

# How to Read an Elementary or Middle School 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  
School: Pine Elementary School

AYP Designation: **NOT MET**

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.

### 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	

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.

### 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

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.

### 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

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.)

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>

**2005-06 Preliminary AYP Report**

Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Evergreen  
School: Pine Elementary School

Participation Target: 95

Participation	Participation	2004-2005		2005-2006		Denominator	Participation Rate
		04-05	05-06	04-05	05-06		
All Students	MET	423	179	19	3	624	96.5
Economically Disadvantaged	MET	183	91	6	1	281	97.5
Limited English Proficient	NA	14	6	2	0	22	90.9
Students with Disabilities	MET	48	22	6	0	76	92.1
Asian/Pacific Islander	NA	8	1	0	0	9	100.0
Black (not of Hispanic origin)	NA	6	0	0	0	6	100.0
Hispanic origin	NA	30	8	0	0	38	100.0
American Indian/Alaskan Native	NA	2	3	0	0	5	100.0
White (not of Hispanic origin)	MET	377	167	19	3	566	96.1
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.

Math Target: 49

Academic Status	Academic Status	2004-2005		2005-2006		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	MET	407	222	162	117	59.58	6.91	66.49
Economically Disadvantaged	MET	171	78	78	49	51.00	6.44	61.44
Limited English Proficient	NA					#DIV/0!	*	*
Students with Disabilities	NOT MET	44	8	20	7	23.44	20.56	44.03
Asian/Pacific Islander	NA	8	4			50.00	*	*
Black (not of Hispanic origin)	NA	6	3			50.00	*	*
Hispanic origin	NA	18	6			33.33	*	*
American Indian/Alaskan Native	NA					#DIV/0!	*	*
White (not of Hispanic origin)	MET	373	209	154	114	61.29	7.18	68.47
Multi-Racial/Multi-Ethnic	NA					#DIV/0!	*	*

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.

**# 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 math knowledge and skills test.

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

**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
		04-05	05-06		
All Students	NA	54.55	72.22	17.68	4.55
Economically Disadvantaged	NA	45.61	62.82	17.21	5.44
Limited English Proficient	NA	#DIV/0!	#####	#DIV/0!	*
Students with Disabilities	MET	18.18	35.00	16.82	8.18
Asian/Pacific Islander	NA	50.00	#####	#DIV/0!	*
Black (not of Hispanic origin)	NA	50.00	#####	#DIV/0!	*
Hispanic origin	NA	33.33	#####	#DIV/0!	*
American Indian/Alaskan Native	NA	#DIV/0!	#####	#DIV/0!	*
White (not of Hispanic origin)	NA	56.03	74.03	17.99	4.40
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.

**2005-06 Preliminary AYP Report**

Attendance

District: Evergreen  
School: Pine Elementary School

Attendance Target: 92.0

Attendance	Attendance	2004-2005		2005-2006		Combined Attendance
		Enroll	% Att	Enroll	% Att	
All Students	MET	535	91.10	535	92.10	91.60
Economically Disadvantaged	NOT MET	308	90.60	308	91.70	91.15
Limited English Proficient	NA	14	90.70	14	62.10	76.40
Students with Disabilities	NOT MET	63	90.10	63	91.60	90.85
Asian/Pacific Islander	NA	4	95.20	4	95.70	95.45
Black (not of Hispanic origin)	NA	3	87.00	3	88.50	87.75
Hispanic origin	NA	28	93.00	28	94.50	93.75
American Indian/Alaskan Native	NA	9	92.90	9	94.40	93.65
White (not of Hispanic origin)	MET	489	91.00	489	92.00	91.50
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 May 1. A total of 84 students must be enrolled over the two years combined in order to determine a rating.

**AYP History**

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