



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2007

May 27, 2008

Fayette County

Grades: PRIMARY-12

Code: 165

Met 23 out of 25 target goals (92.0 percent)

Title I: Yes

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	Yes	Yes	Yes	
Hispanic	Yes	Yes	Yes	
Asian	Yes	Yes	Yes	
Limited English Proficiency	Yes	Yes	Yes	
Free/Reduced Lunch	Yes	Yes	Yes	
With Disability	NO	NO	Yes	

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.





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Based on CATS Results**

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Code: 165

Title I: Yes

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Consequences	
	Reading	Mathematics	Reading	Mathematics	Overall AYP	NCLB Tier	School Year
2001-02	37.38	19.57	N/A	N/A	N/A		2002-03
2002-03	37.38	19.57	No	No	No		2003-04
2003-04	37.38	19.57	No	No	No	1	2004-05
2004-05	45.21	29.62	No	No	No	2	2005-06
2005-06	45.21	29.62	No	No	No	3	2006-07
2006-07	45.21	29.62	No	No	No	3-2	2007-08
2007-08	53.04	39.68					2008-09
2008-09	60.86	49.73					2009-10
2009-10	68.69	59.79					2010-11
2010-11	76.52	69.84					2011-12
2011-12	84.35	79.89					2012-13
2012-13	92.17	89.95					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.

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.

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.

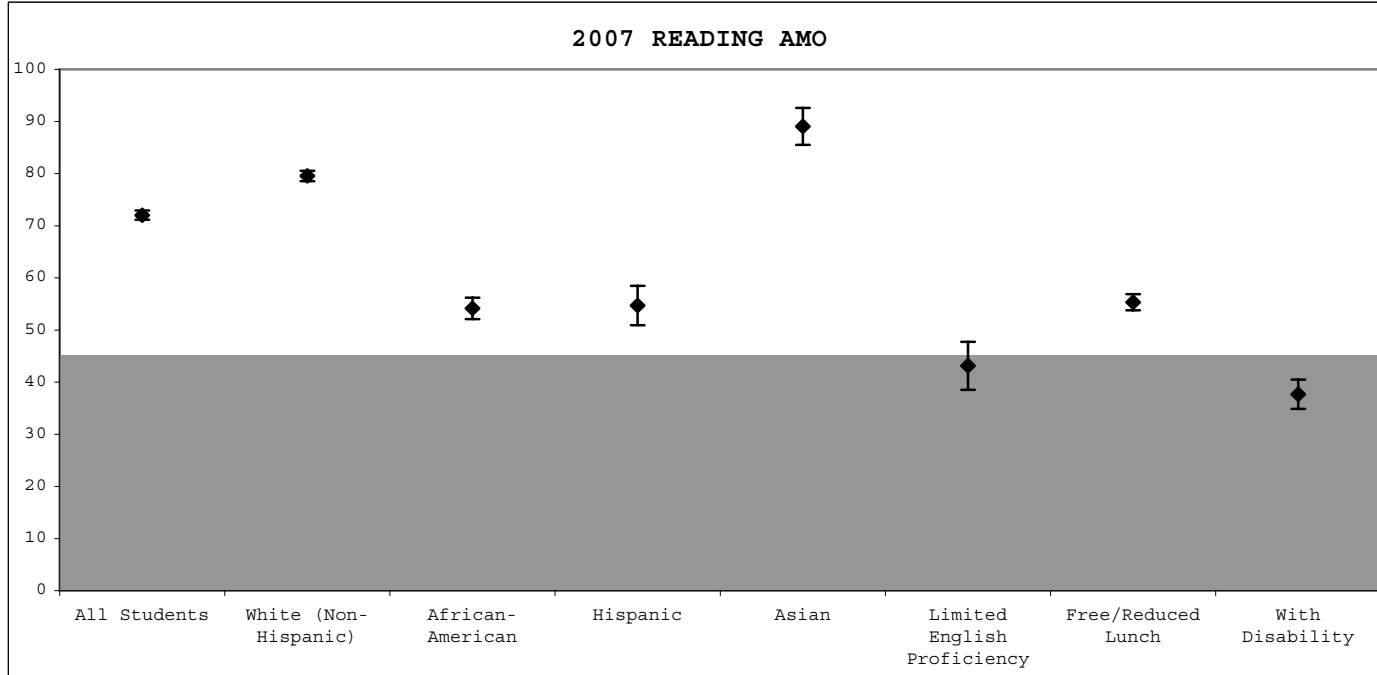
For schools or districts that contain elementary, middle, and high school levels both the CATS 2006 Accountability Classification and Graduation Rate are used for the Other Academic Indicator. The school or district receives a yes or no in the overall AYP category based on whether a school/district has 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.



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	2007		Participation Rate		Other Academic Indicator(s)		
	% Proficient (Low, High)		No. Students	Percentage	Above Assistance	Graduation Rate	
All Students	72.01 (71.12, 72.90)	20,104	100	2006 (sch, state)	2005	2006	
White (Non-Hispanic)	79.55 (78.55, 80.55)	13,051	100	Yes (2.1, 1.8)	77.11	79.08	
African-American	54.16 (52.11, 56.21)	4,546	100	Denote: x - Below AYP Target			
Hispanic	54.69 (50.91, 58.47)	1,289	100	* - 15% of Population			
Asian	89.05 (85.51, 92.59)	603	100	c - Combined LEP			
Limited English Proficiency	c 43.13 (38.53, 47.73)	696	100	i - Improving			
Free/Reduced Lunch	55.32 (53.79, 56.85)	7,951	100				
With Disability	x 37.67 (34.87, 40.47)	2,306	100				

