

SCHOOL REPORT CARD

for the 2010-2011 school year



Camargo Elementary School

Mr. Larry Dixon, Principal

4307 Camargo Rd

Mt Sterling, KY 40353

Phone: (859) 497-8776, Fax: (859) 497-9730

Email: larry.dixon@montgomery.kyschools.us

School Enrollment: 667

Our School Council

Larry Dixon
Sarah Johnson
Tawny Neal

Amy Harmon
Donna Mudd
Kirsten Roberts

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: Montgomery County Schools believe in valuing each child as a person. Camargo Elementary serves students in preschool through fifth grade and has a population of approximately 700 students. "Total Commitment to High Student Achievement" is the mission statement at Camargo Elementary. This attitude is reflected in our classrooms and permeates the school culture. A caring staff that is dedicated to being the best is guided by values such as teamwork, leadership and trust. They work collaboratively utilizing processes, best practices and support systems which enable the school to work in partnership with the home and community to close achievement gaps and improve student achievement. Key aspects at CES are: making connections with students, a professional, dedicated staff that strives for improvement and partnerships between school, home and community.

How We Ensure Educational Equity: Camargo 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 being distinguished? It is by answering these questions that we ensure educational equity. To support equity, we have utilized specific strategies to meet the variety of student needs. Some examples include formative 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. CES offers assistance through diverse intervention programs where individual needs or barriers are targeted by caring adults. This ensures educational equity, and adds value to each student as a learner.

