



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2006

August 09, 2006

Barbourville City School Barbourville Independent

Grades: PRIMARY-12

Code: 016011

Met 10 out of 10 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	n/a	n/a	n/a	

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 2005 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 2005 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.





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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					2002-03
2002-03	37.38	19.57					2003-04
2003-04	37.38	19.57					2004-05
2004-05	45.21	29.62					2005-06
2005-06	45.21	29.62	Yes	Yes	Yes		2006-07
2006-07	45.21	29.62					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

Wellstone Amendment

In April of 2006, the Kentucky Board of Education (KBE) approved adopting the flexibility that the United States Department of Education (USDOE) offered that is commonly referred to as the "Wellstone Amendment." This would be used as Kentucky transitions to accountability for reading and mathematics assessments in grades 3-8 to comply with NCLB. In spring 2006, Kentucky administered an Augmented Norm Referenced Test (A/NRT) for reading and mathematics in the grades where the Kentucky Core Content Test (KCCT) was not previously administered. With implementation of the A/NRT for 2006, there is only one year of data available in the augmented grades. Without data from previous years, Kentucky has invoked the flexibility offered by the Wellstone Amendment and calculated AYP for the existing KCCT grades by averaging two years of data for all schools, districts and subpopulations of sufficient size.

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 2005 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 2005 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 2005 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.

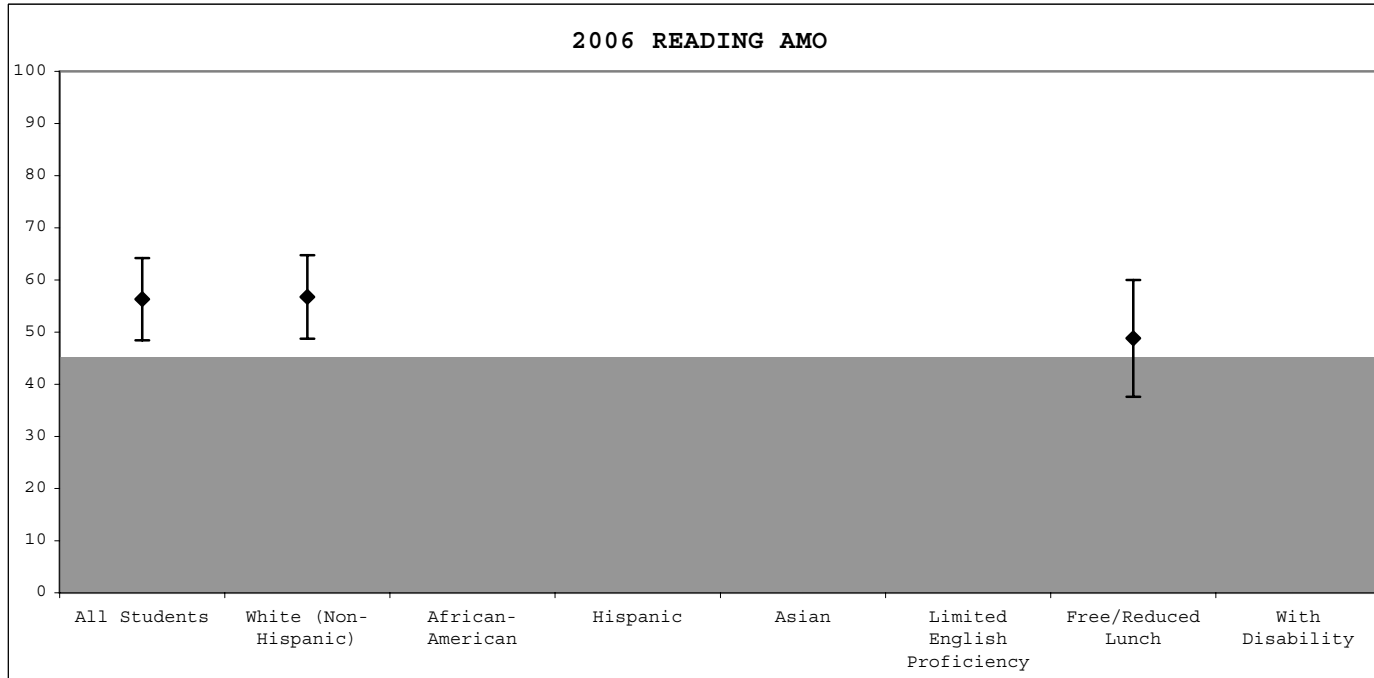
For schools or districts that contain elementary, middle, and high school levels both the CATS 2005 midpoint Classification and Graduation Rate are used for the Other Academic Indicator. The school or district receives a yes or no in the overall AYP category based on whether a school/district has made 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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	Reading AMO		Participation Rate		Other Academic Indicator(s)		
	2005	Average 2005 & 2006	2005 & 2006		Above Assistance	Graduation Rate	
	% Proficient	% Proficient (Low, High)	No. Students	Percentage	2005 (sch, state)	2004	2005
All Students	56.08	56.31 (48.43, 64.19)	567	100		98.15	100.00
White (Non-Hispanic)	56.20	56.74 (48.73, 64.75)	548	100			
African-American			9				
Hispanic			3				
Asian							
Limited English Proficiency							
Free/Reduced Lunch	55.40	48.80 (37.59, 60.01)	280	100			
With Disability			63				

