

## Appendix C: Sample AYP Products

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The following sample 2010 AYP data table illustrates the AYP products provided to school districts. See *Section III*, for more information about each measure. The final AYP products may include minor modifications that are not shown in this section.

This appendix has been updated to include the following information:

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### **AYP Unmasked Data Table**

TEA will provide preliminary 2010 AYP confidential unmasked data tables to school districts via TEASE on July 29, 2010, that *will not include the preliminary AYP and SIP status labels*. The AYP Explanation Table will be included on these tables. On August 4, 2010, the TEASE website will be updated to include the preliminary AYP and SIP status labels. On August 5, the TEA public website will provide public, masked, AYP data tables and all status labels.

Each data table includes the 2010 AYP Status and reasons for missing AYP for each of the following 29 measures.

Seven Reading Performance Measures:

All Students  
African American  
Hispanic  
White  
Economically Disadvantaged  
Special Education  
Limited English Proficient

Seven Reading Participation Measures:

All Students  
African American  
Hispanic  
White  
Economically Disadvantaged  
Special Education  
Limited English Proficient

Seven Mathematics Performance Measures:

All Students  
African American  
Hispanic  
White  
Economically Disadvantaged  
Special Education  
Limited English Proficient

Seven Mathematics Participation Measures:

All Students  
African American  
Hispanic  
White  
Economically Disadvantaged  
Special Education  
Limited English Proficient

One Other Indicator (Graduation Rate or Attendance Rate) Measure:

All Students

Preliminary AYP Status is provided on August 5, 2010.

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Preliminary 2010 AYP Results

Campus Name:▼ Sample School (999999999) Sample ISD  
Status: Missed AYP - Reading and Mathematics

2010 - 11 School Improvement Program Requirement: Stage 1 Reading

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	261	18	60	167	54	1	41	n/a
Number Tested	316	23	73	198	107	16	56	35
% Met Standard	83%	78%	82%	84%	50%	6%	73%	n/a
Student Group %	100%	7%	23%	63%	34%	5%	n/a	11%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	221	15	46	164	46	5	15	n/a
Number Tested	282	18	65	194	103	21	24	20
% Met Standard	78%	83%	71%	85%	45%	24%	63%	n/a
Change in % Met Standard	5	-5	11	-1	5	-18	10	
Improvement Required					6			
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	276	20	65	175	64	2	46	
Number Tested	316	23	73	198	107	16	56	
% Met Standard or Growth	87%	87%	89%	88%	60%	13%	82%	

Special formats (\*\*, >99%, <1%) are used to protect student confidentiality  
n/a indicates that the data are not available or applicable  
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Preliminary 2010 AYP Results

Campus Name: Sample School (999999999) Sample ISD  
Status: Missed AYP - Reading and Mathematics

Title I School Improvement Program Requirement label is provided on **August 5, 2010**, and only on reports for Title I districts and campuses.

2010 - 11 School Improvement Program Requirement: Stage 1 Reading ←

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Mathematics (AYP Target: 67%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	280	20	57	171	58	6	25	n/a
Number Tested	318	23	74	198	112	20	53	50
% Met Standard	88%	87%	77%	86%	52%	30%	47%	n/a
Student Group %	100%	7%	23%	62%	35%	6%	n/a	16%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	257	18	50	185	52	17	12	n/a
Number Tested	291	19	65	202	108	28	30	21
% Met Standard	88%	95%	77%	92%	48%	61%	40%	n/a
Change in % Met Standard	0	-8	0	-6	4	-31	7	
Improvement Required					5		6	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	306	22	66	186	74	8	33	
Number Tested	318	23	74	198	112	20	53	
% Met Standard or Growth	96%	96%	89%	94%	66%	40%	62%	

Special formats ('\*', >99%, <1%) are used to protect student confidentiality  
n/a indicates that the data are not available or applicable  
A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y  
Adequate Yearly Progress Campus Data Table

Preliminary 2010 AYP Results

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2009-10 Assessments								
Number Participating	357	27	93	207	114	20		43
Total Students	371	30	97	220	121	39		47
Participation Rate	96%	90%	96%	94%	94%	51%		91%
Student Group %	100%	8%	26%	59%	33%	11%		13%
2008-09 Assessments								
Number Participating	341	25	94	215	98	19		31
Total Students	370	26	98	224	108	39		34
Participation Rate	92%	96%	96%	96%	91%	49%		91%
Average Two-Year								
Participation Rate				95%	93%			
Participation: Mathematics (AYP Target: 95%)								
2009-10 Assessments								
Number Participating	352	24	90	206	117	22		55
Total Students	370	26	100	215	123	39		58
Participation Rate	95%	92%	90%	96%	95%	56%		95%
Student Group %	100%	7%	27%	58%	33%	11%		16%
2008-09 Assessments								
Number Participating	341	24	90	217	115	21		34
Total Students	370	26	98	223	127	39		37
Participation Rate	92%	92%	92%	97%	91%	54%		92%
Average Two-Year								
Participation Rate			91%					

