

Bluegrass Middle School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Bluegrass Middle School School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts **in the areas of Math, and Reading.**

The Bluegrass Middle School School Council has established a target for the 2008 CATS Assessment as indicated below

AREA	SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE PERFORMANCE LEVEL (Content Index)	COMPARISON POPULATION	AVERAGE PERFORMANCE LEVEL (Content Index)	DIFFERENCE	2008 GOAL
Math	Disability	40.5	Non-Disability	68.7	28.2	26.8
Reading	Disability	70.5	Non-Disability	91.6	21.1	20.1

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts **in the area of Academic Index.**

The Bluegrass Middle School School Council has established a target for the 2008 CATS Assessment as indicated below

AREA	SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE PERFORMANCE LEVEL (Academic Index)	COMPARISON POPULATION	AVERAGE PERFORMANCE LEVEL (Academic Index)	DIFFERENCE	2008 GOAL
Acad. Index	African American	63.6	White (Non-Hispanic)	75.4	11.8	11.21

We respectfully ask that these targets be approved and recommended to the board of education for adoption.

Sincerely,

Brenda Pirtle Principal And School Council Chairperson

**Central Hardin High School
Achievement Gap Reduction Targets
For
2008 CATS ASSESSMENT**

Central Hardin High School has completed an annual achievement gap analysis as required by Senate Bill 168 since 2002. Central Hardin's GAP Report was analyzed by teachers within the departments, the administration, and the Central Hardin High School SBDM Council. A substantive achievement gap occurs between males and females as evidenced by the following data.

PERFORMANCE LEVELS	(2002)			(2004)			(2006)		
	Female	Male	Gap	Female	Male	Gap	Female	Male	Gap
Novice (All Subjects Combined)	18%	30%	-12%	15%	22%	-7%	15%	24%	-9%
Apprentice (Combined)	49%	44%	5%	45%	48%	-3%	41%	42%	-1%
Proficient & Distinguished (Combined)	33%	26%	7%	40%	30%	10%	45%	34%	11%

According to performance data above, an achievement gap exists between males and females. More females score proficient or distinguished than males; more males score at the novice (lowest) level. However, CHHS has made progress. The total number of novices and the novice gap has been reduced.

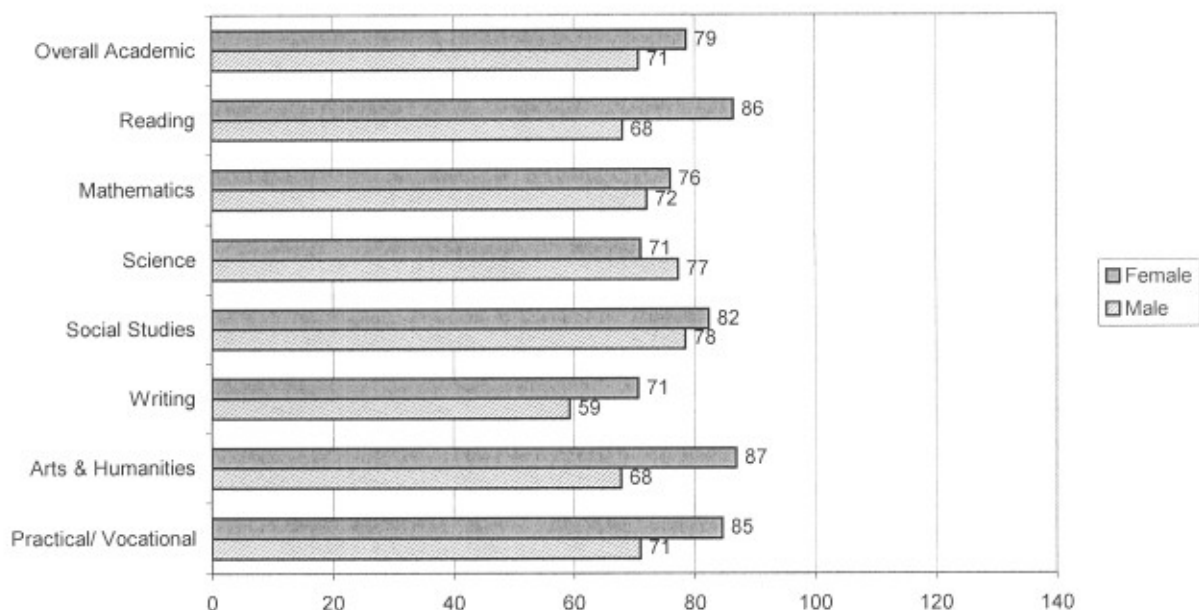
MEAN SCALE SCORE GAP	2001	2002	2003	2004	2005	2006
Reading	27*	34*	22*	37*	29*	33*
Science	2	-1	3	-8*	-4	-5
Mathematics	2	4	12	-1	4	4
Social Studies	20*	16*	21*	0	16*	10
Arts & Humanities	32*	23*	40*	27*	18*	35*
Practical/Vocational	27*	27*	28*	26*	26*	26*

* denotes mean scale score gaps that the Kentucky Department of Education has identified as statistically significant at the .05 level. A positive score indicates that males students are behind.

