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ADEQUATE YEARLY PROGRESS (AYP) RESULTS: 2003-04

Authors: Glenda Haynie and Chuck Dulaney

Abstract

The Wake County Public School System (WCPSS) met 68 out of 73 (93.2%) of the measurable district targets in the second year of federal No Child Left Behind (NCLB) accountability standards. The federal law requires that a certain percentage of students in grades 3 to 8 and grade 10 pass reading and math tests. The passing rate targets apply to defined student subgroups (including the entire district or school, six racial/ethnic groups, and three categories of educational disadvantage). Two additional targets relate to graduation rate and attendance. At the individual school level, results show Adequate Yearly Progress (AYP) was made in 92 schools out of 126, an increase of 30 percentage points over last year when only 53 of 123 schools met all of their AYP targets. Across WCPSS middle schools, 41% of the schools made AYP, up from just 4% of middle schools in 2002-03. High schools rose from 6% to 44% making AYP. Elementary schools rose from 65% to 93% making AYP. Of the 34 schools that did not make AYP, 28 met all but 1 or 2 of their targets.

BACKGROUND

AYP is defined as a series of performance targets that states, school districts, and schools must achieve each year to meet the requirements of the No Child Left Behind (NCLB) Act of 2001. In each public school, there may be up to ten student subgroups that must meet the prescribed targets in both reading and math: the school as a whole (all students) plus students who are American Indian, Asian, Black, Hispanic, Multiracial, White, Economically Disadvantaged (free or reduced-price lunch recipients), Limited English Proficient (LEP), and Students with Disabilities (SWD). For AYP proficiency calculations at the school level a subgroup must have at least 40 students who have been in membership a full academic year. A full academic year is defined as 140 days in membership as of the first day of End-of-Grade (EOG) testing. AYP groups with a minimum of 40 students enrolled on the first day of testing (regardless of the number of days in membership) must also meet a 95% tested requirement for both reading and math assessments. At the district level, a subgroup is included in proficiency calculations when the number of students who have been in membership for the full academic year exceeds one percent of the total student population, or 40 students, whichever is greater.

Annual Measurable Objectives for North Carolina schools were set based on 1999-2000, 2000-01, and

Key Topics

Changes in AYP Calculations ----- p. 2-4

AYP results -----p. 4-10

School-by-School Results-----Attachments

2001-02 statewide performance data, according to procedures prescribed by NCLB. North Carolina chose the EOG tests as the annual measurable objectives for students in grades 3-8, and the High School Comprehensive Test for 10th-grade.

In grades 3-8, for the 2002-03 and 2003-04 school years, the Annual Measurable Objectives were: 68.9% proficiency in reading and 74.6% in math. In 10th-grade, the Annual Measurable Objectives were 52.0% proficiency in reading and 54.9% in math. Annual Measurable Objectives will increase incrementally in 2004-05, 2007-08, and 2010-11, until the Annual Measurable Objectives become 100% in 2013-14. The 2004-05 targets will be: 76.7% proficiency in reading and 81.0% in math for grades 3 to 8 and 64.0% proficiency in reading and 66.2% in math at grade 10. In order for a school to be designated as achieving AYP, each of the ten subgroups that have sufficient numbers of students must have met the following targets:

- 95% participation rate in reading assessment
- 95% participation rate in math assessment
- Annual measurable objective in reading (68.9% in grades 3-8 and 52.0% in grade 10)
- Annual measurable objective in math (74.6% in grades 3-8 and 54.9% in grade 10)

In addition to the four targets for each subgroup, the school as a whole must also show progress on another “academic indicator”: (graduation rate for schools that have a 12th-grade and graduates seniors, and attendance rate for schools without a 12th-grade). Thus, a school could potentially have 41 targets, including participation rates, Annual Measurable Objectives, and the school-wide academic indicator which must all be met for AYP.

If a particular subgroup meets the 95% participation rate but does not meet the percent proficiency for a subject area, the subgroup can still meet AYP through the Safe Harbor provision. The Safe Harbor provision is invoked if the subgroup has reduced the percentage of students not proficient by 10% from the previous year for that subject area and if the subgroup shows progress on the other academic indicator (attendance or graduation rate). However, safe harbor is not available if the subgroup did not have 40 students the previous year.

CHANGES IN THE WAY AYP WAS CALCULATED FOR 2004

USE OF A CONFIDENCE INTERVAL

For the 2003-04 school year, a 95 percent confidence interval was placed around the percentages of students scoring proficient in reading and/or mathematics to determine whether target goals for AYP were met. A confidence interval expresses a range of values that most likely contains the true proficiency as opposed to the percent of students that have been observed to be proficient. A school's observed percent proficient is an estimate of its true proficiency, based on the particular students in the school that year. A confidence interval accounts for the year-to-year fluctuations in the data, known as sampling errors, which especially affect small schools or small student groups. Using a confidence interval gives the benefit of the doubt to schools when the precision of their data makes their AYP status questionable.

