

COLORADO

Student Assessment Program

**STUDENT PERFORMANCE IN
GRADE 3 READING
(ENGLISH AND SPANISH),
GRADE 4 READING AND WRITING
(ENGLISH AND SPANISH),
GRADE 5 READING AND MATHEMATICS,
GRADE 6 READING,
GRADE 7 READING AND WRITING,
GRADE 8 READING, MATHEMATICS
AND SCIENCE,
GRADE 9 READING, AND
GRADE 10 READING, WRITING
AND MATHEMATICS
SCHOOL YEAR 2000-2001**



Annual Report to the Colorado General Assembly

By

The Colorado Department of Education

**Dr. William J. Moloney, Commissioner
Richard G. Elmer, Deputy Commissioner**

January 2, 2002

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CSAP

**ANNUAL REPORT
ON THE
COLORADO STUDENT ASSESSMENT PROGRAM
STUDENT PERFORMANCE IN
GRADE 3 READING COMPREHENSION
(ENGLISH AND SPANISH),
GRADE 4 READING AND WRITING
(ENGLISH AND SPANISH),
GRADE 5 READING AND MATHEMATICS,
GRADE 6 READING,
GRADE 7 READING AND WRITING,
GRADE 8 READING, MATHEMATICS AND SCIENCE,
GRADE 9 READING, AND
GRADE 10 READING, WRITING AND MATHEMATICS**

SCHOOL YEAR 2000-2001

House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

Prepared for the Colorado General Assembly

By

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Richard G. Elmer, Deputy Commissioner

January 2, 2002

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Legal Basis for the Report Herein

House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

The Department shall prepare an annual report of the results of the statewide assessments which shall be submitted no later than January 1, 1998, and no later than each January 1 thereafter, to the education committees of the house of representatives and the senate and to the governor and which shall be made available upon request to members of the public. In the report, the department shall present the percentage of students achieving each of the performance levels specified by the board, calculated for the state as a whole, for each district and by district size. The department shall also report the percentage of students in the state achieving each of the performance levels by gender, race, separate disabling condition, and ethnicity. The department shall also report said percentages of schools, categorizing the schools by socioeconomic status determined by the number of students eligible for free or reduced-cost lunch.

Foreword

On behalf of the State Board of Education, the Colorado Department of Education (CDE) presents the fifth annual report on the Colorado Student Assessment Program (CSAP). The report is a review of students' performances in Grade 3 Reading Comprehension (English and Spanish), Grade 4 Reading and Writing (English and Spanish), Grade 5 Reading and Mathematics, Grade 6 Reading, Grade 7 Reading and Writing, Grade 8 Reading, Mathematics and Science, Grade 9 Reading, Grade 10 Reading, Writing, and Mathematics from the administration of the Spring 2001 CSAP. All third through tenth grade students in Colorado were accounted for in this administration of CSAP.

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth grade students relative to the Colorado State Model Content Standards.

The following report provides detailed information regarding the student assessment results. Included in these data is information on student achievement by gender, race/ethnicity, disability, accommodation categories and district size. In addition, achievement data are presented for each school district and for schools categorized by socioeconomic status determined by the percentage of students eligible for free or reduced-cost lunch.

Results for each CSAP assessment are reported according to four levels of student performance. These performance levels were determined and described by educators, who teach the specific subject at that grade level, and were adopted by the State Board of Education.

This report on student performance is presented in fifteen parts:

| | |
|-----------|---|
| Part 1 | Grade 3 Reading Comprehension (English and Spanish) |
| Part 2 | Grade 4 Reading (English and Spanish) |
| Part 3 | Grade 5 Reading |
| Part 4 | Grade 6 Reading |
| Part 5 | Grade 7 Reading |
| Part 6 | Grade 8 Reading |
| Part 7 | Grade 9 Reading |
| Part 8 | Grade 10 Reading |
| Part 9 | Grade 4 Writing (English and Spanish) |
| Part 10 - | Grade 7 Writing |
| Part 11 - | Grade 10 Writing |
| Part 12 - | Grade 5 Mathematics |
| Part 13 - | Grade 8 Mathematics |
| Part 14 - | Grade 10 Mathematics |
| Part 15 - | Grade 8 Science |

Part 1

Student Performance in Reading Comprehension

Grade 3

CSAP Spring 2001

Sub-Part 1A State and District Summaries– English

Table 1A(1) Grade 3 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 55207 | 4460 | 8 | 9814 | 18 | 34548 | 63 | 5266 | 10 | 72 | 1119 | 2 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 535 | 34 | 6 | 97 | 18 | 349 | 65 | 48 | 9 | 74 | 7 | 1 |
| 301 - 600 | 1206 | 70 | 6 | 193 | 16 | 832 | 69 | 96 | 8 | 77 | 15 | 1 |
| 601 - 1200 | 1374 | 113 | 8 | 261 | 19 | 858 | 62 | 122 | 9 | 71 | 20 | 1 |
| 1201 - 6000 | 10101 | 703 | 7 | 1778 | 18 | 6459 | 64 | 1043 | 10 | 74 | 118 | 1 |
| 6001 - 25000 | 17138 | 1193 | 7 | 2694 | 16 | 11148 | 65 | 1787 | 10 | 75 | 316 | 2 |
| 25000 or more | 24853 | 2347 | 9 | 4791 | 19 | 14902 | 60 | 2170 | 9 | 69 | 643 | 3 |
| GENDER | | | | | | | | | | | | |
| Female | 26896 | 1801 | 7 | 4479 | 17 | 17410 | 65 | 2760 | 10 | 75 | 446 | 2 |
| Male | 28183 | 2638 | 9 | 5312 | 19 | 17077 | 61 | 2500 | 9 | 69 | 656 | 2 |
| Data invalid or not provided | 128 | 21 | 16 | 23 | 18 | 61 | 48 | 6 | 5 | 52 | 17 | 13 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37054 | 1728 | 5 | 4844 | 13 | 25473 | 69 | 4558 | 12 | 81 | 451 | 1 |
| Black (not Hispanic) | 3443 | 543 | 16 | 955 | 28 | 1745 | 51 | 120 | 3 | 54 | 80 | 2 |
| Hispanic | 11950 | 1905 | 16 | 3442 | 29 | 5738 | 48 | 389 | 3 | 51 | 476 | 4 |
| Asian/Pacific Islander | 1640 | 142 | 9 | 327 | 20 | 975 | 59 | 137 | 8 | 68 | 59 | 4 |
| American Indian/Alaska Native | 710 | 100 | 14 | 179 | 25 | 383 | 54 | 29 | 4 | 58 | 19 | 3 |
| Data invalid or not provided | 410 | 42 | 10 | 67 | 16 | 234 | 57 | 33 | 8 | 65 | 34 | 8 |
| DISABILITY | | | | | | | | | | | | |
| None | 43709 | 2249 | 5 | 7505 | 17 | 29034 | 66 | 4488 | 10 | 77 | 433 | 1 |
| Limited intellectual capacity | 236 | 80 | 34 | 6 | 3 | 7 | 3 | 0 | 0 | 3 | 143 | 61 |
| Emotional disability | 462 | 129 | 28 | 124 | 27 | 147 | 32 | 12 | 3 | 34 | 50 | 11 |
| Perceptual/commun. disability | 2605 | 1098 | 42 | 773 | 30 | 627 | 24 | 31 | 1 | 25 | 76 | 3 |
| Hearing disability | 106 | 44 | 42 | 31 | 29 | 22 | 21 | 0 | 0 | 21 | 9 | 8 |
| Visual disability | 37 | 10 | 27 | 7 | 19 | 14 | 38 | 2 | 5 | 43 | 4 | 11 |
| Physical disability | 408 | 115 | 28 | 110 | 27 | 135 | 33 | 10 | 2 | 36 | 38 | 9 |
| Speech/language disability | 1386 | 380 | 27 | 411 | 30 | 520 | 38 | 27 | 2 | 39 | 48 | 3 |

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|------|----|-------|----|------|----|----|-----|----|
| Deaf-blind | 21 | 2 | 10 | 9 | 43 | 9 | 43 | 1 | 5 | 48 | 0 | 0 |
| Multiple disabilities | 210 | 38 | 18 | 5 | 2 | 8 | 4 | 0 | 0 | 4 | 159 | 76 |
| Autism | 70 | 18 | 23 | 7 | 10 | 6 | 9 | 1 | 1 | 10 | 40 | 57 |
| Traumatic brain injury | 16 | 8 | 50 | 2 | 13 | 3 | 19 | 0 | 0 | 19 | 3 | 19 |
| Data invalid or not provided | 5941 | 291 | 5 | 824 | 14 | 4016 | 68 | 694 | 12 | 79 | 116 | 2 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 49024 | 2927 | 6 | 8036 | 16 | 32052 | 65 | 5104 | 10 | 76 | 905 | 2 |
| Braille version | 34 | 5 | 15 | 4 | 12 | 22 | 65 | 1 | 3 | 68 | 2 | 6 |
| Large print | 26 | 8 | 31 | 8 | 31 | 9 | 35 | 1 | 4 | 38 | 0 | 0 |
| Teacher-read directions | 802 | 346 | 43 | 238 | 30 | 173 | 22 | 4 | 0 | 22 | 41 | 5 |
| Scribe | 510 | 187 | 37 | 144 | 28 | 159 | 31 | 12 | 2 | 34 | 8 | 2 |
| Signing | 26 | 10 | 38 | 8 | 31 | 4 | 15 | 1 | 4 | 19 | 3 | 12 |
| Assistive commun. device | 9 | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 3438 | 848 | 25 | 1073 | 31 | 1404 | 41 | 74 | 2 | 43 | 39 | 1 |
| Data invalid or not provided | 1338 | 127 | 9 | 298 | 22 | 724 | 54 | 68 | 5 | 59 | 121 | 9 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6249 | 2071 | 33 | 1647 | 26 | 1817 | 29 | 122 | 2 | 31 | 592 | 9 |
| 504 Plan | 477 | 54 | 11 | 133 | 28 | 253 | 53 | 30 | 6 | 59 | 7 | 1 |
| Title I | 7688 | 1201 | 16 | 2394 | 31 | 3676 | 48 | 261 | 3 | 51 | 156 | 2 |
| OCT new CO | 2240 | 305 | 14 | 497 | 22 | 1200 | 54 | 119 | 5 | 59 | 119 | 5 |
| Bilingual | 766 | 174 | 23 | 250 | 33 | 313 | 41 | 15 | 2 | 43 | 14 | 2 |
| ESL | 2697 | 668 | 25 | 845 | 31 | 758 | 28 | 30 | 1 | 29 | 396 | 15 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 46391 | 3534 | 8 | 7995 | 17 | 29496 | 64 | 4636 | 10 | 74 | 730 | 2 |
| 6-12 Months | 2772 | 253 | 9 | 573 | 21 | 1642 | 59 | 215 | 8 | 67 | 89 | 3 |
| 3-6 Months | 3431 | 402 | 12 | 703 | 20 | 1930 | 56 | 243 | 7 | 63 | 153 | 4 |
| 0-3 Months | 1791 | 242 | 14 | 440 | 25 | 919 | 51 | 77 | 4 | 56 | 113 | 6 |
| Data invalid or not provided | 822 | 29 | 4 | 103 | 13 | 561 | 68 | 95 | 12 | 80 | 34 | 4 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 42134 | 2990 | 7 | 7085 | 17 | 27156 | 64 | 4332 | 10 | 75 | 571 | 1 |
| 6-12 Months | 3141 | 283 | 9 | 606 | 19 | 1920 | 61 | 238 | 8 | 69 | 94 | 3 |
| 3-6 Months | 6780 | 800 | 12 | 1412 | 21 | 3788 | 56 | 508 | 7 | 63 | 272 | 4 |
| 0-3 Months | 2420 | 352 | 15 | 612 | 25 | 1213 | 50 | 97 | 4 | 54 | 146 | 6 |
| Data invalid or not provided | 732 | 35 | 5 | 99 | 14 | 471 | 64 | 91 | 12 | 77 | 36 | 5 |

| MIGRANT STATUS | 49924 | 3641 | 7 | 8390 | 17 | 31925 | 64 | 5019 | 10 | 74 | 949 | 2 |
|--------------------------------|-------|------|----|------|----|-------|----|------|----|----|-----|----|
| Non-migrant | 49924 | 3641 | 7 | 8390 | 17 | 31925 | 64 | 5019 | 10 | 74 | 949 | 2 |
| Migrant | 423 | 117 | 28 | 128 | 30 | 137 | 32 | 3 | 1 | 33 | 38 | 9 |
| Data Invalid or not Provided | 4860 | 702 | 14 | 1296 | 27 | 2486 | 51 | 244 | 5 | 56 | 132 | 3 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 49631 | 3314 | 7 | 8117 | 16 | 32426 | 65 | 5121 | 10 | 76 | 653 | 1 |
| Spanish NES fewer than 2 years | 462 | 135 | 29 | 88 | 19 | 33 | 7 | 2 | 0 | 8 | 204 | 44 |
| Spanish NES 2 or more years | 513 | 214 | 42 | 136 | 27 | 77 | 15 | 4 | 1 | 16 | 82 | 16 |
| Spanish LES fewer than 2 years | 326 | 82 | 25 | 137 | 42 | 89 | 27 | 1 | 0 | 28 | 17 | 5 |
| Spanish Les 2 or more years | 1014 | 304 | 30 | 379 | 37 | 296 | 29 | 10 | 1 | 30 | 25 | 2 |
| Spanish FES | 1429 | 175 | 12 | 483 | 34 | 729 | 51 | 32 | 2 | 53 | 10 | 1 |
| Other NES fewer than 2 years | 153 | 28 | 18 | 23 | 15 | 30 | 20 | 1 | 1 | 20 | 71 | 46 |
| Other NES 2 or more years | 126 | 38 | 30 | 43 | 34 | 35 | 28 | 2 | 2 | 29 | 8 | 6 |
| Other LES fewer than 2 years | 121 | 19 | 16 | 34 | 28 | 55 | 45 | 4 | 3 | 49 | 9 | 7 |
| Other LES 2 or more years | 296 | 50 | 17 | 108 | 36 | 125 | 42 | 6 | 2 | 44 | 7 | 2 |
| Other FES | 552 | 45 | 8 | 145 | 26 | 321 | 58 | 41 | 7 | 66 | 0 | 0 |
| Data Invalid or not Provided | 584 | 56 | 10 | 121 | 21 | 332 | 57 | 42 | 7 | 64 | 33 | 6 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|-----|
| Does not read English or Spanish | 386 |
| Taking CSAP Alt. Assessment** | 20 |
| Eligible to Take CSAP Alt. Assess. | 352 |
| Parental refusal | 74 |
| Test invalidated | 204 |
| Student withdrew before completion** | 40 |
| One or more test sessions incomplete | 83 |

X Number tested fewer than 16, no summaries reported

** Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 1A(2) Reading Comprehension Performance of 3rd Grade Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 2 | 8 | 73 | 16 | 1 |
| ADAMS ARAPAHOE | 14 | 23 | 53 | 5 | 58 |
| ADAMS CO. | 21 | 36 | 40 | 2 | 2 |
| AGATE | X | X | X | X | X |
| AGUILAR REORGAN | X | X | X | X | X |
| AKRON | 4 | 8 | 73 | 15 | 0 |
| ALAMOSA | 15 | 20 | 56 | 7 | 2 |
| ARCHULETA CO. | 2 | 15 | 70 | 12 | 2 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 0 | 15 | 70 | 15 | 0 |
| ASPEN | 1 | 4 | 76 | 20 | 0 |
| AULT HIGHLAND | 11 | 22 | 57 | 10 | 0 |
| BAYFIELD | 7 | 11 | 67 | 14 | 0 |
| BENNETT | 6 | 26 | 58 | 10 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 0 | 6 | 88 | 6 | 0 |
| BOULDER VALLEY | 5 | 10 | 66 | 15 | 4 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 8 | 21 | 62 | 8 | 1 |
| BRUSH | 10 | 21 | 66 | 2 | 1 |
| BUENA VISTA | 10 | 21 | 59 | 10 | 2 |
| BUFFALO | 0 | 18 | 73 | 9 | 0 |
| BURLINGTON | 6 | 24 | 57 | 13 | 0 |
| BYERS | 18 | 20 | 57 | 2 | 2 |
| CALHAN RJ 1 | 12 | 28 | 60 | 0 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 6 | 13 | 66 | 15 | 1 |
| CENTENNIAL | 6 | 24 | 71 | 0 | 0 |
| CENTER | 2 | 39 | 51 | 7 | 0 |
| CHERAW | X | X | X | X | X |
| CHERRY CREEK | 4 | 13 | 68 | 13 | 2 |
| CHEYENNE CO. | 5 | 5 | 81 | 5 | 5 |
| CHEYENNE MTN | 2 | 8 | 68 | 21 | 1 |
| CLEAR CREEK | 2 | 11 | 69 | 15 | 3 |
| COLORADO SPRINGS | 9 | 21 | 61 | 7 | 2 |

| | | | | | |
|---------------------|----|----|----|----|----|
| COLO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 0 | 15 | 72 | 13 | 0 |
| COTOPAXI | 4 | 13 | 71 | 13 | 0 |
| CREEDE CONSOLID | X | X | X | X | X |
| CRIPPLE CREEK V | 3 | 8 | 57 | 17 | 15 |
| CROWLEY CO. | 0 | 20 | 61 | 20 | 0 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 9 | 30 | 54 | 7 | 0 |
| DELTA CO. | 8 | 17 | 64 | 8 | 3 |
| DENVER CO. | 18 | 29 | 46 | 4 | 3 |
| DOLORES | 3 | 22 | 63 | 11 | 2 |
| DOLORES CO. | 13 | 22 | 52 | 9 | 4 |
| DOUGLAS CO. | 3 | 12 | 72 | 12 | 1 |
| DURANGO | 2 | 12 | 71 | 13 | 2 |
| EADS | 0 | 0 | 81 | 14 | 5 |
| EAGLE CO. | 4 | 12 | 70 | 14 | 0 |
| EAST GRAND | 3 | 12 | 74 | 9 | 2 |
| EAST OTERO | 6 | 28 | 59 | 7 | 1 |
| EAST YUMA CO. | 13 | 11 | 71 | 5 | 0 |
| EATON | 6 | 20 | 65 | 10 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 0 | 9 | 82 | 5 | 5 |
| ELIZABETH | 2 | 13 | 70 | 15 | 1 |
| ELLICOTT | 15 | 18 | 62 | 6 | 0 |
| ENGLEWOOD | 9 | 19 | 61 | 9 | 1 |
| EXPEDITIONARY | 4 | 13 | 63 | 21 | 0 |
| FALCON | 6 | 12 | 69 | 13 | 0 |
| FLORENCE | 13 | 13 | 65 | 9 | 0 |
| FORT MORGAN | 11 | 27 | 55 | 6 | 0 |
| FOUNTAIN | 7 | 22 | 62 | 9 | 0 |
| FOWLER | 7 | 24 | 55 | 10 | 3 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD 16 | 5 | 19 | 68 | 8 | 0 |
| GARFIELD RE 2 | 13 | 19 | 62 | 5 | 1 |
| GENOA HUGO | 0 | 38 | 56 | 6 | 0 |
| GILCREST | 19 | 26 | 51 | 3 | 1 |
| GILPIN CO. | 13 | 13 | 58 | 17 | 0 |
| GRANADA | 0 | 50 | 44 | 6 | 0 |
| GREELEY | 15 | 23 | 53 | 7 | 1 |
| GUNNISON WATERS | 1 | 11 | 76 | 10 | 2 |
| HANOVER | 8 | 21 | 67 | 4 | 0 |

| | | | | | |
|--------------------|----|----|----|----|---|
| HARRISON | 17 | 23 | 52 | 5 | 3 |
| HAXTUN | 5 | 5 | 79 | 11 | 0 |
| HAYDEN | 5 | 19 | 69 | 5 | 2 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE CO. | X | X | X | X | X |
| HOEHNE REORG. | 0 | 11 | 78 | 11 | 0 |
| HOLLY | 10 | 10 | 60 | 15 | 5 |
| HOLYOKE | 10 | 6 | 80 | 4 | 0 |
| HUERFANO | 14 | 19 | 54 | 12 | 0 |
| IGNACIO | 7 | 13 | 76 | 4 | 0 |
| JEFFERSON CO. | 5 | 14 | 67 | 12 | 2 |
| JOHNSTOWN MILLIKEN | 7 | 21 | 62 | 9 | 1 |
| JULESBURG | 0 | 13 | 78 | 9 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 11 | 24 | 64 | 1 | 1 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 5 | 22 | 68 | 5 | 0 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 0 | 83 | 17 | 0 |
| LAKE CO. | 8 | 29 | 53 | 9 | 0 |
| LAMAR | 7 | 19 | 59 | 15 | 1 |
| LAS ANIMAS | 21 | 18 | 61 | 0 | 0 |
| LEWIS PALMER | 2 | 7 | 70 | 20 | 1 |
| LIMON | 5 | 14 | 60 | 12 | 9 |
| LITTLETON | 4 | 9 | 70 | 16 | 1 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 6 | 13 | 77 | 3 | 0 |
| MANITOU SPRINGS | 2 | 15 | 67 | 13 | 2 |
| MANZANOLA | 31 | 31 | 38 | 0 | 0 |
| MAPLETON | 8 | 26 | 58 | 6 | 2 |
| MC CLAVE | 11 | 17 | 61 | 11 | 0 |
| MEEKER | 0 | 10 | 75 | 15 | 0 |
| MESA CO. VALLEY | 8 | 19 | 62 | 9 | 2 |
| MIAMI YODER | 4 | 42 | 50 | 0 | 4 |
| MOFFAT | X | X | X | X | X |
| MOFFAT CO. | 4 | 16 | 71 | 9 | 1 |
| MONTE VISTA | 3 | 24 | 62 | 11 | 0 |
| MONTEZUMA CORTEZ | 13 | 30 | 49 | 6 | 3 |
| MONTROSE CO. | 11 | 20 | 61 | 7 | 1 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 5 | 22 | 64 | 8 | 1 |
| NORTH PARK | 0 | 10 | 76 | 14 | 0 |

| | | | | | |
|---------------------|----|----|----|----|---|
| NORTHGLENN THORNTON | 9 | 21 | 63 | 6 | 1 |
| NORWOOD | 13 | 26 | 57 | 4 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 5 | 5 | 80 | 10 | 0 |
| PARK-ESTES PARK | 3 | 21 | 64 | 12 | 0 |
| PARK CO. | 7 | 18 | 65 | 8 | 2 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 8 | 20 | 69 | 4 | 0 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 0 | 26 | 68 | 5 | 0 |
| PLATTE CANYON | 1 | 12 | 65 | 19 | 3 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| PLATTE VALLEY RE-7 | 6 | 21 | 63 | 9 | 1 |
| POUDRE | 4 | 12 | 67 | 13 | 3 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 6 | 18 | 67 | 7 | 2 |
| PUEBLO CO. RURAL | 4 | 15 | 67 | 13 | 1 |
| RANGELY | 13 | 16 | 66 | 5 | 0 |
| RIDGWAY | 4 | 15 | 70 | 11 | 0 |
| ROARING FORK | 10 | 18 | 61 | 9 | 2 |
| ROCKY FORD | 10 | 29 | 57 | 2 | 2 |
| SALIDA | 9 | 16 | 64 | 8 | 3 |
| SANFORD | 0 | 15 | 70 | 11 | 4 |
| SANGRE DE CRISTO | 4 | 16 | 76 | 4 | 0 |
| SARGENT | 3 | 13 | 81 | 3 | 0 |
| SHERIDAN | 17 | 30 | 48 | 3 | 2 |
| SIERRA GRANDE | 5 | 36 | 45 | 9 | 5 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 3 | 27 | 63 | 7 | 0 |
| SOUTH ROUTT | 5 | 13 | 62 | 21 | 0 |
| SPRINGFIELD | 3 | 10 | 66 | 21 | 0 |
| ST VRAIN VALLEY | 7 | 14 | 67 | 11 | 1 |
| STEAMBOAT SPRINGS | 2 | 10 | 75 | 11 | 1 |
| STRASBURG | 2 | 16 | 76 | 6 | 0 |
| STRATTON | 5 | 16 | 74 | 0 | 5 |
| SUMMIT | 7 | 15 | 66 | 9 | 3 |
| SWINK | 9 | 6 | 79 | 3 | 3 |
| TELLURIDE | 0 | 14 | 84 | 2 | 0 |
| THOMPSON | 4 | 13 | 70 | 12 | 1 |

| | | | | | |
|--|----|----|----|----|---|
| TRINIDAD | 14 | 24 | 57 | 6 | 0 |
| VALLEY | 6 | 19 | 63 | 11 | 1 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD CO. RE 8 | 15 | 33 | 47 | 4 | 1 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 0 | 4 | 83 | 9 | 4 |
| WEST GRAND | 0 | 14 | 77 | 6 | 3 |
| WEST YUMA CO. | 11 | 19 | 60 | 8 | 2 |
| WESTMINSTER | 14 | 24 | 52 | 5 | 6 |
| WIDFIELD | 6 | 16 | 70 | 7 | 1 |
| WIGGINS | 17 | 15 | 59 | 6 | 4 |
| WILEY | 9 | 14 | 55 | 23 | 0 |
| WINDSOR | 3 | 14 | 70 | 12 | 1 |
| WOODLAND PARK | 5 | 10 | 70 | 14 | 0 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16: no summaries reported. | | | | | |

Sub-Part 1A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Reading Comprehension Performance of all Grade 3 Students in Schools at SES Level 1 (0-25%) CSAP Spring 2001

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |

| | | | | | | |
|--------------------------------------|----|-----|-----|-----|----|------|
| Total | 4% | 12% | 69% | 13% | 1% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Comprehension Performance of all Grade 3 Students
in Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 8% | 19% | 63% | 8% | 2% | 100% |

**Reading Comprehension Performance of all Grade 3 Students
in Schools at SES Level 3 (51-75%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 14% | 24% | 53% | 5% | 4% | 100% |

**Reading Comprehension Performance of all Grade 3 Students
in Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 21% | 33% | 41% | 2% | 3% | 100% |

| | | | | | | | | | | | | |
|-------------|------|-----|----|-----|----|-----|----|----|----|----|----|---|
| Spanish NES | 1219 | 238 | 20 | 296 | 24 | 559 | 46 | 85 | 7 | 53 | 41 | 3 |
| Spanish LES | 389 | 61 | 16 | 88 | 23 | 194 | 50 | 41 | 11 | 51 | 5 | 1 |
| Spanish FES | 136 | 15 | 11 | 25 | 18 | 78 | 57 | 17 | 13 | 70 | 1 | 1 |
| Other NES | 4 | X | X | X | X | X | X | X | X | X | X | X |
| Other LES | 2 | X | X | X | X | X | X | X | X | X | X | X |
| Other FES | 0 | X | X | X | X | X | X | X | X | X | X | X |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|----|
| Does not read English or Spanish | 24 |
| Taking CSAP Alt. Assessment** | 2 |
| Eligible to Take CSAP Alt. Assess. | 6 |
| Parental refusal | 1 |
| Test invalidated | 8 |
| Student withdrew before completion** | 2 |
| One or more test sessions incomplete | 6 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 1B(2) Lectura Comprehension Performance of Grade 3 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|------------------------|------------------|------------------------|--------------|------------|----------------------|
| ADAMS ARAPAHOE | 38 | 24 | 36 | 0 | 2 |
| ADAMS COUNTY | 19 | 24 | 51 | 5 | 1 |
| ALAMOSA | X | X | X | X | X |
| ASPEN | X | X | X | X | X |
| AULT HIGHLAND | X | X | X | X | X |
| BOULDER VALLEY | 7 | 24 | 57 | 5 | 8 |
| BRIGHTON | 3 | 3 | 47 | 45 | 2 |
| CENTER | X | X | X | X | X |
| DELTA COUNTY | X | X | X | X | X |
| DENVER COUNTY | 17 | 24 | 50 | 7 | 2 |
| EAGLE COUNTY | 4 | 18 | 52 | 23 | 2 |
| EAST YUMA COUNTY | X | X | X | X | X |
| EATON | X | X | X | X | X |
| ELLICOTT | X | X | X | X | X |
| ENGLEWOOD | X | X | X | X | X |
| FORT MORGAN | X | X | X | X | X |
| FOUNTAIN | X | X | X | X | X |
| GARFIELD RE 2 | X | X | X | X | X |
| GILCREST | X | X | X | X | X |
| GREELEY | 24 | 30 | 45 | 2 | 0 |
| HOLLY | X | X | X | X | X |
| JEFFERSON COUNTY | 21 | 28 | 48 | 3 | 0 |
| JULESBURG | X | X | X | X | X |
| LAKE COUNTY | 28 | 30 | 38 | 5 | 0 |
| LAMAR | X | X | X | X | X |
| LITTLETON | X | X | X | X | X |
| MAPLETON | 13 | 28 | 51 | 8 | 0 |
| MIAMI YODER | X | X | X | X | X |
| MOFFAT COUNTY | X | X | X | X | X |
| MONTE VISTA | X | X | X | X | X |
| MONTROSE COUNTY | X | X | X | X | X |
| NORTHGLENN THORNTON | 26 | 26 | 42 | 5 | 0 |
| PARK-ESTES PARK | X | X | X | X | X |
| PLATEAU VALLEY | X | X | X | X | X |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 14 | 24 | 49 | 3 | 11 |
| PUEBLO CITY | X | X | X | X | X |
| PUEBLO COUNTY RURAL | X | X | X | X | X |
| ROARING FORK | 17 | 29 | 29 | 7 | 19 |
| ROCKY FORD | X | X | X | X | X |

| | | | | | |
|--|----|----|----|---|---|
| SHERIDAN | X | X | X | X | X |
| SIERRA GRANDE | X | X | X | X | X |
| ST VRAIN VALLEY | 18 | 23 | 51 | 6 | 1 |
| SUMMIT | X | X | X | X | X |
| THOMPSON | X | X | X | X | X |
| VALLEY | X | X | X | X | X |
| WELD COUNTY RE-8 | 16 | 24 | 51 | 7 | 2 |
| X: Number tested was fewer than 16; no summaries reported. | | | | | |

