



# Kentucky No Child Left Behind (NCLB) Adequate Yearly Progress Report - 2009 Based on Interim Assessment Results

District: Southgate Independent  
Code: 537  
Title I: Yes

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Consequences	
	Reading	Mathematics	Reading	Mathematics	Overall AYP	School Year	Federal NCLB Tier
2001-02	46.44	19.47	N/A	N/A	N/A	2002-03	
2002-03	46.44	19.47	Yes	Yes	Yes	2003-04	
2003-04	46.44	19.47	Yes	Yes	Yes	2004-05	
2004-05	53.14	29.54	Yes	Yes	Yes	2005-06	
2005-06	53.14	29.54	Yes	Yes	Yes	2006-07	
2006-07	53.14	29.54	Yes	Yes	Yes	2007-08	
2007-08	59.83	39.60	Yes	Yes	Yes	2008-09	
2008-09	66.53	49.67	Yes	Yes	Yes	2009-10	
2009-10	73.22	59.74				2010-11	
2010-11	79.92	69.80				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 school district achieves AYP:

1. Annual Measurable Objectives (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. The other academic indicator for elementary and middle schools is the 2008 CATS Biennial Classification and for high schools it is the graduation rate.

To make AYP in reading, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for reading, 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.

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.

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

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

No Child Left Behind Improvement School or District  
A school or district that does not make AYP for two consecutive years in the same content area, reading or mathematics, is considered a No Child Left Behind Improvement School or District. A series of consequences (called "tiers") is required of NCLB Improvement Schools for each subsequent year the school or district does not make overall AYP. Tier 1 of consequences begins after 2 consecutive years of not making AYP in the same content area.

## NCLB 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.  
**Tier 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).

## Other Academic Indicator

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

- school classification of any category of Progressing or Meets Goal in the 2008 CATS Biennial Classification, OR
- school in the Assistance category which demonstrates growth in the accountability index at or above the state average for the specific grade-level configuration.

NCLB improvement on Graduation Rate means a Graduation Rate that:

- is equal to or greater than the corresponding annual goal, OR
  - exceeds that of the prior year.
- The application of the 2008 CATS Biennial Classification and the Graduation Rate as the NCLB "Other Academic Indicator" is lagged one year.

## Safe Harbor (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:

- a) 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%, AND
- b) students in the same population or subpopulation(s) meet the criteria for demonstrating improvement on the 2008 Academic Index.

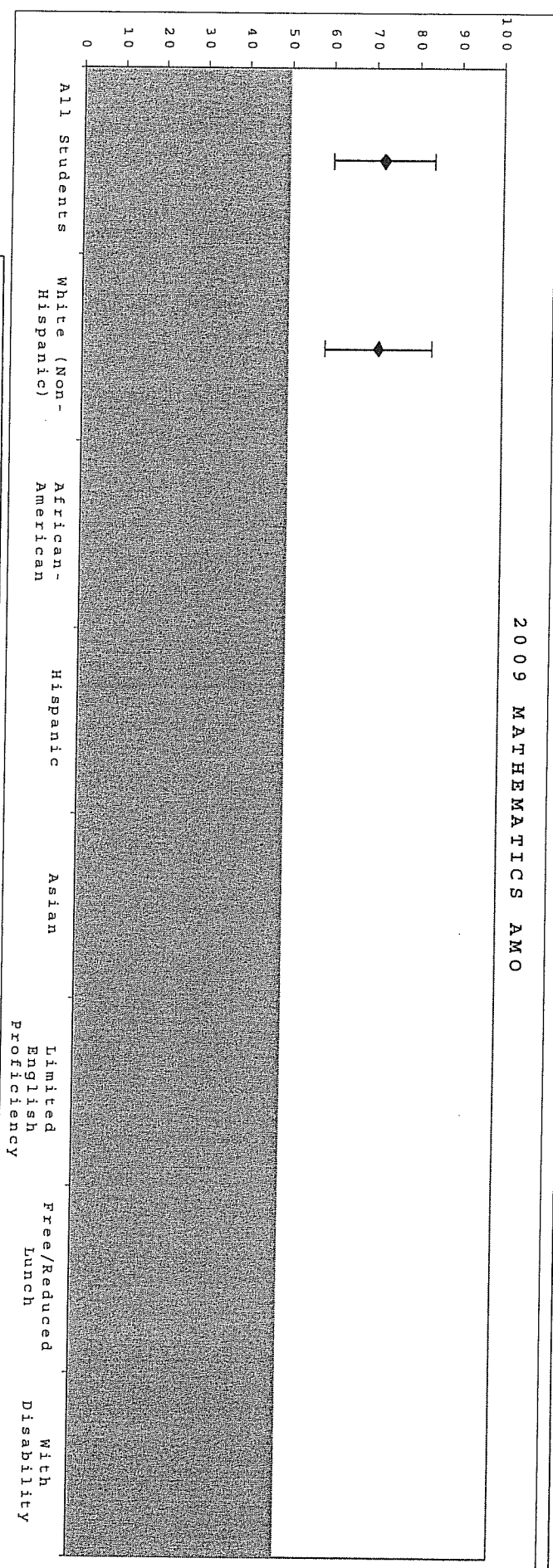




# Kentucky No Child Left Behind (NCLB) Adequate Yearly Progress Report - 2009 Based on Interim Assessment Results

District: Southgate Independent  
Code: 537  
Title I: Yes

## 2009 MATHEMATICS AMO

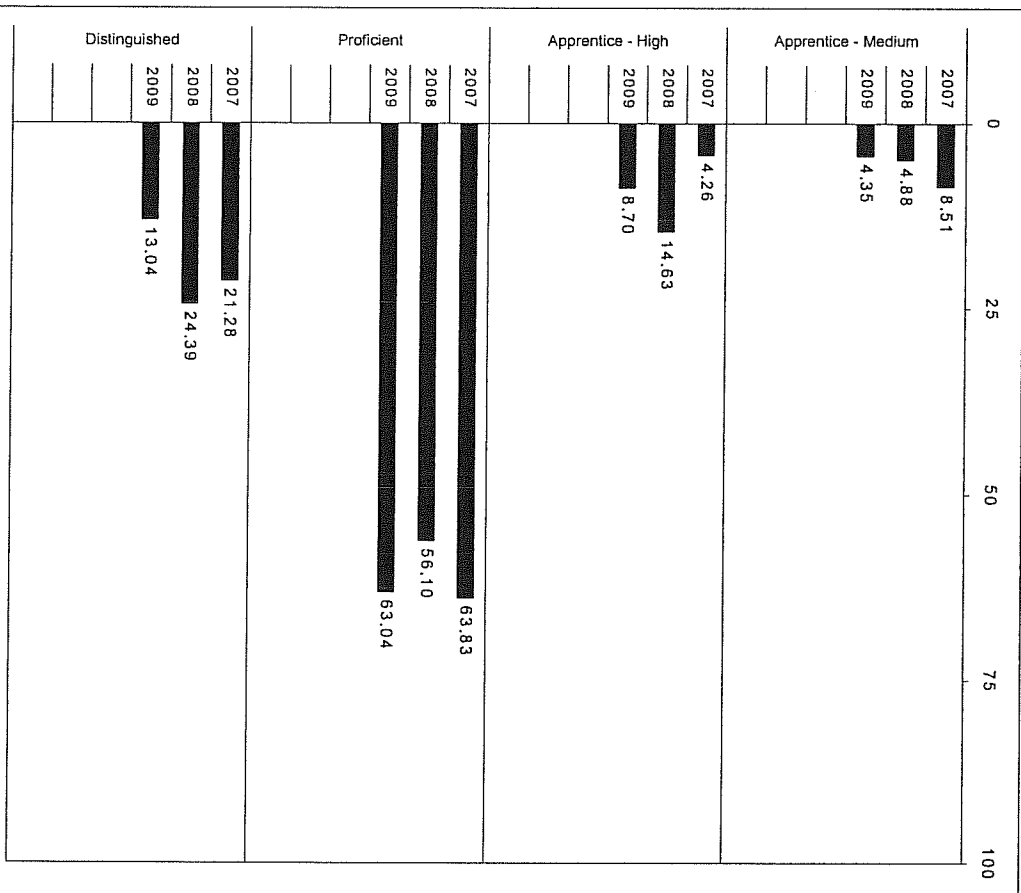
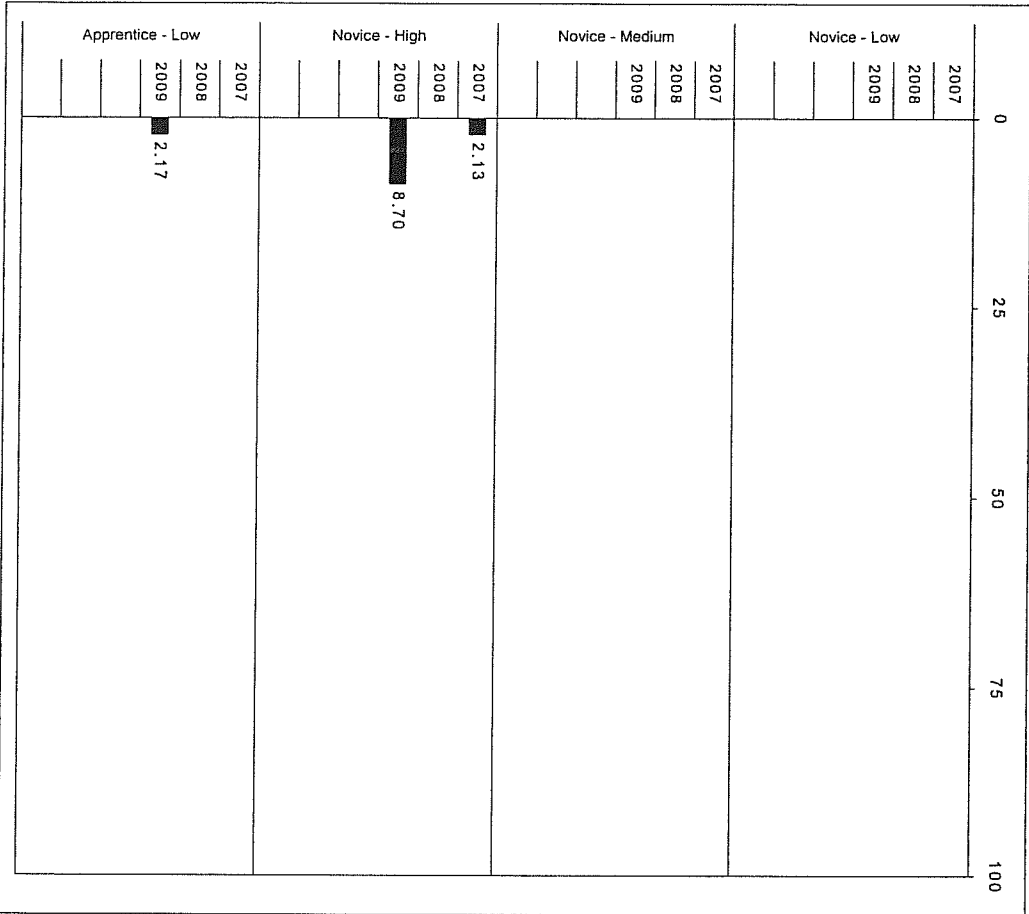


