

# How to Read District Adequate Yearly Progress Reports

Other Indicator

**2006-07 Preliminary AYP Report**  
*Other Indicator*

District: Greek SD

A district is identified for improvement if it does not meet AYP two years in a row in the same area (ELA, Math, Graduation).

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	Newly reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2004-2005	NOT MET	MET	MET	MET
2005-2006	NOT MET	MET	MET	MET
2006-2007	NOT MET	NOT MET	NOT MET	MET

\* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).

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# How to Read District Adequate Yearly Progress Reports

The No Child Left Behind Act of 2002 requires the annual determination of whether schools, districts, and states have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

A school or district that does not meet AYP should not be labeled as failing. The designation of not meeting AYP signals that the school or district as a whole, or one or more subgroups of students, is not "on track" for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

Districts may request a review of the preliminary determination for the district or any of its schools by providing additional data as outlined in the law prior to August 24, 2007.

**2006-07 Preliminary AYP Report Summary**

District: Greek SD AYP Designation: NOT MET

**Did the district meet the standard for AYP?**

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District	NOT MET	NOT MET	MET
Elementary Grades (K-5)	NOT MET	NOT MET	
Middle Grades (6-8)	NOT MET	NOT MET	
High School Grades (9-12)	NOT MET	NOT MET	

If any grade span does not meet AYP in the content area, then the district is designated as **not meeting AYP** in the content area. This designation is shown in the AYP History table at the bottom of the last page of the report. A district is identified for improvement if it does not meet AYP two years in a row in the same area (ELA, Math, Graduation).

The data used to determine the rating for any subgroup at any grade span, including the ratings for Participation, Academic Status, and Academic Growth are found on the next seven pages of the report.

English/Language Arts (Reading)	ELEM	MS	HS
All Students	NOT MET	NOT MET	NOT MET
Economically Disadvantaged	NOT MET	NOT MET	NOT MET
Limited English Proficient	MET	NOT MET	MET
Students with Disabilities	NOT MET	NOT MET	NOT MET
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	NOT MET	NOT MET	NOT MET
American Indian/Alaskan Native	MET	NOT MET	NOT MET
White (not of Hispanic origin)	NOT MET	NOT MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

In the Overall AYP section, if each grade span meets the targets in English/Language Arts and Mathematics, and the district meets the target for graduation, then the district is designated as **meeting AYP**. If any of the cells is not met, the district is designated as **did not meet AYP**.

To meet the English/Language Arts AYP requirement or the Math AYP requirement, each group at any grade span must meet the participation target and either the academic status target or both the academic growth and other indicator targets (if available).

Mathematics (Math)	ELEM	MS	HS
All Students	MET	MET	NOT MET
Economically Disadvantaged	NOT MET	MET	NOT MET
Limited English Proficient	MET	NOT MET	NOT MET
Students with Disabilities	NOT MET	NOT MET	NA
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	NOT MET	MET	NOT MET
American Indian/Alaskan Native	MET	MET	NOT MET
White (not of Hispanic origin)	MET	MET	NOT MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

NA is used when a group does not have the minimum number of 42 test scores (over two years) needed to determine a valid AYP designation.

To meet AYP, subgroups are only required to meet attendance (graduation) when the academic status target is not met.

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# How to Read District Adequate Yearly Progress Reports

**2006-07 Preliminary AYP Report**  
Reading Knowledge and Skills High School Details

District: Greek SD

**Participation Target: 95%**

Participation	Participation	2005-2006		2006-2007		Participation Denominator	Participation Rate
		05-06	06-07	05-06	06-07		
All Students	MET	218	168	4	6	396	97
Economically Disadvantaged	MET	129	127	2	6	264	97
Limited English Proficient	MET	96	22	2	0	120	98
Students with Disabilities	MET	39	27	2	1	69	96
Asian/Pacific Islander	NA	1	3	0	1	5	80
Black (not of Hispanic origin)	NA	0	1	0	0	1	100
Hispanic origin	MET	59	57	1	4	121	96
American Indian/Alaskan Native	MET	74	46	2	1	123	98
White (not of Hispanic origin)	MET	83	57	1	0	141	99
Multi-Racial/Multi-Ethnic	NA	1	1	0	0	2	100

Participation Rate is calculated as  $\frac{\text{Participation}}{\text{Participation} + \text{Non Participation}}$

Non Participation is the count of student answer sheets marked absent or parent refusal or for students who do not have a valid test score.

For 05-06 and 06-07, Participation is the total number of valid test scores from students enrolled on the first school day in May.

If the combined participation rate or the participation rate in the most current year is greater than or equal to the 95% target, the participation target is met.

The participation requirement does not apply for subgroups if the Total N is less than 40.

Graduates are students leaving school with a regular diploma requiring at least 22 credits.

Combined Graduation is the weighted average of the two graduation rates and is calculated as  $\frac{\text{Enroll} \times \% \text{Grad} (05 - 06) + \text{Enroll} \times \% \text{Grad} (06 - 07)}{\text{Enroll} (05 - 06) + \text{Enroll} (06 - 07)}$

Graduates are students leaving school with a regular diploma requiring at least 22 credits.

