

Educational and Operational Efficiency Study: Analysis of Student Performance

for the Clark County School District



CREDITS

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Executive Summary

An in-depth exploration of Clark County School District (CCSD) student performance data was performed by American Institutes for Research (AIR) to identify gaps, trends, and future areas of study. A complete description of the analytic methods, data limitations, and detailed results for each data set are included in this report.

- Proficiency rates for students in **Grades 3–8** were examined using the Nevada Criterion Referenced Test (CRT) for the subjects of **reading, math, and science**.
- Proficiency rates for students in **Grades 10–12** were examined using the Nevada High School Proficiency Exam (HSPE) for the subjects of **reading, math, science, and writing**.
- **English fluency levels** for limited English proficient (LEP) students in **Grades K–12** were also examined, using the English proficiency status (EPS) codes that are based on scores from the Language Assessment Survey (LAS Links) and English Language Proficiency Assessment (ELPA).

Summaries of main findings and recommendations are presented below. New findings from these analyses not previously presented in available CCSD documents are marked with an asterisk (*).¹

Grades 3–8 Student Performance Summary

- ***In 2010–2011, 67.1 percent of students in grades 3 through 8 were proficient in math, 55.8 percent were proficient in reading, and 49.7 percent were proficient in science.**
 - Across the grade levels, math proficiency rates have been lowest in grade 8; reading proficiency rates have been lowest in grade 5 (until test revision in 2010–11); and science proficiency rates have been consistently low in both grade 5 and grade 8.
- **Across all years of data (2005–06 to 2010–11), Grade 3–8 black/African American, Hispanic, and American Indian/Alaskan native students have consistently lower proficiency rates than white students in math, reading, and science.**
 - In 2010–11, the achievement gap between black/African American and white students was 31.0 percentage points in math and 31.4 percentage points in reading. These gaps do not seem to be closing, and may have widened slightly in reading in recent years.
 - In 2010–11, the achievement gap between Hispanic and white students was 18.2 percentage points in math and 23.8 percentage points in reading. In general, this gap appears to have narrowed slightly in both subjects across the years, but was slightly wider in 2010-11 than in the previous year for reading.

¹ The three CCSD documents used to highlight additional findings from this analysis were the *CCSD District Improvement Plan 2010-13*, the *CCSD Academic Achievement Monitoring Report 2009-2010*, and the *CCSD District Accountability Report 2009-10*.

* Findings newly identified in this analysis.

- *In 2010–11, the achievement gap between black/African American and white students was 37.5 percentage points in science. This gap has widened slightly in recent years. The achievement gap between Hispanic and white students was 27.8 percentage points in science. In general, this gap appears to have narrowed slightly across the years, but was slightly wider in 2010-11 than in the previous year.
- *In 2010–11, the achievement gap between American Indian/Alaskan native and white students was 19.2 percentage points in math, 24.4 percentage points in reading, and 24.6 percentage points in science. This gap has not narrowed in math, and may have widened in recent years in reading and science.
- **Across all years of available data (2005–06 to 2008–09), Grade 3–8 students who qualify for free or reduced-price lunch (FRPL) have consistently lower proficiency rates in math, reading, and science than students who do not qualify for FRPL.**
 - In 2008–09, students qualifying for FRPL were an average of 18.0 percentage points less proficient than students who did not qualify for FRPL in math and 21.0 percentage points less proficient in reading. This gap appears to have narrowed somewhat in both math and reading.
 - *In 2008–09, students qualifying for FRPL were an average of 23.6 percentage points less proficient in science. The gap has fluctuated for science across the years.
- **Across all years of available data (2005–06 to 2010–11), Grade 3–8 limited English proficient (LEP) students have consistently lower proficiency rates in math, reading, and science than non-LEP students.**
 - In 2010–11, LEP students demonstrated low proficiency rates in math (37.0 percent), reading (17.7 percent), and science (7.1 percent).
 - LEP student proficiency increased in all subjects from 2005–06 to 2008–09, but was lower in 2009–10 after the definition of LEP was revised. In 2010–11, proficiency rates returned to previous levels in math, but increases have been only moderate in reading and marginal in science.
 - In 2010–11, there were large achievement gaps between LEP and non-LEP students in math (35.3 percentage points), reading (44.5 percentage points), and science (47.7 percentage points).
 - In math and reading, the gap between LEP and non-LEP students became much larger in 2009–10, after the definition of LEP was revised. The gap has narrowed from 2009–10 to 2010–11, but the gap still remains larger than it had been before 2009–10.
 - *In science, the gap between LEP and non-LEP students has remained fairly constant.
 - *Of note, in 2010–11, Hispanic LEP students were less proficient than Hispanic non-LEP students by 35.7 percentage points in math, 42.1 percentage points in reading, and 41.6 percentage points in science.

- *In 2010–11, the math achievement gap between LEP students and non-LEP students was larger in middle school than in elementary school by 19.2 percentage points.
- *In 2010–11, the reading achievement gap between LEP and non-LEP was larger in middle school than in elementary school by 4.8 percentage points, although this difference had been larger in previous years.
- **Across all years of available data (2005–06 to 2010–11), Grade 3–8 students with Individualized Education Programs (IEPs) have low proficiency rates in math, reading, and science, and may be falling further behind students without IEPs in math and reading.**
 - In 2010–11, students with IEPs demonstrated low proficiency in math (29.1 percent), reading (17.9 percent), and science (18.9 percent).
 - *The proficiency rate of students with IEPs was slightly higher in 2010–11 than it was in 2005–06 for all three subjects. However, students with IEPs have fallen further behind students without IEPs in reading and math, and the gap remains steady in science.
 - *The achievement gaps between students with and without IEPs is large. In 2010–11, this gap was 42.2 percentage points in math, 42.0 percentage points in reading, and 34.4 percentage points in science.
 - *Proficiency rates for students with IEPs have generally been lower in middle school than in elementary school in all subjects. The achievement gap between students with and without IEPs was larger in middle school than elementary school from 2005–06 to 2010–11, most substantially in math.
- **Across all years of available data (2005–06 to 2010–11), grades 3–8 male students have consistently lower proficiency rates than females in reading.**
 - In 2010–11, the achievement gap in reading between males and females was 9.8 percent. This gap was roughly steady from 2005–06 to 2010–11. This gender gap in reading is consistently larger in middle school than in elementary school.
 - This gender gap was smaller in math and science, and reversed in science with males slightly more proficient than females.

Grades 10–12 Student Performance Summary

- **In 2010–11, on the first attempt 52.4 percent of tenth grade students passed the HSPE in math; 47.7 percent passed in reading; and 52.3 percent passed in science.**
 - In 2010–11, of the grade 11 students who took the writing HSPE test, 84.4 percent passed on the first attempt.
- **Across all years of data (2005–06 to 2010–11), grade 10 Asian/Pacific Islander and white students consistently outperform black/African American, Hispanic, and American Indian/Alaskan native students in math, reading, and science.**

- In 2010–11, the achievement gap between grade 10 black/African American and white students was 35.4 percentage points in math, 32.2 percentage points in reading, and 36.0 percentage points in science.
 - In 2010–11, the achievement gap between grade 10 Hispanic and white students was 26.9 percentage points in math, 25.1 percentage points in reading, and 28.1 percentage points in science.
 - Over the past six school years, all racial/ethnic groups, except multiracial, show evidence of gradual improvement in math. This increase also was evident for reading, until changes were made in the HSPE reading assessment in the 2010–11 school year.
 - *In 2010–11, the science achievement gap between grade 10 black/African American and white students was 36.0 percentage points. Between grade 10 Hispanic and white students the gap was 28.1 percentage points. All racial/ethnic groups show evidence of recent improvement in science in 2010–11.
- **Across all years of available data (2005–06 to 2010–11), grade 10 students who qualify for FRPL, or have an IEP, or are considered to be LEP have consistently lower proficiency rates in reading, math, and science than students who do not have any of these designations.**
- In 2008–09, grade 10 students qualifying for FRPL were an average of 16.9 percentage points less proficient than students who did not qualify in math and 13.2 percentage points in reading. Students qualifying for FRPL had shown evidence of gradual improvement up to 2008–09.²
 - In 2010–11, grade 10 students with IEPs had low proficiency in math (12.9 percent) and reading (10.5 percent). Students with IEPs show evidence of gradual improvement in math and in reading, until changes to the HSPE reading assessment were made in the 2010–11 school year.
 - In 2010–11, grade 10 LEP students have very low proficiency in math (9.6 percent) and reading (4.1 percent). Students with LEPs show evidence of gradual decline in math and reading, with a sharp decline in reading in 2010–11 after the HSPE assessment was changed.
 - *In 2008–09, grade 10 students qualifying for FRPL were an average of 18.6 percentage points less proficient than students who did not qualify in science.
 - *In 2010–11, grade 10 students with IEPs have low proficiency in science (14.8 percent). The science proficiency of students with IEPs has fluctuated over the past four years, with no overall improvement.
 - *In 2010–11, grade 10 LEP students have very low proficiency in science (5.0 percent). Students with LEPs show evidence of gradual decline in science over the past four years.

² No FRPL data available for 2009-10 or 2010-11 school years.

- ***Based on an analysis of two grade 10 cohorts, by the end of high school 76.8 percent had passed the mathematics HSPE and 91.1 percent of students had passed the reading HSPE.³**
 - *Of grade 11 students who did not pass the HSPE in grade 10, 68.2 percent demonstrated proficiency in reading and 39.6 percent demonstrated proficiency in math by the end of the year.
 - *Of grade 12 students who did not pass the HSPE in grade 10 and grade 11, 61.9 percent eventually demonstrated proficiency in reading and 63.4 percent demonstrated proficiency in math by the end of the year.
- ***Based on an analysis of two grade 10 cohorts, by the end of high school, Asian/Pacific Islander and white students have a consistently higher pass rate than black/African American and Hispanic students in reading, math, science, and writing.**
 - *By the end of high school, the gap between the pass rates of black/African American and white students is approximately 9.4 percentage points in reading and 22.0 percentage points in math.
 - *By the end of high school, the gap between the pass rates of Hispanic and white students is approximately 8.3 percentage points in reading and 16.5 percentage points in math.
- ***Based on an analysis of two grade 10 cohorts, by the end of high school, students who qualify for FRPL, or have an IEP, or are considered to be LEP are less likely to pass the reading, math, science, or writing HSPE than students who do not have any of these designations.**
 - *Students qualifying for FRPL had an average pass rate in reading of 4.8 percentage points less than students who did not qualify and 9.9 percentage points less in math.
 - *Students with IEPs had an average pass rate in reading of 30.8 percentage points less than non-IEP students and 46.3 percentage points less in math.
 - *LEP students had an average pass rate in reading of 22.9 percentage points less than non-LEP students and 30.5 percentage points less in math.

Grades K–12 English Fluency Data for LEP Students Summary

- **In 2010–11, of the LEP students in grades K–12, 30.4 percent were fluent and had exited LEP services, 16.0 percent were fluent on monitor status, 47.2 percent were limited English speakers, and 6.3 percent were non-English speakers.⁴**
- ***In 2010–11, of the LEP students in grades K–12, black/African American, American Indian/Alaskan native, and Hispanic LEP students had English fluency levels below 50 percent.**

³ These results are based on an analysis of two cohorts combined: Cohort 1 included students who entered Grade 10 in 2006-07 and Cohort 2 included students who entered Grade 10 in 2007-08.

⁴ Note: Students who qualified for LEP services but waived these services were not included in these analyses.

- *36.4 percent of black/African American LEP students had exited LEP services or were considered proficient and are on monitor status, compared to 40.5 percent American Indian/Alaskan Native LEP students, 45.4 percent of Hispanic LEP students, 53.7 percent White LEP students, 55.1 percent LEP Asian/Pacific Islander students, and 55.0 percent Multiracial LEP students.
 - *Slightly more female LEP students had exited or were considered proficient and on monitor status (49.0 percent) compared to male LEP students (44.1 percent).
 - *The notable groups of LEP students with the lowest percentage of English proficiency were black/African American males (35.0 percent), black/African American females (37.9 percent), Hispanic males (43.0 percent), and Hispanic females (48.0 percent).
- ***In 2010–11, LEP students in grades K–12 who also have IEPs had noticeably lower English fluency levels than LEP students without IEPs.**
 - *Of the LEP students who also had IEPs, only 16.1 percent had exited LEP services or were considered fluent English speakers on monitor status; 73.7 percent were considered limited English speakers; and 10.3 percent were considered non-English speakers.
 - *Of the LEP students who also had IEPs, the racial/ethnic groups with the lowest percentage of students who had exited LEP services or were considered proficient on monitor status were Hispanic students with IEPs (15.5 percent), and black/African American students with IEPs (16.3 percent).
- ***Slow progress was observed in the attainment of English fluency by LEP students, and notable positive changes were not seen until students had been in the district for four years (student cohort that entered in 2007–08).⁵**
 - * Of the LEP students that had been in the district for four years, 23.2 percent were considered fluent English speakers on monitor status and 5.1 percent had exited LEP services. English fluency levels continued to rise the longer students had been in the district.
 - * Of the LEP students that had been in the district for four years, Hispanic LEP students had noticeably lower English fluency levels compared to other racial/ethnic LEP groups. For Hispanic LEP students in this cohort, only 24.9 percent had exited LEP services or were considered fluent English speakers, compared to 51.7 percent Asian/Pacific Islander LEP students, 44.6 percent white LEP students, and 36.7 percent black/African American LEP students.

⁵ In 2009-10 it was determined that all LEP students in CCSD must be monitored for two years after meeting language proficiency to ensure academic success. Previously, students were exited immediately upon meeting language proficiency. This change may have affected the results of the LEP cohort analysis.

Summary of Key Findings and Recommendations

Based on an extensive examination of the CCSD student achievement data, we offer the following recommendations to CCSD for their future efforts:

1. **Improve access to data for instructional and programmatic decision making.** CCSD is currently developing its INFORM system as a comprehensive data portal for district staff. To build on this commendable work, we offer two suggestions for improving the status of existing data files:
 - **Standardize key variables across CCSD datasets.** In order to use data for monitoring individual student progress and evaluating programs and initiatives, it is important that the various CCSD data sets work together. This process is currently hampered by the fact that different data sets use different variable names and codes. For example, different race/ethnicity variable names and values are used for the Grade 3–8 Criterion Referenced Test (CRT) data than for the High School Proficiency Exam (HPSE) data for Grades 10–12. Also, the designation of a special education student is labeled “SE” and indicated by Y/N in the LEP data files and labeled “IEP” and indicated by 1/0 in other files.
 - **Keep demographic information linked to student assessments.** For the two most recent years, demographic information on students was not directly linked to assessment results in the data files. As a result we could not report the performance of some subgroups for the most recent years of CRT and HSPE testing. If this issue also confronts CCSD’s internal data use, it could hamper future analyses.

2. **Increase attention to particular student subgroups.** The analysis of CCSD data indicates that particular subgroups are having the most difficulty attaining proficiency status on state assessments. Redoubled efforts to support their academic achievement is merited for:
 - **Hispanic students.** Hispanic students are the largest subgroup in the CCSD student population. Although the achievement gap between Hispanic and white students has narrowed somewhat over time, it is still substantial. Given that more than one-third of Hispanic students who took the CRT are either non- or limited-English speakers, increased efforts to support these students in learning English as well as subject matter content could decrease this achievement gap.
 - **Black/African American students.** The achievement gap between black/African American and white students is very large across all subject areas and does not appear to be decreasing over time. Focused attention on the needs of this subgroup is warranted.
 - **Retained high school students.** The cohort analysis of the HSPE data revealed a remarkable group of high school students who persisted in retaking the HSPE reading and math exams even after they were retained in grade 10 for one or two years. More than 3,000 students took the tests in their second tenth grade year and more than 100

took them again in their third tenth grade year. Such perseverance could be acknowledged and rewarded with intensive assistance to help them pass the exams.

Introduction

As part of the Educational and Operational Efficiency Assessment, CCSD leadership requested an in-depth exploration of existing student achievement data to identify achievement gaps and trends. CCSD staff provided de-identified data files to American Institutes for Research (AIR) for these analyses. The analyses were guided by two primary questions:

1. What are the major gaps in student performance that exist today, and how does this compare with what the district has discovered internally through its own analysis?
2. Are there any noteworthy relationships in the data that might point to future areas of study?

This report describes the major findings regarding student performance, including gaps among subgroups and trends over time. It includes the analytic methods used as well as descriptions of the available data sources and their limitations.

Analytic Approach

The approach used for this exploratory analysis builds on other CCSD analyses. The CCSD *District Accountability Reports* show overall district proficiency by grade levels but do not provide information on subgroup performance or trends over time. The CCSD *2010–2013 District Improvement Plan* examined overall subgroup progress in proficiency by grade but did not report statistics for specific subgroups. The analysis included in this report is most similar to the *Academic Achievement Monitoring Report 2009–2010*, which reported gaps in performance by school level over a three-year time window. This analysis complements and extends previous CCSD reports by examining a wider variety of subgroup gaps over a larger time span. The analytic methods used for each data set are described in detail within their related sections.

Data Sources

In June 2011, AIR staff received student-level and district-level data files compiled from different assessments collected internally by CCSD. The six data sets available for analysis were as follows:

- Nevada Criterion Referenced Test (CRT)
- Nevada High School Proficiency Exam (HSPE)
- CCSD English fluency data for limited English proficient (LEP) students
- CCSD high school graduation data
- CCSD interim assessment data
- AIMSWeb formative assessment data

The primary focus of the exploratory analyses was on the CRT data available for Grades 3–8 and the HSPE data available for Grades 10–12. The LEP assessment data available for Grades K–12 also were analyzed. Limitations on the use of these and the other data sets available for these analyses are described below.

Criterion Referenced Test Data

The CRT analysis relied on data sets that had been edited by CCSD Central Information Services and were available from 2005–06 to 2010–11 for reading, math, and science for Grades 3 through 8. These data sets included test score data as well as some demographic information. The specific demographic data available varied by year, as described below.

Race/ethnicity, gender, LEP, and individualized education program (IEP) information were missing for 7.4 percent of students in 2009–10 and 1.4 percent of students in 2010–11. For the race/ethnicity variable, a new category called “multiracial” was created in 2009–10 that was not found in previous years, limiting comparability of race/ethnicity categories before and after 2009–10. The qualifications for LEP status in CCSD have changed since 2009–10, limiting comparability of this characteristic across years as well.⁶ In the data for the most recent years (2009–10 and 2010–11), the variable for free or reduced-price lunch (FRPL) status was missing from the files provided to AIR by CCSD because of a different process for storing and merging the student demographic data related to the CRT assessments. In addition, the number of students in the CRT data set was notably lower in 2009–10 (131,073, compared with 143,842 in 2008–09 and 142,912 in 2010–11).

Certain assessment characteristics also limited the analyses. Cut scores for the math and science CRTs were revised in 2009–10, and cut scores for the reading test were revised in 2010–11. As a result, average scores were substantially different for some grades in 2010–11 compared with previous years. Ceiling and floor effects also were observed, with many students clumping around the minimum or maximum scores of 100 and 500. This made it difficult to distinguish between the performances of individuals with very low scores, such as for some students with IEPs.

High School Proficiency Exam Data

The HSPE analysis relied only on data sets edited by CCSD’s Instructional Data Management System (IDMS). Separate data sets were provided to AIR for each testing administration of the HSPE within a given year, which required the matching and merging of multiple test points for each year before the exploration of trends and achievement gaps could begin. Demographic information included gender, race/ethnicity, indicators of whether the student had an IEP, and whether the student was designated as LEP or FRPL. For the ethnicity variable, a new category called “multiracial” was created in 2009–10 that was not found in previous years. In the data for the most recent years (2009–10 and 2010–11), the

⁶ According to the *CCSD Academic Achievement Monitoring Report 2009–2010*, in 2009–10, it was determined that all LEP students must be monitored for two years after meeting language proficiency to ensure academic success. Previously, students were exited immediately upon meeting language proficiency.

FRPL variable was missing from the files provided to AIR by CCSD because of a different process for storing and merging the student demographic data related to the HSPE assessments.

Analysis files were limited to students in Grades 10, 11, and 12.⁷ Only students with raw and scaled scores as well as an indicator that they participated in the testing were included.⁸ In all cases, the pass/fail indicator was the analysis variable. Through this process, separate data sets for the 2005–06 through 2010–11 school years were created each year for both the reading and mathematics HSPE data.

English Fluency Data

For the LEP analysis, complete data were available for Grades K–12 students in the 2010–11 school year who had an LEP designation within the district at the time of data extraction in June 2011. Because two different assessments were used depending on grade and when the student entered the district, students had either a Language Assessment Survey (LAS Links) score, an English Language Proficiency Assessment (ELPA) score, or both available. There also were students in the data set who had no assessment scores but who had an English fluency level designation based on the English proficiency status (EPS) district codes.

Because there were two different English proficiency assessments, exploratory analyses relied on the EPS codes to determine if a student was considered a non-English speaker, a limited English speaker, or a fluent English speaker according to the district. Analysis files were limited to CCSD students in Grades K–12.⁹ The small percentage of LEP students with an EPS code that indicated they had waived LEP services were removed from the analysis for this report (0.1 percent). Overall English fluency rates were examined for 2010–11, along with English fluency rates for different LEP subgroups. Demographic information included gender, race/ethnicity, and an indicator of whether or not the student had an IEP. The FRPL variable was not included in the LEP data set.

High School Graduation Data

For the high school graduation data, two types of data were available: a complete set of district- and school-level graduation rates for 2009–10, including categories for type of diploma; and complete sets of Grade 12 student-level demographic and HSPE test score information. Student-level assessment data were provided for 2005–06, 2006–07, 2008–09, and 2009–10 (2007–08 data were missing). Science test outcomes were not reported prior to 2008–09.

Because the student-level data did not include information on individual graduation outcomes, the 2009–10 district-level data file was the only source for examining graduation rates. This district-level file was provided to AIR by CCSD with overall rates already calculated and disaggregated by subgroups;

⁷ Students identified as being in adult education were excluded, as well as students with missing or invalid grade values.

⁸ The participation variable was not always available in the data set. Where it was not in the data, only students with a raw and scaled score were included.

⁹ LEP students with a grade level of prekindergarten or Grade 13 were excluded from the analysis.

therefore, no additional analyses were conducted on these files. Given that the student-level graduation files provided to AIR by CCSD contained test scores and pass rates similar to those provided in the larger and more detailed HSPE data sets, no further analyses were performed on these files for this report.

Interim Assessments and AIMSWeb Data

CCSD collected data on a series of interim assessments given to students in Grades K–12 and also collected formative assessment data through the AIMSWeb system. The interim assessment data contained 196 separate assessments, with various years of data available for each one ranging from 2006–07 to 2010–11. The AIMSWeb data contained 14 separate assessments for the 2010–11 school year only. Both types of files contained no demographic data; they contained only a test date and score or percentage correct for each student for a given test administration. Given that each test would have required a separate analysis, it was not possible to include findings from these formative assessments in the short time available to conduct this data-mining task.

Data Limitations

To understand the results of the exploratory analyses, a discussion of the limitations of the available data sets is necessary. The most frequent limitations were related to missing data, differences in variable properties across data sets, and changes and revisions to assessments or testing criteria. A limitation that was found in almost all of the data sets was an inconsistency in variable names and values across years and across tests.¹⁰ An extensive amount of time was required to clean and standardize these data in order to be able to look at the same variables across all school years.

¹⁰ The variable names used for the racial/ethnic groups for these analyses were: black/African American, white, Hispanic, American Indian/Alaskan Native, multiracial, and Asian and Pacific Islander were combined into one group.

Grades 3–8 Student Performance Data

In Nevada, the CRT is given to students in Grades 3–8. Students in each grade take assessments in reading and math, and those in Grades 5 and 8 take the science test. Student-level data sets provided by CCSD for the analyses included the following:

- Mathematics, reading, and science CRT information (raw scores, scaled scores, and achievement levels)
- Grade, gender, race/ethnicity information
- Whether each student had an individualized education program (IEP), was designated limited English proficient (LEP), or designated eligible for free or reduced-price lunch (FRPL)

The following section presents an analysis of student CRT data from 2005–06 to the most recent year for which data were available (either 2008–09 or 2010–11, depending on the analysis). Results are presented for the subject areas of mathematics, reading, and science. The analysis focuses on students in all grades combined, making note of differences in the findings between elementary and middle school levels and across grades.

Criterion Referenced Test Analytic Methods

The CRT analyses investigated achievement levels, gaps, and trends for a variety of student groupings. The exploratory analysis examined primary subgroups defined by demographics (such as race/ethnicity), combinations of demographics (such as race/ethnicity and IEP status), school level (elementary and middle), and grade. Primary attention was given to proficiency rates for two reasons. First, proficiency rates are an important and familiar measure for district personnel. Second, proficiency rates provide a common measure across grades that may be aggregated. In addition, during initial analyses of gaps among subgroups, comparisons of scale scores and proficiency rates were similar. Missing proficiency rates were imputed from valid scale scores. Scale scores and proficiency rates were considered invalid if data indicated that test modifications had been made or that students had not participated.¹¹

Analysis began with an overall regression of test scores on demographic characteristics to provide guidance for further analyses (see Appendix A for technical details). Subgroup proficiency rates and scores were examined through tabulations by year. Proficiency rates and gaps were also examined by grade level. Many of these results were examined to identify trends in proficiency rates and gaps. Time did not allow for formal statistical significance testing of gaps, trends, and differences in trends. Therefore, results below are descriptive and should be interpreted as suggestive.

¹¹ This was the case for only a small number of students in each year. Test condition and participation data were not available for 2009–10 and 2010–11.

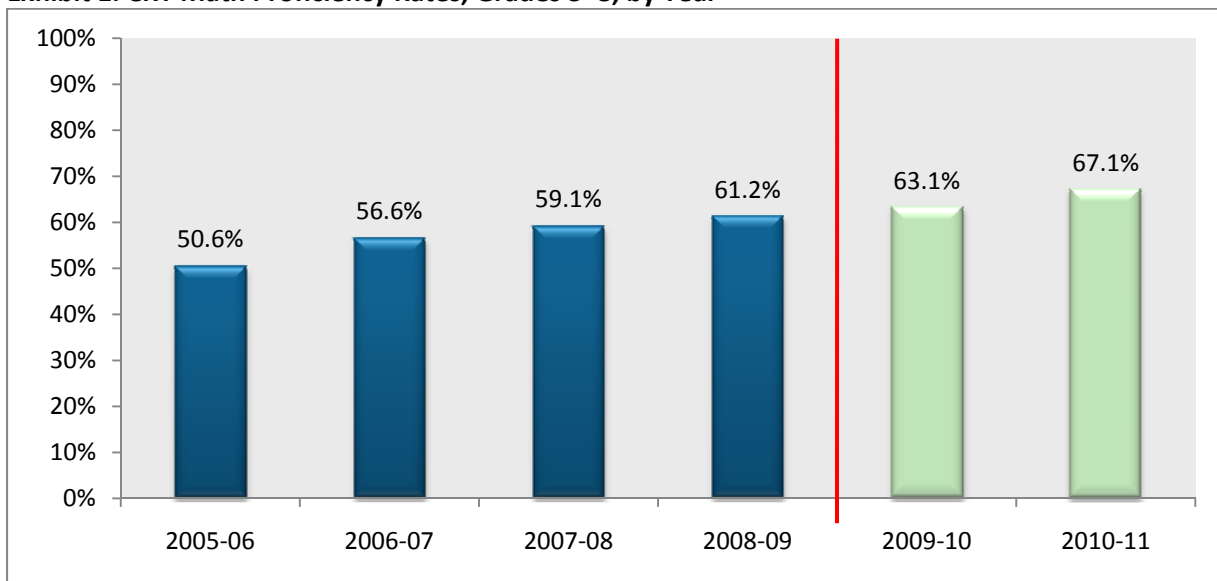
Criterion Referenced Test Findings

Results from the CRT analyses are presented for the subject areas of mathematics, reading, and science. Each section presents overall trends and notable findings for subgroups. Overall results are provided with details regarding trends over the years, and secondary analyses by subgroups.

Mathematics Proficiency Levels and Achievement Gaps

Exhibit 1 shows overall math proficiency rates for all students in Grades 3–8 who took the CRT math exam for each year from 2005–06 through 2010–11. In the 2010–11 school year, 67.1 percent of students in Grades 3 through 8 earned a proficient score on the CRT math exam. Proficiency levels rose every year since 2005–06, although the test was revised in 2009–10 and so is not directly comparable to previous years. Within these overall rates, there are substantial achievement gaps among subgroups of students as defined by race/ethnicity, LEP, FRPL, and IEP. Male and female students had similar math proficiency rates across all years of data (Table B.1).

Exhibit 1. CRT Math Proficiency Rates, Grades 3–8, by Year



Sample size (overall) = 843,673.

Sample size (by year) = 138,810 (2005–06); 142,958 (2006–07); 144,493 (2007–08); 143,717 (2008–09); 130,954 (2009–10); 130,954 (2010–11).

Note: The CRT mathematics assessment was revised in 2009–10.

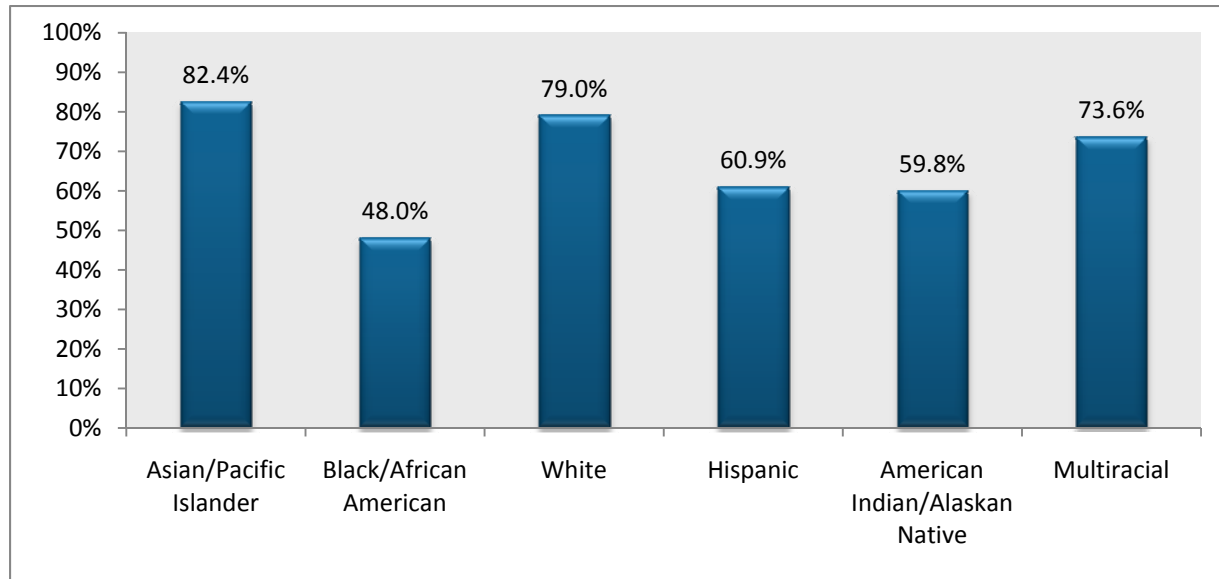
Race/Ethnicity

Exhibit 2 shows the proficiency rates of individual racial/ethnic groups in 2010–11. In all years of data, Hispanic, black/African American, and American Indian/Alaskan Native students had much lower proficiency rates than white students (Table B.2). Overall in 2010–11, 79.0 percent of white students were proficient in math compared with 62.2 percent of non-whites.¹² The black/African American-white

¹² Note that the non-white category includes the high-performing group of Asian/Pacific Islander students.

gap was 31.0 percentage points, the Hispanic-white gap was 18.2 percentage points, and the American Indian/Alaskan Native-white gap was 19.2 percentage points (Table B.2). In general, proficiency rates were lower in middle school than in elementary school, especially for these racial/ethnic groups (Table B.3).

Exhibit 2. CRT Math Proficiency Rates for Racial/Ethnic Groups (2010–11)

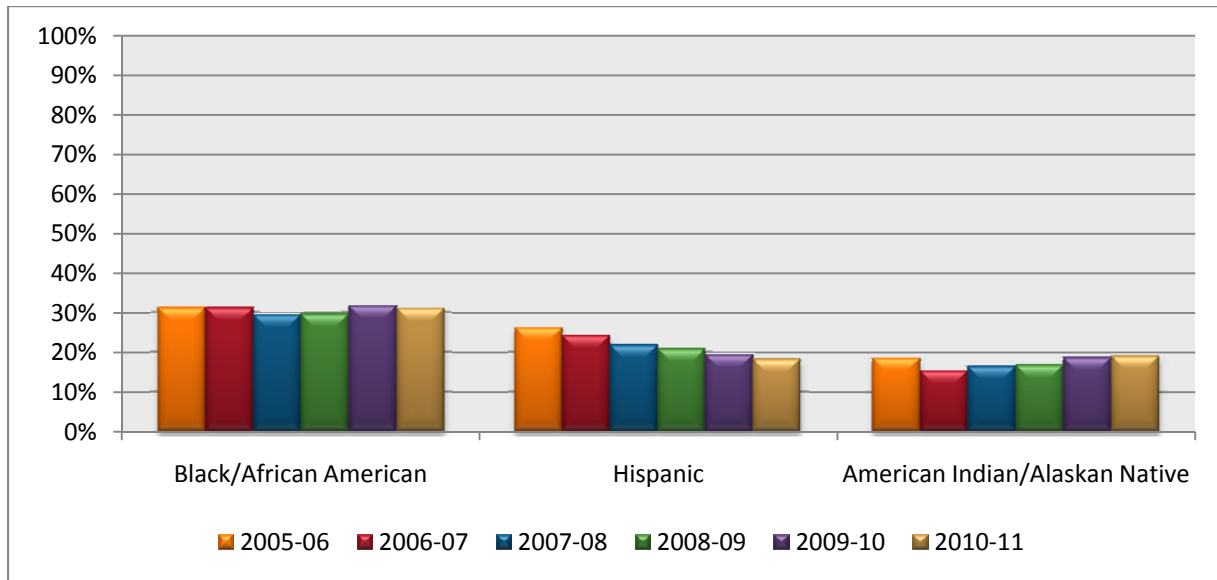


Sample size (overall) = 140,822.

Sample size (by subgroup) = 11,803 (Asian/Pacific Islander); 16,933 (black/African American); 42,665 (white); 61,016 (Hispanic); 856 (American Indian/Alaskan Native); 7,549 (Multiracial).

Note: There were 1,965 students who were missing race/ethnicity data and are not included in this analysis.

Overall, the achievement gap between whites and non-whites appears to have narrowed somewhat. The gap decreased from 23.0 percentage points in 2005–06 to 19.0 percentage points in 2008–09, when race/ethnicity categories were revised, subsequently decreasing further to 16.8 percentage points in 2010–11. The Hispanic-white gap also appeared to narrow gradually, from 26.1 percentage points in 2005–06 to 20.8 percentage points in 2008–09, continuing to decrease to 18.2 percentage points in 2010–11 (Exhibit 3). However, the black/African American-white and the American Indian/Alaskan Native-white gaps have remained roughly constant (Exhibit 3, Table B.2). These trends appear to be similar across elementary and middle school levels (Table B.3).

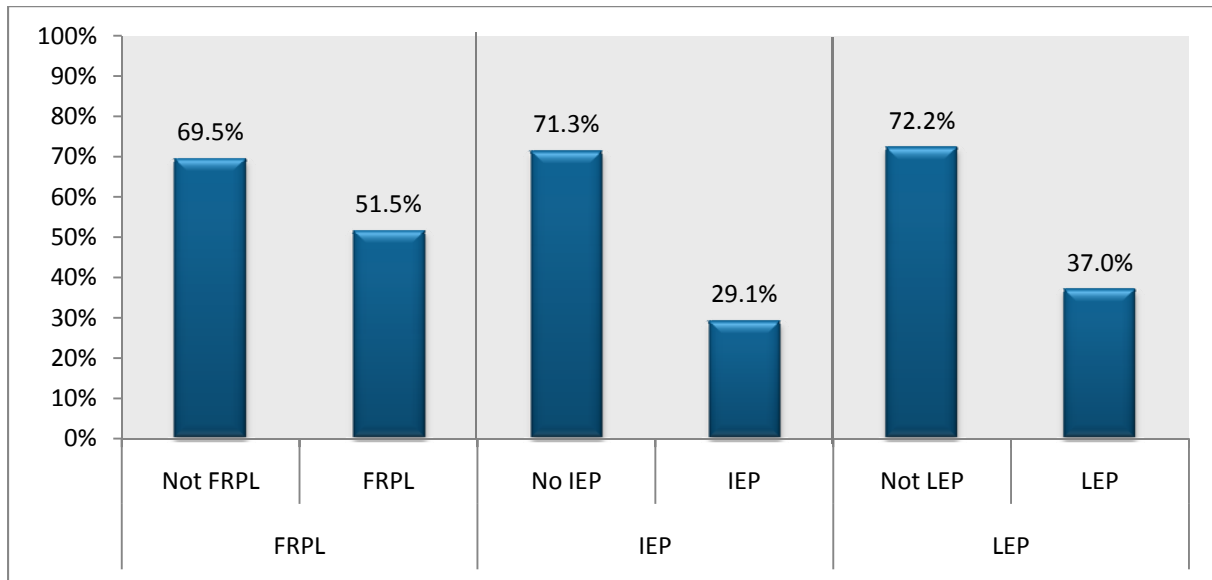
Exhibit 3. CRT Math Achievement Gaps Between Minority Groups and Whites Over Time

Sample size = 744,155 (overall); see Table B.2 for specific subgroup sizes.

Note: The CRT mathematics exam was revised in 2009–10. Achievement gaps shown are the difference with the proficiency rate of white students in each year.

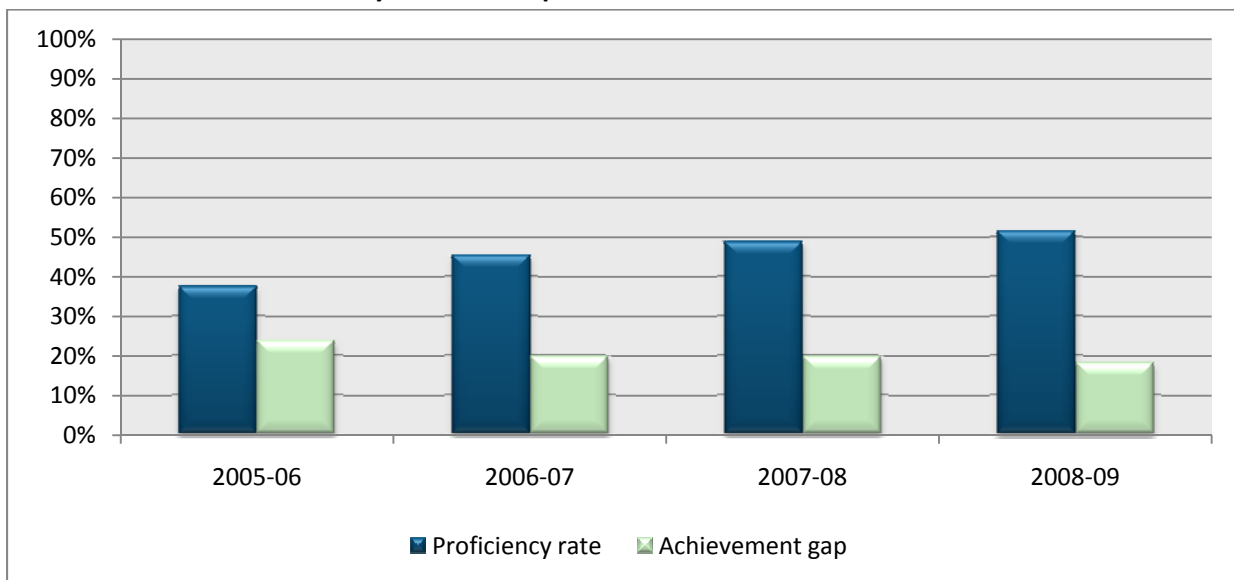
Free or Reduced-Price Lunch (FRPL)

Proficiency rates for students qualifying for FRPL are consistently lower than for those who do not qualify (Exhibit 4). In 2008–09, the most recent year for which data were available, students who qualified for FRPL had a proficiency rate of 51.5 percent, compared with 69.5 percent for students who did not qualify, a difference of 18.0 percentage points. In all years, students qualifying for FRPL had a lower proficiency rate than students not qualifying. However, this gap appears to have narrowed moderately, from 23.7 percentage points in 2005–06 to 18.0 percentage points in 2008–09 (Exhibit 5, Table B.4).

Exhibit 4. CRT Math Proficiency Rates for Students, by FRPL, IEP, and LEP Status

Sample size = 140,822 (IEP and LEP, overall); 127,452 (No IEP); 13,370 (IEP); 121,128 (Not LEP); 19,694 (LEP); 143,717 (FRPL, overall); 77,468 (Not FRPL); 66,249 (FRPL).

Note: FRPL data are from the 2008–09 school year, the most recent year for which data were available. IEP and LEP data are from the 2010–11 school year.

Exhibit 5. CRT Math Proficiency Rate and Gap for FRPL Students Over Time

Sample size = 569,978 (overall); 76,572 (Not FRPL, 2005–06); 82,319 (Not FRPL, 2006–07); 76,353 (Not FRPL, 2007–08); 77,468 (Not FRPL, 2008–09); 62,238 (FRPL, 2005–06); 60,639 (FRPL, 2006–07); 68,140 (FRPL, 2007–08); 66,249 (FRPL, 2008–09).

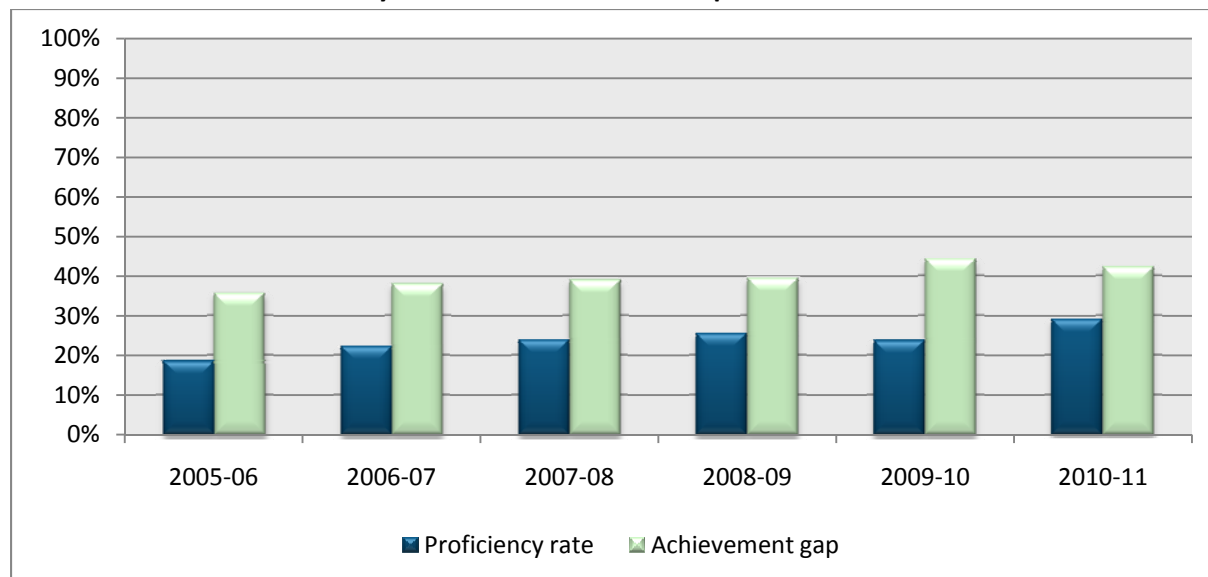
Notes: FRPL data were available until 2008–09 only. Achievement gaps shown are the difference with the proficiency rate of students not qualifying for FRPL in each year.

Individualized Education Program (IEP) and Limited English Proficient (LEP)

Students with IEPs have very low proficiency rates. In 2010–11, only 29.1 percent of students with IEPs were proficient in math (Exhibit 4, Table B.5). This rate was 42.2 percentage points lower than that for students without IEPs. Across all years of data, the proficiency rate for students with IEPs was substantially lower in middle school than in elementary school. In 2010–11, 36.8 percent of elementary school students with IEPs were proficient, as opposed to 20.5 percent of middle school students (Table B.6).

The proficiency rate for students with IEPs has generally increased since 2005–06, although it decreased in 2009–10 when the test was revised. However, the increase for students with IEPs has not been as large as the increase for students without IEPs, so the gap grew wider (Exhibit 6). The achievement gap between students with and without IEPs was 42.2 percentage points in 2010–11, larger than the 35.6 percentage point gap in 2005–06. This gap appears to have increased from 2005–06 to 2008–09, was larger in 2009–10, and decreased slightly in 2010–11 (Exhibit 6, Table B.5).

Exhibit 6. CRT Math Proficiency Rate and Achievement Gap for Students With IEPs Over Time



Sample size = 832,156 (overall); 125,107 (No IEP, 2005–06); 129,322 (No IEP, 2006–07); 130,696 (No IEP, 2007–08); 130,537 (No IEP, 2008–09); 109,747 (No IEP, 2009–10); 127,452 (No IEP, 2010–11); 13,703 (IEP, 2005–06); 13,636 (IEP, 2006–07); 13,797 (IEP, 2007–08); 13,180 (IEP, 2008–09); 11,609 (IEP, 2009–10); 13,370 (IEP, 2010–11).

