



E&R Report No.05.10

October 2005

ADEQUATE YEARLY PROGRESS (AYP) RESULTS: 2004-05

Authors: Glenda Haynie and Chuck Dulaney

ABSTRACT

The Wake County Public School System (WCPSS) met 66 out of 73 (90.4%) measurable district targets in the third year of federal No Child Left Behind (NCLB) accountability standards. The 2004-05 school year was the first year that the Annual Measurable Objectives increased. In grades 3-8, the objectives were 76.7% proficiency in reading, up from 68.9%, and 81.0% in math, up from 74.6%. In 10th grade, the Annual Measurable Objectives were given new starting points based on past student performance on English I, 10th-grade Writing, and Algebra I tests, which were approved as the high school primary tests. In spite of the new and increased targets, 63% of all WCPSS schools made AYP in 2004-05 (83 out of 132). Twenty-seven schools missed only one or two targets. Students with disabilities and recipients of free or reduced-price meals (economically disadvantaged) were the two subgroups that most often failed to meet AYP targets.

BACKGROUND

Adequate Yearly Progress (AYP) is defined as a series of performance targets that schools, school districts, and states must meet each year to fulfill the requirements of the Elementary and Secondary Education Act (also referred to as the No Child Left Behind [NCLB]) 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 [FRL] 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.

North Carolina uses EOG tests as the source of Annual Measurable Objectives for students in grades 3-8. In 2004-05, high school measurable objectives were changed and were based primarily on Algebra I and English I End-of-Course (EOC) tests, and the 10th-grade Writing Assessment. The 10th-grade comprehensive test was used only for students who had not taken an Algebra I and/or an English I course.

The 2004-05 school year was the first year that the Annual Measurable Objectives increased. In grades 3-8, the objectives were: 76.7% proficiency in reading, up from 68.9%, and 81.0% in math, up from 74.6%. In 10th grade, the Annual Measurable Objectives were given new starting points based on past statewide student performance on English I, 10th-grade Writing, and Algebra 1 tests: 35.4% in reading/language arts and 70.8% in math. These Annual Measurable Objectives will remain the same in 2005-06 and 2006-07. They will increase incrementally in 2007-08, and 2010-11, until the Annual Measurable Objectives become 100% in 2013-14. 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 (76.7% in grades 3-8 and 35.4% in grade 10)
- Annual Measurable Objective in math (81.0% in grades 3-8 and 70.8% in grade 10)

The targets are identical for all subgroups, including SWD and LEP students. In addition to the four targets for each subgroup, the school as a whole must show progress on another “academic indicator”: graduation rate for schools that have a 12th grade and graduating 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. All targets must be met for a school to meet AYP.

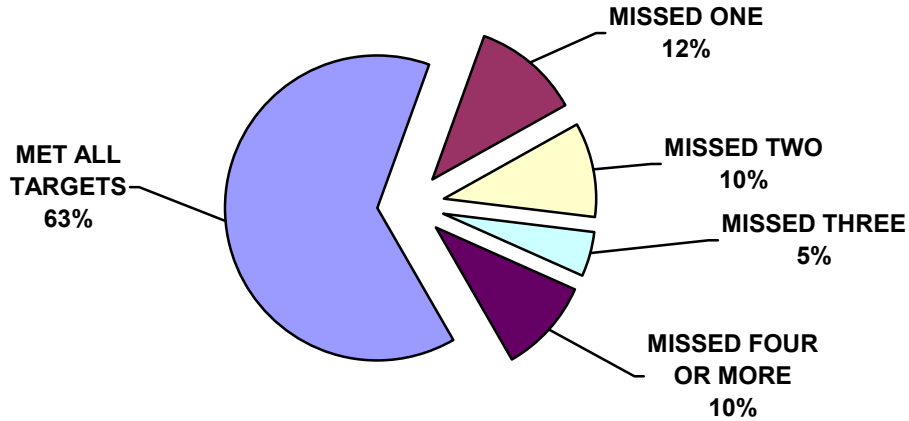
If a particular subgroup meets the 95% participation rate but does not meet the percent proficiency for a subject area, the subgroup can still meet AYP through the Safe Harbor provision. The Safe Harbor provision is invoked if the subgroup has reduced the percentage of students not proficient by 10% 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.