T E X A S E D U C A T I O N A G E N C Y  
Adequate Yearly Progress Campus Data Table

Preliminary 2010 AYP Results

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
<b>Four-Year Longitudinal Cohort</b>								
Graduation Rate Class of 2009 (AYP Target: 75%)								
Graduates	237	11	14	212	98	31	10	8
Number in Class	326	15	33	278	147	41	15	13
Graduation Rate	72.7%	73.3%	42.4%	76.3%	66.7%	75.6%	66.7%	61.5%
Student Group %	100%	5%	10%	85%	45%	13%	n/a	4%
Graduation Rate Class of 2008 (Safe Harbor or Improvement of 1.0)								
Graduates	280	15	27	238	127	29	8	5
Number in Class	355	20	44	291	171	36	10	9
Graduation Rate	78.9%	75.0%	61.4%	81.8%	74.3%	80.6%	80.0%	55.6%
Change 2008 to 2009	-6.2	-1.7	-19.0	-5.5	-7.6	-5.0	-13.3	
Safe Harbor Target	1.1			0.8	1.6			
<b>Five-Year Longitudinal Cohort (AYP Target: 80%)</b>								
Class of 2008 Five-Year Graduation Rate								
Graduates	252	11	22	219	110	36	10	12
Number in Class	314	15	27	272	139	42	15	14
Graduation Rate	80.3%	73.3%	81.5%	80.5%	79.1%	85.7%	66.7%	85.7%

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

T E X A S E D U C A T I O N A G E N C Y  
Adequate Yearly Progress Campus Data Table

Preliminary 2010 AYP Results

Campus Name: Sample School (999999999) Sample ISD

The explanation table is provided on July 29<sup>th</sup> and summarizes the areas a district or campus missed AYP, and why.

2010 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	-	+	+	%	-	-
Performance: Math	+	-	+	+	X	-	+
Participation: Reading/ELA	+	-	+	+	X	-	-
Participation: Math	+	-	X	+	+	-	+
Other: Graduation Rate	+						
Other: Attendance Rate	-						

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria or the measure is not applicable
- % Missed AYP for this performance measure due to 2% and/or the 1% federal caps
- X Missed AYP for this measure

# Performance: Reading/English Language Arts and Mathematics

The number *Met Standard*, *Number Tested*, and *Percent Met Standard* for Reading/ELA and Mathematics: Results are summed across Grades 3-8 and 10 for the grades tested at the campus or district and provided for 2009-10 and 2008-09.

*LEP (Measure)*: Includes students tested in 2009-10 with assessment documents coded as 1) a currently identified LEP student, or 2) a monitored LEP student.

*LEP (Students)*: Used to determine minimum size – includes only students tested in 2009-10 coded as currently identified LEP students.

*Met Standard*: This value is the numerator used to calculate the % Met standard. It is derived from the number of proficient students after the 1% and 2% federal caps are applied.

*Student Group*: The percent of total represented by each group is provided to assist in determining if minimum size has been met. The calculation is based on the denominator for the rate (except for LEP).

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)</b>								
<b>AYP Proficiency Rate</b>								
<b>2009-10 Assessments</b>								
Met Standard	261	18	60	167	54	1	41	n/a
Number Tested	316	23	73	198	107	16	56	35
% Met Standard	83%	78%	82%	84%	50%	6%	73%	n/a
Student Group %	100%	7%	23%	63%	34%	5%	n/a	11%
<b>Performance Improvement/Safe Harbor</b>								
<b>2008-09 Assessments</b>								
Met Standard	221	15	46	164	46	5	15	n/a
Number Tested	282	18	65	194	103	21	24	20
% Met Standard	78%	83%	71%	85%	45%	24%	63%	n/a
Change in % Met Standard	5	-5	11	-1	5	-18	10	
Improvement Required					6			
<b>2009-10 AYP Proficiency Rate with Growth</b>								
Met Standard or Growth	276	20	65	175	64	2	46	
Number Tested	316	23	73	198	107	16	56	
% Met Standard or Growth	87%	87%	89%	88%	60%	13%	82%	

*Change in % Met Standard*: the difference between the rates for the two years shown on the data tables. These calculations are used to determine if the district or campus met performance improvement in Reading/ELA and Mathematics from 2009 to 2010, or when shown on other pages, if the campus met the improvement requirement on the Attendance Rate or Graduation Rate from 2008 to 2009.

