



# AYP WATCH LIST



## UNDERSTANDING THE AYP WATCH LIST CHART

The schools listed below did not make Adequate Yearly Progress for the 2002-03 school year and are on the “watch list.” Each school has been required to revise its school improvement plan to address the specific reason(s) it is on the list.

The columns across the top indicate the student subgroups that are assessed on test participation rates and proficiency in math and English/language arts. The numbers within each cell indicate in which area a school did not meet its AYP target. Refer to the legend at the bottom of the chart for an explanation of the coding.

One or more numbers in the “school” column means that the school as a whole did not meet the target. A number in one of the other columns means that one of the particular subgroups did not meet the target.

School Name	School	American Indian/ Alaskan Native	Asian/Pacific Islander	Hispanic	African American	White	IEP	LEP	FRL
Allen ES	2			2					2,4
Booth ES	2			2,4			2,4	1, 2, 4	2
Cannan ES				2,4					
Dunn ES							2,4		
Incline ES									2
Johnson ES	4								
Lincoln Park ES				2				2	
Loder ES	2, 4			2, 4			1, 2, 4	2, 4	2, 4
Mathews ES				4				4	
Palmer ES				2				2	
Risley ES				2, 4				2, 4	
Sierra Vista ES								2	
Smithridge ES				4				2	
Stead ES								2, 4	4
Sun Valley ES	4			2, 4			2, 4	4	
Veterans ES				2, 4				2	2, 4
Mariposa Charter								4	
Galena HS				2					3
Hug HS	2, 4		1	2, 4	1, 3, 4			1, 2, 3, 4	1, 2, 4
North Valleys HS							2, 4		
Spanish Springs HS		1					2, 4		
Sparks HS				1, 2				3	4
Washoe HS	2, 4			2, 4		4			
Wooster HS				2, 4			2, 4	2	4
ICDA Charter	1, 2			1	1	1, 2	1		

**KEY to Numbers:** 1 = English/Language Arts Proficiency 2 = English/Language Arts Participation 3 = Math Participation 4 = Math Proficiency

## WASHOE COUNTY SCHOOL DISTRICT AYP PROFILE

A school district as a whole is identified as not meeting AYP if the total elementary, middle or high school populations, or any one of the eight subgroups of students within those levels, misses the AYP targets in math, language arts and attendance, or if fewer than 95% of the students are tested. Of the 17 school districts in Nevada, 13 (76%), including Washoe County, did not meet AYP. The chart below lists the required proficiency target for each subject, the percent of proficient students within each subgroup and the percentage of students tested in each subgroup.

Subject	Target	District	American Indian/ Alaskan Native	Asian/Pacific Islander	Hispanic	African American	White	IEP	LEP	FRL
<b>Elementary</b>										
Language Arts	30.00%	51.90%	49.83%	57.56%	28.65%	39.19%	64.57%	22.25%	20.33%	31.09%
Participation	95.00%	98.85%	99.30%	98.71%	98.48%	97.96%	99.08%	96.15%	97.60%	98.42%
Math	36.00%	52.58%	46.06%	64.24%	33.45%	35.67%	63.23%	24.75%	26.34%	34.67%
Participation	95.00%	99.21%	99.30%	98.65%	99.31%	98.77%	99.25%	97.49%	99.24%	98.98%
<b>Middle</b>										
Language Arts	37.00%	53.85%	46.96%	61.74%	30.10%	44.26%	63.21%	17.00%	12.70%	42.92%
Participation	95.00%	98.93%	98.71%	99.62%	98.26%	98.66%	99.14%	97.87%	98.36%	99.03%
Math	32.00%	42.84%	40.61%	60.50%	21.55%	28.14%	51.94%	8.84%	10.20%	32.97%
Participation	95.00%	98.68%	98.18%	100.00%	98.45%	96.70%	98.78%	97.05%	98.95%	95.00%
<b>High</b>										
Language Arts	73.50%	84.10%	82.90%	84.30%	66.75%	69.87%	91.40%	50.60%	38.55%	69.99%
Participation	95.00%	97.45%	95.00%	98.52%	96.29%	96.38%	98.10%	95.00%	95.80%	96.49%
Math	42.80%	60.71%	53.16%	66.00%	35.16%	40.45%	69.97%	24.58%	24.68%	38.86%
Participation	95.00%	98.16%	98.53%	98.51%	98.96%	97.06%	99.06%	96.61%	95.00%	96.31%