	Mathematics AMO		Participation Rate				Other Academic Indicator(s)	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Percentage	Above Assistance
All Students	91	70.33	100	72.00 (60.15, 83.85)	101	101	100.00	Yes (0.4, 1.4)
White (Non-Hispanic)	87	70.11	93	70.97 (58.52, 83.42)	92	92	100.00	N/A
African-American	1		3		5			N/A
Hispanic	1		2		2			N/A
Asian	0		0		2			N/A
Limited English Proficiency	0		2		2			N/A
Free/Reduced Lunch	44		61		63			N/A
With Disability	18		21		19			N/A

- The graph above presents the 2009 percentage of students at or above proficiency with a 95% confidence interval.
- 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, 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.

2008-2009  
INTERIM PERFORMANCE REPORT  
READING TREND DATA  
Performance Level Percents

District: Southgate Independent  
Code: 537  
Grade: ELEMENTARY



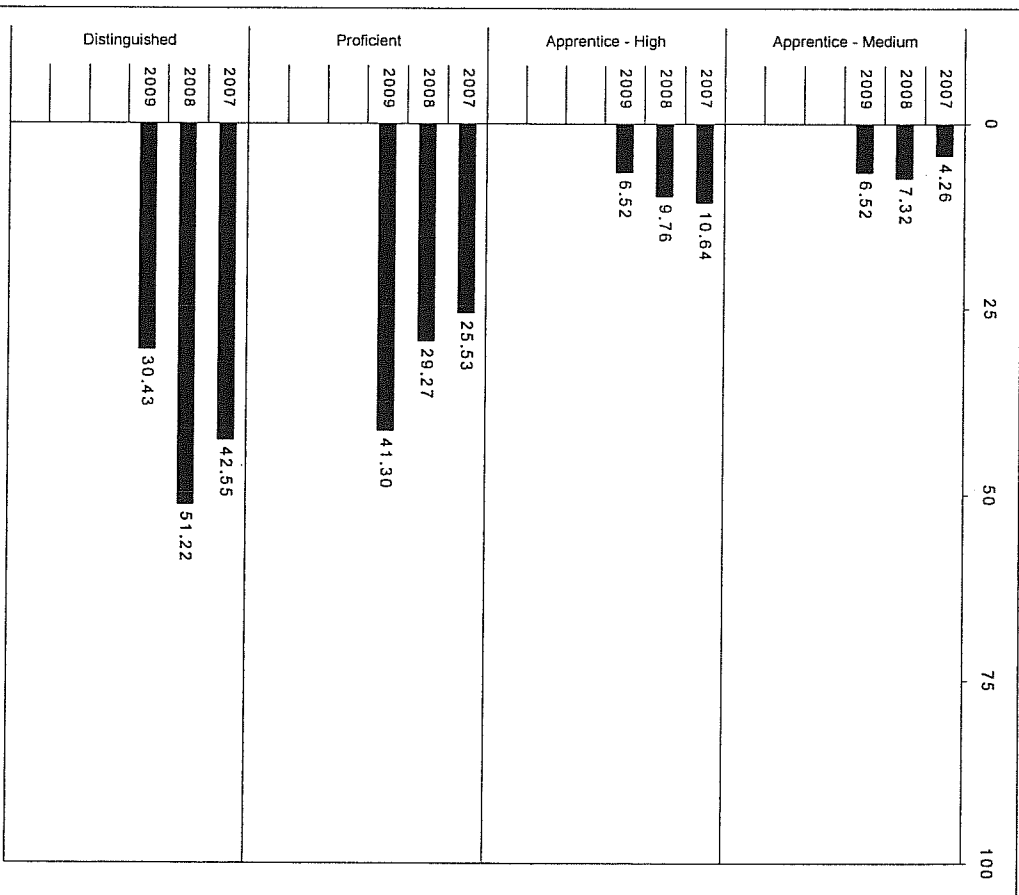
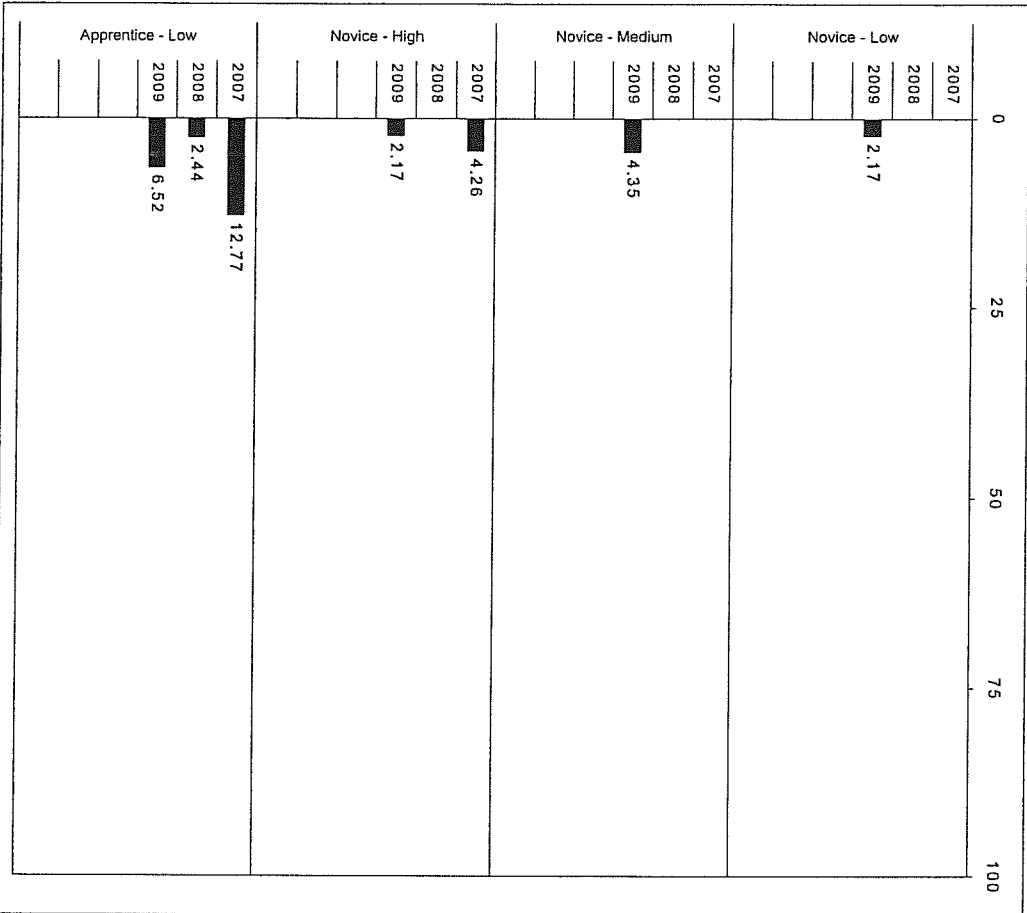
The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.  
Run Date: 09/16/2009



