

Part II:

Accountability System

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☆ Highlights

- ☆ *The largest numbers of districts were accountable for the following accountability groups: All Students, White Students, Economically Disadvantaged Students, and Students with Disabilities.*
- ☆ *In the majority of districts that did not make AYP on an accountability measure, the students with disabilities group did not make AYP.*
- ☆ *At the elementary and secondary levels, the groups for which schools most typically were accountable were All Students, White Students, and Economically Disadvantaged Students.*
- ☆ *At the middle level, the groups for which schools most typically were accountable were All Students, White Students, Economically Disadvantaged Students, Students with Disabilities, and Black Students.*
- ☆ *The majority of schools (52 to 64 percent) that did not make AYP failed for more than one accountability group.*
- ☆ *Relatively few schools failed to make AYP in English language arts or mathematics at the elementary level—10.0 percent in ELA and 7.7 percent in mathematics.*
- ☆ *In about half of schools that did not make AYP at the elementary level and two-thirds of schools that did not make AYP at the secondary level, the All Students group did not make AYP.*
- ☆ *At the middle level, in the majority of schools that did not make AYP, the Students with Disabilities group did not make AYP.*

1 New York State Accountability System

New York State has established a unified system of accountability, consistent with the requirements of the federal No Child Left Behind Act, that applies to all public school districts (including Special Act Districts) and public schools (including charter schools) and includes all students educated in these institutions. Maintaining good standing in New York State's accountability system requires districts and schools to make Adequately Yearly Progress (AYP) in English language arts (ELA) and mathematics at the elementary, middle, and secondary levels; in science at the elementary and middle levels; and in graduation rate at the secondary level.

Districts and schools are responsible for the AYP of students in the following accountability groups, assuming sufficient enrollment in the group:

- all students,
- students with disabilities,
- limited English proficient students,
- economically disadvantaged students,
- American Indian students,
- Asian students,
- Black students,
- Hispanic students, and
- White students.

The failure of one group to make AYP in English or mathematics means that the district or school does not make AYP in that subject.

At the elementary and middle levels, districts and schools must meet two requirements to make AYP in ELA and mathematics:

- they are required to test 95 percent of students in each accountability group with 40 or more students; *and*

- the performance of each group with 30 or more continuously enrolled students must meet or exceed its Effective Annual Measurable Objective (Effective AMO) or the group must make “safe harbor.”

At the secondary level, in 2002–03 only, districts and schools had to meet only the performance requirement, not the participation requirement, to make AYP in English and mathematics. Beginning in 2003–04, districts and schools must also meet the participation requirement at the secondary level.

To make AYP in science, only the all students group is required to meet the performance requirement; there is no participation requirement. To make AYP on graduation rate, the all students group must achieve a graduation rate of at least 55 percent or improve by one percentage point over its previous year's performance.

The State has established Annual Measurable Objectives (AMOs) for English and mathematics at each grade level. The AMOs increase annually, beginning in 2004–05, in equal increments until reaching the goal of 100 percent student proficiency in 2013–14. Recognizing that the annual performance data for relatively small groups of students are not statistically reliable, the State has established Effective AMOs based on the number of students in a measured group. The Effective AMO is the lowest Performance Index (PI) that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO. If an accountability group achieves its Effective AMO, it is considered to have made AYP, as long as the participation requirement, if applicable, has been met. The State has established standards on the third indicators, elementary- and middle-level science and high school graduation rate, that districts and schools must meet to make AYP.

An accountability group whose performance in ELA and mathematics does not equal or exceed its Effective AMO in a subject can make “safe harbor” if its performance improves by a specified amount over its previous year’s performance and if its performance on the third indicator equals or exceeds the State standard or improves by 1.0 percentage point on graduation rate and one point on science over the previous year.

If a district or school does not make AYP for two consecutive years in the same grade and subject, it is designated as a District or School Requiring Academic Progress (DRAP or SRAP) under the State system. If the district or school received federal Title I funding during those two years, it is also designated as a District or School in Need of Improvement. In each future year that the district or school fails to make AYP in that subject, it moves to the next highest status on the continuum (e.g., SRAP (Year 2), SRAP (Year 3), etc.). If the district or school receives Title I funding in the year that it fails to make AYP, it also advances one step on the federal improvement continuum. Table 2.1 shows the federal and State school and district improvement continua. The first year that a district or school in improvement status on an accountability measure makes AYP on that measure, it remains at the same place on the continuum. If it makes AYP on the measure for two consecutive years, it is designated to be in good standing on that measure.