According to the 2002 data, male students were significantly behind in reading, social studies, arts & humanities, and practical living/vocational. In 2004, significant gaps occurred in reading, science, arts & humanities, and practical living/vocational. Although the reading gap between males and females increased, males outscored females in science and math. There was no gap in social studies. In 2006, significant gaps occurred in reading, arts & humanities, and practical living/vocational.

Central Hardin will continue targeting reading as the school's identified substantive gap as we feel it is the essential skill in all subject areas.

2006 INDEXES FOR EACH SUBJECT



TARGET

The reading mean scale score difference between the targeted subgroup (males) and the comparison population (females) will be reduced by 2008.

We respectfully request that this target be approved and recommended to the board of education for adoption.

Principal and School Council Chairperson

Creekside Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Creekside Elementary School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:
Disabilities and Free and Reduced Lunch Students in the area of Mathematics.

The Creekside Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Students with Disabilities	Scale Score 530	Non-Disabilities Students	Scale Score 590	Difference of - 60 on Scale Score.	The scale score difference in math between students approved for students with disabilities and students of free/reduced lunch and non-approved students will be decreased or not drastically different by 2008. Scale scores will be noted for Creekside Elementary on the 2007 Kentucky Performance Report.
Approved for Free and Reduced Lunch	Scale Score of 555	Non-approved for free and reduced lunch	Scale Score 598	Difference of -43 on scale score.	

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,
Laura Price

Principal And School Council Chairperson
SBDM approval date:

East Hardin Middle School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The East Hardin Middle School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Regular education students compared to students with disabilities in Math.

The East Hardin Middle School Council has established a target for the 2007 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2007 GOAL
Students with disabilities performance on the mathematics section of the CATS assessment.	Fifty Nine (59) percent of students with disabilities scored in the novice range on the Spring 2006 CATS assessment mathematics section.	Students who participate in regular education and have no educational disability.	Nineteen (19) percent of students without disabilities scored in the novice range on the Spring 2006 CATS assessment mathematics section.	There is a Forty (40) percent difference in the novice performance in mathematics when comparing students without disabilities to students who have an educational disability.	There will be a Five (5) percent reduction of novice performers with disabilities on the mathematics portion of the CATS assessment by 2007. This reduction will show a Thirty Five (35) percent or less gap between regular education students and students with educational disabilities.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Principal And School Council Chairperson

Paul C. Connelly, Jr.

G. C. Burkhead Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The G. C. Burkhead Elementary School Council has reviewed and accepted the

Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Students with disabilities versus students without disabilities

The G. C. Burkhead Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
STUDENTS WITH DISABILITIES Reading Scale Scores	539	STUDENTS WITHOUT DISABILITIES	571	32	Reduce the reading gap scaled score

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Donald Lynch Principal And School Council Chairperson

Crystal Wilkerson	Teacher
Lisa Jagers	Teacher
Angela Isaacs	Teacher
Bonnie Ford	Parent
Bill Larrington	Parent

Howe valley Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Howe valley Elementary School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Free and Reduced Lunch Students in the area of Reading.

The Howe valley Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Approved for Free and Reduced Lunch	Scale Score of 538	Non-approved for free and reduced lunch	Scale Score of 573	Difference of 35 on scale score	The scale score difference in reading between students approved for free/reduced lunch and non-approved students will be decreased or not drastically different by 2008. Scale scores will be noted for Howe valley Elementary on the 2008 Kentucky Performance Report.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,
Beth Handel

Principal And School Council Chairperson
SBDM approval date:

**JOHN HARDIN HIGH SCHOOL
ACHIEVEMENT GAP REDUCTION TARGETS
FOR
2008 CATS ASSESSMENT**

The John Hardin High School Site Based Decision Making Council has reviewed current CATS data and recommendations from school committees. The council has developed the recommendations below based on this data.

There are two subgroups which currently demonstrate a substantive achievement gap when compared to their counterparts: Free & Reduced Lunch Approved vs. Not Approved and Disability (with) vs. Without.

The John Hardin SBDM School Council has established targets for the 2008 CATS Assessment as indicated below.

SUB GROUP	COMPARISON GROUP 2006	2008 TARGET
Free & Reduced Lunch Approved vs. Not Approved	Math Scale Scores 520 548 -28* Difference	Decrease Math scale score difference between students approved for Free & Reduced Lunch and students not approved.
Disability (with) vs. Without	Reading Scale Scores 459 526 -67*Difference	Decrease the Reading scale score difference between students with disabilities and students without a disability.

