

# How to Read an Elementary or Middle School 2004-2005 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.

## 2004-05 Preliminary AYP Report Summary

District: Evergreen  
School: Pine Elementary School

AYP Designation: **NOT MET**

### Did the school meet the standard for AYP?

| Overall AYP                    | English Language Arts AYP | Math AYP | Attendance |
|--------------------------------|---------------------------|----------|------------|
| All Students                   | MET                       | MET      | MET        |
| Economically Disadvantaged     | MET                       | MET      |            |
| Limited English Proficient     | NOT MET                   | MET      |            |
| Students with Disabilities     | NOT MET                   | MET      |            |
| Asian/Pacific Islander         | NA                        | NA       |            |
| Black (not of Hispanic origin) | NA                        | NA       |            |
| Hispanic origin                | MET                       | MET      |            |
| American Indian/Alaskan Native | NA                        | NA       |            |
| White (not of Hispanic origin) | MET                       | MET      |            |
| Multi-Racial/Multi-Ethnic      | 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 26, 2005.

If all groups meet the targets in English/Language Arts and Mathematics, and the school meets the target for attendance the school is designated as *meeting AYP*. If any target is not met, then the school is designated as *did not meet AYP*. New or reconfigured schools will have an AYP designation of *Note*.

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 attendance targets. If attendance 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.

The attendance 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 Attendance targets.)

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

|                                | English Language Arts AYP | Participation | Academic Status | Academic Growth | Attendance |
|--------------------------------|---------------------------|---------------|-----------------|-----------------|------------|
| All Students                   | MET                       | MET           | MET             | NA              | MET        |
| Economically Disadvantaged     | MET                       | MET           | MET             | NA              | MET        |
| Limited English Proficient     | NOT MET                   | MET           | NOT MET         | NOT MET         | MET        |
| Students with Disabilities     | NOT MET                   | MET           | NOT MET         | NOT MET         | MET        |
| Asian/Pacific Islander         | NA                        | NA            | NA              | NA              | NA         |
| Black (not of Hispanic origin) | NA                        | NA            | NA              | NA              | NA         |
| Hispanic origin                | MET                       | MET           | MET             | NA              | 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              | NA         |

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

|                                | Math AYP | Participation | Academic Status | Academic Growth | Attendance |
|--------------------------------|----------|---------------|-----------------|-----------------|------------|
| All Students                   | MET      | MET           | MET             | NA              | MET        |
| Economically Disadvantaged     | MET      | MET           | MET             | NA              | MET        |
| Limited English Proficient     | MET      | MET           | NOT MET         | MET             | MET        |
| Students with Disabilities     | MET      | MET           | NOT MET         | MET             | MET        |
| Asian/Pacific Islander         | NA       | NA            | NA              | NA              | NA         |
| Black (not of Hispanic origin) | NA       | NA            | NA              | NA              | NA         |
| Hispanic origin                | MET      | MET           | MET             | NA              | 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              | NA         |

NA is used when the school does not have enough test scores for a group of students. The minimum number of test scores needed to determine a valid AYP designation is 42

If a group meets the Academic Status requirement, the Academic Growth column is marked NA. (Remember the group must meet either the Academic Status target or the Academic Growth target.)

For more information and to view AYP Reports visit: <http://www.ode.state.or.us/search/results/?id=198>

**2004-05 Preliminary AYP Report**

Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Evergreen  
School: Pine Elementary School

Participation Target: 95

| Participation                  | Participation | 2003-2004 |       | 2004-2005 |       | Denominator | Participation Rate |
|--------------------------------|---------------|-----------|-------|-----------|-------|-------------|--------------------|
|                                |               | 03-04     | 04-05 | 03-04     | 04-05 |             |                    |
| All Students                   | MET           | 437       | 289   | 0         | 1     | 727         | 99.9               |
| Economically Disadvantaged     | MET           | 216       | 137   | 0         | 1     | 354         | 99.7               |
| Limited English Proficient     | MET           | 173       | 122   | 0         | 0     | 295         | 100.0              |
| Students with Disabilities     | MET           | 81        | 54    | 0         | 0     | 135         | 100.0              |
| Asian/Pacific Islander         | NA            | 2         | 2     | 0         | 0     | 4           | 100.0              |
| Black (not of Hispanic origin) | NA            | 1         | 1     | 0         | 0     | 2           | 100.0              |
| Hispanic origin                | MET           | 271       | 172   | 0         | 0     | 443         | 100.0              |
| American Indian/Alaskan Native | NA            | 1         | 1     | 0         | 0     | 2           | 100.0              |
| White (not of Hispanic origin) | MET           | 173       | 113   | 0         | 1     | 287         | 99.7               |
| Multi-Racial/Multi-Ethnic      | NA            |           |       |           |       | 0           | #DIV/0!            |

For 03-04 and 04-05, **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.

