

NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2011

September 15, 2011

Southgate Independent

Grades: PRIMARY-08

Code:537

Met 4 out of 4 target goals (100.0 percent)

Title I: Yes

Made Overall AYP: Yes

Under the federal No Child Left Behind Act a school/district must make 100 percent of its target goals in order to qualify as having made Adequate Yearly Progress (AYP).

Student Group*	Met Annual Measurable Objective		Met Participation Rate	Other Academic Indicator**
	Reading	Mathematics		
All Students	Yes	Yes	Yes	Yes
White (Non-Hispanic)	n/a	n/a	n/a	
African-American	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	
Asian	n/a	n/a	n/a	
Limited English Proficiency	n/a	n/a	n/a	
Free/Reduced Lunch	n/a	n/a	n/a	
With Disability	n/a	n/a	n/a	

For more information see the No Child Left Behind (NCLB) Interpretive Guide at: <http://www.education.ky.gov/>.

* If a student group is listed as n/a in the chart, it means there were not enough students in that group at this school to get a valid score for AYP purposes. Each student is included in the "All Students" group.

** Other Academic Indicator is defined on page 2.

*** If a subpopulation doesn't meet its Annual Measurable Objective, it can still be in "Safe Harbor" and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who perform below proficient.





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Title I: Y

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary		Consequences	
	Reading	Mathematics	Reading	Mathematics	School Year	Federal NCLB Status
2001-02	46.44	19.47	N/A	N/A	2002-03	
2002-03	46.44	19.47	Y	Y	2003-04	
2003-04	46.44	19.47	Y	Y	2004-05	
2004-05	53.14	29.54	Y	Y	2005-06	
2005-06	53.14	29.54	Y	Y	2006-07	
2006-07	53.14	29.54	Y	Y	2007-08	
2007-08	59.83	39.60	Y	Y	2008-09	
2008-09	66.53	49.67	Y	Y	2009-10	
2009-10	73.22	59.74	Y	Y	2010-11	
2010-11	79.92	69.80	Y	Y	2011-12	
2011-12	86.61	79.87			2012-13	
2012-13	93.31	89.93			2013-14	
2013-14	100.00	100.00			2014-15	

The above table displays a summary of AYP decisions for reading, mathematics, and overall; and information about consequences.

Adequate Yearly Progress (AYP)

AYP is the term used in the federal No Child Left Behind (NCLB) Act to categorize whether a school or school district has met federal accountability requirements. Three components combine to determine whether a school or district achieves AYP:

1. Annual Measurable Objective (AMO) in reading and mathematics,
2. Participation Rate, and
3. Other Academic Indicator.

The Other Academic Indicator differs depending on the grade level of the school or district:

1. Increase percentage proficient plus Distinguished [P+D] in combined science, social studies and writing on-demand compared to prior year; or
2. Perform at or above the state average percentage proficient plus Distinguished [P+D] in combined science, social studies and writing on-demand plus a confidence interval; or
3. Decrease percentage novice in combined reading, mathematics, science, social studies and writing on-demand compared to the prior year.

High School Level:

1. A graduation rate that is equal to or greater than the annual 2010-2011 reporting goal of 82.32 percent; or
2. A graduation rate that closes the gap between the previous year's graduation rate of a school or district and the graduation rate goal of ninety (90) percent by at least ten (10) percent per year.

Sufficient Size

For Annual Measurable Objectives: (Accountable Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND
2. at least 60 students in the subpopulation in these combined grades OR the number of students in the subpopulation is at least 15% of all students in these combined grades.

For Participation: (Tested Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND
2. at least 60 students in the subpopulation in these combined grades.

Run Date: 9/15/2011

Safe Harbor (Denoted by "Safe")

A school or district that has not met the reading or mathematics AYP is considered to have met the objective in reading or mathematics if the school district reduces its percent of total students or subpopulation(s) (whichever group(s) did not meet the reading or mathematics annual measurable objective), scoring below proficient by 10%.

NCLB Consequences

District Improvement - Yr 1 (2 years not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.

District Improvement - Yr 2 (3 years not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.

Corrective Action (4 years not making AYP): Notify parents using state-provided information, revise district improvement plan, technical assistance is provided by the state, and will be subject to corrective action from the Kentucky Department of Education.

