district policies are followed for drug or weapon violations.

| 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 |

Student Resources

| | Spending per Student | Student/Teacher Ratio | % Computers 5 Years Old or Less | Students per Internet Connected Computer |
|-------------------|----------------------|-----------------------|---------------------------------|--|
| Our School | \$7631 | 14:1 | 66.9% | 2.4:1 |
| District | \$8549 | 15:1 | 73.6% | 2.9:1 |
| State | \$9602 | 16:1 | 81.6% | 3.7:1 |

How We Use Technology to Teach: Technology is integrated across the curriculum. Over one hundred computers with internet access and word processing programs are utilized. Students in grades 3-5 are equipped with email access. Computer lab instruction is provided weekly for each student, and many software programs are available. Teachers have access to video streaming. A weekly Curriculum Cast, featuring students sharing learning, is video-taped and shown school-wide. Smart Boards are purchased as funds permit. School and PTO web pages are linked and contain student and parent resources.

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 | 189 | 36 | 2 | 805 |

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% | 1% | 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 | 0% | 3% | 2% |
| Average Years of Teaching Experience | 14.8 | 12.2 | 11.6 |
| % of Classes Taught by Teachers with a Major, Minor or Equivalent in the Subject Being Taught | 100% | 100% | NA |

| | B.A. | M.A. | Rank I | Specialist | Ph.D. | Total % of Teachers |
|---|-------|-------|--------|------------|-------|---------------------|
| Professional Qualification of All Teachers in the School | 12.9% | 45.2% | 41.9% | 0% | 0% | 100% |

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 fewer than 10 students in a group "NA" appears for not applicable.

| Student Sub-Population | Reading | | Mathematics | |
|------------------------|----------|-------|-------------|-------|
| | 2007 | | 2007 | |
| | Students | Index | Students | Index |
| All Students | 177 | 92.16 | 177 | 81.43 |
| White | 171 | 92.44 | 171 | 81.42 |
| African American | 3 | NA | 3 | NA |
| Asian | 1 | NA | 1 | NA |
| Hispanic | 1 | NA | 1 | NA |

| | | | | |
|---------------------|-----|--------|-----|-------|
| Free/Red Lunch | 97 | 83.79 | 97 | 73.31 |
| Non-Free/Red Lunch | 80 | 102.33 | 80 | 91.30 |
| Limited English | NA | NA | NA | NA |
| Non-Limited English | 177 | 92.16 | 177 | 81.43 |
| Disability | 29 | NA | 29 | NA |
| No Disability | 148 | 97.24 | 148 | 87.35 |
| Male | 98 | 89.61 | 98 | 83.21 |
| Female | 78 | 95.27 | 78 | 78.98 |
| Students Excluded | 2 | NA | 2 | 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.

Other Important Information About Our School

State Contest Results: While Lawler Elementary students did not participate in state contests during the 2006-2007 school year, our Academic Team members competed with other district schools and in the Governor's Cup competition.

Extracurricular Activities: Choir, Band, Orchestra, Junior Beta Club, Academic Team Competition, Junior Pro Football, Baseball, Basketball, Cheerleading and Soccer are offered. Fall Festival, Science Fair, Art Show, Writing Celebration and monthly family involvement evenings such as Unite to Read as well as literacy and math nights are scheduled. Students participate in musical and dramatic performances for PTO meetings.

Awards and Recognitions: Lawler is accredited by Southern Association of Colleges and Schools. Current Kentucky Performance Report designates Lawler as exceeding its assistance point. Adequate Yearly Progress was achieved in the No Child Left Behind report with 100 per cent of targets reached. Lawler was one of 40 Kentucky schools from 200 applicants to receive a Math Achievement Fund Grant. Renewal of our Read to Achieve Grant was received from the Kentucky Department of Education.

What We are Doing to Improve: Our Comprehensive School Improvement Plan identifies instructional strategies and activities for improvement. Extended School Services, including a Daytime Waiver, addresses identified student needs. Read to Achieve Grant and Math Achievement Fund Grant target struggling primary students. Conferences and frequent progress reports inform parents about student progress. Family involvement activities support student achievement.

How to Get More Information: Contact our Principal or your School Council Members using the school phone number, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data is available at www.education.ky.gov
