## AYP and Diversity: How Do Schools Measure Up?

### Objectives/Goals
Adequate Yearly Progress (AYP) takes an essential role in today's society. But, ever since 2001 when the No Child Left Behind Act was passed, every school is expected to grow 1 point each year; both as a whole and in each numerically significant subgroup. This means that a school that has 25 subgroups and grows 1 point in 24 subgroups would get a "no" for AYP. Based on my research, I hypothesize that the more subgroups a school has the more difficult it is for them to be making AYP.

### Methods/Materials
To test my question, I did two things; a data analysis based on 2005 AYP scores and a random number generator. I did this to make sure that my results were the same in both situations. As testing began to develop, I was appalled to see that more than half of the schools were not making AYP. Also, when using my random number test, I saw that it was impossible to make AYP when a school had 37 subgroups.

### Results
After testing was complete, I proved my hypothesis to be correct and saw that schools with greater amounts of subgroups were not making AYP. 56% of California middle schools are not making AYP, while 44% are. Also, the random number test showed that of the 100 schools (trials), 81% of the schools with 37 subgroups were making it in 35 of the subgroups. This concludes my experiment, showing the bias in today's school system.

### Summary Statement
Analyzing the AYP test scores of California middle schools to see if as the diversity of a school grows, do their chance of making AYP become smaller?

### Help Received
Mrs. Sarah Sullivan (my principal); helped me conduct the random number generator and analyze the data.