2008-2009

INTERIM PERFORMANCE REPORT  
MATHEMATICS TREND DATA  
Performance Level Percents

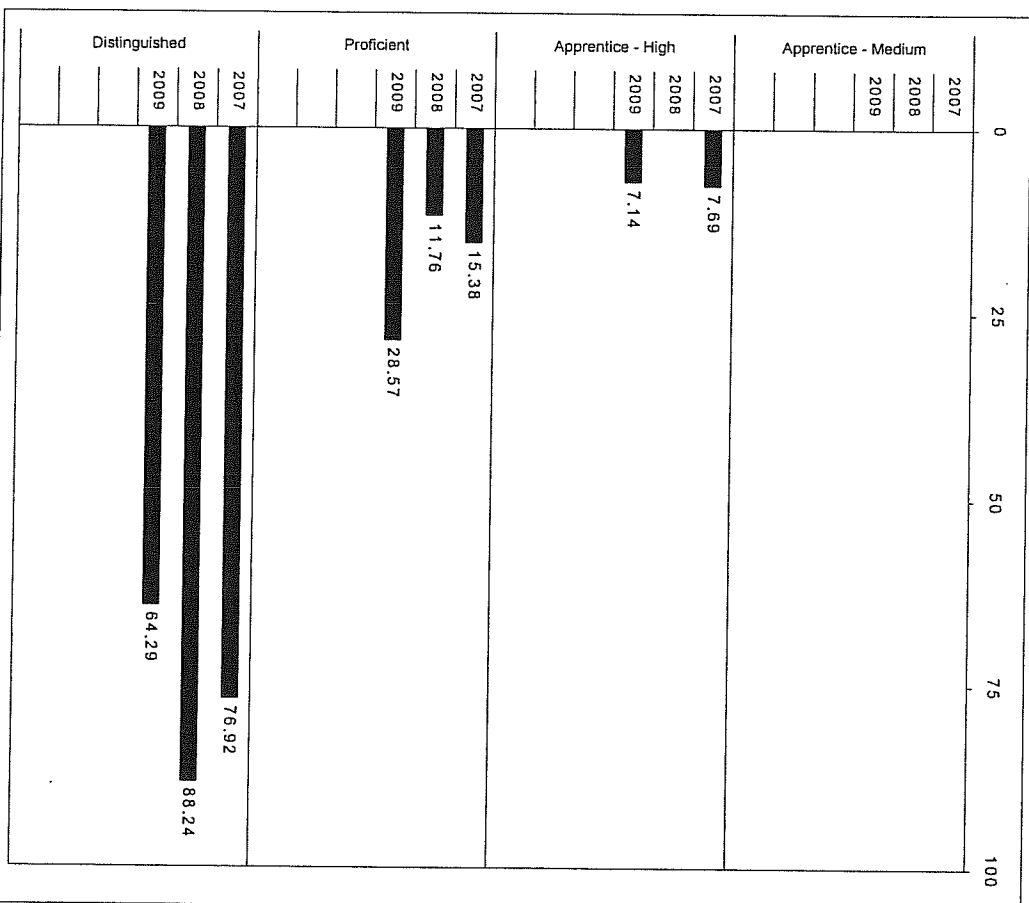
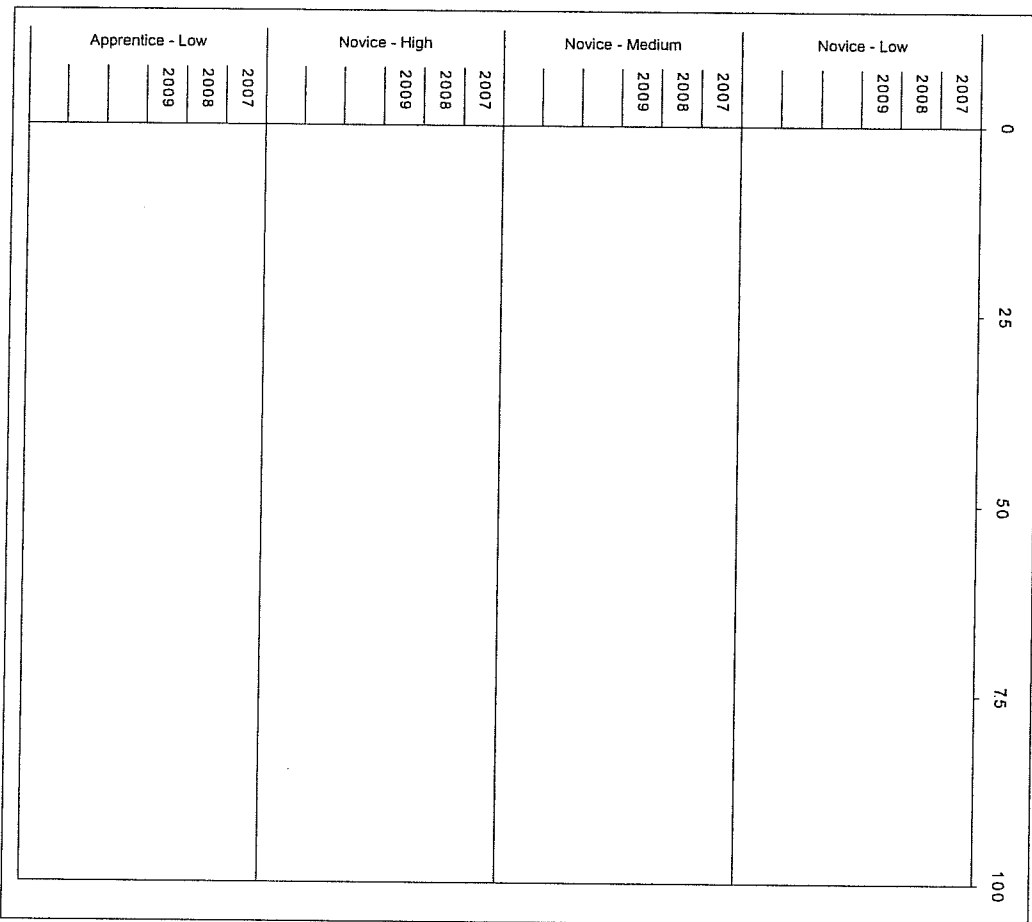
District: Southgate Independent  
Code: 537  
Grade: ELEMENTARY



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.

