

# SCHOOL REPORT CARD

for the 2009-2010 school year



## Inez Middle School

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**School Enrollment: 318**

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### Our School Council

Anna Cain  
Lana Jude

Brent Haney  
Claudine Sweeney

**Dear Parents/Guardians:** This report card for the 2009-2010 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:** About Our School: Inez Middle School has a student enrollment of 318 students. Our student enrollment is comprised of 70% Free/Reduced Lunch students. Most of our faculty have been born and raised in Martin County. There is a huge sense of family and tradition that is apparent within the lives of all who enter the doors of Inez Middle School. Furthermore, there are many challenges that face our students today. Most of our students come from backgrounds where education is not very valued. However, this trend is improving each year. Inez Middle has come a long way in fostering an environment that is conducive to learning no matter what the diverse needs or backgrounds that a student comes from. To continue with the diverse needs of our student population. Many of our students come to school to get a hot meal. Many of them have to be clothed. However, we have a nurturing family that prides themselves on meeting the needs of each individual student.

**How We Ensure Educational Equity:** We, the members of Inez Middle School, are committed to developing lifelong learners, who value themselves and others, contribute to their community and are productive in a changing world. We hold the belief at Inez Middle that all children can and will learn to the best of their ability if provided with the tools and the environment that allows for it. We pride ourselves on treating all students equally by affording them the chance to learn in their least restrictive environment, as well as, be apart of any extra curricular activity provided. We at Inez Middle School have a school that practices inclusion with our students. We also have ability grouped classes in Math and Reading that allows our students to express themselves in a way that is conducive for them to be in a least restrictive environment for learning.

# 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 72.8%			Goal 95%			Goal 58.25%						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	99.92	62.71	64.99	71.86	100	100	99.92	52.88	56.52	64.14	100	100	99.91	35.35 (12.85)	45.98 (10.06)	56.88 (8.23)		85.55	83.92
African-American			99.83			53.79			99.83			41.79			99.82						
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00						
Asian/Pacific Islander			99.98			79.60			99.98			80.07			100.00						
Hispanic			99.85			65.19			99.85			57.86			99.92						
White	100	100	99.93	62.8	65.01	74.37	100	100	99.93	52.9	56.65	67.08	100	100	99.92						
Students with Disabilities		100	99.89	28.89	40.66	48.69		100	99.89	28.89	35.39	43.41		100	99.87						
Limited English Proficiency			99.97			58.25			99.97			45.31			100.00						
Economically Disadvantaged	100	100	99.91	57.48	60.53	63.45	100	100	99.91	50	52.9	55.35	100	100	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	100	100	99.91	58.18	60.61	66.59	100	100	99.91	47.88	53.05	63.04		100	99.88						
Female	100	100	99.93	68.46	69.8	77.45	100	100	99.93	59.23	60.48	65.32		100	99.94						

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

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04	Y	School Improvement - Yr 2
2004-05	Y	Corrective Action - Yr 1
2005-06	Y	Corrective Action - Yr 2
2006-07	Y	Restructuring - Yr 1
2007-08	Y	Restructuring - Yr 1
2008-09	Y	
2009-10	Y	
2010-11	Y	School Improvement - Yr 1
2011-12		
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 6 - Reading					2009-2010		
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	2008-2009	100	6	32	47	16	62.5	62.6	68.11
	2009-2010	100	7	24	54	15	69.52	68.32	70.01
African-American	2008-2009								47.83
	2009-2010								50.36
American Indian/ Native Alaskan	2008-2009								57.63
	2009-2010								71.62
Asian/Pacific Islander	2008-2009								77.22
	2009-2010								77.4
Hispanic	2008-2009								59.81
	2009-2010								61.34
White	2008-2009	100	6	32	47	16	62.5	62.6	70.99
	2009-2010	100	7	23	55	15	70.19	68.75	72.88
Students with Disabilities	2008-2009	100	13	38	44	6	50	45.45	39.87
	2009-2010	100	23	46	31	0	30.77	31.58	43.85
Limited English Proficiency	2008-2009								37.64
	2009-2010								34.22
Economically Disadvantaged	2008-2009	100	7	37	48	7	55.56	59.76	57.86
	2009-2010	100	8	27	52	13	65.33	63.79	60.78
Migrant	2008-2009	--	--	--	--	--	--	--	50.24
	2009-2010								56.18
Male	2008-2009	100	4	38	38	19	57.45	60.87	62.04
	2009-2010	100	9	28	60	3	63.79	62.79	64.22
Female	2008-2009	100	7	24	56	12	68.29	64.52	74.62
	2009-2010	100	4	19	47	30	76.6	74.67	76.04