TITLE I SCHOOL IMPROVEMENT STATUS

North Carolina Title I schools will not enter Title I School Improvement unless they do not make AYP in the same subject (reading or mathematics) for two or more consecutive years. In the past, Title I schools could face sanctions for not making AYP in either reading or mathematics for two consecutive years. There are two types of Title I schools – schoolwide programs and targeted assistance schools (TAS). WCPSS has only TAS schools. These schools with 40 or more students across the tested grades have options to determine AYP differently from other schools. AYP can be determined by using all students in the school, by using students actually served in the TAS program, or by using students eligible to be served in the TAS program. In the past, TAS schools had to base AYP calculations on school wide results with no alternatives.

AVERAGING PARTICIPATION RATES

Schools must test at least 95 percent of students in each group. Whenever a school or group does not meet the 95 percent tested standard, participation rates for the previous two or three years are averaged, depending upon how many years of data are available. If the school or any of the groups has less than an average of 95 percent participation, then the school doesn't make AYP. In the past, averaging participation rates among current and previous years was not allowed. Each year stood on its own.

STUDENTS WITH SERIOUS MEDICAL SITUATIONS

As of 2003-04, students with serious medical situations can be exempt from taking the state assessments without affecting the participation rates of the respective schools. The State Board of Education requires schools that have students with these emergency situations to request approval from the NCDPI. In the past, federal regulations did not allow any student exemptions without affecting the respective school's participation rate.

SCORING ALTERNATIVE ASSESSMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities may be assessed with the NC Alternative Assessment Portfolio (NCAAP) or the NC Alternate Assessment Academic Inventory (NCAAAI), which is a checklist of the same standard course of study objectives tested on the state test. Students with disabilities whose IEP (individualized education plan) calls for instruction three or more years below grade level may be counted as proficient as long as that number of students does not exceed one percent of the students tested at the district level. In the past, all students taking the NCAAAI had to perform at grade-level proficiency or above in order to be considered proficient for AYP purposes and were not included in the one percent of students with significant cognitive disabilities. This cap does not affect the number of students who may be administered alternate assessments. It only restricts the number that can be determined proficient when calculating AYP. The one percent cap is calculated based on the number of students enrolled in the grade(s) tested. A district may request an exception to the one percent cap from the Superintendent of Public Instruction.

LEP STUDENT ASSESSMENT CHANGES

Limited English Proficient (LEP) students who score below a certain standard on the reading section of the language proficiency test in their first year may be excluded from AYP for that first year. After their first year, LEP students' scores are included in AYP calculations. A LEP student who has exited limited English proficiency services within the past two years may be included in AYP calculations only if the student group already meets the minimum number of 40 students for a group. In the past, all LEP students were tested and all scores were included in AYP calculations.

CHANGES IN THE WAY DISTRICT AYP IS CALCULATED FOR 2004

The minimum N count used in determining the AYP status of LEAs is 40, or one percent of the tested students, whichever is greater. This minimum N will be applied in each LEA to grades 3 through 8 as a group and high school as a group. In order for an LEA to enter District Improvement, the LEA must not make AYP in the same subject in both the 3-8 and high school grade spans for two consecutive years. In the past, districts could face sanctions for not making AYP in either reading or mathematics for consecutive years and in either 3-8 or high school grade spans.

AYP RESULTS

SCHOOLS MAKING AYP

In 2003-04, 74 out of 80 elementary schools (93%), 11 out of 27 middle schools (41%), and 7 out of 16 high schools (44%) made AYP compared to 51 out of 79 (65%), 1 out of 25 (4%), and 1 out of 16 (6%) respectively in 2002-03. Results described in this report do not include the three alternative schools (those three schools did not make AYP). All 126 schools met their 95% tested targets with two high schools using the new averaging option. Of the 74 elementary schools that made AYP, 29 (39%) used the new 2003-04 confidence interval option, two invoked the safe harbor option, and four used Title One options. Seven middle schools and five high schools made AYP using confidence intervals. Two middle schools making AYP also used safe harbor.