School NCLB Accountability Reporting Annual Yearly Progress

	Reading						Mathematics						Science			Other Academic Indicators					
Student Group	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	100	99.91	69.8	67.66	70.98	100	100	99.91	67.79	61.66	64.21	100	100	99.88	57.98 (9.63)	58.94 (9.11)	60.00 (7.84)		68.28	76.68
African-American			99.75			53.93			99.75			45.32			99.62						
American Indian/ Native Alaskan			99.83			71.29			99.83			60.45			99.49						
Asian/Pacific Islander			99.87			78.79			99.87			81.05			99.79						
Hispanic			99.87			66.34			99.87			60.64			99.86						
White	100	100	99.93	69.86	68.13	74.59	100	100	99.93	68.49	62.32	68.79	100	100	99.92						
Students with Disabilities		100	99.87		40.34	45.5		100	99.87		40.69	42.25		100	99.83						
Limited English Proficiency			99.72			45.72			99.72			46.03			99.66						
Economically Disadvantaged	100	100	99.89	62.73	58.53	63.43	100	100	99.89	60.91	52.11	57.13	100	100	99.85						
Migrant			99.82			54.37			99.82			53.65			100						
Male	100	100	99.9	65.81	61.46	66.64	100	100	99.9	66.45	59.39	64.76		100	99.87						
Female	100	100	99.92	74.13	74.33	77.65	100	100	99.92	69.23	64.13	67.29		100	99.89						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02	N/A	N/A	N/A
2002-03	Y	Y	Y
2003-04	Y	Y	Y
2004-05	Y	Y	Y
2005-06	Y	Y	Y
2006-07	Y	Y	Y
2007-08	N	Y	N
2008-09	Y	Y	Y
2009-10	N	Y	N
2010-11	N	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	Y	
2004-05	Y	
2005-06	Y	
2006-07	Y	
2007-08	Y	
2008-09	Y	
2009-10	Y	
2010-11	Y	
2011-12	Y	School Improvement - 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	8	20	64	8	72.22	80.52	76.74
	2010-2011	100	7	12	65	16	81	82.08	80.53
African-American	2009-2010							--	58.8
	2010-2011	--	--	--	--	--	--	70	63.06
American Indian/ Native Alaskan	2009-2010								55.93
	2010-2011								76.47
Asian/Pacific Islander	2009-2010							--	81.29
	2010-2011							--	86.41
Hispanic	2009-2010	--	--	--	--	--	--	64.29	68.72
	2010-2011	--	--	--	--	--	--	63.64	72.63
White	2009-2010	100	8	19	65	8	73.03	81.39	79.54
	2010-2011	100	7	12	65	15	80.41	83.39	83.38
Students with Disabilities	2009-2010	100	5	30	55	10	65	62.75	60.02
	2010-2011	100	41	24	29	6	35.29	51.16	62.53
Limited English Proficiency	2009-2010	--	--	--	--	--	--	--	57.41
	2010-2011	--	--	--	--	--	--	--	65.44
Economically Disadvantaged	2009-2010	100	11	21	65	3	67.74	74.09	69.58
	2010-2011	100	10	15	59	16	75.34	73.47	74.18
Migrant	2009-2010							--	66.48
	2010-2011	--	--	--	--	--	--	--	72.04
Male	2009-2010	100	7	16	71	7	77.78	82.63	74.17
	2010-2011	100	10	16	63	10	73.47	78.21	78.45
Female	2009-2010	100	9	24	58	9	66.67	78.53	79.46
	2010-2011	100	4	8	67	22	88.24	85.8	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	5	16	62	17	79	81.45	79.34
	2010-2011	100	3	31	54	11	65.17	72.67	73.5
African-American	2009-2010							--	62.26
	2010-2011							63.64	53.63
American Indian/ Native Alaskan	2009-2010								74.07
	2010-2011								69.35
Asian/Pacific Islander	2009-2010								85.02
	2010-2011							--	80.74
Hispanic	2009-2010							--	74.97
	2010-2011	--	--	--	--	--	--	70.59	67.15
White	2009-2010	100	5	16	61	17	78.57	81.48	81.76
	2010-2011	100	3	31	55	11	65.91	73.4	76.43
Students with Disabilities	2009-2010	100	19	13	50	19	68.75	68.89	63.22
	2010-2011	100	0	20	70	10	80	65.52	54.02
Limited English Proficiency	2009-2010							--	63.19
	2010-2011	--	--	--	--	--	--	--	49.38
Economically Disadvantaged	2009-2010	100	6	18	65	10	75.32	74.61	72.89
	2010-2011	100	5	38	48	10	57.14	63.78	65.78
Migrant	2009-2010	--	--	--	--	--	--	--	69.59
	2010-2011							--	50
Male	2009-2010	100	4	18	70	9	78.57	75.27	75.45
	2010-2011	100	5	25	52	18	70.45	73.37	69.72
Female	2009-2010	100	7	14	52	27	79.55	88.68	83.49
	2010-2011	100	2	38	56	4	60	72	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	6	28	52	14	66.09	72.8	74.36
	2010-2011	100	12	25	51	12	63.3	77.21	74.08
