

# **FY2005**

## **Building**

# **Accountability**

# **REPORT**

**REFERENCE GUIDE**

**(2005 Local Report Card - FY2005 EMIS Data)**

**Rev. Date 6/06 /2005**

Ohio Department of Education - Office of Data Services



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## Building Accountability Report Layout

The Accountability and LRC reports are organized similar to reports published last year (2003-04) with the majority of the information on the reports being either required by the No Child Left Behind Act (NCLB) or required by state law. Beginning in early June, each building will receive two separate building-level reports during the Yearend reporting periods. Reports similar to these will also be generated for each district.

### The 2 building-level reports are:

- **Building Accountability Report** –contains all data and calculations pertinent to determining a building's report card rating and AYP status. This includes the report card indicators, performance index, and AYP calculations.
- **Building LRC Report** –contains disaggregate data for several data elements that are on the Accountability Report and additional information that will either be on the Local Report Card or could be useful to buildings, since the data were included on reports in past years. Note that the same data could appear on both the Accountability Report and the LRC Report. For instance, there may be graduation data available on both the LRC and Accountability Report, but the actual statistics may seem to differ across reports, depending upon the level of disaggregation, the filters used, and the calculation on each report.

Each report is provided in Excel format, and is divided into several worksheets based upon the various categories of data. The data included on each worksheet on the Accountability Report are as follows:

- **Summary** – contains general building summary data such as IRN, name, address, etc., as reported by the district in OEDS-R. This worksheet will also contain a summary of the rating and AYP status for the building and an explanation of the methodology for determining a building's report card rating.
- **Statewide Indicators** – shows all of the statewide indicators and whether each indicator was met by the building. The total number of indicators that are possible and the number of indicators that were met by the building are shown at the bottom of the worksheet. (This number may differ depending upon the grade levels enrolled.)
- **Performance Index** - shows the performance index calculations and resulting performance index score for the building based upon proficiency test results. The performance index for FY2005, FY2004 and FY2003 are shown on this worksheet.
- **AYP Summary** – shows a general overview of whether or not the building met AYP (based upon the AYP calculations included in the detailed AYP worksheets in this workbook).
- **AYP Participation** – shows AYP participation rate calculations and the 2 year average for reading and mathematics for the designated subgroups and tested grade levels.
- **AYP Proficiency**– shows the AYP % proficient calculations and the 2 year average for the designated subgroups in which tested grade levels are combined by tested subjects.
- **AYP ProficiencyDetail** – shows AYP % proficient calculations and results for the designated subgroups and proficiency test by grade level and test subject. This is the detailed calculations upon which the AYP % proficient calculations are based.
- **AYP Grad Attend** – shows AYP attendance and graduation rate calculations (including the 2 year average) for the designated subgroups and grade levels.
- **AYP Safe Harbor** – shows AYP calculations and results in determining whether or not the Safe Harbor criterion has been met for each subgroup by subject.
- **AYP\_200506\_Detail** – shows AYP % proficient calculations for the designated subgroups and tests by grade level and test subject **for the new tests and grade levels that are not part of the AYP calculations this year.** This is the detailed calculations upon which the AYP % proficient calculations are based **had these tests been included in AYP this year.**

## Working with the Excel Report Layout

The data has been broken out into separate worksheets based upon how the data are categorized, as shown here:



The “(B)” located at the end of each worksheet name indicates that it is part of a building-level report, as opposed to the “(D)” that appears on the district reports. To find the data you are looking for, simply select the appropriate worksheet.

## Printing the Reports from Excel

Excel gives users the option of either printing each worksheet individually or all at once. In the “Print” menu, there is a group of options called “Print What.” If you would only like to print the current worksheet (such as the summary above) you should select the “Active Sheet(s)” option. However, if you would like to print all worksheets at once (the entire report) you should select the “Entire Workbook” option.

**Note:** Since this is an Excel workbook, you can modify the formatting to work better with your printer and for better readability.

## Showing Calculations

Whenever applicable, the calculations used to determine whether a building met a particular accountability standard (such as the participation rate) are laid out in logical order from left to right and marked by column numbers. For instance, the worksheet below shows the order of operation for determining whether a building met the participation rate AYP targets. The first two columns show the raw data used in the numerator and denominator of the calculation. NOTE: This refers to columns 1 & 2 using the column numbers assigned in the worksheet, NOT the lettered column headers used by Excel, Column 3 shows the actual calculation that takes place to determine the participation rate (column 2 / column 1 in this case). Columns 4, 5, and 6 are the same as columns 1, 2, and 3 except that it uses data from two years (2003-04 and 2004-05) to calculate a 2 year average participation rate. Column 7 lists the *static* AYP target that must be met, and Column 8 shows whether or not the target was met.

A	B	C	D	E	F	G	H	I	J
<b>AYP Participation Rate Indicator Calculation</b>									
		<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>	<b>Column 7</b>	<b>Col 8</b>
	<b>AYP Participation Rate Indicators -</b> Includes All Students Enrolled in the District at the Time of March Testing Not Reported (N/R) for Subgroup Sizes (Column 1) Less Than 40 (45 for IEP Students)	<b># of Students Required to Take the Test</b> (Required Test Type = STR or ALT)	<b># of Students Taking the Test</b> (Required Test Type = STR or ALT with a score not equal to ****)	<b>Participation Rate</b> (Col 2 / Col 1)	<b># of Students Required to Take the Test</b> (FY2004* and FY2005 Combined)	<b># of Students Taking the Test</b> (FY2004* and FY2005 Combined)	<b>2 Year Average Participation Rate</b> (Col 5 / Col 4)	<b>AYP Participation Rate Target</b>	<b>AYP Participation Rate Met?</b> (Col 3 < Col 7)
Grade 3, Grade 6, and OGT Reading Test	All Students							95.0%	
	Economically Disadvantaged							95.0%	
	Asian/Pacific Islander							95.0%	
	African American							95.0%	
	American Indian/Alaskan							95.0%	
	Hispanic							95.0%	
	Multi-Racial							95.0%	
	White							95.0%	
	IEP							95.0%	
	LEP							95.0%	
	Grade 4, Grade 6, and OGT Mathematics Test	All Students							95.0%
Economically Disadvantaged								95.0%	
Asian/Pacific Islander								95.0%	
African American								95.0%	
American Indian/Alaskan								95.0%	
Hispanic								95.0%	
Multi-Racial								95.0%	
White								95.0%	
IEP								95.0%	
LEP								95.0%	
Grades included in the participation rate depend on the grades in your school.									
* The 2 year total for reading includes students who took the 3rd grade Reading Achievement test in 2003-04 and does not include students who took the 4th grade Reading Proficiency test in 200									
Acct-Performance_Index(B) / Acct-AYP_Summary(B) / <b>Acct-AYP_Participation(B)</b> / Acct-AYP_J									
									NUM

## How the Ohio Accountability System Works

Prior to FY2003, buildings were evaluated and received a Local Report Card rating based upon indicators that set targets for graduation rate, attendance rate and the percent of 4<sup>th</sup>, 6<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students scoring at the proficient level on each proficiency test subject. However, the No Child Left Behind Act required Ohio to modify its accountability system to comply with federal law. Ohio has adopted a single statewide accountability system that will be applied to all public school buildings and districts. Please see the Ohio Department of Education’s accountability website for additional information: <http://www.ode.state.oh.us/accountability>.

### “Where Kids Count” Methodology

In order for students to be included in the Accountability report the data submitted by the building must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the DA-Sites, the data are submitted to ODE. ODE then applies its business rules to the data in the form of “filters”. The purpose of these filters is to determine:

- 1) Whether students are included at the building, district, or state level and then,
- 2) Which students should be included in each calculation and total.

There are business rules that apply system-wide and business rules that are specific to a calculation or total. Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students should count at which level and at which entities.

The main *system wide* business rules are:

- 1) The students that will count at a building/district level are students that are reported with a student status of “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “S”, or “W” **and** a student



percent of time greater than zero that meet the 'Full Academic Year' criteria at the building/district. NOTE: Students educated through Title I Public School Choice (Student status = W) will be included in the totals in the building and/or district at the educating district if they meet the "full academic year" criteria.

- Students with an Attending/Home IRN Indicator = "2", "3", "4", or "5" (career-technical education via a contractual arrangement, attending a JVSD, ESC, or Postsecondary Institution will count at the resident district at the district level if they meet the 'Full Academic Year' criteria at the building/district level.
- Students with a student status of "B" are counted at the resident district if the student meets the 'Full Academic Year' criteria at the educating district. These students will count at the educating district for the participation rate calculation.
- Students with a student status of "P" or "T" **and** students with a Attending/Home IRN Indicator of "6" (MR/DD or state school which student is attending) will not count at the building or district level.
- Students with a student status of "M" (Community School) will count at the community school if they meet the 'Full Academic Year' criteria. **If the Community School is a Conversion Community School the students will also be included in the sponsoring district's accountability calculations.**
- Students that only receive services from a building (student status '6', 'F', 'I') do not count in the accountability calculations for the reporting district or building.
- Students that are reported as being an LEP student in US schools for the first time on or after the first day of school during the 2004-05 school year [students with "L" reported in the LEP element (on the student demographic record)] are excluded from all proficiency calculations (% proficient, performance index, and participation rate). The student will still be included in the attendance rate and graduation rate, if applicable.
- Per federal regulations, students who exited the LEP program can be included in the LEP subgroup for up to two years after they exit the program. These are students reported with LEP = "4" or "2". These are students that were classified as LEP in the 2003-04 school year or the 2002-2003 school year but are no longer classified as LEP.

### Elements Calculated Using the 'Full Academic Year' criteria

The "% proficient", Performance Index, and Attendance Rate are calculated based upon the student being enrolled in a building and/or district for a "Full Academic Year". (The "Full Academic Year" criterion does not apply to the Participation Rate.)

#### "Full Academic Year"

The definition of a "Full Academic Year" is:

- 1) The student is enrolled in the building/district during the October count week, and the district received funding for the student during the October count week,
  - a. To be included in the building level - [Building IRN on Student Attendance Record reported in October]
  - b. To be included in the district level - Reporting district submitted a Student Attendance Record during the October K reporting period

**and**

- 2) Is enrolled in the building/district for 120 or more consecutive school days during the 2004-05 school year

- a. To be included in the building level - [Majority of attendance IRN = Building IRN],
- b. To be included in the district level - Majority of attendance IRN = DIRN or the IRN of a building within the district (NOT = \*\*\*\*\*)

and

- 3) Is also enrolled in a building within the district during the March mathematics test administration
  - a. To be included in the building level - [Building IRN where student was enrolled during March test administration on Mathematics test record = Building IRN].
  - b. To be included in the district level - [Building IRN where student was enrolled during March test administration on Mathematics test record = a Building IRN of a building within the district (not = \*\*\*\*\*)].

The following steps are taken to determine if the student met the full academic year criteria at the building level, and then at the district level:

- Once data are submitted to ODE, the data will go through a series of checks to see if the student meets the full academic year criteria at the building level. If the student met the criteria at one building in the district the student would count at the building, district and state.
- If the student does not meet the full academic year criteria at the building level, then the programs will check to see if the student meets the full academic year criteria at the district level. If the student did not meet the criteria at the building level but was still enrolled in the district for a 'Full Academic Year' the student would count in the district and state totals, but not in the building totals.
- If the student was not in the district for a 'Full Academic Year' and was not at another Ohio district for a 'Full Academic Year' then the student would only be included in the totals at the state level.

### **Determining where student was enrolled during the March Test Administration**

In determining where the student was enrolled during the March test administration ODE will look at the element "*BUILDING WHERE THE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION*" on the Proficiency, Achievement and OGT **mathematics** records. The exception to this is for 5th Grade students, for which ODE will use the **5th** Grade Reading Achievement Test Record, since there is not a mathematics test for 2004-05.

### **Examples: Full Academic Year Definition Applied**

#### **Example A:**

**SITUATION:** A student was enrolled in Building A in October, was at that building for 120 consecutive days and then moved to Building B (in the same district) **before** the March test administration.

**Where students count:** The student's test results would **not** be included in the % Proficient Calculation, the Performance Index or the Attendance Rate for either Building A or Building B (because the student was not enrolled in either building for a 'Full Academic Year') but **would** be included in the district level % Proficient Calculation, Performance Index, and Attendance Rate. (The student would be included in Building B for the Participation Rate.)

	<b>% Proficient</b>	<b>Performance Index</b>	<b>Attendance Rate</b>	<b>Participation Rate</b>
Building A	No	No	No	No
Building B	No	No	No	<b>Yes</b>
District level	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

#### **Example B:**

**SITUATION:** A student transfers into Building A (from out of state) at the beginning of November and remains at Building A for the rest of the school year.

**Where Student Counts:** The student would have been in Building A for the March test administration and for 120 consecutive days but was **not** enrolled during the October count week. The student would **not** be included in the totals for Building A and would **not** be included in the district totals. (The student **would** be included in Building A's Participation Rate). Because the student was not in the district during October Count Week, the student did not meet the Full Academic Year criteria, so is not included in the % Proficient, Performance Index, or Attendance Rate for the district.

	<b>% Proficient</b>	<b>Performance Index</b>	<b>Attendance Rate</b>	<b>Participation Rate</b>
Building A	No	No	No	<b>Yes</b>
District level	No	No	No	<b>Yes</b>

### **Full Academic Year for Non-Tested Grade Levels (Attendance Rate)**

Attendance for students in non-tested grade levels will be included in the building/district Attendance Rate if they meet the criteria for a "Full Academic Year".

Two criterion will be used to determine if a student in a non-tested grade level (grades in which no state test is being administered) meets the "Full Academic Year" criterion:

- 1) The student is enrolled and funded in the building/district during the October count week, **and**
- 2) The student is enrolled a minimum of 120 consecutive school days in the building/district during the 2004-05 school year.

For grade levels in which there is no state test administered, ODE will not be using the 3<sup>rd</sup> criterion of "enrolled during the March test administration".

### **Use of the Accountability IRN**

If the 'Full Academic Year' criteria are met at the building level, and the district has reported another building IRN in the Accountability IRN element, then ODE will use the Accountability IRN to determine in which building the student's attendance and test results will be included. (This does not apply to the participation rate).

### **District Data Entry of the Accountability IRN**

In the Accountability IRN data element field, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

1. Student was enrolled in a building for a 'Full Academic Year'.
2. Student is simultaneously enrolled in two or more buildings in the district.

OR

The student participates in a special program in another building (other than the building in which they were enrolled 120 consecutive days). An example of this would be an IEP student that attends a different building because the IEP program that they are in is housed in that building. If the district does not enter an IRN in the accountability IRN field the student would be included in the results for the building that the program is in, however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the resident building IRN); the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the Accountability IRN if the student was not enrolled in a building within the district for 120 or more consecutive days, but was enrolled in the district. ONLY a **building** IRN of a building within the district can be entered into the Accountability IRN, or else a fatal error will occur.

#### **Students Court-placed or Parent-placed into an Institution**

For students court placed into a district (Student Percent of Time > 0% and Student Status = 'P' or 'T', i.e. Attending Home Status = '1P' or '1T'), the "Where Kids Count IRN" will be set to "\*\*\*\*\*". These students do NOT count at either the district or building

#### **Students with disabilities being Educated Via A Cooperative Agreement**

For students with disabilities being educated via a cooperative agreement in a district other than the district of residence (Student Percent of Time > 0% and Student Status = 'B', i.e. Attending Home Status = '1B'), the "Where Kids Count IRN" will be the **Resident District IRN** if the student met the 'Full Academic Year' criteria in the **educating** district. (These students will count in the **educating** district for participation rate)

### **Calculations Based Upon the Reporting IRN**

The Building IRN reported by school buildings on the **Student Demographic Record** is considered the "reporting IRN" .

#### **Please note that:**

- This IRN must be a **public school building** located **within the district** which is reporting the student.
- The **district IRN** can be reported if the student is being educated full-time by employees outside of the reporting district.
- For **ESC's** reporting students, the IRN of the ESC is to be used in the *Building* IRN field.

#### **Graduation Rate**

The graduation rate, both the numerator and denominator include students who are instructed by the building [STUDENT STATUS = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W'] AND [STUDENT PERCENT OF TIME > 0] OR resident students attending an ESC, JVS or a post-secondary institution [ATTENDING/HOME IRN INDICATOR = '2', '3', '4', '5']. The numerator and denominator do not include non-resident career -technical contract students, non -public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with STUDENT STATUS = '2', '6', 'F', 'I', respectively]].

The **Graduation Rate** is calculated based upon the criteria above – regardless of whether the student was enrolled for a "full academic year" in the building and/or district.

### **Participation Rate Calculation**

The **Participation Rate** is calculated based upon the element *BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION* reported by school buildings on either the Student Proficiency Record, Student Achievement Record, or the OGT Record during the Yearend reporting period – regardless of whether the student was enrolled for a "full academic year" in the building and/or district and defined as follows:

Indicates the IRN of the building within the district where the student was enrolled during the March mathematics test administration for 2004-05. If the student was not enrolled in a building within the district at the time of the March test administration, report "\*\*\*\*\*". If a student has taken a test multiple times,

and the highest score was achieved in another building/district, this element should still reflect the IRN of the building within the district where the student attended during the March test administration for 2004-05.

**Please note that:**

- This IRN must be a **public school building** located **within the district** which is reporting the student.
- This should be the building IRN of the building where the student was **enrolled** during the March test administration **even if the student did not take the test during the March test administration**.

**Performance Level Determination**

**New Achievement and OGT tests:** The 3<sup>rd</sup> grade math, 4<sup>th</sup> grade reading and math, 5<sup>th</sup> grade reading, 7<sup>th</sup> grade math, and 8<sup>th</sup> grade reading and math are new achievement tests for the 2004-05 school year. The writing, social studies, and science tests are new OGT tests for the 2004-05 school year. These tests were given for the first time in March 2005 and the performance level standards will not be set until June 2005. The process to determine the performance level earned by a student is as follows:

- 1.) The test is scored by scoring contractor and the student is given a raw score which indicates the number of points the student earned by responding correctly.
- 2.) The raw scores are sent to the districts.
- 3.) Since the performance standards will not be set until June 2005 districts will be required to report the test results to ODE using the raw score data. ODE will convert the reported raw score to a scaled score and then convert the scaled score to a performance level.
- 4.) When the performance level standards are approved by the state board of education in June 2005 the raw scores will be converted to scaled scores by the testing company and new test reports will be sent to districts indicating the scaled score and performance level achieved for each student. Districts are not required to submit scaled score results to ODE for these new tests. (Scaled scores allow test results to be compared across years.)

