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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year

Dear Parents/Guardians: This report card for the 2006-2007 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 contact us to see our Expanded Report Card.

About Our School: Bates Creek High School, established in 1964, is home of the Commodores and the only accredited International Baccalaureate Diploma Programme in Fayette County. Bates Creek has always maintained a rich tradition of academic excellence. Bates Creek is a comprehensive, public high school, serving a diverse student population from a wide range of socio-economic, cultural and religious backgrounds. Our mission is to provide a rigorous academic and inviting social foundation within a safe and nurturing environment. It is our mission to motivate our students to use their acquired knowledge and skills to become responsible, contributing members of society. A deep sense of school pride pervades our school culture. Specialized, smaller learning communities within our school ensure increased, personalized interactions with our students.

How Our School Ensures Educational Equity: A major component of the Bates Creek High School School Improvement Plan is to ensure equity for all of our students. In accordance with the No Child Left Behind legislation, we have specific curriculum and support systems in place to ensure increased student achievement for our African American and low SES students as well as our students with disabilities. In addition, focus groups and mentoring programs have been established to ensure that all of our students academic, social and behavioral needs are being met. These programs also focus on recruiting and supporting under represented groups in advanced level, AP and IB classes.



Tates Creek High School

Samuel Timothy Meaux, Principal
1111 Centre Parkway
Lexington, KY 40517
phone: (859) 381-3620
fax: (859) 381-3635
email: sam.meaux@fayette.kyschools.us
School Enrollment: 1564

Our School Council

Sam Meaux	Luna Helton
Kathryn Cullen	Joe Lerza
Marty Mills	Delores Minor
Tina Moorhead	James Morris
Charlsa Mullikin	Jim Schlich
Ann Shaw	Mary Jo Smith
Quinn West	Cindy Wysock

CBP000022
TO THE PARENTS OF:



Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Metro Street
Frankfort, KY 40601



Other Important Information About Our School

State Contest Results: Our Academic Team placed 2nd in the Governor's Cup and our speech teacher received the NFHS Outstanding Speech-Theater-Debate Educator for 2007. Our symphony orchestra earned a Gold Rating at the Floyd Central Invitational Orchestra while our Baroque string orchestra received a silver rating. Our band received all distinguished ratings in the KMEA Large Ensemble Assessment for Symphonic and Concert Band and placed 3rd overall in the KMEA 5A Regional.

Extracurricular Activities: Academic Team, Anchor Club, Arab Culture Club, Band, Beta Club, DECA, Drama Club, Environmental Club, FBLA, FCA, FCCLA, French Club, Gay Straight Alliance, Harambee Club, Latin Club, NHS, Philosophy Club, Skaters Union, Spanish Club, Speech, STLP, Student Council, Y-Club
SPORTS: Basketball, Baseball, Cheerleading, Cross Country, Lacrosse, Dance Team, Swimming and Diving, Football, Intramurals, Golf, Soccer, Step Team, Tennis, Track and Field, Volleyball, Wrestling

Awards & Recognitions: Our principal was named FCPS High School Principal of the Year and over 25 of our teachers received awards of excellence. We had 19 Governor's Scholars and 5 GSA participants. 29 students earned the Commonwealth Diploma and we had 5 AP Scholars with Distinction. Over \$4,162,660.00 in scholarship money was awarded to our graduating seniors. In sports, one of our students won the national 1500m in track and we had three women's soccer players named to 1st team all region.

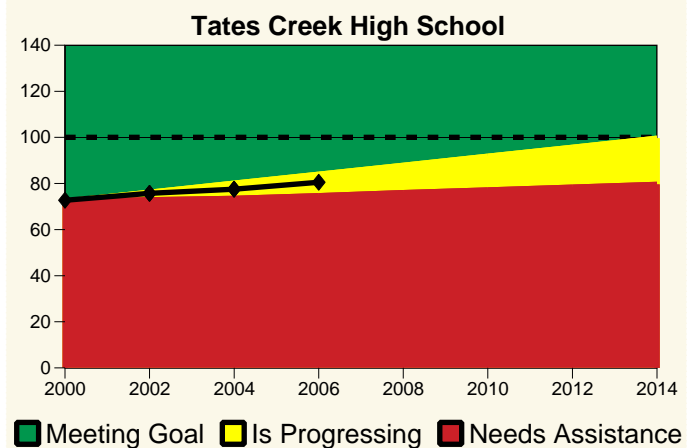
What We are Doing to Improve: We are constantly reviewing data, instructional practices and curriculum to ensure we are providing our students with the best education possible. We have personalized our school with specific Smaller Learning Community initiatives such as Freshman Academy and Senior Seminar. With the implementation of the IB Diploma and the Ace Pre-Diploma Programs, we will continue to elevate the levels of academic rigor and relevance for all of our students.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	389	98.92	372	79.46
White	309	101.18	277	86.31
African American	55	85.68	64	50.58
Asian	9	NA	5	NA
Hispanic	8	NA	9	NA
Free/Red. Lunch	91	88.55	89	54.27
Non-Free/Red. Lunch	298	102.07	283	87.38
Limited English	3	NA	1	NA
Non-Limited English	386	99.27	370	79.78
Disability	36	69.39	37	39.25
No Disability	353	101.92	335	83.91
Male	199	93.46	195	80.63
Female	190	104.64	177	78.17
Students Excluded	0	NA	0	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	72.3		72.7
2002	76.2	72.3	75.7
2004	80.1	73.5	77.5
2006	84.0	74.7	80.5
2008	87.9	76.0	
2010	91.8	77.2	
2012	95.7	78.4	
2014	99.6	79.6	