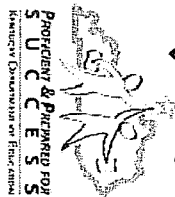
2008-2009  
 INTERIM PERFORMANCE REPORT  
 SCIENCE TREND DATA  
 Performance Level Percents

District: Southgate Independent  
 Code: 537  
 Grade: 04



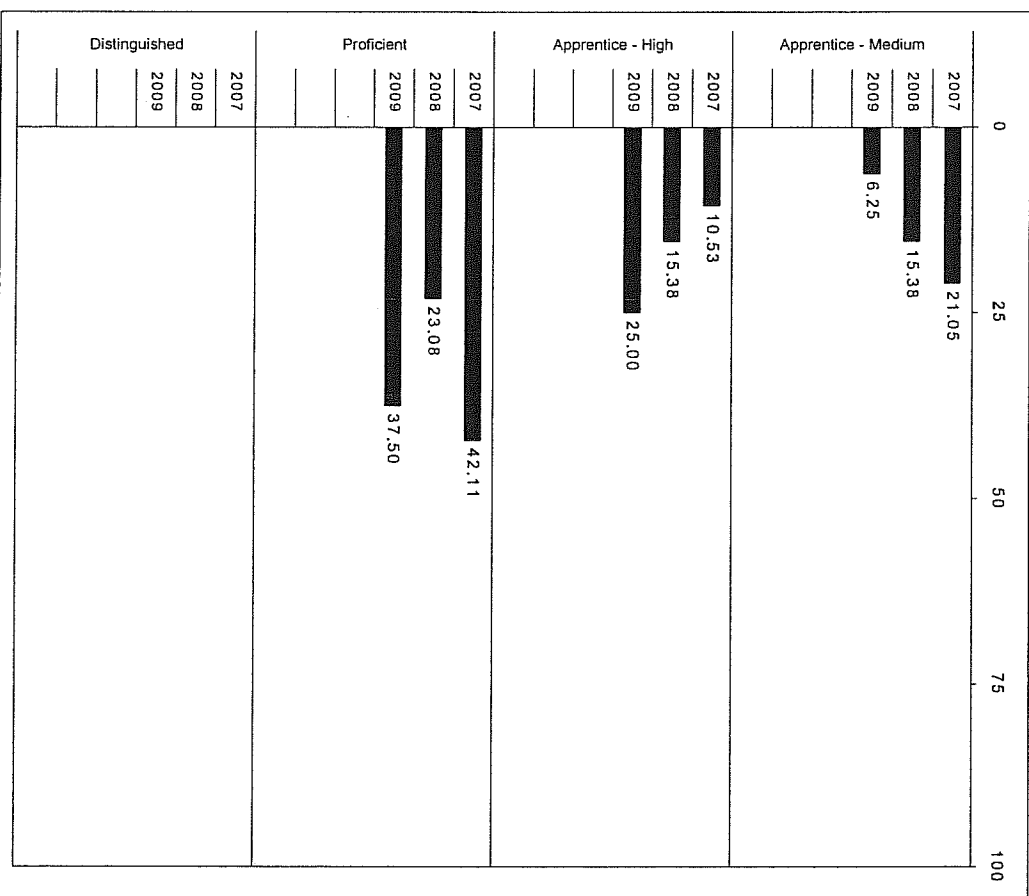
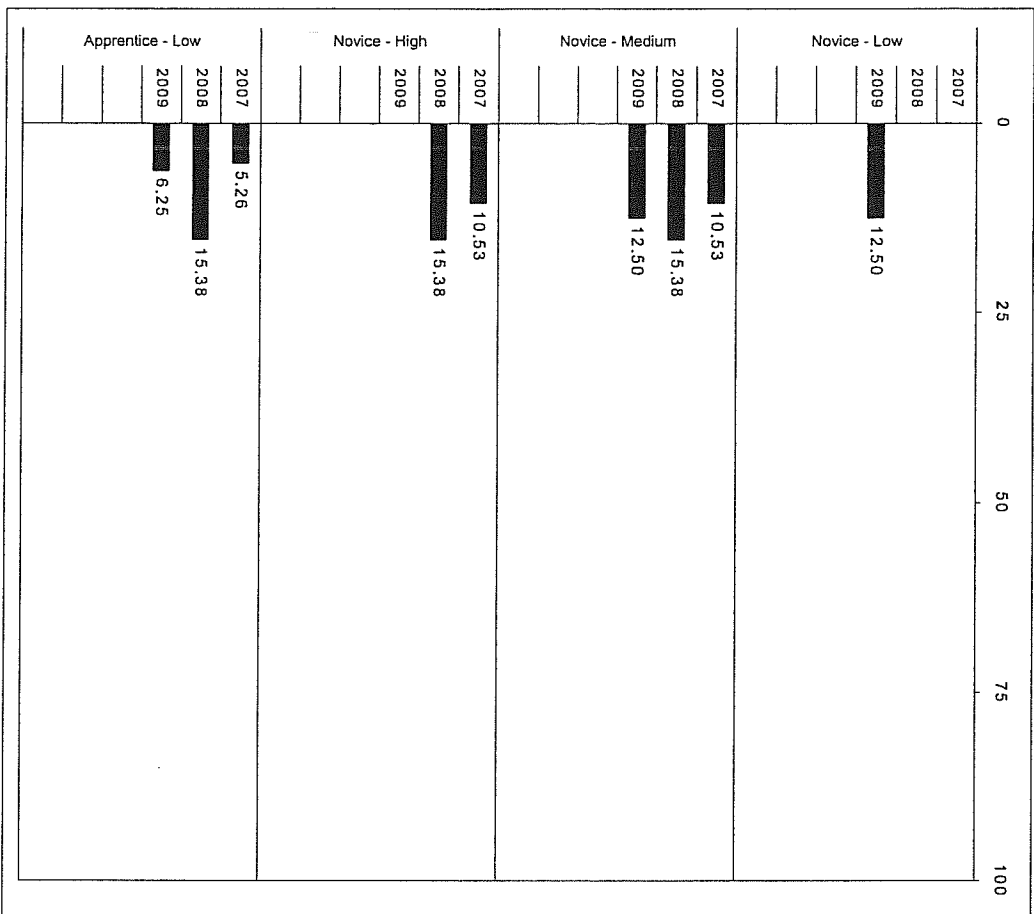
The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009