# School Assessment

# Grade 7 - Reading

# 2009-2010

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	2008-2009	100	6	39	43	13	55.96	53.37	64.66
	2009-2010	100	5	33	55	7	62.65	61.19	69.22
African-American	2008-2009								45.26
	2009-2010								49.07
American Indian/ Native Alaskan	2008-2009								63.77
	2009-2010								56.34
Asian/Pacific Islander	2008-2009								75.52
	2009-2010								79.1
Hispanic	2008-2009								56.94
	2009-2010								61.58
White	2008-2009	100	6	39	43	13	55.96	53.37	67.3
	2009-2010	100	5	33	55	7	62.65	61.19	71.96
Students with Disabilities	2008-2009	100	11	57	25	7	32.14	29.55	34.72
	2009-2010	100	9	45	45	0	45.45	33.33	41.5
Limited English Proficiency	2008-2009								32.59
	2009-2010								35.79
Economically Disadvantaged	2008-2009	100	8	43	38	11	49.37	47.5	54.51
	2009-2010	100	7	39	53	2	54.39	58.89	59.42
Migrant	2008-2009	--	--	--	--	--	--	--	48.94
	2009-2010								54.21
Male	2008-2009	100	8	46	38	8	46.15	43.69	57.27
	2009-2010	100	2	31	58	9	66.67	62.5	63.07
Female	2008-2009	100	2	27	50	20	70.45	70	72.69
	2009-2010	100	8	34	53	5	57.89	59.68	75.8

# School Assessment

# Grade 8 - Reading

# 2009-2010

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	2008-2009	100	8	26	49	17	66	71.08	68.05
	2009-2010	100	7	37	45	11	56.07	59.38	71.41
African-American	2008-2009								52.24
	2009-2010	--	--	--	--	--	--	--	53.29
American Indian/ Native Alaskan	2008-2009								75.38
	2009-2010								65.33
Asian/Pacific Islander	2008-2009								79.16
	2009-2010								80.75
Hispanic	2008-2009							--	60.76
	2009-2010								66.22
White	2008-2009	100	8	26	48	17	65.66	70.73	70.23
	2009-2010	100	7	38	44	11	55.66	59.12	73.77
Students with Disabilities	2008-2009	100	24	53	18	6	23.53	31.82	35.55
	2009-2010	100	29	52	19	0	19.05	25.71	41.93
Limited English Proficiency	2008-2009								33.18
	2009-2010								38.85
Economically Disadvantaged	2008-2009	100	10	32	49	9	57.35	64.22	57.94
	2009-2010	100	7	40	43	10	52.44	55.37	62.1
Migrant	2008-2009	--	--	--	--	--	--	--	51.08
	2009-2010	--	--	--	--	--	--	--	63.93
Male	2008-2009	100	10	28	52	10	62.3	64.89	61.04
	2009-2010	100	8	45	40	6	46.77	52.53	64.63
Female	2008-2009	100	5	23	44	28	71.79	79.17	75.52
	2009-2010	100	4	27	51	18	68.89	70.49	78.72