Standard Error: 0.4

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core Content Tests:

Kentucky's tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PLVS
		10th	11th	11th	12th	11th	11th	10th
Novice	School	2%	20%	13%	18%	17%	8%	11%
	District	5%	24%	18%	16%	16%	10%	16%
	State	5%	27%	18%	16%	17%	11%	20%
Apprentice	School	24%	28%	33%	58%	30%	10%	23%
	District	28%	28%	32%	54%	32%	14%	24%
	State	35%	34%	41%	58%	39%	20%	30%
Proficient/Distinguished	School	74%	52%	54%	24%	53%	82%	67%
	District	67%	48%	50%	30%	52%	76%	59%
	State	60%	39%	42%	27%	44%	69%	50%
Academic Index	School	98.9	79.5	83.3	61.4	83.6	107.3	100.5
	District	94.1	76.2	77.4	66.3	82.6	101.1	91.9
	State	89.1	68.2	72.8	65.7	77.8	92.4	82.2

NRT/Readiness Assessment: 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.

NRT/Readiness	PLAN		
	School	District	State
Reading	17.6	17.4	16
Mathematics	18.5	17.9	16.3
English	17	16.8	15.6
Science	18.7	18.4	17.4
Composite	18.1	17.7	16.4
Name of NRT			

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	92.2%	5.7%	2.4%	86.7%
District	94.4%	3.9%	2.5%	79.1%
State	94.6%	2.9%	2.2%	83.2%

Transition to Adult Life

	College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
School	77.2%	0.6%	15.2%	2.6%	2.3%	2%
District	74.1%	1.5%	13.7%	4.4%	2.9%	3.5%
State	55%	2.4%	27.3%	5.2%	6.2%	3.9%

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 Phone
Y	Y	100%

Procedures in Place in Our School for Drug and Weapons Detection:

Constant, active adult supervision is a key component to maintaining a safe and civil environment for our students and staff. Students are instructed to report any crimes or threats to any adult in the building or to drop an anonymous note in any of the Not In My School boxes located in the administrative offices or the media center. We also have 68 interior and 10 exterior PTZ (Pan, Tilt, Zoom) cameras which are accessible by law enforcement officers and all administrators. The cameras are used for security and surveillance 24 hours a day, 7 days a week.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	15	20	0
Weapons Violations	1	1	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5151	18:1	4.2:1	100%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: An extensive data network supported by a LAN Administrator and a Technology Resource Teacher allows teachers across all disciplines to regularly integrate technology into their curricula. We have seven computer labs available for technology instruction and application. Many teachers use Smart Boards and Classroom Performance Systems (CPS) to make lessons interactive, as well as maintain web pages, sharepoint sites and blogs as a means to keep students and parents informed. Math and science teachers use graphing calculators, wireless networks, and calculator-based labs on a regular basis.

Parental Involvement

	# of Students Whose Parents/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	575	22	15	64687

ACT Five Year Trend: 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 test covers four skill areas: English, Mathematics, Reading, and Science. All Kentucky juniors are required to take the ACT, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our school's progress on the ACT over the past five years.

		English	Math	Reading	Science	Composite
		2003	School	20.5	21.4	22.2
	District	21.1	21.4	22.7	21.9	21.9
	State	19.5	19.3	20.6	20.3	20.1
2004	School	20.6	21.5	21.8	21.8	21.6
	District	21.1	21.7	22.2	21.7	21.8
	State	19.6	19.6	20.7	20.3	20.2
2005	School	20.7	21.7	21.9	21.6	21.6
	District	21.2	21.6	22.2	21.6	21.8
	State	19.7	19.6	20.7	20.3	20.2
2006	School	21.3	21.8	22.4	21.9	22
	District	21.5	21.7	22.6	21.7	22
	State	20	19.8	20.9	20.4	20.4
2007	School	20.3	21.6	21.4	21.8	21.4
	District	21.6	21.9	22.3	21.9	22
	State	20	19.9	21	20.5	20.5

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	1%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	4%	5%	2%
Average Years of Teaching Experience	12.1	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	98%	95%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D./Ed.D.	Total % of Teachers
Professional Qualifications of all Teachers in the School	12%	62%	25%	0%	1%	100%