



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2010

September 23, 2010

Hart County

Grades: PRIMARY-12

Code:245

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	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	Yes	Yes	Yes	
With Disability	Yes	Yes	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			Consequences	
	Reading	Mathematics	Reading	Mathematics	Overall AYP	School Year	Federal NCLB Status
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	2004-05	District Improvement - Yr 1
2004-05	45.21	29.62	Yes	Yes	Yes	2005-06	District Improvement - Yr 1
2005-06	45.21	29.62	No	No	No	2006-07	District Improvement - Yr 2
2006-07	45.21	29.62	Yes	Yes	Yes	2007-08	District Improvement - Yr 2
2007-08	53.04	39.68	Yes	Yes	Yes	2008-09	
2008-09	60.86	49.73	Yes	Yes	Yes	2009-10	
2009-10	68.69	59.79	Yes	Yes	Yes	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	

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. Graduation rate must meet the state goal of 86.75 **or**
2. Graduation rate must have increased by 2% when compared to the prior 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.

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 district 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

District Improvement - Yr 1 (2 years not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.

District Improvement - Yr 2 (3 years not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.

Corrective Action (4 years not making AYP): Notify parents using state-provided information, revise district improvement plan, technical assistance is provided by the state, and will be subject to corrective action from the Kentucky Department of Education.

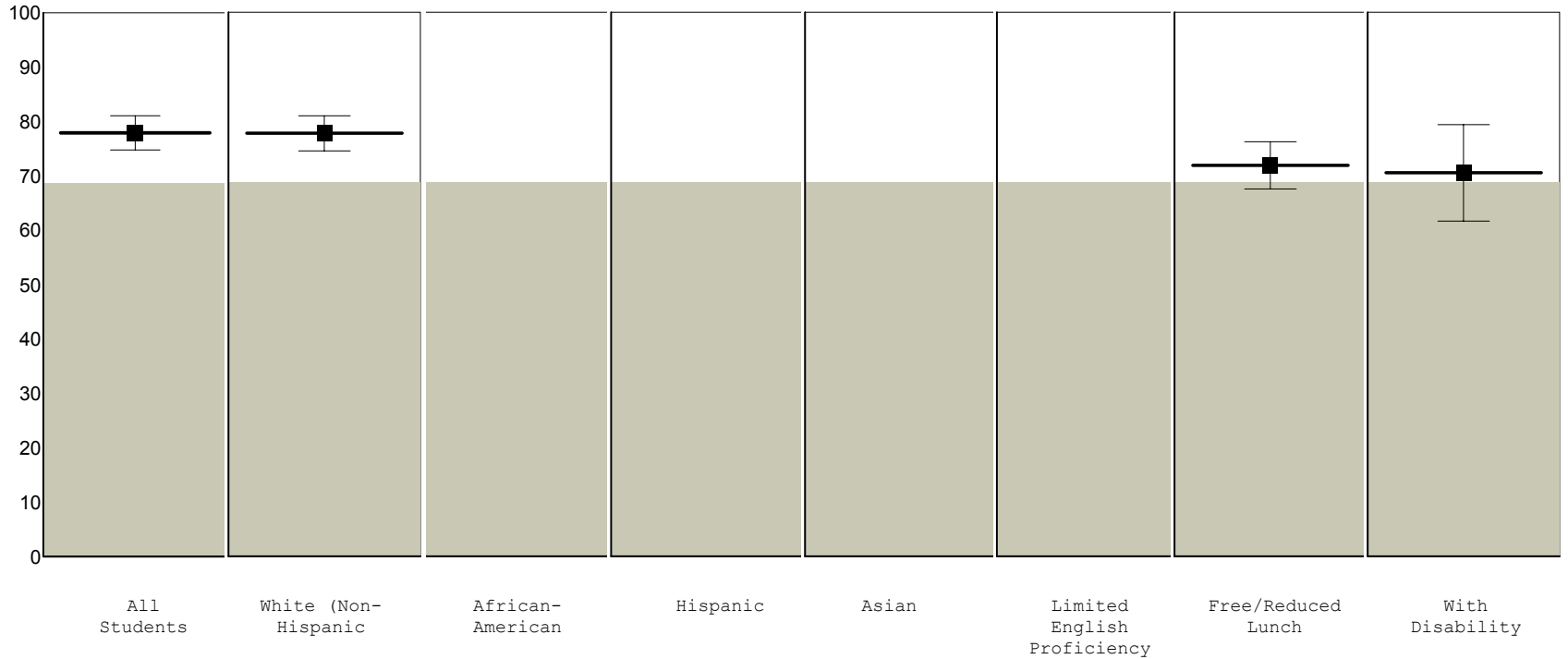
It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.