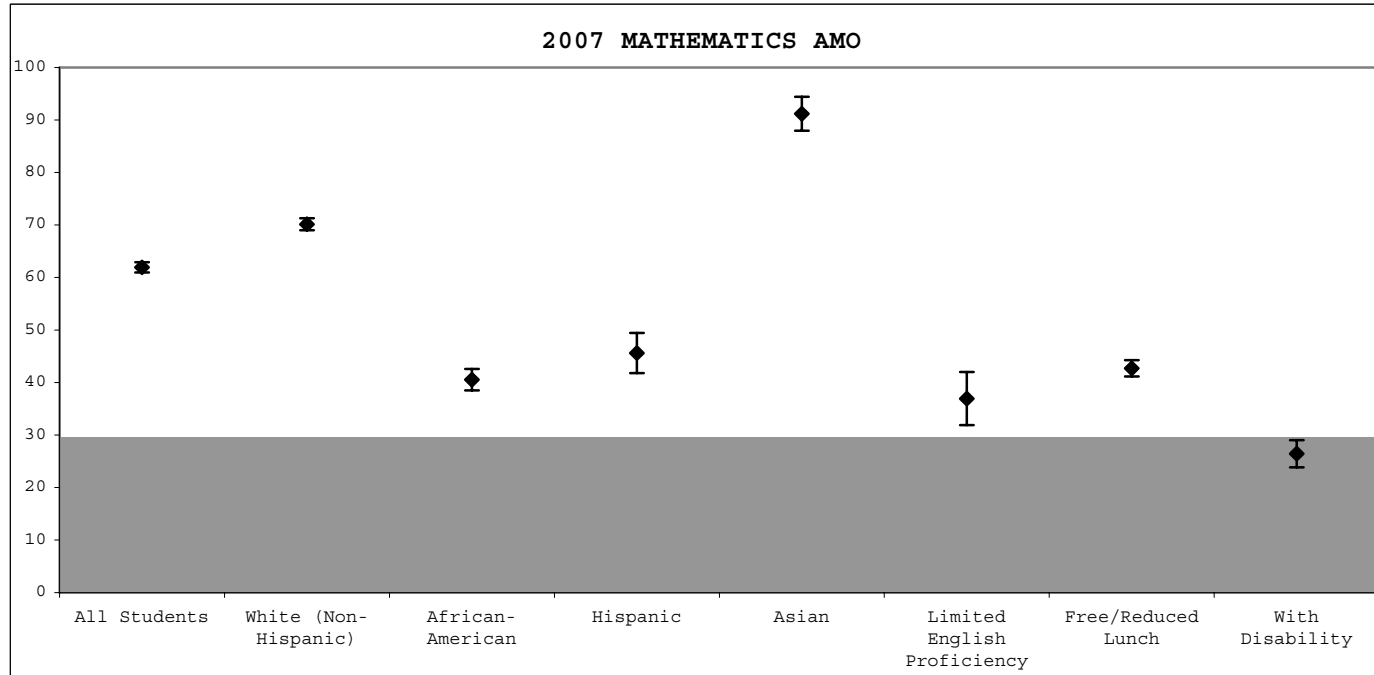
- The graph above presents the 2007 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2007 Annual Measurable Objective (AMO) target for reading.
- The 2006 and 2007 percent proficient or above are presented in the table 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	2,650	
	4th	2,528	
	5th	2,543	
	6th	2,476	
	7th	2,563	
	8th	2,532	
	10th	2,319	
	11th	2,072	
	Total	19,683	
	White (Non-Hispanic)	3rd	1,645
		4th	1,602
5th		1,622	
6th		1,479	
7th		1,637	
8th		1,645	
10th		1,629	
11th		1,486	
Total		12,745	
African-American		3rd	584
		4th	550
	5th	592	
	6th	638	
	7th	619	
	8th	612	
	10th	482	
	11th	402	
	Total	4,479	
	Hispanic	3rd	222
		4th	190
5th		197	
6th		188	
7th		169	
8th		133	
10th		95	
11th		74	
Total		1,268	
Asian		3rd	84
		4th	97
	5th	56	
	6th	90	
	7th	69	
	8th	75	
	10th	68	
	11th	61	
	Total	600	
	Limited English Proficiency	3rd	149
		4th	100
5th		113	
6th		94	
7th		66	
8th		62	
10th		41	
11th		44	
Total		669	
Free/Reduced Lunch		3rd	1,202
		4th	1,056
	5th	1,124	
	6th	1,069	
	7th	1,073	
	8th	984	
	10th	734	
	11th	537	
	Total	7,779	
	With Disability	3rd	307
		4th	305
5th		322	
6th		321	
7th		302	
8th		282	
10th		234	
11th		172	
Total		2,245	



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	2007		2007		Above Assistance	Graduation Rate	
	% Proficient (Low, High)		No. Students	Percentage	2006 (sch, state)	2005	2006
All Students	61.93 (60.96, 62.90)		20,104	100	Yes (2.1, 1.8)	77.11	79.08
White (Non-Hispanic)	70.12 (68.98, 71.26)		13,051	100	Denote: x - Below AYP Target		
African-American	40.53 (38.49, 42.57)		4,546	100	* - 15% of Population		
Hispanic	45.61 (41.79, 49.43)		1,289	100	c - Combined LEP		
Asian	91.17 (87.94, 94.40)		603	100	i - Improving		
Limited English Proficiency	36.94 (31.88, 42.00)		696	100			
Free/Reduced Lunch	42.70 (41.15, 44.25)		7,951	100			
With Disability	x 26.45 (23.87, 29.03)		2,306	100			

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