



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2008

July 30, 2008

Bryan Station High School Fayette County

Grades: 09-12

Code: 165170

Met 10 out of 16 target goals (62.5 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 | NO | Yes | NO |
| White (Non-Hispanic) | Yes | Yes | Yes | |
| African-American | Yes | NO | 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 | NO | 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 2007 midpoint 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 2007 midpoint 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 Academic Index.





**Federal Accountability
No Child Left Behind (NCLB)
Adequate Yearly Progress Report - 2008
Based on CATS Results**

School: Bryan Station High School
District: Fayette County
Code: 165170
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 | 19.26 | 19.76 | N/A | N/A | N/A | | 2002-03 |
| 2002-03 | 19.26 | 19.76 | No | Yes | No | | 2003-04 |
| 2003-04 | 19.26 | 19.76 | No | No | No | 1 | 2004-05 |
| 2004-05 | 29.35 | 29.79 | Yes | No | No | 2 | 2005-06 |
| 2005-06 | 29.35 | 29.79 | No | No | No | 3 | 2006-07 |
| 2006-07 | 29.35 | 29.79 | No | No | No | 4 | 2007-08 |
| 2007-08 | 39.45 | 39.82 | No | No | No | 5 | 2008-09 |
| 2008-09 | 49.54 | 49.85 | | | | | 2009-10 |
| 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 or 5-3).

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 2007 midpoint 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 2007 midpoint 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 Academic Index.

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 2007 midpoint 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.

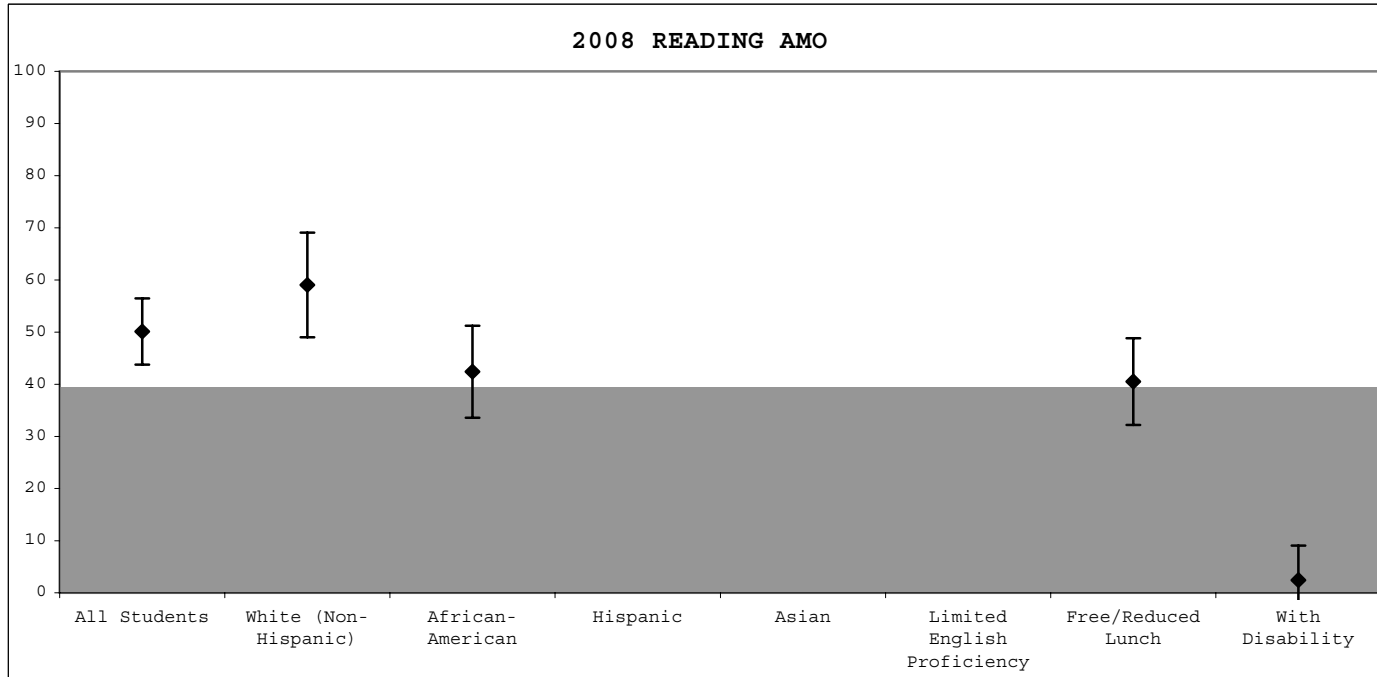
For schools or districts that contain elementary, middle, and high school levels both the CATS 2007 midpoint Classification and Graduation Rate are used for the Other Academic Indicator. The school or district receives a yes or no in the overall AYP category based on whether a school/district has made 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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School: Bryan Station High School
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| | Reading AMO | | Participation Rate | | Other Academic Indicator(s) | | |
|-----------------------------|--------------|--------------------------|--------------------|------------|-----------------------------|-----------------|---------|
| | 2007 | 2008 | 2008 | | Above Assistance | Graduation Rate | |
| | % Proficient | % Proficient (Low, High) | No. Students | Percentage | 2007 (sch, state) | 2006 | 2007 |
| All Students | 57.68 | 50.12 (43.77, 56.47) | 746 | 100 | | 72.08 | x 72.07 |
| White (Non-Hispanic) | 65.15 | 59.04 (48.99, 69.09) | 323 | 100 | | | |
| African-American | 51.85 | 42.40 (33.57, 51.23) | 351 | 100 | | | |
| Hispanic | | | 52 | | | | |
| Asian | | | 3 | | | | |
| Limited English Proficiency | | | 12 | | | | |
| Free/Reduced Lunch | 49.54 | 40.50 (32.20, 48.80) | 387 | 100 | | | |
| With Disability | 13.04 | x 2.44 (0.00, 9.04) | 63 | 100 | | | |

