-Commonwealth of Kentucky-

SCHOOL REPORT CARD

for the 2010-2011 school year

Walton-Verona High School

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School Enrollment: 455

Our School Council

Mark Hicks	Mark Krummen
Barbara Mann	Chris Miller
Adam Nash	Kevin Schmidt

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: Walton-Verona High School is accredited by the Kentucky State Department of Education and by the AdvancED Accreditation Commission and the Board of Trustees of the Southern Association of Colleges and Schools. At the present time we have an enrollment of 481 students and serve grades 9th through 12th. Walton-Verona High School students have consistently scored among the highest in the state on mandated assessments. The mission of Walton--Verona High School is to provide, in partnership with the home and community, a safe and comfortable educational atmosphere, which respects the diversity of individuals. Within this environment, it is our goal to motivate all students to achieve at high academic levels, to engage in a lifelong pursuit of learning, and to become responsible citizens of the world.

How We Ensure Educational Equity: The faculty includes multicultural issues within their lessons to ensure that the students become more aware of other cultures. Multiple classroom resources are utilized in lessons to reflect multicultural issues throughout the content. Also, teachers attend professional development, which include ways they can differentiate instruction to meet the individual learning needs of diverse populations.

| Student Group | Reading | | | | | | Mathematics | | | | | | Science | | | Other Academic Indicators | | | | | |
| | Percent Tested Goal 95% | | | Percent Proficient & Distinguished Goal 69.72% | | | Percent Tested Goal 95% | | | Percent Proficient & Distinguished Goal 69.91% | | | Percent Tested | | | Proficient & Distinquished % (Novice %) Elem. And Middle | | | Graduation Rate (High School) 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	99.13	99.79	99.91	66.1	75.86	70.98	99.13	99.79	99.91	70.64	72.37	64.21	99.11	99.72	99.88		65.16 (6.78)	60.00 (7.84)	99.48	99.48	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	99.09	99.79	99.93	64.91	75.99	74.59	99.09	99.79	99.93	72.12	72.81	68.79	99.07	99.71	99.92						
Students with Disabilities			99.87			45.5			99.87			42.25			99.83						
Limited English Proficiency			99.72			45.72			99.72			46.03			99.66						
Economically Disadvantaged		99.68	99.89	48.65	64.06	63.43		99.68	99.89	60	59.09	57.13		100	99.85						
Migrant			99.82			54.37			99.82			53.65			100						
Male	98.2	99.59	99.9	58.46	68.28	66.64	98.2	99.59	99.9	63.83	68.82	64.76		99.43	99.87						
Female	100	100	99.92	75.47	83.9	77.65	100	100	99.92	75.81	75.89	67.29	100	100	99.89						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02			
2002-03			
2003-04			
2004-05			
2005-06			
2006-07			
2007-08			
2008-09	Y	N	N
2009-10	Y	Y	Y
2010-11	Y	Y	Y
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04		
2004-05		
2005-06		
2006-07		
2007-08		
2008-09		
2009-10	N	
2010-11	N	
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 Distinquished**	**District Percent Proficient and Distinquished**	**State Percent Proficient and Distinquished**
		Tested Students	**Novice Students**	**Apprentice Students**	**Proficient Students**	**Distinquished Students**			
All Students	2009-2010	100	2	27	61	11	71.56	71.56	61.33
	2010-2011	99.1	4	30	57	9	66.1	66.1	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	2	26	60	11	71.7	71.7	63.85
	2010-2011	99.1	4	31	55	10	64.91	64.91	68.23
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	27.01
	2010-2011	--	--	--	--	--	--	--	26.79
Limited English Proficiency	2009-2010								15.83
	2010-2011								20.55
Economically Disadvantaged	2009-2010	100	4	42	42	13	54.17	54.17	49.66
	2010-2011	97.3	11	41	38	11	48.65	48.65	54.69
Migrant	2009-2010								41.3
	2010-2011								40.48
Male	2009-2010	100	4	42	52	2	53.85	53.85	54.44
	2010-2011	98.4	5	37	55	3	58.46	58.46	58.87
Female	2009-2010	100	0	12	68	19	87.72	87.72	68.66
	2010-2011	100	4	21	58	17	75.47	75.47	73.41

