

# Sample District School 8



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 8  
CDS Code: 99-99999-0000008  
Grade Range: 09 through 10

### 2011 AYP Percent Proficient or Above Targets

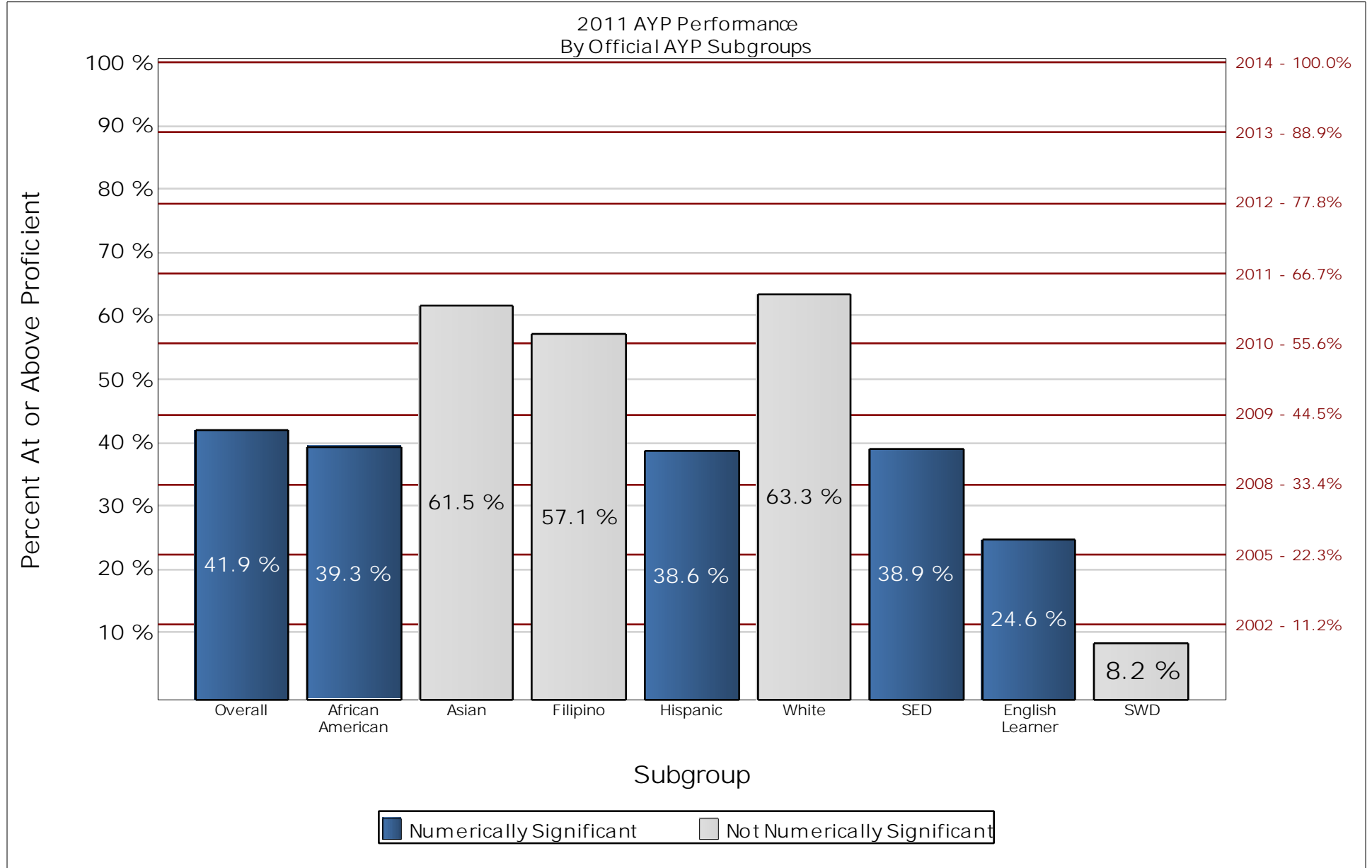
95.0% Participation Rate

66.7% English Language Arts Proficiency Rate

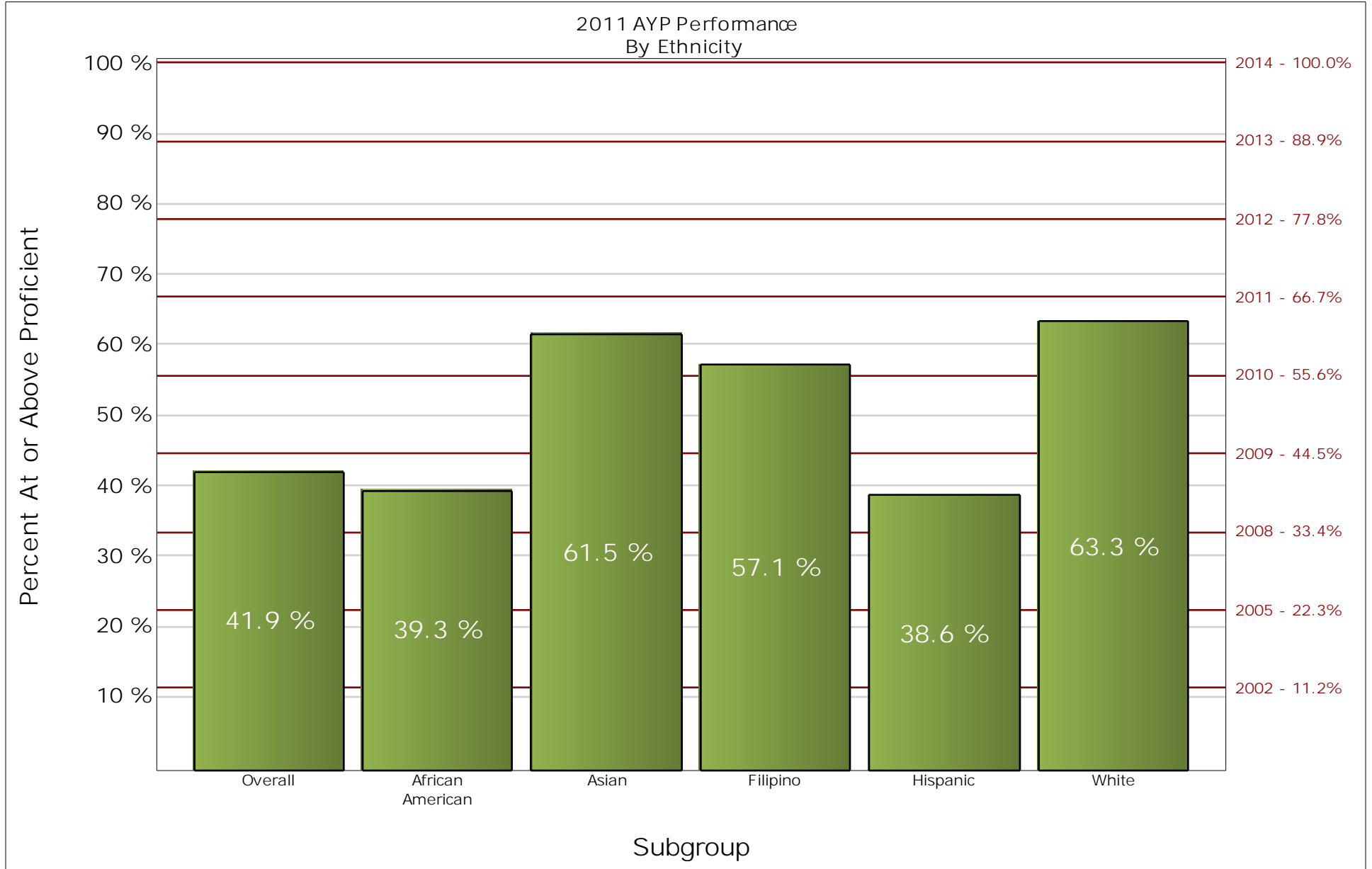
## English Language Arts

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	715	654	91.0%	No	609	255	41.9%	No	No
African American	143	131	92.0%	No	117	46	39.3%	No	No
American Indian	2	2	-	-	2	-	-	-	-
Asian	14	14	100.0%	-	13	8	61.5%	-	-
Filipino	14	14	100.0%	-	14	8	57.1%	-	-
Hispanic	469	434	93.0%	No	409	158	38.6%	No	No
Native Hawaiian/Pacific Islander	1	1	-	-	1	-	-	-	-
White	66	52	79.0%	-	49	31	63.3%	-	-
Two or More Races	6	6	-	-	4	-	-	-	-
SED*	583	537	92.0%	No	501	195	38.9%	No	No
English Learner**	262	246	94.0%	No	236	58	24.6%	No	No
SWD***	72	56	78.0%	-	49	4	8.2%	-	-
Grade 10	715	654	91.0%	No	609	255	41.9%	No	-
Female	371	344	93.0%	No	317	145	45.7%	No	-
Male	343	310	90.0%	No	292	110	37.7%	No	-

