

# Sample District School 1



Report Generated:  
January 09, 2012

## Estimated AYP Report

# 2011

Companies contracted by the California Department of Education release data files containing student test scores on STAR at the end of July. Readable reports are not available for weeks later. Key Data Systems provides reliable AYP estimates just days after the initial data files are released. This allows districts to make data-driven decisions for curriculum planning over the summer, before school reconvenes and reports are released to parents, the community, and board members. With these reports, schools and districts have more time to address potential areas of concern. The estimates also provide greater depth of analysis by generating subgroup comparisons, and grade level AYPs for each school/district.



# ESTIMATED 2011 AYP IMPORTANT INFORMATION

To our valued customers,

Please read this message entirely. It contains vital information concerning the accuracy of your Estimated AYP.

The Estimated AYP's provided are just that—ESTIMATED. Only the California Department of Education (CDE) can issue official AYP's. Key Data Systems makes no guarantee with regard to accuracy of the estimate except to say that our estimates are based on AYP algorithms constructed from the guidance provided by CDE. In past years, we have consistently matched exactly, or been within a few points of, the CDE computations. We test our algorithms by comparing them to manual computations by other data professionals. Every effort is made to trace and fix every possible mistake in coding and logic; we continuously test to make sure that our algorithms are stable and as accurate as possible.

If you want to inquire about one of our AYP estimates, feel free to call our office and ask for inspection or clarification. This type of feedback helps our quality control efforts. Please make your questions as specific as possible. For example, if your AYP for the EL subgroup indicates that only 75 students were considered, and you believe that there were 150 EL students that were supposed to take the test, then let us know that is your specific area of concern. We will be able to verify the number of students coded "EL" that counted in the AYP estimate and the number coded "EL" that took the test but did not count in the AYP. It is not impossible that there could be a computational error. But, in most cases regarding such questions we find that there have been problems in the coding (either Pre-ID or manual) of the STAR, CAPA, or CAHSEE demographic data. Miscoded STAR, CAPA or CAHSEE demographic data can have a considerable effect on the AYP. The demographic data fields potentially having a significant effect on the AYP are Ethnicity, Primary Disability, Language Proficiency, NSLP, Parent Education, Date First entered a US School (EL students), Scored Proficient or Above for three years on CST ELA (RFEP students), and inclusion in District and/or School CBEDS.

If you find a demographic data anomaly and you desire Key Data Systems to investigate it, please call our office at (951) 245-0828. Investigating and fixing these types of problems is one of the data services we offer. Each problem is different in scope and complexity (depending upon such factors as accuracy of Student Information System data and availability of source data) and fees are dependent on the time expended. We have had success in helping schools repair demographic data in time to ensure that the official AYP is an accurate representation of the school's performance.

Very sincerely,  
The Key Data Systems Team

## Estimated 2011 Adequate Yearly Progress (AYP)

January 09, 2012

County: Sample County  
District: Sample District  
School: School 1  
CDS Code: 99-99999-0000001  
Grade Range: 02 through 05

