

2004–05 AYP Calculation Outline for Elementary/Middle/High Schools, Districts, and South Carolina as of September 8, 2005

- Unless otherwise noted, the descriptions provided apply to the elementary/middle/high school, district, and state AYP calculations.
- HSAP performance levels 1, 2, 3, and 4 correspond to PACT performance levels below basic (BB), basic (B), proficient (P), and advanced (A).
- References to three-year means use 2002–03, 2003–04, and 2004–05 data.
- References to two-year means use 2003–04 and 2004–05 data.

Reference

South Carolina Accountability Workbook (SCAW): Revised July 27, 2005

<http://www.myscschools.com/nclb/documents/AccountabilityRevisions2004-05-7-27-05.doc>

Groups for AYP Calculations

Critical Element 3.2 (SCAW, pp. 23-25)

The compliance index is equal to the number of objectives met divided by the total number of objectives. If the compliance index is 100% then the school/district/state has met AYP.

Nine groups of students were used to determine AYP

- All students
- White
- African-American
- Asian/Pacific Islander
- Hispanic
- American Indian/Alaskan
- Disabled
- LEP
- Free/Reduced (Subsidized) Meal

A first-year-LEP student in the U.S. for the 2004–05 school year is defined as an LEP student who enrolled in a U.S. school for the first time after May 20, 2004. This definition includes Puerto Ricans transferring to U.S. mainland schools during their first year. (Note: Puerto Ricans are U.S. Citizens.) The LEP student was determined by using the U.S. school date entry field in SASI. May 20, 2004 is considered the earliest entry-into-U.S.-schools date for the first year in U.S. schools exemption for the 2004–05 school year. (Note: May 20, 2004 is the last school day of the South Carolina school district(s) that first started the 2003–04 school year.)

Such students were counted for participation in ELA. If they took math, they were counted for participation in math also. They were not counted for performance in both ELA and math. However, students who were excused in the not-tested report were excluded from the AYP calculations.

Types of Objective for Each Group:

- PERFORMANCE: Each subgroup met the annual measurable objectives.
- PARTICIPATION: Each subgroup had at least 95% students tested.
- OTHER INDICATOR: The school/district/state met the requirement for other academic indicators (i.e., student attendance or graduation rate). This only applies to the group of all students.

Subgroups whose results were reported but did not count towards AYP:

- Male
- Female
- Not disabled
- Migrant
- Non-migrant
- Non-LEP
- Full-Pay Meals

Definition of Full Academic Year for Performance Objectives

Critical Element 2.2 (SCAW, p. 20)

- School AYP performance is based on continuous enrollment from the 45th day through the first day of testing.
- District AYP performance is based on continuous enrollment in a district from the 45th day through the first day of testing even if there was a change in schools.
- State AYP performance is based on continuous enrollment in the state from the 45th day through the first day of testing even if there was a change in districts.

Annual Measurable Performance Objectives for Meeting AYP by 2013–14

Critical Element 3.1 (SCAW, p. 22) and Attachment B (SCAW, pp. 64-67)

Options 1 and 2

School Year	ES & MS		HS		District/State	
	ELA Obj.	Math Obj.	ELA Obj.	Math Obj.	ELA Obj.	Math Obj.
2004-05	38.2	36.7	33.3	30.0	24.0	19.9

Safe Harbor 2

School Year	ES & MS		HS		District/State	
	ELA Obj.	Math Obj.	ELA Obj.	Math Obj.	ELA Obj.	Math Obj.
2004-05	68.3	68.5	80.2	73.0	79.3	80.2

Student Performance

Critical Elements 3.2 (SCAW, pp. 23-25) and 5.2 (SCAW, p. 34)

All students who were enrolled by the 45th day of the school year and through the first day of testing were included in the performance calculations.

If a group met the performance requirement via safe harbor but missed the other indicator objective (attendance rate for elementary/middle schools and graduation rate for high schools) for the group in question, it was reported as performance not met.

For schools that just opened in 2004–05, options that involve 3-year averages or that require data prior to 2004–05 did not apply.

