

# How to Read a District 2003-2004 AYP Report

The No Child Left Behind Act requires the annual determination of whether schools, districts, and states have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

A school or district that does not meet AYP should not be labeled as failing. The designation of not meeting AYP signals that the school or district as a whole, or one or more subgroups of students, is not "on track" for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

**2003-04 Preliminary AYP Report**

*Summary*

**District: Evergreen**                      **AYP Designation: NOT MET**

**Did the district meet the standard for AYP?**

Overall AYP	English\ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	NOT MET	MET	
Middle Grades (6-8)	NOT MET	NOT MET	
High School Grades (9-12)	NOT MET	NOT MET	

  

**English \ Language Arts (Reading and Writing)**

	ELEM	MS	HS
All Students	MET	MET	NOT MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	NOT MET	NOT MET	NOT MET
Asian/Pacific Islander	NA	NA	MET
Black (not of Hispanic origin)	NA	NA	MET
Hispanic origin	MET	NOT MET	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

  

**Mathematics (Math and Math Problem-Solving)**

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	NOT MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	MET	NOT MET	MET
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

Districts may request a review of the **preliminary** determination for the district or any of its schools by providing additional data as outlined in the law prior to October 15, 2004.

In the Overall AYP section, if each grade span meets the targets in English/Language Arts and Mathematics, and the district meets the target for graduation, then the district is designated as **meeting AYP**. If any of the cells is not met, the district is designated as **did not meet AYP**.

If all grade spans do not meet AYP in the content area, then the district is designated as **not meeting AYP** in the content area. This designation is shown in the AYP History table at the bottom of the last page of the report. A district is identified for improvement if it does meet AYP two years in a row in the same area (ELA, Math, Graduation)

To meet the English\Language Arts AYP requirement or the Math AYP requirement, each group at any grade span must meet the participation target and either the academic status target or both the academic growth and other indicator targets (if available).

The data used to determine the rating for any subgroup at any grade span, including the ratings for Participation, Academic Status, and Academic Growth are found on the next seven pages of the report.

**NA** is used when a group does not have the minimum number of 42 test scores (over two years) needed to determine a valid AYP designation.

**2003-04 Preliminary AYP Report**  
English Language Arts (ELA) HIGH SCHOOL Details

District: Evergreen

**Participation Target: 95**

Participation	Participation	2002-2003		2003-2004		Denominator	Participation Rate
		02-03	03-04	02-03	03-04		
All Students	MET	554	532	28	18	1132	95.9
Economically Disadvantaged	MET	117	113	1	0	231	99.6
Limited English Proficient	MET	11	30	1	1	43	95.3
Students with Disabilities	MET	40	45	0	3	88	96.6
Asian/Pacific Islander	MET	70	60	5	1	136	95.6
Black (not of Hispanic origin)	MET	38	30	1	1	70	97.1
Hispanic origin	MET	81	74	1	4	160	96.9
American Indian/Alaskan Native	NA	15	0	2	1	18	83.3
White (not of Hispanic origin)	MET	350	363	19	8	740	96.4
Multi-Racial/Multi-Ethnic	NA	1	0	0	0	1	100.0

For 03-04, **Participation** is the total number of tests from students enrolled on the first school day in May.

**Non Participation** is answer sheets from students marked absent or parent refusal or students who do not have a valid test score.

If the participation rate is greater than or equal to the 95% target, the participation target is met.

**Participation Rate** is  $\frac{\text{Participation}}{\text{Participation} + \text{Non Participation}}$

The participation requirement does not apply for subgroups if the Total N is less than 40.

**ELA Target: 40**

Academic Status	Academic Status	2002-2003		2003-2004		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	NOT MET	554	178	522	190	34.20	4.92	39.12
Economically Disadvantaged	MET	117	24	110	37	26.87	10.71	37.58
Limited English Proficient	NA	11	0	29	1	2.50		
Students with Disabilities	NOT MET	40	1	45	3	4.71	17.54	22.23
Asian/Pacific Islander	MET	70	35	59	20	42.64	14.21	56.85
Black (not of Hispanic origin)	MET	38	7	29	7	20.90	19.72	40.62
Hispanic origin	NOT MET	81	9	72	15	15.69	13.05	28.74
American Indian/Alaskan Native	NA	15	5	0	0	33.33		
White (not of Hispanic origin)	MET	350	102	357	139	34.09	6.07	40.16
Multi-Racial/Multi-Ethnic	NA	1	0	0	0	0.00		

If the % Met Status or the Adjusted Status is greater than or equal to the Math Target of 39%, the Academic Status target is met.