Figure 1
Number of Schools Making AYP 2003-04

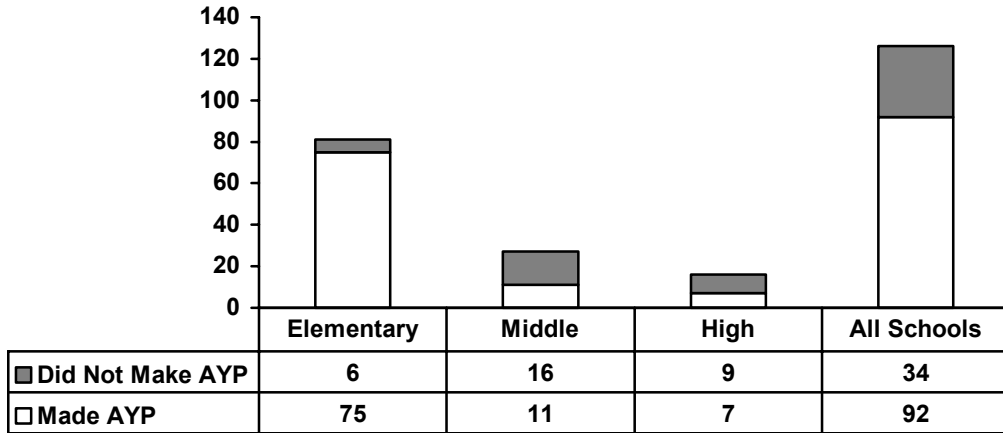


Figure 2
Percentage of Schools Making AYP

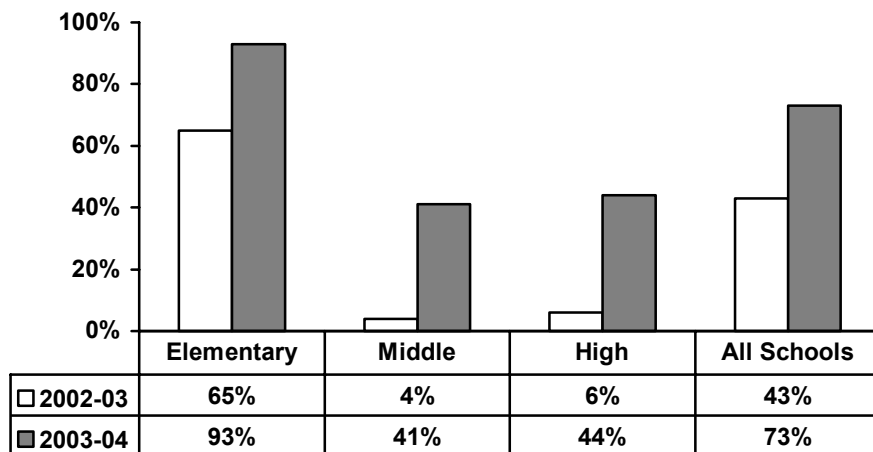
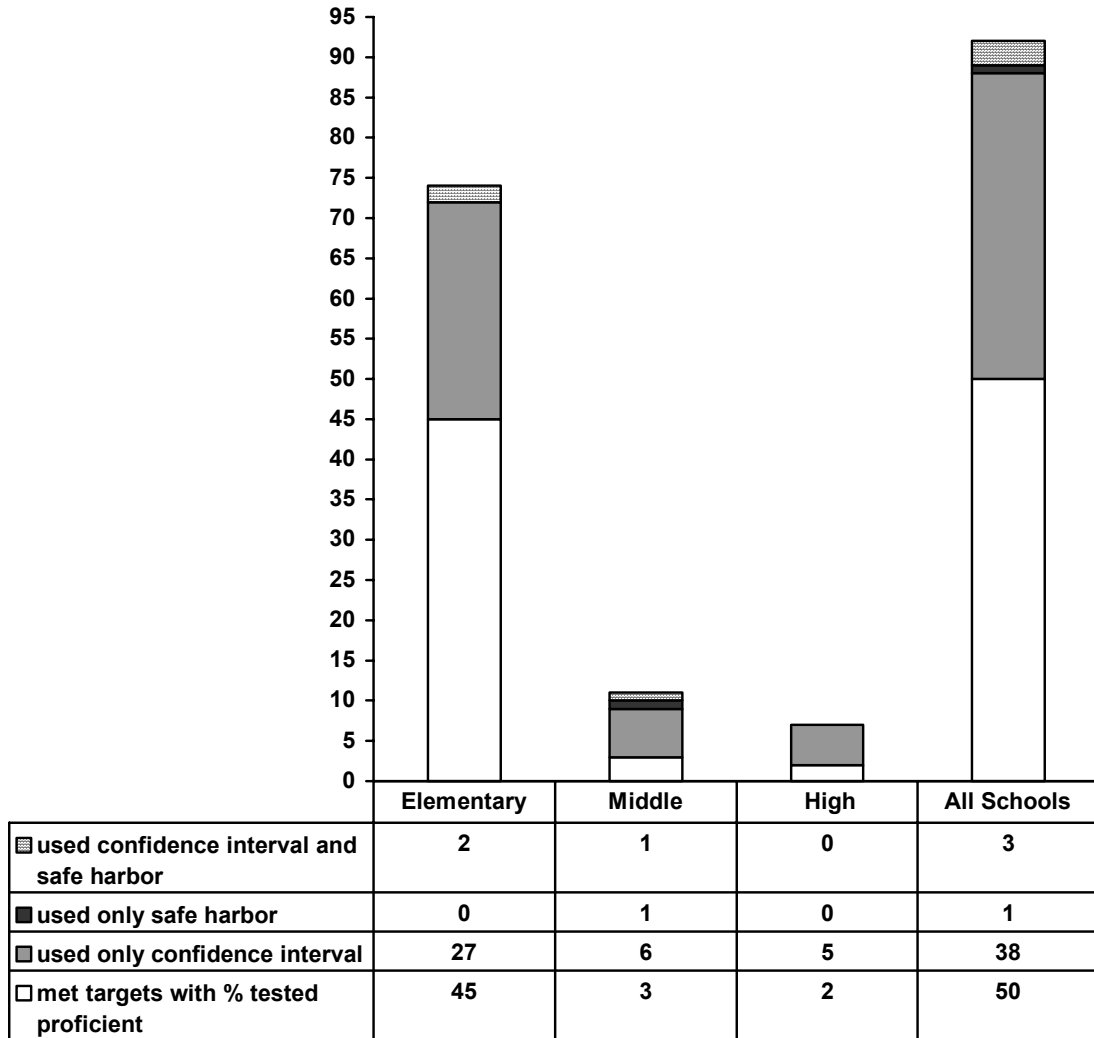


