

## Changes in Kentucky School Testing System

This year has seen many changes in the Kentucky School Testing System and the school and district report cards. Senate Bill 1 (SB1), enacted in the 2009 Kentucky General Assembly, outlines numerous changes to Kentucky's assessment and accountability program. SB1 creates a three-year interim period (2008-09, 2009-10 and 2010-11) and a new state assessment program beginning in 2012. The interim period allows Kentucky time to develop the new assessment system while maintaining components necessary for federal No Child Left Behind (NCLB) reporting.

SB1 suspended the former state assessment and accountability program with its focus on the accountability index and individual growth charts. All public schools in Kentucky, both Title I and Non-Title I, are held accountable for student performance through Adequate Yearly Progress status included in No Child Left Behind (NCLB) reports. Assistance to schools that do not meet AYP will be delivered using the Kentucky Department of Education's Assistance and Support School Improvement Success Team (ASSIST) model. ASSIST teams shall have local district staff collaborating with Kentucky Department of Education staff and other educational partners to support school improvement.

This report card reflects the changes to the system during the interim period. The familiar narratives and most of the data reported in previous years are unchanged. However, the growth chart and the data table supporting it are gone, as well as, data from assessments of writing portfolios, arts and humanities and practical living/vocational studies. These assessments changed from state-required to local-option in spring 2009. All academic indices are gone. Little has been added in the interim, but you will see the state results for the National Assessment of Educational Progress (NAEP) as required by law.

**NCLB Annual Yearly Progress**

Student Group	Met Annual Measurable Objectives		Met Participation Rate	Other Academic Indicator
	Reading	Mathematics		
All Students	Y	Y	Y	Y
White (non-Hisp)	Y	Y	Y	
African-American	NA	NA	NA	
Hispanic	NA	NA	NA	
Asian	NA	NA	NA	
Limited Eng Prof	NA	NA	NA	
Free/Red Lunch	Y	Y	Y	
With Disability	NA	NA	NA	

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

For High Schools the Other Academic Indicator is Graduation Rate. For Elementary and Middle Schools the Other Academic Indicator is the overall Classification which covers other content beyond Reading and Mathematics.

-Commonwealth of Kentucky-

# SCHOOL REPORT CARD

for the 2008-2009 school year



## Mount Sterling Elementary School

Richard DeAngelis, Principal

6601 Indian Mound Dr

Mount Sterling, KY 40353

Phone: (859) 497-8730, Fax: (859) 497-8704

Email:

Richard.DeAngelis@montgomery.kyschools.us

**School Enrollment: 744**

### Our School Council

Deb Arnold

Richard DeAngelis

Tamara Hart

Sammi Hatfield

Vance Jouett

Michelle Justice

Michelle Slone

**Dear Parents/Guardians:** This report card for the 2008-2009 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:** Preparing Today to Meet Tomorrow's Challenges is the mission statement at Mt. Sterling Elementary. MSE serves students in kindergarten through grade five and has a population of 744 students. Montgomery County Schools believe in valuing each child as a person. This attitude is reflected in our classrooms and permeates the school culture. A caring staff that is dedicated to being the best is another reason for success. Staff is guided by values such as teamwork, leadership, and trust. This staff works collaboratively utilizing best practices and providing support systems which enables the school to work in partnership with the home and community to close achievement gaps and improve student achievement. Making connections with students, a professional and caring staff that strives for continual improvement, partnerships between school, home and community are key aspects.

**How We Ensure Educational Equity:** Mt. Sterling Elementary is on a journey to success. We focus our work on the following questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn it? 4. How can we extend and enrich for students who have demonstrated proficiency? It is by answering these guiding questions that we ensure educational equity. To support equity, we have utilized specific strategies to meet the variety of student needs. Some examples would include analysis of assessment to identify achievement gaps, among ethnic, gender, or economic populations; professional development and services of curriculum resource personnel to assist staff in differentiation strategies and learning styles of students. MSE offers assistance through diverse intervention programs where individual needs or barriers are targeted by caring adults. Not only does this ensure educational equity, it adds value to each student as a learner.

# 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.

## 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. For further information on the KCCT Test, performance levels or standards based assessment go to the KDE home page <http://www.education.ky.gov> and click on School Report Card.

Elementary KCCT Test		Reading		Mathematics		Science		Writing On Demand		Social Studies	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Novice	School	11%	6%	13%	11%	19%	10%	11%	2%	14%	8%
	District	12%	7%	15%	11%	15%	7%	9%	5%	14%	12%
	State	6%	6%	10%	10%	7%	6%	7%	6%	11%	10%
Apprentice	School	25%	20%	23%	21%	31%	25%	42%	37%	31%	28%
	District	25%	22%	23%	23%	28%	20%	39%	42%	29%	34%
	State	21%	20%	21%	20%	24%	24%	41%	38%	30%	29%
Proficient Distinguished	School	64%	74%	64%	68%	50%	64%	47%	61%	55%	63%
	District	63%	71%	62%	66%	58%	73%	52%	54%	58%	54%
	State	73%	74%	70%	70%	69%	70%	53%	55%	60%	61%

**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 2007-2008 school year.

	Attendance Rate	Retention Rate
School	94.3%	0.0%
District	93.3%	2.3%
State	94.2%	2.6%

\* 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.