African-American	2009-2010	--	--	--	--	--	--	--	58.19
	2010-2011							--	57.52
American Indian/ Native Alaskan	2009-2010								73.44
	2010-2011								75.29
Asian/Pacific Islander	2009-2010								80.87
	2010-2011								81.78
Hispanic	2009-2010							--	68.43
	2010-2011							91.67	69.6
White	2009-2010	100	6	27	53	14	67.26	73.2	76.62
	2010-2011	100	12	24	51	12	63.55	76.83	76.45
Students with Disabilities	2009-2010	100	16	53	32	0	31.58	48.72	54.01
	2010-2011	100	45	18	27	9	36.36	54.29	49.75
Limited English Proficiency	2009-2010							--	50.74
	2010-2011							--	51.08
Economically Disadvantaged	2009-2010	100	8	32	49	11	60	66.51	66.71
	2010-2011	100	14	30	48	8	55.95	68.97	65.96
Migrant	2009-2010	--	--	--	--	--	--	--	62.36
	2010-2011	--	--	--	--	--	--	--	58.97
Male	2009-2010	100	6	31	53	10	62.9	64.06	69.38
	2010-2011	100	13	31	52	5	56.45	71.2	68.25
Female	2009-2010	100	6	25	51	19	69.81	82.56	79.62
	2010-2011	100	11	17	51	21	72.34	84.38	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	9	21	38	32	70	77.62	76.31
	2010-2011	100	4	10	54	32	86	78.93	77.69
African-American	2009-2010							--	56.53
	2010-2011	--	--	--	--	--	--	70	60
American Indian/ Native Alaskan	2009-2010								59.32
	2010-2011								70.59
Asian/Pacific Islander	2009-2010							--	85.76
	2010-2011							--	89.08
Hispanic	2009-2010	--	--	--	--	--	--	64.29	69.57
	2010-2011	--	--	--	--	--	--	72.73	70.9
White	2009-2010	100	8	21	38	33	70.79	78.55	79.23
	2010-2011	100	4	9	55	32	86.6	79.66	80.49
Students with Disabilities	2009-2010	100	20	25	25	30	55	56.86	55.86
	2010-2011	100	18	41	18	24	41.18	53.49	56.36
Limited English Proficiency	2009-2010	--	--	--	--	--	--	--	62.36
	2010-2011	--	--	--	--	--	--	--	65.2
Economically Disadvantaged	2009-2010	100	13	24	42	21	62.9	68.39	69.29
	2010-2011	100	5	14	52	29	80.82	69.9	70.5
Migrant	2009-2010							--	68.13
	2010-2011	--	--	--	--	--	--	--	74.19
Male	2009-2010	100	9	20	27	44	71.11	81.44	75.68
	2010-2011	100	4	14	61	20	81.63	76.28	77.73
Female	2009-2010	100	9	22	49	20	68.89	74.01	76.97
	2010-2011	100	4	6	47	43	90.2	81.48	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	13	18	39	30	69	74.2	74.88
	2010-2011	100	11	25	39	25	64.04	72.09	74.74
African-American	2009-2010							--	53.2
	2010-2011							54.55	57.68
American Indian/ Native Alaskan	2009-2010								70.37
	2010-2011								62.9
Asian/Pacific Islander	2009-2010								85.33
	2010-2011							--	85.66
Hispanic	2009-2010							--	67.57
	2010-2011	--	--	--	--	--	--	52.94	68.71
White	2009-2010	100	12	17	40	31	70.41	75.31	77.99
	2010-2011	100	11	24	40	25	64.77	74.04	77.23
Students with Disabilities	2009-2010	100	31	19	25	25	50	64.44	55.02
	2010-2011	100	10	30	50	10	60	58.62	52.7
Limited English Proficiency	2009-2010							--	56.83
	2010-2011	--	--	--	--	--	--	--	54.67
Economically Disadvantaged	2009-2010	100	16	22	42	21	62.34	65.28	67.09
	2010-2011	100	16	29	41	14	55.56	61.22	67.38
Migrant	2009-2010	--	--	--	--	--	--	--	58.11
	2010-2011							--	59
Male	2009-2010	100	13	18	43	27	69.64	71.51	74.55
	2010-2011	100	9	20	39	32	70.45	73.96	74.08
Female	2009-2010	100	14	18	34	34	68.18	77.36	75.24
	2010-2011	100	13	29	40	18	57.78	70.29	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	11	30	34	25	59.13	66.48	67.57
	2010-2011	100	18	28	35	19	54.13	65.53	65.92
African-American	2009-2010	--	--	--	--	--	--	--	46.43
	2010-2011							--	45.32
American Indian/ Native Alaskan	2009-2010								60.94
	2010-2011								62.35
Asian/Pacific Islander	2009-2010								83.39
	2010-2011								77.4
Hispanic	2009-2010							--	59.87
	2010-2011							50	60.16
White	2009-2010	100	12	29	34	26	59.29	66.28	70.47
	2010-2011	100	17	28	36	20	55.14	66.46	68.84
Students with Disabilities	2009-2010	100	37	32	32	0	31.58	46.15	45.31
	2010-2011	100	45	36	18	0	18.18	51.43	43.34
Limited English Proficiency	2009-2010							--	44.01