# INTERIM PERFORMANCE REPORT SOCIAL STUDIES TREND DATA Performance Level Percents

District: Southgate Independent  
Code: 537  
Grade: 05

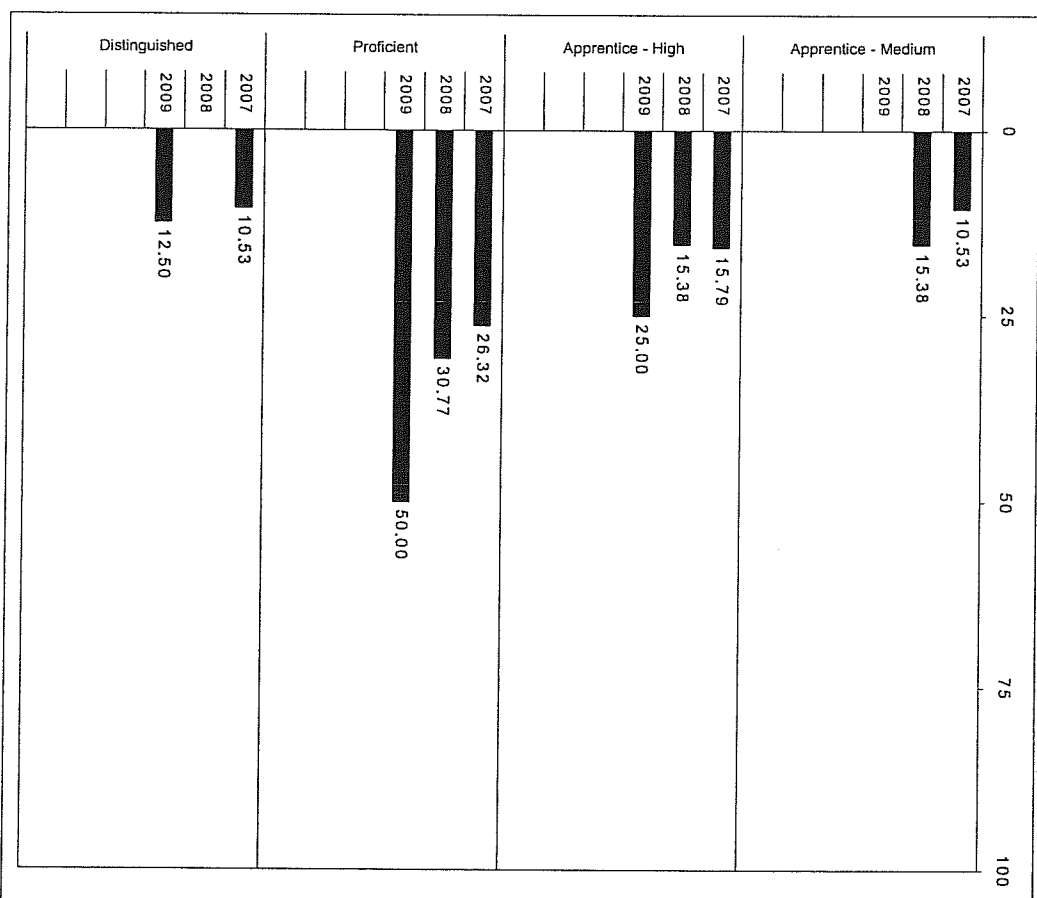
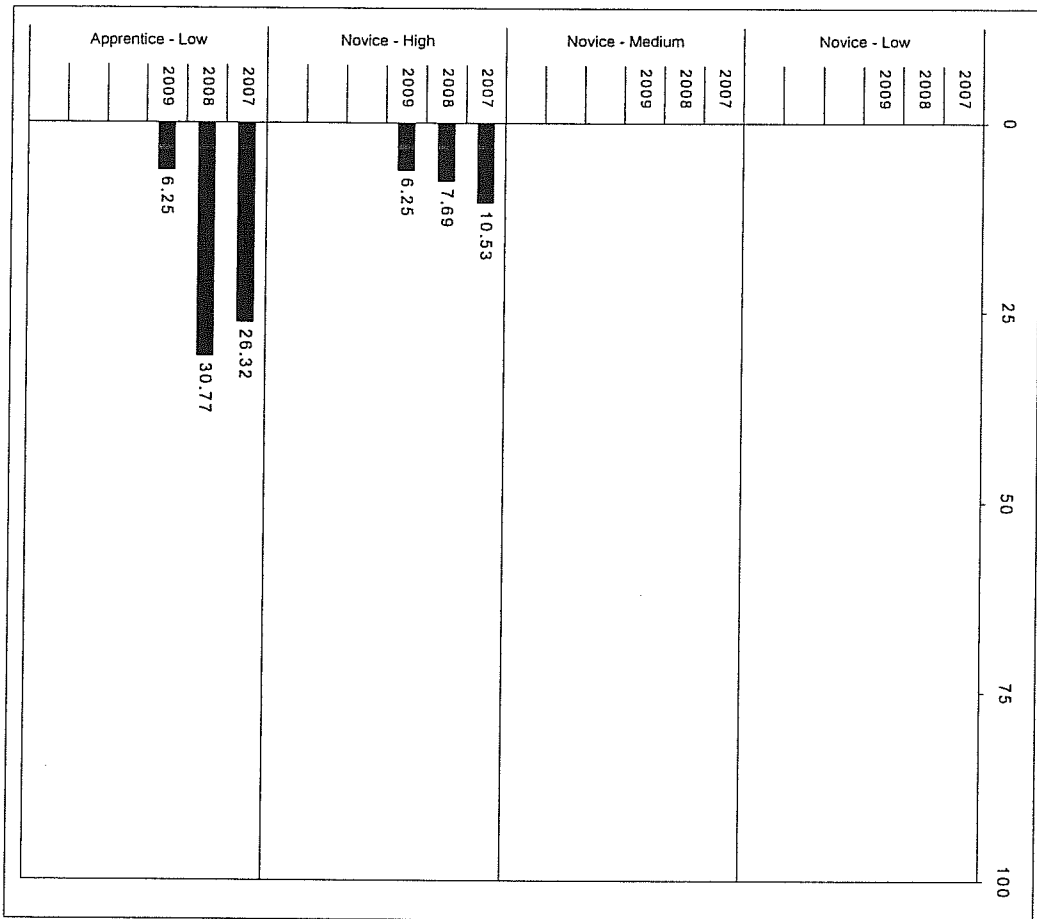


The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.



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

District: Southgate Independent  
 Code: 537  
 Grade: 05

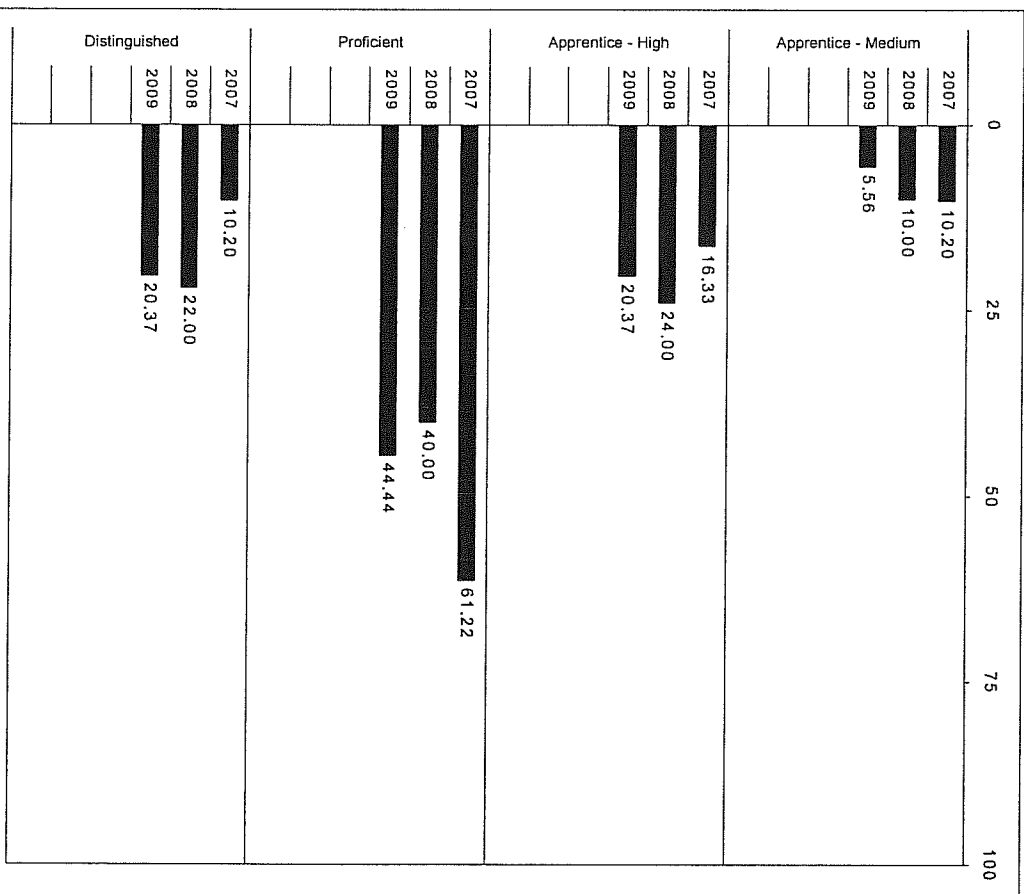
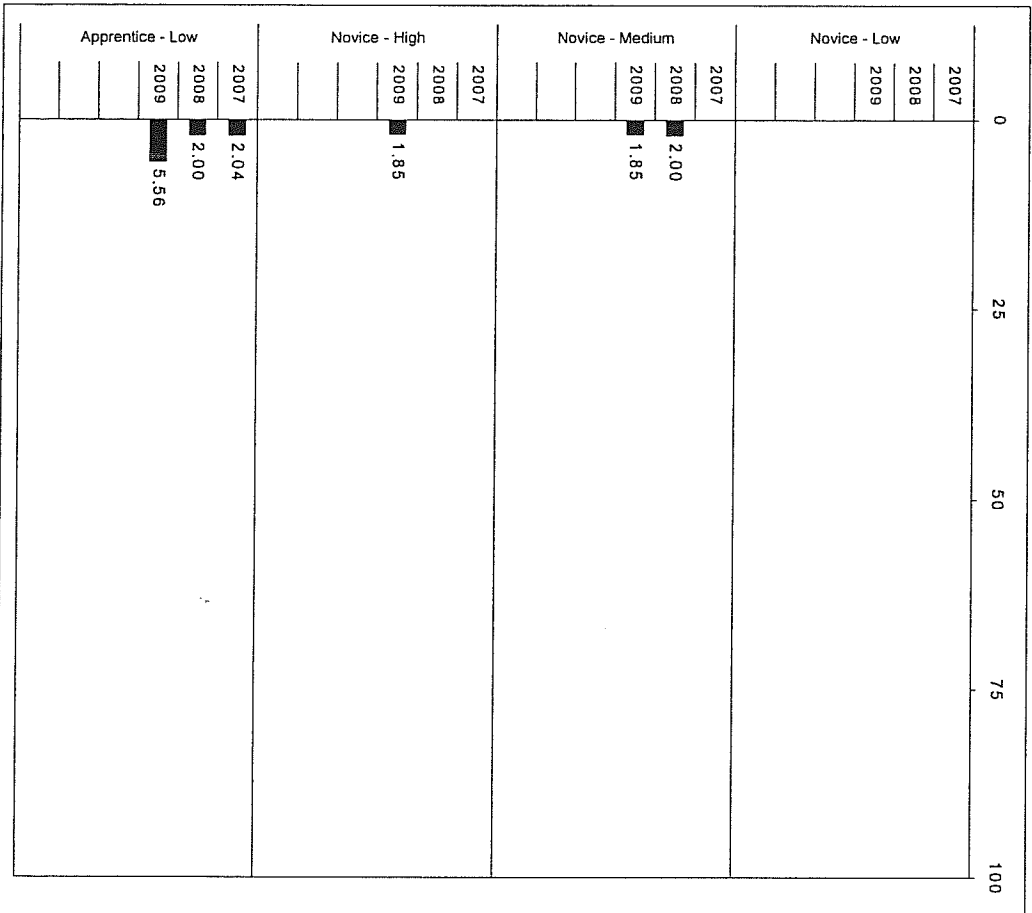


The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.



