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.

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2004-05 P				Districts may request a review of the preliminary		
	Summai					determination for the district or any of its schools by
District: Evergreen		1	AYP Des	ignation: NOT M	ET	providing additional data as outlined in the law prior to
School: Pine Elementary Scho	ol					August 26, 2005.
Did the school	standard fo	or AYP?)	It all avaius as at the targets in Fusilish (Lenguage Arts	
	English\			Ĩ		If all groups meet the targets in English/Language Arts
	Language					and Mathematics, and the school meets the target for
Overall AYP	Arts AYP	Math AYP	Attendance			attendance the school is designated as meeting AYP.
All Students	MET	MET	MET			If any target is not met, then the school is designated
Economically Disadvantaged	MET	MET	/			as did not meet AYP. New or reconfigured schools will
Limited English Proficient	NOT MET	MET				have an AYP designation of <i>Note</i> .
Students with Disabilities	NOT MET	MET				have all ATF designation of Note.
Asian/Pacific Islander	NA	NA			\sim	
Black (not of Hispanic origin)	NA	NA				The English\Language Arts AYP column and the Math
Hispanic origin	MET	MET				AYP column are repeated from the charts below.
American Indian/Alaskan Native	NA	NA				
White (not of Hispanic origin)	MET	MET				
Multi-Racial/Multi-Ethnic	NA	NA				To meet the English\Language Arts AYP requirement
					_/	or the Math AYP requirement, each group must meet
English \ Language Arts (Deading	English\				- 1/	the participation target and either the academic status
English \ Language Arts (Reading	Language		Academic	Academic	N	target or both the academic growth and attendance
and Writing)	Arts AYP	Participation	Status	Growth Attendar		
All Students	MET	MET	MET	NA MET	\square	targets. If attendance data is not available, the
Economically Disadvantaged	MET	MET	MET	NA MET		subgroups must meet participation and either the
Limited English Proficient	NOT MET	MET	NOT MET	NOT MET MET		academic status or the academic growth targets.
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET MET		
Asian/Pacific Islander	NA	NA	NA	NA 🕅 A		/ The methods in the Deutisia stient Acceleration Otestus, and
Black (not of Hispanic origin)	NA	NA	NA	NA NA	_//	The ratings in the Participation, Academic Status, and
Hispanic origin	MET	MET	MET	NA MET	-4	Academic Growth columns are repeated from pages 2
American Indian/Alaskan Native	NA	NA	NA	NA NA		and 3 of the report. The targets established for each
White (not of Hispanic origin)	MET	MET	MET	NA MET		of these categories and the data used to determine if
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA MA		the group met each requirement are also found on
Mathematics			Academic	Academic		pages 2 and 3.
(Math and Math Problem-Solving)	Math AYP	Participation	Status	Growth Attendar		
All Students	MET	MET	MET	NA MET		The attendance rating is repeated from page 4 of the
Economically Disadvantaged	MET	MET	MET	MET		report. It is reported even if the group met the
Limited English Proficient	MET	MET	NOT MET	MET MET		
Students with Disabilities	MET	MET	NOT MET	MET MET		Academic Status target. (Note that the group must
Asian/Pacific Islander	NA	NA	NA	NA NA		meet the Academic Status target or both the Academic
Black (not of Hispanic origin)	NA	NA	NA	NA NA		Growth and Attendance targets.)
Hispanic origin	MET	MET	MET	NA MET		
American Indian/Alaskan Native	NA	NA	NA	NA NA		
White (pet of Hispanic origin)	MET	MET	MET	NA MET		
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA NA		
	\sim					

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

Bistorie Participation Participation School day in May. Participation Participation Participation Non Participation is answer sheets from students when thave a valid test score. Bistorie Distriction 1004 Date dot dot dot when the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the participation rate is greater than or equal to the when the solution (Participation + Nor Participation +									
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School: Pine Elementary School Non Participation is answer sheets from stude marked absent or parent relocation or students with in the area valid test score. Participation Instant Participation relation Participation relation Participation relation or students with in the area valid test score. Base of up instruction Participation relation Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Participation relation Base of up instruction Participation relation Participation relation Participation relation Participation relation Pa	District: 'Evergreen								school day in May.
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Evente Englin Protect Here Here Distribution Distri				0	1		_		If the participation rate is greater than or equal to the
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2003-2004 NOT MET NOT MET MET MET 2004-2005 NOT MET NOT MET MET 2003-2004.	YP History	Overall AYP			Math A	YP	Atten	dance	
2003-2004 NOT MET NOT MET MET 2003-2004 2004-2005 NOT MET NOT MET MET 2003-2004.			MET		MET		M	ET	Attendance data for subgroups was not collected for
	2004-2005	NOT MET	NOT MET		MET		M	ET	
A school receiving Title I funds is identified for improvement if it does meet AYP two years in a row in the same area									

A school receiving Title I funds is identified for improvement if it does meet AYP two years in a row in the same area (English/Language Arts. Math. Attendance)