

Interpreting the Data

This document provides information that may be helpful in interpreting the data. The information is organized by state and data category.

General

Analytics

S&P's reading and math proficiency index (RaMP) includes only those grades the state used for accountability in a given year.

Directory

The urban status data reflects metro-centric data as opposed to urban-centric data.

School Environment

The percentage enrollment of subgroups is calculated by using the overall enrollment values from CCD for the denominator.

Spending Revenue & Taxes

2005 financial data has been adjusted using the 2004 comparable wage index.

District level per student financial data is calculated using the associated enrollment data provided with the F-33 census data.

State level per student financial data is calculated using the associated fall enrollment provided with the NPEFS data.

Payments to charter and private schools are excluded from district level instruction, operating and total Expenditures.

State payments on behalf of the district are excluded from district level financial data.

Alabama

Analytics

In Alabama, alternate assessment results are not included in the RaMP calculations.

NCLB

Alabama uses a Proficiency Index to measure student performance across all grades within a school and for elementary, middle, and high school grade spans within an LEA to determine adequate yearly progress for the current year. Proficiency index of zero or higher indicates that the annual measurable objective has been met by the subgroup.

In Alabama, AYP status has the following values: Yes - Small School Rule, Yes - Uniform Averaging, Yes - Safe Harbor, Yes - Confidence Interval, Yes - Improvement, Yes - Adjustment, No. The value of "Yes - Small School Rule" is applied for state reported values of Yes and Yes (N2). The value of "Yes - Uniform Averaging" is applied for the state reported value of Yes (UA). The value of "Yes - Safe Harbor" is applied for state reported values of Yes (SH). The value "Yes - Confidence Interval" is applied for state reported

values of Yes (CI). The value "Yes - Improvement" is applied for state reported values of Yes (IM). The value "Yes - Adjustment" is applied for state reported values of Yes (2%) and the value "No" is applied for state reported values of No and No(N2).

Arizona

Student Performance

In Arizona, state test data reflects the state's "category 1" data which includes students who are fully English proficient (FEP), or have been in an English language program (English Learner - EL) for four or more years, and have taken the test without non-standard accommodations.

Arkansas

NCLB

In Arkansas, AYP can be met either by using current year data or a 3-year average. The AYP data provided reflects the data that were used by the state to make the AYP determination and may reflect either a single year or a 3-year average.

Student Performance

In Arkansas, state test data for high school "math" reflects the end of course exam in Geometry.

California

Analytics

In California, the following tests are including in RaMP: Grades 2-8 California Standards Test (CST) math, Grades 2-8 CST ELA, Grade 10 California High School Exit Examination (CAHSEE) ELA and math, and the California Alternative Performance Assessment (CAPA). Note that performance data used for the CAHSEE reflect "passing" rates rather than "proficiency".

NCLB

In California, Adequate Yearly Progress reflects the state's 'growth' Academic Performance Indicator (API).

Student Performance

In California, the state test data for "reading" reflect English Language Arts.

In California, high school results reflect the performance of students in grades 10-12 who took the California High School Exit Examination (CAHSEE), while grade 10 results only reflect the performance of students who took the CAHSEE in this grade. Note that performance on the CAHSEE assessments reflects "passing" rates rather than "proficiency". Grade 8 math represents an aggregation of the following course-specific CST tests: General mathematics, algebra I and II, Geometry, and Integrated mathematics I, II, and III.

In California, state test proficiency for grade 10 and the high school cohort are reflective of passing on the California High School Exit Examination (CAHSEE).

Colorado

Student Performance

In Colorado, state test proficiency is reflective of students meeting the state standard for partially proficient or above.

In Colorado, state test proficiency and the percent of students scoring at each performance level are calculated by dividing the number of students scoring at a particular level by the total number of students who took the test, including those that received no score.

Delaware

Analytics

In Delaware, starting in 2005-06, reading and math assessments for grades 3 - 10 are included in the RaMP calculations. In prior years, only grades 3, 5, 8, and 10 were included in the RaMP calculations.

NCLB

In Delaware, the state test data for "reading" reflect English Language Arts tests, which are based on a combination of Delaware State Testing Program (DSTP) reading and writing assessments, with reading weighted at 90% and writing weighted at 10%.

To protect the privacy of students in Delaware, proficiency levels greater than or equal to 95% are provided as 95% and proficiency levels less than or equal to 5% are provided as 5%.

Florida

NCLB

In Florida, there is a requirement of a 1% improvement for Other Academic Indicators for AYP when the Reading and Math targets are not met. If the Reading and Math targets have been met, this requirement does not apply.