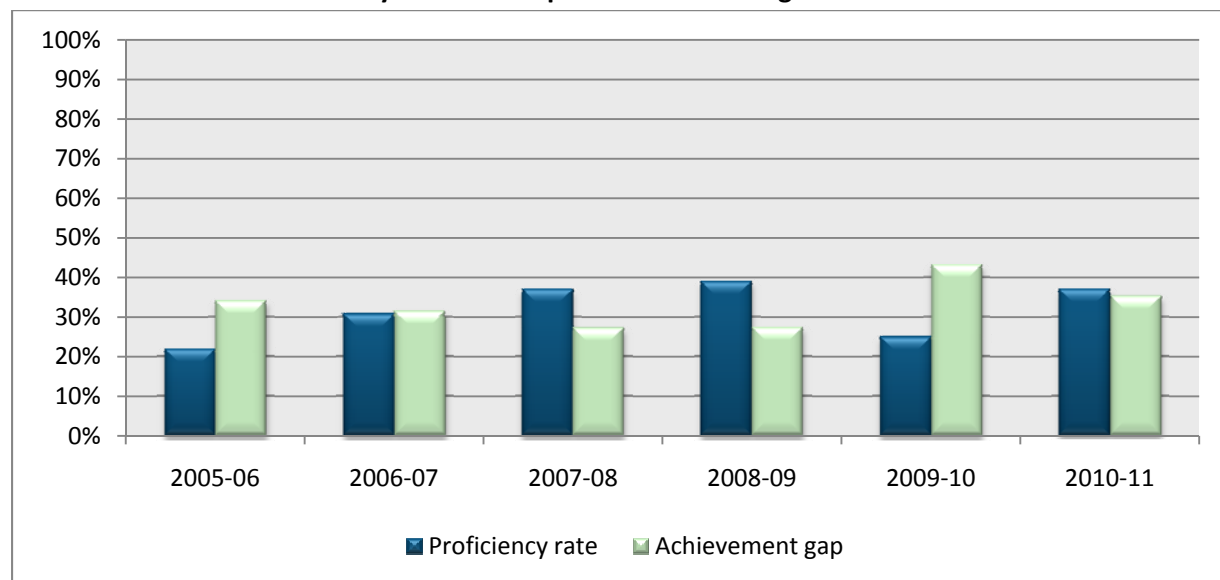
Note: The CRT mathematics test was revised in 2009–10. Achievement gaps shown are the difference in proficiency rates between students with and without IEPs.

Across all years of data, the gap between students with and without IEPs was larger in middle school than in elementary school. In 2010–11, this gap was 49.6 percentage points in middle school and 35.7 percentage points in elementary school. In addition, although the gap between students with and without IEPs in all grades combined was smaller in 2010–11 than in 2009–10, this did not appear to be the case for middle school considered separately (Table B.6).

Students designated as LEP also had a very low proficiency rate across all years. This rate was 37.0 percent in 2010–11, 35.2 percentage points lower than the rate for students not designated as LEP (Exhibit 4, Table B.7). The proficiency rate for this group is consistently much lower in middle school than in elementary school. In 2010–11, 44.4 percent of elementary school students designated as LEP were proficient, as opposed to 20.4 percent of students designated as LEP in middle school. The gap between students designated as LEP and those who are not is correspondingly larger in middle school and was 49.5 percentage points in 2010–11, compared with 30.4 percentage points in elementary school (Table B.8).

Proficiency rates for students designated as LEP have generally risen since 2005–06, although the definition of LEP has changed since 2009–10, limiting comparability across years (Exhibit 7). Proficiency rates rose from 2005–06 to 2008–09, fell sharply in 2009–10, and returned to previous levels in 2010–11. The rate of increase appears to have been greater than that of students not designated as LEP from 2005–06 to 2008–09 because the gap closed from 34.1 percentage points to 27.3 percentage points (Exhibit 7). However, the gap grew larger in 2009–10 (43.2 percentage points) and only narrowed moderately in 2010–11 (to 35.3 percentage points; Table B.7). Elementary and middle school levels exhibit similar trends; however, for middle school the gap decrease from 2005–06 to 2008–09 is not evident, and the decrease in 2010–11 was smaller (Table B.8).

Exhibit 7. CRT Math Proficiency Rate and Gap for Students Designated as LEP Over Time



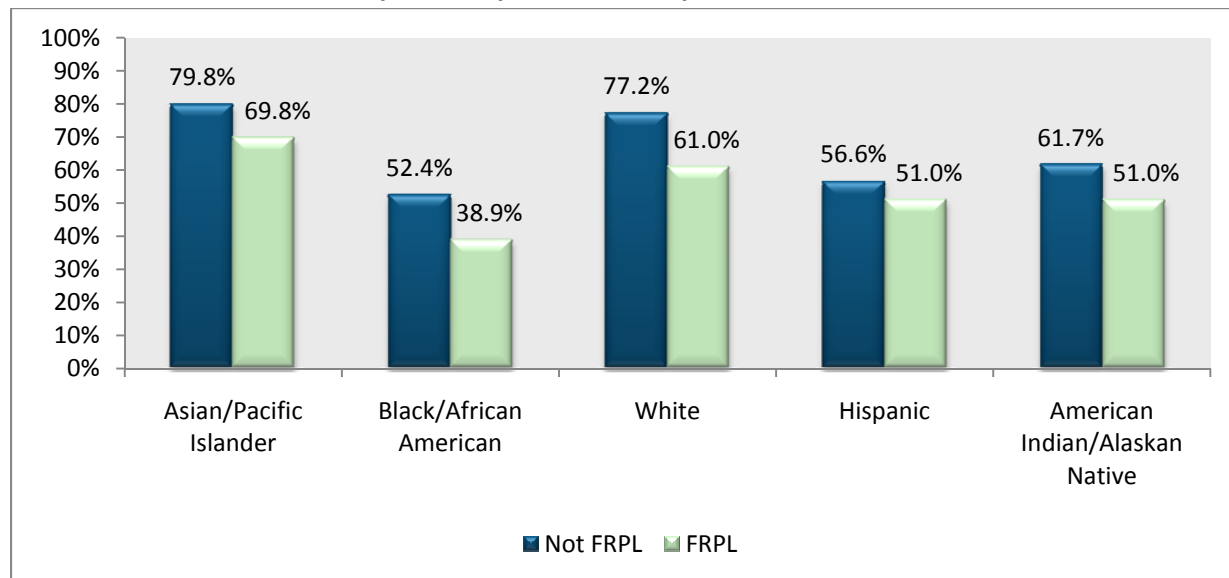
Sample size = 832,156 (overall); 116,912 (Not LEP, 2005–06); 117,947 (Not LEP, 2006–07); 117,626 (Not LEP, 2007–08); 116,771 (Not LEP, 2008–09); 108,667 (Not LEP, 2009–10); 121,128 (Not LEP, 2010–11); 21,898 (LEP, 2005–06); 25,011 (LEP, 2006–07); 26,867 (LEP, 2007–08); 26,946 (LEP, 2008–09); 12,689 (LEP, 2009–10); 19,694 (LEP, 2010–11).

Notes: The CRT mathematics test was revised in 2009–10, and the definition of LEP has been changed. Achievement gaps shown are the difference in proficiency rates between students who are and are not designated as LEP.

Race/Ethnicity by Free or Reduced-Price Lunch (FRPL)

Exhibit 8 shows the proficiency rates for different racial/ethnic groups by FRPL status. In 2008–09, the gap between students who did and did not qualify for FRPL is consistently large across racial/ethnic groups except for Hispanics, for whom it is somewhat smaller. Notable is the very low rate of proficiency for black/African American students who also qualify for FRPL (38.9 percent), even compared with other economically disadvantaged groups. The gap between students in each racial/ethnic group who qualified for FRPL and overall performance for all students not qualifying for FRPL appears to have narrowed (Exhibit B.9, Table B.10). However, this decrease was smaller for black/African American and American Indian/Alaskan Native students qualifying for FRPL.

Exhibit 8. CRT Math Proficiency Rates, by Race/Ethnicity and FRPL Status (2008–09)



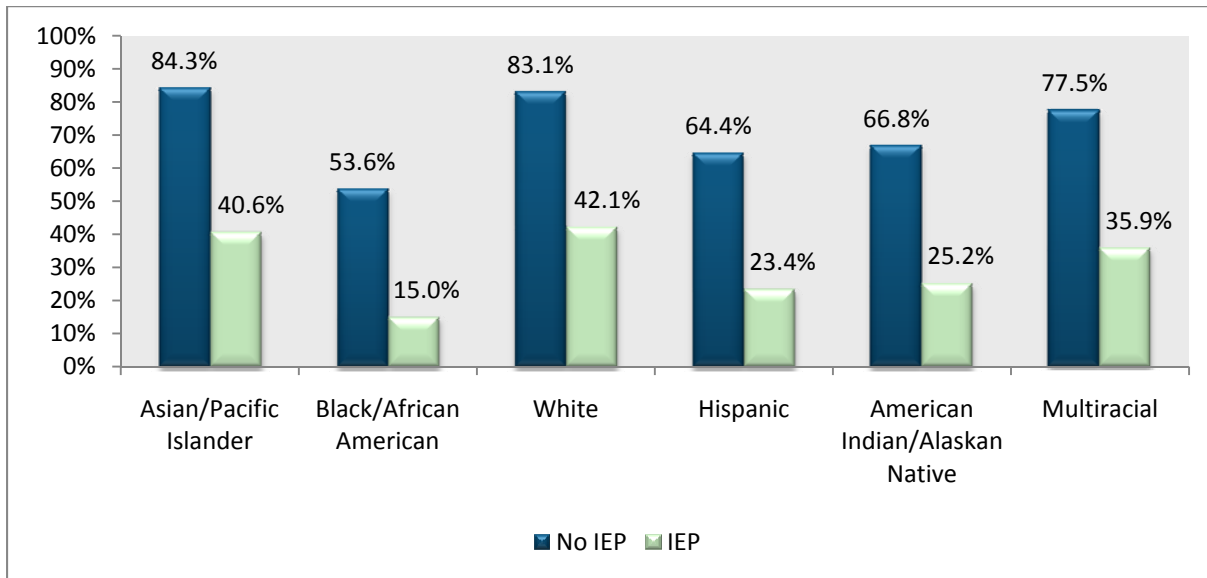
Sample size = 143,717 (overall); 10,162 (Asian/Pacific Islander, Not FRPL); 3,814 (Asian/Pacific Islander, FRPL); 7,800 (black/African American, Not FRPL); 12,164 (black/African American, FRPL); 38,592 (white, Not FRPL); 10,842 (white, FRPL); 20,301 (Hispanic, Not FRPL); 38,925 (Hispanic, FRPL); 613 (American Indian/Alaskan Native, Not FRPL); 504 (American Indian/Alaskan Native, FRPL).

Race/Ethnicity by Individualized Education Program (IEP)

Students with IEPs display very low levels of achievement across all racial/ethnic groups (Exhibit 9). Proficiency rates for students with IEPs are particularly low among black/African American, Hispanic, and American Indian/Alaskan Native students. This pattern is evident across all years of data (Table B.11).

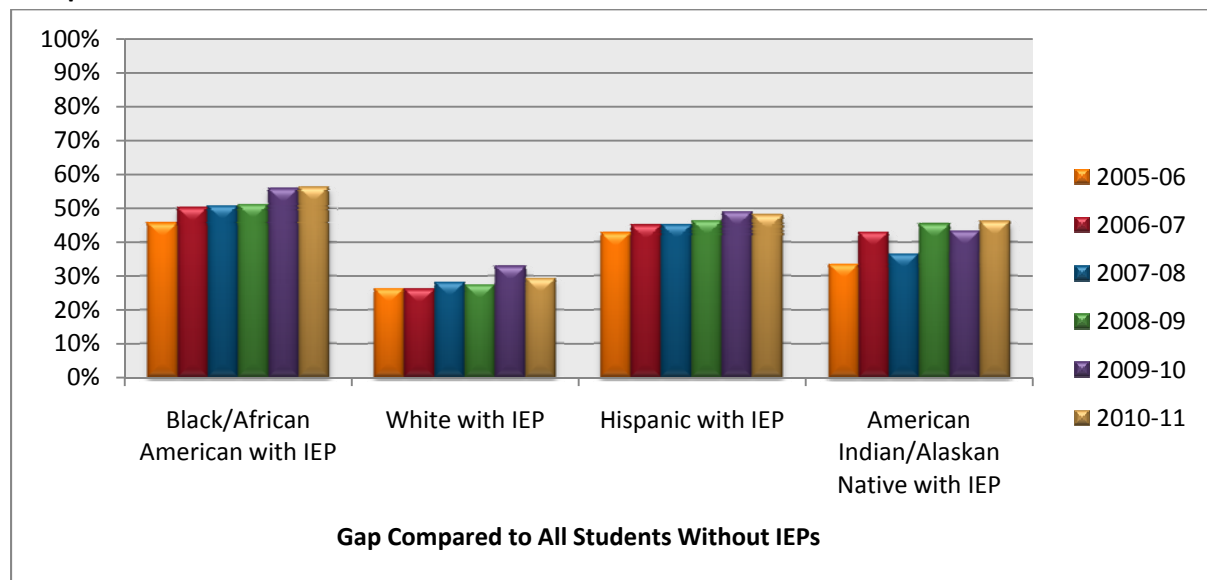
Proficiency rates for these groups appear to have been increasing since 2005–06 (Exhibit 10). However, overall this increase seems to have been less than that for students without IEPs, so the gaps have increased. In particular, black/African American and American Indian/Alaskan Native students with IEPs have fallen further behind the performance of all students without IEPs, expanding these achievement gaps (Exhibit 10, Table B.11).

Exhibit 9. CRT Math Proficiency Rates, by Race/Ethnicity and IEP Status (2010–11)



Sample size = 140,822 (overall); 11,306 (Asian/Pacific Islander, Not IEP); 497 (Asian/Pacific Islander, IEP); 14,474 (black/African American, Not IEP); 2,459 (black/African American, IEP); 38,433 (white, Not IEP); 4,232 (white, IEP); 55,677 (Hispanic, Not IEP); 5,339 (Hispanic, IEP); 713 (American Indian/Alaskan Native, Not IEP); 143 (American Indian/Alaskan Native, IEP); 6,849 (multiracial, Not IEP); 700 (multiracial, IEP).

Exhibit 10. CRT Math Achievement Gap Between Students With and Without IEPs, by Racial/Ethnic Group



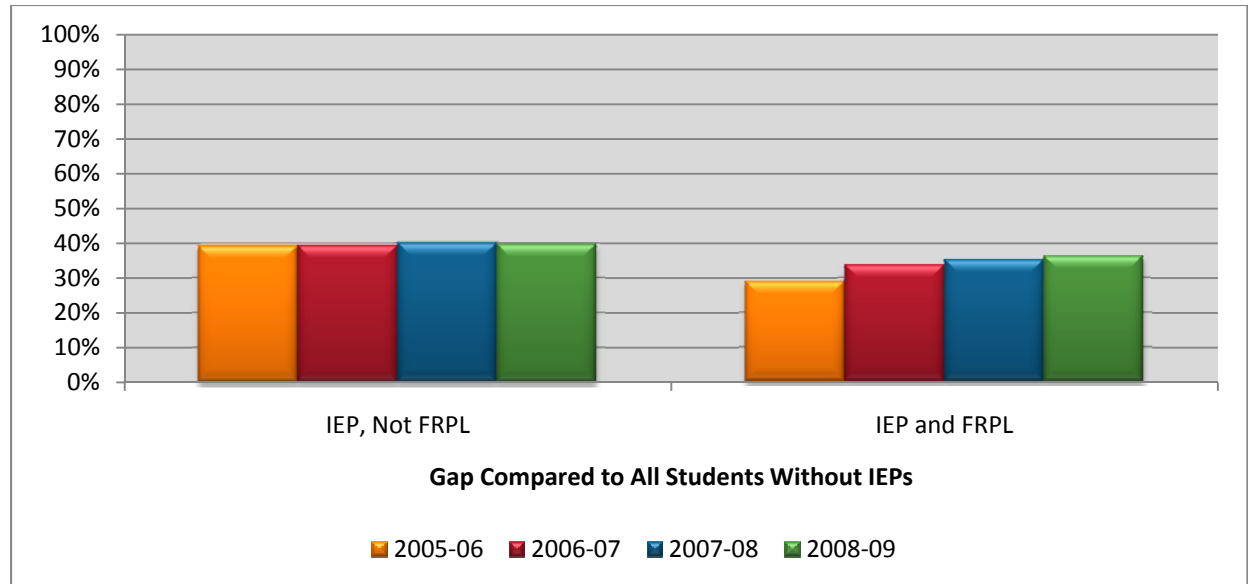
Sample size = 744,155 (overall); see Table B.11 for specific sample sizes.

Notes: CRT mathematics test was revised in 2009–10. Gap shown is the difference in the proficiency rate of each subgroup and all students without IEPs in each year.

Free or Reduced-Price Lunch (FRPL) by Individualized Education Program (IEP)

The proficiency rate of students who both qualify for FRPL and have IEPs is particularly low, at 19.1 percent in 2008–09. These students have had an especially low proficiency rate since 2005–06 (Table B.12). The gap between students with and without IEPs appears to be driven largely by students with IEPs who qualify for FRPL (Exhibit 11). Data also suggest that the decrease in the gap between students who do and do not qualify for FRPL has not been shared by students with IEPs (Exhibit B.13).

Exhibit 11. CRT Math Achievement Gaps, by IEP Status for Students Qualifying and Not Qualifying for FRPL

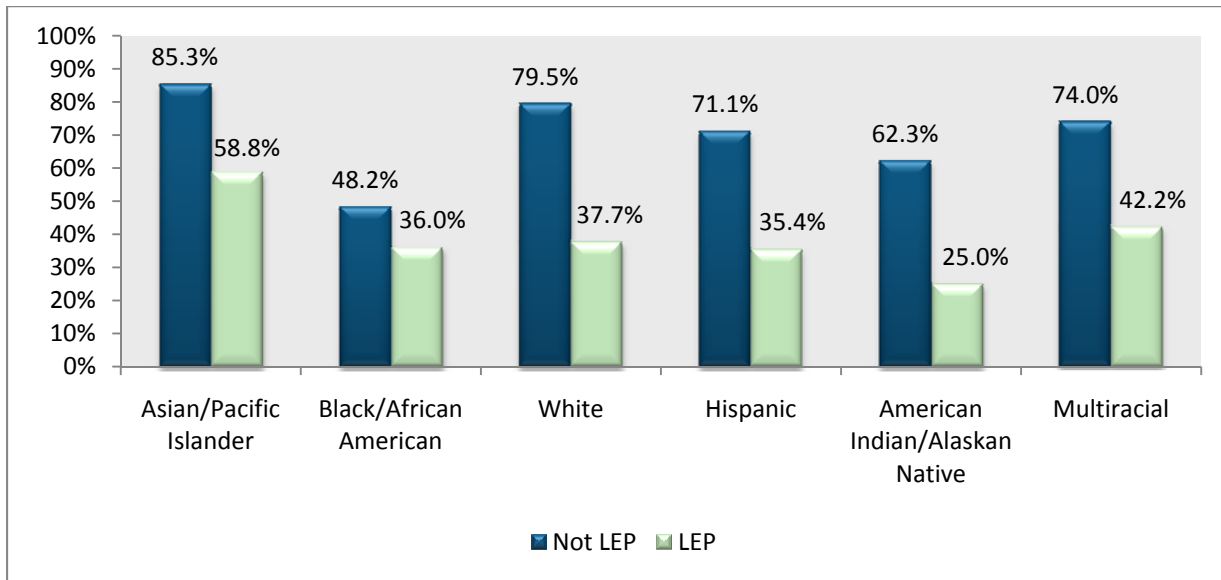


Sample size = 569,978 (overall); overall, No IEP: 138,810 (2005–06), 142,958 (2006–07), 144,493 (2007–08), 143,717 (2008–09), 121,356 (2009–10), 140,822 (2010–11); Not FRPL, IEP: 6,572 (2005–06), 6,874 (2006–07), 6,231 (2007–08), 5,984 (2008–09); FRPL, IEP: 7,131 (2005–06), 6,762 (2006–07), 7,566 (2007–08), 7,196 (2008–09). Notes: FRPL data were available until 2008–09 only. Gap shown is the difference between the proficiency rate of each subgroup and that for all students without IEPs in each year.

Race/Ethnicity by Limited English Proficient (LEP)

Proficiency rates for students designated as LEP are low for all racial/ethnic groups, but particularly for black/African American, Hispanic, and American Indian/Alaskan Native students (Exhibit 12). Proficiency for all of these groups appears to have increased from 2005–06 to 2008–09 (with the exception of American Indian/Alaskan Natives), decreased for all groups in 2009–10 after test revision, and increased for all groups from 2009–10 to 2010–11 (Table B.14).

The achievement gap between students designated and not designated as LEP remains large across all racial/ethnic groups, although less so for black/African American students (Exhibit 12). In particular, Hispanic students not designated as LEP had higher proficiency rates than Hispanic students designated as LEP in all years of data (Table B.14). In 2010–11, achievement for Hispanic students not designated as LEP was only 8.4 percentage points below that of whites (Exhibit 12). The gap between Hispanic students designated and not designated as LEP appeared to close slightly from 2005–06 to 2008–09, was higher in 2009–10 when the definition of LEP was revised, and decreased in 2010–11 (Exhibit B.15).

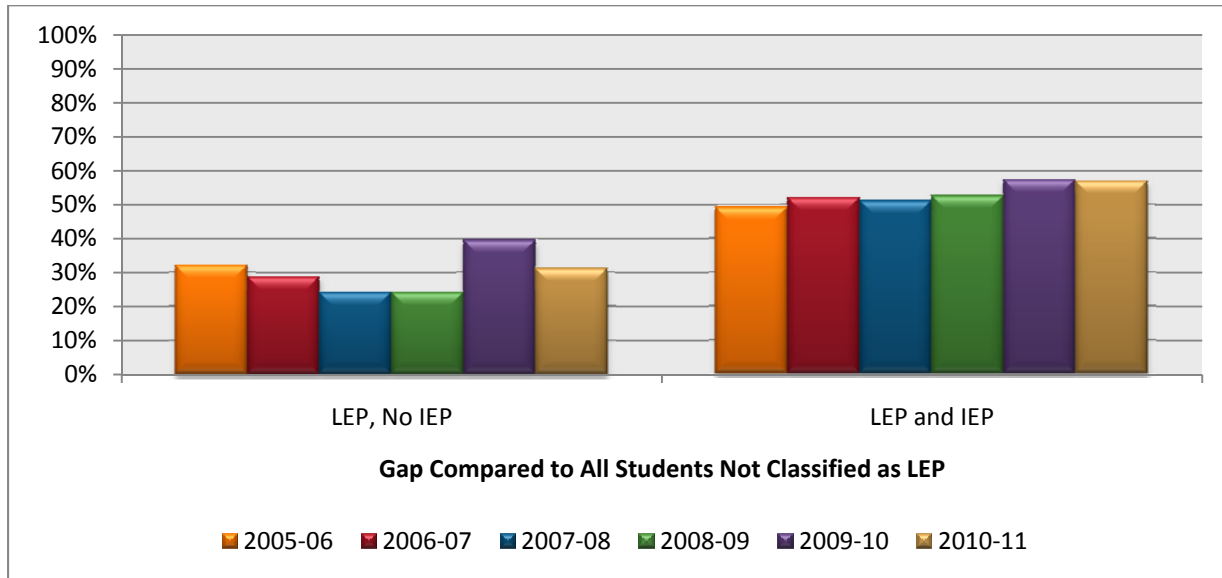
Exhibit 12. CRT Math Proficiency Rates, by Race/Ethnicity and LEP Status (2010–11)

Sample size = 140,822 (overall); 10,537 (Asian/Pacific Islander, Not LEP); 1,266 (Asian/Pacific Islander, LEP); 16,686 (black/African American, Not LEP); 247 (black/African American, LEP); 42,190 (white, Not LEP); 475 (white, LEP); 43,456 (Hispanic, Not LEP); 17,560 (Hispanic, LEP); 800 (American Indian/Alaskan Native, Not LEP); 56 (American Indian/Alaskan Native, LEP); 7,459 (multiracial, Not LEP); 90 (multiracial, LEP).

Individualized Education Program (IEP) by Limited English Proficient (LEP)

Students who both have an IEP and are designated as LEP had a proficiency rate of 15.4 percent in 2010–11 (Exhibit B.16). This was 25.8 percentage points lower than the rate for students designated as LEP without an IEP (41.2 percent) and 18.1 percentage points lower than the rate for students not designated as LEP with an IEP (33.5 percent). In general, students both designated as LEP and with an IEP have a very low proficiency rate across all years of data (Table B.17). Rates appear to have increased for each group. Although the gap between students designated as LEP and those who are not appeared to narrow from 2005–06 to 2008–09 (as mentioned above), this was not the case for students who also had an IEP. For these students, the gap appears to have increased (Exhibit 13). This is a relatively small group of students, composing about 2 percent of the CRT-tested population across all years of data.

Exhibit 13. CRT Math Achievement Gaps of Students Designated as LEP Compared With All Students Not Designated as LEP, by IEP Status



Sample size = 832,156 (overall); Not LEP: 116,912 (2005–06), 117,947 (2006–07), 117,626 (2007–08), 116,771 (2008–09), 108,667 (2009–10), 121,128 (2010–11); LEP, No IEP: 19,076 (2005–06), 21,970 (2006–07), 23,649 (2007–08), 23,752 (2008–09), 9,856 (2009–10), 16,448 (2010–11); LEP and IEP: 2,822 (2005–06), 3,041 (2006–07), 3,218 (2007–08), 3,194 (2008–09), 2,833 (2009–10), 3,246 (2010–11).

Notes: The CRT mathematics test and LEP definition were revised in 2009–10. Gap shown is the difference between the proficiency rate of each subgroup and that for all students not designated as LEP in each year.

Analysis by Grade

Exhibit 14 provides the math proficiency rates by grade from 2005–06 through 2010–11. In the early years, Grade 4 students tended to perform better than all other grades, although this leveled off in 2008–09.

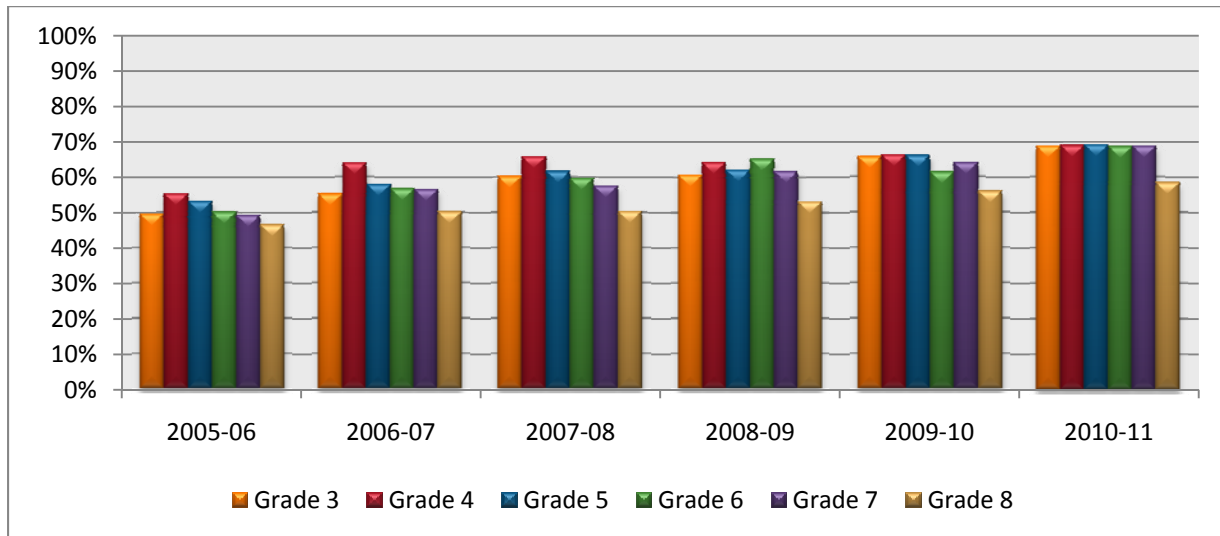
One consistent finding is that the rate for Grade 8 students was substantially lower than that for all other grades over the years (Exhibit 14). This finding also holds for all subgroups. Performance for Grade 8 subgroups was lower than that for subgroups in all grades combined in 2010–11 (Exhibit B.18). In addition, achievement gaps in Grade 8 are generally larger than for all grades combined (Exhibit B.19).

Individualized Education Plan (IEP) and Limited English Proficient (LEP) by Grade

For students with IEPs, there is a steady decline in math proficiency rates across the grade levels. Exhibit 15 shows the proficiency level for students with IEPs and the achievement gap between students with and without IEPs in each grade in 2010–11.

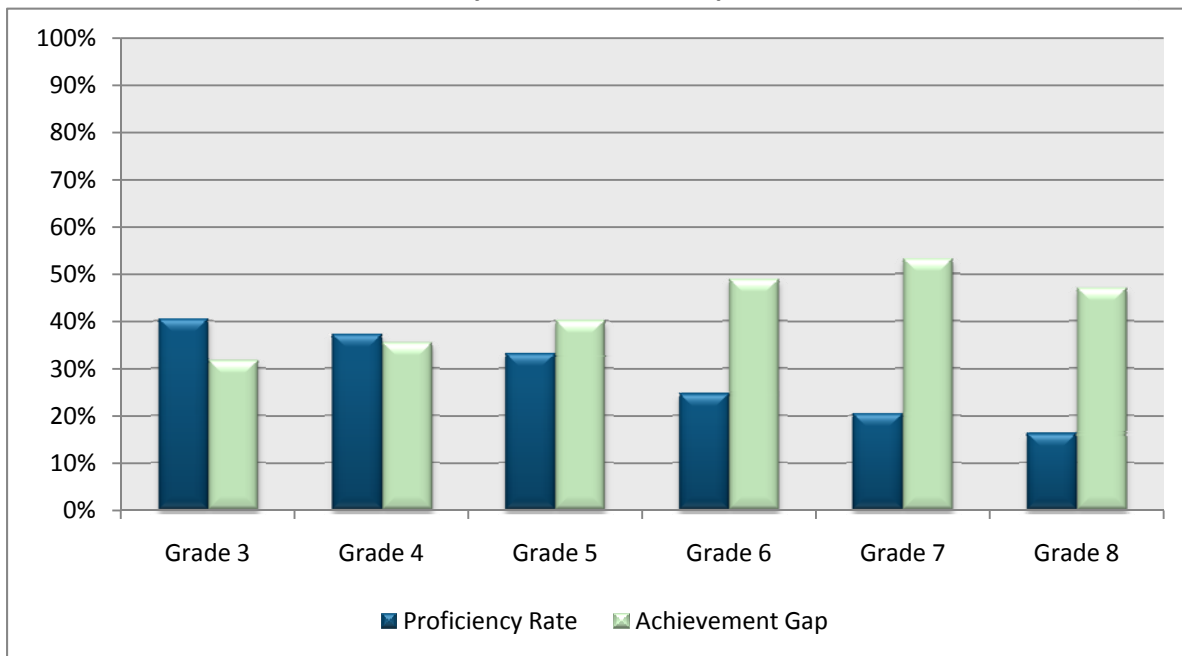
Grade 3 students with IEPs were substantially more proficient than students with IEPs in older grades (Exhibit 15). This pattern also holds for students designated as LEP (Exhibit B.20). Is it important to note that this may reflect both the additional difficulties students encounter in higher grades and the fact that relatively higher performing students may move out of these classifications.

Exhibit 14. CRT Math Proficiency Levels by Grade and Year (2005–06 to 2010–11)



Sample size = 138,810 (2005–06); 142,958 (2006–07); 144,493 (2007–08); 143,717 (2008–09); 130,954 (2009–10); 142,741 (2010–11). Sample size (by grade and year); see Appendix B. Note: CRT mathematics assessment was revised in 2009–10.

Exhibit 15. CRT Math Proficiency Rates and Gaps for Students With IEPs (2010–11)



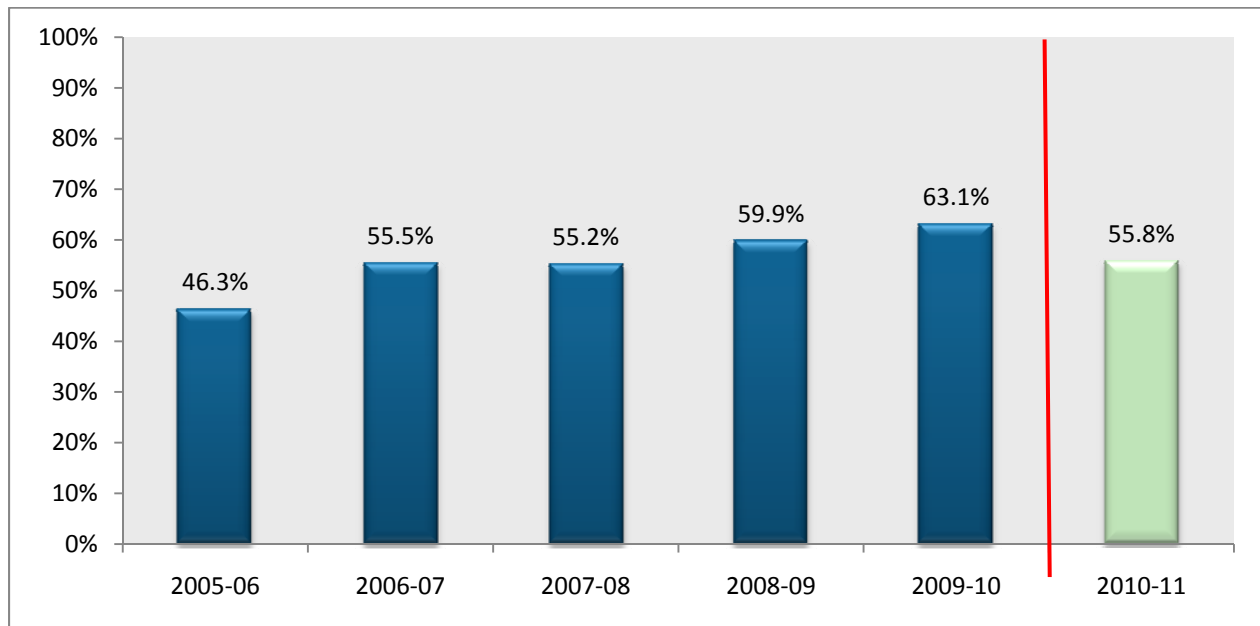
Sample size = 140,822 (overall); 21,260 (Grade 3, No IEP); 21,555 (Grade 4, No IEP); 21,281 (Grade 5, No IEP); 21,397 (Grade 6, No IEP); 21,266 (Grade 7, No IEP); 20,693 (Grade 8, No IEP); 2,287 (Grade 3, IEP); 2,377 (Grade 4, IEP); 2,384 (Grade 5, IEP); 2,239 (Grade 6, IEP); 2,066 (Grade 7, IEP); 2,017 (Grade 8, IEP).

Note: Achievement gaps shown are the difference in proficiency rates between students with and without IEPs.

Reading Proficiency Levels and Achievement Gaps

Exhibit 16 shows overall reading proficiency rates for all students in Grades 3 through 8 who took the CRT reading exam for each year from 2005–06 to 2010–11. In the 2010–11 school year, 55.8 percent of students in Grades 3 through 8 earned a proficient score on the CRT reading exam. Reading proficiency rates fluctuated during the period, increasing from 2007–08 to 2009–10. Proficiency rates were lower in 2010–11, after the reading test was revised. There are achievement gaps among subgroups of students as defined by race/ethnicity, LEP, FRPL, IEP, and gender.

Exhibit 16. CRT Reading Proficiency Rates, Grades 3–8, by Year



Sample size (overall) = 843,789.

Sample size (by year) = 138,936 (2005–06); 142,934 (2006–07); 144,477 (2007–08); 143,785 (2008–09); 131,071 (2009–10); 142,912 (2010–11).

Note: The CRT Reading assessment was revised in 2010–11.

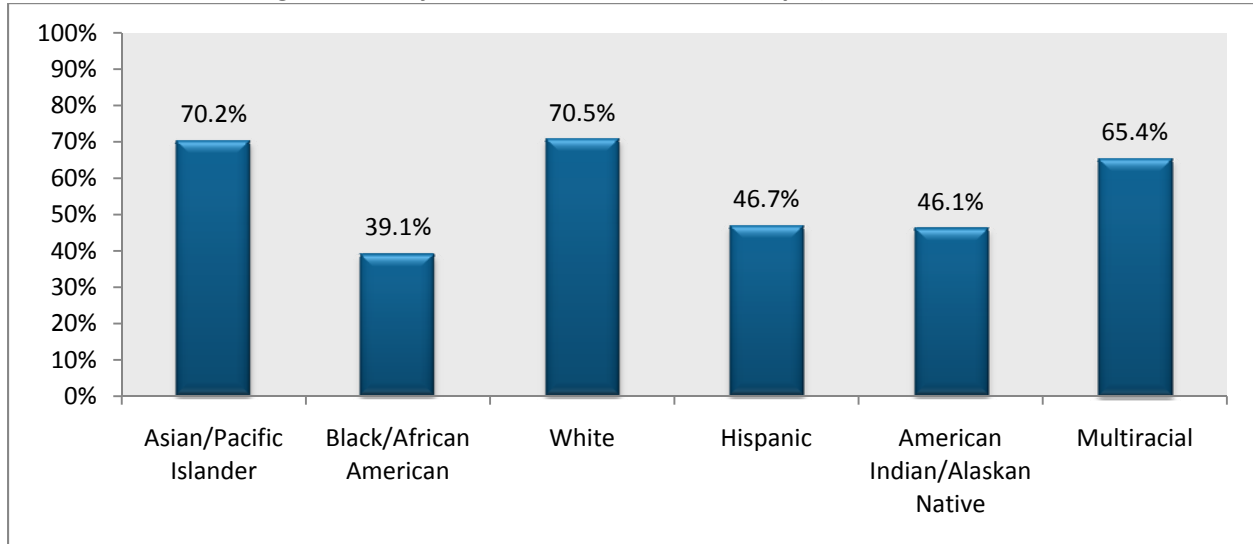
Race/Ethnicity

Exhibit 17 shows the proficiency rates of individual racial/ethnic groups in 2010–11. In all years of data, Hispanics, American Indian/Alaskan Native, and black/African American students had much lower proficiency rates than white students (Table C.1). Overall in 2010–11, 70.5 percent of white students were proficient in reading compared with 49.6 percent of non-white students. The black/African American-white gap was 31.4 percentage points, the Hispanic-white gap was 23.8 percentage points, and the American Indian/Alaskan Native gap was 24.4 percentage points. These gaps by racial/ethnic group were present over all years of data (Table C.1).

The gap between Hispanic and white students appeared to decrease from 2005–06 to 2008–09, was again smaller in 2009–10 after the revision of racial/ethnic categories, but was slightly larger in 2010–11 after the CRT reading test was revised (Exhibit 18). The gap between black/African American and white students decreased slightly from 2005–06 to 2008–09 but appears to have increased in more recent

years. The gap between American Indian/Native American and white students appears to have increased from 2009–10 to 2010–11.

Exhibit 17. CRT Reading Proficiency Rates for Racial/Ethnic Groups (2010–11)

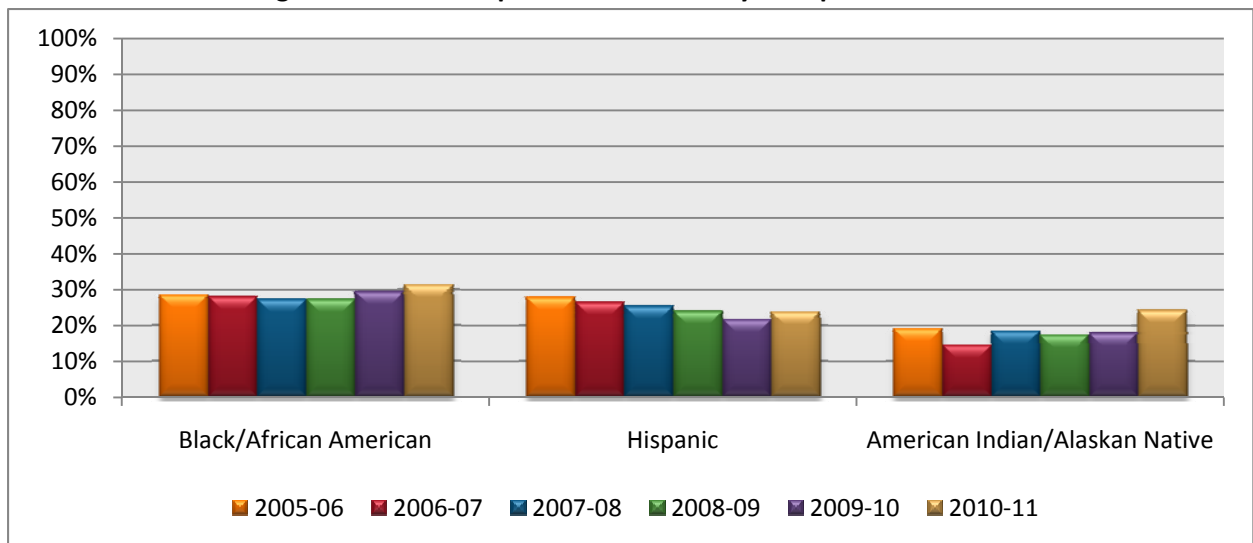


Sample size (overall) = 140,822.

Sample size (by subgroup) = 11,812 (Asian/Pacific Islander); 16,963 (black/African American); 42,693 (white); 61,078 (Hispanic); 857 (American Indian/Alaskan Native); 7,555 (multiracial).

Note: There were 1,954 students who were missing ethnicity data and are not included in this analysis.

Exhibit 18. CRT Reading Achievement Gaps Between Minority Groups and Whites



Sample size = 832,249 (overall); see Table C.1 for specific sample sizes.

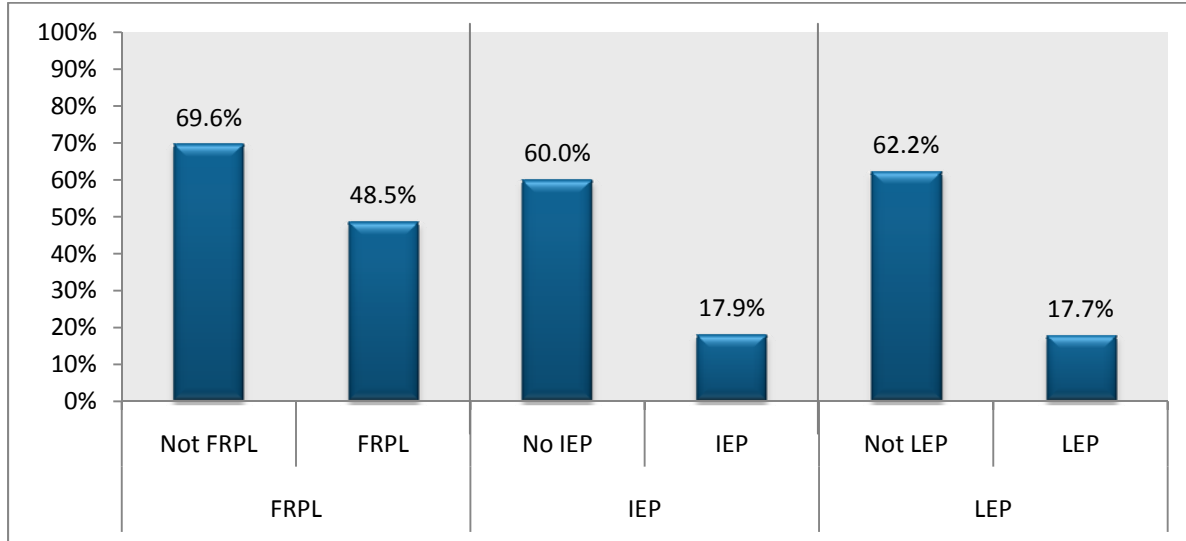
Note: The CRT reading exam was revised in 2010–11. Achievement gaps shown are the difference between the proficiency rate for each subgroup shown and the proficiency rate for white students in each year.

Free or Reduced-Price Lunch (FRPL)

Proficiency rates for students qualifying for FRPL are consistently lower than for those who do not qualify (Exhibit 19, Table C.2). In 2008–09, the most recent year for which data were available, students

who qualified for FRPL had a proficiency rate of 48.5 percent compared with 69.6 percent for students who did not qualify for FRPL, a difference of 21.1 percentage points. This gap appeared to narrow slightly from 2005–06 to 2008–09, from 25.0 to 21.0 percentage points (Exhibit 20).