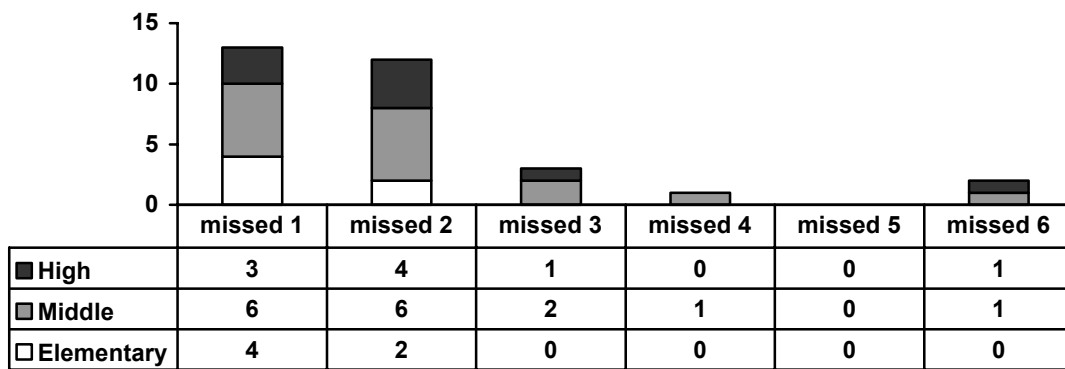
Figure 3
The Use of Confidence Intervals and Safe Harbor In Schools That Made AYP



SCHOOLS NOT MAKING AYP

Of the six elementary schools that did not make AYP, four missed one target and two missed two targets. Of the sixteen middle schools that did not make AYP, six missed one target, six missed two targets, two missed three targets, one missed four targets, and one missed six targets. Of the nine high schools not making AYP, three missed one target, four missed two targets, one missed three targets, and one missed six targets. See Figure 4.

**Figure 4
Number of Targets Missed by Schools Not Making AYP**



THE TARGETS

The number of targets ranged from 5 at an elementary school to 33 at a middle school. See Figure 5. Middle schools had the highest average number of targets at 26, followed by high schools at 21, and elementary schools at 19. The schools that did not make AYP had a higher number of average targets than the overall average. The average number of targets at schools that did not make AYP was 22 for elementary, 28 for middle schools, and 22 for high schools. See Figure 6 and Attachment 1 and 2.