In 2004-05, a one-year flexibility option (known as option 1) was available to schools and districts that did not make AYP solely because of the SWD subgroup. The percentage of proficient SWD students was increased by 14.4 percentage points and then compared to the proficiency target to determine whether the subgroup met proficiency.

AYP RESULTS

Sixty-three percent of all WCPSS schools (83 out of 132) made AYP in 2004-05. Of the 49 schools that did not make AYP, 27 (55%) missed only one or two targets. Figure 1 shows the school results by targets missed.

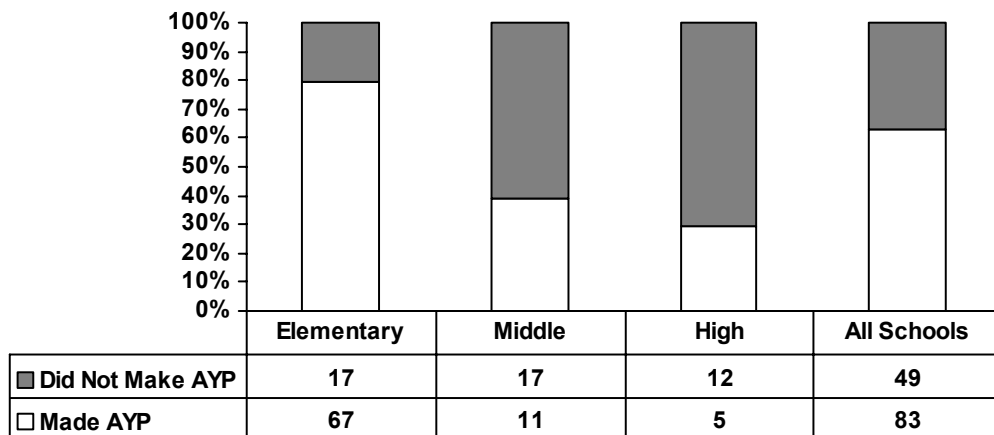
Figure 1
WCPSS AYP School Results By Targets Missed
2004-05



SCHOOLS MAKING AYP

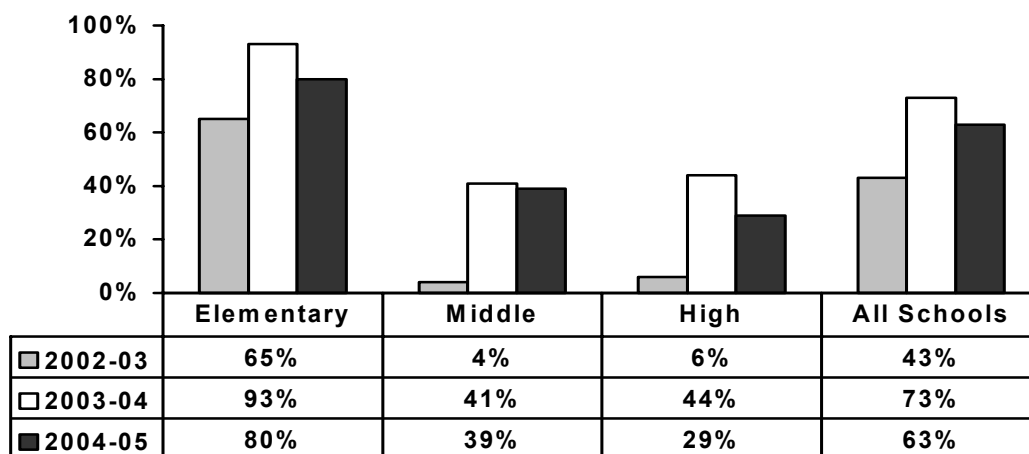
In 2004-05, 67 out of 84 elementary schools (80%), 11 out of 28 middle schools (39%), and 5 out of 17 high schools (29%) made AYP, compared to 74 out of 80 (93%), 11 out of 27 (41%), and 7 out of 16 (44%) respectively in 2003-04. Three alternative schools did not make AYP. Figure 2 graphically displays the number of schools making and not making AYP by level. Figure 3 shows the change in the percentage of schools making AYP at each level from 2003 to 2005. The percentage improved in 2003-04 and then dipped again in 2004-05, due mostly to the higher targets. Note that even with higher targets the percentage of schools making AYP was higher in 2004-05 than in 2002-03. Alternative school results are included in the “All Schools” columns in the following figures.