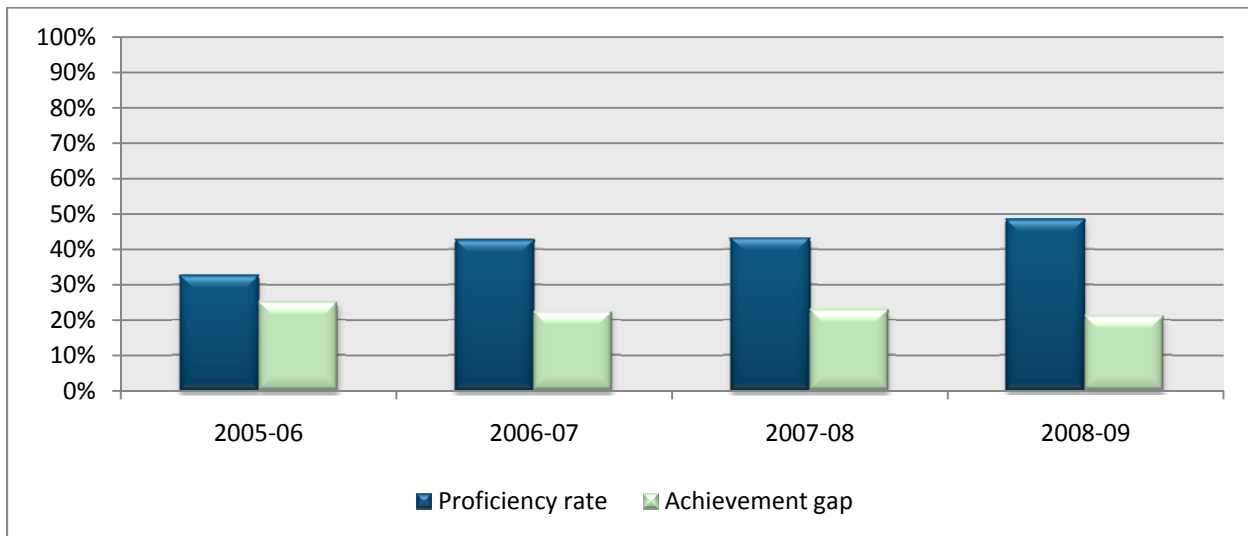
Exhibit 19. CRT Reading Proficiency Rates for Students, by FRPL, IEP, and LEP Status



Sample size = 140,958 (overall); 77,505 (Not FRPL); 66,280 (FRPL); 127,568 (No IEP); 13,390 (IEP); 121,254 (Not LEP); 19,704 (LEP).

Note: Data shown for FRPL are for most recent school year for which data were available, 2008–09. IEP and LEP information is from the 2010–11 school year.

Exhibit 20. CRT Reading Proficiency Rate and Gap for FRPL Students Over Time



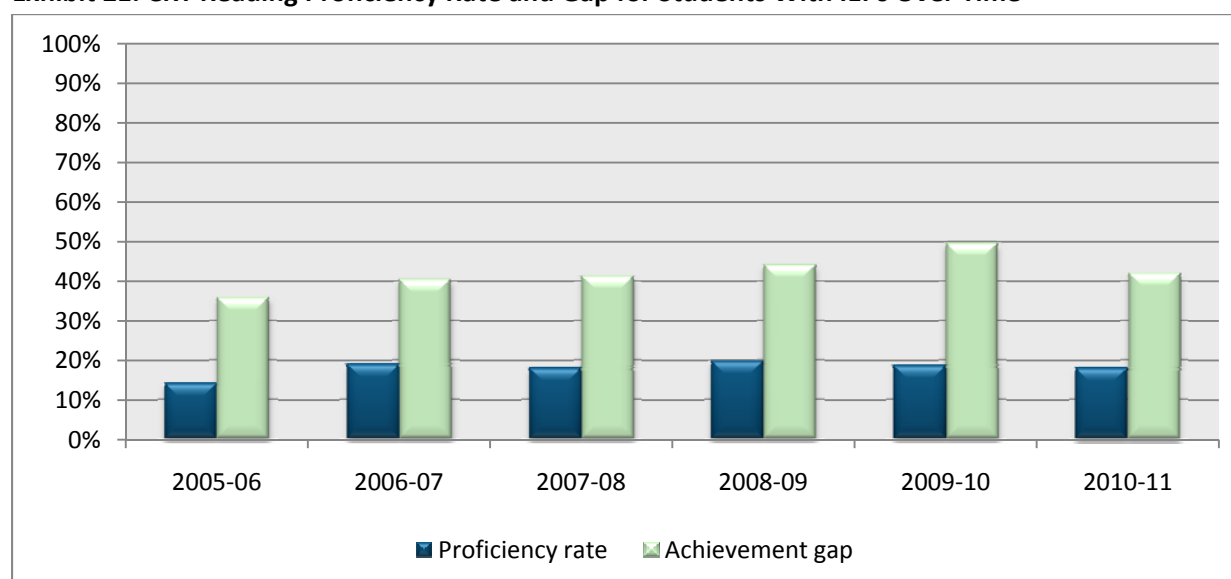
Sample size = 570,969 (overall); see Table C.2 for specific sample sizes.

Notes: FRPL data were available until 2008–09 only. The achievement gap shown is the difference in proficiency rates between students qualifying and students not qualifying for FRPL in each year.

Individualized Education Program (IEP) and Limited English Proficient (LEP)

Students with an individualized education program (IEP) have very low reading proficiency rates. In 2010–11, the proficiency rate for this group of students was 17.9 percent (Exhibit 19). This rate has fluctuated but is slightly higher than the rate in 2005–06 of 14.1 percent (Exhibit 21, Table C.3). In all years of data, the proficiency of students with IEPs has been higher in elementary school than middle school. However, from 2009–10 to 2010–11, the proficiency rate for these students increased in elementary school but decreased in middle school. In 2010–11, 24.9 percent of students with IEPs in elementary school were proficient in reading, and only 10.1 percent of students in middle school were proficient (Table C.4).

Exhibit 21. CRT Reading Proficiency Rate and Gap for Students With IEPs Over Time



Sample size = 832,249 (overall); see Table C.3 for specific sample sizes.

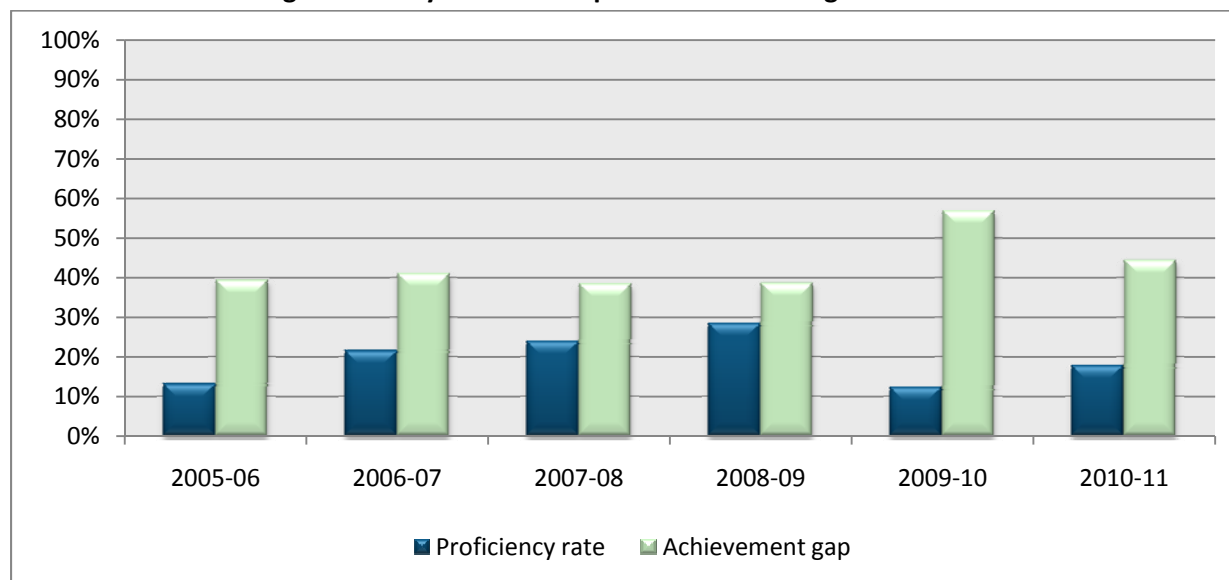
Notes: The CRT reading exam was revised in 2010–11. Achievement gap shown is the difference in proficiency rates between students with and without IEPs.

Although the proficiency rate of students with IEPs was higher in 2010–11 than in 2005–06, the gap between students with and without IEPs was larger in 2010–11 (Exhibit 21, Table C.3). This gap appeared to grow from 2005–06 (35.8 percentage points) to 2009–10 (49.6 percentage points) but was narrower in 2010–11 (42.0 percentage points). This gap has typically been larger in middle school than elementary school, but the difference was smaller in 2010–11 than in previous years, at 4.6 percentage points (Table C.4).

Students designated as LEP have very low proficiency rates. In 2010–11, the proficiency rate for this group was 17.7 percent (Exhibit 19). The proficiency rate of this group of students increased from 2005–06 to 2008–09, was much lower in 2009–10, and was somewhat higher in 2010–11 after the reading test was revised (Exhibit 22, Table C.5). The proficiency rate for students designated as LEP was consistently lower in middle school than in elementary school. The percentage of middle school LEP students proficient in reading in 2010–11 was particularly low, at 4.3 percent. Elementary and middle school

proficiency trends were generally similar for students designated as LEP, although middle school proficiency did not increase in 2010–11 (Table C.6).

Exhibit 22. CRT Reading Proficiency Rate and Gap for Students Designated as LEP Over Time



Sample size = 832,249 (overall); see Table C.5 for specific sample sizes.

Notes: The CRT reading test was revised in 2010–11. The achievement gap shown is the difference in proficiency rates between students designated and not designated as LEP.

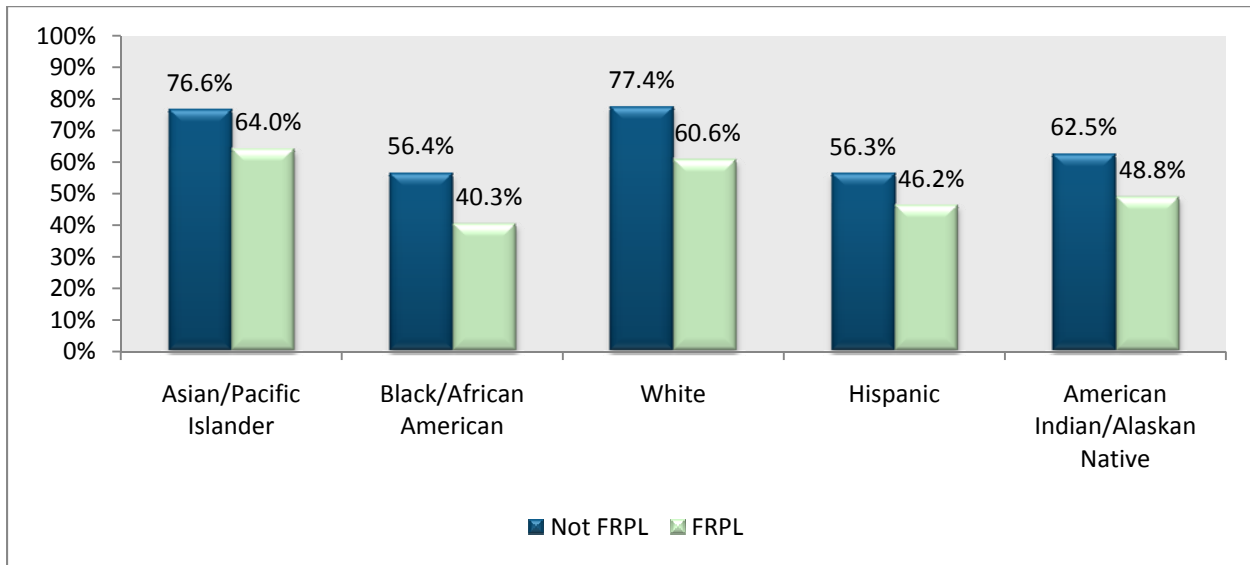
The increases in proficiency for students who are and are not designated as LEP were similar from 2005–06 to 2008–09, causing the achievement gap to stay relatively steady (Exhibit 22). The gap was much larger in 2009–10 and declined somewhat in 2010–11. The achievement gap between students with and without IEPs was larger in middle school than in elementary school in all years. In addition, the gap in middle school did not appear to close from 2005–06 to 2008–09 (Table C.6).

Gender

Proficiency rates are higher for female students than for male students. In 2010–11, 61 percent of female students scored proficient, and 51.2 percent of male students scored proficient. The gender gap hovered around 10 percent from 2005–06 and 2010–11 (Table C.7). In addition, the gender gap is slightly larger in middle school than in elementary school across all years (Table C.8).

Race/Ethnicity by Free or Reduced-Price Lunch (FRPL)

Exhibit 23 shows the proficiency rates for different racial/ethnic groups by FRPL status. In 2008–09, the gap between students who did and did not qualify for FRPL was consistently large across racial/ethnic groups except for Hispanics, for whom it was somewhat smaller. Notable is the very low rate of proficiency for black/African American students who also qualify for FRPL (40.3 percent). The gap between students in each racial/ethnic group who qualified for FRPL and overall performance for all students not qualifying for FRPL appears to have narrowed (Exhibit C.9). However, this decrease was smaller for black/African American and American Indian/Alaskan Native students qualifying for FRPL (Table C.10).

Exhibit 23. CRT Reading Proficiency Rates, by Race/Ethnicity and FRPL Status (2008–09)

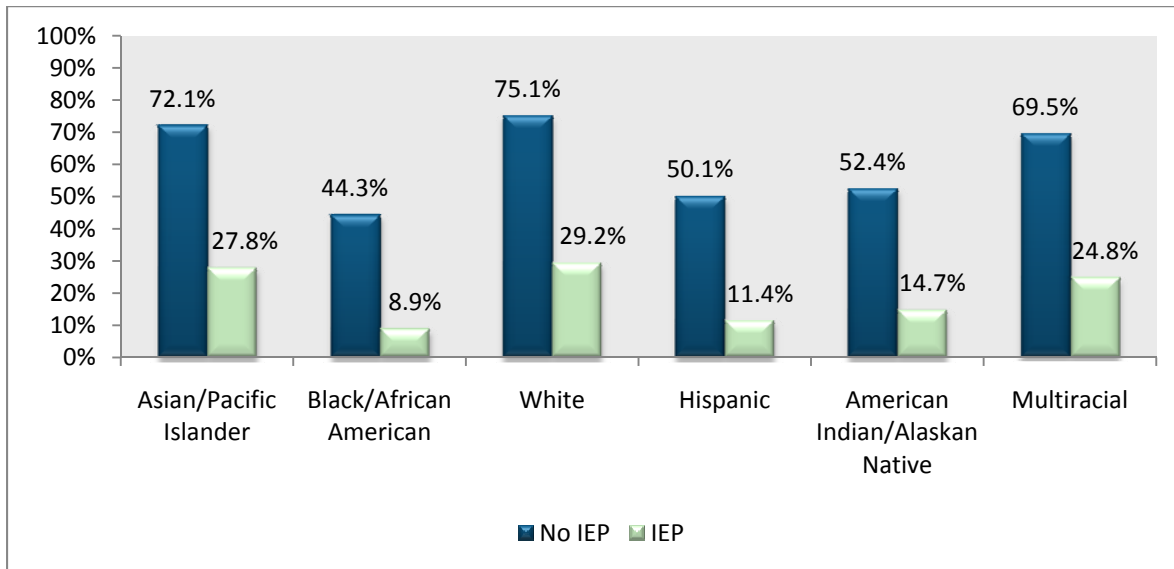
Sample size = 143,842 (overall); 10,167 (Asian/Pacific Islander, Not FRPL); 3,818 (Asian/Pacific Islander, FRPL); 7,806 (black/African American, Not FRPL); 12,181 (black/African American, FRPL); 38,620 (white, Not FRPL); 10,858 (white, FRPL); 20,322 (Hispanic, Not FRPL); 38,952 (Hispanic, FRPL); 613 (American Indian/Alaskan Native, Not FRPL); 505 (American Indian/Alaskan Native, FRPL).

Race/Ethnicity by Individualized Education Program (IEP)

Students with IEPs display very low levels of achievement across racial/ethnic groups (Exhibit 24). These rates have improved only slightly for black/African American, Hispanic, and American Indian/Alaskan Native students with IEPs since 2005–06, although the rate for American Indian/Alaskan Natives has fluctuated (Table C.11).

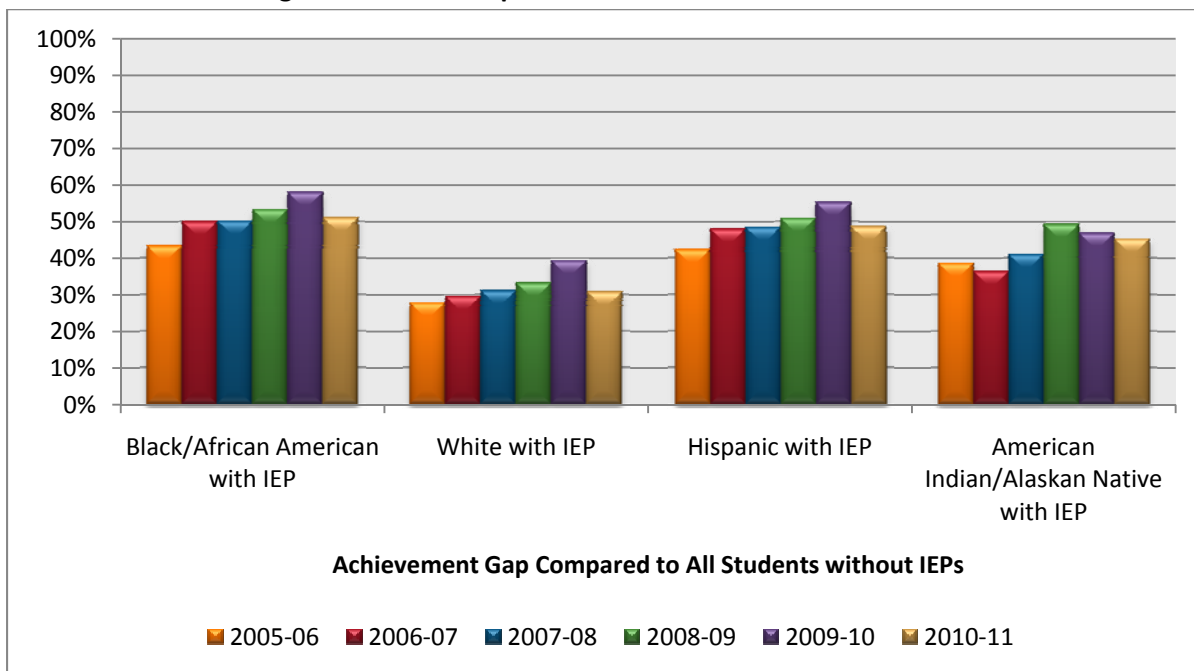
These slight proficiency increases do not appear to have kept pace with the increases for students without IEPs. Achievement gaps generally grew across racial/ethnic groups from 2005–06 to 2009–10, although they declined in 2010–11 after the test was revised (Exhibit 25). In 2010–11, the gap between students with and without IEPs was 44.3 percentage points for Asians/Pacific Islanders, 35.4 percentage points for blacks/African Americans, 45.8 percentage points for whites, 38.6 percentage points for Hispanics, and 37.7 percentage points for American Indians/Alaskan Natives (Table C.11).

Exhibit 24. CRT Reading Proficiency Rates, by Race/Ethnicity and IEP Status (2010–11)



Sample size = 140,958 (overall); 11,315 (Asian/Pacific Islander, Not IEP); 497 (Asian/Pacific Islander, IEP); 14,493 (black/African American, Not IEP); 2,470 (black/African American, IEP); 38,456 (white, Not IEP); 4,237 (white, IEP); 55,735 (Hispanic, Not IEP); 5,343 (Hispanic, IEP); 714 (American Indian/Alaskan Native, Not IEP); 143 (American Indian/Alaskan Native, IEP); 6,855 (multiracial, No IEP); 700 (multiracial, IEP).

Exhibit 25. CRT Reading Achievement Gap Between Students With and Without IEPs



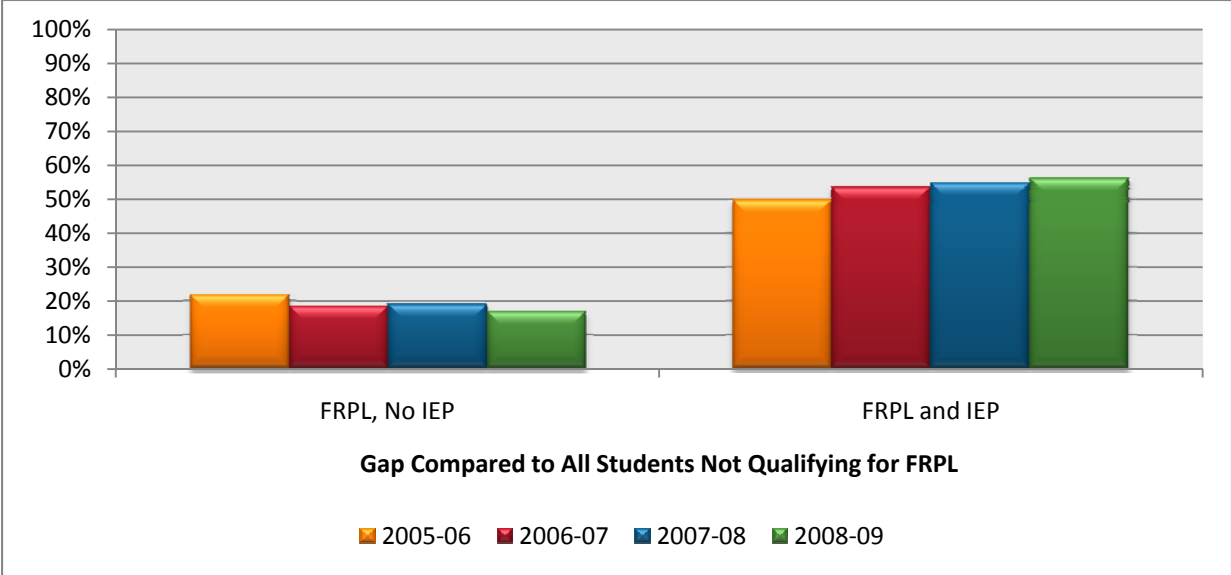
Sample size = 832,249 (overall); see Table C.10 for specific sample sizes.

Note: The CRT reading exam was revised in 2010–11. The achievement gap shown is the difference in proficiency rates between students with IEPs in each racial/ethnic category and all students without IEPs.

Free or Reduced-Price Lunch (FRPL) by Individualized Education Program (IEP)

Proficiency rates are low for students who both qualify for FRPL and have an IEP (13.3 percent in 2008–09, the last year of available data). The proficiency rate for these students rose slightly from 2005–06 to 2008–09 (Table C.12). The decrease in the gap between students who do and do not qualify for FRPL has not been shared by students with IEPs (Exhibit 26). The gap compared to all students without IEPs has grown for students with IEPs regardless of whether they qualify for FRPL, although the gap is larger for students qualifying for FRPL (Exhibit C.13).

Exhibit 26. CRT Reading Achievement Gap Between Students, by FRPL Status for Students With and Without IEPs

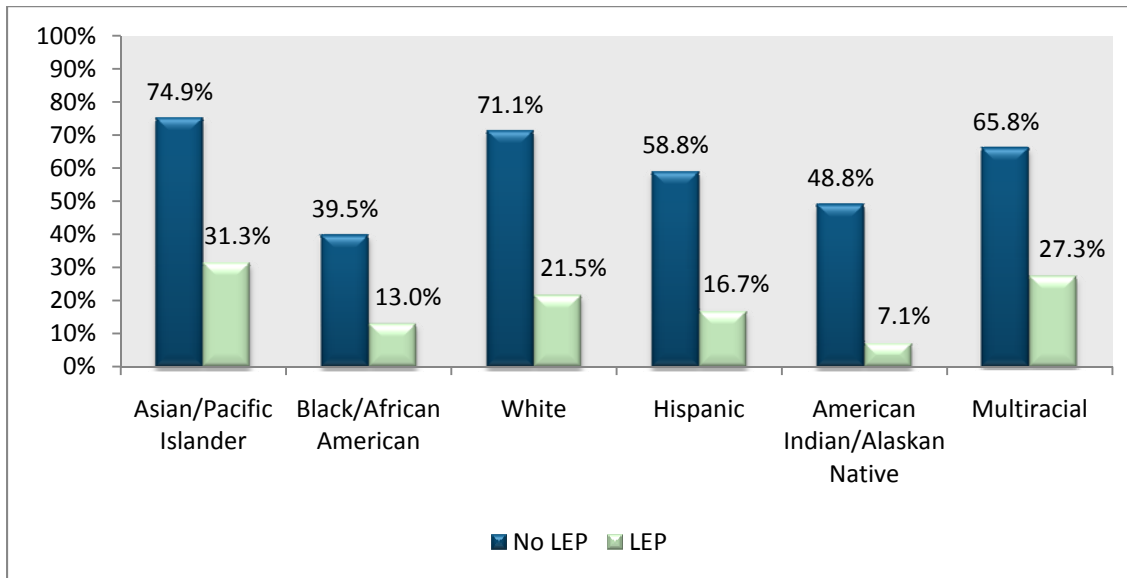


Sample size = 570,011 (overall); see Table C.12 for specific sample sizes.
 Note: FRPL data were available only until 2008–09. Achievement gap shown is the difference in proficiency rates between students in each category shown and all students not qualifying for FRPL.

Race/Ethnicity by Limited English Proficient (LEP)

Proficiency rates for students designated as LEP are low for all racial/ethnic groups (Exhibit 27). Proficiency for all of these groups appeared to increase from 2005–06 to 2008–09, with the exception of American Indian/Native Alaskan students designated as LEP. Proficiency levels dropped substantially in 2009–10 and were moderately higher in 2010–11 (Table C.14).

The proficiency gains for students designated as LEP from 2005–06 to 2008–09 appear to have roughly kept pace with gains for students not designated as LEP across racial/ethnic groups (Exhibit C.15). The gap grew across all racial/ethnic groups in 2009–10 and declined in 2010–11, although it was still greater than it had been from 2005–06 to 2008–09.

Exhibit 27. CRT Reading Proficiency Rates, by Race/Ethnicity and LEP Status (2010–11)

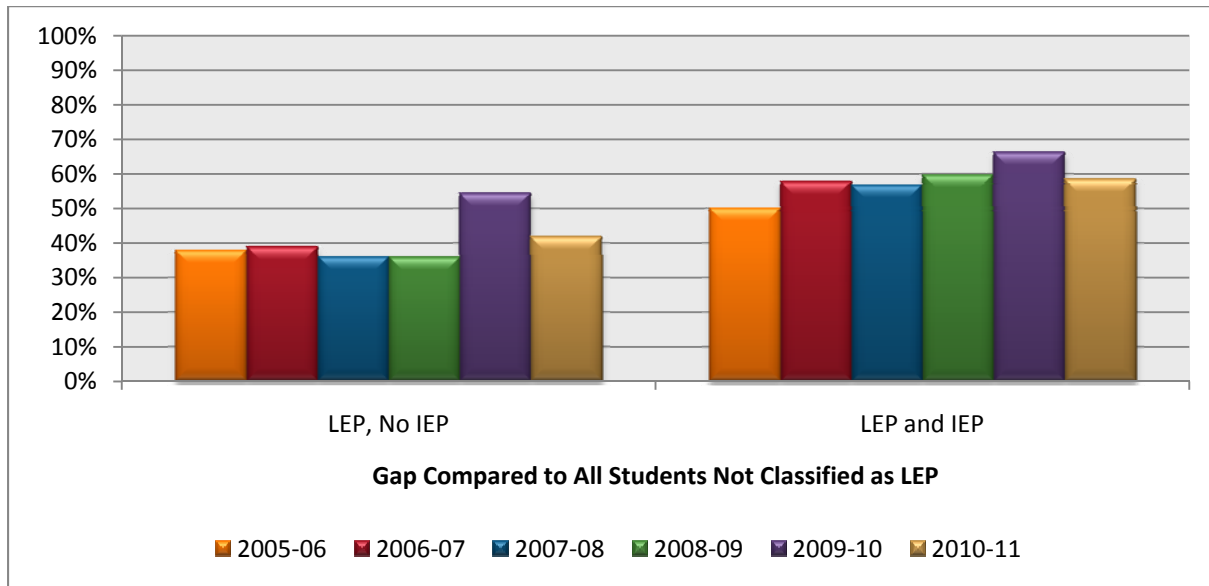
Sample size = 140,958 (overall); 10,544 (Asian/Pacific Islander, Not LEP); 1,268 (Asian/Pacific Islander, LEP); 16,716 (black/African American, Not LEP); 247 (black/African American, LEP); 42,218 (white, Not LEP); 475 (white, LEP); 43,510 (Hispanic, Not LEP); 17,568 (Hispanic, LEP); 801 (American Indian/Alaskan Native, Not LEP); 56 (American Indian/Alaskan Native, LEP); 7,465 (multiracial, Not LEP); 90 (multiracial, LEP).

Limited English Proficient (LEP) by Individualized Education Program (IEP)

The proficiency rate of students who are both designated as LEP and have an IEP is consistently very low across years; it was 3.8 percent in 2010–11 (Exhibit C.16). The achievement gap between students with and without IEPs is larger among students not designated as LEP (43.3 percentage points) but is still substantial among students designated as LEP (16.7 percentage points). The gap between students designated as LEP with and without IEPs appears in all years of data (Table C.17).

Although the overall achievement gap between students who are and are not designated as LEP stayed roughly constant from 2005–06 to 2008–09, students designated as LEP who also had IEPs fell further behind (Exhibit 28). The achievement gap by IEP status has increased for students with IEPs regardless of their LEP classification, although the gap is larger for students designated as LEP (Exhibit C.18).

Exhibit 28. CRT Reading Achievement Gap, by LEP Status for Students With and Without IEPs



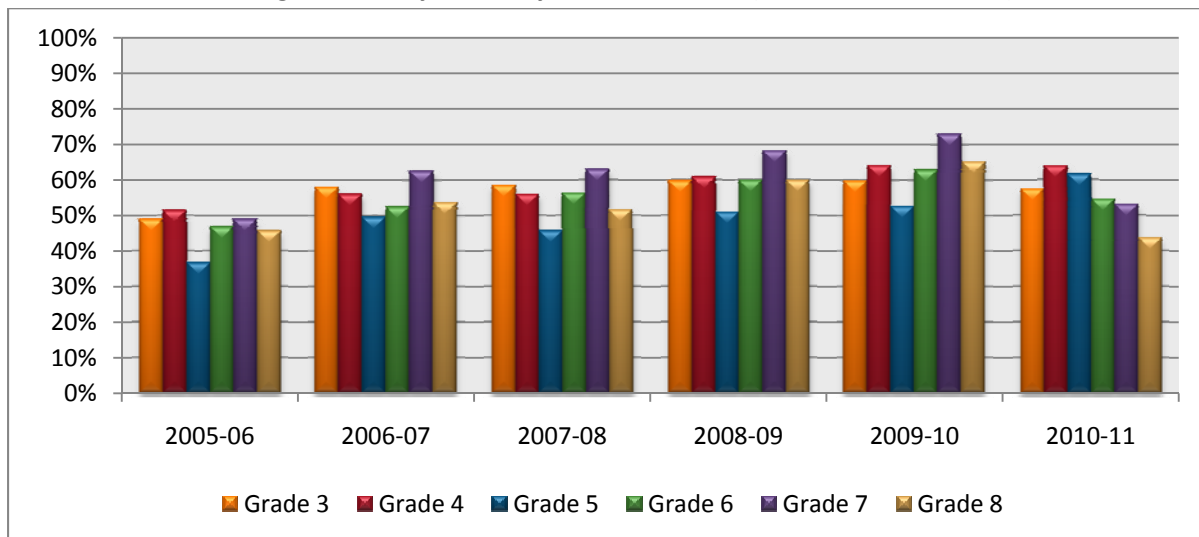
Sample size = 832,249 (overall), see Table C.17 for specific sample sizes.

Notes: The CRT reading test was revised in 2010–11, and the definition of LEP was revised in 2009–10. Gap shown is the difference between the proficiency rate of each subgroup and all students not designated as LEP.

Analysis by Grade

Reading proficiency rates varied by grade and year (Exhibit 29). Overall, rates hovered between 50 and 60 percent, with students in Grade 7 generally performing better than those in other grades. Until the CRT reading test was revised in 2010–11, Grade 5 rates were consistently the lowest over the years. With the new test, the rate for Grade 8 became substantially lower than that for other grades (48.3 percent).

Exhibit 29. CRT Reading Proficiency Levels by Grade and Year (2005–06 to 2010–11)



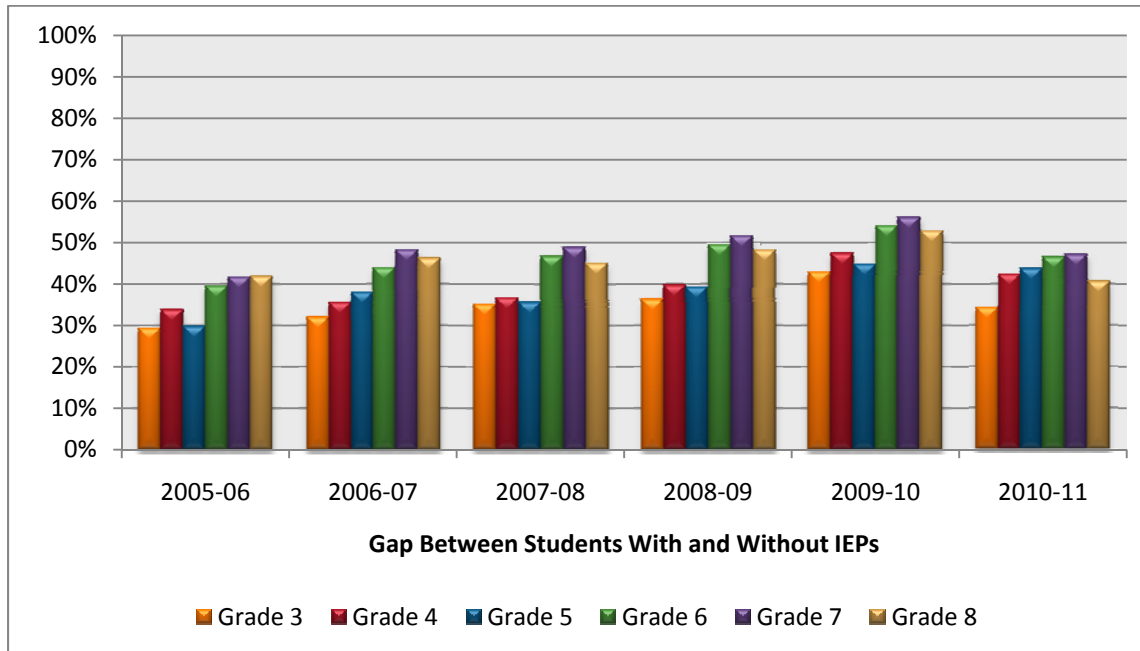
Sample size = 843,789 (overall); Sample size (by grade and year); see Appendix C.

Note: The CRT reading exam was revised in 2010–11.

Individualized Education Plan (IEP) and Limited English Proficient (LEP) by Grade

The achievement gap in proficiency rates students with and without IEPs was generally smaller in Grade 3 than for other grades across years (Exhibit 30). In addition, the proficiency rate for students with IEPs was higher in Grade 3 than in any other elementary or middle school grade for all but one year: 2009–10 (Exhibit C.19). For example, in 2010–11, 26.6 percent of IEP students in Grade 3 were proficient compared with 7 percent of IEP students in Grade 8.

Exhibit 30. CRT Reading Achievement Gap Between Percentage of IEP and Non-IEP Students Proficient, by Grade and Year



Sample size (by year) = 138,917 (2005–06); 142,934 (2006–07); 144,477 (2007–08); 143,683 (2008–09); 130,995 (2009–10); 142,783 (2010–11). See Table C.17 for specific sample sizes.

Notes: CRT reading assessment was revised in 2010–11. Achievement gap shown is the difference between the proficiency rates for students with and without IEPs.

The proficiency rate for students designated as LEP was higher in Grade 3 than in any other elementary or middle school grade for all years (Exhibit C.20). In 2010–11, 29 percent of LEP students in Grade 3 scored proficient, compared with 1.9 percent of LEP students in Grade 8.

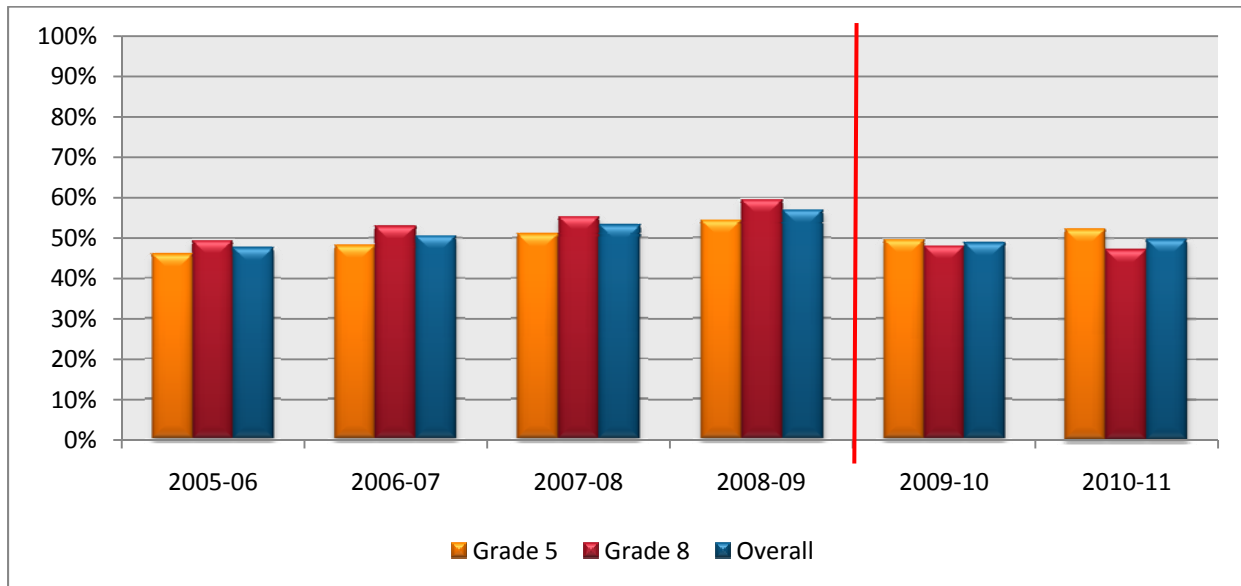
Science Proficiency Levels and Achievement Gaps

Exhibit 31 shows science proficiency rates for students in Grades 5 and 8 who took the CRT science exam for each year from 2005–06 to 2010–11, and the overall rate for both grades combined. In Nevada, students take the CRT Science exam in these two grades only. In the 2010–11 school year, 52.2 percent of students in Grade 5 and 47.1 percent of students in Grade 8 earned a proficient score on the CRT science exam (49.7 percent of students overall). Overall proficiency levels rose from 2005–06 to 2008–09, were lower in 2009–10 (the test was revised in this year), and rose again from 2009–10 to 2010–11. Until 2009–10, the proficiency rate was higher in Grade 8 than in Grade 5, but this relationship was

reversed in 2009–10 and 2010–11. In addition, in 2010–11, the proficiency rate rose in Grade 5 but fell in Grade 8.

Similar to reading and math, there are substantial achievement gaps among subgroups of students as defined by race/ethnicity, as well as whether a student is designated as LEP, qualifies for FRPL, or has an IEP. The difference by gender is small, but unlike other subjects, male students tend to slightly outperform female students (Table D.1). Proficiency levels for students with IEPs and students designated as LEP are particularly low in science. In general, science proficiency levels are lower than other subjects, and gaps are larger.

Exhibit 31. CRT Science Proficiency Rates for Students in Grades 5 and 8 and Overall



Sample size = 278,561 (overall); 46,204 (2005–06), 47,022 (2006–07), 47,392 (2007–08), 47,667 (2008–09), 43,356 (2009–10), 46,920 (2010–11).

Sample size (by grade and year) = Grade 5: 23,445 (2005–06), 23,581 (2006–07), 23,560 (2007–08), 23,768 (2008–09), 21,904 (2009–10), 23,918 (2010–11); Grade 8: 22,759 (2005–06), 23,441 (2006–07), 23,832 (2007–08), 23,899 (2008–09), 21,452 (2009–10), 23,002 (2010–11).

Note: The CRT Science assessment was revised in 2009–10.

Race/Ethnicity

Overall in 2010–11, 67.3 percent of white students in Grades 5 and 8 were proficient in science, compared with 42.3 percent of non-white students. In 2010–11, the black/African American-white gap was 37.5 percentage points, the Hispanic-white gap was 27.8 percentage points, and the American Indian/Alaskan Native-white gap was 24.6 percentage points. These gaps were present across all years of data, and the gaps between whites and black/African Americans, Hispanics, and American Indian/Alaskan Natives may have widened slightly since 2009–10 (Table D.2). In 2010–11, the gaps were slightly larger in Grade 8 than in Grade 5 (Table D.3).

Free or Reduced-Price Lunch (FRPL)

Science proficiency rates for students qualifying for FRPL are consistently lower than for those who do not qualify. In 2008–09, the most recent year for which data were available, students who qualified for FRPL had a science proficiency rate of 43.7 percent, compared with 67.3 percent for students who did not qualify. This gap appeared in every year of available data, although its size fluctuated from year to year (Exhibit D.4, Table D.5).

Individualized Education Program (IEP)

In 2010–11, students with IEPs had a very low science proficiency rate, at 18.9 percent. The proficiency rate of students with IEPs increased from 2005–06 to 2008–09, from 17.5 percent to 24.9 percent. This rate was lower after the test revision in 2009–10 (16.3 percent), increasing to 18.9 percent in 2010–11 (Exhibit D.6). Proficiency levels for students with IEPs have typically been lower in Grade 8 than in Grade 5. The gap between students with and without IEPs was larger in Grade 8 than in Grade 5 in all years of data, although this was more noticeable from 2005–06 to 2008–09 than it was in 2009–10 and 2010–11 (Table D.7).

The large achievement gap between students with and without IEPs appears to have increased slightly from 2005–06 to 2008–09, and decreased slightly in 2010–11 (Exhibit A.48, Table D.6). In 2010–11, the achievement gap between students with and without IEPs was 34.4 percentage points. In 2010–11, proficiency levels were even lower among students with IEPs who were also black/African American (8.2 percent), Hispanic (12.4 percent), or American Indian/Alaskan Native (14.0 percent) (Table D.9). In 2008–09, the proficiency levels for students with IEPs who also qualified for FRPL was also notably lower (17.3 percent) (Table D.10).

Limited English Proficient (LEP)

Students designated as LEP had extremely low proficiency in science in 2010–11, at 7.1 percent (Exhibit D.11). This rate increased from 2005–06 to 2008–09, from 12.5 percent to 18.7 percent. However, the proficiency rate for this group of students was much lower after the science exam and the definition of LEP were revised in 2009–10. Only 4.7 percent of students designated as LEP were proficient in science in 2009–10, rising to 7.1 percent in 2010–11 (Exhibit D.11, Table D.12).

Proficiency rates for this group of students were lower in Grade 8 than in Grade 5 for every year except 2005–06. In addition, the rate for students in Grade 8 stayed roughly the same from 2005–06 to 2008–09, and rose marginally in 2010–11. In 2010–11, proficiency rates for students designated as LEP were 9.2 percent in Grade 5 and 3.3 percent in Grade 8 (Table D.13). Among students with IEPs who also were designated as LEP, the proficiency rate was 4.0 percent in 2010–11 (Table D.14). Students designated as LEP who also were eligible for FRPL had a proficiency rate of 18.0 percent in 2008–09 (Table D.15).

The achievement gap between LEP students and non-LEP students has remained very large across years (Table D.12). In 2010–11, the achievement gap between students who were and were not designated as LEP was 47.7 percent. The gap appeared to be similar in previous years. The gap was somewhat larger in Grade 8 than in Grade 5 in most years of data, although it was slightly smaller than in Grade 5 in 2010–11 (Table D.13).

Grades 10–12 Student Performance Data

In Nevada, the mathematics, reading, and science High School Proficiency Exams (HSPE) are administered for the first time to Grade 10 students. Students who either did not pass or missed the test in Grade 10 are then re-administered the test multiple times throughout Grades 11 and 12, until they earn a proficient score (that is, the students meet or exceeds the state standard). The writing HSPE follows a similar pattern, except it is administered for the first time to Grade 11 students. Data sets provided by CCSD for the analyses included the following:

- Mathematics, reading, science, and writing HSPE information (raw scores, scaled scores, and a pass/fail indicator)
- Grade, gender, and race/ethnicity of each student
- Whether each student had an IEP, was designated LEP, or was designated FRPL

High School Proficiency Exam Analytic Methods

Two types of analyses were conducted on the high school data: (1) first-year analyses for the four subject areas of mathematics, reading, science, and writing and (2) cohort analyses for the subjects of mathematics and reading. For both reading and mathematics HSPE data, CCSD's Instructional Data Management System (IDMS) edited files were available for the 2005–06 through 2010–11 school years. Science HSPE data were included in these files as well but did not appear in the data sets until the 2007–08 school year. Writing HSPE edited files from IDMS were available separately for each of the 2006–07 through 2009–10 school years.

First Year Analyses

For mathematics, reading, and science, Grade 10 students were the focus of the first analysis because the goal is for them to pass the HSPE during their first year. For writing, Grade 11 students were the focus. Students who took the exam in following years took the exam only if they (1) did not pass the exam during the previous year, (2) missed the exam during the previous year, or (3) entered the district after their first eligible year to take the test.

