

## Explainer

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Moving Targets: What It <sup>NOW</sup> Means to Make 'Adequate Yearly Progress'  
Under NCLB

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This summer, states once again announced which public schools made “adequate yearly progress,” or AYP, under the No Child Left Behind Act. It is an annual ritual during which schools find out if enough of their students scored proficient on state assessments to meet that year’s state benchmark. States are required under NCLB to release report cards on the performance of every school before the beginning of the following school year. If schools miss the annual benchmark for more than two consecutive years, they face an escalating series of sanctions, which can culminate in school restructuring.

In 2007, Education Sector published *States’ Evidence: What It Means to Make ‘Adequate Yearly Progress’ Under NCLB*. The report discussed the basics of “making” AYP and the multiple routes schools can take to get there. The appendix of the report included three tables showing, by grade level, each state’s annual benchmarks for student proficiency, called “annual measurable objectives” or AMOs, for school years 2004–05 through 2006–07. In this update, we extend the tables through the 2009–10 school year, providing an up-to-date resource for evaluating each state’s annual benchmarks and how those benchmarks have changed over time. We also discuss how the changing AMOs fit into NCLB’s larger accountability system.

The typical way schools can make AYP is by meeting that year’s AMO, which sets the minimum percentage of students who must score proficient on state assessments in order for schools to qualify as having made AYP for that year. AMOs are established by grade level and subject area (reading and math) and must increase in equal amounts at least every three years until 2014, when 100 percent of students must score proficient on state assessments. Critically, *all* groups of students in a school, including low-income, minority, and limited-English proficient students, and students with disabilities, must meet the proficiency benchmark each year for the school to make AYP. By requiring that each subgroup meet the AMO for each year, NCLB prevents schools from using high overall school performance to mask low performance among some groups of students.

As described in the 2007 report, states’ annual measurable objectives that year were still fairly modest.

The median AMO across states ranged from 50 percent (of middle school students in math) to 67 percent (of elementary school students in reading). Two years later, 44 states and Washington, D.C., have increased their AMOs at every grade level in both math and reading, heading toward the 2014 deadline of 100 percent proficiency.<sup>1</sup>

AMOs on the whole are becoming more ambitious—38 states required at least 50 percent of students to score proficient in at least one subject during the 2008–09 school year. There is also less variation among states as they converge toward the 2014 deadline. The table below shows the median AMOs across all states and the lowest and highest AMO targets for the 2008–09 school year. At first glance, it appears that Tennessee has set the highest expectations for its schools because

**Table 1. Target Percentage of Students Scoring Proficient on State Assessments, 2008–09**

	Median	Minimum (State)	Maximum (State)
Elementary Math	65%	45% (UT)	89% (CO)
Elementary Reading	70%	43% (NC)	89% (TN)
Middle School Math	59%	38% (AZ)	86% (TN)
Middle School Reading	67%	43% (NC)	89% (TN)
High School Math	63%	40% (UT)	83% (TN)
High School Reading	71%	39% (NC)	93% (TN)

*Note:* Table excludes states that use index scores as their AMOs. States included in the analysis (n=42) report AMOs as the minimum percentage of students scoring proficient on the state assessments.

it requires the highest percentage of students to be proficient in most grade ranges and subjects. But each state is allowed to define what proficient means, and Tennessee has one of the least rigorous definitions.<sup>2</sup> In the first year after the law was passed, NCLB required states to base their AMO trajectories on actual student performance. Tennessee had an easy test then, and pass rates were high. As such, subsequent AMO targets were elevated.