Student Performance Data Used to Compute the Mean Percent of Students Scoring Proficient or Advanced in the Last Three Years

<p>Elementary/Middle Schools</p> <ul style="list-style-type: none"> • Elementary/middle school students in grades 3-8 were included. <p>PACT Data</p> <p>2003 Without SEM adjustment (All computations with 2003 data have no SEM adjustments.)</p> <p>2004 With SEM adjustment</p> <p>2005 With SEM adjustment</p> <p>PACT-Alt Data</p> <p>Unadjusted PACT-Alt student performance were used for the said years.</p>
<p>High Schools</p> <ul style="list-style-type: none"> • High school students who were in high school for two years (NINE GR field = 6) and those who were eligible to take HSAP-Alt (AAE Field = 2) were included. <p>HSAP and HSAP-Alt Data</p> <p>2003 Without SEM adjustment</p> <p>2004 With SEM adjustment</p> <p>2005 With SEM adjustment</p>
<p>District/State</p> <ul style="list-style-type: none"> • The elementary/middle/high school students and the data described above were included.

To satisfy the student performance requirement, each group needs to meet any one of the five options, listed below, in both ELA and math.

(Note: The following are general descriptions that apply to all types of calculations where the reader must be careful to apply the correct objectives as listed on page 2 under *Annual Measurable Performance Objectives for Meeting AYP by 2013–14* depending on the type of calculation [elementary/middle school, high school, district, or state] involved.)

Option 1.

The percent of students scoring proficient or advanced in 2005 must meet or exceed the 2004–05 objectives for ELA and math (see page 2).

Option 2.

The mean percent of students scoring proficient or advanced for 2003, 2004, and 2005 must meet or exceed the 2004–05 objectives for ELA and math (see page 2).

Important Note for Safe Harbors 1-3.

“If a school or district meets AYP by using the safe harbor provision, the subgroup(s) meeting safe harbor also must meet the target for the other indicator. The number of targets is increased accordingly.” See Attachment C, SCAW, pp. 70-71.

Option 3. (Safe Harbor 1)

The percent of students scoring “below proficient” in 2004–05 must decline by at least 10% from the percent in 2003–04.

Option 4. (Safe Harbor 2)

Performance Index (PI) in 2005 must meet or exceed the 2004–05 objectives for ELA and math (see page 2). Calculate the PI for each subject separately. (Note: The data used to compute the PI for both years **were not** subjected to the 1% students with disabilities adjustment. See the *Students with Disabilities* section on the next page.)

The following example shows how to calculate the Performance Index (PI):

- a) The PI is a weighted score using the number of students in each of the five performance levels and the corresponding weights.

Performance Levels (Use SEM-adjusted 2005 PACT scores)	N	Weight	Contribution to Weighted Score (N x Weight)
BB1	100	25	2,500
BB2	200	50	10,000
B	100	75	7,500
P	100	100	10,000
A	200	100	20,000
TOTAL	700		50,000

- b) Performance Index (PI) = 50,000/700 = 71.4

If the subgroup with a 71.4 PI value for ELA is from an elementary school, then the objective is 68.3. Because 71.4 exceeds the target, the subgroup satisfies the requirements for this option.

Elementary/Middle Schools
For PACT, the students at the below basic (BB) level were divided into below basic 1 (BB1) and below basic 2 (BB2) levels using the cutoff scores determined by the South Carolina Education Oversight Committee. For PACT-Alt, all students in the BB level were treated as students in the BB2 level.
High Schools
HSAP and HSAP-Alt levels 1, 2, 3, and 4 correspond to PACT levels BB, B, P, and A

respectively. The below basic level was reclassified into two levels: below basic 1 (BB1) and below basic 2 (BB2). Students whose scores are more than 2 SEM below the cutoff score for the basic level are considered BB1. For example, the ELA HSAP cutoff score for the basic level is 200 and IF the SEM is 5.64, then two SEMs is 11.28, which rounds to 11. Therefore, two SEMs below 200 is 189. Raw scores below 189 (188 or lower) are considered BB1.

		Two SEM	Two SEMs Rounded to the Nearest Integer
HSAP	Spring 2004		
	ELA	= 5.47 x 2 = 10.94	11
	Math	= 6.49 x 2 = 12.98	13
	Spring 2005		
	ELA	= 5.64 x 2 = 11.28	11
	Math	= 6.58 x 2 = 13.16	13
HSAP-Alt	2003–04		
	ELA	= 4.27 x 2 = 8.54	9
	Math	= 4.27 x 2 = 8.54	9
	2004–05		
	ELA	= 4.27 x 2 = 8.54	9
	Math	= 4.27 x 2 = 8.54	9

Option 5. (Safe Harbor 3)

The subgroup’s actual performance index (PI) gain from 2003–04 to 2004–05 must meet or exceed the subgroup’s required PI gain from 2003–04 to 2004–05, which is $(100-PI \text{ in } 2003-04)/10$. (The subgroup’s PI gain is computed by subtracting the subgroup’s 2003–04 PI from the subgroup’s 2004–05 PI. The divisor is 10 for the subgroup’s required PI gain because it is 10 more years until 2013–14.) (Note: The data for this option were not matched at the student level prior to computing the described performance indexes. The data used to compute the PI for 2004–05 were subjected to the 1% students with disabilities adjustment. This is in contrast to the data used for Option 4 above. See the *Students with Disabilities* section below.)