If the % Met Status or the Adjusted Status is greater than or equal to the Math Target of 49%, the Academic Status target is met.

| Academic Status                | Academic Status | 2003-2004 |       | 2004-2005 |       | % Met Status | Margin of Error | Adjusted Status |
|--------------------------------|-----------------|-----------|-------|-----------|-------|--------------|-----------------|-----------------|
|                                |                 | # Tests   | # Met | # Tests   | # Met |              |                 |                 |
| All Students                   | MET             | 417       | 159   | 259       | 158   | 46.89        | 6.34            | 53.23           |
| Economically Disadvantaged     | MET             | 201       | 73    | 129       | 75    | 44.85        | 9.07            | 53.92           |
| Limited English Proficient     | NOT MET         | 163       | 48    | 108       | 46    | 34.69        | 10.01           | 44.69           |
| Students with Disabilities     | NOT MET         | 77        | 6     | 51        | 9     | 11.72        | 14.56           | 26.28           |
| Asian/Pacific Islander         | NA              | 2         | 2     | 2         | 2     | 100.00       | *               | *               |
| Black (not of Hispanic origin) | NA              | 1         | 1     | 1         | 1     | 100.00       | *               | *               |
| Hispanic origin                | MET             | 252       | 88    | 150       | 81    | 42.04        | 8.22            | 50.26           |
| American Indian/Alaskan Native | NA              | 1         | 0     | 0         | 0     | 0.00         | *               | *               |
| White (not of Hispanic origin) | MET             | 163       | 75    | 106       | 74    | 55.39        | 10.05           | 65.44           |
| Multi-Racial/Multi-Ethnic      | NA              |           |       |           |       | #DIV/0!      | *               | *               |

**# Tests** is the number of test scores from students enrolled on May 2<sup>nd</sup> for more than half the school year prior to May 2<sup>nd</sup> for the math knowledge and skills test and in 2003-04, the math problem-solving test.

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

| Academic Growth                | Academic Growth | % Met   |        | Change in % Met | Growth Target |
|--------------------------------|-----------------|---------|--------|-----------------|---------------|
|                                |                 | 03-04   | 04-05  |                 |               |
| All Students                   | NA              | 38.13   | 61.00  | 22.87           | 6.19          |
| Economically Disadvantaged     | NA              | 36.32   | 58.14  | 21.82           | 6.37          |
| Limited English Proficient     | MET             | 29.45   | 42.59  | 13.14           | 7.00          |
| Students with Disabilities     | MET             | 7.79    | 17.65  | 9.85            | 9.22          |
| Asian/Pacific Islander         | NA              | 100.00  | 100.00 | 0.00            | *             |
| Black (not of Hispanic origin) | NA              | 100.00  | 100.00 | 0.00            | *             |
| Hispanic origin                | NA              | 34.92   | 54.00  | 19.08           | 6.51          |
| American Indian/Alaskan Native | NA              | 0.00    | #####  | #DIV/0!         | *             |
| White (not of Hispanic origin) | NA              | 46.01   | 69.81  | 23.80           | 5.40          |
| Multi-Racial/Multi-Ethnic      | NA              | #DIV/0! | #####  | #DIV/0!         | *             |

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.

**2004-05 Preliminary AYP Report**

Attendance

District: Evergreen  
School: Pine Elementary School

Attendance Target: 92.0

| Attendance                     | Attendance | 2003-2004 |       | 2004-2005 |       | Combined Attendance |
|--------------------------------|------------|-----------|-------|-----------|-------|---------------------|
|                                |            | Enroll    | % Att | Enroll    | % Att |                     |
| All Students                   | MET        | 498       | 95.36 | 495       | 95.22 | 95.29               |
| Economically Disadvantaged     | MET        |           |       | 252       | 94.83 | 94.83               |
| Limited English Proficient     | MET        |           |       | 167       | 94.94 | 94.94               |
| Students with Disabilities     | MET        |           |       | 88        | 95.12 | 95.12               |
| Asian/Pacific Islander         | NA         |           |       | 8         | 95.88 | 95.88               |
| Black (not of Hispanic origin) | NA         |           |       | 4         | 95.25 | 95.25               |
| Hispanic origin                | MET        |           |       | 295       | 94.80 | 94.80               |
| American Indian/Alaskan Native | NA         |           |       | 4         | 93.75 | 93.75               |
| White (not of Hispanic origin) | MET        |           |       | 200       | 96.02 | 96.02               |
| Multi-Racial/Multi-Ethnic      | NA         |           |       |           |       | #DIV/0!             |

If the % Attendance in 2004-2005 or the Combined Attendance is greater than or equal to the attendance target of 92.0%, the attendance rating is met

**Combined attendance** is the weighted average of the two attendance rates and is calculated as:

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

**Enroll** is the number of students enrolled on October 1. A total of 84 students must be enrolled over the two years combined in order to determine a rating.

Attendance data for subgroups was not collected for 2003-2004.

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

A school receiving Title I funds is identified for improvement if it does not meet AYP two years in a row in the same area (English/Language Arts, Math, Attendance)