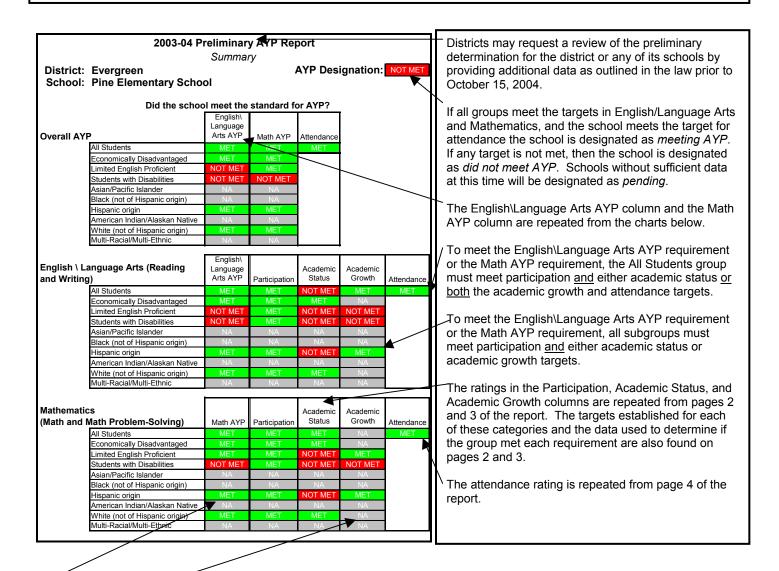# How to Read an Elementary or Middle School 2003-2004 AYP Report

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.

2003-04 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	NOT 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	

English \ Language Arts (Reading and Writing)

	English\Language Arts AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	NOT MET	MET	MET
Economically Disadvantaged	MET	MET	MET	NA	
Limited English Proficient	NOT MET	MET	NOT MET	NOT MET	
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	
Asian/Pacific Islander	NA	NA	NA	NA	
Black (not of Hispanic origin)	NA	NA	NA	NA	
Hispanic origin	MET	MET	NOT MET	MET	
American Indian/Alaskan Native	NA	NA	NA	NA	
White (not of Hispanic origin)	MET	MET	MET	NA	
Multi-Racial/Multi-Ethnic	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	
Limited English Proficient	MET	MET	NOT MET	MET	
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	
Asian/Pacific Islander	NA	NA	NA	NA	
Black (not of Hispanic origin)	NA	NA	NA	NA	
Hispanic origin	MET	MET	NOT MET	MET	
American Indian/Alaskan Native	NA	NA	NA	NA	
White (not of Hispanic origin)	MET	MET	MET	NA	
Multi-Racial/Multi-Ethnic	NA	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 October 15, 2004.

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*. Schools without sufficient data at this time will be designated as *pending*.

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, the All Students group must meet participation and either academic status or both the academic growth and attendance targets.

To meet the English\Language Arts AYP requirement or the Math AYP requirement, all subgroups must meet participation and either academic status or 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.

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: www.ode.state.or.us/nclb

2003-04 Preliminary AYP Report
Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Evergreen
School: Pine Elementary School

Participation Target: 95

Participation	Participation	Participation 02-03	Participation 03-04	Non Participation 02-03	Non Participation 03-04	Participation Denominator	Participation Rate
All Students	MET	280	437	10	0	727	98.6
Economically Disadvantaged	MET	138	216	0	0	354	100.0
Limited English Proficient	MET	168	173	7	0	348	98.0
Students with Disabilities	MET	31	81	0	0	112	100.0
Asian/Pacific Islander	NA	0	2	0	0	2	100.0
Black (not of Hispanic origin)	NA	2	1	0	0	3	100.0
Hispanic origin	MET	187	271	6	0	464	98.7
American Indian/Alaskan Native	NA	0	1	0	0	1	100.0
White (not of Hispanic origin)	MET	89	173	4	0	266	98.5
Multi-Racial/Multi-Ethnic	NA		1			1	100.0

Math Target: 39

Academic Status	Academic Status	2002-2003 # Tests	2002-2003 # Met	2003-2004 # Tests	2003-2004 # Met	% Met Status	Margin of Error	Adjusted Status
All Students	MET	280	72	417	159	33.14	6.11	39.26
Economically Disadvantaged	MET	138	37	201	73	32.45	8.77	41.22
Limited English Proficient	NOT MET	168	21	163	35	16.92	8.87	25.79
Students with Disabilities	NOT MET	31	3	77	5	7.41	15.53	22.94
Asian/Pacific Islander	NA	0	0	2	2	100.00	*	*
Black (not of Hispanic origin)	NA	2	2	1	1	100.00	*	*
Hispanic origin	NOT MET	187	34	252	88	27.79	7.70	35.49
American Indian/Alaskan Native	NA	0	0	1	0	0.00	*	*
White (not of Hispanic origin)	MET	89	36	163	75	44.05	10.17	54.22
Multi-Racial/Multi-Ethnic	NA	1	0			0.00	*	*

Academic Growth	Academic Growth	02-03 % Met	03-04 % Met	Change in % Met	Growth Target
All Students	NA	25.71	38.13	12.42	7.43
Economically Disadvantaged	NA	26.81	36.32	9.51	7.32
Limited English Proficient	MET	12.50	21.47	8.97	8.75
Students with Disabilities	NOT MET	9.68	6.49	-3.18	9.03
Asian/Pacific Islander	NA	#DIV/0!	100.00	#DIV/0!	*
Black (not of Hispanic origin)	NA	100.00	100.00	0.00	*
Hispanic origin	MET	18.18	34.92	16.74	8.18
American Indian/Alaskan Native	NA	#DIV/0!	0.00	#DIV/0!	*
White (not of Hispanic origin)	NA	40.45	46.01	5.56	5.96
Multi-Racial/Multi-Ethnic	NA	0.00	#####	#DIV/0!	*

2003-04 Preliminary AYP Report
Attendance
District: Evergreen
School: Pine Elementary School

Attendance Target: 92.0

Attendance	Attendance	2002-2003 Enroll	2002-2003 % Att	2003-2004 Enroll	2003-2004 % Att	Combined Attendance
All Students	MET	472	92.39	498	95.36	93.91
Economically Disadvantaged						
Limited English Proficient						
Students with Disabilities						
Asian/Pacific Islander						
Black (not of Hispanic origin)			Data not available			
Hispanic origin						
American Indian/Alaskan Native						
White (not of Hispanic origin)						
Multi-Racial/Multi-Ethnic						

Designation	Explanation
MET	Met AYP requirement
Not Met	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation

For 03-04, **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 $\dfrac{\text{Participation}}{(\text{Participation} + \text{Non Participation})}$

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 39%, the Academic Status target is met.

 # Tests is the number of test scores from students enrolled on May 3rd for more than half the school year prior to May 3rd for the math knowledge and skills test or the math problem-solving test.

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

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 $(100 - \%Met)/10$

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 % Attendance in 2003-04 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:
$\dfrac{(\text{Enroll} \times \%Att + \text{Enroll} \times \%Att)}{(\text{Enroll} + \text{Enroll})}$

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 these years.