Figure 5
Combined Number of Targets
Required to Make AYP in 2004

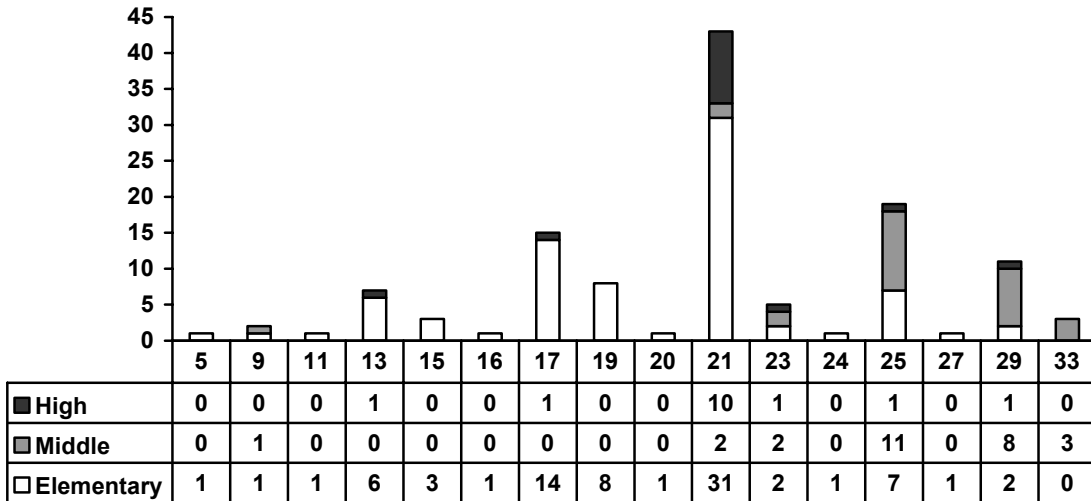
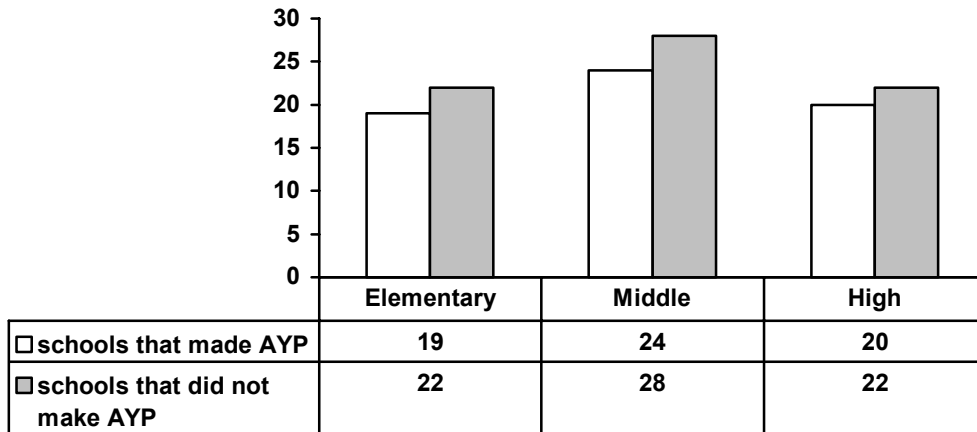


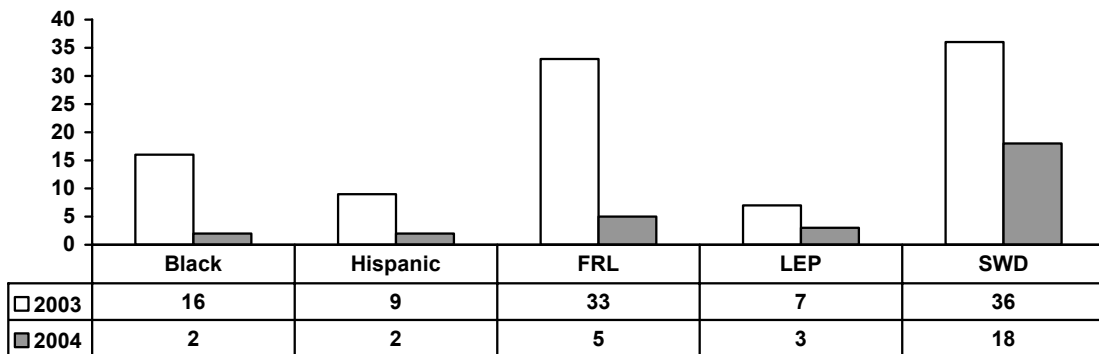
Figure 6
The Average Number of Targets
Comparing Schools that made AYP with those that did not.



