

Measuring Adequate Yearly Progress (AYP) To Meet Requirements of "No Child Left Behind"(NCLB)
The No Child Left Behind Act requires states to evaluate the performance of all students in all schools in order to determine whether each school and district has made adequate yearly progress (AYP). Specific criteria for AYP evaluation are described below. All schools that do not make AYP are identified. School districts are responsible for identifying Title I schools that fail to make AYP in consecutive years as schools in need of improvement. For the 2006-07 school year, requirements for school improvement apply to Title I schools that did not make AYP in 2004-05 and 2005-06.* Students attending these schools are eligible for public school choice options for the 2006-07 school year. Title I schools that fail to make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance. * AYP results are evaluated separately for mathematics and reading in determining whether proficiency targets were missed in consecutive years and in targeting areas for improvement. Each school's AYP determination is based on measures of the performance of the overall student population as well as that of students in defined subgroups: racial/ethnic groups (Am. Indian, Asian, black, Hispanic, and white); students eligible for free/reduced-price lunch; limited English proficient (LEP) students; and students with disabilities.
AYP Criteria for Florida's Public Schools

- Schools must have tested at least 95 percent of students in each subgroup where 30 or more students are enrolled.
- Schools in which less than 90 percent of students are proficient in writing must show an increase in the percentage of proficient students over the previous year. Students demonstrate writing proficiency by scoring 3 or higher (on a scale score of 1 to 6) on the FCAT Writing examination, or, for LEP students and students with disabilities, by attaining a proficient score on an alternate assessment.
- High schools with a graduation rate less than 85% must show improvement in the rate over the previous year.
- The school performance grade must be other than a D or F.
- Schools must attain proficiency targets in reading and mathematics for each subgroup in which at least 30 students are enrolled. Students attain proficiency in reading and mathematics by scoring at Level 3 or higher (on a range from 1 to 5) on FCAT Reading and FCAT Mathematics, or, for LEP students and students with disabilities, by scoring at proficient levels on alternate assessments for reading and math. For 2005-06, AYP proficiency targets for all subgroups are as follows: 50 percent of students proficient in mathematics; 44 percent proficient in reading.

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- Schools not meeting reading and math proficiency targets for subgroups may still make AYP through a Safe Harbor provision if the following conditions were met for subgroups missing the targets:

- 1) At least 95% of students were tested.
 - 2) The percentage of non-proficient students in the subgroups(s) decreased by at least 10 percent from the prior year.
 - 3) The percentage of the subgroup's students who tested proficient in writing increased.
 - 4) The graduation rate of students in the subgroups(s) increased (high schools).
- The latest information on AYP can be accessed online at schoolgrades.fl.doe.org/default.asp.
 AYP Status, 2005-06 (Indicates status prior to the end of the appeals period.)
 The table below shows the AYP status of the school, district, and state for the 2005-06 school year.
 Data used to calculate AYP for 2005-06 includes FCAT data for 2005-06 and 2004-05, graduation rate data for 2004-05 and 2003-04, and the school performance grade assigned in 2006.

School AYP Status	District AYP Status	State AYP Status
1	0	0

Key: 0 = "Did not make AYP." 1 = "Made AYP." 2 = "AYP not applicable."* 3 = "Provisional."
 *Certain schools fall below federal minimum enrollment requirements for evaluation of AYP criteria.
 Percentage of Your District's Title I Schools Identified for Improvement.
 The table below shows the number and percentage of Title I schools in your district that were identified for improvement in the coming year.

Number of Title I Schools in the District	Number of Title I Schools Identified for Improvement	Percent of Title I Schools Identified for Improvement
33	22	66.7

The following table shows the schools in your district that did not make AYP.
 Schools That Did Not Make AYP in the District, 2005-06

District Number	School Number	School Name
5	89	FIELDSTON PREPARATORY SCHOOL
5	1011	ROCKLEDGE SENIOR HIGH SCHOOL
5	1017	COGSWELL OFFSITE ALT ABEYANCE
5	1018	S AREA ALTERNATE ABEYANCE CNTR
5	1027	SPACE COAST MARINE INSTITUTE
5	1028	DEVEREUX HOSPITAL
5	1029	RIVERDALE COUNTRY DAY SCHOOL
5	1032	HORACE MANN ACADEMY
5	1041	CAMBRIDGE ELEM MAGNET SCHOOL
5	1051	ENDEAVOUR ELEMENTARY MAGNET
5	6512	EINSTEIN MONTESSORI
5	6515	RIVER'S EDGE CHARTER ACADEMY

Students enrolled during 2005-06 in the schools shown below are eligible for public school choice and/or supplemental services in 2006-07.

District Number	School Number	School Name	Number of Years Listed
5	71	RIVERVIEW ELEMENTARY SCHOOL	3
5	91	COQUINA ELEMENTARY SCHOOL	2
5	101	MIMS ELEMENTARY SCHOOL	2
5	181	PINEWOOD ELEMENTARY SCHOOL	2
5	1041	CAMBRIDGE ELEMENTARY MAGNET SCHOOL	3
5	1051	ENDEAVOUR ELEMENTARY MAGNET	4
5	1091	FAIRGLEN ELEMENTARY SCHOOL	2
5	1131	SATURN ELEMENTARY SCHOOL	2
5	1141	HANS CHRISTIAN ANDERSEN ELEMENTARY	2
5	2051	UNIVERSITY PARK ELEMENTARY SCHOOL	2
5	2081	PALM BAY ELEMENTARY SCHOOL	2
5	2121	JOHN F. TURNER, SENIOR ELEMENTARY	2
5	2151	DISCOVERY ELEMENTARY SCHOOL	2
5	2161	CHRISTA MCAULIFFE ELEMENTARY SCHOOL	2
5	2171	RIVIERA ELEMENTARY SCHOOL	3
5	2191	JUPITER ELEMENTARY SCHOOL	2
5	2212	WESTSIDE ELEMENTARY SCHOOL	2
5	3061	HARBOR CITY ELEMENTARY SCHOOL	2
5	4031	MILA ELEMENTARY SCHOOL	3
5	4101	GARDENDALE ELEMENTARY MAGNET SCHOOL	2
5	6141	DR. W.J. CREEL ELEMENTARY SCHOOL	3
5	6515	RIVER'S EDGE CHARTER ACADEMY	1