

How to Read a High School 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**
School: **Conifer HS**

AYP Designation: **NOT MET**

Did the school meet the standard for AYP?

Overall AYP	English\ Language Arts AYP	Math AYP	Graduation
All Students	NOT MET	NOT MET	MET
Economically Disadvantaged	MET	NOT MET	
Limited English Proficient	NOT MET	NA	
Students with Disabilities	NOT MET	NOT MET	
Asian/Pacific Islander	MET	MET	
Black (not of Hispanic origin)	MET	MET	
Hispanic origin	MET	NOT MET	
American Indian/Alaskan Native	NA	NA	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	NA	NA	

English \ Language Arts (Reading and Writing)	English\ Language Arts AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	NOT MET	MET	NOT MET	NOT MET	MET
Economically Disadvantaged	MET	MET	MET	NA	MET
Limited English Proficient	NOT MET	MET	NA	NA	NA
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	MET
Asian/Pacific Islander	MET	MET	MET	NA	MET
Black (not of Hispanic origin)	MET	MET	MET	NA	NOT MET
Hispanic origin	MET	MET	NOT MET	MET	MET
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	NA	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	Data not available

Mathematics (Math and Math Problem-Solving)	Math AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	NOT MET	MET	NOT MET	NOT MET	MET
Economically Disadvantaged	NOT MET	MET	NOT MET	NOT MET	MET
Limited English Proficient	NA	NA	NA	NA	NA
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	MET
Asian/Pacific Islander	MET	MET	MET	NA	MET
Black (not of Hispanic origin)	MET	MET	MET	NA	NOT MET
Hispanic origin	NOT MET	MET	NOT MET	NOT MET	MET
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	NA	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	Data not available

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.

If all groups meet the targets in English/Language Arts and Mathematics, and the school meets the target for graduation, then the school is designated as **meeting AYP**. If any target is not met, the school is designated as **did not meet AYP**. Schools without sufficient data at this time will be designated as **pending**.

The English\Language Arts AYP column and the Math AYP column are repeated from the charts below.

To meet the English\Language Arts AYP requirement or the Math AYP requirement, each group must meet the participation target and either the academic status target or both the academic growth and graduation targets. If graduation data is not available, the subgroups must meet participation and either the academic status or the academic growth targets.

The ratings in the Participation, Academic Status, and Academic Growth columns are repeated from pages 2 and 3 of the report. The targets established for each of these categories and the data used to determine if the group met each requirement are also found on pages 2 and 3.

NA is used when a group does not have the minimum number of 42 test scores or 84 students enrolled (over two years) needed to determine a valid AYP designation.

If a group meets the Academic Status requirement, the Academic Growth column is marked NA.

The graduation rating is repeated from page 4 of the report. It is reported even if the group met the Academic Status target. (Note that the group must meet the Academic Status target or both the Academic Growth and Graduation targets.)

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Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Evergreen
School: Conifer HS

Participation Target: 95

Participation

	Participation	Participation		Non Participation		Participation Rate	
		02-03	03-04	02-03	03-04	02-03	03-04
All Students	MET	524	522	22	4	1072	97.6
Economically Disadvantaged	MET	114	113	0	0	227	100.0
Limited English Proficient	NA	6	30	2	0	38	94.7
Students with Disabilities	MET	43	45	0	0	88	100.0
Asian/Pacific Islander	MET	67	60	0	0	127	100.0
Black (not of Hispanic origin)	MET	34	30	0	2	66	97.0
Hispanic origin	MET	71	74	6	1	152	95.4
American Indian/Alaskan Native	NA	15	0	0	0	15	100.0
White (not of Hispanic origin)	MET	337	363	16	1	717	97.6
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.

Math Target: 39

Academic Status

	Academic Status	2002-2003		2003-2004		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	NOT MET	524	142	512	163	29.4	5.02	34.48
Economically Disadvantaged	NOT MET	114	18	110	24	18.75	10.79	29.54
Limited English Proficient	NA	6	0	24	5	16.67	*	*
Students with Disabilities	NOT MET	43	0	41	2	2.38	17.6	19.99
Asian/Pacific Islander	MET	67	33	58	14	37.60	14.44	52.04
Black (not of Hispanic origin)	MET	34	6	27	10	26.23	20.67	46.90
Hispanic origin	NOT MET	71	12	70	5	12.06	13.59	25.65
American Indian/Alaskan Native	NA	15	4	0	0	26.67	*	*
White (not of Hispanic origin)	MET	337	87	360	144	33.14	6.11	39.26
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 3rd for more than half the school year prior to May 3rd 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)
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 $(100 - \% \text{ Met})/10$.

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.

% 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:
 $\frac{(\text{Enroll} \times \% \text{ Grad} + \text{Enroll} \times \% \text{ Grad})}{(\text{Enroll} + \text{Enroll})}$

For the school to meet AYP, 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.

Academic Growth

	Academic Growth	% Met		Change in % Met	Growth Target
		02-03	03-04		
All Students	NOT MET	27.10	31.84	4.74	7.29
Economically Disadvantaged	NOT MET	15.79	21.82	6.03	8.42
Limited English Proficient	NA	0.00	20.83	20.83	*
Students with Disabilities	NOT MET	0.00	4.88	4.88	10.00
Asian/Pacific Islander	NA	49.25	24.14	-25.12	5.07
Black (not of Hispanic origin)	NA	17.65	37.04	19.39	8.24
Hispanic origin	NOT MET	16.90	7.14	-9.76	8.31
American Indian/Alaskan Native	NA	26.67	#####	#####	#####
White (not of Hispanic origin)	NA	25.82	40.00	14.18	7.42
Multi-Racial/Multi-Ethnic	NA	0.00	#####	#####	#####

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Graduation

District: Evergreen
School: Conifer HS

Graduation Target: 68.1

Graduation

	Graduation	2001-2002				2002-2003				Combined
		#Enroll	#Grad	# DO	% Grad	#Enroll	#Grad	# DO	% Grad	
All Students	MET	1278	115	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	80.50	75.77
Asian/Pacific Islander	MET	191	47	3	94.00	179	34	13	72.34	83.52
Black (not of Hispanic origin)	NOT MET	52	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	4	5	44.44	43.50
White (not of Hispanic origin)	MET	850	188	72	64.00	772	133	52	71.89	67.76
Multi-Racial/Multi-Ethnic	NA	Data not available								

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

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.