

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

Final 2011 AYP Results

District Name: VERNON (244903)
Status: Recognized, Meets AYP - Federal Race/Ethnicity Provision Applied

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	888	94	317	437	569	46	45	n/a
Number Tested	1,040	119	390	485	691	86	60	55
% Met Standard	85%	79%	81%	90%	82%	53%	75%	n/a
Student Group %	100%	11%	38%	47%	66%	8%	n/a	5%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	891	97	313	460	535	46	30	n/a
Number Tested	1,031	123	380	507	643	76	42	40
% Met Standard	86%	79%	82%	91%	83%	61%	71%	n/a
Change in % Met Standard Improvement Required	-1	0 2	-1	-1	-1	-8	4	

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	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
Performance: Mathematics (AYP Target: 75%)								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	871	87	313	431	561	50	48	n/a
Number Tested	1,038	118	389	486	689	86	61	56
% Met Standard	84%	74%	80%	89%	81%	58%	79%	n/a
Student Group %	100%	11%	37%	47%	66%	8%	n/a	5%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	835	94	283	440	496	45	24	n/a
Number Tested	1,029	123	380	505	641	75	42	40
% Met Standard	81%	76%	74%	87%	77%	60%	57%	n/a
Change in % Met Standard Improvement Required	3	-2 2	6	2	4	-2	22	

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	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2010-11 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Participation: Mathematics (AYP Target: 95%)								
2010-11 Assessments								
Number Participating	*	*	*	*	732	*		*
Total Students	*	*	*	*	736	*		*
Participation Rate	>99%	>99%	>99%	>99%	99%	>99%		>99%
Student Group %	*	*	*	*	67%	*		*
2009-10 Assessments								
Number Participating	*	*	405	*	*	*		*
Total Students	*	*	408	*	*	*		*
Participation Rate	>99%	>99%	99%	>99%	>99%	>99%		>99%

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	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
Four-Year Longitudinal Cohort								
Graduation Rate Class of 2010 (AYP Target: 75%)								
Graduates	154	16	57	77	64	17	*	*
Number in Class	166	16	61	85	69	28	2	*
Graduation Rate	92.8%	100.0%	93.4%	90.6%	92.8%	60.7%	*	*
Student Group %	100%	10%	37%	51%	42%	17%	n/a	1%
Graduation Rate Class of 2009 (Safe Harbor or Improvement of 1.0)								
Graduates	120	6	39	72	42	17	*	*
Number in Class	139	9	42	84	50	33	2	2
Graduation Rate	86.3%	66.7%	92.9%	85.7%	84.0%	51.5%	*	*
Change 2009 to 2010	6.5	33.3	0.5	4.9	8.8	9.2	*	
Safe Harbor Target	0.4	2.3	0.0	0.4	0.6	3.9	0.0	
Five-Year Longitudinal Cohort (AYP Target: 80%)								
Class of 2009 Five-Year Graduation Rate								
Graduates	120	6	39	72	42	17	*	*
Number in Class	140	9	42	85	50	34	2	2
Graduation Rate	85.7%	66.7%	92.9%	84.7%	84.0%	50.0%	*	*

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2011 AYP Explanation Table

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

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, 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

Note: The 2011 AYP status is not based on the information shown above.