



# NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2011

September 15, 2011

## Ashland Elementary School Fayette County

Grades: PRIMARY-05

Code:165007

### Met 13 out of 13 target goals (100.0 percent)

Title I: Yes

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            | Yes                             | Yes         | Yes                    |                            |
| 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          | Yes                             | Yes         | Yes                    |                            |
| With Disability             | n/a                             | n/a         | n/a                    |                            |

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

\*\* Other Academic Indicator is defined on page 2.

\*\*\* 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 perform below proficient.





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School: Ashland Elementary School  
District: Fayette County  
Code: 165007  
Title I: Y

| Testing Year | Annual Measurable Objective (AMO) |             | Adequate Yearly Progress (AYP) Summary |             |             | Consequences |         |                           |
|--------------|-----------------------------------|-------------|--|-------------|-------------|--------------|---------|---------------------------|
|              | Reading                           | Mathematics | Reading                                | Mathematics | Overall AYP | School Year  | Title I | School Status             |
|              |                                   |             |  |             |             |              |         |                           |
| 2001-02      | 47.27                             | 22.45       | N/A                                    | N/A         | N/A         | 2002-03      | Y       |                           |
| 2002-03      | 47.27                             | 22.45       | N                                      | Y           | N           | 2003-04      | Y       |                           |
| 2003-04      | 47.27                             | 22.45       | N                                      | N           | N           | 2004-05      | Y       | School Improvement - Yr 1 |
| 2004-05      | 53.86                             | 32.14       | Y                                      | Y           | Y           | 2005-06      | Y       | School Improvement - Yr 1 |
| 2005-06      | 53.86                             | 32.14       | Y                                      | Y           | Y           | 2006-07      | Y       |                           |
| 2006-07      | 53.86                             | 32.14       | Y                                      | Y           | Y           | 2007-08      | Y       |                           |
| 2007-08      | 60.45                             | 41.84       | Y                                      | Y           | Y           | 2008-09      | Y       |                           |
| 2008-09      | 67.04                             | 51.53       | Y                                      | Y           | Y           | 2009-10      | Y       |                           |
| 2009-10      | 73.64                             | 61.23       | Y                                      | Y           | Y           | 2010-11      | Y       |                           |
| 2010-11      | 80.23                             | 70.92       | Y                                      | Y           | Y           | 2011-12      | Y       |                           |
| 2011-12      | 86.82                             | 80.61       |  |             |             | 2012-13      |         |                           |
| 2012-13      | 93.41                             | 90.31       |  |             |             | 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 district achieves AYP:

1. Annual Measurable Objective (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 or district:

Elementary and Middle School Level:

1. Increase percentage Proficient plus Distinguished [P+D%] in combined science, social studies and writing on-demand compared to prior year; **or**
2. Perform at or above the state average percentage Proficient plus Distinguished [P+D%] in combined science, social studies and writing on-demand plus a confidence interval; **or**
3. Decrease percentage novice in combined reading, mathematics, science, social studies and writing on-demand compared to the prior year.

High School Level:

1. A graduation rate that is equal to or greater than the annual 2010-2011 reporting goal of 82.32 percent; **or**
2. A graduation rate that closes the gap between the previous year's graduation rate of a school or district and the graduation rate goal of ninety (90) percent by at least ten (10) percent per year.

**Sufficient Size**

For Annual Measurable Objectives: (Accountable Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, **AND**
2. 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.

For Participation: (Tested Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, **AND**
2. at least 60 students in the subpopulation in these combined grades.

Run Date: 9/15/2011

**Safe Harbor (Denoted by "Safe")**

A school that has not met the reading or mathematics AMO is considered to have met the objective in reading or mathematics if the school 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%.

**NCLB Consequences (Title I)**

**School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.

**School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.

**Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.

**Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.

**Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

**State Assistance (Non-Title I)**

Senate Bill I, 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. The description "Eligible for State Assistance" will appear in the Consequences, School Status column, followed by the number "1" or "2" indicating the number of years eligible.