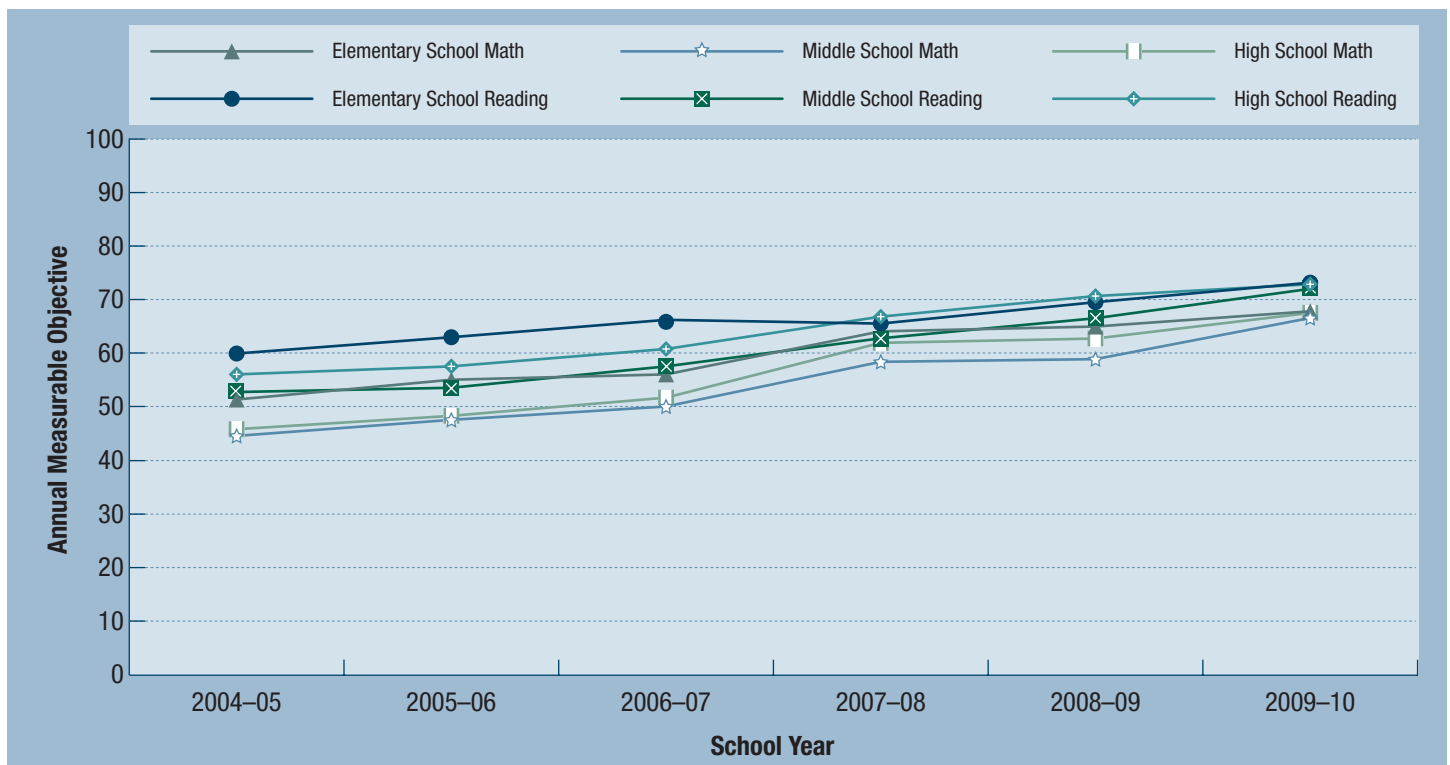
Figure 1 shows the median AMO across states for each school year. AMOs have gradually increased from the 2004–05 school year through 2009–10. Almost half of states chose to make increases in AMOs more frequent in later years, essentially adopting a “balloon mortgage” approach to reaching 100 percent proficiency. As the mortgage comes due for these states, annual increases will become larger. California’s AMOs, for example, increased by approximately 11 percent every three years through the 2007–08 school year, essentially requiring schools to increase proficiency rates by nearly 4 percent a year. But after 2007–08, California’s AMOs began to increase by 11 percent *every year*, requiring schools to shift from 4 percent to 11 percent annual increases in proficiency rates.<sup>3</sup>

As AMOs increase from year to year, there is some likelihood that more schools will fail to make AYP and will thus be identified as “in need of improvement,” the designation given to schools that miss AYP for at least two consecutive years. Across all states, the percentage of schools not making AYP grew from 29 percent during the 2006–07 school year to 35 percent in 2007–08.<sup>4</sup>

But meeting state AMOs is not the only way schools can make AYP. As described in our previous report, NCLB provides a number of alternatives, without which the number of schools failing to make AYP would likely be even greater. These include confidence intervals, which create more leeway in the percentage of students that must be proficient for a school to make AYP; minimum subgroup sizes, which exempt schools from being held accountable for the performance of small groups of students; and rolling averages, which allow schools to average their scores across multiple years. Schools may also benefit from the “safe harbor” provision, which allows schools to make AYP by reducing the percentage of students scoring *below* proficient by 10 percent.

Growth models are the most recent alternative schools have available for meeting AYP. Under a growth model,

**Figure 1. Median Annual Measurable Objectives, by Grade Level and Subject Area: 2004–05 Through 2009–10**



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a state can get credit for a student who makes enough progress from one year to the next to be on track to reaching proficiency in future years, even if that student is not yet scoring proficient on the state assessments. The U.S. Department of Education approved pilot growth model programs in nine states between May 2006 and July 2007 through a peer reviewed process. Since then, the secretary expanded eligibility to all states to apply to use growth models in determining AYP, but just six additional states have had their growth models approved for use.<sup>5</sup>

With a new administration in the White House and NCLB's reauthorization overdue, it is likely the law will undergo substantial changes in the next few years, including revisions to the way AYP is calculated. As lawmakers consider changes to NCLB's accountability system, they can learn a lot from the way NCLB has been implemented by states, districts, and schools. A good understanding of the many ways schools can currently make AYP and how states and districts have used existing flexibility in the law over the past eight years will be critical to creating a new, better accountability system in the next round.