TABLE 2.1
FEDERAL AND STATE SCHOOL AND DISTRICT IMPROVEMENT CONTINUA

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Table 2.1
Federal and State School and District Improvement Continua

Federal School Improvement Continuum

Years of Failure Under Title I to Make AYP in Subject and Grade	Status
1	Good Standing
2*	School in Need of Improvement (SINI) — Year 1
3	School in Need of Improvement (SINI) — Year 2
4	Corrective Action
5	Planning for Restructuring
6	Restructuring

Federal District Improvement Continuum

Years of Failure Under Title I to Make AYP in Subject and Grade	Status
1	Good Standing
2*	District in Need of Improvement (DINI) — Year 1
3	District in Need of Improvement (DINI) — Year 2
4	Corrective Action
5	Planning for Restructuring
6	Restructuring

State School Improvement Continuum

Years of Failure to Make AYP in Subject and Grade	Status
1	Good Standing
2*	School Requiring Academic Progress (SRAP) — Year 1
3	School Requiring Academic Progress (SRAP) — Year 2
4	School Requiring Academic Progress (SRAP) — Year 3
5	School Requiring Academic Progress (SRAP) — Year 4
6	School Requiring Academic Progress (SRAP) — Year 5

State District Improvement Continuum

Years of Failure to Make AYP in Subject and Grade	Status
1	Good Standing
2*	District Requiring Academic Progress (DRAP) — Year 1
3	District Requiring Academic Progress (DRAP) — Year 2
4	District Requiring Academic Progress (DRAP) — Year 3
5	District Requiring Academic Progress (DRAP) — Year 4
6	District Requiring Academic Progress (DRAP) — Year 5

*A school or district must fail to make AYP for two consecutive years to be placed in improvement status. A school or district that makes AYP for two consecutive years is removed from improvement status for the subject and grade in which it was identified.

2 District Accountability

District-Level Analysis of Making AYP by Accountability Group

Over 55 percent of public school districts made Adequate Yearly Progress (AYP) in all subjects and grade levels in 2002–03. Districts were most likely to make AYP at the secondary level; 84.6 percent did so. Districts were less likely to make AYP at the middle level (66.2 percent) than at the elementary level (75.8 percent) (Figure 2.1).

As of the production date of this report, the Department had not yet made accountability decisions for a small number of districts on each measure. These districts either did not test 30 students, combining test results for 2001–02 and 2002–03, or did not have students enrolled in the grades in which State assessments are administered. Special

procedures are being used to make accountability decisions for these districts.

The percentages of districts by level that failed to make AYP in English language arts (ELA), mathematics, science, and graduation rate are shown in Figures 2.2 through 2.4. At the elementary level, about one-third of districts that did not make AYP in ELA or mathematics failed because of participation rate. Greater percentages of districts failed the participation rate requirement at the middle than the elementary level. Fewer than one-half of districts that did not make AYP in middle-level ELA failed the participation rate requirement, while two-thirds of districts that did not make AYP in middle-level mathematics failed the participation rate requirement. Many districts that failed the participation requirement also failed the performance criteria.

Figure 2.1
Percentage of Districts That Made AYP
in All Subjects by Level
2002–03

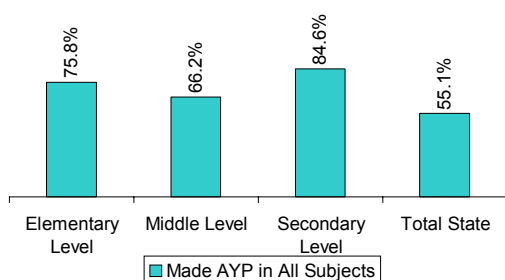


Figure 2.2
Percentage of Districts That Failed to Make AYP at the
Elementary Level by Subject
2002–03

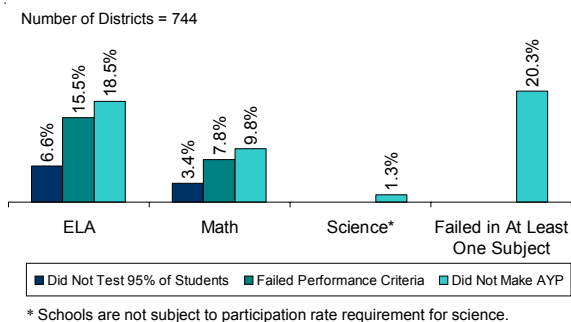


Figure 2.3
Percentage of Districts That Failed to Make
AYP at the Middle Level by Subject
2002–03