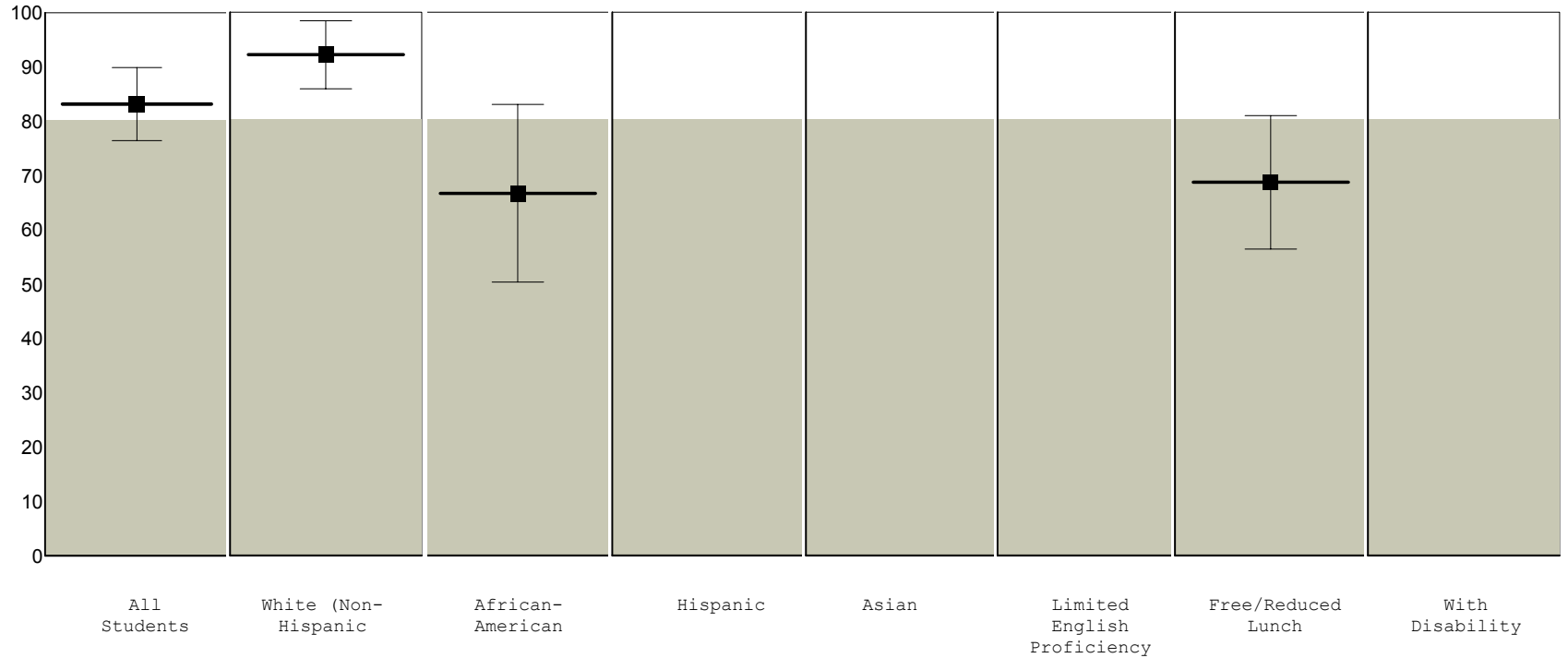
*It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.*



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Title I: Yes

2011 Reading AMO



|                             | Reading AMO  |              |              |                          | Participation Rate |        |        | Other Academic Indicators  |                 |                 |      |
|-----------------------------|--------------|--------------|--------------|--------------------------|--------------------|--------|--------|--|-----------------|-----------------|------|
|                             | 2010         |              | 2011         |                          | 2011               |        |        | P + D % (Novice %)   |                 | Graduation Rate |      |
|                             | No. Students | % Proficient | No. Students | % Proficient (Low, High) | Enrollment         | Tested | Pct    | 2010   | 2011            | 2009            | 2010 |
| All Students                | 226          | 85.84        | 214          | 83.18 ( 76.45, 89.91)    | 218                | 218    | 100.00 | 80.95 ( 3.13)  | a 74.89 ( 5.50) | N/A             | N/A  |
| White (Non-Hispanic)        | 145          | 95.17        | 128          | 92.19 ( 85.94, 98.44)    | 129                | 129    | 100.00 | Denote:<br>x - Below AYP Target<br>s - Safe Harbor<br>* - 15% of Population<br>c - Combined LEP<br>a - Above State Average<br>2 - Two Year Average<br>3 - Three Year Average |                 |                 |      |
| African-American            | 55           | * 63.64      | 60           | 66.67 ( 50.33, 83.01)    | 62                 | 62     | 100.00 |  |                 |                 |      |
| Hispanic                    | 13           |              | 18           |                          | 19                 |        |        |  |                 |                 |      |
| Asian                       | 8            |              | 5            |                          | 5                  |        |        |  |                 |                 |      |
| Limited English Proficiency | 9            |              | 11           |                          | 11                 |        |        |  |                 |                 |      |
| Free/Reduced Lunch          | 95           | 69.47        | 99           | 68.69 ( 56.38, 81.00)    | 100                | 100    | 100.00 |  |                 |                 |      |
| With Disability             | 14           |              | 13           |                          | 14                 |        |        |  |                 |                 |      |