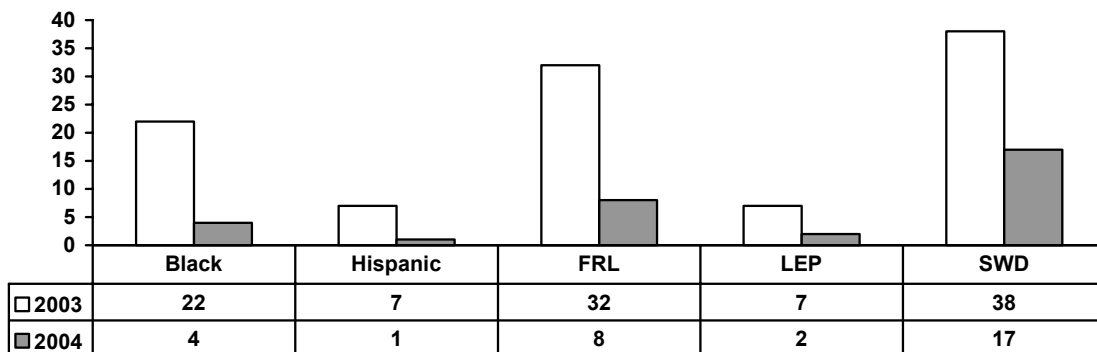
Subgroups

The Students with Disabilities (SWD) and Free or Reduced Price Lunch subgroups failed to reach AYP reading or math proficiency targets in WCPSS most often again as they did in 2002-03, but the number of schools missing these targets significantly decreased. See Figures 7 and 8. The target missed most often was Middle School math (21 subgroups failed to make it) followed by Middle School reading (11 subgroups failed to make it). See Attachment 2, which shows the use of the confidence interval and safe harbor options by subgroups as well as the total number subgroup targets.

**Figure 7
The Number of Subgroups Missing AYP Reading Proficiency Targets
Comparing 2003 to 2004**



**Figure 8
The Number of Subgroups Missing AYP Math Proficiency Targets
Comparing 2003 to 2004**



TITLE ONE SCHOOLS

In the first year of NCLB, WCPSS had 48 elementary schools that were Title One Targeted Assistance Schools (TAS). Nineteen of these schools failed to make AYP. In the 2003-04 school year, there were forty-one TAS schools including one that was not TAS in 2002-03 and the nineteen that had not made AYP in 2002-03. Of these nineteen schools, two schools failed to make AYP for a second year and were required to offer school choice to all their students. Seventy-nine students applied for transfer with only forty-four students actually transferring.

Four of the TAS schools made AYP using the 2003-04 option where prior served or eligible to be served Title One students were used for the AYP calculations. One other TAS school did not make AYP in 2003-04, but had made it in 2002-03.

CONCLUSIONS

In the second year of reporting the federal No Child Left Behind (NCLB) accountability standards, only 5 WCPSS elementary schools did not make AYP. The two elementary Title I schools that entered school improvement missed only one AYP target each. Middle Schools and High Schools showed much improvement over their performance in 2002-03. At the 3-8 grade-level, the district met all 2003-04 targets, and thus did not enter school improvement even though it did not reach six high school targets.

Most schools that do not make AYP missed only one or two targets, and these targets are most often either students who are “economically deprived” or “students with disabilities”. NCLB reporting has made it clear to schools which student subgroups need most support in order to meet minimum academic standards.

**Attachment 1
Number and Percentage of Schools Not Making AYP by # of targets**

# of targets	≤ 11				12-17				18-25				26-33			
	El	Md	Hg	Tot	El	Md	Hg	Tot	El	Md	Hg	Tot	El	Md	Hg	Tot
# of schools	3	1	0	4	24	0	2	26	50	15	13	78	3	11	1	15
# of schools that did not make AYP	0	0	0	0	0	0	0	0	6	6	9	21	0	9	0	9
% not making AYP	0%	0%	0%	0%	0%	0%	0%	0%	12%	40%	69%	27%	0%	82%	0%	60%

Number and Percentage of Schools Not Making AYP by enrollment size

Enrollment size	≤ 500				501-999				1000-1499				1500-2000				≥ 2000			
	El	Md	Hg	Tot	El	Md	Hg	Tot	El	Md	Hg	Tot	El	Md	Hg	Tot	El	Md	Hg	Tot
Total # of schools	21	2	0	26	55	10	0	65	4	14	1	19	0	1	7	8	0	0	8	8
# of schools that did not make AYP	0	1	0	1	6	8	0	14	0	6	1	7	0	1	5	6	0	0	3	3
% not making AYP	0%	50%	0%	4%	11%	80%	0%	22%	0%	43%	100%	37%	0%	100%	71%	75%	0%	0%	38%	38%

**Attachment 2
The Number of Subgroups Who Missed Targets, Used Confidence Intervals To Make Targets, or Invoked the Safe Harbor Option**

Subgroup	Action \# of targets	ELEM READ	MDLE READ	HIGH READ	TOTAL READ	ELEM MATH	MDLE MATH	HIGH MATH	TOTAL MATH	TOTAL READ AND MATH
Black	Missed	0	0	2	2	0	2	2	4	6
	Used CI	7	1	6	14	0	5	5	10	24
	Used SH	0	0	0	0	0	1	0	1	1
	Met target	59	25	7	91	66	18	8	92	183
	Total	66	26	15	107	66	26	15	107	214
Hispanic	Missed	0	2	0	2	0	1	0	1	3
	Used CI	3	5	0	8	0	3	0	3	11
	Used SH	0	0	0	0	0	1	0	1	1
	Met target	6	12	0	18	9	14	0	23	41
	Total	9	19	0	28	9	19	0	28	56
FRL	Missed	1	1	3	5	1	5	2	8	13
	Used CI	11	3	7	21	3	8	7	18	39
	Used SH	0	0	0	0	0	0	0	0	0
	Met target	54	22	4	80	63	13	5	81	161
	Total	66	26	14	106	67	26	14	107	213
LEP	Missed	0	3	0	3	0	2	0	2	5
	Used CI	1	1	1	3	1	4	0	5	8
	Used SH	0	4	0	4	0	2	0	2	6
	Met target	5	1	0	6	5	1	1	7	13
	Total	6	9	1	16	6	9	1	16	32
SWD	Missed	5	7	6	18	1	11	5	17	35
	Used CI	13	4	6	23	9	3	5	17	40
	Used SH	2	4	0	6	1	5	0	6	12
	Met target	35	11	4	50	46	7	6	59	109
	Total	55	26	16	97	57	26	16	99	196

