

How to Read Elementary/Middle School Adequate Yearly Progress Reports

Attendance

Evergreen SD
Pine Elementary School

Attendance Target: 92.0%

Combined attendance is the weighted average of the two attendance rates and is calculated as:

$$\frac{\text{Enroll} \times \% \text{Att} (05 - 06) + \text{Enroll} \times \% \text{Att} (06 - 07)}{\text{Enroll} (05 - 06) + \text{Enroll} (06 - 07)}$$

Attendance	Attendance	2005-2006		2006-2007		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	258	93.8	241	93.6	93.7
Economically Disadvantaged	MET	258	94.0	241	93.6	93.8
Limited English Proficient	NA	41	95.2	38	94.3	94.8
Students with Disabilities	NA	31	94.2	28	93.5	93.9
Asian/Pacific Islander	NA	*	*	6	96.7	96.3
Black (not of Hispanic origin)	MET	71	93.8	154	93.5	93.7
Hispanic origin	MET	57	94.1	56	94.2	94.1
American Indian/Alaskan Native	NA	*	*	*	*	92.2
White (not of Hispanic origin)	NA	22	92.1	13	92.7	92.3
Multi-Racial/Multi-Ethnic	NA			8	94.7	94.7

If the % Attendance in 2006-2007 or the Combined Attendance is greater than or equal to the attendance target of 92.0%, the attendance rating is met.

Enroll is the number of students enrolled on May 1. A total of 84 students must be enrolled over the two years combined in order to determine a rating.

A school receiving Title I funds is identified for improvement if it has received a NOT MET rating for AYP two years in a row in the same area (English/ Language Arts, Math, Attendance).

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	Attendance
2004-2005	MET	MET	MET	MET
2005-2006	MET	MET	MET	MET
2006-2007	NOT MET	NOT MET	NOT MET	MET

* Suppressed due to insufficient data

08-08-2007

Page 4

How to Read Elementary/Middle School 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.

District: Evergreen SD
School: Pine Elementary School

2006-07 Preliminary AYP Report Summary

AYP Designation: **NOT MET**

Did the school meet the standard for AYP?

Overall AYP

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

The English/Language Arts AYP column and the Math AYP column are repeated from the charts below.

NA is used when the school does not have enough test scores for a group of students. The minimum number of test scores needed to determine a valid AYP designation is 42.

To meet the English/Language Arts AYP requirement or the Math AYP requirement, each group must meet the participation target and either the academic status target and either the academic growth and attendance targets. If attendance data is not available, the subgroups must meet participation and either the academic status or the academic growth targets.

If all groups meet the targets in English/ Language Arts and Mathematics, and the school meets the target for attendance the school is designated as *meeting AYP*. If any one target is not met, then the school is designated as *did not meet AYP*. New or reconfigured schools will have an AYP designation of *Note*.

If a group meets the Academic Status requirement, the Academic Growth column is marked NA. The group must meet either the Academic Status target or the Academic Growth target.

The ratings in the Participation, Academic Status, and Academic Growth columns are repeated from pages 2 and 3 of the report. The targets established for each of these categories and the data used to determine if the group met each requirement are also found on following pages.

The attendance rating is repeated from page 4 of the report. It is reported even if the group met the Academic Status target. Note that the group must meet the Academic Status target or both the Academic Growth and Attendance targets.

English/Language Arts (Reading)

	English/ Language Arts AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	NOT MET	NOT MET	MET	NA	MET
Economically Disadvantaged	NOT MET	NOT MET	MET	NA	MET
Limited English Proficient	NA	NA	NA	NA	NA
Students with Disabilities	NOT MET	NOT MET	NOT MET	NOT MET	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NOT MET	NOT MET	MET	NA	MET
Hispanic origin	MET	MET	MET	NA	MET
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA

Mathematics (Math)

	Math AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	MET	MET	MET	NA	MET
Limited English Proficient	NA	NA	NA	NA	NA
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	MET	MET	MET	NA	MET
Hispanic origin	MET	MET	MET	NA	MET
American Indian/Alaskan Native	NA	NA	NA	NA	NA
White (not of Hispanic origin)	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA

Subgroups are only required to meet attendance (graduation) when the academic status target is not met.

Page 1

How to Read Elementary/Middle School Adequate Yearly Progress Reports

Information on each of these pages applies to both.

For 2005-2006 and 2006-2007, Participation is the total number of valid test scores from students enrolled on the first school day in May.

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.

ELA Details

2006-07 Preliminary AYP Report
Reading Knowledge and Skills Details

District: Evergreen SD
School: Pine Elementary School

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		05-06	06-07	05-06	06-07		
All Students	NOT MET	124	137	0	24	285	92
Economically Disadvantaged	NOT MET	124	137	0	24	285	92
Limited English Proficient	NA	14	4	0	0	18	100
Students with Disabilities	NOT MET	21	22	0	5	48	90
Asian/Pacific Islander	NA	1	1	0	1	3	67
Black (not of Hispanic origin)	NOT MET	88	90	0	18	196	91
Hispanic origin	MET	25	33	0	2	60	97
American Indian/Alaskan Native	NA	1	2	0	0	3	100
White (not of Hispanic origin)	NA	8	10	0	2	20	90
Multi-Racial/Multi-Ethnic	NA	0	1	0	0	1	100

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.

Participation Rate is calculated as:

$$\frac{\text{Participation}}{\text{Participation} + \text{Non Participation}}$$

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

ELA Target: 50%

The participation target may be met using either a one or two year participation rate.