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2009-2010	100	6	36	47	11	58.1	58.1	40.28
	2010-2011	99.1	9	20	59	12	70.64	70.64	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	4	37	48	12	59.41	59.41	42.65
	2010-2011	99.1	9	19	60	13	72.12	72.12	48.18
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	17.55
	2010-2011	--	--	--	--	--	--	--	18.62
Limited English Proficiency	2009-2010								14.29
	2010-2011								17.35
Economically Disadvantaged	2009-2010	100	4	46	46	4	50	50	28.65
	2010-2011	100	20	20	60	0	60	60	33.77
Migrant	2009-2010								31.01
	2010-2011								26.09
Male	2009-2010	100	5	34	53	8	61.02	61.02	39.16
	2010-2011	97.9	11	26	53	11	63.83	63.83	45.11
Female	2009-2010	100	7	39	39	15	54.35	54.35	41.44
	2010-2011	100	8	16	63	13	75.81	75.81	46.86

School Assessment — Grade 11 - Science — 2010-2011

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2009-2010	100	10	43	41	6	46.67	46.67	41.14
	2010-2011	99.1	9	46	39	6	44.95	44.95	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	9	43	43	6	48.51	48.51	44.25
	2010-2011	99.1	9	46	38	7	45.19	45.19	44.44
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	17.79
	2010-2011	--	--	--	--	--	--	--	17.95
Limited English Proficiency	2009-2010								6.38
	2010-2011								6.29
Economically Disadvantaged	2009-2010	100	8	58	33	0	33.33	33.33	29.38
	2010-2011	100	15	25	55	5	60	60	29.49
Migrant	2009-2010								34.88
	2010-2011								13.04
Male	2009-2010	100	14	36	44	7	50.85	50.85	43.43
	2010-2011	97.9	11	36	45	9	53.19	53.19	44.73
Female	2009-2010	100	7	52	37	4	41.3	41.3	38.77
	2010-2011	100	8	53	34	5	38.71	38.71	37.9

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2009-2010	100	6	42	45	8	52.38	52.38	39.86
	2010-2011	99.1	3	34	46	17	63.3	63.3	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	4	42	47	8	54.46	54.46	42.2
	2010-2011	99.1	2	34	47	17	64.42	64.42	43.64
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	17.55
	2010-2011	--	--	--	--	--	--	--	20.29
Limited English Proficiency	2009-2010								5.87
	2010-2011								6.94
Economically Disadvantaged	2009-2010	100	4	42	50	4	54.17	54.17	27.96
	2010-2011	100	0	45	35	20	55	55	29.22
Migrant	2009-2010								26.36
	2010-2011								4.35
Male	2009-2010	100	8	39	46	7	52.54	52.54	38.14
	2010-2011	97.9	4	30	49	17	65.96	65.96	42.49
Female	2009-2010	100	2	46	43	9	52.17	52.17	41.65
	2010-2011	100	2	37	44	18	61.29	61.29	40.45

Student Group	School Year	School Percent					School Percent Proficient and Distinquished	District Percent Proficient and Distinquished	State Percent Proficient and Distinquished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinquished Students			
All Students	2009-2010		2	37	47	14	61.22	61.22	35.04
	2010-2011	.	3	38	46	13	59.26	59.26	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		2	37	47	14	61.29	61.29	35.75
	2010-2011	.	2	38	48	12	60	60	40.72
Students with Disabilities	2009-2010	--	--	--	--	--	--	--	16.28
	2010-2011	--	--	--	--	--	--	--	13.49
Limited English Proficiency	2009-2010	--	--	--	--	--	--	--	13.71
	2010-2011								19.29
Economically Disadvantaged	2009-2010		9	50	32	9	40.91	40.91	25.68
	2010-2011	.	0	43	52	5	57.14	57.14	30.69
Migrant	2009-2010								27.96
	2010-2011								24.79
Male	2009-2010		2	45	47	7	53.33	53.33	26.09
	2010-2011	.	5	43	42	10	51.67	51.67	29.27
Female	2009-2010		3	24	47	26	73.68	73.68	44.15
	2010-2011	.	0	31	52	17	68.75	68.75	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	17.6	17.6	16.2	17.5	17.5	16.4
Mathematics	18.4	18.4	16.5	18.9	18.9	16.8
English	17.8	17.8	15.8	17.5	17.5	15.7
Science	19.5	19.5	17.6	19.0	19.0	17.6
Composite	18.5	18.5	16.7	18.4	18.4	16.7