Sub-Part 1B(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Lectura Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Lectura Comprehension Performance of all Grade 3 Students in Schools at SES Level 1 (0-25%) CSAP Spring 2001

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 23% | 17% | 47% | 10% | 3% | 100% |

Lectura Comprehension Performance of all Grade 3 Students In Schools at SES Level 2 (26-50%) CSAP Spring 2001

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 25% | 28% | 31% | 8% | 8% | 100% |

Lectura Comprehension Performance of all Grade 3 Students In Schools at SES Level 3 (51-75%) CSAP Spring 2001

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 25% | 18% | 46% | 6% | 5% | 100% |

**Lectura Comprehension Performance of all Grade 3 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 23% | 26% | 45% | 5% | 1% | 100% |

Part 2

Student Performance in Reading

Grade 4

CSAP Spring 2001

Sub-Part 2A State and District Summaries – English

Table 2A(1) Grade 4 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 55216 | 6983 | 13 | 12614 | 23 | 30682 | 56 | 4068 | 7 | 63 | 869 | 2 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 589 | 70 | 12 | 137 | 23 | 348 | 59 | 32 | 5 | 65 | 2 | 0 |
| 301 - 600 | 1218 | 129 | 11 | 271 | 22 | 728 | 60 | 75 | 6 | 66 | 15 | 1 |
| 601 - 1200 | 1419 | 192 | 14 | 387 | 27 | 757 | 53 | 62 | 4 | 58 | 21 | 1 |
| 1201 - 6000 | 10164 | 1178 | 12 | 2354 | 23 | 5833 | 57 | 671 | 7 | 64 | 128 | 1 |
| 6001 - 25000 | 17086 | 1651 | 10 | 3725 | 22 | 10127 | 59 | 1342 | 8 | 67 | 241 | 1 |
| 25000 or more | 24740 | 3763 | 15 | 5740 | 23 | 12889 | 52 | 1886 | 8 | 60 | 462 | 2 |
| GENDER | | | | | | | | | | | | |
| Female | 2667 | 2803 | 10 | 5713 | 21 | 15535 | 58 | 2363 | 9 | 67 | 356 | 1 |
| Male | 28192 | 4132 | 15 | 6839 | 24 | 15027 | 53 | 1690 | 6 | 59 | 504 | 2 |
| Data invalid or not provided | 254 | 48 | 19 | 62 | 24 | 120 | 47 | 15 | 6 | 53 | 9 | 4 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37365 | 2756 | 7 | 7060 | 19 | 23624 | 63 | 3621 | 10 | 73 | 304 | 1 |
| Black (not Hispanic) | 3306 | 839 | 25 | 1042 | 32 | 1277 | 39 | 79 | 2 | 41 | 69 | 2 |
| Hispanic | 11837 | 2942 | 25 | 3808 | 32 | 4471 | 38 | 213 | 2 | 40 | 403 | 3 |
| Asian/Pacific Islander | 1578 | 208 | 13 | 371 | 24 | 829 | 53 | 106 | 7 | 59 | 64 | 4 |
| American Indian/Alaska Native | 683 | 152 | 22 | 222 | 33 | 275 | 40 | 22 | 3 | 43 | 12 | 2 |
| Data invalid or not provided | 447 | 86 | 19 | 111 | 25 | 206 | 46 | 27 | 6 | 52 | 17 | 4 |
| DISABILITY | | | | | | | | | | | | |
| None | 43391 | 3883 | 9 | 9800 | 23 | 25875 | 60 | 3377 | 8 | 67 | 456 | 1 |
| Limited intellectual capacity | 156 | 98 | 63 | 7 | 4 | 2 | 1 | 0 | 0 | 1 | 49 | 31 |
| Emotional disability | 589 | 217 | 37 | 168 | 29 | 141 | 24 | 8 | 1 | 25 | 55 | 9 |
| Perceptual/commun. disability | 3140 | 1579 | 50 | 910 | 29 | 535 | 17 | 13 | 0 | 17 | 103 | 3 |
| Hearing disability | 108 | 52 | 48 | 28 | 26 | 24 | 22 | 0 | 0 | 22 | 4 | 4 |
| Visual disability | 26 | 5 | 19 | 10 | 38 | 5 | 19 | 2 | 8 | 27 | 4 | 15 |
| Physical disability | 413 | 155 | 38 | 131 | 32 | 108 | 26 | 5 | 1 | 27 | 14 | 3 |
| Speech/language disability | 1168 | 455 | 39 | 385 | 33 | 285 | 24 | 21 | 2 | 26 | 22 | 2 |
| Deaf-blind | 7 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 108 | 51 | 47 | 8 | 7 | 3 | 3 | 1 | 1 | 4 | 45 | 42 |

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|----|----|-----|----|
| Autism | 39 | 12 | 31 | 8 | 21 | 7 | 18 | 1 | 3 | 21 | 11 | 28 |
| Traumatic brain injury | 19 | 11 | 58 | 3 | 16 | 3 | 16 | 0 | 0 | 16 | 2 | 11 |
| Data invalid or not provided | 6052 | 465 | 8 | 1151 | 19 | 3693 | 61 | 640 | 11 | 72 | 103 | 2 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 45271 | 4366 | 10 | 9608 | 21 | 26846 | 59 | 3746 | 8 | 68 | 705 | 2 |
| Braille version | 10 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 21 | 6 | 29 | 6 | 29 | 6 | 29 | 2 | 10 | 38 | 1 | 5 |
| Teacher-read directions | 933 | 465 | 50 | 294 | 32 | 142 | 15 | 2 | 0 | 15 | 30 | 3 |
| Scribe | 504 | 205 | 41 | 124 | 25 | 160 | 32 | 9 | 2 | 34 | 6 | 1 |
| Signing | 16 | 8 | 50 | 6 | 38 | 2 | 13 | 0 | 0 | 13 | 0 | 0 |
| Assistive commun. device | 5 | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 7057 | 1709 | 24 | 2199 | 31 | 2820 | 40 | 264 | 4 | 44 | 65 | 1 |
| Data invalid or not provided | 1399 | 220 | 16 | 373 | 27 | 700 | 50 | 45 | 3 | 53 | 61 | 4 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6420 | 2817 | 44 | 1826 | 28 | 1390 | 22 | 67 | 1 | 23 | 320 | 5 |
| 504 Plan | 560 | 117 | 21 | 161 | 29 | 262 | 47 | 14 | 3 | 49 | 6 | 1 |
| Title I | 7022 | 1696 | 24 | 2441 | 35 | 2598 | 37 | 169 | 2 | 39 | 118 | 2 |
| OCT new CO | 1135 | 206 | 18 | 265 | 23 | 509 | 45 | 58 | 5 | 50 | 97 | 9 |
| Bilingual | 740 | 290 | 39 | 234 | 32 | 187 | 25 | 11 | 1 | 27 | 18 | 2 |
| ESL | 2480 | 946 | 38 | 762 | 31 | 420 | 17 | 12 | 0 | 17 | 340 | 14 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 47279 | 5704 | 12 | 10610 | 22 | 26799 | 57 | 3678 | 8 | 64 | 488 | 1 |
| 6-12 Months | 2804 | 407 | 15 | 693 | 25 | 1451 | 52 | 161 | 6 | 57 | 92 | 3 |
| 3-6 Months | 3091 | 480 | 16 | 797 | 26 | 1500 | 49 | 149 | 5 | 53 | 165 | 5 |
| 0-3 Months | 1694 | 346 | 20 | 452 | 27 | 727 | 43 | 57 | 3 | 46 | 112 | 7 |
| Data invalid or not provided | 348 | 46 | 13 | 62 | 18 | 205 | 59 | 23 | 7 | 66 | 12 | 3 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 42998 | 4855 | 11 | 9478 | 22 | 24818 | 58 | 3458 | 8 | 66 | 389 | 1 |
| 6-12 Months | 3701 | 581 | 16 | 929 | 25 | 1881 | 51 | 212 | 6 | 57 | 98 | 3 |
| 3-6 Months | 5812 | 982 | 17 | 1475 | 25 | 2819 | 49 | 312 | 5 | 54 | 224 | 4 |
| 0-3 Months | 2378 | 506 | 21 | 657 | 28 | 998 | 42 | 71 | 3 | 45 | 146 | 6 |
| Data invalid or not provided | 327 | 59 | 18 | 75 | 23 | 166 | 51 | 15 | 5 | 55 | 12 | 4 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 49714 | 5505 | 11 | 10965 | 22 | 28667 | 58 | 3872 | 8 | 65 | 705 | 1 |
| Migrant | 459 | 164 | 36 | 129 | 28 | 110 | 24 | 2 | 0 | 24 | 54 | 12 |
| Data Invalid or Not Provided | 5043 | 1314 | 26 | 1520 | 30 | 1905 | 38 | 194 | 4 | 42 | 110 | 2 |

Table 2A(2) Reading Performance of Grade 4 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 3 | 14 | 67 | 15 | 1 |
| ADAMS ARAPAHOE | 24 | 31 | 39 | 2 | 3 |
| ADAMS COUNTY | 23 | 37 | 37 | 2 | 1 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 4 | 25 | 64 | 4 | 4 |
| ALAMOSA | 18 | 24 | 51 | 6 | 1 |
| ARCHULETA COUNTY | 7 | 35 | 53 | 2 | 3 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 26 | 13 | 48 | 13 | 0 |
| ASPEN | 0 | 5 | 78 | 15 | 2 |
| AULT HIGHLAND | 23 | 32 | 45 | 0 | 0 |
| BAYFIELD | 5 | 16 | 70 | 9 | 0 |
| BENNETT | 22 | 26 | 50 | 1 | 1 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 0 | 17 | 70 | 10 | 3 |
| BOULDER VALLEY | 6 | 14 | 63 | 15 | 2 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 16 | 28 | 52 | 4 | 0 |
| BRUSH | 19 | 24 | 50 | 6 | 0 |
| BUENA VISTA | 8 | 20 | 65 | 7 | 0 |
| BUFFALO | 0 | 8 | 80 | 8 | 4 |
| BURLINGTON | 18 | 18 | 57 | 7 | 0 |
| BYERS | 15 | 19 | 58 | 4 | 4 |
| CALHAN RJ 1 | 27 | 22 | 49 | 2 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 5 | 25 | 63 | 6 | 1 |
| CENTENNIAL | 17 | 29 | 54 | 0 | 0 |
| CENTER | 32 | 48 | 20 | 0 | 0 |
| CHERAW | X | X | X | X | X |
| CHERRY CREEK | 6 | 16 | 63 | 13 | 3 |
| CHEYENNE COUNTY | 26 | 26 | 43 | 4 | 0 |
| CHEYENNE MOUNTAIN | 2 | 8 | 68 | 21 | 0 |
| CLEAR CREEK | 10 | 19 | 63 | 5 | 3 |
| COLORADO SPRINGS | 13 | 25 | 55 | 6 | 2 |
| CO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 11 | 19 | 68 | 0 | 3 |
| COTOPAXI | 22 | 22 | 57 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 14 | 37 | 44 | 5 | 0 |
| CROWLEY COUNTY | 4 | 28 | 57 | 4 | 6 |

| | | | | | |
|------------------------|----|----|----|----|---|
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 8 | 35 | 55 | 2 | 0 |
| DELTA COUNTY | 15 | 27 | 50 | 6 | 3 |
| DENVER COUNTY | 30 | 30 | 34 | 3 | 3 |
| DOLORES | 7 | 28 | 59 | 7 | 0 |
| DOLORES COUNTY | 21 | 45 | 31 | 3 | 0 |
| DOUGLAS COUNTY | 5 | 18 | 68 | 8 | 1 |
| DURANGO | 3 | 18 | 68 | 10 | 1 |
| EADS | 0 | 12 | 88 | 0 | 0 |
| EAGLE COUNTY | 6 | 18 | 65 | 11 | 1 |
| EAST GRAND | 5 | 24 | 61 | 10 | 0 |
| EAST OTERO | 15 | 32 | 50 | 0 | 3 |
| EAST YUMA COUNTY | 8 | 23 | 66 | 3 | 0 |
| EATON | 16 | 18 | 62 | 3 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 5 | 23 | 64 | 9 | 0 |
| ELIZABETH | 8 | 22 | 63 | 7 | 0 |
| ELLICOTT | 18 | 35 | 43 | 4 | 0 |
| ENGLEWOOD | 12 | 19 | 63 | 5 | 1 |
| EXPEDITIONARY BOCES | 9 | 27 | 59 | 5 | 0 |
| FALCON | 8 | 23 | 61 | 8 | 1 |
| FLORENCE | 11 | 23 | 60 | 6 | 0 |
| FORT MORGAN | 22 | 33 | 41 | 4 | 0 |
| FOUNTAIN | 11 | 22 | 62 | 3 | 1 |
| FOWLER | 14 | 24 | 55 | 7 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 19 | 32 | 46 | 3 | 0 |
| GARFIELD RE 2 | 16 | 22 | 57 | 3 | 2 |
| GENOA HUGO | 5 | 21 | 74 | 0 | 0 |
| GILCREST | 19 | 23 | 54 | 4 | 0 |
| GILPIN COUNTY | 0 | 18 | 79 | 3 | 0 |
| GRANADA | 26 | 26 | 39 | 9 | 0 |
| GREELEY | 20 | 29 | 46 | 5 | 1 |
| GUNNISON WATERS | 10 | 15 | 64 | 10 | 1 |
| HANOVER | 7 | 40 | 53 | 0 | 0 |
| HARRISON | 18 | 29 | 48 | 2 | 3 |
| HAXTUN | 14 | 27 | 50 | 9 | 0 |
| HAYDEN | 23 | 33 | 45 | 0 | 0 |
| HI PLAINS | 13 | 31 | 56 | 0 | 0 |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 10 | 13 | 70 | 7 | 0 |
| HOLLY | 8 | 27 | 62 | 4 | 0 |
| HOLYOKE | 10 | 10 | 71 | 10 | 0 |
| HUERFANO | 12 | 40 | 44 | 2 | 2 |
| IGNACIO | 14 | 44 | 40 | 1 | 1 |
| JEFFERSON COUNTY | 9 | 19 | 62 | 10 | 1 |
| JOHNSTOWN MILLI | 15 | 24 | 56 | 3 | 2 |
| JULESBURG | 4 | 7 | 81 | 7 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 20 | 29 | 49 | 2 | 0 |

| | | | | | |
|---------------------|----|----|----|----|----|
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 14 | 42 | 42 | 3 | 0 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 4 | 12 | 65 | 19 | 0 |
| LAKE COUNTY | 25 | 38 | 32 | 3 | 1 |
| LAMAR | 21 | 32 | 40 | 4 | 2 |
| LAS ANIMAS | 11 | 34 | 55 | 0 | 0 |
| LEWIS PALMER | 3 | 14 | 68 | 14 | 1 |
| LIMON | 11 | 11 | 69 | 8 | 0 |
| LITTLETON | 6 | 16 | 68 | 10 | 0 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 7 | 22 | 56 | 4 | 11 |
| MANITOU SPRINGS | 4 | 14 | 72 | 10 | 0 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 17 | 32 | 48 | 2 | 1 |
| MC CLAVE | 13 | 0 | 88 | 0 | 0 |
| MEEKER | 2 | 16 | 60 | 21 | 0 |
| MESA COUNTY VALLEY | 9 | 27 | 56 | 6 | 2 |
| MIAMI YODER | 18 | 21 | 57 | 4 | 0 |
| MOFFAT | 19 | 13 | 50 | 13 | 6 |
| MOFFAT COUNTY | 7 | 19 | 67 | 5 | 2 |
| MONTE VISTA | 14 | 35 | 45 | 5 | 1 |
| MONTEZUMA CORTEZ | 22 | 32 | 40 | 5 | 2 |
| MONTROSE COUNTY | 16 | 28 | 53 | 3 | 0 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 19 | 32 | 44 | 3 | 2 |
| NORTH PARK | 6 | 12 | 71 | 12 | 0 |
| NORTHGLENN THORNTON | 13 | 27 | 54 | 6 | 1 |
| NORWOOD | 3 | 30 | 57 | 0 | 10 |
| OTIS | X | X | X | X | X |
| OURAY | 6 | 31 | 63 | 0 | 0 |
| PARK-ESTES PARK | 9 | 15 | 68 | 9 | 0 |
| PARK COUNTY | 4 | 16 | 69 | 9 | 2 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 13 | 23 | 58 | 4 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 0 | 15 | 67 | 15 | 4 |
| PLATTE CANYON | 7 | 19 | 68 | 5 | 1 |
| PLATTE VALLEY RE-7 | 11 | 16 | 71 | 2 | 0 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 7 | 17 | 62 | 12 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | 19 | 25 | 56 | 0 | 0 |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 10 | 25 | 58 | 6 | 1 |
| PUEBLO COUNTY R | 9 | 21 | 62 | 8 | 1 |
| RANGELY | 2 | 17 | 74 | 7 | 0 |
| RIDGWAY | 5 | 27 | 50 | 18 | 0 |
| ROARING FORK | 7 | 25 | 59 | 5 | 4 |

| | | | | | |
|--|----|----|----|----|----|
| ROCKY FORD | 23 | 34 | 38 | 1 | 4 |
| SALIDA | 11 | 27 | 58 | 4 | 0 |
| SANFORD | 14 | 21 | 55 | 10 | 0 |
| SANGRE DE CRISTO | 14 | 36 | 50 | 0 | 0 |
| SARGENT | 10 | 27 | 60 | 3 | 0 |
| SHERIDAN | 35 | 35 | 27 | 0 | 3 |
| SIERRA GRANDE | 10 | 35 | 50 | 5 | 0 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 48 | 17 | 35 | 0 | 0 |
| SOUTH ROUTT | 0 | 13 | 80 | 7 | 0 |
| SPRINGFIELD | 11 | 16 | 74 | 0 | 0 |
| ST VRAIN VALLEY | 12 | 21 | 58 | 8 | 1 |
| STEAMBOAT SPRINGS | 3 | 11 | 69 | 18 | 0 |
| STRASBURG | 7 | 20 | 72 | 2 | 0 |
| STRATTON | X | X | X | X | X |
| SUMMIT | 7 | 15 | 66 | 9 | 4 |
| SWINK | 9 | 14 | 64 | 14 | 0 |
| TELLURIDE | 5 | 10 | 62 | 24 | 0 |
| THOMPSON | 6 | 18 | 64 | 11 | 0 |
| TRINIDAD | 23 | 39 | 33 | 3 | 2 |
| VALLEY | 10 | 21 | 59 | 10 | 0 |
| VILAS | X | X | X | X | X |
| WALSH | 0 | 21 | 74 | 5 | 0 |
| WELD COUNTY RE-8 | 19 | 36 | 39 | 2 | 4 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 3 | 33 | 53 | 10 | 0 |
| WEST GRAND | 3 | 9 | 76 | 9 | 3 |
| WEST YUMA COUNTY | 17 | 31 | 35 | 3 | 14 |
| WESTMINSTER | 19 | 28 | 45 | 4 | 5 |
| WIDEFIELD | 8 | 24 | 61 | 6 | 0 |
| WIGGINS | 16 | 26 | 49 | 9 | 0 |
| WILEY | 6 | 24 | 70 | 0 | 0 |
| WINDSOR | 11 | 16 | 68 | 4 | 1 |
| WOODLAND PARK | 3 | 21 | 64 | 11 | 1 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported. | | | | | |

Sub-Part 2A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 4 Students
In School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 6% | 17% | 65% | 11% | 1% | 100% |

**Reading Performance of all Grade 4 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|---------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 12% | 24% | 57% | 6% | 2% | 101%* |
| *Does not total 100% due to rounding. | | | | | | |

**Reading Performance of all Grade 4 Students
In Schools at SES Level 3 (51-75%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|---------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 21% | 31% | 43% | 3% | 3% | 101%* |
| *Does not total 100% due to rounding. | | | | | | |

**Reading Performance of all Grade 4 Students
In Schools at SES Level 4 (76-100%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 34% | 34% | 28% | 1% | 3% | 100% |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|------|---|-----|---|----|---|-----|---|----|---|-----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|---|
| Speech/language disability | 9 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Deaf-blind | 0 | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | X |
| Multiple disabilities | 1 | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | X |
| Autism | 0 | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | X |
| Traumatic brain injury | 5 | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | X |
| Data invalid or not provided | 3 | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | X |
| ACCOMMODATIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| None | 1144 | | 423 | | 37 | | 328 | | 29 | | 345 | | 30 | | 32 | | 33 | | 3 | | 32 | | 33 | | 16 | | 1 | | |
| Braille version | 16 | | 7 | | 44 | | 4 | | 25 | | 3 | | 19 | | 0 | | 19 | | 0 | | 0 | | 19 | | 2 | | 13 | | |
| Large print | 16 | | 6 | | 38 | | 3 | | 19 | | 6 | | 38 | | 1 | | 44 | | 6 | | 1 | | 44 | | 0 | | 0 | | |
| Teacher-read directions | 40 | | 19 | | 48 | | 11 | | 28 | | 8 | | 20 | | 0 | | 20 | | 0 | | 0 | | 20 | | 2 | | 5 | | |
| Scribe | 3 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| Signing | 0 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| Assistive commun. device | 0 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| Extended/modified timing | 126 | | 57 | | 45 | | 38 | | 30 | | 28 | | 22 | | 2 | | 24 | | 2 | | 2 | | 24 | | 1 | | 1 | | |
| Data invalid or not provided | 28 | | 12 | | 43 | | 9 | | 32 | | 5 | | 18 | | 1 | | 21 | | 4 | | 1 | | 21 | | 1 | | 4 | | |
| PROGRAM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IEP | 73 | | 39 | | 53 | | 17 | | 23 | | 13 | | 18 | | 0 | | 18 | | 0 | | 0 | | 18 | | 4 | | 5 | | |
| 504 Plan | 10 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| Title I | 442 | | 173 | | 39 | | 133 | | 30 | | 116 | | 26 | | 17 | | 30 | | 4 | | 17 | | 30 | | 3 | | 1 | | |
| Bilingual | 915 | | 348 | | 38 | | 273 | | 30 | | 265 | | 29 | | 22 | | 31 | | 2 | | 22 | | 31 | | 7 | | 1 | | |
| ESL | 560 | | 207 | | 37 | | 153 | | 27 | | 169 | | 30 | | 18 | | 33 | | 3 | | 18 | | 33 | | 13 | | 2 | | |
| TIME IN DISTRICT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 Months | 978 | | 366 | | 37 | | 282 | | 29 | | 295 | | 30 | | 25 | | 33 | | 3 | | 25 | | 33 | | 10 | | 1 | | |
| 3-6 Months | 226 | | 96 | | 42 | | 63 | | 28 | | 54 | | 24 | | 8 | | 27 | | 4 | | 8 | | 27 | | 5 | | 2 | | |
| 0-3 Months | 154 | | 56 | | 36 | | 44 | | 29 | | 44 | | 29 | | 3 | | 31 | | 2 | | 3 | | 31 | | 7 | | 5 | | |
| Data invalid or not provided | 15 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| TIME IN SCHOOL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 Months | 851 | | 307 | | 36 | | 249 | | 29 | | 265 | | 31 | | 21 | | 34 | | 2 | | 21 | | 34 | | 9 | | 1 | | |
| 3-6 Months | 298 | | 127 | | 43 | | 87 | | 29 | | 68 | | 23 | | 10 | | 26 | | 3 | | 10 | | 26 | | 6 | | 2 | | |
| 0-3 Months | 213 | | 84 | | 39 | | 55 | | 26 | | 62 | | 29 | | 5 | | 31 | | 2 | | 5 | | 31 | | 7 | | 3 | | |
| Data invalid or not provided | 11 | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | X | | |
| LANGUAGE BACKGROUND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English | 49 | | 16 | | 33 | | 19 | | 39 | | 13 | | 27 | | 0 | | 27 | | 1 | | 0 | | 27 | | 1 | | 2 | | |
| Spanish NES | 908 | | 394 | | 43 | | 253 | | 28 | | 222 | | 24 | | 16 | | 26 | | 23 | | 16 | | 26 | | 23 | | 3 | | |

| | | | | | | | | | | | | |
|-------------|-----|----|----|----|----|-----|----|----|---|----|---|---|
| Spanish LES | 304 | 82 | 27 | 89 | 29 | 115 | 38 | 14 | 4 | 43 | 4 | 1 |
| Spanish FES | 110 | 31 | 28 | 29 | 26 | 43 | 39 | 5 | 2 | 44 | 2 | 2 |
| Other NES | 1 | X | X | X | X | X | X | X | X | X | X | X |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|----|
| Does not read English or Spanish | 6 |
| Taking CSAP Alt. Assessment** | 4 |
| Eligible to Take CSAP Alt. Assess. | 1 |
| Parental refusal | 0 |
| Test invalidated | 10 |
| Student withdrew before completion** | 4 |
| One or more test sessions incomplete | 5 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 2B(2) Lectura Performance of Grade 4 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|---------------------|------------------|------------------------|--------------|------------|----------------------|
| ADAMS ARAPAHOE | 54 | 24 | 15 | 1 | 7 |
| ADAMS COUNTY | 30 | 27 | 30 | 13 | 0 |
| ALAMOSA | X | X | X | X | X |
| ASPEN | X | X | X | X | X |
| AULT HIGHLAND | X | X | X | X | X |
| BOULDER VALLEY | 12 | 41 | 40 | 3 | 4 |
| BRIGHTON | 5 | 35 | 58 | 3 | 0 |
| BRUSH | X | X | X | X | X |
| BURLINGTON | X | X | X | X | X |
| CENTER | X | X | X | X | X |
| DELTA COUNTY | X | X | X | X | X |
| DENVER COUNTY | 48 | 29 | 22 | 1 | 1 |
| EAGLE COUNTY | 22 | 26 | 51 | 2 | 0 |
| EAST YUMA COUNTY | X | X | X | X | X |
| EATON | X | X | X | X | X |
| ELLCOTT | X | X | X | X | X |
| ENGLEWOOD | X | X | X | X | X |
| FORT MORGAN | X | X | X | X | X |
| FOUNTAIN | X | X | X | X | X |
| GARFIELD | X | X | X | X | X |
| GARFIELD RE 2 | X | X | X | X | X |
| GILCREST | X | X | X | X | X |
| GRANADA | X | X | X | X | X |
| GREELEY | 46 | 29 | 20 | 2 | 3 |
| GUNNISON WATERS | X | X | X | X | X |
| HOLYOKE | X | X | X | X | X |
| JEFFERSON COUNTY | 14 | 14 | 54 | 14 | 4 |
| KEENESBURG | X | X | X | X | X |
| LAKE COUNTY | 47 | 27 | 27 | 0 | 0 |
| LAMAR | X | X | X | X | X |
| LITTLETON | X | X | X | X | X |
| MANITOU SPRINGS | X | X | X | X | X |
| MAPLETON | 28 | 33 | 37 | 0 | 2 |
| MIAMI YODER | X | X | X | X | X |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | X | X | X | X | X |
| MONTE VISTA | X | X | X | X | X |
| MONTROSE COUNTY | X | X | X | X | X |
| NORTHGLENN THORNTON | 28 | 14 | 41 | 17 | 0 |
| PLATTE VALLEY | X | X | X | X | X |
| POUDRE | 33 | 48 | 14 | 5 | 0 |
| PUEBLO CITY | X | X | X | X | X |
| PUEBLO COUNTY RURAL | X | X | X | X | X |
| ROARING FORK | 29 | 29 | 39 | 3 | 0 |

| | | | | | |
|---|----|----|----|---|---|
| ROCKY FORD | X | X | X | X | X |
| SALIDA | X | X | X | X | X |
| SHERIDAN | X | X | X | X | X |
| ST VRAIN VALLEY | 28 | 32 | 36 | 3 | 1 |
| SUMMIT | X | X | X | X | X |
| THOMPSON | X | X | X | X | X |
| VALLEY | X | X | X | X | X |
| WELD COUNTY RE-8 | 40 | 26 | 33 | 2 | 0 |
| WINDSOR | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 2B(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Lectura Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Lectura Performance of all Grade 4 Students
in School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 0% | 0% | 100% | 0% | 0% | 100% |

**Lectura Performance of all Grade 4 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 35% | 33% | 28% | 0% | 4% | 100% |

**Lectura Performance of all Grade 4 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Lectura Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 34% | 26% | 31% | 5% | 4% | 100% |

**Lectura Performance of all Grade 4 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Lectura Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 47% | 28% | 23% | 1% | 0% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

Part 3

Student Performance in Reading

Grade 5

CSAP Spring 2001

Sub-Part 3A State and District Summaries

Table 3A(1) Grade 5 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced |
|-------------------------------|----------------|---------------------|---------------------|---------------------------|---------------------------|--------------|--------------|---------------|
| STATE TOTAL | 57207 | 6962 | 12 | 12334 | 22 | 32056 | 56 | 4306 |
| DISTRICT SIZE | | | | | | | | |
| 300 or less | 581 | 65 | 11 | 123 | 21 | 349 | 60 | 33 |
| 301 - 600 | 1275 | 133 | 10 | 320 | 25 | 731 | 57 | 74 |
| 601 - 1200 | 1443 | 198 | 14 | 367 | 25 | 767 | 53 | 81 |
| 1201 - 6000 | 10611 | 1198 | 11 | 2312 | 22 | 6091 | 57 | 761 |
| 6001 - 25000 | 17333 | 1710 | 10 | 3484 | 20 | 10357 | 60 | 1456 |
| 25000 or more | 25964 | 3658 | 14 | 5728 | 22 | 13761 | 53 | 1901 |
| GENDER | | | | | | | | |
| Female | 27700 | 2878 | 10 | 5785 | 21 | 16067 | 58 | 2325 |
| Male | 29371 | 4056 | 14 | 6524 | 22 | 15931 | 54 | 1972 |
| Data invalid or not provided | 136 | 28 | 21 | 25 | 18 | 58 | 43 | 9 |
| RACE/ETHNICITY | | | | | | | | |
| White (not Hispanic) | 38229 | 2413 | 6 | 6733 | 18 | 24776 | 65 | 3875 |
| Black (not Hispanic) | 3542 | 820 | 23 | 1119 | 32 | 1455 | 41 | 72 |
| Hispanic | 12890 | 3383 | 26 | 3899 | 30 | 4471 | 35 | 209 |
| Asian/Pacific Islander | 1533 | 161 | 11 | 311 | 20 | 887 | 58 | 111 |
| American Indian/Alaska Native | 630 | 107 | 17 | 187 | 30 | 298 | 47 | 22 |
| Data invalid or not provided | 383 | 78 | 20 | 85 | 22 | 169 | 44 | 17 |

