

2001-02 Testing

46.44

19:47

Reading

Mathematics

Mathematics

School Year

N/A

Annual Measurable Objective (AMO)

Adequate Yearly Progress

Consequences

Federal NCLB Tier

(AYP) Summary

2002-03

46.44

#### Ken tucky

#### Adequate ö Child Yearly Progress Left Behind Report -(NCLB 2009

# Based on Interim Assessment Results

District: Southgate Independent

Title Yes

tent area, reading or mathematics, is considered a No Child Left Behind Imp School or District. A series of consequences (called "Tiers") is required No Child Left Behind Improvement A school or district that does no all AYP. provement Schools for each subsequent year the school or district does not make over-Tier 1 of consequences begins after 2 consecutive years of not making AYP in ovement School or District does not make AYP for two

consecutive years in the same

con-

Behind Improvement

of NCLB Im-

the same content area.

MCIB Consequences  Tier 1 of Consequences (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. Ther 2 of Consequences (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. Tier 3 of Consequences (4 years not making AYP): Notify Parents using state provided information, revise district improvement plan, technical assistance if provided by the state, and will be subject to corrective action from the Kentucky Department of Education.

NOTE: Additional years in Tier 3 are indicated with a hyphen and number after then number 3 (i.e., 3-2 or 3-3).

dicator is defined as a: Other Academic Indicator For elementary and middle schools, meeting the requirement for the Other Academic In-

- school classification of any category of Progressing or Meets Goal in the  $2008\ \mathrm{CATS}$  Biennial Classification, OR
- ability index at or above the state average for the specific grade-level conschool in the Assistance category which demonstrates growth in the accountfiguration.

NCLB improvement on Graduation Rate means a Graduation Rate that:

- is equal to or greater than the corresponding annual goal,
- exceeds that of the prior year.

The the application of the 2008 CATS Biennial Classification and the Graduation Rate as NCLB "Other Academic Indicator" is lagged one year.

<u>Safe Harbor</u> (Denoted by "Safe")
A school or district that has not met the reading or mathematics AMO, is considered to have met the objective in reading or mathematics if the school or district:

- proficient by 10%; AND not meet the reading or mathematics annual measurable objective), scoring below reduces its percent of total students or subpopulation(s) (whichever group(s) did
- ğ students in the same population or subpopulation(s) meet the criteria for demonstrating improvement on the 2008 Academic Index.

The above table displays a summary of AYP decisions for reading, mathematics, and

2014-15 2012-13

2013-14

2013-14

100,,00

2011-12

86.61

79.87

89.93 69.80 49.67

2010-11 2009-10 2008-09 2006-07 2004-05

79.92 66.53 53.14 53.14

73.22

59.74 39.60

2007-08 2005-06

59.83

53.14 46.44

29.54

Yes Yes

Yes Yes

Yев Yes Yes

2007-08 2005-06 2003-04

Yes Yes

Yes Yes Yes Yes

2008-09 2006-07 2004-05 2002-03

2010-11 2009-10 2011-12

29.54 19.47

19.47

Yes N/A Reading

Yes

Yes . N/A Overall

Yes

29.54

overall; and information about consequences.

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 school district achieves

Annual Measurable Objectives (AMO) in reading and mathematics, Participation Rate, and

Other Academic Indicator.

The other academic indicator differs depending on the grade level of the school. The other academic indicator for elementary and middle schools is the 2008 CATS Biennial Classification and for high schools it is the graduation rate.

3) the school/district as a whole must meet the requirement of the Other Academic Indicator must: 1) meet the AMO for reading, 2) have at least a 95% Participation Rate, AND To make AYP in reading, a school/district and each subpopulation of sufficient size

To make AYP in mathematics, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for mathematics, 2) have at least a 95% Participation Rate, AND 3) the school/district as a whole must meet the requirement of the Other Academic Indicator

mathematics Other Academic Indicator. The school or district receives a yes or no in the over-all AYP category based on whether a school/district has made AYP in reading and in both the 2008 CATS Biennial Classification and Graduation Rate are used for the For schools or districts that contain elementary, middle, and high school levels

graduation rate at the high school level, or did not test at is important to note that if a school or district does not meet the requirement the Accountability Index at the elementary and middle school levels and students and each subpopulation of sufficient size, e missed its AYP in both reading and mathematics. least 95% of all enis considered