Achieved AYP  
 Failed AYP

# SCHOOLS NOT MEETING AYP FOR TWO OR MORE YEARS



NCLB requires that all schools demonstrate improved student achievement on an annual basis. This standard is referred to as Adequate Yearly Progress (AYP). Each state is responsible for defining its own standards for improvement, and Nevada's are among the most rigorous in the country. Schools that do not meet their AYP goals for two or more consecutive years are designated as "needing improvement." (Schools that have not met their AYP goals for one year, meanwhile, are placed on the "Watch List").

State and federal laws require schools to take specific, progressive actions for each year they are on either AYP list. Depending on how many consecutive years a school remains on the "needing improvement" list, and if the school is receiving federal Title I money, a series of consequences are imposed. They include such actions as offering parents school choice, establishing technical assistance partnerships, replacing staff, changing the curriculum, offering supplemental services, etc. Schools must meet the AYP targets for two consecutive years to be removed from the "needing improvement" list.

Only two of 86 WCSD schools did not meet their AYP goals for two consecutive years and are designated as "needing improvement." They are Anderson and Desert Heights elementary schools. Anderson made AYP during the 2002-03 school year, but under NCLB requirements, remains on the list until it makes AYP for two consecutive years.

## WANT TO KNOW MORE?

The WCSD has scheduled four "What Parents Need To Know" sessions about the NCLB law and our ongoing efforts to improve student academic success. All members of the public are invited to attend. Reservations are not necessary. The sessions are all scheduled from 7-9 p.m. each evening as follows:

- Monday, April 19, at North Valleys High School  
1470 Golden Valley Road, Reno
- Monday, April 26, at the District Administration Building  
425 East Ninth St., Reno
- Wednesday, April 21, at Clayton Middle School  
1295 Wyoming Ave., Reno
- Wednesday, April 28, at Pine Middle School  
4800 Neil Road, Reno (This session will offer Spanish translation)

Detailed information about this law is also available on the U.S. Department of Education's web site at [www.nclb.gov](http://www.nclb.gov) and from the Nevada Department of Education's web site at [www.nde.state.nv.us](http://www.nde.state.nv.us).

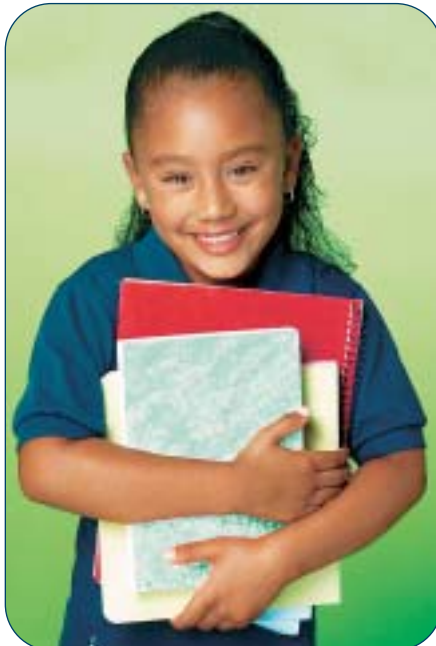
## GREAT THINGS ARE HAPPENING IN WCSD CLASSROOMS

The Adequate Yearly Progress measurements are only one way to determine the quality of our schools. Step into any classroom in the WCSD and you will see great teachers at work presenting high-quality instruction to eager learners. We are committed to providing the best education possible to every one of our students. As our Vision Statement says, "WCSD will become a 'world class school district' in which ALL students will acquire the knowledge, skills and values necessary for success."