**2008-2009**  
**INTERIM PERFORMANCE REPORT**  
**READING TREND DATA**  
**Performance Level Percents**

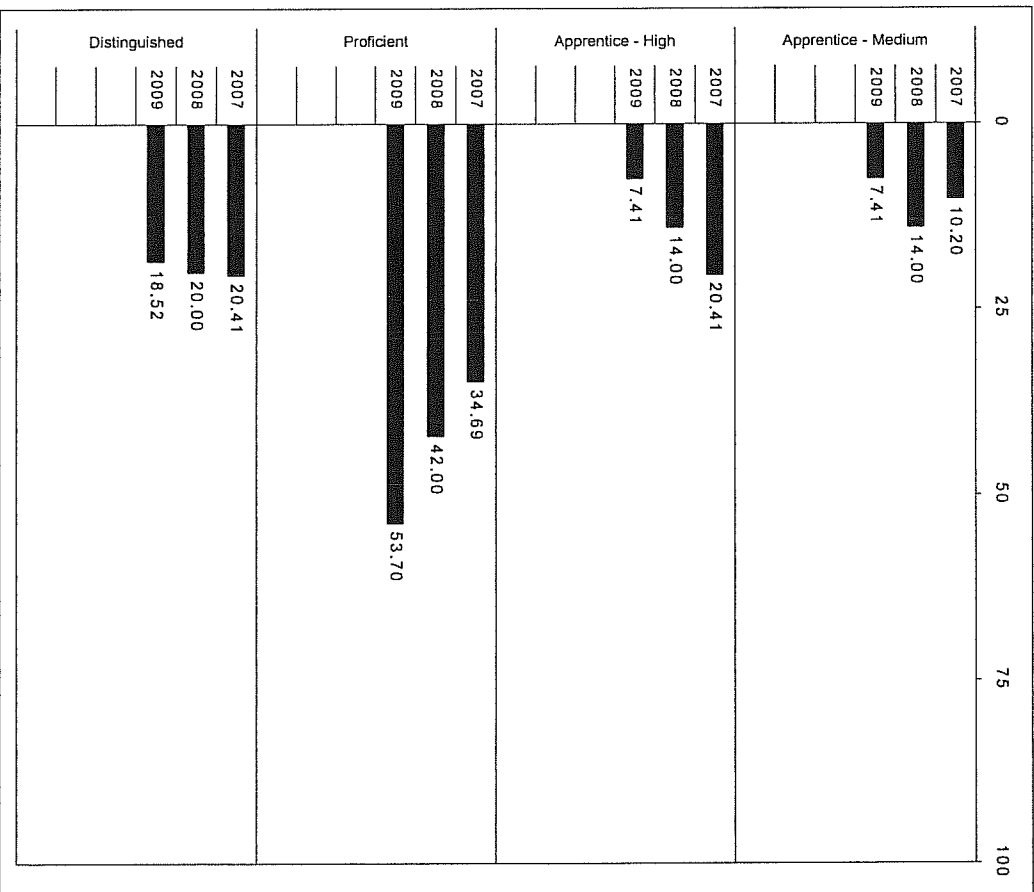
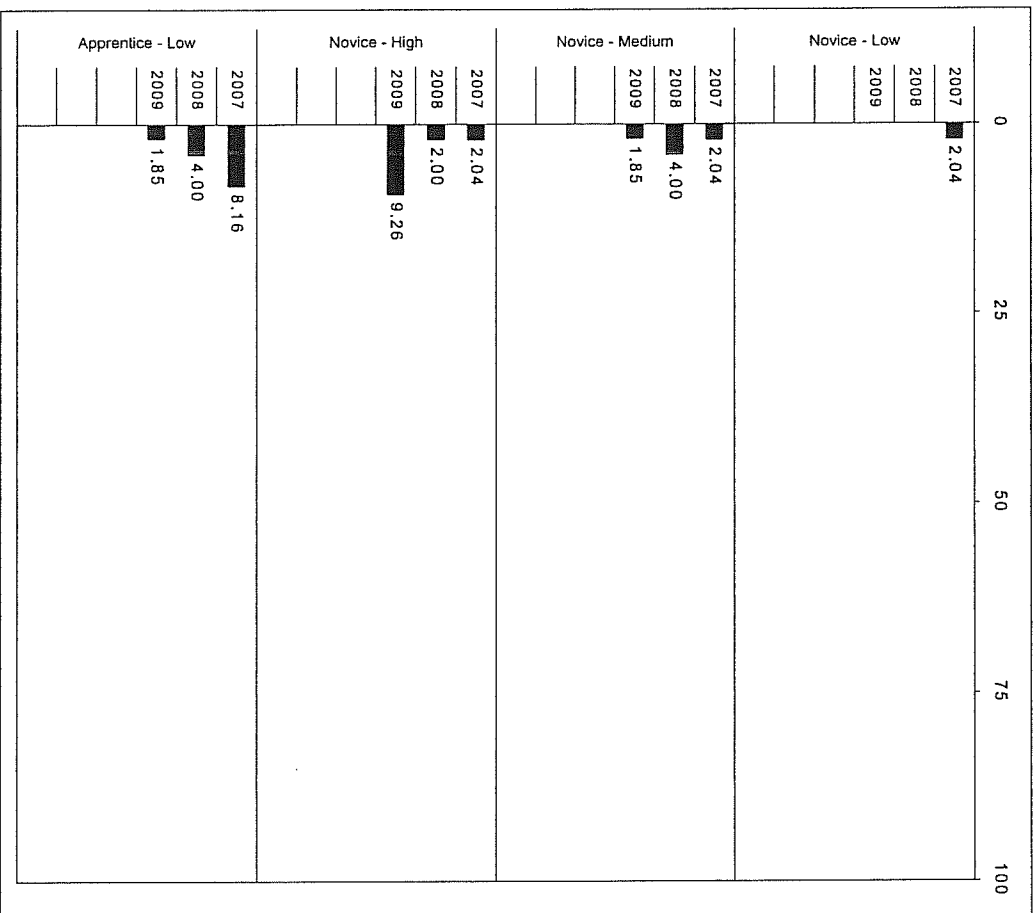
District: Southgate Independent  
 Code: 537  
 Grade: MIDDLE



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.