Enroll is the number of students enrolled in grades 9 – 12 on October 1.

% Grad is calculated as  $\frac{\# \text{ Grad}}{\# \text{ Grad} + \# \text{ Drop Out}}$

Participation Target: 95%

Academic Status

Academic Status	# Tests	2005-2006		2006-2007		% Met Status	Margin of Error	Adjusted Status
		05-06	06-07	05-06	06-07			
All Students	204	70	90	168	59	34.68	8.54	43.22
Economically Disadvantaged	118	28	41	127	38	26.94	10.53	37.46
Limited English Proficient	86	12	17	22	10	20.37	16.85	36.22
Students with Disabilities	36	3	3	27	2	7.94	20.76	28.88
Asian/Pacific Islander	1	1	1	3	0	25.00	*	*
Black (not of Hispanic origin)	0	0	0	1	0	0.00	*	*
Hispanic origin	55	13	17	57	16	25.89	15.57	41.46
American Indian/Alaskan Native	65	4	19	46	11	22.52	15.64	38.88
White (not of Hispanic origin)	82	42	53	57	31	52.52	13.97	66.49
Multi-Racial/Multi-Ethnic	1	0	0	1	0	0.00	*	*

The Adjusted Status is the % Met Status + the Margin of Error.

The % Met Status is calculated as:  $\frac{\text{total number of test scores meeting standards}}{\text{total number of test scores}}$

The rating for the Academic Growth target is only reported when the Academic Status rating is not met.

Academic Growth

Academic Growth	Standards % Met	2005-2006		2006-2007		Change in % Met	Growth Target
		05-06	06-07	05-06	06-07		
All Students	34.31	44.12	35.12	0.81	6.57		
Economically Disadvantaged	23.73	34.75	29.92	6.19	7.63		
Limited English Proficient	13.95	19.77	45.45	31.50	8.60		
Students with Disabilities	8.33	8.33	7.41	-0.93	9.17		
Asian/Pacific Islander	100.00	100.00	0.00	-100.00	*		
Black (not of Hispanic origin)	NA	NA	0.00	*	*		
Hispanic origin	23.64	30.91	28.07	4.43	7.64		
American Indian/Alaskan Native	21.54	29.23	23.91	2.37	7.85		
White (not of Hispanic origin)	51.22	64.63	54.39	3.17	4.88		
Multi-Racial/Multi-Ethnic	0.00	0.00	0.00	0.00	*		

The Growth Target of decreasing the percentage of test scores not meeting state standards is calculated as  $\frac{100 - \% \text{Met}}{10}$

If the Change in % Met is greater than or equal to the Growth Target, the Academic Growth target is met.

New performance standards were adopted for the 2006-07 academic year. So that data remain comparable over multiple years we have elected to apply the earlier standards to determining academic status but to apply the newer standards for academic growth.

Enrollment reported is for grades 9 - 12.

# How to Read District Adequate Yearly Progress Reports

**2006-07 Preliminary AYP Report**  
Other Indicator

District: Greek SD

**Graduation Target: 68.1%**

Graduation	#Enroll	#Grad	#DO	%Grad	2004-2005		2005-2006		Combined Graduation
					#Enroll	%Grad	#Enroll	%Grad	
All Students	896	148	52	74.0	916	144	62	69.9	71.9
Economically Disadvantaged	516	70	21	76.9	524	66	30	68.8	72.8
Limited English Proficient	342	19	17	52.8	353	34	4	89.5	71.4
Students with Disabilities	134	10	5	66.7	129	17	8	68.0	67.3
Asian/Pacific Islander	6	1	0	100.0	8	0	0	100.0	100.0
Black (not of Hispanic origin)	4	0	0	0	5	1	0	100.0	100.0
Hispanic origin	221	31	11	73.8	256	40	19	67.6	70.6
American Indian/Alaskan Native	293	40	18	69.0	294	31	25	55.4	62.1
White (not of Hispanic origin)	362	76	12	86.4	349	72	18	80.0	83.2
Multi-Racial/Multi-Ethnic	7	0	0	0	0	0	0	0	0

Graduation Target: 68.1%

Graduates are students leaving school with a regular diploma requiring at least 22 credits.

Combined Graduation is the weighted average of the two graduation rates and is calculated as  $\frac{\text{Enroll} \times \% \text{Grad} (05 - 06) + \text{Enroll} \times \% \text{Grad} (06 - 07)}{\text{Enroll} (05 - 06) + \text{Enroll} (06 - 07)}$

Enroll is the number of students enrolled in grades 9 – 12 on October 1.