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2010 Reading AMO



	Reading AMO				Participation Rate			Other Academic Indicators				
	2009		2010		2010			P + D % (Novice %)		Graduation Rate		
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Pct	2009	2010	2008	2009	
All Students	1,413	76.20	1,362	77.93 (74.80, 81.06)	1,389	1,388	99.93	63.55 (5.23)	61.84 (4.31)	83.24	87.79	
White (Non-Hispanic)	1,337	76.26	1,289	77.77 (74.54, 81.00)	1,314	1,313	99.92	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	44		40		41							
Hispanic	17		18		18							
Asian	1		1		1							
Limited English Proficiency	2		2		2							
Free/Reduced Lunch	837	69.32	818	71.87 (67.54, 76.20)	846	846	100.00					
With Disability	217	74.24	202	70.49 (61.61, 79.37)	205	204	99.51					

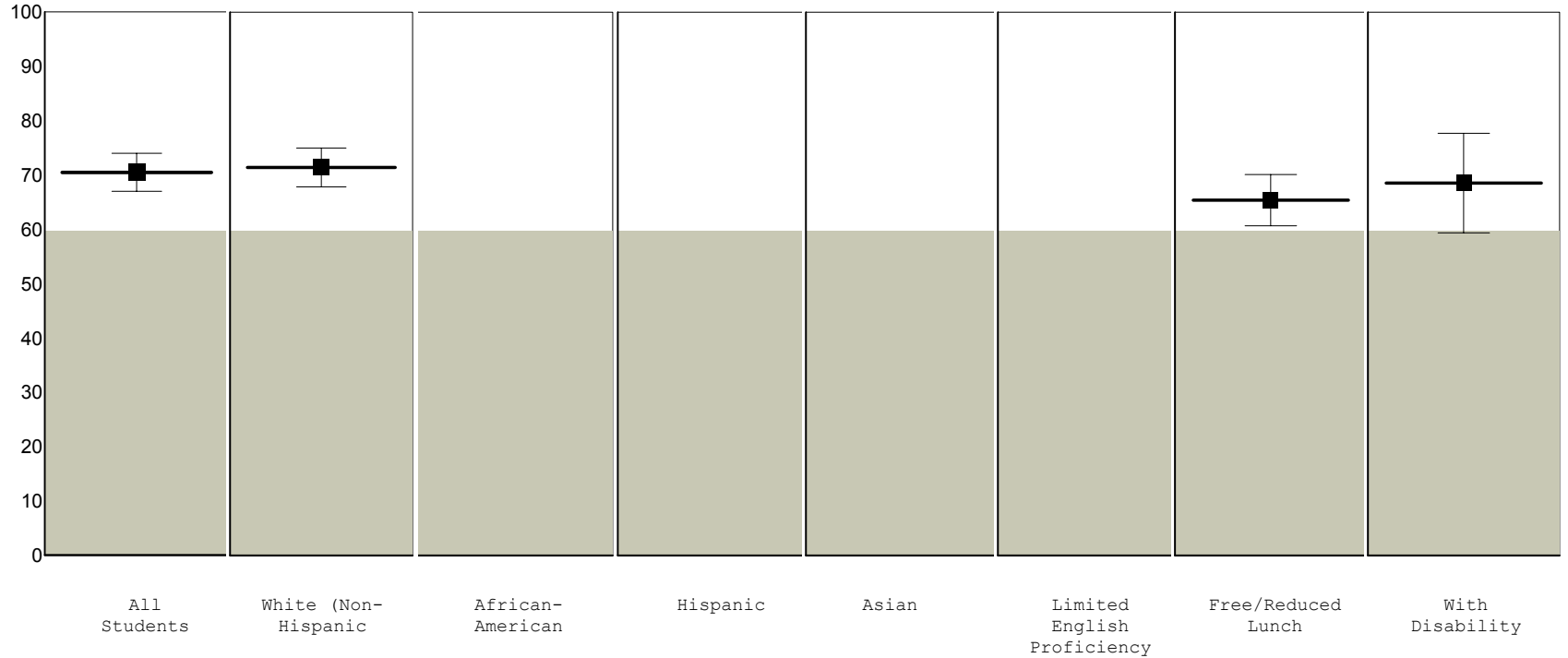
- The graph above presents the 2010 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target for reading.
- The 2010 percent proficient or above is presented in the table along 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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2010 Mathematics AMO



	Mathematics AMO				Participation Rate			Other Academic Indicators			
	2009		2010		2010			P + D % (Novice %)		Graduation Rate	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Pct	2009	2010	2008	2009
All Students	1,413	68.61	1,362	70.49 (67.00, 73.98)	1,389	1,388	99.93	63.55 (5.23)	61.84 (4.31)	83.24	87.79
White (Non-Hispanic)	1,337	69.31	1,289	71.43 (67.87, 74.99)	1,314	1,313	99.92				
African-American	44		40		41						
Hispanic	17		18		18						
Asian	1		1		1						
Limited English Proficiency	2		2		2						
Free/Reduced Lunch	837	61.17	818	65.40 (60.70, 70.10)	846	846	100.00				
With Disability	217	66.67	202	68.54 (59.37, 77.71)	205	204	99.51				

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 2010 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target for mathematics.
- The 2010 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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