

Kentucky Core Content Test – 2009

Data highlights

The release of the latest test scores actually includes three separate ways of looking at student achievement:

- A “transition index,” calculated by independent education groups, a single number to gauge how schools are doing.
- No Child Left Behind Results, a yes or no way of judging whether all groups of students are reaching federal targets in reading and math.
- Results from the state tests in reading, math, science, social studies and writing showing percents of students who scored novice, apprentice, proficient or distinguished. This data is also available broken down by subgroups of gender, race, socio-economic status and special academic need.

Points of Celebration

On the “transition index”:

- District index ranks 9th highest among districts that serve students in grades kindergarten through high school.
- 24 of 50 schools over 100, including five new schools. (Five years before the 2014 deadline)
- 38 schools with gains in index scores.
- Four of the top five scoring elementary schools in the state. Six elementary schools in the top 10: Veterans Park, SCAPA, Rosa Parks, Cassidy, Meadowthorpe and Maxwell.
- Two middle schools in the top 10: SCAPA and Morton.

On No Child Left Behind:

- District met 24 of 25 goals for the first time ever.
- District had gains in the percents of students earning proficient or distinguished in reading and math in every subgroup.
- 70 percent of schools in the district made adequate yearly progress.
- More middle schools made adequate yearly progress in 2009.
- Six middle schools made adequate yearly progress this year after not making it in 2008: Beaumont, Edythe J. Hayes, Jessie Clark, LTMS, Southern Middle and Tates Creek Middle
- Winburn Middle School made adequate yearly progress for the second year in a row and no longer faces federal sanctions.

On the state tests:

- With one exception, in every subject area at every level, we had increases in the overall percentages of students earning proficient or distinguished on state tests. (The exception was high school science.)
- Every single middle school in Fayette County had gains in the percent of students scoring proficient or better in reading.
- Harrison Elementary School posted double digit gains in the percents of students scoring proficient or higher in math, science, social studies and writing. Gains in reading were 9 percent.

Calls to Action

On the “transition index”:

- Index scores decreased at six schools. (Two of those schools are already over 100, but the other four have much work to do.)
- Index scores remained the same at six schools. (Four of those schools are already over 100, but the other two have much work to do.)
- William Wells Brown scored among the lowest 5 percent of elementary schools in state.

On No Child Left Behind:

- The district missed its federal target for African-American students in reading.
- Six schools didn't make adequate yearly progress in 2009 after making it in 2008: Booker T. Washington, James L. Allen, Millcreek, Russell Cave, and William Wells Brown elementaries and Bryan Station Middle.
- None of our high schools made adequate yearly progress.

On the state tests:

- With few exceptions, percents of students achieving proficient or better in our high schools remained flat.
- Disparities between groups of students by race, socio-economic status and special academic need persist in too many schools throughout the district.
- Incremental progress, although noteworthy, will not advance our students to where they need to be. Dramatic gains are needed to move our kids ahead.