**Achievement test performance level determination:** All achievement tests are reported to ODE on a per administration basis and current year test results are used for the performance level determination. Retained students will be counted based on current year performance. All but the grade 3 reading achievement test is administered once a year. For grade 3 reading the highest score earned from the October 2004 and March 2005 administrations will determine the student's performance level provided the student status for both administrations is the same. If the student status changes, the score earned under the most recent student status will be used in determining the performance level of the student. A status change is defined as a change in the required test type, or a change in the accommodations data element reported to ODE.

Example of Status Change - A student takes the 3<sup>rd</sup> grade reading test with IEP accommodation in October 2004 and scores at the Basic level. The student takes the test again in March 2005, but takes the test without any accommodations and scores at the Limited level. Since the accommodations changed there would be a change in status and ODE would use the results from the March 2005 test administration.

**OGT test performance level determination:** All OGT tests are reported to ODE on a per administration basis. For this school year a first time 10<sup>th</sup> grade student will have only taken the required tests once and therefore those scores will be used to determine the student's performance level. In the future when there will be multiple testing opportunities for students who have yet to pass a required subject area, ODE will determine a student's performance level based upon the highest score earned across all administrations provided the student status remains the same. If the student status changes then the highest score attained with the most current status will be used.

**Proficiency tests performance level determination:** All proficiency tests are reported to ODE as one record per subject test. Performance level determinations are based upon the most recent score earned by a student. Since only one record is reported per subject, that record will be used by ODE to determine the performance level of the student.

Another factor that affects the performance level determination is the district alternate assessment cap. For more information please refer to Appendix A at the end of this manual.

## Building Accountability Report - Page/Sheet 1

### General Building Information

The General Building Information can be broken down into two areas:

- 1) Contact information and
- 2) Building performance rating information and methodology

#### Contact Information

The contact information area is comprised of name, address, and contact information about the building.

#### Building Performance Rating Methodology

The building performance area contains all of the rating information for the building in one location, as well as information about the rating methodology used for buildings. The building rating, indicators met, performance index score whether the performance index growth criteria was met (this applies to buildings in academic emergency or academic watch only), and AYP determination have been added to the front page to give the building an "at a glance" summary of what is on the following pages.

#### Growth Criteria

The Growth Criteria applies only to buildings in Academic Emergency or Academic Watch and is defined as: an improvement of at least 10 points in the performance index score over 2 years with at least 3 points improvement in the most recent year. If the building meets the Growth Criteria then it will move up one rating designation but no higher than Continuous Improvement.

**Note:** The performance information is based on the quantity and quality of information submitted to ODE through EMIS, therefore the ratings could change as buildings continue to revise and resubmit EMIS data. Since new Achievement and OGT tests are being implemented and the standards will not be set for these tests until the May/June time frame this information will not be included in the accountability report until the standards are set.

### Report Card Rating Methodology

All of the data for State Indicators, Performance Index, Adequate Yearly Progress (AYP), and Performance Index Growth Criteria are now included on the Accountability Report. Each building's report card rating is computed using all four evaluation criteria, as shown below.

Methodology for Determining Ohio School Building Rating						
Rating	State Indicators Met <small>The actual number of indicators to be met will vary by building based on the number of indicators that are applicable to each building.</small>		Performance Index Score		AYP Determination	Performance Index Growth Criteria
Excellent	94% - 100 %	or	100 to 120	and	Met or Missed AYP	Not Eligible
Effective	75% - 93.9%	or	90 to 99.9	and	Met or Missed AYP	Not Eligible
Continuous Improvement	0% - 74.9%	and	0 to 89.9	and	Met AYP	Designated Academic Watch but improved at least 10 points in 2 years with at least 3 points in most recent year
	50% - 74.9%	or	80 to 89.9	and	Missed AYP	
Academic Watch	31% - 49.9%	or	70 to 79.9	and	Missed AYP	Designated Academic Emergency but improved at least 10 points in 2 years with at least 3 points in most recent year
Academic Emergency	0% - 30.9%	and	0 to 69.9	and	Missed AYP	

**Operators in LRC Rating Methodology**

- **“or”** - Note that an “or” operator in the table above means that either criteria can be met. For instance, to be considered “Excellent,” a building can miss or meet AYP and only needs to meet 94% - 100 % of the indicators **OR** have a Performance Index score between 100 and 120).
- **“and”** - requires that both criteria on either side of the operator be met. When an “and” separates all criteria (like it does with “academic emergency”) all 3 criteria must be met to receive that rating.

**Please note:** A building can miss AYP and earn an “excellent” or “effective” designation for only up to two years - with third year missing AYP, designation drops to “continuous improvement”.

**State Indicators**

There are 23 possible state indicators, 21 of which are proficiency/achievement test performance indicators. The actual number of indicators to be met by a building will vary by building based on the number of indicators that are applicable to that particular building. The proficiency/achievement indicators include (all have minimum standards of 75% proficient or above) :

- 3rd grade achievement: Reading and Math
  - 4th grade proficiency: Math, Citizenship, and Science
  - 4<sup>th</sup> grade achievement: Reading and Writing
  - 5<sup>th</sup> grade achievement: Reading
  - 6th grade proficiency: Reading, Writing, Math, Citizenship, and Science
  - 7<sup>th</sup> grade achievement: Math
  - 8<sup>th</sup> grade achievement: Reading and Math
  - 10th grade Ohio Graduation Tests: Reading, Writing, Math, Social Studies, and Science
- And the:
- Graduation Rate (minimum standard = 90%)
  - Attendance Rate (minimum standard = 93%)





<b>Statewide Indicators – Column 1 - # of students taking the Standard Test or the Alternate Assessment – (by Subject)</b>	
Definition:	Total number of students enrolled in the building for a “full academic year” who actually took the test. This includes students that took the Alternate Assessment. The tested grade levels for 2004-05 are 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup> grade (OGT). This total does not include any student who did not take the test (even if they were required to take the test).
Calculation:	For each subject/grade level test, this is a count of students in a tested grade level that actually took the test. This includes testing records with <i>REQUIRED TEST TYPE</i> = “STR” or “ALT” AND the <i>RAW SCORE</i> or <i>SCALED SCORE</i> is not = “****”.
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students reported with <i>REQUIRED TEST TYPE</i> = “STR” or “ALT” and <i>RAW/SCALED SCORE</i> is not = “****”. This calculation includes students with Scaled/Raw Score = INV (invalidated) or NSA (Non-Scorable Assessment) and all tests taken by students with disabilities who took the test, regardless of whether they took the test with IEP accommodations.</li> </ul>

<b>Statewide Indicators – Column 1 - # of students taking the Standard Test or the Alternate Assessment – (by Subject)</b>	
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- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).- Students with <i>LEP</i> = L.</li></ul> |
|--|--|

Data Source:	Reported by building through EMIS during FY2005 October K and Yearend N
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<b>Statewide Indicators – Column 2 - # of Students with test results at or above the proficient level (Alternate Assessments not Included) – (by Subject)</b>	
Definition:	Total number of students enrolled in the building for a “full academic year” that scored at or above the Proficient level on a test. <b>Students taking the Alternate Assessment are excluded from this count.</b>
Calculation:	For each subject/grade level test, this is a count of students with <i>REQUIRED TEST TYPE</i> = “STR” AND Scaled/Raw Score => State Board of Education minimum Standard for that test. The tested grade levels for 2004-05 are 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8th and 10 <sup>th</sup> grade OGT
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W” <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, or “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student reported with Required Test Type = “STR” and scaled/raw score =&gt; the State Board of Education minimum Standard for that test. This calculation <b>excludes</b> students that took the alternate assessment.</li> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05). Students with <i>LEP</i> = L.</li> </ul>

<b>Statewide Indicators – Column 2 - # of Students with test results at or above the proficient level (Alternate Assessments not Included) – (by Subject)</b>	
Data Source:	Reported by building through EMIS during FY2005 October K and Yearend N

<b>Statewide Indicators – Column 3 - # of Students taking the Alternate Assessment who scored at or Above the Proficient level – (by Subject)</b>	
Definition:	<p>Total number of students enrolled in the building for a “full academic year” that took the alternate assessment and scored at or above the Proficient level. The tested grade levels for 2004-05 are 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8th and 10<sup>th</sup> grade OGT</p> <p><b>Note: The district level 1.0 % alternate assessment cap (or the cap approved by the “Request for Exception” process) applies to this column. The alternate assessment cap is defined as: The total number of students in the district who took the alternate assessment that scored at or above the proficient level, which cannot exceed 1.0 %* of the students in the district that took the test for that subject. For more information on the 1.0% cap see Appendix A in this manual.</b></p> <p><b>*Or the cap approved through the “Request for Exception” process</b></p>
Calculation:	<p>For each subject/grade level test, this is a count of students with Required Test Type = “ALT” AND scaled score = “AAA” or “BBB” OR Raw Score equal to or greater than the State Board of Education minimum Standard for that test.</p> <p><b>Note:</b> This calculation is subject to the 1.0% district alternate assessment cap limitation (or the cap approved by the “Request for Exception” process). If the cap is exceeded, then all remaining students that scored at or above the proficient level will NOT be included in this count. For more information on the Alternate Assessment cap see Appendix A.</p>
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE</i>  <i>ACCOUNTABILITY IRN</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”,  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p>

<b>Statewide Indicators – Column 3 - # of Students taking the Alternate Assessment who scored at or Above the Proficient level – (by Subject)</b>	
	<ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “ALT” and Scaled Score = “AAA” or “BBB (for IEP based Alternate Assessments) OR Raw Score &gt;= the State Board of Education minimum Standard for that Standards-Based Alternate Assessment.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).- students with <i>LEP</i>= L.</li> </ul>
Data Source:	Reported by building through EMIS during FY2005 October K and Yearend N

<b>Statewide Indicators – Column 4 - # of Alternate Assessment Students Proficient or Above NOT included in column 3 – (by Subject)</b>	
Definition:	Total number of students enrolled in the building for a “full academic year” that scored at or above the proficient level on the Alternate Assessment <b>and</b> are <b>not included</b> in column 3 because the district exceeded the 1.0% Alternate Assessment Cap (or the cap approved by the “Request for Exception” process). Even though these students scored at or above the proficient level on the alternate assessment, for the purpose of this calculation they <b>are not</b> included in the cohort of students scoring at or above the proficient level because the district exceeded the alternate assessment cap. All tests listed on the State Indicators sheet are subject to the 1.0% alternate assessment cap.
Calculation:	For each subject/grade level test, this is a count of students for whom scores have been excluded from the count of students scoring at or above the proficient level on the alternate assessment because the district alternate assessment cap for that subject has been exceeded.
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	Includes students who meet the following criteria: <ul style="list-style-type: none"> <li>• Student status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> <li>OR</li> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> <li>OR</li> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> <li>OR</li> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> <li>AND</li> <li>• Students with Required Test Type = “ALT” and Scaled Score = “AAA” or “BBB (for IEP based Alternate Assessments) or Raw Score equal to or greater that</li> </ul>

<b>Statewide Indicators – Column 4 - # of Alternate Assessment Students Proficient or Above NOT included in column 3 – (by Subject)</b>	
	<p>the State Board of Education minimum Standard (for Standards Based Alternate Assessment).</p> <p>AND</p> <ul style="list-style-type: none"><li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).- students with LEP = L.</li></ul>
Data Source:	Reported by building through EMIS during FY2005 October K and Yearend N



<b>Statewide Indicators – Column 5 – 2004-05 % Proficient – (by Subject)</b>	
Definition:	The percentage of students enrolled in the building for a “full academic year” that scored at or above the proficient level on the test ( <b>subject to the Alternate Assessment cap limitation</b> ). This percentage is used to determine if the building met the state minimum standard (state indicator) for that subject/grade level test.
Calculation:	$\% \text{ Proficient or Above on Test} = \frac{\text{Number of Students scoring at or above the proficient level on the standard test or Alternate Assessment (Required Test Type = "STR" and "ALT") (Column 2 + Column 3)}}{\text{Number of students taking the Standard or Alternate test (Required Test Type = "STR" and "ALT") Column 1}} \times 100$
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT” and Scaled/Raw Score NOT = “****” (“****” means that the student did not take the test). Includes</li> </ul>

<b>Statewide Indicators – Column 5 – 2004-05 % Proficient – (by Subject)</b>	
	<p>students with Scaled Score or Raw Score = INV (Invalidated) or NSA (Non-Scorable Assessment) <b>and</b> all students with disabilities regardless of whether they took the test with accommodations.</p> <p>AND</p> <ul style="list-style-type: none"><li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05). Students with LEP = L.</li></ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>Statewide Indicators – Column 7 - State Indicator Met – (by Subject)</b>	
Definition:	This column indicates whether the state indicator is met for each grade/subject test. If the % of students scoring at or above the proficient level is $\geq$ the state minimum standard, then the building met the standard for that state indicator.
Calculation:	If the % of students scoring at or above the proficient level is $\geq$ the state minimum standard then the building met the standard for that state indicator. If the percentage of students' proficient is below the state minimum standard then the building did NOT meet the standard for that state indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

## Graduation Rate

The graduation rate is defined as the percentage of students that received a diploma during the 2003-04 school year, (INCLUDING summer 2004 graduates) of the total number of students reported as graduates and or dropouts from this cohort of students (adjusted for returning withdrawals) combined.

Graduates: Were students reported during FY2004 Yearend N with a *DIPLOMA DATE* and a *DIPLOMA TYPE*.; OR students reported during FY2005 October K as Summer Graduates with a *DIPLOMA DATE* and a *DIPLOMA TYPE*.

- Students with Grade Level = 13 that receive a diploma during the 2003-04 school year **are not** considered “On-Time Graduates” and are not included in the numerator of the graduation rate.
- Proficiency only students who graduated in FY2004 are not included in the numerator or denominator. Proficiency-Only students are students who were not enrolled in the building, but needed to pass the 9th grade proficiency test in order to graduate.
- If the district has only one high school, the “Graduation Rate” on the Building Accountability Report may not be equal to the “Graduation Rate” On the District Accountability Report.
- Graduation rates will only be calculated for a high school that includes students in grades 9-12, inclusive. If a building does not educate the entire 9-12 grade span then a graduation rate would not be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 9 through 12.
- The graduation rate formula is consistent with the National Center for Educational Statistics (NCES) recommendations for calculating graduation rates.
- The graduation rate calculation is adjusted for dropouts who return before October of the following year, and for students reported with program codes =
  - 500001 - Previously reported as a dropout in the reporting district’s graduation rate.
  - 500002 - Previously reported as a dropout in another Ohio district.

Statewide Indicators – Column 1 - Number of High School Graduates School Year 2003-04	
Definition:	<p>Number of students who were enrolled in high school that received a diploma during the 2003-04 school year.</p> <p><i>Graduates:</i> Were students reported during FY2004 Yearend N with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i>; OR students reported during FY2005 October K as Summer Graduates with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (EXCLUDING GRADE 13 GRADUATES AND PROFICIENCY-ONLY STUDENTS).</p> <p>NOTE: If the district has only one high school, the "Graduation Rate" on the Building LRC may not be equal to the district level "Graduation Rate."</p>
Calculation:	<p>A count is taken of the number of 2003-04 graduates [students reported with a diploma date and diploma type during FY2004 Yearend N] and the number of summer graduates [students reported during FY2005 October K as Summer Graduates with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i>]. The full academic year criterion does NOT apply to the graduation rate.</p> <p><b>Note:</b> Students with Grade Level = 13 and Proficiency-Only students (students who were not enrolled in the district, but needed to pass the 9<sup>th</sup> grade proficiency test in order to graduate) are not included in this count. Students with Grade Level = 23 who are reported as graduates ARE included in this count.</p>
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL STUDENT STATUS ATTENDING/HOME IRN INDICATOR STUDENT PERCENT OF TIME DIPLOMA DATE DIPLOMA TYPE WITHDRAWAL DATE WITHDRAWAL REASON ADMISSION DATE</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Received a diploma: DIPLOMA TYPE = '1' (Regular diploma), or '2' (diploma with honors)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Are instructed by the building STUDENT STATUS = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', "M", , 'S', 'W' <b>AND</b> STUDENT PERCENT OF TIME &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [ATTENDING/HOME IRN INDICATOR = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Are in grades 10, 11, 12; [STATE EQUIVALENT GRADE LEVEL = '10', '11', '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Are assigned a grade level of UG; [STATE EQUIVALENT GRADE LEVEL = '10', '11', or '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Have been identified as having a disability condition that have completed</li> </ul>

<b>Statewide Indicators – Column 1 - Number of High School Graduates School Year 2003-04</b>	
	educational requirements and elect to remain for further training, are under age 22, and have not graduated. [STATE EQUIVALENT GRADE LEVEL='23'] OR <ul style="list-style-type: none"><li>• Have completed educational requirements during summer school</li></ul>
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 October K