Table 3A(2) Reading Performance of Grade 5 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 3 | 12 | 70 | 15 | 0 |
| ADAMS ARAPAHOE | 24 | 39 | 28 | 0 | 9 |
| ADAMS COUNTY | 40 | 29 | 26 | 3 | 3 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 0 | 20 | 80 | 0 | 0 |
| ALAMOSA | 25 | 26 | 43 | 3 | 3 |
| ARCHULETA COUNTY | 11 | 29 | 59 | 2 | 0 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 1 | 3 | 79 | 16 | 0 |
| AULT HIGHLAND | 20 | 27 | 52 | 2 | 0 |
| BAYFIELD | 12 | 24 | 55 | 10 | 0 |
| BENNETT | 9 | 28 | 63 | 0 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 15 | 20 | 60 | 3 | 3 |
| BOULDER VALLEY | 4 | 16 | 73 | 7 | 0 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | 25 | 19 | 56 | 0 | 0 |
| BRIGHTON | 10 | 30 | 51 | 2 | 7 |
| BRUSH | 20 | 32 | 41 | 7 | 1 |
| BUENA VISTA | 8 | 24 | 58 | 8 | 1 |
| BUFFALO | 0 | 16 | 79 | 5 | 0 |
| BURLINGTON | 22 | 23 | 42 | 11 | 2 |
| BYERS | 17 | 27 | 52 | 4 | 0 |
| CALHAN RJ 1 | 13 | 24 | 56 | 7 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 7 | 20 | 63 | 8 | 2 |
| CENTENNIAL | 46 | 35 | 19 | 0 | 0 |
| CENTER | 33 | 33 | 29 | 2 | 4 |
| CHERAW | 18 | 23 | 55 | 5 | 0 |
| CHERRY CREEK | 3 | 21 | 70 | 3 | 2 |
| CHEYENNE COUNTY | 11 | 22 | 59 | 4 | 4 |
| CHEYENNE MOUNTAIN | 2 | 8 | 57 | 29 | 4 |
| CLEAR CREEK | 11 | 20 | 65 | 4 | 0 |
| COLORADO SPRINGS | 36 | 36 | 23 | 0 | 5 |
| COLORADO STATE | X | X | X | X | X |
| CONSOLIDATED | 10 | 33 | 57 | 0 | 0 |
| COTOPAXI | 8 | 32 | 57 | 0 | 3 |
| CREEDE CONSOLID | 6 | 6 | 63 | 25 | 0 |
| CRIPPLE CREEK VICTOR | 5 | 18 | 66 | 5 | 5 |
| CROWLEY COUNTY | 4 | 31 | 61 | 2 | 2 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 12 | 32 | 53 | 2 | 2 |
| DELTA COUNTY | 11 | 19 | 57 | 10 | 4 |
| DENVER COUNTY | 42 | 28 | 24 | 0 | 6 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DOLORES | 7 | 25 | 55 | 7 | 5 |
| DOLORES COUNTY | 5 | 23 | 73 | 0 | 0 |
| DOUGLAS COUNTY | 3 | 23 | 70 | 5 | 0 |
| DURANGO | 2 | 10 | 76 | 12 | 0 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 12 | 18 | 54 | 5 | 11 |
| EAST GRAND | 0 | 20 | 73 | 7 | 0 |
| EAST OTERO | 24 | 22 | 44 | 5 | 5 |
| EAST YUMA COUNTY | 11 | 21 | 64 | 4 | 0 |
| EATON | 16 | 21 | 58 | 5 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 4 | 21 | 58 | 13 | 4 |
| ELIZABETH | 10 | 16 | 74 | 0 | 0 |
| ELLICOTT | 17 | 20 | 60 | 3 | 0 |
| ENGLEWOOD | 7 | 28 | 51 | 11 | 3 |
| EXPEDITIONARY BOCES | 0 | 32 | 59 | 9 | 0 |
| FALCON | 9 | 34 | 52 | 3 | 3 |
| FLORENCE | 16 | 23 | 57 | 3 | 0 |
| FORT MORGAN | 27 | 29 | 42 | 2 | 0 |
| FOUNTAIN | 11 | 31 | 52 | 6 | 0 |
| FOWLER | 10 | 31 | 48 | 10 | 0 |
| FRENCHMAN | 18 | 24 | 53 | 0 | 6 |
| GARFIELD | 15 | 31 | 48 | 0 | 6 |
| GARFIELD RE 2 | 15 | 28 | 52 | 4 | 1 |
| GENOA HUGO | 0 | 33 | 61 | 0 | 6 |
| GILCREST | 15 | 18 | 64 | 0 | 3 |
| GILPIN COUNTY | 5 | 41 | 50 | 5 | 0 |
| GRANADA | 0 | 29 | 71 | 0 | 0 |
| GREELEY | 56 | 30 | 12 | 0 | 2 |
| GUNNISON WATERS | 4 | 12 | 77 | 8 | 0 |
| HANOVER | 16 | 32 | 47 | 5 | 0 |
| HARRISON | 23 | 33 | 41 | 1 | 2 |
| HAXTUN | 9 | 17 | 57 | 17 | 0 |
| HAYDEN | 10 | 27 | 51 | 12 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 3 | 19 | 72 | 6 | 0 |
| HOLLY | 8 | 44 | 44 | 0 | 4 |
| HOLYOKE | 8 | 10 | 67 | 13 | 2 |
| HUERFANO | X | X | X | X | X |
| IGNACIO | 10 | 27 | 55 | 4 | 4 |
| JEFFERSON COUNTY | 13 | 30 | 54 | 2 | 0 |
| JOHNSTOWN MILLIKEN | 15 | 25 | 55 | 3 | 2 |
| JULESBURG | 11 | 26 | 53 | 5 | 5 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | X | X | X | X | X |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 6 | 13 | 71 | 6 | 3 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 14 | 76 | 10 | 0 |
| LAKE COUNTY | 20 | 32 | 35 | 5 | 8 |
| LAMAR | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|---|
| LAS ANIMAS | 20 | 20 | 49 | 8 | 2 |
| LEWIS PALMER | 4 | 28 | 57 | 11 | 0 |
| LIMON | 9 | 21 | 67 | 4 | 0 |
| LITTLETON | 5 | 19 | 68 | 9 | 0 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 6 | 16 | 69 | 6 | 3 |
| MANITOU SPRINGS | 0 | 11 | 74 | 14 | 1 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 17 | 32 | 46 | 2 | 3 |
| MC CLAVE | 4 | 22 | 61 | 9 | 4 |
| MEEKER | 16 | 26 | 47 | 11 | 0 |
| MESA COUNTY VALLEY | 5 | 20 | 67 | 9 | 0 |
| MIAMI YODER | 21 | 33 | 38 | 8 | 0 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 10 | 26 | 58 | 3 | 2 |
| MONTE VISTA | 15 | 31 | 47 | 6 | 1 |
| MONTEZUMA CORTEZ | X | X | X | X | X |
| MONTROSE COUNTY | 29 | 25 | 46 | 0 | 0 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 12 | 27 | 59 | 2 | 0 |
| NORTH PARK | 13 | 13 | 54 | 17 | 4 |
| NORTHGLENN THORNTON | 8 | 27 | 63 | 0 | 2 |
| NORWOOD | 5 | 27 | 59 | 9 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 0 | 83 | 17 | 0 |
| PARK-ESTES PARK | 0 | 24 | 65 | 10 | 1 |
| PARK COUNTY | 9 | 38 | 47 | 3 | 3 |
| PAWNEE | 19 | 19 | 63 | 0 | 0 |
| PEYTON | 5 | 25 | 65 | 6 | 0 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 18 | 14 | 59 | 5 | 5 |
| PLATTE CANYON | 5 | 15 | 74 | 6 | 1 |
| PLATTE VALLEY RE-7 | 12 | 15 | 63 | 8 | 1 |
| PLATTE VALLEY RE-3 | 0 | 24 | 71 | 6 | 0 |
| POUDRE | 7 | 27 | 59 | 4 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 9 | 24 | 61 | 3 | 3 |
| PUEBLO COUNTY RURAL | 22 | 24 | 53 | 2 | 0 |
| RANGELY | 5 | 21 | 56 | 14 | 4 |
| RIDGWAY | 5 | 18 | 64 | 14 | 0 |
| ROARING FORK | 14 | 23 | 55 | 9 | 0 |
| ROCKY FORD | 18 | 40 | 37 | 3 | 3 |
| SALIDA | 10 | 24 | 61 | 6 | 0 |
| SANFORD | 18 | 41 | 36 | 0 | 5 |
| SANGRE DE CRISTO | 0 | 30 | 65 | 0 | 5 |
| SARGENT | 6 | 18 | 73 | 3 | 0 |
| SHERIDAN | 24 | 30 | 44 | 2 | 0 |
| SIERRA GRANDE | 38 | 27 | 27 | 0 | 8 |
| SILVERTON | X | X | X | X | X |

| | | | | | |
|-------------------|----|----|----|----|----|
| SOUTH CONEJOS | 28 | 33 | 36 | 0 | 3 |
| SOUTH ROUTT | 7 | 30 | 60 | 2 | 0 |
| SPRINGFIELD | 8 | 27 | 54 | 8 | 4 |
| ST VRAIN VALLEY | 3 | 20 | 64 | 11 | 2 |
| STEAMBOAT SPRINGS | 3 | 13 | 60 | 22 | 2 |
| STRASBURG | 6 | 26 | 60 | 8 | 0 |
| STRATTON | 9 | 18 | 68 | 5 | 0 |
| SUMMIT | 5 | 5 | 61 | 25 | 5 |
| SWINK | 14 | 11 | 50 | 25 | 0 |
| TELLURIDE | 0 | 14 | 67 | 17 | 2 |
| THOMPSON | 7 | 25 | 64 | 3 | 0 |
| TRINIDAD | 14 | 29 | 48 | 5 | 3 |
| VALLEY | 6 | 19 | 65 | 10 | 0 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 24 | 30 | 34 | 3 | 10 |
| WELDON VALLEY | 18 | 18 | 59 | 6 | 0 |
| WEST END | 5 | 24 | 71 | 0 | 0 |
| WEST GRAND | 6 | 26 | 67 | 2 | 0 |
| WEST YUMA COUNTY | X | X | X | X | X |
| WESTMINSTER | 14 | 43 | 35 | 2 | 6 |
| WIDEFIELD | 9 | 14 | 72 | 5 | 0 |
| WIGGINS | 24 | 32 | 35 | 8 | 0 |
| WILEY | 12 | 12 | 71 | 6 | 0 |
| WINDSOR | 12 | 24 | 57 | 6 | 1 |
| WOODLAND PARK | 0 | 7 | 69 | 23 | 1 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 3A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 5 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 6% | 16% | 65% | 11% | 1% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 5 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 12% | 23% | 57% | 6% | 2% | 100% |

**Reading Performance of all Grade 5 Students
In Schools at SES Level 3 CSAP (51-75%) Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 20% | 29% | 44% | 3% | 4% | 100% |

**Reading Performance of all Grade 5 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 33% | 30% | 28% | 1% | 7% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

Part 4

Student Performance in Reading

Grade 6

CSAP Spring 2001

Sub-Part 4A State and District Summaries

Table 4A(1) Grade 6 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % |
|-------------------------------|----------------|---------------------|---------------------|---------------------------|---------------------------|--------------|--------------|------------|---|
| STATE TOTAL | 55992 | 6458 | 12 | 12593 | 22 | 30844 | 55 | 4342 | |
| DISTRICT SIZE | | | | | | | | | |
| 300 or less | 634 | 48 | 8 | 146 | 23 | 386 | 61 | 38 | |
| 301 - 600 | 1294 | 99 | 8 | 269 | 21 | 811 | 63 | 106 | |
| 601 - 1200 | 1447 | 186 | 13 | 382 | 26 | 783 | 54 | 75 | |
| 1201 - 6000 | 10576 | 1144 | 11 | 2429 | 23 | 6036 | 57 | 695 | |
| 6001 - 25000 | 17405 | 1735 | 10 | 3626 | 21 | 10061 | 58 | 1555 | |
| 25000 or more | 24636 | 3246 | 13 | 5741 | 23 | 12767 | 52 | 1873 | |
| GENDER | | | | | | | | | |
| Female | 27324 | 2552 | 9 | 5778 | 21 | 15759 | 58 | 2504 | |
| Male | 28531 | 3873 | 14 | 6787 | 24 | 15025 | 53 | 1827 | |
| Data invalid or not provided | 137 | 33 | 24 | 28 | 20 | 60 | 44 | 11 | |
| RACE/ETHNICITY | | | | | | | | | |
| White (not Hispanic) | 37883 | 2526 | 7 | 6975 | 18 | 24020 | 63 | 3880 | |
| Black (not Hispanic) | 3147 | 733 | 23 | 1031 | 33 | 1224 | 39 | 68 | |
| Hispanic | 11971 | 2835 | 24 | 3859 | 32 | 4032 | 34 | 180 | |
| Asian/Pacific Islander | 1611 | 163 | 10 | 358 | 22 | 889 | 55 | 141 | |
| American Indian/Alaska Native | 666 | 111 | 17 | 214 | 32 | 299 | 45 | 28 | |
| Data invalid or not provided | 714 | 90 | 13 | 156 | 22 | 380 | 53 | 45 | |

| | | | | | | | | | | | | | |
|-------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|--|
| DISABILITY | | | | | | | | | | | | | |
| None | 42786 | 3275 | 8 | 9409 | 22 | 25453 | 59 | 3583 | 8 | 68 | 1066 | | |
| Limited intellectual capacity | 317 | 138 | 44 | 17 | 5 | 4 | 1 | 0 | 0 | 1 | 158 | 50 | |
| Emotional disability | 805 | 279 | 35 | 250 | 31 | 217 | 27 | 9 | 1 | 28 | 50 | 6 | |
| Perceptual/commun. disability | 3647 | 1727 | 47 | 1160 | 32 | 632 | 17 | 12 | 0 | 18 | 116 | 3 | |
| Hearing disability | 103 | 37 | 36 | 29 | 28 | 22 | 21 | 2 | 2 | 23 | 13 | 13 | |
| Visual disability | 22 | 5 | 23 | 7 | 32 | 6 | 27 | 2 | 9 | 36 | 2 | 9 | |
| Physical disability | 464 | 146 | 31 | 148 | 32 | 136 | 29 | 6 | 1 | 31 | 28 | 6 | |
| Speech/language disability | 746 | 332 | 45 | 251 | 34 | 131 | 18 | 10 | 1 | 19 | 22 | 3 | |
| Deaf-blind | 6 | X | X | X | X | X | X | X | X | X | X | X | |
| Multiple disabilities | 209 | 48 | 23 | 12 | 6 | 5 | 2 | 0 | 0 | 2 | 144 | 69 | |
| Autism | 30 | 10 | 33 | 1 | 3 | 4 | 13 | 0 | 0 | 13 | 15 | 50 | |
| Traumatic brain injury | 18 | 4 | 22 | 3 | 17 | 1 | 6 | 0 | 0 | 6 | 10 | 56 | |
| Data invalid or not provided | 6839 | 456 | 7 | 1306 | 19 | 4229 | 62 | 718 | 10 | 72 | 130 | 2 | |
| ACCOMMODATIONS | | | | | | | | | | | | | |
| None | 51048 | 4617 | 9 | 11111 | 22 | 29477 | 58 | 4270 | 8 | 66 | 1573 | 3 | |
| Braille version | 20 | 2 | 10 | 5 | 25 | 7 | 35 | 1 | 5 | 40 | 5 | 25 | |
| Large print | 33 | 11 | 33 | 6 | 18 | 13 | 39 | 0 | 0 | 39 | 3 | 9 | |
| Teacher-read directions | 1071 | 634 | 59 | 304 | 28 | 107 | 10 | 0 | 0 | 10 | 26 | 2 | |
| Scribe | 288 | 106 | 37 | 79 | 27 | 92 | 32 | 2 | 1 | 33 | 9 | 3 | |
| Signing | 19 | 10 | 53 | 4 | 21 | 1 | 5 | 1 | 5 | 11 | 3 | 16 | |
| Assistive commun. device | 41 | 16 | 39 | 14 | 34 | 11 | 27 | 0 | 0 | 27 | 0 | 0 | |
| Extended/modified timing | 2131 | 886 | 42 | 676 | 32 | 508 | 24 | 21 | 1 | 25 | 40 | 2 | |
| Data invalid or not provided | 1341 | 176 | 13 | 394 | 29 | 628 | 47 | 47 | 4 | 50 | 96 | 7 | |
| PROGRAM | | | | | | | | | | | | | |
| IEP | 6910 | 2841 | 41 | 1990 | 29 | 1424 | 21 | 70 | 1 | 22 | 585 | 8 | |
| 504 Plan | 798 | 140 | 18 | 210 | 26 | 393 | 49 | 45 | 6 | 55 | 10 | 1 | |
| Title I | 3029 | 845 | 28 | 1081 | 36 | 894 | 30 | 45 | 1 | 31 | 164 | 5 | |
| OCT new CO | 1070 | 163 | 15 | 266 | 25 | 441 | 41 | 43 | 4 | 45 | 157 | 15 | |
| Bilingual | 791 | 194 | 25 | 114 | 14 | 91 | 12 | 7 | 1 | 12 | 385 | 49 | |
| ESL | 2488 | 871 | 35 | 702 | 28 | 333 | 13 | 9 | 0 | 14 | 573 | 23 | |
| TIME IN DISTRICT | | | | | | | | | | | | | |
| 12+ Months | 47318 | 5242 | 11 | 10584 | 22 | 26595 | 56 | 3843 | 8 | 64 | 1054 | 2 | |
| 6-12 Months | 2779 | 409 | 14 | 667 | 23 | 1464 | 51 | 176 | 6 | 57 | 163 | 6 | |
| 3-6 Months | 3446 | 500 | 15 | 800 | 23 | 1652 | 48 | 166 | 5 | 53 | 328 | 10 | |
| 0-3 Months | 1876 | 257 | 14 | 447 | 24 | 86797 | 46 | 124 | 7 | 53 | 179 | 10 | |
| Data invalid or not provided | 473 | 50 | 11 | 95 | 20 | 264 | 56 | 33 | 7 | 63 | 31 | 7 | |

| TIME IN SCHOOL | 19838 | 1870 | 9 | 4135 | 21 | 11759 | 59 | 1725 | 9 | 68 | 349 | |
|--------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|
| 12 + Months | 19838 | 1870 | 9 | 4135 | 21 | 11759 | 59 | 1725 | 9 | 68 | 349 | 2 |
| 6-12 Months | 14156 | 1848 | 13 | 3298 | 23 | 7431 | 52 | 1094 | 8 | 60 | 485 | 3 |
| 3-6 Months | 18947 | 2278 | 12 | 4394 | 23 | 10242 | 54 | 1363 | 7 | 61 | 670 | 4 |
| 0-3 Months | 2452 | 376 | 15 | 620 | 25 | 1098 | 45 | 136 | 6 | 50 | 222 | 9 |
| Data invalid or not provided | 599 | 86 | 14 | 146 | 24 | 314 | 52 | 24 | 4 | 56 | 29 | 5 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 50472 | 5252 | 10 | 10944 | 22 | 28867 | 57 | 4160 | 8 | 65 | 1249 | 2 |
| Migrant | 453 | 144 | 32 | 133 | 29 | 90 | 20 | 6 | 1 | 21 | 80 | 18 |
| Data Invalid or not Provided | 5067 | 1062 | 21 | 1516 | 30 | 1887 | 37 | 176 | 3 | 41 | 426 | 8 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 50691 | 4909 | 10 | 11062 | 22 | 29618 | 58 | 4247 | 8 | 67 | 855 | 2 |
| Spanish NES fewer than 3 years | 775 | 155 | 20 | 46 | 6 | 15 | 2 | 0 | 0 | 2 | 559 | 72 |
| Spanish NES 3 or more years | 267 | 118 | 44 | 50 | 19 | 15 | 6 | 1 | 0 | 6 | 83 | 31 |
| Spanish LES fewer than 3 years | 361 | 152 | 42 | 100 | 28 | 27 | 7 | 0 | 0 | 7 | 82 | 23 |
| Spanish LES 3 or more years | 612 | 270 | 44 | 225 | 37 | 72 | 12 | 0 | 0 | 12 | 45 | 7 |
| Spanish FES | 1874 | 583 | 31 | 733 | 39 | 512 | 27 | 16 | 1 | 28 | 30 | 2 |
| Other NES fewer than 3 years | 124 | 35 | 28 | 24 | 19 | 11 | 9 | 0 | 0 | 9 | 54 | 44 |
| Other NES 3 or more years | 48 | 19 | 40 | 13 | 27 | 6 | 13 | 1 | 2 | 15 | 9 | 19 |
| Other LES fewer than 3 years | 124 | 47 | 38 | 37 | 30 | 33 | 27 | 0 | 0 | 27 | 7 | 6 |
| Other LES 3 or more years | 199 | 60 | 30 | 83 | 42 | 49 | 25 | 2 | 1 | 26 | 5 | 3 |
| Other FES | 538 | 75 | 14 | 132 | 25 | 283 | 53 | 43 | 8 | 61 | 5 | 1 |
| Data Invalid or not Provided | 379 | 35 | 9 | 88 | 23 | 203 | 51 | 32 | 8 | 62 | 21 | 6 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|-----|
| Does not read English or Spanish | 910 |
| Taking CSAP Alt. Assessment** | 6 |
| Eligible to Take CSAP Alt. Assess. | 348 |
| Parental refusal | 85 |
| Test invalidated | 226 |
| Student withdrew before completion** | 83 |
| One or more test sessions incomplete | 180 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 4A(2) Reading Performance of Grade 6 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 5 | 16 | 64 | 14 | 1 |
| ADAMS ARAPAHOE | 23 | 28 | 41 | 3 | 6 |
| ADAMS COUNTY | 29 | 35 | 30 | 0 | 6 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 11 | 22 | 57 | 8 | 3 |
| ALAMOSA | 16 | 34 | 44 | 3 | 2 |
| ARCHULETA COUNTY | 5 | 29 | 58 | 5 | 2 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 0 | 11 | 78 | 6 | 6 |
| ASPEN | 4 | 6 | 85 | 5 | 0 |
| AULT HIGHLAND | 13 | 32 | 51 | 4 | 0 |
| BAYFIELD | 4 | 17 | 63 | 17 | 0 |
| BENNETT | 4 | 27 | 63 | 3 | 3 |
| BETHUNE | 31 | 38 | 31 | 0 | 0 |
| BIG SANDY | 0 | 9 | 87 | 0 | 4 |
| BOULDER VALLEY | 6 | 13 | 63 | 16 | 3 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 13 | 28 | 49 | 5 | 5 |
| BRUSH | 16 | 34 | 46 | 2 | 2 |
| BUENA VISTA | 10 | 31 | 53 | 6 | 0 |
| BUFFALO | 0 | 25 | 65 | 10 | 0 |
| BURLINGTON | 16 | 25 | 54 | 4 | 0 |
| BYERS | 3 | 21 | 68 | 9 | 0 |
| CALHAN RJ 1 | 12 | 25 | 54 | 7 | 2 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 8 | 25 | 61 | 5 | 1 |
| CENTENNIAL | 14 | 35 | 49 | 3 | 0 |
| CENTER | 26 | 33 | 29 | 2 | 10 |
| CHERAW | 0 | 25 | 63 | 13 | 0 |
| CHERRY CREEK | 6 | 17 | 62 | 13 | 3 |
| CHEYENNE COUNTY | 18 | 11 | 68 | 4 | 0 |
| CHEYENNE MOUNTAIN | 2 | 9 | 67 | 21 | 1 |
| CLEAR CREEK | 4 | 22 | 71 | 3 | 0 |
| COLORADO SPRINGS | 12 | 24 | 54 | 6 | 3 |
| CO SCH DEAF/ BLIND | X | X | X | X | X |
| CONSOLIDATED | 0 | 33 | 63 | 4 | 0 |
| COTOPAXI | 3 | 22 | 61 | 14 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 12 | 32 | 53 | 4 | 0 |
| CROWLEY COUNTY | 19 | 30 | 51 | 0 | 0 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 25 | 34 | 36 | 5 | 0 |
| DELTA COUNTY | 9 | 23 | 60 | 5 | 2 |
| DENVER COUNTY | 24 | 30 | 33 | 3 | 10 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DOLORES | 9 | 26 | 60 | 4 | 0 |
| DOLORES COUNTY | 6 | 36 | 50 | 8 | 0 |
| DOUGLAS COUNTY | 3 | 13 | 70 | 13 | 1 |
| DURANGO | 7 | 17 | 64 | 11 | 1 |
| EADS | 0 | 14 | 59 | 23 | 5 |
| EAGLE COUNTY | 9 | 24 | 55 | 6 | 7 |
| EAST GRAND | 5 | 18 | 73 | 4 | 0 |
| EAST OTERO | 16 | 35 | 46 | 2 | 1 |
| EAST YUMA COUNTY | 12 | 20 | 56 | 12 | 0 |
| EATON | 12 | 10 | 62 | 16 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 11 | 26 | 63 | 0 | 0 |
| ELIZABETH | 4 | 21 | 71 | 4 | 1 |
| ELLICOTT | 24 | 20 | 51 | 3 | 1 |
| ENGLEWOOD | 14 | 25 | 54 | 6 | 2 |
| EXPEDITIONARY BOCES | 6 | 16 | 61 | 16 | 0 |
| FALCON | 5 | 21 | 64 | 9 | 1 |
| FLORENCE | 13 | 27 | 57 | 3 | 1 |
| FORT MORGAN | 22 | 32 | 41 | 4 | 0 |
| FOUNTAIN | 12 | 24 | 58 | 3 | 2 |
| FOWLER | 4 | 4 | 81 | 11 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 20 | 37 | 36 | 3 | 3 |
| GARFIELD RE 2 | 14 | 26 | 55 | 3 | 3 |
| GENOA HUGO | 10 | 30 | 45 | 5 | 10 |
| GILCREST | 14 | 32 | 50 | 4 | 0 |
| GILPIN COUNTY | 8 | 34 | 47 | 8 | 3 |
| GRANADA | 4 | 22 | 70 | 4 | 0 |
| GREELEY | 22 | 27 | 44 | 3 | 4 |
| GUNNISON WATERS | 4 | 17 | 67 | 11 | 1 |
| HANOVER | 7 | 30 | 56 | 4 | 4 |
| HARRISON | 21 | 29 | 43 | 2 | 5 |
| HAXTUN | 0 | 6 | 75 | 19 | 0 |
| HAYDEN | 5 | 20 | 64 | 11 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 0 | 21 | 75 | 4 | 0 |
| HOLLY | 14 | 21 | 61 | 4 | 0 |
| HOLYOKE | 4 | 18 | 62 | 16 | 0 |
| HUERFANO | 8 | 20 | 66 | 7 | 0 |
| IGNACIO | 5 | 25 | 60 | 4 | 5 |
| JEFFERSON COUNTY | 8 | 20 | 61 | 9 | 1 |
| JOHNSTOWN MILLIKEN | 17 | 29 | 47 | 4 | 2 |
| JULESBURG | X | X | X | X | X |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 12 | 23 | 62 | 3 | 1 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 5 | 18 | 68 | 8 | 0 |
| KIT CARSON | 0 | 29 | 59 | 12 | 0 |
| LA VETA RE 2 | 5 | 16 | 63 | 16 | 0 |
| LAKE COUNTY | 23 | 28 | 35 | 2 | 11 |
| LAMAR | 11 | 29 | 47 | 7 | 6 |

| | | | | | |
|---------------------|----|----|----|----|----|
| LAS ANIMAS | 18 | 34 | 46 | 0 | 2 |
| LEWIS PALMER | 3 | 12 | 68 | 17 | 1 |
| LIMON | 7 | 20 | 61 | 9 | 2 |
| LITTLETON | 3 | 14 | 67 | 15 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 7 | 22 | 59 | 10 | 2 |
| MANITOU SPRINGS | 7 | 12 | 71 | 9 | 1 |
| MANZANOLA | 20 | 30 | 45 | 5 | 0 |
| MAPLETON | 23 | 34 | 37 | 2 | 5 |
| MC CLAVE | 18 | 35 | 35 | 6 | 6 |
| MEEKER | 11 | 21 | 64 | 2 | 2 |
| MESA COUNTY VALLEY | 12 | 22 | 57 | 6 | 3 |
| MIAMI YODER | 10 | 27 | 59 | 0 | 5 |
| MOFFAT | 6 | 13 | 56 | 6 | 19 |
| MOFFAT COUNTY | 10 | 25 | 59 | 3 | 3 |
| MONTE VISTA | 7 | 31 | 53 | 6 | 2 |
| MONTEZUMA CORTEZ | 11 | 31 | 52 | 5 | 1 |
| MONTROSE COUNTY | 13 | 22 | 57 | 6 | 1 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 17 | 30 | 49 | 0 | 3 |
| NORTH PARK | 0 | 14 | 62 | 24 | 0 |
| NORTHGLENN THORNTON | 14 | 30 | 50 | 4 | 2 |
| NORWOOD | 0 | 30 | 65 | 5 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 26 | 74 | 0 | 0 |
| PARK ESTES PAR | 1 | 10 | 77 | 9 | 3 |
| PARK COUNTY | 10 | 19 | 60 | 12 | 0 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 14 | 22 | 56 | 6 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 19 | 19 | 59 | 3 | 0 |
| PLATTE CANYON | 6 | 19 | 63 | 11 | 1 |
| PLATTE VALLEY RE-7 | 12 | 14 | 69 | 5 | 0 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 6 | 14 | 63 | 15 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 16 | 29 | 49 | 3 | 3 |
| PUEBLO COUNTY RURAL | 11 | 26 | 56 | 7 | 0 |
| RANGELY | 9 | 24 | 58 | 9 | 0 |
| RIDGWAY | 5 | 21 | 63 | 11 | 0 |
| ROARING FORK | 11 | 18 | 60 | 9 | 3 |
| ROCKY FORD | 19 | 31 | 47 | 0 | 4 |
| SALIDA | 13 | 27 | 47 | 11 | 2 |
| SANFORD | 13 | 20 | 67 | 0 | 0 |
| SANGRE DE CRISTO | 4 | 21 | 71 | 4 | 0 |
| SARGENT | 5 | 16 | 74 | 5 | 0 |
| SHERIDAN | 29 | 28 | 41 | 2 | 1 |
| SIERRA GRANDE | 26 | 30 | 35 | 0 | 9 |
| SILVERTON | X | X | X | X | X |

| | | | | | |
|-------------------|----|----|----|----|----|
| SOUTH CONEJOS | 9 | 38 | 50 | 3 | 0 |
| SOUTH ROUTT | 0 | 18 | 73 | 8 | 3 |
| SPRINGFIELD | 19 | 11 | 63 | 7 | 0 |
| ST VRAIN VALLEY | 9 | 21 | 57 | 9 | 4 |
| STEAMBOAT SPRINGS | 4 | 17 | 71 | 6 | 2 |
| STRASBURG | 2 | 22 | 63 | 13 | 0 |
| STRATTON | 11 | 17 | 61 | 11 | 0 |
| SUMMIT | 11 | 16 | 60 | 7 | 6 |
| SWINK | 4 | 12 | 65 | 19 | 0 |
| TELLURIDE | 4 | 11 | 67 | 19 | 0 |
| THOMPSON | 7 | 21 | 62 | 9 | 1 |
| TRINIDAD | 13 | 22 | 62 | 3 | 0 |
| VALLEY | 6 | 22 | 62 | 8 | 1 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 13 | 21 | 31 | 4 | 32 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 3 | 22 | 69 | 6 | 0 |
| WEST GRAND | 8 | 16 | 71 | 6 | 0 |
| WEST YUMA COUNTY | 8 | 38 | 49 | 3 | 3 |
| WESTMINSTER | 19 | 34 | 40 | 3 | 5 |
| WIDEFIELD | 8 | 26 | 61 | 5 | 1 |
| WIGGINS | 9 | 18 | 66 | 7 | 0 |
| WILEY | 14 | 10 | 62 | 14 | 0 |
| WINDSOR | 11 | 18 | 65 | 5 | 0 |
| WOODLAND PARK | 7 | 17 | 68 | 7 | 1 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 4A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 6 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 5% | 17% | 65% | 12% | 1% | 100% |

