



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2011

September 15, 2011

Edythe Jones Hayes Middle School Fayette County

Grades: 06-08

Code:165034

Met 11 out of 16 target goals (68.8 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	Safe***	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	NO	NO	Yes	
With Disability	NO	NO	Yes	

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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Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Title I: N Consequences		
	Reading	Mathematics	Reading	Mathematics	Overall AYP	School Year	Title I	School Status
2001-02	45.60	16.49				2002-03		
2002-03	45.60	16.49				2003-04		
2003-04	45.60	16.49				2004-05		
2004-05	52.40	26.93	N	N	N	2005-06	N	
2005-06	52.40	26.93	N	N	N	2006-07	N	
2006-07	52.40	26.93	N	Y	N	2007-08	N	
2007-08	59.20	37.37	N	N	N	2008-09	N	
2008-09	66.00	47.81	Y	Y	Y	2009-10	N	
2009-10	72.80	58.25	N	N	N	2010-11	N	
2010-11	79.60	68.68	N	N	N	2011-12	N	Eligible for State Assistance 1
2011-12	86.40	79.12				2012-13		
2012-13	93.20	89.56				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.

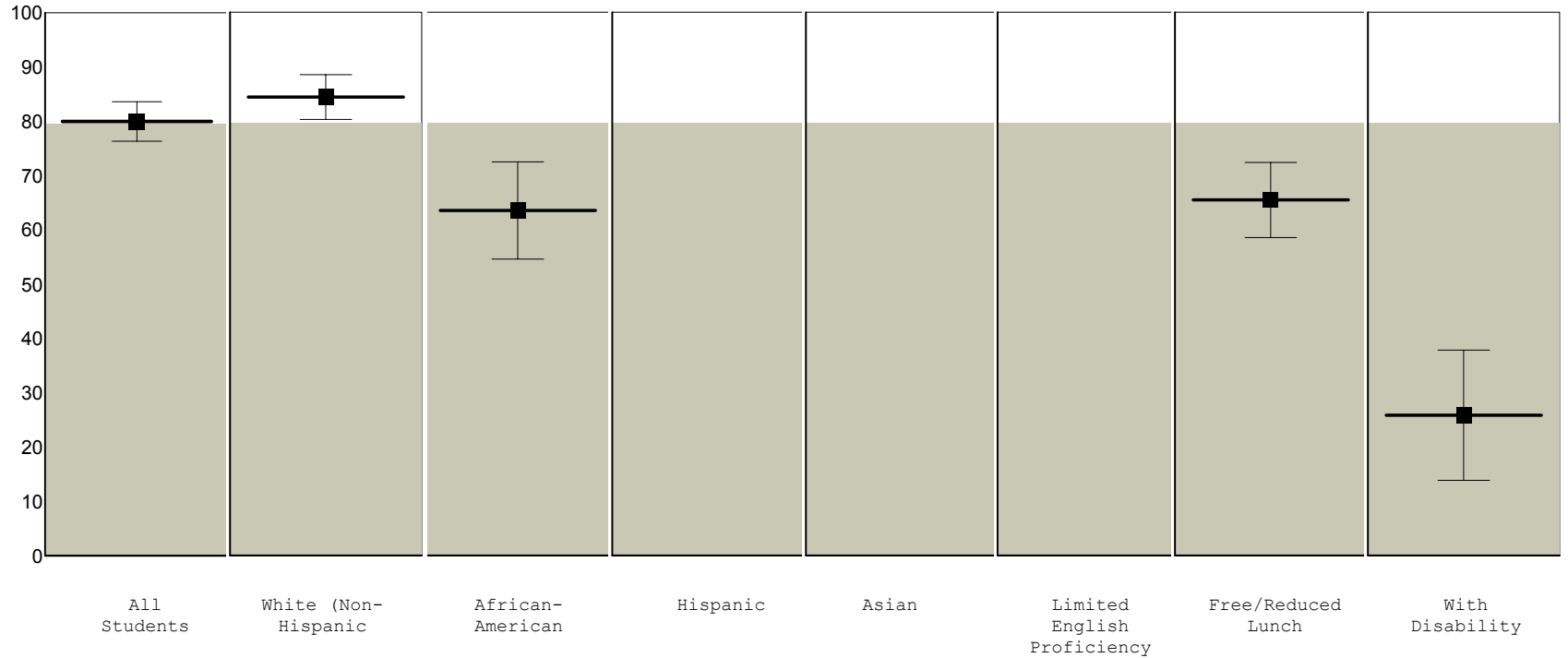
It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.