FRL = Free or Reduced-Price Lunch recipients

LEP = Limited English Proficient students

SWD = Students with Disabilities

Attachment 3
AYP Status and Targets Met
(Reading, Math, and Attendance Targets)

Elementary Schools	Met AYP 2002-03	Met AYP 2003-04	Title 1 2002-03	Title 1 2003-04	# of Targets 2003-04	% of Targets Met 2002-03	% of Targets Met 2003-04
Adams	Yes	Yes			25	100%	100%
Apex	No	Yes			21	95%	100%
Aversboro	Yes	Yes	Yes	Yes	19	100%	100%
Baileywick	Yes	Yes			17	100%	100%
Ballentine	Yes	Yes	Yes		19	100%	100%
Baucom	Yes	Yes			21	100%	100%
Brassfield	Yes	Yes			13	100%	100%
Brentwood	Yes	Yes	Yes	Yes	15	100%	100%
Briarcliff	No	Yes	Yes	Yes	19	91%	100%
Brooks	Yes	Yes	Yes	Yes	17	100%	100%
Bugg	Yes	Yes			21	100%	100%
Carver	Yes	Yes	Yes	Yes	25	100%	100%
Cary	Yes	Yes	Yes	Yes	21	100%	100%
Combs	Yes	Yes	Yes	Yes	21	100%	100%
Conn	No	Yes	Yes	Yes	21	86%	100%
Creech Road	No	Yes	Yes	Yes	29	96%	100%
Davis Drive	Yes	Yes			17	100%	100%
Dillard Drive	Yes	Yes	Yes	Yes	21	100%	100%
Douglas	Yes	Yes	Yes	Yes	21	100%	100%
Durant Road	Yes	Yes			23	100%	100%
Farmington Woods	Yes	Yes	Yes	Yes	21	100%	100%
Fox Road	No	Yes	Yes	Yes	15	91%	100%
Fuller	No	Yes	Yes	Yes	19	86%	100%
Fuquay Varina	Yes	No	Yes	Yes	21	100%	95%
Green Hope	Yes	Yes			9	100%	100%
Green	No	Yes			21	95%	100%
Heritage	Yes	Yes			21	100%	100%
Hilburn Drive	Yes	Yes			17	100%	100%
Hodge Road**	No	No	Yes	Yes	25	92%	96%
Holly Ridge	X	Yes	X		21	X	95%
Holly Springs	No	No			21	86%	90%
Hunter	Yes	Yes	Yes		21	100%	100%
Jeffreys Grove	No	Yes	Yes	Yes	21	91%	100%
Joyner	No	Yes	Yes	Yes	21	86%	100%
Kingswood	Yes	Yes			11	100%	100%
Knightdale	Yes	Yes	Yes	Yes	21	100%	100%
Lacy	Yes	Yes	Yes		19	100%	100%
Leesville Road	Yes	Yes			21	100%	100%
Lead Mine	Yes	Yes	Yes	Yes	17	100%	100%
Lincoln Heights	Yes	Yes	Yes		21	100%	100%
Lockhart	Yes	Yes	Yes	Yes	29	100%	100%
Lynn Road**	No	No	Yes	Yes	21	94%	91%

X means info not available (school was new or did not exist)