## How Do Schools in Your State Make AYP?

### Three Questions to Ask:

**1. Are your state's proficiency targets ambitious? What percentage of students need to pass the state assessment for a school to make adequate yearly progress, and how rigorous is your state's definition of proficiency?** NCLB mandates that all states have the goal of reaching 100 percent proficiency on state assessments by 2014. But NCLB lets states determine the timeline of annual targets schools must meet to get from the state's starting point, determined by student proficiency rates in the 2001–02 school year, to 100 percent. This flexibility means that in any year there is variation from state-to-state in the percentage of students who must be proficient for a school or district to make AYP.

NCLB also allows states to decide what it means for a student to be “proficient”—states choose which tests they use and the score that qualifies a student as passing the test. Therefore, to truly understand

whether a school is performing well, it is important to know that year's proficiency target, or AMO, how rigorous are the state assessments, and how rigorous is the requirement for proficiency.

The rigor of proficiency standards in your state can be estimated by comparing the percentage of students scoring proficient on the state exam with the percentage of students in the state scoring proficient on the NAEP, a national test of student performance.<sup>6</sup> This comparison can reveal wide discrepancies across states. In Massachusetts, for example, 48 percent of students scored proficient on the state assessment in fourth-grade reading. This is very close to the 44 percent of students who scored proficient in fourth-grade reading on the NAEP exam, indicating that Massachusetts' definition of proficiency is well-aligned with the definition used on the NAEP exam. In contrast, 88 percent of fourth-grade students scored proficient on the state assessment in reading in Tennessee, but only 27 percent scored proficient on the NAEP exam, an indication that Tennessee's definition of proficiency is less rigorous than the definition used for the NAEP.

**2. Making AYP does not mean that a school or district met that year's AMO. What measures and mechanisms (for example, minimum group sizes, confidence intervals, safe harbor or rolling averages) does your state use to give schools and districts additional ways to make AYP?** NCLB allows each state to determine the specifics of how it calculates AYP. This allows states to give schools and districts leeway in how they make AYP, and it means that NCLB's rules are less strict than they first appear. Because schools and districts can make AYP in multiple ways, understanding *how* a school or district made AYP is just as important as knowing whether it made AYP. Below are a few of the ways states provide flexibility in making AYP:

- The most common way to fail to make AYP is for one or more “subgroups” in a school or district to miss that year's AMO target. Subgroups include low-income and minority students, disabled students and limited-English proficient students, all of which may account for a small number of students in a particular school or district. Each state establishes a *minimum group size*, and schools are not held accountable for the

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performance of any subgroup with fewer students than the minimum size. The higher the state sets its minimum group size, the fewer subgroups a school will have, and the easier it will be to make AYP.

In Texas, for example, in order for a school to be held accountable for the performance of a subgroup of students, there must be at least 200 students in the subgroup. Or, if the subgroup of students accounts for 10 percent or more of the students in the school, there must be at least 50 students in the subgroup. Utah, in contrast, has established a minimum group size of 10 for schools to be held accountable for subgroup performance.<sup>7</sup>

- **Confidence intervals** create a statistical “buffer zone”—a percentage above and below a school’s test score—so that school performance is considered to be sufficient if the percent proficient is less than AMO but within the confidence interval (e.g. a school with 67 percent proficient would have sufficient performance given an AMO of 70 percent and a confidence interval of plus or minus 5 percent). Nearly every state uses a confidence interval, and most are set to either 95 percent or 99 percent. Ninety-nine percent confidence intervals produce larger buffer zones—and thus make it easier for schools to meet targets—than 95 percent confidence intervals.

When confidence intervals are combined with small group sizes—a small school, grade, or subgroup, for example—it can give schools a lot of room to make AYP. Washington state, for example, uses a large confidence interval of 99 percent, meaning that if a grade contains 75 students and the performance target is 62.4 percent proficiency, only 51 percent of students actually need to score proficient for the school to make AYP.<sup>8</sup> Just because a school, or certain subgroups within a school, make AYP, it does not mean that enough students scored proficient on the state assessment to meet that year’s AMO—the school may have made AYP because of the leeway provided by confidence intervals.

- NCLB includes a “**safe harbor**” provision that allows schools that miss the proficiency target to make AYP by reducing the percentage of students

scoring *below* proficient by 10 percent from the previous year. States may also apply confidence intervals to the safe harbor provision, adding even more flexibility in how schools make AYP.