	2010-2011							--	44.9
Economically Disadvantaged	2009-2010	100	14	34	29	22	51.76	57.08	58.25
	2010-2011	100	20	32	37	11	47.62	55.67	56.51
Migrant	2009-2010	--	--	--	--	--	--	--	54.49
	2010-2011	--	--	--	--	--	--	--	60.26
Male	2009-2010	100	10	32	31	27	58.06	63.02	66.75
	2010-2011	100	21	27	32	19	51.61	63.35	64.82
Female	2009-2010	100	13	26	38	23	60.38	70.35	68.45
	2010-2011	100	15	28	38	19	57.45	68.13	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	2	24	39	35	74	70.14	70.42
	2010-2011	100	7	24	40	29	69.66	74.13	70.53
African-American	2009-2010							--	44.74
	2010-2011							54.55	44.13
American Indian/ Native Alaskan	2009-2010								71.6
	2010-2011								61.29
Asian/Pacific Islander	2009-2010								74.74
	2010-2011							--	73.22
Hispanic	2009-2010							--	59.69
	2010-2011	--	--	--	--	--	--	70.59	59.75
White	2009-2010	100	2	22	40	36	75.51	71.3	74.35
	2010-2011	100	7	23	41	30	70.45	75.64	74.71
Students with Disabilities	2009-2010	100	6	38	25	31	56.25	53.33	53.12
	2010-2011	100	10	20	40	30	70	62.07	50.26
Limited English Proficiency	2009-2010							--	45.46
	2010-2011	--	--	--	--	--	--	--	40.75
Economically Disadvantaged	2009-2010	100	3	27	44	26	70.13	62.18	61.69
	2010-2011	100	10	27	43	21	63.49	63.27	61.53
Migrant	2009-2010	--	--	--	--	--	--	--	50.68
	2010-2011							--	54
Male	2009-2010	100	2	25	41	32	73.21	68.28	71.04
	2010-2011	100	7	18	36	39	75	78.11	70.94
Female	2009-2010	100	2	23	36	39	75	72.33	69.76
	2010-2011	100	7	29	44	20	64.44	70.29	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	11	42	40	7	46.96	55.49	55.59
	2010-2011	100	17	39	36	9	44.95	61.82	59.76
African-American	2009-2010	--	--	--	--	--	--	--	33.71
	2010-2011							--	37.12
American Indian/ Native Alaskan	2009-2010								45.31
	2010-2011								56.47
Asian/Pacific Islander	2009-2010								66.78
	2010-2011								68.22
Hispanic	2009-2010							--	44.28
	2010-2011							66.67	48.95
White	2009-2010	100	12	41	41	7	47.79	56.2	58.84
	2010-2011	100	16	38	36	9	45.79	62.2	63.23
Students with Disabilities	2009-2010	100	32	53	11	5	15.79	38.46	35.7
	2010-2011	100	36	55	0	9	9.09	45.71	38.18
Limited English Proficiency	2009-2010							--	26.91
	2010-2011							--	29.41
Economically Disadvantaged	2009-2010	100	15	42	40	2	42.35	43.87	44.71
	2010-2011	100	19	44	30	7	36.9	51.23	48.96
Migrant	2009-2010	--	--	--	--	--	--	--	43.26
	2010-2011	--	--	--	--	--	--	--	37.18
Male	2009-2010	100	10	39	47	5	51.61	56.25	56.55
	2010-2011	100	18	42	34	6	40.32	62.3	59.54
Female	2009-2010	100	13	45	32	9	41.51	54.65	54.58
	2010-2011	100	15	34	38	13	51.06	61.25	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	39	50	7	57.39	63.74	59.08
	2010-2011	100	6	33	50	12	61.47	69.8	59.74
African-American	2009-2010	--	--	--	--	--	--	--	45.47
	2010-2011							--	43.63
American Indian/ Native Alaskan	2009-2010								53.13
	2010-2011								55.29
Asian/Pacific Islander	2009-2010								70.3
	2010-2011								75.42
Hispanic	2009-2010							--	51.57
	2010-2011							83.33	52.93
White	2009-2010	100	3	40	50	7	57.52	63.98	61.05
	2010-2011	100	5	33	50	12	62.62	69.82	62.02
Students with Disabilities	2009-2010	100	16	74	5	5	10.53	35.9	34.13
	2010-2011	100	36	36	27	0	27.27	37.14	33.56
Limited English Proficiency	2009-2010							--	34.66
	2010-2011							--	34.73
Economically Disadvantaged	2009-2010	100	5	42	49	4	52.94	54.72	49.94
	2010-2011	100	6	38	45	11	55.95	64.53	50.3
Migrant	2009-2010	--	--	--	--	--	--	--	39.33
	2010-2011	--	--	--	--	--	--	--	42.31
Male	2009-2010	100	3	48	40	8	48.39	51.04	49.96
	2010-2011	100	5	42	48	5	53.23	60.73	50.59
Female	2009-2010	100	4	28	62	6	67.92	77.91	68.72
	2010-2011	100	6	21	51	21	72.34	80.63	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	63	64	61	3	59	60	61
4	55	60	57	4	49	58	57
5	49	59	54	5	44	53	54
6		46	47	6		49	45
7		44	51	7		42	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.