Figure 2
Number of Schools Making AYP 2004-05



Note: All schools includes the 3 alternative schools

**Figure 3
Percentage of Schools Making AYP 2003-2005**



SCHOOLS NOT MAKING AYP

The new objectives in high school posed a challenge for schools to meet the 95% tested targets. Four schools failed to meet at least one participation target, and three of these schools did not make AYP due only to participation targets. Five other schools met participation targets with the Safe Harbor option for participation (averaging participation over two or three years). All elementary and middle schools made their participation targets.

Figure 4 shows the number of targets (both participation and performance) missed by school level. Eight out of 12 high schools (67%) and 11 out of 17 elementary schools (65%) missed only one or two targets. At the middle school level, 8 out of 17 schools (47%) missed one or two targets.

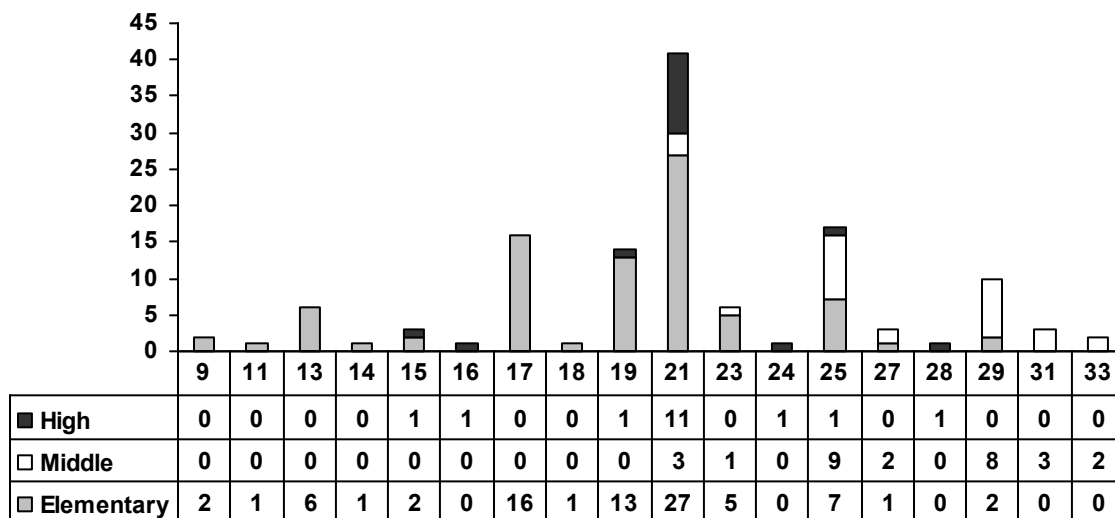
**Figure 4
Number of Targets Missed by Schools Not Making AYP in 2005**



TARGETS

The number of targets ranged from nine at an elementary school to 33 at a middle school (see Figure 5). Middle schools had the highest average number of targets (27), followed by high schools (21), and elementary schools (19). As noted previously, middle schools missed more targets than elementary or high schools.

**Figure 5
Combined Number of Targets
Required to Make AYP in 2005**



Subgroups

The SWD and FRL subgroups most often failed to reach AYP reading or math proficiency targets in WCPSS, as occurred in 2002-03 and 2003-04.

The reporting of the performance of the SWD group was influenced by Option 1 (the one-time adding of 14.4 percentage points). Three elementary schools, six middle schools, and two high schools used Option 1 to meet proficiency with at least one of the SWD subgroups. Of these schools, two elementary, five middle schools, and one high school made AYP.

Figures 6 and 7 compare the total number of subgroups that missed AYP in 2005 to those that missed AYP in 2003 and 2004. More subgroups were below the proficiency target in 2005 than 2004, due mostly to increased targets; yet the 2005 performance was better than the 2003 performance and would have been so even without Option 1.