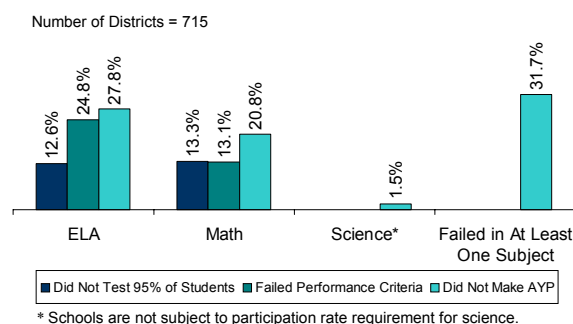
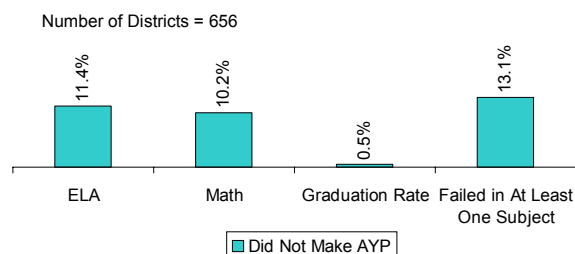


Figure 2.4
Percentage of Districts That Failed to Make AYP at the
Secondary Level by Subject/Indicator
2002–03



The discrepancies among grade levels in the percentages of districts not making AYP can be accounted for by two factors: the varying performance of students on the State assessments used for accountability and the average number of groups for which districts at a level were accountable. At the elementary, middle, and secondary levels, the groups for which districts most typically were accountable were all students, White students, economically disadvantaged students, and students with disabilities. Less than one-quarter of districts were accountable for the remaining groups (Tables 2.2–2.7). The fact that districts were accountable for fewer groups at the secondary level than at the elementary or middle level can be accounted for by the failure of many districts to identify secondary-level students as economically disadvantaged. While more than 40 percent of districts had 30 or more economically disadvantaged students at the elementary and middle levels, only 16 percent did so at the secondary level.

Some districts did not make AYP on an accountability measure even though every school in the district made AYP on all accountability measures. This situation occurred when the district had 30 students in a group, but the individual schools did not. The aggregate district enrollment was sufficient to form an accountability group. This situation also occurred when the performance of students placed out of district pulled the district performance below the required level.

TABLE 2.2

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

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TABLE 2.3

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

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TABLE 2.4

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

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TABLE 2.5

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

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TABLE 2.6

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

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TABLE 2.7

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

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The majority of districts (54 to 80 percent) that did not make AYP failed for only one accountability group. Fifty-four percent of the 149 districts failing for middle-level mathematics had only one group that did not make AYP. Eighty percent of the 138 districts that did not make AYP in elementary-level ELA had only one group that did not make AYP.

If a district failed for only one accountability group, that accountability group was most likely to be students with disabilities. The percentage of failing districts where only students with disabilities failed ranged from 37.6 percent (56 districts) in middle-level mathematics to 68.1 percent (94 districts) in elementary-level English language arts. For districts that failed for one or more accountability groups, the percentage of failing districts in which there were 30 or more students with disabilities and the group did not make AYP ranged from 76.7 in elementary-level mathematics to 88.4 percent in middle-level ELA.

The number of districts accountable for students with disabilities on each accountability measure ranged from 138 (secondary-level ELA) to 247 (middle-level ELA). In districts that were accountable for students with disabilities, 28 percent (elementary-level mathematics) to 71 percent (middle-level ELA) failed to make AYP for the students with disabilities group. The number of districts failing to make AYP for the students with disabilities group ranged from 56 (7.5 percent) in elementary-level mathematics to 176 districts (24.6 percent) in middle-level ELA. Of districts failing to make AYP in elementary-level ELA, 68.1 percent failed solely for the students with disabilities group. This represented the highest percentage of districts failing to make AYP on an accountability measure because of a single accountability group.

The number of districts accountable for limited English proficient (LEP) students ranged from 12 (secondary-level ELA and mathematics) to 55 (elementary-level ELA). In districts that were accountable for LEP students, 38 percent (elementary-level ELA) to 71 percent (middle-level mathematics) failed to make AYP for the LEP group. Therefore, the number of districts failing to make AYP for the LEP group ranged from five (0.8 percent) in secondary-level mathematics to 35 (4.9 percent) in middle-level mathematics. Only two of the 35 districts in which LEP students failed to make AYP in middle-level mathematics failed to make AYP because of this group only.

