

Public Abstract

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Title: AYP Building Level Accountability Profiles: Missouri Public Schools 2004-2005

The purpose of this study was to provide data to identify Missouri Public School Building variables that impact adequate yearly progress (AYP) status. The data were collected from Missouri Department of Elementary Education for the 2004-2005 school year. SPSS was used to analyze the data collected. The study design used descriptive statistics, ANOVA, and discriminate analysis (DA) to provide school personnel with information about factors that discriminate between school buildings that made AYP and those that did not.

School building variables of school size, class size, student teacher ratio, attendance rate, dropout rate, and discipline reports were found to make significant differences in impacting AYP status.

School districts have control over school building variables and need to find ways to make schools smaller or seem smaller, make classes smaller, increase attendance, lower the dropout rate and lower the number of discipline reports. The study also suggests that school personnel need to work with all students regardless of race or cultural background to improve achievement in this era of accountability for public schools.