

District Report Card

2003-2004

Spencer County

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Dear Parents/Guardians:

This report card provides information about how well our district is doing, where it is succeeding, and where there is room for improvement. While it cannot tell everything about our performance, the report card is a good starting point for discussions with our teachers, administrators, school council members, and school board members. Unless noted, all data is from the 2003-2004 school year; contact information and narratives reflect the most recent school year's activity. For a more detailed examination of our district, please ask to see our Expanded Report Card, which contains a wealth of data and reports detailing district performance and procedures. Each district and school is required by law to provide this information upon request.

About Our District

Spencer County Public Schools is dedicated to student achievement. Our mission is to engage all students in challenging and meaningful work that will result in high levels of learning. This is our first year as a Standardbearer Network member in collaboration with The Schlechty Center. Phil Schlechty's WOW (Working on the Work) framework provides a model for focusing on the core business of our schools. His Ten Design Qualities are the criteria for work within our classrooms.

Our vision is to be recognized at the state and national levels for quality of student work and leadership in educational reform. Sustained change and continuous instructional improvement depend upon a strong partnership with students and parents as the primary customers of our schools.

How Our District Ensures Educational Equity

Our work to ensure educational equity focuses on eliminating differences in academic performance disaggregated by race, gender, socio-economic status, and special learning populations (students who participate in special education programs, Extended School Services, Title I, or English as a Second Language). Each school analyzes its data to identify unmet needs and find better ways to serve all students. Action plans are written at the school level and at the district level to constantly improve services to students and to decrease inequities in academic performance. The Board of Education reviews the implementation of school and district plans two times during the year to check on progress. The Board also meets with each school's site-based council once each year to discuss detailed accounts of the school's efforts to improve student learning results. Throughout the year administrators and program managers meet on a regular basis to review and revise the instructional program. This process continuously matches resources and unmet needs using early release days for systematic professional development to improve the quality of student work.

District Enrollment (end of year membership 2003-2004) 2261

How Our Students Perform

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/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up our schools' CATS Performance Scores for every two-year period.

Kentucky Core Content Tests

These tests measure the ability of our students to use knowledge in each subject. Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our district's performance, including academic indices and the percent of our students scoring novice, apprentice, proficient and distinguished (P/D), with all the other districts in Kentucky.

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (4th)	13%	11%	17%	22%	70%	67%	87.1	86.8
Science (4th)	9%	7%	34%	38%	57%	55%	85	87.5
Writing (4th)	8%	9%	52%	52%	40%	39%	72.4	72.3
Mathematics (5th)	42%	23%	30%	29%	28%	48%	58	77.1
Social Studies (5th)	30%	21%	32%	24%	38%	56%	66.8	81.8
Arts & Humanities (5th)	45%	27%	47%	51%	8%	22%	42.4	58.3
PL/VS (5th)	29%	15%	33%	27%	38%	58%	63.6	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (7th)	10%	8%	34%	32%	56%	60%	83.3	85.1
Science (7th)	24%	24%	44%	36%	32%	41%	67.5	74.6
Writing (7th)	57%	29%	39%	51%	4%	20%	34.5	54.9
Mathematics (8th)	41%	26%	45%	41%	14%	33%	49.9	68.1
Social Studies (8th)	22%	17%	51%	44%	26%	39%	64	74.1
Arts & Humanities (8th)	41%	23%	28%	32%	31%	44%	54.1	69.8
PL/VS (8th)	34%	20%	41%	41%	25%	39%	55.1	70.2

The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (10th)	19%	14%	55%	52%	26%	34%	65.7	73.8
PL/VS (10th)	18%	17%	33%	29%	49%	54%	77.2	79.2
Mathematics (11th)	34%	32%	36%	32%	30%	37%	64.4	68.6
Science (11th)	20%	24%	38%	40%	42%	36%	72.1	68.3
Social Studies (11th)	18%	18%	59%	47%	24%	35%	67.5	73.5
Arts & Humanities (11th)	22%	24%	43%	35%	35%	41%	67.9	72.3
Writing (12th)	6%	16%	60%	55%	34%	29%	72.6	65.2

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	District	State	Nation
End of Primary (EOP) Reading	63%ile	64%ile	50%ile
EOP Language Arts	57%ile	62%ile	50%ile
EOP Mathematics	71%ile	66%ile	50%ile

National Norm Referenced Test (CTBS/5)	District	State	Nation
6th Grade Reading	49%ile	56%ile	50%ile
6th Grade Language Arts	48%ile	53%ile	50%ile
6th Grade Mathematics	44%ile	55%ile	50%ile

National Norm Referenced Test (CTBS/5)	District	State	Nation
9th Grade Reading	60%ile	55%ile	50%ile
9th Grade Language Arts	50%ile	51%ile	50%ile
9th Grade Mathematics	52%ile	52%ile	50%ile

Other Measures

Other measures of district performance are the degree to which our district succeeds in getting students to come to school, our dropout rate, and the degree to which our graduates successfully move on to higher education or jobs. Another measure is the retention rate, which reflects the percent of students who were not academically ready to go on to the next grade and had to repeat the content of a grade for another year. These data reflect our performance during the 2002-2003 school year.