**Reading Comprehension Performance of all Grade 6 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|---------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 25% | 56% | 6% | 2% | 99%* |
| *Does not total 100% due to rounding. | | | | | | |

**Reading Performance of all Grade 6 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 20% | 29% | 43% | 3% | 5% | 100% |

**Reading Performance of all Grade 6 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 26% | 34% | 32% | 1% | 7% | 100% |

Part 5

Student Performance in Reading

Grade 7

CSAP Spring 2001

Sub-Part 5A State and District Summaries

Table 5A(1) Grade 7 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 55502 | 6198 | 11 | 12239 | 22 | 30727 | 55 | 4229 | 8 | 63 | 2109 | 4 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 651 | 66 | 10 | 157 | 24 | 383 | 59 | 25 | 4 | 63 | 20 | 3 |
| 301 - 600 | 1292 | 121 | 9 | 305 | 24 | 754 | 58 | 86 | 7 | 65 | 26 | 2 |
| 601 - 1200 | 1516 | 227 | 15 | 375 | 25 | 812 | 54 | 62 | 4 | 58 | 40 | 3 |
| 1201 - 6000 | 10597 | 1158 | 11 | 2436 | 23 | 5943 | 56 | 730 | 7 | 63 | 330 | 3 |
| 6001 - 25000 | 17094 | 1647 | 10 | 3530 | 21 | 9992 | 58 | 1444 | 8 | 67 | 481 | 3 |
| 25000 or more | 24352 | 2979 | 12 | 5436 | 22 | 12843 | 53 | 1882 | 8 | 60 | 1212 | 5 |
| GENDER | | | | | | | | | | | | |
| Female | 27036 | 2360 | 9 | 5463 | 20 | 15796 | 58 | 2534 | 9 | 68 | 883 | 3 |
| Male | 28272 | 3813 | 13 | 6726 | 24 | 14854 | 53 | 1685 | 6 | 58 | 1194 | 4 |
| Data invalid or not provided | 194 | 25 | 13 | 50 | 26 | 77 | 40 | 10 | 5 | 45 | 32 | 16 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37698 | 2488 | 7 | 6840 | 18 | 23967 | 64 | 3775 | 10 | 74 | 628 | 2 |
| Black (not Hispanic) | 3088 | 587 | 19 | 1044 | 34 | 1198 | 39 | 59 | 2 | 41 | 200 | 6 |
| Hispanic | 11746 | 2771 | 24 | 3634 | 31 | 4027 | 34 | 188 | 2 | 36 | 1126 | 10 |
| Asian/Pacific Islander | 1648 | 151 | 9 | 384 | 23 | 887 | 54 | 148 | 9 | 63 | 78 | 5 |
| American Indian/Alaska Native | 620 | 99 | 16 | 181 | 29 | 297 | 48 | 20 | 3 | 51 | 23 | 4 |
| Data invalid or not provided | 702 | 102 | 15 | 156 | 22 | 351 | 50 | 39 | 6 | 56 | 54 | 8 |
| DISABILITY | | | | | | | | | | | | |
| None | 42413 | 3122 | 7 | 9215 | 22 | 23320 | 60 | 3473 | 8 | 68 | 1283 | 3 |
| Limited intellectual capacity | 360 | 162 | 45 | 20 | 6 | 4 | 1 | 0 | 0 | 1 | 174 | 48 |
| Emotional disability | 765 | 270 | 35 | 229 | 30 | 182 | 24 | 6 | 1 | 25 | 78 | 10 |
| Perceptual/commun. disability | 3408 | 1642 | 48 | 1090 | 32 | 522 | 15 | 18 | 1 | 16 | 136 | 4 |
| Hearing disability | 107 | 46 | 43 | 28 | 26 | 19 | 18 | 0 | 0 | 18 | 14 | 13 |
| Visual disability | 28 | 4 | 14 | 7 | 25 | 8 | 29 | 0 | 0 | 29 | 9 | 32 |
| Physical disability | 422 | 132 | 31 | 128 | 30 | 113 | 27 | 5 | 1 | 28 | 44 | 10 |
| Speech/language disability | 517 | 247 | 48 | 179 | 35 | 78 | 15 | 3 | 1 | 16 | 10 | 2 |
| Deaf-blind | 8 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 215 | 40 | 19 | 13 | 6 | 7 | 3 | 0 | 0 | 3 | 155 | 72 |

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Autism | 33 | 6 | 18 | 4 | 12 | 4 | 12 | 0 | 0 | 12 | 19 | 58 |
| Traumatic brain injury | 18 | 6 | 33 | 4 | 22 | 2 | 11 | 0 | 0 | 11 | 6 | 33 |
| Data invalid or not provided | 7208 | 515 | 7 | 1322 | 18 | 4467 | 62 | 724 | 10 | 72 | 180 | 2 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 51034 | 4518 | 9 | 10997 | 22 | 29500 | 58 | 4137 | 8 | 66 | 1882 | 4 |
| Braille version | 18 | 5 | 28 | 4 | 22 | 5 | 28 | 0 | 0 | 28 | 4 | 22 |
| Large print | 11 | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 1102 | 673 | 61 | 279 | 25 | 103 | 9 | 0 | 0 | 9 | 47 | 4 |
| Scribe | 171 | 75 | 44 | 43 | 25 | 48 | 28 | 3 | 2 | 30 | 2 | 1 |
| Signing | 22 | 8 | 36 | 4 | 18 | 4 | 18 | 1 | 5 | 23 | 5 | 23 |
| Assistive commun. device | 39 | 14 | 36 | 15 | 38 | 9 | 23 | 0 | 0 | 23 | 1 | 3 |
| Extended/modified timing | 1822 | 746 | 41 | 542 | 30 | 439 | 24 | 35 | 2 | 26 | 60 | 3 |
| Data invalid or not provided | 1283 | 156 | 12 | 352 | 27 | 617 | 48 | 53 | 4 | 52 | 105 | 8 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6402 | 2658 | 42 | 1851 | 29 | 1191 | 19 | 53 | 1 | 19 | 649 | 10 |
| 504 Plan | 754 | 136 | 18 | 236 | 31 | 338 | 45 | 27 | 4 | 48 | 17 | 2 |
| Title I | 2598 | 778 | 30 | 937 | 36 | 680 | 26 | 29 | 1 | 27 | 174 | 7 |
| OCT new CO | 1056 | 161 | 15 | 241 | 23 | 417 | 39 | 41 | 4 | 43 | 196 | 19 |
| Bilingual | 612 | 135 | 22 | 84 | 14 | 42 | 7 | 2 | 0 | 7 | 349 | 57 |
| ESL | 2341 | 862 | 37 | 619 | 26 | 256 | 11 | 6 | 0 | 11 | 598 | 26 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12 + Months | 47811 | 5082 | 11 | 10403 | 22 | 27195 | 57 | 3821 | 8 | 65 | 1310 | 3 |
| 6-12 Months | 2569 | 371 | 14 | 649 | 25 | 1211 | 47 | 156 | 6 | 53 | 182 | 7 |
| 3-6 Months | 3046 | 394 | 13 | 663 | 22 | 1437 | 47 | 176 | 6 | 53 | 376 | 12 |
| 0-3 Months | 1693 | 291 | 17 | 439 | 26 | 720 | 43 | 56 | 3 | 46 | 187 | 11 |
| Data invalid or not provided | 383 | 60 | 16 | 85 | 22 | 164 | 43 | 20 | 5 | 48 | 54 | 14 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12 + Months | 33607 | 3781 | 11 | 7602 | 23 | 18637 | 55 | 2567 | 8 | 63 | 1020 | 3 |
| 6-12 Months | 7221 | 755 | 10 | 1515 | 21 | 4111 | 57 | 632 | 9 | 66 | 208 | 3 |
| 3-6 Months | 11264 | 1122 | 10 | 2240 | 20 | 6425 | 57 | 912 | 8 | 65 | 565 | 5 |
| 0-3 Months | 2784 | 449 | 16 | 726 | 26 | 1261 | 45 | 88 | 3 | 48 | 260 | 9 |
| Data invalid or not provided | 626 | 91 | 15 | 156 | 25 | 293 | 47 | 30 | 5 | 52 | 56 | 9 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 50045 | 5014 | 10 | 10654 | 21 | 28813 | 58 | 4071 | 8 | 66 | 1493 | 3 |
| Migrant | 452 | 164 | 36 | 121 | 27 | 73 | 16 | 4 | 1 | 17 | 90 | 20 |
| Data Invalid or Not Provided | 5005 | 1020 | 20 | 1464 | 29 | 1841 | 37 | 154 | 3 | 40 | 526 | 11 |

| LANGUAGE BACKGROUND | 50573 | 4711 | 9 | 10853 | 21 | 29664 | 59 | 4153 | 8 | 67 | 1192 | 2 |
|--------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|
| English | 794 | 174 | 22 | 37 | 5 | 14 | 2 | 1 | 0 | 2 | 568 | 72 |
| Spanish NES fewer than 3 years | 250 | 125 | 50 | 33 | 13 | 7 | 3 | 0 | 0 | 3 | 85 | 34 |
| Spanish NES 3 or more years | 342 | 160 | 47 | 87 | 25 | 31 | 9 | 0 | 0 | 9 | 64 | 19 |
| Spanish LES fewer than 3 years | 508 | 240 | 47 | 192 | 38 | 55 | 11 | 0 | 0 | 11 | 21 | 4 |
| Spanish LES 3 or more years | 1731 | 534 | 31 | 649 | 37 | 495 | 29 | 15 | 1 | 29 | 38 | 2 |
| Other NES fewer than 3 years | 153 | 36 | 24 | 26 | 17 | 12 | 8 | 0 | 0 | 8 | 79 | 52 |
| Other NES 3 or more years | 36 | 22 | 61 | 7 | 19 | 4 | 11 | 0 | 0 | 11 | 3 | 8 |
| Other LES fewer than 3 years | 119 | 45 | 38 | 45 | 38 | 22 | 18 | 1 | 1 | 19 | 6 | 5 |
| Other LES 3 or more years | 170 | 53 | 31 | 80 | 47 | 30 | 18 | 0 | 0 | 18 | 7 | 4 |
| Other FES | 489 | 50 | 10 | 156 | 32 | 237 | 48 | 35 | 7 | 56 | 11 | 2 |
| Data Invalid or Not Provided | 337 | 48 | 14 | 74 | 22 | 156 | 46 | 24 | 7 | 53 | 35 | 10 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|------|
| Does not read English or Spanish | 1049 |
| Taking CSAP Alt. Assessment** | 8 |
| Eligible to Take CSAP Alt. Assess. | 351 |
| Parental refusal | 100 |
| Test invalidated | 359 |
| Student withdrew before completion** | 142 |
| One or more test sessions incomplete | 242 |

X: Number tested fewer than 18; no summaries reported

**Not include in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 5A(2) Reading Performance of Grade 7 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 4 | 15 | 67 | 13 | 1 |
| ADAMS ARAPAHOE | 22 | 28 | 41 | 3 | 6 |
| ADAMS COUNTY | 25 | 33 | 36 | 0 | 5 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 18 | 18 | 53 | 6 | 6 |
| ALAMOSA | 22 | 27 | 44 | 3 | 4 |
| ARCHULETA COUNTY | 13 | 23 | 57 | 6 | 1 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 8 | 28 | 52 | 8 | 4 |
| ASPEN | 1 | 11 | 77 | 11 | 1 |
| AULT HIGHLAND | 9 | 39 | 50 | 2 | 0 |
| BAYFIELD | 5 | 16 | 66 | 11 | 1 |
| BENNETT | 5 | 20 | 71 | 4 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 6 | 20 | 60 | 14 | 0 |
| BOULDER VALLEY | 5 | 16 | 61 | 15 | 3 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 16 | 27 | 48 | 4 | 5 |
| BRUSH | 14 | 32 | 48 | 3 | 4 |
| BUENA VISTA | 14 | 19 | 55 | 8 | 4 |
| BUFFALO | 4 | 12 | 69 | 12 | 4 |
| BURLINGTON | 13 | 26 | 54 | 5 | 2 |
| BYERS | 3 | 21 | 69 | 7 | 0 |
| CALHAN RJ 1 | 20 | 29 | 49 | 0 | 2 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 14 | 27 | 55 | 4 | 0 |
| CENTENNIAL | 26 | 48 | 26 | 0 | 0 |
| CENTER | 49 | 17 | 28 | 0 | 6 |
| CHERAW | X | X | X | X | X |
| CHERRY CREEK | 6 | 16 | 64 | 12 | 2 |
| CHEYENNE COUNTY | 10 | 19 | 62 | 10 | 0 |
| CHEYENNE MOUNTAIN | 3 | 10 | 66 | 21 | 1 |
| CLEAR CREEK | 13 | 22 | 60 | 5 | 1 |
| COLORADO SPRINGS | 11 | 24 | 56 | 7 | 3 |
| COLO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 26 | 32 | 32 | 10 | 0 |
| COTOPAXI | 15 | 32 | 53 | 0 | 0 |
| CREEDE CONSOLID | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 20 | 39 | 41 | 0 | 0 |
| CROWLEY COUNTY | 12 | 20 | 63 | 2 | 4 |
| DE BEQUE | 11 | 22 | 61 | 0 | 6 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 15 | 29 | 52 | 2 | 2 |
| DELTA COUNTY | 8 | 27 | 58 | 4 | 3 |
| DENVER COUNTY | 22 | 29 | 33 | 2 | 14 |
| DOLORES | 12 | 24 | 61 | 2 | 2 |
| DOLORES COUNTY | 0 | 29 | 71 | 0 | 0 |
| DOUGLAS COUNTY | 4 | 15 | 70 | 10 | 2 |
| DURANGO | 5 | 18 | 63 | 12 | 2 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 10 | 16 | 55 | 10 | 9 |
| EAST GRAND | 6 | 26 | 63 | 4 | 1 |
| EAST OTERO | 24 | 33 | 40 | 1 | 2 |
| EAST YUMA COUNTY | 10 | 23 | 58 | 10 | 0 |
| EATON | 13 | 20 | 65 | 2 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 3 | 23 | 67 | 7 | 0 |
| ELIZABETH | 13 | 26 | 56 | 5 | 0 |
| ELLCOTT | 23 | 30 | 45 | 0 | 2 |
| ENGLEWOOD | 8 | 26 | 59 | 4 | 3 |
| EXPEDITIONARY BOCES | 3 | 24 | 62 | 6 | 6 |
| FALCON | 8 | 24 | 60 | 5 | 4 |
| FLORENCE | 16 | 26 | 52 | 5 | 1 |
| FORT MORGAN | 17 | 25 | 52 | 7 | 0 |
| FOUNTAIN | 11 | 24 | 59 | 3 | 3 |
| FOWLER | 3 | 10 | 66 | 21 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 24 | 20 | 53 | 2 | 2 |
| GARFIELD RE 2 | 11 | 28 | 55 | 4 | 3 |
| GENOA HUGO | X | X | X | X | X |
| GILCREST | 22 | 28 | 45 | 3 | 2 |
| GILPIN COUNTY | 10 | 17 | 69 | 3 | 0 |
| GRANADA | 7 | 37 | 47 | 7 | 3 |
| GREELEY | 20 | 24 | 45 | 5 | 6 |
| GUNNISON WATERS | 4 | 20 | 57 | 18 | 2 |
| HANOVER | 11 | 22 | 67 | 0 | 0 |
| HARRISON | 18 | 32 | 42 | 2 | 6 |
| HAXTUN | 0 | 8 | 80 | 12 | 0 |
| HAYDEN | 3 | 13 | 80 | 3 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 0 | 17 | 70 | 13 | 0 |
| HOLLY | 13 | 34 | 50 | 0 | 3 |
| HOLYOKE | 10 | 22 | 59 | 7 | 2 |
| HUERFANO | 7 | 29 | 53 | 11 | 0 |
| IGNACIO | 10 | 38 | 50 | 0 | 2 |
| JEFFERSON COUNTY | 7 | 19 | 62 | 10 | 2 |
| JOHNSTOWN MILLIKEN | 17 | 31 | 49 | 2 | 1 |
| JULESBURG | 4 | 13 | 70 | 13 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 15 | 31 | 46 | 5 | 4 |

| | | | | | |
|---------------------|----|----|----|----|----|
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 0 | 24 | 62 | 14 | 0 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 6 | 81 | 13 | 0 |
| LAKE COUNTY | 21 | 31 | 34 | 1 | 12 |
| LAMAR | 18 | 22 | 51 | 3 | 6 |
| LAS ANIMAS | 16 | 24 | 55 | 3 | 2 |
| LEWIS PALMER | 3 | 15 | 68 | 11 | 3 |
| LIMON | 16 | 25 | 53 | 2 | 4 |
| LITTLETON | 4 | 14 | 65 | 15 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 7 | 26 | 62 | 0 | 5 |
| MANITOU SPRINGS | 3 | 15 | 75 | 6 | 2 |
| MANZANOLA | 44 | 28 | 28 | 0 | 0 |
| MAPLETON | 18 | 33 | 43 | 2 | 4 |
| MC CLAVE | 0 | 5 | 71 | 14 | 10 |
| MEEKER | 7 | 11 | 71 | 11 | 0 |
| MESA COUNTY VALLEY | 10 | 21 | 59 | 7 | 2 |
| MIAMI YODER | 8 | 18 | 64 | 5 | 5 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 12 | 16 | 65 | 6 | 1 |
| MONTE VISTA | 12 | 28 | 48 | 8 | 4 |
| MONTEZUMA CORTEZ | 14 | 28 | 48 | 7 | 3 |
| MONTROSE COUNTY | 13 | 24 | 52 | 8 | 2 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 20 | 25 | 48 | 6 | 1 |
| NORTH PARK | 5 | 10 | 76 | 10 | 0 |
| NORTHGLENN THORNTON | 14 | 26 | 54 | 4 | 3 |
| NORWOOD | 0 | 16 | 68 | 16 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 6 | 11 | 83 | 0 | 0 |
| PARK-ESTES PARK | 5 | 16 | 72 | 5 | 2 |
| PARK COUNTY | 23 | 18 | 60 | 0 | 0 |
| PAWNEE | 29 | 24 | 47 | 0 | 0 |
| PEYTON | 7 | 23 | 61 | 7 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 23 | 27 | 46 | 0 | 4 |
| PLATTE CANYON | 6 | 19 | 67 | 8 | 0 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| PLATTE VALLEY RE-7 | 11 | 23 | 55 | 8 | 3 |
| POUDRE | 8 | 17 | 61 | 12 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | 16 | 21 | 63 | 0 | 0 |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 14 | 30 | 49 | 4 | 4 |
| PUEBLO COUNTY RURAL | 7 | 24 | 59 | 9 | 1 |
| RANGELY | 4 | 19 | 69 | 4 | 4 |
| RIDGWAY | 0 | 13 | 63 | 17 | 7 |
| ROARING FORK | 6 | 17 | 63 | 9 | 5 |

| | | | | | |
|---|----|----|----|----|----|
| ROCKY FORD | 36 | 30 | 33 | 0 | 1 |
| SALIDA | 11 | 8 | 67 | 13 | 1 |
| SANFORD | 10 | 31 | 51 | 5 | 3 |
| SANGRE DE CRISTO | 12 | 44 | 44 | 0 | 0 |
| SARGENT | 29 | 26 | 40 | 3 | 3 |
| SHERIDAN | 33 | 36 | 29 | 1 | 1 |
| SIERRA GRANDE | 4 | 39 | 43 | 0 | 13 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 23 | 27 | 40 | 3 | 7 |
| SOUTH ROUTT | 0 | 18 | 71 | 11 | 0 |
| SPRINGFIELD | 4 | 50 | 42 | 4 | 0 |
| ST VRAIN VALLEY | 11 | 20 | 55 | 10 | 4 |
| STEAMBOAT SPRINGS | 3 | 8 | 72 | 17 | 1 |
| STRASBURG | 10 | 19 | 65 | 5 | 2 |
| STRATTON | 8 | 33 | 54 | 4 | 0 |
| SUMMIT | 10 | 20 | 59 | 5 | 5 |
| SWINK | 3 | 20 | 67 | 7 | 3 |
| TELLURIDE | 0 | 10 | 62 | 24 | 5 |
| THOMPSON | 6 | 17 | 65 | 10 | 2 |
| TRINIDAD | 13 | 30 | 46 | 9 | 2 |
| VALLEY | 12 | 24 | 56 | 7 | 0 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 11 | 25 | 35 | 1 | 29 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 9 | 24 | 56 | 3 | 9 |
| WEST GRAND | 7 | 28 | 57 | 7 | 2 |
| WEST YUMA COUNTY | 20 | 17 | 48 | 0 | 16 |
| WESTMINSTER | 16 | 31 | 46 | 3 | 5 |
| WIDEFIELD | 7 | 26 | 61 | 5 | 1 |
| WIGGINS | 5 | 27 | 61 | 5 | 2 |
| WILEY | 7 | 17 | 66 | 10 | 0 |
| WINDSOR | 6 | 21 | 58 | 15 | 0 |
| WOODLAND PARK | 10 | 22 | 62 | 7 | 0 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 5A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 7 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 6% | 18% | 64% | 11% | 2% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 7 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 25% | 56% | 6% | 3% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 7 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 19% | 29% | 42% | 3% | 7% | 100% |

**Reading Performance of all Grade 7 Students
In Schools at SES Level 4 (76-100%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 31% | 31% | 26% | 2% | 10% | 100% |

Part 6

Student Performance in Reading

Grade 8

CSAP Spring 2001

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Multiple disabilities | 241 | 43 | 18 | 15 | 6 | 4 | 2 | 1 | 0 | 2 | 178 | 74 |
| Autism | 18 | 7 | 39 | 2 | 11 | 2 | 11 | 0 | 0 | 11 | 7 | 39 |
| Traumatic brain injury | 27 | 6 | 22 | 6 | 22 | 6 | 22 | 0 | 0 | 22 | 9 | 33 |
| Data invalid or not provided | 6926 | 406 | 6 | 1230 | 18 | 4467 | 64 | 725 | 10 | 75 | 98 | 1 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 51231 | 4599 | 9 | 11327 | 22 | 29470 | 58 | 4133 | 8 | 66 | 1702 | 3 |
| Braille version | 23 | 16 | 70 | 2 | 9 | 2 | 9 | 0 | 0 | 9 | 3 | 13 |
| Large print | 16 | 5 | 31 | 4 | 25 | 6 | 38 | 0 | 0 | 38 | 1 | 6 |
| Teacher-read directions | 883 | 582 | 66 | 222 | 25 | 51 | 6 | 0 | 0 | 6 | 28 | 3 |
| Scribe | 133 | 48 | 36 | 47 | 35 | 32 | 24 | 2 | 2 | 26 | 4 | 3 |
| Signing | 12 | X | X | X | X | X | X | X | X | X | X | X |
| Assistive commun. Device | 19 | 10 | 53 | 5 | 26 | 3 | 16 | 0 | 0 | 16 | 1 | 5 |
| Extended/modified timing | 1111 | 583 | 52 | 298 | 27 | 174 | 16 | 11 | 1 | 17 | 45 | 4 |
| Data invalid or not provided | 1239 | 165 | 13 | 318 | 26 | 619 | 50 | 49 | 4 | 54 | 88 | 7 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6033 | 2554 | 42 | 1731 | 29 | 1061 | 18 | 59 | 1 | 19 | 628 | 10 |
| 504 Plan | 813 | 117 | 14 | 243 | 30 | 398 | 49 | 34 | 4 | 53 | 21 | 3 |
| Title I | 2296 | 587 | 26 | 868 | 38 | 656 | 29 | 30 | 1 | 30 | 155 | 7 |
| OCT new CO | 990 | 158 | 16 | 226 | 23 | 399 | 40 | 40 | 4 | 44 | 167 | 17 |
| Bilingual | 660 | 160 | 24 | 101 | 15 | 66 | 10 | 8 | 1 | 11 | 325 | 49 |
| ESL | 1967 | 764 | 39 | 514 | 26 | 204 | 10 | 6 | 0 | 11 | 479 | 24 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12 + Months | 47982 | 5002 | 10 | 10515 | 22 | 27367 | 57 | 3891 | 8 | 65 | 1207 | 3 |
| 6-12 Months | 2126 | 294 | 14 | 559 | 26 | 994 | 47 | 104 | 5 | 52 | 175 | 8 |
| 3-6 Months | 2598 | 411 | 16 | 656 | 25 | 1146 | 44 | 131 | 5 | 49 | 254 | 10 |
| 0-3 Months | 1480 | 240 | 16 | 411 | 28 | 595 | 40 | 49 | 3 | 44 | 185 | 13 |
| Data invalid or not provided | 481 | 64 | 13 | 85 | 18 | 258 | 54 | 20 | 4 | 58 | 54 | 11 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12 + Months | 44360 | 4384 | 10 | 9555 | 22 | 25701 | 58 | 3689 | 8 | 66 | 1031 | 2 |
| 6-12 Months | 2886 | 431 | 15 | 783 | 27 | 1345 | 47 | 158 | 5 | 52 | 169 | 6 |
| 3-6 Months | 4635 | 707 | 15 | 1140 | 25 | 2152 | 46 | 261 | 6 | 52 | 375 | 8 |
| 0-3 Months | 2043 | 380 | 19 | 582 | 28 | 787 | 39 | 60 | 3 | 41 | 234 | 11 |
| Data invalid or not provided | 743 | 109 | 15 | 166 | 22 | 375 | 50 | 27 | 4 | 54 | 66 | 9 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 49662 | 5012 | 10 | 10754 | 22 | 28534 | 57 | 4018 | 8 | 66 | 1344 | 3 |

| | | | | | | | | | | | | |
|--------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|
| Migrant | 357 | 130 | 36 | 107 | 30 | 52 | 15 | 2 | 1 | 15 | 66 | 18 |
| Data invalid or not provided | 4648 | 869 | 19 | 1365 | 29 | 1774 | 38 | 175 | 4 | 42 | 465 | 10 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 50101 | 4639 | 9 | 10922 | 22 | 29322 | 59 | 4128 | 8 | 67 | 1090 | 2 |
| Spanish NES fewer than 3 years | 727 | 227 | 31 | 39 | 5 | 6 | 1 | 0 | 0 | 1 | 455 | 63 |
| Spanish NES 3 or more years | 240 | 121 | 50 | 34 | 14 | 11 | 5 | 0 | 0 | 5 | 74 | 31 |
| Spanish LES fewer than 3 years | 284 | 136 | 48 | 72 | 25 | 20 | 7 | 1 | 0 | 7 | 55 | 19 |
| Spanish LES 3 or more years | 527 | 270 | 51 | 191 | 36 | 41 | 8 | 0 | 0 | 8 | 25 | 5 |
| Spanish FES | 1525 | 381 | 25 | 637 | 42 | 455 | 30 | 10 | 1 | 30 | 42 | 3 |
| Other NES fewer than 3 years | 130 | 36 | 28 | 17 | 13 | 9 | 7 | 1 | 1 | 8 | 67 | 52 |
| Other NES 3 or more years | 36 | 22 | 61 | 6 | 17 | 5 | 14 | 2 | 6 | 19 | 1 | 3 |
| Other LES fewer than 3 years | 88 | 29 | 33 | 39 | 44 | 12 | 14 | 0 | 0 | 14 | 8 | 9 |
| Other LES 3 or more years | 149 | 50 | 34 | 64 | 43 | 28 | 19 | 0 | 0 | 19 | 7 | 5 |
| Other FES | 433 | 53 | 12 | 133 | 31 | 211 | 49 | 35 | 8 | 57 | 1 | 0 |
| Data Invalid or not Provided | 427 | 47 | 11 | 72 | 17 | 240 | 56 | 18 | 4 | 60 | 50 | 12 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY

| | | | | | | | | | | | | |
|--------------------------------------|-----|--|--|--|--|--|--|--|--|--|--|--|
| CATEGORY | | | | | | | | | | | | |
| Does not read English or Spanish | 778 | | | | | | | | | | | |
| Taking CSAP Alt. Assessment** | 10 | | | | | | | | | | | |
| Eligible to Take CSAP Alt. Assess. | 365 | | | | | | | | | | | |
| Parental refusal | 115 | | | | | | | | | | | |
| Test invalidated | 427 | | | | | | | | | | | |
| Student withdrew before completion** | 145 | | | | | | | | | | | |
| One or more test sessions incomplete | 180 | | | | | | | | | | | |