We respectfully ask that these targets be approved and recommended to the board of education for adoption.

Sincerely,

Alvin Garrison, Principal and SBDM Council Chairperson

MEMO TO: Mrs. Nannette Johnston

FROM: Teresa Morgan

DATE: January 22, 2007

RE: SB 168 achievement gap targets

The Woodland Elementary School Council has reviewed current and previous years' CATS data and recommendations from school committees. The council has developed the recommendations below based on this data.

Subgroup(s) that exhibit substantive differences in achievement from the comparison population in specified content areas are as follows:

Content Area	Subgroup	Comparison Population	Average Scale Score Difference
Math	African American	White	29

Target : The average scale score difference between the targeted subgroup and the comparison population will be reduced by 2008.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

JAMES T. ALTON MIDDLE SCHOOL

ACHIEVEMENT GAP REDUCTION TARGETS
FOR
2008 CATS ASSESSMENT

NARRATIVE:

James T. Alton's School Council has analyzed current CATS data, Kentucky Association of School Councils GAP REPORT, and data analysis received from all departments within our school. The council has developed the following recommendations based on this data.

Whereas all targets set for 2006 were met, there are two subgroups that currently indicate a substantive achievement gap in this year's data when compared to their counterparts: FREE/REDUCED and DISABILITY.

The James T. Alton Middle School Council has established targets for the 2008 CATS Assessment as indicated below.

SUB-GROUP WITH SUBSTANTIVE GAP	2006 SCALE SCORE GAP	2008 TARGET
Free/Reduced - Reading	-8	-6
Disability - Reading	-18	-16
Free/Reduced - Math	-16	-14
Disability - Math	-36	-34

We will continue to analyze assessment results for specific content areas and individual students.

We respectfully ask that these targets be approved and adopted by the Board of Education.

Respectfully,

Jama P. Bennett
Principal/SBDM Chair

Lincoln Trail Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Lincoln Trail Elementary School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Students with Disabilities

The Lincoln Trail Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Students with Disabilities	514 (READING)	Students without Disabilities	550 (READING)	-36	Decrease Gap
	558 (MATH)		590 (MATH)	-32	Decrease Gap

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,
Jennifer Lewis

Principal And School Council Chairperson

Lakewood Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The **Lakewood Elementary** School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroups below currently demonstrate an achievement gap when compared to their counterparts:

Approved Free/Reduced Meals compared to Not Approved Free/Reduced Meals in the area of Mathematics and Reading.

The **Lakewood Elementary** School Council has established a target for the

2008 CATS Assessment as indicated below:

SUB-GROUP WITH GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Approved for Free/Reduced Priced Meals	Average Scale Score: 571	Not Approved for Free/Reduced Priced Meals	Average Scale Score: 587	-16	*Increase the Approved Free/Reduced subgroup Mathematics Scale Score while decreasing the gap between Approved Free/Reduced students and Non-Approved Free/Reduced students.
Approved for Free/Reduced Priced Meals	Average Scale Score: 538	Not Approved for Free/Reduced Priced Meals	Average Scale Score: 552	-14	*Increase the Approved Free/Reduced subgroup Reading Scale Score while decreasing the gap between Approved Free/Reduced students and Non-Approved Free/Reduced students.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Principal And School Council Chairperson
January 8, 2007

MEMO TO: Mrs. Nannette Johnston

FROM: Emily Campbell

DATE: January 22, 2007

RE: SB 168 achievement gap targets

The Meadow View Elementary School Council has reviewed current and previous years' CATS data and recommendations from school committees. The council has developed the recommendations below based on this data.

Subgroup(s) that exhibit substantive differences in achievement from the comparison population in specified content areas are as follows:

Content Area	Subgroup	Comparison Population	Average Scale Score Difference
Math	Students w/disabilities	Students w/out disabilities	19

Target : The average scale score difference between the targeted subgroup and the comparison population will be reduced by 2008.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

New Highland Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The New Highland Elementary School Council has reviewed and accepted the School

Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

African American

The New Highland Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

CONTENT AREA	SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Math	African American	548	Caucasion	578	30 points	Reduce the scale score difference in math between African American students and Caucasion students.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Connie Goff

Principal And School Council Chairperson

North Hardin High School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The North Hardin High School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroups below currently demonstrates a substantive achievement gap when compared to their counterparts:

Students with disabilities, students approved for free and reduced lunch, and African-American students.

It is our goal as a school to ultimately reduce our scale score achievement gap in all of our target areas.

The North Hardin High School Council has established a target for the 2008 CATS Assessment as indicated below.