Academic Status	Academic Status	2005-2006		2006-2007		% Met Status	Margin of Error	Adjusted Status	
		# Tests	# Met	# Tests	# Met				
All Students	MET	123	54	75	137	51	54.62	10.22	64.83
Economically Disadvantaged	MET	123	91	75	137	51	54.62	10.22	64.83
Limited English Proficient	NA	14	7	6	*	*	*	*	*
Students with Disabilities	NOT MET	21	6	4	22	4	23.24	*	*
Asian/Pacific Islander	NA	*	*	1	*	*	*	*	*
Black (not of Hispanic origin)	MET	88	67	55	90	34	56.74	*	*
Hispanic origin	MET	25	16	14	33	10	44.83	*	*
American Indian/Alaskan Native	NA	*	*	1	*	*	*	*	*
White (not of Hispanic origin)	NA	7	5	3	10	5	58.82	*	*
Multi-Racial/Multi-Ethnic	NA	*	*	0	*	*	*	*	*

Tests is the number of test scores from students enrolled on May 1st for more than half the school year prior to May 1st for the knowledge and skills test.

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

Academic Growth	Academic Growth	2005-2006		2006-07		Change in % Met	Growth Target
		Standards % Met	Standards % Met	Standards % Met	Standards % Met		
All Students	NA	73.98	60.98	37.23	-36.76	2.60	
Economically Disadvantaged	NA	73.98	60.98	37.23	-36.76	2.60	
Limited English Proficient	NA	50.00	42.86	*	*	*	
Students with Disabilities	NOT MET	28.57	19.05	18.18	-10.39	7.14	
Asian/Pacific Islander	NA	*	100.00	*	*	*	
Black (not of Hispanic origin)	NA	76.14	62.50	37.78	-38.36	2.39	
Hispanic origin	NA	64.00	56.00	30.30	-33.70	3.60	
American Indian/Alaskan Native	NA	*	100.00	*	*	*	
White (not of Hispanic origin)	NA	71.43	42.86	50.00	-21.43	*	
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	*	

The Growth Target of decreasing the percentage of test scores not meeting state standards is calculated as:

$$100 - \% \text{Met}$$

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

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

Academic growth is calculated using the percentage of students in 2005-06 and 2006-07 meeting achievement/performance standards adopted 3/15/07.
* Suppressed due to insufficient data

How to Read Elementary/Middle School Adequate Yearly Progress Reports

Information on each of these pages applies to both.

Math Details

2006-07 Preliminary AYP Report
Mathematics Knowledge and Skills Details

District: Evergreen SD
School: Pine Elementary School

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		05-06	06-07	05-06	06-07		
All Students	MET	124	145	0	14	283	95
Economically Disadvantaged	MET	124	145	0	14	283	95
Limited English Proficient	NA	14	4	0	0	18	100
Students with Disabilities	MET	21	24	0	2	47	96
Asian/Pacific Islander	NA	1	1	0	1	3	67
Black (not of Hispanic origin)	MET	88	96	0	10	194	95
Hispanic origin	MET	25	35	0	0	60	100
American Indian/Alaskan Native	NA	1	2	0	0	3	100
White (not of Hispanic origin)	NA	8	10	0	2	20	90
Multi-Racial/Multi-Ethnic	NA	0	1	0	0	1	100

If the % Met Status or the Adjusted Status is greater than or equal to the Math Target of 49%, the Academic Status target is met.

The % Met Status is calculated as:

$$\frac{\text{total number of test scores meeting standards}}{\text{the total number of test scores}}$$

Math Target: 49%

The participation target may be met using either a one or two year participation rate.

Academic Status	Academic Status	2005-2006		2006-2007		% Met Status	Margin of Error	Adjusted Status	
		# Tests	# Met	# Tests	# Met				
All Students	MET	123	83	75	144	45	47.94	10.08	58.02
Economically Disadvantaged	MET	123	83	75	144	45	47.94	10.08	58.02
Limited English Proficient	NA	14	6	6	*	*	*	*	*
Students with Disabilities	NOT MET	21	7	4	24	3	22.22	24.56	46.78
Asian/Pacific Islander	NA	*	*	1	*	*	*	*	*
Black (not of Hispanic origin)	MET	88	62	56	96	27	48.37	12.15	60.52
Hispanic origin	MET	25	15	15	35	11	43.33	21.27	64.60
American Indian/Alaskan Native	NA	*	*	0	*	*	*	*	*
White (not of Hispanic origin)	NA	7	4	3	9	5	56.25	*	*
Multi-Racial/Multi-Ethnic	NA	*	*	0	*	*	*	*	*

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

Academic Growth	Academic Growth	2005-2006		2006-07		Change in % Met	Growth Target
		Standards % Met	Standards % Met	Standards % Met	Standards % Met		
All Students	NA	67.48	60.98	31.25	-29.73	3.90	
Economically Disadvantaged	NA	67.48	60.98	31.25	-29.73	3.90	
Limited English Proficient	NA	42.86	42.86	*	*	*	
Students with Disabilities	NOT MET	33.33	19.05	12.40	-6.55	8.10	
Asian/Pacific Islander	NA	*	100.00	*	*	*	
Black (not of Hispanic origin)	NA	70.45	63.64	28.11	-35.51	3.64	
Hispanic origin	NA	60.00	60.00	31.43	-28.57	4.00	
American Indian/Alaskan Native	NA	*	0.00	*	*	*	
White (not of Hispanic origin)	NA	57.14	42.86	55.56	*	*	
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	*	

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.

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.

Academic growth is calculated using the percentage of students in 2005-06 and 2006-07 meeting achievement/performance standards adopted 3/15/07.
* Suppressed due to insufficient data

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	MET	174	157	122	182	131	80.90	8.73	89.63
Economically Disadvantaged	MET	84	72	53	90	55	72.99	12.49	85.48
Limited English Proficient	MET	26	20	13	32	17	63.79	21.63	85.43
Students with Disabilities	MET	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	MET	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)	MET	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.