<b>Statewide Indicators – Column 2 - Number of High School Graduates + High School Dropouts + Grade 13 Graduates - School Year 2003-04</b>	
Definition:	<p>This is the denominator for the graduation rate, which includes the number of students that received a high school diploma during the 2003-04 school year <b>plus</b> the number of high school dropouts for that graduating class (adjusted for returning withdrawals and previous dropouts) <b>plus</b> the students reported with Student Grade Level = 13 that received diplomas during the 2003-04 school year.</p> <p><u>Graduates:</u> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (Students reported with Grade Level = 13 that receive a diploma during the 2003-04 school year <b>are NOT</b> considered "On-Time Graduates").</p> <p><u>Returning Withdrawals:</u> Students who were reported as dropouts (Withdrawal Reason = 71, 72, 73, 74) in the prior year or reporting period and have returned the year immediately following the year that they were counted as a dropout.</p> <p><u>High School Withdrawals/Dropouts:</u> Are the number of dropouts (Withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.</p> <p><u>Grade 13 Students:</u> Students reported with Grade Level = 13 are students that have completed course requirements but have not passed all parts of the 9<sup>th</sup> Grade Proficiency Test and have chosen to remain in school and take courses. The primary difference between the students reported with Grade Level = 13 and the students reported with Proficiency-Only Records is that the former are still enrolled and taking classes, and the proficiency-only students <b>are NOT</b> enrolled and just took the 9<sup>th</sup> grade Proficiency Test in the reporting district.</p> <p><u>Previous Dropouts:</u> Students who were previously reported as dropouts who were not counted as returning withdrawals, as reported with program codes =</p> <ul style="list-style-type: none"> <li>o 500001 - Previously reported as a dropout in the reporting district's graduation rate.</li> <li>o 500002 - Previously reported as a dropout in another Ohio district.</li> </ul>
Calculation:	<p>= <b># of FY2004 Graduates (Including Summer Graduates)</b>  <b>+ # of Graduates in Grades 13</b>  <b>+ # of Grade 9 dropouts in FY2001 – # of Grade 9 Returning Withdrawals</b>  <b>+ # of Grade 10 Dropouts in FY2002 - # of Grade 10 Returning Withdrawals</b>  <b>+ # of Grade 11 Dropouts in FY2003 - # of Grade 11 Returning Withdrawals</b>  <b>+ # of Grade 12 Dropouts in FY2004 - # of Grade 12 Returning Withdrawals</b>  <b>- # of students reported as a previous dropout (program code 500001 or 500002)</b></p>
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>WITHDRAWAL DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE NUMBER</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W',</li> </ul>

Statewide Indicators – Column 2 - Number of High School Graduates + High School Dropouts + Grade 13 Graduates - School Year 2003-04	
	<p><b>AND</b> [STUDENT PERCENT OF TIME &gt; 0]</p> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [ATTENDING/HOME IRN INDICATOR = '2', '3', '4', '5]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all students enrolled in the building that have a valid diploma date and diploma type (excluding grade 13 and Proficiency Only students).</li> </ul> <p>AND</p> <p>Grade 13 Graduates</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts - # of Grade 9 dropouts in FY2001</b> - taken from FY2001 data files, includes students with GRADE LEVEL = '09' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 10 Dropouts in FY2002</b> - taken from FY2002 data files, includes students with GRADE LEVEL = '10' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 11 Dropouts in FY2003</b> - taken from FY2003 data files, includes students with GRADE LEVEL = '11' that meet the criteria under "other criteria for Dropouts" below and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 12 Dropouts in FY2004</b> - taken from FY2004 data files, includes students with STATE EQUIVALENT GRADE LEVEL = '12' that meet the criteria under "other criteria for Dropouts" below and adjusted for Returning Withdrawals.</li> </ul> <p><b>AND</b></p> <p><b>Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)</b></p> <ul style="list-style-type: none"> <li>• Have a WITHDRAWAL REASON = '71', '72', '73', OR '74'.</li> </ul>
Data Source:	Reported by building through EMIS in, FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.



<b>Statewide Indicators – Column 3 School’s 2003-04 Graduation Rate</b>	
Definition:	<p>Percentage of students who entered high school that received a diploma during the 2003-04 school year, (INCLUDING summer 2004 graduates reported in FY2005 October K).</p> <p><u>Graduates:</u> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (EXCLUDING STUDENTS WITH GRADE LEVEL = 13 AND PROFICIENCY-ONLY STUDENTS).</p> <p>NOTES: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate.” Graduation rates will be calculated for a high school that includes grades 9-12, if a building does not educate students in the entire 9-12 grade span then a graduation rate would NOT be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 9 through 12.</p> <p><b>Notes on Graduation Rate formula:</b></p> <ul style="list-style-type: none"> <li>• Formula is consistent with National Center for Educational Statistics (NCES) recommendations for calculating graduation rates.</li> <li>• The rate <i>estimates</i> a true cohort rate (one based on following individual students over time); it doesn’t exactly replicate one.</li> </ul>
Calculation:	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;">Graduation Rate</div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <math display="block">\frac{\text{\# of FY2004 Graduates + 2004 summer graduates (reported in October FY2005)}}{\text{\# of FY2004 Graduates + 2004 summer graduates (reported in October FY2005) + \# of Graduates in Grades 13 + \# of Grade 9 dropouts in FY2001 - \# of Grade 9 Ret. Withdrawals + \# of Grade 10 Dropouts in FY2002 - \# of Grade 10 Ret. Withdrawals + \# of Grade 11 Dropouts in FY2003 - \# of Grade 11 Ret. Withdrawals + \# of Grade 12 Dropouts in FY2004 - \# of Grade 12 Ret. Withdrawals - Students previously reported as dropouts (program codes 500001 or 500002)}}</math> </div> <div style="margin-left: 10px;">X 100</div> </div>
XData elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            DIPLOMA DATE            DIPLOMA TYPE            WITHDRAWAL DATE            WITHDRAWAL REASON            ADMISSION DATE            PROGRAM CODE NUMBER</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W',  <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all students enrolled in the building that have a valid diploma date and diploma type (excluding students in grade 13 and Proficiency Only</li> </ul>

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**Statewide Indicators – Column 3 School’s 2003-04 Graduation Rate**

- students).
- AND
- **For Dropouts - # of Grade 9 dropouts in FY2001** - taken from FY2001 data files, includes students with *GRADE LEVEL = '09'* that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals
  - **# of Grade 10 Dropouts in FY2002** - taken from FY2002 data files, includes students with *GRADE LEVEL = '10'* that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals
  - **# of Grade 11 Dropouts in FY2003** - taken from FY2003 data files, includes students with *GRADE LEVEL = '11'* that meet the criteria under “other criteria for Dropouts” below and adjusted for Returning Withdrawals
  - **# of Grade 12 Dropouts in FY2004** - taken from FY2004 data files, includes students with *STATE EQUIVALENT GRADE LEVEL = '12'* that meet the criteria under “other criteria for Dropouts” below and adjusted for Returning Withdrawals.
- AND
- Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)**
- Have a *WITHDRAWAL REASON = '71', '72', '73', OR '74'*.

Data Source:

FY2004 Graduation Rate	Summer Dropouts	School Year Dropouts	Returning Withdrawal [Reported as Dropouts but return by October of the following School Year] FY2004 Graduation Rate Adjustments Based on Data from Reporting Periods:
FY2001 9 <sup>th</sup> Grade students	FY2001 K	FY2001 N	FY2001 N & FY2002 J
FY2002 10 <sup>th</sup> Grade students	FY2002 K	FY2002 N	FY2002 N & FY2003 K
FY2003 11 <sup>th</sup> Grade students	FY2003 K	FY2003 N	FY2003 N & FY2004 K
FY2004 12 <sup>th</sup> Grade students	FY2004 K	FY2004 N	FY2004 N & FY2005 K

<b>Statewide Indicators – Column 5 - Building Graduation Rate Indicator Met</b>	
Definition:	This column indicates whether the building met the standard for the State Graduation Rate Indicator.
Calculation:	If the Graduation Rate Percentage is $\geq$ the state minimum standard (90%) then the building has met the standard for that indicator. If the Graduation Rate is $<$ the state minimum standard then the building has NOT met the standard for that indicator
Data elements:	N/A
Filter(s):	N/A
Data Source:	Reported by building through EMIS in FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>Attendance Rate – Column 1 - Aggregate Attendance</b>	
Definition:	<p>Aggregate Attendance is the total of the attendance days (days that the student was actually in attendance) for all students who were in enrolled for a “full academic year” in the building.</p> <p>To have a day counted as an attendance day, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status <b>and</b> receiving services from the school building if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.</p> <p>The attendance days will include:</p> <ol style="list-style-type: none"> <li>1. The number of days the student was in attendance in the building</li> <li>2. In-school suspensions</li> <li>3. School-sponsored field trips</li> <li>4. The number of days a student received instructional services from the school building while expelled or while serving an out-of-school suspension if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.</li> </ol> <p>This number will not include pupils absent due to:</p> <ol style="list-style-type: none"> <li>1. Personal Illness</li> <li>2. Legal Excuse</li> <li>3. Religious Holiday</li> <li>4. Illness in the Home</li> <li>5. Truancy</li> <li>6. Or Any Other Reason.</li> </ol>
Calculation:	<p>The Attendance days (days that the student was actually in attendance) are added together for all students according to the Where Kids Count business rules who were enrolled for a “full academic year” in the building.</p> <p>Note: Only students that meet the criteria of a “full academic year” as defined below would be included in the totals.</p>
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i></p> <p><i>STUDENT STATUS</i></p> <p><i>ATTENDING/HOME IRN INDICATOR</i></p> <p><i>STUDENT PERCENT OF TIME</i></p> <p><i>ATTENDANCE DAYS</i></p> <p><i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i></p> <p><i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i></p> <p><i>MAJORITY OF ATTENDANCE IRN</i></p> <p><i>ACCOUNTABILITY IRN</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul>

<b>Attendance Rate – Column 1 - Aggregate Attendance</b>	
	<p>AND</p> <ul style="list-style-type: none"><li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li></ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>Attendance Rate – Column 2 - Aggregate Membership</b>	
Definition:	Aggregate Membership is the sum of the total attendance days (days that students were actually in attendance), excused absent days and unexcused absent days for all students who were in enrolled in the building for a “full academic year”.
Calculation:	$\text{Aggregate Membership} = \frac{\text{Aggregate Attendance} + \text{Excused Absence Days}}{\text{Absence Days} + \text{Unexcused Absence Days}}$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>Attendance Rate – Column 3 - 2004-05 Attendance Rate</b>	
Definition:	<p>“Student Attendance Rate” Means the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year.” <b>ORC 3301-18-01</b> This Number Is Expressed As A Percentage.</p> <p><b>The statewide attendance rate target is 93%.</b></p>
Calculation:	$\text{Student Attendance Rate} = \frac{\text{Sum of total attendance days for students enrolled in the district for a full academic year}}{\text{Sum total of student attendance + excused absence days + unexcused absence days for students enrolled in the district for a full academic year}} \times 100$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element. Refer to the “Full Academic Year for Non-Tested Grade Levels” definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>Statewide Indicators – Column 6 State Attendance Performance Indicator Met</b>	
Definition:	This column indicates whether the building met the standard for that State Attendance Indicator. If the Attendance percentage is $\geq$ the state minimum standard then the building met the standard for that state indicator.
Calculation:	If the Attendance Percentage is $\geq$ the state minimum standard then the building met the state standard for that performance indicator. If the Attendance Rate is $<$ the state minimum standard then the building did not meet the standard for that performance indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A.



## Performance Index

The Performance Index (PI) is a calculation that measures proficiency/achievement test performance at the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> (OGT) grade levels based upon the number of students at each performance level. The PI is calculated by assigning a weighted score to each performance level in the following manner:

- Untested students - 0 points
- Below Basic/Limited - 0.3 points
- Basic - 0.6 points
- Proficient - 1.0 points
- Accelerated – 1.1 points
- Advanced - 1.2

The percentage of students at each performance level is then multiplied by their respective weight, and the totals for each performance level are summed to get the building's overall Performance Index score.

**Note:** All proficiency tests have 4 performance levels (Advanced, Proficient, Basic, and Below Basic). The proficiency tests are 4<sup>th</sup> grade Math, Citizenship, Science, and all 5 6<sup>th</sup> grade tests. All Achievement tests and the OGT have 5 performance levels (Advanced, Accelerated, Proficient, Basic, and Limited). The Achievement tests are 4<sup>th</sup> grade reading and writing, and all tests in grades 3, 5, 7, and 8.

**% of Students at Level \* Weight = Score**  
**EXAMPLE: 20 \* .3 = 6.0**

Example:

Performance Level	% of Students at Level	Weight	Score
Untested	5	0.0	0.0
Below Basic/Limited	20	0.3	6.0
Basic	25	0.6	15.0
Proficient	35	1.0	35.0
Accelerated	5	1.1	5.5
Advanced	10	1.2	12.0

**Performance Index Score: 73.5**

This is obtained by summing the scores:  
 $0 + 6 + 15 + 35 + 5.5 + 12 = 73.5$

The **maximum** possible PI score is 120 (100% of students at advanced level). The **minimum** is zero (all students untested).

**Note:** The prior 2 years performance index calculations are shown for informational purposes, the prior year's data cannot be changed.

<b>Performance Index – Count of Tests at that Performance Level</b>	
Definition:	<p>This is the total number of tests that were taken by students in grades 3, 4, 5, 6, 7, 8 and 10 (OGT) who were enrolled in the building for a “full academic year” broken down by performance level achieved. Students who were required to take a test who did not take the test, would be in the “Untested” category.</p> <p><b>Note:</b> Students who are reported with REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = ‘A’ – Medical Reason – will be excluded from all performance level calculations.</p>
Calculation:	<p>A count is taken by performance level of testing records with a Required Test Type of “STR” or “ALT” for students enrolled in the district for a “Full Academic Year” in grades 3, 4, 5, 6, 7, 8 and 10 (OGT).</p> <p><b>Note: Students that have been excluded from the “PROFICIENT” level because of the 1.0% cap limitation will be included in the count of students achieving at the Basic Performance Level.</b></p>
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN            REQUIRED TEST TYPE            RAW/SCALED SCORE            REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)            WITHDRAWAL DATE            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”;  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”.            These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element and enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p>

<b>Performance Index – Count of Tests at that Performance Level</b>	
	<ul style="list-style-type: none"> <li>Students with Required Test Type = “STR” or “ALT”. This calculation includes all students with disabilities regardless of whether they actually took the test.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) <b>and</b> students reported with a <i>REASON</i> “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = ‘A’ – Medical Reason.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N

<b>Performance Index – Count of All Tests</b>	
Definition:	This is the total number of test records for students in grades 3, 4, 5, 6, 7, 8 and 10 (OGT) who were enrolled in the building for a “full academic year”. These students were required to take the proficiency/achievement tests. All test records for these students are counted REGARDLESS of score or whether the student actually took the “subject” test. Any student who met the criteria in the “filter” section, below and was required to take a test, would be included in this column (with the exception of LEP students enrolled in US schools for the first time on or after the first day of school (2004-05 <b>and</b> students reported with REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = medical reasons).
Calculation:	A count is taken of ALL test records for students in grades 3, 4, 5, 6, 7, 8 and 10 (OGT) who were required to take the proficiency/assessment tests and met the criteria in the “filter” section below (with the exception of LEP students enrolled in US schools for the first time on or after the first day of school (2004-05) <b>and</b> students reported with REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = A – Medical Reason.
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i></p> <p><i>STUDENT STATUS</i></p> <p><i>ATTENDING/HOME IRN INDICATOR</i></p> <p><i>STUDENT PERCENT OF TIME</i></p> <p><i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i></p> <p><i>BUILDING IRN WERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i></p> <p><i>MAJORITY OF ATTENDANCE IRN</i></p> <p><i>ACCOUNTABILITY IRN</i></p> <p><i>REQUIRED TEST TYPE</i></p> <p><i>WITHDRAWAL DATE</i></p> <p><i>LEP</i></p> <p><i>REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT”. This calculation includes all students with disabilities required to take a test, regardless of whether they actually</li> </ul>

Performance Index – Count of All Tests	
	<p>took the test.</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) <b>and</b> students reported with REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON) = A - medical reasons</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N

Performance Index – Percentage by Performance Level	
Definition:	This is the percentage of tests taken by students in grades 3, 4, 5, 6, 7, 8 and 10 (OGT) who were enrolled in the building for a "full academic year" at each performance level on the test.
Calculation:	$\% \text{ at each level} = \frac{\text{Number of Tests at each performance level (Count of Tests at that Level)}}{\text{Total number of Standard or Alternate tests (Required Test Type of "STR" and "ALT") (Count of All Tests)}} \times 100$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN            REQUIRED TEST TYPE            WITHDRAWAL DATE            REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)            SCALED/RAW SCORE            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and</li> </ul>

<b>Performance Index – Percentage by Performance Level</b>	
	<p>enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element and enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</p> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT”. This calculation includes all students with disabilities required to take the test, regardless of whether they actually took the test.</li> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) <b>and</b> student tests coded with a Medical Waiver.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N

<b>Performance Index – Points (Weighted Score)</b>	
Definition:	<p>The Performance Index (PI) is a calculation that measures student performance on all proficiency, achievement, and OGT tests (excluding the 9<sup>th</sup> grade proficiency tests) based upon the number of test records at each performance level. The PI is calculated by assigning a weighted score to each performance level in the following manner:</p> <ul style="list-style-type: none"> <li>• Untested students - 0 points</li> <li>• Below Basic/Limited - 0.3 points</li> <li>• Basic - 0.6 points</li> <li>• Proficient - 1.0 points</li> <li>• Accelerated – 1.1 points</li> <li>• Advanced - 1.2</li> </ul> <p>The percentage of tests at each performance level is then multiplied by their respective weight, and the totals for each performance level are summed to get the building's overall Performance Index score.</p> <p>NOTE: The achievement tests and the OGT have 5 performance levels, and the proficiency tests have 4 levels - Below Basic, Basic, Proficient, and Advanced. (There is not an Accelerated level for the proficiency tests.)</p>
Calculation:	<p><b>Points</b> = <b>Percentage of tests at a given Proficiency Level x Weight assigned to that level</b></p> <p><b>Performance Index Score</b> = <b>Sum of Points at each Level of Proficiency</b></p>
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>REQUIRED TEST TYPE</i>  <i>WITHDRAWAL DATE</i>  <i>REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)</i>  <i>SCALED/RAW SCORE</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status ="0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W";  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B".</li> </ul>

<b>Performance Index – Points (Weighted Score)</b>	
	<p>These are resident students in a special education cooperative program educated at another district.</p> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT”. This calculation includes students with disabilities regardless of whether they actually took the test.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05), <b>AND</b> students reported with REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = A - medical reasons.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N



## Adequate Yearly Progress

Adequate Yearly Progress (AYP) is an achievement measure required by the federal No Child Left Behind Act. It measures student (and student subgroup) performance for test participation rate, test percent proficient rate, graduation rate, and attendance rate. The table below shows how buildings will be evaluated for AYP. Note that the mathematics and reading assessments are the only tests evaluated for AYP purposes.