*Improvement Required*: If any student group (or all students) meets minimum size but does not meet the performance standard, the improvement required to meet AYP through safe harbor is shown. This information is not calculated for the Attendance Indicator because required improvement is always 0.1 percentage points.

The number *Met Standard or Growth*, *Number Tested*, and *% Met Standard or Growth*: indicates the number and percentage of students proficient or proficient based on Growth.

## Participation: Reading/English Language Arts and Mathematics

The *Number Participating*, *Total Students*, and *Participation Rate* for Reading/ELA and Mathematics: Results are summed across Grades 3-8 and 10 for the grades tested at the campus or district and are provided for 2009-10 and 2008-09.

*Total Students* under All Students is the number used as the basis for calculating the 1% and 2% federal cap.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/English Language Arts (AYP Target: 95%)</b>								
<b>2009-10 Assessments</b>								
Number Participating	357	27	93	207	114	20		43
Total Students	371	30	97	220	121	39		47
Participation Rate	96%	90%	96%	94%	94%	51%		91%
Student Group %	100%	8%	26%	59%	33%	11%		13%
<b>2008-09 Assessments</b>								
Number Participating	341	25	94	215	98	19		31
Total Students	370	26	98	224	108	39		34
Participation Rate	92%	96%	96%	96%	91%	49%		91%
<b>Average Two-Year Participation Rate</b>								
				95%	93%			

*Average Two-Year Participation Rate*: If any student group (or all students) meets minimum size but does not meet the participation standard, average participation rate across two years is calculated.

*Total Students*: Total students enrolled on the day of testing are shown here and are used to calculate the participation rate.

*Number Participating*: Total test participants is the numerator used to calculate the participation rate.

**Other Measure:** Only one other measure is used in the AYP calculation for each district and campus—Attendance Rate or Graduation Rate. This block of the data table shows the data used for calculation of the applicable measure.

*Graduation Rate:* The *Graduates* (numerator), *Number in Class* (denominator), and calculated *Graduation Rate* are provided for the four-year rates for the Class of 2009 and Class of 2008, and the five-year rate for the Class of 2008.

*Attendance Rate* (not shown on example): The *Days Present* (numerator), *Days Membership* (denominator), and calculated *Attendance Rate* are provided for 2008-09 and 2007-08.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
<b>Four-Year Longitudinal Cohort</b>								
<b>Graduation Rate Class of 2009 (AYP Target: 75%)</b>								
Graduates	237	11	14	212	98	31	10	8
Number in Class	326	15	33	278	147	41	15	13
Graduation Rate	72.7%	73.3%	42.4%	76.3%	66.7%	75.6%	66.7%	61.5%
Student Group %	100%	5%	10%	85%	45%	13%	n/a	4%
<b>Graduation Rate Class of 2008 (Safe Harbor or Improvement of 1.0)</b>								
Graduates	280	15	27	238	127	29	8	5
Number in Class	355	20	44	291	171	36	10	9
Graduation Rate	78.9%	75.0%	61.4%	81.8%	74.3%	80.6%	80.0%	55.6%
Change 2008 to 2009	-6.2	-1.7	-19.0	-5.5	-7.6	-5.0	-13.3	
Safe Harbor Target	1.1			0.8	1.6			
<b>Five-Year Longitudinal Cohort (AYP Target: 80%)</b>								
<b>Class of 2008 Five-Year Graduation Rate</b>								
Graduates	252	11	22	219	110	36		
Number in Class	314	15	27	272	139	42		
Graduation Rate	80.3%	73.3%	81.5%	80.5%	79.1%	85.7%		

*Safe Harbor Target or Improvement of 1.0:* If the all students group (any student group for performance improvement/safe harbor) meets minimum size but does not meet the four-year target of 75%, the improvement from the prior year and the safe harbor target is shown.

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

**Explanation Table:** At the end of the AYP Data Table is a small explanatory table that shows AYP performance across all measures. Symbols are displayed for each measure to indicate AYP results.

**+ Met AYP on this measure:**  
This measure met the minimum size criteria **and** the AYP requirement was met.

**% Missed AYP for this performance measure due to federal caps:**  
The sole reason this measure did not meet AYP was due to the application of the federal cap.