### 2011 AYP Percent Proficient or Above Targets

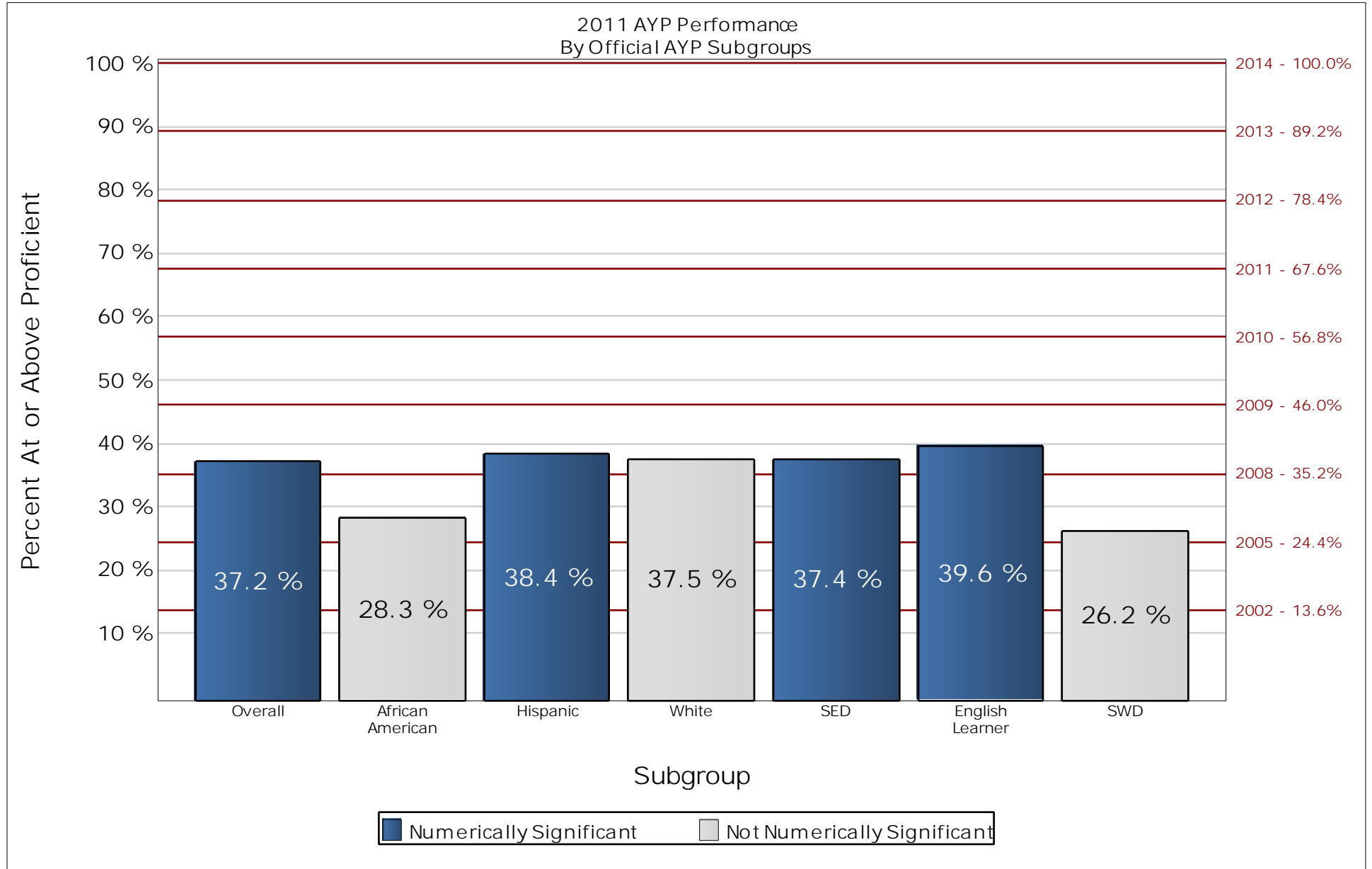
95.0% Participation Rate

67.6% English Language Arts Proficiency Rate

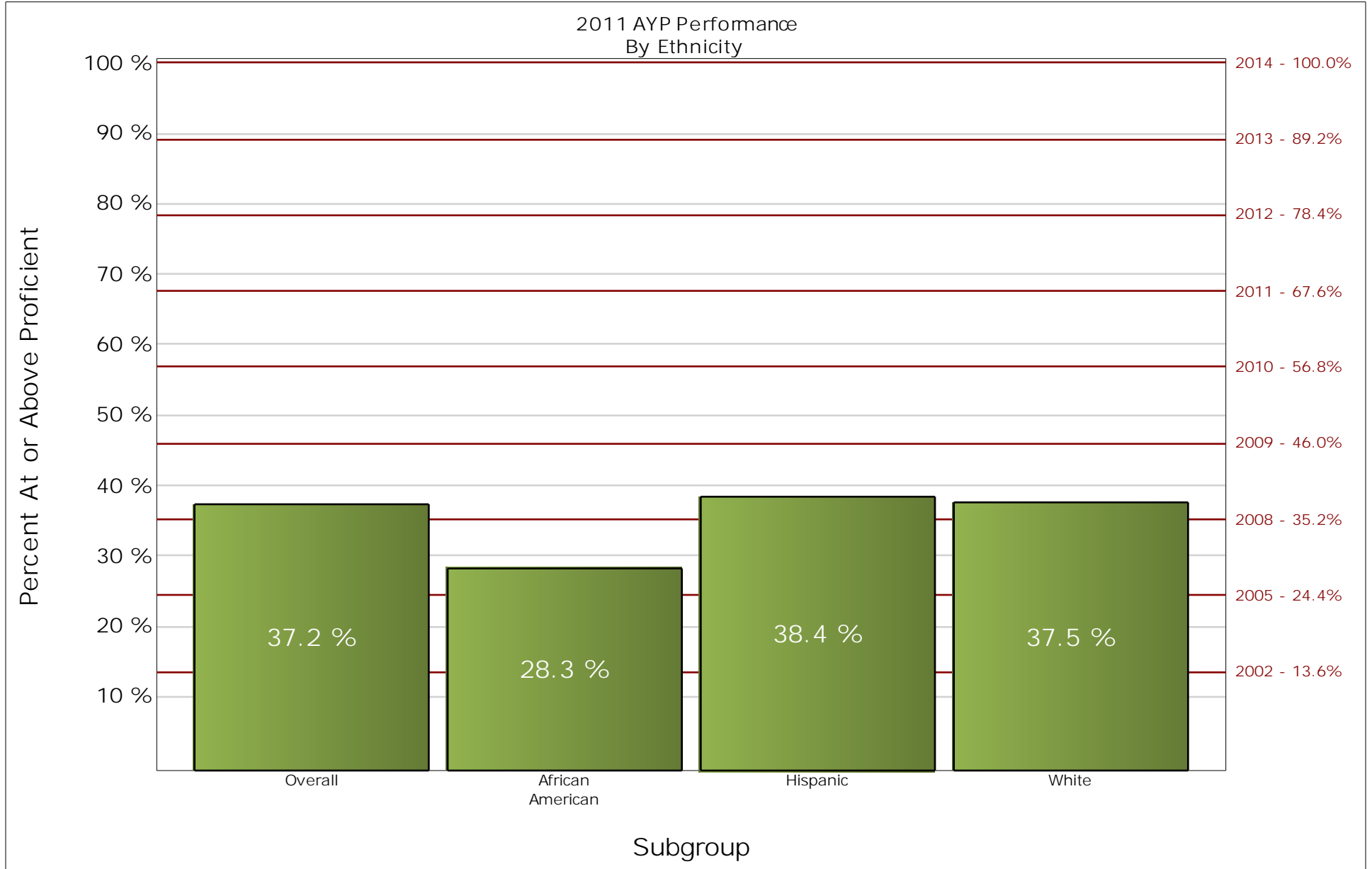
## English Language Arts

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	607	606	100.0%	Yes	532	198	37.2%	No	No
African American	73	73	100.0%	-	60	17	28.3%	-	-
American Indian	3	2	-	-	2	-	-	-	-
Asian	10	10	-	-	10	-	-	-	-
Filipino	3	3	-	-	3	-	-	-	-
Hispanic	479	479	100.0%	Yes	427	164	38.4%	No	No
Native Hawaiian/Pacific Islander	2	2	-	-	2	-	-	-	-