Transition to Adult Life

	Attendance Rate	Retention Rate	Dropout Rate	College	Military	Work	Voc/Tech Training	Work & Part-Time School	Not Successful
District	94.7%	4.6%	0.9%	40.6%	1.5%	36.8%	1.5%	14.3%	5.3%
State	94.3%	3.4%	2.2%	54.8%	2.9%	26.7%	4.9%	6.7%	4%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

At the high school level: District 10 championship for academic team; first place in FCCLA state competition; 2 individual golds at All-state Chorus Festival; gold for girls' choir at the state Spring Chorus Festival.

At the middle school level: winner in Adopt-A-Highway poster contest; cheerleaders won third place in state cheer competition; 3 first place winners in KCTE/LA writing contest.

Teacher Qualifications

This chart shows the level of content preparation, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. The top row presents information on the certification of our teachers, while the second row presents additional information on the extent of their formal preparation to teach specific content. A teacher may be fully certified and yet not possess a formal major or minor in the subject they are teaching. The third row reflects the continuing efforts of our teachers to increase their mastery of the content areas they teach. The bottom two rows present further information about the extent of preparation and years of teacher experience. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	98%	NA
% of Classes Taught by Teachers with a Major, Minor, or the Equivalent in the Subject Being Taught	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	80%	82%
Average Years of Teaching Experience	12.1	11.9

Our Learning Environment

School Safety

The information on school safety is intended to illustrate the policies and procedures we have in place to make our schools as safe as possible for our students and staff.

	Yes	No
Visitors are Required to Sign in	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our District for Drug and Weapons Detection

The district's Code of Conduct is updated yearly and enforced uniformly across the district. Each student's family receives a revised copy of this document in August so that all understand the expectations for student conduct. The district continues to encourage a proactive approach to safety in the schools by supporting Second Step at the elementary school, Champs at the middle school, and KIDS at the high school. The local sheriff's office works in close cooperation with both the middle and high schools as well as the district's alternative program.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	N/A
Drug Abuse Violations	23	24	N/A
Weapons Violations	2	2	N/A

Student Resources

	Spending per Student	Student Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation With Internet Access
District	7258	17:1	6:1	100
State	7007	16:1	3.8:1	100

How We Use Technology to Teach

Students use technology within their classrooms, in school libraries, and in school computer labs. Computers are used to teach, to research, to develop class lessons and keep student records, to perform experiments, to communicate through email, and to support development of writing skills. Students with disabilities are assisted by a wide variety of adaptive technology tools. Teachers and students alike use laptops, digital cameras, smartboards, and video projectors to produce work and make presentations.

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 District	1714	65	9	4336

Extracurricular Activities

Extracurricular activities include Extended School Services, academic teams, dance team, basketball, softball, soccer, tennis, golf, cross country, student councils, cheerleading, DARE National History Day competition, science fairs, intramurals, National Honor Society, FFA, FBLA, FCCLA, Young Authors, Junior Great Books, and many other opportunities in all schools. The district understands the research that shows student participation in extracurricular activities is a necessary component of school life for students if we want them to graduate and become successful members of their community.

Awards and Recognition

Seniors were awarded \$1,056,779 in scholarships in 2003-2004. Bobby Knopp was a Governor's Scholar. FFA: Three Star Rating Chapter (highest rating), 6th in nation. 7th grade boys and girls basketball teams took first place at the Mid-KY Athletic Conference. Third place at regional Science Fair.

What We Are Doing To Improve

The district is maintaining its focus on math and language literacy. We completed the first year of participation in the Standard-bearer Network of Schools in connection with the Schlechty Center. This initiative requires analysis of student work as the basis of improved instructional practice. It incorporates job-embedded ongoing professional development for teachers that will increase the quality of student learning experiences. This is a total district effort continuing from year to year.

Planning for the new middle school building was completed and ground broken for construction. When the school is completed in 2005, the district will be able to open a second elementary school.

Analysis of data, review of curriculum and instructional practice, and planning for student success continue in all buildings.

How to Get More Information

Call, e-mail, fax or write to our superintendent at the number and address on the top of this District Report Card. You may contact your School Board members at the numbers below. Visit our central office and ask for the Expanded District Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded District Report Card may be free or provided at cost of copying.

Member's Name	Phone	Member's Name	Phone
Diane Black	(502) 477-5514		
Mary Ann Carden	(502) 477-6428		
Monica Cox	(502) 477-8090		
Judy Miller	(502) 477-5820		
Jimmy Stewart	(502) 477-2755		

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