# 2008-2009 INTERIM PERFORMANCE REPORT MATHEMATICS TREND DATA Performance Level Percents

District: Southgate Independent  
Code: 537  
Grade: MIDDLE

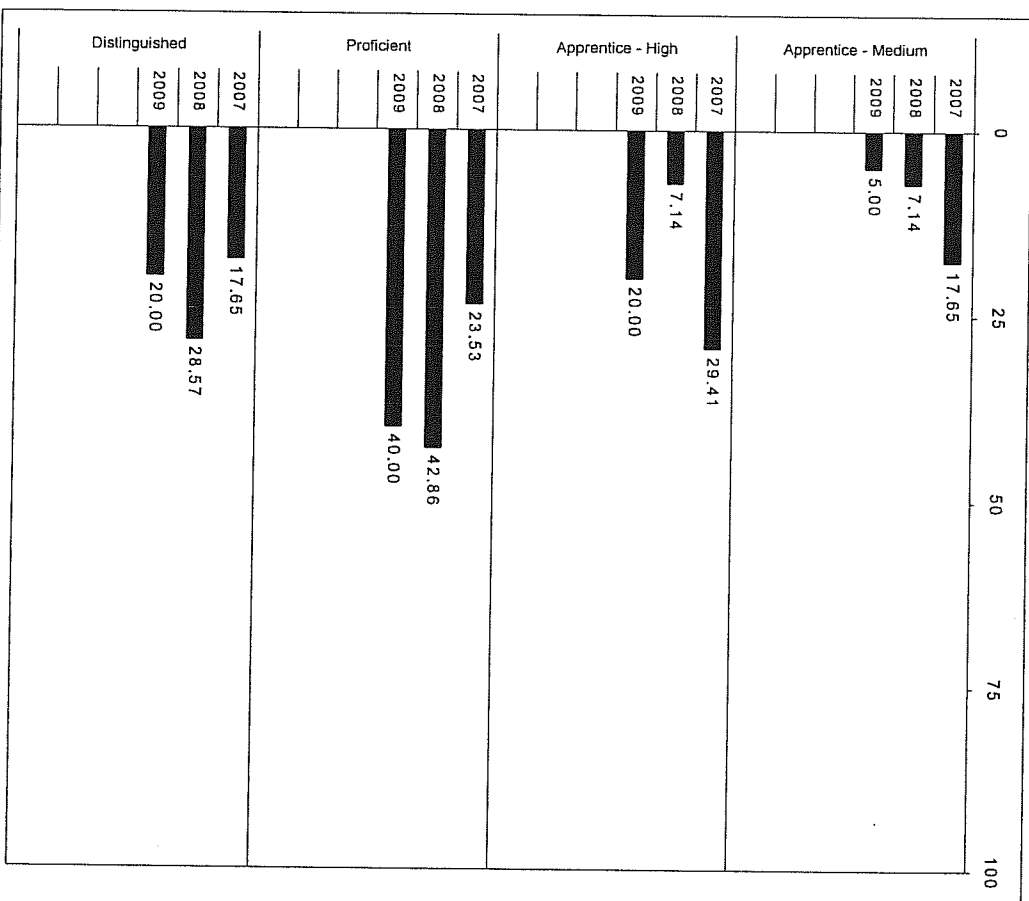
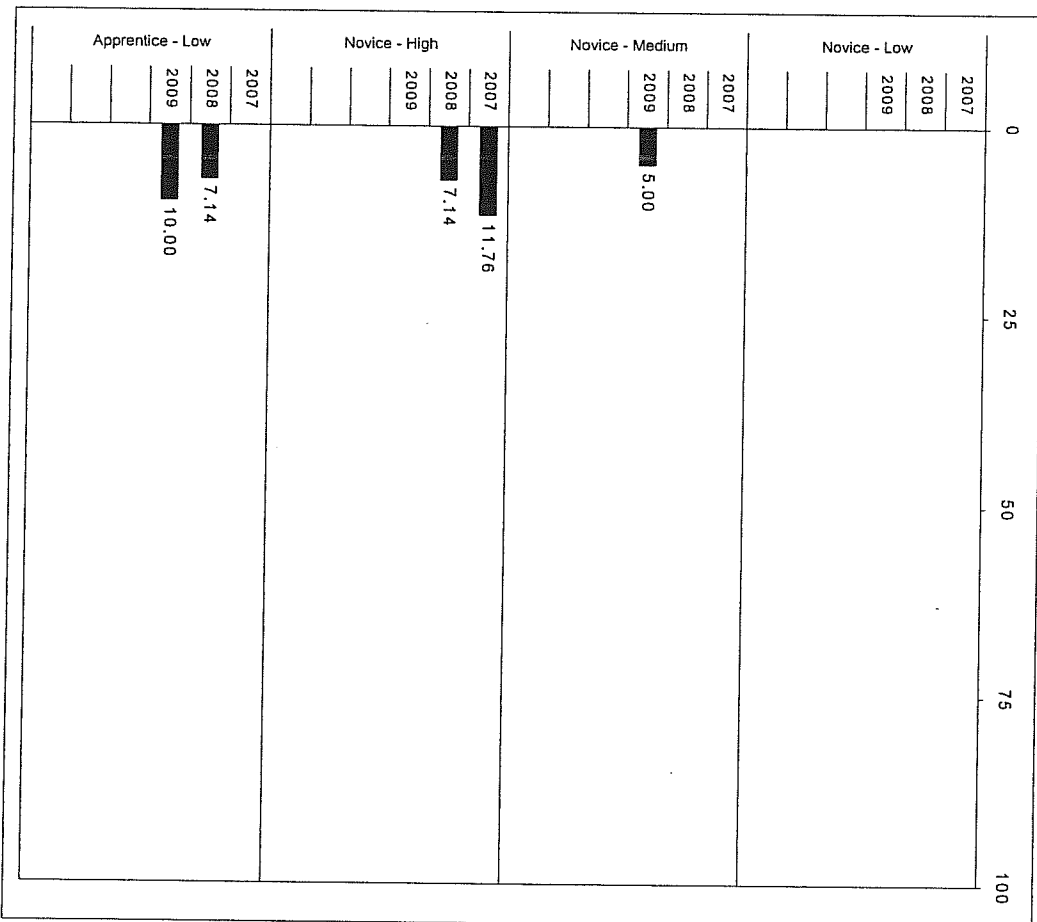


The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

2008-2009

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

District: Southgate Independent  
 Code: 537  
 Grade: 07

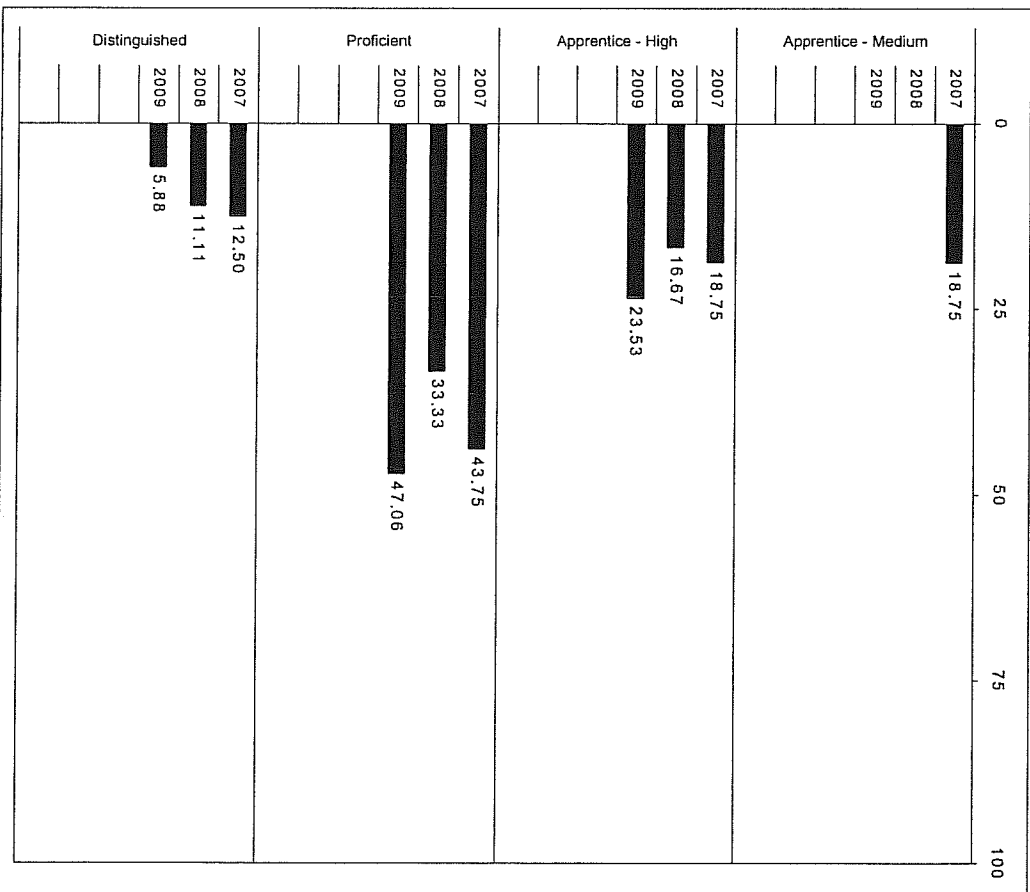
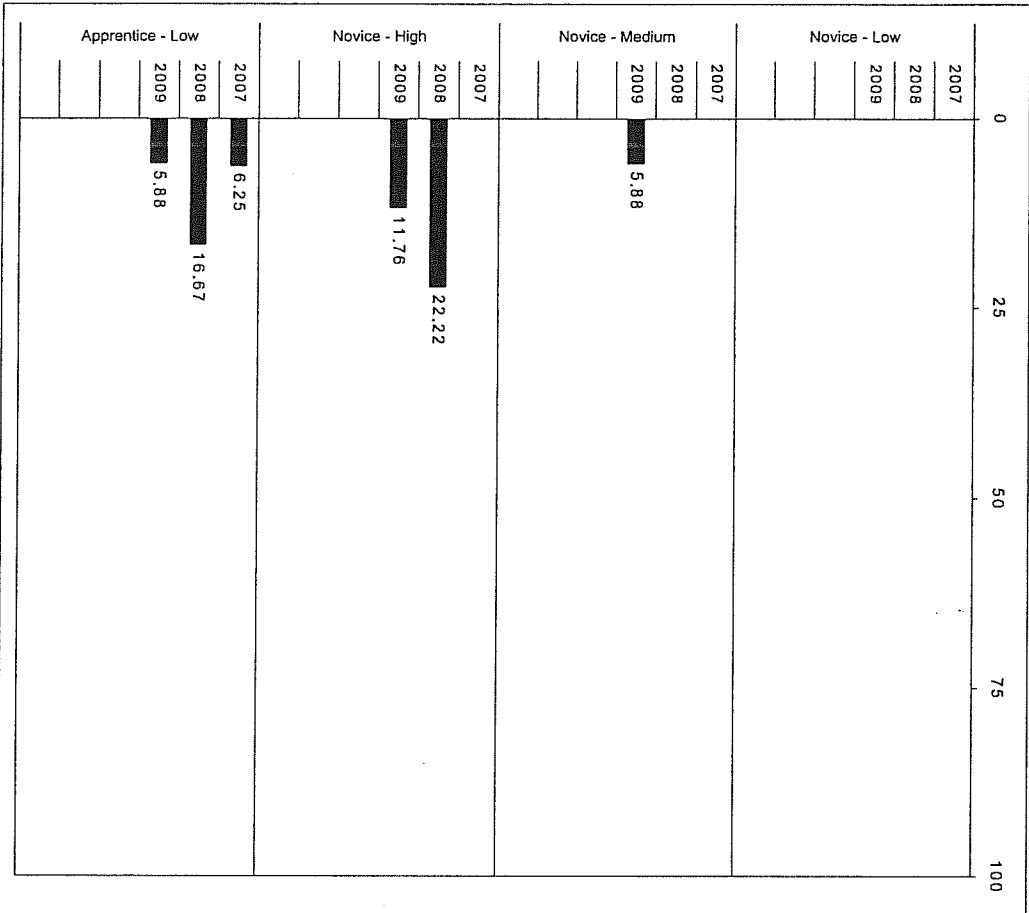


