



NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS REPORT - 2010

September 10, 2010

Strode Station Elementary

Clark County

Grades: PRIMARY-05

Code:121120

Met 12 out of 12 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	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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Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Consequences		
	Reading	Mathematics	Reading	Mathematics	Overall AYP	School Year	Title I	School Status
						Year		
2001-02	47.27	22.45	N/A	N/A	N/A	2002-03	Yes	
2002-03	47.27	22.45	No	No	No	2003-04	Yes	
2003-04	47.27	22.45	Yes	Yes	Yes	2004-05	Yes	
2004-05	53.86	32.14	Yes	Yes	Yes	2005-06	Yes	
2005-06	53.86	32.14	No	No	No	2006-07	Yes	
2006-07	53.86	32.14	Yes	Yes	Yes	2007-08	Yes	
2007-08	60.45	41.84	Yes	Yes	Yes	2008-09	Yes	
2008-09	67.04	51.53	No	Yes	No	2009-10	Yes	
2009-10	73.64	61.23	Yes	Yes	Yes	2010-11	Yes	
2010-11	80.23	70.92				2011-12		
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. 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 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 (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.

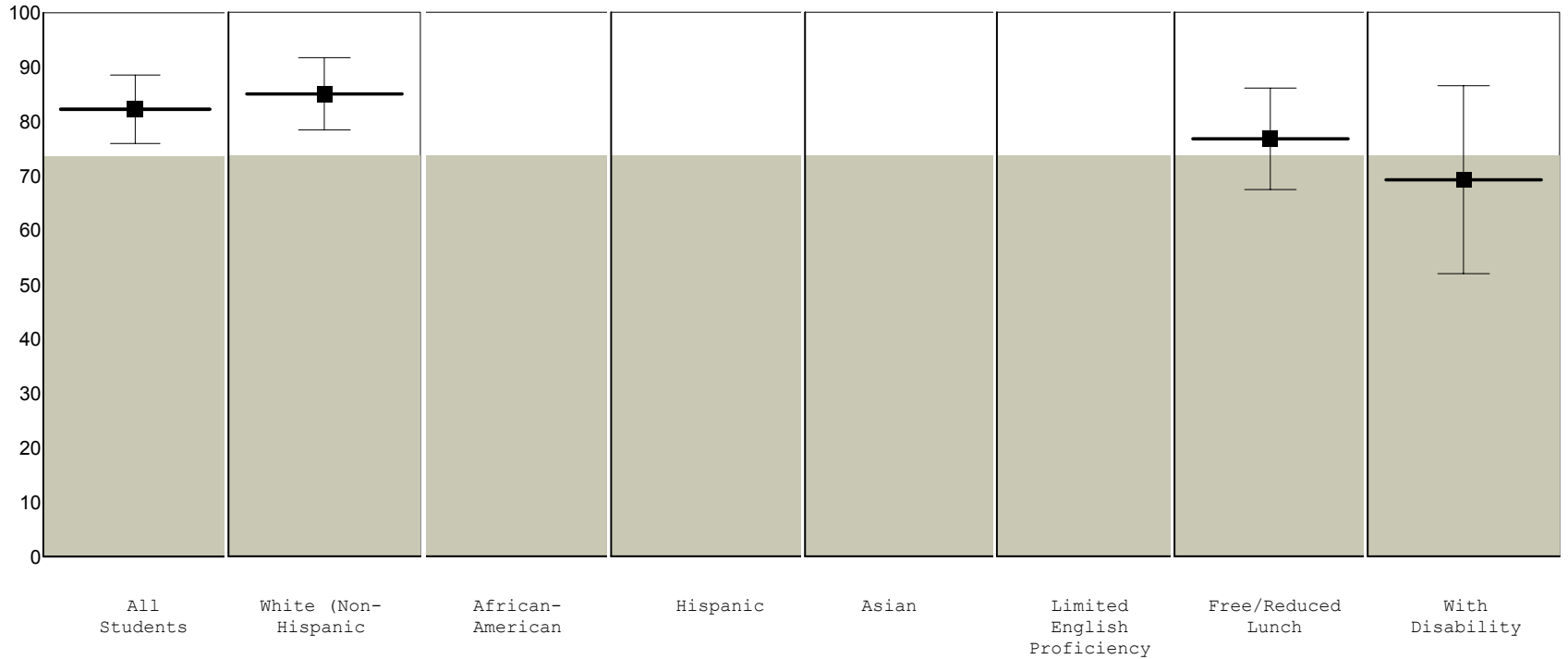
It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.