Student Performance

In Florida, Post Grad Intentions, 4 year College is reflective of the sum of the total students attending Florida University and Non Florida University. The Post Grad Intentions, 2 Year College is the sum of total students attending Florida Junior College and Non Florida Community College. Those listed as Other are reflective of Total Technical/Trade/Other. The Total University Bound is the Sum of 4 Year College and 2 Year College. The Military is reflective of Florida's reported value for Armed Services.

In Florida, state test proficiency is reflective of students meeting the state standard for grade level or above.

Georgia

Analytics

In Georgia, beginning in 2004, reading and math assessments for grades 3-8 and 11 are included in the RaMP calculations. For prior years, reading and math assessments for grades 4, 6, 8, and 11 are included in the RaMP calculations.

Student Performance

In Georgia, students are reported as dropouts if they leave a school for one of the following reasons: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

Hawaii

Analytics

In Hawaii, beginning in 2005, reading and math assessments for grades 3-8 and 10 are included in the RaMP calculations. For prior years, reading and math assessments for grades 3, 5, 8, and 10 are included in the RaMP calculations.

Directory

The Hawaii public school system is a single, unified, statewide K-12 system of schools that fulfills the dual role of school district and state education agency. The school district data provided reflects Hawaii's complex areas. Complex areas are each comprised of two or more complexes. Complexes are each comprised of a high school and the elementary and middle schools that feed into it. Hawaii's 16 complex areas are:

- Aiea-Moanalua-Radford
- Baldwin-Kekaulike-Maui
- Campbell-Kapolei-Waianae
- Castle-Kahuku
- Farrington-Kaiser
- Hana-Lahainalula-Lanai-Molokai
- Hilo-Laupahoehoe-Waiakea
- Honokaa-Kealakehe-Kohala-Konawaena
- Kailua-Kalaheo
- Kaimuki-Kalani
- Kapaa-Kauai-Waimea
- Kau-Keaau-Pahoa
- Leilehua-Mililani-Waialua
- McKinley-Roosevelt
- Nanakulii-Pearl City-Waipahu

Charter Schools

NCLB

Hawaii's AYP graduation rate data reflect data from the prior school year that have been used to make AYP determinations for the year provided.

Illinois

Student Performance

In Illinois, 'Number Tested' is reflective of the number of tests scored.

Indiana

Analytics

In Indiana, beginning in 2005-06, reading and math assessments for grades 3-10 are included in the RaMP calculations. In prior years, only grades 3, 6, 8, and 10 were included in the RaMP calculations

Iowa

Student Performance

In Iowa, state test data only includes students who were present in the school or district for a full academic year.

Kansas

Student Performance

In Kansas, the performance level 'Approaches Standard' is also known as 'Below Standard'.

Kentucky

Analytics

In Kentucky, beginning in 2005, assessment data reflects only those students who were present in the school or district for a full academic year. Previous years included all students, which may affect the trending of this data.

School Environment

In Kentucky, the variable CCD Enrollment Ungraded (% of Total Enrollment) reflects Exceptional Children.

In Kentucky, the variable Teachers with at least a Master's Degree +30 Hours (% of Total Teachers) reflects Kentucky's Specialist category.

Louisiana

Analytics

In Louisiana, beginning in 2005-06, reading and math assessments for grades 3-9 and high school are included in the RaMP calculations. For prior years, reading and math assessments for grades 4 and 8 and high school are included in the RaMP calculations.

NCLB

Louisiana incorporates a confidence interval in measuring subgroup proficiency. Therefore, it is possible for subgroups that appear to fall below targets to meet AYP.

Student Performance

In Louisiana, state test data for grades 4 and 8 reflects the initial testing only, but the state test data for high school combines the original test scores and the summer re-tested scores.

In Louisiana, the variable Dropout Rate (%) reflects the dropout rate for grades 9-12.

MaineNCLB

In Maine, for AYP determinations based on 2004-05 testing only, the state implemented the one year flexibility described in Transition Option I of Education Secretary Margaret Spellings' letter of May 10, 2005. This is used only for schools not making AYP in the students with disabilities group in math and/or reading.

Student Performance

In Maine, AYP variables for grade 10 reflect data for grade 11.

MarylandAnalytics

In Maryland, beginning in 2005-06, reading and math assessments for grades 3-8, English language arts (ELA) for grade 10, and algebra for high school are included in the RaMP calculations. In prior years, reading and math assessments for grades 3 - 8 and algebra for high school were included in the RaMP calculations.

School Environment

In Maryland, the variable Teachers with emergency/provisional certifications (% of Total Teachers) reflects teachers with Maryland's Conditional Certificate.

MassachusettsStudent Performance

In Massachusetts, prior to 2006, Limited English Proficient (LEP) students who were also Special Education students were classified as Special Education students only. Starting in 2006, these students

are classified as both LEP and Special Education Students.

