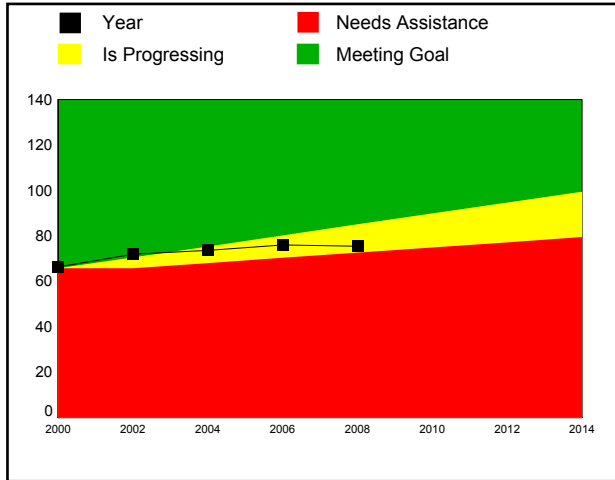


-Commonwealth of Kentucky-

SCHOOL REPORT CARD

for the 2007-2008 school year

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 to meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	65.7		66.3
2002	70.5	65.7	71.8
2004	75.3	68	73.5
2006	80.1	70.3	76
2008	85.0	72.6	75.4
2010	89.8	74.8	
2012	94.6	77.1	
2014	99.4	79.4	

Standard Error: 0.6

Student Group	Met Annual Measurable Objectives		Met Participation Rate	Other Academic Indicator
	Reading	Mathematics		
All Students	Y	N	Y	Y
White (non-Hisp)	Y	N	Y	
African-American	NA	NA	NA	
Hispanic	NA	NA	NA	
Asian	NA	NA	NA	
Limited Eng Prof	NA	NA	NA	
Free/Red Lunch	Y	N	Y	
With Disability	NA	NA	NA	

Y=Met the goals N=Did not meet the goals NA=Not applicable
S=Safe Harbor, did not make goal but made significant improvement



Bullitt East High School

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School Enrollment: 1127

Our School Council

Deborah Atherton

Laura Connelly

Lee Ann Mingus

Debbie Pitcock

Kellie Russelburg

Larry Steinmetz

Dear Parents/Guardians: This report card for the 2007-2008 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more.

About Our School: Mirroring the community of Mt. Washington, Bullitt East has doubled in size in just 10 years. A student population of over 1,200 brought with it opportunities for growth including remodeling and expansion project that added 16 classrooms and infused the school with technology. Even with this change, what hasn't wavered is a focus on student achievement and our strong sense of community. Last year, 9 juniors were named Governor Scholars, seniors collected over a million dollars in scholarships, athletic teams earned district championships and were well represented in regional and state competitions. In addition, our Music Programs, FBLA, media, and yearbook organizations have been recognized nationally. Looking ahead we see a school with a clear vision. Teachers have formed professional learning communities to ensure that lessons are geared to district and state standards. The staff is unified toward the goal of increasing student achievement in and out of the classroom.

How Our School Ensures

Educational Equity: An administrative team of three assistant principals, three counselors, and a principal works collaboratively with the entire faculty to ensure that all students are challenged at an appropriate level. Through our Professional Learning Communities teachers collaborate to assess student achievement, analyze results and inform classroom instruction based on these student-by-student results. Our "freshman academy" has been successful in addressing the unique needs of freshman students as they face the challenges that so often accompany the move to high school. We are making great strides in removing barriers. Students can take advantage of additional assistance afforded through ESS, "e-school," and summer school; in addition, every student is enrolled in an advisor/advisee program. Our media center is open daily from 7:00-4:00 to provide students with extra time to do research and work on assignments.

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 the schools in our district and throughout Kentucky. For further information on the KCCT Test, performance levels or standards based assessment go to the KDE home page <http://www.education.ky.gov> and click on School Report Card.

High School KCCT Test		Reading (10th)		Mathematics (11th)		Science (11th)		Writing Portfolio (12th)		Writing On Demand (12th)		Social Studies (11th)	Arts & Humanities (11th)	PLVS (10th)
		2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2008	2008	2008
Novice	School	4%	7%	23%	32%	14%	24%	26%	11%	NA	28%	24%	20%	12%
	District	7%	9%	33%	36%	22%	23%	23%	6%	NA	19%	24%	23%	17%
	State	5%	6%	27%	27%	18%	20%	16%	4%	NA	12%	20%	18%	18%
Apprentice	School	35%	32%	40%	38%	44%	39%	60%	69%	NA	59%	53%	24%	27%
	District	40%	37%	38%	36%	47%	41%	59%	72%	NA	64%	48%	21%	33%
	State	35%	34%	34%	34%	41%	38%	58%	58%	NA	58%	42%	19%	31%
Proficient Distinguished	School	60%	60%	38%	30%	41%	38%	15%	20%	NA	13%	24%	56%	60%
	District	53%	54%	29%	28%	31%	36%	17%	23%	NA	17%	27%	56%	49%
	State	60%	60%	39%	39%	42%	41%	27%	38%	NA	30%	38%	64%	50%
Academic Index	School	87.5	85.6	69.5	61.5	74.6	67.7	55.8	66.4	NA	55.3	61.4	77.6	93.7
	District	82.7	82.9	58.5	58.3	65.7	67.1	57.4	70.0	NA	62.2	64.3	76.6	82.0
	State	89.1	87.7	68.2	67.7	72.8	71.0	65.7	78.3	NA	72.0	73.2	86.4	83.3

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. 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						
	2007			2008		
	School	District	State	School	District	State
Reading	15.6	15.2	16.0	16.4	15.8	16.1
Mathematics	16.0	15.4	16.3	16.0	15.3	16.1
English	15.4	14.8	15.6	15.5	14.9	15.3
Science	17.1	16.5	17.4	17.6	17.0	17.2
Composite	16.1	15.6	16.4	16.5	15.9	16.3

Other Measures: The third component of CATS 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 2006-2007 school year.