AYP Summary												AYP Met (By Indicator)? Met/Not Met		AYP Met (By Subject)? Met/Not Met	
Adequate Yearly Progress Determination Grade 3 Reading, Grade 4 Math, Grade 5 Reading & Math, GCT, Reading & Math		All Students	Economically Disadvantaged	Asian / Pacific Islander	African American	American Indian / Alaskan	Hispanic	Multi Racial	White	IEP	LEP	Reading Proficiency:	Mathematics Proficiency:	Reading Subject:	Mathematics Subject:
Proficiency Rate	Reading														
	Mathematics														
Participation Rate	Reading											Reading Participation:			
	Mathematics											Mathematics Participation:			
Graduation Rate												Graduation Rate:			
Attendance Rate												Attendance Rate:			
AYP Met by Subgroup?												AYP Met By Your Building?			

In order to meet AYP, all students (as a group) that are included in the building count must be at or above the AYP goals and all subgroups of students that are included in the building count must be at or above the AYP goals. What this means is that if **“Not Met” appears anywhere in the table above, the building has failed to meet AYP**. There is more than one way, however, that a building can meet AYP for a particular indicator. These are the results that can appear in the table above (and that will also appear on the AYP summary worksheet):

--	No data have been reported for the group and indicator being evaluated.
NR	Not Required – The indicator was not required to be evaluated for AYP because the group size was below the minimum number to achieve statistical reliability (30 is the minimum number for all groups, except the IEP group which has a minimum of 45 students; 40 is the minimum number for all groups for participation calculations, except the IEP group which has a minimum of 45 students).
Met	The group met AYP for the indicator by meeting the AYP target with current year data or a 2 year average of data.
Safe Harbor	The group met AYP for the indicator by meeting the requirements of safe harbor. Safe harbor applies to the proficiency rate, graduation rate, and attendance rate indicators for each group.
Not Met	The group failed to meet AYP for the indicator with current year data, two year average of data, or by meeting the requirements of safe harbor.

The calculations that determine the results shown in the above table are shown in detail on the subsequent worksheets (AYP\_Participation, AYP\_Proficiency, AY\_ProficiencyDetail, AYP\_Grad-Attend and AYP\_Safe-Harbor). Descriptions of the calculations are shown later in this document.

## AYP Summary Results (AYP\_Summary Worksheet)

Adequate Yearly Progress Determination Grade 3 Reading, Grade 4 Math, Grade 6 Reading & Math, OGT Reading & Math		All Students	AYP Met (by Indicator)? Met/Not Met		AYP Met (by Subject)? Met/Not Met
Proficiency Rate	Reading	1	Reading Proficiency:	2	Reading Subject:
	Mathematics		Mathematics Proficiency:		Mathematics Subject:
Participation Rate	Reading		Reading Participation:		5
	Mathematics		Mathematics Participation:		
		Graduation Rate:			
		Attendance Rate:			
AYP Met by Subgroup?		3	AYP Met By Your Building?		

The Excel workbook image above gives an abbreviated view of the AYP summary worksheet. **The subgroups that are evaluated for AYP purposes are Economically Disadvantaged, Asian/Pacific Islander, African American, American Indian/Alaskan, Hispanic, Multi-Racial, White, IEP and LEP.**

**Area 1** is a summary of whether or not the building met the AYP Participation and Proficiency Rates by subject and subgroup for the combined grade levels. If "Not Met" appears anywhere in the table above, the building has failed to meet AYP, if there are not any "Not Met"s in areas 1 then the building has met AYP.

**Area 2** is a summary of whether or not the building met AYP by subject in the Participation and Proficiency Rates Indicator, and also includes a summary for the AYP graduation and attendance indicators. This can only have a value of 'Met' or 'Not Met'.

**Area 3** is a summary of whether or not the building met AYP by subgroup (Area 1). This can only have a value of 'Met' or 'Not Met'.

**Area 4** in the worksheet above indicates where the AYP rating will appear. There are only two possible overall AYP ratings that a building can receive: 'Met' (meaning that all AYP goals were met) or 'Not Met' (meaning that at least one AYP goal was not met). This is the final AYP rating that will be used in determining a building's report card rating. The overall rating (4) is determined based upon the group of indicators in area 1 plus the graduation and attendance indicators in area 2.

**Area 5** – Indicates whether or not AYP is met by subject. If the Participation and Proficiency Rates are BOTH met for Mathematics, the "Met" should appear in the Mathematics Subject. If the Participation and Proficiency Rates are met for Reading, the "Met" should appear in the Reading Subject.

In order for 'Not Met' to appear in "AYP Met by Subgroup" and "AYP Met by Building" (Areas 3 or 4, respectively), 'Not Met' must appear somewhere in the Participation and Proficiency Rates by subject (Area 1.) So, for instance, if 'Met' appears in all of the Participation and Proficiency Rates by subject (Area 1) and the graduation and attendance indicators (Area 2) are met, then the building has met AYP and 'Met' will appear in Area 4 (as well as Areas 2 and 3).

However, suppose that a certain subgroup failed to meet the mathematics proficiency indicator. 'Not Met' will appear in the Proficiency Rate for Mathematics for that subgroup (Area 1). 'Not Met' will also appear in "AYP met by subgroup" (Area 3) and in the mathematics Proficiency Rate (area 2) and in the Met AYP by subject, under "Mathematics Subject (Area 5)". Lastly, since one of the indicators was not met (it only takes one), AYP was not met by the building and 'Not Met' will appear in Area 4.

Although the only way that an indicator isn't met is if 'Not Met' appears for that indicator, there are multiple ways that a building can *meet* AYP for a particular indicator. These are:

- **NR** - The indicator was not evaluated because the subgroup size was below the minimum required for statistical reliability (minimums will be communicated on the reports).
- **Met** - The group met AYP for the indicator by meeting the AYP target with current year data or a 2 year average of data.
- **Safe Harbor** - The group met AYP for the indicator by meeting the requirements of safe harbor. Safe harbor applies to the proficiency rate, graduation rate, and attendance rate indicators for each group. (Safe Harbor calculations can be seen on the AYP safe harbor worksheet).

If any of these values appears in a cell in Area 1, then the indicator is considered to be "**Met**". In fact, the only time that an indicator is considered "**Not Met**" is if '**Not Met**' appears in the cell.

In other words, **the only way that a building will not meet AYP is if 'Not Met' appears somewhere in Area 1 or the graduation or attendance indicators are not met.**

Below is an example of a building that met AYP. Since 'Not Met' does not appear anywhere in area 1, all summaries (areas 2 and 3) and overall AYP (area 4) is met.

Adequate Yearly Progress Determination Grade 3 Reading, Grade 4 Math, Grade 6 Reading & Math, OGT Reading & Math		All Students	AYP Met (by Indicator)? Met/Not Met		AYP Met (by Subject)? Met/Not Met	
Proficiency Rate	Reading	Met	Reading Proficiency:	Met	Reading Subject:	Met
	Mathematics	Safe Harbor	Mathematics Proficiency:	Met	Mathematics Subject:	Met
Participation Rate	Reading	Met	Reading Participation:	Met		
	Mathematics	Met	Mathematics Participation:	Met		

		<b>Graduation Rate:</b>	Met
		<b>Attendance Rate:</b>	Met
<b>AYP Met by Subgroup?</b>	Met	<b>AYP Met By Your Building?</b>	Met

Below is a building that did NOT meet AYP. The building failed to meet the Math Participation Rate indicator for the subgroup, and therefore received a 'Not Met' AYP rating. Note that the participation rate summary and subgroup summary are also 'Not Met.'

<b>Adequate Yearly Progress Determination</b>		<b>All Students</b>	<b>AYP Met (by Indicator)? Met/Not Met</b>		<b>AYP Met (by Subject)? Met/Not Met</b>	
<b>Grade 3 Reading, Grade 4 Math, Grade 6 Reading &amp; Math, OGT Reading &amp; Math</b>			<b>Reading Proficiency:</b>	Met	<b>Reading Subject:</b>	Met
<b>Proficiency Rate</b>	<b>Reading</b>	Met Safe Harbor	<b>Mathematics Proficiency:</b>	Met	<b>Mathematics Subject:</b>	Not Met
	<b>Mathematics</b>		<b>Reading Participation:</b>	Met		
<b>Participation Rate</b>	<b>Reading</b>	Met	<b>Mathematics Participation:</b>	Not Met		
	<b>Mathematics</b>	Not Met	<b>Graduation Rate:</b>	Met		
			<b>Attendance Rate:</b>	Met		
<b>AYP Met by Subgroup?</b>	Not Met	<b>AYP Met By Your Building?</b>	Not Met			

The results above are based on calculations that are done in subsequent worksheets, as follows:

- **AYP Participation Worksheet** - shows how the reading and mathematics participation rate indicators for the combined 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, and 10<sup>th</sup> grade (OGT) records are calculated and evaluated.
- **AYP Proficiency Worksheet** - shows how the reading and mathematics proficiency indicators are calculated and evaluated for the 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> grade and 10<sup>th</sup> grade (OGT) records (combined).
- **AYP Graduation and Attendance Worksheet** - shows how both the graduation and attendance rate indicators are calculated and evaluated
- **AYP Safe Harbor Worksheet** - Safe Harbor offers buildings an additional way of meeting AYP for certain indicators (does not apply to participation rate). The safe harbor portion of this document discusses in further detail how safe harbor works.

The results shown on these worksheets above translate directly into the final results on the AYP summary worksheet. For instance, on the AYP Participation worksheet, the end calculation might show that for the

LEP subgroup, the reading participation rate indicator was 'Not Met'. 'Not Met' will subsequently appear on the AYP Summary worksheet for the reading participation rate indicator for the LEP subgroup.

*Note: Subgroups are not evaluated for graduation and attendance rate for AYP purposes. Only the 'All Students' grouping is evaluated for graduation and attendance rate. However, the graduation rate and attendance rate results for subgroups are a contributing factor in calculating safe harbor. So although the subgroups will not be directly evaluated for graduation and attendance rate for AYP purposes, their results could still be used in calculating safe harbor.*

## AYP Participation Rate

Buildings can meet the AYP Participation Rate Indicator in two ways:

1. If a building has at least a participation rate of 95% for the current school year **or**
2. the building has a 2 year average participation rate of at least 95%.

Buildings do not need to have a 95% participation rate on **both** the current year and the 2 year average.

### Tests included in AYP Participation Rate (2004-05)

The 2004-05 participation rate includes test records for students required to take one or more of the following tests:

- The 4<sup>th</sup> or 6<sup>th</sup> grade Mathematics Proficiency Test
- The 3<sup>rd</sup> grade Reading Achievement Test
- The 6<sup>th</sup> grade Reading Proficiency Test
- The OGT Mathematics Test
- The OGT Reading Test

### Participation Rate 2-Year Average

The 2 year average will include the above tests for **both** years of the 2 year average

- For the 2 year average the data for the 2003-04 and the 2004-05 school years are combined together and then averaged to arrive at the 2 year average participation rate.
- Only first time 10<sup>th</sup> graders are included when calculating the participation for the OGT
- For both the current year and the 2 year average when calculating the participation rate all students required to take the test are grouped together by subject (regardless of the grade level of the test).
- The mathematics test participation rate and reading test participation rate are evaluated separately. Each student subgroup is then evaluated separately for both the mathematics and reading participation rate.
- The subgroups evaluated are 'All Students', 'Economically Disadvantaged', 'Asian/Pacific Islander', 'African American', 'American Indian/Alaskan', 'Hispanic', 'Multi-Racial', 'White', 'IEP', and 'LEP'.
  - If the subgroup size in column 1 or column 4 is less than 40 (45 for IEP students), the subgroup is not evaluated for participation rate for the applicable test. Otherwise, the subgroup is evaluated for AYP and must meet the 95% participation rate target. If the target is met by the subgroup, (for either the current year or the 2 year average) 'Met' will appear in column 8; otherwise if neither the current year or the 2 year average met the participation rate target then a 'Not Met' rating will appear in column 8. The rating that appears in column 8 will be the same rating that will appear on the AYP\_Summary worksheet.

**Note:** Due to a relaxation of federal AYP Participation Rate regulations, students reported with a *REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON) = "A – Medical Reason"* will not be included in either the numerator or the denominator of the participation rate calculation. This will apply to the participation rate calculation and the performance index.

<b>AYP Participation Rate – Column 1 - # of Students required to take the test – (by Subject and Subgroup)</b>	
Definition:	Total number of students that were enrolled in the building during the March mathematics test administration that were required to take the OGT in mathematics and reading, 3 <sup>rd</sup> grade reading achievement, 4 <sup>th</sup> grade math proficiency or the 6 <sup>th</sup> grade proficiency tests for reading and mathematics . This includes students that did not take the test even though they were required to take the test, and students taking the Alternate Assessment. This count is <b>NOT</b> based on the “full academic year” criteria, if the student meets the criteria below and is enrolled at the time of the test then the student is eligible to be counted. <b>Note: All students with disabilities will count in this total regardless of disability condition.</b>
Calculation:	A count is taken by subject and subgroup of students with Required Test Type = “STR” or “ALT”. The tests included for 2004-05 are the 3 <sup>rd</sup> grade reading achievement, 4 <sup>th</sup> grade math proficiency, 6 <sup>th</sup> grade reading and math proficiency and 10 <sup>th</sup> grade OGT
Data elements:	<i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)</i> <i>SCALED/RAW SCORE</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status =“0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = “B”. These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The Building IRN where student was enrolled during March test administration on the ‘subject’ testing record = the building.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT”. This calculation includes students with Scaled/Raw Score = INV or NSA <b>and</b> all students with disabilities regardless of whether they took the test with accommodations.</li> <li>• Excludes students coded with a <i>REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)</i> = “A – Medical Reason” <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Yearend N





<b>AYP Participation Rate – Column 2 - # of Students taking the test – (by Subject and Subgroup)</b>	
Definition:	<p>The total number of students enrolled in the building during the March Mathematics test administration that actually took a “subject” grade level test. This includes students that had their test score invalidated by ODE and students taking the Alternate Assessment. Students that have a score of NSA on the alternate assessment will be counted as participating in the test.</p> <p>For AYP, all students required to take the 3<sup>rd</sup> Grade Reading Achievement, 4<sup>th</sup> Grade Mathematics Proficiency, 6<sup>th</sup> Grade Reading or Mathematics Proficiency and the 10<sup>th</sup> Grade OGT for Reading and Math, are included in the participation rate. Mathematics test participation rate and Reading test participation rate are evaluated separately. This means that a count is taken of all students required to take the test by subject (regardless of the grade level of the test). The participation rate is evaluated separately for reading and mathematics for each student subgroup. The subgroups evaluated are ‘All Students’, ‘Economically Disadvantaged’, ‘Asian/Pacific Islander’, ‘African American’, ‘American Indian/Alaskan’, ‘Hispanic’, ‘Multi-Racial’, ‘White’, ‘IEP’, and ‘LEP’. If the 95% target is met by the subgroup, ‘Met’ will appear in the column called AYP Participation Rate Indicator Met? (column 8).; otherwise they did not meet the target and will receive a ‘Not Met’ rating in the column called AYP Participation Rate Indicator Met? (column 8). The rating that appears in column 8 will be the same rating that will appear on the AYP_Summary worksheet under the “subject” Participation Rate.</p>
Calculation:	A count is taken by subject and subgroup of students with Required Test Type = “STR” or “ALT” and Scaled/raw score does NOT = “****”. The tests included are the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency 6 <sup>th</sup> Grade Reading and Math proficiency and the 10 <sup>th</sup> Grade OGT in Reading and Math.
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            REQUIRED TEST TYPE            TEST SUBJECT TYPE            RAW/SCALED SCORE            REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”;  <b>AND</b> Student Percent of Time &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• an Attending/Home IRN Indicator = “2”, “3”, “4”, “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by the educating district with student status = “B”. These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>•</p> <p>AND</p> <ul style="list-style-type: none"> <li>• “Building IRN where student was enrolled during March test administration” = the</li> </ul>

<b>AYP Participation Rate – Column 2 - # of Students taking the test – (by Subject and Subgroup)</b>	
	<p>IRN of the building.</p> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT”.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Scaled/Raw Score = INV or NSA and all students with disabilities, regardless of whether they took the test with accommodations.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes students coded with a REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = “A – Medical Reason” <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Yearend N

<b>Participation Rate – Column 3 Participation Rate – (by Subject)</b>	
Definition:	This is the percentage of students that were enrolled at the time of the test that actually took the test. In order to meet the AYP Participation Rate, 95% of ALL students that were enrolled at the time of the test must actually take the test. This includes ALL students with disabilities. This percentage is <b>not</b> based on the “full academic year” criteria, if the student meets the criteria below and is enrolled at the time of the March mathematics test administration for that test then the student is eligible to be counted.
Calculation:	$\text{Participation Rate} = \frac{\text{\# of Students Taking the Test (Required Test Type = STR, ALT AND score NOT = '****')} (\text{Column 2})}{\text{\# of students Required to take the test (Required Test Type = "STR" or "ALT")}} \times 100$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            REQUIRED TEST TYPE            RAW/SCALED SCORE            TEST SUBJECT TYPE            REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = "B". These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The Building IRN where student was enrolled during March test administration on the 'subject' testing record = the building IRN.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = "STR" or "ALT" and Scaled Score NOT = "****". This calculation <b>includes ALL</b> students that took the alternate assessment.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes students coded with a REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON) = "A – Medical Reason" <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).</li> </ul>

<b>Participation Rate – Column 3 Participation Rate – (by Subject)</b>	
Data Source:	Reported by building through EMIS in FY2005 Yearend N