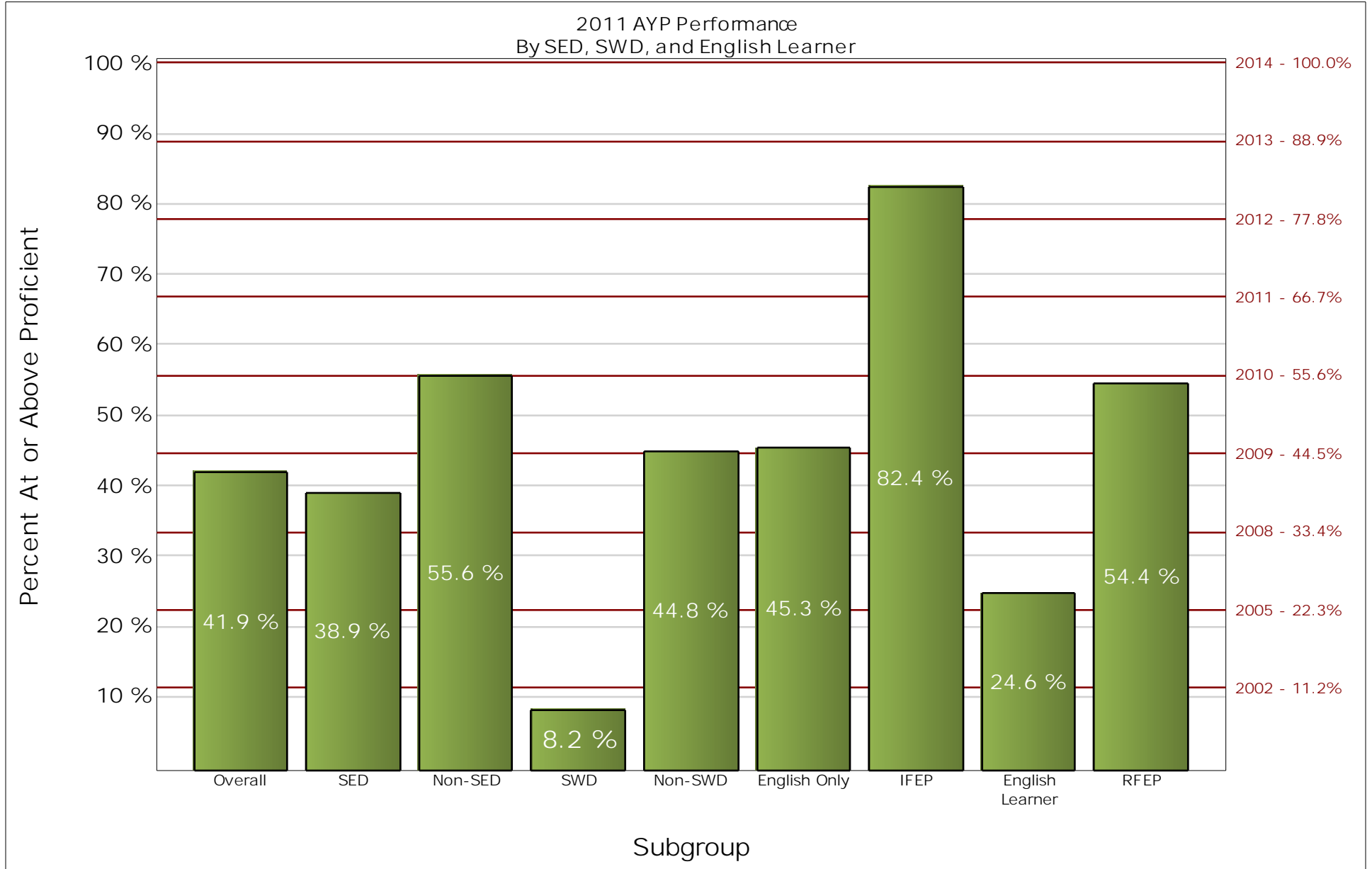
Sample District  
School 8  
English Language Arts