Maryland, for example, applies a 75 percent confidence interval to its safe harbor calculations, meaning that schools don’t need to decrease the percentage of students below proficient by the full 10 percent to make AYP through safe harbor. If, for example, a school had a subgroup of 100 students and 25 percent of those students scored proficient on the state assessment, that subgroup would need to decrease the percentage not scoring proficient by less than 5 percent.

- NCLB also allows states to calculate AYP using a **rolling average** across years. This allows states to average a school’s or a district’s test scores with the previous one or two years to determine if the school or district made AYP. This can also be combined with a “high score” measure that allows schools and districts to count the highest score—either the average across years or the most recent year’s score—to determine whether they made AYP.

3. **Does your state determine AYP by looking at a student’s test score for one year, or does it use a “growth model” to measure changes in student performance from year-to-year?** The U.S. Department of Education has approved 15 states to use growth models to determine whether schools make AYP. States with growth models use assessments and data systems that allow them to track individual student achievement over time and determine whether the student is on track to eventually reach proficiency, even if the student has not yet reached the proficiency cut-off. Growth models reward schools and districts for making substantial progress in getting students to proficiency, while also ensuring that all students are still on track to reach proficiency by 2014.

After looking at the rigor of the state’s standards, the alternative ways to make AYP, and whether and how the state is using a growth model, you will be able to put the newly reported AYP data into an appropriate context and determine if the AYP data is accurately reflecting the quality of the education being provided in your state’s schools.

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## Endnotes

- <sup>1</sup> Six states—Mississippi, North Carolina, New Hampshire, Utah, New Jersey, and South Dakota—did not increase their AMOs across all subjects and grade levels. All of these states changed their assessments and received approval from the U.S. Department of Education to revise their AMOs according to the new tests, resulting in lower AMOs in some grades and subjects.
- <sup>2</sup> The National Center for Education Statistics provides a comparison of state proficiency standards with the proficiency standard for NAEP, considered a “gold standard” assessment of student achievement, available online at [http://nces.ed.gov/nationsreportcard/researchcenter/statemapping\\_t1.asp](http://nces.ed.gov/nationsreportcard/researchcenter/statemapping_t1.asp). The study found that 88 percent of Tennessee fourth-graders scored proficient on the state assessment in reading but only 27 percent scored proficient on the NAEP exam.
- <sup>3</sup> *Many States Have Taken a ‘Backloaded’ Approach to No Child Left Behind Goal of All Students Scoring ‘Proficient,’* (Washington, D.C.: Center on Education Policy, May 2008).
- <sup>4</sup> 2006–07 data available through the National Center for Education Statistics at [http://nces.ed.gov/programs/statereform/tab1\\_2.asp](http://nces.ed.gov/programs/statereform/tab1_2.asp); 2007–08 data from the Council of Chief State School Officers, “Schools Identified for Improvement or Not Making AYP, by State: 2007–08,” available at: [http://www.ccsso.org/content/pdfs/AYP%20Status%202007\\_2008%20%20032309.pdf](http://www.ccsso.org/content/pdfs/AYP%20Status%202007_2008%20%20032309.pdf).
- <sup>5</sup> The Council of Chief State School Officers, *Guide to United States Department of Education Growth Model Pilot Program: 2005–2008* (Washington, DC: 2009) and “Additional Growth Model Pilots Approved,” U.S. Department of Education Press Release, January 8, 2009.
- <sup>6</sup> Data for 2005 can be found here: [http://nces.ed.gov/nationsreportcard/researchcenter/statemapping\\_t1.asp](http://nces.ed.gov/nationsreportcard/researchcenter/statemapping_t1.asp)
- <sup>7</sup> Mary Fulton, *Minimum Subgroup Sizes for Adequate Yearly Progress: State Trends and Highlights*, (Denver, CO: Education Commission of the States, November 2006). Individual state information available at: <http://www.ed.gov/admins/lead/account/stateplans03/index.html>.
- <sup>8</sup> Washington state provides a calculator to determine the percentage of students that need to be proficient for a school to make AYP, incorporating the confidence interval adjustment. The calculator is available at: <http://www.k12.wa.us/ESEA/AdequateYearlyProgress.aspx>.