<b>AYP Participation Rate – Column 4 - # of Students required to take the test FY2004 &amp; FY2005 – (by Subject and Subgroup)</b>	
Definition:	This is the total number of students that were enrolled in the building during the March mathematics test administration who were required to take a test. This includes students that did not take the test even though they were required to take the test, and students taking the Alternate Assessment. This count is NOT based on the “full academic year” criteria. <b>Note: All students with disabilities will count in this total regardless of disability condition.</b> <b>Note:</b> Data from 2003-04 and 2004-05 are combined.
Calculation:	A count is taken by subject and subgroup of students required to take a test. This would be students reported with Required Test Type = “STR” and “ALT”. The tests included are the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> Grade Reading and Math proficiency and the 10 <sup>th</sup> Grade OGT in Reading and Math.
Data elements:	STATE EQUIVALENT GRADE LEVEL STUDENT STATUS ATTENDING/HOME IRN INDICATOR STUDENT PERCENT OF TIME BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION REQUIRED TEST TYPE TEST SUBJECT TYPE REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) SCALED/RAW SCORE LEP
Filter(s):	Includes students who meet the following criteria: <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = “B”. These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The Building IRN where student was enrolled during March test administration on the ‘subject’ testing record = the building IRN.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes students coded with a REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = “A – Medical Reason” <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).</li> </ul>
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 Yearend N

<b>AYP Participation Rate – Column 5 - # of Students taking the test – (by Subject and Subgroup)</b>	
Definition:	<p>Total number of students enrolled in the building that actually took a test. This includes students with Scaled/Raw score = INV or NSA, and students taking the Alternate Assessment.</p> <p>All students required to take the 3<sup>rd</sup> grade Reading Achievement, 4<sup>th</sup> grade Mathematics Proficiency, 6<sup>th</sup> grade Reading and Mathematics Proficiency or the 10<sup>th</sup> grade OGT in Reading and Mathematics for 2003-04 or 2004-05 are included in the participation rate. All students required to take the test are grouped together for both years (regardless of the grade level of the test). Mathematics test participation rate and reading test participation rate are evaluated separately. Each student subgroup is then evaluated separately for both the mathematics and reading participation rate. The subgroups evaluated are 'All Students', 'Economically Disadvantaged', 'Asian/Pacific Islander', 'African American', 'American Indian/Alaskan', 'Hispanic', 'Multi-Racial', 'White', 'IEP', and 'LEP'. If the subgroup size in column 4 (# of Students Required to Take the Test (FY2004 and FY2005 Combined)) is less than 40 (45 for IEP students), the subgroup is not evaluated for participation rate for that particular test. Otherwise, the subgroup is evaluated for AYP and must meet the 95% participation rate target.</p>
Calculation:	For 2003-04 and 2004-05, a count is taken by subject and subgroup of students who actually took the test. This includes students reported with Required Test Type = "STR" and "ALT" with Raw/Scaled Score NOT = "****".
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>BUILDING IRN</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> a student percent of time &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• an Attending/Home IRN Indicator = "2", "3", "4", "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = "B". These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The Building IRN where student was enrolled during March test administration on the 'subject' testing record = the building IRN.</li> </ul>

<b>AYP Participation Rate – Column 5 - # of Students taking the test – (by Subject and Subgroup)</b>	
	AND <ul style="list-style-type: none"><li>Excludes students coded with a REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = “A – Medical Reason” <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).</li></ul>
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 Yearend N

<b>Participation Rate – Column 6 - 2 Year Average Participation Rate – (by Subject)</b>	
Definition:	This is the percentage of students (in 2003-04 and 2004-05) that were enrolled at the time of the test that actually took the test. In order to meet the AYP Participation Rate, 95% of ALL students included in the calculation must actually take the test. This includes ALL students with disabilities who took the test. This percentage is <b>not</b> based on the “full academic year” criteria.
Calculation:	$\text{2 Year Average Participation Rate} = \left( \frac{\text{Number of Students Taking the Test (2003-04 and 2004-05 Combined) (Column 5)}}{\text{Number of students required to take the test (2003-04 and 2004-05 combined) (Column 4)}} \right) \times 100$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            BUILDING IRN            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            REQUIRED TEST TYPE            RAW/SCALED SCORE            TEST SUBJECT TYPE            REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON)            TEST TAKING STATUS            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = “B”. These are students in a special education cooperative program. These students will count at the educating district for the participation rate.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The Building IRN where student was enrolled during March test administration on the ‘subject’ testing record = the building IRN.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes students coded with a REASON “SUBJECT” TEST NOT TAKEN (WAIVER REASON) = “A – Medical Reason” <b>and</b> LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05)..</li> </ul>
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 Yearend N



<b>Participation Rate – Column 8 Participation Rate Indicator Met</b>	
Definition:	This column indicates whether the building met the 95% target for the participation rate indicator for each subgroup and subject. If the percentage of participation for either the current year or the 2 year average is $\geq$ (95%) then the building met the target for the participation rate. If a building meets the target for the participation rate in either the current year or the 2 year average, then the building has met the AYP Participation Rate Indicator for that subject.
Calculation:	If the percentage of students participating in the tests (either current year or the 2 year average) is $\geq$ 95% then the building met the target for the participation rate. If the percentage of students participating in the test for both the current year and the 2 year average is $<$ 95% then the building did not meet the target for the participation rate.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

## AYP Proficiency Calculations (AYP\_Proficiency Worksheet)

For AYP, all students taking the 3<sup>rd</sup> grade Reading Achievement, 4<sup>th</sup> grade Mathematics Proficiency, 6<sup>th</sup> grade Reading and Mathematics Proficiency, and 10<sup>th</sup> grade OGT in Reading and Mathematics are combined by subject and evaluated at the subject level (with the noted grade levels combined). Each student subgroup is evaluated separately for both the mathematics and reading test. The subgroups evaluated are 'All Students', 'Economically Disadvantaged', 'Asian/Pacific Islander', 'African American', 'American Indian/Alaskan', 'Hispanic', 'Multi-Racial', 'White', 'IEP', and 'LEP'.

If the subgroup size in column 1 (# of Students Taking the Test) is < 30 (45 for IEP students), the subgroup is not evaluated for proficiency purposes for that particular test and the building will receive an 'NR' in column 7 (Current Year Target % Proficient Met?). Otherwise, the subgroup is evaluated for AYP and must meet the designated proficiency rate target for that test.

Each subgroup can meet AYP for the % Proficient in 3 ways:

1. The current year combined grade level proficiency rate (column 5) is at or above the target (column 6)
2. The combined grade level 2 year average proficiency rate (column 9) is  $\geq$  the target (column 10)
3. Safe Harbor is met for the indicated test. This calculation is shown on the AYP\_Safe-Harbor worksheet. This is an additional way for buildings to meet AYP for proficiency if they fail to do so in steps 1, and 2 above. The safe harbor calculations are discussed later in this document. This section will only focus on the calculations in steps 1 and 2 above.

If the target is met by the subgroup, 'Met' will appear in column 12 (AYP % Proficient Indicator Met?); otherwise the subgroup did not meet the target and will receive a 'Not Met' rating in column 12 (unless they received an 'NR').

<b>AYP Proficiency Calculations – Column 1 – # of Students Taking the Test (by Subgroup)</b>	
Definition:	This is the number of students required to take the test who took either the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics. All grades (3, 4, 6, and 10) are combined into one total by subject (reading and mathematics) and also summed by subgroup. In order for the student to be included in the total s/he must have been enrolled for a “full academic year”, have taken the required test, and at the subgroup level, met the criteria for the subgroup. Students who took the test with accommodations and students who took the alternate assessment are included in the totals.
Calculation:	A count is taken by subgroup of the students that took a particular test.. All students who took either the standard test or the alternate assessment are included in the totals. The included records would have a Required Test Type = “STR” or “ALT” and Scaled/Raw Score not = “****”.
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”;  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”.                      These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “STR” or “ALT” and Scaled/Raw Score NOT = “****” (“****” means that the student did not take the test). This calculation</li> </ul>

<b>AYP Proficiency Calculations – Column 1 – # of Students Taking the Test (by Subgroup)</b>	
	<p>includes students with Scaled/Raw Score = INV (Invalidated) or NSA (Non-Scorable Assessment) <b>and</b> all students with disabilities regardless of whether they took the test with accommodations.</p> <p>AND</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) - students with LEP = L.</li> </ul>
Data Source:	Reported by district through EMIS in FY2005 Oct. K and Yearend N

<b>AYP Proficiency Calculations – Column 2 – # of Students that Scored Proficient or Above on the Test (by Subgroup)</b>	
Definition:	This is the number of students who took either the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics and scored at or above the proficient level. All grades (3, 4, 6, and 10) are combined into one total for the two subjects (reading and mathematics) and also totaled by each subgroup. In order for the student to be included in the total s/he must have been enrolled for a "full academic year" and have taken the appropriate standard test, and at the subgroup level met the criteria for the subgroup. Students who took the test with accommodations <b>are included</b> in this column; however, students who took the alternate assessment <b>are not included</b> in this column.
Calculation:	A count is taken of the students that took the appropriate standard test; meet the criteria below, and who fit into the appropriate subgroup. All students who took the standard test are included in the totals. The included records would have Required Test Type = "STR" and score NOT = "****". <b>Students that took the alternate assessment are not included in this column.</b>
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element and enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p>

<b>AYP Proficiency Calculations – Column 2 – # of Students that Scored Proficient or Above on the Test (by Subgroup)</b>	
	<ul style="list-style-type: none"> <li>Students with Required Test Type = "STR" and Scaled/Raw Score NOT = "****" ("****" means that the student did not take the test). This calculation includes students with disabilities that took the standard (required test type of "STR") test regardless of whether they took the test with accommodations.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) - students with LEP = L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>AYP Proficiency Calculations – Column 3 – # of Students Taking the Alternate Assessment who scored at or above the Proficient Level (by Subgroup)</b>	
Definition:	<p>This is the number of students who took the alternate assessment of either the 3<sup>rd</sup> grade Reading Achievement, 4<sup>th</sup> grade Mathematics Proficiency, 6<sup>th</sup> grade Reading and Mathematics Proficiency test or the 10<sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics and scored at or above the proficient level. All grades (3, 4, 6, and 10) are combined into one total for each of the two subjects (reading and mathematics) and also summed by each subgroup. In order for the student to be included in the total s/he must have been enrolled for a “full academic year” and have taken the Alternate Assessment, and at the subgroup level met the criteria for the subgroup. Students who took the standard test with accommodations <b>are excluded</b> from this column; however, students who took the alternate assessment <b>are included</b> in this column.</p> <p><b>1.0% (or percentage cap granted through a waiver request) Alternate Assessment Cap:</b> The # of students scoring at or above the proficient level on the alternate assessment is subject to the 1.0% cap (or the cap approved by the “Request for Exception” process) for 2004-05. This means that the number of students that are counted as being proficient on the alternate assessment can not be more than 1.0% (or the cap approved by the “Request for Exception” process) of the total number of students that actually took either the standard test or the alternate assessment test. If the total number of students taking the alternate assessment that scored at or above the proficient level is &gt; 1.0% (or the percentage determined by the “Request for Exception” process) then only 1.0% (or the approved level set via the “Request for Exception” process) will be counted as proficient. The number of students taking the alternate assessment that scored at or above the proficient level that exceed the cap will be considered <b>not proficient</b> for this calculation, even though the students actually were reported with Raw Scores at or above the proficient level. For further information see Appendix A of this document.</p>
Calculation:	<p>A count is taken by subgroup of the students that took the Alternate Assessment; who fit into the appropriate subgroup. All students who took the standard test regardless of whether they took the test with accommodations are <b>excluded</b> in the totals. Includes students with Required Test Type = “ALT” and raw score not = “****” <b>Only students that took the alternate assessment are included in this column.</b></p>
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”;  <b>AND</b> Student Percent of Time &gt; 0.</li> </ul>

<b>AYP Proficiency Calculations – Column 3 – # of Students Taking the Alternate Assessment who scored at or above the Proficient Level (by Subgroup)</b>	
	<p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element and enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = "ALT" and Raw Score not = "****" ("****" means that the student did not take the test). This calculation includes only students that took the alternate assessment (required test type of "ALT") test.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) - students with LEP = L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N



**Page 6 - AYP Proficiency Calculations – Column 4 - # of Alternate Assessment Students Proficient or Above NOT included in column 3 – (by Subject)**

Definition:	Total number of students enrolled in the building for a “full academic year” who took the alternate assessment of either the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics that scored at or above the proficient level <b>and</b> are <b>not included</b> in column 3 due to the federal 1.0% Alternate Assessment Cap (or the cap approved by the “Request for Exception” process). Even though these students scored at or above the proficient level on the alternate assessment, for the purpose of this calculation they <b>are not</b> considered to have scored at the proficient level, because the district exceeded the alternate assessment cap. The tests to which the federal AYP 1.0% cap is being applied for 2003-04 the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics.
Calculation:	A count is taken by subgroup and subject of students who took the alternate assessment that have scores at or above the proficient level that have been excluded from the proficient cohort because the federal AYP alternate assessment cap for the district has been exceeded.
Data elements:	<p>REQUIRED TEST TYPE            TEST SUBJECT TYPE            RAW SCORE            WITHDRAWAL DATE            STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building</li> </ul>

**Page 6 - AYP Proficiency Calculations – Column 4 - # of Alternate Assessment Students Proficient or Above NOT included in column 3 – (by Subject)**

	<p>during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</p> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Required Test Type = “ALT” and Raw Score &gt;= the State Board of Education minimum Standard.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) - students with LEP = L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 Yearend N

<b>AYP Proficiency Calculations – Column 5 – Current Year % Proficient (by Subgroup)</b>	
Definition:	This is the percentage of students who scored at or above the proficient level on either the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics. All grades (3, 4, 6, and 10) are combined into one percentage for the two subjects (reading and mathematics) and also by each subgroup. Students who took the test with accommodations and students who took the alternate assessment are included in the totals.
Calculation:	$\text{Proficiency Rate} = \frac{\left( \begin{array}{l} \text{\# of Students that Scored at or Above the Proficient level on the Test NOT Including students taking the Alternate Assessment (Required Test Type = STR)} + \text{\# of Students Taking the Alternate Assessment who scored at or above the Proficient Level on the Test (Required Test Type = ALT) Subject to the District Alternate Assessment Cap} \end{array} \right)}{\text{\# of Students Taking the Test}}$
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or</li> </ul>

<b>AYP Proficiency Calculations – Column 5 – Current Year % Proficient (by Subgroup)</b>	
	after the first day of school (2004-05) - students with LEP = L.
Data Source:	Reported by building through EMIS in FY2005 Oct. K and Yearend N

<b>AYP Proficiency Calculations – Column 6 – Weighted Target - (by Subgroup)</b>	
Definition:	Weighted targets are combined grade level proficiency rates for the 3 <sup>rd</sup> grade reading achievement, 4 <sup>th</sup> grade math proficiency, 6 <sup>th</sup> grade reading and math proficiency and the OGT in the subjects of reading and math that are recalculated for each row using a weighted average based on the grade level distribution of students taking the test at each grade level and the state AYP goals for each subject and grade level. The state AYP goals are: 3rd Grade: Reading 71.2, 4 <sup>th</sup> Grade: Mathematics = 46.6%, 6 <sup>th</sup> grade: Reading = 46.7%, Mathematics = 47.3%, 10 <sup>th</sup> Grade OGT: Reading = 71.8, Mathematics = 60.0. This means that each building will have a unique target for the combined grade level indicator and that the target could change during the Yearend reporting period as the counts of the students in each grade level change.
Calculation:	$\begin{aligned} \text{Weighted Target - Reading Proficiency Rate} &= \left[ \frac{\text{Target 3rd Grade Reading Proficiency Rate}}{\text{Reading Proficiency Rate}} \times \text{Percentage of all students taking the 3rd grade reading test} \right] + \left[ \frac{\text{Target 6th Grade Reading Proficiency Rate}}{\text{Reading Proficiency Rate}} \times \text{Percentage of all students taking the 6th grade reading test} \right] + \left[ \frac{\text{Target OGT Reading Proficiency Rate}}{\text{Reading Proficiency Rate}} \times \text{Percentage of all students taking the OGT reading test} \right] \\ \\ \text{Weighted Target - Math Proficiency Rate} &= \left[ \frac{\text{Target 4th Grade Math Proficiency Rate}}{\text{Math Proficiency Rate}} \times \text{Percentage of all students taking the 4th grade Math test} \right] + \left[ \frac{\text{Target 6th Grade Math Proficiency Rate}}{\text{Math Proficiency Rate}} \times \text{Percentage of all students taking the 6th grade Math test} \right] + \left[ \frac{\text{Target OGT Math Proficiency Rate}}{\text{Math Proficiency Rate}} \times \text{Percentage of all students taking the OGT Math test} \right] \end{aligned}$
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>

<b>AYP Proficiency Calculations – Column 6 – Weighted Target - (by Subgroup)</b>	
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the district for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05) - students with LEP = L.</li> </ul>
Data Source:	Reported by district through EMIS in FY2005 Oct. K and Yearend N

<b>AYP Proficiency Calculations – Column 7 – Current Year Target Percent Proficient Met (by Subgroup)</b>	
Definition:	This column indicates whether or not the building met the target for the proficiency indicator for the combined grade levels for each subject. If the current year proficiency rate is $\geq$ the weighted target proficiency rate then the building met the target for the proficiency indicator.
Calculation:	If the current year proficiency rate is $\geq$ the weighted target proficiency rate then the building met the target for the proficiency indicator. If the current year proficiency rate is $<$ the weighted target proficiency rate then the building has not met the target for the proficiency indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Proficiency Calculations – Column 8 – 2003-04 Proficiency Rate (by Subgroup)</b>	
Definition:	This column includes the proficiency rate for the 2003-04 school year. This rate may not match the proficiency rate that was displayed on the 2003-04 Accountability Report. This calculation uses the current business rules instead of the rules that were in effect during the 2003-04 school year
Calculation:	$\frac{\text{Number of Students Scoring at or Above the Proficient level on the Test (Required Test Type of STR or ALT) - 2003-04 School Year}}{\text{Number of Students Taking the Test (Required Test Type of STR or ALT) 2003-04 School Year}}$
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>LEP</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W", <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or</li> </ul>

<b>AYP Proficiency Calculations – Column 8 – 2003-04 Proficiency Rate (by Subgroup)</b>	
	after the first day of school (2004-05) - students with LEP = L.
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N