For the analysis of Grade 10 mathematics, reading, and science HSPE scores, the data set for each year was limited to Grade 10 students and was sorted by the student identifier number and the test date. For the analysis of Grade 11 writing HSPE scores, the data set for each year was limited to Grade 11 students and also was sorted by the student identifier number and the test date. The last observation for each student in each year was kept, eliminating all duplicate identifiers and keeping only the most recent test date. The resulting data set allowed for analysis of mathematics, reading, and science HSPE proficiency rates for students only in Grade 10, and for writing HSPE proficiency rates for students only in Grade 11.

Cohort Analyses

The reading and mathematics HSPE cohort analyses present information on students over a three-year period. For most students, this would be their Grade 10, 11, and 12 high school careers. Separate data sets were created for the reading and math tests.

Cohort 1 students were identified as students who entered Grade 10 for the first time in the 2006–07 school year. This cohort was created by examining the data sets from 2005–06 through 2008–09. Cohort 2, students who entered Grade 10 for the first time in the 2007–08 school year, was then created by examining the data sets from 2006–07 through 2009–10. The cohort data set included a record for every student in each cohort, each time the student took the HSPE. As a result, proficiency rates by grade could be calculated after each eligible year the students took the test.

High School Proficiency Exam Findings

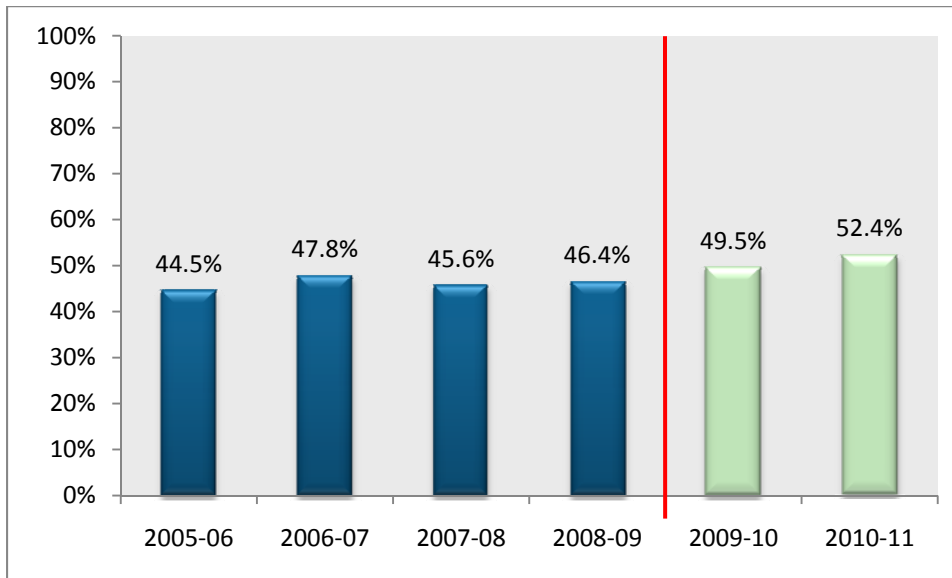
Results from the HSPE analyses are presented for the subject areas of mathematics, reading, science, and writing. Each section presents the first-year analysis with notable findings for subgroups. Cohort analyses are only presented for mathematics and reading.

Mathematics Proficiency Levels and Achievement Gaps, Grade 10

This section examines Grade 10 students' mathematics HSPE performance, measured by whether the student earned a proficient score or not. In cases where students appeared in the data set multiple times in a year, their last observation was used to determine their proficiency level.¹³

Exhibit 32 presents the percentage of Grade 10 students who earned a proficient score in the mathematics HSPE from the 2005–06 school year through the 2010–11 school year. In the 2010–11 school year, 52.4 percent of Grade 10 students earned a proficient score in their mathematics HSPE.

¹³ Once a student passes the Mathematics HSPE, the student is no longer required to take the exam. Thus, the last observation would give their end-of-year proficiency level.

Exhibit 32. Percentage of Grade 10 Students Proficient in Mathematics Over Time

Sample size (by year) = 19,074 (2006); 20,416 (2007); 21,117 (2008); 21,867 (2009); 23,483 (2010); 22,536 (2011).
 Note: In the 2009–10 school year, the cut score for a student to be considered proficient in the mathematics HSPE decreased to 242. For the years 2005–06 through 2008–09, the cut score for mathematics HSPE proficiency was 300.

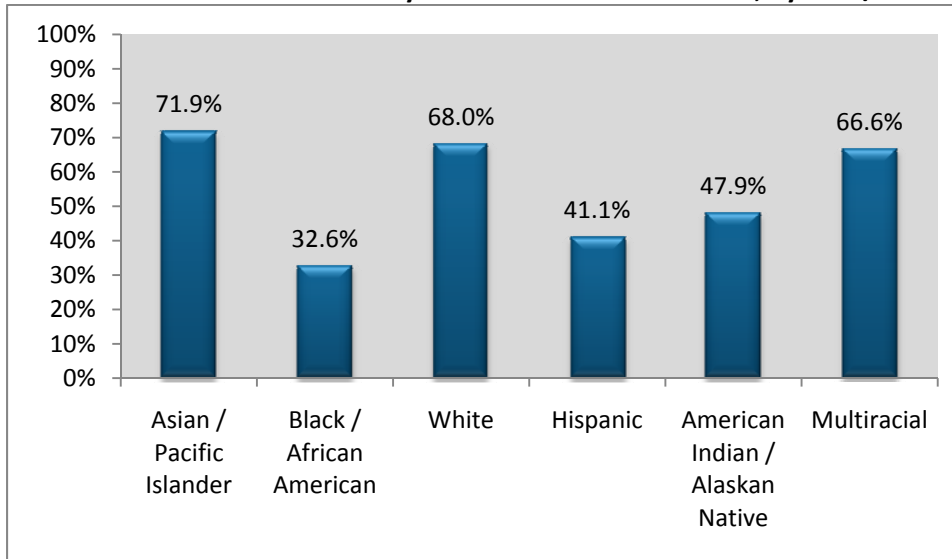
Gender

Gender demographic information was available for Grade 10 students in CCSD through the 2008–09 school year. From 2005–06 through 2008–09, female and male students remained roughly equivalent in their mathematics proficiency rates, with male students having slightly higher rates than female students. For example, in the 2008–09 school year, male and female students scored at 47.7 percent and 45.1 percent proficient, respectively (Table E.1).

Race/Ethnicity

The difference in the proficiency rates on the mathematics HSPE is evident across race/ethnicity categories. Exhibit 33 presents the mathematics HSPE proficiency rates by race/ethnicity for the 2010–11 school year. In 2010–11, 68.0 percent of white students were proficient compared to 45.9 percent of non-white students.

Specifically, Asian/Pacific Islander, white, and multiracial students performed notably better than American Indian/Alaskan Native, Hispanic, and black/African American students. When looking at data across years, Asian/Pacific Islander, white, and multiracial students continuously outperform American Indian/Alaskan Native, Hispanic, and black/African American students. However, all race/ethnicity categories, except multiracial, show evidence of gradual improvement over the past six school years (Table E.2).

Exhibit 33. HSPE Math Proficiency Rates of Grade 10 Students, by Race/Ethnicity (2010–11)

Sample size (overall) = 22,063.

Sample size (by subgroup) = 2,129 (Asian/Pacific); 2,776 (black/African American); 7,160 (white); 8,724 (Hispanic); 146 (American Indian/Alaskan Native); 1,128 (multiracial).

Notes: There were 473 students with missing race/ethnicity information who were not included in this analysis. Data are taken from 2010–11 school year.

Individual Education Program (IEP), Limited English Proficient (LEP), and Free or Reduced-Price Lunch (FRPL)

The proficiency rates on the mathematics HSPE also differ greatly when looking at IEP, LEP, and FRPL subgroups. Exhibit 34 presents the most recent proficiency rates of students who do and who do not have IEPs, students who are and are not categorized as LEP, and students who do and do not qualify for FRPL. In all cases, proficiency rates have stayed relatively similar across years (Tables E.3, E.4, and E.5).

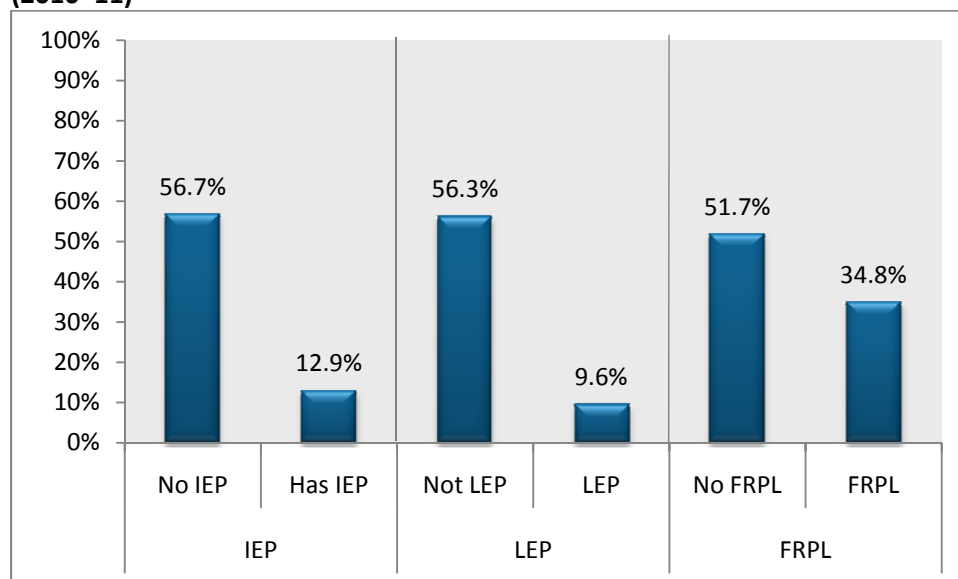
The mathematics proficiency rate of IEP or LEP Grade 10 students is particularly low, at 12.9 percent and 9.6 percent, respectively. This does not, however, reflect the proficiency rates of these students by the time they leave high school.¹⁴

Combinations of Subgroups

Cross tabulations of both LEP and FRPL with race/ethnicity produce results consistent with the findings related to these subgroups separately (see Exhibits 3.33 and 3.34). Both across years and during the 2010–11 school year, Asian/Pacific, white, and multiracial non-LEP students perform better than other non-LEP race/ethnicities. Asian/Pacific and white LEP students also perform better than students of other race/ethnicities who have LEP status. Cross tabulations of FRPL status shows similar results (Tables A.E.4 and E.5).

¹⁴ For more information about the proficiency rates of students by the time they leave high school, see the Cohort Analysis. Looking at the two cohorts discussed, data show that IEP or LEP students' mathematics HSPE proficiency rates rose to 34.3 percent and 48.9 percent. These two cohorts, who were Grade 10 students in either 2006–07 or 2007–08, started out with a proficiency rate by the end of Grade 10 different from the Grade 10 students in 2010–11. See Tables A.61 and A.62.

Exhibit 34. Percentage of Grade 10 Students Proficient in Mathematics, by IEP, LEP, and FRPL (2010–11)



Sample size = 22,063 (IEP, overall), 20,208 (No IEP), 1,855 (IEP); 22,063 (LEP, overall), 20,520 (Not LEP), 1,543 (LEP); 21,867 (FRPL, overall), 15,008 (Not FRPL), 6,859 (FRPL).

Notes: IEP and LEP information is from the 2010–11 school year. FRPL information is not available since 2008–09.)

Mathematics Proficiency Levels and Achievement Gaps, Cohort Analyses

As another way to examine high school mathematics achievement, we followed two cohorts of students who started in Grade 10 through Grades 11 and 12. The two distinct cohorts of high school students are as follows:

Cohort 1: Students who entered Grade 10 in CCSD in the 2006–07 school year

Cohort 2: Students who entered Grade 10 in CCSD in the 2007–08 school year

Cohort 1 and Cohort 2 students largely represent the intended graduating classes of 2009 and 2010, respectively. Students in each cohort were tracked over a three-year period: Students in Cohort 1 were tracked from 2006–07 through 2008–09, and students in Cohort 2 were tracked from 2007–08 to 2009–10 (Exhibit 35). Students were tracked for only three years because of the availability of data.¹⁵ These cohorts do not include students who were held back in Grade 10 from the previous year, nor do they include students who first appear in the data as students in Grade 11.

¹⁵ Cohort 1 students could be tracked for an additional year. In the 2009–10 school year, 130 students continued to take the mathematics HSPE in Grades 10–12. Of these students, 54 students passed the mathematics HSPE, bringing the overall proficiency rate of Cohort 1 students to 75.7 percent after four years.

Exhibit 35. Cohorts for Analysis

	2006–07	2007–08	2008–09	2009–10
Grade 10				
Grade 11				
Grade 12				
Cohort 1				
Cohort 2				

The first set of analyses examines students' proficiency rates by grade, by year. Because students could take the mathematics HSPE more than once per year, each student's last observation per year was used to determine his or her proficiency level. Table 1 presents the total number of students who took the mathematics HSPE at least once by grade, by school year, for each cohort.

Table 1. Total Number of Students Who Took the Mathematics HSPE at Least Once, by Grade Level, by School Year

<i>Cohort 1</i>	2006–07	2007–08	2008–09	2009–10
Grade 10	19,258	842	61	
Grade 11		6,274	132	
Grade 12			3,936	
Total	19,258	7,116	4,129	

<i>Cohort 2</i>	2006–07	2007–08	2008–09	2009–10
Grade 10		20,260	1,293	13
Grade 11			7,120	300
Grade 12				4,591
Total		20,260	8,413	4,904

Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 (Cohort 2).

Table reads: In Cohort 1, 19,258 Grade 10 students took the mathematics HSPE at least once in 2006–07. Of this group of students, 6,274 took the HSPE at least once the following year in Grade 11, as did 842 students who were held back.

Note: Students who took the mathematics HSPE in their third eligible year did not necessarily take the exam in their second eligible year.

Combining Cohort 1 and Cohort 2 allows for generalization across years. Table 2 presents the total number of students who took the mathematics HSPE at least once, by grade, by eligible year. The first eligible year is defined as the first school year in which a student could take the HSPE, which is Grade 10 for all students. The second and third eligible years are the two following years, whether or not the student progressed into the next grade.¹⁶

¹⁶ For Cohort 1, the eligible years in order are 2006–07, 2007–08, and 2008–09. For Cohort 2, the eligible years in order are 2007–08, 2008–09, and 2009–10.

Table 2. Total Number of Students Who Took the Mathematics HSPE at Least Once, by Grade Level, by Eligible Year

	Year 1	Year 2	Year 3
Grade 10	39,518	2,135	74
Grade 11		13,394	432
Grade 12			8,527
Total	39,518	15,529	9,033

Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 Cohort 2).

Table reads: Across both cohorts, 39,518 students took the mathematics HSPE exam the first year they were in Grade 10. Of this group of students, 13,394 took the HSPE at least once the following year in Grade 11, as did 2,135 students who were held back.

Note: Students who took the mathematics HSPE in their third eligible year did not necessarily take the exam in their second eligible year.

Table 3 presents the proficiency rate of students who took the mathematics HSPE exam at least once, by grade, by eligible year. As the table shows, 48.4 percent of all students in both cohorts who took the mathematics HSPE were proficient by the end of their first eligible year to take the test. Of the remaining students who did not pass the mathematics HSPE in their first year, 36.1 percent were proficient by the end of their second year. Of the students who had not yet passed the mathematics HSPE by the end of their second year, 62.4 percent passed by the end of their third year. Results by cohort do not differ much from the combined data (Tables .E.6 and E.7).

Table 3. Mathematics Proficiency Rate of Students Who Took the Mathematics HSPE at Least Once, by Grade, by Year

	Year 1	Year 2	Year 3
Grade 10	48.4%	14.0%	16.2%
Grade 11		39.6%	41.0%
Grade 12			63.8%
Total	48.4%	36.1%	62.4%

Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 (Cohort 2).

Table reads: Across both cohorts, 48.4 percent of students who took the mathematics HSPE exam were proficient by the end of their first eligible year to take the test.

Note: Students who took the mathematics HSPE in their third eligible year to take the exam did not necessarily take the exam in their second eligible year.

Data also were analyzed by taking the last observation of each student in Cohort 1 and Cohort 2 across all three eligible years to determine the percentage of students who eventually passed the mathematics HSPE. The proficiency rate of students across years is effectively the proficiency rate of students by the time they leave high school in CCSD.¹⁷ Table 4 presents the percentage of students who passed the mathematics HSPE after three years. Gender appears not to have made a large difference, with 77.3

¹⁷ Note that these proficiency rates include students who may have left CCSD before passing the mathematics HSPE and do not include the last round of mathematics HSPE results for students who continued to attempt the exam after three years of testing.

percent of female students passing the mathematics HSPE exam after three years, compared with 76.3 percent of male students.¹⁸

Table 4. Percentage of Students Who Passed the Mathematics HSPE After Three Years

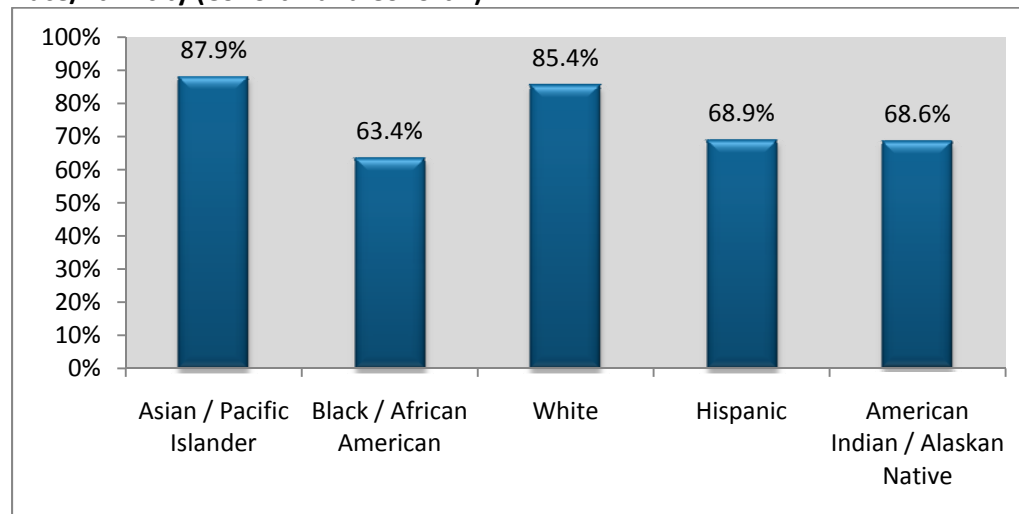
	% Proficient After Three Years
Both Cohorts	76.8%
Cohort 1	75.4%
Cohort 2	78.0%

Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 (Cohort 2).

Table reads: 76.8 percent of all students in Cohort 1 and Cohort 2 were proficient in mathematics by the end of their third eligible year to take the exam.

Exhibit 36 presents the percentage of students who passed the mathematics HSPE after three years, by race/ethnicity. Exhibit 37 presents the percentage of students who passed the mathematics HSPE after three years, by IEP, LEP, and FRPL.

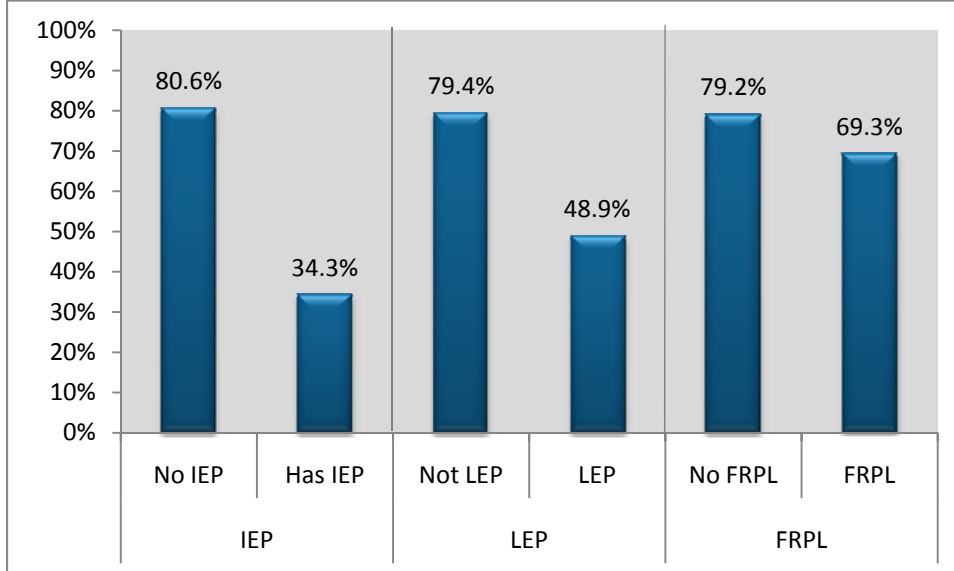
Exhibit 36. Percentage of Students Who Passed the Mathematics HSPE After Three Years, by Race/Ethnicity (Cohort 1 and Cohort 2)



Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 (Cohort 2).

¹⁸ Gender, race/ethnicity, IEP, LEP, and FRPL information was taken from the first observation of each student in the analysis. That is, Cohort 1 demographic information comes from the 2006–07 school year, and Cohort 2 demographic information comes from the 2007–08 school year.

Exhibit 37. Percentage of Students Who Passed the Mathematics HSPE After Three Years, by IEP, LEP, and FRPL (Cohort 1 and Cohort 2)



Sample size = 39,518 (overall); 19,258 (Cohort 1); 20,260 (Cohort 2).

Exhibit Reads: 80.6 percent of students without an IEP were proficient in mathematics by the end of their third eligible year to take the exam, compared with 34.3 percent of students with an IEP.

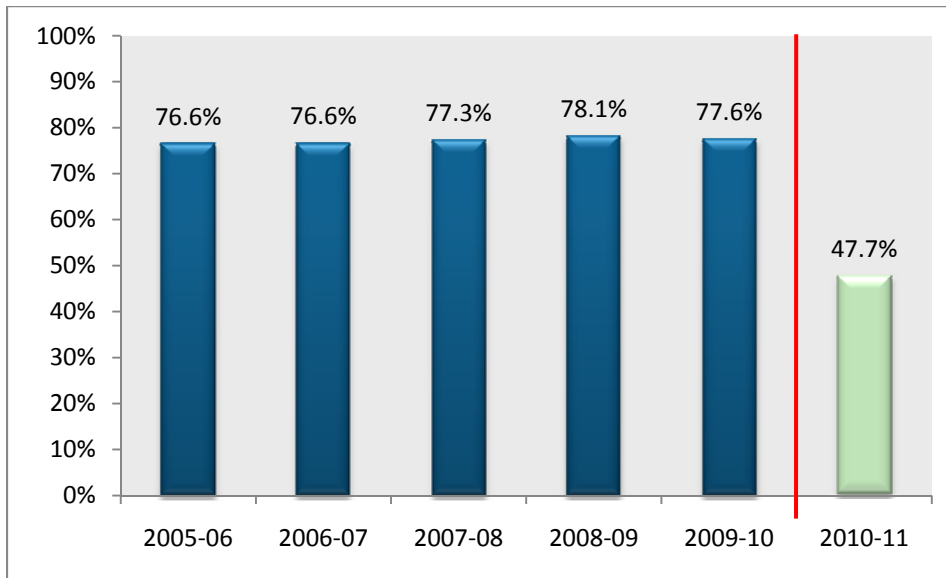
Reading Proficiency Levels and Achievement Gaps, Grade 10

This section examines Grade 10 students' reading HSPE performance, measured by whether the student earned a proficient score or not. In cases where students appeared in the data set multiple times in a year, their last observation was used to determine their proficiency level.¹⁹

Exhibit 38 presents the percentage of Grade 10 students who earned a proficient score in the Reading HSPE from the 2005–06 school year through the 2010–11 school year. In the 2010–11 school year, 47.7 percent of Grade 10 students earned a proficient score in their Reading HSPE. The drop in the proficiency rate from 77.6 percent in 2009–10 to 47.7 percent in 2010–11 can largely be explained by the change in the proficiency rate cut score from 251 in 2009–10 to 300 in 2010–11. However, had a score of 251+ in the 2010–11 school year been considered proficient, only 62.2 percent of Grade 10 students would have passed the Reading HSPE.²⁰

¹⁹ Once a student passes the Reading HSPE, the student is no longer required to take the exam. Thus, the last observation would give their end-of-year proficiency level.

²⁰ That is, only 62.2 percent of students in 2010–11 scored 251 or higher on the Reading HSPE, as measured by scaled scores.

Exhibit 38. Percentage of Grade 10 Students Proficient in Reading Over Time

Sample size (by year) = 18,705 (2005–06); 19,921 (2006–07); 20,659 (2007–08); 21,152 (2008–09); 23,186 (2009–10); 22,412 (2010–11).

Note: In the 2010–11 school year, the cut score for a student to be considered proficient in the reading HSPE increased to 300. For the years 2005–06 through 2009–10, the cut score for reading HSPE proficiency was 251.

Gender

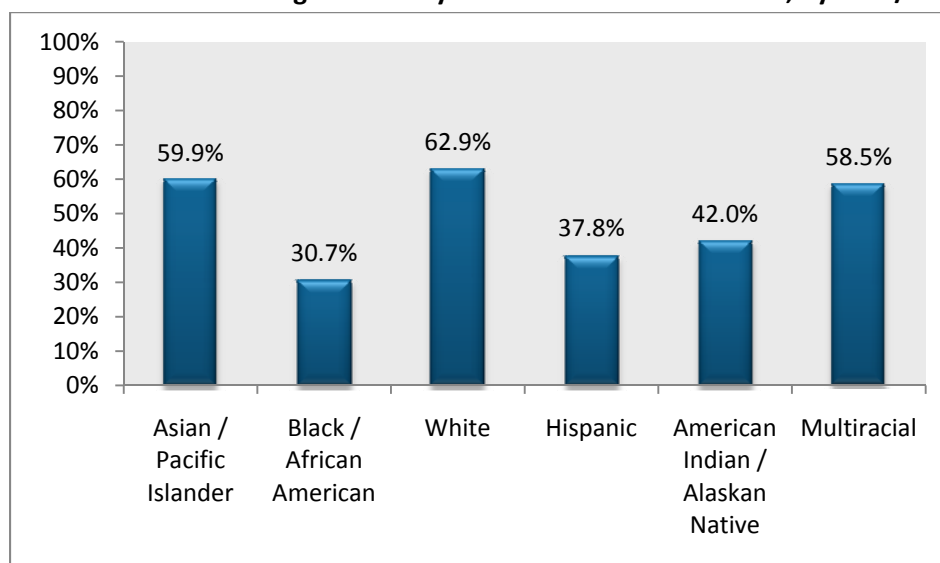
From 2005–06 through 2010–11, Grade 10 female students continuously had higher reading HSPE proficiency rates than male students, with 7.6 percent more female students passing, on average, than male students. In 2010–11, 53.4 percent of female students passed the reading HSPE in Grade 10, compared with 43.2 percent of male students (Exhibit F.1).

Race/Ethnicity

The difference in the proficiency rates on the reading HSPE is evident across race/ethnicity categories. Exhibit 39 presents the reading HSPE proficiency rates by race/ethnicity for the 2010–11 school year. Overall, 62.9 percent of white students were proficient compared with 41.3 percent of non-white students.

Specifically, Asian/Pacific Islander, white, and multiracial students performed notably better than American Indian/Alaskan Native, Hispanic, and black/African American students. When looking at data across years, Asian/Pacific Islander, white, and multiracial students continuously outperform American Indian/Alaskan Native, Hispanic, and black/African American students. However, all race/ethnicity categories, except multiracial, show evidence of gradual improvement across years, until the 2010–11 school year, when the proficiency cut score rose from 251 to 300 (Table F.2).

Exhibit 39. HSPE Reading Proficiency Rates of Grade 10 Students, by Race/Ethnicity (2010–11)



Sample size = 21,947 (overall); 2,131 (Asian/Pacific Islander); 2,745 (black/African American); 7,129 (white); 8,679 (Hispanic); 143 (American Indian/Alaskan Native); 1,120 (multiracial).

Notes: There were 465 students with missing race/ethnicity information who were not included in this analysis. Data are taken from the 2010–11 school year.

Individual Education Program (IEP), Limited English Proficient (LEP), and Free or Reduced-Price Lunch (FRPL)

The proficiency rate on the reading HSPE also differs greatly when looking at IEP, LEP, and FRPL subgroups. Exhibit 40 presents the most recent proficiency rates of students who do and do not have IEPs, who are and are not categorized as LEP, and who do and do not qualify for FRPL. In all cases, proficiency rates have stayed relatively similar across years (Tables F.3, F.4, F.5).

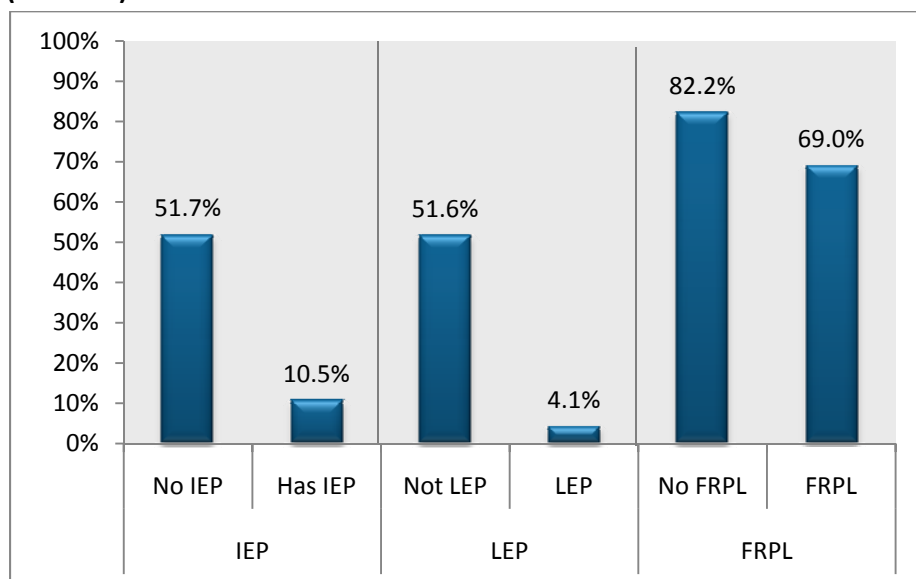
The reading HSPE proficiency rate of IEP and LEP Grade 10 students is particularly low, at 10.5 percent and 4.1 percent, respectively. This does not, however, reflect the proficiency rates of these students by the time they leave high school.²¹

Combinations of Subgroups

Cross tabulations of both LEP and FRPL with race/ethnicity produce results consistent with the findings related to these subgroups separately (see Exhibits 3.39 and 3.40). Both across years and during the 2010–11 school year, Asian/Pacific, white, and multiracial non-LEP students perform better than students of other non-LEP race/ethnicities. Asian/Pacific and white LEP students also perform better than students of other race/ethnicities who have LEP status. Cross tabulations of FRPL status shows similar results (Tables F.4 and F.5).

²¹ For more information about the proficiency rates of students by the time they leave high school, see the Cohort Analysis.

Exhibit 40. Percentage of Grade 10 Students Proficient in Reading, by IEP, LEP, and FRPL (2010–11)



Sample size = 21,947 (IEP, overall), 20,127 (No IEP), 1,820 (IEP); 21,947 (LEP, overall), 20,421 (Not LEP); 1,526 (LEP); 21,152 (FRPL, overall), 14,597 (Not FRPL), 6,555 (FRPL).

Notes: IEP and LEP information is from the 2010–11 school year. FRPL information is not available since 2008–09.

Reading Proficiency Levels and Achievement Gaps, Cohort Analyses

As another way to examine high school reading achievement, we followed two cohorts of students who started in Grade 10 through Grades 11 and 12. The two distinct cohorts of high school students are as follows:

Cohort 1: Students who entered Grade 10 in CCSD in the 2006–07 school year

Cohort 2: Students who entered Grade 10 in CCSD in the 2007–08 school year

Cohort 1 and Cohort 2 students largely represent the intended graduating classes of 2009 and 2010, respectively. Students in each cohort were tracked over a three-year period: Students in Cohort 1 were tracked from 2006–07 through 2008–09, and students in Cohort 2 were tracked from 2007–08 to 2009–10 (Exhibit 41). Students were tracked for only three years because of the availability of data.²² These cohorts do not include students who were held back in Grade 10 from the previous year, nor do they include students who first appear in the data as students in Grade 11.

²² Cohort 1 students could be tracked for an additional year. In the 2009–10 school year, 46 students continued to take the reading HSPE in Grades 11–12. Of these students, 26 students passed the reading HSPE, bringing the overall proficiency rate of Cohort 1 students to 90.5 percent after four years.

Exhibit 41. Cohorts for Analysis

	2006–07	2007–08	2008–09	2009–10
Grade 10				
Grade 11				
Grade 12				
Cohort 1				
Cohort 2				

The first set of analyses examines students' proficiency rates by grade, by year. Because students could take the reading HSPE more than once per year, each student's last observation per year was used to determine his or her proficiency level. Table 5 presents the total number of students who took the reading HSPE at least once by grade, by school year, for each cohort.

Table 5. Total Number of Students Who Took the Reading HSPE at Least Once, by Grade Level, by School Year

Cohort 1	2006–07	2007–08	2008–09	2009–10
Grade 10	19,166	488	33	
Grade 11		2,443	60	
Grade 12			824	
<i>Total</i>	19,166	2,931	917	

Cohort 2	2006–07	2007–08	2008–09	2009–10
Grade 10		20,155	739	5
Grade 11			2,518	150
Grade 12				968
<i>Total</i>		20,155	3,257	1,123

Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

Table reads: In Cohort 1, 19,166 Grade 10 students took the reading HSPE at least once in 2006–07. Of this group of students, 2,443 took the reading HSPE at least once the following year in Grade 11, as did 488 students who were held back in Grade 10.

Note: Students who took the reading HSPE in their third eligible year did not necessarily take the exam in their second eligible year.

Combining Cohort 1 and Cohort 2 allows for generalization across years. Table 6 presents the total number of students who took the reading HSPE at least once, by grade, by eligible year. The first eligible year is defined as the first school year in which a student could take the HSPE, which is Grade 10 for all students. The second and third eligible years are the two following years, whether or not the student progressed into the next grade.²³

²³ For Cohort 1, the eligible years in order are 2006–07, 2007–08, and 2008–09. For Cohort 2, the eligible years in order are 2007–08, 2008–09, and 2009–10.

Table 6. Total Number of Students Who Took the Reading HSPE at Least Once, by Grade Level, by Eligible Year

	Year 1	Year 2	Year 3
Grade 10	39,321	1,227	38
Grade 11		4,961	210
Grade 12			1,792
Total	39,321	6,188	2,040

Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

Table reads: Across both cohorts, 39,321 students took the reading HSPE exam the first year they were in Grade 10. Of this group of students, 4,961 took the reading HSPE at least once the following year in Grade 11, as did 1,277 students who were held back.

Note: Students who took the reading HSPE in their third eligible year did not necessarily take the exam in their second eligible year.

Table 7 presents the proficiency rates of students who took the reading HSPE exam at least once, by grade, by eligible year. As the table shows, 78.1 percent of all students in both cohorts who took the reading HSPE were proficient by the end of their first eligible year to take the test. Of the remaining students who did not pass the reading HSPE in their first year, 63.2 percent were proficient by the end of their second year. Of the students who had not yet passed the reading HSPE by the end of their second year, 62.3 percent passed by the end of their third year. Results by cohort do not differ much from the combined data (Tables F.6 and F.7).

Table 7. Reading Proficiency Rate of Students Who Took the Reading HSPE at Least Once, by Grade, by Year

	Year 1	Year 2	Year 3
Grade 10	78.1%	42.6%	39.5%
Grade 11		68.3%	68.6%
Grade 12			62.0%
Total	78.1%	63.2%	62.3%

Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

Table reads: 78.1 percent of students across both cohorts who took the reading HSPE exam were proficient by the end of their first eligible year to take the test.

Note: Students who took the reading HSPE in their third eligible year did not necessarily take the exam in their second eligible year.

Data also were analyzed by taking the last observation of each student in Cohort 1 and Cohort 2 across all three eligible years to determine the percentage of students who eventually passed the reading HSPE. The proficiency rate of students across years is effectively the proficiency rate of students by the time they leave high school in CCSD.²⁴ Table 8 presents the percentage of students who passed the reading HSPE after three years. Female students appear to do slightly better than male students, with

²⁴ Note that these proficiency rates include students who may have left CCSD before passing the reading HSPE and do not include the last round of reading HSPE results for students who continued to attempt the exam after three years of testing.

93.0 percent passing the reading HSPE exam after three years, compared with 89.1 percent of male students.²⁵

Table 8. Percentage of Students Who Passed the Reading HSPE After Three Years

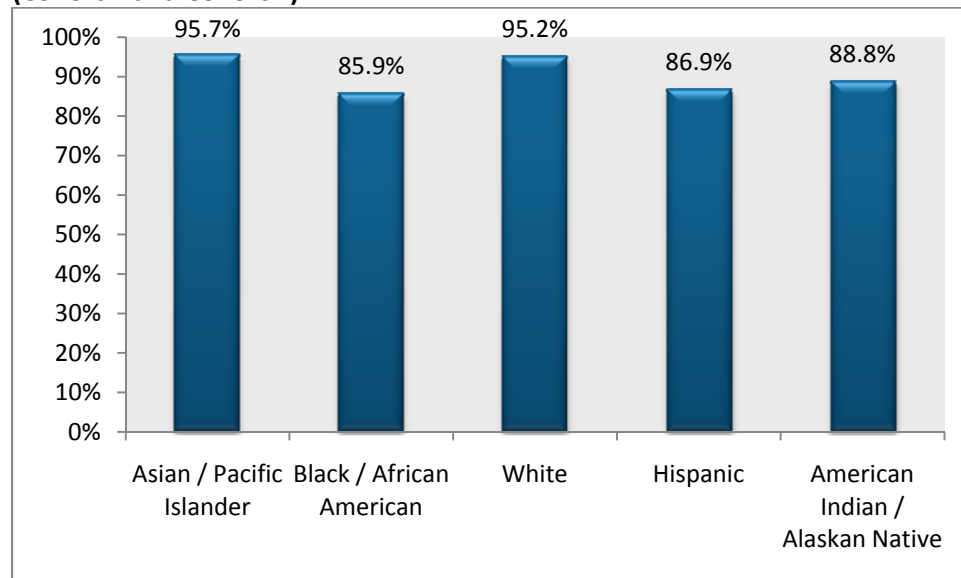
	% Proficient by the End of High School
Both Cohorts	91.1%
Cohort 1	90.4%
Cohort 2	91.7%

Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

Table reads: 91.1 percent of all students in Cohort 1 and Cohort 2 were proficient in reading by the end of their third eligible year to take the exam.

Exhibit 42 presents the percentage of students who passed the reading HSPE after three years, by race/ethnicity. Exhibit 43 presents the percentage of students who passed the reading HSPE after three years, by IEP, LEP, and FRPL.

Exhibit 42. Percentage of Students Who Passed the Reading HSPE After Three Years, by Race/Ethnicity (Cohort 1 and Cohort 2)



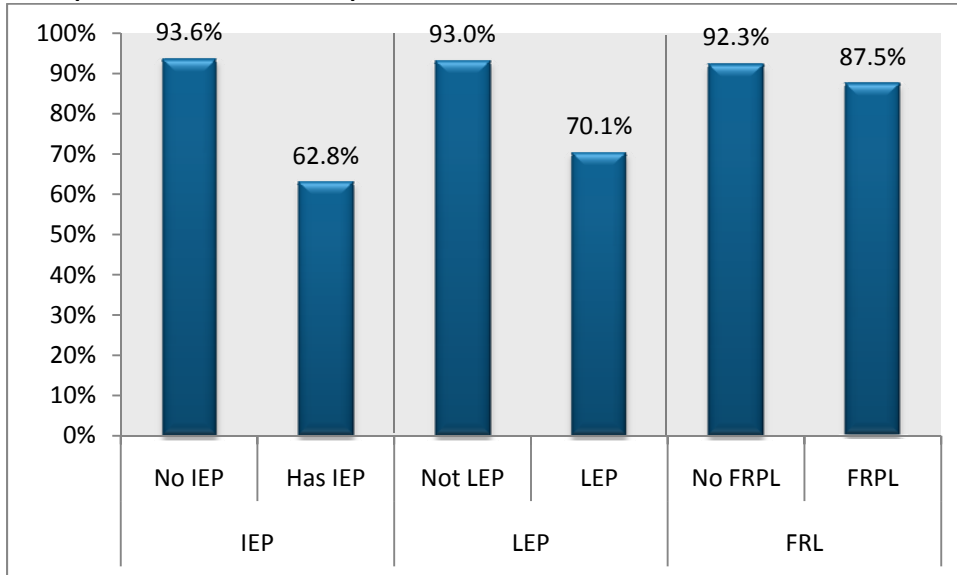
Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

As Exhibit 43 shows, IEP students' reading HSPE proficiency rates reached 62.8 percent, and LEP reading HSPE proficiency rates reached 70.1 percent. These two cohorts, who were Grade 10 students in either 2006–07 or 2007–08, started out with proficiency rates by the end of Grade 10 different from the Grade 10 students in 2010–11. Also, these students had to score 251 to obtain the proficiency level, as opposed to the 300 score needed for Grade 10 students in 2010–11. Of the students in these cohorts, 31.4 percent of IEP students and 34.0 percent of LEP students passed the reading HSPE after one year (i.e., for most students, by the end of Grade 10), a far higher "starting" proficiency rate than Grade 10

²⁵ Gender, race/ethnicity, IEP, LEP, and FRPL information was taken from the first observation of each student in the analysis. That is, Cohort 1 demographic information comes from the 2006–07 school year, and Cohort 2 demographic information comes from the 2007–08 school year.

students in the 2010–11 school year, where 10.5 percent of IEP students and 4.1 percent of LEP students passed the reading HSPE in Grade 10.

Exhibit 43. Percentage of Students Who Passed the Reading HSPE After Three Years, by IEP, LEP, and FRPL (Cohort 1 and Cohort 2)



Sample size = 39,321 (overall); 19,166 (Cohort 1); 20,155 (Cohort 2).

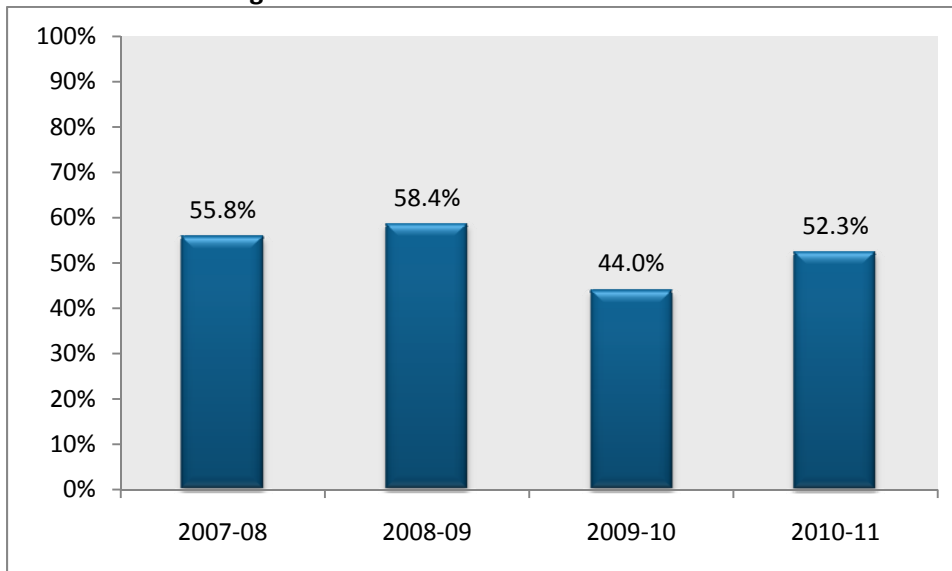
Exhibit Reads: 93.6 percent of students without an IEP were proficient in reading by the end of their third eligible year to take the exam, compared with 62.8 percent of students with an IEP.

Science Proficiency Levels and Achievement Gaps, Grade 10

This section examines Grade 10 students' science HSPE performance, measured by whether the student earned a proficient score or not. In cases where students appeared in the data set multiple times in a year, their last observation was used to determine their proficiency level.²⁶ Data for the science HSPE were available from 2007–08 to 2010–11.

Exhibit 44 presents the percentage of Grade 10 students who earned a proficient score in the science HSPE from the 2007–08 school year through the 2010–11 school year. In the 2010–11 school year, 52.3 percent of Grade 10 students earned a proficient score in their science HSPE.

²⁶ Once a student passes the science HSPE, the student is no longer required to take the exam. Thus, the last observation provides their end-of-year proficiency level.

Exhibit 44. Percentage of Grade 10 Students Proficient in Science Over Time

Sample size (by year) = 18,896 (2007–08); 21,139 (2008–09); 23,261 (2009–10); 22,393 (2010–11).