White	31	31	100.0%	-	24	9	37.5%	-	-
Two or More Races	6	6	-	-	4	-	-	-	-
SED*	574	574	100.0%	Yes	503	188	37.4%	No	No
English Learner**	364	364	100.0%	Yes	338	134	39.6%	No	No
SWD***	69	68	99.0%	-	61	16	26.2%	-	-
Grade 02	169	168	99.0%	Yes	148	49	33.1%	No	-
Grade 03	144	144	100.0%	Yes	129	36	27.9%	No	-
Grade 04	155	155	100.0%	Yes	139	60	43.2%	No	-
Grade 05	139	139	100.0%	Yes	116	53	45.7%	No	-
Female	322	322	100.0%	Yes	284	107	37.7%	No	-
Male	285	284	100.0%	Yes	248	91	36.7%	No	-

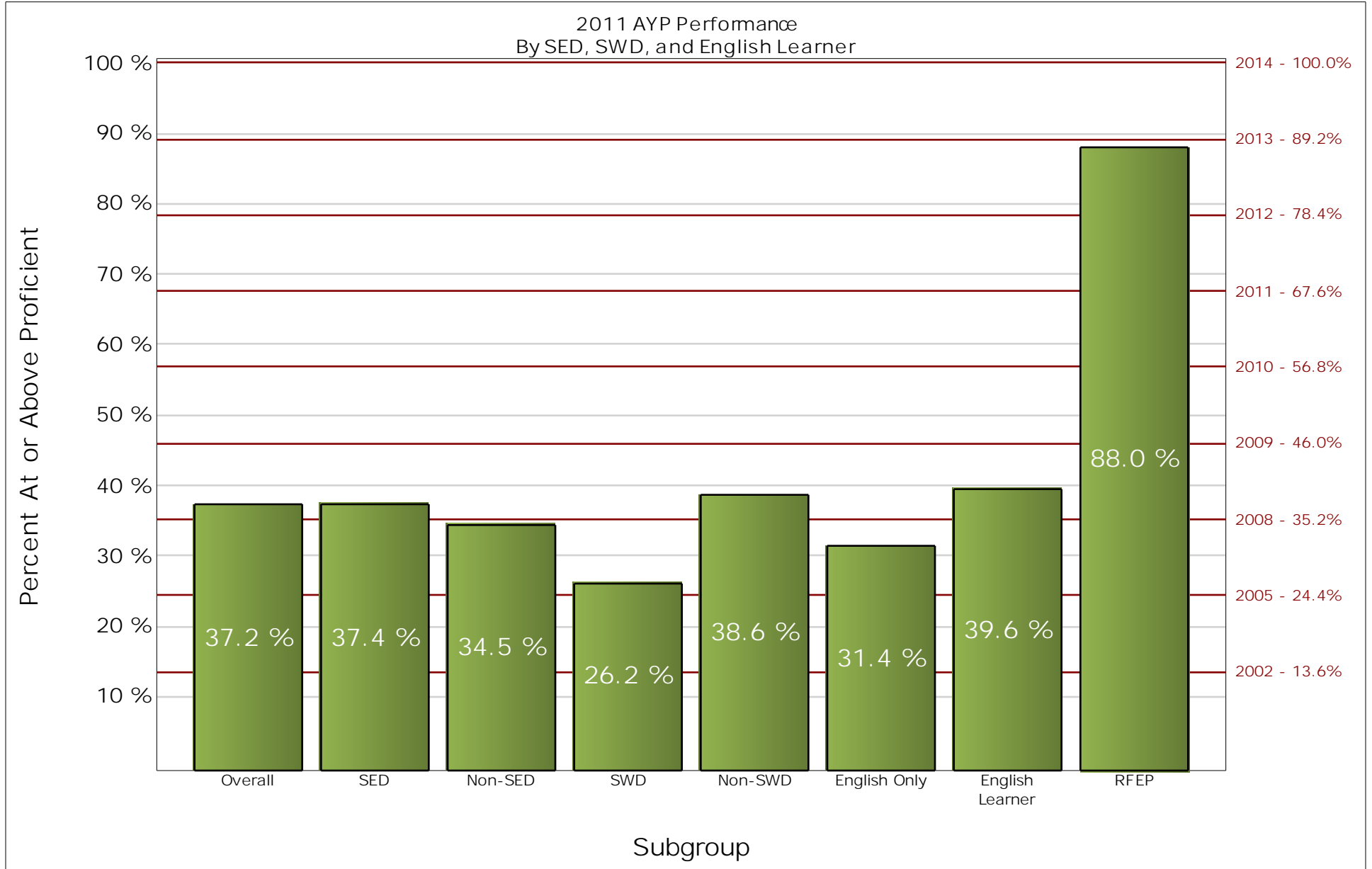
### Sample District School 1 English Language Arts