* The percent of students who had to repeat the grade.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	93.0%	2.8%	1.0%	93.6%
District	94.0%	4.6%	2.1%	81.5%
State	94.0%	3.0%	2.2%	83.8%

Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
64.6%	2.8%	11.6%	6.1%	14.4%	0.6%
44.3%	3.1%	35.0%	5.1%	10.1%	2.4%
54.2%	2.4%	27.5%	4.9%	6.8%	4.2%

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%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	6	4	2
Weapons Violations	2	1	0

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

At BEHS many methods are used to detect potential problems. We have a school safety hotline available 24 hours a day. We conduct random drug tests for all athletes and students wishing to volunteer for the program. Canine police units are invited to conduct random searches of hallways, lockers and classrooms throughout the school year. Our local police department conducts nearly daily walkthroughs of our building and parking lots. Administrators follow up on any reports and search any students under suspicion of being in possession of or under the influence of drugs, alcohol or weapons. Teachers watch for unusual activities of students. Also our students are encouraged to report any information that will help us keep our school safe.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$5681	22.0:1	80.3%	3.6:1
District	\$7546	17.0:1	100.0%	2.9:1
State	\$8902	16.0:1	75.8%	3.0:1

How We Use Technology to Teach: We have 304 student workstations, which includes mobile labs that can be located in any classroom in the building. Every Math classroom has a computer station with internet connection, an activeboard, and student response systems. Every classroom at BEHS has internet connections and a projector that allows the teacher to display the computer screen for instructional purposes. Teacher lesson plans require the use of technology. BEHS offers courses in such things as media. See "media" on our BEHS home web page.

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	625	33	18	7558

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
2008	School	17.30	18.30	19.00	19.10	18.60
	District	16.50	17.60	18.10	18.20	17.70
	State	17.30	18.10	18.50	18.70	18.30
2007	School	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA
	State	NA	NA	NA	NA	NA

		Graduate ACT Scores				
		English	Math	Reading	Science	Composite
2008	School	20.40	19.80	21.90	20.70	20.90
	District	19.40	19.40	21.00	19.90	20.10
	State	20.50	20.20	21.50	20.70	20.90
2007	School	19.00	19.20	20.10	20.20	19.80
	District	19.30	19.30	20.30	20.30	19.90
	State	20.00	19.90	21.00	20.50	20.50

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	2.8%	1.2%	1.4%
% 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%	1.5%
Average Years of Teaching Experience	11.5	10.9	11.8
Number of Teachers certified by the National Board for Professional Standards	4	33	1293

	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	10.4%	58.2%	31.3%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: Our FBLA and media students have been successful at not only the state but at the national level. In addition our music and yearbook students have been recognized at the national level.

Extracurricular Activities: BEHS offers many extracurricular activities. If there is student interest in a new activity, we find a faculty sponsor for that group. We offer, in addition to the typical athletic, music, drama and academic teams, environmental club, engineering club, scrapbook club, and many more. It is our philosophy that students should be able to find a group of peers with shared interest.

Awards & Recognitions: 8 students graduated with Commonwealth Diploms and 9 BEHS students were chosen as Governor Scholars. Our baseball, volleyball and academic teams were district champs. Baseball was also regional runner-up and volleyball was regional semi-finalist. From football, volleyball, boys' and girls' soccer, boys' and girls' basketball, baseball, softball and boys' and girls' tennis, band, chorus and academic teams BEHS had 28 all district members and ten all region.

What We Are Doing To Improve: Our staff members all meet in professional learning communities. The discussions in these groups are focused on improvement of student achievement. Our extensive progress monitoring plan, implemented throughout the year on early release days, is making a significant impact. Our teachers have "named and claimed" students who need a little extra attention in order to succeed. The BEHS family is working together to help all students be successful.

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 a group "NA" appears for not applicable.

Student Sub-populations	Reading				Mathematics				Science			
	2007		2008		2007		2008		2007		2008	
	Students	Index	Students	Index	Students	Index	Students	Index	Students	Index	Students	Index
All Students	277	87.50	307	85.64	261	69.45	272	61.49	261	74.65	272	67.70
White	265	88.40	303	85.65	256	70.21	266	61.16	256	75.04	266	67.75
African-American	NA	NA	NA	NA	1	NA	NA	NA	1	NA	NA	NA
Asian	NA	NA	1	NA	1	NA	NA	NA	1	NA	NA	NA
Hispanic	2	NA	2	NA	NA	NA	1	NA	NA	NA	1	NA
Free/Red Lunch	46	76.76	46	81.84	26	62.95	35	36.85	26	66.08	35	58.17
Non-Free/Red Lunch	231	89.65	261	86.31	235	70.16	237	65.13	235	75.59	237	69.10
Limited English	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Non-Limited English	277	87.50	307	85.64	261	69.45	272	61.49	261	74.65	272	67.70
Disability	22	59.24	24	45.08	24	31.17	17	20.94	24	44.00	17	28.76
Non-Disability	255	89.95	283	89.07	237	73.33	255	64.19	237	77.76	255	70.29
Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Non-Migrant	277	87.50	307	85.64	261	69.45	272	61.49	261	74.65	272	67.70
Female	127	93.32	142	92.84	144	69.83	123	59.43	144	73.60	123	66.69
Male	150	82.59	165	79.43	117	68.98	148	63.62	117	75.95	148	68.99
Percentage Tested	277	100.00	308	99.68	261	100.00	272	100.00	261	100.00	272	100.00

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.



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