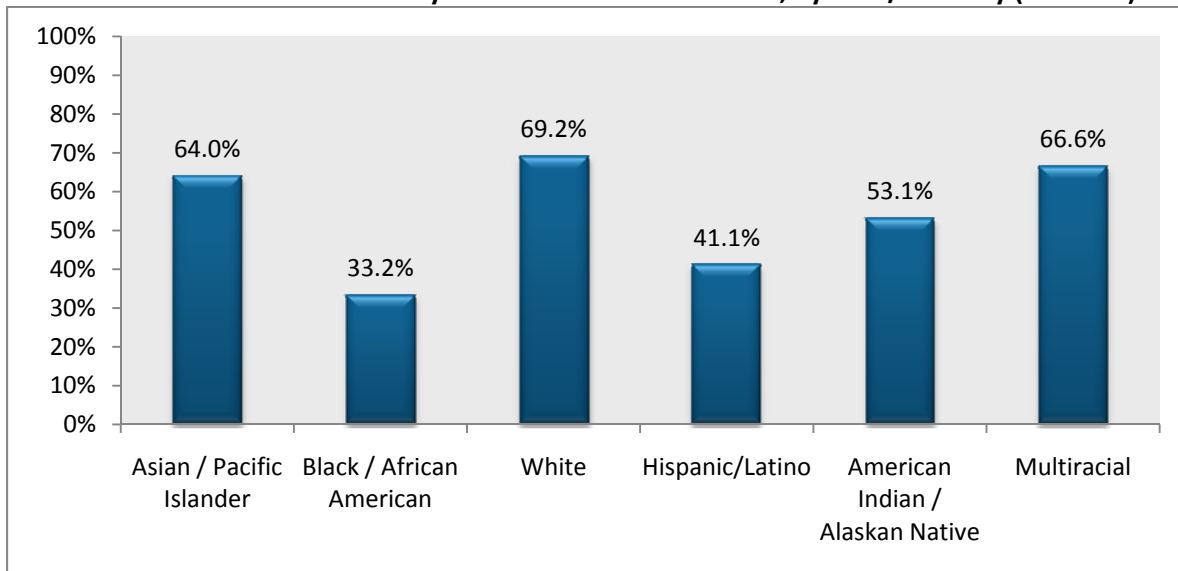
Table Reads: In the 2007–08 school year, 55.8 percent of Grade 10 students earned a proficient score on the science HSPE.

Gender

From 2006–07 through 2010–11, male students had slightly higher rates than females. For example, in the 2010–11 school year, male and female students scored at 50.2 percent and 44.6 percent proficient, respectively (Exhibit G.1).

Race/Ethnicity

The difference in the proficiency rates on the science HSPE is evident across race/ethnicity categories. Exhibit 45 presents the science HSPE proficiency rates by race/ethnicity for the 2010–11 school year. Overall, 69.2 percent of whites were proficient compared with 44.4 percent of non-whites. Specifically, Asian/Pacific Islander, white, and multiracial students performed notably better than American Indian/Alaskan Native, Hispanic, and black/African American students. When looking at data across years, Asian/Pacific Islander, white, and multiracial students continuously outperform American Indian/Alaskan Native, Hispanic, and black/African American students. (Table G.2).

Exhibit 45. HSPE Science Proficiency Rates of Grade 10 Students, by Race/Ethnicity (2010–11)

Sample size = 21,940 (overall); 2,130 (Asian/Pacific Islander); 2,752 (black/African American); 7,126 (white); 8,671 (Hispanic/Latino); 147 (American Indian/Alaskan Native); 1,114 (Multiracial).

Table Reads: In the 2010–11 school year, 64.0 percent of Asian/Pacific Islander Grade 10 students earned a proficient score on the science HSPE, compared with 33.2 percent of black/African American students.

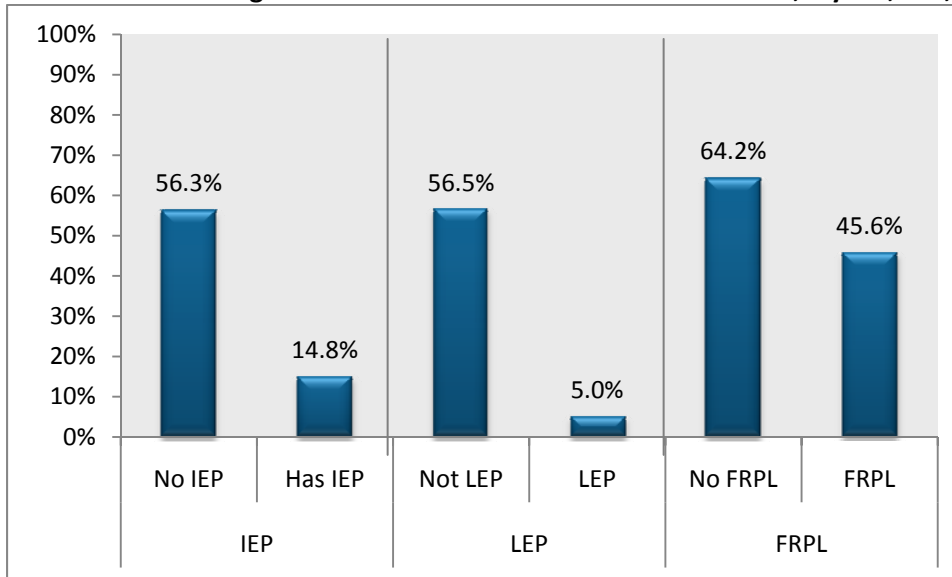
Individual Education Program (IEP), Limited English Proficient (LEP), and Free or Reduced-Price Lunch (FRPL)

The proficiency rates on the science HSPE also differ greatly when looking at IEP, LEP, and FRPL subgroups. Exhibit 46 presents the most recent proficiency rates of students who do and do not have IEPs, students who are and are not categorized as LEP, and students who do and do not qualify for FRPL. Science HSPE proficiency rates of students with an IEP were dramatically lower than the proficiency rates of students without IEPs. Similarly, the science HSPE rates of LEP students were much lower than proficiency rates of non-LEP students. There is some evidence that achievement gaps between students who do and do not have IEPs are closing, but this is almost completely due to a drop in proficiency rates of students without IEPs. In addition, LEP students' scores have decreased in the past two years along with those of students not categorized as LEP (Tables G.3, G.4, and G.5).

Combinations of Subgroups

Cross tabulations of both LEP and FRPL with race/ethnicity produce results consistent with the findings related to these subgroups separately (Exhibits 3.45 and 3.46). Both across years and during the 2009–10 school year, Asian/Pacific and white non-LEP students perform better than other non-LEP race/ethnicities. White LEP students also generally perform better than students of other race/ethnicities who have LEP status.

White and Asian/Pacific Islander non-FRPL students have higher proficiency rates than black/African American and Hispanic non-FRPL students across both years of data. Across all years, white and Asian/Pacific Islander FRPL students have higher proficiency rates than black/African American, Hispanic/Latino, and American Indian/Alaskan Native FRPL students (Tables G.4 and G.5).

Exhibit 46. Percentage of Grade 10 Students Proficient in Science, by IEP, LEP, and FRPL (2010–11)

Sample size = 21,940 (IEP, overall), 20,108 (No IEP), 1,832 (IEP); 21,940 (LEP, overall), 20,406 (Not LEP), 1,534 (LEP); 21,139 (FRPL, overall), 14,569 (Not FRPL), 6,570 (FRPL).

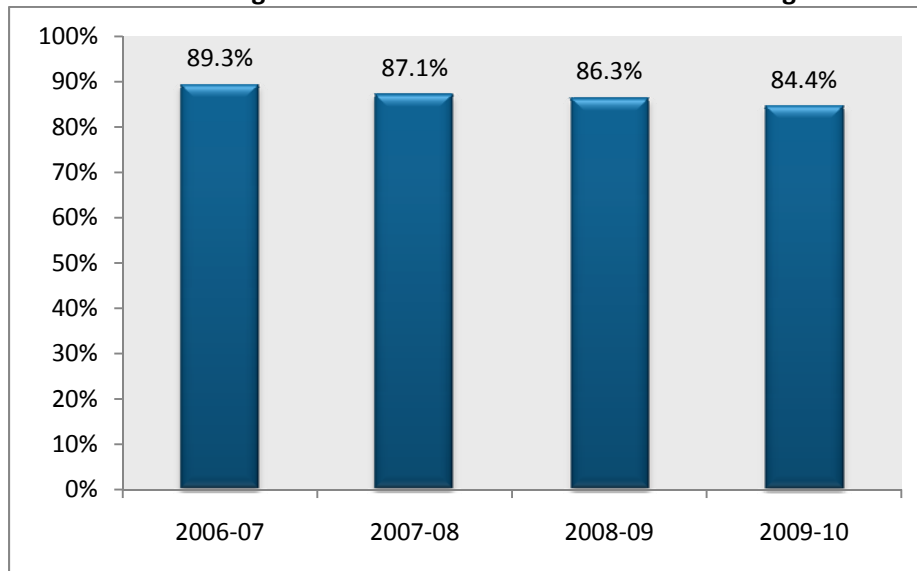
Notes: IEP and LEP information are from the 2010–11 school year. FRPL information is not available since 2008–09.

Writing Proficiency Levels and Achievement Gaps, Grade 11

This section examines Grade 11 students' writing HSPE performance, measured by whether the student earned a proficient score or not. In Nevada, students first take the writing HSPE in Grade 11. In cases where students appeared in the data set multiple times in a year, their last observation was used to determine their proficiency level.²⁷ Data for the writing HSPE were available from 2006–07 to 2009–10. Note that demographic data were not available for 2009–10, so this information was taken from Grade 10 student assessment files from the previous year. A small number of students were not found in the previous year; therefore, their data was missing (as noted in Exhibits 3.48 and 3.49).

Exhibit 47 presents the percentage of Grade 11 students who earned a proficient score in the writing HSPE from the 2006–07 through 2009–10 school years. In the 2009–10 school year, 84.4 percent of Grade 11 students earned a proficient score in their writing HSPE. Overall, proficiency levels on the writing exam decreased in each year.

²⁷ Once a student passes the writing HSPE, the student is no longer required to take the exam. Thus, the last observation would give their end-of-year proficiency level.

Exhibit 47. Percentage of Grade 11 Students Proficient in Writing Over Time

Sample size (by year) = 16,084 (2006–07); 17,526 (2007–08); 17,892 (2008–09); 20,658 (2009–10).

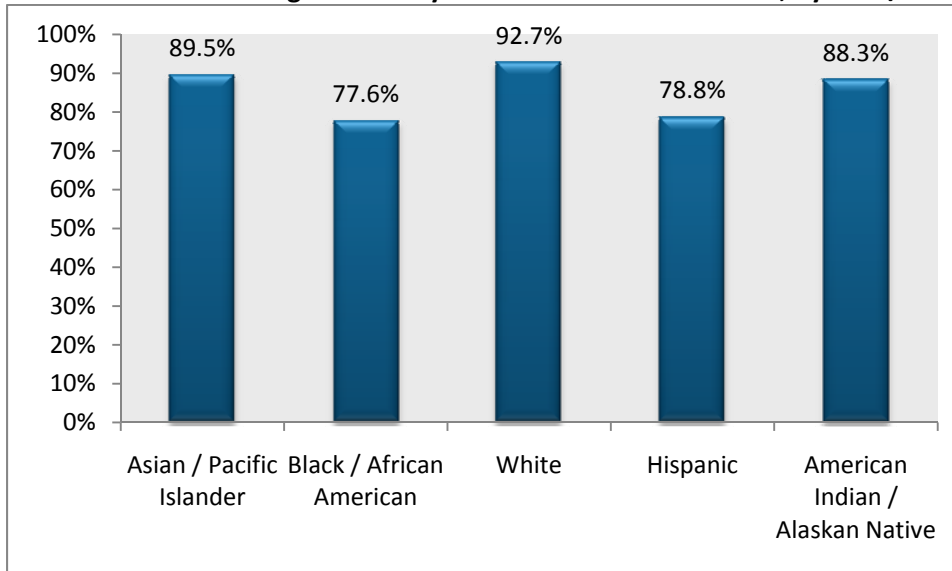
Table Reads: In the 2006–07 school year, 89.3 percent of Grade 11 students earned a proficient score on the writing HSPE.

Gender

From 2006–07 through 2009–10, Grade 11 female students continuously had higher writing HSPE proficiency rates than male students, with 6.9 percent more female students passing, on average, than male students. In 2009–10, 89.2 percent of female students passed the writing HSPE in Grade 11, compared with 81.0 percent of male students (Table H.1).

Race/Ethnicity

The difference in the proficiency rates on the writing HSPE is evident across race/ethnicity categories. Exhibit 48 presents the writing HSPE proficiency rates by race/ethnicity for the 2009–10 school year. In 2009–10, 92.7 percent of white students were proficient compared with 80.5 percent of non-whites. Specifically, Asian/Pacific Islander and white students performed notably better than Hispanic, black/African American, and American Indian/Alaskan Native students. When looking at data across years, Asian/Pacific Islander and white students continuously outperform American Indian/Alaskan Native, Hispanic, and black/African American students. Performance for all groups except for American Indian/Native Alaskan students appeared to decrease slightly across years (Table H.2).

Exhibit 48. HSPE Writing Proficiency Rates of Grade 11 Students, by Race/Ethnicity (2009–10)

Sample size = 20,082 (overall); 2,166 (Asian/Pacific Islander); 2,949 (black/African American); 7,617 (white); 7,187 (Hispanic); 163 (American Indian/Alaskan Native).

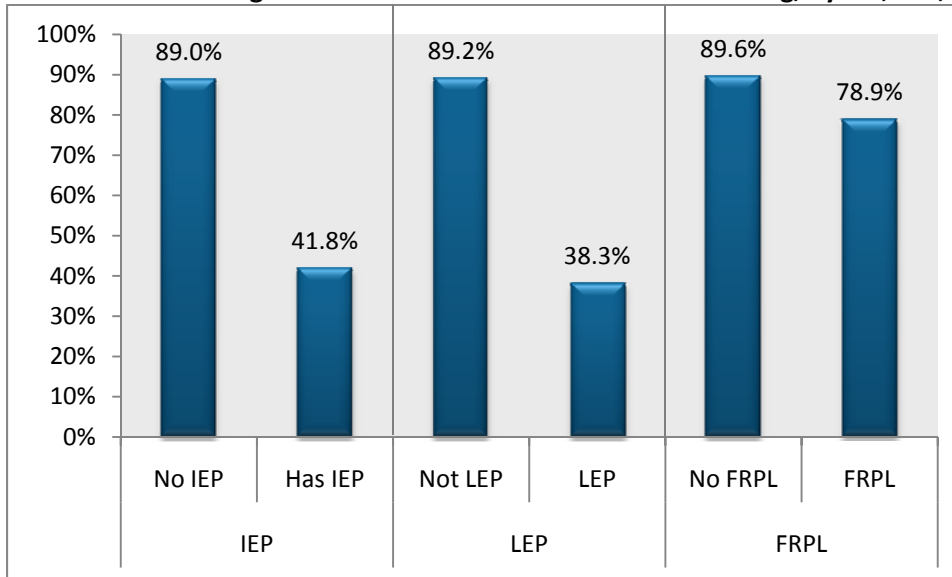
Note: There were 576 students with missing race/ethnicity information in 2009–10 who were not included in this analysis.

Individual Education Program (IEP), Limited English Proficient (LEP), and Free or Reduced-Price Lunch (FRPL)

The proficiency rates on the writing HSPE also differs greatly when looking at IEP, LEP, and FRPL subgroups. Exhibit 49 presents the most recent proficiency rates of students who do and do not have IEPs, students who are and are not categorized as LEP, and students who do and do not qualify for FRPL. Writing HSPE proficiency rates of students with an IEP and of LEP students were less than half of non-IEP or non-LEP students, respectively. Students who qualify for FRPL also have notably lower scores than non-FRPL students. Similar data can be seen across years (Tables H.3, H.4, and H.5).

Combinations of Subgroups

Cross tabulations of both LEP and FRPL with race/ethnicity produce results consistent with the findings related to these subgroups separately (Exhibits 3.48 and 3.49). Both across years and during the 2009–10 school year, Asian/Pacific and white non-LEP students perform better than other non-LEP race/ethnicities. White LEP students also generally perform better than students of other race/ethnicities who have LEP status. White and Asian/Pacific Islander non-FRPL students have higher proficiency rates than non-FRPL black/African American and Hispanic/Latino students across all years of data. Across all years, white and Asian/Pacific Islander FRPL students have higher proficiency rates than black/African American, Hispanic/Latino, and American Indian/Alaskan Native FRPL students (Tables H.4 and H.5).

Exhibit 49. Percentage of Grade 11 Students Proficient in Writing, by IEP, LEP, and FRPL (2009–10)

Sample size = 20,082 (IEP, overall), 18,457 (No IEP), 1,625 (IEP); 20,082 (LEP, overall), 18,469 (Not LEP), 1,613 (LEP); 18,448 (FRPL, overall), 12,895 (Not FRPL), 5,553 (FRPL).

Note: There were 576 students with missing program information in 2009–10 who are not included in this analysis.

Grades K–12 English Fluency Data for Limited English Proficient (LEP) Students

In CCSD, limited English proficient (LEP) students are given the LAS Links and the ELPA as an assessment of their English fluency levels, depending on their grade and when they entered the district. Based on these scores, the district assigns an EPS code to each student in Grades K–12 to indicate his or her level of English fluency. Student-level data sets provided by CCSD for the analyses included the following:

- LAS Links and/or ELPA overall scores
- District EPS code
- Grade, gender, and race/ethnicity information
- Whether each student had an IEP
- Cohort year information (year student entered district)

The following section presents an analysis of student LEP data for 2010–11 based on the data available as of June 2011. The analysis focuses on students in Grades K–12 combined, and also makes note of any differences in the findings among grade levels and subgroups. A cohort analysis also was conducted that focuses on the number of years an LEP student has received LEP services in CCSD.

English Fluency Data Analytic Methods

Overall English fluency rates were examined through tabulations of the four EPS codes (that is, non-English speaker, limited English speaker, fluent English speaker on monitor status, and fluent English speaker who has exited LEP services). Fluency rates were compared by grade level, and the overall fluency rates for the subgroups of race/ethnicity, gender, and IEP status were examined. To further explore relationships among subgroups, fluency gaps were investigated for a set of specific subgroups identified by combinations of available demographics (e.g., Hispanic students with IEPs). For the cohort analysis, the proportion of students considered fluent in English was analyzed according to the number of years that LEP students had been enrolled in CCSD.

English Fluency Data Findings

Results from the LEP data analyses are presented, with overall information, by grade level, and notable findings for subgroups. In addition, information related to the CCSD LEP cohorts is presented.

English Fluency Levels and Subgroup Gaps

In 2010–11, of the 97,354 Grades K–12 students in CCSD who qualified for LEP services:²⁸

- 30.4 percent were considered fluent English speakers and had exited LEP services.

²⁸ LEP students with an EPS code that indicated they had waived LEP services were removed from the analysis for this report (0.1 percent of those in the data set).

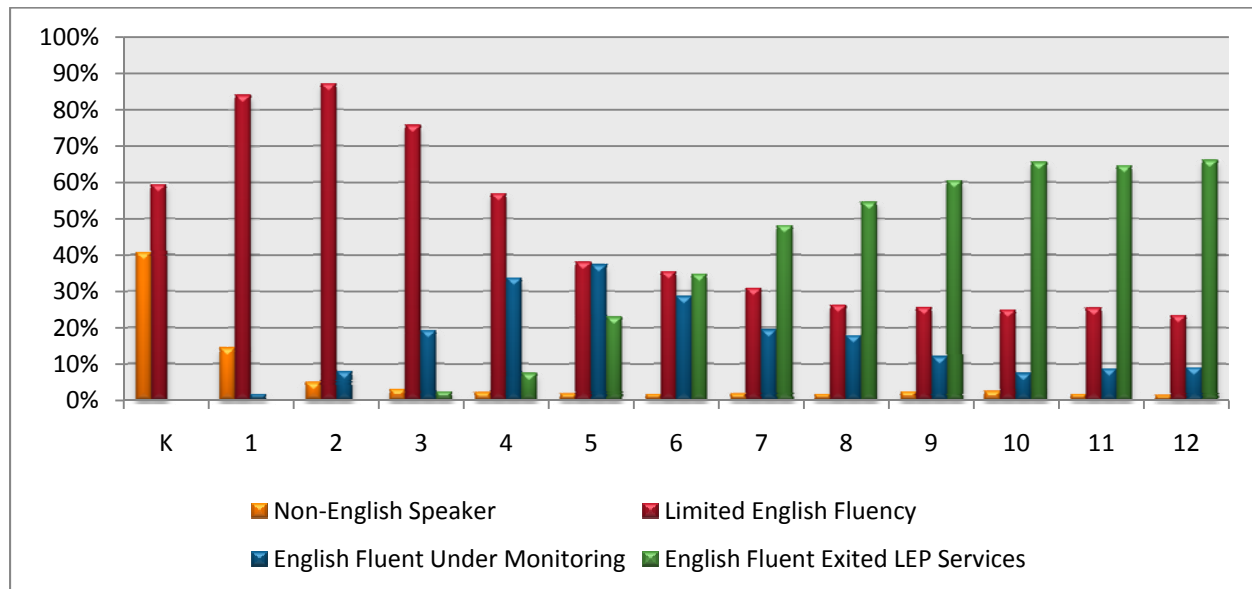
- 16.0 percent were considered fluent English speakers but were still on monitor status.
- 47.2 percent were considered limited English speakers.
- 6.3 percent were considered non-English speakers.

Grade Level

Exhibit 50 shows the English fluency rates for LEP students by grade level for 2010–11. The highest percentages of non-English speakers in a given grade level were found in kindergarten (40.7 percent) and Grade 1 (14.3 percent). There was a noticeable change from Grade 3 to Grade 4 in the number of students considered fluent English speakers on monitor status (19.2 percent to 33.6 percent, respectively) and who had exited LEP services (2.2 percent to 7.4 percent, respectively). A similar change was evident in Grade 5, with 37.3 percent considered fluent English speakers on monitor status and 22.9 percent who had exited LEP services.

For Grades 6 and above, fluency rates continued to improve, but at a slower pace. In Grade 12, 9.0 percent were fluent English speakers on monitor status, and 66.2 percent had exited LEP services. Of note, starting at Grade 8, the percentage of LEP students considered limited English speakers remained relatively stable, with rates fluctuating between 26.1 percent in Grade 8 and 23.3 percent in Grade 12. These rates could be reflective of the number of new LEP students the district receives per grade level each year. See Table I.1 for the breakdown of fluency rates by all grade levels.

Exhibit 50. LEP Student English Fluency Rates, by Grade Level (2010–11)



Sample size (overall) = 97,354.

Sample size (by grade) = 7,910 (Grade K); 7,938 (Grade 1); 8,097 (Grade 2); 8,219 (Grade 3); 8,433 (Grade 4); 8,600 (Grade 5); 7,615 (Grade 6); 7,052 (Grade 7); 6,837 (Grade 8); 6,914 (Grade 9); 7,229 (Grade 10); 6,616 (Grade 11); 5,894 (Grade 12).

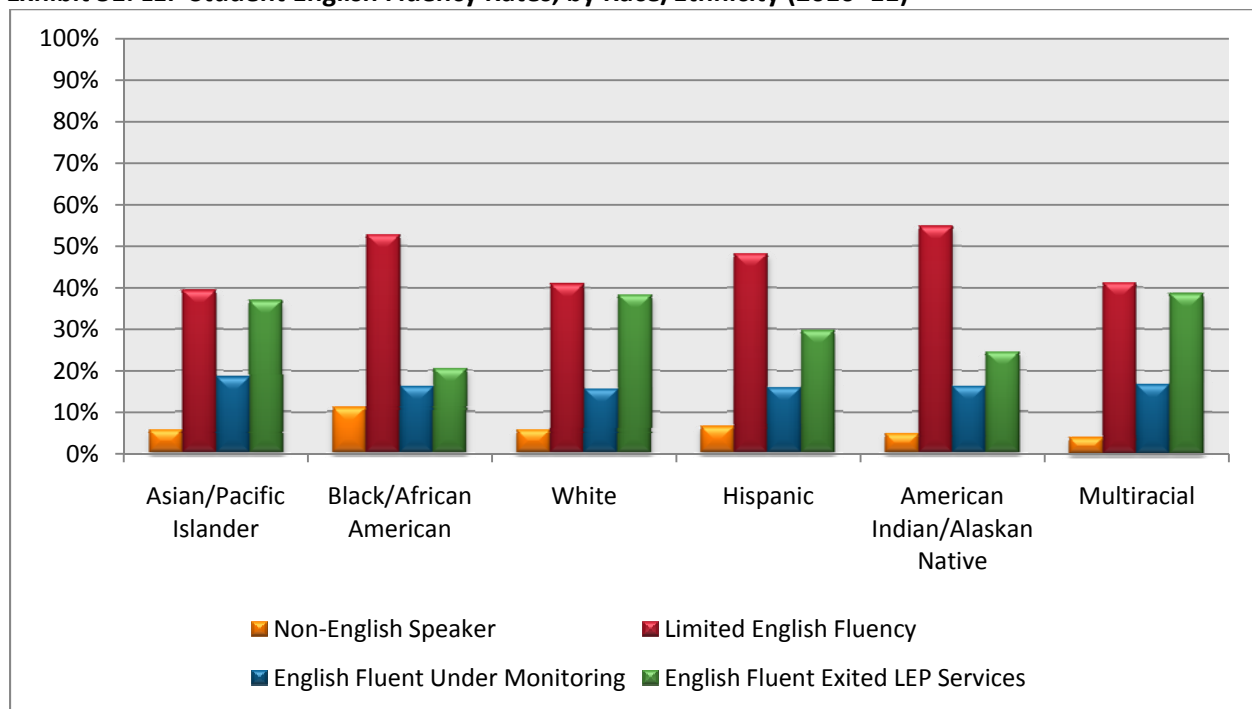
Gender

In 2010–11, overall, slightly more female LEP students in Grades K–12 were considered fluent English speakers on monitor status (16.5 percent) or had exited LEP services (32.5 percent) than male LEP students (15.6 percent and 28.5 percent, respectively) (Table I.3).

Race/Ethnicity

Exhibit 51 shows English fluency rates for LEP students by racial/ethnic groups for 2010–11. Overall, black/African American LEP students had the lowest English fluency levels, with 16.0 percent considered fluent English speakers on monitor status and 20.4 percent who had exited LEP services. Asian/Pacific Islander LEP students had the highest English fluency levels overall, with 18.3 percent considered fluent English speakers on monitor status and 36.8 percent who had exited LEP services. See Table I.2 for the breakdown of percentages for all racial/ethnic groups.

Exhibit 51. LEP Student English Fluency Rates, by Race/Ethnicity (2010–11)



Sample size = 97,354 (overall); 7,905 (Asian/Pacific Islander); 1,142 (black/African American); 3,060 (white); 84,411 (Hispanic); 217 (American Indian/Alaskan Native); 619 (multiracial).

Individualized Education Program (IEP)

Large gaps in English fluency were observed in LEP students with and without IEPs. In 2010–11, of the 8,163 Grades K–12 LEP students who also had IEPs, only 7.8 percent were considered fluent English speakers and had exited LEP services; 8.3 percent were considered fluent English speakers on monitor status; 73.7 percent were considered limited English speakers; and 10.3 percent were considered non-English speakers (Table I.4).

Race/Ethnicity by Gender

In 2010–11, there were some notable differences between male and female LEP students by racial/ethnic group. The Grades K–12 LEP students with the lowest English fluency levels are as follows:

- 35.0 percent of black/African American males are fluent English speakers on monitor status (14.9 percent) or have exited LEP services (20.1 percent).
- 37.9 percent of black/African American females are fluent English speakers on monitor status (17.2 percent) or have exited LEP services (20.7 percent).
- 43.0 percent of Hispanic males are fluent English speakers on monitor status (15.5 percent) or have exited LEP services (27.5 percent).
- 48.0 percent of Hispanic females are fluent English speakers on monitor status (16.2 percent) or have exited LEP services (31.8 percent).

The Grades K–12 LEP students with the highest English fluency levels are as follows:

- 58.0 percent of Asian/Pacific Island females are fluent English speakers on monitor status (19.9 percent) or have exited LEP services (38.1 percent).
- 56.7 percent of white females are fluent English speakers on monitor status (15.7 percent) or have exited LEP services (41.0 percent).
- 56.0 percent of multiracial females are fluent English speakers on monitor status (16.4 percent) or have exited LEP services (39.6 percent).

See Table I.3 for the breakdown of male and female percentages by all racial/ethnic groups.

Race/Ethnicity by Individualized Education Program (IEP)

As noted previously, there were large gaps observed in the English fluency percentages between LEP students with and without IEPs. Although the English fluency levels overall were low for Grades K–12 LEP students with IEPs, in 2010–11 the racial/ethnic group with the lowest level of fluent English speakers on monitor status or those who had exited LEP services were LEP Hispanic students with IEPs (8.1 percent and 7.4 percent, respectively) and LEP black/African American students with IEPs (10.5 percent and 5.8 percent, respectively). In comparison, the percentages of fluent LEP white students with IEPs was 9.1 percent on monitor status and 16.1 percent who had exited LEP services. See Table I.4 for the breakdown of percentages by all race/ethnicity and IEP combinations.

English Fluency Data Cohort Analyses

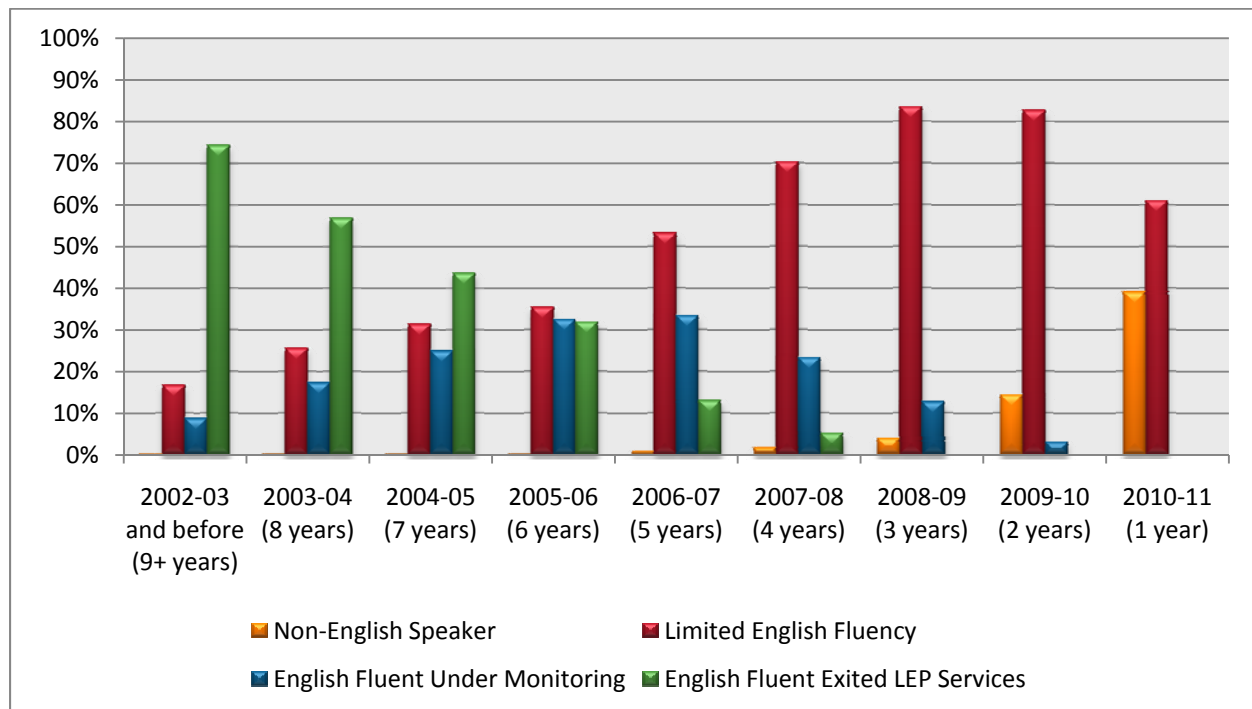
As part of the analysis of the LEP data conducted internally by CCSD staff, a variable related to the cohort year a student entered the district was included in the data set received by AIR. As of June 2011, LEP students in cohort 2010–11 had completed their first year in the district but had not yet been re-tested for English fluency. An LEP student in cohort 2009–10 had completed two years in the district, an LEP student in cohort 2008–09 had completed three years in the district, and so on.

Exhibit 52 illustrates that English fluency rates did not begin to rise notably until the cohort year 2007–08, that is, when the students had been in the district for four years. For this cohort, 23.2 percent of LEP

students were considered fluent English speakers on monitor status, and 5.1 percent had exited LEP services. The English fluency levels are higher for the 2006–07 cohort students who had been in the district for five years, with 33.3 percent of LEP students considered fluent English speakers on monitor status and 13.0 percent who had exited LEP services.

For the 2005–06 cohort students who had been in the district for six years, the distribution of LEP students includes almost equal percentages for three fluency levels: 35.6 percent as limited English fluency, 32.5 percent as fluent English speakers on monitor status, and 31.9 percent fluent English speakers who had exited LEP services (only 0.2 percent were considered non-English speakers). The number of students who had exited LEP services continued to rise after this point, along with the number of years they remained in the district. See Table I.5 for the breakdown of English fluency rates across all cohort years.

Exhibit 52. LEP Student English Fluency Rates, by the School Year in which Student Cohorts Entered the District, as of June 2011



Sample size (overall) = 97,354.

Sample size (by year) = 23,440 (2002–03 and before); 6,250 (2003–04); 7,778 (2004–05); 10,522 (2005–06); 10,629 (2006–07); 9,152 (2007–08); 9,319 (2008–09); 9,669 (2009–10); 10,595 (2010–11).

Race/Ethnicity by Cohort Year

To explore further the fluency rates by subgroups, the racial/ethnic groups for each fluency level in the cohort years of 2005–06, 2006–07, and 2007–08 were analyzed. The most noticeable difference was in cohort year 2007–08 for LEP students who had been in the district for four years. For Hispanic LEP students in this cohort, only 21.2 percent were considered fluent English speakers, and 3.7 percent had exited LEP services (with 73.5 percent still considered limited English speakers and 1.6 percent remaining non-English speakers). In contrast, larger proportions of other groups were considered fluent

English speakers on monitor status or had exited LEP services: Asian/Pacific Islander (37.3 percent and 14.4 percent, respectively), white (30 percent and 14.6 percent, respectively), and black/African American (29.8 percent and 6.9 percent, respectively).

This difference between racial/ethnic groups lessened in cohort year 2006–07, but Hispanic LEP students still had the lowest percentage considered fluent English speakers on monitor status (32.6 percent) or had exited LEP services (11.0 percent) after five years in the district, with 55.7 percent still considered limited English speakers and 0.7 percent remaining non-English speakers. See Table I.6 for the breakdown of English fluency rates by racial/ethnic group across all cohort years.

Appendix A

Analysis of Criterion Referenced Data – Technical Appendix

The analysis of Criterion Referenced Test (CRT) data involved an initial exploratory regression analysis to investigate differences among student subgroups. A regression analysis can show the difference in outcomes (that is, test scores) between groups that differ on a characteristic (e.g., race/ethnicity). Therefore, it provided a convenient way to initially summarize relationships between test scores and student characteristics. To conduct the regression analysis, test scores were standardized as a way to address differences in the assessments used among grades and school years. Standardization was done by year and by grade. Specifically, the average score from all the students tested in a given grade in a given year was subtracted from the individual test score of each student. The test score also was divided by the standard deviation of test scores in that grade and year. The standard deviation is a measure of the average distance of a single observation from the average. This scaling ensured that the distribution of test scores would be similar in each grade and year.

Standardized test scores were regressed on student characteristics, as well as combinations of characteristics (such as a student being designated as black and having an IEP). All student characteristics were interacted with a separate variable for year, to allow gaps between groups to differ across years. Another more general analysis regressed standardized test scores for each grade on the same set of student characteristics, but with data pooled for all years. Substantively large and statistically significant differences from each regression analysis gave guidance for further investigation.

Appendix B

Criterion Referenced Test Data – Mathematics

Table B.1. Percentage of Students, Grades 3 to 8, Proficient in Math, by Gender

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Male	49.2%	55.4%	57.9%	60.6%	63.1%	66.1%
N	71,039	73,230	74,077	73,695	62,182	72,151
Female	52.0%	57.9%	60.4%	61.8%	64.3%	68.6%
N	67,771	69,728	70,416	70,022	59,174	68,671

Table Reads: In the 2005-06 school year, 49.2 percent of male students were proficient on the mathematics CRT, compared with 52.0 percent of female students.

Notes: The CRT math exam was revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing data on gender.

Table B.2. Percentage of Students, Grades 3 to 8, Proficient in Math, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	68.5%	74.0%	75.5%	77.1%	80.3%	82.4%
N	11,962	12,929	13,597	13,976	9,770	11,803
Black / African American	34.0%	39.4%	42.5%	44.1%	44.2%	48.0%
N	19,846	20,101	20,148	19,964	13,869	16,933
White	64.8%	70.5%	71.8%	73.7%	75.8%	79.0%
N	52,732	51,574	50,721	49,434	36,983	42,665
Hispanic / Latino	38.7%	46.3%	50.2%	52.9%	56.5%	60.9%
N	53,124	57,154	58,875	59,226	53,588	61,016
American Indian / Alaskan Native	46.3%	55.0%	55.2%	56.8%	57.0%	59.8%
N	1,146	1,200	1,152	1,117	731	856
Multiracial					71.6%	73.6%
N					6,415	7,549

Table Reads: In the 2005-06 school year, 68.5 percent of Asian/Pacific Islander students in Grades 3 to 8 had proficient scores on the mathematics CRT, as opposed to 34.0 percent of black/African American students in the same year.

Notes: The CRT math exam and the definition of race/ethnicity categories were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing ethnicity data.

Table B.3. Percentage of Students, Grades 3 to 8, Proficient in Math, by Race/Ethnicity, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander						
<i>Elementary(3-5)</i>	68.5%	74.1%	76.5%	76.6%	81.0%	82.7%
N	6,067	6,430	6,810	6,843	4,722	5,821
<i>Middle (6-8)</i>	68.5%	73.8%	74.5%	77.6%	79.6%	82.1%
N	5,895	6,499	6,787	7,133	5,048	5,982
Black / African American						
<i>Elementary(3-5)</i>	35.7%	42.0%	46.1%	45.8%	46.8%	49.6%
N	9,645	9,665	9,763	9,853	6,824	8,357
<i>Middle (6-8)</i>	32.4%	36.9%	39.0%	42.5%	41.6%	46.5%
N	10,201	10,436	10,385	10,111	7,045	8,576
White						
<i>Elementary(3-5)</i>	66.7%	71.6%	74.0%	73.9%	76.5%	79.7%
N	26,065	25,315	24,986	24,504	18,160	21,325
<i>Middle (6-8)</i>	63.0%	69.4%	69.7%	73.4%	75.0%	78.4%
N	26,667	26,259	25,735	24,930	18,823	21,340
Hispanic						
<i>Elementary(3-5)</i>	41.9%	50.4%	55.2%	55.5%	61.0%	63.9%
N	27,440	29,326	30,211	30,673	27,711	31,500
<i>Middle (6-8)</i>	35.4%	42.0%	44.8%	50.1%	51.6%	57.6%
N	25,684	27,828	28,664	28,553	25,877	29,516
American Indian/Alaskan Native						
<i>Elementary(3-5)</i>	47.7%	54.4%	59.3%	54.8%	60.2%	62.3%
N	599	619	578	544	344	387
<i>Middle (6-8)</i>	44.8%	55.6%	51.0%	58.8%	54.3%	57.8%
N	547	581	574	573	387	469
Multiracial						
<i>Elementary(3-5)</i>					71.8%	74.0%
N					3,182	3,754
<i>Middle (6-8)</i>					71.4%	73.2%
N					3,233	3,795

Table Reads: In the 2005-06 school year, 68.5 percent of Asian/Pacific Islander students in elementary school (Grades 3-5) had proficient scores on the mathematics CRT, and 68.5 percent of Asian/Pacific Islander students in middle school (Grades 6-8) also had proficient scores on the mathematics CRT.

Notes: The CRT math exam and the definition of race/ethnicity categories were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing race/ethnicity information.

Table B.4. Percentage of Students, Grades 3 to 8, Proficient in Math, by FRPL Status

	2005-06	2006-07	2007-08	2008-09
Not FRPL	61.2%	64.9%	68.4%	69.5%
N	76,572	82,319	76,353	77,468
FRPL	37.6%	45.3%	48.8%	51.5%
N	62,238	60,639	68,140	66,249

Table Reads: In the 2005-06 school year, 61.2 percent of students in Grades 3 to 8 not qualifying for FRPL had proficient scores on the mathematics CRT, compared with 37.6 percent of students qualifying for FRPL in the same year.

Note: FRPL information was not available for 2009-10 and 2010-11.

Table B.5. Percentage of Students, Grades 3 to 8, Proficient in Math, by IEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All students	50.6%	56.6%	59.1%	61.2%	63.7%	67.3%
N	138,810	142,958	144,493	143,717	121,356	140,822
Has IEP	18.5%	22.3%	23.9%	25.5%	23.7%	29.1%
N	13,703	13,636	13,797	13,180	11,609	13,370
No IEP	54.1%	60.2%	62.8%	64.8%	67.9%	71.3%
N	125,107	129,322	130,696	130,537	109,747	127,452

Table Reads: In the 2005-06 school year, 18.5 percent of students with an IEP were proficient on the mathematics CRT, compared with 54.1 percent of students with no IEP.

Notes: The CRT math exam was revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing data on IEP status.

Table B.6. Percentage of Students, Grades 3 to 8, Proficient in Math, by IEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students with IEPs						
<i>Elementary(3-5)</i>	25.5%	30.0%	31.9%	31.7%	29.7%	36.8%
N	7,166	7,070	7,171	6,778	6,187	7,048
<i>Middle (6-8)</i>	10.9%	14.0%	15.3%	18.9%	16.8%	20.5%
N	6,537	6,566	6,626	6,402	5,422	6,322
Students without IEPs						
<i>Elementary(3-5)</i>	55.7%	62.1%	65.9%	65.5%	70.3%	72.5%
N	62,650	64,285	65,177	65,639	54,756	64,096
<i>Middle (6-8)</i>	52.5%	58.4%	59.8%	64.1%	65.5%	70.1%
N	62,457	65,037	65,519	64,898	54,991	63,356

Table Reads: In the 2005-06 school year, 25.5 percent of students in elementary school (Grades 3-5) with IEPs had proficient scores on the mathematics CRT, compared with 10.9 percent of IEP students in middle school (Grades 6-8) in the same year.

Notes: The CRT math exam was revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing IEP information.

Table B.7. Percentage of Students, Grades 3 to 8, Proficient in Math, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All students	50.6%	56.6%	59.1%	61.2%	63.7%	67.3%
N	138,810	142,958	144,493	143,717	121,356	140,822
Not LEP	56.0%	62.1%	64.2%	66.3%	68.2%	72.2%
N	116,912	117,947	117,626	116,771	108,667	121,128
LEP	21.9%	30.7%	37.0%	39.0%	25.0%	37.0%
N	21,898	25,011	26,867	26,946	12,689	19,694

Table Reads: In the 2005-06 school year, 56.0 percent of students not classified as LEP were proficient on the mathematics CRT, compared with 21.9 percent of students classified as LEP.

Notes: The CRT math exam and definition of LEP were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing data on LEP status.

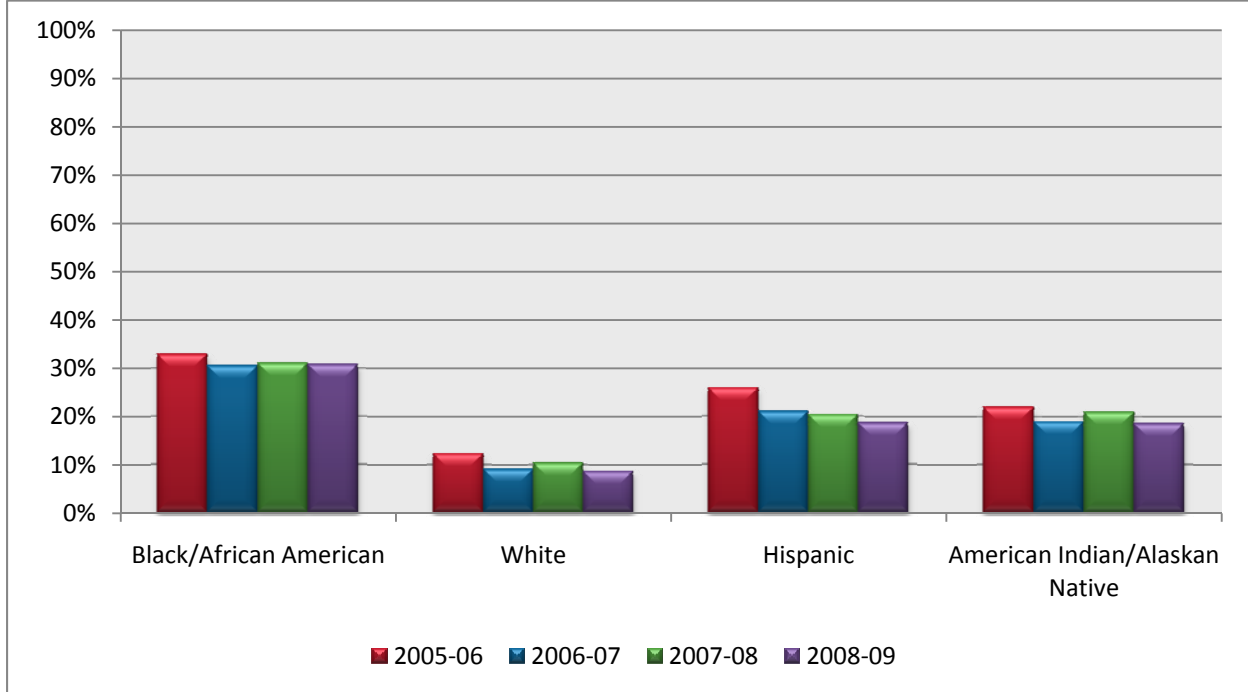
Table B.8. Percentage of Students, Grades 3 to 8, Proficient in Math, by LEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students Classified as LEP						
<i>Elementary(3-5)</i>	25.9%	38.2%	46.3%	46.0%	31.8%	44.4%
N	13,218	15,757	17,065	17,681	8,536	13,578
<i>Middle (6-8)</i>	15.7%	17.8%	20.6%	25.6%	10.8%	20.4%
N	8,680	9,254	9,802	9,265	4,153	6,116
Students Not Classified as LEP						
<i>Elementary(3-5)</i>	58.9%	64.8%	67.5%	67.7%	71.7%	74.8%
N	56,598	55,598	55,283	54,736	52,407	57,566
<i>Middle (6-8)</i>	53.3%	59.7%	61.2%	65.2%	64.9%	69.9%
N	60,314	62,349	62,343	62,035	56,260	63,562

Table Reads: In the 2005-06 school year, 25.0 percent of students in elementary school (Grades 3-5) classified as LEP had proficient scores on the mathematics CRT, compared with 15.7 percent of LEP students in middle school (Grades 6-8) in the same year.

