



# NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2007

May 27, 2008

## Rosa Parks Elementary School Fayette County

Grades: PRIMARY-05

Code: 165052

### Met 7 out of 7 target goals (100.0 percent)

Title I: No

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)	Yes	Yes	Yes	
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 other measures of school progress see Commonwealth Accountability Testing System (CATS) results 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 CATS 2006 Accountability 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 CATS 2006 Accountability Classification and the Graduation Rate.





**Federal Accountability  
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School: Rosa Parks Elementary School  
District: Fayette County  
Code: 165052  
Title I: No

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Consequences	
	Reading	Mathematics	Reading	Mathematics	Overall AYP	NCLB Tier	School Year
2001-02	47.27	22.45	N/A	N/A	N/A	N/A	2002-03
2002-03	47.27	22.45	Yes	Yes	Yes	N/A	2003-04
2003-04	47.27	22.45	Yes	Yes	Yes	N/A	2004-05
2004-05	53.86	32.14	Yes	Yes	Yes	N/A	2005-06
2005-06	53.86	32.14	Yes	Yes	Yes	N/A	2006-07
2006-07	53.86	32.14	Yes	Yes	Yes	N/A	2007-08
2007-08	60.45	41.84					2008-09
2008-09	67.04	51.53					2009-10
2009-10	73.64	61.23					2010-11
2010-11	80.23	70.92					2011-12
2011-12	86.82	80.61					2012-13
2012-13	93.41	90.31					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.

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 CATS 2006 Accountability 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 CATS 2006 Accountability 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.*

**Other Academic Indicator**

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

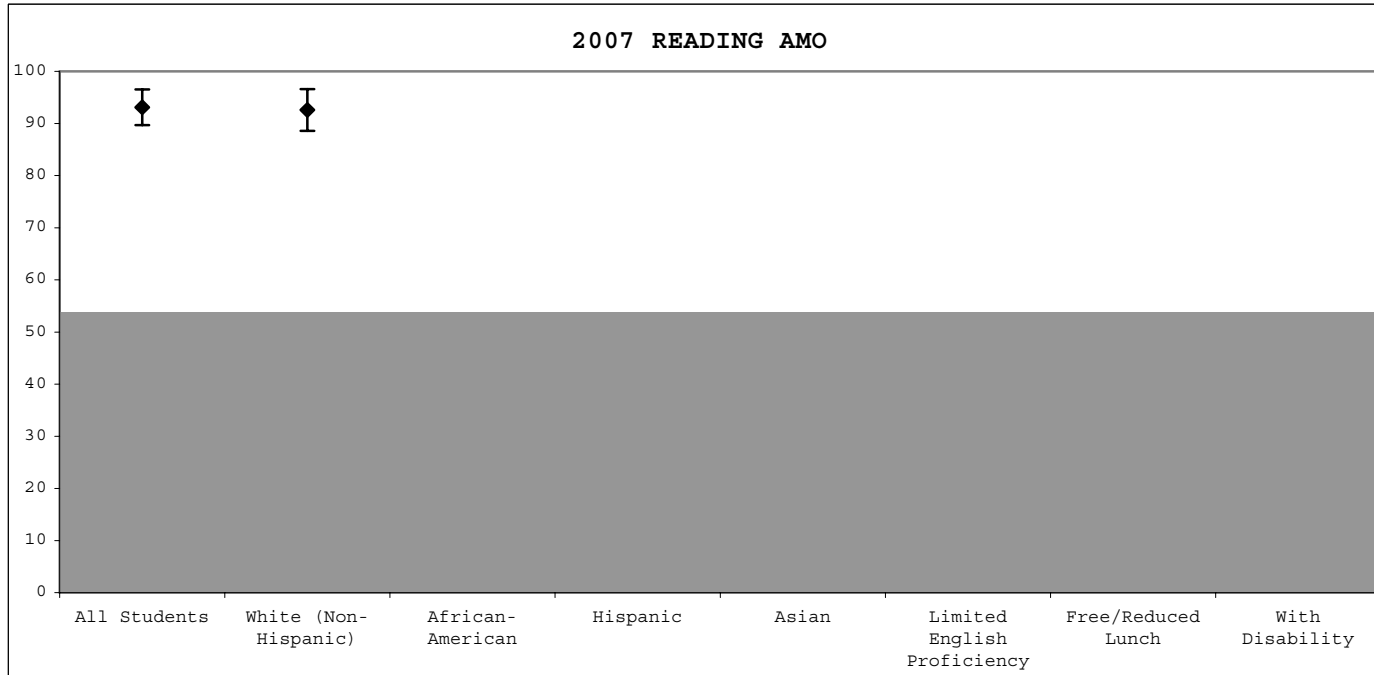
- school classification of any category of Progressing or Meets Goal in the CATS 2006 Accountability Classification, **OR**
  - school in the Assistance category which demonstrates growth in the accountability index at or above the state average for the specific grade-level configuration.
- NCLB improvement 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 CATS 2006 Accountability Classification and the Graduation Rate as the NCLB "Other Academic Indicator" is lagged one year.



