



# NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2009

September 16, 2009

## Paul Laurence Dunbar High School Fayette County

Grades: 09-12

Code: 165200

### Met 15 out of 19 target goals (78.9 percent)

Title I: No  
Made Overall AYP: No

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)	Yes	Yes	Yes	
African-American	NO	NO	Yes	
Hispanic	n/a	n/a	n/a	
Asian	Yes	Yes	Yes	
Limited English Proficiency	n/a	n/a	n/a	
Free/Reduced Lunch	Yes	NO	Yes	
With Disability	Yes	NO	Yes	

For more information see the No Child Left Behind (NCLB) Interpretative 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.

\*\*For elementary and middle schools, the "Other Academic Indicator" is the overall 2008 CATS Biennial Classification, which covers the other content areas as well as reading and mathematics. For high schools the Other Academic Indicator is the Graduation Rate. The Other Academic Indicator for schools with middle and high school grades is both the 2008 CATS Biennial Classification and the Graduation Rate.

\*\*\*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 are not proficient, and
- That subpopulation meets the criteria for demonstrating improvement on the 2008 Academic Index.





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Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Consequences			
	Reading	Mathematics	Reading	Mathematics	Overall AYP	School Year	Title I	Title I NCLB Tier	Non-Title I
2001-02	19.26	19.76	N/A	N/A	N/A	2002-03	No	N/A	
2002-03	19.26	19.76	Yes	Yes	Yes	2003-04	No	N/A	
2003-04	19.26	19.76	Yes	Yes	Yes	2004-05	No	N/A	
2004-05	29.35	29.79	No	No	No	2005-06	No	N/A	
2005-06	29.35	29.79	No	No	No	2006-07	No	N/A	
2006-07	29.35	29.79	Yes	No	No	2007-08	No	N/A	
2007-08	39.45	39.82	No	No	No	2008-09	No	N/A	
2008-09	49.54	49.85	No	No	No	2009-10	No	N/A	Eligible
2009-10	59.63	59.88				2010-11			
2010-11	69.72	69.91				2011-12			
2011-12	79.82	79.94				2012-13			
2012-13	89.91	89.97				2013-14			
2013-14	100.00	100.00				2014-15			

**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): School choice, and write or revise school plan.
- Tier 2** of Consequences (3 years not making AYP): Continue school choice, revise school plan, and offer supplemental services.
- Tier 3** of Consequences (4 years not making AYP): Continue school choice, revise school plan, continue supplemental services and implement corrective action.
- Tier 4** of Consequences (5 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.
- Tier 5** of Consequences (6 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.

**NOTE:** Additional years in Tier 5 are indicated with a hyphen and number after then number 5 (i.e., 5-2, 5-3 or 5-4).

**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.

**State Assistance for Non-Title I Schools**

Senate Bill 1, signed into law in March 2009, requires state accountability for non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. In the Consequences table, the word "Eligible" will appear in the Non-Title I column.

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.

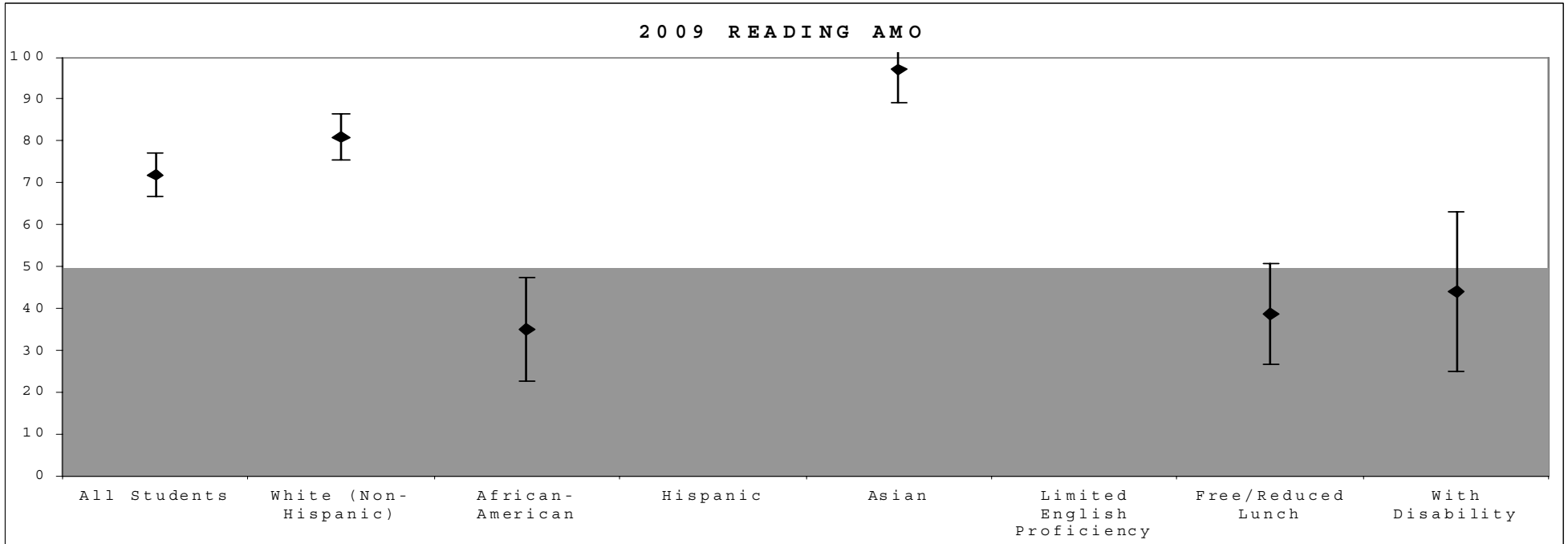
For schools or districts that contain elementary, middle, and high school levels both the 2008 CATS Biennial Classification and Graduation Rate are used for the Other Academic Indicator. The school or district receives a yes or no in the overall AYP category based on whether a school/district has made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