### CELEBRATING OUR SUCCESS

We measure our successes and progress in many ways. Here are some recent indicators of our students' and staffs' achievements.

- The district's dropout rate for 2002-03 was 2.8%. That is the lowest it has ever been and it's well below the national average.
- The average combined verbal and math score on the SAT test for the WCSD class of 2003 was 1,089, well above the national average of 1,026.
- For the class of 2003, the passing rate on the state High School Proficiency Exam was 99.9% in reading, 99.9% in writing and 96% in math.
- The percentage of our teachers with a master's degree or above is 55% and 67 of them hold National Board Certification. One out of three teachers have more than 10 years of experience in the district.
- Last June, Newsweek magazine listed Reno, McQueen, Incline, Galena and Wooster high schools as among the top 300 schools in the nation in preparing students for college.



### CONTINUOUS IMPROVEMENT

Our Board of Trustees recently adopted a "Blueprint For Student Success." This comprehensive document sets annual, measurable goals for improvement in five broad areas: attaining high achievement for all, creating a safe and orderly environment, ensuring community collaboration, ensuring equity in all schools, and developing efficient and effective support operations. By collecting annual data on these measures and reporting them to the public, we can target our resources to the areas where greater improvement is needed and align our resources to those areas.

In accordance with those goals, all schools have developed school improvement plans based on available data and are held accountable for steady improvement.

### ABOUT OUR SCHOOL DISTRICT

Of the nearly 15,000 school districts in the U.S., our current enrollment of 60,411 places us among the 60 largest. Enrollment has grown from 38,466 in 1990 to its current level, a gain of more than 63%. Our student body is diverse and represents a wide range of socioeconomic backgrounds.

- More than 39% of our students count themselves as members of a racial or ethnic minority.
- Almost 8,000 students speak a first language other than English.
- More than 30% of our students are from low-income families and qualify for free or reduced-price lunches.
- Approximately 12% of our students qualify for services under the federal Individuals with Disabilities Education Act.
- Per pupil spending this year is approximately \$5,333 with about 76% of those dollars going to instruction or instructional support.
- There are about 6,600 employees in the WCSD (excluding substitute teachers). Administrators make up slightly more than 4% of the total.



## HOW IS ADEQUATE YEARLY PROGRESS (AYP) DETERMINED?

This federal law (NCLB) calls for all children to achieve at or above proficiency levels by the year 2014. To assess whether progress is being made, all students in grades 3 through 8 must be tested annually in reading/language arts and in mathematics. Also, at least one grade in high school must be tested. The tests are designed to see if students are mastering the academic standards set forth for each grade level. Each state was allowed to determine how much progress was necessary in each year, the test to be used and various other factors.

## NEVADA'S AYP CALCULATIONS ARE BASED ON THESE FACTORS:

- Testing participation rate — all schools, districts and student subgroups must have tested at least 95% of their students on the designated state tests.
- Proficiency percentage — this is the percent of students actually scoring at or above the score on the test determined to be “proficient.”
- Average daily attendance (for elementary and middle schools) or graduation rate (for high schools).

## PROFICIENCY IN LANGUAGE ARTS AND MATH IS DETERMINED BY PERFORMANCE ON:

- Iowa Test of Basic Skills (ITBS) in grades 4 & 7
- The High School Proficiency Exam (HSPE) in grades 10 & 11
- A state developed Criterion Referenced Test (CRT) in grades 3 & 5
- The state writing proficiency test in grade 8

## AYP IS DETERMINED FOR:

- The Washoe County School District as a whole (all students)
- Each individual school (all students)
- Each student subgroup at each school if the group is large enough to be statistically significant. Those groups include:
  - Asian/ Pacific Islander
  - White
  - American Indian/ Alaskan Native
  - Black
  - Hispanic
  - Students with Individualized Education Plans (IEP) in special education
  - Students who are Limited English Proficient (LEP)
  - Students in the Free or Reduced-price Lunch program (FRL)

Not making AYP on just one indicator in one subgroup will result in the school being placed on the “watch list.” Looking at the data by these subgroups helps the school and the district ensure that all students are making adequate progress, that attention is paid to all segments of the school and that prevention and intervention strategies are developed for those who need extra help.