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	Participation Rate		Other Academic Indicator(s)			
	2007		Above Assistance	Graduation Rate		
	% Proficient (Low, High)	No. Students	2006 (sch, state)	2005	2006	
All Students	93.10 ( 89.67, 96.53)	384	100	Yes ( 4.6, 3.2)	N/A	N/A
White (Non-Hispanic)	92.57 ( 88.56, 96.58)	303	100			
African-American		21				
Hispanic		3				
Asian		50				
Limited English Proficiency		6				
Free/Reduced Lunch		20				
With Disability		23				

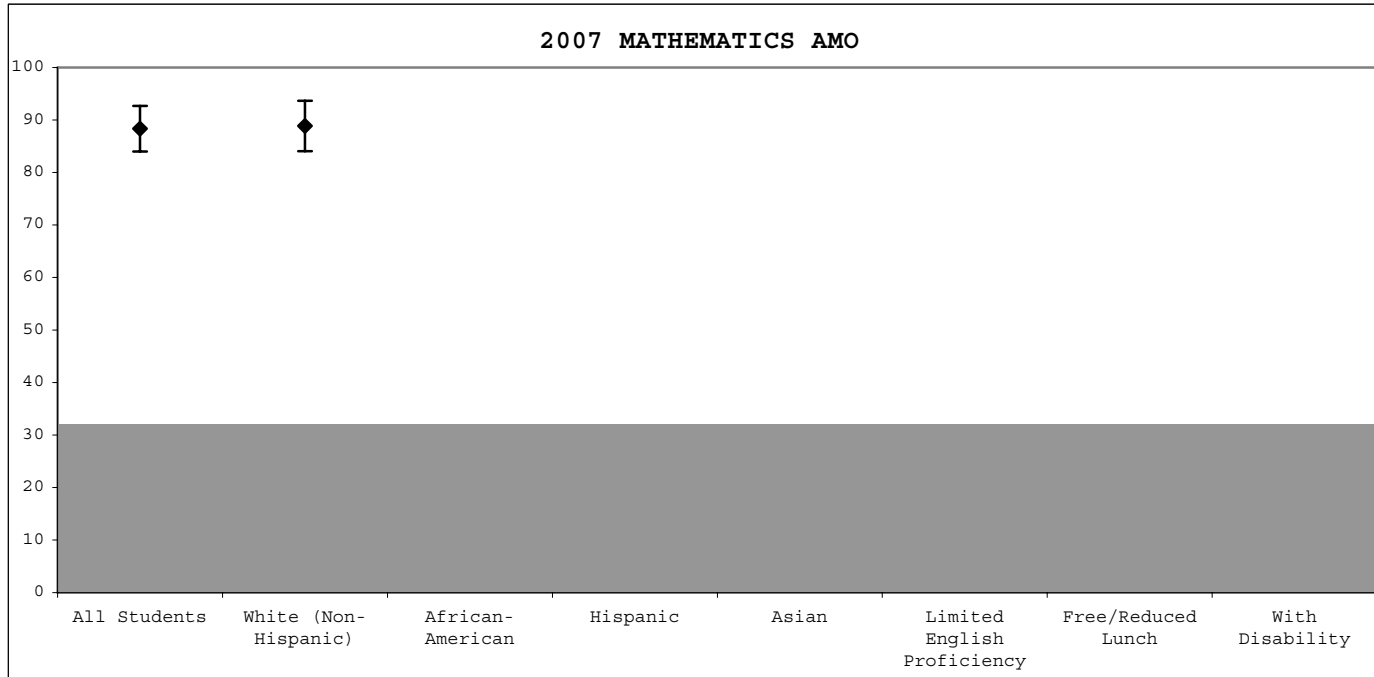
- The graph above presents the 2007 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2007 Annual Measurable Objective (AMO) target for reading.
- The 2006 and 2007 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2007 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)

AMO Counts	2007		
	2006	2007	
All Students	3rd	116	
	4th	130	
	5th	131	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>377</b>	
	White (Non-Hispanic)	3rd	88
		4th	95
5th		113	
6th			
7th			
8th			
10th			
11th			
<b>Total</b>		<b>296</b>	
African-American		3rd	8
		4th	9
	5th	5	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>22</b>	
	Hispanic	3rd	1
		4th	1
5th		1	
6th			
7th			
8th			
10th			
11th			
<b>Total</b>		<b>3</b>	
Asian		3rd	17
		4th	22
	5th	11	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>50</b>	
	Limited English Proficiency	3rd	3
		4th	1
5th		2	
6th			
7th			
8th			
10th			
11th			
<b>Total</b>		<b>6</b>	
Free / Reduced Lunch		3rd	7
		4th	6
	5th	8	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>21</b>	
	With Disability	3rd	5
		4th	10
5th		8	
6th			
7th			
8th			
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<b>Total</b>		<b>23</b>	



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	2007		Above Assistance	Graduation Rate		
	% Proficient (Low, High)	No. Students	2006 (sch, state)	2005	2006	
All Students	88.33 (83.98, 92.68)	384	100	Yes (4.6, 3.2)	N/A	N/A
White (Non-Hispanic)	88.85 (84.04, 93.66)	303	100			
African-American		21				
Hispanic		3				
Asian		50				
Limited English Proficiency		6				
Free/Reduced Lunch		20				
With Disability		23				

Denote: x - Below AYP Target  
\* - 15% of Population  
c - Combined LEP  
i - Improving

- The graph above presents the 2007 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2007 Annual Measurable Objective (AMO) target for mathematics.
- The 2006 and 2007 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2007 percentage.
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	5th	5	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>22</b>	
	Hispanic	3rd	1
		4th	1
5th		1	
6th			
7th			
8th			
10th			
11th			
<b>Total</b>		<b>3</b>	
Asian		3rd	17
		4th	22
	5th	11	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>50</b>	
	Limited English Proficiency	3rd	3
		4th	1
5th		2	
6th			
7th			
8th			
10th			
11th			
<b>Total</b>		<b>6</b>	
Free/Reduced Lunch		3rd	7
		4th	6
	5th	8	
	6th		
	7th		
	8th		
	10th		
	11th		
	<b>Total</b>	<b>21</b>	
	With Disability	3rd	5
		4th	10
5th		8	
6th			
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<b>Total</b>		<b>23</b>	