



**Federal Adequate Yearly Progress (AYP) Summary Report 2010-11**

<b>District :</b>		
<b>Name :</b>	PROVO DISTRICT	
<b>Number :</b>	38	<b>Grade Span :</b> 10-12
<b>Did district make AYP?</b>		<b>Yes*</b>



2011 - 13

Group	Language Arts					Mathematics				
	Participation	Academic Achievement	Safe Harbor		Group OK?	Participation	Academic <sup>5</sup> Achievement	Safe Harbor		Group OK?
			10 % Rule	Additional <sup>2</sup> Indicator				10 % Rule	Additional <sup>2</sup> Indicator	
Whole LEA	Yes	Yes			Yes	Yes	Yes			Yes
Asian	NA	Yes			Yes	NA	Yes			Yes
African American	NA	Yes*			Yes*	NA	NA			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes			Yes
Hispanic	Yes	No	Yes*	Yes	Yes*	Yes	Yes*			Yes*
Pacific Islander	NA	Yes			Yes	NA	Yes			Yes
Economically Disadvantaged	Yes	No	Yes*	Yes	Yes*	Yes	Yes			Yes
Limited English Proficient	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes	Yes	Yes
Students with Disabilities	Yes	No	No	Yes	No	NA	Yes			Yes

Did the district and every group make AYP in the content area?	Grade Span	Language Arts	Mathematics
	3-8	Yes*	Yes
Did the district make AYP? <b>Yes*</b>	10-12	No	Yes*
		Language Arts	Mathematics
Is the district in Program Improvement? <sup>4</sup> <b>No</b>	Year in Program Improvement		

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)

2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.

3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.

4 If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details

5 2011 Secondary math calculations use only Algebra 1 scores of 10th grade students

**KEY**

- Yes Group meets the requirement
- No Group does not meet the requirement
- Yes\* Group within width of confidence interval of meeting requirement
- NA Group too small to be required to meet standard
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2011 - 13

Group	Language Arts (GOAL <sup>3</sup> = 82%)						Mathematics (GOAL <sup>3</sup> = 40%)						Attendance Graduation			
	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Rate	Rate
	N	%	N	%	N	%		N	%	N	% <sup>5</sup>	N	%		%	%
Whole LEA	910	98	849	86	799	88	Yes	884	99	746	65	446	40	Yes	96	94
Asian	22	N<40	21	95	30	83	Yes	21	N<40	15	100	12	58	Yes	98	N<40
African American	10	N<40	10	60	8	N<10	Yes*	12	N<40	9	N<10	7	N<10	Yes	96	N<40
American Indian	7	N<40	7	N<10	7	N<10	Yes	13	N<40	7	N<10	8	N<10	Yes	95	N<40
Caucasian	617	99	582	92	535	93	Yes	588	99	503	74	269	49	Yes	97	95
Hispanic	229	96	207	70	201	74	Yes*	227	98	192	38	135	25	Yes*	95	85
Pacific Islander	23	N<40	21	86	13	100	Yes	21	N<40	19	74	13	8	Yes	97	N<40
Economically Disadvantaged	369	97	326	73	284	76	Yes*	352	98	286	47	203	33	Yes	95	87
Limited English Proficient	97	95	89	43	71	44	Yes*	93	99	79	23	55	15	Yes	96	77
Students with Disabilities	82	99	77	42	75	51	No	37	N<40	30	40	59	54	Yes	94	86

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Did the district make AYP? <b>Yes*</b>	10-12	No	Yes*
		Language Arts	Mathematics
Is the district in Program Improvement? <sup>4</sup> <b>No</b>	Year in Program Improvement		

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2011 - 13

Group	Language Arts (GOAL <sup>3</sup> = 82.0%)				Mathematics (GOAL <sup>3</sup> = 40.0%)				Additional Indicator	
	Participation %		Academic Achievement		Participation %		Academic Achievement		Attendance Rate	
	District	State	District	State	District	State	District	State	District	State
All Students	98	100	86	87	99	100	65	63	96	94
Asian	N<40	99	95	83	N<40	100	100	65	N<40	96
AfAm/Black	N<40	100	60	67	N<40	99	N<10	42	N<40	92
American Indian	N<40	99	N<10	71	N<40	99	N<10	40	N<40	92
White	99	100	92	91	99	100	74	68	97	94
Hispanic/Latino	96	99	70	71	98	99	38	37	95	92
Pacific Islander	N<40	99	86	75	N<40	100	74	48	N<40	94
Economically Disadvantaged	97	99	73	78	98	99	47	48	95	92
Limited English Proficient	95	99	43	44	99	100	23	21	96	92
Students with Disabilities	99	99	42	55	N<40	99	40	30	94	91

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# of LEP students exempted from AYP calculations: 77

**Count of NCLB Classes Reported to the Clearinghouse, For Poverty Quartiles, Taught by Highly Qualified Educators for School Year 2010-2011**

	Not Highly Qualified	Highly Qualified	Total Classes Warehse	Percent Not HQ	Percent Highly Qualified
<b>PROVO DISTRICT</b>	<b>295</b>	<b>1,857</b>	<b>2,152</b>	<b>13.71%</b>	<b>86.29%</b>
<b>Elementary</b>	<b>31</b>	<b>285</b>	<b>316</b>	<b>9.81%</b>	<b>90.19%</b>
1st Poverty Quartile	4	16	20	20.00%	80.00%
4th Poverty Quartile	16	148	164	9.76%	90.24%
Other Poverty Quartiles	11	121	132	8.33%	91.67%
<b>Secondary</b>	<b>264</b>	<b>1,572</b>	<b>1,836</b>	<b>14.38%</b>	<b>85.62%</b>
1st Poverty Quartile	5	27	32	15.63%	84.38%
4th Poverty Quartile	36	210	246	14.63%	85.37%
Other Poverty Quartiles	223	1,335	1,558	14.31%	85.69%

\*\* This report does not reflect assignments reported to CACTUS  
 \*\* 4th Poverty Quartile is the quartile with the highest poverty percentage

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