

# SCHOOL REPORT CARD

for the 2010-2011 school year



## Leslie County High School

Mr. Kevin Gay, Principal  
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**School Enrollment: 503**

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### Our School Council

Donna Asher  
Crystal Farler  
Sherry Hacker

Samantha Caudill  
Kevin Gay  
Suzanna Lucas

**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:** Leslie County High School is recognized across the state as a top turnaround school. Currently, we are ranked 27th in the state based on assessment data. Our school has a focused commitment to improve instructionally with systems thinking through Professional Learning Communities, data notebooks, student goal setting, data analysis, and curriculum mapping. Our school improvement work is guided solely by a 30,60,90 day planning process based on a variety of data sources. We have been recognized by Commissioner Holliday for our jump to the Top 10% for College and Career Readiness and our dual credit course offerings have doubled. The staff is continuously monitoring student progress through benchmark assessments and individual student conferences. Our school provides many extracurricular opportunities as well as an exceptional Response to Intervention schedule and curriculum to meet individual needs.

**How We Ensure Educational Equity:** The staff of Leslie County High School is committed to providing equal opportunities for all students regardless of gender, race, religion, ethnicity, ability or socioeconomic status. We ensure educational equity by providing an environment conducive to learning and by reducing barriers within all sub-groups at LCHS. We contract with outside agencies to provide safety audits, culture audits, and energy audits to monitor current levels and to plan our next steps for improvement. Our transformation model is implemented with fidelity through a universal lesson plan format, integration of instructional technology, intentional and systemic data analysis, and job embedded professional development from the PLC protocol. Furthermore, through our partnership with the Kentucky Center for Instructional Development (KYCID), the Positive Behavior Intervention System along with the data monitoring pieces has jumped to the front burner of our discipline initiatives.

# 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 69.72%			Goal 95%			Goal 69.91%						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	99.91	99.91	82.96	78.98	70.98	100	99.91	99.91	53.51	66.92	64.21	100	100	99.88		67.23 (4.42)	60.00 (7.84)	73.79	73.79	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	99.91	99.93	82.96	79.05	74.59	100	99.91	99.93	53.1	66.89	68.79	100	100	99.92						
Students with Disabilities		100	99.87		71.58	45.5		100	99.87		66.48	42.25		100	99.83						
Limited English Proficiency			99.72			45.72			99.72			46.03			99.66						
Economically Disadvantaged	100	99.85	99.89	79.75	74.46	63.43	100	99.85	99.89	51.39	62.17	57.13	100	100	99.85						
Migrant			99.82			54.37			99.82			53.65			100						
Male	100	99.82	99.9	75.38	73.94	66.64	100	99.82	99.9	54.55	66.8	64.76		100	99.87						
Female	100	100	99.92	90	84.62	77.65	100	100	99.92	52.54	67.05	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	N	N
2003-04	Y	Y	Y
2004-05	Y	N	N
2005-06	N	N	N
2006-07	Y	N	N
2007-08	Y	N	N
2008-09	N	N	N
2009-10	Y	S	Y
2010-11	Y	S	Y
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04	N	
2004-05	N	
2005-06	N	
2006-07	N	
2007-08	N	
2008-09	N	
2009-10	N	Eligible for State Assistance 1
2010-11	N	Eligible for State Assistance 1
2011-12	N	
2012-13		
2013-14		
2014-15		

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

**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 10 - 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	1	31	55	12	67.88	67.88	61.33
	2010-2011	100	1	16	56	27	82.96	82.96	65.9
African-American	2009-2010	--	--	--	--	--	--	--	43.87
	2010-2011								50.13
American Indian/ Native Alaskan	2009-2010								56.25
	2010-2011								62.5
Asian/Pacific Islander	2009-2010								70.26
	2010-2011								70.37
Hispanic	2009-2010	--	--	--	--	--	--	--	48.4
	2010-2011								60.98
White	2009-2010	100	1	30	56	13	68.89	68.89	63.85
	2010-2011	100	1	16	56	27	82.96	82.96	68.23
Students with Disabilities	2009-2010	100	5	27	64	5	68.18	68.18	27.01
	2010-2011	100	0	13	63	25	87.5	87.5	26.79
Limited English Proficiency	2009-2010								15.83
	2010-2011								20.55
Economically Disadvantaged	2009-2010	100	2	35	53	11	63.16	63.16	49.66
	2010-2011	100	1	19	59	20	79.75	79.75	54.69
Migrant	2009-2010								41.3
	2010-2011								40.48
Male	2009-2010	100	2	33	53	13	65.63	65.63	54.44
	2010-2011	100	2	23	60	15	75.38	75.38	58.87
Female	2009-2010	100	1	29	58	12	69.86	69.86	68.66
	2010-2011	100	0	10	53	37	90	90	73.41