**Appendix I: State Annual Measurable Objectives by Subject Area for Elementary School,  
School Years 2004–05 Through 2009–10**

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Alabama	61	68	67	73	67	73	72	77	72	77	78	82
Alaska^	57.61	71.48	57.61	71.48	57.61	71.48	66.09	77.18	66.09	77.18	66.09	77.18
Arizona^	54	45	54	45	54	45	63.2	56	63.2	56	63.2	56
Arkansas^	46.14	48.84	40	42.4	47.5	49.6	55	56.8	62.5	64	70	71.2
California	26.5	24.4	26.5	24.4	26.5	24.4	37	35.2	47.5	46	58	56.8
Colorado^	81.9	82.69	83.64	82.69	83.64	82.69	89.09	88.46	89.09	88.46	89.09	88.46
Connecticut	74	68	74	68	74	68	82	79	82	79	82	79
D.C.	25.35	34.21	40.27	47.37	40.27	47.37	55.21	60.53	55.21	60.53	70.14	73.69
Delaware^	41	62	41	62	50	68	50	68	58	73	67	79
Florida^	44	37	50	44	56	51	62	58	68	65	74	72
Georgia	58.3	66.7	58.3	66.7	58.3	66.7	59.5	73.3	59.5	73.3	67.6	73.3
Hawaii	28	44	28	44	28	44	46	58	46	58	46	58
Illinois	47.5	47.5	47.5	47.5	55	55	62.5	62.5	70	70	77.5	77.5
Indiana	64.3	65.7	64.3	65.7	64.3	65.7	71.5	72.6	71.5	72.6	71.5	72.6
Iowa^	68.3	70	68.3	70	68.3	70	74.7	76	74.7	76	74.7	76
Kansas	60.1	63.4	60.1	63.4	66.8	69.5	73.4	75.6	77.8	79.7	82.3	83.7
Kentucky	32.14	53.86	32.14	53.86	32.14	53.86	41.84	60.45	51.53	67.04	61.23	73.64
Louisiana	41.8	47.4	41.8	47.4	41.8	47.4	53.5	57.9	53.5	57.9	53.5	57.9
Maine	21	41	40	50	40	50	40	50	50	58	60	66
Maryland	53.6	57.8	58.8	62.5	63.9	67.2	69.1	71.8	74.2	76.5	79.4	81.2
Michigan^	56	48	56	48	56	48	65	59	65	59	65	59
Mississippi	62	75	62	75	62	75	40	34	55	50	55	50
Missouri^	17.5	26.6	26.6	34.7	35.8	42.9	45	51	54.1	59.2	63.3	67.4
Montana	40	55	51	74	51	74	68	83	68	83	68	83
Nebraska	74	72	74	72	74	72	83	81	83	81	83	81
Nevada	45.4	39.6	45.4	39.6	43.3	39.6	54.6	51.7	54.6	51.7	65.9	63.8
New Jersey	62	75	62	75	62	75	69	73	69	73	69	73
New Mexico	24.13	40.85	28	45	33	49	44	59	50	63	57	67
North Carolina^	81	76.7	65.8	76.7	65.8	76.7	77.2	43.2	77.2	43.2	77.2	43.2
North Dakota	59.3	73.8	63.8	76.7	68.3	79.6	72.9	82.6	77.4	85.5	81.9	88.4
Ohio^	46.6	71.2	60.6	71.2	60.6	71.2	68.5	77	68.5	77	68.5	77
Oregon	49	50	49	50	49	50	59	60	59	60	59	60
Pennsylvania^	45	54	45	54	45	54	56	63	56	63	56	63
South Carolina	36.7	38.2	36.7	38.2	36.7	38.2	57.8	58.8	57.8	58.8	57.8	58.8
South Dakota	54	78	65	78	65	82	72	82	72	69	72	69
Tennessee^	79	83	79	83	79	83	86	89	86	89	86	89
Texas^	42	53	42	53	50	60	50	60	58	67	67	73
Utah	64	71	64	71	71	77	71	77	45	83	45	83
Virginia	63	65	67	69	71	73	75	77	79	81	83	85
Washington	47.3	64.2	47.3	64.2	47.3	64.2	64.9	76.1	64.9	76.1	64.9	76.1
West Virginia	67	72	67	72	72.5	76.7	72.5	76.7	72.5	76.7	78	81.33
Wyoming	36.5	42	36.5	42	36.5	42	49.2	53.6	49.2	53.6	49.2	53.6

## Appendix I: State Annual Measurable Objectives by Subject Area for Elementary School, School Years 2004–05 Through 2009–10 (continued)

### Index States

The following states report their annual measurable objectives as index score targets. All other AMOs are reported as the percentage of students scoring proficient. For more information on index scores, please see page 11 of our 2007 report, *States Evidence: What It Means to Make 'Adequate Yearly Progress' Under NCLB*.