<b>AYP Proficiency Calculations – Column 9 - 2 Year Average – % Proficient (by Subgroup)</b>	
Definition:	This column is the average proficiency rate for the 2003-04 and 2004-05 school years. The current business rules are applied to both the 2003-04 and 2004-05 school years' data.
Calculation:	$\text{2 Year Average Proficiency Rate} = \frac{\text{\# of Students scoring at or above the proficient level on the test (2003-04 and 2004-05 combined)}}{\text{Number of Students Taking the Test (2003-04 and 2004-05 combined)}}$
Data elements:	<p>REQUIRED TEST TYPE            TEST SUBJECT TYPE            RAW/SCALED SCORE            WITHDRAWAL DATE            STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN            LEP</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details</li> </ul> <p>AND</p> <p>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school - students with LEP = L.</p>
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 Yearend N



<b>AYP Proficiency Calculations – Column 10 – Weighted Target – 2 Year Average (by Subgroup)</b>	
Definition:	The target for the 2 Year Average is the same as the Current Year target. For information on the 2 year weighted target see the explanation for column 6 – Weighted Target.
Calculation:	
Data elements:	
Filter(s):	
Data Source:	

<b>AYP Proficiency Calculations – Column 11 – 2 Year Average Target Proficiency Rate Met (by Subgroup)</b>	
Definition:	This column indicates whether the building met the target for the AYP Proficiency indicator using the combined years and grade levels for each subject. If the 2 year average proficiency rate is > the 2 year average weighted target then the building met the target for the AYP Proficiency indicator.
Calculation:	If the 2 year average proficiency rate is >= the 2 year average weighted target proficiency rate then the building met the target for the AYP Proficiency indicator. If the 2 year average proficiency rate is < the 2 year average weighted target proficiency rate then the building did NOT meet the target for the AYP Proficiency indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Proficiency Calculations – Column 12 – AYP Proficiency Rate Indicator Met (by Subgroup)</b>	
Definition:	This column indicates whether the building met the target for the AYP Proficiency indicator by subgroup for the combined grade levels for each subject. If the building met the target for the Proficiency indicator using the Current Year Proficiency Rate Target or the 2 Year Average Target Proficiency Rate, then the building met the target for the AYP Proficiency indicator.
Calculation:	MET = If the building met the target for the Proficiency indicator using the Current Year Proficiency Rate Target or the 2 Year Average Target Proficiency Rate, then the building met the target for the AYP Proficiency indicator.  NOT MET = If the building did NOT meet the Current Year Proficiency Rate Target or the 2 Year Average Proficiency Rate Target then the building did not meet the AYP Proficiency indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

### Detailed Data for % Proficient Calculation

The detailed data behind the Percent (%) Proficient Calculation includes the same data and same calculations as the previous page/sheet (AYP Proficiency Calculations) broken down by grade and subject. The AYP Proficiency Calculations are broken in this way to allow buildings to see how each grade level scored by subject. This sheet is informational only, and was created to provide the buildings with a further breakdown of calculations on previous pages/sheets

## AYP Graduation Rate Calculation

Percentage of students who entered high school that received a diploma during the 2003-04 school year, including summer 2004. (INCLUDING summer 2004 graduates reported in FY2005 October K).

Graduates: Are students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* (EXCLUDING STUDENTS WITH *GRADE LEVEL = 13 AND PROFICIENCY-ONLY STUDENTS*).

NOTES: If the district has only one high school, the "Graduation Rate" on the Building LRC may not be equal to the district level "Graduation Rate."

### Notes on Graduation Rate formula:

- Formula is consistent with National Center for Educational Statistics (NCES) recommendations for calculating graduation rates.
- The rate *estimates* a true cohort rate (one based on following individual students over time); it doesn't exactly replicate one.
- The calculation is adjusted for dropouts who return before October of the following year, and for students reported as previous dropouts.
- Students who were previously reported as dropouts who were not counted as returning withdrawals, as reported with program codes:
  - 500001 - Previously reported as a dropout in the reporting district's graduation rate.
  - 500002 - Previously reported as a dropout in another Ohio district.

For AYP, only high school students are evaluated for graduation rate. Only buildings with students in grades 10-12 will have a graduation rate calculation. None of the subgroups are evaluated for graduation rate for AYP purposes. Only the "All Students" grouping is evaluated for AYP. However, graduation data for the other subgroups is shown because it is used in Safe Harbor calculations. If the current year number of high school graduates is less than 30, the building will not be evaluated for AYP and will receive an "NR" rating in column 12. Otherwise the building will be evaluated for AYP graduation rate.

The target graduation rate is 73.6%. For graduation rate, each building can meet the AYP target in three ways: using the 2003-04 graduation rate, using a 2-year average that combines the 2002-2003 and the 2003-04 numerators and denominators in the calculation below, or by improving the graduation rate between 2002-03 and 2003-04. If either the one year or two year graduation rate meets the AYP target, 'Met' will appear in column 12. If a building improves their graduation rate between 2002-03 and 2003-04, then the building has met the safe harbor requirement for graduation rate. In this case, "Safe Harbor" will appear for the graduation rate indicator on the AYP\_Summary worksheet. Otherwise the AYP graduation rate target was not met and 'Not Met' will appear in column 12, and will subsequently appear on the AYP\_Summary worksheet.

<b>AYP Graduation Calculation – Column 1 - 2003-04 Number of High School Graduates</b>	
Definition:	<p>Number of students that received a diploma during the 2003-04 school year. This total excludes graduates with Student Grade Level = 13, Proficiency Only graduates, and students with Student Status = 'P' or 'T'.</p> <p><u>Graduates:</u> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> excluding graduates with Student Grade Level = 13, Proficiency Only graduates, and students with Student Status = 'P' or 'T'.</p>
Calculation:	<p>A count is taken of the number of students reported with a diploma date and diploma type. Summer Graduates are included in this total. The full academic year criterion does not apply. Excludes graduates with Student Grade Level = 13, Proficiency Only graduates, and students with Student Status = 'P' or 'T'.</p>
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>WITHDRAWAL REASON</i>  <i>WITHDRAWAL DATE</i>  <i>ADMISSION DATE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Received a diploma: <i>DIPLOMA TYPE</i> = '1' (Regular diploma), or '2' (diploma with honors)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W'  <b>AND</b> <i>STUDENT PERCENT OF TIME</i> &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Are in grades 10, 11 or 12; [<i>STATE EQUIVALENT GRADE LEVEL</i> = '10', '11', '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• are assigned a grade level of UG; [<i>STATE EQUIVALENT GRADE LEVEL</i> = '10', '11', or '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Have been identified as having a disability condition, that have completed educational requirements and elect to remain for further training, are under age 22, and have not graduated. [<i>STATE EQUIVALENT GRADE LEVEL</i>='23'] or have completed educational requirements in summer school</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>Excludes students with</b> Grade Level = 13, and students reported with a diploma date and diploma type on the Proficiency Only Record</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with Student Status = 'P' or 'T' in the student status element.</li> </ul>

<b>AYP Graduation Calculation – Column 1 - 2003-04 Number of High School Graduates</b>	
Data Source:	Reported by building through EMIS in FY2004 Yearend N and FY2005 Oct. K

<b>AYP Graduation Calculation – Column 2 - Number of High School Dropouts adjusted for Returning Withdrawals (School Year 2003-04)</b>	
Definition:	<p>The Number of High School Dropouts is the number of dropouts (Withdrawal Reason = 71, 72, 73, 74) minus the number of returning withdrawals (returning dropouts) for grades 9 through 12 of the designated graduation class.</p> <p><u>High School Dropouts:</u> Are the number of dropouts (withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.</p> <p><u>Returning Withdrawals:</u> Students who returned by October of the year immediately following the year that they were counted as a dropout (withdrawal Reason = 71, 72, 73, 74).</p>
Calculation:	<p><b># of Grade 9 dropouts in FY2001 – # of Grade 9 Returning Withdrawals</b>  <b>+ # of Grade 10 Dropouts in FY2002 - # of Grade 10 Returning Withdrawals</b>  <b>+ # of Grade 11 Dropouts in FY2003 - # of Grade 11 Returning Withdrawals</b>  <b>+ # of Grade 12 Dropouts in FY2004 - # of Grade 12 Returning Withdrawals</b>  <b>- # of students reported as a previous dropout (program codes of 500001 and 500002).</b></p>
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            WITHDRAWAL DATE            WITHDRAWAL REASON            ADMISSION DATE</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W',  <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts - # of Grade 9 dropouts in FY2001</b> - taken from FY2001 data files, includes students with <i>GRADE LEVEL</i> = '09' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 10 Dropouts in FY2002</b> - taken from FY2002 data files, includes students with <i>GRADE LEVEL</i> = '10' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 11 Dropouts in FY2003</b> - taken from FY2003 data files, includes students with <i>GRADE LEVEL</i> = '11' that meet the criteria under "other criteria for Dropouts" below and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 12 Dropouts in FY2004</b> - taken from FY2004 data files, includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '12' that meet the criteria under</li> </ul>



<b>AYP Graduation Calculation – Column 2 - Number of High School Dropouts adjusted for Returning Withdrawals (School Year 2003-04)</b>	
	<p>“other criteria for Dropouts” below and adjusted for Returning Withdrawals.</p> <p><b>AND</b></p> <p><b>Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)</b></p> <p>Have a <i>WITHDRAWAL REASON</i>= '71', '72', '73', OR '74'.</p>
Data Source:	Reported by building through EMIS in FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate (School Year 2003-04)</b>								
Definition:	<p>Number of students that received a high school diploma during the 2003-04 school year plus the number of high school dropouts adjusted for returning withdrawals for that graduating class.</p> <p><u>Graduates:</u> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'.</p> <p><u>Returning Withdrawals:</u> Students who returned by October of the year immediately following the year that they were counted as a dropout (Withdrawal Reason = 71, 72, 73, 74).</p> <p><u>High School Dropouts:</u> Are the number of dropouts (Withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.</p>							
Calculation:	<table style="margin: auto;"> <tr> <td style="text-align: center;"><b>Total Number of High School Students Included in the Graduation Rate</b></td> <td style="text-align: center;">=</td> <td style="text-align: center;"><b>High School Graduates (Column 1)</b></td> <td style="text-align: center;">+</td> <td style="text-align: center;"><b>High School Dropouts adjusted for Returning Withdrawals (Column 2)</b></td> <td style="text-align: center;">+</td> <td style="text-align: center;"><b>Grade 13 Graduates</b></td> </tr> </table>	<b>Total Number of High School Students Included in the Graduation Rate</b>	=	<b>High School Graduates (Column 1)</b>	+	<b>High School Dropouts adjusted for Returning Withdrawals (Column 2)</b>	+	<b>Grade 13 Graduates</b>
<b>Total Number of High School Students Included in the Graduation Rate</b>	=	<b>High School Graduates (Column 1)</b>	+	<b>High School Dropouts adjusted for Returning Withdrawals (Column 2)</b>	+	<b>Grade 13 Graduates</b>		
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>WITHDRAWAL DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i></p>							
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W',  <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all students enrolled in the building that have a valid diploma date and diploma type (excluding grade 13 and Proficiency Only students).</li> </ul> <p>AND</p> <p>Grade 13 Graduates</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts - # of Grade 9 dropouts in FY2001</b> - taken from FY2001 data files, includes students with <i>GRADE LEVEL</i> = '09' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 10 Dropouts in FY2002</b> - taken from FY2002 data files, includes students with <i>GRADE LEVEL</i> = '10' that meet the criteria under "other criteria for Dropouts" and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 11 Dropouts in FY2003</b> - taken from FY2003 data files, includes students with <i>GRADE LEVEL</i> = '11' that meet the criteria under "other criteria for Dropouts" below and adjusted for Returning Withdrawals</li> </ul>							

<b>AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate (School Year 2003-04)</b>	
	<ul style="list-style-type: none"> <li><b># of Grade12 Dropouts in FY2004</b> - taken from FY2004 data files, includes students with <i>STATE EQUIVALENT GRADE LEVEL = '12'</i> that meet the criteria under "other criteria for Dropouts" below and adjusted for Returning Withdrawals.</li> </ul> <p><b>AND</b></p> <p><b>Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)</b> Have a <i>WITHDRAWAL REASON = '71', '72', '73', OR '74'</i>.</p>
Data Source:	Reported by building through EMIS in FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 4 – 2003-04 High School Graduation Rate</b>	
Definition:	<p>Percentage of students that received a diploma during the 2003-04 school year, (INCLUDING summer 2004 graduates) to the number of graduates and dropouts (adjusted for returning withdrawals) combined.</p> <p><i>Graduates:</i> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'. Includes summer graduates reported during the FY2005 October K reporting period..</p> <p><b>Since the data are based on the previous year and all reporting for that data is closed; no changes can be made by buildings for the Graduation Rate.</b></p> <p>NOTE: If the district has only one high school, the "Graduation Rate" on the Building workbook may NOT be equal to the district level "Graduation Rate." A graduation rate would be calculated for the district if the district includes grades 10 through 12.</p> <p><b>Notes on Graduation Rate formula:</b></p> <ul style="list-style-type: none"> <li>• Formula is consistent with National Center for Educational Statistics (NCES) recommendations for calculating graduation rates.</li> <li>• The rate <i>estimates</i> a true cohort rate (one based on following individual students over time); it doesn't exactly replicate one.</li> </ul> <p>The calculation is adjusted for dropouts who return before October of the following year, and for students reported as previous dropouts.</p> <ul style="list-style-type: none"> <li>• Students who were previously reported as dropouts who were not counted as returning withdrawals, as reported with program codes: <ul style="list-style-type: none"> <li>• 500001 - Previously reported as a dropout in the reporting district's graduation rate.</li> <li>• 500002 - Previously reported as a dropout in another Ohio district.</li> </ul> </li> </ul>
Calculation:	$\text{2003-04 High School Graduation Rate} = \frac{\text{High School Graduates (Column 1)}}{\text{2003-04 Total Number of High School Students Included in the Graduation Rate (Column 3)}}$
Data elements:	Refer to data elements in "AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)" and "Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate".
Filter(s):	Refer to filters in "AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)" and "Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate".
Data Source:	Reported by building through EMIS in FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 5 – 2003-04 High School Target Graduation Rate Indicator Met</b>	
Definition:	This column indicates whether the building met the AYP Target Graduation Rate. If the Graduation Rate percentage (column 4) is $\geq$ the AYP Target Graduation Rate (76.3%) then the building met the target for the Graduation Rate indicator. Only the “All Students” subgroup is evaluated for this calculation
Calculation:	If the Graduation Rate percentage (column 4) is $\geq$ the AYP Target Graduation Rate (73.6%) then the building met the target for the Graduation indicator. If the Graduation Rate percentage is $<$ the AYP Target Graduation Rate (73.6%) then the building did not meet the target for the performance indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Graduation Calculation – Column 6 – 2002-2003 High School Graduation Rate %</b>	
Definition:	This column shows the AYP Graduation Rate for the 2002-03 school year.
Calculation:	This total may not match previously stated graduation rates for the 2002-03 school year because the business rules for the 2003-04 graduation rate are being applied to this percentage.
Data elements:	Refer to data elements in “AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)” and “AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate”.
Filter(s):	Refer to filters in “AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)” and “AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate”.
Data Source:	Reported by building through EMIS in FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 7 – Number of High School Graduates 2002-03 and 2003-04 Combined</b>	
Definition:	This column shows the total number of graduates for the school years of 2002-03 and 2003-04. The business rules for the 2003-04 graduation rate are applied to the 2002-03 data and the student counts for each year are combined.
Calculation:	A count is taken by subgroup of the number of graduates in both the 2002-03 and 2003-04 school years.  Proficiency-Only students, Grade 13 graduates, and student status = 'P' or 'T' are excluded from this calculation.
Data elements:	<i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>DIPLOMA DATE</i> <i>DIPLOMA TYPE</i> <i>WITHDRAWAL DATE</i> <i>WITHDRAWAL REASON</i> <i>ADMISSION DATE</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Received a diploma: <i>DIPLOMA TYPE</i> = '1' (Regular diploma), or '2' (diploma with honors)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W'  <b>AND</b> <i>STUDENT PERCENT OF TIME</i> &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• are in grades 10, 11 or 12; [<i>STATE EQUIVALENT GRADE LEVEL</i> = '10', '11', '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• are assigned a grade level of UG; [<i>STATE EQUIVALENT GRADE LEVEL</i> = '10', '11', or '12']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• have been identified as having a disability condition, that have completed educational requirements and elect to remain for further training, are under age 22, and have not graduated. [<i>STATE EQUIVALENT GRADE LEVEL</i> = '23']</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• have completed educational requirements in summer school</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>Excludes students with</b> Grade Level = 13, and students reported with a diploma date and diploma type on the Proficiency Only Record</li> </ul> <p>AND</p> <p>Students with Student Status = 'P' or 'T' in the student status element.</p>
Data Source:	Reported by building through EMIS in FY2003 Yearend N, FY2004 October K, FY2004

<b>AYP Graduation Calculation – Column 7 – Number of High School Graduates 2002-03 and 2003-04 Combined</b>	
	Yearend N and FY2005 Oct. K

<b>AYP Graduation Calculation – Column 8 – Total Number of High School Students Included in the Graduation Rate (School Years 2002-03 and 2003-04 Combined)</b>	
Definition:	<p>Number of students that received a high school diploma during the 2002-03 and 2003-04 school years plus the number of high school dropouts adjusted for returning withdrawals for those graduating classes plus the number of grade 13 graduates.</p> <p><u>Graduates:</u> Are students reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'.</p> <p><u>Returning Withdrawals:</u> Students who returned by October of the year immediately following the year that they were counted as a dropout (Withdrawal Reason = 71, 72, 73, 74).</p> <p><u>High School Dropouts:</u> Are the number of dropouts (Withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.</p>
Calculation:	$\text{Total Number of High School Students Included in the Graduation Rate} = \text{High School Graduates} + \text{High School Dropouts adjusted for Returning Withdrawals} + \text{Grade 13 Graduates}$
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>WITHDRAWAL DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W',  <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all students enrolled in the building that have a valid diploma date and diploma type (excluding grade 13 and Proficiency Only students).</li> </ul> <p>AND  Grade 13 Graduates</p>



<b>AYP Graduation Calculation – Column 8 – Total Number of High School Students Included in the Graduation Rate (School Years 2002-03 and 2003-04 Combined)</b>	
	<ul style="list-style-type: none"> <li>• <b>For Dropouts - # of Grade 9 dropouts in FY2001</b> - taken from FY2001 data files, includes students with <i>GRADE LEVEL = '09'</i> that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 10 Dropouts in FY2002</b> - taken from FY2002 data files, includes students with <i>GRADE LEVEL = '10'</i> that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 11 Dropouts in FY2003</b> - taken from FY2003 data files, includes students with <i>GRADE LEVEL = '11'</i> that meet the criteria under “other criteria for Dropouts” below and adjusted for Returning Withdrawals</li> <li>• <b># of Grade 12 Dropouts in FY2004</b> - taken from FY2004 data files, includes students with <i>STATE EQUIVALENT GRADE LEVEL = '12'</i> that meet the criteria under “other criteria for Dropouts” below and adjusted for Returning Withdrawals.</li> </ul> <p><b>AND</b></p> <p><b>Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)</b> Have a <i>WITHDRAWAL REASON = '71', '72', '73', OR '74'</i>.</p>
Data Source:	Reported by building through EMIS in FY2000 October K and Yearend N, FY2001 Oct. K and Yearend N, FY2002 Oct. K and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 9 - 2 Year Average – Graduation Rate</b>	
Definition:	This column is the average graduation rate for the 2002-2003 and 2003-04 school years. The current business rules are applied to data for both years to make the calculation consistent.
Calculation:	$\text{2 Year Average Graduation Rate} = \frac{\text{Total \# of High School Graduates for the 2002-03 and 2003-04 school year}}{\text{2002-03 \& 2003-04 Total Number of High School Students Included in the Graduation Rate}}$
Data elements:	Refer to data elements in “AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)” and “AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate”.
Filter(s):	Refer to filters in “AYP Graduation Calculation – Column 1 Number of High School Graduates (School Year 2003-04)” and “AYP Graduation Calculation – Column 3 – Total Number of High School Students Included in the Graduation Rate”.
Data Source:	Reported by building through EMIS in FY2000 October K and Yearend N, FY2001 Oct. K and Yearend N, FY2002 Sept. J and Yearend N, FY2003 Oct. K and Yearend N, FY2004 Oct. K and Yearend N, FY2005 Oct. K.