While more districts were accountable for the students with disabilities group than the LEP group, the percent of districts that were accountable for the LEP group that failed to make AYP for that group was often greater than the percent that failed for the students with disabilities group. For example, 40.7 percent of districts that were accountable for LEP students, compared with 27.6 percent that were accountable for students with disabilities, failed to make AYP in elementary-level mathematics.

The same performance gaps among racial/ethnic groups on State assessments occurred among racial/ethnic accountability groups. While the majority of districts were accountable for White students, the largest percentage of districts failing for that group was in middle-level mathematics (3.1 percent). A great majority of districts made AYP for the Black and Hispanic accountability groups at all grade levels, but the percentage failing increased at each grade level until more than 30 percent of Black groups and more than 20 percent of Hispanic groups failed in ELA and in mathematics at the secondary level. Nevertheless, three percent or fewer of all districts with secondary-level schools failed to make AYP because of the Black or Hispanic accountability groups.

Table 2.2
Districts Failing to Make Adequate Yearly Progress in Elementary-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	744	
Made AYP	586	78.8%
Failed AYP	138	18.5%
Decision Pending	20	2.7%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/744)
		For This Group (b)	Percent of Failing Districts (b/138)	For This Group Only (c)	Percent of Failing Districts (c/138)		
All Students	713	14	10.1%	5	3.6%	2.0%	1.9%
Students with Disabilities	202	118	85.5%	94	68.1%	58.4%	15.9%
Limited English Proficient	55	21	15.2%	3	2.2%	38.2%	2.8%
Economically Disadvantaged	314	14	10.1%	4	2.9%	4.5%	1.9%
American Indian/Alaskan Native	7	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	55	2	1.4%	0	0.0%	3.6%	0.3%
Black	120	7	5.1%	1	0.7%	5.8%	0.9%
Hispanic	109	14	10.1%	1	0.7%	12.8%	1.9%
White	669	8	5.8%	3	2.2%	1.2%	1.1%
Percentage of Districts Failing for One Group Only					80.4%		

Table 2.3
Districts Failing to Make Adequate Yearly Progress in Elementary-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	744	
Made AYP	651	87.5%
Failed AYP	73	9.8%
Decision Pending	20	2.7%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/744)
		For This Group (b)	Percent of Failing Districts (b/73)	For This Group Only (c)	Percent of Failing Districts (c/73)		
All students	710	8	11.0%	2	2.7%	1.1%	1.1%
Students with Disabilities	203	56	76.7%	37	50.7%	27.6%	7.5%
Limited English Proficient	54	22	30.1%	6	8.2%	40.7%	3.0%
Economically Disadvantaged	310	5	6.8%	1	1.4%	1.6%	0.7%
American Indian/Alaskan Native	6	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	56	2	2.7%	1	1.4%	3.6%	0.3%
Black	119	5	6.8%	3	4.1%	4.2%	0.7%
Hispanic	108	4	5.5%	0	0.0%	3.7%	0.5%
White	670	4	5.5%	2	2.7%	0.6%	0.5%
Percentage of Districts Failing for One Group Only					71.2%		

Table 2.4
Districts Failing to Make Adequate Yearly Progress in Middle-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	715	
Made AYP	503	70.3%
Failed AYP	199	27.8%
Decision Pending	13	1.8%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/715)
		For This Group (b)	Percent of Failing Districts (b/199)	For This Group Only (c)	Percent of Failing Districts (c/199)		
All Students	699	33	16.6%	6	3.0%	4.7%	4.6%
Students with Disabilities	247	176	88.4%	109	54.8%	71.3%	24.6%
Limited English Proficient	48	30	15.1%	0	0.0%	62.5%	4.2%
Economically Disadvantaged	308	49	24.6%	10	5.0%	15.9%	6.9%
American Indian/Alaskan Native	5	2	1.0%	1	0.5%	40.0%	0.3%
Asian/Pacific Islander	48	4	2.0%	0	0.0%	8.3%	0.6%
Black	113	33	16.6%	1	0.5%	29.2%	4.6%
Hispanic	106	30	15.1%	2	1.0%	28.3%	4.2%
White	655	18	9.0%	5	2.5%	2.7%	2.5%
Percentage of Districts Failing for One Group Only					67.3%		