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

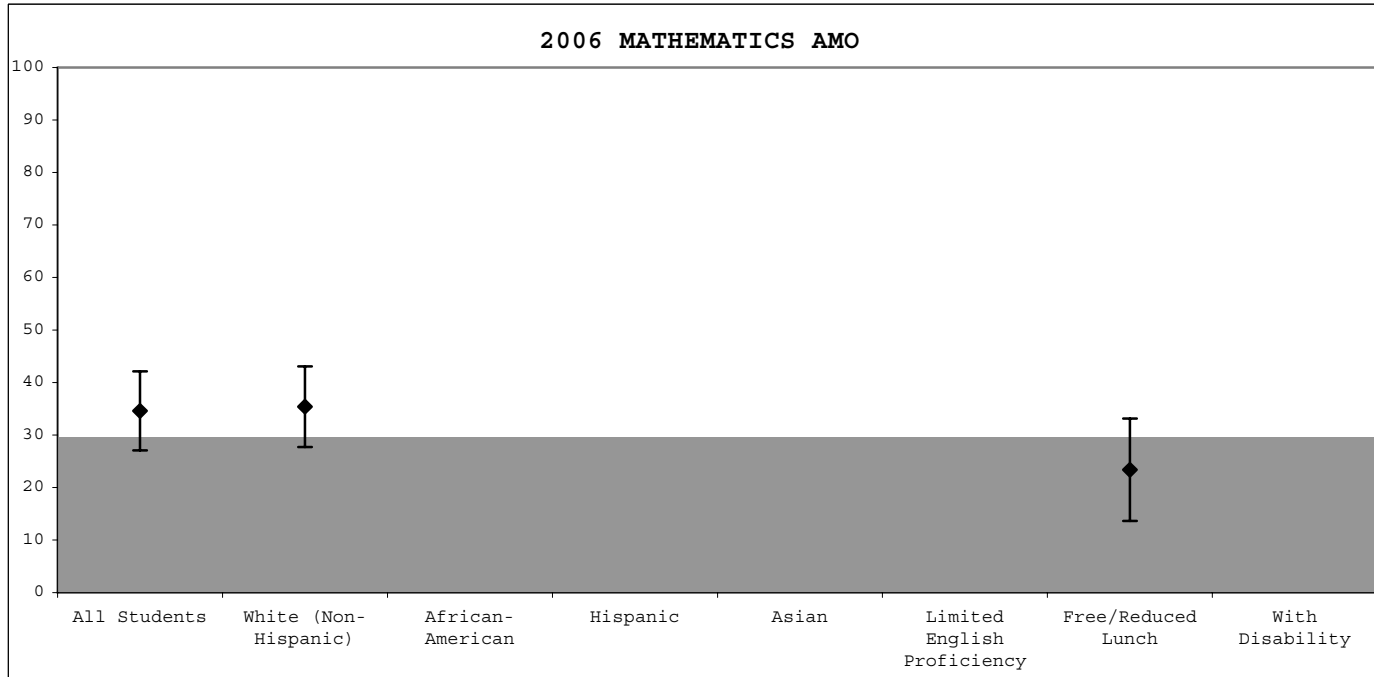
- The 2006 AMO and Participation Rate is based on a two year average (2005 and 2006).
- The graph above presents the 2006 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2006 Annual Measurable Objective (AMO) target for reading.
- The 2005 and 2006 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2006 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		2005	2006
All Students	4th	47	38
	5th	53	51
	7th	50	53
	8th	49	45
	10th	30	56
	11th	40	39
	Total	269	282
White (Non-Hispanic)	4th	46	34
	5th	52	50
	7th	47	53
	8th	47	42
	10th	30	55
	11th	38	39
Total	260	273	
African-American	4th	1	2
	5th	0	0
	7th	1	0
	8th	1	1
	10th	0	1
	11th	1	0
Total	4	4	
Hispanic	4th	0	1
	5th	0	0
	7th	1	0
	8th	0	1
	10th	0	0
	11th	0	0
Total	1	2	
Asian	4th	0	0
	5th	0	0
	7th	0	0
	8th	0	0
	10th	0	0
	11th	0	0
Total	0	0	
Limited English Proficiency	4th	0	0
	5th	0	0
	7th	0	0
	8th	0	0
	10th	0	0
	11th	0	0
Total	0	0	
Free/Reduced Lunch	4th	29	24
	5th	31	29
	7th	29	25
	8th	19	26
	10th	10	21
	11th	14	12
Total	132	137	
With Disability	4th	6	0
	5th	1	7
	7th	6	6
	8th	5	6
	10th	7	5
	11th	2	7
Total	27	31	



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	Mathematics AMO		Participation Rate		Other Academic Indicator(s)		
	2005	Average 2005 & 2006	2005 & 2006		Above Assistance	Graduation Rate	
	% Proficient	% Proficient (Low, High)	No. Students	Percentage	2005 (sch, state)	2004	2005
All Students	36.95	34.60 (27.08, 42.12)	567	100		98.15	100.00
White (Non-Hispanic)	37.73	35.39 (27.71, 43.07)	548	100			
African-American			9				
Hispanic			3				
Asian							
Limited English Proficiency							
Free/Reduced Lunch	19.93	23.39 (13.64, 33.14)	280	100			
With Disability			63				

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