### How to Read District **Adequate Yearly Progress Reports**

Other Indicator

A district is identified for improvement

if it does not meet AYP two years in a

row in the same area (ELA, Math,

Graduation)

District: Greek SD

Designation

MET

NOT MET

PENDING

NOTE

AYP History

2004-2005

2005-2006

2006-2007

Explanation

Met AYP requirement

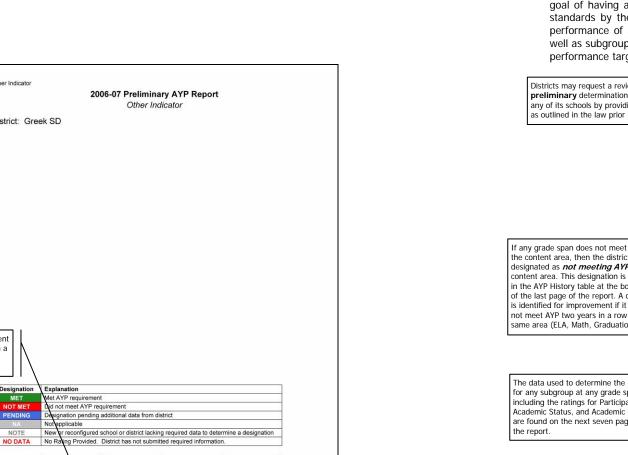
tapplicable

Overall AYP

NOT ME

NOT MET

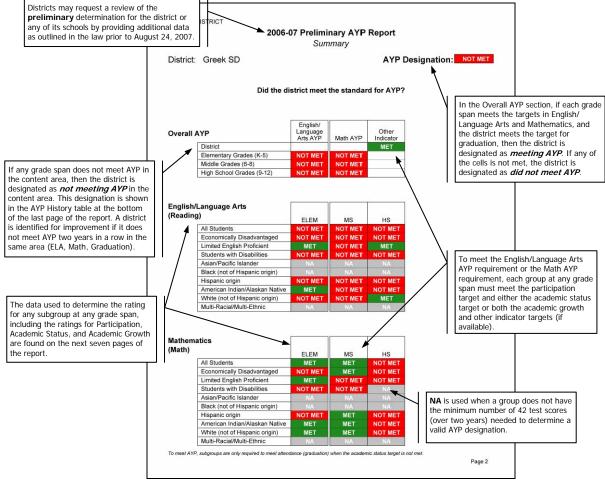
NOT MET



## How to Read District **Adequate Yearly Progress Reports**

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.

The No Child Left Behind Act of 2002 requires the annual 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.



English/

MET

MET

08-09-2007

NOT ME

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

anguage Arts AYP

Math AYP

MET

MET

NOT MET

Graduation

MET

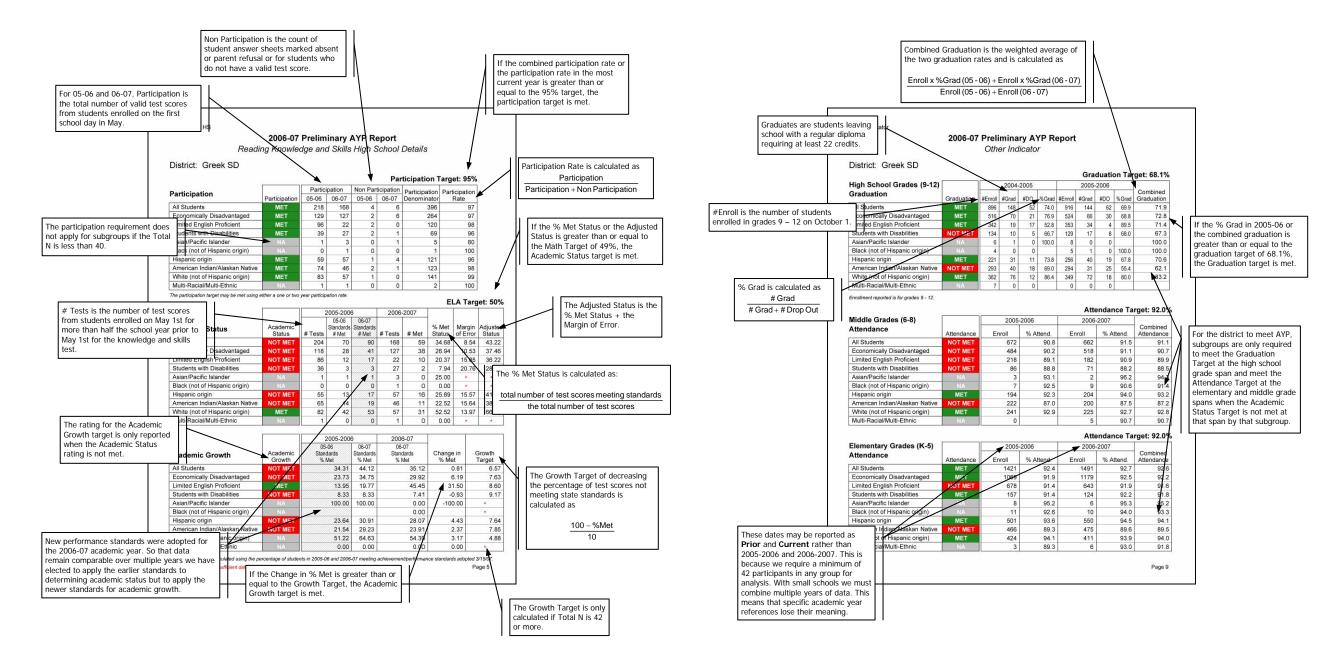
MET

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MET

#### How to Read District Adequate Yearly Progress Reports

## How to Read District Adequate Yearly Progress Reports



# 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: 500/

	ELA Target: 50%								
		2005-2006			2006-2007				
Academic Status	Academic Status	# Tests	05-06 Standards # Met	06-07 Standards # Met	# Tests	# Met	% Met Status	Margin of Error	Adjustec Status
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	2005-200 05-06 Standards % Met		6 06-07 Standards % Met	irds Standards				Growth Target
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	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.