

# How to Read a High 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: Conifer High 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 26, 2005.

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

Overall AYP	English \ Language Arts AYP	Math AYP	Graduation
All Students	MET	NOT MET	MET
Economically Disadvantaged	MET	MET	
Limited English Proficient	MET	NA	
Students with Disabilities	NOT MET	NOT MET	
Asian/Pacific Islander	MET	MET	
Black (not of Hispanic origin)	MET	NA	
Hispanic origin	MET	MET	
American Indian/Alaskan Native	NA	NA	
White (not of Hispanic origin)	MET	NOT 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 graduation, then the school is designated as **meeting AYP**. If any target is not met, 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	Graduation
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	MET	MET	MET	NA	MET
Limited English Proficient	MET	MET	MET	NA	MET
Students with Disabilities	NOT MET	NOT MET	NOT MET	NOT MET	NA
Asian/Pacific Islander	MET	MET	MET	NA	MET
Black (not of Hispanic origin)	MET	MET	MET	NA	MET
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	Data not available

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.

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	MET	MET	MET	NA	MET
Limited English Proficient	NA	NA	NA	NA	MET
Students with Disabilities	NOT MET	MET	NA	NA	NA
Asian/Pacific Islander	MET	MET	MET	NA	MET
Black (not of Hispanic origin)	NA	NA	NA	NA	MET
Hispanic origin	MET	MET	NOT MET	MET	MET
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	NOT MET	MET	NOT MET	NOT MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	Data not available

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.)

**2004-05 Preliminary AYP Report**

Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Evergreen  
School: Conifer High School

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Denominator	Participation Rate
		03-04	04-05	03-04	04-05		
All Students	MET	276	281	4	3	564	98.8
Economically Disadvantaged	MET	77	69	0	1	147	99.3
Limited English Proficient	NA	15	16	0	0	31	100.0
Students with Disabilities	MET	23	20	0	1	44	97.7
Asian/Pacific Islander	MET	30	35	0	0	65	100.0
Black (not of Hispanic origin)	NA	15	19	2	0	36	94.4
Hispanic origin	MET	37	40	1	1	79	97.5
American Indian/Alaskan Native	NA	0	7	0	0	7	100.0
White (not of Hispanic origin)	MET	194	180	1	2	377	99.2
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	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.

Math Target: 49%

Academic Status	Academic Status	2003-2004		2004-2005		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	NOT MET	257	96	263	109	39.2	7.23	46.65
Economically Disadvantaged	MET	72	24	63	24	35.56	14.18	49.74
Limited English Proficient	NA	12	5	14	5	38.46	*	*
Students with Disabilities	NA	21	2	18	3	12.82	*	*
Asian/Pacific Islander	MET	29	17	33	20	59.68	20.92	80.60
Black (not of Hispanic origin)	NA	13	5	18	7	38.71	*	*
Hispanic origin	NOT MET	35	7	36	11	25.35	19.55	44.91
American Indian/Alaskan Native	NA	0	0	6	2	33.33	*	*
White (not of Hispanic origin)	NOT MET	180	67	170	69	38.86	8.81	47.66
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	#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 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.

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  $(100 - \% \text{ Met})/10$ .

Academic Growth	Academic Growth	% Met		Change in % Met	Growth Target
		03-04	04-05		
All Students	NOT MET	37.35	41.44	4.09	6.26
Economically Disadvantaged	NA	33.33	38.10	4.76	6.67
Limited English Proficient	NA	41.67	35.71	-5.95	*
Students with Disabilities	NA	9.52	16.67	7.14	*
Asian/Pacific Islander	NA	58.62	60.61	1.99	4.14
Black (not of Hispanic origin)	NA	38.46	38.89	0.43	*
Hispanic origin	MET	20.00	30.56	10.56	8.00
American Indian/Alaskan Native	NA	#DIV/0!	33.33	#DIV/0!	*
White (not of Hispanic origin)	NOT MET	37.22	40.59	3.37	6.28
Multi-Racial/Multi-Ethnic	NA	#DIV/0!	#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 2003-04 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.

**2004-05 Preliminary AYP Report**

Graduation

District: Evergreen  
School: Conifer High School

Graduation Target: 68.1

Graduation	Graduation	2002-2003				2003-2004				Combined Graduation
		#Enroll	#Grad	# DO	% Grad	#Enroll	#Grad	# DO	% Grad	
All Students	MET	1222	218	84	72.19	1202	228	73	75.75	73.95
Economically Disadvantaged	MET	220	38	16	72.19	210	38	17	69.09	71.73
Limited English Proficient	MET	48	5	1	65.22	48	5	1	83.33	68.46
Students with Disabilities	NA	41	16	4	80.00	40	14	4	77.78	78.90
Asian/Pacific Islander	MET	179	34	13	72.34	169	37	8	82.22	77.14
Black (not of Hispanic origin)	MET	65	6	3	66.67	65	7	3	70.00	68.33
Hispanic origin	MET	180	41	11	78.85	185	41	10	80.39	79.63
American Indian/Alaskan Native	NA	26	4	5	44.44	26	4	4	50.00	47.22
White (not of Hispanic origin)	MET	772	133	62	71.89	767	139	48	74.33	73.11
Multi-Racial/Multi-Ethnic	NA	Data not available								

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	NOT MET	NOT MET	NOT 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 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, Graduation)