Table 2.5
Districts Failing to Make Adequate Yearly Progress in Middle-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	715	
Made AYP	553	77.3%
Failed AYP	149	20.8%
Decision Pending	13	1.8%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/715)
		For This Group (b)	Percent of Failing Districts (b/149)	For This Group Only (c)	Percent of Failing Districts (c/149)		
All Students	696	40	26.8%	7	4.7%	5.7%	5.6%
Students with Disabilities	242	115	77.2%	56	37.6%	47.5%	16.1%
Limited English Proficient	49	35	23.5%	2	1.3%	71.4%	4.9%
Economically Disadvantaged	303	38	25.5%	7	4.7%	12.5%	5.3%
American Indian/Alaskan Native	5	1	0.7%	0	0.0%	20.0%	0.1%
Asian/Pacific Islander	48	4	2.7%	0	0.0%	8.3%	0.6%
Black	110	25	16.8%	1	0.7%	22.7%	3.5%
Hispanic	105	17	11.4%	1	0.7%	16.2%	2.4%
White	658	22	14.8%	7	4.7%	3.3%	3.1%
Percentage of Districts Failing for One Group Only					54.4%		

Table 2.6
Districts Failing to Make Adequate Yearly Progress in Secondary-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	656	
Made AYP	574	87.5%
Failed AYP	75	11.4%
Decision Pending	7	1.1%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/656)
		For This Group (b)	Percent of Failing Districts (b/75)	For This Group Only (c)	Percent of Failing Districts (c/75)		
All Students	640	23	30.7%	7	9.3%	3.6%	3.5%
Students with Disabilities	138	59	78.7%	38	50.7%	42.8%	9.0%
Limited English Proficient	12	8	10.7%	1	1.3%	66.7%	1.2%
Economically Disadvantaged	104	17	22.7%	2	2.7%	16.3%	2.6%
American Indian/Alaskan Native	2	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	29	1	1.3%	0	0.0%	3.4%	0.2%
Black	61	19	25.3%	0	0.0%	31.1%	2.9%
Hispanic	56	13	17.3%	2	2.7%	23.2%	2.0%
White	625	8	10.7%	4	5.3%	1.3%	1.2%
Percentage of Districts Failing for One Group Only					72.0%		

Table 2.7
Districts Failing to Make Adequate Yearly Progress in Secondary-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	656	
Made AYP	582	88.7%
Failed AYP	67	10.2%
Decision Pending	7	1.1%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/656)
		For This Group (b)	Percent of Failing Districts (b/67)	For This Group Only (c)	Percent of Failing Districts (c/67)		
All Students	640	16	23.9%	2	3.0%	2.5%	2.4%
Students with Disabilities	138	52	77.6%	33	49.3%	37.7%	7.9%
Limited English Proficient	12	5	7.5%	1	1.5%	41.7%	0.8%
Economically Disadvantaged	104	17	25.4%	1	1.5%	16.3%	2.6%
American Indian/Alaskan Native	2	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	29	1	1.5%	0	0.0%	3.4%	0.2%
Black	61	20	29.9%	3	4.5%	32.8%	3.0%
Hispanic	56	15	22.4%	3	4.5%	26.8%	2.3%
White	625	5	7.5%	2	3.0%	0.8%	0.8%
Percentage of Districts Failing for One Group Only					67.2%		

3 School Accountability

School-Level Analysis of Making AYP by Accountability Group

Over 70 percent of public schools made Adequate Yearly Progress (AYP) in all subjects and grade levels in 2002–03. Elementary schools were most likely to make AYP; 82.6 percent did so. Middle schools were less likely (56.5 percent) than secondary schools (69.3 percent) to make AYP (Figure 2.5).

As of the production date of this report, the Department had not yet made accountability decisions for a small percentage of schools at each level. These schools either did not test 30 students, combining test results for 2001–02 and 2002–03, or did not have students enrolled in the grades in which State assessments are administered. Special

procedures are being used to make accountability decisions for these schools.

The percentage of schools by level that failed to make AYP in English language arts (ELA), mathematics, science, and graduation rate are shown in Figures 2.6 through 2.8. Middle-level schools were more likely than elementary-level schools to fail the participation rate requirement. At the elementary level, fewer than half of schools that did not make AYP failed because of participation rate. Approximately one-half of schools that did not make AYP in middle-level ELA failed the participation rate requirement, but 60 percent of middle schools that did not make AYP in mathematics failed the participation rate requirement. Many schools that failed the participation requirement also failed the performance criteria.