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

	Attendance Rate	Retention Rate
School	93.3%	0.0%
District	93.1%	1.4%
State	94.1%	2.4%

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					NAEP Participation Rates		
Grade 4	Below Basic	Basic	Proficient	Advanced	Grade 4	Students with Disabilities	English Language Learners
Reading	32%	35%	25%	8%	Reading	52%	54%
Mathematics	21%	49%	27%	3%	Mathematics	42%	65%

School Safety: Here is what we are doing to make our school safe for our students.

Our Learning Environment

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Procedures in Place In Our School for Drug and Weapons Detection:

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

Camargo considers safety to be a top priority. Doors remain locked and visitors enter and sign in through the main office. Video surveillance is in place. Staff are trained and provided an Emergency Response Guide. Drills are conducted regularly to be prepared in the event of an emergency. We rely on all stakeholders to report any suspicious activity which is investigated immediately. Parents and law enforcement officers are notified if deemed necessary. A teacher or other school personnel who knows or has reason to believe drugs or weapons may be present in the school building shall notify the principal or designee who will contact the proper authorities. The principal will isolate the individual(s) until the officials arrive.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$6,601	15.0:1	91.8%	2.5:1
District	\$8,704	15.0:1	85.5%	2.3:1
State	\$10,864	16.0:1	77.4%	2.4:1

How We Use Technology To Teach:

All students use the computer lab weekly. Accelerated Reader is available for all students. Accelerated Grammar and Spelling and Study island are used in Grades 3-5. Accelerated Math and Math Facts in a Flash supplement math instruction. All classrooms are intelligent classrooms making use of document cameras, airliners/projectors, audio enhancement, and grades 3-5 have CPS systems. Humanities art classes make use of computer programs to produce computer art, animation, and digital stories. Star Reading and Star Math are utilized to assess students as well as other research 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	300	20	2	6,743

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%	0.0%	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%	0.0%	0.6%
Average Years of Teaching Experience	11.8	11.4	11.7
Number of Teachers certified by the National Board for Professional Standards	5	16	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	18.9%	50.9%	30.2%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: Camargo takes great pride in the accomplishments of our students. The STLP Team had several entries in state competition. Several students competed at the Kentucky State Fair in 4-H.

Extracurricular Activities: CES offers a variety of activities to encourage student participation. These include: Student Technology Leadership Program (STLP), Academic Team, Quick Recall Team, Future Problem Solving Team, Orchestra, Big Brothers/Big Sisters, Con Brio, Student Council, and Jr. Beta Club

Awards & Recognitions: CES has fielded extremely competitive and well-coached Academic Team, Future Problem Solving Team and Student Technology Leadership Programs. At the state level, our STLP won the Best School Project. Locally, the Humanities Art Class was recognized as the winning banner to display at the KSBA Conference.

What We Are Doing To Improve: Each year CES analyzes test data scores and develops specific plans to implement Common Assessments, Formative Assessments and Data Notebooks. Our primary goals are to improve student achievement and to be one of the top 10 performing schools in Kentucky. Staff members have participated in many professional development activities and have been involved in job embedded trainings. Formative assessments are given district wide, scored and returned to 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.