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

X: Number tested fewer than 16; no summaries reported

Table 6A(2) Reading Performance of Grade 8 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 4 | 13 | 67 | 15 | 1 |
| ADAMS ARAPAHOE | 19 | 28 | 46 | 3 | 4 |
| ADAMS COUNTY | 29 | 35 | 33 | 1 | 2 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 19 | 12 | 63 | 2 | 5 |
| ALAMOSA | 18 | 35 | 44 | 2 | 1 |
| ARCHULETA COUNTY | 13 | 32 | 37 | 6 | 13 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 1 | 11 | 76 | 9 | 2 |
| AULT HIGHLAND | 17 | 41 | 38 | 3 | 1 |
| BAYFIELD | 4 | 18 | 68 | 8 | 3 |
| BENNETT | 2 | 30 | 67 | 1 | 0 |
| BETHUNE | 24 | 24 | 53 | 0 | 0 |
| BIG SANDY | 13 | 25 | 59 | 3 | 0 |
| BOULDER VALLEY | 7 | 14 | 60 | 16 | 3 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 15 | 29 | 48 | 3 | 5 |
| BRUSH | 15 | 26 | 51 | 3 | 5 |
| BUENA VISTA | 6 | 23 | 57 | 9 | 4 |
| BUFFALO | 3 | 24 | 66 | 3 | 3 |
| BURLINGTON | 15 | 24 | 58 | 4 | 0 |
| BYERS | 14 | 6 | 75 | 3 | 3 |
| CALHAN RJ 1 | 4 | 23 | 66 | 7 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 13 | 24 | 58 | 4 | 1 |
| CENTENNIAL | 17 | 39 | 43 | 0 | 0 |
| CENTER | 19 | 37 | 29 | 2 | 13 |
| CHERAW | 6 | 39 | 56 | 0 | 0 |
| CHERRY CREEK | 5 | 17 | 64 | 12 | 3 |
| CHEYENNE COUNTY | 17 | 33 | 46 | 4 | 0 |
| CHEYENNE MOUNTAIN | 3 | 12 | 68 | 16 | 0 |
| CLEAR CREEK | 18 | 18 | 60 | 4 | 1 |
| COLORADO SPRINGS | 10 | 22 | 58 | 7 | 3 |
| CO SCH DEAF /BLIND | X | X | X | X | X |
| CONSOLIDATED | 0 | 11 | 74 | 14 | 0 |
| COTOPAXI | 11 | 36 | 50 | 4 | 0 |
| CREEDE CONSOLIDATED | 6 | 19 | 69 | 6 | 0 |
| CRIPPLE CREEK VICTOR | 14 | 19 | 58 | 0 | 8 |
| CROWLEY COUNTY | 9 | 24 | 60 | 7 | 0 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 23 | 34 | 38 | 2 | 3 |
| DELTA COUNTY | 12 | 22 | 56 | 7 | 3 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DENVER COUNTY | 21 | 31 | 33 | 3 | 12 |
| DOLORES | 10 | 27 | 61 | 2 | 0 |
| DOLORES COUNTY | 3 | 39 | 58 | 0 | 0 |
| DOUGLAS COUNTY | 3 | 14 | 70 | 12 | 1 |
| DURANGO | 5 | 19 | 63 | 12 | 1 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 13 | 18 | 54 | 8 | 7 |
| EAST GRAND | 5 | 18 | 67 | 10 | 0 |
| EAST OTERO | 23 | 27 | 48 | 2 | 2 |
| EAST YUMA COUNTY | 9 | 20 | 63 | 8 | 0 |
| EATON | 7 | 25 | 62 | 5 | 1 |
| EDISON | X | X | X | X | X |
| ELBERT | 5 | 5 | 90 | 0 | 0 |
| ELIZABETH | 7 | 28 | 59 | 7 | 0 |
| ELLICOTT | 25 | 35 | 34 | 0 | 6 |
| ENGLEWOOD | 12 | 28 | 55 | 3 | 1 |
| EXPEDITIONARY BOCES | 15 | 11 | 70 | 4 | 0 |
| FALCON | 8 | 21 | 63 | 7 | 1 |
| FLORENCE | 16 | 20 | 57 | 4 | 2 |
| FORT MORGAN | 16 | 36 | 41 | 6 | 0 |
| FOUNTAIN | 9 | 21 | 57 | 10 | 2 |
| FOWLER | 13 | 41 | 47 | 0 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 13 | 35 | 50 | 2 | 0 |
| GARFIELD RE 2 | 12 | 20 | 60 | 6 | 1 |
| GENOA HUGO | 8 | 28 | 52 | 8 | 4 |
| GILCREST | 14 | 34 | 47 | 3 | 1 |
| GILPIN COUNTY | 11 | 20 | 66 | 2 | 0 |
| GRANADA | 15 | 25 | 55 | 5 | 0 |
| GREELEY | 19 | 27 | 42 | 5 | 7 |
| GUNNISON WATERS | 8 | 19 | 59 | 11 | 3 |
| HANOVER | 30 | 27 | 37 | 0 | 7 |
| HARRISON | 19 | 29 | 43 | 3 | 6 |
| HAXTUN | 0 | 11 | 83 | 6 | 0 |
| HAYDEN | 2 | 12 | 76 | 5 | 5 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 4 | 12 | 77 | 8 | 0 |
| HOLLY | 14 | 25 | 61 | 0 | 0 |
| HOLYOKE | 13 | 23 | 51 | 13 | 0 |
| HUERFANO | 12 | 35 | 50 | 3 | 0 |
| IGNACIO | 18 | 36 | 41 | 2 | 4 |
| JEFFERSON COUNTY | 9 | 21 | 61 | 8 | 2 |
| JOHNSTOWN MILLIKEN | 17 | 28 | 50 | 4 | 1 |
| JULESBURG | 5 | 10 | 70 | 15 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 19 | 20 | 56 | 4 | 1 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 3 | 15 | 64 | 10 | 8 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 29 | 57 | 14 | 0 |
| LAKE COUNTY | 21 | 26 | 46 | 2 | 4 |

| | | | | | |
|---------------------|----|----|----|----|----|
| LAMAR | 16 | 22 | 51 | 5 | 5 |
| LAS ANIMAS | 8 | 42 | 48 | 2 | 0 |
| LEWIS PALMER | 2 | 7 | 69 | 20 | 1 |
| LIMON | 19 | 34 | 47 | 0 | 0 |
| LITTLETON | 5 | 14 | 66 | 13 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 4 | 13 | 73 | 9 | 0 |
| MANITOU SPRINGS | 3 | 17 | 68 | 11 | 2 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 16 | 34 | 42 | 2 | 6 |
| MEEKER | 6 | 16 | 67 | 10 | 0 |
| MESA COUNTY VALLEY | 9 | 24 | 58 | 7 | 2 |
| MIAMI YODER | 18 | 33 | 45 | 3 | 3 |
| MOFFAT | 5 | 32 | 53 | 5 | 5 |
| MOFFAT COUNTY | 9 | 29 | 57 | 4 | 2 |
| MONTE VISTA | 8 | 31 | 51 | 6 | 4 |
| MONTEZUMA CORTEZ | 13 | 29 | 50 | 5 | 2 |
| MONTROSE COUNTY | 12 | 23 | 55 | 7 | 3 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 13 | 18 | 61 | 8 | 0 |
| NORTH PARK | 10 | 14 | 52 | 10 | 14 |
| NORTHGLENN THORNTON | 12 | 30 | 51 | 4 | 3 |
| NORWOOD | 4 | 15 | 74 | 7 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 6 | 88 | 6 | 0 |
| PARK-ESTES PARK | 6 | 14 | 74 | 4 | 2 |
| PARK COUNTY | 19 | 30 | 44 | 0 | 7 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 8 | 32 | 57 | 0 | 3 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | 0 | 21 | 74 | 5 | 0 |
| PLATEAU VALLEY | 16 | 16 | 56 | 12 | 0 |
| PLATTE CANYON | 5 | 14 | 64 | 16 | 2 |
| PLATTE VALLEY RE-7 | 11 | 30 | 46 | 7 | 6 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 7 | 17 | 62 | 12 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 19 | 30 | 45 | 3 | 3 |
| PUEBLO COUNTY RURAL | 7 | 18 | 65 | 9 | 1 |
| RANGELY | 8 | 24 | 62 | 5 | 2 |
| RIDGWAY | 8 | 25 | 50 | 17 | 0 |
| ROARING FORK | 9 | 20 | 63 | 6 | 2 |
| ROCKY FORD | 24 | 29 | 44 | 1 | 1 |
| SALIDA | 8 | 17 | 64 | 11 | 0 |
| SANFORD | 7 | 25 | 68 | 0 | 0 |
| SANGRE DE CRISTO | 6 | 23 | 63 | 6 | 3 |
| SARGENT | 9 | 27 | 61 | 0 | 3 |
| SHERIDAN | 22 | 32 | 43 | 1 | 3 |
| SIERRA GRANDE | 21 | 25 | 42 | 0 | 13 |
| SILVERTON | X | X | X | X | X |

| | | | | | |
|-------------------|----|----|----|----|----|
| SOUTH CONEJOS | 25 | 38 | 38 | 0 | 0 |
| SOUTH ROUTT | 3 | 26 | 67 | 3 | 3 |
| SPRINGFIELD | 7 | 26 | 56 | 11 | 0 |
| ST VRAIN VALLEY | 10 | 19 | 56 | 10 | 4 |
| STEAMBOAT SPRINGS | 6 | 16 | 64 | 12 | 1 |
| STRASBURG | 5 | 18 | 70 | 7 | 0 |
| STRATTON | 5 | 25 | 70 | 0 | 0 |
| SUMMIT | 7 | 17 | 64 | 8 | 4 |
| SWINK | 6 | 19 | 58 | 13 | 3 |
| TELLURIDE | 5 | 10 | 63 | 22 | 0 |
| THOMPSON | 9 | 17 | 61 | 11 | 2 |
| TRINIDAD | 19 | 29 | 45 | 3 | 4 |
| VALLEY | 10 | 26 | 58 | 5 | 1 |
| VILAS | X | X | X | X | X |
| WALSH | 11 | 11 | 63 | 11 | 4 |
| WELD COUNTY RE-8 | 14 | 26 | 39 | 2 | 20 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 9 | 25 | 53 | 13 | 0 |
| WEST GRAND | 5 | 25 | 56 | 13 | 0 |
| WEST YUMA COUNTY | 11 | 18 | 57 | 6 | 7 |
| WESTMINSTER | 18 | 31 | 45 | 3 | 3 |
| WIDEFIELD | 8 | 22 | 61 | 8 | 2 |
| WIGGINS | 7 | 24 | 61 | 7 | 2 |
| WILEY | 7 | 22 | 67 | 4 | 0 |
| WINDSOR | 12 | 17 | 66 | 6 | 0 |
| WOODLAND PARK | 8 | 21 | 60 | 10 | 1 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 6A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 8 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 7% | 18% | 62% | 11% | 2% | 100% |

**Reading Performance of all Grade 8 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|---------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 12% | 25% | 54% | 5% | 3% | 99%* |
| *Does not total 100% due to rounding. | | | | | | |

**Reading Performance of all Grade 8 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 19% | 30% | 43% | 3% | 5% | 100% |

**Reading Performance of all Grade 8 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 29% | 36% | 25% | 1% | 10% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

Part 7

Student Performance in Reading

Grade 9

CSAP Spring 2001

Sub-Part 7A State and District Summaries

Table 7A(1) Grade 9 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | % Proficient & Above* | # Advanced | % Advanced | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|-----------------------|------------|------------|---------------------|----------------------|
| STATE TOTAL | 56702 | 5287 | 9 | 12735 | 22 | 31612 | 56 | 63 | 4257 | 8 | 2811 | 5 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 705 | 63 | 9 | 169 | 24 | 421 | 60 | 65 | 36 | 5 | 16 | 2 |
| 301 - 600 | 1319 | 101 | 8 | 332 | 25 | 780 | 59 | 64 | 70 | 5 | 36 | 3 |
| 601 - 1200 | 1548 | 169 | 11 | 421 | 27 | 832 | 54 | 58 | 69 | 4 | 57 | 4 |
| 1201 - 6000 | 10312 | 1008 | 10 | 2376 | 23 | 5950 | 58 | 64 | 682 | 7 | 296 | 3 |
| 6001 - 25000 | 17565 | 1441 | 8 | 3608 | 21 | 10345 | 59 | 67 | 1505 | 9 | 666 | 4 |
| 25000 or more | 25253 | 2505 | 10 | 5829 | 23 | 13284 | 53 | 60 | 1895 | 8 | 1740 | 7 |
| GENDER | | | | | | | | | | | | |
| Female | 27596 | 1901 | 7 | 5682 | 21 | 16281 | 59 | 68 | 2520 | 9 | 1212 | 4 |
| Male | 28932 | 3361 | 12 | 7013 | 24 | 15255 | 53 | 59 | 1728 | 6 | 1575 | 5 |
| Data invalid or not provided | 174 | 25 | 14 | 40 | 23 | 76 | 44 | 49 | 9 | 5 | 24 | 14 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 39139 | 2255 | 6 | 7198 | 18 | 25013 | 64 | 74 | 3848 | 10 | 825 | 2 |
| Black (not Hispanic) | 3223 | 547 | 17 | 1076 | 33 | 1290 | 40 | 42 | 57 | 2 | 253 | 8 |
| Hispanic | 11168 | 2136 | 19 | 3714 | 33 | 3674 | 33 | 34 | 150 | 1 | 1494 | 13 |
| Asian/Pacific Islander | 1675 | 157 | 9 | 344 | 21 | 908 | 54 | 63 | 147 | 9 | 119 | 7 |
| American Indian/Alaska Native | 590 | 80 | 14 | 179 | 30 | 285 | 48 | 51 | 16 | 3 | 30 | 5 |
| Data invalid or not provided | 907 | 112 | 12 | 224 | 25 | 442 | 49 | 53 | 39 | 4 | 90 | 10 |
| DISABILITY | | | | | | | | | | | | |
| None | 44627 | 2896 | 6 | 9897 | 22 | 26421 | 59 | 67 | 3493 | 8 | 1920 | 4 |
| Limited intellectual capacity | 326 | 136 | 42 | 16 | 5 | 1 | 0 | 0 | 0 | 0 | 173 | 53 |
| Emotional disability | 769 | 246 | 32 | 245 | 32 | 178 | 23 | 23 | 2 | 0 | 98 | 13 |
| Perceptual/commun. Disability | 2907 | 1337 | 46 | 957 | 33 | 415 | 14 | 14 | 6 | 0 | 192 | 7 |
| Hearing disability | 78 | 25 | 32 | 22 | 28 | 23 | 29 | 31 | 1 | 1 | 7 | 9 |
| Visual disability | 39 | 7 | 18 | 11 | 28 | 16 | 41 | 44 | 1 | 3 | 4 | 10 |
| Physical disability | 357 | 96 | 27 | 132 | 37 | 93 | 26 | 27 | 5 | 1 | 31 | 9 |
| Speech/language disability | 350 | 162 | 46 | 135 | 39 | 34 | 10 | 10 | 0 | 0 | 19 | 5 |
| Deaf-blind | 6 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 210 | 48 | 23 | 18 | 9 | 7 | 3 | 3 | 0 | 0 | 137 | 65 |

| | | | | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|----|---|----|
| Autism | 16 | 3 | 19 | 1 | 6 | 3 | 19 | 3 | 19 | 0 | 0 | 0 | 19 | 9 | 56 |
| Traumatic brain injury | 26 | 14 | 54 | 2 | 8 | 5 | 19 | 5 | 19 | 0 | 0 | 0 | 19 | 5 | 19 |
| Data invalid or not provided | 6991 | 315 | 5 | 1298 | 19 | 4414 | 63 | 749 | 11 | 74 | 215 | 3 | | | |
| ACCOMMODATIONS | | | | | | | | | | | | | | | |
| None | 52523 | 4117 | 8 | 11446 | 22 | 30297 | 58 | 4181 | 8 | 66 | 2482 | 5 | | | |
| Braille version | 40 | 6 | 15 | 7 | 18 | 19 | 48 | 1 | 3 | 50 | 7 | 18 | | | |
| Large print | 25 | 2 | 8 | 5 | 20 | 12 | 48 | 2 | 8 | 56 | 4 | 16 | | | |
| Teacher-read directions | 708 | 403 | 57 | 188 | 27 | 58 | 8 | 2 | 0 | 8 | 57 | 8 | | | |
| Scribe | 106 | 33 | 31 | 34 | 32 | 35 | 33 | 0 | 0 | 33 | 4 | 4 | | | |
| Signing | 21 | 8 | 38 | 5 | 24 | 6 | 29 | 0 | 0 | 29 | 2 | 10 | | | |
| Assistive commun. device | 22 | 15 | 68 | 5 | 23 | 0 | 0 | 0 | 0 | 0 | 2 | 9 | | | |
| Extended/modified timing | 1037 | 450 | 43 | 375 | 36 | 154 | 15 | 9 | 1 | 16 | 49 | 5 | | | |
| Data invalid or not provided | 2220 | 253 | 11 | 670 | 30 | 1031 | 46 | 62 | 3 | 49 | 204 | 9 | | | |
| PROGRAM | | | | | | | | | | | | | | | |
| IEP | 5558 | 2162 | 39 | 1695 | 30 | 988 | 18 | 33 | 1 | 18 | 710 | 13 | | | |
| 504 Plan | 700 | 60 | 9 | 201 | 29 | 375 | 54 | 37 | 5 | 59 | 27 | 4 | | | |
| Title I | 1131 | 250 | 22 | 382 | 34 | 378 | 33 | 14 | 1 | 35 | 107 | 9 | | | |
| OCT new CO | 1037 | 145 | 14 | 225 | 22 | 377 | 36 | 50 | 5 | 41 | 240 | 23 | | | |
| Bilingual | 596 | 120 | 20 | 83 | 14 | 46 | 8 | 3 | 1 | 8 | 344 | 58 | | | |
| ESL | 1931 | 580 | 30 | 435 | 23 | 134 | 7 | 1 | 0 | 7 | 781 | 40 | | | |
| TIME IN DISTRICT | | | | | | | | | | | | | | | |
| 12+ Months | 47986 | 4241 | 9 | 10578 | 22 | 27699 | 58 | 3792 | 8 | 66 | 1676 | 3 | | | |
| 6-12 Months | 3012 | 313 | 10 | 705 | 23 | 1521 | 50 | 208 | 7 | 57 | 265 | 9 | | | |
| 3-6 Months | 3487 | 378 | 11 | 824 | 24 | 1556 | 45 | 190 | 5 | 50 | 539 | 15 | | | |
| 0-3 Months | 1469 | 248 | 17 | 417 | 28 | 532 | 36 | 50 | 3 | 40 | 222 | 15 | | | |
| Data invalid or not provided | 748 | 107 | 14 | 211 | 28 | 304 | 41 | 17 | 2 | 43 | 109 | 15 | | | |
| TIME IN SCHOOL | | | | | | | | | | | | | | | |
| 12+ Months | 11137 | 1143 | 10 | 2579 | 23 | 6337 | 56 | 731 | 6 | 62 | 547 | 5 | | | |
| 6-12 Months | 20445 | 1723 | 8 | 4518 | 22 | 11790 | 58 | 1726 | 8 | 66 | 688 | 3 | | | |
| 3-6 Months | 21205 | 1856 | 9 | 4542 | 21 | 11975 | 56 | 1699 | 8 | 64 | 1133 | 5 | | | |
| 0-3 Months | 2948 | 476 | 16 | 866 | 29 | 1197 | 41 | 88 | 3 | 44 | 321 | 11 | | | |
| Data invalid or not provided | 767 | 89 | 12 | 230 | 30 | 313 | 41 | 13 | 2 | 43 | 122 | 16 | | | |
| MIGRANT STATUS | | | | | | | | | | | | | | | |
| Non-migrant | 50721 | 4253 | 8 | 11021 | 22 | 29440 | 58 | 4064 | 8 | 66 | 1943 | 4 | | | |
| Migrant | 439 | 134 | 31 | 112 | 26 | 88 | 20 | 9 | 2 | 22 | 96 | 22 | | | |
| Data invalid or not provided | 5542 | 900 | 16 | 1602 | 29 | 2084 | 38 | 184 | 3 | 41 | 772 | 14 | | | |

| LANGUAGE BACKGROUND | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|--|--|--|--|--|--|--|
| English | 51685 | 4104 | 8 | 11229 | 22 | 30455 | 59 | 4214 | 8 | 67 | 1683 | 3 | | | | | | | |
| Spanish NES fewer than 3 years | 822 | 130 | 16 | 36 | 4 | 9 | 1 | 0 | 0 | 1 | 647 | 79 | | | | | | | |
| Spanish NES 3 or more years | 210 | 99 | 47 | 31 | 15 | 4 | 2 | 0 | 0 | 2 | 76 | 36 | | | | | | | |
| Spanish LES fewer than 3 years | 240 | 109 | 45 | 80 | 33 | 7 | 3 | 1 | 0 | 3 | 43 | 18 | | | | | | | |
| Spanish LES 3 or more years | 448 | 185 | 41 | 154 | 34 | 67 | 15 | 0 | 0 | 15 | 42 | 9 | | | | | | | |
| Spanish FES | 1614 | 376 | 23 | 693 | 43 | 417 | 26 | 6 | 0 | 26 | 122 | 8 | | | | | | | |
| Other NES fewer than 3 years | 185 | 52 | 28 | 24 | 13 | 12 | 6 | 0 | 0 | 6 | 97 | 52 | | | | | | | |
| Other NES 3 or more years | 50 | 25 | 50 | 14 | 28 | 5 | 10 | 0 | 0 | 10 | 6 | 12 | | | | | | | |
| Other LES fewer than 3 years | 87 | 30 | 34 | 28 | 32 | 17 | 20 | 0 | 0 | 20 | 12 | 14 | | | | | | | |
| Other LES 3 or more years | 146 | 41 | 28 | 67 | 46 | 27 | 18 | 0 | 0 | 18 | 11 | 8 | | | | | | | |
| Other FES | 418 | 43 | 10 | 140 | 33 | 196 | 47 | 17 | 4 | 51 | 22 | 5 | | | | | | | |
| Data invalid or not provided | 797 | 93 | 12 | 239 | 30 | 396 | 50 | 19 | 2 | 52 | 50 | 6 | | | | | | | |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|------|
| Does not read English or Spanish | 995 |
| Taking CSAP Alt. Assessment** | 8 |
| Eligible to Take CSAP Alt. Assess. | 349 |
| Parental refusal | 151 |
| Test invalidated | 1033 |
| Student withdrew before completion** | 274 |
| One or more test sessions incomplete | 275 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 5A(2) Reading Performance of Grade 9 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|---------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 3 | 12 | 67 | 16 | 1 |
| ADAMS ARAPAHOE | 14 | 27 | 44 | 3 | 11 |
| ADAMS COUNTY | 28 | 33 | 29 | 0 | 9 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 5 | 26 | 62 | 2 | 5 |
| ALAMOSA | 12 | 36 | 43 | 4 | 5 |
| ARCHULETA COUNTY | 8 | 30 | 56 | 5 | 0 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 3 | 7 | 68 | 11 | 11 |
| AULT HIGHLAND | 15 | 18 | 59 | 5 | 3 |
| BAYFIELD | 4 | 26 | 62 | 6 | 1 |
| BENNETT | 4 | 25 | 63 | 8 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 9 | 20 | 69 | 3 | 0 |
| BOULDER VALLEY | 5 | 13 | 61 | 16 | 5 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 14 | 29 | 49 | 4 | 3 |
| BRUSH | 16 | 20 | 59 | 4 | 1 |
| BUENA VISTA | 7 | 18 | 68 | 6 | 1 |
| BUFFALO | 0 | 24 | 66 | 7 | 3 |
| BURLINGTON | 11 | 23 | 60 | 0 | 6 |
| BYERS | 3 | 39 | 50 | 8 | 0 |
| CALHAN RJ 1 | 9 | 38 | 53 | 0 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 6 | 21 | 67 | 5 | 1 |
| CENTENNIAL | 4 | 44 | 44 | 0 | 8 |
| CENTER | 28 | 36 | 22 | 0 | 14 |
| CENTINNAL BOCES | 17 | 50 | 33 | 0 | 0 |
| CHERAW | 0 | 45 | 50 | 5 | 0 |
| CHERRY CREEK | 3 | 17 | 64 | 12 | 3 |
| CHEYENNE COUNTY | 4 | 15 | 77 | 4 | 0 |
| CHEYENNE MOUNTAIN | 3 | 9 | 64 | 24 | 0 |
| CLEAR CREEK | 5 | 20 | 65 | 8 | 1 |
| COLORADO SPRINGS | 10 | 24 | 55 | 7 | 4 |
| COLO SCH DEAF/BLIND | 39 | 17 | 22 | 0 | 22 |
| CONSOLIDATED | 8 | 25 | 58 | 8 | 3 |
| COTOPAXI | 3 | 24 | 58 | 13 | 3 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK | 13 | 27 | 56 | 2 | 2 |
| CROWLEY COUNTY | 6 | 42 | 51 | 2 | 0 |
| DE BEQUE | 14 | 19 | 67 | 0 | 0 |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 13 | 35 | 38 | 5 | 8 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DELTA COUNTY | 11 | 26 | 58 | 2 | 3 |
| DENVER COUNTY | 19 | 30 | 32 | 3 | 16 |
| DOLORES | 5 | 26 | 60 | 5 | 4 |
| DOLORES COUNTY | 0 | 7 | 85 | 7 | 0 |
| DOUGLAS COUNTY | 4 | 13 | 69 | 12 | 3 |
| DURANGO | 4 | 16 | 68 | 10 | 1 |
| EADS | 0 | 29 | 67 | 0 | 4 |
| EAGLE COUNTY | 13 | 23 | 53 | 5 | 6 |
| EAST GRAND | 5 | 16 | 74 | 5 | 1 |
| EAST OTERO | 22 | 27 | 48 | 2 | 2 |
| EAST YUMA COUNTY | 6 | 22 | 60 | 11 | 1 |
| EATON | 11 | 18 | 66 | 3 | 2 |
| EDISON | X | X | X | X | X |
| ELBERT | X | X | X | X | X |
| ELIZABETH | 5 | 25 | 63 | 6 | 1 |
| ELLCOTT | 21 | 29 | 40 | 6 | 4 |
| ENGLEWOOD | 15 | 29 | 50 | 3 | 3 |
| EXPEDITIONARY BOCES | 0 | 17 | 79 | 4 | 0 |
| FALCON | 9 | 18 | 65 | 7 | 2 |
| FLORENCE | 10 | 34 | 52 | 3 | 2 |
| FORT MORGAN | 18 | 34 | 46 | 0 | 2 |
| FOUNTAIN | 7 | 23 | 64 | 3 | 2 |
| FOWLER | 7 | 32 | 54 | 7 | 0 |
| FRENCHMAN | 6 | 0 | 88 | 6 | 0 |
| GARFIELD | 12 | 32 | 49 | 4 | 4 |
| GARFIELD RE 2 | 5 | 27 | 57 | 8 | 3 |
| GENOA HUGO | X | X | X | X | X |
| GILCREST | 16 | 26 | 54 | 3 | 1 |
| GILPIN COUNTY | 18 | 15 | 61 | 6 | 0 |
| GRANADA | 0 | 50 | 40 | 10 | 0 |
| GREELEY | 15 | 26 | 45 | 6 | 7 |
| GUNNISON WATERS | 3 | 14 | 66 | 17 | 0 |
| HANOVER | 25 | 0 | 75 | 0 | 0 |
| HARRISON | 11 | 30 | 52 | 3 | 4 |
| HAXTUN | 5 | 36 | 59 | 0 | 0 |
| HAYDEN | 0 | 14 | 75 | 0 | 11 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 7 | 21 | 57 | 12 | 2 |
| HOLLY | 18 | 26 | 53 | 0 | 3 |
| HOLYOKE | 4 | 38 | 48 | 9 | 2 |
| HUERFANO | 5 | 27 | 62 | 5 | 2 |
| IGNACIO | 7 | 44 | 45 | 0 | 4 |
| JEFFERSON COUNTY | 7 | 21 | 61 | 9 | 2 |
| JOHNSTOWN MILLIKEN | 16 | 34 | 40 | 4 | 5 |
| JULESBURG | 0 | 13 | 88 | 0 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 14 | 19 | 58 | 5 | 4 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 3 | 21 | 68 | 9 | 0 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 6 | 44 | 50 | 0 | 0 |