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

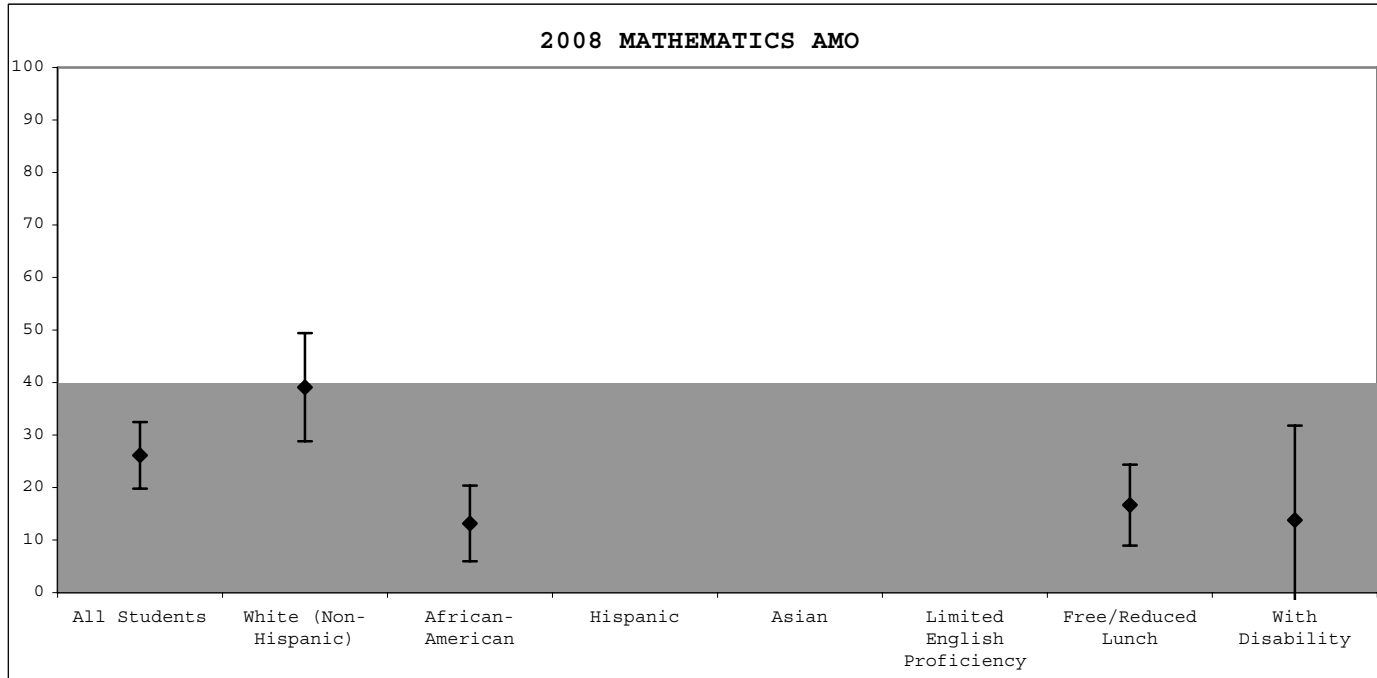
- The graph above presents the 2008 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2008 Annual Measurable Objective (AMO) target for reading.
- The 2008 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2008 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 | | 2008 | |
|-----------------------------|--------------|------|------------|------|------------|
| | | 2007 | 2008 | 2007 | 2008 |
| All Students | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 397 | | 429 |
| | 11th | | 226 | | 333 |
| | Total | | 623 | | 762 |
| White (Non-Hispanic) | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 198 | | 166 |
| | 11th | | 102 | | 156 |
| | Total | | 300 | | 322 |
| African-American | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 162 | | 217 |
| | 11th | | 109 | | 152 |
| | Total | | 271 | | 369 |
| Hispanic | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 25 | | 35 |
| | 11th | | 8 | | 16 |
| | Total | | 33 | | 51 |
| Asian | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 0 | | 1 |
| | 11th | | 3 | | 2 |
| | Total | | 3 | | 3 |
| Limited English Proficiency | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 5 | | 8 |
| | 11th | | 5 | | 3 |
| | Total | | 10 | | 11 |
| Free/ Reduced Lunch | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 216 | | 242 |
| | 11th | | 117 | | 162 |
| | Total | | 333 | | 404 |
| With Disability | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 46 | | 41 |