Figure 6
Subgroups Missing AYP Reading Proficiency Targets
Comparing 2005 to 2004 and 2003

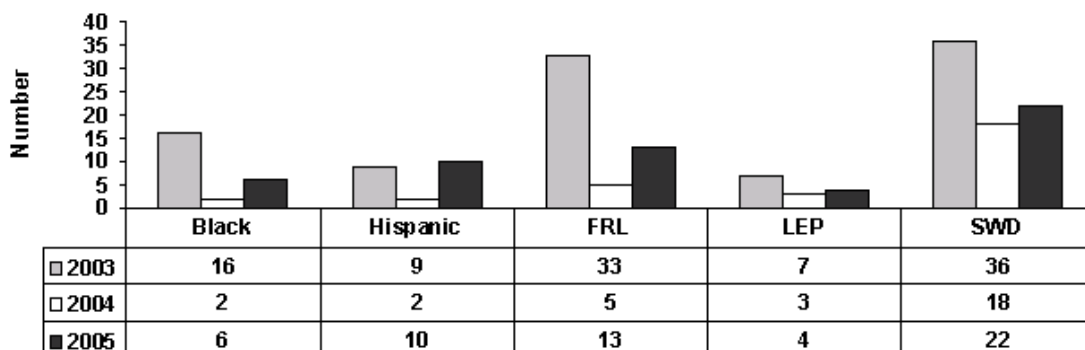
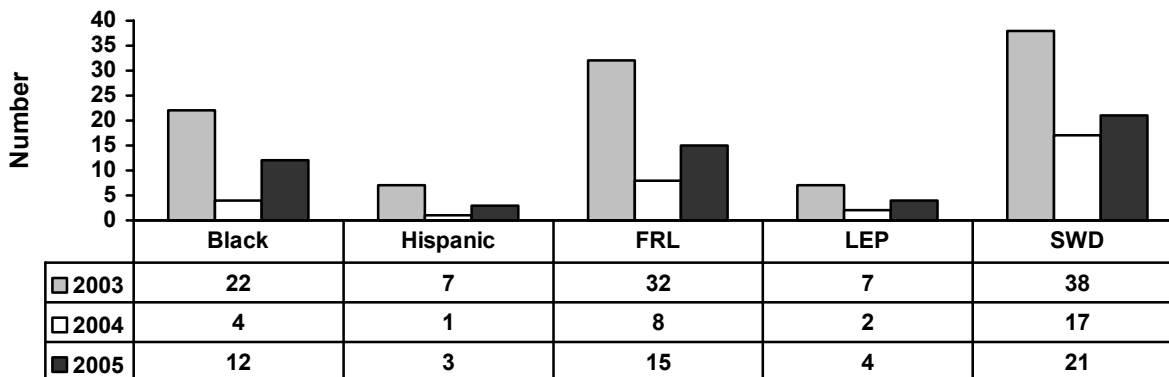


Figure 7
Subgroups Missing AYP Math Proficiency Targets
Comparing 2005 to 2004 and 2003



TITLE I SCHOOLS

A Title I school is a school that receives money in accordance with the Elementary and Secondary Education Act of 1965. These federal funds are intended to help students who are behind academically or at risk of falling behind. Under NCLB, only Title I schools are subject to sanctions for not making AYP. If a Title I school does not make AYP in the same subject (reading or mathematics) for two years in a row, regardless of which subgroup falls short, the school enters School Improvement status. In the first year of School Improvement status, the school must offer all students the option to transfer to another school. If the school does not make AYP in the same subject for a third year, then the transfer option is offered again, and

economically disadvantaged students who do not transfer must be offered supplemental services (tutoring support from an approved provider).

In the first year of NCLB, WCPSS had 48 Title I elementary schools. Nineteen of these schools failed to make AYP that year. In the 2003-04 school year, there were 41 Title I schools, including one that was not Title I in 2002-03 and the 19 that had not made AYP in 2002-03. Of the 19 schools, only two schools failed to make AYP for a second year and were required to offer school choice to all their students. Three other schools failed to make AYP for the first time in 2003-04.

In 2004-05, 38 elementary schools were Title I schools including one new school, the two schools in the first year of School Improvement, and one school that had not made AYP in 2003-04. Two other schools that did not make AYP in 2003-04 were no longer Title I schools.

Seven Title I schools did not make AYP in 2004-05. Of the two schools in School Improvement, one made AYP and one did not. The school that has now missed AYP for three years in a row must offer school choice and supplemental services. The other school in School Improvement must offer school choice for a second year, but is eligible to exit School Improvement status if it achieves AYP again in 2005-06.