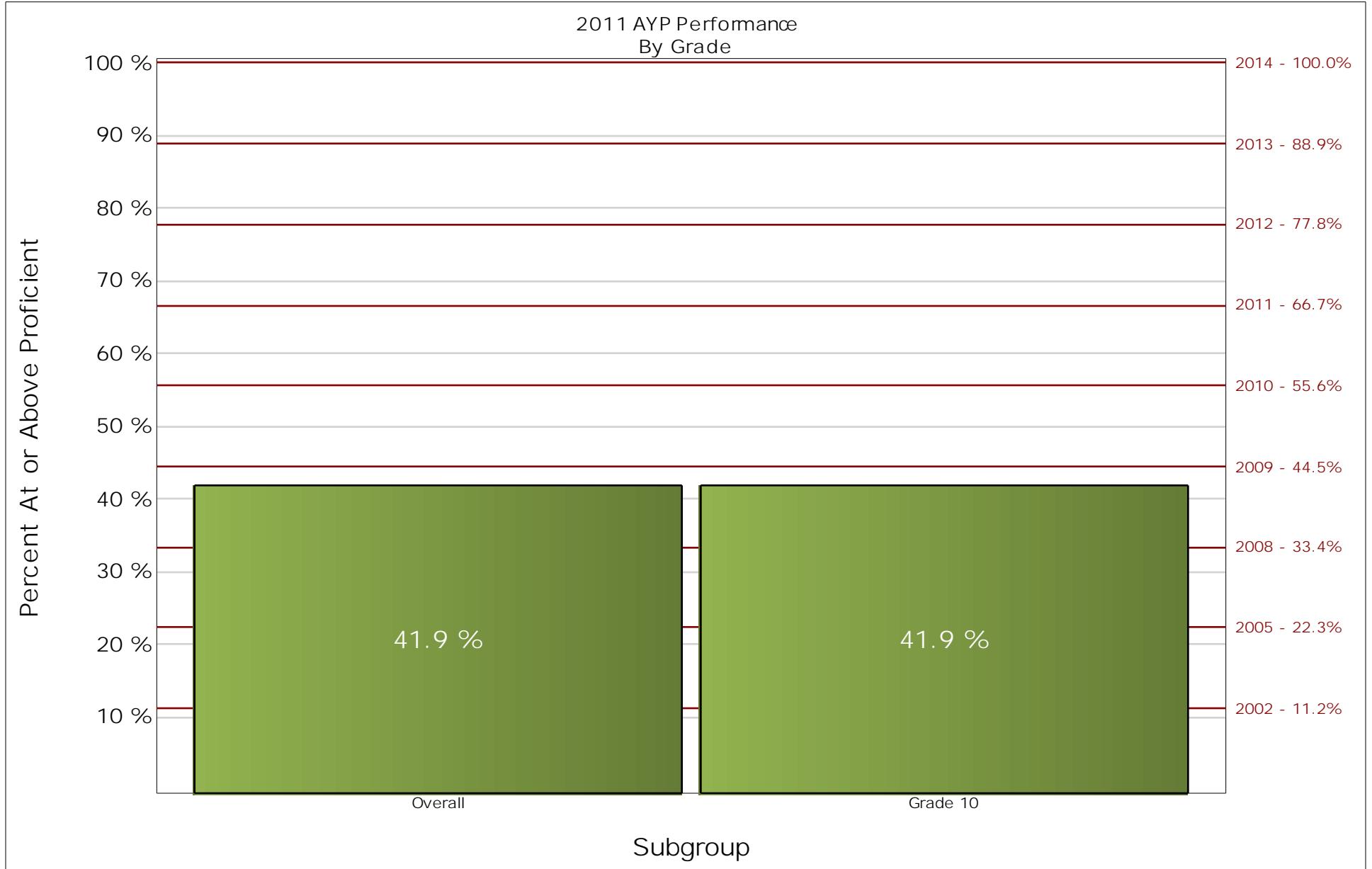
### Sample District School 8 English Language Arts



