

Understanding the Adequate Yearly Progress Status Report

Attached you will find information that breaks out our AYP status. There is one report for grades 3 – 5 (Elementary) and one report grade 6 (Middle). Subject areas tested were Language Arts Literacy (LAL) and Mathematics.

Each report is broken out by subgroups, and indicators. There are 40 indicators in all, plus the *School Attendance Rate* (the bottom box on the chart) for elementary and middle schools.

All students are included in the *Total Population* and then the rest of the groups include students who are broken out from that *Total Population*.

- *Students with Disabilities* are those students identified for Special Education.
- *Limited English Proficient Students* are those students who speak a second language as their primary language, and are learning to be fluent in English.
- *White, African-American, Asian/Pacific Islander, American Indian/Native American, Hispanic, and Others* (students of more than one race) are all subgroups of race and/or ethnicity.
- *Economically Disadvantaged* are those students who receive free or reduced lunches in school.

Students may fit into more than one subgroup, (for example a student is white and also is a student with a disability, and is also economically disadvantaged), so the scores of an individual student can impact the outcome of many subgroups.

The benchmarks are the headings of the other columns:

- *95% Participation Rate* verifies whether or not at least 95% of all students in that subgroup were tested or participated in the APA (in other words the students were not absent for the testing and make ups). For this area to be assessed there must be at least 40 students in the subgroup.
- *Made AYP Benchmark Target* refers to meeting the percentage of Proficient Students in the test scores. For this benchmark, there must be at least 35 students in the subgroup.
- *Made Safe Harbor* is only applicable in areas where the above benchmark was not met in the previous year, but the students in this category may have reduced the number of Partially Proficient Students by at least 10% over last year, but did not meet the proficiency target for the current year.

Analysis of report

- Based on all of the above information, you can see that students at the Frog Pond Elementary School (Little Egg Harbor Inter on the report) achieved 37 of the 40 indicators and met the attendance target.
- The areas missed were *Students with Disabilities* in LAL and Math, and *Economically Disadvantaged Students* in LAL, Elementary and *White Students* in LAL, Middle. *Economically Disadvantaged Students*, Middle, did not meet the benchmark in LAL, but did make *Safe Harbor*.
- In the area of Math, Elementary, in the subgroup *Students with Disabilities*, the district had not met AYP the previous year and did not meet *Safe Harbor*, so the Frog Pond Elementary School has been designated as a *School in Need of Improvement (SINI)* for the 2010-2011 school year.

The George J. Mitchell Elementary School Fact Sheet

1. The George J. Mitchell Elementary School (GJM) houses classes for students in K – 6, as well as the district’s full day preschool program for three and four-year-olds.
2. All of the programs and curricula offered to K – 6 students are the same as the programs offered at the Frog Pond Elementary School.
3. Class size is approximately the same in both schools.
4. Since GJM only began housing students in grades 3 – 6 last year, it had no previous AYP status.
5. Currently GJM has missed indicators in Elementary, LAL *Students with Disabilities* and *Economically Disadvantaged*, and in Middle LAL and Math for *Economically Disadvantaged Students*. In those areas, GJM is an *Early Warning School (year 1)*.