

2005 Adequate Yearly Progress (AYP) Criteria Summary

The following two tables summarize the AYP criteria for 2005. The first table displays the “standard” criteria, which apply to a school, local educational agency (LEA), or numerically significant subgroup that has at least 100 students enrolled on the first day of testing and/or at least 100 valid test scores. The second table displays the criteria for a small school, LEA, or subgroup that has fewer than 100 students enrolled the first day of testing and/or fewer than 100 valid test scores.

2005 AYP Targets, Standard Criteria

Standard Criteria (School, LEA, or subgroup has at least 100 enrolled first day of testing and/or at least 100 valid scores)	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments		Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate Indicator
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups		For schools and LEAs	For schools and LEAs
	ELA and Math	ELA	Math		
Schools					
Elementary or Middle Schools	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A
High Schools	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
LEAs					
Elementary School Districts	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A
High School Districts (with students in any of grades 9–11 only)	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
Unified and High School Districts and COEs (with students in any of grades 2–8 and 9–11)	95% (rounded to nearest whole number)	23.0%	23.7%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change

NOTES:

- AMOs = Annual Measurable Objectives
- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP in specific areas and does not meet AYP criteria in each grade span (two through five, six through eight, and ten) in English-language arts (ELA) and mathematics.

2005 AYP Targets, Small School/LEA/Subgroup Criteria

Small school/LEA/ subgroup criteria

(School, LEA, or subgroup has fewer than 100 enrolled first day of testing and/or fewer than 100 valid scores)

	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups	For schools and LEA	For schools and LEAs
	ELA and Math	ELA and Math		
Small School, LEA, or Subgroup	<p><u>51–99 enrolled first day of testing</u></p> <p>95% (rounded UP to nearest whole number)</p> <p>OR</p> <p><u>50 enrolled first day of testing</u></p> <p>Must test at least 47 students</p> <p>OR</p> <p><u>1–49 enrolled first day of testing</u></p> <p>Participation rate criteria do not apply.</p>	<p><u>Fewer than 100 valid scores</u></p> <p>For a school or LEA:</p> <p>Confidence Interval Adjusted AMO Table (will be in the 2005 Accountability Progress Report Information Guide)</p> <p>For a numerically significant subgroup:</p> <p>Standard Criteria (see previous table on page 1)</p>	<p><u>11 or more valid scores</u></p> <p>590 API or 1 point growth</p> <p>OR</p> <p><u>Fewer than 11 valid scores</u></p> <p>Confidence Interval Adjusted API Table (will be in the 2005 Accountability Progress Report Information Guide)</p>	<p><u>Fewer than 100 enrolled on first day of testing and/or fewer than 100 valid scores</u></p> <p>Meet at least one:</p> <ul style="list-style-type: none"> • 82.9% • +0.1% one-year change • +0.2% two-year average change <p>OR</p> <p>If no graduation rate is available or the primary mission of the school is to return students to the regular classroom in a comprehensive high school, an alternate method is used.</p>
<p>A subgroup is numerically significant if it has:</p> <p>(This section was revised August 3, 2005, due to federal denial of proposed Accountability Workbook amendments.)</p>	<p>For schools or LEAs with 100 or more students enrolled first day of testing:</p> <ul style="list-style-type: none"> • 100 or more students enrolled first day of testing <p>OR</p> <ul style="list-style-type: none"> • 50 or more students enrolled first day of testing who make up at least 15 percent of the total population 	<p>For schools or LEAs with 100 or more valid test scores:</p> <ul style="list-style-type: none"> • 100 or more students with valid scores <p>OR</p> <ul style="list-style-type: none"> • 50 or more students with valid scores who make up at least 15 percent of the total valid scores 	N/A	N/A
	A school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.			

NOTES:

- AMOs = Annual Measurable Objectives
- Participation rates for schools, LEAs, or subgroups with 1–49 students enrolled first day of testing will be printed on the report, but “N/A” will be printed in the “Met 2005 AYP Criteria” column.
- Percent proficient numbers and rates and APIs for schools or LEAs with fewer than 11 valid scores will be shown as “N/A” on the report, but results will be printed in the “Met 2005 AYP Criteria” column.
- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP in specific areas and does not meet AYP criteria in each grade span (two through five, six through eight, and ten) in English-language arts (ELA) and mathematics.