The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.

Run Date: 09/16/2009

INTERIM PERFORMANCE REPORT  
SOCIAL STUDIES TREND DATA  
Performance Level Percents

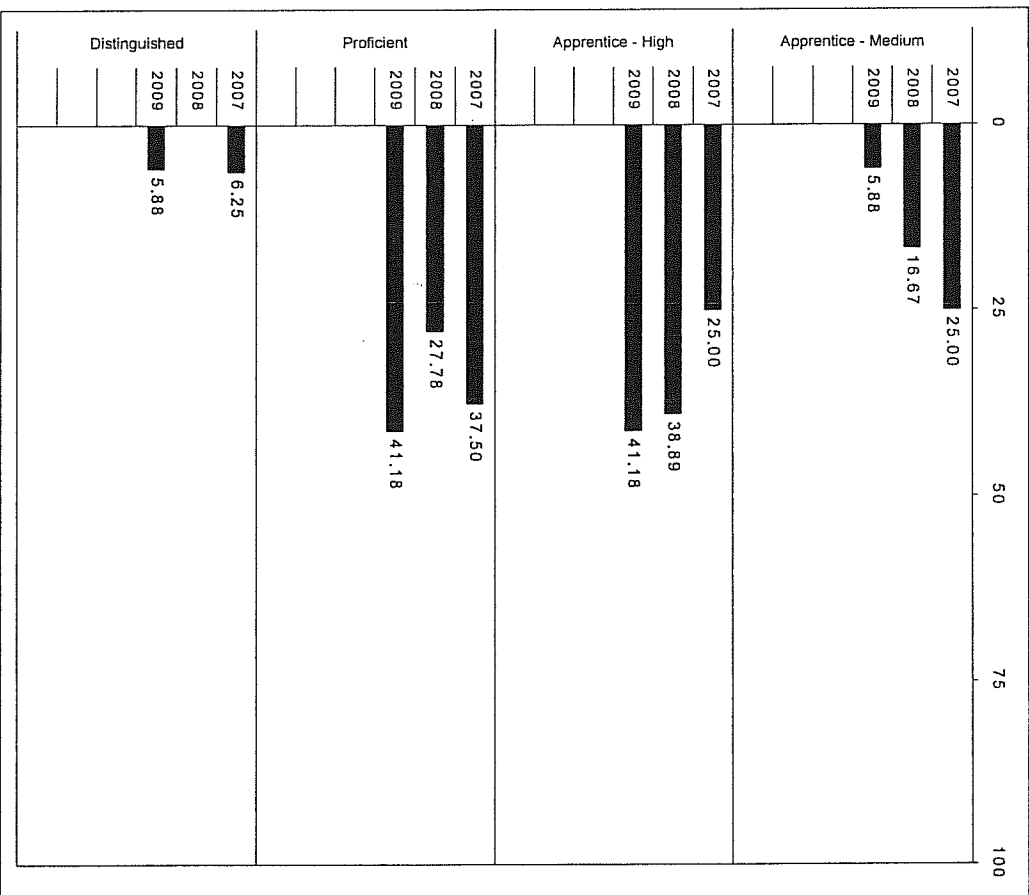
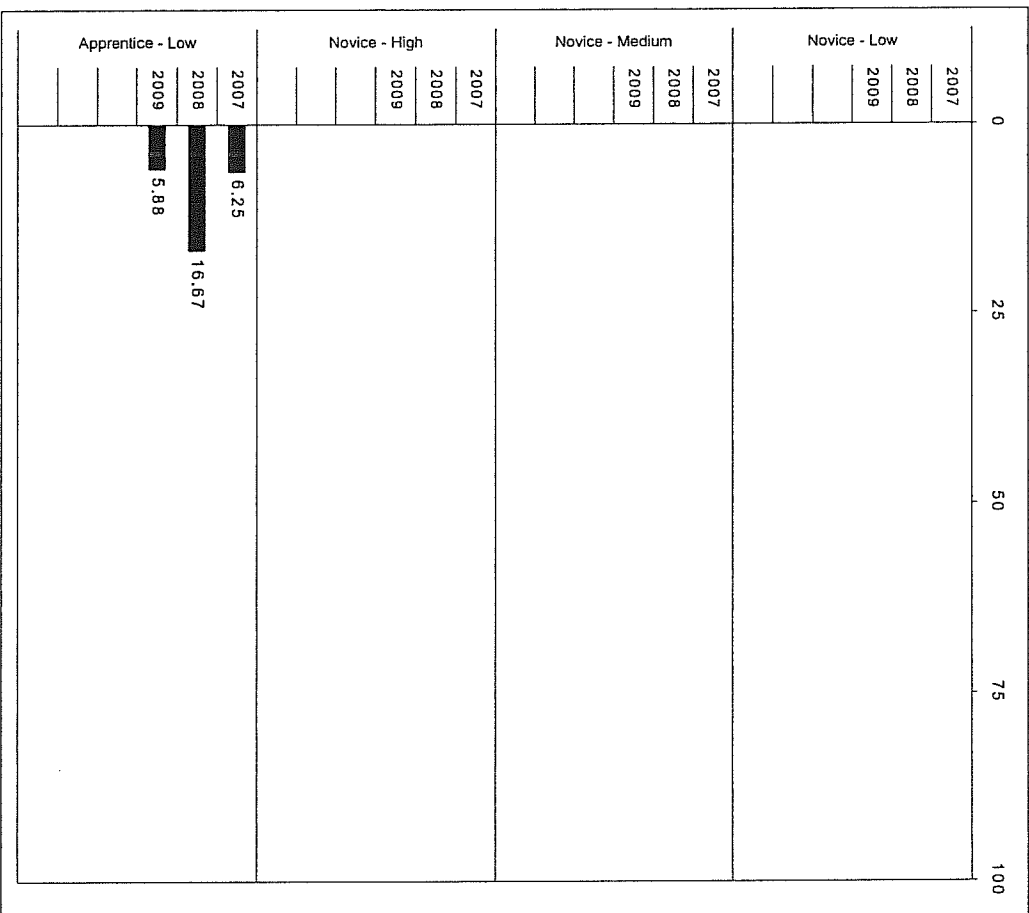
District: Southgate Independent  
Code: 537  
Grade: 08



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.

2008-2009  
INTERIM PERFORMANCE REPORT  
WRITING ON-DEMAND 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.