DISTRICT RESULTS

At the district level, 66 out of 73 targets were met (90.4%). WCPSS had targets in every subgroup except American Indian, which composed less than 1% of the student population. The district did not make AYP, missing reading and math targets at three levels (elementary 3-5, middle 6-8, and high school 10). In reading, the LEP and SWD subgroups did not make AYP at all three levels. In math, the SWD subgroup did not make AYP at all three levels, and the LEP subgroup did not make AYP at the middle school level. If either reading or math targets are missed at all three levels in 2005-06 by any subgroup, the district will enter School Improvement status, and will be required to:

- Develop or revise a local educational agency plan, in consultation with parents, school staff, and others, no later than 3 months after identification.
- Set aside 10% of Title I, Part A funds for professional development.
- Implement the plan no later than the beginning of the next school year after identification.

DISCUSSION

In the third year of reporting the federal NCLB accountability standards, 63% of WCPSS' schools made AYP even with raised targets in the elementary and middle school levels and new targets in the high school level. One of the two elementary Title I schools in School Improvement status made AYP and the other school missed only one target. Most schools that did not make AYP missed only one or two targets, and these targets were most often either students who are "economically disadvantaged" or "students with disabilities."

The district met 90% of its targets yet did not make AYP. The district missed LEP and SWD targets at the elementary, middle, and high school levels. The achievement of AYP by LEP students impacts district status but few schools. Only four middle schools missed LEP targets and no elementary or high schools missed LEP targets. Most schools had fewer than 40 LEP students and therefore did not have LEP targets. The district had 1,320 elementary students in the LEP subgroup in 2004-05.

The reporting of subgroup performance under the NCLB Act has helped schools and the district uncover student needs that were previously hidden within the majority subgroups of each school. Our schools are focusing resources to meet the needs of all students. The changing rules and options used to implement NCLB make comparisons between years in a school, between schools in a system, between districts, and between states impossible. For example, because schools could use Option 1 only if the SWD subgroup was the only target missed, WCPSS had an elementary school reported as making proficiency with an SWD math subgroup whose proficiency percentage was 68.2%, while another elementary school missed proficiency with an SWD math subgroup whose proficiency was 71.4%. The second school also missed the target with their FRL reading subgroup, and therefore could not apply Option 1 to their SWD subgroup.

Despite the all-or-nothing reporting of AYP status, WCPSS finds value in AYP reports by looking at where each subgroup is performing and setting goals to bring all students to proficiency school by school.

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

Elementary Schools	Met AYP 2002-03	Met AYP 2003-04	Met AYP 2004-05	Title 1 2002-03	Title 1 2003-04	Title 1 2004-05	% of Targets Met 2002-03	% of Targets Met 2003-04	% of Targets Met 2004-05	Total # of Targets 2004-05
Adams	Y	Y	N				100%	100%	96%	22
Apex	N	Y	Y				95%	100%	100%	21
Aversboro	Y	Y	Y	T	T	T	100%	100%	100%	19
Baileywick	Y	Y	Y				100%	100%	100%	21
Ballentine	Y	Y	Y	T			100%	100%	100%	17
Baucom	Y	Y	Y				100%	100%	100%	17
Brassfield	Y	Y	Y				100%	100%	100%	13
Brentwood	Y	Y	Y	T	T	T	100%	100%	100%	17
Briarcliff	N	Y	Y	T	T	T	91%	100%	100%	17
Brooks	Y	Y	Y	T	T	T	100%	100%	100%	17
Bugg	Y	Y	Y				100%	100%	100%	21
Carver	Y	Y	Y	T	T	T	100%	100%	100%	17
Cary	Y	Y	Y	T	T	T	100%	100%	100%	21
Combs	Y	Y	Y	T	T	T	100%	100%	100%	21
Conn	N	Y	N	T	T	T	86%	100%	86%	18
Creech Road	N	Y	Y	T	T	T	96%	100%	100%	29
Davis Drive	Y	Y	Y				100%	100%	100%	17
Dillard Drive	Y	Y	Y	T	T	T	100%	100%	100%	21
Douglas	Y	Y	Y	T	T	T	100%	100%	100%	19
Durant Road	Y	Y	Y				100%	100%	100%	27
Farmington Woods	Y	Y	Y	T	T		100%	100%	100%	21
Forestville Road	X	X	N			T	X	X	96%	24
Fox Road	N	Y	N	T	T	T	91%	100%	96%	22
Fuller	N	Y	Y	T	T	T	86%	100%	100%	25
Fuquay Varina	Y	N	Y	T	T	T	100%	95%	100%	25
Green Hope	Y	Y	Y				100%	100%	100%	13
Green	N	Y	Y				95%	100%	100%	21
Heritage	Y	Y	N				100%	100%	91%	19
Hilburn Drive	Y	Y	Y				100%	100%	100%	19
Highcroft	X	X	Y				X	X	100%	9
Hodge Road**	N	N	N	T	T	T	92%	96%	94%	17
Holly Ridge	X	Y	N				X	95%	86%	18
Holly Springs	N	N	Y				86%	90%	100%	21
Hunter	Y	Y	N	T			100%	100%	86%	18
Jeffreys Grove	N	Y	Y	T	T	T	91%	100%	100%	17
Jones Dairy	X	X	Y				X	X	100%	21
Joyner	N	Y	N	T	T	T	86%	100%	81%	17
Kingswood	Y	Y	Y				100%	100%	100%	11
Knightdale	Y	Y	Y	T	T	T	100%	100%	100%	25
Lacy	Y	Y	Y	T			100%	100%	100%	19
Leesville Road	Y	Y	Y				100%	100%	100%	21
Lead Mine	Y	Y	Y	T	T	T	100%	100%	100%	17
Lincoln Heights	Y	Y	Y	T			100%	100%	100%	21
Lockhart	Y	Y	Y	T	T	T	100%	100%	100%	25
Lynn Road*	N	N	Y	T	T	T	94%	91%	100%	19