Students with Disabilities

Critical Element 5.3 (SCAW, pp. 35-37)

Although the workbook refers to the 135-day ADM, the US Department of Education required South Carolina to use the first-day of testing enrollment instead of the 135-day ADM.

The total enrollment for grades 3-8 in elementary/middle schools on the first day of testing was computed. If the number of students *who scored proficient or advanced* on an off-level (PACT) or alternative (PACT-Alt) test exceeded 1% of the total enrollment, then such students in excess of the 1% were randomly selected regardless of which school they were enrolled in and their scores became “below proficient” for AYP purposes. A separate adjustment is made for each subject (ELA and math).

The high school AYP calculations did not have such an adjustment.

Student Participation

Critical Element 10.1 (SCAW, p. 59)

For participation, full-year enrollment is NOT a factor. All students enrolled on the first day of testing must be tested. LEP students were counted for participation in ELA. If they took math, they were counted for participation in math also. However, they were not counted for performance in both ELA and math.

Calculate participation rates separately for ELA and math. To satisfy the student participation requirement for a particular subject area, each group used for the school AYP calculation needed to meet one of the two options, listed below.

Option 1.

At least 95% of the targeted population took PACT in both ELA and Math in Spring 2005.

Option 2.

The three-year average of the participation rate is at least 95% in both ELA and Math. If only a two-year average was available, then that was used instead of a three-year average.

Group Size

Critical Element 5.2 (SCAW, p. 34)

The minimum group size is 40 in both participation and performance calculations with the exception of the disabled and LEP groups where the minimum group size is 50 for performance calculations only. The number tested was used for performance and the number enrolled was used for participation.

Other Indicator: Attendance Rate for Elementary/Middle Schools or Graduation Rate for High Schools

Critical Element 7.2 (SCAW, pp. 49-50)

A school/district/state needs to meet one of the following to satisfy the requirements for the other indicator for all students. (If safe harbor is applied, the particular subgroup in question needs to meet its subgroup rate requirement. If a three-year average was not available, then the option did not apply. Three-year average attendance rates were only available for the “all students” group and not for the other subgroups.)

<p>Elementary/Middle Schools</p> <p>Attendance Rate</p> <p>Option 1. The 2004–05 attendance rate must meet or exceed 95.3%.</p> <p>Option 2. The three-year mean attendance rate must meet or exceed 95.3%.</p>
<p>High Schools</p> <p>Graduation Rate</p> <p>Option 1. The 2004–05 graduation rate must meet or exceed 88.3%.</p> <p>Option 2. The 2004–05 graduation rate must meet or exceed the three-year mean graduation rate.</p> <p>Option 3. The 2004–05 graduation rate must meet or exceed the prior year’s (2003–04) rate.</p>
<p>District/State</p> <p>Attendance and Graduation Rates</p> <p>Option 1. The 2004–05 attendance rate must meet or exceed 94.3%. (Note: The district/state standard is different from the school standard of 95.3%.) OR The 2004–05 graduation rate must meet or exceed 88.3%. (Note: The school, district, and state standards are the same.)</p> <p>Option 2. The three-year mean attendance rate must meet or exceed 94.3% OR The 2004–05 graduation rate must meet or exceed the three-year mean graduation rate.</p> <p>Option 3. The 2004–05 graduation rate must meet or exceed the prior year’s (2003–04) graduation rate.</p>

Minimum Group Size for Reporting and Accountability Purposes

Critical Element 5.5 (SCAW, pp. 42-43)

- Results for groups with fewer than 10 students were not reported. However, the number tested appeared on the reports.
- If there are fewer than 40 students in a school, data were reported for all the students only and not for any groups. Since the school had fewer than 40 students, none of the groups for that school had at least 40 students.