Transition to Adult Life

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	College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
School	96.1%	0.9%	0.0%	99.5%	76.0%	1.0%	19.7%	3.1%	0.0%	0.0%
District	96.2%	0.5%	0.0%	99.5%	76.0%	1.0%	19.7%	3.1%	0.0%	0.0%
State	94.1%	2.4%	2.2%	76.7%	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%

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

Walton-Verona's faculty and staff have been trained in recognizing various safety concerns. Their training has included being made aware of symptoms of drug abuse and identifying objects, which could be used as weapons. There is a security camera system in place that aides in monitoring the building and grounds 24 hours a day. In addition there is a School Resource Officer at the high school who has developed a rapport with the students and maintains high visibility within the school. Walton-Verona Schools Crisis Procedure Guide outlines the safety procedures that faculty and staff are to follow. Every faculty and staff member has a copy of the guide. In addition, the staff and students practice safety drills.

Student Resources

	Spending per Student	Student/ Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	$8,006	16.0:1	99.2%	1.9:1
District	$9,245	17.0:1	98.1%	2.0:1
State	$10,864	16.0:1	77.4%	2.4:1

How We Use Technology To Teach:

WVHS is a wireless environment. Each teacher is assigned a laptop computer. Teachers are using mobile labs, Promethean Technology, and projectors in their classrooms. Teachers use the technology as a teaching tool of interactive teaching and learning. It provides an excellent visual aide during instruction to address diverse learning styles. Students use various software programs across the curriculum and present projects through various visual presentations. All students have access to computers, internet, and e-mail to enhance their learning throughout the curriculum.

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	152	22	16	4,700

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	22.80	21.20	21.20	21.30	21.80
	District	22.80	21.20	21.20	21.30	21.80
	State	18.00	18.50	19.00	19.00	18.80
2010	School	21.70	20.90	20.90	21.20	21.30
	District	21.70	20.90	20.90	21.20	21.30
	State	17.70	18.20	18.80	18.70	18.50

Graduating Senior ACT Scores

		English	Math	Reading	Science	Composite
2011	School	22.50	21.90	21.50	21.50	21.90
	District	22.50	21.90	21.50	21.50	21.90
	State	18.30	18.70	19.40	19.40	19.10
2010	School	21.30	21.10	20.70	20.80	21.10
	District	21.30	21.10	20.70	20.80	21.10
	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	2.9%	1.9%	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	12.6	11.3	11.7
Number of Teachers certified by the National Board for Professional Standards	1	7	1,987

	B.A./ B.S.	M.A./ M.S.	Rank I	Spec- ialist	Ph.D/ Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	11.4%	57.1%	31.4%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: Our various clubs and organizations won district and regional competitions throughout the year. These clubs and organizations include FFA, FBLA, Spanish Club, Robotics, FCCLA, BETA, Academic, Drama, TSA, Band, Chorus, and Y-club. Our athletic teams won various district and regional titles throughout the school year. Teams include soccer, volleyball, football, golf, cross country, wrestling, cheerleading, basketball, track, softball, baseball, and tennis.

Extracurricular Activities: Clubs and activities include Academic Team, Band, Drama, Art Club, Beta Club, FCA, FBLA, FFA, FCCLA, Chess, Y-Club, TSA, Beta, GLOW, Spanish Club, STLP, Quest (Gifted and Talented), and Project Prom. The following sports are offered: Volleyball, Football, Cross-Country, Golf, Soccer, Basketball, Cheerleading, Wrestling, Tennis, Baseball, Fast Pitch Softball, and Track.

Awards & Recognitions: In September of 2010 the Walton-Verona School District received District Accreditation by AdvancED Accreditation Commission. WVHS is in the top 5% of all Kentucky high schools in ACT, PLAN, and other state accountablitiy assessment scores.

What We Are Doing To Improve: • Student attainment of challenging state-established academic and career and technical skill proficiencies. • Student attainment of secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a post secondary degree or credential. • To reduce learning gaps in in the areas of free/ reduced and disability status with the focus on Mathematics, Reading, Science, and Social Studies. • Performance standards are clearly communicated, evident in classrooms and observable in student work. • Students can articulate the academic expectations in each class and know what is required to be proficient. • Assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes. • Improve technology use in all classes in order to improve student learning. • To provide timely and effective communication with stakeholders. • To promote independent student writers.

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.