# School Assessment

# Grade 6 - Mathematics

# 2009-2010

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	2008-2009	100	13	31	36	20	56.82	56.49	64.92
	2009-2010	100	8	12	41	39	80	75.16	67.84
African-American	2008-2009								41.97
	2009-2010								42.21
American Indian/ Native Alaskan	2008-2009								57.63
	2009-2010								74.32
Asian/Pacific Islander	2008-2009								83.67
	2009-2010								78.72
Hispanic	2008-2009								56.28
	2009-2010								58.75
White	2008-2009	100	13	31	36	20	56.82	56.49	68.01
	2009-2010	100	8	13	40	39	79.81	75	71.45
Students with Disabilities	2008-2009	100	13	56	25	6	31.25	31.82	38.97
	2009-2010	100	15	31	38	15	53.85	42.11	44.77
Limited English Proficiency	2008-2009								42.59
	2009-2010								36.48
Economically Disadvantaged	2008-2009	100	17	33	41	9	50	51.22	54.37
	2009-2010	100	8	12	41	39	80	72.41	58.33
Migrant	2008-2009	--	--	--	--	--	--	--	48.34
	2009-2010								60.11
Male	2008-2009	100	13	36	30	21	51.06	53.62	63.18
	2009-2010	100	9	16	43	33	75.86	70.93	65.29
Female	2008-2009	100	12	24	44	20	63.41	59.68	66.78
	2009-2010	100	6	9	38	47	85.11	80	70.49

# School Assessment

# Grade 7 - Mathematics

# 2009-2010

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	2008-2009	100	18	42	27	13	39.45	43.56	62.8
	2009-2010	100	13	35	33	19	51.81	52.99	63.64
African-American	2008-2009								39.64
	2009-2010								38.6
American Indian/ Native Alaskan	2008-2009								57.97
	2009-2010								53.52
Asian/Pacific Islander	2008-2009								81.8
	2009-2010								80.04
Hispanic	2008-2009								54.81
	2009-2010								54.34
White	2008-2009	100	18	42	27	13	39.45	43.56	65.89
	2009-2010	100	13	35	33	19	51.81	52.99	67.08
Students with Disabilities	2008-2009	100	36	39	18	7	25	20.45	34.1
	2009-2010	100	36	18	36	9	45.45	44.44	40.09
Limited English Proficiency	2008-2009								37.52
	2009-2010								33.68
Economically Disadvantaged	2008-2009	100	22	46	25	8	32.91	38.33	51.43
	2009-2010	100	14	39	40	7	47.37	51.11	52.72
Migrant	2008-2009	--	--	--	--	--	--	--	46.81
	2009-2010								53.74
Male	2008-2009	100	25	46	20	9	29.23	35.92	60.28
	2009-2010	100	13	40	27	20	46.67	52.78	61.62
Female	2008-2009	100	9	36	36	18	54.55	56.67	65.54
	2009-2010	100	13	29	39	18	57.89	53.23	65.79



# School Assessment

# Grade 8 - Mathematics

# 2009-2010

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	2008-2009	100	27	37	31	5	36	46.99	55.16
	2009-2010	100	31	42	17	10	27.1	35.63	55.62
African-American	2008-2009								31.53
	2009-2010	--	--	--	--	--	--	--	31.29
American Indian/ Native Alaskan	2008-2009								61.54
	2009-2010								49.33
Asian/Pacific Islander	2008-2009								77.05
	2009-2010								73.61
Hispanic	2008-2009							--	46.25
	2009-2010								47.15
White	2008-2009	100	27	36	31	5	36.36	46.95	58.34
	2009-2010	100	31	42	17	10	27.36	35.85	58.83
Students with Disabilities	2008-2009	100	65	6	24	6	29.41	31.82	28.25
	2009-2010	100	62	33	5	0	4.76	5.71	32.52
Limited English Proficiency	2008-2009								27.25
	2009-2010								25.96
Economically Disadvantaged	2008-2009	100	32	43	25	0	25	39.45	43.1
	2009-2010	100	30	45	18	6	24.39	31.4	44.04
Migrant	2008-2009	--	--	--	--	--	--	--	37.41
	2009-2010	--	--	--	--	--	--	--	46.45
Male	2008-2009	100	31	34	33	2	34.43	41.49	53.14
	2009-2010	100	34	44	13	10	22.58	33.33	55.1
Female	2008-2009	100	21	41	28	10	38.46	54.17	57.31
	2009-2010	100	27	40	22	11	33.33	39.34	56.18