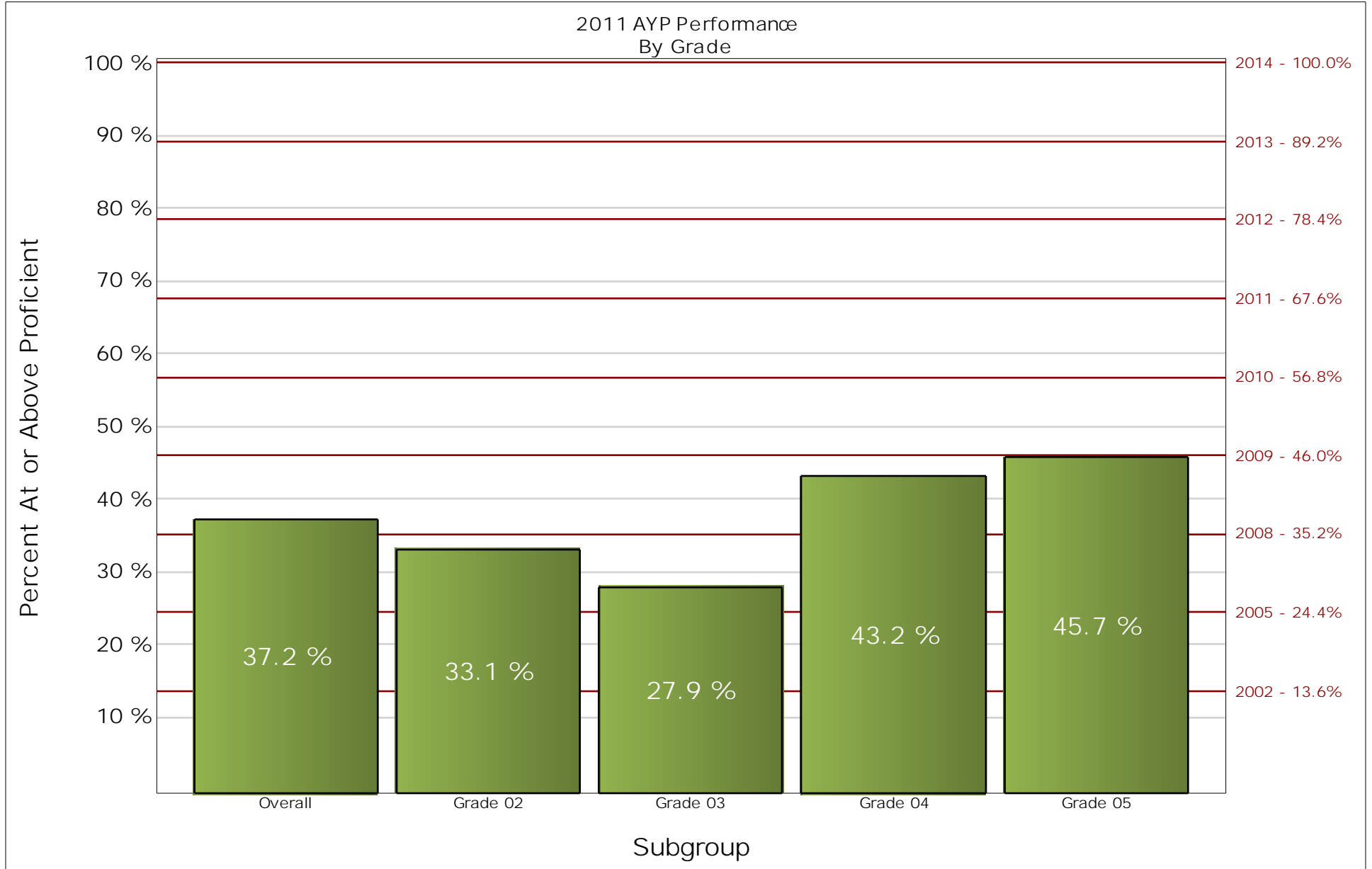
Sample District  
School 1  
English Language Arts