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	Reading AMO				Participation Rate			Other Academic Indicator(s)		
	2008		2009		2009			Above Assistance	Graduation Rate	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Percentage	2008 (sch, state)	2007	2008
All Students	1,004	69.68	1,007	71.88 ( 66.78, 76.98)	1,004	997	99.30		88.99	88.42
White (Non-Hispanic)	687	79.01	668	80.95 ( 75.48, 86.42)	663	659	99.40			
African-American	172	37.11	173	<b>x 34.95 ( 22.55, 47.35)</b>	173	172	99.42			
Hispanic	49		53		57					
Asian	76	91.67	81	97.06 ( 89.02,100.00)	80	80	100.00			
Limited English Proficiency	1		5		5					
Free/Reduced Lunch	211	42.40	208	38.60 ( 26.57, 50.63)	199	196	98.49			
With Disability	69	19.44	94	44.00 ( 25.00, 63.00)	87	87	100.00			

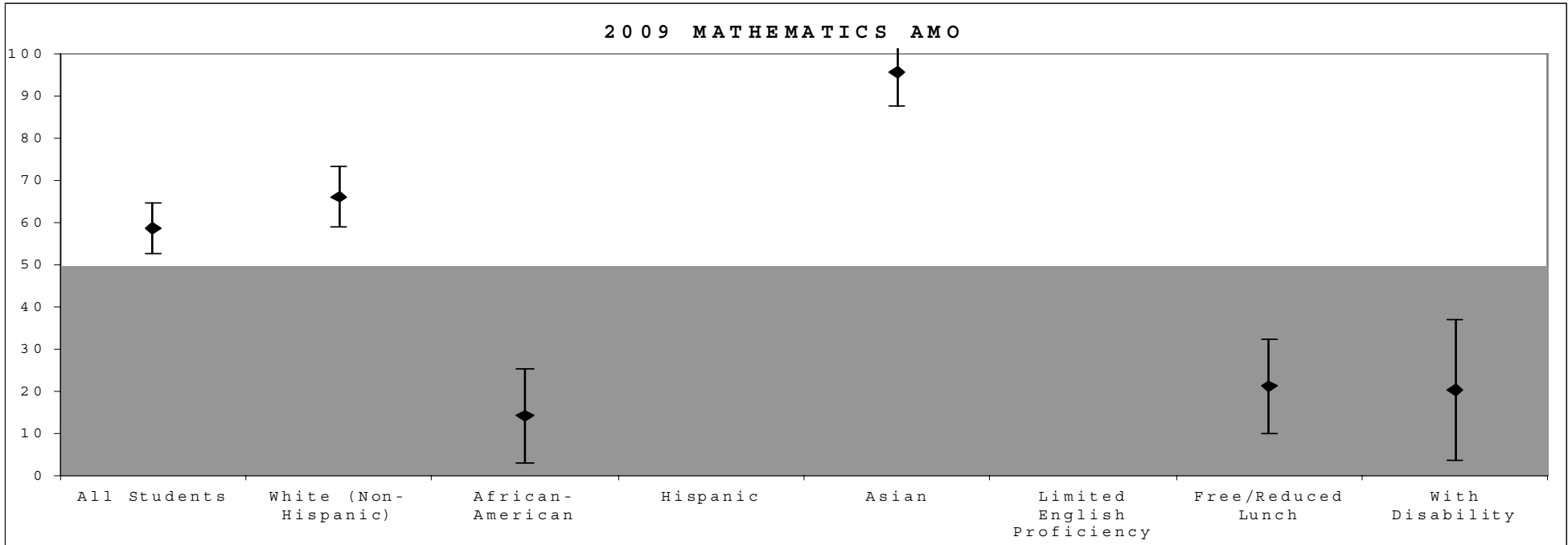
Denote: x - Below AYP Target  
 s - Safe Harbor  
 \* - 15% of Population  
 c - Combined LEP  
 i - Improving  
 2 - Two Year Average  
 3 - Three Year Average

- 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 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.



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	Mathematics AMO				Participation Rate			Other Academic Indicator(s)		
	2008		2009		2009			Above Assistance	Graduation Rate	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Percentage	2008 (sch, state)	2007	2008
All Students	1,004	53.91	1,007	58.72 ( 52.75, 64.69)	1,004	997	99.30		88.99	88.42
White (Non-Hispanic)	687	61.34	668	66.24 ( 59.19, 73.29)	663	659	99.40			
African-American	172	9.33	173	x 14.29 ( 3.13, 25.45)	173	172	99.42			
Hispanic	49		53		57					
Asian	76	92.86	81	95.74 ( 87.74, 100.00)	80	80	100.00			
Limited English Proficiency	1		5		5					
Free/Reduced Lunch	211	15.12	208	x 21.28 ( 10.12, 32.44)	199	196	98.49			
With Disability	69	9.09	94	x 20.45 ( 3.87, 37.03)	87	87	100.00			

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