

# How to Read a District 2005-2006 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.

**2005-06 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			<b>MET</b>
Elementary Grades (K-5)	<b>MET</b>	<b>MET</b>	
Middle Grades (6-8)	<b>NOT MET</b>	<b>NOT MET</b>	
High School Grades (9-12)	<b>NOT MET</b>	<b>NOT MET</b>	

  

English \ Language Arts (Reading and Writing)	ELEM	MS	HS
All Students	<b>MET</b>	<b>MET</b>	<b>MET</b>
Economically Disadvantaged	<b>MET</b>	<b>NOT MET</b>	<b>NOT MET</b>
Limited English Proficient	<b>MET</b>	<b>MET</b>	NA
Students with Disabilities	<b>MET</b>	<b>NOT MET</b>	<b>NOT MET</b>
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	<b>MET</b>	<b>MET</b>	<b>MET</b>
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	<b>MET</b>	<b>MET</b>	<b>MET</b>
Multi-Racial/Multi-Ethnic	NA	NA	NA

  

Mathematics (Math and Math Problem-Solving)	ELEM	MS	HS
All Students	<b>MET</b>	<b>MET</b>	<b>NOT MET</b>
Economically Disadvantaged	<b>MET</b>	<b>MET</b>	<b>NOT MET</b>
Limited English Proficient	<b>MET</b>	NA	NA
Students with Disabilities	<b>MET</b>	<b>NOT MET</b>	<b>NOT MET</b>
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	<b>MET</b>	<b>MET</b>	NA
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	<b>MET</b>	<b>MET</b>	<b>NOT MET</b>
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 August 22, 2006.

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.



**2005-06 Preliminary AYP Report**

English Language Arts (ELA) HIGH SCHOOL (Grades 9-12) Details

District: Evergreen

Participation Target: 95

**Participation**

	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		04-05	05-06	04-05	05-06		
All Students	MET	569	673	81	34	1357	91.5
Economically Disadvantaged	NOT MET	137	201	30	14	382	88.5
Limited English Proficient	NA	16	5	0	0	21	100.0
Students with Disabilities	NOT MET	56	43	30	11	140	70.7
Asian/Pacific Islander	NA	15	4	3	0	22	86.4
Black (not of Hispanic origin)	NA	0	4	0	0	4	100.0
Hispanic origin	MET	24	20	0	1	45	97.8
American Indian/Alaskan Native	NA	7	20	1	0	28	96.4
White (not of Hispanic origin)	MET	505	615	74	33	1227	91.3
Multi-Racial/Multi-Ethnic	NA					0	#DIV/0!

For 04-05 and 05-06, **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 combined participation rate or the participation rate in the most current year 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: 50

**Academic Status**

	Academic Status	2004-2005		2005-2006		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	MET	551	236	662	332	46.83	4.73	51.5
Economically Disadvantaged	MET	126	47	197	92	43.03	9.17	52.2
Limited English Proficient	NA					#DIV/0!		*
Students with Disabilities	NOT MET	56	9	42	5	14.29	16.64	30.9
Asian/Pacific Islander	NA	15	9			60.00		*
Black (not of Hispanic origin)	NA					#DIV/0!		*
Hispanic origin	NA	18	7	20	8	39.47		*
American Indian/Alaskan Native	NA	7	0	20	9	33.33		*
White (not of Hispanic origin)	MET	493	212	604	307	47.31	4.97	52.2
Multi-Racial/Multi-Ethnic	NA					#DIV/0!		*

If the % Met Status or the Adjusted Status is greater than or equal to the English/Language Arts target of 50%, the Academic Status target is met.

**# Tests** is the number of test scores from students enrolled on May 1<sup>st</sup> for more than half the school year prior to May 1<sup>st</sup> for the reading/literature and writing assessments.

The **% Met Status** is:

$\frac{\# \text{ Met}}{\# \text{ Tests}}$  (total number of test scores meeting standards)  
 $\# \text{ Tests}$  (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
		04-05	05-06		
All Students	NA	42.83	50.15	7.32	5.22
Economically Disadvantaged	NA	37.30	46.70	9.40	6.27
Limited English Proficient	NA	#DIV/0!	#####	#DIV/0!	*
Students with Disabilities	NOT MET	16.07	11.90	-4.17	8.39
Asian/Pacific Islander	NA	60.00	#####	#DIV/0!	*
Black (not of Hispanic origin)	NA	#DIV/0!	#####	#DIV/0!	*
Hispanic origin	NA	38.89	40.00	1.11	*
American Indian/Alaskan Native	NA	0.00	45.00	45.00	*
White (not of Hispanic origin)	NA	43.06	50.83	7.83	5.70
Multi-Racial/Multi-Ethnic	NA	#DIV/0!	#####	#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 2004-05 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 district to meet AYP, subgroups are only required to meet the Graduation Target at the high school grade span and meet the Attendance Target at the elementary and middle grade spans when the Academic Status Target is not met at that span by that subgroup.

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

Graduation Target: 68.1

**Graduation**

	Graduation	2003-2004				2004-2005				Combined Graduation
		#Enroll	#Grad	# DO	% Grad	#Enroll	#Grad	# DO	% Grad	
		All Students	MET	1321	211	77	73.26	1315	221	
Economically Disadvantaged	NOT MET	395	22	9	70.97	338	27	20	57.45	68.73
Limited English Proficient	NA	19	9	1	90.00	23			#DIV/0!	#DIV/0!
Students with Disabilities	NOT MET	125	3	13	18.75	98	0	13	0.00	10.50
Asian/Pacific Islander	NA	23			#DIV/0!	18			#DIV/0!	#DIV/0!
Black (not of Hispanic origin)	NA	7			#DIV/0!	4			#DIV/0!	#DIV/0!
Hispanic origin	MET	45	9	3	75.00	41	4	2	66.67	71.03
American Indian/Alaskan Native	NA	27	1	5	16.67	21			#DIV/0!	#DIV/0!
White (not of Hispanic origin)	MET	1195	200	66	75.19	1206	209	85	71.09	73.13
Multi-Racial/Multi-Ethnic	NA									Data not available

Attendance Target: 92.0

**Middle Grades Attendance**

	Attendance	2004-2005		2005-2006		Combined Attendance
		Enroll	% Att	Enroll	% Att	
All Students	MET	1087	92.30	1080	92.40	92.35
Economically Disadvantaged	NOT MET	536	91.1	535	91.20	91.15
Limited English Proficient	NA	22	92.6	22	92.70	92.65

**AYP History**

	Overall AYP	English Language Arts AYP	Math AYP	Graduation
2003-2004	NOT MET	NOT MET	NOT MET	MET
2004-2005	NOT MET	MET	MET	MET
2005-2006	NOT MET	MET	MET	MET

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

Graduation data for this group 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 AYP area (ELA, Math, Graduation)