### Sample District School 1 English Language Arts



### Sample District School 1 English Language Arts



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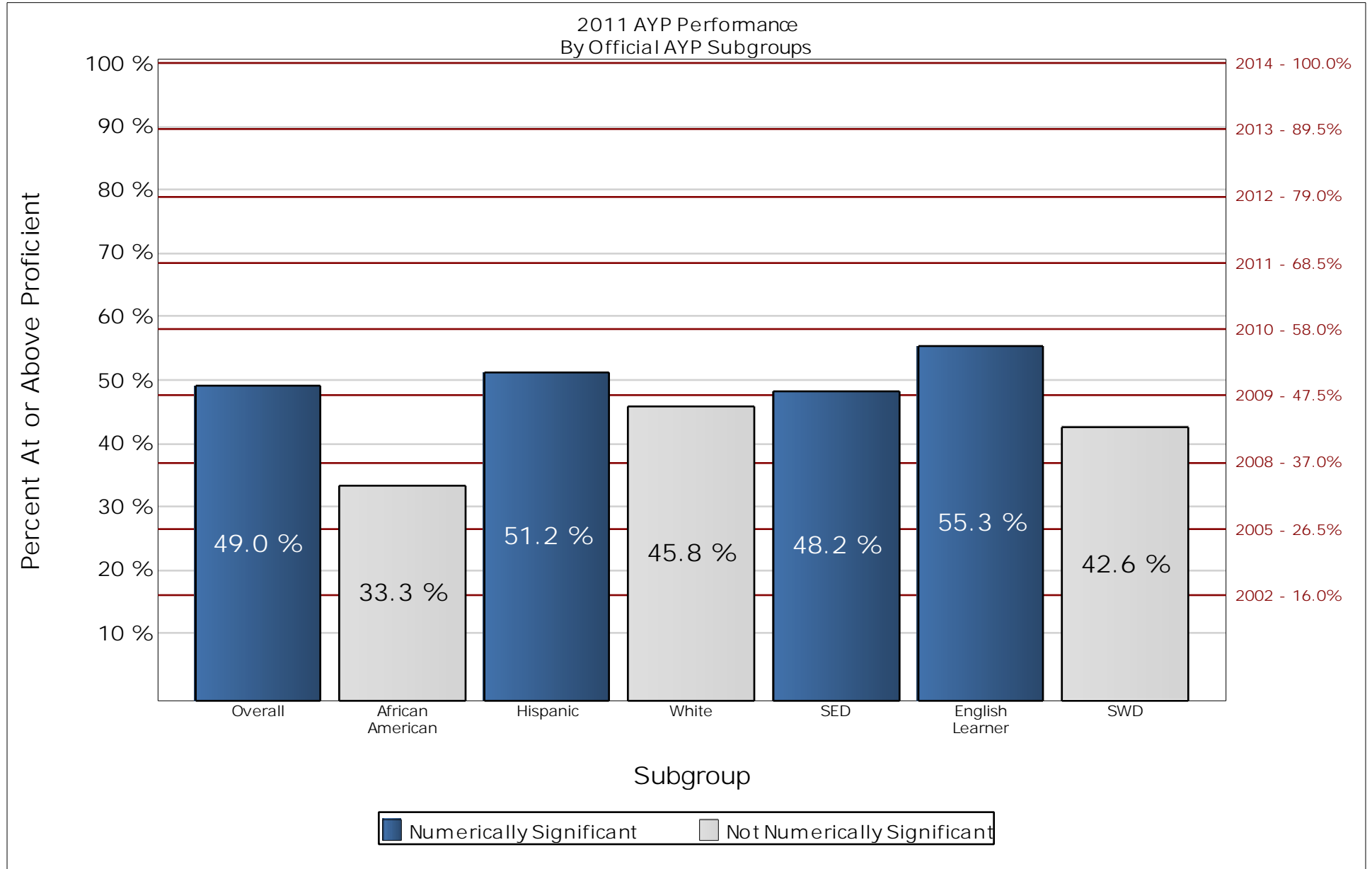
### 2011 AYP Percent Proficient or Above Targets