#### Kentucky

### Adequate Yearly Progress Report - 2009 No Child Left Behind (NCLB)

Code: 537

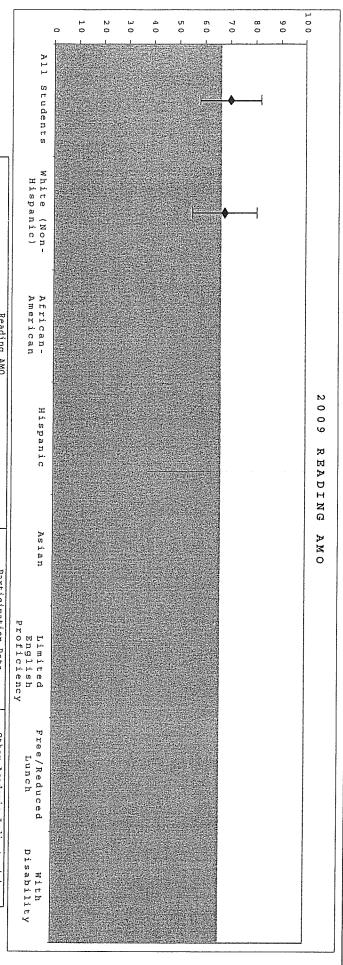
District:

Southgate Independent

Yes

Based on Interim Assessment Results

Title I:



<ul> <li>The graph above present.</li> </ul>	MICH DISOBILITY	erecyneduceurunten		hadi. Limited English Proficiency		Alfoloan-American	white (Non-Hispanic)	All Students	5. 3. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5.		
s the 2009 percentage o	Τα	T. A.		0	T	1 1	TT:0/.	70.3	No. Students & Profici	8002	
ל ביווסטורה של של	21	- 6Д		2		2	1 93	3 100	ent No. Students		Reading AMO
The graph above presents the 2009 percentage of students at or above professional with a con-							67.74 ( 54.92, 80.56)	70:00 ( 57.90, 82.10)	No. Students & Proficient No. Students & Proficient (Low, High) Enrollment	2009	
	19	63	The constant and a second constant and a sec		2	ū	) 92 92	101 101	Enrollment Tested	2009	Participati
			HIT WILL STORY OF THE PROPERTY				100.00	100.00			cipation Rate
	3 - Three Year Average	2 - Two Year Average	i - Improving	c - Combined LEP	* - 15% of Population	s - Safe Harbor	100.00 Denote: x - Below AYP Target	) Yes ( 0.4, 1.4)   N/A   N/A	Percentage 2008 (sch, state) 2007 2008	Above Assistance Graduation Rate	Other Academic Indicator(s)

- The graph above presents the 2009 percentage of students at or above proficiency with a 99% confidence interval. The top of the shaded area of the graph indicates the 2009 Annual Measurable Objective (AMO) target for reading.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made. The 2009 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2009 percentage.
- Sufficient size for AMOs is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) 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. (Accountable Students) Sufficient size for Participation is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades. (Tested Students)
- The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.



#### Kentucky

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Based on Interim Assessment Results

District: Southgate Independent

Code: 537

Title H Yes

Hispanic White (Non-Hispanic) All Students African-American imited English Proficienc 10 20 ы О 4 0 6 0 00 5 0 7 0 8 0 9 0 A 1 1 Students White (Non Hispanic) 1 Students & Proficient 91 87 2008 70.11 70..33 American African-Mathematics AMO No. 0 100 Students 93 2009 % Proficient (Low, Hispanic 2009 70.97 ( 58.52, 72:00:(60:15) 83:85) MATHEMATICS 83.42 High) Asian Enrollment 5 101 92 AMO Participation Rate 92 Tested / 2009 English Proficiency Limited Percentage 100.00 100.00 Denote: x ~ Below AYP Target Yes ( 0.4, 1.4) 2008 (sch, state) Above Assistance Free/Reduced Other Academic Indicator(s) c - Combined LEP \* - 15% of Population s - Safe Harbor Graduation Rate N/A 2007 Disability N/A 2008

The graph above presents the 2009 percentage of students at or above proficiency with a 99% confidence interval.

With Disability

Free/Reduced Lunch

18

21

63 19

3 - Three Year Average 2 - Two Year Average i - Improving

- The top of the shaded area of the graph indicates the 2009 Annual Measurable Objective (AMO) target for mathematics.
- The 2009 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2009 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- Sufficient size for AMOs is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AMD b) at least 60 students in the subpopulation is at least 15% of all students in these combined grades. (Accountable Student Sufficient size for Participation is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades. (Tested Students)
- The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.