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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	246	68.70	254	82.28 (75.98, 88.58)	275	275	100.00	51.93 (8.14)	67.82 (4.03)	N/A	N/A
White (Non-Hispanic)	203	70.44	200	85.00 (78.35, 91.65)	218	218	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	28	*	35		35						
Hispanic	8		7		9						
Asian	1		1		2						
Limited English Proficiency	3		3		5						
Free/Reduced Lunch	116	59.48	142	76.76 (67.42, 86.10)	157	157	100.00				
With Disability	58	*	52	* 69.23 (51.94, 86.52)	58						

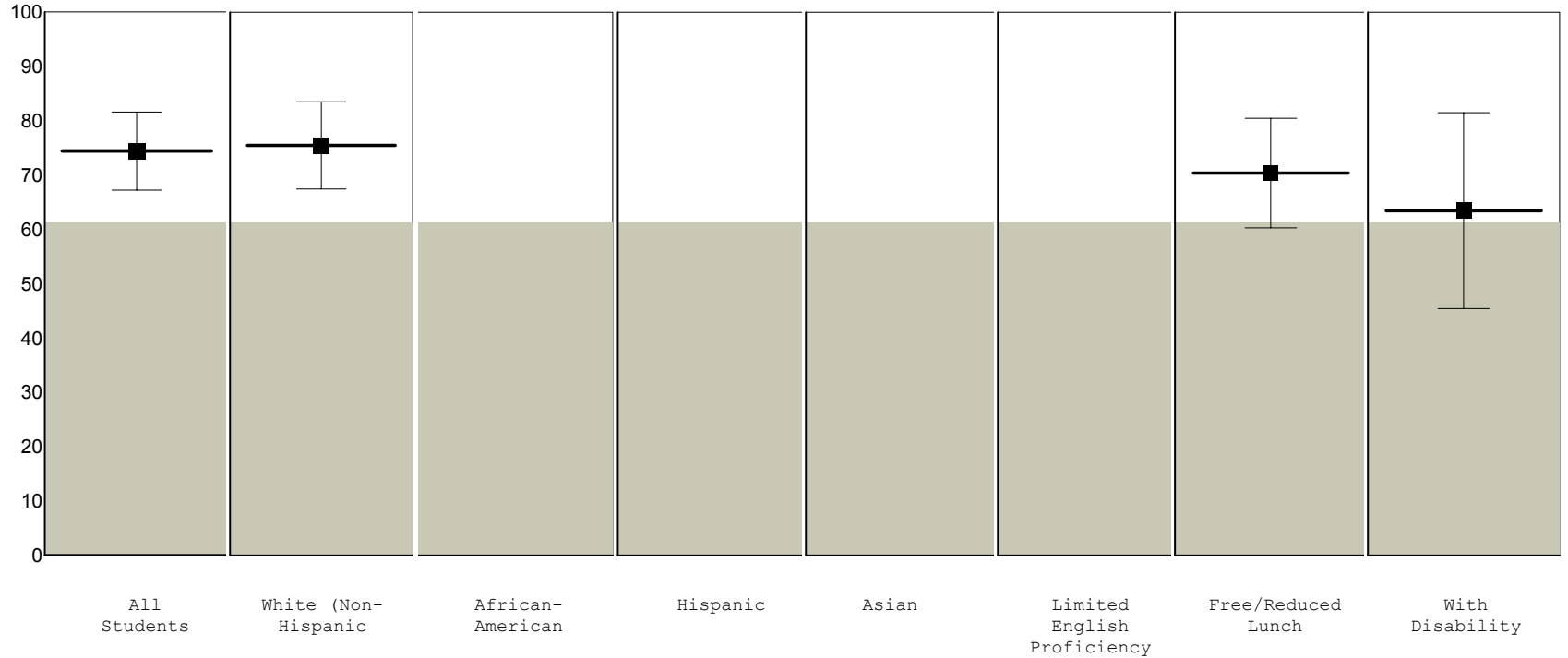
- The graph above presents the 2010 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target for reading.
- The 2010 percent proficient or above is presented in the table along 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	246	65.04	254	74.41 (67.21, 81.61)	275	275	100.00	51.93 (8.14)	67.82 (4.03)	N/A	N/A
White (Non-Hispanic)	203	66.50	200	75.50 (67.49, 83.51)	218	218	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	28		35		35						
Hispanic	8		7		9						
Asian	1		1		2						
Limited English Proficiency	3		3		5						
Free/Reduced Lunch	116	55.17	142	70.42 (60.33, 80.51)	157	157	100.00				
With Disability	58	* 41.38	52	* 63.46 (45.42, 81.50)	58						

- 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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