<b>AYP Graduation Calculation – Column 10 – 2 Year Average Target Graduation Rate Met</b>	
Definition:	This column indicates whether the building met the Graduation Rate for the combined years of 2002-03 and 2003-04. If the 2-year average Graduation Rate $\geq$ 73.6% then the building met the target for the AYP Graduation Rate indicator. Only the 'All Students' subgroup is evaluated for this column.
Calculation:	If the 2-year average Graduation Rate is $\geq$ 73.6% then the building met the target for the 2-year average Graduation Rate. If the 2-year average Graduation Rate is below 73.6% then the building did not meet the target for the 2-year average Graduation Rate.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Graduation Calculation – Column 11 – 2 Year Improvement Goal Met</b>	
Definition:	This column indicates whether the building met the 2-year Graduation Rate Improvement Goal. The Improvement goal is met by having an improvement in the Graduation Rate from the 2002-2003 school year to the 2003-04 school year. If the 2003-04 Graduation Rate > the 2002-2003 Graduation Rate then the building met the improvement goal.
Calculation:	If the 2003-04 Graduation Rate is > the 2002-2003 Graduation Rate then the indicator is met. If the 2003-04 Graduation Rate is <= the 2002-2003 Graduation Rate then the building did not meet the Graduation Rate Improvement Goal.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Graduation Calculation – Column 12 – AYP Graduation Rate Indicator Met</b>	
Definition:	This column indicates whether or not the building met the target for the AYP Graduation Rate Indicator. The AYP Graduation Rate Indicator is can be met by achieving the 2003-04 High School Target Graduation Rate (column 5) or the 2 Year Average Graduation Rate (column 8) or by meeting the 2 Year Improvement Goal (column 9). If the building meets any one of the <i>three</i> targets then the building has met the AYP Graduation Rate Indicator for that subgroup.
Calculation:	<p>If the building meets the 2003-04 High School Target Graduation Rate (column 5) then the building met the AYP Graduation Rate Indicator for that sub group.</p> <p>If the building meets the 2 Year Average Graduation Rate target (column 8) then the building met the AYP Graduation Rate Indicator for that subgroup.</p> <p>If the building meets the 2 Year Improvement Goal (column 9) then the building met the AYP Graduation Rate Indicator for that subgroup.</p>
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

## AYP Attendance Rate Calculations

“STUDENT ATTENDANCE RATE” MEANS THE RATIO OF THE NUMBER OF ENROLLED STUDENTS ACTUALLY IN ATTENDANCE (AGGREGATE ATTENDANCE) DURING THE COURSE OF A SCHOOL YEAR TO THE NUMBER OF ENROLLED STUDENTS (AGGREGATE MEMBERSHIP) THAT SCHOOL YEAR.” ORC 3301-18-01. This number is expressed as a percentage.

- None of the subgroups are evaluated for attendance rate for AYP purposes. Only the “All Students” grouping is evaluated for AYP.
  - However, attendance data for the other subgroups is shown because it is used in Safe Harbor calculations.
- If the current year building enrollment for elementary, middle school and junior high students is less than 30, the building will not be evaluated for AYP and will receive an “NR” rating in column 11. Otherwise the building will be evaluated for AYP attendance rate.
- The target attendance rate is 93%.
- For attendance rate, each building can meet the AYP target using either the current year attendance rate or the 2-year average attendance rate (which combines the prior year and current year numerators and denominators in the calculation below).
  - If either the current year attendance rate or 2-year average attendance rate meets the 93% AYP target (using the calculation below), the building meets the attendance rate AYP criteria and will receive a “Met” rating in column 11. If a building shows progress over last year’s attendance rate, then the building has met the safe harbor requirements for attendance rate and “Safe Harbor” will appear for the attendance rate indicator on the AYP\_Summary worksheet (unless it has already been met without using Safe Harbor). Otherwise the building will receive a “Not Met” rating in column 11 and on the AYP\_Summary worksheet.

<b>AYP Attendance Calculation – Column 1 – Current Year Average Daily Membership (by Subgroup)</b>	
Definition:	This is the Average Daily Membership of all students who were enrolled in the building at any point in the school year. For this calculation the students do not have to meet the “Full Academic Year” criteria. This is an informational column and does not impact any indicators or building designation.
Calculation:	$\text{Average Daily Membership} = \left[ \frac{\text{Total Attendance Days} + \text{Total Authorized Absence} + \text{Total Unauthorized Absence Days}}{\text{Days in session}} \right]$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            (FOR TESTED GRADE LEVELS ONLY) - BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            DAYS IN SESSION (FROM THE BUILDING GENERAL INFORMATION RECORD – YEAREND)</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Students reported by an educating district with student status = “B”. These are students in a special education cooperative program..</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and FY2005 Yearend N

<b>AYP Attendance Calculation – Column 2 – Current Year Aggregate Attendance (by Subgroup)</b>	
Definition:	<p>Aggregate Attendance is the total of the attendance days (days that the student was actually in attendance) for all students who were in enrolled for a “full academic year”.</p> <p>To have a day counted as an attendance day, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status <b>and</b> receiving services from the school building if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.</p>
Calculation:	The Current Year Aggregate Attendance is the attendance days (days that the student was actually in attendance) added together for all students who were enrolled in the building for a “full academic year”
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i></p> <p><i>STUDENT STATUS</i></p> <p><i>ATTENDING/HOME IRN INDICATOR</i></p> <p><i>STUDENT PERCENT OF TIME</i></p> <p><i>ATTENDANCE DAYS</i></p> <p><i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i></p> <p><i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i></p> <p><i>MAJORITY OF ATTENDANCE IRN</i></p> <p><i>ACCOUNTABILITY IRN</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and FY2005 Yearend N



<b>AYP Attendance Calculation – Column 3 – Current Year Aggregate Membership (by Subgroup)</b>	
Definition:	Aggregate Membership is the total of the attendance days (days that the student was actually in attendance), plus excused absent days, plus unexcused absent days for all students who are enrolled in the building for a “full academic year”.
Calculation:	$\begin{array}{r} \text{Current Year} \\ \text{Aggregate} \\ \text{Membership} \end{array} = \begin{array}{r} \text{Current Year Aggregate Attendance} \\ + \text{Excused absence days} \\ + \text{Unexcused absence days} \end{array}$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and FY2005 Yearend N

<b>AYP Attendance Calculation – Column 4 - Current Year Attendance Rate (by Subgroup)</b>	
Definition:	<p>“STUDENT ATTENDANCE RATE” MEANS THE RATIO OF THE NUMBER OF ENROLLED STUDENTS ACTUALLY IN ATTENDANCE (AGGREGATE ATTENDANCE) DURING THE COURSE OF A SCHOOL YEAR TO THE NUMBER OF ENROLLED STUDENTS (AGGREGATE MEMBERSHIP) THAT SCHOOL YEAR.” <b>ORC 3301-18-01</b> This number is expressed as a percentage.</p> <p><b>The statewide attendance rate target is 93%.</b></p>
Calculation:	$\text{Current Year AYP Attendance Rate} = \frac{\text{Current Year Aggregate Attendance (Column 2)}}{\text{Current Year Aggregate Membership (Column 3)}}$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and FY2005 Yearend N

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<b>AYP Attendance Calculation – Column 5 - Current Year AYP Target Attendance Rate Indicator Met (by Subgroup)</b>	
Definition:	This column indicates whether the building met the target for the AYP Attendance Indicator. If the Current Year Attendance Rate (column 4) is $\geq 93.0\%$ then the building met the AYP indicator. Only the 'All Students' subgroup row is evaluated in this column.
Calculation:	If the AYP Attendance Rate (column4) is $\geq 93.0\%$ then the building met the target for the AYP Attendance indicator. If the AYP Attendance Rate (column4) is $< 93.0\%$ then the building did NOT meet the target for the AYP Attendance Rate indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Attendance Calculation – Column 6 – 2003-04 AYP Attendance Rate (by Subgroup)</b>	
Definition:	This column indicates the Attendance rate for the building for the 2003-04 school year. This calculation uses the current business rules.
Calculation:	$\text{2003-04 AYP Attendance Rate} = \frac{\text{Aggregate Attendance (Total attendance days of students) for the building}}{\text{Aggregate Membership (Total attendance days of students + excused absence days of students + unexcused absence days of students) for the building}}$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W", <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element. Refer to "Full Academic Year for Non-tested Grade Levels" definition for additional details.</li> </ul>
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N

<b>AYP Attendance Calculation – Column 7 – 2 Year Aggregate Attendance (by Subgroup)</b>	
Definition:	<p>The 2 Year Aggregate Attendance is the total of the attendance days (days that the student was actually in attendance) for all students who were in enrolled for a “full academic year” for the 2004-05 school year or the 2003-04 school year. Both years’ student data are added together and then averaged.</p> <p>To have a day counted as an attendance day, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status <b>and</b> receiving services from the school building if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.</p>
Calculation:	<p>The 2003-04 Aggregate Attendance Days and the 2004-05 Aggregate Attendance Days are added together and then averaged to get the 2 Year Average Aggregate Attendance Days.</p> $  \begin{array}{rcl}  & & \mathbf{2003-04\ Aggregate\ Attendance} \\  \mathbf{2\ Year} & & \\  \mathbf{Average} & = & \mathbf{+} \\  \mathbf{Aggregate} & & \\  \mathbf{Attendance} & & \mathbf{2004-05\ Aggregate\ Attendance}  \end{array}  $
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year for the school year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul>

<b>AYP Attendance Calculation – Column 7 – 2 Year Aggregate Attendance (by Subgroup)</b>	
Data Source:	Reported by building through EMIS in FY2004 October K and Yearned N, FY2005 October K and Yearend N

<b>AYP Attendance Calculation – Column 8 – 2 Year Aggregate Membership (by Subgroup)</b>	
Definition:	Aggregate Membership is the total of the attendance days (days that the student was actually in attendance), plus excused absent days, plus unexcused absent days for all students who are in the building. In order for a student to be included in the calculation, for FY2004 or FY2005 the student must have met the 'Full Academic Year' criteria
Calculation:	$\begin{array}{l} \text{2 Year Average} \\ \text{Aggregate} \\ \text{Membership} \end{array} = \begin{array}{l} \text{Aggregate Attendance} \\ + \text{Excused absence days} \\ + \text{Unexcused absence days} \\ \text{for 2003-04 and 2004-05} \end{array}$
Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i></p> <p><i>STUDENT STATUS</i></p> <p><i>ATTENDING/HOME IRN INDICATOR</i></p> <p><i>STUDENT PERCENT OF TIME</i></p> <p><i>ATTENDANCE DAYS</i></p> <p><i>AUTHORIZED ABSENT DAYS</i></p> <p><i>UNAUTHORIZED ABSENT DAYS</i></p> <p><i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i></p> <p><i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i></p> <p><i>MAJORITY OF ATTENDANCE IRN</i></p> <p><i>ACCOUNTABILITY IRN</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W", <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• The student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul>

**AYP Attendance Calculation – Column 8 – 2 Year Aggregate Membership (by Subgroup)**

Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N and FY2005 October and Yearend N
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<b>AYP Attendance Calculation – Column 9 - 2 Year Average – AYP Attendance Rate</b>	
Definition:	This column is the average attendance rate for 2003-04 and 2004-05 for the building. The current business rules are applied to both years' data to make the calculation consistent.
Calculation:	$\text{2 Year Average Attendance Rate} = \left( \frac{\text{2 Year Aggregate Attendance Column 7}}{\text{2 Year Aggregate Membership Column 8}} \right)$
Data elements:	<p>STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            ATTENDANCE DAYS            AUTHORIZED ABSENT DAYS            UNAUTHORIZED ABSENT DAYS            BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION (IS USED ONLY FOR TESTED GRADE LEVELS)            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN</p>
Filter(s):	See the Filters section for the columns 4 and 6 of this worksheet.
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N and FY2005 October K and Yearend N



<b>AYP Attendance Calculation – Column 10 – 2 Year Average Target Attendance Rate Met</b>	
Definition:	This column indicates whether the building met the AYP Attendance Rate indicator for the combined years of 2003-04 and 2004-05. If the 2-year average Attendance Rate $\geq$ 93.0% then the building met the target for the indicator.
Calculation:	If the 2-year average AYP Attendance Rate is $\geq$ 93.0% then the building met the target for the indicator. If the 2-year average AYP Attendance Rate is below 93.0% then the building did not meet the target for the indicator.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Attendance Calculation – Column 11 – AYP Attendance Rate Improvement Goal Met</b>	
Definition:	This column indicates whether the building met the 2-year AYP Attendance Rate Improvement Goal. The Improvement goal is met if there is improvement in the Attendance Rate from the 2003-04 school year to the 2004-05 school year. If the 2004-05 Attendance Rate > the 2003-04 Attendance Rate then the building met the target for this indicator.
Calculation:	If the 2004-05 AYP Attendance Rate is > the 2003-04 AYP Attendance Rate then the building met the 2-year improvement goal. If the 2004-05 AYP Attendance Rate is <= the 2003-04 AYP Attendance Rate then the building did not meet the 2-year improvement goal.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Attendance Calculation – Column 12 – AYP Attendance Rate Indicator Met</b>	
Definition:	This column indicates whether the building met the AYP Attendance Rate Indicator by subgroup. The AYP Attendance Rate Indicator is met by meeting the Current Year (2004-05) Target Attendance Rate (column 5) or the 2 Year Average Attendance Rate (column 8) or by meeting the 2 Year Improvement Goal (column 9). If any one of the three targets are met then the building has met the target for this AYP Attendance Rate Indicator for that subgroup.
Calculation:	If the 2004-05 Target Attendance Rate is met (column 5) then the building met the AYP Attendance Rate Indicator for that sub group.  If the 2 Year Average AYP Attendance Rate is met (column 8) then the building met the target for the AYP Attendance Rate Indicator for that subgroup.  If the 2 Year Improvement Goal is met (column 9) then the building met the target for the AYP Attendance Rate Indicator for that subgroup.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Safe Harbor – Column 1- Prior Year Number of Students taking the test – (by Subject and Subgroup)</b>	
Definition:	Total number of students that were enrolled in the building during the 2003-04 school year for a “Full Academic Year” that took the proficiency/achievement tests. This includes students that took the Alternate Assessment. This calculation uses the current year’s business rules.
Calculation:	A count is taken by subject and subgroup of students who met the criteria below, were in 3 <sup>rd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> or 10 <sup>th</sup> grade in FY2004 and took the appropriate grade level test (including the Alternate Assessment). The tests used in this calculation are the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test or the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics.
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>% PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <p>Excludes LEP students coded as enrolled in US schools less than 1 year. Students with % PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE = L.</p>
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N

<b>AYP Safe Harbor – Column 2- Prior Year Number of Students NOT Scoring at or above the Proficient level on the test – (by Subject and Subgroup)</b>	
Definition:	Total number of students that were enrolled in the building for a “full Academic Year” during the 2003-04 school year that took the proficiency/achievement test and scored <b>below</b> the proficient level. This includes students that took the Alternate Assessment.
Calculation:	A count is taken by subject and subgroup of students who were in 3 <sup>rd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> or 10 <sup>th</sup> grade (in school year 2003-04), took the appropriate grade level test (including the Alternate Assessment), and scored <b>below</b> the proficient level. The tests used in this calculation are the 3 <sup>rd</sup> grade Reading Achievement, 4 <sup>th</sup> grade Mathematics Proficiency, 6 <sup>th</sup> grade Reading and Mathematics Proficiency test and the 10 <sup>th</sup> grade Ohio Graduation Test (OGT) in Reading and Mathematics.
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>% PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</li> </ul> <p>AND</p> <p>Excludes LEP students coded as enrolled in US schools less than 1 year. Students with % PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE = L.</p>

AYP Safe Harbor – Column 2- Prior Year Number of Students NOT Scoring at or above the Proficient level on the test – (by Subject and Subgroup)	
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N