95.0% Participation Rate  
68.5% Mathematics Proficiency Rate

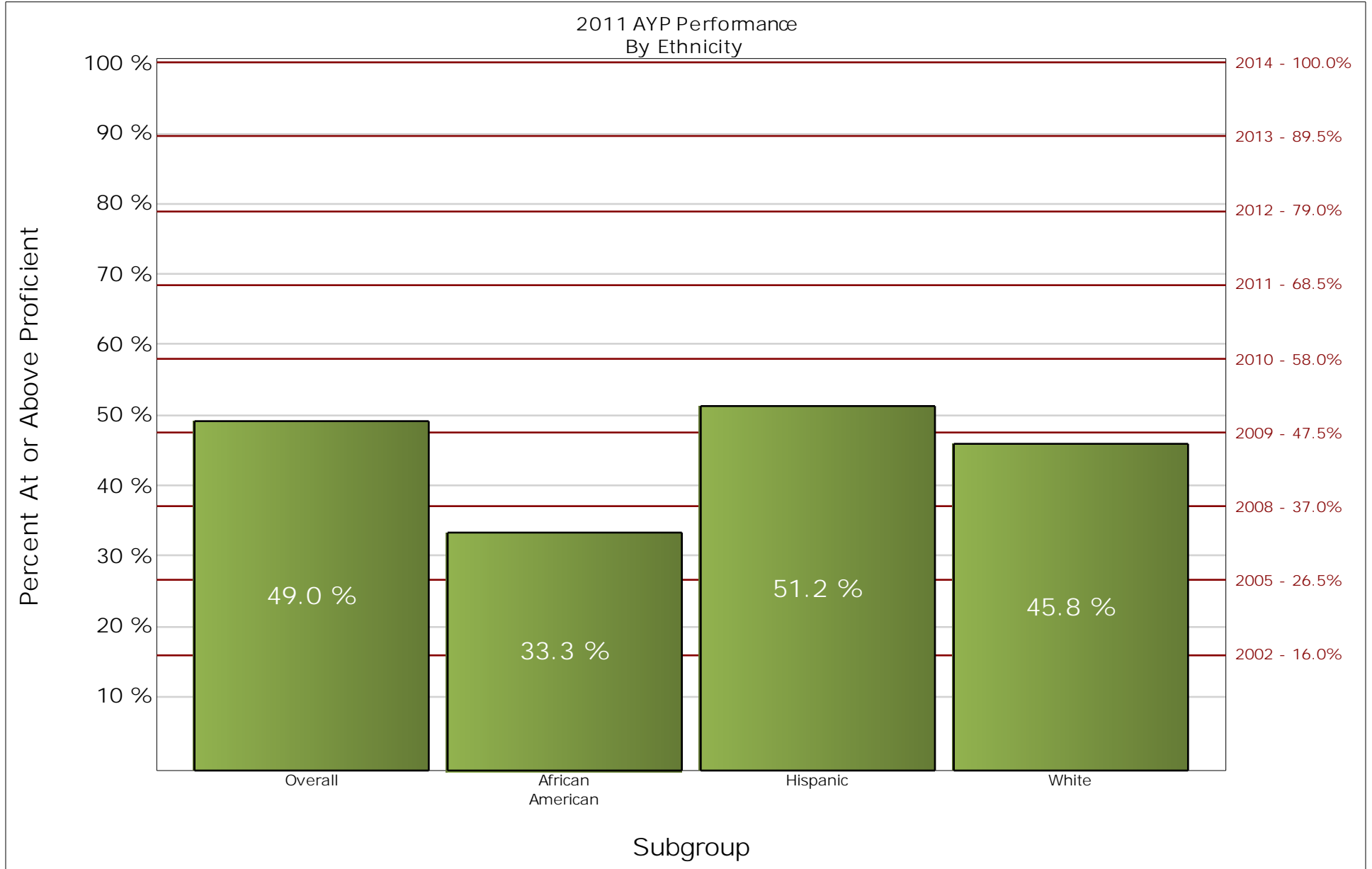
## Mathematics

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	606	604	100.0%	Yes	531	260	49.0%	No	No
African American	73	73	100.0%	-	60	20	33.3%	-	-
American Indian	3	2	-	-	2	-	-	-	-
Asian	10	10	-	-	10	-	-	-	-
Filipino	3	3	-	-	3	-	-	-	-
Hispanic	478	477	100.0%	Yes	426	218	51.2%	No	No
Native Hawaiian/Pacific Islander	2	2	-	-	2	-	-	-	-
White	31	31	100.0%	-	24	11	45.8%	-	-
Two or More Races	6	6	-	-	4	-	-	-	-
SED*	573	572	100.0%	Yes	502	242	48.2%	No	No
English Learner**	364	363	100.0%	Yes	338	187	55.3%	No	No
SWD***	69	68	99.0%	-	61	26	42.6%	-	-
Grade 02	169	167	99.0%	Yes	148	80	54.1%	No	-
Grade 03	144	144	100.0%	Yes	129	64	49.6%	No	-
Grade 04	154	154	100.0%	Yes	138	71	51.4%	No	-
Grade 05	139	139	100.0%	Yes	116	45	38.8%	No	-
Female	321	320	100.0%	Yes	283	139	49.1%	No	-
Male	285	284	100.0%	Yes	248	121	48.8%	No	-