Notes: The CRT math exam and definition of LEP were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing ethnicity and LEP information.

Exhibit B.9. CRT Math Proficiency Gap Between Students Qualifying and Not Qualifying for FRPL by Racial/Ethnic Group



Sample size: 517,514 (overall); black/African American, Not FRPL: 7,890 (2005-06), 9,020 (2006-07), 7,760 (2007-08), 7,800 (2008-09); white, Not FRPL: 41,812 (2005-06), 41,928 (2006-07), 39,863 (2007-08), 38,592 (2008-09); Hispanic, Not FRPL: 17,401 (2005-06), 20,924 (2006-07), 18,235 (2007-08), 20,301 (2008-09); American Indian/Native American, Not FRPL: 648 (2005-06), 717 (2006-07), 625 (2007-08), 613 (2008-09); black/African American, FRPL: 11,956 (2005-06), 11,081 (2006-07), 12,388 (2007-08), 12,164 (2008-09); white, FRPL: 10,920 (2005-06), 9,646 (2006-07), 10,858 (2007-08), 10,842 (2008-09); Hispanic, FRPL: 35,723 (2005-06), 36,230 (2006-07), 40,640 (2007-08), 38,925 (2008-09); American Indian/Native American, FRPL: 498 (2005-06), 483 (2006-07), 527 (2007-08), 504 (2008-09).

Note: FRPL data were available only until 2008-09. Proficiency gap shown is difference with proficiency rate of all non-FRPL students in each year.

Table B.10. Percentage of Students, Grades 3 to 8, Proficient in Math, by FRPL, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09
All Races/Ethnicities				
<i>FRPL</i>	37.6%	45.3%	48.8%	51.5%
<i>Not FRPL</i>	61.2%	64.9%	68.4%	69.5%
N	138,810	142,958	144,493	143,717
Asian / Pacific Islander				
<i>FRPL</i>	58.9%	65.7%	67.6%	69.8%
<i>Not FRPL</i>	71.9%	76.7%	78.5%	79.8%
N	11,962	12,929	13,597	13,976
Black / African American				
<i>FRPL</i>	28.3%	34.5%	37.3%	38.9%
<i>Not FRPL</i>	42.7%	45.4%	50.7%	52.4%
N	19,846	20,101	20,148	19,964
White				
<i>FRPL</i>	48.9%	55.9%	58.0%	61.0%
<i>Not FRPL</i>	69.0%	73.8%	75.6%	77.2%
N	52,732	51,574	50,721	49,434
Hispanic				
<i>FRPL</i>	35.4%	44.0%	48.1%	51.0%
<i>Not FRPL</i>	45.6%	50.3%	54.9%	56.6%
N	53,124	57,154	58,875	59,226
American Indian/Alaskan Native				
<i>FRPL</i>	39.2%	46.0%	47.4%	51.0%
<i>Not FRPL</i>	51.9%	61.1%	61.8%	61.7%
N	1,146	1,200	1,152	1,117

Table Reads: In the 2005-06 school year, 37.6 percent of students in Grades 3 to 8 qualifying for FRPL had proficient scores on the mathematics CRT, compared with 61.2 percent of students not qualifying for FRPL.

Note: FRPL data were not available for 2009-10 and 2010-11.

Table B.11. Percentage of Students, Grades 3 to 8, Proficient in Math, by IEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>Has IEP</i>	18.5%	22.3%	23.9%	25.5%	23.7%	29.1%
<i>No IEP</i>	54.1%	60.2%	62.8%	64.8%	67.9%	71.3%
N	138,810	142,958	144,493	143,717	121,356	140,822
Asian / Pacific Islander						
<i>Has IEP</i>	28.2%	30.7%	34.3%	36.2%	33.7%	40.6%
<i>No IEP</i>	70.4%	76.0%	77.4%	79.0%	82.3%	84.3%
N	11,962	12,929	13,597	13,976	9,770	11,803
Black / African American						
<i>Has IEP</i>	8.3%	10.0%	12.0%	13.7%	12.0%	15.0%
<i>No IEP</i>	38.2%	44.3%	47.4%	49.0%	50.2%	53.6%
N	19,846	20,101	20,148	19,964	13,869	16,933
White						
<i>Has IEP</i>	27.9%	34.2%	34.8%	37.5%	35.0%	42.1%
<i>No IEP</i>	69.4%	74.6%	76.2%	77.7%	80.1%	83.1%
N	52,732	51,574	50,721	49,434	36,983	42,665
Hispanic						
<i>Has IEP</i>	11.5%	15.3%	17.6%	18.6%	19.0%	23.4%
<i>No IEP</i>	41.2%	49.1%	53.1%	55.9%	60.1%	64.4%
N	53,124	57,154	58,875	59,226	53,588	61,016
American Indian/Alaskan Native						
<i>Has IEP</i>	20.8%	17.4%	26.3%	19.6%	24.6%	25.2%
<i>No IEP</i>	50.2%	60.6%	60.1%	62.3%	63.5%	66.8%
N	1,146	1,200	1,152	1,117	731	856
Multiracial						
<i>Has IEP</i>					29.9%	35.9%
<i>No IEP</i>					75.8%	77.5%
N					6,415	7,549

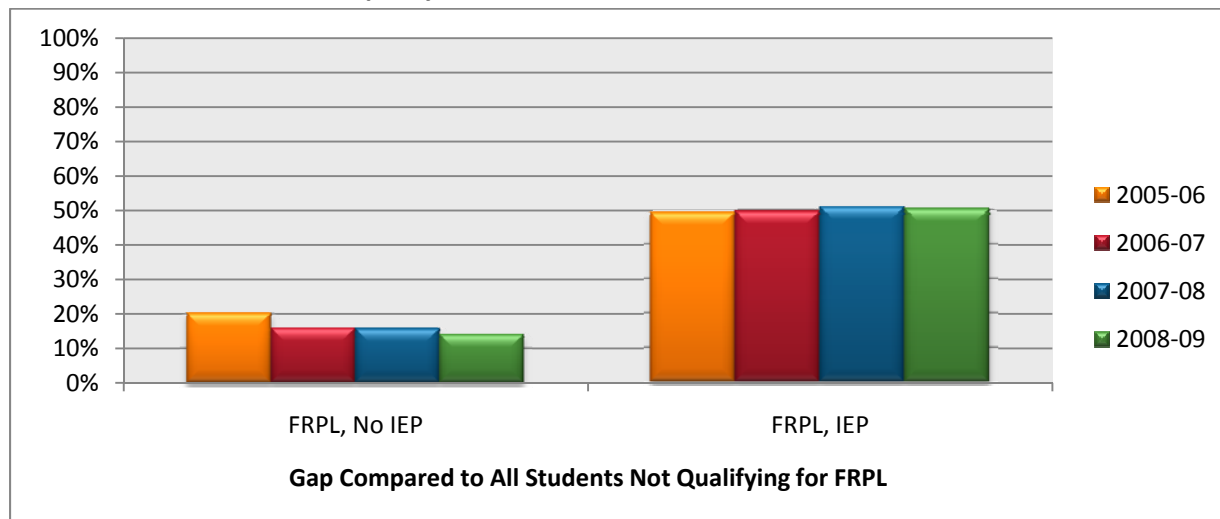
Table Reads: In 2005-06, 18.5 percent of students in Grades 3 to 8 with IEPs had proficient scores on the mathematics CRT, compared with 54.1 percent of students without IEPs.

Notes: The CRT math exam and the definitions of race/ethnicity categories were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing ethnicity and IEP information.

Table B.12. Percentage of Students, Grades 3 to 8, Proficient in Math, by FRPL, by IEP

	2005-06	2006-07	2007-08	2008-09
All Students				
<i>No IEP</i>	54.1%	60.2%	62.8%	64.8%
N	125,107	129,322	130,696	130,537
<i>IEP</i>	18.5%	22.3%	23.9%	25.5%
N	13,703	13,636	13,797	13,180
Students Qualifying for FRPL				
<i>No IEP</i>	40.9%	49.1%	52.7%	55.4%
N	55,107	53,877	60,574	59,053
<i>IEP</i>	12.0%	15.4%	17.5%	19.1%
N	7,131	6,762	7,566	7,196
Students Not Qualifying for FRPL				
<i>No IEP</i>	64.5%	68.2%	71.6%	72.6%
N	70,000	75,445	70,122	71,484
<i>IEP</i>	25.6%	29.0%	31.8%	33.1%
N	6,572	6,874	6,231	5,984

Table Reads: In the 2005-06 school year, 54.1 percent of students in Grades 3 to 8 without IEPs had proficient scores on the mathematics CRT, compared with 18.5 percent of students with IEPs in the same year.

Exhibit B.13. Achievement Gaps, by FRPL Status in Math, for Students With and Without an IEP

Sample size: 569,978 (Overall); Not FRPL: 76,572 (2005-06), 82,319 (2006-07), 76,353 (2007-08), 77,468 (2008-09); FRPL, No IEP: 55,107 (2005-06), 53,877 (2006-07), 60,574 (2007-08), 59,053 (2008-09); FRPL, IEP: 7,131 (2005-06), 6,762 (2006-07), 7,566 (2007-08), 7,196 (2008-09).

Notes: FRPL data were available only until 2008-09. Achievement gap shown is the difference in proficiency rates between each subgroup shown and all students not qualifying for FRPL.

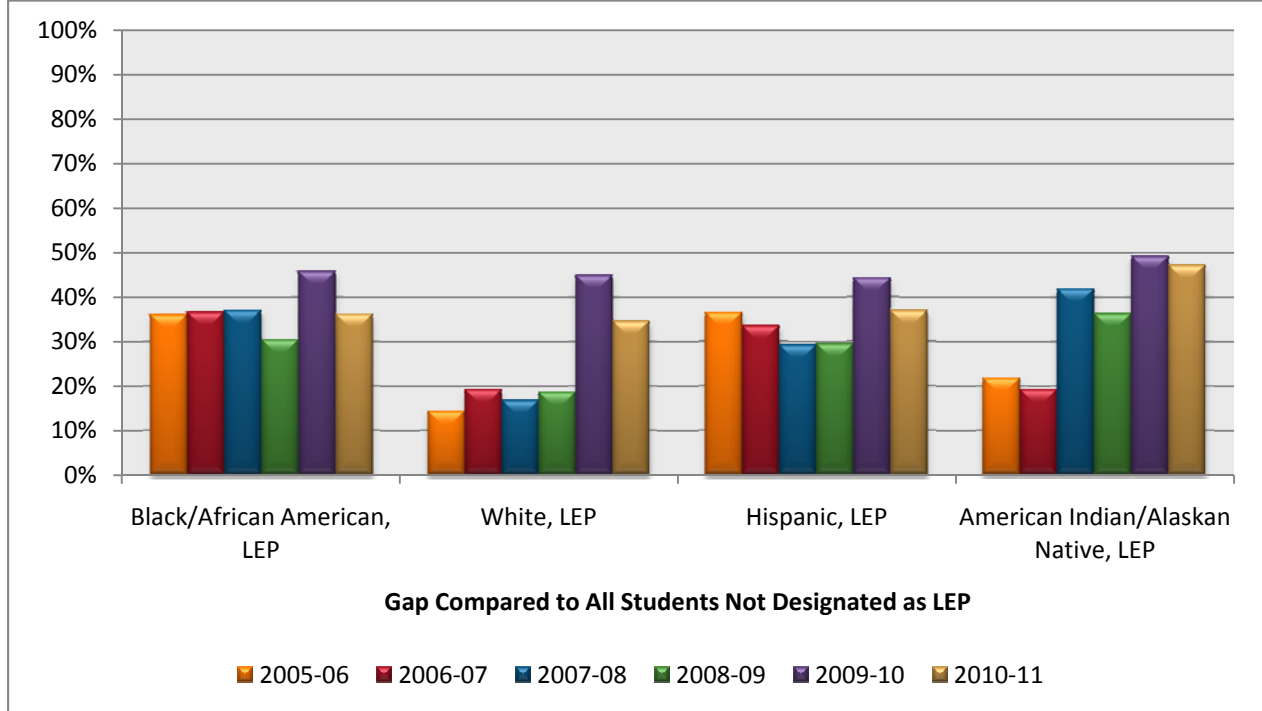
Table B.14. Percentage of Students, Grades 3 to 8, Proficient in Math, by LEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>LEP</i>	21.9%	30.7%	37.0%	39.0%	25.0%	37.0%
<i>Not LEP</i>	56.0%	62.1%	64.2%	66.3%	68.2%	72.2%
N	138,810	142,958	144,493	143,717	121,356	140,822
Asian / Pacific Islander						
<i>LEP</i>	47.2%	55.7%	60.4%	63.6%	47.8%	58.8%
<i>Not LEP</i>	71.1%	76.4%	77.9%	79.3%	82.2%	85.3%
N	11,962	12,929	13,597	13,976	9,770	11,803
Black / African American						
<i>LEP</i>	20.0%	25.5%	27.1%	35.9%	22.4%	36.0%
<i>Not LEP</i>	34.1%	39.5%	42.7%	44.3%	44.4%	48.2%
N	19,846	20,101	20,148	19,964	13,869	16,933
White						
<i>LEP</i>	41.7%	42.9%	47.4%	47.8%	23.2%	37.7%
<i>Not LEP</i>	65.1%	70.7%	72.1%	74.0%	76.2%	79.5%
N	52,732	51,574	50,721	49,434	36,983	42,665
Hispanic						
<i>LEP</i>	19.6%	28.7%	35.1%	36.9%	24.0%	35.4%
<i>Not LEP</i>	50.1%	57.9%	60.7%	63.9%	65.5%	71.1%
N	53,124	57,154	58,875	59,226	53,588	61,016
American Indian/Alaskan Native						
<i>LEP</i>	34.1%	42.9%	22.2%	30.0%	18.9%	25.0%
<i>Not LEP</i>	46.8%	55.4%	56.5%	58.1%	59.1%	62.3%
N	1,146	1,200	1,152	1,117	731	856
Multiracial						
<i>LEP</i>					29.6%	42.2%
<i>Not LEP</i>					72.0%	74.0%
N					6,415	7,549

Table Reads: In the 2005-06 school year, 21.9 percent of students in Grades 3 to 8 classified as LEP had proficient scores on the mathematics CRT, compared with 56.0 percent of students not classified as LEP.

Notes: The CRT math exam and the definition of LEP were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing ethnicity and LEP information.

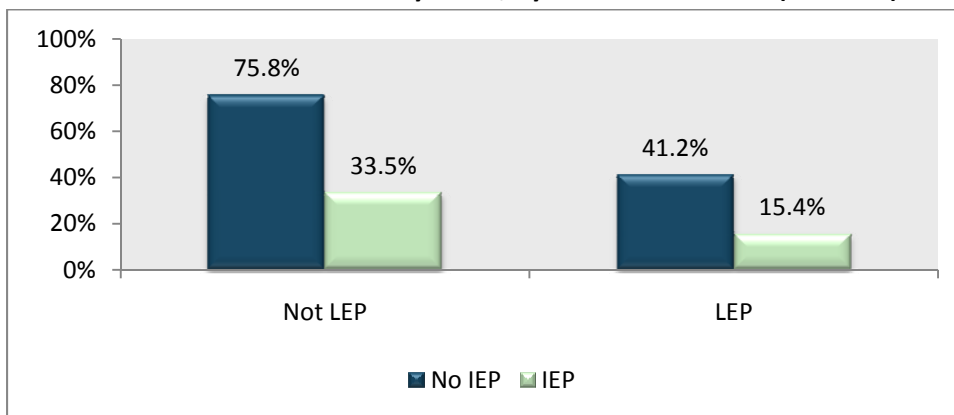
Exhibit B.15. CRT Math Proficiency Gap Between Students Classified and Not Classified as LEP by Racial/Ethnic Group



Sample size: 832,156 (overall); overall, Not LEP: 116,912 (2005-06), 117,947 (2006-07), 117,626 (2007-08), 116,771 (2008-09), 108,667 (2009-10), 121,128 (2010-11); black/African American, LEP: 200 (2005-06), 212 (2006-07), 258 (2007-08), 295 (2008-09), 116 (2009-10), 247 (2010-11); white, LEP: 580 (2005-06), 513 (2006-07), 496 (2007-08), 582 (2008-09), 267 (2009-10), 475 (2010-11); Hispanic, LEP: 19,754 (2005-06), 22,725 (2006-07), 24,215 (2007-08), 24,084 (2008-09), 11,671 (2009-10), 17,560 (2010-11); American Indian/Alaskan Native, LEP: 41 (2005-06), 42 (2006-07), 45 (2007-08), 50 (2008-09), 37 (2009-10), 56 (2010-11).

Notes: The CRT Mathematics test and definition of LEP were revised in 2009-10. Proficiency gap shown is the difference with the proficiency rate of all students not classified as LEP in each year.

Exhibit B.16. CRT Math Proficiency Rates, by LEP and IEP status (2010–11)



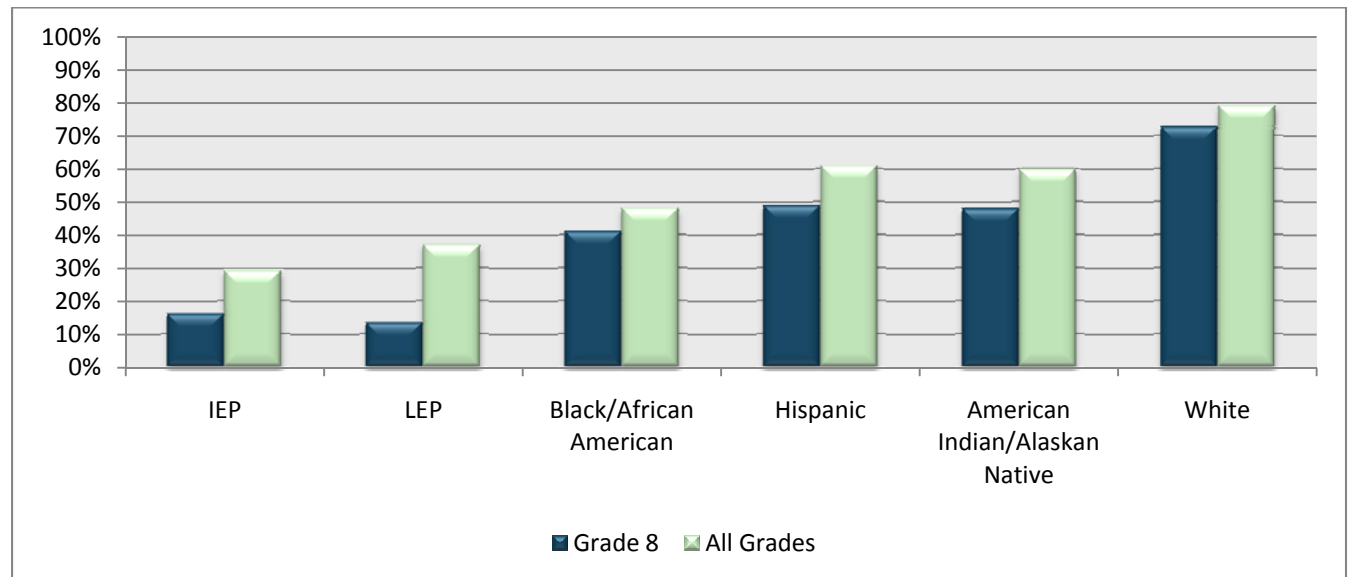
Sample size = 140,822 (overall); 111,004 (No IEP, Not LEP); 10,124 (IEP, Not LEP); 16,448 (No IEP, LEP); 3,246 (IEP, LEP).

Table B.17. Percentage of Students, Grades 3 to 8, Proficient in Math, by IEP, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Students						
<i>Has IEP</i>	18.5%	22.3%	23.9%	25.5%	23.7%	29.1%
<i>No IEP</i>	54.1%	60.2%	62.8%	64.8%	67.9%	71.3%
N	138,810	142,958	144,493	143,717	121,356	140,822
Classified as LEP						
<i>Has IEP</i>	6.9%	10.1%	13.2%	13.9%	10.9%	15.4%
<i>No IEP</i>	24.1%	33.5%	40.2%	42.4%	29.0%	41.2%
N	21,898	25,011	26,867	26,946	12,689	19,694
Not Classified as LEP						
<i>Has IEP</i>	21.5%	25.8%	27.2%	29.2%	27.8%	33.5%
<i>No IEP</i>	59.5%	65.7%	67.8%	69.8%	71.7%	75.8%
N	116,912	117,947	117,626	116,771	108,667	121,128

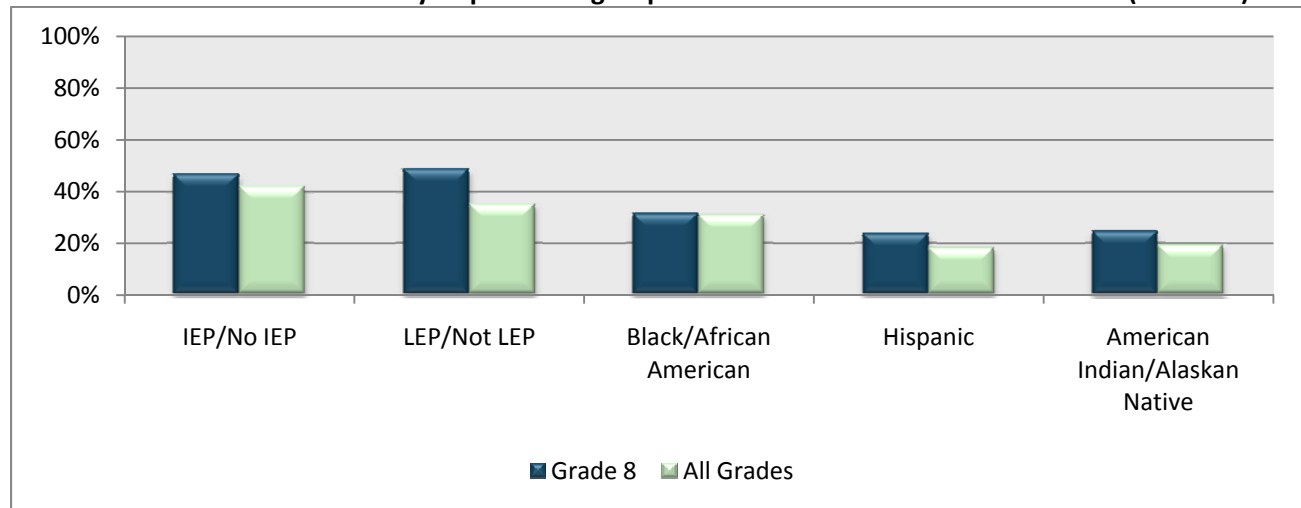
Table Reads: In the 2005-06 school year, 18.5 percent of students in Grades 3 to 8 with IEPs had proficient scores on the mathematics CRT, compared with 54.1 percent of students without IEPs.

Notes: The CRT math exam and definition of LEP were revised in 2009-10. There were 9,640 students in 2009-10 and 1,954 students in 2010-11 with missing LEP and IEP information.

Exhibit B.18. CRT Math Proficiency Rates for Subgroups in Grade 8 and All Grades Combined (2010–11)

Sample size: 140,822 (overall); 2,020 (Grade 8, IEP); 1,623 (Grade 8, LEP); 2,040 (Grade 8, black/African American); 9,338 (Grade 8, Hispanic); 167 (Grade 8, American Indian/Alaskan Native); 7,091 (Grade 8, white); 13,390 (all grades, IEP); 19,704 (all grades, LEP); 16,963 (all grades, black/African American); 61,078 (all grades, Hispanic); 857 (all grades, American Indian/Alaskan Native); 42,693 (all grades, white).

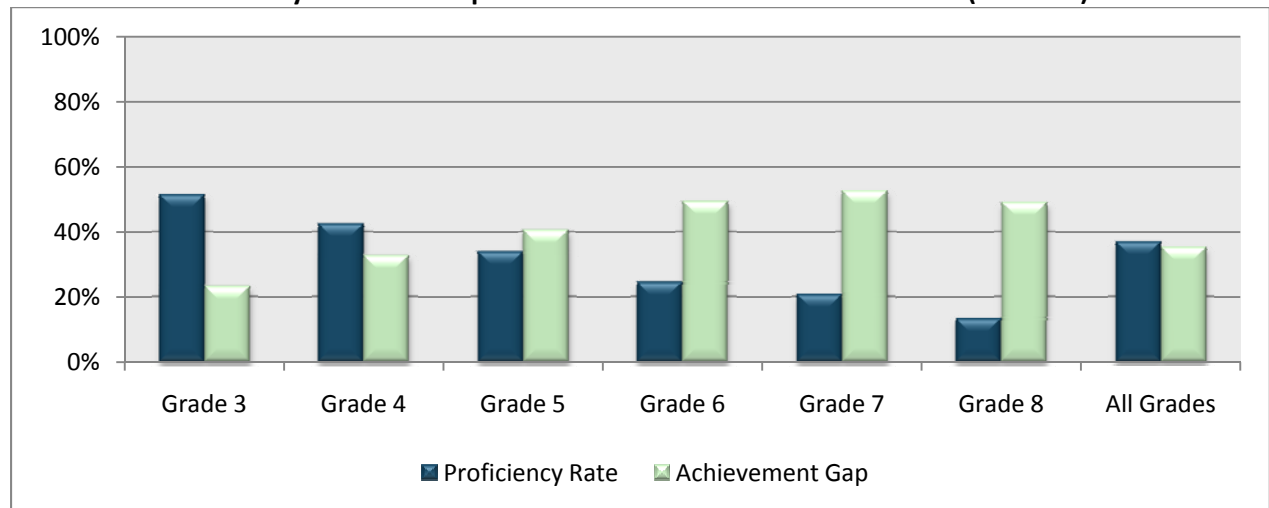
Exhibit B.19. CRT Math Proficiency Gaps for Subgroups in Grade 8 and All Grades Combined (2010–11)



Sample size = 140,822 (overall); 2,020 (Grade 8, IEP); 20,712 (Grade 8, No IEP); 1,623 (Grade 8, LEP); 21,109 (Grade 8, Not LEP); 2,040 (Grade 8, black/African American); 9,338 (Grade 8, Hispanic); 167 (Grade 8, American Indian/Alaskan Native); 7,091 (Grade 8, white); 13,390 (all grades, IEP); 127,568 (all grades, No IEP); 19,704 (all grades, LEP); 121,254 (all grades, Not LEP); 16,963 (all grades, black/African American); 61,078 (all grades, Hispanic); 857 (all grades, American Indian/Alaskan Native); 42,693 (all grades, white).

Note: Proficiency gaps by race/ethnicity are the difference with proficiency rate of white students.

Exhibit B.20. Proficiency Rates and Gaps in Math for Students Classified as LEP (2010–11)



Sample size = 140,822 (overall); 17,622 (Grade 3, Not LEP); 19,380 (Grade 4, Not LEP); 20,564 (Grade 5, Not LEP); 21,153 (Grade 6, Not LEP); 21,321 (Grade 7, Not LEP); 21,088 (Grade 8, Not LEP); 5,925 (Grade 3, LEP); 4,552 (Grade 4, LEP); 3,101 (Grade 5, LEP); 2,483 (Grade 6, LEP); 2,011 (Grade 7, LEP); 1,622 (Grade 8, LEP).

Note: Achievement gap shown is the difference in proficiency rates between students designated and not designated as LEP in each grade.

Appendix C

Criterion Referenced Test Data – Reading

Table C.1. Percentage of Students, Grades 3 to 8, Proficient in Reading, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	60.9%	69.9%	70.1%	73.2%	78.2%	70.2%
N	11,976	12,929	13,597	13,977	9,772	11,809
Black / African American	32.8%	42.1%	42.3%	46.6%	47.0%	39.1%
N	19,862	20,102	20,146	19,968	13,869	16,948
White	61.3%	70.2%	69.5%	73.8%	76.5%	70.5%
N	52,752	51,573	50,708	49,431	36,991	42,677
Hispanic / Latino	33.3%	43.6%	44.0%	49.7%	54.7%	46.7%
N	53,175	57,127	58,876	59,190	53,595	61,022
American Indian / Alaskan Native	42.1%	55.6%	51.0%	56.3%	58.5%	46.1%
N	1,152	1,203	1,150	1,117	730	857
Multiracial					72.9%	65.4%
N					6,420	7,548

Table Reads: In the 2005-06 school year, 61.3 percent of white students in Grades 3 to 8 had proficient scores on the reading CRT, as opposed to 32.8 percent of blacks/African American students in the same year.

Notes: The CRT reading exam was revised in 2010-11, and the definition of racial/ethnic categories was revised in 2009-10. There were 9,638 students in 2009-10 and 1,954 students in 2010-11 with missing ethnicity data.

Table C.2. Percentage of Students, Grades 3 to 8, Proficient in Reading, by FRPL Status

	2005-06	2006-07	2007-08	2008-09
Not FRPL	57.6%	64.9%	66%	69.6%
N	76,592	82,312	76,332	77,456
FRPL	33.6%	42.6%	43.2%	48.5%
N	62,325	60,622	68,145	66,227

Table Reads: In the 2005-06 school year, 57.6 percent of students in Grades 3 to 8 not qualifying for FRPL had proficient scores on the reading CRT, compared with 33.6 percent of students qualifying for FRPL in the same year.

Note: FRPL data were available only until 2008-09.

Table C.3. Percentage of Students, Grades 3 to 8, Proficient in Reading, by IEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All students	50.6%	56.6%	59.1%	61.2%	63.7%	67.3%
N	138,917	142,934	144,477	143,683	121,377	140,861
No IEP	49.9%	59.3%	59.2%	63.9%	68.1%	60.0%
N	125,204	129,293	130,684	130,502	109,760	127,485
Has IEP	14.1%	18.9%	17.9%	19.8%	18.5%	17.9%
N	13,713	13,641	13,793	13,181	11,617	13,376

Table Reads: In the 2005-06 school year, 14.1 percent of students in Grades 3 to 8 with an IEP were proficient on the reading CRT, compared with 49.9 percent of students with no IEP.

Notes: The CRT reading exam was revised in 2010-11. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing data on IEP status.

Table C.4. Percentage of Students, Grades 3 to 8, Proficient in Reading, by IEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students with IEPs						
<i>Elementary(3-5)</i>	17.8%	23.0%	21.1%	22.1%	18.7%	24.9%
N	7,161	7,076	7,168	6,771	6,188	7,057
<i>Middle (6-8)</i>	10.0%	14.4%	14.5%	17.3%	18.3%	10.1%
N	6,552	6,565	6,625	6,410	5,429	6,319
Students without IEPs						
<i>Elementary(3-5)</i>	48.8%	58.2%	57.0%	60.8%	63.6%	65.0%
N	62,716	64,294	65,181	65,606	54,772	64,127
<i>Middle (6-8)</i>	51.0%	60.5%	61.3%	67.0%	72.6%	54.8%
N	62,488	64,999	65,503	64,896	54,988	63,358

Table Reads: In the 2005-06 school year, 17.8 percent of IEP students in elementary school (Grades 3-5) had proficient scores on the reading CRT, compared with 10.0 percent of IEP students in middle school (Grades 6-8) in the same year.

Notes: The CRT reading exam was revised in 2010-11. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing IEP information.

Table C.5. Percentage of Students, Grades 3 to 8, Proficient in Reading, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All students	50.6%	56.6%	59.1%	61.2%	63.7%	67.3%
N	138,917	142,934	144,477	143,683	121,377	140,861
Not LEP	52.6%	62.7%	62.4%	67.1%	69.3%	62.2%
N	116,975	117,941	117,610	116,771	108,685	121,182
LEP	13.2%	21.6%	23.9%	28.4%	12.3%	17.7%
N	21,942	24,993	26,867	26,912	12,692	19,679

Table Reads: In the 2005-06 school year, 52.6 percent of students in Grades 3 to 8 not classified as LEP were proficient on the reading CRT, compared with 13.2 percent of students classified as LEP.

Notes: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing data on LEP status.

Table C.6. Percentage of Students, Grades 3 to 8, Proficient in Reading, by LEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students Classified as LEP						
<i>Elementary(3-5)</i>	15.3%	26.2%	28.4%	33.0%	14.1%	23.7%
N	13,244	15,758	17,069	17,657	8,545	13,577
<i>Middle (6-8)</i>	9.9%	13.7%	16.1%	19.8%	8.7%	4.3%
N	8,698	9,235	9,798	9,255	4,147	6,102
Students Not Classified as LEP						
<i>Elementary(3-5)</i>	52.7%	62.8%	61.2%	65.0%	66.3%	69.8%
N	56,633	55,612	55,280	54,720	52,415	57,607
<i>Middle (6-8)</i>	52.5%	62.5%	63.5%	68.9%	72.1%	55.2%
N	60,342	62,329	62,330	62,051	56,270	63,575

Table Reads: In the 2005-06 school year, 15.3 percent of LEP students in elementary school (Grades 3-5) had proficient scores on the reading CRT, compared with 9.9 percent of LEP students in middle school (Grades 6-8) in the same year.

Notes: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing LEP information.

Table C.7. Percentage of Students, Grades 3 to 8, Proficient in Reading, by Gender

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Male	41.5%	50.2%	50.1%	55.2%	59.1%	51.2%
N	71,099	73,214	74,060	73,672	62,192	72,162
Female	51.4%	61.0%	60.6%	64.8%	67.9%	61.0%
N	67,818	69,720	70,417	70,011	59,185	68,699

Table Reads: In the 2005-06 school year, 41.5 percent of male students in Grades 3 to 8 were proficient on the reading CRT, compared with 51.4 percent of female students.

Notes: The CRT reading exam was revised in 2010-11. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing data on gender.

Table C.8. Percentage of Students, Grades 3 to 8, Proficient in Reading, by Gender, by

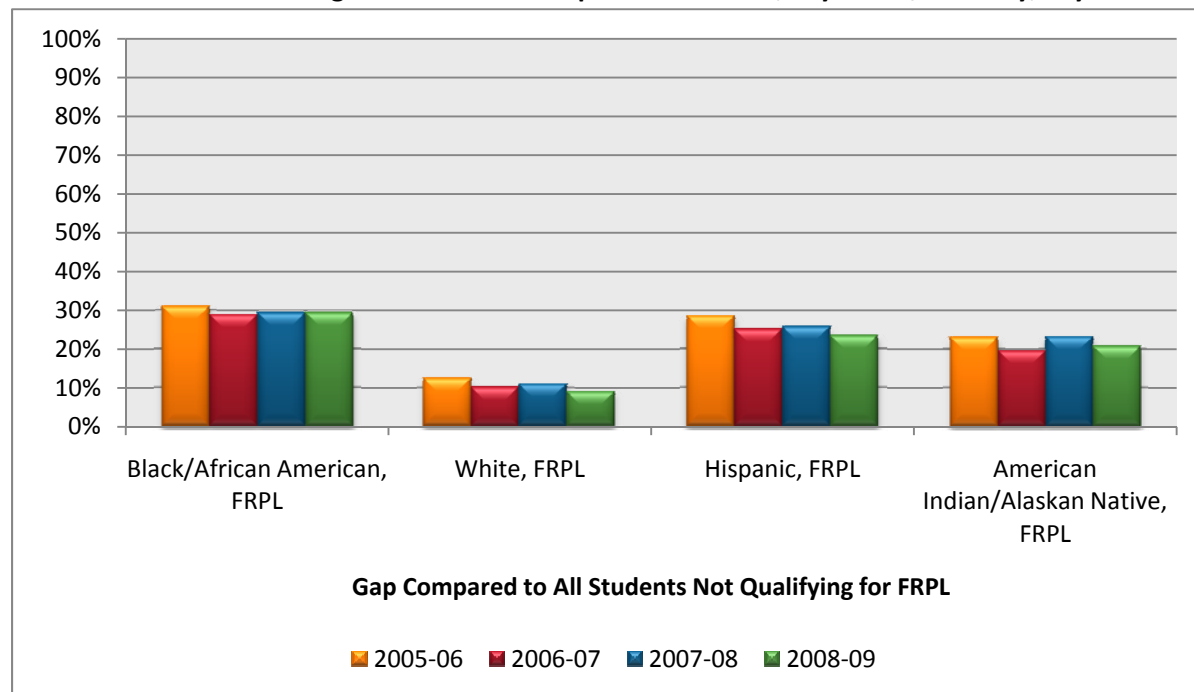
School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Female Students						
<i>Elementary(3-5)</i>	49.4%	59.4%	57.9%	61.1%	62.5%	65.1%
N	34,243	34,803	35,316	35,140	29,639	34,648
<i>Middle (6-8)</i>	53.4%	62.6%	63.3%	68.4%	73.2%	56.7%
N	33,575	34,917	35,101	34,871	29,546	34,051
Male Students						
<i>Elementary(3-5)</i>	41.9%	50.2%	49.1%	53.5%	55.7%	57.1%
N	35,634	36,567	37,033	37,237	31,321	36,536
<i>Middle (6-8)</i>	41.2%	50.2%	51.1%	57.0%	62.5%	45.1%
N	35,465	36,647	37,027	36,435	30,871	35,626

Table Reads: In the 2005-06 school year, 49.4 percent of female students in elementary school (Grades 3-5) had proficient scores on the reading CRT, compared with 53.4 percent of female students in middle school (Grades 6-8) in the same year.

Note: The CRT reading exam was revised in 2010-11.

Exhibit C.9. CRT Reading Achievement Gaps of Students, by Race/Ethnicity, by FRPL Status



Sample size = 570,011 (overall); see Table C.10 for specific sample sizes.

Note: FRPL data were available only until 2008-09.

Table C.10. Percentage of Students, Grades 3 to 8, Proficient in Reading, by FRPL, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09
All Races/Ethnicities				
<i>FRPL</i>	32.6%	42.6%	43.2%	48.5%
<i>Not FRPL</i>	57.6%	64.9%	66.0%	69.6%
N	138,936	142,934	144,477	143,785
Asian / Pacific Islander				
<i>FRPL</i>	50.1%	59.8%	61.1%	64.0%
<i>Not FRPL</i>	64.8%	73.3%	73.5%	76.6%
N	11,977	12,929	13,597	13,982
Black / African American				
<i>FRPL</i>	26.6%	36.2%	36.8%	40.3%
<i>Not FRPL</i>	42.7%	45.4%	50.7%	52.4%
N	19,869	20,102	20,146	19,977
White				
<i>FRPL</i>	45.2%	54.8%	55.0%	60.6%
<i>Not FRPL</i>	65.6%	73.7%	73.4%	77.4%
N	52,756	51,573	50,708	49,463
Hispanic				
<i>FRPL</i>	29.2%	39.8%	40.3%	46.2%
<i>Not FRPL</i>	42.0%	50.2%	52.4%	56.3%
N	53,182	57,127	58,876	59,246
American Indian/Alaskan Native				
<i>FRPL</i>	34.6%	45.4%	42.9%	48.8%
<i>Not FRPL</i>	47.9%	62.5%	57.8%	62.5%
N	1,152	1,203	1,150	1,117

Table Reads: In the 2005-06 school year, 32.6 percent of students in Grades 3 to 8 qualifying for FRPL had proficient scores on the reading CRT, compared with 57.6 percent of students not qualifying for FRPL.

Note: FRPL data were available only until 2008-09.

Table C.11. Percentage of Students, Grades 3 to 8, Proficient in Reading, by IEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>Has IEP</i>	14.1%	18.9%	17.9%	19.8%	18.5%	17.9%
<i>No IEP</i>	49.9%	59.3%	59.2%	63.9%	68.1%	60.0%
N	138,936	142,934	144,477	143,785	121,433	140,958
Asian / Pacific Islander						
<i>Has IEP</i>	20.7%	24.4%	25.4%	26.5%	28.6%	27.8%
<i>No IEP</i>	62.9%	72.1%	72.2%	75.3%	80.4%	72.1%
N	11,976	12,929	13,597	13,977	9,772	11,809
Black / African American						
<i>Has IEP</i>	6.6%	9.3%	9.1%	10.6%	10.1%	8.9%
<i>No IEP</i>	37.1%	47.6%	47.6%	52.3%	54.0%	44.3%
N	19,862	20,102	20,146	19,968	13,869	16,948
White						
<i>Has IEP</i>	22.1%	29.8%	28.2%	30.7%	28.8%	29.2%
<i>No IEP</i>	66.2%	74.8%	74.3%	78.5%	81.5%	75.1%
N	52,752	51,573	50,708	49,431	36,991	42,677
Hispanic						
<i>Has IEP</i>	7.6%	11.4%	10.8%	13.0%	13.0%	11.4%
<i>No IEP</i>	35.7%	46.5%	47.0%	52.9%	58.8%	50.1%
N	53,175	57,127	58,876	59,190	53,595	61,022
American Indian/Alaskan Native						
<i>Has IEP</i>	11.3%	23.1%	18.1%	14.7%	21.3%	14.7%
<i>No IEP</i>	46.7%	60.5%	56.5%	62.4%	66.0%	52.4%
N	1,152	1,203	1,150	1,117	730	857
Multiracial						
<i>Has IEP</i>					25.8%	24.8%
<i>No IEP</i>					77.7%	69.5%
N					6,420	7,548

Table Reads: In the 2006-07 school year, 14.1 percent of students in Grades 3 to 8 with IEPs had proficient scores on the reading CRT, compared with 49.9 percent of students without IEPs.

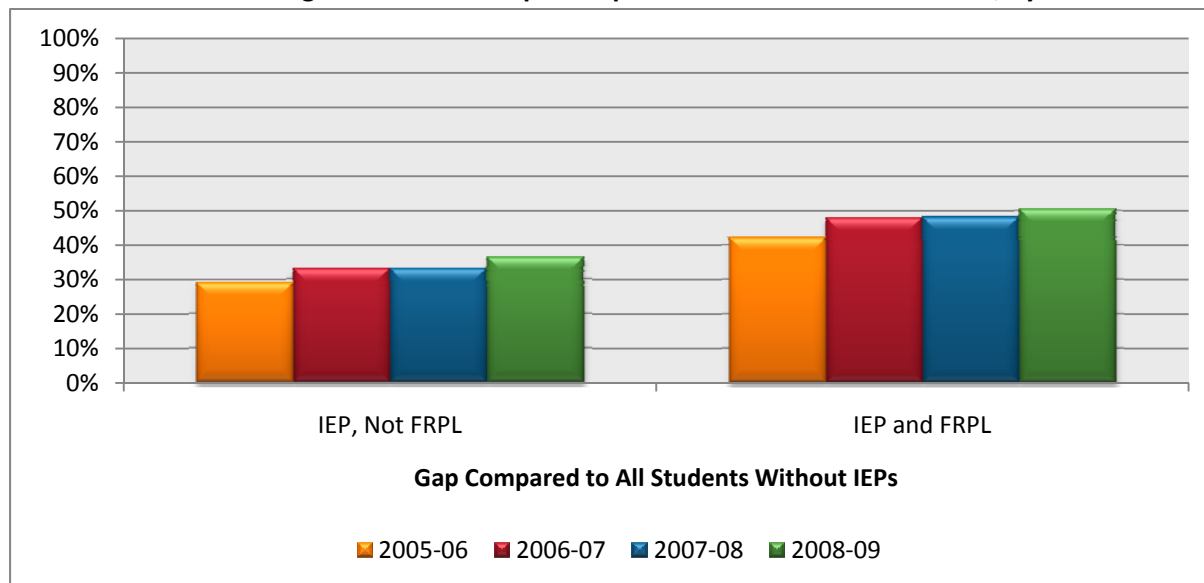
Note: The CRT reading exam was revised in 2010-11, and the definition of racial/ethnic categories was revised in 2009-10. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing ethnicity and IEP information.