# School Assessment

# Grade 7 - Science

# 2009-2010

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	2008-2009	100	11	33	42	14	55.96	52.15	62.73
	2009-2010	100	8	39	45	8	53.01	49.25	57.03
African-American	2008-2009								34.33
	2009-2010								25.95
American Indian/ Native Alaskan	2008-2009								56.52
	2009-2010								43.66
Asian/Pacific Islander	2008-2009								71.13
	2009-2010								68.93
Hispanic	2008-2009								49.14
	2009-2010								43.62
White	2008-2009	100	11	33	42	14	55.96	52.15	66.77
	2009-2010	100	8	39	45	8	53.01	49.25	61.53
Students with Disabilities	2008-2009	100	18	43	36	4	39.29	31.82	37.77
	2009-2010	100	9	55	36	0	36.36	27.78	34.23
Limited English Proficiency	2008-2009								26.01
	2009-2010								21.5
Economically Disadvantaged	2008-2009	100	13	37	42	9	50.63	46.67	51.47
	2009-2010	100	9	42	44	5	49.12	47.78	45.23
Migrant	2008-2009	--	--	--	--	--	--	--	48.94
	2009-2010								46.73
Male	2008-2009	100	14	32	43	11	53.85	50.49	63.36
	2009-2010	100	4	44	44	7	51.11	48.61	59.26
Female	2008-2009	100	7	34	41	18	59.09	55	62.04
	2009-2010	100	13	32	45	11	55.26	50	54.63

# School Assessment

# Grade 8 - Social Studies

# 2009-2010

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	2008-2009	100	17	34	30	19	49	49.4	55.83
	2009-2010	100	16	47	31	7	37.38	41.25	56.29
African-American	2008-2009								33.05
	2009-2010	--	--	--	--	--	--	--	30.47
American Indian/ Native Alaskan	2008-2009								67.69
	2009-2010								48
Asian/Pacific Islander	2008-2009								70.53
	2009-2010								69.84
Hispanic	2008-2009							--	43.59
	2009-2010								45.73
White	2008-2009	100	17	34	29	19	48.48	49.39	59.03
	2009-2010	100	15	47	31	7	37.74	41.51	59.8
Students with Disabilities	2008-2009	100	41	35	24	0	23.53	27.27	30.87
	2009-2010	100	38	29	33	0	33.33	31.43	31.64
Limited English Proficiency	2008-2009								20.24
	2009-2010								20.73
Economically Disadvantaged	2008-2009	100	24	40	25	12	36.76	41.28	42.9
	2009-2010	100	16	52	27	5	31.71	35.54	44.58
Migrant	2008-2009	--	--	--	--	--	--	--	38.85
	2009-2010	--	--	--	--	--	--	--	46.99
Male	2008-2009	100	21	33	33	13	45.9	46.81	55.55
	2009-2010	100	19	50	26	5	30.65	38.38	54.37
Female	2008-2009	100	10	36	26	28	53.85	52.78	56.13
	2009-2010	100	11	42	38	9	46.67	45.9	58.36

# School Assessment

# Grade 8 - Writing On-Demand

# 2009-2010

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	2008-2009	100	15	50	30	5	35	33.73	42.08
	2009-2010	100	19	62	19	1	19.63	25	42.35
African-American	2008-2009								28.34
	2009-2010	--	--	--	--	--	--	--	27.5
American Indian/ Native Alaskan	2008-2009								55.38
	2009-2010								42.67
Asian/Pacific Islander	2008-2009								63.58
	2009-2010								59.72
Hispanic	2008-2009							--	33.44
	2009-2010								35.84
White	2008-2009	100	15	51	29	5	34.34	33.54	43.88
	2009-2010	100	19	61	19	1	19.81	25.16	44.22
Students with Disabilities	2008-2009	100	29	59	12	0	11.76	13.64	17.55
	2009-2010	100	29	57	14	0	14.29	14.29	18.65
Limited English Proficiency	2008-2009								14.31
	2009-2010								16.55
Economically Disadvantaged	2008-2009	100	21	56	21	3	23.53	25.69	30.98
	2009-2010	100	21	60	20	0	19.51	23.14	32.32
Migrant	2008-2009	--	--	--	--	--	--	--	26.62
	2009-2010	--	--	--	--	--	--	--	32.79
Male	2008-2009	100	23	52	21	3	24.59	22.34	32.56
	2009-2010	100	29	66	5	0	4.84	16.16	31.04
Female	2008-2009	100	3	46	44	8	51.28	48.61	52.23
	2009-2010	100	4	56	38	2	40	39.34	54.55

**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		53	62	3		53	60
4		47	57	4		42	56
5		47	55	5		42	53
6	45	44	46	6	37	35	43
7	42	41	51	7	33	35	51

**EXPLORE TESTING:** 8th grade students in Kentucky are being given the EXPLORE 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 25. 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.