Figure 2.5
Percentage of Schools That Made AYP in All Subjects by Level 2002–03

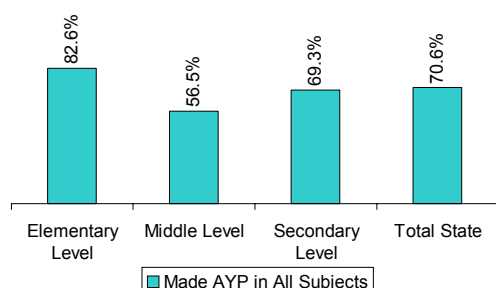
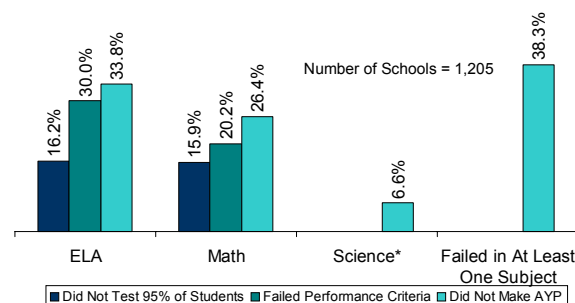
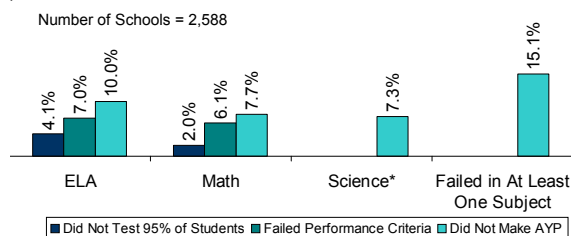


Figure 2.7
Percentage of Schools That Failed to Make AYP at the Middle Level by Subject 2002–03



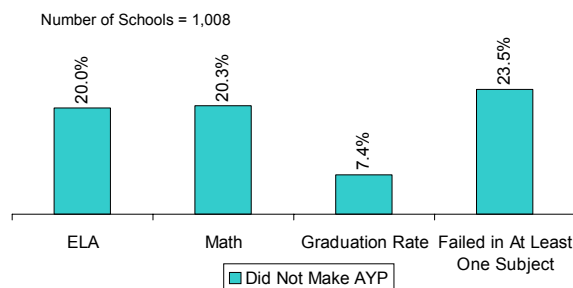
* Schools are not subject to participation rate requirement for science.

Figure 2.6
Percentage of Schools That Failed to Make AYP at the Elementary Level by Subject 2002–03



* Schools are not subject to participation rate requirement for science.

Figure 2.8
Percentage of Schools That Failed to Make AYP at the Secondary Level by Subject/Indicator 2002–03



The discrepancies among grade levels in the percentages of schools not making AYP can be accounted for by two factors: the varying performance of students on the State assessments used for accountability and the average number of groups for which schools at a level were accountable. At the elementary and secondary levels, the groups for which schools most typically were accountable were all students, White students, and economically disadvantaged students (Tables 2.8–2.9 and 2.12–2.13). Less than one-quarter of elementary and secondary schools were accountable for the remaining accountability groups. At the middle level, the groups for which schools most typically were accountable were all students, White students, economically disadvantaged students, students with disabilities, and Black students (Tables 2.10 and 2.11). Less than one-quarter of middle-level schools were accountable for the remaining accountability groups. The fact that middle-level schools on average have larger enrollments per grade than elementary schools accounts for the greater number of groups for which middle-level schools were accountable.

<p>TABLE 2.8</p> <p>SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03</p> <p>PAGE 28</p>
<p>TABLE 2.9</p> <p>SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03</p> <p>PAGE 29</p>

<p>TABLE 2.10</p> <p>SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03</p> <p>PAGE 30</p>
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The majority of schools (52 to 64 percent) that did not make AYP failed for more than one accountability group. Sixty-four percent of secondary schools failing for mathematics had at least two groups that did not make AYP. Fifty-two percent of middle-level schools that did not make AYP in ELA had at least two groups that did not make AYP.