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

NAEP Participation Rates		
Grade 4	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:

A teacher or other school employee who knows or has reasonable cause to believe that drugs or weapons may be present in the school building shall notify the principal who will contact the students parent/guardian and school resource officer/local authorities. The principal will isolate the student until the school's resource officer/law enforcement arrive. All exterior doors are locked and the interior doors to all classrooms are secured daily. Visitors must enter the office , sign in, and be issued a visitors pass before having access to the remainder of the building.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$6,537	18.0:1	86.3%	3.2:1
District	\$9,120	16.0:1	76.9%	2.5:1
State	\$10,301	16.0:1	77.7%	2.8:1

### How We Use Technology To Teach:

All classrooms are equipped with a teacher work station, DVD/VCR player, Smart boards and a classroom performance system are available. The majority of intermediate teachers are equipped with a projection system that is connected to the teacher's work station. Teachers use this technology to support learning by creating a hands-on, interactive experiences for the learner. They are able to utilize this technology with programs such as Encyclomedia and etc. Our school maintains MSE's website and teachers update web pages throughout the year. STLP students produce a daily morning news show.

## 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	525	20	15	2,550

## 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	1.9%	1.5%	1.2%
% 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%	0.0%	1.2%
Average Years of Teaching Experience	10.6	11.1	11.7
Number of Teachers certified by the National Board for Professional Standards	2	18	1,506

	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	33.9%	50.9%	13.2%	1.8%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** MSE fielded an extremely competitive and well-coached academic team.

**Extracurricular Activities:** MSE offers a variety of activities to encourage student participation. These include: Student Technology Leadership Program (STLP), Academic Team, Orchestra, Big Brothers/Big Sisters of the Bluegrass, Boy Scouts, Girl Scouts, 4-H Club, ESS, Jr. Beta Club, Leadership Team, and Community Service Programs.

**Awards & Recognitions:** MSE has met NCLB for 2008-2009, SACS Accreditation for 30+ years, Charter Member of KASC, Inviting School 2000, Welcoming School 1998, Highest attendance in the district for 4 consecutive years. MSE has been recognized as an exemplary school at several state and national conferences.

**What We Are Doing To Improve:** Each year MSE analyzes test scores and develops plans to better meet the needs of all students. Through this, our staff is able to provide more instruction in the area in which students are having difficulty. Staff works collaboratively to develop units in his/her content areas. Core content is assessed by varied means. Our primary goal is to have each child reading on grade level.

**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. P + D % is Proficient and Distinguished percent. Scores of groups of ten or fewer students are not reported.

Student Sub-populations	Reading				Mathematics				Science			
	2008		2009		2008		2009		2008		2009	
	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%	Students	P+D%
All Students	335	63.88	362	74.31	335	63.88	362	67.96	120	50.00	126	64.29
White	306	64.05	330	74.55	306	64.38	330	69.70	109	48.62	120	65.00
African-American	12	-	10	-	12	-	10	-	6	-	0	-
Asian	1	-	0	-	1	-	0	-	0	-	0	-
Hispanic	10	-	16	-	10	-	16	-	3	-	5	-
Free/Red Lunch	176	53.98	188	65.96	176	53.98	188	55.32	64	43.75	63	50.79
Non-Free/Red Lunch	159	74.84	174	83.33	159	74.84	174	81.61	56	57.14	63	77.78
Limited English	4	-	11	-	4	-	11	-	2	-	2	-
Non-Limited English	330	64.55	350	74.86	330	64.55	350	69.43	118	50.00	124	65.32
Disability	41	39.02	38	-	41	41.46	38	-	12	50.00	18	33.33
Non-Disability	294	67.35	324	77.78	294	67.01	324	70.37	108	50.00	108	69.44
Migrant	5	-	5	-	5	-	5	-	2	-	1	-
Non-Migrant	330	63.94	357	74.51	330	64.55	357	68.63	118	50.00	125	64.00
Female	165	71.52	179	79.89	165	65.45	179	69.27	64	51.56	57	64.91
Male	170	56.47	183	68.85	170	62.35	183	66.67	56	48.21	69	63.77
Percentage Tested	336	99.70	362	100.00	336	99.70	362	100.00	121	99.17	126	100.00

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.



Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

# Kentucky School Testing System