** School has entered school improvement and offered school choice

Elementary Schools	Met AYP 2002-03	Met AYP 2003-04	Title 1 2002-03	Title 1 2003-04	# of Targets 2003-04	% of Targets Met 2002-03	% of Targets Met 2003-04
Middle Creek	Yes	Yes	Yes		21	100%	100%
Millbrook	No	Yes	Yes	Yes	16	95%	100%
Morrisville	Yes	Yes			17	100%	100%
North Ridge	Yes	Yes	Yes	Yes	21	100%	100%
Northwoods	No	Yes			27	96%	100%
Oak Grove	No	Yes			19	86%	100%
Olive Chapel	Yes	Yes			13	100%	100%
Olds	No	Yes			13	92%	100%
Partnership	Yes	Yes			13	100%	100%
Penny Road	Yes	Yes			17	100%	100%
Pleasant Union	Yes	Yes			15	100%	100%
Poe	Yes	Yes		Yes	17	100%	100%
Powell	No	Yes	Yes	Yes	21	86%	100%
Rand Road	No	Yes	Yes	Yes	19	94%	100%
Reedy Creek	Yes	Yes	Yes	Yes	25	100%	100%
Rolesville	No	Yes	Yes	Yes	25	87%	100%
Root	No	Yes			17	93%	100%
Salem	Yes	Yes			13	100%	100%
Smith	Yes	Yes	Yes	Yes	21	100%	100%
Stough	Yes	Yes	Yes	Yes	19	100%	100%
Swift Creek	Yes	Yes	Yes	Yes	17	100%	100%
Timber Drive	Yes	Yes			21	100%	100%
Underwood	No	Yes	Yes	Yes	5	88%	100%
Vance	Yes	Yes	Yes	Yes	17	100%	100%
Vandora Springs	No	Yes	Yes	Yes	17	94%	100%
Wake Forest	No	Yes	Yes	Yes	21	86%	100%
Wakefield	Yes	Yes			23	100%	100%
Washington	Yes	Yes	Yes		21	100%	100%
Weatherstone	No	No			25	76%	96%
Wendell	Yes	Yes	Yes	Yes	21	100%	100%
West Lake	No	Yes			21	95%	100%
Wilburn	Yes	Yes	Yes	Yes	25	100%	100%
Wildwood Forest	Yes	Yes			21	100%	100%
Wiley	No	Yes	Yes	Yes	13	71%	100%
Willow Springs	Yes	Yes	Yes	Yes	17	100%	100%
Yates Mill Pond	Yes	Yes	Yes		24	100%	100%
York	No	Yes	Yes	Yes	24	71%	100%
Zebulon	No	Yes	Yes	Yes	21	86%	100%
WCPSS Elementary School Average					19.45	96%	99%

Shading indicates Not Applicable

Middle Schools	Met AYP 2002-03	Met AYP 2003-04	Title 1 2002-03	Title 1 2003-04	# of Targets 2003-04	% of Targets Met 2002-03	% of Targets Met 2003-04
Apex	No	Yes			25	93%	100%
Carnage	No	Yes			29	96%	100%
Carroll	No	No			29	72%	97%
Centennial	No	Yes			21	91%	100%
Daniels	No	No			29	79%	86%
Davis Drive	No	Yes			25	89%	100%
Dillard Drive	No	Yes			25	86%	100%
Durant Road	No	No			29	93%	93%
East Garner	No	Yes			23	96%	100%
East Millbrook	No	No			33	92%	94%
East Wake	No	No			29	83%	93%
Fuquay-Varina	No	No			25	84%	96%
Heritage	X	Yes			9	X	100%
Holly Ridge	X	No			25	X	92%
Leesville Road	No	No			25	88%	96%
Ligon	No	No			25	92%	92%
Lufkin Road	No	No			33	87%	82%
Martin	No	Yes			25	84%	100%
Moore Square Museum	No	No			21	91%	86%
North Garner	No	No			29	72%	97%
Reedy Creek	No	No			33	76%	94%
Wake Forest-Rolesville	No	No			25	83%	96%
Wakefield	Yes	Yes			23	100%	100%
West Cary	No	Yes			29	93%	100%
West Lake	No	Yes			25	88%	100%
West Millbrook	No	No			29	76%	90%
Zebulon	No	No			25	92%	96%
WCPSS Middle School Average					26	86%	96%

X means info not available (school was new or did not exist)
 Shading indicates Not Applicable

High Schools	Met AYP 2002-03	Met AYP 2003-04	Title 1 2002-03	Title 1 2003-04	# of Targets 2003-04	% of Targets Met 2002-03	% of Targets Met 2003-04
Apex	No	Yes			17	82%	100%
Athens Drive	No	No			21	95%	91%
Broughton	No	Yes			21	71%	100%
Cary	No	Yes			29	86%	100%
East Wake	No	No			23	67%	87%
Enloe	No	No			25	84%	92%
Fuquay-Varina	No	No			21	71%	95%
Garner	No	No			21	62%	71%
Green Hope	Yes	Yes			13	100%	100%
Leesville Road	No	No			21	77%	95%
Middle Creek	No	No			21	80%	91%
Millbrook	No	No			21	79%	91%
Sanderson	No	Yes			21	71%	100%
Southeast Raleigh	No	Yes			21	67%	100%
Wake Forest	No	No			21	77%	95%
Wakefield	No	Yes			21	82%	100%
WCPSS High School Average					21	77%	95%

Shading indicates Not Applicable