| | | | | | |
|---------------------|----|----|----|----|---|
| LAKE COUNTY | 9 | 39 | 49 | 1 | 3 |
| LAMAR | 12 | 28 | 49 | 3 | 8 |
| LAS ANIMAS | 16 | 35 | 47 | 2 | 0 |
| LEWIS PALMER | 3 | 10 | 72 | 14 | 2 |
| LIMON | 8 | 11 | 66 | 13 | 2 |
| LITTLETON | 4 | 12 | 68 | 14 | 1 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 5 | 28 | 58 | 5 | 5 |
| MANITOU SPRINGS | 5 | 22 | 62 | 11 | 0 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 14 | 37 | 39 | 2 | 8 |
| MC CLAVE | 5 | 18 | 68 | 5 | 5 |
| MEEKER | 2 | 17 | 77 | 4 | 0 |
| MESA COUNTY VALLEY | 7 | 23 | 61 | 6 | 3 |
| MIAMI YODER | 13 | 32 | 48 | 0 | 6 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 13 | 24 | 56 | 5 | 1 |
| MONTE VISTA | 13 | 37 | 42 | 2 | 7 |
| MONTEZUMA CORTEZ | 11 | 27 | 50 | 3 | 8 |
| MONTROSE COUNTY | 12 | 21 | 54 | 10 | 2 |
| MOUNTAIN BOCES | X | X | X | X | X |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 15 | 25 | 55 | 3 | 2 |
| NORTH PARK | 4 | 37 | 48 | 4 | 7 |
| NORTHGLENN THORNTON | 7 | 27 | 57 | 5 | 4 |
| NORWOOD | 0 | 11 | 71 | 14 | 4 |
| OTIS | X | X | X | X | X |
| OURAY | X | X | X | X | X |
| PARK-ESTES PARK | 7 | 14 | 64 | 14 | 1 |
| PARK COUNTY | 12 | 15 | 68 | 0 | 6 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 5 | 35 | 53 | 4 | 4 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | 0 | 11 | 72 | 17 | 0 |
| PLATEAU VALLEY | 12 | 30 | 56 | 0 | 2 |
| PLATTE CANYON | 4 | 19 | 63 | 12 | 1 |
| PLATTE VALLEY RE-7 | 13 | 25 | 50 | 4 | 9 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 6 | 16 | 63 | 13 | 3 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORGAN | 0 | 13 | 75 | 6 | 6 |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 15 | 30 | 46 | 3 | 6 |
| PUEBLO COUNTY RURAL | 9 | 21 | 63 | 6 | 1 |
| RANGELY | 8 | 28 | 62 | 2 | 0 |
| RIDGWAY | 18 | 24 | 59 | 0 | 0 |
| ROARING FORK | 9 | 20 | 60 | 7 | 3 |
| ROCKY FORD | 32 | 29 | 30 | 0 | 9 |
| SALIDA | 8 | 16 | 68 | 9 | 0 |
| SANFORD | 11 | 19 | 64 | 3 | 3 |
| SANGRE DE CRISTO | 15 | 27 | 54 | 4 | 0 |
| SARGENT | 0 | 17 | 70 | 7 | 7 |

| | | | | | |
|-------------------|----|----|----|----|----|
| SHERIDAN | 11 | 29 | 53 | 3 | 4 |
| SIERRA GRANDE | X | X | X | X | X |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 14 | 33 | 50 | 0 | 3 |
| SOUTH ROUTT | 8 | 27 | 57 | 5 | 3 |
| SPRINGFIELD | 4 | 15 | 70 | 11 | 0 |
| ST VRAIN VALLEY | 9 | 22 | 56 | 8 | 4 |
| STEAMBOAT SPRINGS | 2 | 15 | 69 | 13 | 0 |
| STRASBURG | 23 | 29 | 39 | 2 | 7 |
| STRATTON | 4 | 22 | 65 | 9 | 0 |
| SUMMIT | 7 | 13 | 67 | 8 | 5 |
| SWINK | 3 | 24 | 59 | 14 | 0 |
| TELLURIDE | 3 | 13 | 64 | 21 | 0 |
| THOMPSON | 6 | 19 | 65 | 8 | 1 |
| TRINIDAD | 12 | 30 | 50 | 5 | 3 |
| VALLEY | 8 | 25 | 62 | 4 | 1 |
| VILAS | 24 | 38 | 31 | 0 | 7 |
| WALSH | 5 | 14 | 68 | 9 | 5 |
| WELD COUNTY RE-8 | 15 | 27 | 45 | 3 | 11 |
| WELDON VALLEY | 6 | 50 | 44 | 0 | 0 |
| WEST END | 6 | 24 | 58 | 9 | 3 |
| WEST GRAND | 6 | 34 | 51 | 3 | 6 |
| WEST YUMA COUNTY | 7 | 15 | 69 | 4 | 4 |
| WESTMINSTER | 12 | 31 | 44 | 2 | 12 |
| WIDFIELD | 9 | 24 | 61 | 4 | 2 |
| WIGGINS | 9 | 19 | 65 | 5 | 2 |
| WILEY | 15 | 15 | 63 | 7 | 0 |
| WINDSOR | 9 | 20 | 61 | 9 | 1 |
| WOODLAND PARK | 8 | 19 | 65 | 6 | 1 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 5A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 9 Students
In Schools at SES Level 1 (0-25%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 7% | 21% | 61% | 8% | 2% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 9 Students
In Schools at SES Level 2 (26-50%)CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 29% | 51% | 4% | 5% | 100% |

**Reading Performance of all Grade 9 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 26% | 34% | 29% | 1% | 11% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 9 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 29% | 38% | 21% | 0% | 12% | 100% |

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Part 5: Scaling and Calibration

Overview of the IRT Models

CTB uses item response theory (IRT) to place multiple-choice and constructed-response items on the same scale. Because the characteristics of selected-response (multiple-choice) and constructed-response (open-ended) items are different, two item response theory models are used in the analysis of test forms containing both item types. The three-parameter logistic (3PL) model (Lord & Novick, 1968; Lord, 1980) is used for the analysis of selected-response items. In this model, the probability that a student with scale score θ responds correctly to item i is

$$P_i(\theta) = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta - b_i)]}$$

where a_i is the item discrimination, b_i is the item difficulty, and c_i is the probability of a correct response by a very low-scoring student. These three parameters are estimated from the item response data.

For analysis of constructed-response items, the two-parameter partial credit model (2PPC) (Muraki, 1992; Yen, 1993) is used. The 2PPC model is a special case of Bock's (1972) nominal model. Bock's model states that the probability of an examinee with ability θ having a score at the k -th level of the j -th item is

$$P_{jk}(\theta) = P(x_j = k - 1 | \theta) = \frac{\exp Z_{jk}}{\sum_{i=1}^{m_j} \exp Z_{ji}}, k = 1, \dots, m_j,$$

where m_j is the number of score levels and

$$Z_{jk} = A_{jk} \theta + C_{jk}.$$

For the special case of the 2PPC model used here, the following constraints are used:

$$A_{jk} = \alpha_j(k-1)$$

$$k = 1, 2, \dots, m_j$$

and

$$C_{jk} = -\sum_{i=0}^{k-1} \gamma_{ji}, \text{ where } \gamma_{j0} = 0,$$

where α_j and γ_{ji} are the parameters to be estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. For the 2PPC model, for each item there are $m_j - 1$ independent γ_{ji} parameters and one α_j parameter; a total of m_j independent item parameters are estimated.

The IRT models are implemented using CTB's PARDUX software (Burket, 1993). PARDUX estimates parameters simultaneously for dichotomous and polytomous items using marginal maximum likelihood procedures implemented via the EM algorithm (Bock & Aitkin, 1981; Thissen, 1982).

Scaling and Calibration of the Assessment

The items within each content area were scaled using CTB's computer program PARDUX (Burket, 1993), and a linear transformation was used to translate the PARDUX calibration scale to a unique Colorado scale. The parameter estimates are in two different parameterizations, corresponding to the two item response models (3PL and 2PPC). The location (i.e., difficulty) and discrimination parameters for the multiple-choice items are in the traditional 3PL metric and are labeled b and a , respectively. The location and discrimination parameters for the constructed-response items are in the 2PPC metric, designated g (gamma) and f (alpha), respectively. Because of the different metrics used, the 3PL (multiple-choice) parameters (a and b) are not directly comparable to the 2PPC (constructed-response) parameters (f and g). However, they can be converted to a common metric. The two metrics are related by $b = g/f$ and $a = f/1.7$ (see Burket, 1993). As a result of this procedure, the MC and CR items are placed

on the same scale. Note that for the 2PPC model there are $m_j - 1$ (where m_j is the number of score levels for item j) independent g 's and one f , for a total of m_j independent parameters estimated for each item. For the 3PL model, there is one “ a ” parameter, one “ b ” parameter, and one pseudo-guessing parameter, “ c ”, for each item.

Summary output tables from the PARDUX program present information on model fit for each item. Model fit information is obtained from the Z -statistic. The Z -statistic is a transformation of the *chi-square* (Q_1) statistic that takes into account differing numbers of score levels as well as sample size:

$$Z_j = \frac{(Q_{1j} - DF)}{\sqrt{2DF}},$$

for the j_{th} item. The Z -statistic is an index of the degree to which obtained proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters. These values, along with their associated chi-squares (Q_1), are computed for ten intervals corresponding to deciles of the *theta* distribution (Burket, 1991). The *chi-square* statistic is used to characterize item fit as “good” or “poor.”

The estimated item parameters will be used to score the student responses in a given test.

Model Fit

The model fit statistics and item parameter results are based on the analysis of a sample data set used for item calibration and scaling. The summary fit statistics for the multiple-choice and constructed-response items for different grades and content areas are shown in Tables 22 to 35.

The relationship, $Z = N^{.4}/1500$, gives the approximate critical Z -value for the CSAP assessments where N is the sample size for the calibration sample. Fit statistics above this critical Z -value may indicate poor model fit.

Third Grade Reading

The critical Z-value for the third grade Reading assessment, based on the calibration sample, is 137.8. The item parameters and fit statistics for the multiple-choice and constructed-response items are shown in Tables 39 and 40, respectively. The Z-statistics for all multiple-choice (MC) and constructed-response (CR) items are small compared to the critical Z-value, indicating that the proportions of students obtaining each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

Table 39. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 3, Reading (N=51,678)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | C | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 1.00 | -0.69 | 0.45 | 2.3 | 24 | 0.96 | -0.61 | 0.20 | 3.6 |
| 2 | 1.00 | -2.37 | 0.28 | 28.2 | 25 | 1.06 | -1.76 | 0.18 | 1.5 |
| 4 | 1.38 | -0.99 | 0.28 | 8.5 | 26 | 1.34 | -1.32 | 0.25 | 5.7 |
| 7 | 0.83 | -0.81 | 0.18 | 3.7 | 27 | 1.65 | -1.00 | 0.22 | 11.8 |
| 8 | 0.85 | -0.74 | 0.15 | 1.8 | 28 | 1.05 | -0.81 | 0.20 | 6.5 |
| 10 | 1.47 | -1.97 | 0.13 | 2.7 | 29 | 0.95 | -1.43 | 0.08 | 3.4 |
| 11 | 1.51 | -2.06 | 0.25 | 4.3 | 30 | 0.74 | -1.16 | 0.04 | 15.3 |
| 12 | 0.60 | -2.34 | 0.00 | 5.8 | 31 | 0.89 | 0.11 | 0.13 | 14.8 |
| 13 | 1.18 | -2.41 | 0.06 | 27.3 | 32 | 1.10 | -0.81 | 0.20 | 11.6 |
| 14 | 1.25 | -2.17 | 0.28 | 19.1 | 33 | 0.89 | 0.11 | 0.10 | 44.8 |
| 15 | 0.91 | -1.31 | 0.24 | 2.0 | 34 | 0.94 | 0.06 | 0.13 | 29.6 |
| 16 | 0.86 | -0.77 | 0.24 | 4.2 | 35 | 1.17 | -1.14 | 0.13 | 8.2 |
| 17 | 1.11 | -0.87 | 0.06 | 9.5 | 36 | 0.99 | -1.01 | 0.18 | 7.9 |
| 18 | 0.82 | -1.82 | 0.09 | 1.1 | 38 | 0.97 | -1.60 | 0.08 | 23.3 |
| 19 | 1.24 | 0.30 | 0.23 | 54.8 | 39 | 0.85 | -0.72 | 0.27 | 17.1 |
| 21 | 1.11 | -0.88 | 0.15 | 3.9 | 40 | 0.35 | -1.07 | 0.20 | 24.4 |
| 22 | 1.14 | 0.08 | 0.24 | 30.5 | | | | | |

¹ Multiple-Choice Item parameters are in the 3PL metric.

Table 40. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 3, Reading (N=51, 678)

| Book Item # | Constructed-Response Items | | | | | Fit-Z |
|-------------|----------------------------|-------|-------|-------|-------|-------|
| | f | g1 | g2 | g3 | g4 | |
| 3 | 1.29 | -2.27 | -3.37 | | | 65.8 |
| 5 | 0.73 | -0.40 | -1.66 | | | 41.0 |
| 6 | 0.50 | -1.50 | -1.97 | 4.19 | -5.62 | 56.1 |
| 9 | 0.66 | -2.23 | -1.52 | | | 68.7 |
| 20 | 0.68 | 0.57 | 0.18 | | | 112.9 |
| 23 | 0.61 | -0.27 | -1.33 | -0.02 | -1.03 | 42.9 |
| 37 | 1.12 | -2.20 | -2.94 | -2.70 | | 23.9 |
| 41 | 1.04 | -2.50 | -2.93 | | | 39.4 |
| 42 | 0.78 | -1.28 | -1.82 | | | 14.9 |

¹Constructed-response item parameters are in the 2PPC metric.

Fourth Grade Reading

The critical Z-value for the fourth grade Reading assessment, based on the calibration sample, is 110.4. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 41 and 42, respectively.

The Z-statistics for all CR items and most MC items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

MC Item 10 in session 6 exhibited less than optimal fit with a Z-value of 112.1. A close examination of the detail fit of the item responses indicated that the proportions of lower ability students obtaining a “1” were lower than expected, middle ability students were slightly higher than expected, and middle to low-higher ability students were slightly lower than expected. Note that this is a relatively low discriminating ($a=0.45$) and relatively easy item ($p=0.71$).

**Table 41. Item Parameter and Fit Summary¹, Multiple-Choice Items,
Grade 4 Reading (N=41,417)**

| Multiple-Choice Items | | | | | | | | | | | |
|------------------------------|----------------|----------|----------|----------|--------------|--------------------|----------------|----------|----------|----------|--------------|
| Book Item # | Session | a | b | c | Fit-Z | Book Item # | Session | a | b | c | Fit-Z |
| 1 | 3 | 1.45 | -1.54 | 0.19 | 1.3 | 6 | 4 | 0.80 | -1.78 | 0.14 | 0.0 |
| 2 | 3 | 0.66 | -0.07 | 0.19 | 1.9 | 8 | 4 | 1.02 | -0.43 | 0.22 | 12.4 |
| 3 | 3 | 1.18 | -1.37 | 0.27 | -0.5 | 9 | 4 | 1.06 | -0.77 | 0.24 | 0.6 |
| 4 | 3 | 0.96 | -1.03 | 0.25 | 3.5 | 10 | 4 | 0.88 | -0.44 | 0.33 | 17.6 |
| 5 | 3 | 0.95 | 1.10 | 0.19 | 13.7 | 11 | 4 | 0.64 | 0.43 | 0.16 | 1.8 |
| 6 | 3 | 1.26 | -1.08 | 0.34 | 2.8 | 12 | 4 | 1.10 | -0.69 | 0.17 | 1.8 |
| 7 | 3 | 1.12 | -1.74 | 0.24 | 3.4 | 13 | 4 | 1.10 | 0.02 | 0.26 | 9.1 |
| 8 | 3 | 1.02 | -1.38 | 0.28 | 5.3 | 14 | 4 | 0.72 | -0.90 | 0.11 | 2.4 |
| 9 | 3 | 0.89 | -0.74 | 0.13 | 3.3 | 15 | 4 | 1.30 | -1.78 | 0.20 | 2.2 |
| 10 | 3 | 0.80 | -2.01 | 0.20 | 5.2 | 16 | 4 | 0.85 | -1.87 | 0.20 | 7.2 |
| 12 | 3 | 0.82 | -1.40 | 0.14 | 0.2 | 17 | 4 | 1.06 | -0.86 | 0.27 | 1.2 |
| 13 | 3 | 0.89 | -1.23 | 0.24 | 4.7 | 18 | 4 | 0.85 | 1.07 | 0.28 | 10.9 |
| 15 | 3 | 0.54 | -0.87 | 0.19 | -0.6 | 19 | 4 | 1.03 | 1.11 | 0.14 | 60.9 |
| 16 | 3 | 0.73 | 0.37 | 0.15 | 3.9 | 20 | 4 | 0.98 | -0.70 | 0.22 | 4.5 |
| 18 | 3 | 0.71 | -1.61 | 0.06 | 7.1 | 21 | 4 | 1.23 | -0.92 | 0.21 | 2.8 |
| 19 | 3 | 1.31 | -0.40 | 0.15 | 4.7 | 22 | 4 | 1.09 | -0.55 | 0.26 | 6.6 |
| 26 | 3 | 1.03 | -1.12 | 0.08 | 7.0 | 2 | 6 | 0.86 | -0.54 | 0.20 | 2.8 |
| 27 | 3 | 1.04 | -1.58 | 0.12 | 7.3 | 7 | 6 | 0.90 | -1.69 | 0.20 | 8.2 |
| 28 | 3 | 0.94 | -2.14 | 0.03 | 5.1 | 8 | 6 | 1.06 | -2.22 | 0.19 | 2.4 |
| 29 | 3 | 0.97 | -1.82 | 0.12 | 9.1 | 9 | 6 | 0.63 | 1.82 | 0.23 | 3.9 |
| 1 | 4 | 0.95 | -2.72 | 0.00 | 23.6 | 10 | 6 | 0.45 | -1.07 | 0.20 | 112.1* |
| 2 | 4 | 0.64 | -2.62 | 0.20 | 34.0 | 11 | 6 | 0.65 | -2.41 | 0.20 | 2.0 |
| 3 | 4 | 1.13 | -1.80 | 0.20 | 0.9 | 12 | 6 | 0.36 | -2.32 | 0.00 | 5.0 |
| 4 | 4 | 0.82 | -1.98 | 0.12 | 4.8 | 13 | 6 | 0.90 | -0.01 | 0.21 | 4.3 |
| 5 | 4 | 0.84 | -2.40 | 0.20 | 6.4 | 14 | 6 | 0.85 | -0.91 | 0.19 | 1.6 |

¹ Multiple-choice item parameters are in the 3PL metric.

* Item 10, session 6, exceeded critical Z-value indicating less than optimal fit.

Table 42. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 4 Reading (N=41,417)

| Constructed-Response Items | | | | | | | |
|-----------------------------------|----------------|----------|-----------|-----------|-----------|-----------|--------------|
| Book Item # | Session | f | g1 | g2 | g3 | g4 | Fit-Z |
| 11 | 3 | 0.80 | -1.52 | -0.29 | | | 3.8 |
| 14 | 3 | 0.95 | -1.32 | 1.88 | | | 35.1 |
| 17 | 3 | 0.77 | -1.62 | 1.42 | | | 88.1 |
| 20 | 3 | 0.64 | 0.11 | 0.58 | | | 34.7 |
| 21 | 3 | 1.05 | -1.58 | -0.72 | -0.86 | | 34.8 |
| 22 | 3 | 0.51 | -0.78 | -1.86 | 1.65 | | 51.6 |
| 23 | 3 | 0.81 | -0.81 | 0.30 | | | 29.4 |
| 24 | 3 | 1.01 | -0.26 | -0.90 | | | 27.9 |
| 25 | 3 | 0.86 | -1.44 | 0.25 | | | 41.9 |
| 7 | 4 | 0.81 | -1.75 | -0.96 | | | 97.3 |
| 1 | 6 | 1.01 | -1.16 | | | | 19.8 |
| 3 | 6 | 1.03 | -1.45 | -0.82 | -2.03 | -1.70 | 109.3 |
| 4 | 6 | 1.68 | -1.75 | | | | 24.4 |
| 5 | 6 | 0.80 | 0.25 | -1.23 | | | 32.0 |
| 6 | 6 | 1.17 | -0.87 | 0.08 | | | 11.2 |
| 15 | 6 | 0.76 | -0.92 | -0.14 | 0.55 | | 40.5 |
| 16 | 6 | 0.65 | 0.65 | -1.45 | | | 37.9 |
| 17 | 6 | 0.74 | -1.08 | -3.08 | | | 24.7 |
| 18 | 6 | 0.98 | -2.73 | | | | 2.4 |

¹Constructed-response item parameters are in the 2PPC metric.

Fourth Grade Writing

The critical Z-value for the fourth grade Writing assessment, based on the calibration sample, is 20.7. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 43 and 44, respectively. The Z-statistics for all MC items and most CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

Item 2A in Session 2, exhibited less than optimal fit with a Z-statistic of 80.7 exceeding the critical Z-value of 20.7. A close examination of the ICC for the item indicated that the proportion of lower ability students obtaining a “0” was less than expected and obtaining a “1” was higher than expected. Similarly, the proportion of middle ability students obtaining a “0”, “2”, or “3” was higher than expected and obtaining a “1” was lower than expected; and the proportion of higher ability students obtaining a “2” and a “3” was lower than expected and obtaining a “4” was higher than expected.

Table 43. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 4 Writing (N=7,750)

| Multiple-Choice Items | | | | | | | | | | | |
|------------------------------|----------------|----------|----------|----------|--------------|--------------------|----------------|----------|----------|----------|--------------|
| Book Item # | Session | a | b | c | Fit-Z | Book Item # | Session | a | b | c | Fit-Z |
| 1 | 5 | 0.83 | -2.39 | 0.20 | -1.0 | 18 | 5 | 0.78 | -2.11 | 0.20 | 0.9 |
| 2 | 5 | 0.77 | -2.12 | 0.20 | 0.9 | 19 | 5 | 0.72 | -1.65 | 0.00 | 0.6 |
| 3 | 5 | 0.83 | -2.26 | 0.20 | 1.0 | 20 | 5 | 0.96 | -0.63 | 0.15 | 0.6 |
| 4 | 5 | 0.99 | -1.30 | 0.32 | 0.3 | 21 | 5 | 0.43 | -1.01 | 0.20 | 8.5 |
| 5 | 5 | 0.78 | -1.92 | 0.00 | 0.3 | 22 | 5 | 1.13 | -1.50 | 0.11 | 3.0 |
| 6 | 5 | 0.79 | -1.05 | 0.20 | -1.2 | 23 | 5 | 0.70 | -0.57 | 0.10 | -0.4 |
| 7 | 5 | 0.56 | -0.33 | 0.20 | 11.1 | 24 | 5 | 0.88 | -1.80 | 0.00 | 9.8 |
| 8 | 5 | 0.52 | -0.56 | 0.20 | -0.4 | 25 | 5 | 0.77 | -1.58 | 0.02 | 2.5 |
| 9 | 5 | 0.98 | 0.41 | 0.12 | 5.2 | 26 | 5 | 1.04 | -0.90 | 0.11 | 0.6 |
| 10 | 5 | 0.88 | -0.77 | 0.16 | 2.2 | 27 | 5 | 0.76 | -0.92 | 0.32 | -0.3 |
| 11 | 5 | 0.95 | -2.17 | 0.20 | 1.6 | 28 | 5 | 0.79 | -0.48 | 0.05 | 1.1 |
| 12 | 5 | 0.50 | -1.37 | 0.00 | 11.1 | 29 | 5 | 1.10 | 0.13 | 0.18 | 1.2 |
| 14 | 5 | 0.65 | -0.96 | 0.20 | 0.5 | 30 | 5 | 0.74 | 0.38 | 0.22 | 1.6 |
| 15 | 5 | 0.50 | -1.55 | 0.20 | -0.6 | 31 | 5 | 0.68 | 0.02 | 0.19 | 1.6 |
| 16 | 5 | 0.64 | -2.42 | 0.20 | 2.7 | | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

**Table 44. Item Parameter and Fit Summary¹, Constructed-Response Items
Grade 4, Writing (N=7,750)**

| Constructed-Response Items | | | | | | | |
|----------------------------|-----------|------|-------|-------|-------|------|-------|
| Book Item # | Session n | f | g1 | g2 | g3 | g4 | Fit-Z |
| 1 | 1 | 0.87 | -5.97 | | | | -1.4 |
| 1A | 2 | 1.00 | -0.13 | | | | 0.6 |
| 1B | 2 | 1.41 | -2.50 | | | | 1.3 |
| 1C | 2 | 1.46 | -0.43 | | | | 3.8 |
| 1D | 2 | 0.53 | -1.89 | | | | 6.4 |
| 1E | 2 | 1.28 | -2.51 | | | | 4.0 |
| 1F | 2 | 0.70 | -0.01 | | | | 3.0 |
| 2A | 2 | 0.93 | -1.37 | -2.27 | 0.16 | 1.72 | 80.7* |
| 2B | 2 | 1.40 | -5.39 | -2.46 | 0.30 | 2.21 | 5.5 |
| 2C | 2 | 1.68 | -5.73 | -1.47 | | | -1.5 |
| 13 | 5 | 1.17 | -3.78 | -2.84 | 0.34 | 2.84 | 5.5 |
| 17 | 5 | 1.15 | -2.71 | -2.55 | -0.01 | 2.15 | 16.3 |
| 32 | 5 | 1.12 | -3.94 | -2.51 | 0.35 | 2.44 | 19.3 |

¹Constructed-response item parameters are in the 2PPC metric.

* Item 2A, session 2, exceeded critical Z-value indicating less than optimal fit.

Fifth Grade Reading

The critical Z-value for the fifth grade Reading assessment, based on the calibration sample, is 112.8. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 45 and 46, respectively.

The Z-statistics for all MC items and most CR items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

CR Item 28 exhibited less than optimal fit with a Z-value of 117.0. The item characteristics curve (*ICC*) indicates that proportion of lower ability students obtaining a given score is less than expected, middle ability students is higher than expected, and higher ability students is lower than expected. Note that item 28 is a poorly discriminating ($a=0.20$) item.

Table 45. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 5 Reading (N=42,302)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | B | c | Fit-Z |
| 1 | 0.68 | 1.11 | 0.20 | 9.8 | 35 | 1.19 | -1.55 | 0.20 | 1.3 |
| 2 | 0.85 | -2.37 | 0.20 | 5.8 | 36 | 0.97 | 2.01 | 0.10 | 56.2 |
| 3 | 0.84 | -1.42 | 0.15 | -0.2 | 37 | 0.84 | -1.46 | 0.18 | 21.2 |
| 4 | 1.62 | -1.67 | 0.22 | 6.0 | 38 | 0.96 | -0.39 | 0.17 | 4.1 |
| 5 | 0.78 | -0.51 | 0.26 | -0.5 | 39 | 0.37 | -0.25 | 0.20 | 37.9 |
| 7 | 1.08 | -0.39 | 0.24 | 5.0 | 41 | 0.60 | -1.54 | 0.00 | 30.8 |
| 8 | 1.36 | -0.63 | 0.25 | 9.0 | 42 | 0.93 | -0.49 | 0.23 | 4.8 |
| 9 | 0.61 | -0.08 | 0.34 | 20.1 | 43 | 0.40 | -0.48 | 0.20 | 7.7 |
| 10 | 0.41 | -0.02 | 0.08 | 1.4 | 44 | 0.46 | -0.35 | 0.14 | 0.9 |
| 12 | 0.68 | -1.78 | 0.00 | 47.3 | 45 | 0.96 | -1.66 | 0.10 | 2.5 |
| 13 | 0.73 | -1.55 | 0.01 | -0.2 | 47 | 1.20 | -1.14 | 0.20 | 3.4 |
| 14 | 1.09 | 0.29 | 0.27 | 8.6 | 48 | 0.49 | 0.65 | 0.13 | 2.2 |
| 15 | 1.03 | -0.11 | 0.17 | 9.6 | 49 | 0.87 | -1.91 | 0.20 | 5.2 |
| 16 | 0.88 | -0.16 | 0.18 | 3.8 | 50 | 1.09 | -1.79 | 0.07 | 3.6 |
| 18 | 0.75 | -2.14 | 0.01 | 4.1 | 51 | 1.50 | -0.99 | 0.13 | 9.7 |
| 19 | 0.77 | -1.87 | 0.20 | 2.7 | 52 | 0.85 | 1.41 | 0.50 | 47.2 |
| 20 | 0.46 | -1.28 | 0.14 | 13.0 | 53 | 1.22 | 0.09 | 0.18 | 18.8 |
| 23 | 0.69 | -2.13 | 0.20 | 3.3 | 54 | 0.86 | 0.80 | 0.18 | 4.3 |
| 24 | 0.85 | -1.48 | 0.16 | 3.5 | 56 | 0.65 | -0.25 | 0.25 | 12.7 |
| 25 | 1.08 | -1.13 | 0.27 | 2.0 | 57 | 1.07 | -0.69 | 0.25 | 7.7 |
| 26 | 0.70 | -0.15 | 0.11 | 1.3 | 58 | 1.10 | -0.87 | 0.14 | 4.1 |
| 29 | 0.99 | -1.46 | 0.16 | 4.6 | 59 | 1.02 | 1.01 | 0.31 | 28.0 |
| 30 | 1.68 | 1.27 | 0.26 | 53.8 | 60 | 0.55 | 0.15 | 0.20 | 3.1 |
| 31 | 0.81 | -1.78 | 0.05 | 7.3 | 61 | 1.01 | -1.07 | 0.18 | 4.1 |
| 32 | 0.99 | -1.18 | 0.20 | 0.8 | 62 | 1.01 | 2.20 | 0.41 | 4.3 |
| 33 | 0.90 | -0.75 | 0.20 | 1.9 | 63 | 1.06 | 2.66 | 0.29 | 6.4 |
| 34 | 0.90 | -0.83 | 0.20 | 0.2 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 46. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 5, Reading (N=42,302)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|-------|----|--------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 6 | 0.76 | -0.63 | -0.90 | | | 44.1 |
| 11 | 0.93 | -0.43 | 0.32 | 0.84 | | 19.6 |
| 17 | 0.70 | -0.65 | -0.21 | 0.65 | | 17.5 |
| 21 | 0.42 | -0.47 | -0.37 | | | 12.0 |
| 22 | 0.60 | 0.40 | -1.20 | | | 51.4 |
| 27 | 0.46 | -0.52 | 0.15 | -0.11 | | 42.8 |
| 28 | 0.20 | 0.24 | 0.14 | -1.04 | | 117.0* |
| 40 | 0.80 | 0.54 | 1.80 | | | 11.1 |
| 46 | 0.49 | -0.22 | 0.12 | | | 22.9 |
| 55 | 1.37 | -0.02 | 1.68 | | | 32.7 |

¹Constructed-response item parameters are in the 2PPC metric.