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#### 2008-2009

### INTERIM PERFORMANCE REPORT READING TREND DATA

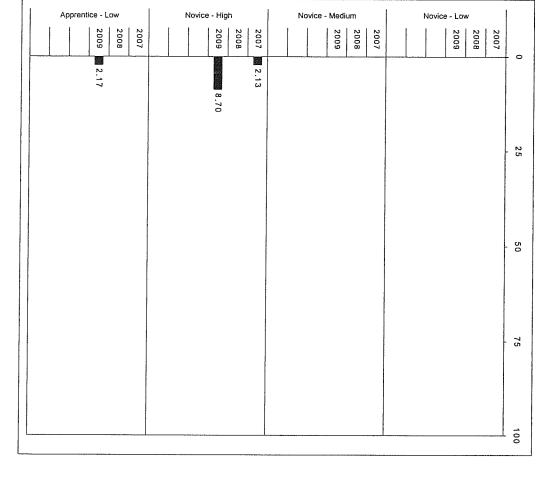
District: Southgate Independent

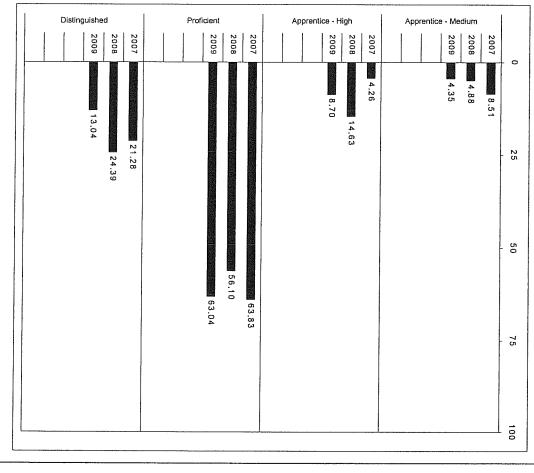
Code:

Grade:

ELEMENTARY

Performance Level Percents





The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009



### 2008-2009

## INTERIM PERFORMANCE REPORT MATHEMATICS TREND DATA Performance Level Percents

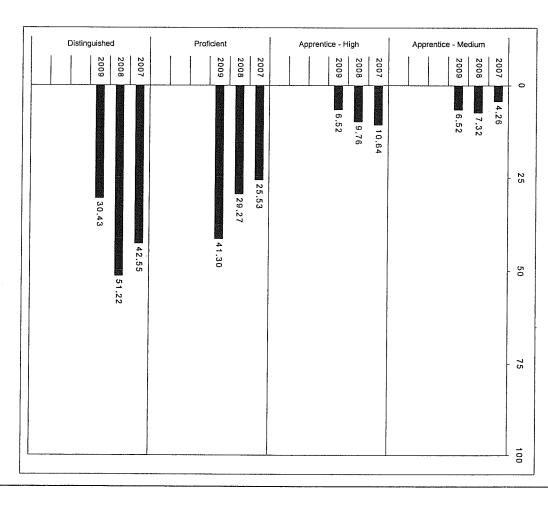
District: Southgate Independent

Code: 537

ELEMENTARY

Grade:

Apprentice - Low Novice - High Novice - Low Novice - Medium 2009 2008 2007 2009 2008 2007 2009 2008 2007 2009 2008 2007 2.17 0 2,44 2.17 4.35 4.26 6.52 12.77 25 50 75 100



The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009

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2008-2009

ENERY CHILD

INTERIM PERFORMANCE REPORT

Code: Southgate Independent 537

District:

Grade:

04

Performance Level Percents SCIENCE TREND DATA

				100
Distinguished	Proficient	Apprentice - High	Apprentice - Medium	
2007 2008 2009	2007 2008 2009	2007 2008 2009	2007 2008 2009	
76.92 8	11.76	7.69		0 25 50 75
. 88.24				100

The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding. Run Date: 09/16/2009