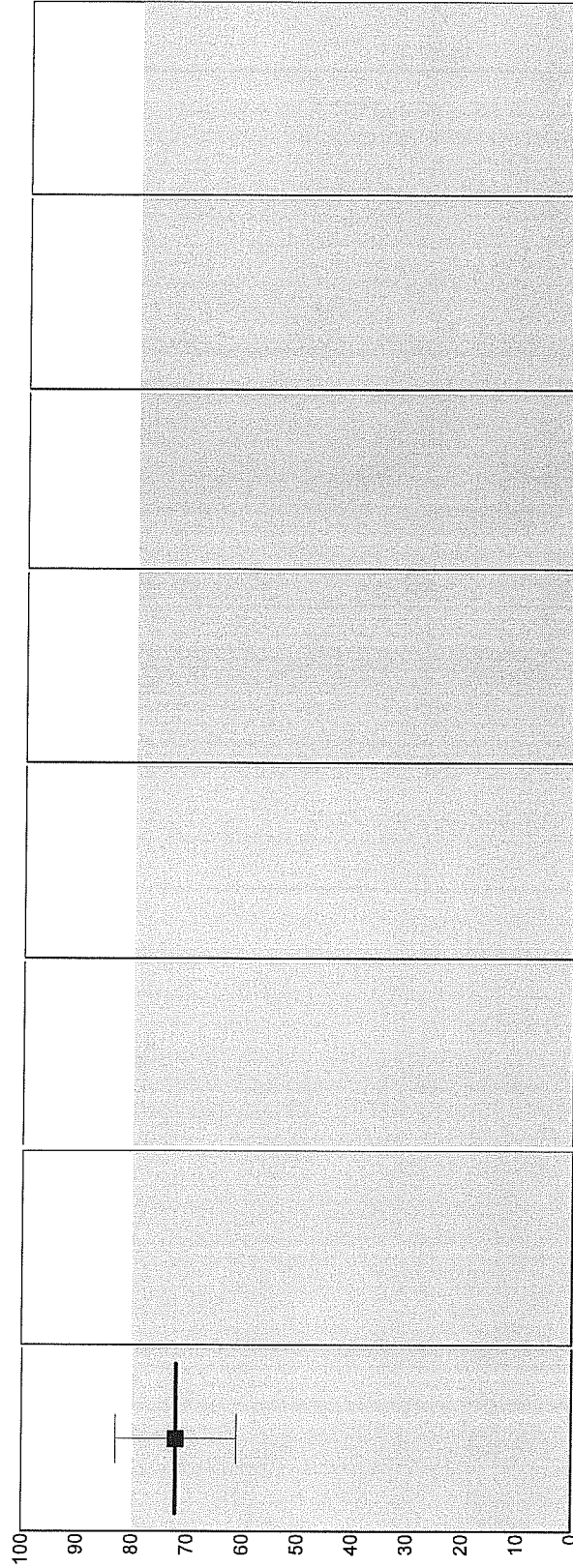
It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.



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2011 Reading AMO



Other Academic Indicators
P + D & (Novice &)
2011
2010
2009
2010
N/A
N/A

Reading AMO		Participation Rate			Other Academic Indicators				
2010		2011			P + D & (Novice &)				
No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Pct	2010	2009	Graduation Rate
131	74.81	118	72.03 (61.13, 82.93)	122	122	100.00	57.60 (4.91)	55.91 (9.64)	N/A
All Students									

Denote:
x - Below AYP Target
s - Safe Harbor
+ - 15% of Population
c - Combined LEP
a - Above State Average
2 - Two Year Average
3 - Three Year Average