Sample District  
School 8  
English Language Arts



### Sample District School 8 English Language Arts



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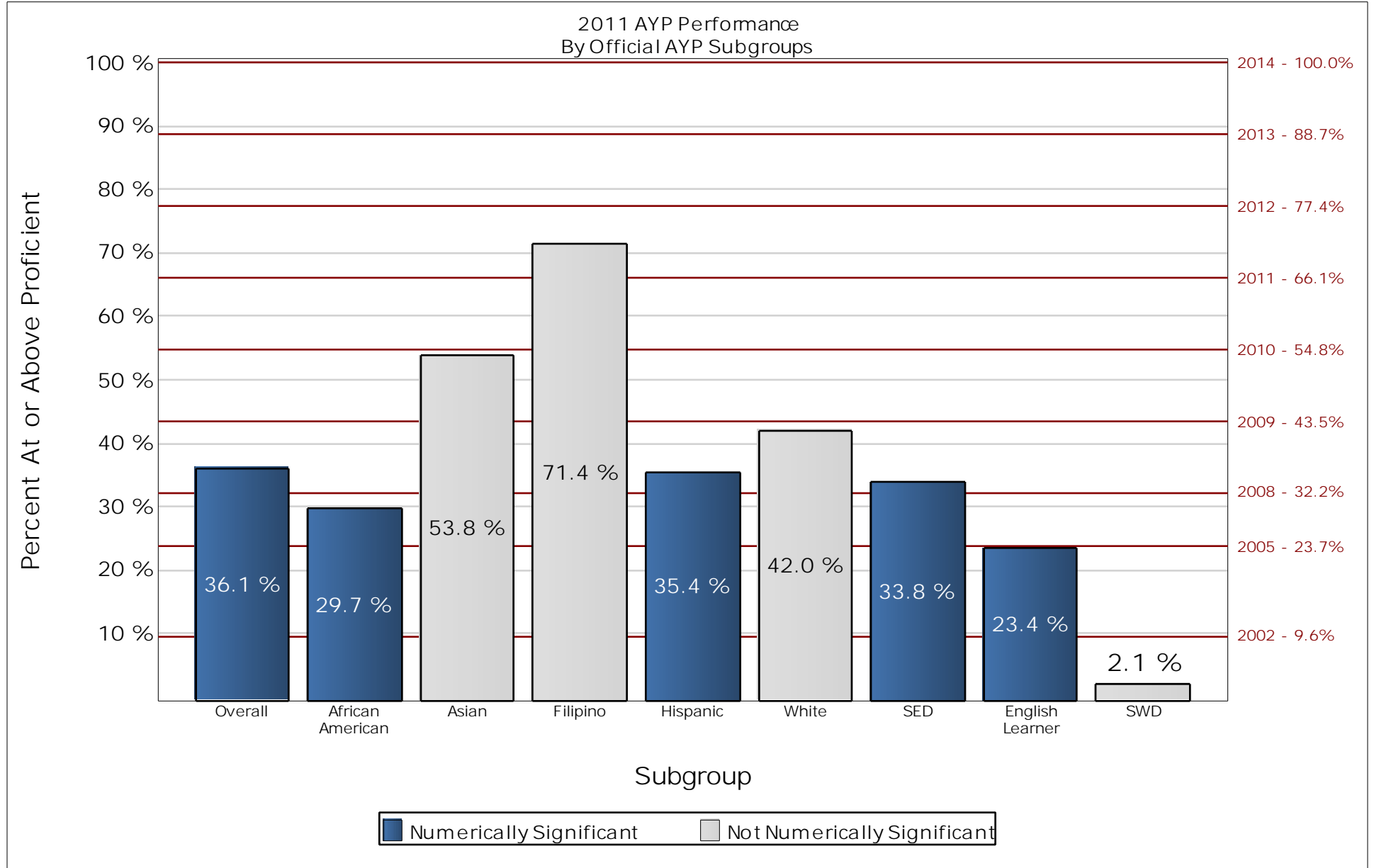
95.0% Participation Rate