2010 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	+	-	+	+	%	-	-
Performance: Math	+	-	+	+	X	-	+
Participation: Reading	+	-	+	+	X	-	-
Participation: Math	+	-	X	+	+	-	+
Other: Graduation Rate	+						
Other: Attendance Rate	-						

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria or the measure is not applicable
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

**Not Evaluated on this measure:**  
Either the measure did not meet minimum size criteria or the measure was not applicable for AYP results.

**X Missed AYP for this measure:**  
For Performance measures, an X means the measure was missed for reasons other than the federal cap. For Participation and Other measures, an X means the AYP requirement was not met.

## **Sample AYP Source Data Table**

The confidential unmasked Source Data Table shows the 2010 AYP results for a district or campus *without* the application of the 1% and 2% federal caps. For all AYP results, the number of students passing TAKS–M and TAKS–Alt combined cannot exceed 3% of the number of students enrolled in the district at the time of testing determined by the district’s participation denominator for the subject area. The AYP Data Tables report students exceeding the federal cap as non-proficient, or failers, in the subject area performance measure, regardless of actual performance.

The AYP Source Data Table is provided for information purposes to inform a district, charter, or campus of their performance without the application of the federally required 1% and 2% federal caps. All AYP processing rules are applied, including the use of students meeting the full academic year definition (accountability subset). A sample of the AYP Source Data Table is shown on the next page.

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y  
Adequate Yearly Progress Campus Data Table

2010 AYP Source Data Table  
(Does not apply the federal caps)

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/English Language Arts (AYP Target: 73%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	271	19	64	169	58	11	46	n/a
Number Tested	316	23	73	198	107	16	56	35
% Met Standard	86%	83%	88%	85%	54%	69%	82%	n/a
Student Group %	100%	7%	23%	63%	34%	5%	n/a	11%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	225	16	48	165	48	14	20	n/a
Number Tested	282	18	65	194	103	21	24	20
% Met Standard	80%	89%	74%	85%	47%	67%	83%	n/a
Change in % Met Standard	6	-6	14	0	7	2	-1	
Improvement Required					5			
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	286	21	69	177	78	12	51	
Number Tested	316	23	73	198	107	16	56	
% Met Standard or Growth	91%	91%	95%	89%	64%	75%	91%	

C O N F I D E N T I A L

T E X A S E D U C A T I O N A G E N C Y  
Adequate Yearly Progress Campus Data Table

Page 2 of 2

2010 AYP Source Data Table  
(Does not apply the federal caps)

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 67%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	281	20	58	171	58	7	25	n/a
Number Tested	318	23	74	198	112	20	53	50
% Met Standard	88%	87%	78%	86%	52%	35%	47%	n/a
Student Group %	100%	7%	23%	62%	35%	6%	n/a	16%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	258	18	50	185	49	24	16	n/a
Number Tested	291	19	65	202	108	28	30	21
% Met Standard	89%	95%	77%	92%	45%	86%	53%	n/a
Change in % Met Standard	-1	-8	1	-6	7	-51	-6	
Improvement Required					6		5	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	307	22	67	186	74	9	33	
Number Tested	318	23	74	198	112	20	53	
% Met Standard or Growth	97%	96%	91%	94%	66%	45%	62%	

## Sample District Federal Cap Calculation

The following table illustrates the district federal cap limit for the sample shown in this appendix. In this example, Sample ISD includes only one campus shown in the AYP Unmasked Data Table. See *Appendix D* for more information on How to Calculate the 1% and 2% Federal Cap Limit.

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TEXAS EDUCATION AGENCY  
Adequate Yearly Progress District Data Table  
Preliminary 2010 AYP Results

Participation: Reading/Language Arts

2009-10 Assessments  
Number Participating  
Total Students      371  
Participation Rate  
Student Group %

2008-09 Assessments  
Number Participating  
Total Students  
Participation Rate

Average Two-Year  
Participation Rate

Participation: Mathematics

2009-10 Assessments  
Number Participating  
Total Students  
Participation Rate  
Student Group %

The 3% Federal Cap for Reading/English Language Arts for this district is:  
 $2\% \times 371 = 7.42$ , the federal cap is rounded up to 8  
 $1\% \times 371 = 3.71$ , the federal cap is rounded up to 4  
 3% cap =  $8 + 4 = 12$

District assessment proficiency and growth rate for Reading/English Language Arts  
 is  $286/316 = 91\%$

District AYP Proficiency Rate including Growth for Reading/English Language Arts  
 is  $276/316 = 87\%$