**# Tests** is the number of test scores from students enrolled on May 3<sup>rd</sup> for more than half the school year prior to May 3<sup>rd</sup> for the math knowledge and skills test or the math problem-solving test.

The **% Met Status** is:  
 $\frac{\text{\# Met}}{\text{\# Tests}}$  (total number of test scores meeting standards)  
 $\frac{\text{\# Tests}}{\text{\# Tests}}$  (the total number of test scores)

**Adjusted Status** is the % Met Status + the Margin of Error.

The **Growth Target** of decreasing the percentage of test scores not meeting state standards is calculated as  $(100 - \% \text{Met})/10$ .

Academic Growth	Academic Growth	% Met		Change in % Met	Growth Target
		02-03	03-04		
All Students	NOT MET	32.13	36.40	4.27	6.79
Economically Disadvantaged	NA	20.51	33.64	13.12	7.95
Limited English Proficient	NA	0.00	3.45	3.45	10.80
Students with Disabilities	NOT MET	2.50	6.67	4.17	9.75
Asian/Pacific Islander	NA	50.00	33.90	-16.10	5.00
Black (not of Hispanic origin)	NA	18.42	24.14	5.72	8.16
Hispanic origin	MET	11.11	20.83	9.72	8.89
American Indian/Alaskan Native	NA	33.33	#####	#DIV/0!	-
White (not of Hispanic origin)	NA	29.14	38.94	9.79	7.09
Multi-Racial/Multi-Ethnic	NA	0.00	#####	#DIV/0!	-

If the **Change in % Met** is greater than or equal to the Growth Target, the Academic Growth target is met.

The rating for the Academic Growth target is only reported when the Academic Status rating is not met.

The **Growth Target** is only calculated if Total N is 42 or more.

If the % Grad in 2001-02 or the combined graduation is greater than or equal to the graduation target of 68.1%, the Graduation target is met.

**2003-04 Preliminary AYP Report**  
Other Indicator  
District: Evergreen

**Graduation Target: 68.1**

Graduation	Graduation	2001-2002				2002-2003				Combined Graduation
		#Enroll	#Grad	# DO	% Grad	#Enroll	#Grad	# DO	% Grad	
All Students	MET	1278	215	98	68.69	122	218	84	72.19	68.99
Limited English Proficient	MET	Data not available				220	5	1	83.33	83.33
Economically Disadvantaged	NA	Data not available				48	5	1	83.33	83.33
Students with Disabilities	MET	49	13	5	72.22	41	16	4	80.00	75.71
Asian/Pacific Islander	MET	47	3	3	94.00	179	34	13	72.34	83.52
Black (not of Hispanic origin)	NOT MET	57	6	5	54.55	65	6	3	66.67	61.28
Hispanic origin	MET	147	31	14	68.89	180	41	11	78.85	74.37
American Indian/Alaskan Native	NA	38	3	4	42.86	26	2	5	44.44	43.50
White (not of Hispanic origin)	MET	850	125	72	64.00	772	133	52	71.89	67.76
Multi-Racial/Multi-Ethnic	NA	Data not available								

**% Grad** is calculated as  $\frac{\text{\# Grad}}{\text{\# Grad} + \text{\# Drop Out}}$

**Combined graduation** is the weighted average of the two graduation rates and is calculated as:  
 $\frac{(\text{Enroll} \times \% \text{ Grad} + \text{Enroll} \times \% \text{ Grad})}{(\text{Enroll} + \text{Enroll})}$

Designation	Explanation
MET	Met AYP requirement
Not Met	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation

AYP History	Overall AYP	English Language Arts AYP	Math AYP	Graduation
2002-2003	MET	MET	MET	MET
2003-2004	NOT MET	NOT MET	MET	MET
2004-2005				

Graduates are students leaving school with a regular diploma requiring at least 22 credits.

Graduation data for these groups was not collected in these years.

A district is identified for improvement if it does not meet AYP two years in a row in the same area (ELA, Math, Graduation)

For the district to meet AYP at the high school grade span, subgroups are only required to meet the Graduation Target when the Academic Status Target is not met.

**#Enroll** is the number of students enrolled in grades 9 – 12 on October 1.