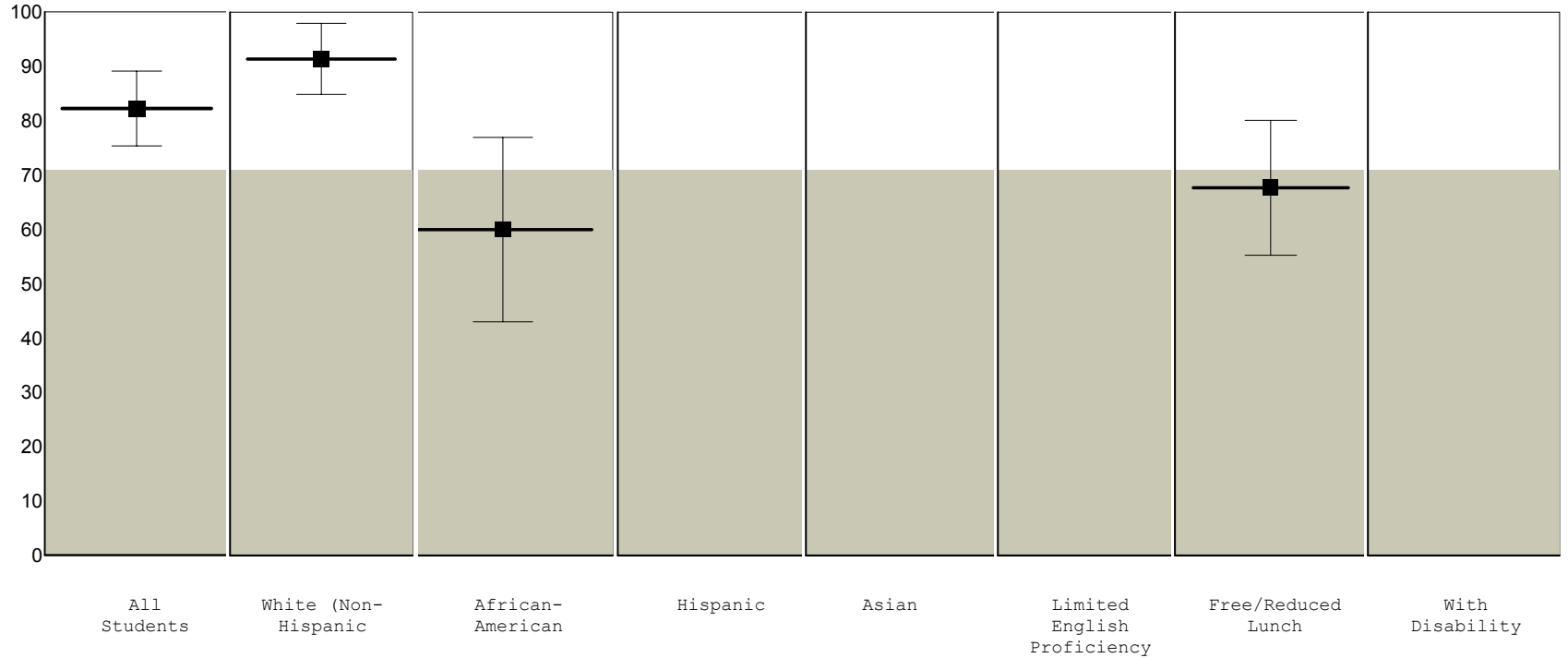
- The graph above presents the 2011 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2011 Annual Measurable Objective (AMO) target for reading.
- The 2011 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.



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2011 Mathematics AMO



|                             | Mathematics AMO |              |              |                          | Participation Rate |        |        | Other Academic Indicators |                 |                 |      |
|-----------------------------|-----------------|--------------|--------------|--------------------------|--------------------|--------|--------|---------------------------|-----------------|-----------------|------|
|                             | 2010            |              | 2011         |                          | 2011               |        |        | P + D % (Novice %)        |                 | Graduation Rate |      |
|                             | No. Students    | % Proficient | No. Students | % Proficient (Low, High) | Enrollment         | Tested | Pct    | 2010                      | 2011            | 2009            | 2010 |
| All Students                | 226             | 92.04        | 214          | 82.24 ( 75.36, 89.12)    | 218                | 218    | 100.00 | 80.95 ( 3.13)             | a 74.89 ( 5.50) | N/A             | N/A  |
| White (Non-Hispanic)        | 145             | 96.55        | 128          | 91.41 ( 84.88, 97.94)    | 129                | 129    | 100.00 |                           |                 |                 |      |
| African-American            | 55              | * 81.82      | 60           | 60.00 ( 43.02, 76.98)    | 62                 | 62     | 100.00 |                           |                 |                 |      |
| Hispanic                    | 13              |              | 18           |                          | 19                 |        |        |                           |                 |                 |      |
| Asian                       | 8               |              | 5            |                          | 5                  |        |        |                           |                 |                 |      |
| Limited English Proficiency | 9               |              | 11           |                          | 11                 |        |        |                           |                 |                 |      |
| Free/Reduced Lunch          | 95              | 82.11        | 99           | 67.68 ( 55.27, 80.09)    | 100                | 100    | 100.00 |                           |                 |                 |      |
| With Disability             | 14              |              | 13           |                          | 14                 |        |        |                           |                 |                 |      |

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

- The graph above presents the 2011 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2011 Annual Measurable Objective (AMO) target for mathematics.
- The 2011 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.