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Idaho***	60	72	60	72	70	78	83	85.6	83	85.6	88.7	90.4
Massachusetts	68.7	80.5	68.7	80.5	76.5	85.4	76.5	85.4	84.3	90.2	84.3	90.2
Minnesota^	69.6	66.5	69.64	69.48	69.64	69.48	73.98	73.84	78.31	78.2	82.65	82.56
New Hampshire	**	**	76	82	76	82	82	86	82	86	88	91
New York	142	131	86	122	86	122	102	133	119	144	135	155
Oklahoma	790	768	790	768	932	914	932	914	932	914	1074	1060
Rhode Island	68.1	80.1	68.1	80.1	68.1	80.1	74.5	84.1	74.5	84.1	74.5	84.1
Vermont	361	414	390	403	390	403	427	435	427	435	427	435
Wisconsin	47.5	67.5	47.5	67.5	47.5	67.5	58	74	58	74	58	74

States establish annual measurable objectives either across all grades, by grade span, or by individual grade. In states with combined grade spans, elementary includes grade spans 3–6, 3–8 or 3–12. For states reporting AMOs by individual grade, elementary refers to grade 4. Ohio's 2004–05 math AMO applies to grade 4, and all other AMOs refer to grade 3.

Several states revised their AMOs because of a change in the state assessment or in the grades assessed. This could result in a decrease or dramatic change in AMOs from one year to the next.

\*\*New Hampshire determined AYP status for elementary and middle grades by attendance rate only for school year 2004–05 because of a transition to a grades 3–8 testing system. High School AYP status will be determined solely on graduation rates for school year 2006–07 because of a transition from spring to fall testing.

^Have begun growth model programs.

\*\*\*Idaho began using an index system to determine AYP in the 2008–09 school year.

## Appendix II: State Annual Measurable Objectives by Subject Area for Middle School, School Years 2004–05 Through 2009–10

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Alabama	48	43	48	51	55	51	55	59	63	59	70	67
Alaska^	57.61	71.48	57.61	71.48	57.61	71.48	66.09	77.18	66.09	77.18	66.09	77.18
Arizona^	22.5	42.5	22.5	42.5	22.5	42.5	38	54	38	54	38	54
Arkansas^	36.48	38.59	29.1	35.2	37.96	43.3	46.83	51.4	55.69	59.5	64.55	67.6
California	26.5	24.4	26.5	24.4	26.5	24.4	37	35.2	47.5	46	58	56.8
Colorado^	69.63	80.21	69.63	80.21	69.63	80.21	79.75	86.81	79.75	86.81	79.75	86.81
Connecticut	74	68	74	68	74	68	82	79	82	79	82	79
D.C.	25.68	29.48	40.54	43.58	40.54	43.58	55.41	57.69	55.41	57.69	70.27	71.79
Delaware^	41	62	41	62	50	68	50	68	58	73	67	79
Florida^	44	37	50	44	56	51	62	58	68	65	74	72
Georgia	58.3	66.7	58.3	66.7	58.3	66.7	59.5	73.3	59.5	73.3	67.6	73.3
Hawaii	28	44	28	44	28	44	46	58	46	58	46	58
Illinois	47.5	47.5	47.5	47.5	55	55	62.5	62.5	70	70	77.5	77.5
Indiana	64.3	65.7	64.3	65.7	64.3	65.7	71.5	72.6	71.5	72.6	71.5	72.6
Iowa^	65	66.7	65	66.7	65	66.7	72	73.3	72	73.3	72	73.3
Kansas	60.1	63.4	60.1	63.4	66.8	69.5	73.4	75.6	77.8	79.7	82.3	83.7
Kentucky	26.93	52.4	26.93	52.4	26.93	52.4	37.37	59.2	47.81	66	58.25	72.8
Louisiana	41.8	47.4	41.8	47.4	41.8	47.4	53.5	57.9	53.5	57.9	53.5	57.9
Maine	22	42	40	50	50	40	40	50	50	58	60	66
Maryland	35.8	56.7	42.9	61.5	50	66.3	57.2	71.1	64.3	75.9	71.4	80.8
Michigan^	43	43	43	43	43	43	54	54	54	54	54	54
Mississippi	42	48	42	48	42	48	32	30	49	48	49	48
Missouri^	17.5	26.6	26.6	34.7	35.8	42.9	45	51	54.1	59.2	63.3	67.4
Montana	40	55	51	74	51	74	68	83	68	83	68	83
Nebraska	69	71	69	71	69	71	79	81	79	81	79	81
Nevada	43.3	43.3	43.3	43.3	43.3	39.6	54.6	51.7	54.6	51.7	65.9	63.8
New Jersey	49	66	49	66	49	66	61	72	61	72	61	72
New Mexico	10.58	34.14	15	38	20	42	35	53	41	57	48	61
North Carolina^	81	76.7	65.8	76.7	65.8	76.7	77.2	43.2	77.2	43.2	77.2	43.2
North Dakota	50	71.1	55.5	74.3	61.1	77.5	66.7	80.7	72.2	83.9	77.8	87.1
Ohio^	47.3	46.7	47.5	73.8	47.5	73.8	58	79	58	79	58	79
Oregon	49	50	49	50	49	50	59	60	59	60	59	60
Pennsylvania^	45	54	45	54	45	54	56	63	56	63	56	63
South Carolina	36.7	38.2	36.7	38.2	36.7	38.2	57.8	58.8	57.8	58.8	57.8	58.8
South Dakota	54	78	65	78	65	82	72	82	72	69	72	69
Tennessee^	79	83	79	83	79	83	86	89	86	89	86	89
Texas^	42	53	42	53	50	60	50	60	58	67	67	73
Utah	64	71	64	71	71	77	71	77	45	83	45	83
Virginia	63	65	67	69	71	73	75	77	79	81	83	85
Washington	38	47.6	38	47.6	38	47.6	58.7	65.1	58.7	65.1	58.7	65.1
West Virginia	64	75	64	75	70	79.17	70	79.17	70	79.17	76	83.33
Wyoming	37.75	45.42	37.75	45.42	37.75	45.42	50.2	56.33	50.2	56.33	50.2	56.33