# School Assessment

# Grade 11 - 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	37	31	10	40.74	40.74	40.28
	2010-2011	100	17	30	45	9	53.51	53.51	45.97
African-American	2009-2010								21.11
	2010-2011	--	--	--	--	--	--	--	28.1
American Indian/ Native Alaskan	2009-2010								25.45
	2010-2011								33.33
Asian/Pacific Islander	2009-2010								68.2
	2010-2011								71
Hispanic	2009-2010								31.37
	2010-2011								38.74
White	2009-2010	100	22	37	31	10	40.74	40.74	42.65
	2010-2011	100	17	30	44	9	53.1	53.1	48.18
Students with Disabilities	2009-2010	100	11	37	37	16	52.63	52.63	17.55
	2010-2011	100	7	0	80	13	93.33	93.33	18.62
Limited English Proficiency	2009-2010								14.29
	2010-2011								17.35
Economically Disadvantaged	2009-2010	100	25	41	27	7	34.02	34.02	28.65
	2010-2011	100	18	31	46	6	51.39	51.39	33.77
Migrant	2009-2010								31.01
	2010-2011								26.09
Male	2009-2010	100	29	32	30	10	39.68	39.68	39.16
	2010-2011	100	18	27	45	9	54.55	54.55	45.11
Female	2009-2010	100	17	42	32	10	41.67	41.67	41.44
	2010-2011	100	15	32	44	8	52.54	52.54	46.86

# School Assessment

# Grade 11 - 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	8	43	40	9	48.89	48.89	41.14
	2010-2011	100	7	35	52	6	57.89	57.89	41.37
African-American	2009-2010								17.93
	2010-2011	--	--	--	--	--	--	--	18.52
American Indian/ Native Alaskan	2009-2010								43.64
	2010-2011								36.84
Asian/Pacific Islander	2009-2010								56.58
	2010-2011								56.5
Hispanic	2009-2010								28.98
	2010-2011								29.46
White	2009-2010	100	8	43	40	9	48.89	48.89	44.25
	2010-2011	100	6	35	52	6	58.41	58.41	44.44
Students with Disabilities	2009-2010	100	16	47	37	0	36.84	36.84	17.79
	2010-2011	100	7	20	73	0	73.33	73.33	17.95
Limited English Proficiency	2009-2010								6.38
	2010-2011								6.29
Economically Disadvantaged	2009-2010	100	10	48	35	6	41.24	41.24	29.38
	2010-2011	100	10	39	47	4	51.39	51.39	29.49
Migrant	2009-2010								34.88
	2010-2011								13.04
Male	2009-2010	100	11	40	40	10	49.21	49.21	43.43
	2010-2011	100	7	31	55	7	61.82	61.82	44.73
Female	2009-2010	100	6	46	40	8	48.61	48.61	38.77
	2010-2011	100	7	39	49	5	54.24	54.24	37.9

# School Assessment

# Grade 11 - 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	8	41	33	19	51.11	51.11	39.86
	2010-2011	100	7	39	32	22	53.51	53.51	41.49
African-American	2009-2010								22.03
	2010-2011	--	--	--	--	--	--	--	24.89
American Indian/ Native Alaskan	2009-2010								40
	2010-2011								35.09
Asian/Pacific Islander	2009-2010								56.8
	2010-2011								56.5
Hispanic	2009-2010								29.41
	2010-2011								33.21
White	2009-2010	100	8	41	33	19	51.11	51.11	42.2
	2010-2011	100	7	39	32	22	53.98	53.98	43.64
Students with Disabilities	2009-2010	100	5	53	37	5	42.11	42.11	17.55
	2010-2011	100	7	40	40	13	53.33	53.33	20.29
Limited English Proficiency	2009-2010								5.87
	2010-2011								6.94
Economically Disadvantaged	2009-2010	100	10	43	34	12	46.39	46.39	27.96
	2010-2011	100	11	46	28	15	43.06	43.06	29.22
Migrant	2009-2010								26.36
	2010-2011								4.35
Male	2009-2010	100	8	48	29	16	44.44	44.44	38.14
	2010-2011	100	2	42	33	24	56.36	56.36	42.49
Female	2009-2010	100	8	35	36	21	56.94	56.94	41.65
	2010-2011	100	12	37	31	20	50.85	50.85	40.45

# School Assessment

# Grade 12 - 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		18	57	21	4	25	25	35.04
	2010-2011	.	3	54	38	5	42.86	42.86	39.87
African-American	2009-2010								26.94
	2010-2011	--	--	--	--	--	--	--	32.74
American Indian/ Native Alaskan	2009-2010								29.82
	2010-2011								40.35
Asian/Pacific Islander	2009-2010								55.46
	2010-2011								56.07
Hispanic	2009-2010								29.94
	2010-2011								34.32
White	2009-2010		18	57	21	4	25	25	35.75
	2010-2011	.	3	54	38	5	42.4	42.4	40.72
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	16.28
	2010-2011	.	12	71	18	0	17.65	17.65	13.49
Limited English Proficiency	2009-2010								13.71
	2010-2011								19.29
Economically Disadvantaged	2009-2010		24	61	13	3	15.79	15.79	25.68
	2010-2011	.	3	55	38	4	41.94	41.94	30.69
Migrant	2009-2010								27.96
	2010-2011								24.79
Male	2009-2010		28	58	12	3	14.49	14.49	26.09
	2010-2011	.	5	67	26	2	28.07	28.07	29.27
Female	2009-2010		4	55	34	6	40.43	40.43	44.15
	2010-2011	.	1	43	48	7	55.07	55.07	50.69



**PLAN TESTING:** 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. For further information on this test and the other components of the Educational Planning and Assessment System (EPAS) go to the KDE homepage (<http://www.education.ky.gov>) and select School Report Card from the blue navigation bar.