Table C.12. Percentage of Students, Grades 3 to 8, Proficient in Reading, by FRPL, by IEP

	2005-06	2006-07	2007-08	2008-09
All Students				
<i>No IEP</i>	49.9%	59.3%	59.2%	63.9%
N	125,204	129,293	130,684	130,502
<i>IEP</i>	14.1%	18.9%	17.9%	19.8%
N	13,713	13,641	13,793	13,181
Students Qualifying for FRPL				
<i>No IEP</i>	35.8%	46.6%	47.2%	52.8%
N	55,186	53,863	60,577	59,033
<i>IEP</i>	7.8%	11.4%	11.2%	13.3%
N	7,139	6,759	7,568	7,194
Students Not Qualifying for FRPL				
<i>No IEP</i>	61.0%	68.4%	69.6%	73.1%
N	70,018	75,430	70,107	71,469
<i>IEP</i>	20.9%	26.3%	26.1%	27.5%
N	6,574	6,882	6,225	5,987

Table Reads: In the 2005-06 school year, 49.9 percent of students in Grades 3 to 8 without IEPs had proficient scores on the reading CRT, compared with 14.1 percent of students with IEPs in the same year.

Note: Data on FRPL were available only until 2008-09.

Exhibit C.13. CRT Reading Achievement Gaps Compared to Students Without IEPs, by FRPL Status

Sample size = 570,011 (overall); see Table C.12 for specific sample sizes.

Notes: FRPL data were available only until 2008-09. Achievement gap shown is the difference in proficiency rates between each subgroup shown and all students without IEPs in each year.

Table C.14. Percentage of Students, Grades 3 to 8, Proficient in Reading, by LEP, by Race/Ethnicity

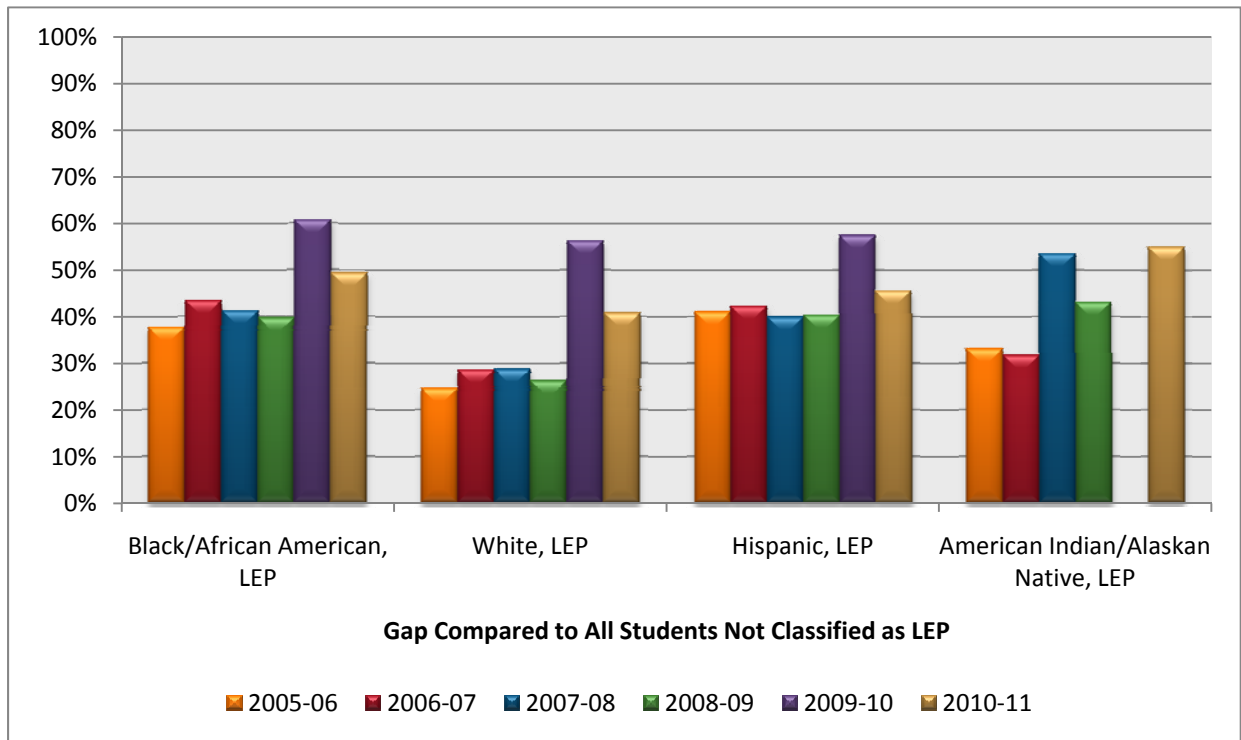
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>LEP</i>	13.2%	21.6%	23.9%	28.4%	12.3%	17.7%
<i>Not LEP</i>	52.6%	62.7%	62.4%	67.1%	69.3%	62.2%
N	138,936	142,934	144,477	143,785	121,433	140,958
Asian / Pacific Islander						
<i>LEP</i>	30.1%	35.1%	40.3%	44.9%	22.9%	31.3%
<i>Not LEP</i>	64.8%	74.6%	74.8%	77.7%	81.5%	74.9%
N	11,976	12,929	13,597	13,977	9,772	11,809
Black / African American						
<i>LEP</i>	15.0%	19.3%	21.3%	27.5%	8.7%	13.0%
<i>Not LEP</i>	33.0%	42.4%	42.6%	46.9%	47.4%	39.5%
N	19,862	20,102	20,146	19,968	13,869	16,948
White						
<i>LEP</i>	28.1%	34.1%	33.7%	40.9%	13.1%	21.5%
<i>Not LEP</i>	61.7%	70.5%	69.8%	74.1%	76.9%	71.1%
N	52,752	51,573	50,708	49,431	36,991	42,677
Hispanic						
<i>LEP</i>	11.6%	20.4%	22.5%	26.8%	11.9%	16.7%
<i>Not LEP</i>	46.3%	59.0%	59.1%	65.3%	66.7%	58.8%
N	53,175	57,127	58,876	59,190	53,595	61,022
American Indian/Alaskan Native						
<i>LEP</i>	19.5%	31.0%	8.9%	24.0%	— ^a	7.1%
<i>Not LEP</i>	42.9%	56.5%	52.7%	57.8%	61.3%	48.8%
N	1,152	1,203	1,150	1,117	730	857
Multiracial						
<i>LEP</i>					16.7%	27.3%
<i>Not LEP</i>					73.4%	65.8%
N					6,420	7,548

Table Reads: In the 2005-06 school year, 13.2 percent of students in Grades 3 to 8 classified as LEP had proficient scores on the reading CRT, compared with 52.6 percent of students not classified as LEP.

Note: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing ethnicity and LEP information.

^a Results not reported due to small cell size.

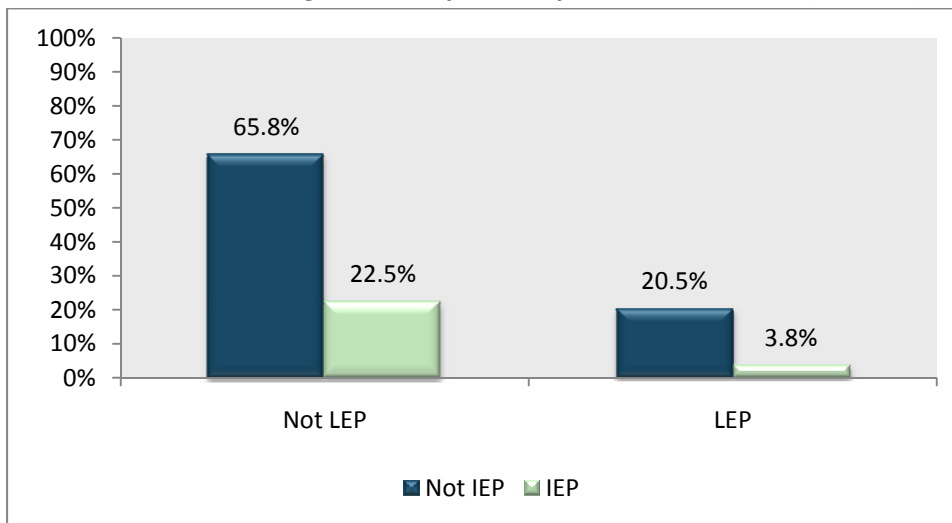
Exhibit C.15. CRT Reading Achievement Gaps Compared to Students Not Classified as LEP, by Race/Ethnicity



Sample size = 832,249 (overall); see Table C.14 for specific sample sizes.

Notes: The CRT reading test was revised in 2010-11, and the definition of racial/ethnic categories was revised in 2009-10. Achievement gap for American Indian/Alaskan Native students in 2009-10 not shown due to small sample size.

Exhibit C.16. CRT Reading Proficiency Rates by LEP and IEP Status (2010–11)



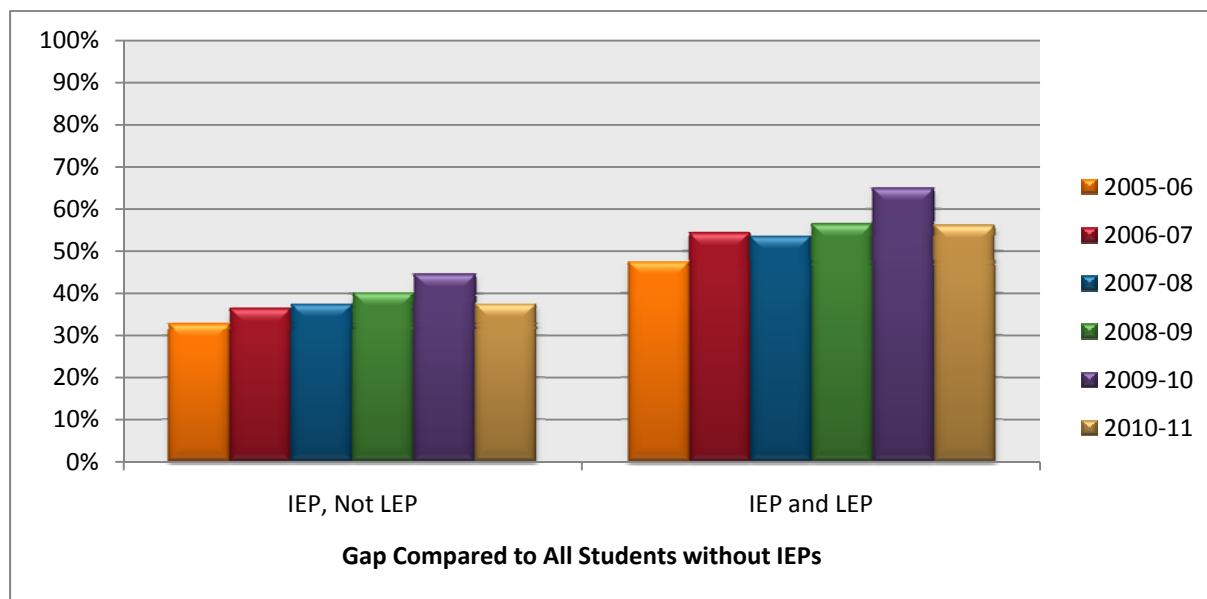
Sample size = 140,958 (overall); 111,113 (No IEP, Not LEP); 10,141 (IEP, Not LEP); 16,455 (No IEP, LEP); 3,249 (IEP, LEP).

Table C.17. Percentage of Students, Grades 3 to 8, Proficient in Reading, by IEP, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Students						
<i>Has IEP</i>	17.1%	22.9%	21.6%	23.7%	23.5%	22.5%
<i>No IEP</i>	56.2%	66.6%	66.4%	71.2%	73.3%	65.8%
N	138,936	142,934	144,477	143,785	121,433	140,958
Classified as LEP						
<i>Has IEP</i>	2.4%	5.0%	5.6%	7.4%	3.1%	3.8%
<i>No IEP</i>	14.8%	23.8%	26.4%	31.3%	15.0%	20.5%
N	21,945	24,993	26,867	26,954	12,704	19,704
Not Classified as LEP						
<i>Has IEP</i>	17.1%	22.9%	21.6%	23.7%	23.5%	22.5%
<i>No IEP</i>	56.2%	66.6%	66.4%	71.2%	73.3%	65.8%
N	116,991	117,941	117,610	116,831	108,729	121,254

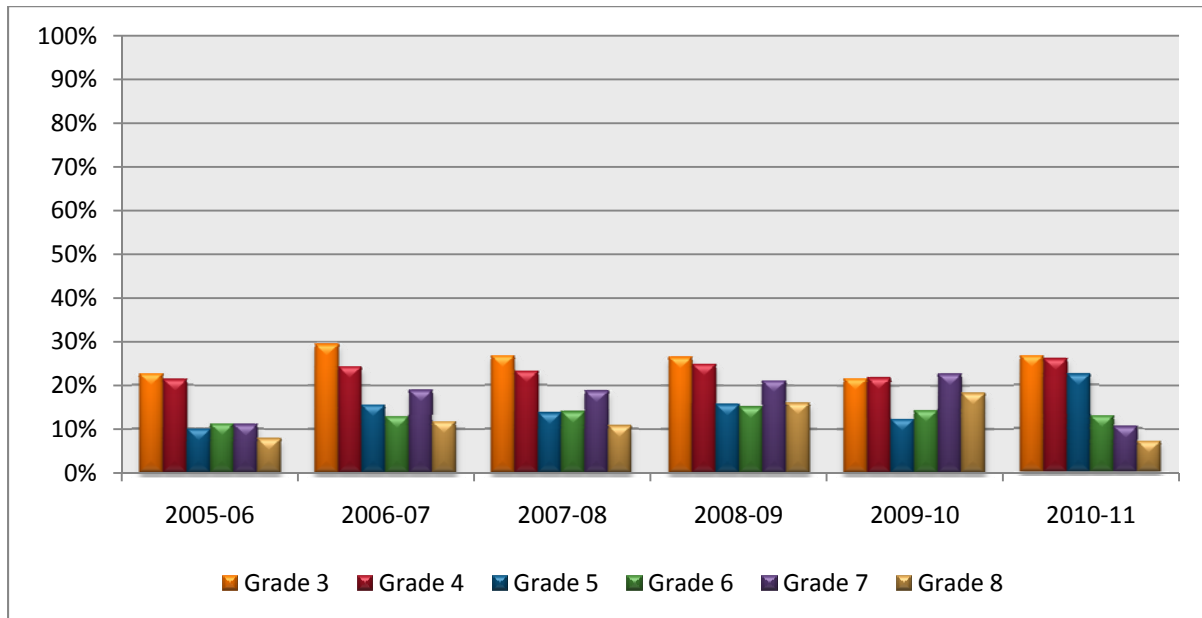
Table Reads: In the 2005-06 school year, 17.1 percent of students in Grades 3 to 8 with IEPs had proficient scores on the reading CRT, compared with 56.2 percent of students without IEPs.

Notes: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10. There were 9,562 students in 2009-10 and 1,825 students in 2010-11 with missing LEP and IEP information.

Exhibit C.18. CRT Reading Achievement Gap, by IEP Status for Students Classified and Not Classified as LEP

Sample size = 832,249 (Overall); see Table C.17 for specific sample sizes.

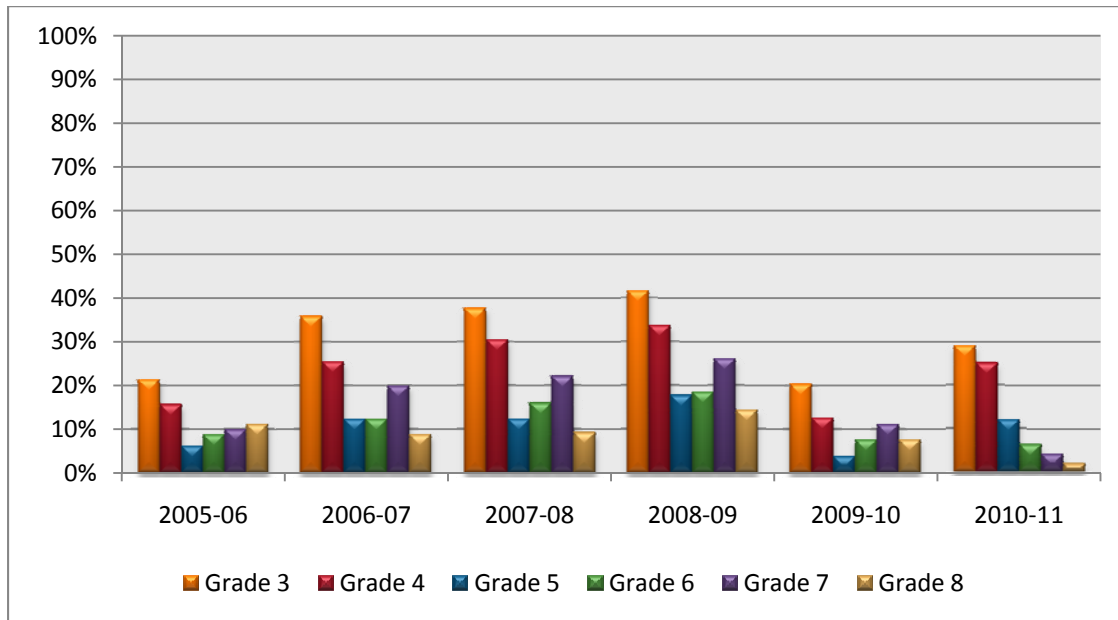
Note: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10.

Exhibit C.19. Percentage of IEP Students Proficient in Reading, by Grade

Sample size = 832,249 (overall); 139,449 (2005-06); 143,086 (2006-07); 144,592 (2007-08); 143,842 (2008-09); 121,433 (2009-10); 140,958 (2010-11).

Sample size (by year): 2005-06: 2,335 (Grade 3), 2,406 (Grade 4), 2,420 (Grade 5), 2,232 (Grade 6), 2,142 (Grade 7), 2,178 (Grade 8); 2006-07: 2,370 (Grade 3), 2,373 (Grade 4), 2,333 (Grade 5), 2,278 (Grade 6), 2,189 (Grade 7), 2,098 (Grade 8); 2007-08: 2,330 (Grade 3), 2,470 (Grade 4), 2,368 (Grade 5), 2,219 (Grade 6), 2,271 (Grade 7), 2,135 (Grade 8); 2008-09: 2,066 (Grade 3), 2,308 (Grade 4), 2,397 (Grade 5), 2,200 (Grade 6), 2,104 (Grade 7), 2,106 (Grade 8); 2009-10: 2,113 (Grade 3), 2,122 (Grade 4), 1,953 (Grade 5), 1,881 (Grade 6), 1,817 (Grade 7), 1,731 (Grade 8); 2010-11: 2,290 (Grade 3), 2,382 (Grade 4), 2,385 (Grade 5), 2,236 (Grade 6), 2,066 (Grade 7), 2,017 (Grade 8).

Note: The CRT reading exam was revised in 2010-11.

Exhibit C.20. Percentage of LEP Students Proficient in Reading, by Grade

Sample size = 832,249 (overall); 139,449 (2005-06); 143,086 (2006-07); 144,592 (2007-08); 143,842 (2008-09); 121,433 (2009-10); 140,958 (2010-11).

Sample size (by year): 2005-06: 5,423 (Grade 3), 4,215 (Grade 4), 3,606 (Grade 5), 3,012 (Grade 6), 2,871 (Grade 7), 2,815 (Grade 8); 2006-07: 6,345 (Grade 3), 5,269 (Grade 4), 4,144 (Grade 5), 3,492 (Grade 6), 3,035 (Grade 7), 2,708 (Grade 8); 2007-08: 6,826 (Grade 3), 5,640 (Grade 4), 4,603 (Grade 5), 3,606 (Grade 6), 3,350 (Grade 7), 2,842 (Grade 8); 2008-09: 7,457 (Grade 3), 5,744 (Grade 4), 4,456 (Grade 5), 3,529 (Grade 6), 3,092 (Grade 7), 2,634 (Grade 8); 2009-10: 3,941 (Grade 3), 2,607 (Grade 4), 1,997 (Grade 5), 1,585 (Grade 6), 1,310 (Grade 7), 1,252 (Grade 8); 2010-11: 5,925 (Grade 3), 4,551 (Grade 4), 3,101 (Grade 5), 2,487 (Grade 6), 2,000 (Grade 7), 1,615 (Grade 8).

Note: The CRT reading exam was revised in 2010-11, and the definition of LEP was revised in 2009-10.

Appendix D

Criterion Referenced Test Data – Science

Table D.1. Percentage of Students, Grades 5 and 8, Proficient in Science, by Gender

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Male	48.1%	51.7%	54.0%	57.5%	51.2%	51.2%
N	23,571	24,129	24,335	24,289	20,339	23,803
Female	46.8%	49.2%	52.2%	56.0%	47.2%	48.6%
N	22,633	22,893	23,057	23,378	19,486	22,508

Table Reads: In the 2005-06 school year, 48.1 percent of male students in Grades 5 and 8 were proficient on the science CRT, compared with 46.8 percent of female students.

Notes: The CRT science exam was revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing data on gender in Grades 5 and 8.

Table D.2. Percentage of Students, Grades 5 and 8, Proficient in Science, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	62.2%	63.1%	67.2%	70.8%	63.4%	62.3%
N	4,076	4,239	4,469	4,655	3,299	3,993
Black / African American	29.6%	33.3%	36.1%	39.5%	29.0%	29.8%
N	6,730	6,674	6,760	6,684	4,572	5,677
White	64.6%	68.3%	71.2%	74.2%	65.8%	67.3%
N	17,818	17,309	16,883	16,508	12,492	14,248
Hispanic / Latino	33.4%	37.1%	39.6%	44.5%	38.6%	39.4%
N	17,216	18,409	18,894	19,456	17,144	19,606
American Indian / Alaskan Native	46.2%	48.1%	53.4%	58.8%	44.2%	42.6%
N	364	391	386	364	231	298
Multiracial					59.7%	61.0%
N					2,087	2,489

Table Reads: In the 2005-06 school year, 62.2 percent of Asian/Pacific Islander students in Grades 5 and 8 had proficient scores on the science CRT, as opposed to 29.6 percent of blacks/African Americans in the same year.

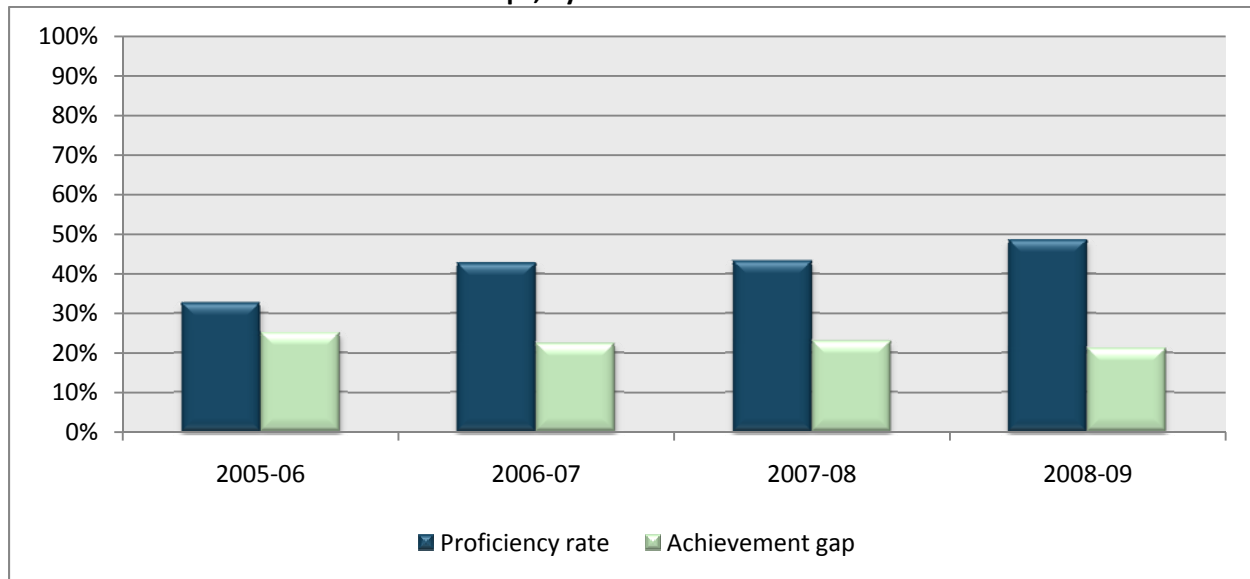
Notes: The CRT science exam and the definition of racial/ethnic categories were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing ethnicity data in Grades 5 and 8.

Table D.3. Percentage of Students, Grades 5 and 8, Proficient in Science, by Race/Ethnicity, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander						
<i>Elementary(5)</i>	57.5%	59.1%	63.0%	66.8%	61.2%	62.1%
N	2,075	2,105	2,314	2,230	1,615	1,956
<i>Middle (8)</i>	67.2%	67.0%	71.7%	74.5%	65.5%	62.5%
N	2,001	2,134	2,155	2,425	1,684	2,037
Black / African American						
<i>Elementary(5)</i>	27.1%	31.4%	34.1%	37.1%	29.4%	31.9%
N	3,297	3,215	3,216	3,258	2,276	2,863
<i>Middle (8)</i>	32.0%	35.1%	38.0%	41.7%	28.6%	27.6%
N	3,433	3,459	3,544	3,426	2,296	2,814
White						
<i>Elementary(5)</i>	63.7%	65.9%	69.9%	72.2%	66.6%	69.0%
N	8,832	8,588	8,260	8,056	6,146	7,173
<i>Middle (8)</i>	65.4%	70.7%	72.5%	76.2%	65.0%	65.5%
N	8,986	8,721	8,623	8,452	6,346	7,075
Hispanic						
<i>Elementary(5)</i>	32.4%	35.4%	37.3%	42.6%	39.8%	43.4%
N	9,052	9,480	9,561	10,050	8,979	10,295
<i>Middle (8)</i>	34.5%	39.0%	42.0%	46.6%	37.2%	35.1%
N	8,164	8,929	9,333	9,406	8,165	9,311
American Indian/Alaskan Native						
<i>Elementary(5)</i>	48.1%	42.0%	49.3%	55.2%	48.8%	46.2%
N	189	193	209	174	125	132
<i>Middle (8)</i>	44.0%	54.0%	58.2%	62.1%	38.7%	39.8%
N	175	198	177	190	106	166
Multiracial						
<i>Elementary(5)</i>	57.5%	63.2%	57.5%	63.2%	57.5%	63.2%
N	1,072	1,230	1,072	1,230	1,072	1,230
<i>Middle (8)</i>	62.0%	58.9%	62.0%	58.9%	62.0%	58.9%
N	1,015	1,259	1,015	1,259	1,015	1,259

Table Reads: In the 2005-06 school year, 57.5 percent of Asian/Pacific Islander students in elementary school (Grade 5) had proficient scores on the science CRT, compared with 67.2 percent of Asian/Pacific Islander students in middle school (Grade 8).

Notes: The CRT science exam and the definition of racial/ethnic categories were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing ethnicity information in Grades 5 and 8.

Exhibit D.4. CRT Science Achievement Gaps, by FRPL Status Over Time

Sample size = 188,285 (overall); see Table D.5 for specific sample sizes.

Note: FRPL data were available only until 2008-09. Achievement gap shown is the difference between students who did and did not qualify for FRPL in each year.

Table D.5. Percentage of Students, Grades 5 and 8, Proficient in Science, by FRPL Status

	2005-06	2006-07	2007-08	2008-09
Not FRPL	59.2%	60.3%	65.0%	67.3%
N	26,249	27,845	25,798	26,475
FRPL	32.2%	36.3%	38.8%	43.7%
N	19,955	19,177	21,594	21,192

Table Reads: In the 2005-06 school year, 59.2 percent of students in Grades 5 and 8 not qualifying for FRPL had proficient scores on the science CRT, compared with 32.2 percent of students qualifying for FRPL in the same year.

Note: FRPL information was not available for 2009-10 and 2010-11.

Table D.6. Percentage of Students, Grades 5 and 8, Proficient in Science, by IEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Has IEP	17.5%	20.1%	21.8%	24.9%	16.3%	18.9%
N	4,542	4,392	4,486	4,485	3,659	4,391
No IEP	50.8%	53.6%	56.4%	60.1%	52.5%	53.2%
N	41,662	42,630	42,906	43,182	36,166	41,920

Table Reads: In the 2005-06 school year, 17.5 percent of students in Grades 5 and 8 with an IEP were proficient on the science CRT, compared with 50.8 percent of students without an IEP.

Notes: The CRT science exam was revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing data on IEP status in Grades 5 and 8.

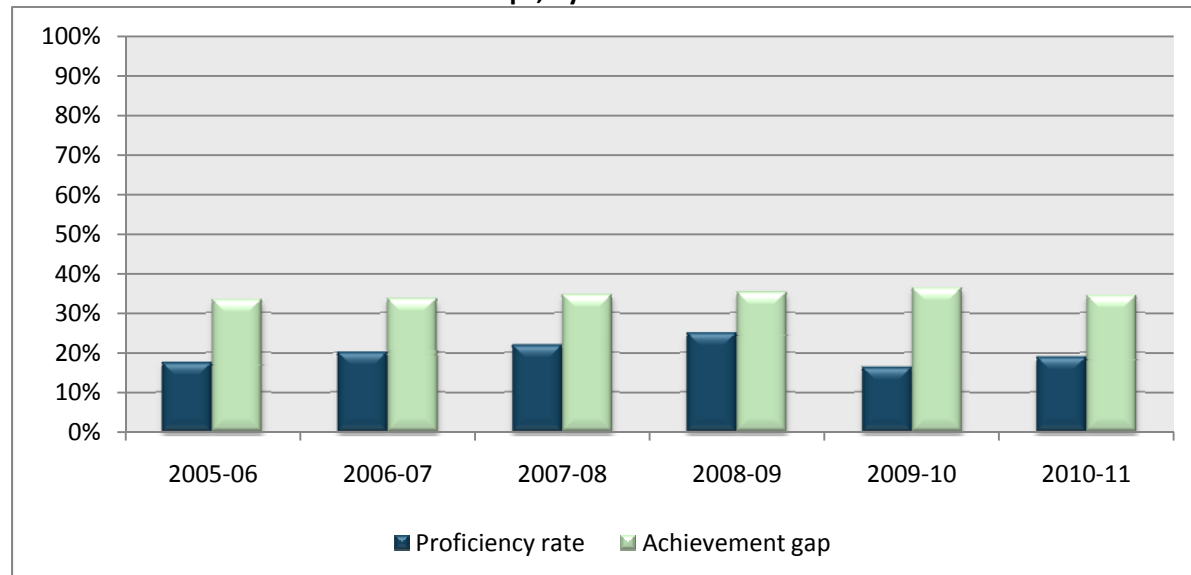
Table D.7. Percentage of Students, Grades 5 and 8, Proficient in Science, by IEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students with IEPs						
<i>Elementary (5)</i>	21.4%	22.8%	25.5%	27.2%	19.1%	23.8%
N	2,393	2,316	2,367	2,394	1,951	2,383
<i>Middle (8)</i>	13.0%	17.0%	17.7%	22.3%	13.0%	13.0%
N	2,149	2,076	2,119	2,091	1,708	2,008
Students without IEPs						
<i>Elementary (5)</i>	48.6%	50.8%	53.7%	57.2%	52.7%	55.5%
N	21,052	21,265	21,193	21,374	18,262	21,266
<i>Middle (8)</i>	53.0%	56.4%	58.9%	62.9%	52.3%	50.8%
N	20,610	21,365	21,713	21,808	17,904	20,654

Table Reads: In the 2005-06 school year, 21.4 percent of students in elementary school (Grade 5) with IEPs had proficient scores on the science CRT, compared with 13.0 percent of students in middle school (Grade 8) with IEPs in the same year.

Notes: The CRT science exam was revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing IEP information in Grades 5 and 8.

Exhibit D.8. CRT Science Achievement Gaps, by IEP Status Over Time



Sample size = 274,421 (overall); see Table D.6 for specific sample sizes.

Note: The CRT science exam was revised in 2009-10. Gap shown is the difference with the proficiency rate of students without IEPs.

Table D.9. Percentage of Students, Grades 5 and 8, Proficient in Science, by IEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>Has IEP</i>	17.5%	20.1%	21.8%	24.9%	16.3%	18.9%
<i>No IEP</i>	50.8%	53.6%	56.4%	60.1%	52.5%	53.2%
N	46,204	47,022	47,392	47,667	39,825	46,311
Asian / Pacific Islander						
<i>Has IEP</i>	25.3%	24.3%	22.9%	36.8%	15.1%	27.1%
<i>No IEP</i>	63.6%	64.7%	69.2%	72.2%	65.3%	63.8%
N	4,076	4,239	4,469	4,655	3,299	3,993
Black / African American						
<i>Has IEP</i>	6.5%	8.5%	10.2%	11.5%	7.6%	8.2%
<i>No IEP</i>	33.5%	37.6%	40.3%	44.3%	33.0%	33.4%
N	6,730	6,674	6,760	6,684	4,572	5,677
White						
<i>Has IEP</i>	27.4%	33.7%	36.5%	41.0%	26.8%	32.4%
<i>No IEP</i>	69.0%	72.1%	75.0%	77.9%	69.8%	70.9%
N	17,818	17,309	16,883	16,508	12,492	14,248
Hispanic						
<i>Has IEP</i>	10.8%	11.6%	13.8%	15.2%	11.5%	12.4%
<i>No IEP</i>	35.5%	39.4%	42.0%	47.2%	41.1%	42.1%
N	17,216	18,409	18,894	19,456	17,144	19,606
American Indian/Alaskan Native						
<i>Has IEP</i>	21.8%	13.7%	18.9%	23.4%	12.2%	14.0%
<i>No IEP</i>	50.5%	53.2%	58.9%	64.0%	51.1%	49.4%
N	364	391	386	364	231	298
Multiracial						
<i>Has IEP</i>					23.8%	22.0%
<i>No IEP</i>					62.7%	65.1%
N					2,087	2,489

Table Reads: In 2005-06, 17.5 percent of students in Grades 5 and 8 with IEPs had proficient scores on the science CRT, compared with 50.8 percent of students without IEPs.

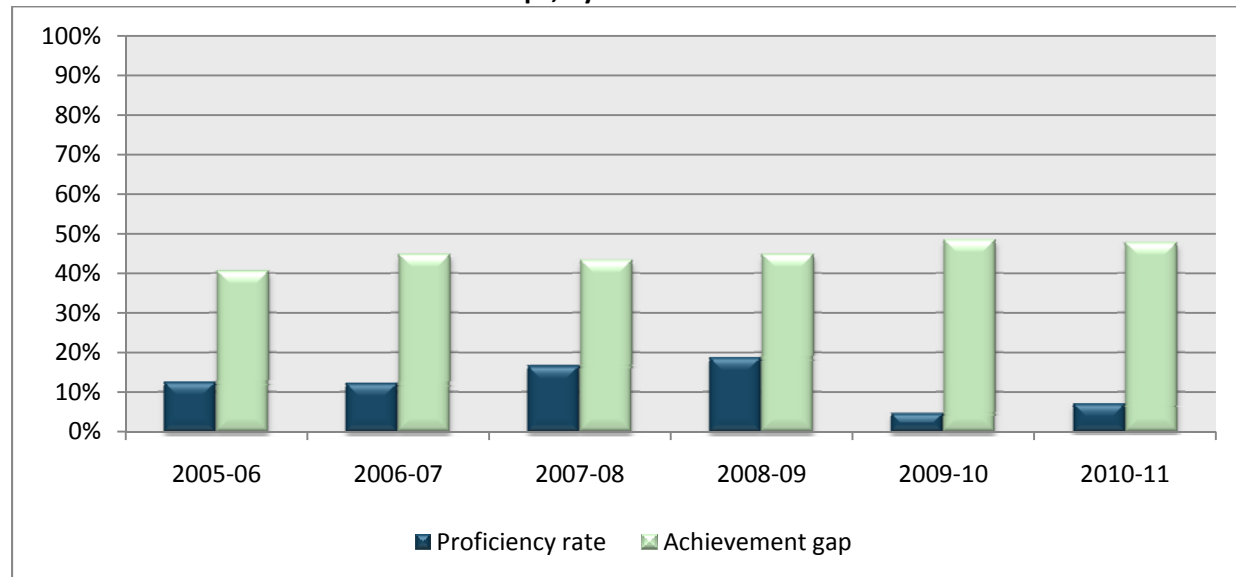
Notes: The CRT science exam and the definition of racial/ethnic categories were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing ethnicity and IEP information in Grades 5 and 8.

Table D.10. Percentage of Students, Grades 5 and 8, Proficient in Science, by FRPL, by IEP

	2005-06	2006-07	2007-08	2008-09
All Students				
<i>No IEP</i>	50.8%	53.6%	56.4%	60.1%
N	41,662	42,630	42,906	43,182
<i>IEP</i>	17.5%	20.1%	21.8%	24.9%
N	4,542	4,392	4,486	4,485
Students Not Qualifying for FRPL				
<i>No IEP</i>	62.2%	63.2%	68.0%	70.1%
N	24,076	25,574	23,745	24,422
<i>IEP</i>	25.0%	27.2%	30.4%	34.0%
N	2,173	2,271	2,053	2,053
Students Qualifying for FRPL				
<i>No IEP</i>	35.1%	39.2%	41.9%	47.1%
N	17,586	17,056	19,161	18,760
<i>IEP</i>	10.5%	12.4%	14.5%	17.3%
N	2,369	2,121	2,433	2,432

Table Reads: In the 2005-06 school year, 50.8 percent of students in Grades 5 and 8 without IEPs had proficient scores on the science CRT, compared with 17.5 percent of students with IEPs in the same year.

Note: FRPL information was not available after 2008-09.

Exhibit D.11. CRT Science Achievement Gaps, by LEP Status Over Time

Sample size = 274,421 (overall); see Table D.12 for specific sample sizes.

Note: The CRT science exam and the definition of LEP were revised in 2009-10. Gap shown is the difference with the proficiency rate of students not classified as LEP.

Table D.12. Percentage of Students, Grades 5 and 8, Proficient in Science, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Not LEP	53.1%	57.0%	59.9%	63.4%	53.1%	54.8%
N	39,853	40,198	39,962	40,600	36,585	41,595
LEP	12.5%	12.3%	16.6%	18.7%	4.7%	7.1%
N	6,351	6,824	7,430	7,067	3,240	4,716

Table Reads: In the 2005-06 school year, 53.1 percent of students in Grades 5 and 8 not classified as LEP were proficient on the science CRT, compared with 12.5 percent of students classified as LEP.

Notes: The CRT science exam and definition of LEP were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing data on LEP status in Grades 5 and 8.

Table D.13. Percentage of Students, Grades 5 and 8, Proficient in Science, by LEP, by School Level

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Students Classified as LEP						
<i>Elementary (5)</i>	10.9%	13.3%	17.9%	20.9%	6.4%	9.2%
N	3,570	4,138	4,600	4,450	1,997	3,099
<i>Middle (8)</i>	14.6%	10.7%	14.5%	14.9%	2.1%	3.3%
N	2,781	2,686	2,830	2,617	1,243	1,617
Students Not Classified as LEP						
<i>Elementary (5)</i>	52.1%	55.5%	58.9%	61.9%	54.2%	58.9%
N	19,875	19,443	18,960	19,318	18,216	20,550
<i>Middle (8)</i>	54.1%	58.4%	60.7%	64.8%	52.1%	50.9%
N	19,978	20,755	21,002	21,282	18,369	21,045

Table Reads: In the 2005-06 school year, 10.9 percent of students in elementary school (Grade 5) classified as LEP had proficient scores on the science CRT, compared with 14.6 percent of students in middle school (Grade 8) classified as LEP in the same year.

Notes: The CRT science exam and the definition of LEP were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing LEP information in Grades 5 and 8.

Table D.14. Percentage of Students, Grades 5 and 8, Proficient in Science, by IEP, by LEP

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Students						
<i>Has IEP</i>	17.5%	20.1%	21.8%	24.9%	16.3%	18.9%
<i>No IEP</i>	50.8%	53.6%	56.4%	60.1%	52.5%	53.2%
N	46,204	47,022	47,392	47,667	39,825	46,311
Classified as LEP						
<i>Has IEP</i>	5.8%	5.9%	7.4%	7.9%	3.7%	4.0%
<i>No IEP</i>	13.7%	13.3%	18.1%	20.5%	5.1%	8.0%
N	6,351	6,824	7,430	7,067	3,240	4,716
Not Classified as LEP						
<i>Has IEP</i>	20.3%	24.0%	26.3%	30.0%	20.2%	23.5%
<i>No IEP</i>	56.4%	60.1%	63.0%	66.5%	55.9%	57.6%
N	39,853	40,198	39,962	40,600	36,585	41,595

Table Reads: In the 2005-06 school year, 17.5 percent of students in Grades 5 and 8 with IEPs had proficient scores on the science CRT, compared with 50.8 percent of students without IEPs.

Notes: The CRT science exam and the definition of LEP were revised in 2009-10. There were 3,531 students in 2009-10 and 609 students in 2010-11 with missing LEP and IEP information in Grades 5 and 8.

Table D.15. Percentage of Students, Grades 5 and 8, Proficient in Science, by FRPL, by LEP

	2005-06	2006-07	2007-08	2008-09
All Students				
<i>Not LEP</i>	53.1%	57.0%	59.9%	63.4%
N	39,853	40,198	39,962	40,600
<i>LEP</i>	12.5%	12.3%	16.6%	18.7%
N	6,351	6,824	7,430	7,067
Students Not Qualifying for FRPL				
<i>Not LEP</i>	61.6%	63.7%	68.1%	71.0%
N	24,662	25,989	24,140	24,511
<i>LEP</i>	20.9%	12.6%	19.8%	20.3%
N	1,587	1,856	1,658	1,964
Students Qualifying for FRPL				
<i>Not LEP</i>	39.2%	44.7%	47.3%	51.8%
N	15,191	14,209	15,822	16,089
<i>LEP</i>	9.8%	12.1%	15.7%	18.0%
N	4,764	4,968	5,772	5,103

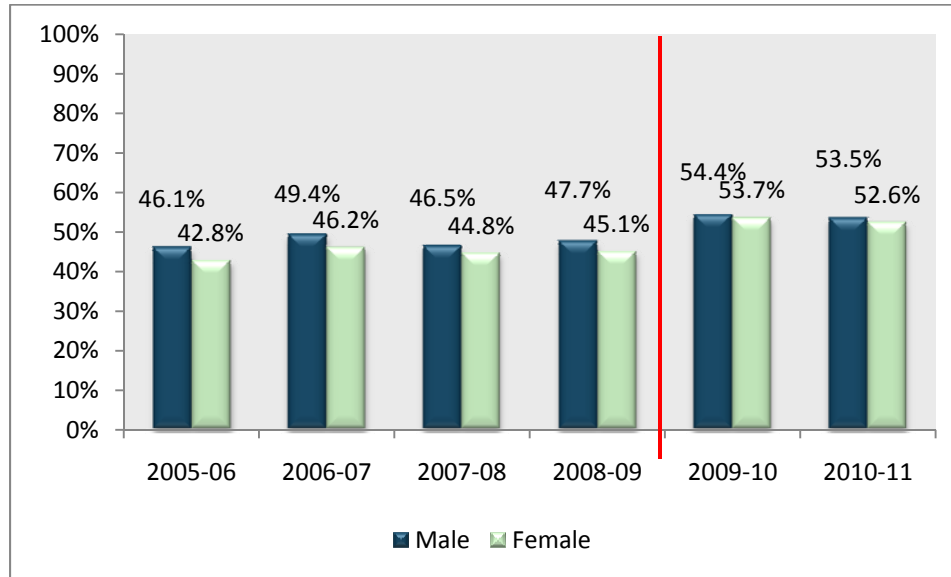
Table Reads: In the 2005-06 school year, 53.1 percent of students in Grades 5 and 8 classified as LEP had proficient scores on the science CRT, compared with 12.5 percent of students not classified as LEP in the same year.

Note: FRPL information was not available after 2008-09.

Appendix E

High School Proficiency Exam Data – Mathematics

Exhibit E.1. Percentage of Grade 10 Students Proficient in Mathematics, by Gender



Sample size (by year) = 19,070 (2005-06); 20,416 (2006-07); 21,117 (2007-08); 21,867 (2008-09); 19,461 (2009-10); 22,063 (2010-11).

Exhibit reads: In the 2005-06 school year, 46.1 percent of Grade 10 male students earned a proficient score on the mathematics HSPE, compared to 42.8 percent of female students.

Note: In the 2009-10 school year, the cut score for a student to be considered proficient in the mathematics HSPE decreased to 242. For the years 2005-06 through 2008-09, the cut score for reading HSPE proficiency was 300.

Table E.2. Percentage of Grade 10 Students Proficient in Mathematics, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	59.9%	62.3%	63.9%	63.3%	72.9%	71.9%
N	1,859	2,115	2,253	2,242	1,736	2,129
Black / African American	24.9%	27.8%	27.2%	28.1%	35.9%	32.6%
N	2,925	3,049	3,234	3,296	2,579	2,776
White	59.0%	63.8%	60.8%	62.6%	70.1%	68.0%
N	8,094	8,191	8,098	8,007	6,456	7,160
Hispanic	30.0%	33.3%	31.7%	33.3%	40.5%	41.1%
N	6,068	6,890	7,362	8,134	7,663	8,724
American Indian / Alaskan Native	39.5%	43.3%	37.1%	46.3%	53.2%	47.9%
N	124	171	170	188	109	146
Multiracial					69.1%	66.6%
N					918	1,128

Table Reads: In the 2005-06 school year, 59.9 percent of Asian/Pacific Islander Grade 10 students had proficient scores on the mathematics HSPE, compared with 24.9 percent of black/African American students.