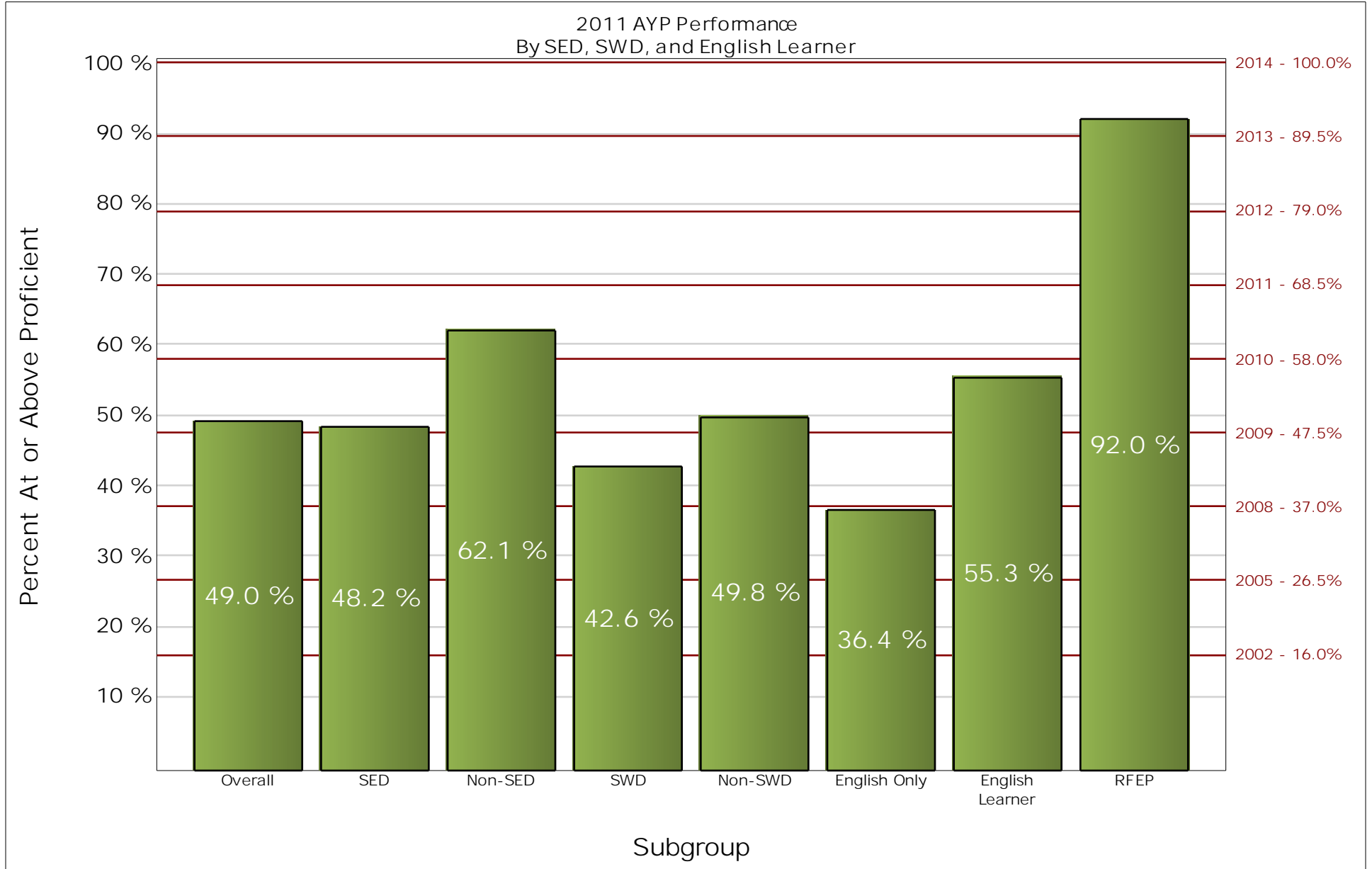
Sample District  
School 1  
Mathematics