Note Regarding the SEM Adjustment

- The standard error of measurement (SEM) was rounded to the nearest integer and then added to the scale score. This adjustment did not apply to PACT-Alt scores.

Grade Level	Spring 2005 PACT SEMs		Spring 2005 PACT SEMs Rounded to the Nearest Integer	
	ELA	Math	ELA	Math
1	4.50015	5.61609	5	6
2	4.56225	5.55738	5	6
3	4.03523	5.26021	4	5
4	4.04958	5.40744	4	5
5	4.07134	5.76993	4	6
6	4.28041	5.05968	4	5
7	3.85245	5.30462	4	5
8	3.56068	4.00060	4	4

Grade Level	Spring 2004 PACT SEMs		Spring 2004 PACT SEMs Rounded to the Nearest Integer	
	ELA	Math	ELA	Math
1	4.45	6.06	4	6
2	4.56	6.03	5	6
3	4.22	5.29	4	5
4	3.99	5.33	4	5
5	4.11	5.70	4	6
6	4.18	5.15	4	5
7	3.83	5.22	4	5
8	3.53	4.06	4	4

PACT, HSAP, and HSAP-Alt Scores

PACT ELA Scale Score Cutoff Scores				
Grade	Below Basic 2	Basic	Proficient	Advanced
1	80	91	107	n/a
2	183	194	207	n/a
3	290	296	310	331
4	389	395	410	430
5	488	495	511	531
6	590	596	612	629
7	691	696	712	729
8	792	797	813	827
PACT Math Scale Score Cutoff Scores				
Grade	Below Basic 2	Basic	Proficient	Advanced
1	83	95	112	n/a
2	183	195	214	n/a
3	290	298	316	326
4	389	399	416	427
5	490	499	517	528
6	591	599	617	628
7	691	700	717	727
8	793	800	818	827

- PACT cutoff scores are fixed, and do not change from year to year and test form to test form.
- Theoretical minimum and maximum PACT scores are $(\text{grade} \times 100) \pm 64$. For a given form, it may not be possible to achieve the theoretical extreme scores.
- n/a - No cut scores were determined for the Advanced level for Grades 1 and 2.

Spring 2004 and Spring 2005 HSAP Cutoff Scores		
	ELA	Math
Advanced	241 or higher	241 or higher
Proficient	223-240	220-240
Basic	200-222	200-219
Below Basic 2	189-199	187-199
Below Basic 1*	188 or lower	186 or lower

* more than 2 SEMs below the Basic level

	2003–04 HSAP-Alt Cutoff Scores		2004–05 HSAP-Alt Cutoff Scores	
	ELA	Math	ELA	Math
Advanced	84 or higher	93 or higher	82 or higher	87 or higher
Proficient	61-83	56-92	56-81	52-86
Basic	39-60	32-55	36-55	36-51
Below Basic 2	30-38	23-31	27-35	27-35
Below Basic 1*	29 or lower	22 or lower	26 or lower	26 or lower

* more than 2 SEMs below the Basic level

SEM is 4.27 for both years, 2 SEMs is $4.27 \times 2 = 8.54$, which rounds to 9

Note Regarding PACT Off-Grade Level Testing Determination

- For each subject, the EFA grade level from the first day of testing data was compared to the PACT test grade. If the EFA grade exceeded the PACT test grade, then the test was considered off-grade. No other criteria was involved in making the determination. Furthermore, if the EFA grade was less than the PACT test grade, then that was considered an error in the EFA grade and on-grade testing was assumed.

Note Regarding Rounding Off Numbers

- All computations were performed without rounding off numbers.
- Once a statistic has been computed, it is rounded off to the first decimal place before the criteria for meeting an option is applied.

Note Regarding Continuous Enrollment

- For the 2003-04 school year, the Office of Research used the SDEtemp1 field to determine if students were continuously enrolled in a school. There is evidence that not all of the schools and districts were able to follow the correct procedure for populating the SDEtemp1 field that year.
- As a result and for the 2004-05 school year, the Office of Research determined continuous enrollment by collecting the student's most recent enrollment date in the school he/she is enrolled in during the first day of testing. The first day of testing data were matched with the 45th day of testing data. If the schools for matched records were the same, the record was be included for AYP and report card purposes provided the most current enrollment date occurred on or before the 45th day enrollment date for the district involved. If at any time a student was not continuously enrolled in a school since the 45th day, then the latest enrollment date went past the district's 45th day date.