## Appendix II: State Annual Measurable Objectives by Subject Area for Middle School, School Years 2004–05 Through 2009–10 (continued)

### Index States

The following states report their annual measurable objectives as index score targets. All other AMOs are reported as the percentage of students scoring proficient. For more information on index scores, please see page 11 of our 2007 report, *States Evidence: What It Means to Make 'Adequate Yearly Progress' Under NCLB*.

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Idaho***	60	72	60	72	70	78	83	85.6	83	85.6	88.7	90.4
Massachusetts	68.7	80.5	68.7	80.5	76.5	85.4	76.5	85.4	84.3	90.2	84.3	90.2
Minnesota^	76.1	77.8	58.39	64.04	58.39	64.04	64.33	69.18	70.28	74.31	76.22	79.45
New Hampshire	**	**	76	82	76	82	82	86	82	86	88	91
New York	93	116	86	122	86	122	102	133	119	144	135	155
Oklahoma	790	768	790	768	932	914	932	914	932	914	1074	1060
Rhode Island	55.1	73.3	55.1	73.3	55.1	73.3	64.1	78.6	64.1	78.6	64.1	78.6
Vermont	341	382	390	403	390	403	427	435	427	435	427	435
Wisconsin	47.5	67.5	47.5	67.5	47.5	67.5	58	74	58	74	58	74

States establish annual measurable objectives either across all grades, by grade span, or by individual grade. In states with combined grade spans, middle school includes grade spans 6–8, 3–8, or 7–11. In states reporting AMOs by individual grade, middle school refers to individual grade 8.

Several states revised their AMOs because of a change in the state assessment or in the grades assessed. This could result in a decrease or dramatic change in AMOs from one year to the next.

\*\*New Hampshire determined AYP status for elementary and middle grades by attendance rate only for school year 2004–05 because of a transition to a grades 3–8 testing system. High School AYP status will be determined solely on graduation rates for school year 2006–07 because of a transition from spring to fall testing.

^Have begun growth model programs.

\*\*\*Idaho began using an index system to determine AYP in the 2008–09 school year.

**Appendix III: State Annual Measurable Objectives by Subject Area for High School,  
School Years 2004–05 Through 2009–10**