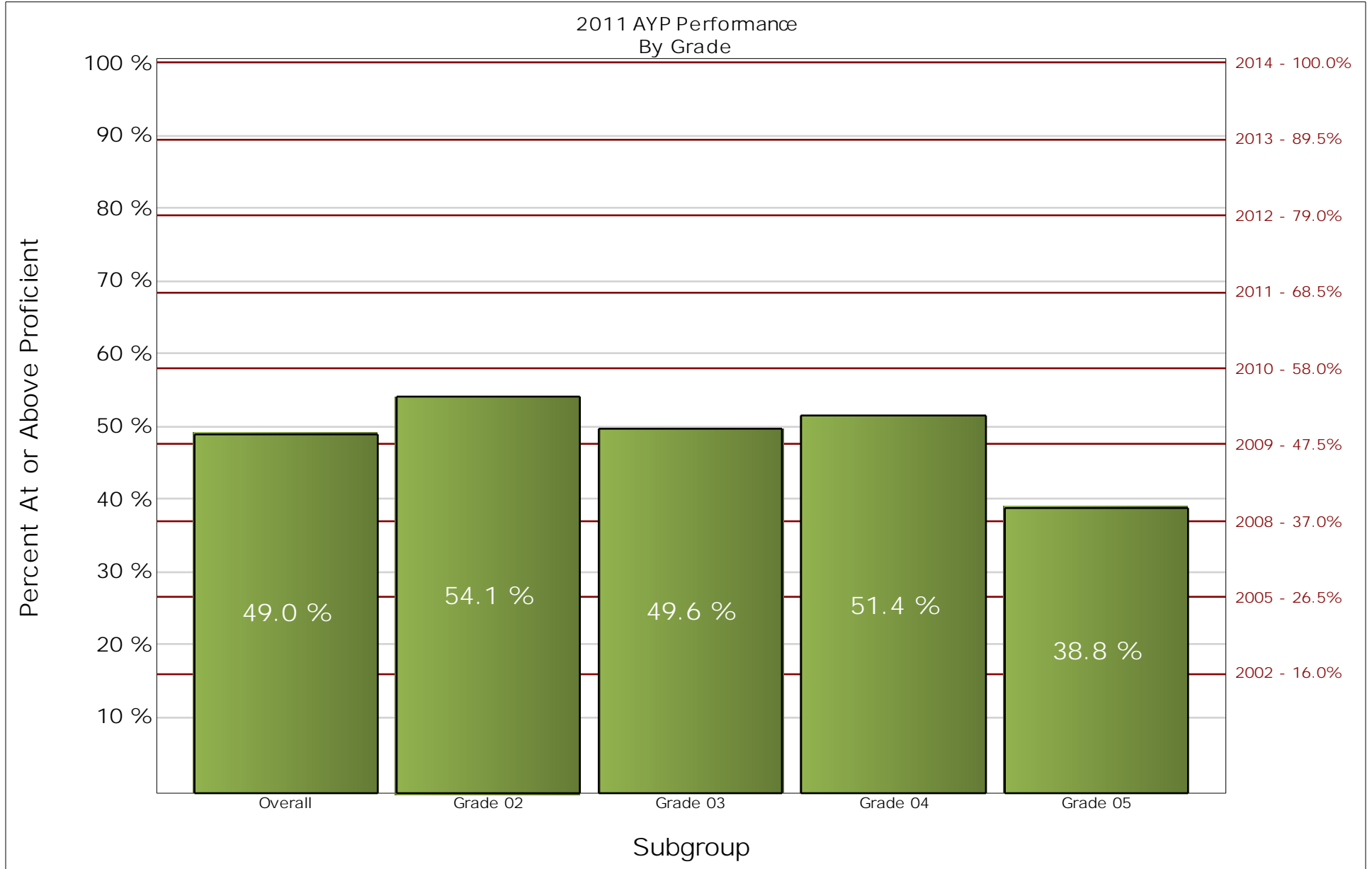
### Sample District School 1 Mathematics



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### Sample District School 1 Mathematics



## Glossary

Term	Definition
*SED	Socioeconomically Disadvantaged
**English Learners	In this context are students who meet the federally approved definition of Limited-English-Proficient (LEP) students for California: this includes not only state-designated English Learners but also Re-Designated fluent-English-proficient (RFEP) students who have not scored proficient or above for three years on the California Standards Test in ELA.
***SWD	The scores of Special ED students who were previously identified under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) but who are no longer receiving special education services will be included in the results for the SWD subgroup for up to two AYP determination cycles. These students, however, will not count in determining whether or not the SWD subgroup is numerically significant for the school or LEA.
Enrollment First Day of Testing	Is the count of 2nd through 8th grade STAR student records.
Number of Students Tested	Is the count of 2nd through 8th grade student records with a performance level (CAPA, CMA, STAR).
Met Participation Criteria	Will have a yes if met, no if not met, and "-" if the group is not numerically significant.
Valid scores	Is the number of student records with a performance level (CAPA, CMA, STAR) or score (CAHSEE) after applying AYP Exclusion Rules.
Proficient scores	Is the number of student records with a performance level (CAPA, CMA, STAR) of proficient or better and CAHSEE score of 380 or better for ELA and 380 or better for Math.
Met Proficient Criteria	Will have a yes if met, no if not met, and "-" if the group is not numerically significant.
Met AYP	Will have a "Yes" if AYP is met, "No" if AYP is not met, "-" if the group is not numerically significant, and "?" if there were CAHSEE Census errors.

## Alternate Method Definitions

Code	Description	Details
AJ	Adjustment for students with disabilities	If a school or LEA does not make AYP solely due to its students with disabilities subgroup not making AMOs, 20 percentage points were added to the school's or LEA's percent proficient for this subgroup. This alternative method was also applied to grade span calculations on the LEA PI Report when applicable.
SH	Passed by Safe Harbor	The school, LEA, or subgroup met the criteria for Safe Harbor, which is an alternate method of meeting the AMO if a school, LEA, or subgroup shows progress in moving students from scoring at the below proficient level to the proficient level or above on STAR, CAHSEE, and/or CAPA.
Y2	Passed by using 2-year average	Schools, LEAs, or subgroups that have not met AYP participation rate or percent proficient (AMO) criteria using a one-year formula met the participation rate or AMO using a two-year formula.
Y3	Passed by using 3-year average	Schools, LEAs, or subgroups that have not met AYP participation rate or percent proficient (AMO) criteria using a one- or two-year formula met the participation rate or AMO using a three-year formula.
PEND	Pending	Pending related to graduation rate data.