In Massachusetts, the composition of the students with disabilities subgroup changed in the 2005-06 testing cycle. The student with disabilities subgroup now includes all students with Individualized Education Program (IEP) or a 504 special education plan. Prior to 2005-06, students with an IEP were included in the subgroup only if they also had a 504 plan.

Michigan

Analytics

In Michigan, starting in 2005-06, reading and math assessments for grades 3-8 and high school are included in the RaMP calculations. In prior years, only grades 4, 7, and high school for reading assessment and 4, 8, and high school for math assessment are included in the RaMP calculations.

Minnesota

NCLB

Minnesota has created the AYP Proficiency index to determine whether schools, districts and the state are meeting annual measurable objectives in reading and math. Schools are awarded one full index point for each student who scores at or above the proficient level. One-half index point is awarded for students who score within the basic level.

School Environment

In Minnesota, the variable Enrollment EconDis (% of Total Enrollment) reflects the enrollment of students who receive free or reduced price lunch.

Mississippi

NCLB

In Mississippi, a multi-year average may have been used to make AYP determinations for participation; however, the participation reflects the percentage of students taking the state test in a single year.

Missouri

Analytics

In Missouri, starting in 2005-06, reading assessments in grades 3-8 and 11 and math assessments for

grades 3-8 and 10 are included in the RaMP calculations. In prior years, only grades 3, 7, and 11 for reading assessments and grades 4, 8, and 10 for math assessments are included in the RaMP calculations.

Student Performance

In Missouri, state test 'reading' data is reflective of Communication Arts.

In Missouri, state test data from 2003 and prior do not include MAP alternative assessment results.

Montana

Spending Revenue & Taxes

In Montana, district level finance data has been adjusted to exclude all adult education expenditures at the request of the state.

Nebraska

NCLB

In Nebraska, AYP data with the variable name "G10" reflects data for grade 11.

Student Performance

In Nebraska, all local districts assess student performance on standards according to their own local assessment plan. The following school districts have elected not to use the standard state assessment exams, and their exams have been approved as equal to or as more rigorous than state standards:

- Elgin Public Schools
- Nebraska Unified District 1
- Leigh Community Schools
- Fremont Public Schools
- Omaha Public Schools
- Millard Public Schools
- Ralston Public Schools
- Westside Community Schools
- Beatrice Public Schools
- Grand Island Public Schools
- Lincoln Public Schools

Madison Public Schools
 Norfolk Public Schools
 Pierce Public Schools
 Bellevue Public Schools
 Papillion-La Vista Public Schools
 Milford Public Schools
 Stanton Community Schools

The following additional districts used their own assessment prior to the 2005-06 school year:

Lynch Public Schools
 West Boyd Unified System
 Stuart Public Schools
 Duffy Public School

In Nebraska, students participating in alternate assessments have disabilities so severe that they are unable to take the regular assessments with accommodations. The alternate assessment system aligns with the specialized curriculum used by a school district.

New Hampshire

Student Performance

In New Hampshire, proficiency is reflective of students meeting the state standard for basic or above.

New Jersey

Analytics

In New Jersey, reading and math assessments for grades 3-8 and reading and math Cohort for High School are included in the RaMP calculations. In 2005, only grades 3, 4 and 8 were included in RaMP calculations.

New York

NCLB

In New York, the accountability status for schools serving only students in grades below 3 is based on the grade 3 performance of students who were formerly in the school and now attend another district school.

North Carolina

Analytics

In North Carolina, beginning in 2005, Algebra I and English I are used as high school tests in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics. However, as appropriate, a small number of students will continue being assessed on the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) to report AYP per federal NCLB requirements. Due to the small number of students in this test group the assessment data is not displayed, however, the North Carolina High School Comprehensive Test results are included in RaMP calculations, in addition to Algebra I and English I.

NCLB

In North Carolina, for AYP determined based on 2004-05 testing only, the state implemented the one year flexibility described in Transition Option I of Education Secretary Margaret Spellings' letter of May 10, 2005. This is used only for schools not making AYP in the students with disabilities group in math and/or reading.

In North Carolina, there are cases where AYP Proficiency is suppressed but AYP Participation is available. This is because North Carolina includes different numbers of students in their calculations of AYP Proficiency and AYP Participation. For AYP Proficiency, only students who have been present in the school for the full academic year are included, but all students are included in the calculation of AYP Participation, regardless of their time in the school.

School Environment

In North Carolina, the variable "Teachers with at least a Master's Degree (% of Total Teachers)" is reflective of the state's category of teachers with an "advanced degree".

North DakotaNCLB

An AYP status of "Insufficient" indicates there is insufficient data to determine adequate yearly progress. In this case, the associated AYP proficiency or participation value provided results from the combining of up to three years' data.