*Item 28 exceeded critical Z-value indicating less than optimal fit.

Fifth Grade Mathematics

The critical Z-value for the fifth grade Mathematics assessment, based on the calibration sample, is 24.0. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 47 and 48, respectively.

The Z-statistics for all MC items and most CR items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

Two CR items, 11 and 20, exhibited less than optimal fit with Z-values of 29.1 and 47.6 respectively. However, a close examination of the item characteristics curves (*ICCs*) for each item indicates that the fit is reasonable. The *ICC* for item 11 showed that the proportion of lower ability students of obtaining a “0” was less than expected and obtaining a “2” was higher than expected. The *ICC* for item 20 indicated that the proportion of lower ability students obtaining a “0” was lower than expected, a “2” was higher than expected, and a “3” was lower than expected. Similarly, the proportion of higher ability students obtaining a “3” was higher than expected. Note that both items are moderately discriminating.

Table 47. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 5 Mathematics (N=8,990)

| Multiple-Choice Items | | | | | | | | | |
|------------------------------|----------|----------|----------|--------------|--------------------|----------|----------|----------|--------------|
| Book Item # | a | b | C | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.71 | -1.02 | 0.20 | 1.7 | 34 | 0.53 | -2.21 | 0.20 | 6.6 |
| 2 | 1.01 | -1.16 | 0.19 | -0.4 | 36 | 0.78 | -0.83 | 0.28 | 0.4 |
| 3 | 0.58 | -0.49 | 0.12 | 1.5 | 37 | 0.95 | -0.44 | 0.18 | 0.5 |
| 4 | 0.51 | -0.36 | 0.03 | 1.9 | 38 | 0.46 | -2.59 | 0.20 | 0.8 |
| 6 | 0.95 | -0.73 | 0.40 | 0.8 | 39 | 0.50 | -0.66 | 0.20 | 0.9 |
| 7 | 0.69 | -0.38 | 0.28 | 0.6 | 40 | 0.97 | -2.74 | 0.20 | 0.9 |
| 8 | 0.81 | -0.93 | 0.16 | -0.3 | 41 | 0.85 | -1.37 | 0.07 | 1.3 |
| 9 | 0.72 | -1.41 | 0.07 | 0.2 | 43 | 1.13 | -0.10 | 0.20 | 0.6 |
| 10 | 0.92 | -0.74 | 0.24 | -0.6 | 44 | 0.45 | -0.99 | 0.20 | 4.8 |
| 12 | 0.94 | -2.51 | 0.20 | -0.7 | 47 | 1.18 | -0.30 | 0.50 | 18.2 |
| 13 | 0.67 | -2.04 | 0.11 | 0.3 | 48 | 0.44 | -2.25 | 0.20 | 4.9 |
| 14 | 0.72 | -0.32 | 0.11 | -0.5 | 49 | 0.64 | 2.69 | 0.10 | 3.7 |
| 16 | 0.90 | -0.70 | 0.21 | -0.9 | 50 | 0.63 | -0.92 | 0.11 | -1.0 |
| 17 | 0.74 | -0.06 | 0.21 | 2.5 | 52 | 0.68 | 0.61 | 0.21 | -0.4 |
| 18 | 0.94 | 0.92 | 0.35 | 0.5 | 53 | 0.77 | -0.24 | 0.29 | 0.8 |
| 19 | 1.62 | 0.53 | 0.05 | 7.1 | 54 | 1.31 | -1.78 | 0.08 | -0.7 |
| 21 | 0.34 | -4.64 | 0.20 | 1.4 | 55 | 0.93 | 0.74 | 0.28 | 2.4 |
| 22 | 0.52 | -1.89 | 0.20 | 0.7 | 57 | 0.97 | -1.88 | 0.20 | -0.3 |
| 24 | 0.94 | -1.86 | 0.00 | -0.1 | 58 | 0.39 | -1.01 | 0.00 | -1.5 |
| 25 | 0.63 | -1.03 | 0.16 | -0.6 | 59 | 0.78 | -0.81 | 0.27 | -0.4 |
| 26 | 0.59 | -1.43 | 0.00 | -0.3 | 60 | 0.82 | -2.36 | 0.20 | -0.1 |
| 27 | 0.76 | -1.41 | 0.20 | 0.6 | 61 | 0.66 | 0.35 | 0.23 | 0.7 |
| 29 | 1.12 | -0.71 | 0.22 | -0.4 | 63 | 0.37 | -2.59 | 0.20 | 1.5 |
| 30 | 0.51 | -1.50 | 0.15 | -0.3 | 64 | 0.53 | -2.15 | 0.20 | 1.2 |
| 31 | 0.90 | -1.74 | 0.20 | -1.1 | 65 | 1.29 | -1.26 | 0.33 | 1.0 |
| 32 | 0.53 | -0.58 | 0.07 | 0.3 | 66 | 0.76 | -1.52 | 0.00 | 5.1 |
| 33 | 0.73 | -0.73 | 0.29 | -0.2 | 67 | 0.81 | -2.18 | 0.03 | -1.2 |

¹Multiple-choice item parameters are in the 3PL metric.

Table 48. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 5, Mathematics (N=8,990)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|-------|-------|-------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 5 | 0.69 | -1.94 | -1.02 | | | 0.7 |
| 11 | 0.68 | -1.94 | -0.22 | -1.89 | | 29.1* |
| 15 | 0.41 | 2.03 | -1.53 | | | 0.6 |
| 20 | 0.57 | -1.12 | -1.62 | 0.66 | | 47.6* |
| 23 | 0.65 | -2.37 | -1.46 | -0.96 | 1.03 | 13.4 |
| 28 | 1.04 | -0.16 | -1.73 | | | 1.6 |
| 35 | 0.71 | -0.02 | -0.92 | 0.39 | | 5.5 |
| 42 | 0.77 | 0.81 | -3.25 | | | 4.4 |
| 45 | 0.70 | 0.36 | -1.17 | -0.89 | | 12.9 |
| 46 | 0.67 | -1.92 | -1.07 | -1.14 | -0.78 | 1.6 |
| 51 | 1.03 | -1.98 | -0.86 | | | 8.3 |
| 56 | 0.77 | -1.02 | -0.57 | -0.50 | | 18.0 |
| 62 | 1.07 | -1.01 | -1.48 | | | 4.7 |
| 68 | 0.64 | -1.10 | 0.12 | -1.35 | | 4.2 |
| 69 | 0.59 | -1.09 | -1.25 | -0.80 | -0.33 | 6.0 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 11 and 20 exceeded critical Z-value indicating less than optimal fit.

Sixth Grade Reading

The critical Z-value for the sixth grade Reading assessment, based on the calibration sample, is 108.8. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 49 and 50, respectively.

The Z-statistics for most MC and CR items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

Two MC items, 34 and 69, and two CR items, 23 and 74, exhibited less than optimal fit with Z-values of 113.2, 122.3, 118.2, and 286.2 respectively. The ICC for item 34 shows that it is a relatively low discriminating item ($a=0.20$), somewhat flat up to the middle ability level and the proportion of higher ability students responding correctly was higher than expected. Item 69 is a relatively highly discriminating item ($a=1.18$) and

responses from higher ability students fitted the model reasonably well. However, the proportion of lower ability students scoring correctly was higher than expected.

The *ICCs* for items 23 and 74 indicate that the responses fit the model reasonably well. A detailed examination of the *ICC* for item 23 indicates that the proportion of lower ability students obtaining a “0” was higher than expected and a “1” was lower than expected. The proportion of students obtaining a “2” was similar and low for all ability groups suggesting that the item may have functioned better had it been a two-point item rather than a three-point item. The proportion of lower to middle ability students obtaining a “3” was slightly higher than expected and middle to higher ability students was slightly lower than expected.

The *ICC* for item 74 indicates that the proportion of lower ability students obtaining a “0” was higher than expected and middle ability students was slightly lower than expected. The observed proportion of students obtaining a “1” was similar for all ability groups with lower ability students scoring less than expected and higher ability students scoring slightly higher than expected. Similarly, the proportion of lower to middle ability students obtaining a “2” was higher than expected and middle to upper ability students was slightly lower than expected.

Table 49. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 6 Reading (N=40,785)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|--------|-------------|------|-------|------|--------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.17 | -5.94 | 0.20 | 10.5 | 40 | 0.52 | -0.04 | 0.10 | 56.4 |
| 2 | 0.64 | -2.07 | 0.20 | 3.5 | 41 | 0.75 | -0.53 | 0.17 | 19.3 |
| 3 | 0.59 | -2.35 | 0.20 | 32.4 | 42 | 1.40 | -0.44 | 0.19 | 26.9 |
| 4 | 0.90 | -1.67 | 0.20 | 16.7 | 43 | 1.73 | -0.78 | 0.24 | 14.8 |
| 6 | 1.02 | -0.19 | 0.27 | 10.6 | 44 | 0.76 | 0.56 | 0.27 | 7.6 |
| 7 | 0.65 | 1.67 | 0.14 | 1.9 | 45 | 1.17 | -0.54 | 0.18 | 22.2 |
| 8 | 1.08 | 1.25 | 0.24 | 3.9 | 46 | 0.51 | -0.42 | 0.16 | 2.7 |
| 9 | 0.79 | -2.22 | 0.00 | 8.1 | 49 | 0.88 | -0.60 | 0.24 | -0.3 |
| 10 | 1.06 | -0.90 | 0.22 | 4.2 | 50 | 0.70 | -1.68 | 0.07 | 2.4 |
| 11 | 0.94 | -0.63 | 0.14 | 9.3 | 51 | 1.22 | -1.70 | 0.21 | 3.0 |
| 12 | 0.89 | -1.31 | 0.15 | 4.4 | 52 | 0.74 | -2.13 | 0.09 | 11.8 |
| 14 | 1.26 | -0.71 | 0.24 | 16.7 | 53 | 0.88 | 0.21 | 0.31 | 7.3 |
| 15 | 1.34 | 0.78 | 0.21 | 14.6 | 54 | 0.84 | -0.02 | 0.40 | 8.0 |
| 16 | 0.96 | -0.79 | 0.23 | 3.6 | 55 | 0.35 | -0.79 | 0.04 | 12.9 |
| 17 | 0.56 | -0.48 | 0.20 | 3.1 | 56 | 0.63 | -1.21 | 0.00 | 59.0 |
| 18 | 1.11 | -0.14 | 0.20 | 2.8 | 57 | 0.54 | 0.31 | 0.19 | 12.2 |
| 19 | 0.75 | -1.03 | 0.11 | -0.3 | 58 | 1.23 | 0.04 | 0.30 | 7.3 |
| 20 | 0.58 | -1.79 | 0.00 | 15.6 | 59 | 1.06 | -0.29 | 0.23 | 1.9 |
| 21 | 0.52 | -1.07 | 0.06 | 2.0 | 61 | 1.24 | 0.85 | 0.27 | 8.9 |
| 22 | 0.78 | 1.13 | 0.50 | 64.2 | 62 | 0.75 | 2.53 | 0.36 | 1.7 |
| 24 | 1.08 | -0.75 | 0.38 | 6.1 | 63 | 0.90 | 1.63 | 0.26 | 4.6 |
| 25 | 0.88 | -1.87 | 0.06 | 21.7 | 64 | 0.82 | -0.46 | 0.16 | 2.5 |
| 26 | 0.80 | -1.13 | 0.09 | 2.9 | 65 | 0.44 | 0.32 | 0.29 | 18.9 |
| 27 | 0.97 | -1.80 | 0.20 | 2.7 | 66 | 0.69 | -0.77 | 0.19 | 3.8 |
| 28 | 0.73 | -1.61 | 0.13 | 1.3 | 67 | 0.35 | 2.07 | 0.19 | 3.4 |
| 30 | 1.10 | -1.51 | 0.23 | 1.2 | 68 | 0.78 | 0.42 | 0.20 | 54.9 |
| 31 | 0.36 | -1.02 | 0.20 | 89.6 | 69 | 1.18 | 1.53 | 0.19 | 122.3* |
| 33 | 1.10 | 0.97 | 0.26 | 6.9 | 70 | 1.31 | -0.43 | 0.25 | 3.3 |
| 34 | 0.20 | 4.05 | 0.20 | 113.2* | 71 | 1.26 | 0.06 | 0.26 | 5.5 |
| 35 | 0.91 | -0.86 | 0.21 | 3.2 | 72 | 1.05 | -0.17 | 0.21 | 4.1 |
| 36 | 0.82 | 0.19 | 0.29 | 6.7 | 73 | 1.18 | -0.15 | 0.24 | 4.4 |
| 37 | 1.31 | -0.87 | 0.28 | 7.6 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

*Items 34 and 69 exceeded critical Z-value indicating less than optimal fit.

Table 50. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 6, Reading (N=40,785)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|-------|------|--------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 5 | 0.72 | -1.73 | -0.61 | | | 51.7 |
| 13 | 0.42 | -0.69 | -0.32 | | | 25.6 |
| 23 | 0.47 | -1.45 | 1.01 | -2.70 | | 118.2* |
| 29 | 0.94 | -0.54 | -1.04 | | | 16.5 |
| 32 | 1.07 | -1.43 | -0.50 | | | 5.2 |
| 38 | 0.95 | -0.79 | -0.40 | 0.14 | | 5.4 |
| 39 | 0.49 | 0.60 | -0.17 | | | 33.2 |
| 47 | 0.98 | 0.41 | 0.34 | 1.30 | 1.95 | 45.3 |
| 48 | 0.80 | -1.05 | -1.00 | | | 60.4 |
| 60 | 1.10 | -0.97 | 0.11 | | | 80.0 |
| 74 | 0.54 | -1.25 | -0.94 | | | 286.2* |
| 75 | 0.67 | -0.64 | 0.36 | 1.45 | | 6.0 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 23 and 74 exceeded critical Z-value indicating less than optimal fit.

Seventh Grade Reading

The critical Z-value for the seventh grade Reading assessment, based on the calibration sample, is 106.3. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 51 and 52, respectively. The item responses fit the IRT model reasonably well. The Z-statistics for all the MC and most CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be expected by the estimated thetas and item parameters.

CR item 20 in Session 4 exhibited less than optimal fit with a Z-value of 110.2. The *ICC* for the item shows a reasonable fit with the proportion of higher ability students obtaining a given score slightly lower than expected. A detailed examination of the *ICC* indicates that the proportion of lower ability students obtaining a “0” was higher than expected and middle ability students was slightly lower than expected. Similarly, the proportion of lower to middle ability students obtaining a “1” was slightly lower than expected and middle to higher ability students was higher than expected, and the proportion of middle ability students obtaining a “2” was slightly lower than expected and middle to higher ability students was lower than expected.

Table 51. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 7 Reading (N=39,866)

| Multiple-Choice Items | | | | | | | | | | | |
|-----------------------|---------|------|-------|------|-------|-------------|---------|------|-------|------|-------|
| Book Item # | Session | a | b | c | Fit-Z | Book Item # | Session | a | b | c | Fit-Z |
| 1 | 3 | 0.56 | -1.21 | 0.01 | -0.7 | 17 | 4 | 0.90 | -0.15 | 0.22 | 1.5 |
| 2 | 3 | 0.84 | -2.21 | 0.20 | 5.9 | 18 | 4 | 0.64 | 1.75 | 0.18 | 7.4 |
| 3 | 3 | 0.32 | -1.84 | 0.20 | 1.9 | 23 | 4 | 0.89 | -0.49 | 0.15 | 0.5 |
| 4 | 3 | 0.91 | -2.39 | 0.10 | 1.3 | 24 | 4 | 0.77 | 1.20 | 0.14 | 1.7 |
| 6 | 3 | 0.82 | -2.76 | 0.00 | 8.8 | 25 | 4 | 0.86 | 0.68 | 0.17 | 6.0 |
| 7 | 3 | 0.99 | -2.25 | 0.09 | 1.6 | 1 | 6 | 0.70 | 0.43 | 0.29 | 0.3 |
| 8 | 3 | 0.73 | -0.54 | 0.18 | 1.3 | 2 | 6 | 0.99 | -1.09 | 0.33 | 3.9 |
| 9 | 3 | 0.49 | -2.05 | 0.00 | 4.9 | 3 | 6 | 1.05 | -0.68 | 0.18 | 9.2 |
| 10 | 3 | 0.93 | -1.88 | 0.16 | 9.9 | 4 | 6 | 0.79 | -1.55 | 0.22 | 2.3 |
| 11 | 3 | 1.12 | -1.48 | 0.21 | 13.6 | 5 | 6 | 0.66 | -2.55 | 0.20 | 32.0 |
| 12 | 3 | 0.67 | -0.95 | 0.20 | 7.4 | 6 | 6 | 1.06 | -0.76 | 0.33 | 8.2 |
| 13 | 3 | 1.14 | -2.51 | 0.20 | 2.4 | 7 | 6 | 1.00 | -1.72 | 0.20 | 2.4 |
| 14 | 3 | 0.86 | -1.15 | 0.32 | -0.9 | 8 | 6 | 0.56 | -2.84 | 0.20 | 5.1 |
| 18 | 3 | 1.19 | -1.27 | 0.24 | -0.4 | 9 | 6 | 1.48 | -1.90 | 0.21 | 4.7 |
| 19 | 3 | 1.30 | -1.14 | 0.25 | 3.9 | 10 | 6 | 1.19 | -1.04 | 0.16 | 14.0 |
| 20 | 3 | 0.72 | -2.22 | 0.20 | 5.5 | 11 | 6 | 0.85 | -0.50 | 0.26 | 1.4 |
| 21 | 3 | 0.94 | -1.15 | 0.27 | 6.5 | 12 | 6 | 0.61 | -2.16 | 0.02 | 4.4 |
| 22 | 3 | 0.96 | -0.09 | 0.17 | 3.4 | 13 | 6 | 1.01 | 0.22 | 0.39 | 5.6 |
| 23 | 3 | 0.93 | -1.55 | 0.17 | 1.9 | 14 | 6 | 0.74 | 0.11 | 0.24 | 2.8 |
| 24 | 3 | 0.49 | -0.90 | 0.20 | 13.3 | 15 | 6 | 0.47 | 0.28 | 0.20 | 21.8 |
| 1 | 4 | 0.56 | -0.75 | 0.20 | 10.0 | 16 | 6 | 0.61 | 0.46 | 0.18 | 3.7 |
| 2 | 4 | 1.30 | 0.08 | 0.21 | 9.7 | 17 | 6 | 0.76 | -0.71 | 0.10 | 6.2 |
| 3 | 4 | 1.27 | -0.77 | 0.17 | 4.3 | 18 | 6 | 1.19 | 0.33 | 0.24 | 9.8 |
| 4 | 4 | 0.57 | -2.45 | 0.00 | 10.2 | 19 | 6 | 1.24 | -1.48 | 0.14 | 0.5 |
| 5 | 4 | 0.80 | -1.63 | 0.17 | 2.2 | 20 | 6 | 0.82 | -0.99 | 0.26 | -0.5 |
| 6 | 4 | 1.41 | -2.05 | 0.22 | 2.6 | 21 | 6 | 1.05 | -2.08 | 0.20 | 5.8 |
| 7 | 4 | 0.78 | -0.52 | 0.21 | 4.4 | 22 | 6 | 0.88 | -0.71 | 0.19 | 0.9 |
| 8 | 4 | 0.58 | -1.46 | 0.00 | 4.7 | 23 | 6 | 0.59 | -1.82 | 0.00 | 35.1 |
| 15 | 4 | 0.81 | -2.15 | 0.20 | 7.4 | 24 | 6 | 1.24 | -0.14 | 0.14 | 7.8 |
| 16 | 4 | 0.91 | -2.17 | 0.02 | 14.2 | | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 52. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 7, Reading (N=39,866)

| Book Item # | Session n | Constructed-Response Items | | | | | | | | |
|-------------|-----------|----------------------------|-------|-------|-------|-------|------|------|-------|--------|
| | | f | g1 | g2 | g3 | g4 | g5 | g6 | Fit-Z | |
| 5 | 3 | 0.83 | -0.83 | -1.66 | | | | | | 2.1 |
| 15 | 3 | 0.43 | -1.09 | -1.67 | -1.11 | -0.94 | 0.36 | 1.54 | | 89.2 |
| 16 | 3 | 0.98 | -0.83 | -2.66 | | | | | | 20.8 |
| 17 | 3 | 0.70 | -0.63 | 1.25 | | | | | | 46.0 |
| 9 | 4 | 0.87 | -1.53 | -0.91 | -1.29 | | | | | 22.0 |
| 10 | 4 | 1.06 | -2.37 | -1.16 | -0.14 | | | | | 12.6 |
| 11 | 4 | 0.57 | -1.41 | -1.09 | | | | | | 92.0 |
| 12 | 4 | 1.08 | -1.09 | 3.25 | | | | | | 64.4 |
| 13 | 4 | 0.67 | -0.34 | -1.06 | 0.31 | | | | | 87.3 |
| 14 | 4 | 1.12 | -0.68 | -2.41 | | | | | | 13.4 |
| 19 | 4 | 1.28 | -1.78 | -0.87 | | | | | | 1.7 |
| 20 | 4 | 1.49 | -0.30 | 1.77 | | | | | | 110.2* |
| 21 | 4 | 1.64 | -0.20 | | | | | | | 30.0 |
| 22 | 4 | 0.79 | 0.26 | -1.07 | -0.76 | -0.04 | | | | 71.1 |
| 25 | 6 | 0.55 | -0.43 | -0.50 | -0.06 | 0.59 | | | | 6.5 |
| 26 | 6 | 0.94 | -1.14 | 0.87 | | | | | | 19.5 |
| 27 | 6 | 0.62 | 0.95 | 0.48 | 0.92 | 1.56 | | | | 35.1 |
| 28 | 6 | 0.80 | -0.28 | -2.33 | 2.16 | 2.29 | | | | 10.7 |

¹Constructed-response item parameters are in the 2PPC metric.

*Item 20, session 4, exceeded critical Z-value indicating less than optimal fit.

Seventh Grade Writing

The critical Z-value for the seventh grade Writing assessment, based on the calibration sample, is 21.0. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 53 and 54, respectively. The Z-statistics for all MC items and most CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

CR item 17 in Session 5, exhibited less than optimal fit with Z statistics of 26.0. The ICC indicated that the student responses fit the model reasonably well except that the proportion of lower ability students obtaining a “0” was less than expected. Note that item 17 is a good discriminating item ($a=1.02$) with p -value of 0.57.

Table 53. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 7, Writing (N= N=7,892)

| Multiple-Choice Items | | | | | | | | | | | |
|-----------------------|---------|------|-------|------|-------|-------------|---------|------|-------|------|-------|
| Book Item # | Session | a | b | c | Fit-Z | Book Item # | Session | a | b | c | Fit-Z |
| 16 | 5 | 0.58 | -1.19 | 0.20 | -0.2 | 37 | 5 | 0.77 | -2.01 | 0.20 | 2.1 |
| 17 | 5 | 0.82 | -1.74 | 0.20 | 2.0 | 38 | 5 | 0.68 | -1.41 | 0.20 | 2.4 |
| 18 | 5 | 0.74 | -1.76 | 0.20 | -0.8 | 39 | 5 | 0.72 | -0.34 | 0.24 | -1.4 |
| 19 | 5 | 0.49 | 0.91 | 0.20 | -0.3 | 40 | 5 | 0.66 | -1.64 | 0.20 | 3.0 |
| 20 | 5 | 1.08 | 0.46 | 0.41 | 0.5 | 41 | 5 | 0.61 | 0.63 | 0.50 | 0.7 |
| 21 | 5 | 1.03 | 0.42 | 0.18 | 3.9 | 42 | 5 | 0.82 | -3.02 | 0.20 | -0.6 |
| 22 | 5 | 0.84 | 1.09 | 0.28 | 2.6 | 43 | 5 | 0.60 | -2.57 | 0.20 | 1.3 |
| 23 | 5 | 0.78 | 0.09 | 0.27 | 1.2 | 44 | 5 | 0.54 | -1.69 | 0.00 | 5.2 |
| 24 | 5 | 0.76 | 0.71 | 0.35 | -0.9 | 45 | 5 | 1.10 | -1.50 | 0.13 | -0.1 |
| 25 | 5 | 0.71 | -1.73 | 0.20 | 0.3 | 46 | 5 | 0.70 | 0.08 | 0.16 | -0.9 |
| 26 | 5 | 0.65 | 0.24 | 0.18 | -1.1 | 47 | 5 | 1.00 | -0.60 | 0.23 | 0.7 |
| 27 | 5 | 0.76 | -0.69 | 0.22 | 0.3 | 48 | 5 | 0.92 | -0.66 | 0.15 | 1.6 |
| 28 | 5 | 1.03 | -1.82 | 0.20 | -0.6 | 49 | 5 | 0.95 | 0.38 | 0.18 | 2.5 |
| 29 | 5 | 0.71 | -1.29 | 0.20 | -1.0 | 50 | 5 | 0.78 | -1.29 | 0.20 | 2.3 |
| 30 | 5 | 1.00 | -0.90 | 0.33 | 0.5 | 51 | 5 | 0.78 | -1.10 | 0.20 | 0.7 |
| 32 | 5 | 0.89 | -0.45 | 0.16 | -0.9 | 52 | 5 | 1.22 | -1.49 | 0.36 | 0.9 |
| 33 | 5 | 0.82 | -0.29 | 0.18 | 0.8 | 53 | 5 | 0.82 | -0.73 | 0.14 | 2.3 |
| 34 | 5 | 0.55 | 0.72 | 0.15 | 2.1 | 54 | 5 | 0.72 | -0.02 | 0.09 | 1.1 |
| 35 | 5 | 0.84 | -0.07 | 0.17 | 3.5 | 55 | 5 | 0.80 | 1.33 | 0.12 | 1.7 |
| 36 | 5 | 1.11 | -0.77 | 0.27 | 2.2 | 56 | 5 | 0.47 | 0.23 | 0.20 | 5.5 |

¹Multiple-choice item parameters are in the 3PL metric.

Table 54. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 7, Writing (N=7,892)

| Constructed-Response Items | | | | | | | |
|----------------------------|---------|------|-------|-------|-------|------|-------|
| Book Item # | Session | f | g1 | g2 | g3 | g4 | Fit-Z |
| 1 | 1 | 1.26 | -5.35 | | | | 0.6 |
| 1A | 2 | 1.07 | -1.19 | | | | 1.8 |
| 1B | 2 | 1.27 | -2.74 | | | | 2.2 |
| 1C | 2 | 1.21 | -3.56 | | | | 0.9 |
| 1D | 2 | 1.21 | -5.05 | | | | -0.5 |
| 1E | 2 | 1.38 | -3.28 | | | | 0.9 |
| 1F | 2 | 1.07 | -2.35 | | | | -0.3 |
| 2A | 2 | 1.17 | -3.61 | -3.29 | -0.32 | 1.99 | 4.1 |
| 2B | 2 | 1.31 | -5.55 | -3.26 | -0.16 | 2.28 | 0.8 |
| 2C | 2 | 1.64 | -6.22 | -2.68 | | | 0.1 |
| 25 | 3 | 1.09 | -3.01 | -2.44 | 0.05 | 2.85 | 1.4 |
| 1A | 5 | 1.04 | -1.61 | | | | -0.2 |
| 1B | 5 | 0.83 | 3.65 | | | | 1.8 |
| 1C | 5 | 0.80 | -0.59 | | | | 11.9 |
| 1D | 5 | 0.60 | -2.25 | | | | 1.2 |
| 17 | 5 | 1.02 | -2.31 | -2.39 | -0.28 | 2.24 | 26.0* |
| 43 | 5 | 1.14 | -3.28 | -3.15 | -0.29 | 2.40 | 8.0 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 17, session 5, exceeded critical Z-value indicating less than optimal fit.

Eighth Grade Reading

The critical Z-value for the eighth grade Reading assessment, based on the calibration sample, is 104.5. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 55 and 56, respectively. They indicate that the item responses fit the model reasonably well. The Z-statistics for all MC and most CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be expected by the estimated thetas and item parameters.

CR items 23, 57, and 76 exhibited less than optimal fit with Z-values of 111.2, 223.6, and 182.4 respectively. The ICCs for the items indicate that the student responses fit the model reasonably well. A detail examination of the ICC indicates that the proportion of lower ability students obtaining a “0” for item 23 was slightly higher than expected and middle ability students was slightly lower than expected. The proportion of lower to

middle ability students obtaining a “1” was slightly lower than expected and middle to higher ability students was slightly higher than expected.

For item 57, the proportion of lower ability students obtaining a “0” was lower than expected and higher ability students was slightly higher than expected. Similarly, the proportion of lower ability students obtaining a “1” was higher than expected and the proportion of higher ability students was lower than expected. The proportion of lower ability students obtaining a “2” was lower than expected.

For item 76, the proportion of middle to higher ability students obtaining a “0” was lower than expected, a “1” was higher than expected, and a “2” was lower than expected.