If a middle- or secondary-level school failed for only one accountability group, that accountability group was most likely to be students with disabilities. The percentage of failing middle- and secondary-level schools that failed only for students with disabilities ranged from 14.6 percent in secondary-level mathematics to 37.8 percent in middle-level ELA. If an elementary school failed ELA for only one group, that group was most likely to be the all students group (7.7 percent). More schools (25 versus 21) failed elementary-level mathematics solely because of limited English proficient (LEP) students (12.6 percent) than solely because of students with disabilities (10.6 percent).

The accountability groups that were least likely to make AYP were the students with disabilities and LEP students. While a large percentage of schools that were accountable for one of these groups did not make AYP, the majority of schools did not have sufficient numbers of these students to be held accountable for them.

In each subject area at the elementary and middle levels, of those schools accountable for students with disabilities, 50 percent or more failed to make AYP. The number of schools accountable for students with disabilities ranged from 94 in elementary-level mathematics to 443 in middle-level ELA. Of all schools, the percentage failing to make AYP for students with disabilities ranged from just 2.4 percent (or 61 schools) in elementary-level mathematics to 26.6 percent (or 320 schools) in middle-level ELA. The highest percentage (37.8 percent) of schools failing to make AYP because of one accountability group was for the students with disabilities group for middle-level ELA.

The number of schools accountable for LEP students ranged from 68 in elementary-level ELA to 124 in middle-level ELA. Of those schools accountable for limited English proficient students, 40 percent or more failed to make AYP in each subject area. Therefore, of all schools, the percentage failing to make AYP for LEP students ranged from 1.2 percent (or 32 schools) in elementary-level ELA to 5.3 percent (or 64 schools) in middle-level mathematics. The largest number of schools in which the LEP group was the only group that failed to make AYP was 25 schools in elementary-level mathematics.

The same performance gaps among racial/ethnic groups seen on State assessments occurred among racial/ethnic accountability groups. While the majority of schools were accountable for White students, the largest percentage of schools failing for that group was in middle-level ELA (3.0 percent or 36 schools). A majority of Black and Hispanic accountability groups made AYP at all grade levels, but the percentage of those groups failing increased at each grade level until more than 40 percent failed in ELA and in mathematics at the secondary level. Nevertheless, fewer than 11 percent of all secondary schools failed to make AYP because of the Black or Hispanic accountability groups. At the secondary level, eight schools failed to make AYP in English and six schools failed to make AYP in mathematics solely because of the Hispanic group. Fewer schools failed to make AYP in English or mathematics solely because of the Black students group.

Table 2.8
Schools Failing to Make Adequate Yearly Progress in Elementary-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	2,588	
Made AYP	2,264	87.5%
Failed AYP	259	10.0%
Decision Pending	65	2.5%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/2,588)
		For This Group (b)	Percent of Failing Schools (b/259)	For This Group Only (c)	Percent of Failing Schools (c/259)		
All Students	2,311	145	56.0%	20	7.7%	6.3%	5.6%
Students with Disabilities	97	66	25.5%	19	7.3%	68.0%	2.6%
Limited English Proficient	68	32	12.4%	15	5.8%	47.1%	1.2%
Economically Disadvantaged	937	87	33.6%	11	4.2%	9.3%	3.4%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	112	4	1.5%	2	0.8%	3.6%	0.2%
Black	505	69	26.6%	11	4.2%	13.7%	2.7%
Hispanic	430	74	28.6%	18	6.9%	17.2%	2.9%
White	1,485	15	5.8%	3	1.2%	1.0%	0.6%
Percentage of Schools Failing for One Group Only					38.2%		

Table 2.9
Schools Failing to Make Adequate Yearly Progress in Elementary-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	2,588	
Made AYP	2,324	89.8%
Failed AYP	199	7.7%
Decision Pending	65	2.5%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of all Schools (b/2,588)
		For This Group (b)	Percent of Failing Schools (b/199)	For This Group Only (c)	Percent of Failing Schools (c/199)		
All Students	2,308	96	48.2%	10	5.0%	4.2%	3.7%
Students with Disabilities	94	61	30.7%	21	10.6%	64.9%	2.4%
Limited English Proficient	69	33	16.6%	25	12.6%	47.8%	1.3%
Economically Disadvantaged	931	54	27.1%	3	1.5%	5.8%	2.1%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	111	2	1.0%	1	0.5%	1.8%	0.1%
Black	502	50	25.1%	17	8.5%	10.0%	1.9%
Hispanic	431	37	18.6%	9	4.5%	8.6%	1.4%
White	1,479	4	2.0%	2	1.0%	0.3%	0.2%
Percentage of Schools Failing for One Group Only					44.2%		