66.1% Mathematics Proficiency Rate

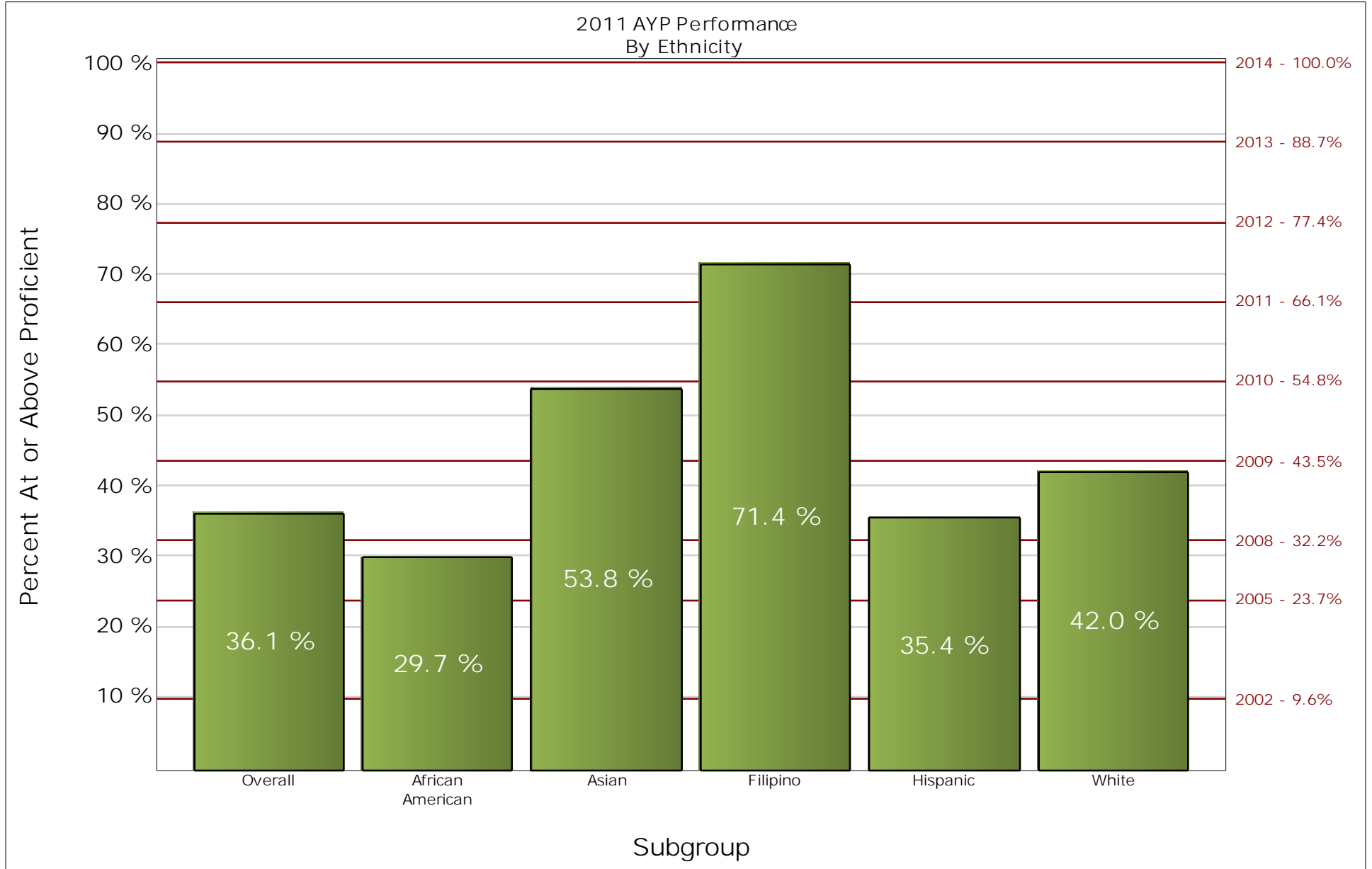
## Mathematics

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	715	664	93.0%	No	617	223	36.1%	No	No
African American	143	133	93.0%	No	118	35	29.7%	No	No
American Indian	2	2	-	-	2	-	-	-	-
Asian	14	14	100.0%	-	13	7	53.8%	-	-
Filipino	14	14	100.0%	-	14	10	71.4%	-	-
Hispanic	469	441	94.0%	No	415	147	35.4%	No	No
Native Hawaiian/Pacific Islander	1	1	-	-	1	-	-	-	-
White	66	53	80.0%	-	50	21	42.0%	-	-
Two or More Races	6	6	-	-	4	-	-	-	-
SED*	583	544	93.0%	No	506	171	33.8%	No	No
English Learner**	262	249	95.0%	Yes	239	56	23.4%	No	No
SWD***	72	55	76.0%	-	48	1	2.1%	-	-
Grade 10	715	664	93.0%	No	617	223	36.1%	No	-
Female	371	350	94.0%	No	322	112	34.8%	No	-
Male	343	313	91.0%	No	295	111	37.6%	No	-