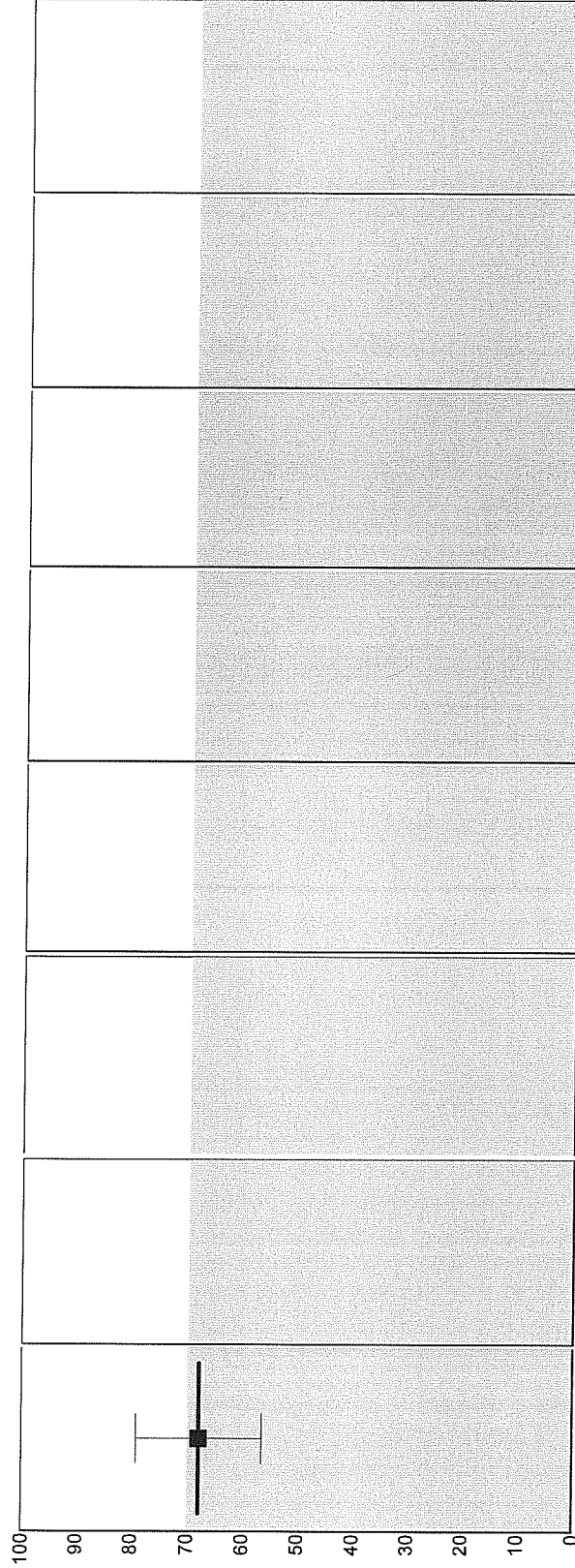
- The graph above presents the 2011 percentage of students at or above proficiency with a 95% confidence interval.
- The top of the shaded area of the graph indicates the 2011 Annual Measurable Objective (AMO) target for reading.
- The 2011 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.



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2011 Mathematics AMO



All Students White (Non-Hispanic) African-American Hispanic Asian Limited English Proficiency Free/Reduced Lunch With Disability

	Mathematics AMO				Participation Rate				Other Academic Indicators			
	2010		2011		2011		2011		P + D % (Novice %)		Graduation Rate	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Pct		2010	2011	2009	2010
All Students	131	61.07	118	67.80 (56.46, 79.14)	122	122	100.00		57.60 (4.91)	55.91 (9.64)	N/A	N/A
White (Non-Hispanic)	101	65.35	85		90							
African-American	22		27		26							
Hispanic	6		4		4							
Asian	0		0									
Limited English Proficiency	2		1		1							
Free/Reduced Lunch	98	60.20	85		87							
With Disability	17		14		15							

Denote:

- x - Below AYP Target
- s - Safe Harbor
- * - 15% of Population
- c - Combined LEP
- a - Above State Average
- 2 - Two Year Average
- 3 - Three Year Average

The graph above presents the 2011 percentage of students at or above proficiency with a 99% confidence interval.
 The top of the shaded area of the graph indicates the 2011 Annual Measurable Objective (AMO) target for mathematics.
 The 2011 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage.
 The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
 The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.

2010-2011 KCCT District Scores

Elementary (Grades 3-5)

Reading - 70.49

Math – *68.85

Science – 77.14

S.S. – 31.58

Writing – *42.11

Middle School (Grades 6-8)

Reading - *73.68

Math – *66.67

Science – 60.0

S.S. – *52.94

Writing – 52.94

*Score Increased