Table 2.10
Schools Failing to Make Adequate Yearly Progress in Middle-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,205	
Made AYP	725	60.2%
Failed AYP	407	33.8%
Decision Pending	73	6.1%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,205)
		For This Group (b)	Percent of Failing Schools (b/407)	For This Group Only (c)	Percent of Failing Schools (c/407)		
All Students	1,129	166	40.8%	9	2.2%	14.7%	13.8%
Students with Disabilities	443	320	78.6%	154	37.8%	72.2%	26.6%
Limited English Proficient	124	63	15.5%	3	0.7%	50.8%	5.2%
Economically Disadvantaged	589	127	31.2%	11	2.7%	21.6%	10.5%
American Indian/Alaskan Native	4	1	0.2%	1	0.2%	25.0%	0.1%
Asian/Pacific Islander	88	9	2.2%	0	0.0%	10.2%	0.7%
Black	341	121	29.7%	9	2.2%	35.5%	10.0%
Hispanic	294	92	22.6%	6	1.5%	31.3%	7.6%
White	814	36	8.8%	1	0.2%	4.4%	3.0%
Percentage of Schools Failing for One Group Only					47.7%		

Table 2.11
Schools Failing to Make Adequate Yearly Progress in Middle-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,205	
Made AYP	811	67.3%
Failed AYP	318	26.4%
Decision Pending	76	6.3%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,205)
		For This Group (b)	Percent of Failing Schools (b/318)	For This Group Only (c)	Percent of Failing Schools (c/318)		
All Students	1,127	130	40.9%	8	2.5%	11.5%	10.8%
Students with Disabilities	427	235	73.9%	93	29.2%	55.0%	19.5%
Limited English Proficient	123	64	20.1%	7	2.2%	52.0%	5.3%
Economically Disadvantaged	580	105	33.0%	16	5.0%	18.1%	8.7%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	87	1	0.3%	0	0.0%	1.1%	0.1%
Black	330	98	30.8%	3	0.9%	29.7%	8.1%
Hispanic	289	69	21.7%	4	1.3%	23.9%	5.7%
White	817	32	10.1%	2	0.6%	3.9%	2.7%
Percentage of Schools Failing for One Group Only					41.8%		

Table 2.12
Schools Failing to Make Adequate Yearly Progress in Secondary-Level
English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,008	
Made AYP	733	72.7%
Failed AYP	202	20.0%
Decision Pending	73	7.2%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,008)
		For This Group (b)	Percent of Failing Schools (b/202)	For This Group Only (c)	Percent of Failing Schools (c/202)		
All Students	898	128	63.4%	25	12.4%	14.3%	12.7%
Students with Disabilities	165	81	40.1%	35	17.3%	49.1%	8.0%
Limited English Proficient	63	38	18.8%	1	0.5%	60.3%	3.8%
Economically Disadvantaged	285	53	26.2%	3	1.5%	18.6%	5.3%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	77	12	5.9%	0	0.0%	15.6%	1.2%
Black	215	89	44.1%	5	2.5%	41.4%	8.8%
Hispanic	182	78	38.6%	8	4.0%	42.9%	7.7%
White	716	15	7.4%	0	0.0%	2.1%	1.5%
Percentage of Schools Failing for One Group Only					38.1%		

Table 2.13
Schools Failing to Make Adequate Yearly Progress in Secondary-Level
Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,008	
Made AYP	730	72.4%
Failed AYP	205	20.3%
Decision Pending	73	7.2%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,008)
		For This Group (b)	Percent of Failing Schools (b/205)	For This Group Only (c)	Percent of Failing Schools (c/205)		
All Students	898	136	66.3%	29	14.1%	15.1%	13.5%
Students with Disabilities	165	74	36.1%	30	14.6%	44.8%	7.3%
Limited English Proficient	63	25	12.2%	2	1.0%	39.7%	2.5%
Economically Disadvantaged	285	57	27.8%	2	1.0%	20.0%	5.7%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	77	5	2.4%	0	0.0%	6.5%	0.5%
Black	215	102	49.8%	4	2.0%	47.4%	10.1%
Hispanic	182	85	41.5%	6	2.9%	46.7%	8.4%
White	716	14	6.8%	1	0.5%	2.0%	1.4%
Percentage of Schools Failing for One Group Only					36.1%		