OhioNCLB

In Ohio, the Proficiency Target is listed as 0. The AYP Met / Not Met statuses are determined by whether weighted points are above or below zero. For those listed below zero, AYP was not Met. For those listed above Zero, AYP was met.

Oregon

Student Performance

To protect the privacy of students in Oregon, proficiency rates greater than or equal to 95% are displayed as 95% and proficiency rates less than or equal to 5% are displayed as 5%. In these cases, the percentage of students performing at each level has been suppressed. In addition, if the percentage of students at any particular level is less than 5%, it has been suppressed.

Pennsylvania

Analytics

In Pennsylvania, beginning in 2005-06, reading and math assessments for grades 3 through 8 and 11 are included in the RaMP calculations. In prior years, only grades 5, 8, and 11 are included in the RaMP calculations.

NCLB

In Pennsylvania, either a single or a multi-year average may have been used in AYP Proficiency and AYP Participation. Where multiple years of data have been used to make AYP determinations, AYP data reflects the multi-year value the State used to make AYP determinations.

In Pennsylvania, schools or districts can meet AYP through several alternative methods including PPI or Proxy. PPI refers to the Pennsylvania Performance Index, which measures growth across all levels of the PSSA, not just Proficient and Non-Proficient. Proxy refers to the 2% alternate assessment flexibility offered by USDE and was used for the 2004-05 AYP cycle. For those schools and districts that did not make AYP solely on the basis of their special education subgroup, Pennsylvania adjusted the proficiency rate of this subgroup by adding a 14% proxy for the 2004-05 school year.

Rhode Island

NCLB

In Rhode Island, schools are classified as "High Performing", "Moderately Performing" or "Insufficient Progress". Schools meeting the 2011 performance targets are classified as "High Performing". Schools meeting, but not exceeding, the current year's performance targets are classified as "Moderately Performing". Schools that fail to meet this year's performance standards are classified as "Insufficient Progress".

South Carolina

NCLB

In South Carolina, AYP data reflect Option 1 Adjusted data as adjusted by the state for NCLB purposes.

Tennessee

NCLB

In Tennessee, AYP can be met using a single year of data or a multi-year average. The AYP data reflect a single year of data.

Texas

NCLB

To protect the privacy of students in Texas, proficiency, participation, graduation, and attendance rate values that are greater than 95% are not provided at the request of the state.

Vermont

School Environment

In Vermont, enrollment data provided by CCD has been suppressed for any cells with fewer than 10 students at the state's request.

Virginia

Analytics

In Virginia, beginning in 2006, the reading and math assessments for grades 3-8 and reading and math Cohort for High School are included in the RaMP calculations for Virginia. For prior years, the reading and math assessments for grades 3, 5, and 8 and reading and math Cohort for High School are included in the RaMP calculations.

Student Performance

In Virginia, the dropout rate reflects the percentage of students in grades 7-12 that were either: enrolled during the previous school year and were not enrolled on October 1 of the current school year; or were not enrolled on October 1 of the previous school year but were expected to be in membership. In addition, students are not included in the dropout rate if: they had already graduated from high school, or completed a state- or school district-approved educational program. They were also not included if they transferred to another public school district, or private school; did enroll in a state- or school district-approved education program; or had been in absence due to a temporary condition (such as suspension or illness), or if the student has died.

Washington

NCLB

In Washington, district level AYP proficiency data have been derived using the state's index value and the related proficiency target. The index value is the difference between the percent proficient and the target.

In Washington, the unexcused absence rate is the other academic indicator that Washington has chosen to assess adequate yearly progress (AYP) in elementary and middle school. An unexcused absence means that a child has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district's policy for excused absences. Please note that a lower unexcused absence rate is more favorable than a higher unexcused absence rate.

Wisconsin

Analytics

In Wisconsin, beginning in 2005-06, reading and math assessments for grades 3-8 and 10 are included in the RaMP calculations. In prior years, only grades 4, 8, and 10 are included in the RaMP calculations.

Student Performance

Since Wisconsin tests their students in the fall, test scores are from the fall of the school year. For example, 2006 test scores would be derived from the tests administered in the fall of 2005.

In Wisconsin, number tested is reflective of total enrolled minus not tested.

In Wisconsin, proficiency rates are calculated based on the number of total enrolled students in a school

or district for the full academic year, not the total tested.

Wyoming

In order to protect student privacy, in some cases, Wyoming caps data greater than or equal to 95 and less than or equal to 5, at 95 and 5 respectively. In these cases, values of 95% and 5% are shown on SchoolDataDirect. In some other limited cases, Wyoming similarly caps data at 90/10 and 80/20. Data that have been capped at these values are rendered null on SchoolDataDirect.