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

T means a Title I school

** School is in school improvement and offered school choice or supplemental services

* School is in school improvement and offered school choice for a second year

Elementary Schools	Met AYP 2002-03	Met AYP 2003-04	Met AYP 2004-05	Title I 2002-03	Title I 2003-04	Title I 2004-05	% of Targets Met 2002-03	% of Targets Met 2003-04	% of Targets Met 2004-05	# of Targets 2004-05
Middle Creek	Y	Y	Y	T			100%	100%	100%	21
Millbrook	N	Y	Y	T	T	T	95%	100%	100%	17
Morrisville	Y	Y	Y				100%	100%	100%	17
North Ridge	Y	Y	Y	T	T	T	100%	100%	100%	17
Northwoods	N	Y	Y				96%	100%	100%	29
Oak Grove	N	Y	Y				86%	100%	100%	17
Olive Chapel	Y	Y	Y				100%	100%	100%	13
Olds	N	Y	Y				92%	100%	100%	13
Partnership	Y	Y	Y				100%	100%	100%	13
Penny Road	Y	Y	N				100%	100%	71%	15
Pleasant Union	Y	Y	Y				100%	100%	100%	19
Poe	Y	Y	N		T	T	100%	100%	94%	16
Powell	N	Y	N	T	T	T	86%	100%	95%	20
Rand Road	N	Y	Y	T	T	T	94%	100%	100%	19
Reedy Creek	Y	Y	Y	T	T	T	100%	100%	100%	25
Rolesville	N	Y	Y	T	T	T	87%	100%	100%	19
Root	N	Y	N				93%	100%	90%	17
Salem	Y	Y	Y				100%	100%	100%	15
Smith	Y	Y	Y	T	T	T	100%	100%	100%	19
Stough	Y	Y	Y	T	T	T	100%	100%	100%	19
Swift Creek	Y	Y	Y	T	T	T	100%	100%	100%	17
Timber Drive	Y	Y	Y				100%	100%	100%	23
Turner Creek	X	X	Y				X	X	100%	9
Underwood	N	Y	N				88%	100%	91%	19
Vance	Y	Y	Y	T	T	T	100%	100%	100%	15
Vandora Springs	N	Y	Y	T	T	T	94%	100%	100%	17
Wake Forest	N	Y	Y	T	T		86%	100%	100%	19
Wakefield	Y	Y	Y	T	T		100%	100%	100%	23
Washington	Y	Y	Y	T			100%	100%	100%	21
Weatherstone	N	Y	Y				76%	96%	100%	21
Wendell	Y	Y	Y	T	T	T	100%	100%	100%	13
West Lake	N	Y	N				95%	100%	88%	22
Wilburn	Y	Y	Y	T	T	T	100%	100%	100%	23
Wildwood Forest	Y	Y	N				100%	100%	95%	20
Wiley	N	Y	N	T	T		71%	100%	90%	17
Willow Springs	Y	Y	Y	T	T		100%	100%	100%	21
Yates Mill	Y	Y	Y	T			100%	100%	100%	21
York	N	Y	Y	T	T	T	71%	100%	100%	21
Zebulon	N	Y	Y	T	T	T	86%	100%	100%	14