EXPLORE						
	2009			2010		
	School	District	State	School	District	State
Reading	13.3	13.5	13.9	13.3	13.3	14.2
Mathematics	13.1	13.6	14.6	13.4	13.5	14.9
English	12.9	13.1	13.8	12.4	12.6	14.0
Science	15.4	15.6	16.0	15.1	15.3	16.1
Composite	13.7	14.0	14.7	13.7	13.8	14.9

**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 2008-2009 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	91.6%	1.6%	0.0%
District	91.6%	5.0%	1.3%
State	94.2%	2.8%	2.0%

\* 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.

Grade 8	NAEP Achievement Level Percentages			
	Below Basic	Basic	Proficient	Advanced
Reading	27%	46%	25%	3%
Mathematics	31%	42%	22%	5%

Grade 8	NAEP Participation Rates	
	Students with Disabilities	English Language Learners
Reading	84%	89%
Mathematics	51%	82%

## 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

Staff are instructed to watch for behavior that would warrant searching for drugs and weapons. They are also instructed to report any possible drug or weapon related behavior immediately to the counselor and the principal. We will have book bag checks and/or locker checks in the event that someone brings to our attention that a student is possibly carrying a weapon or being involved in drugs. We incorporate a zero tolerance policy. It is an automatic suspension from school with recommendation being made to the Board of Education for expulsion. Students involved must be seen and evaluated by psychologist and released for school before returning.

## Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$9,330	14.0:1	89.3%	1.9:1
District	\$11,900	14.0:1	90.0%	2.2:1
State	\$10,742	15.0:1	76.6%	2.7:1

## How We Use Technology To Teach:

We are using the ALEKS program, accelerated reader and math. Study Island is being used every morning, as well as, incentives have been given to use Study Island at home. Ti-navigation is being incorporated into all of the math classes. Classrooms are using IXL for math. Lexia Reading and Reading plus is being used. Ipods have been bought for use in math and reading instruction. Students are using smart boards, projectors, doc. cameras, airliners, senteos, plasma tv's in our classroom

## 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	89	13	13	900

## 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	4.5%	2.1%	1.1%
% 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%	1.7%
Average Years of Teaching Experience	12.2	12.6	11.7
Number of Teachers certified by the National Board for Professional Standards	0	4	1,704

	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	18.2%	63.6%	18.2%	0.0%	0.0%	100%

## Other Important Information About Our School

**State Contest Results:** Inez Middle School had several students competing at the state levels. We had four students advance in the area of Math Counts. We also had one student move to state in the Spelling Bee. In the areas of Science and Math, two students advanced.

**Extracurricular Activities:** Inez Middle school offers the following extracurricular activities: Boys Basketball, Girls Basketball, Football, Baseball, Historical Society, Academic Team, Fellowship of Christian Athletes, Choir, Honors Band, Marching Band, Archery, Pep Band, Volleyball, Spelling Bee, Yearbook Club, and Student Council.

**Awards & Recognitions:** Inez Middle had many awards: Math counts district and regional champions (4 students). One Regional Spell Bee Champ. One Spelling State participant. One District Champion in Math, Science, Written comp. Two Regional placements qualifying student for state competition in both math and science.

**What We Are Doing To Improve:** Enrichment days/Learning Checks are twice a year, once before Christmas and once after Christmas. Study Island races. Honors/Recognition for proficiency on test. Math and Reading tutoring every Tuesday and Thursday. Map Testing Analysis and development of study groups. Ability Grouping. IXL math is used in the classrooms. ESS uses Accelerated Math. We have a reading campaign. Lexia reading for struggling students in Tier III status. Reading plus for all other student

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.