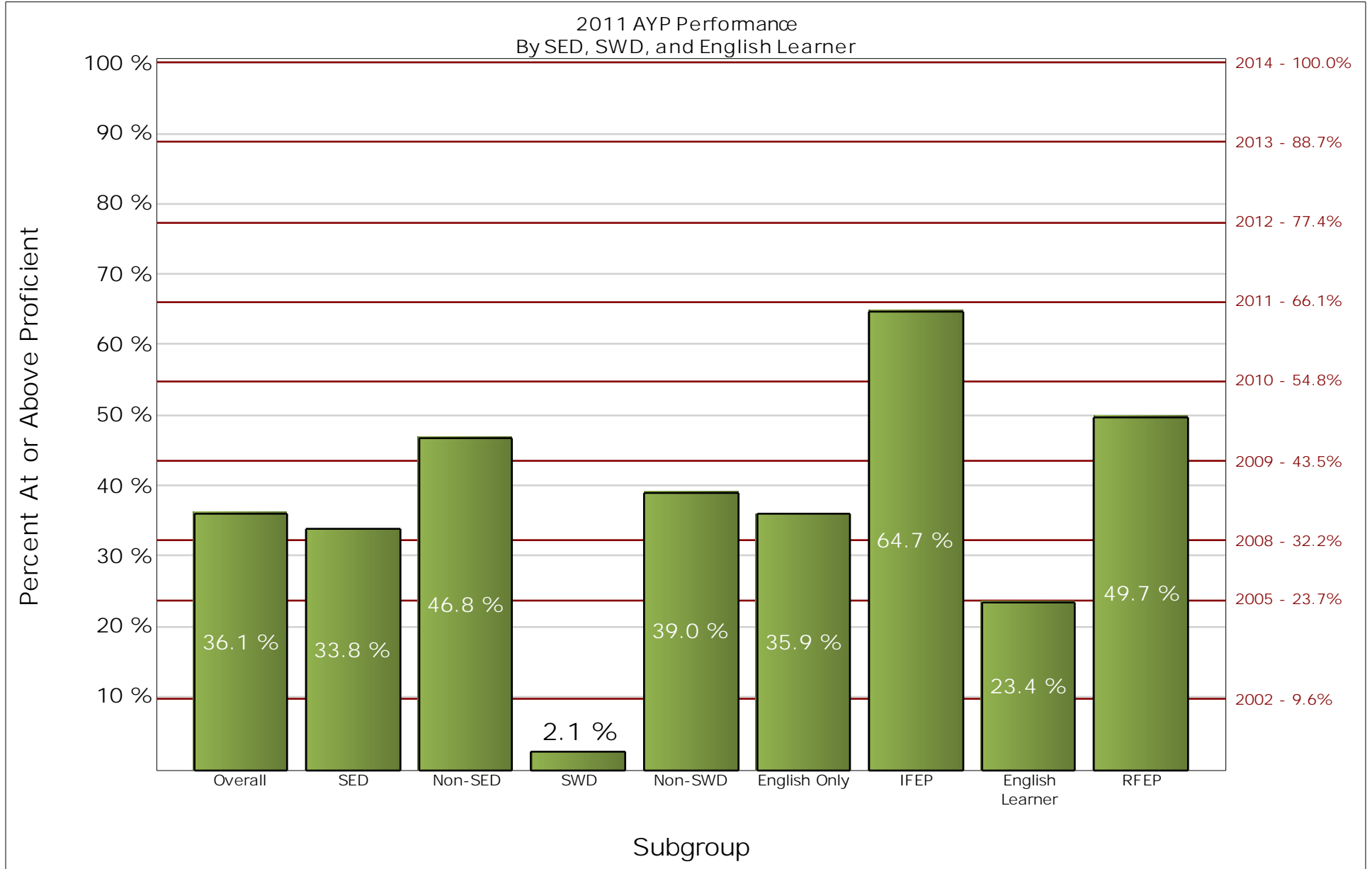
Sample District  
School 8  
Mathematics