Apprentice - Low

2009

2008

2007

Novice - High

2009

2007 2008

Novice - Medium

2009

2008 2007 Novice - Low

2009 2008 2007

0

25

50

7.5

#### 2008-2009

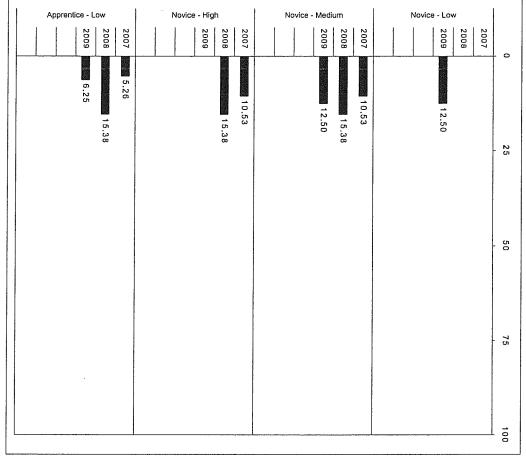
#### Performance Level Percents INTERIM PERFORMANCE REPORT SOCIAL STUDIES TREND DATA

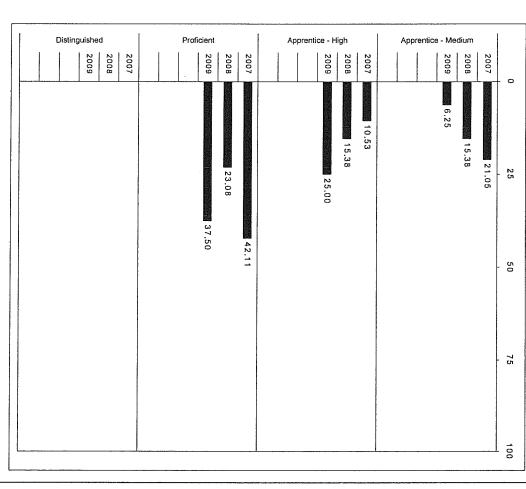
District: Southgate Independent

Code:

537

Grade: 05





rounding. The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to

Run Date: 09/16/2009

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ENERY CHILD

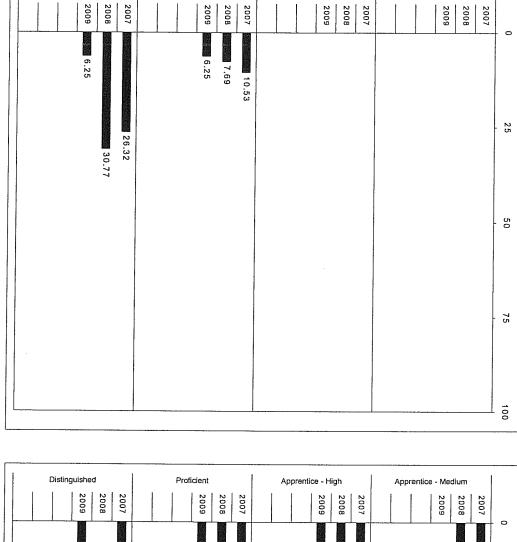
#### 2008-2009

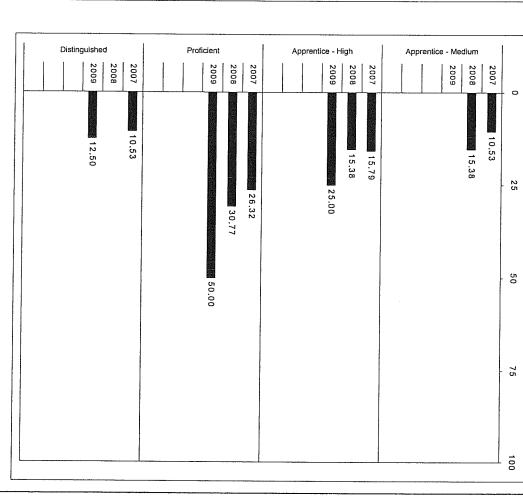
# INTERIM PERFORMANCE REPORT WRITING ON-DEMAND TREND DATA Performance Level Percents