PLAN						
	2010			2011		
	School	District	State	School	District	State
Reading	14.9	14.9	16.2	16.8	16.8	16.4
Mathematics	14.4	14.4	16.5	16.0	16.0	16.8
English	14.1	14.1	15.8	15.3	15.3	15.7
Science	16.3	16.3	17.6	17.2	17.2	17.6
Composite	15.1	15.1	16.7	16.5	16.5	16.7

**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	Dropout Rate	Graduation Rate
School	88.9%	1.6%	0.5%	73.8%
District	91.5%	2.0%	0.4%	73.8%
State	94.1%	2.4%	2.2%	76.7%

#### Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
54.0%	0.0%	20.7%	0.0%	9.9%	15.3%
54.0%	0.0%	20.7%	0.0%	9.9%	15.3%
56.4%	2.4%	22.2%	6.1%	6.8%	6.0%

## 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:

LCCHS provides a safe environment for learning by following protocol for our district discipline policy. We do so by using a hand held metal detector when needed, scheduling routine drug patrol from local law enforcement, and clearly communicating discipline and behavior expectations to all stakeholders. Furthermore, we have an alternative school used as needed for discipline issues as well as in school detention. LCCHS also routinely participates in a safety audit to monitor our school safety measures. A school resource officer is also assigned to our high school full time. Furthermore, we monitor our grounds through video systems. We also participate in KYCID for promoting positive reinforcement.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$9,163	16.0:1	76.2%	4.4:1
District	\$11,890	14.0:1	6.9%	3.6:1
State	\$10,864	16.0:1	NA	NA

## How We Use Technology To Teach:

All core classrooms are currently SMART classrooms with a strategic plan for the remainder. Tablets are in use in our Language Arts Department. Many online educational resources are available such as Study Island, Discovery Education, Overdrive, and the Destiny Learning System. Teachers are provided professional development for technology based on their individual growth plans and upon request. A network based staff resource folder is created for every teacher to obtain lesson resources, links, lesson plans and more. These pieces are monitored through criteria on the walk-through instrument.

## 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	312	2	2	150

**ACT Testing:** The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. All Kentucky Juniors are required to take the ACT. The chart below shows both 11th grade and graduating Senior ACT scores.

		11th Grade ACT Scores				
		English	Math	Reading	Science	Composite
2011	School	16.20	17.20	17.60	17.80	17.30
	District	16.20	17.20	17.60	17.80	17.30
	State	18.00	18.50	19.00	19.00	18.80
2010	School	15.80	16.90	17.70	17.20	17.00
	District	15.80	16.90	17.70	17.20	17.00
	State	17.70	18.20	18.80	18.70	18.50

		Graduating Senior ACT Scores				
		English	Math	Reading	Science	Composite
2011	School	16.50	17.00	18.40	17.80	17.50
	District	16.50	17.00	18.40	17.80	17.50
	State	18.30	18.70	19.40	19.40	19.10
2010	School	15.50	16.70	17.10	17.00	16.70
	District	15.50	16.70	17.10	17.00	16.70
	State	18.30	18.70	19.40	19.40	19.10

## 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	4.7%	1.5%	0.8%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	98.0%	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	10.8	14.0	11.7
Number of Teachers certified by the National Board for Professional Standards	0	4	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	22.5%	20.0%	57.5%	0.0%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** Many of our student athletes have participated in state contests for girls' basketball, track and cross country. Also, one individual placed in the top 3 in the state in the science assessment for the academic team. Furthermore, we had one individual student that placed in the second team all state for girls' basketball.

**Extracurricular Activities:** Leslie County High School provides a wide variety of extracurricular activities. These include Student Technology Leadership Program (STLP), Academic Team, Yearbook, National Honor Society, Student Body Government, PRIDE club, and many other community service groups. We also offer an array of sports such as archery, football, cheerleading, softball, baseball, girls' and boys' basketball, cross country, and track.

**Awards & Recognitions:** LCHS has received many athletic and academic awards. These include being ranked as the 27th high school in the state, being the lead KASA presenters at the Turnaround training and being highlighted in the Kentucky Teacher Magazine as being one of the schools on track to meet 100% proficiency. In addition to this, students at LCHS received over 1.8 million dollars in scholarships. We also had several students recognized at state levels for academics and athletics.

**What We Are Doing To Improve:** The staff is continuously monitoring student progress through benchmark assessments and individual student meetings. Our school provides our students an exceptional Response to Intervention schedule which allows for enrichment and intensive interventions. We are focused on our PLC model, using data notebooks, and productive curriculum mapping. We also implement our district communication plan as well as 30, 60, 90 day planning for school improvement.

**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.