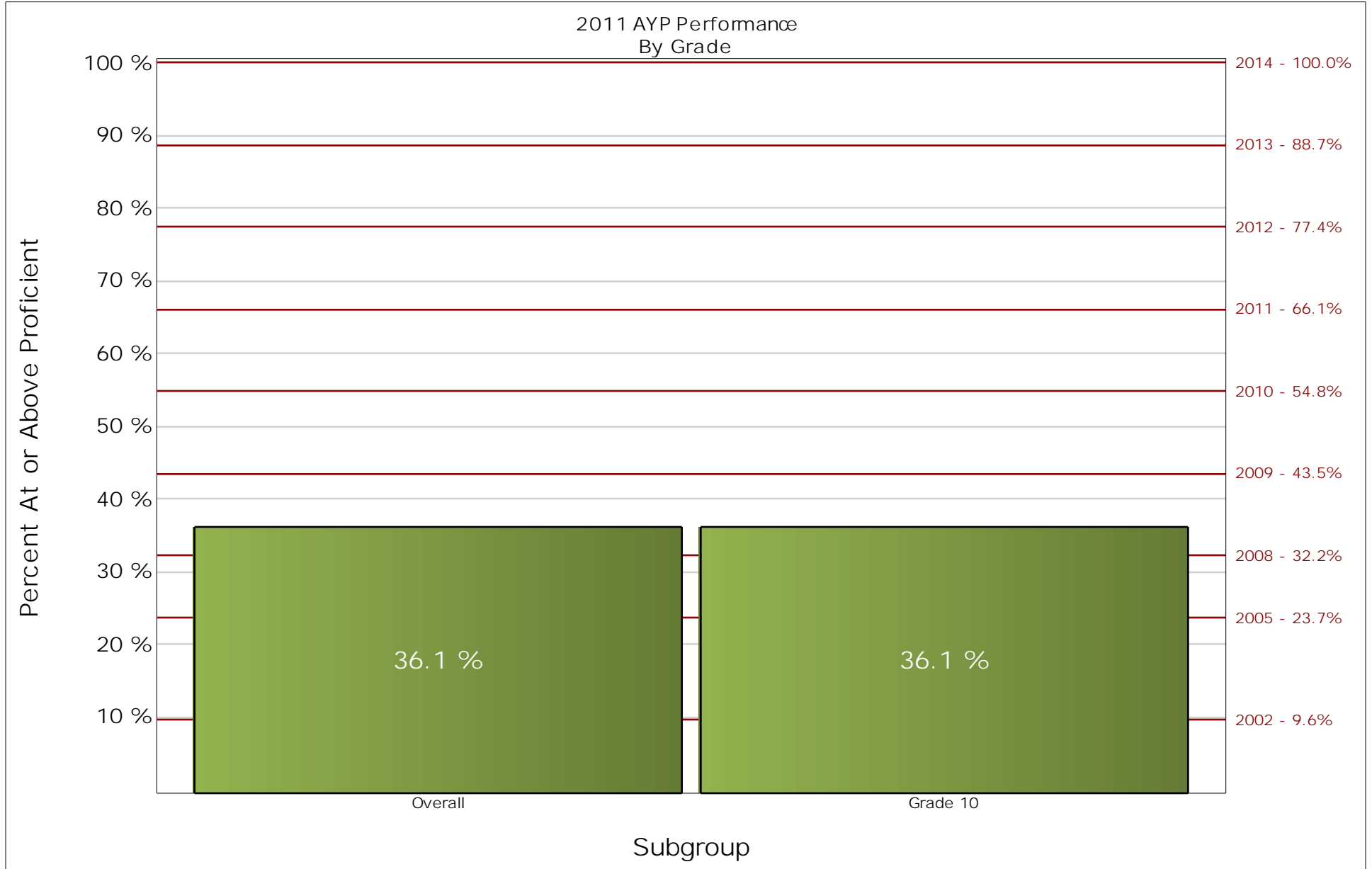
Sample District  
School 8  
Mathematics



### Sample District School 8 Mathematics



Sample District  
School 8  
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 student records from the 10th grade CAHSEE Census (February or March).
Number of Students Tested	Is the count of 10th grade CAPA student records with a performance level and 10th grade CAHSEE student records with a score.
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.