District: Southgate Independent

Code: 537

Grade: 05





The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to

Run Date: 09/16/2009

Apprentice - Low

Novice - High

ENERY CHILD

#### 2008-2009

### INTERIM PERFORMANCE REPORT READING TREND DATA

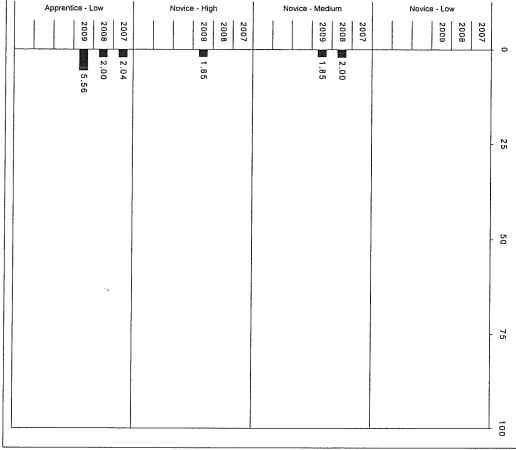
Performance Level Percents

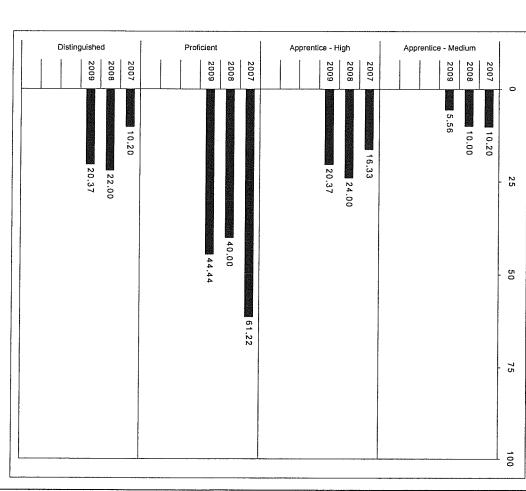
District: Southgate Independent

Code: 537

Grade:

MIDDLE





rounding. The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to Run Date: 09/16/2009

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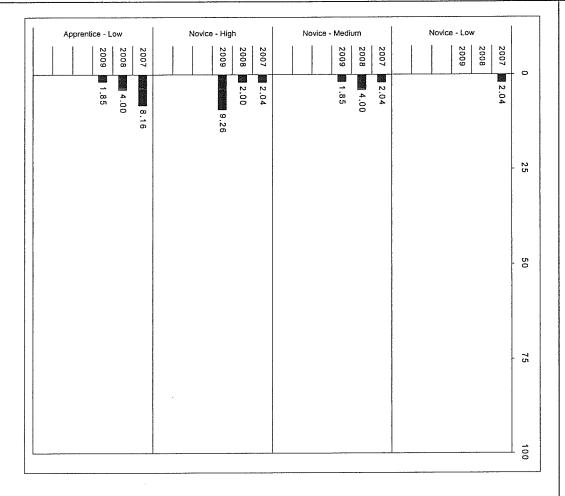
#### 2008-2009

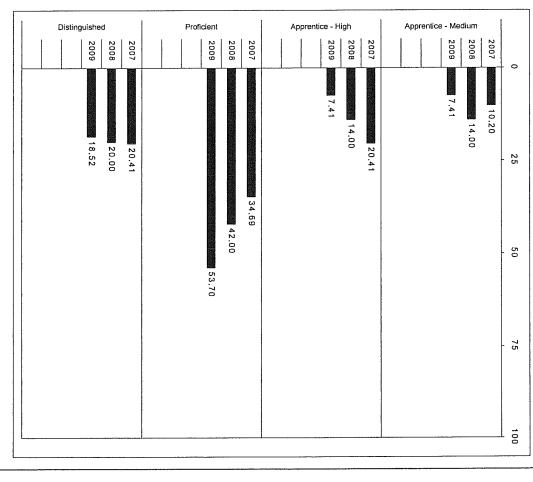
## INTERIM PERFORMANCE REPORT MATHEMATICS TREND DATA Performance Level Percents

District: Southgate Independent

Code: 537

Grade: MIDDLE





The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009

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### 2008-2009

#### Performance Level Percents INTERIM PERFORMANCE REPORT SCIENCE TREND DATA

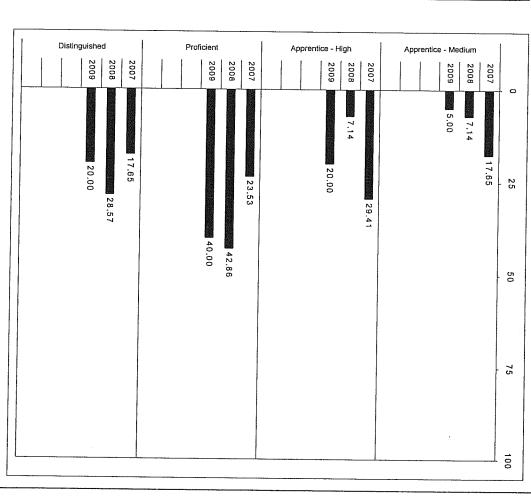
District: Southgate Independent

Code: 537

Grade:

07

Apprentice - Low Novice - High Novice - Medium Novice - Low 2009 2008 2007 2009 2008 2007 2007 2009 2008 2009 2008 2007 0 7.14 5.00 10.00 11.76 25 50 75 100



The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to Run Date: 09/16/2009

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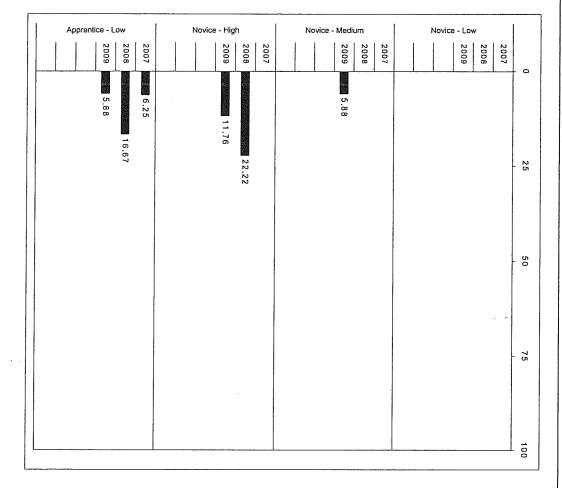
#### 2008-2009

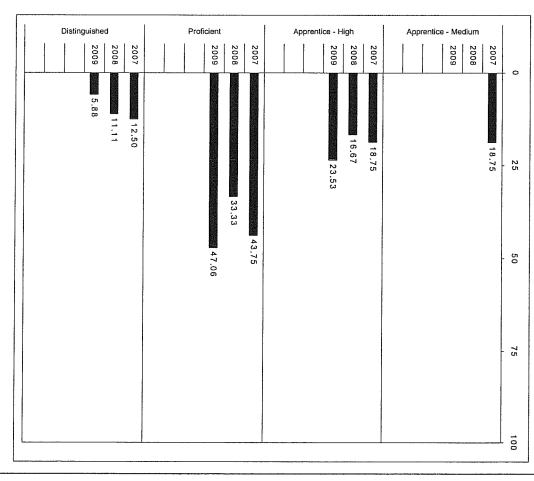
## INTERIM PERFORMANCE REPORT SOCIAL STUDIES TREND DATA Performance Level Percents

District: Southgate Independent

Code: 537

Grade: 08





The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009



#### 2008-2009

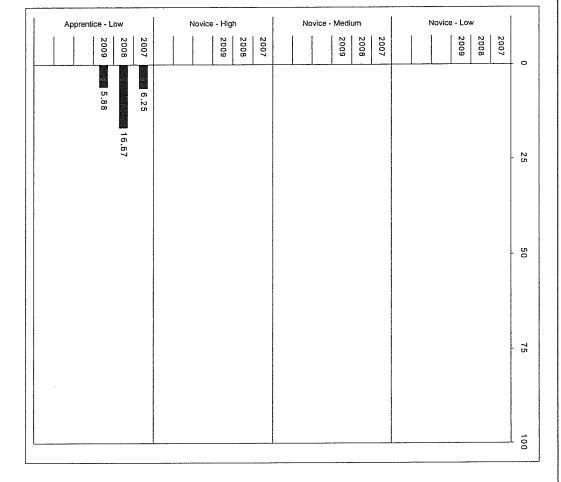
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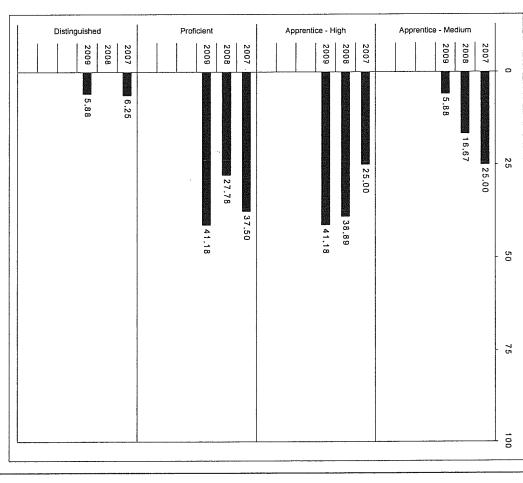
District: Southgate Independent

Code: 537

Grade:

80





rounding. The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to

Run Date: 09/16/2009