| | 11th | | 29 | | 29 |
| | Total | | 75 | | 70 |



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| | 2007 | 2008 | 2008 | | Above Assistance | Graduation Rate | |
| | % Proficient | % Proficient (Low, High) | No. Students | Percentage | 2007 (sch, state) | 2006 | 2007 |
| All Students | 22.57 | x 26.13 (19.80, 32.46) | 746 | 100 | | 72.08 | x 72.07 |
| White (Non-Hispanic) | 32.35 | 39.10 (28.81, 49.39) | 323 | 100 | | | |
| African-American | 14.68 | x 13.16 (5.94, 20.38) | 351 | 100 | | | |
| Hispanic | | | 52 | | | | |
| Asian | | | 3 | | | | |
| Limited English Proficiency | | | 12 | | | | |
| Free/Reduced Lunch | 14.53 | x 16.67 (8.96, 24.38) | 387 | 100 | | | |
| With Disability | 0.00 | x 13.79 (0.00, 31.80) | 63 | 100 | | | |

- The graph above presents the 2008 percentage of students at or above proficiency with a 99% confidence interval.
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| | 10th | | 25 | | 35 |
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| | Total | | 33 | | 51 |
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| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 0 | | 1 |
| | 11th | | 3 | | 2 |
| | Total | | 3 | | 3 |
| Limited English Proficiency | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
| | 8th | | | | |
| | 10th | | 5 | | 8 |
| | 11th | | 5 | | 3 |
| | Total | | 10 | | 11 |
| Free/ Reduced Lunch | 3rd | | | | |
| | 4th | | | | |
| | 5th | | | | |
| | 6th | | | | |
| | 7th | | | | |
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