



Salt Lake City
School District

Our Students, Our Future

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News Release

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Salt Lake City School District Announces AYP and U-PASS Results

(Salt Lake City) – Salt Lake City School District today released the results of the most recent Adequate Yearly Progress (AYP) and U-PASS reports, which are based on the 2005-06 school year. Under the provisions of the No Child Left Behind (NCLB) Act, all public schools are evaluated to determine if they meet AYP standards. U-PASS is Utah's school accountability plan.

Variations will occur between the two reports based on the different methods used to calculate student achievement. Attached to this news release are two information sheets that explain how AYP and U-PASS scores are calculated and how to read the reports generated by the Utah State Office of Education.

AYP Reports

In Salt Lake City School District, twelve schools did not meet AYP standards in at least one of 40 categories.

- Edison Elementary
- Lincoln Elementary
- Mountain View Elementary
- Parkview Elementary
- Riley Elementary
- Rose Park Elementary
- Washington Elementary
- Bryant Middle School
- East High School
- Highland High School
- West High School
- Horizonte Instructional Center

U-PASS Reports

In Salt Lake City School District, eight schools did not achieve acceptable state performance levels (high schools are not yet measured under U-PASS).

- Edison Elementary
- Franklin Elementary
- Lincoln Elementary
- Mountain View Elementary
- Riley Elementary
- Bryant Middle School
- Clayton Middle School
- Hillside Middle School

Copies of AYP and U-PASS reports for each school in Salt Lake City School District will be available as of September 29, 2006, on the Utah State Office of Education web site: www.schools.utah.gov.

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Understanding Adequate Yearly Progress (AYP) No Child Left Behind Legislation



Statistics for determining AYP are based on school averages in 3rd-6th grades in elementary, 7th-8th in intermediate schools, and 10th-12th grade in high schools. The criteria are measured at a whole school level as well as 9 subgroups: (1) Asian, (2) African American, (3) American Indian, (4) Caucasian, (5) Hispanic, (6) Pacific Islander, (7) Economically Disadvantaged, (8) Limited English Proficient, and (9) Students with Disabilities. AYP is determined only for subgroups with 10 or more students continuously enrolled from Sept. 15 to the date of the test at a school.

There are 3 criteria for Calculating AYP:

1. **Participation**- Schools should test all students. For AYP, 95% of all students enrolled during the testing window MUST be tested. This includes the school as a whole as well as each of the nine subgroups (with 40 or more students). If this criterion isn't met, the school will not make AYP regardless of student proficiency levels.

2. **Academic Achievement**- Although all students are tested at a school, only "Full Academic Year" students count. Full academic year is defined as: enrolled from Sept. 15 and for not less than 160 days at the same school. A school's academic achievement in Language Arts and Math is measured one of two ways.

1. Reaching the status bar set by the state: **71%** (77% 2007) of students scoring proficient in Language Arts and **64%** (71% in 2007) of students scoring proficient in Math, for grades 3-8. For Grade 10 the status bar is **70%** language arts (76% 2007) and mathematics **47%** (59% in 2007).

This will be calculated for the school as a whole and for each of the 9 subgroups.

2. If the Status bar is not met, a school must show an improvement in the number of students that were not proficient from the previous year. The percentage of NOT PROFICIENT students must decrease by 10%. (See additional Safe Harbor Provision document)

Additional Indicators- this will be based on attendance and the graduation rate.

In grades 3-8 the goal for school attendance (NOT participation rate in testing) is 93% or an improvement over the previous year. School attendance will be calculated **only** if the subgroup in question relied on the "safe harbor provision"

The high school graduation rate of 85.7 is calculated on the group of students who stayed enrolled in high school during grades 10-12.

A school must have a "yes" in both subjects (Language Arts and Math), whole school and 9 subgroups to make AYP. If any criteria are not met for the whole school in any subgroup the school does not make AYP.

If a Title I school has a "NO" for Language Arts or Math, (whole school or any subgroup) it will be in "alert" status the first year.

If a Title I school is identified in the same subject area (Language Arts or Math) for two consecutive years, it moves to "program improvement" status, which requires the district to offer choice to families.

Understanding U-PASS (State of Utah) Accountability Plan



Achieved State Level of Performance:

Schools are identified as **Achieving the State Level of Performance** if:

1. The percentage of students participating on assessments is 95% and higher **AND**
2. Total School overall status is acceptable (80% and higher) **OR**
Total School over all progress is medium or high (190 and higher)
AND
3. The Subgroup (all in one) overall status is acceptable (80% and higher) **OR**
The Subgroup overall progress is medium or high (190 and higher)

Status

The overall status of a school is the percentage of students proficient (grades 3-8) (high school in 2007) on assessments and indicators. The acceptable status is 80% and will be based on the total score calculated as follows:

Language Arts 30% and DWA Direct Writing Assessment 5%, Math 35%, Science 20%, attendance 10%

Ex. $(LA\ 76\% \times .35) + (MA\ 79\% \times .35) + (Sci.\ 61\% \times .20) + (Att.\ 84\% \times .10) = 73\%$ (weighted average) (below status)

Progress

The overall progress of a school is a two year longitudinal measure defined as low, medium, or high by comparing achievement levels of the same student from one year to the next year for all CRT assessments and attendance. The progress is determined as average points earned:

Low (0-190)

Medium (190-214)

High (215 +)

Calculated for the total number of students in each cell

Year 1 Level	Year 2 Level					
	1a Low Minimal	1b High Minimal	2a Low Partial	2b High Partial	3 Sufficient	4 Substantial
1a Low Minimal	0	225	350	375	375	375
1b High Minimal	0	125	225	350	375	375
2a Low Partial	0	50	150	225	325	350
2b High Partial	0	0	75	175	275	325
3 Sufficient	0	0	0	100	200	275
4 Substantial	0	0	0	0	125	225

Total Progress score will be calculated as: Language Arts 30% and DWA Direct Writing Assessment 5%, Math 35%, Science 20%, attendance 10%

Ex. $(LA\ avg\ pts.\ 211 \times .35) + (Math\ Avg.\ pts.\ 227 \times .35) + (Sci.\ avg.\ pts.\ 213 \times .20) + (Att.\ Avg.\ pts.\ 179 \times .10) = 214$ (weighted average) or **medium** progress

Attendance for status: Percentage of students absent fewer than 15 days per year (10% of overall status)

Attendance for progress: Comparison of individual student attendance from one year to the next

Year One	Year Two Absent more than 15 days	Year Two Absent less than 15 days
Absent more than 15 days	0	300
Absent less than 15 days	0	200

One Subgroup: All students who are of an ethnicity other than Caucasian, economically disadvantaged, English Language learners, or identified as a student with disabilities qualifies for subgroup calculation