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

T means a Title I school

** School is in school improvement and offered school choice or supplemental services

* School is in school improvement and offered school choice for a second year

Middle Schools	Met AYP 2002-03	Met AYP 2003-04	Met AYP 2004-05	% of Targets Met 2002-03	% of Targets Met 2003-04	% of Targets Met 2004-05	# of Targets 2004-05
Apex	N	Y	Y	93%	100%	100%	25
Carnage	N	Y	N	96%	100%	90%	26
Carroll	N	N	Y	72%	97%	100%	25
Centennial	N	Y	N	91%	100%	71%	15
Daniels	N	N	N	79%	86%	81%	25
Davis Drive	N	Y	N	89%	100%	97%	30
Dillard Drive	N	Y	Y	86%	100%	100%	27
Durant Road	N	N	N	93%	93%	86%	25
East Garner	N	Y	N	96%	100%	83%	19
East Millbrook	N	N	N	92%	94%	93%	27
East Wake	N	N	N	83%	93%	86%	25
Fuquay-Varina	N	N	N	84%	96%	96%	24
Heritage	X	Y	Y	X	100%	100%	21
Holly Ridge	X	N	N	X	92%	96%	24
Leesville Road	N	N	N	88%	96%	97%	28
Ligon	N	N	Y	92%	92%	100%	25
Lufkin Road	N	N	Y	87%	82%	100%	33
Martin	N	Y	N	84%	100%	92%	23
Moore Square Museum	N	N	N	91%	86%	81%	17
North Garner	N	N	N	72%	97%	86%	25
Reedy Creek	N	N	N	76%	94%	94%	31
Salem	X	X	Y	X	X	100%	25
Wake Forest Rolesville	N	N	N	83%	96%	92%	23
Wakefield	Y	Y	Y	100%	100%	100%	29
West Cary	N	Y	Y	93%	100%	100%	31
West Lake	N	Y	Y	88%	100%	100%	25
West Millbrook	N	N	N	76%	90%	83%	24
Zebulon	N	N	Y	92%	96%	100%	27

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

T means a Title I school

** School is in school improvement and offered school choice or supplemental services

* School is in school improvement and offered school choice for a second year

AYP Status and Targets Met
(Reading, Math, and Graduation Rate Targets)

High Schools	Met AYP 2002-03	Met AYP 2003-04	Met AYP 2004-05	% of Targets Met 2002-03	% of Targets Met 2003-04	% of Targets Met 2004-05	Total # of Targets 2004-05
Apex	N	Y	N	82%	100%	93%	14
Athens Drive	N	N	N	95%	91%	86%	18
Broughton	N	Y	Y	71%	100%	100%	21
Cary	N	Y	Y	86%	100%	100%	28
East Wake	N	N	N	67%	87%	95%	20
Enloe	N	N	N	84%	92%	96%	24
Fuquay-Varina	N	N	N	71%	95%	81%	17
Garner	N	N	N	62%	71%	79%	19
Green Hope	Y	Y	Y	100%	100%	100%	16
Knightdale	X	X	N	X	X	90%	17
Leesville Road	N	N	N	77%	95%	95%	20
Middle Creek	N	N	N	80%	91%	91%	19
Millbrook	N	N	N	79%	91%	76%	16
Sanderson	N	Y	N	71%	100%	91%	19
Southeast Raleigh	N	Y	Y	67%	100%	100%	21
Wake Forest Rolesville	N	N	N	77%	95%	91%	19
Wakefield	N	Y	Y	82%	100%	100%	21

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

T means a Title I school

** School is in school improvement and offered school choice or supplemental services

* School is in school improvement and offered school choice for a second year