% Grad is calculated as  $\frac{\# \text{ Grad}}{\# \text{ Grad} + \# \text{ Drop Out}}$

Attendance Target: 92.0%

Attendance

Attendance	Enroll	% Attend.	2005-2006		2006-2007		Combined Attendance
			Enroll	% Attend.	Enroll	% Attend.	
All Students	672	90.8	662	91.5	91.5		
Economically Disadvantaged	484	90.2	518	91.1	90.7		
Limited English Proficient	218	89.1	182	90.9	89.9		
Students with Disabilities	86	88.8	71	88.2	88.5		
Asian/Pacific Islander	3	93.1	2	96.2	94.2		
Black (not of Hispanic origin)	7	92.5	9	90.6	91.4		
Hispanic origin	194	92.3	204	94.0	93.2		
American Indian/Alaskan Native	222	87.0	200	87.5	87.2		
White (not of Hispanic origin)	241	92.9	225	92.7	92.8		
Multi-Racial/Multi-Ethnic	0	0	5	90.7	90.7		

Attendance Target: 92.0%

Attendance

Attendance	Enroll	% Attend.	2005-2006		2006-2007		Combined Attendance
			Enroll	% Attend.	Enroll	% Attend.	
All Students	1421	92.4	1491	92.7	92.6		
Economically Disadvantaged	1088	91.9	1179	92.5	92.2		
Limited English Proficient	678	91.4	643	91.9	91.6		
Students with Disabilities	157	91.4	124	92.2	91.8		
Asian/Pacific Islander	8	95.2	6	95.3	95.2		
Black (not of Hispanic origin)	11	92.6	10	94.0	93.3		
Hispanic origin	501	93.6	550	94.5	94.1		
American Indian/Alaskan Native	466	89.3	475	89.6	89.5		
White (not of Hispanic origin)	424	94.1	411	93.9	94.0		
Multi-Racial/Multi-Ethnic	3	89.3	6	93.0	91.8		

Attendance Target: 92.0%

These dates may be reported as Prior and Current rather than 2005-2006 and 2006-2007. This is because we require a minimum of 42 participants in any group for analysis. With small schools we must combine multiple years of data. This means that specific academic year references lose their meaning.

The Growth Target is only calculated if Total N is 42 or more.

## What do the gray columns on the 2006-07 AYP reports indicate?

The information inside the red box on the illustration below represents exclusively 2005-06 data (i.e. assessments for the 2005-06 academic years). These data are included in two forms, evaluated against both the 2005-06 achievement standards and the 2006-07 achievement standards, so that reasonable comparisons can be made to student results during the 2006-07 academic year.

**ELA Target: 50%**

Academic Status	Academic Status	2005-2006			2006-2007		% Met Status	Margin of Error	Adjusted Status
		# Tests	05-06 Standards # Met	06-07 Standards # Met	# Tests	# Met			
All Students	<b>MET</b>	174	157	122	182	131	80.90	8.73	89.63
Economically Disadvantaged	<b>MET</b>	84	72	53	90	55	72.99	12.49	85.48
Limited English Proficient	<b>MET</b>	26	20	13	32	17	63.79	21.63	85.43
Students with Disabilities	<b>MET</b>	23	14	7	25	7	43.75	23.78	67.53
Asian/Pacific Islander	NA	0	0	0	0	0			*
Black (not of Hispanic origin)	NA	1	1	1	2	2	100.00	*	*
Hispanic origin	<b>MET</b>	34	26	18	39	22	65.75	19.28	85.04
American Indian/Alaskan Native	NA	8	7	6	12	6	65.00	*	*
White (not of Hispanic origin)	<b>MET</b>	131	123	97	129	101	86.15	10.22	96.37
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0			*

  

Academic Growth	Academic Growth	2005-2006		2006-07	Change in % Met	Growth Target
		05-06 Standards % Met	06-07 Standards % Met	06-07 Standards % Met		
All Students	NA	90.23	70.11	71.98	1.86	2.99
Economically Disadvantaged	NA	85.71	63.10	61.11	-1.98	3.69
Limited English Proficient	NA	76.92	50.00	53.13	3.13	5.00
Students with Disabilities	NA	60.87	30.43	28.00	-2.43	6.96
Asian/Pacific Islander	NA					*
Black (not of Hispanic origin)	NA	100.00	100.00	100.00	0.00	*
Hispanic origin	NA	76.47	52.94	56.41	3.47	4.71
American Indian/Alaskan Native	NA	87.50	75.00	50.00	-25.00	*
White (not of Hispanic origin)	NA	93.89	74.05	78.29	4.25	2.60
Multi-Racial/Multi-Ethnic	NA					*

In the case of the school illustrated here, in 2005-06 the school submitted a total of 174 Reading/Literacy tests (*All Students*). Among these tests, the students' results on 157 met or exceeded the 2005-06 achievement standards. These data are from an elementary school so it is to be expected that fewer of these test results (only 122) met or exceeded the higher cut scores in the 2006-07 achievement standards.

2005-06 academic performance data (whether evaluated against 2005-06 or 2006-07 achievement standards) are not used in determining Academic Status. These data are used as a basis for the data used in the Academic Growth determination and is provided in this section as informational only..

The 2005-06 results measured against the 06-07 standards are converted to percentages and used in determining Academic Growth. This is done because it was necessary to put the 2005-06 results on the same scale as the 2006-07 results so that a fair comparison can be drawn between the 2005-06 results and the 2006-07 results.

Notice that the percentages in the *05-06 Standards % Met* are higher than the percentages under the *06-07 Standards % Met* even though both columns represent the same student testing events and results. This is because the cut scores in reading for elementary schools were raised somewhat with the adoption of the 2006-07 achievement standards.