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Alabama	68	81	73	84	73	84	77	86	77	86	82	89
Alaska^	57.61	71.48	57.61	71.48	57.61	71.48	66.09	77.18	66.09	77.18	66.09	77.18
Arizona^	25	35.8	25	35.8	25	35.8	40	48.6	40	48.6	40	48.6
Arkansas^	32.81	39.63	29.2	35.5	38.05	43.56	46.9	51.63	55.75	59.69	64.6	67.75
California	20.9	22.3	20.9	22.3	20.9	22.3	32.2	33.4	43.5	44.5	54.8	55.6
Colorado^	60.25	84.74	60.25	84.74	60.25	84.74	73.5	89.83	73.5	89.83	73.5	89.83
Connecticut	69	72	69	72	69	72	80	81	80	81	80	81
D.C.	25.68	29.48	40.54	43.58	40.54	43.58	55.41	57.69	55.41	57.69	70.27	71.79
Delaware^	41	62	41	62	50	68	50	68	58	73	67	79
Florida^	44	37	50	44	56	51	62	58	68	65	74	72
Georgia	62.3	81.6	68.6	84.7	68.6	84.7	74.9	87.7	74.9	87.7	74.9	87.7
Hawaii	28	44	28	44	28	44	46	58	46	58	46	58
Illinois	47.5	47.5	47.5	47.5	55	55	62.5	62.5	70	70	77.5	77.5
Indiana	64.3	65.7	64.3	65.7	64.3	65.7	71.5	72.6	71.5	72.6	71.5	72.6
Iowa^	74.2	74.2	74.2	74.2	74.2	74.2	79.3	79.3	79.3	79.3	79.3	79.3
Kansas	46.8	58	46.8	58	55.7	65	64.6	72	70.5	76.7	76.4	81.3
Kentucky	29.79	29.35	29.79	29.35	29.79	29.35	39.82	39.45	49.85	49.54	59.88	59.63
Louisiana	41.8	47.4	41.8	47.4	41.8	47.4	53.5	57.9	53.5	57.9	53.5	57.9
Maine	20	50	20	50	20	50	31	57	43	64	54	71
Maryland	40.7	40	29.8	45.3	38.6	52.2	47.3	59	56.1	65.8	64.9	72.7
Michigan^	44	52	44	52	44	52	55	61	55	61	55	61
Mississippi	28	37	28	37	28	37	24	31	43	49	43	49
Missouri^	17.5	26.6	26.6	34.7	35.8	42.9	45	51	54.1	59.2	63.3	67.4
Montana	40	55	51	74	51	74	68	83	68	83	68	83
Nebraska	72	75	72	75	72	75	81	83	81	83	81	83
Nevada	52.3	77.9	52.3	77.9	52.3	77.9	61.8	82.3	61.8	82.3	71.3	86.7
New Jersey	64	79	64	79	64	79	74	85	74	85	74	85
New Mexico	18.29	37.3	22	41	27	45	40	56	46	60	53	64
North Carolina^	70.8	35.4	70.8	35.4	70.8	35.4	68.4	38.5	68.4	38.5	68.4	38.5
North Dakota	43.1	57.2	49.4	61.9	55.7	66.7	62.1	71.5	68.4	76.2	74.7	81
Ohio^	60	71.8	60	71.8	60	71.8	68	77.4	68	77.4	68	77.4
Oregon	49	50	49	50	49	50	59	60	59	60	59	60
Pennsylvania^	45	54	45	54	45	54	56	63	56	63	56	63
South Carolina	30	33.3	50	52.3	50	52.3	50	52.3	70	71.3	70	71.3
South Dakota	67	66	54	66	54	72	63	72	63	62	63	62
Tennessee^	75	90	75	90	75	90	83	93	83	93	83	93
Texas^	42	53	42	53	50	60	50	60	58	67	67	73
Utah	47	70	47	70	59	76	59	76	40	82	40	82
Virginia	63	65	67	69	71	73	75	77	79	81	83	85
Washington	43.6	61.5	43.6	61.5	43.6	61.5	62.4	74.3	62.4	74.3	62.4	74.3
West Virginia	59	71	59	71	65.83	75.83	65.83	75.83	65.83	75.83	72.67	80.66
Wyoming	46.5	57	46.5	57	46.5	57	57.2	65.6	57.2	65.6	57.2	65.6

### Appendix III: State Annual Measurable Objectives by Subject Area for High School, School Years 2004–05 Through 2009–10 (continued)

#### Index States

The following states report their annual measurable objectives as index score targets. All other AMOs are reported as the percentage of students scoring proficient. For more information on index scores, please see page 11 of our 2007 report, *States Evidence: What It Means to Make 'Adequate Yearly Progress' Under NCLB*.

School Year	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Idaho***	60	72	60	72	70	78	83	85.6	83	85.6	88.7	90.4
Massachusetts	68.7	80.5	68.7	80.5	76.5	85.4	76.5	85.4	84.3	90.2	84.3	90.2
Minnesota^	76.7	82.3	28.13	64.77	28.13	64.77	38.4	69.8	48.66	74.84	58.93	79.87
New Hampshire	64	77	64	77	**	**	58	84	58	84	72	89
New York	139	148	146	154	152	159	159	165	166	171	173	177
Oklahoma	790	768	790	768	932	914	932	914	932	914	1074	1060
Rhode Island	54	68.8	54	68.8	54	68.8	63.2	75	63.2	75	63.2	75
Vermont	326	384	326	384	326	384	384	423	384	423	384	423
Wisconsin	47.5	67.5	47.5	67.5	47.5	67.5	58	74	58	74	58	74

States establish annual measurable objectives either across all grades, by grade span, or by individual grade. In states with combined grade spans, high school includes grade spans 9–12 and 7–11. In states reporting AMO's by individual grade, high school refers to individual grade 10 or 11. In North Dakota, high school refers to grade 12.

Several states revised their AMOs because of a change in the state assessment or in the grades assessed. This could result in a decrease or dramatic change in AMOs from one year to the next.

\*\*New Hampshire determined AYP status for elementary and middle grades by attendance rate only for school year 2004–05 because of a transition to a grades 3–8 testing system. High School AYP status will be determined solely on graduation rates for school year 2006–07 because of a transition from spring to fall testing.

^Have begun growth model programs.

\*\*\*Idaho began using an index system to determine AYP in the 2008–09 school year.