Note: The Ns of students in this table do not sum to the overall Ns presented in the body of the report because there were 4,495 students with missing race/ethnicity information, mostly in the 2009-10 and 2010-11 school years.

Table E.3. Percentage of Grade 10 Students Proficient in Mathematics, by IEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>Has IEP</i>	7.2%	8.9%	8.6%	9.1%	11.0%	12.9%
<i>No IEP</i>	47.9%	51.5%	49.1%	49.9%	58.0%	56.7%
N	19,074	20,416	21,117	21,867	19,461	22,063
Asian / Pacific Islander						
<i>Has IEP</i>	8.1%	6.2%	20.4%	11.2%	15.9%	24.2%
<i>No IEP</i>	61.7%	64.0%	65.0%	65.7%	75.1%	73.4%
N	1,859	2,115	2,253	2,242	1,736	2,129
Black / African American						
<i>Has IEP</i>	2.4%	2.6%	3.0%	4.6%	3.3%	3.9%
<i>No IEP</i>	28.5%	32.3%	31.3%	32.5%	41.2%	37.5%
N	2,925	3,049	3,234	3,296	2,579	2,776
White						
<i>Has IEP</i>	11.6%	15.0%	15.5%	17.5%	19.3%	23.4%
<i>No IEP</i>	63.5%	68.7%	65.1%	66.6%	74.6%	72.2%
N	8,094	8,191	8,098	8,007	6,456	7,160
Hispanic						
<i>Has IEP</i>	3.5%	5.2%	3.3%	3.4%	7.5%	6.2%
<i>No IEP</i>	32.0%	35.4%	33.9%	35.6%	43.5%	44.0%
N	6,068	6,890	7,362	8,134	7,663	8,724
American Indian / Alaskan Native						
<i>Has IEP</i>	23.5%	23.5%	8.3%	5.3%	15.4%	17.6%
<i>No IEP</i>	42.1%	45.5%	41.8%	50.9%	58.3%	51.9%
N	124	171	170	188	109	146
Multiracial						
<i>Has IEP</i>					15.1%	26.0%
<i>No IEP</i>					72.4%	69.6%
N					918	1,128

Table Reads: In the 2005-06 school year, 7.2 percent of Grade 10 students with IEPs had proficient scores on the mathematics HSPE, compared with 47.9 percent of students without IEPs.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have IEP information.

Table E.4. Percentage of Grade 10 Students Proficient in Mathematics, by LEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>LEP</i>	13.8%	16.4%	14.2%	12.8%	9.3%	9.6%
<i>Not LEP</i>	47.4%	51.1%	48.6%	49.7%	57.0%	56.3%
N	19,074	20,416	21,117	21,867	19,461	22,063
Asian / Pacific Islander						
<i>LEP</i>	46.4%	41.2%	47.6%	42.4%	35.4%	41.8%
<i>Not LEP</i>	61.2%	64.8%	65.4%	65.4%	75.5%	74.3%
N	1,859	2,115	2,253	2,242	1,736	2,129
Black / African American						
<i>LEP</i>	13.8%	13.6%	12.8%	18.2%	8.3%	12.9%
<i>Not LEP</i>	25.0%	27.9%	27.4%	28.2%	36.2%	32.8%
N	2,925	3,049	3,234	3,296	2,579	2,776
White						
<i>LEP</i>	25.4%	34.3%	25.0%	24.4%	22.2%	22.0%
<i>Not LEP</i>	59.3%	64.1%	61.0%	62.8%	70.4%	68.3%
N	8,094	8,191	8,098	8,007	6,456	7,160
Hispanic						
<i>LEP</i>	9.2%	12.2%	9.9%	8.7%	6.0%	5.1%
<i>Not LEP</i>	36.1%	39.6%	37.5%	39.5%	45.8%	47.3%
N	6,068	6,890	7,362	8,134	7,663	8,724
American Indian / Alaskan Native						
<i>LEP</i>	-- ^a	-- ^a	-- ^a	-- ^a	-- ^a	-- ^a
<i>Not LEP</i>	39.5%	43.8%	38.4%	46.2%	54.2%	49.3%
N	124	171	170	188	109	146
Multiracial						
<i>LEP</i>					-- ^a	-- ^a
<i>Not LEP</i>					69.2%	66.9%
N					918	1,128

Table Reads: In the 2005-06 school year, 13.8 percent of Grade 10 LEP students had proficient scores on the mathematics HSPE, compared with 47.4 percent of non-LEP students.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have LEP information.

^a Results not reported due to small cell size.

Table E.5. Percentage of Grade 10 Students Proficient in Mathematics, by FRPL, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09
All Races/Ethnicities				
<i>FRPL</i>	29.7%	33.6%	32.8%	34.8%
<i>No FRPL</i>	49.1%	51.9%	50.6%	51.7%
N	19,074	20,416	21,117	21,867
Asian / Pacific Islander				
<i>FRPL</i>	44.4%	52.8%	55.1%	55.2%
<i>No FRPL</i>	62.3%	63.8%	65.6%	65.2%
N	1,859	2,115	2,253	2,242
Black / African American				
<i>FRPL</i>	19.0%	22.6%	23.4%	24.9%
<i>No FRPL</i>	28.4%	30.7%	30.0%	31.0%
N	2,925	3,049	3,234	3,296
White				
<i>FRPL</i>	42.8%	47.5%	45.6%	50.8%
<i>No FRPL</i>	60.9%	65.6%	62.7%	64.4%
N	8,094	8,191	8,098	8,007
Hispanic				
<i>FRPL</i>	28.3%	31.3%	30.5%	31.9%
<i>No FRPL</i>	31.1%	34.3%	32.6%	34.4%
N	6,068	6,890	7,362	8,134
American Indian / Alaskan Native				
<i>FRPL</i>	34.5%	42.1%	39.0%	39.3%
<i>No FRPL</i>	41.1%	43.6%	36.4%	49.2%
N	124	171	170	188

Table Reads: In the 2005-06 school year, 29.7 percent of Grade 10 students with FRPL had proficient scores on the mathematics HSPE, compared with 49.1 percent of students without FRPL.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have FRPL information.

Table E.6. Mathematics Proficiency Rate of Students in Cohort 1 Who Took the Mathematics HSPE at Least Once, by Grade, by Year

	2006-07	2007-08	2008-09
Grade 10	49.7%	10.7%	16.4%
Grade 11		38.9%	31.1%
Grade 12			60.4%
Total	49.7%	35.6%	58.8%

Sample size = 19,258.

Table reads: 49.7 percent of Grade 10 students who took the mathematics HSPE exam were proficient by the end of the 2006-07 school year.

Notes: Students who took the mathematics HSPE in the 2008-09 school year did not necessarily take the exam in the 2007-08 school year.

Table E.7. Mathematics Proficiency Rate of Students in Cohort 2 Who Took the Mathematics HSPE at Least Once by Grade, by Year

	2007-08	2008-09	2009-10
Grade 10	47.1%	16.1%	15.4%
Grade 11		40.2%	45.3%
Grade 12			66.8%
Total	47.1%	36.5%	65.3%

Sample size = 20,260.

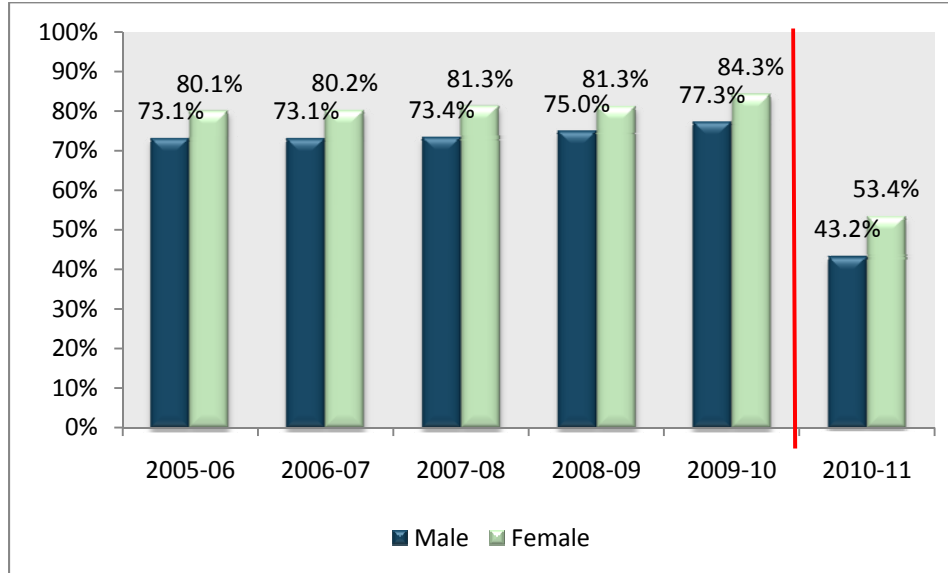
Table reads: 47.1 percent of Grade 10 students who took the mathematics HSPE exam were proficient by the end of the 2007-08 school year.

Notes: Students who took the mathematics HSPE in the 2009-10 school year did not necessarily take the exam in the 2008-09 school year.

Appendix F

High School Proficiency Exam Data – Reading

Exhibit F.1. Percentage of Grade 10 Students Proficient in Reading, by Gender



Sample size (by year) = 18,705 (2005-06); 19,921 (2006-07); 20,659 (2007-08); 21,152 (2008-09); 23,186 (2009-10); 22,412 (2010-11).

Exhibit reads: In the 2005-06 school year, 73.1 percent of Grade 10 male students earned a proficient score on the reading HSPE, compared to 80.1 percent of female students.

Note: In the 2010-11 school year, the cut score for a student to be considered proficient on the reading HSPE increased to 300. For the years 2005-06 through 2009-10, the cut score for reading HSPE proficiency was 251.

Table F.2. Percentage of Grade 10 Students Proficient in Mathematics, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	84.6%	83.8%	86.6%	85.6%	88.1%	59.9%
N	1,835	2,076	2,227	2,194	1,732	2,131
Black / African American	66.0%	65.2%	68.6%	67.0%	70.7%	30.7%
N	2,840	2,951	3,140	3,154	2,549	2,745
White	87.4%	87.9%	87.1%	88.4%	90.1%	62.9%
N	7,963	8,036	7,998	7,834	6,427	7,129
Hispanic	64.7%	65.8%	67.3%	70.1%	73.2%	37.8%
N	5,943	6,695	7,130	7,789	7,584	8,679
American Indian / Alaskan Native	70.0%	78.5%	71.3%	79.0%	79.8%	42.0%
N	120	163	164	181	109	143
Multiracial					91.0%	58.5%
N					908	1,120

Table Reads: In the 2005-06 school year, 84.6 percent of Asian/Pacific Islander Grade 10 students had proficient scores on the reading HSPE, compared with 66.0 percent of black/African American students.

Table F.3. Percentage of Grade 10 Students Proficient in Reading, by IEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>Has IEP</i>	27.6%	30.4%	30.1%	30.7%	36.3%	10.5%
<i>No IEP</i>	81.1%	81.0%	81.6%	82.5%	84.7%	51.7%
N	18,705	19,921	20,659	21,152	19,309	21,947
Asian / Pacific Islander						
<i>Has IEP</i>	35.5%	25.8%	46.9%	33.0%	38.1%	16.7%
<i>No IEP</i>	86.4%	85.6%	87.5%	87.8%	90.0%	61.3%
N	1,835	2,076	2,227	2,194	1,732	2,131
Black / African American						
<i>Has IEP</i>	16.2%	19.4%	20.9%	20.2%	28.1%	4.3%
<i>No IEP</i>	74.2%	73.4%	76.7%	75.8%	77.5%	35.1%
N	2,840	2,951	3,140	3,154	2,549	2,745
White						
<i>Has IEP</i>	38.8%	43.2%	43.0%	46.6%	49.3%	18.7%
<i>No IEP</i>	92.1%	92.3%	91.3%	92.0%	93.6%	67.0%
N	7,963	8,036	7,998	7,834	6,427	7,129
Hispanic						
<i>Has IEP</i>	19.6%	21.8%	19.5%	21.8%	28.1%	5.7%
<i>No IEP</i>	68.1%	69.2%	71.2%	73.9%	77.2%	40.5%
N	5,943	6,695	7,130	7,789	7,584	8,679
American Indian / Alaskan Native						
<i>Has IEP</i>	11.8%	31.3%	26.1%	40.0%	38.5%	6.3%
<i>No IEP</i>	79.6%	83.7%	78.7%	83.9%	85.4%	46.5%
N	120	163	164	181	109	143
Multiracial						
<i>Has IEP</i>					58.5%	16.4%
<i>No IEP</i>					93.0%	61.4%
N					908	1,120

Table Reads: In the 2005-06 school year, 27.6 percent of Grade 10 students with IEPs had proficient scores on the reading HSPE, compared with 81.1 percent of students without IEPs.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have IEP information.

Table F.4. Percentage of Grade 10 Students Proficient in Reading, by LEP, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities						
<i>LEP</i>	31.1%	33.7%	32.1%	31.4%	24.9%	4.1%
<i>Not LEP</i>	80.9%	81.1%	81.5%	82.6%	84.3%	51.6%
N	18,705	19,921	20,659	21,152	19,309	21,947
Asian / Pacific Islander						
<i>LEP</i>	53.0%	42.3%	54.0%	46.6%	41.1%	10.8%
<i>Not LEP</i>	87.8%	88.7%	89.6%	89.5%	91.4%	63.8%
N	1,835	2,076	2,227	2,194	1,732	2,131
Black / African American						
<i>LEP</i>	20.7%	13.6%	35.1%	40.0%	16.7%	9.7%
<i>Not LEP</i>	66.4%	65.6%	69.0%	67.2%	71.2%	31.0%
N	2,840	2,951	3,140	3,154	2,549	2,745
White						
<i>LEP</i>	50.8%	55.1%	38.2%	35.9%	21.6%	2.0%
<i>Not LEP</i>	87.7%	88.2%	87.4%	88.7%	90.5%	63.3%
N	7,963	8,036	7,998	7,834	6,427	7,129
Hispanic						
<i>LEP</i>	27.8%	31.8%	29.2%	29.2%	23.3%	3.2%
<i>Not LEP</i>	75.7%	76.4%	77.5%	80.6%	80.8%	43.8%
N	5,943	6,695	7,130	7,789	7,584	8,679
American Indian / Alaskan Native						
<i>LEP</i>	-- ^a	-- ^a	-- ^a	-- ^a	-- ^a	-- ^a
<i>Not LEP</i>	71.3%	78.9%	73.9%	79.3%	81.3%	43.2%
N	120	163	164	181	109	143
Multiracial						
<i>LEP</i>					-- ^a	-- ^a
<i>Not LEP</i>					90.9%	58.8%
N					908	1120

Table Reads: In the 2005-06 school year, 31.1 percent of Grade 10 LEP students had proficient scores on the reading HSPE, compared with 80.9 percent of non-LEP students.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have LEP information.

^a Results not reported due to small cell size.

Table F.5. Percentage of Grade 10 Students Proficient in Reading, by FRPL, by Race/Ethnicity

	2005-06	2006-07	2007-08	2008-09
All Races/Ethnicities				
<i>FRPL</i>	64.5%	66.8%	67.1%	69.0%
<i>No FRPL</i>	80.3%	79.4%	81.2%	82.2%
N	18,705	19,921	20,659	21,152
Asian / Pacific Islander				
<i>FRPL</i>	82.5%	78.4%	81.4%	78.2%
<i>No FRPL</i>	85.0%	84.6%	87.6%	87.2%
N	1,835	2,076	2,227	2,194
Black / African American				
<i>FRPL</i>	59.5%	60.2%	63.7%	61.8%
<i>No FRPL</i>	69.8%	68.0%	72.2%	71.4%
N	2,840	2,951	3,140	3,154
White				
<i>FRPL</i>	78.4%	78.6%	76.6%	79.6%
<i>No FRPL</i>	88.5%	88.9%	88.4%	89.8%
N	7,963	8,036	7,998	7,834
Hispanic				
<i>FRPL</i>	60.0%	64.0%	64.2%	67.8%
<i>No FRPL</i>	67.5%	66.8%	69.8%	72.0%
N	5,943	6,695	7,130	7,789
American Indian / Alaskan Native				
<i>FRPL</i>	53.6%	85.7%	62.5%	69.1%
<i>No FRPL</i>	75.0%	76.6%	74.2%	83.3%
N	120	163	164	181

Table Reads: In the 2005-06 school year, 64.5 percent of Grade 10 students with FRPL had proficient scores on the reading HSPE, compared with 80.3 percent of students without FRPL.

Notes: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include four students with missing race/ethnicity information who have FRPL information.

Table F.6. Proficiency Rates of Students in Cohort 1 Who Took the Reading HSPE At Least Once, by Grade and Year

	2006-07	2007-08	2008-09
Grade 10	78.0%	39.3%	-- ^a
Grade 11		69.0%	-- ^a
Grade 12			60.3%
Total	78.0%	64.1%	59.3%

Sample size = 19,166.

Table reads: 78.0 percent of Grade 10 students who took the reading HSPE exam were proficient by the end of the 2006-07 school year.

Note: Students who took the reading HSPE in the 2008-09 school year did not necessarily take the exam in the 2007-08 school year.

^a Result not reported because the proficiency rate for the small number of Cohort 2 students could be deduced from this result.

Table F.7. Proficiency Rates of Students in Cohort 2 Who Took the Reading HSPE At Least Once, by Grade and Year

	2007-08	2008-09	2009-10
Grade 10	78.2%	44.8%	-- ^a
Grade 11		67.5%	-- ^b
Grade 12			63.4%
Total	78.2%	62.4%	64.6%

Sample size = 20,155.

Table reads: 78.2% of Grade 10 students who took the reading HSPE exam were proficient by the end of the 2007-08 school year.

Note: Students who took the reading HSPE in the 2009-10 school year did not necessarily take the exam in the 2008-09 school year.

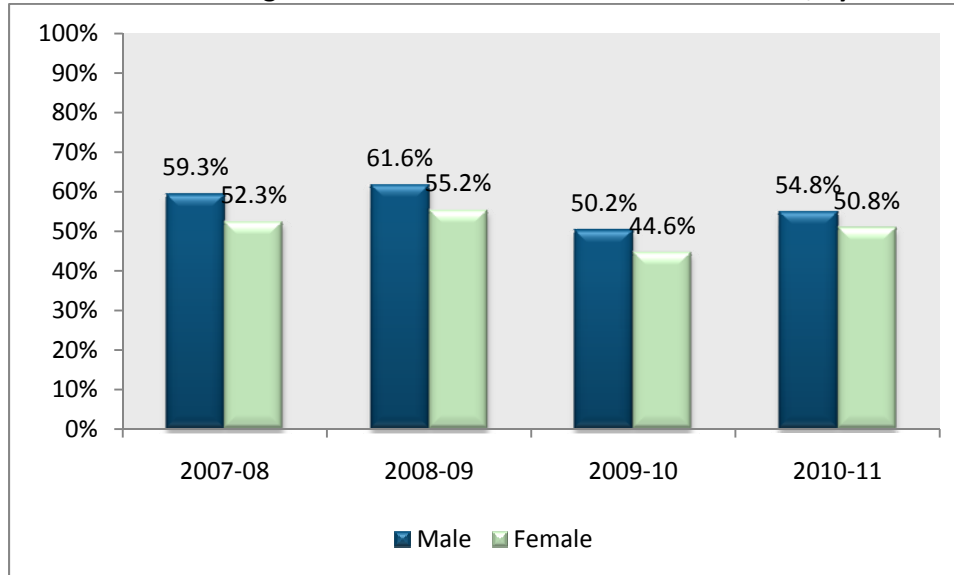
^a Results not reported due to small cell size.

^b Result not reported because the proficiency rate for the small number of Grade 10 students could be deduced from this result.

Appendix G

High School Proficiency Exam Data – Science

Exhibit G.1. Percentage of Grade 10 Students Proficient in Science, by Gender



Sample size (by year) = 18,896 (2007-08); 21,139 (2008-09); 19,314 (2009-10); 21,940 (2010-11).

Exhibit Reads: In the 2007-08 school year, 59.3 percent of Grade 10 male students earned a proficient score on the science HSPE, compared to 52.3 percent of female students.

Table G.2. Percentage of Grade 10 Students Proficient in Science, by Race/Ethnicity

	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander	68.2%	71.0%	58.7%	64.0%
N	2,123	2,205	1,730	2,130
Black / African American	36.0%	38.8%	29.2%	33.2%
N	2,833	3,137	2,547	2,752
White	70.9%	75.8%	64.8%	69.2%
N	7,608	7,821	6,429	7,126
Hispanic	42.1%	45.2%	34.9%	41.1%
N	6,188	7,802	7,590	8,671
American Indian / Alaskan Native	53.5%	66.1%	46.8%	53.1%
N	144	174	109	147
Multiracial			60.0%	66.6%
N			909	1,114

Table Reads: In the 2007–08 school year, 68.2 percent of Asian/Pacific Islander Grade 10 students had proficient scores on the science HSPE, compared with 36.0 percent of black/African American students.

Table G.3. Percentage of Grade 10 Students Proficient in Science, by IEP, by Race/Ethnicity

	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities				
<i>Has IEP</i>	14.7%	17.6%	10.7%	14.8%
<i>No IEP</i>	59.3%	62.2%	50.9%	56.3%
N	18,896	21,139	19,314	21,940
Asian / Pacific Islander				
<i>Has IEP</i>	26.8%	22.7%	10.8%	23.1%
<i>No IEP</i>	69.0%	73.2%	60.5%	65.3%
N	2,123	2,205	1,730	2,130
Black / African American				
<i>Has IEP</i>	4.1%	6.4%	3.9%	6.8%
<i>No IEP</i>	40.7%	44.7%	33.3%	37.7%
N	2,833	3,137	2,547	2,752
White				
<i>Has IEP</i>	25.2%	32.9%	17.9%	26.2%
<i>No IEP</i>	75.0%	79.6%	68.9%	73.2%
N	7,608	7,821	6,429	7,126
Hispanic				
<i>Has IEP</i>	7.9%	8.6%	8.4%	7.6%
<i>No IEP</i>	44.7%	48.0%	37.3%	43.9%
N	6,188	7,802	7,590	8,671
American Indian / Alaskan Native				
<i>Has IEP</i>	10.5%	41.2%	14.3%	29.4%
<i>No IEP</i>	60.0%	68.8%	51.6%	56.2%
N	144	174	109	147
Multiracial				
<i>Has IEP</i>			12.7%	20.3%
<i>No IEP</i>			63.0%	69.9%
N			909	1,114

Table Reads: In the 2007-08 school year, 14.7 percent of Grade 10 students with IEPs had proficient scores on the science HSPE, compared with 59.3 percent of students without IEPs.

Table G.4. Percentage of Grade 10 Students Proficient in Science, by LEP, by Race/Ethnicity

	2007-08	2008-09	2009-10	2010-11
All Races/Ethnicities				
<i>LEP</i>	13.1%	11.8%	3.5%	5.0%
<i>Not LEP</i>	59.3%	62.8%	50.4%	56.5%
N	18,896	21,139	19,314	21,940
Asian / Pacific Islander				
<i>LEP</i>	24.7%	26.9%	9.9%	8.9%
<i>Not LEP</i>	72.0%	75.4%	62.0%	68.4%
N	2,123	2,205	1,730	2,130
Black / African American				
<i>LEP</i>	10.3%	16.1%	0.0%	3.2%
<i>Not LEP</i>	36.2%	39.0%	29.5%	33.6%
N	2,833	3,137	2,547	2,752
White				
<i>LEP</i>	16.3%	18.4%	8.3%	9.8%
<i>Not LEP</i>	71.3%	76.1%	65.1%	69.7%
N	7,608	7,821	6,429	7,126
Hispanic				
<i>LEP</i>	11.4%	9.5%	2.7%	4.4%
<i>Not LEP</i>	49.2%	54.0%	39.9%	47.5%
N	6,188	7,802	7,590	8,671
American Indian / Alaskan Native				
<i>LEP</i>	-- ^a	-- ^a	-- ^a	-- ^a
<i>Not LEP</i>	55.4%	66.3%	48.1%	54.5%
N	144	174	109	147
Multiracial				
<i>LEP</i>			-- ^a	-- ^a
<i>Not LEP</i>			60.1%	67.0%
N			909	1,114

Table Reads: In the 2007-08 school year, 13.1 percent of Grade 10 students classified as LEP had proficient scores on the science HSPE, compared with 59.3 percent of students not classified as LEP.

^a Results not reported due to small cell size.

Table G.5. Percentage of Grade 10 Students Proficient in Science, by FRPL, by Race/Ethnicity

	2007-08	2008-09
All Races/Ethnicities		
<i>FRPL</i>	41.7%	45.6%
<i>No FRPL</i>	61.0%	64.2%
N	18,896	21,139
Asian / Pacific Islander		
<i>FRPL</i>	59.8%	61.9%
<i>No FRPL</i>	69.7%	73.1%
N	2,123	2,205
Black / African American		
<i>FRPL</i>	30.8%	33.8%
<i>No FRPL</i>	39.6%	43.1%
N	2,833	3,137
White		
<i>FRPL</i>	56.3%	64.7%
<i>No FRPL</i>	72.8%	77.6%
N	7,608	7,821
Hispanic		
<i>FRPL</i>	39.6%	42.8%
<i>No FRPL</i>	44.0%	47.2%
N	6,188	7,802
American Indian / Alaskan Native		
<i>FRPL</i>	51.5%	55.8%
<i>No FRPL</i>	54.1%	70.5%
N	144	174

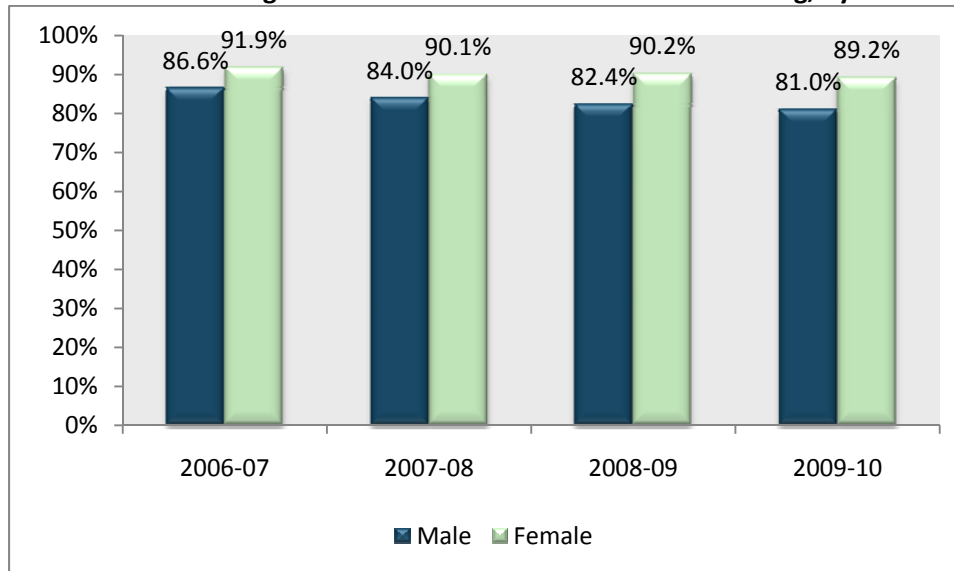
Table Reads: In the 2007-08 school year, 41.7 percent of Grade 10 students with FRPL had proficient scores on the science HSPE, compared with 61.0 percent of students without FRPL.

Note: Ns of Races/Ethnicities do not sum to the "All Races/Ethnicities" because "All Races/Ethnicities" include 164 students with missing race/ethnicity information.

Appendix H

High School Proficiency Exam Data – Writing

Exhibit H.1. Percentage of Grade 11 Students Proficient in Writing, by Gender



Sample size (by year) = 16,084 (2006-07); 17,526 (2007-08); 17,892 (2008-09); 20,658 (2009-10).

Exhibit Reads: In the 2006-07 school year, 86.6 percent of Grade 11 male students earned a proficient score on the writing HSPE, compared with 91.9 percent of female students.

Table H.2. Percentage of Grade 11 Students Proficient in Writing, by Race/Ethnicity

	2006-07	2007-08	2008-09	2009-10
Asian / Pacific Islander	93.5%	90.8%	90.7%	89.5%
N	1,795	2,026	2,123	2,166
Black / African American	82.3%	80.1%	81.1%	77.6%
N	2,382	2,518	2,675	2,949
White	95.2%	94.0%	92.5%	92.7%
N	7,133	7,465	7,220	7,617
Hispanic	82.2%	79.5%	79.4%	78.8%
N	4,668	5,384	5,736	7,187
American Indian / Alaskan Native	84.9%	84.2%	85.5%	88.3%
N	106	133	138	163

Table Reads: In the 2006-07 school year, 93.5 percent of Grade 11 Asian/Pacific Islander students had proficient scores on the writing HSPE, compared with 82.3 percent of black/African American students. There were 576 students with missing race/ethnicity information in 2009-10 who were not included in this analysis.

Table H.3. Percentage of Grade 11 Students Proficient in Writing, by IEP, by Race/Ethnicity

	2006-07	2007-08	2008-09	2009-10
All Races/Ethnicities				
<i>Has IEP</i>	51.2%	47.5%	41.2%	41.8%
<i>No IEP</i>	92.5%	90.5%	90.1%	89.0%
N	16,084	17,526	17,892	20,082
Asian / Pacific Islander				
<i>Has IEP</i>	62.1%	51.9%	55.6%	44.3%
<i>No IEP</i>	94.5%	91.8%	91.5%	91.4%
N	1,795	2,026	2,123	2,166
Black / African American				
<i>Has IEP</i>	39.8%	35.8%	32.4%	32.2%
<i>No IEP</i>	89.6%	87.0%	88.0%	85.5%
N	2,382	2,518	2,675	2,949
White				
<i>Has IEP</i>	62.3%	61.2%	50.7%	55.0%
<i>No IEP</i>	97.9%	96.9%	96.1%	95.9%
N	7,133	7,465	7,220	7,617
Hispanic				
<i>Has IEP</i>	43.0%	35.4%	33.7%	33.7%
<i>No IEP</i>	85.0%	82.8%	82.9%	82.1%
N	4,668	5,384	5,736	7,187
American Indian / Alaskan Native				
<i>Has IEP</i>	42.9%	57.9%	36.8%	57.1%
<i>No IEP</i>	91.3%	88.6%	93.3%	91.3%
N	106	133	138	163

Table Reads: In the 2006-07 school year, 51.2 percent of Grade 11 students with IEPs had proficient scores on the writing HSPE, compared with 92.5 percent of students without IEPs.

Note: There were 576 students with missing program and race/ethnicity information in 2009-10 who were not included in this analysis.

Table H.4. Percentage of Grade 11 Students Proficient in Writing, by LEP, by Race/Ethnicity

	2006-07	2007-08	2008-09	2009-10
All Races/Ethnicities				
<i>LEP</i>	44.5%	37.1%	33.1%	38.3%
<i>Not LEP</i>	92.3%	90.8%	89.7%	89.2%
N	16,084	17,526	17,892	20,082
Asian / Pacific Islander				
<i>LEP</i>	63.1%	40.9%	36.5%	43.6%
<i>Not LEP</i>	95.9%	95.4%	94.5%	94.1%
N	1,795	2,026	2,123	2,166
Black / African American				
<i>LEP</i>	15.8%	26.1%	50.0%	41.4%
<i>Not LEP</i>	82.9%	80.6%	81.4%	77.9%
N	2,382	2,518	2,675	2,949
White				
<i>LEP</i>	75.7%	55.6%	68.6%	51.3%
<i>Not LEP</i>	95.3%	94.2%	92.6%	93.0%
N	7,133	7,465	7,220	7,617
Hispanic				
<i>LEP</i>	41.0%	35.9%	30.5%	37.0%
<i>Not LEP</i>	91.0%	89.1%	88.0%	88.4%
N	4,668	5,384	5,736	7,187
American Indian / Alaskan Native				
<i>LEP</i>	20.0%	50.0%	50.0%	66.7%
<i>Not LEP</i>	88.1%	84.7%	86.6%	88.8%
N	106	133	138	163

Table Reads: In the 2006-07 school year, 44.5 percent of Grade 11 students classified as LEP had proficient scores on the writing HSPE, compared with 92.3 percent of Grade 11 students not classified as LEP. Note: There were 576 students with missing race/ethnicity and program information in 2009-10 who were not included in this analysis.

Table H.5. Percentage of Grade 11 Students Proficient in Writing, by FRPL, by Race/Ethnicity

	2006-07	2007-08	2008-09	2009-10
All Races/Ethnicities				
<i>FRPL</i>	82.5%	78.4%	49.3%	78.9%
<i>No FRPL</i>	90.8%	89.7%	90.2%	89.6%
N	16,084	17,526	17,892	18,448
Asian / Pacific Islander				
<i>FRPL</i>	88.0%	84.7%	70.5%	85.6%
<i>No FRPL</i>	94.1%	91.7%	91.7%	91.8%
N	1,795	2,026	2,123	2,017
Black / African American				
<i>FRPL</i>	77.5%	75.1%	48.2%	75.0%
<i>No FRPL</i>	84.2%	83.0%	87.3%	83.8%
N	2,382	2,518	2,675	2,603
White				
<i>FRPL</i>	90.9%	86.3%	61.8%	87.6%
<i>No FRPL</i>	95.6%	94.7%	93.5%	94.3%
N	7,133	7,465	7,220	7,054
Hispanic				
<i>FRPL</i>	81.2%	76.6%	44.8%	77.3%
<i>No FRPL</i>	82.7%	81.5%	86.0%	82.6%
N	4,668	5,384	5,736	6,630
American Indian / Alaskan Native				
<i>FRPL</i>	71.4%	81.8%	30.8%	74.4%
<i>No FRPL</i>	88.2%	85.0%	91.2%	95.2%
N	106	133	138	144

Table Reads: In the 2006-07 school year, 82.5 percent of Grade 11 students qualifying for FRPL had proficient scores on the writing HSPE, compared with 90.8 percent of Grade 11 students not qualifying for FRPL. Note: There were 576 students with missing race/ethnicity and program information in 2009-10 who were not included in this analysis.

Appendix I

English Fluency Data for Limited English Proficient (LEP) Students

Table I.1. LEP Student English Fluency Rates, by Grade Level (2010–11)

	Non-English Speaker	Limited English Fluency	English Fluent Under Monitoring	English Fluent Exited LEP Services
Kindergarten	40.7%	59.3%	0.0%	0.0%
N	3,218	4,692	0	0
Grade 1	14.3%	84.2%	1.5%	0.0%
N	1,134	6,683	121	0
Grade 2	4.9%	87.1%	7.9%	0.0%
N	398	7,056	643	0
Grade 3	2.9%	75.7%	19.2%	2.2%
N	237	6,222	1,582	178
Grade 4	2.1%	56.9%	33.6%	7.4%
N	175	4,800	2,833	625
Grade 5	1.7%	38.0%	37.3%	22.9%
N	149	3,270	3,212	1,969
Grade 6	1.6%	35.3%	28.5%	34.6%
N	125	2,688	2,168	2,634
Grade 7	1.7%	30.8%	19.4%	48.0%
N	123	2,175	1,370	3,384
Grade 8	1.6%	26.1%	17.8%	54.6%
N	106	1,783	1,216	3,732
Grade 9	2.2%	25.5%	11.9%	60.4%
N	151	1,766	822	4,175
Grade 10	2.4%	24.8%	7.4%	65.5%
N	173	1,791	532	4,733
Grade 11	1.6%	25.3%	8.6%	64.5%
N	107	1,675	569	4,265
Grade 12	1.4%	23.3%	9.0%	66.2%
N	85	1,372	533	3,904
Total	6.3%	47.2%	16.0%	30.4%
N	6,181	45,973	15,601	29,599

Note: English fluency rates are based on EPS codes in CCSD data file.

Table I.2. LEP Student English Fluency Rates, by Race/Ethnicity (2010–11)

	Non- English Speaker	Limited English Fluency	English Fluent Under Monitoring	English Fluent Exited Services LEP
Asian/Pacific Islander	5.5%	39.4%	18.3%	36.8%
N	437	3,118	1,443	2,907
Black/African American	10.9%	52.7%	16.0%	20.4%
N	124	602	183	233
White	5.5%	40.8%	15.4%	38.3%
N	168	1,250	471	1,171
Hispanic	6.4%	48.1%	15.8%	29.6%
N	5,418	40,630	13,366	24,997
American Indian/Alaskan Native	4.6%	54.8%	16.1%	24.4%
N	10	119	35	53
Multiracial	3.9%	41.0%	16.6%	38.4%
N	24	254	103	238
All Races/Ethnicities	6.3%	47.2%	16.0%	30.4%
N	6,181	45,973	15,601	29,599

Note: English fluency rates are based on EPS codes in CCSD data file.

Table I.3. LEP Student English Fluency Rates, by Race/Ethnicity, by Gender (2010–11)

	Non- English Speaker	Limited English Fluency	English Fluent Under Monitoring	English Fluent Exited LEP Services
Asian/Pacific Islander				
<i>Female</i>	4.6%	37.4%	19.9%	38.1%
<i>Male</i>	6.3%	41.1%	16.9%	35.6%
N	437	3,118	1,443	2,907
Black/African American				
<i>Female</i>	9.9%	52.2%	17.2%	20.7%
<i>Male</i>	11.7%	53.2%	14.9%	20.1%
N	124	602	183	233
White				
<i>Female</i>	4.9%	38.4%	15.7%	41.0%
<i>Male</i>	6.0%	43.0%	15.2%	35.9%
N	168	1,250	471	1,171
Hispanic				
<i>Female</i>	6.1%	45.9%	16.2%	31.8%
<i>Male</i>	6.7%	50.2%	15.5%	27.5%
N	5,418	40,630	13,366	24,997
American Indian/Alaskan Native				
<i>Female</i>	-- ^a	48.5%	17.5%	28.9%
<i>Male</i>	-- ^a	60.0%	15.0%	20.8%
N	10	119	35	53
Multiracial				
<i>Female</i>	4.6%	39.3%	16.4%	39.6%
<i>Male</i>	3.2%	42.5%	16.8%	37.5%
N	24	254	103	238
All Races/Ethnicities				
<i>Female</i>	6.0%	45.1%	16.5%	32.5%
<i>Male</i>	6.7%	49.2%	15.6%	28.5%
N	6,181	45,973	15,601	29,599

Note: English fluency rates are based on EPS codes in CCSD data file.

^a Results not reported due to small cell size.

Table I.4. LEP Student English Fluency Rates, by IEP, by Race/Ethnicity (2010–11)

	Non- English Speaker	Limited English Fluency	English Fluent Under Monitoring	English Fluent Exited LEP Services
Asian/Pacific Islander				
<i>Has IEP</i>	13.10%	66.70%	10.60%	9.70%
<i>No IEP</i>	5.20%	38.30%	18.60%	37.90%
N	437	3,118	1,443	2,907
Black / African American				
<i>Has IEP</i>	19.80%	64.00%	10.50%	5.80%
<i>No IEP</i>	10.10%	51.80%	16.50%	21.60%
N	124	602	183	233
White				
<i>Has IEP</i>	6.20%	68.60%	9.10%	16.10%
<i>No IEP</i>	5.40%	38.50%	15.90%	40.20%
N	168	1,250	471	1,171
Hispanic				
<i>Has IEP</i>	10.20%	74.20%	8.10%	7.40%
<i>No IEP</i>	6.00%	45.60%	16.60%	31.80%
N	5,418	40,630	13,366	24,997
American Indian / Alaskan Native				
<i>Has IEP</i>	-- ^a	80.00%	6.70%	10.00%
<i>No IEP</i>	-- ^a	50.80%	17.60%	26.70%
N	10	119	35	53
Multiracial				
<i>Has IEP</i>	6.40%	72.30%	6.40%	14.90%
<i>No IEP</i>	3.70%	38.50%	17.50%	40.40%
N	24	254	103	238
All Races/Ethnicities				
<i>Has IEP</i>	10.30%	73.70%	8.30%	7.80%
<i>No IEP</i>	6.00%	44.80%	16.70%	32.50%
N	6,181	45,973	15,601	29,599

Note: English fluency rates are based on EPS codes in CCSD data file.

^a Results not reported due to small cell size.

Table I.5. LEP Student English Fluency Rates, by Year Student Cohorts Entered District (as of June 2011)

Cohort Years	Non-English Speaker	Limited English Fluency	English Fluent Under Monitoring	English Fluent Exited LEP Services
2002-03 and before	0.1%	16.7%	8.7%	74.4%
N	30	3,926	2,037	17,447
2003-04	0.2%	25.6%	17.3%	56.9%
N	11	1,603	1,080	3,556
2004-05	0.2%	31.4%	24.9%	43.6%
N	12	2,440	1,935	3,391
2005-06	0.2%	35.4%	32.5%	31.9%
N	22	3,720	3,421	3,359
2006-07	0.7%	53.1%	33.3%	13.0%
N	73	5,644	3,535	1,377
2007-08	1.6%	70.2%	23.2%	5.1%
N	142	6,421	2,120	469
2008-09	3.9%	83.4%	12.7%	0.0%
N	365	7,775	1,179	0
2009-10	14.4%	82.6%	3.0%	0.0%
N	1,393	7,982	294	0
2010-11	39.0%	61.0%	0.0%	0.0%
N	4,133	6,462	0	0
Total	6.3%	47.2%	16.0%	30.4%
N	6,181	45,973	15,601	29,599

Note: English fluency rates are based on EPS codes in CCSD data file.

Table I.6. LEP Student English Fluency Rates, by Year Student Cohorts Entered District, by Race/Ethnicity (as of June 2011)

	2002-03 and before	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Asian / Pacific Islander									
<i>Non-English Speaker</i>	0.1%	0.0%	0.0%	0.4%	0.7%	1.0%	3.2%	10.6%	28.9%
<i>Limited English Fluency</i>	6.1%	10.0%	15.9%	17.3%	33.2%	47.3%	68.3%	81.0%	71.1%
<i>English Fluent Under Monitoring</i>	3.8%	12.9%	19.8%	29.5%	38.7%	37.3%	28.4%	8.4%	0.0%
<i>Exited LEP Services</i>	90.0%	77.2%	64.3%	52.8%	27.4%	14.4%	0.0%	0.0%	0.0%
N	1,611	412	555	773	909	867	834	932	1,012
Black/African American									
<i>Non-English Speaker</i>	0.0%	0.0%	1.2%	0.0%	0.9%	3.8%	10.5%	14.8%	34.6%
<i>Limited English Fluency</i>	14.6%	18.9%	34.6%	30.5%	44.1%	59.5%	68.4%	78.8%	65.4%
<i>English Fluent Under Monitoring</i>	9.2%	18.9%	23.5%	29.5%	30.6%	29.8%	21.1%	6.4%	0.0%
<i>Exited LEP Services</i>	76.2%	62.2%	40.7%	40.0%	24.3%	6.9%	0.0%	0.0%	0.0%
N	130	37	81	105	111	131	133	203	211
White									
<i>Non-English Speaker</i>	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	2.0%	10.8%	33.0%
<i>Limited English Fluency</i>	11.6%	15.1%	28.1%	22.6%	36.9%	55.3%	73.8%	81.3%	67.0%
<i>English Fluent Under Monitoring</i>	5.8%	13.5%	18.3%	24.8%	38.3%	30.0%	24.3%	7.9%	0.0%
<i>Exited LEP Services</i>	82.5%	71.4%	53.6%	52.3%	24.8%	14.6%	0.0%	0.0%	0.0%
N	790	185	224	310	274	253	305	343	376
Hispanic									
<i>Non-English Speaker</i>	0.1%	0.2%	0.2%	0.2%	0.7%	1.6%	4.0%	15.1%	40.7%
<i>Limited English Fluency</i>	17.8%	27.2%	32.8%	37.4%	55.7%	73.5%	85.7%	82.8%	59.3%
<i>English Fluent Under Monitoring</i>	9.2%	17.7%	25.5%	33.1%	32.6%	21.2%	10.3%	2.1%	0.0%
<i>Exited LEP Services</i>	72.8%	54.9%	41.5%	29.4%	11.0%	3.7%	0.0%	0.0%	0.0%
N	20,700	5,565	6,849	9,237	9,258	7,830	7,983	8,115	8,874

	2002-03 and before	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
American Indian / Alaskan Native									
<i>Non-English Speaker</i>	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	0.0%	15.4%	24.1%
<i>Limited English Fluency</i>	37.7%	37.5%	29.4%	39.3%	63.6%	66.7%	100.0%	76.9%	75.9%
<i>English Fluent Under Monitoring</i>	5.7%	25.0%	29.4%	35.7%	27.3%	25.0%	0.0%	7.7%	0.0%
<i>Exited LEP Services</i>	56.6%	37.5%	41.2%	25.0%	9.1%	4.2%	0.0%	0.0%	0.0%
N	53	16	17	28	22	24	15	13	29
Multiracial									
<i>Non-English Speaker</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	23.7%
<i>Limited English Fluency</i>	8.3%	17.1%	13.5%	27.5%	38.2%	53.2%	67.3%	93.7%	76.3%
<i>English Fluent Under Monitoring</i>	2.6%	22.9%	26.9%	31.9%	38.2%	34.0%	32.7%	3.2%	0.0%
<i>Exited LEP Services</i>	89.1%	60.0%	59.6%	40.6%	23.6%	12.8%	0.0%	0.0%	0.0%
N	156	35	52	69	55	47	49	63	93

Note: English fluency rates are based on EPS codes in CCSD data file.