Assessments (met passing standard or growth)	Total Students	Number Tested	Met Standard or Growth	AYP Calculation	
TAKS	287	245	225	225	
TAKS (Accommodated)	28	24	28	28	
LAT TAKS	10	8	11	11	
TAKS-M (subject to 2% cap)	22	19	9	<b>cap 8</b>	4 Exceed
LAT TAKS-M (subject to 2% cap)	5	4	3		
TAKS-Alt (subject to 1% cap)	19	16	10	<b>cap 4</b>	6 Exceed
<b>Total</b>	<b>371</b>	<b>316</b>	<b>286</b>	<b>276</b>	

## **AYP Student Data Listings and Student Categories**

Lists of student information are available to school districts that show how all students were used in the AYP results. As in previous years, student data is provided for Reading/English Language Arts and Mathematics with separate lists for students included in the campus calculation or the district calculation. School districts may also download the student lists as a data file. Additional information is included as columns on the listing to help districts and campuses identify each student. The column headings listed below are shown in the order in which they may appear on the student lists, however, this information may differ slightly from the actual student listings released to school districts in July 2010.

**Econ Disadv:** whether the student belongs to the Economically Disadvantaged student group

**LEP Measure:** whether the student was identified as LEP in the current year or either of the previous two years (appears in LEP Measure column of AYP data table for the Performance and Participation indicators)

**LEP Current Year:** whether the student was identified as LEP in the current year (appears in LEP Students column of AYP data table for the Performance and Participation indicators)

**Special Ed:** whether the student participates in a Special Education program

**Grade:** student's enrolled grade level

**Score Code:** indicates whether a student's test should be scored

**Assessment:** identifies the type of assessment taken by the student

**Title I Program:** whether the student currently participates in a Title I, Part A program

**Years In U.S. School:** (current-year LEP students only) how many years the student has been in U.S. schools

**Mobile:** whether the student was mobile and therefore not included in the performance calculation

### **AYP Student Listing Categories**

Also included in each of the student data listings is a student category field, or Status value, that indicates how a student was counted in the AYP results:

EXCEEDED 1% CAP – DUE TO GROWTH: Tested on TAKS–Alt, Did not meet the passing standard, On Track to meet the standard, Not selected for the federal cap, Participant Counted as Not Proficient due to Federal Cap

EXCEEDED 1% CAP – MET STANDARD: Tested on TAKS–Alt, Met the passing standard, Not selected for the federal cap, Participant Counted as Not Proficient due to Federal Cap

EXCEEDED 2% CAP – DUE TO TPM: Tested on TAKS–M or LAT TAKS–M, Did not meet the passing standard, Projected to meet the standard, Not selected for the federal cap, Participant Counted as Not Proficient due to Federal Cap

EXCEEDED 2% CAP – MET STANDARD: Tested on TAKS–M or LAT TAKS–M, Met the passing standard, Not selected for the federal cap, Participant Counted as Not Proficient due to Federal Cap

NON-PROFICIENT: Participant Counted as Not Proficient, Did Not Meet Standard on Test, Did Not Meet by TPM or TAKS–Alt Growth

PROFICIENT-DUE TO TPM/GROWTH: Participant Counted as Proficient, Due to either TPM or TAKS–Alt Growth

PROFICIENT-MET STANDARD: Participant Counted as Proficient, Met Standard on Test

PARTICIPANT: Participant Only, Not included in Performance

NON-PARTICIPANT: Absent, Not Counted as a Participant

A sample of the student data listings is shown on the following page.

## AYP Student Data Listings – Reading/English Language Arts

CONFIDENTIAL  
 TEXAS EDUCATION AGENCY  
 Adequate Yearly Progress Campus Student Listing  
 - indicates data is unknown or not applicable

District Name: SAMPLE ISD (999999)  
 Subject: Reading/English Language Arts  
 Campus Name: SAMPLE H S (999999001)

	Econ Disadv	LEP Measure	LEP Current Year	Special Ed	Grade	Score Code	Assessment	Title I Program	Years In U.S. School	Mobile
<b>Status: EXCEEDED 1% CAP - DUE TO GROWTH</b>										
1										
2										
3										
<b>Status: EXCEEDED 1% CAP - MET STANDARD</b>										
...										
1										
2										
3										
<b>Status: EXCEEDED 2% CAP - DUE TO TPM</b>										
1										
2										
<b>Status: EXCEEDED 2% CAP - MET STANDARD</b>										
1										
2										
<b>Status: NON-PROFICIENT</b>										
1										
2										
...										
30										
<b>Status: PROFICIENT-DUE TO TPM/GROWTH</b>										
...										
15										
<b>Status: PROFICIENT-MET STANDARD</b>										
...										
261										
<b>Status: PARTICIPANT</b>										
...										
41										
<b>Status: NON-PARTICIPANT</b>										
...										
14										
<b>Total = 371</b>										