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Title I: No

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	814	79.36	845	80.00 (76.38, 83.62)	863	863	100.00	59.17 (5.92)	66.59 (5.35)	N/A	N/A
White (Non-Hispanic)	517	87.04	532	84.40 (80.27, 88.53)	541	541	100.00	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			
African-American	201	60.70	200	x 63.50 (54.54, 72.46)	203	203	100.00				
Hispanic	34		38		40						
Asian	25		41		45						
Limited English Proficiency	17		18		27						
Free/Reduced Lunch	312	64.10	327	x 65.44 (58.52, 72.36)	337	337	100.00				
With Disability	86	33.72	93	x 25.81 (13.81, 37.81)	93	93	100.00				

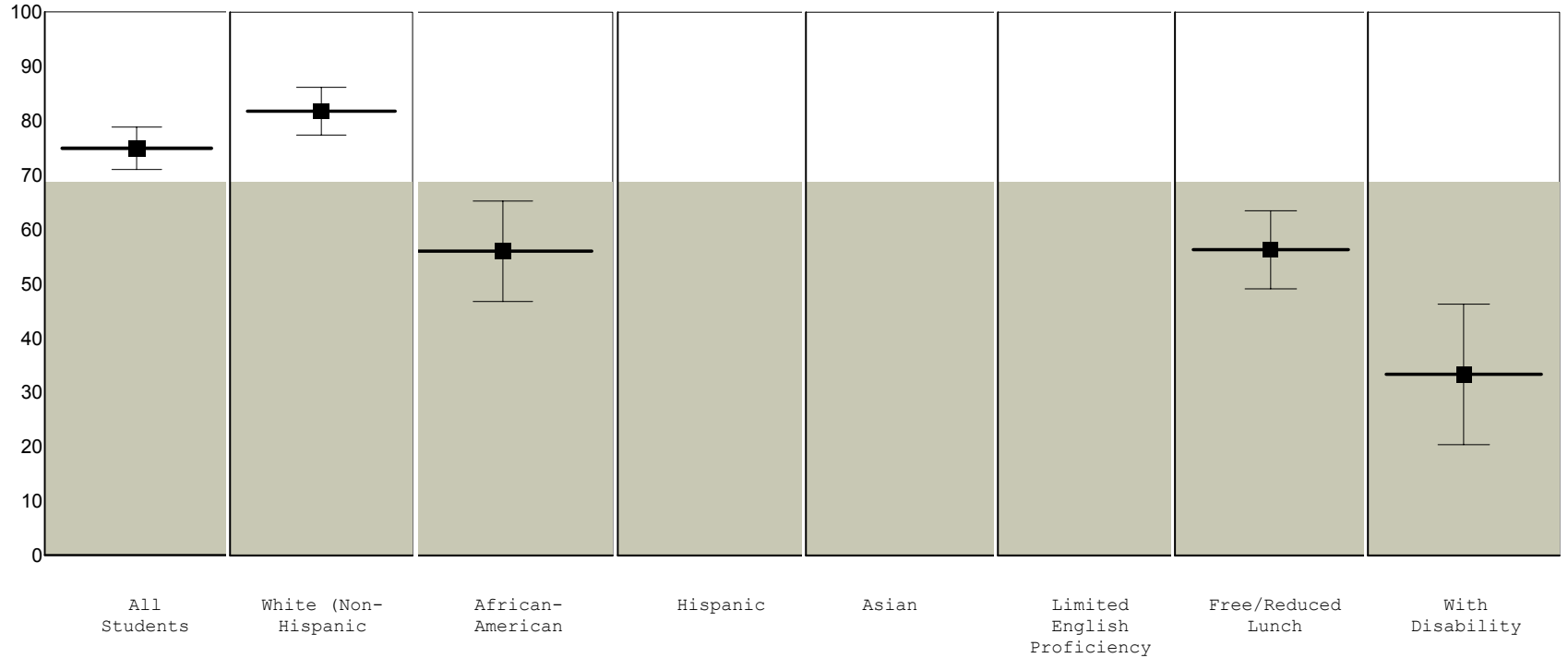
- The graph above presents the 2011 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2011 Annual Measurable Objective (AMO) target for reading.
- The 2011 percent proficient or above is presented in the table along 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	814	70.76	845	74.91 (70.99, 78.83)	863	863	100.00	59.17 (5.92)	66.59 (5.35)	N/A	N/A
White (Non-Hispanic)	517	79.69	532	81.77 (77.37, 86.17)	541	541	100.00	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			
African-American	201	47.76	200	s 56.00 (46.76, 65.24)	203	203	100.00				
Hispanic	34		38		40						
Asian	25		41		45						
Limited English Proficiency	17		18		27						
Free/Reduced Lunch	312	53.21	327	x 56.27 (49.06, 63.48)	337	337	100.00				
With Disability	86	29.07	93	x 33.33 (20.40, 46.26)	93	93	100.00				

- 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.
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