AYP Safe Harbor – Column 3- Prior Year % of Students NOT Proficient % – (by Subject and Subgroup)	
Definition:	This is the percentage of students enrolled in the building during the 2003-04 school year for a “Full Academic Year” who scored <b>below</b> the proficient level on the test.
Calculation:	$\text{Prior Year Percentage of Students NOT Proficient} = \frac{\text{Prior Year number of students NOT scoring at or above the Proficient level on the Test (Column 2)}}{\text{Prior Year Number of students Taking the Test (Column 1)}}$
Data elements:	<p>REQUIRED TEST TYPE            TEST SUBJECT TYPE            RAW/SCALED SCORE            WITHDRAWAL DATE            STATE EQUIVALENT GRADE LEVEL            STUDENT STATUS            ATTENDING/HOME IRN INDICATOR            STUDENT PERCENT OF TIME            DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)            BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION            MAJORITY OF ATTENDANCE IRN            ACCOUNTABILITY IRN            % PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic</li> </ul>

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<b>AYP Safe Harbor – Column 3- Prior Year % of Students NOT Proficient % – (by Subject and Subgroup)</b>	
	<p>Year” definition for additional details.</p> <p>AND</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools less than 1 year. Students with % PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE = L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N

<b>AYP Safe Harbor – Column 4 – Prior Year % of Proficient Students – (by Subject and Subgroup)</b>	
Definition:	This is the percentage of students that were enrolled in the building during the 2003-04 school year for a “Full Academic Year” that scored at or above the Proficient level on the test during the prior year.
Calculation:	<p><b>Prior Year Percent of Proficient Students</b> = <b>(100 - Prior Year Percentage of students NOT Proficient (Col 3))</b></p>
Data elements:	<p><i>REQUIRED TEST TYPE</i>  <i>TEST SUBJECT TYPE</i>  <i>RAW/SCALED SCORE</i>  <i>WITHDRAWAL DATE</i>  <i>STATE EQUIVALENT GRADE LEVEL</i>  <i>STUDENT STATUS</i>  <i>ATTENDING/HOME IRN INDICATOR</i>  <i>STUDENT PERCENT OF TIME</i>  <i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i>  <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i>  <i>MAJORITY OF ATTENDANCE IRN</i>  <i>ACCOUNTABILITY IRN</i>  <i>% PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “M”, “S”, “W”, <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Attending/Home IRN Indicator = “2”, “3”, “4”, and “5”.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Resident students reported by an educating district with student status = “B”. These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count</li> </ul>

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<b>AYP Safe Harbor – Column 4 – Prior Year % of Proficient Students – (by Subject and Subgroup)</b>	
	<p>week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to “Full Academic Year” definition for additional details.</p> <p>AND</p> <ul style="list-style-type: none"> <li>Excludes LEP students coded as enrolled in US schools less than 1 year. Students with % PROFICIENT MEASURE – EXEMPT GROUP MEMBERSHIP CODE = L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2004 October K and Yearend N



<b>AYP Safe Harbor – Column 5 - % Proficient Needed to Meet the Safe Harbor Target This Year – (by Subject and Subgroup)</b>	
Definition:	This is the percent Proficient needed by the building in order to meet Safe Harbor. Safe Harbor is a 10% reduction in the percentage of students that scored below proficient from the previous year. This calculation gives the building the <b>percent Proficient</b> that it needs to reach in order to meet the Safe Harbor goal.
Calculation:	$\text{Percent Proficient Needed to meet the Safe Harbor goal} = \frac{(\text{Prior Year Percentage of students NOT Proficient (Col 3)} * 10\%)}{(\text{Prior Year Percentage of Proficient Students (Column 4)})}$
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W", <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the district for a full academic year. A full academic year is defined as: enrolled and funded in the district during the October count week, <b>and</b> enrolled in the district a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in a building in the district during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <p>Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05). Students with LEP = L.</p>

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<b>AYP Safe Harbor – Column 5 - % Proficient Needed to Meet the Safe Harbor Target This Year – (by Subject and Subgroup)</b>	
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Data Source:	Reported by district through EMIS in FY2004 October K and Yearend N
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<b>AYP Safe Harbor – Column 6 - Current Year Proficiency Rate (by Subject and Subgroup)</b>	
Definition:	This is the AYP Proficiency Rate for 2004-05. The calculation used is the same as that used in column 5 (Current Year Percent Proficient) on the page of this report labeled "AYP Percent (%) Proficient Indicator Calculation".
Calculation:	The data for this column is taken from column 5 (Current Year Percent Proficient) on the AYP Percent (%) Proficient Indicator Calculation page of this report. <b>Note:</b> The calculation for this column is the same as the calculation for column 5 (Current Year % Proficient) on the AYP % Proficient Indicator Calculation page.
Data elements:	<i>REQUIRED TEST TYPE</i> <i>TEST SUBJECT TYPE</i> <i>RAW/SCALED SCORE</i> <i>WITHDRAWAL DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>STUDENT STATUS</i> <i>ATTENDING/HOME IRN INDICATOR</i> <i>STUDENT PERCENT OF TIME</i> <i>BUILDING IRN (FROM OCTOBER ATTENDANCE RECORD)</i> <i>BUILDING IRN WHERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP</i>
Filter(s):	Includes students who meet the following criteria: <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W" <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Attending/Home IRN Indicator = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the building for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, <b>and</b> enrolled in the building a minimum of 120 consecutive school days using the Majority of Attendance IRN element <b>and</b> enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Excludes LEP students coded as enrolled in US schools for the first time on or after the first day of school (2004-05).- Students with <i>LEP</i>= L.</li> </ul>
Data Source:	Reported by building through EMIS in FY2005 October K and Yearend N

<b>AYP Safe Harbor – Column 7 – Safe Harbor % Proficient Target Met (by Subject and Subgroup)</b>	
Definition:	This column indicates whether the building met the requirements for the Safe Harbor Proficiency Goal for each subject and subgroup. If the AYP Current Year Proficiency Rate (column 6) is $\geq$ the Percent Proficient Needed to Meet Safe Harbor (column 5) then the building met the assessment requirements for safe harbor. Safe Harbor at the building level is based on the 3 <sup>rd</sup> grade reading achievement, 4 <sup>th</sup> grade math proficiency, 6 <sup>th</sup> grade reading and math proficiency and the OGT in the subjects of reading and math, combined by subject and subgroup.
Calculation:	If the AYP Current Year Proficiency Rate (column 6) $\geq$ the Percent Proficient Needed to Meet Safe Harbor (column 5) then the building met the assessment Safe Harbor Goal for that subgroup. If the AYP Current Year Proficiency Rate (column 6) is $<$ the Percent Proficient Needed to Meet Safe Harbor (column 5) then the building did not meet the assessment Safe Harbor Goal for that subgroup.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Safe Harbor – Column 8 – Safe Harbor Attendance Rate Criteria Met (by Subject and Subgroup)</b>	
Definition:	This column indicates whether the building met the requirements for Safe Harbor for the Attendance Rate indicator for each subject and subgroup. This column will match the AYP Attendance Rate 2-Year Improvement Goal Met column (column 11) on the AYP Graduation and Attendance Rate Calculation sheet of this workbook.
Calculation:	The data for this column is taken from column 11 (AYP Attendance Rate 2 Year Improvement Goal Met) on the AYP Graduation and Attendance Rate Calculation sheet of this workbook.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Safe Harbor – Column 9 – Safe Harbor Graduation Rate Criteria Met (by Subgroup)</b>	
Definition:	This column indicates whether the building met the requirements for Safe Harbor for the Graduation Rate indicator for each subgroup. This column will match the AYP Graduation Rate 2 Year Improvement Goal Met column (column 11) on the AYP Graduation and Attendance Rate Calculation sheet of this workbook.
Calculation:	The data for this column is taken from column 11 (AYP Graduation Rate 2 Year Improvement Goal Met) on the AYP Graduation and Attendance Rate Calculation sheet of this workbook.
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

<b>AYP Safe Harbor – Column 10 – Safe Harbor Met for Subgroup?</b>	
Definition:	This column indicates whether the building met the requirements for Safe Harbor for each subgroup. In order for the building to meet AYP, each subgroup must achieve either the AYP targets or the Safe Harbor goal. If the building has already met the AYP target for that subgroup (in the testing area <b>and</b> non test areas) then it does not need to meet Safe Harbor. Safe Harbor is a second way to meet AYP, if the building met AYP through meeting or exceeding the targets (either 2 year averages or using current year data) then the building would not need to meet the requirements of Safe Harbor.
Calculation:	<div style="text-align: center;"> <span style="font-size: 2em;">[</span> Column 7 (Safe Harbor % Proficient Target Met) = <b>Met</b> <span style="font-size: 2em;">]</span>  <b>AND</b>  <span style="font-size: 2em;">[</span> Column 8 (Safe Harbor Attendance Rate Met) = <b>Met</b>  <b>OR</b>  <span style="font-size: 2em;">[</span> Column 9 (Safe Harbor Graduation Rate Met) = <b>Met</b> <span style="font-size: 2em;">]</span> </div>
Data elements:	N/A
Filter(s):	N/A
Data Source:	N/A

### **Detailed Data for the New Grade Level % Proficient Calculation**

The last sheet in the building accountability workbook has detailed information on the new achievement tests that are being implemented this year. This is informational data only and is not part of the AYP calculations for FY2005. These tests will be apart of the AYP calculations for FY 2006 and the data shown in these calculations will be used in FY 2006 as part of the "2 year average" cohort. Please keep in mind that the percentages reflected on this sheet will not be the percentages that will be shown in the FY 2006 workbook, since the AYP percentages are for all grade levels that are included in AYP combined (by subject). Also, the data shown on this sheet does not have the 1.0% AYP alternate assessment cap included.



## **Feeder School IRNs**

Each building is required to Report a Feeder School IRN on the Yearend Building Record. This is the IRN of the building in the district where the majority of students will be sent when they complete the last grade level in the building they are currently in. If the school building sends students to more than one building (feeds into more than one building) then the building that is sending the students would designate the building where they send the majority of students as the feeder building. ODE will use the Feeder IRN to assign an AYP determination to a building that does not have any tested grade levels. In essence, if a school in the district does not have any students in any grade level that is an indicator on the report card then ODE will assign the AYP determination to the building in question based upon the AYP determination of the school that it feeds.

If a building has no tested grade levels, and the building into which the majority of students will attend the following year ALSO has no tested grade levels, report the IRN of the next building into which the majority of students will attend that has tested grade levels.

## Appendix A

### 1.0% District Alternate Assessment Cap Limitation

The 1.0% district alternate assessment cap is defined as: The number of students taking the alternate assessment reported with a score at or above the proficient level can not consist of greater than 1.0% of the number of students that took the test (both the standard and the Alternate Assessments).

- There is one cap, set at the district level, that is applied separately to 2 different populations:
  - Federal - for calculating AYP (Federal District Cap) Includes:
    - 3rd grade Reading Achievement
    - 4<sup>th</sup> grade Mathematics Proficiency
    - 6th grade Reading and Math Proficiency
    - 10<sup>th</sup> grade OGT Reading and Math
  - State - for calculating the performance index & state indicators (District Alternate Assessment Cap) Includes:
    - All grade level test except the 9<sup>th</sup> grade proficiency
  - NOTE: A student whose score counts as proficient when the cap is applied to one cohort of students (federal or state) might not count as proficient when the cap is applied to the other cohort of students.

There is a separate calculation done for each test subject with the grade levels combined. If the district exceeds the cap, a process has been put in place to exclude students from the # of students considered to be at or above the proficient level, until the district is at or below the cap. The process of excluding students from the proficient pool is applied at ODE at the district level using a process of random assignment. If a student is changed from the proficient performance level to the below basic level for the district, that same student will be excluded from the "proficient" performance level group at the building level. Since the selection for exclusion is done using a process of random assignment at the district level there could be an uneven distribution of exclusions among the affected buildings in the district.

There is a waiver process in which a district can request an exception to the 1.0% cap. Through this process, ODE could approve a new cap for the district. The 1.0% cap (or the cap set by the 'Request for Exception' process) applies to:

1. The AYP Proficient calculation
1. The State Proficient Indicators
2. Performance Index.

The same alternate assessment cap is applied to the:

1. The AYP Proficient calculation and
2. The State Proficient Indicators calculation;

However, two different cohorts of students are used.

For example" the cohort of students for the AYP Reading Proficiency calculation would be students taking the 3<sup>rd</sup> grade reading achievement test, 6<sup>th</sup> grade reading proficiency test and the 10<sup>th</sup> grade OGT reading test. Once the cohort of students has been derived then ODE calculates 1.0% of that total to determine how many students from the alternate assessment category can be included in the # proficient total. If the number of students that scored at or above the proficient level on the Alternate Assessment is above the 1.0% number (or the percent set through the 'Request for Exception' process) then ODE selects enough students to exclude from the proficient level to reach the cap figure. We randomly select students to exclude starting with the students that scored at the proficient level and move to a higher level only after we have eliminated all students in the proficient level. It is important to remember that the cap is at the district level and flows to the building level. Since the selection for exclusion is done randomly at

the district level there could be an uneven distribution of exclusions among the affected buildings in the district.

## Common Student Attributes and Filters

Table 1 - Student Grade Level Filters	
<b>PK</b>	5 year old child in kindergarten receiving preschool services
<b>PS</b>	Preschool student
<b>PH</b>	Preschool student with a disability, served in a Preschool Special Education Program
<b>KH</b>	Kindergarten student with a disability, served in a school age Special Education program
<b>KG</b>	Kindergarten student
<b>1<sup>st</sup></b>	1 <sup>st</sup> grade student (coded as '01')
<b>2<sup>nd</sup></b>	2 <sup>nd</sup> grade student (coded as '02')
<b>3<sup>rd</sup></b>	3 <sup>rd</sup> grade student (coded as '03')
<b>4<sup>th</sup></b>	4 <sup>th</sup> grade student (coded as '04')
<b>5<sup>th</sup></b>	5 <sup>th</sup> grade student (coded as '05')
<b>6<sup>th</sup></b>	6 <sup>th</sup> grade student (coded as '06')
<b>7<sup>th</sup></b>	7 <sup>th</sup> grade student (coded as '07')
<b>8<sup>th</sup></b>	8 <sup>th</sup> grade student (coded as '08')
<b>9<sup>th</sup></b>	9 <sup>th</sup> grade student (coded as '09')
<b>10<sup>th</sup></b>	10 <sup>th</sup> grade student (coded as '10')
<b>11<sup>th</sup></b>	11 <sup>th</sup> grade student (coded as '11')
<b>12<sup>th</sup></b>	12 <sup>th</sup> grade student (coded as '12')
<b>13<sup>th</sup></b>	Enrolled, completed course requirements but did not pass proficiency (coded as '13')
<b>23<sup>rd</sup></b>	Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated (coded as '23')
<b>UNG</b>	Ungraded (coded as 'UG')

Table 2 – Proficiency/Achievement Test Grade Level Filters	
<b>3<sup>rd</sup> Grade Test</b>	Test grade level = '03' AND student grade level = '03' or 'UG'
<b>4<sup>th</sup> Grade Test</b>	Test grade level = '04' AND student grade level = '04' or 'UG'
<b>5<sup>th</sup> Grade Test</b>	Test grade level = '05' AND student grade level = '05' or 'UG'
<b>6<sup>th</sup> Grade Test</b>	Test grade level = '06' AND student grade level = '06' or 'UG'
<b>7<sup>th</sup> Grade Test</b>	Test grade level = '07' AND student grade level = '07' or 'UG'
<b>8<sup>th</sup> Grade Test</b>	Test grade level = '08' AND student grade level = '08' or 'UG'
<b>10<sup>th</sup> Grade Test - OGT</b>	Test grade level = '10' AND student grade level = '10' or 'UG'

Table 3 – Proficiency/Achievement/OGT Subject Filters	
<i>For scaled score information please see section 2.1.3.8 of EMIS guide</i>	
<b>Citizenship/Social Studies</b>	Test Subject Type = 'C'
<b>Mathematics</b>	Test Subject Type = 'M'
<b>Reading</b>	Test Subject Type = 'R'
<b>Science</b>	Test Subject Type = 'S'
<b>Writing</b>	Test Subject Type = 'W'

Table 4 – Required Test Type Filter	
Standard Test	Required Test Type = “STR”
Alternate Assessment	Required Test Type = “ALT”
LEP student enrolled for the first time in US schools on or after the first day of the current school year	Required Test Type = “NLP”
All Other Required Test Types are not used for Accountability Calculations	

Table 5 - Type of Accommodations Filters	
Student took the test with No Accommodations	Type of Accommodations = NO
Student took the test with 504 Accommodations	Type of Accommodations = Y1
Student took the test with IEP Accommodations	Type of Accommodations = Y2
Student took the test with LEP Accommodations	Type of Accommodations = Y3 (Only Valid during the Match administration)

Table 6 – Reason “Subject” Test Not Taken	
Medical	Reason “Subject” Test Not Taken = “A”
Parent Refusal	Reason “Subject” Test Not Taken = “B”
Student Refusal	Reason “Subject” Test Not Taken = “C”
Suspension/Expulsion	Reason “Subject” Test Not Taken = “D”
Truancy	Reason “Subject” Test Not Taken = “E”
Other	Reason “Subject” Test Not Taken = “F”

Table 7 - Ethnicity Subgroup Filters	
Asian/Pacific Islander	Ethnicity = ‘A’
African American	Ethnicity = ‘B’
American Indian/Alaskan	Ethnicity = ‘I’
Hispanic	Ethnicity = ‘H’
White	Ethnicity = ‘W’
Multi-Racial	Ethnicity = ‘M’

Table 8 - Gender Subgroup Filters	
Male	Gender = ‘M’
Female	Gender = ‘F’

Table 9 - Other Subgroup Filters	
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<b>Economically Disadvantaged</b>	Disadvantage = '1' or '3'
<b>IEP</b>	Disability Condition <> <sup>***</sup>
<b>LEP</b>	Limited English Proficiency = 'Y', '1', or '2'

<b>Table 10 – Scaled Score</b>	
Actual Scaled Score	<b>0 – 999</b>
Invalidated Test	<b>INV</b>
The student did not take the test	<b>***</b>

<b>Table 11 – Raw Score</b>	
Actual Raw Score	<b>0 – 99.9</b>
Invalidated Test	<b>INV</b>
Non Scorable Assessment	<b>NSA</b>
The student did not take the test	<b>***</b>