## GLOSSARY OF IMPORTANT TERMS

### ■ ADEQUATE YEARLY PROGRESS (AYP)

Under No Child Left Behind, accountability is based upon whether schools, districts and states make adequate yearly progress (AYP) towards the goal of bringing 100% of their students at least to academic proficiency by the end of the 2013-2014 school year. Progress in reading/language arts and in mathematics must be shown for all student communities, including economically disadvantaged students, students with disabilities, and limited English proficiency students as well as students in major racial and ethnic groups.

### ■ CRITERION-REFERENCED TEST (CRT)

The CRT is an assessment that measures a student's performance on specific content standards or skills in a content area rather than in comparison to the performances of other test takers in the state or in the nation.

### ■ FREE AND REDUCED LUNCH (FRL)

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold as determined by the federal government.

### ■ INDIVIDUALIZED EDUCATION PLAN (IEP)

The IEP is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

### ■ IN NEED OF IMPROVEMENT

This NCLB designation is applied to schools that miss one or more AYP targets for two or more consecutive years in the same content area.

### ■ LIMITED ENGLISH PROFICIENT (LEP)

LEP students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

### ■ NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is a potent blend of new requirements, incentives and resources, and it poses significant challenges for states and school districts. The law sets deadlines for states to expand the scope and frequency of student testing, revamp their accountability systems and guarantee that every teacher is qualified in their subject area. NCLB requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math, and in narrowing the test score gap between advantaged and disadvantaged students.

### ■ PARENT INVOLVEMENT

Each school district that receives Title I funds must have a written parent involvement policy that is developed with and approved by parents. The policy must be evaluated each year. This policy must explain how the district will involve parents in developing Title I plans and help parents know how to be included in decision-making at the schools and in the district. The WCSD parent involvement plan is called the “Parent Involvement Strategic Plan.” Copies are available from the Communications Office.

### ■ PARTICIPATION RATE

This term is applied to the percentage of students who participate in the assessment when compared to the number of eligible students. NCLB requires that 95% of all children in each subgroup be tested.

### ■ PERCENT PROFICIENT

Set by the Nevada Department of Education, this is the percentage of students that must be proficient on CRTs each year for a school or subgroup to make its AYP.

### ■ PROFICIENCY

Proficiency is mastery of a standard or skill that is required for that grade level. Passing a CRT with a specific cut score often indicates proficiency for individual students.

### ■ PUBLIC SCHOOL CHOICE

One of the big changes that the No Child Left Behind Act provides is called Public School Choice. This is the right of parents to take their children out of a low-performing school and transfer him/her to a different school. This is true *only* for a school that receives Title I funding from the federal government after the school has failed to meet its AYP targets for two consecutive years in the same content area.

### ■ SCHOOL REPORT CARDS OR ACCOUNTABILITY REPORTS

Parents have a right to know about their children's progress in school every year. This includes explanations of test scores and academic standards. In addition, school districts must mail a report card or accountability report on how every school and the district as a whole are performing. This report must include information on how different groups of students are doing based on the state tests.

### ■ TITLE I

This term is used to describe schools receiving federal funding to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free or reduced lunch program. Title I is intended to supplement, not to replace, state and district funds. Schools receiving Title I funding must involve parents in deciding how those funds are spent and in the reviewing process.

### ■ WATCH LIST

This designation is used to describe the first year that schools do not meet one or more AYP targets.

## THIS INFORMATION IS PROVIDED BY THE WASHOE COUNTY SCHOOL DISTRICT

NCLB requires that school districts report to their communities about their progress in meeting the goals for Adequate Yearly Progress. Printing costs for this publication were provided by designated NCLB funds.

More information about each school is available at [www.washoe.k12.nv.us/schools](http://www.washoe.k12.nv.us/schools).