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE	COMPARISON POPULATION	AVERAGE SCALE SCORE	DIFFERENCE	2008 GOAL
Students approved for free and reduced lunch (math)	514	Students not approved for free and reduced lunch (math)	544	-30	Our goal as a school is to decrease the average scale score gap between the target sub-groups and comparison populations.
Students with disabilities (math)	478	Students without disabilities (math)	540	-62	
Students who are African-American (math)	512	Students who are white (math)	544	-32	
Student with disabilities (reading)	440	Students without disabilities (reading)	531	-91	

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Bill Dennison

Principal And School Council Chairperson

SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Parkway Elementary School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

African American Students and Students with Disabilities

The Parkway Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
<u>Math</u> White (Non-Hispanic)	<u>Math</u> Scale Score 579 (6.4)	<u>Math</u> African-American	<u>Math</u> Scale Score 533 (12.5)	<u>Math</u> 46	<u>Math Goals:</u> The achievement gaps between African American and White students and between students with disabilities and those without disabilities in Math will be reduced by 2008 through combined efforts of Inclusion Model Implementation, E.S.S., Title I and the use of Accelerated Math Program. The curriculum committee will facilitate the revision of the curriculum map in alignment with the current Program of Studies and Core Content for Assessment and curriculum will be monitored quarterly.
<u>Math</u> Students without Disabilities	<u>Math</u> Scale Score 575 (6.0)	<u>Math</u> Students with Disabilities	<u>Math</u> Scale Score 524 (17.7)	<u>Math</u> 51	

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Principal And School Council Chairperson (rev. Jan 31 07)

**RADCLIFF MIDDLE SCHOOL
ACHIEVEMENT GAP REDUCTION TARGETS
FOR
2008 KCCTS ASSESSMENT**

The Radcliff Middle School Site Based Decision Making Council has reviewed current KCCTS data and recommendations from school committees. The council has developed the recommendations below based on this data.

There are two subgroups which currently demonstrate a substantive achievement gap when compared to their counterparts: Free/Reduced Lunch vs. Non Free/Reduced Lunch and Disability (with)vs.Without.

The Radcliff Middle SBDM School Council has established targets for the 2008 KCCTS Assessment as indicated below.

SUB GROUP	COMPARISON GROUP 2006	2008 TARGET
	Data: Academic Indices	
Free/Reduced Lunch vs. Non Free/Reduced Lunch	Math: gap of 14.4 (52.2 vs 66.6)	Reduce gap to 13.7
Disability (with) vs. Without	Math: gap of 30.7 (30.6 vs. 61.3) Reading: gap of 36.5 (51.6 vs. 88.1)	Reduce gap to 29.2 Reduce gap to 35

We respectfully ask that these targets be approved and recommended to the board of education for adoption.

Sincerely,

Laura McGray, Principal and SBDM Council Chairperson

Rineyville Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The **Rineyville Elementary** School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Approved Free and Reduced Lunch

The **Rineyville Elementary** School Council has established a target for the 2008 CATS Assessment as indicated below

CONTENT AREA	SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
MATH	APPROVED FREE AND REDUCED LUNCH	569	NOT APPROVED	582	-13	OUR TARGET GOAL IS A REDUCTION OF DIFFERENCE IN SCALE SCORES
Reading		547		561	-14	

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

Principal And School Council Chairperson

Vine Grove Elementary School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The Vine Grove Elementary School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Free and Reduced Lunch Students in the area of Reading.

The Vine Grove Elementary School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Approved for Free and Reduced Lunch	Scale Score of 546	Non-approved for free and reduced lunch	Scale Score of 562	Difference of 16 on scale score	The scale score difference in reading between students approved for free/reduced lunch and non-approved students will decrease on 2008 KPR results.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,
Lonnie Dennis

Principal And School Council Chairperson
SBDM approval date:

West Hardin Middle School
SENATE BILL 168
ACHIEVEMENT GAP REDUCTION TARGET

The _____ West Hardin Middle School Council has reviewed and accepted the Achievement Gap Target recommended from the school curriculum committee. The council has accepted the recommendations below based on this data.

The subgroup below currently demonstrates a substantive achievement gap when compared to their counterparts:

Disability

The _____ West Hardin Middle School Council has established a target for the 2008 CATS Assessment as indicated below

SUB-GROUP WITH SUBSTANTIVE GAP	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	COMPARISON POPULATION	AVERAGE SCALE SCORE OR PERFORMANCE LEVEL	DIFFERENCE	2008 GOAL
Disability in Math	Scale Score- 511	Students without disability in Math	Scale Score- 542	31 in Scale Score	To reduce the scale score gap by 1.5 points.

We respectfully ask that this target be approved and recommended to the board of education for adoption.

Sincerely,

James Roe, _____ Principal And School Council Chairperson