Table 55. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 8, Reading (N=39,205)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.54 | -0.35 | 0.09 | 5.9 | 40 | 1.27 | 0.96 | 0.24 | 17.6 |
| 2 | 1.01 | -0.06 | 0.34 | 3.2 | 41 | 1.40 | 1.05 | 0.20 | 17.5 |
| 3 | 1.31 | -0.55 | 0.40 | 14.2 | 43 | 0.53 | -0.23 | 0.20 | 5.2 |
| 4 | 1.08 | -1.51 | 0.22 | 1.2 | 44 | 1.12 | -1.08 | 0.19 | 0.7 |
| 5 | 0.99 | -0.86 | 0.47 | 2.5 | 45 | 1.19 | -1.24 | 0.32 | -0.3 |
| 6 | 0.58 | -1.51 | 0.08 | 1.6 | 46 | 1.59 | -1.15 | 0.28 | 2.0 |
| 10 | 0.88 | -0.61 | 0.25 | 15.6 | 47 | 1.37 | -0.86 | 0.16 | 1.7 |
| 11 | 0.89 | -0.87 | 0.26 | 4.5 | 48 | 1.31 | -0.27 | 0.26 | 3.9 |
| 12 | 0.38 | -2.27 | 0.20 | 24.8 | 49 | 0.58 | -0.56 | 0.12 | 9.0 |
| 13 | 0.94 | -2.46 | 0.02 | 8.9 | 50 | 0.99 | -0.19 | 0.17 | 5.7 |
| 14 | 0.86 | 0.36 | 0.13 | 2.9 | 51 | 1.13 | 1.12 | 0.48 | 28.1 |
| 15 | 0.49 | -0.02 | 0.15 | 0.7 | 52 | 0.43 | -1.31 | 0.00 | 29.5 |
| 16 | 0.90 | -0.93 | 0.26 | -0.4 | 53 | 0.95 | -2.08 | 0.20 | 2.7 |
| 17 | 0.55 | -1.50 | 0.20 | 4.5 | 54 | 1.15 | -0.55 | 0.28 | 2.7 |
| 18 | 1.22 | -1.10 | 0.24 | 1.9 | 55 | 0.97 | -1.29 | 0.25 | 1.8 |
| 19 | 1.03 | -0.67 | 0.24 | 3.5 | 59 | 1.24 | 0.63 | 0.26 | 28.6 |
| 20 | 0.47 | -0.68 | 0.20 | 2.8 | 60 | 1.70 | 1.81 | 0.15 | 87.4 |
| 21 | 1.18 | -1.04 | 0.27 | 0.8 | 61 | 1.38 | -2.50 | 0.20 | 5.5 |
| 24 | 0.95 | -1.74 | 0.14 | 11.5 | 62 | 0.51 | -2.40 | 0.00 | 8.6 |
| 25 | 0.95 | -1.78 | 0.20 | 5.6 | 63 | 1.03 | -2.58 | 0.20 | 12.5 |
| 26 | 0.85 | -2.53 | 0.00 | 6.3 | 64 | 0.66 | 1.66 | 0.45 | 1.5 |
| 27 | 1.47 | -1.22 | 0.38 | 2.5 | 65 | 0.98 | -1.97 | 0.20 | 0.7 |
| 28 | 1.36 | -1.55 | 0.22 | 1.6 | 66 | 0.56 | -1.95 | 0.20 | 3.4 |
| 31 | 1.31 | -1.55 | 0.19 | 6.8 | 67 | 0.90 | 0.53 | 0.20 | 5.9 |
| 32 | 0.89 | -0.55 | 0.14 | 4.4 | 68 | 0.32 | 1.54 | 0.29 | 11.7 |
| 33 | 0.84 | 0.84 | 0.19 | 10.6 | 69 | 0.47 | -1.96 | 0.20 | 19.5 |
| 34 | 1.14 | -1.44 | 0.12 | 2.4 | 71 | 0.70 | -1.35 | 0.00 | 15.6 |
| 35 | 0.83 | -1.71 | 0.20 | 4.2 | 72 | 0.69 | -1.68 | 0.20 | 12.6 |
| 36 | 0.84 | 0.10 | 0.22 | 10.1 | 73 | 0.99 | -0.88 | 0.14 | 0.4 |
| 37 | 1.30 | -1.53 | 0.20 | 1.8 | 74 | 0.38 | -0.94 | 0.03 | 2.5 |
| 38 | 1.23 | 0.70 | 0.24 | 13.7 | 75 | 0.74 | 0.12 | 0.22 | 14.2 |
| 39 | 1.17 | -1.63 | 0.27 | 2.9 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 56. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 8, Reading (N=39,205)

| Constructed-Response Items | | | | | |
|----------------------------|------|-------|-------|-------|--------|
| Book Item # | f | g1 | g2 | g3 | Fit-Z |
| 7 | 0.72 | -1.64 | 0.18 | -1.67 | 28.8 |
| 8 | 0.66 | -0.33 | -1.03 | 0.33 | 87.2 |
| 9 | 1.12 | -0.55 | 1.80 | | 62.2 |
| 22 | 1.05 | -0.40 | -1.25 | | 8.3 |
| 23 | 1.09 | -0.40 | -0.03 | | 111.2* |
| 29 | 0.93 | -1.28 | -1.49 | | 9.0 |
| 30 | 0.66 | -0.13 | -0.86 | -0.45 | 21.3 |
| 42 | 0.72 | -0.89 | 0.43 | -1.06 | 13.8 |
| 56 | 0.63 | -1.20 | -0.51 | | 100.9 |
| 57 | 0.59 | -0.22 | -1.17 | | 223.6* |
| 58 | 1.03 | 0.99 | 0.28 | | 55.4 |
| 70 | 0.59 | -1.18 | 0.04 | | 34.0 |
| 76 | 1.16 | -0.01 | 3.27 | | 182.4* |
| 77 | 0.51 | -0.35 | -0.08 | -0.10 | 23.4 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 23, 57, and 76 exceeded critical Z-value indicating less than optimal fit.

Eighth Grade Mathematics

The critical Z-value for the eighth grade Mathematics assessment, based on the calibration sample, is 19.3. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 57 and 58, respectively. The Z-statistics for all CR items and most MC items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

MC item 21 exhibited a less than optimal fit with a Z-statistic of 19.7. A close examination of the detailed fit of the item indicated that the proportion of all ability students answering correctly was slightly higher than expected. Note that item 21 is a relatively high discriminating ($a=1.00$) item with a high guessing parameter ($c=0.50$).

Table 57. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 8, Mathematics (N=7,239)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.65 | -1.90 | 0.20 | -0.3 | 30 | 1.01 | 1.30 | 0.27 | 0.5 |
| 2 | 0.72 | -0.94 | 0.20 | -0.2 | 31 | 0.78 | -0.07 | 0.10 | 0.1 |
| 3 | 0.20 | 0.31 | 0.20 | 0.0 | 32 | 0.98 | -1.21 | 0.05 | 2.0 |
| 4 | 0.81 | -0.19 | 0.02 | 2.0 | 33 | 0.82 | 0.36 | 0.20 | 0.7 |
| 5 | 1.14 | -0.11 | 0.19 | 1.1 | 35 | 1.08 | -0.50 | 0.35 | 1.9 |
| 7 | 1.05 | -0.34 | 0.19 | 0.7 | 37 | 1.18 | -0.51 | 0.16 | 4.2 |
| 8 | 0.59 | 1.13 | 0.09 | -0.5 | 38 | 0.61 | -1.56 | 0.20 | 2.1 |
| 9 | 0.81 | 0.62 | 0.05 | 1.4 | 41 | 0.84 | 0.59 | 0.33 | 2.4 |
| 10 | 1.33 | -0.66 | 0.11 | 3.1 | 42 | 0.29 | -1.37 | 0.20 | 4.2 |
| 12 | 0.45 | -0.64 | 0.20 | 1.4 | 43 | 1.47 | 0.05 | 0.17 | 1.7 |
| 13 | 0.57 | -0.02 | 0.07 | -1.1 | 44 | 0.95 | -0.84 | 0.11 | 0.3 |
| 14 | 0.76 | -1.36 | 0.20 | 0.3 | 45 | 0.73 | -0.15 | 0.20 | -0.5 |
| 15 | 1.05 | 0.18 | 0.19 | 0.1 | 46 | 0.74 | -1.19 | 0.07 | 0.3 |
| 17 | 0.64 | -2.19 | 0.20 | 0.9 | 47 | 0.86 | -1.15 | 0.08 | -0.1 |
| 18 | 0.39 | 0.07 | 0.20 | 0.2 | 48 | 0.60 | -1.23 | 0.00 | -0.2 |
| 21 | 1.00 | 0.50 | 0.50 | 19.7* | 50 | 1.00 | 0.98 | 0.03 | 1.4 |
| 22 | 0.45 | 2.22 | 0.02 | -0.3 | 51 | 0.51 | -2.72 | 0.20 | 5.7 |
| 23 | 1.08 | 0.80 | 0.16 | 1.2 | 52 | 0.82 | -1.01 | 0.28 | -0.1 |
| 24 | 0.70 | 1.15 | 0.05 | 1.1 | 54 | 1.41 | 0.39 | 0.33 | 1.2 |
| 25 | 0.88 | -0.59 | 0.18 | 1.2 | 55 | 1.09 | -0.45 | 0.38 | 1.7 |
| 26 | 0.89 | 1.80 | 0.05 | -0.2 | 57 | 1.40 | 0.44 | 0.10 | 5.1 |
| 27 | 0.83 | -0.47 | 0.26 | 0.3 | 58 | 0.55 | -1.77 | 0.20 | 5.8 |
| 28 | 0.59 | -0.68 | 0.20 | 0.8 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

*Item 21 exceeded critical value indicating less than optimal fit.

Table 58. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 8, Mathematics (N=7,239)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|------|-------|-------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 6 | 0.60 | -0.90 | 0.30 | | | 10.0 |
| 11 | 1.50 | 0.81 | 1.45 | | | 3.9 |
| 16 | 0.74 | -1.42 | -0.36 | | | 6.0 |
| 19 | 0.85 | 0.58 | -0.45 | | | 2.2 |
| 20 | 0.93 | -0.69 | -1.05 | 0.35 | -0.36 | 8.8 |
| 29 | 0.88 | -1.14 | -1.66 | | | 7.3 |
| 34 | 0.52 | -1.36 | 0.17 | | | 12.7 |
| 36 | 0.88 | -0.56 | -0.84 | | | 10.9 |
| 39 | 0.72 | 1.44 | -1.13 | | | 3.0 |
| 40 | 1.08 | -1.69 | -0.91 | 0.86 | 1.77 | 2.3 |
| 49 | 1.21 | -1.18 | -1.06 | | | 11.2 |
| 53 | 0.48 | 4.01 | -3.65 | | | 0.9 |
| 56 | 0.83 | -0.75 | 1.12 | | | 9.7 |
| 59 | 1.21 | -2.28 | -0.42 | | | 0.3 |
| 60 | 0.84 | -0.73 | 0.02 | 0.76 | 0.75 | 2.2 |

¹Constructed-response item parameters are in the 2PPC metric.

Eighth Grade Science

The critical Z-value for the eighth grade Science assessment, based on the calibration sample is 31.9. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 59 and 60, respectively. The Z-statistics for all MC and most CR items are smaller than the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

CR Item 72 showed less than optimal fit with a Z-statistic of 97.6. The ICC for item 72 showed that the item responses fit the model reasonably well with proportion of lower and higher ability students scoring higher than expected. A close examination of the detailed fit of the responses in each category indicated that the proportion of lower ability students obtaining a “0” was lower than expected. The proportion of lower to middle ability students obtaining a “1” was higher than expected and the proportion of middle to higher ability students was lower than expected. The proportion of higher ability students obtaining a “2” was higher than expected.

Table 59. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 8, Science (N=11,960)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.39 | 0.74 | 0.24 | 1.7 | 44 | 1.06 | -0.72 | 0.12 | 1.6 |
| 2 | 1.01 | -0.90 | 0.50 | 1.8 | 45 | 0.65 | 0.34 | 0.17 | 1.0 |
| 3 | 0.70 | 1.45 | 0.17 | 0.0 | 46 | 1.13 | 0.46 | 0.50 | -0.5 |
| 4 | 0.85 | -1.13 | 0.19 | -0.5 | 47 | 0.75 | -0.96 | 0.09 | -0.6 |
| 5 | 0.36 | -0.80 | 0.20 | 0.6 | 48 | 0.74 | -0.40 | 0.16 | -0.7 |
| 6 | 0.45 | 0.74 | 0.20 | 0.1 | 49 | 0.90 | 0.13 | 0.20 | 1.5 |
| 7 | 0.46 | 0.10 | 0.09 | 2.0 | 50 | 1.07 | -2.16 | 0.20 | 4.2 |
| 8 | 0.75 | 1.30 | 0.26 | 1.5 | 51 | 0.73 | 0.32 | 0.20 | 0.2 |
| 9 | 0.87 | -1.74 | 0.20 | 0.1 | 54 | 0.70 | -0.35 | 0.28 | -1.5 |
| 10 | 0.83 | 0.13 | 0.24 | 0.7 | 55 | 0.73 | 0.21 | 0.25 | -0.7 |
| 11 | 0.66 | -0.84 | 0.20 | 0.8 | 56 | 0.47 | -1.51 | 0.20 | 6.6 |
| 12 | 0.50 | -0.96 | 0.20 | 3.0 | 58 | 0.86 | -1.18 | 0.08 | 0.7 |
| 13 | 0.85 | -0.57 | 0.29 | 0.0 | 59 | 0.52 | -1.56 | 0.20 | -0.7 |
| 14 | 0.77 | 0.09 | 0.33 | 2.4 | 60 | 0.55 | -1.28 | 0.20 | 7.5 |
| 15 | 0.87 | 0.27 | 0.14 | -0.2 | 61 | 1.22 | -2.33 | 0.20 | 4.9 |
| 16 | 0.77 | 0.32 | 0.26 | 0.9 | 62 | 1.07 | 1.98 | 0.23 | 13.5 |
| 17 | 0.31 | -0.12 | 0.20 | 7.3 | 63 | 0.53 | -1.75 | 0.20 | 16.5 |
| 18 | 0.51 | 0.25 | 0.20 | -0.3 | 64 | 0.87 | 0.02 | 0.44 | 1.9 |
| 26 | 0.87 | -1.56 | 0.20 | 0.9 | 67 | 0.79 | -0.84 | 0.35 | -0.5 |
| 27 | 0.68 | -1.64 | 0.00 | 16.4 | 68 | 0.49 | -0.06 | 0.20 | 0.2 |
| 28 | 1.03 | -0.57 | 0.24 | -0.5 | 70 | 0.97 | -1.26 | 0.18 | -0.5 |
| 29 | 0.56 | -1.37 | 0.00 | 12.6 | 71 | 0.52 | -0.55 | 0.20 | 2.5 |
| 31 | 0.96 | 0.63 | 0.13 | 2.1 | 73 | 1.02 | 0.16 | 0.26 | 1.0 |
| 32 | 0.41 | -2.10 | 0.20 | 4.1 | 75 | 0.79 | -1.18 | 0.11 | 1.2 |
| 33 | 0.73 | -2.14 | 0.20 | 1.2 | 76 | 0.59 | -1.85 | 0.04 | 0.0 |
| 34 | 0.88 | -1.99 | 0.20 | 0.7 | 77 | 1.13 | -0.99 | 0.20 | -0.5 |
| 35 | 0.78 | -2.09 | 0.20 | -0.1 | 78 | 0.61 | -2.22 | 0.20 | 1.2 |
| 38 | 0.80 | -1.64 | 0.20 | -1.2 | 79 | 0.67 | -1.27 | 0.20 | 8.3 |
| 39 | 1.10 | 1.01 | 0.29 | 1.1 | 80 | 0.70 | -1.17 | 0.20 | 1.3 |
| 40 | 0.78 | -0.73 | 0.21 | 0.9 | 82 | 0.60 | -1.62 | 0.20 | 1.4 |
| 41 | 0.85 | -0.18 | 0.18 | 1.4 | 83 | 0.70 | -2.15 | 0.20 | 1.2 |
| 42 | 0.88 | 0.18 | 0.27 | -0.5 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 60. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 8, Science (N=11,960)

| Book Item # | Constructed-Response Items | | | | | Fit-Z |
|-------------|----------------------------|-------|-------|-------|------|-------|
| | f | g1 | g2 | g3 | g4 | |
| 19 | 1.09 | -0.69 | | | | 0.0 |
| 20 | 1.25 | -1.36 | | | | 1.4 |
| 21 | 1.06 | -1.93 | | | | 1.8 |
| 22 | 1.30 | -1.52 | | | | 5.7 |
| 23 | 1.20 | -0.13 | | | | 2.1 |
| 24 | 0.56 | 0.53 | -0.96 | -0.48 | 1.02 | 6.0 |
| 25 | 0.86 | -0.03 | 0.03 | | | 6.7 |
| 30 | 0.90 | -0.87 | | | | 5.1 |
| 36 | 0.73 | 0.42 | 1.29 | 2.09 | | 0.9 |
| 37 | 0.78 | -2.33 | -1.11 | | | 9.4 |
| 43 | 0.60 | -0.20 | 1.29 | | | 4.0 |
| 52 | 0.99 | -0.97 | 0.03 | | | 7.1 |
| 53 | 0.82 | 2.16 | | | | -0.4 |
| 57 | 0.56 | 0.06 | -1.51 | | | 13.1 |
| 65 | 0.57 | -0.53 | | | | 10.1 |
| 66 | 0.71 | -0.17 | -1.83 | -0.48 | | 3.2 |
| 69 | 0.96 | -2.61 | 0.72 | 1.12 | | 1.0 |
| 72 | 0.60 | 0.55 | -0.35 | | | 97.6* |
| 74 | 1.13 | -1.25 | | | | 1.7 |
| 81 | 1.02 | -1.80 | 0.24 | | | 6.0 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 72 exceeded critical Z-value indicating less than optimal fit.

Grade 9 Reading

The critical Z-value for the ninth grade Reading assessment, based on the calibration sample is 114.8. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 61 and 62, respectively. They indicate that the item responses fit the model for most items of the ninth grade Reading assessment reasonably well. The Z-statistics for all MC and most CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be expected by the estimated thetas and item parameters.

CR items 30 and 46 exhibited less than optimal fit with Z-values of 162.9 and 151.7 respectively. The ICCs for these items indicate that the student responses fit the model reasonably well with lower ability students scoring higher than expected on item 30 and

lower than expected on item 46. Middle ability students scored higher than expected and higher ability students scoring lower than expected on item 46.

A detail examination of the *ICC* indicates that the proportion of lower ability students obtaining a “0” for item 30 was lower than expected and middle ability students was slightly lower than expected. The proportion of all ability students scoring a “1” was similar and very low indicating that reduction of the number of levels might improve the fit of the responses to the model. The proportion of low to middle ability students obtaining a “2” was higher than expected and middle to higher ability students was lower than expected, and proportion of middle to higher ability students obtaining a “3” was slightly higher than expected.

For item 46, the proportion of lower ability students obtaining a “0” was considerably higher than expected and middle ability students was slightly lower than expected. The proportion of lower ability students obtaining a “1” was considerably lower than expected and higher ability students was slightly higher than expected and the proportion of middle ability students obtaining a “2” was slightly higher than expected and higher ability students was lower than expected.

Table 61. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 9, Reading (N=43,045)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.85 | -0.88 | 0.31 | -0.9 | 35 | 0.74 | 0.48 | 0.15 | 1.0 |
| 2 | 0.97 | 1.41 | 0.35 | 3.6 | 36 | 0.45 | -0.39 | 0.20 | 48.9 |
| 3 | 0.61 | -0.85 | 0.14 | 0.3 | 37 | 0.72 | -2.20 | 0.20 | 8.5 |
| 4 | 0.60 | -1.33 | 0.06 | 2.2 | 38 | 0.80 | -1.66 | 0.20 | 3.3 |
| 5 | 0.88 | -2.41 | 0.20 | 4.3 | 39 | 1.35 | -1.34 | 0.23 | 5.2 |
| 6 | 1.04 | -0.43 | 0.21 | 2.7 | 40 | 0.94 | -1.40 | 0.25 | 3.4 |
| 7 | 0.65 | -0.99 | 0.03 | 1.4 | 41 | 0.68 | -0.87 | 0.19 | 7.6 |
| 8 | 0.57 | 0.28 | 0.27 | 2.2 | 42 | 0.87 | -0.26 | 0.14 | 5.7 |
| 9 | 1.01 | -0.62 | 0.26 | 0.9 | 43 | 0.75 | -1.80 | 0.20 | 1.8 |
| 10 | 0.51 | -2.07 | 0.00 | 15.6 | 47 | 0.74 | 0.63 | 0.45 | 14.6 |
| 11 | 0.78 | 0.66 | 0.31 | 5.6 | 48 | 0.60 | 0.84 | 0.17 | 0.5 |
| 12 | 0.92 | 0.88 | 0.29 | 2.5 | 49 | 0.50 | -1.23 | 0.00 | 34.2 |
| 13 | 0.74 | -2.70 | 0.20 | 10.8 | 50 | 1.21 | -1.00 | 0.36 | 1.6 |
| 14 | 1.27 | -0.78 | 0.31 | 4.3 | 51 | 0.62 | -0.34 | 0.20 | 4.5 |
| 15 | 0.58 | -2.12 | 0.00 | 1.7 | 52 | 1.20 | 0.55 | 0.17 | 23.8 |
| 16 | 1.01 | -0.45 | 0.34 | 14.1 | 53 | 1.32 | 0.68 | 0.24 | 10.9 |
| 17 | 1.29 | -1.83 | 0.19 | 10.3 | 54 | 1.07 | 1.10 | 0.21 | 6.5 |
| 18 | 1.13 | -1.99 | 0.20 | 4.9 | 56 | 0.56 | 0.54 | 0.07 | 3.9 |
| 19 | 0.79 | 0.44 | 0.13 | 4.5 | 57 | 0.53 | 0.54 | 0.18 | 13.3 |
| 21 | 0.72 | -1.67 | 0.20 | 4.4 | 58 | 1.33 | -1.28 | 0.25 | 2.3 |
| 22 | 0.75 | -1.77 | 0.00 | 44.5 | 59 | 1.46 | -1.48 | 0.34 | 3.0 |
| 23 | 0.72 | 0.47 | 0.08 | 29.8 | 60 | 1.08 | -0.38 | 0.24 | 2.7 |
| 25 | 0.73 | 0.61 | 0.15 | 2.2 | 61 | 1.01 | -0.88 | 0.33 | 5.2 |
| 26 | 0.46 | -1.96 | 0.20 | 2.3 | 64 | 0.92 | -1.40 | 0.20 | 3.5 |
| 27 | 0.86 | -0.92 | 0.26 | 7.1 | 65 | 0.48 | -0.33 | 0.08 | 2.3 |
| 28 | 1.09 | 1.19 | 0.29 | 3.9 | 66 | 0.78 | -0.07 | 0.30 | 4.2 |
| 29 | 0.57 | -1.64 | 0.05 | 3.5 | 67 | 1.19 | -0.69 | 0.21 | 4.2 |
| 31 | 0.81 | -1.21 | 0.20 | 3.2 | 69 | 1.17 | -1.19 | 0.08 | 2.0 |
| 32 | 0.82 | -0.18 | 0.25 | 4.9 | 70 | 0.66 | -1.70 | 0.20 | 2.8 |
| 33 | 0.98 | 0.52 | 0.35 | 5.3 | 71 | 1.23 | -0.06 | 0.18 | 7.5 |
| 34 | 1.06 | -0.41 | 0.22 | 5.7 | 72 | 1.32 | 0.37 | 0.32 | 5.1 |

¹ Multiple-choice item parameters are in the 3PL metric.

Table 62. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 9, Reading (N=43,045)

| Constructed-Response Items | | | | | |
|----------------------------|------|-------|-------|-------|--------|
| Book Item # | f | g1 | g2 | g3 | Fit-Z |
| 20 | 1.01 | -0.47 | -0.32 | | 9.0 |
| 24 | 0.87 | 0.23 | -0.68 | 0.09 | 21.3 |
| 30 | 0.67 | 1.59 | -2.97 | -1.19 | 162.9* |
| 44 | 1.01 | -0.95 | 0.91 | | 15.1 |
| 45 | 0.72 | -0.30 | -0.66 | 0.42 | 75.3 |
| 46 | 1.00 | -2.50 | 1.16 | | 151.7* |
| 55 | 0.92 | 0.54 | 0.33 | | 10.8 |
| 62 | 1.05 | -1.08 | -0.48 | 0.75 | 10.9 |
| 63 | 1.05 | -1.08 | -0.48 | 0.65 | 54.8 |
| 68 | 0.93 | -0.08 | 0.38 | 0.83 | 10.1 |

¹Constructed-response item parameters are in the 2PPC metric.

*Items 30 and 46 exceeded critical Z-value indicating less than optimal fit.

Grade 10 Reading

The critical Z-value for the tenth grade Reading assessment, based on the calibration sample, is 104.0. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed response items are shown in Tables 63 and 64, respectively. They indicate that the item responses fit the model reasonably well for all items of the tenth grade Reading assessment. The Z-statistics for all MC and CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be expected by the estimated thetas and item parameters.

Table 63. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 10, Reading (N=39,012)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 0.50 | -0.95 | 0.00 | 9.9 | 39 | 0.91 | -0.04 | 0.27 | 2.3 |
| 2 | 0.52 | -0.61 | 0.20 | 1.6 | 40 | 0.87 | -0.17 | 0.18 | 6.7 |
| 3 | 1.29 | -0.22 | 0.24 | 8.0 | 42 | 0.74 | 0.00 | 0.13 | 3.7 |
| 4 | 0.84 | -0.88 | 0.35 | 2.6 | 43 | 0.68 | -1.42 | 0.24 | 3.6 |
| 5 | 0.76 | -1.19 | 0.28 | 2.2 | 44 | 0.82 | -0.54 | 0.30 | -0.3 |
| 6 | 0.45 | -1.92 | 0.20 | 5.7 | 45 | 1.07 | -0.91 | 0.19 | 6.5 |
| 7 | 1.04 | -0.86 | 0.22 | 2.4 | 46 | 1.05 | 0.29 | 0.30 | 4.7 |
| 8 | 1.00 | -0.36 | 0.24 | 4.3 | 47 | 0.65 | -0.58 | 0.20 | 13.4 |
| 9 | 0.91 | -1.50 | 0.09 | 11.4 | 48 | 0.46 | -1.27 | 0.00 | 2.2 |
| 10 | 0.88 | -0.03 | 0.11 | 15.1 | 49 | 1.33 | -1.73 | 0.23 | 4.7 |
| 11 | 0.70 | 0.56 | 0.20 | 2.5 | 50 | 0.77 | -0.60 | 0.17 | 0.8 |
| 14 | 0.95 | -1.28 | 0.30 | 10.7 | 51 | 0.99 | 0.23 | 0.28 | 3.6 |
| 15 | 0.83 | -0.88 | 0.22 | 21.0 | 52 | 0.49 | 0.72 | 0.22 | 3.1 |
| 16 | 1.06 | -0.66 | 0.27 | 0.0 | 53 | 0.52 | 2.16 | 0.18 | 4.3 |
| 17 | 0.47 | -0.42 | 0.20 | 35.0 | 54 | 0.72 | 0.23 | 0.23 | 10.5 |
| 18 | 0.73 | -0.70 | 0.20 | -0.3 | 55 | 0.75 | -1.21 | 0.05 | 5.5 |
| 21 | 0.28 | -2.22 | 0.20 | 57.4 | 56 | 0.93 | -1.15 | 0.27 | 27.6 |
| 22 | 0.96 | -0.50 | 0.26 | 6.2 | 57 | 0.95 | -0.08 | 0.26 | 14.2 |
| 23 | 0.77 | -0.61 | 0.22 | 9.7 | 58 | 1.15 | -0.92 | 0.23 | 8.5 |
| 24 | 0.77 | -1.10 | 0.07 | 0.0 | 60 | 0.40 | -1.36 | 0.00 | 5.9 |
| 25 | 0.38 | -0.88 | 0.13 | 8.0 | 61 | 0.82 | 0.63 | 0.12 | 3.6 |
| 26 | 0.69 | -0.55 | 0.11 | 17.6 | 62 | 0.89 | -0.15 | 0.20 | 6.7 |
| 29 | 0.50 | -1.42 | 0.20 | 22.0 | 63 | 0.88 | -0.73 | 0.19 | 3.4 |
| 30 | 0.72 | 0.03 | 0.22 | 8.1 | 64 | 0.66 | -0.58 | 0.27 | 0.6 |
| 34 | 0.73 | 2.48 | 0.17 | 13.6 | 67 | 0.59 | 1.41 | 0.23 | 13.3 |
| 35 | 0.63 | -0.03 | 0.35 | 4.4 | 68 | 0.82 | -0.21 | 0.15 | 4.4 |
| 36 | 0.89 | -1.68 | 0.20 | 1.7 | 69 | 0.70 | -0.78 | 0.20 | 15.8 |
| 37 | 1.06 | -1.02 | 0.23 | 7.0 | 70 | 0.79 | 1.38 | 0.26 | 4.0 |
| 38 | 0.76 | -0.88 | 0.11 | -0.2 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 64. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 10, Reading (N=39,012)

| Constructed-Response Items | | | | | |
|----------------------------|------|-------|-------|------|-------|
| Book Item # | f | g1 | g2 | g3 | Fit-Z |
| 12 | 1.22 | -1.63 | -1.18 | | 10.4 |
| 13 | 1.14 | -1.83 | -1.66 | | 38.9 |
| 19 | 0.84 | -1.34 | -0.27 | 1.46 | 73.0 |
| 20 | 1.17 | 0.08 | 0.58 | 1.48 | 17.4 |
| 27 | 0.81 | -0.47 | 0.61 | | 30.1 |
| 28 | 1.12 | -0.14 | 0.47 | | 4.1 |
| 31 | 0.74 | -0.61 | -1.26 | | 8.7 |
| 32 | 0.86 | -0.72 | -0.31 | | 8.5 |
| 33 | 0.83 | -1.63 | -0.88 | | 16.9 |
| 41 | 0.67 | 0.18 | 0.85 | 1.12 | 9.9 |
| 59 | 0.85 | 0.79 | 2.52 | | 74.9 |
| 65 | 0.72 | -1.02 | -1.28 | 0.22 | 52.4 |
| 66 | 0.93 | -1.31 | 1.38 | 2.81 | 83.7 |

¹Constructed-response item parameters are in the 2PPC metric.

Grade 10 Writing

The critical Z-value for the tenth grade Writing assessment, based on the calibration sample, is 17.2. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed-response items are shown in Tables 65 and 66, respectively. The Z-statistics for all MC items and CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

Table 65. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 10, Writing (N=6,449)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 17 | 0.56 | -0.90 | 0.00 | -0.3 | 34 | 0.64 | -2.74 | 0.20 | -0.4 |
| 18 | 0.95 | -1.62 | 0.20 | -0.8 | 35 | 0.65 | -1.01 | 0.20 | -0.3 |
| 19 | 0.67 | 0.73 | 0.16 | -0.1 | 36 | 0.42 | 2.65 | 0.13 | 0.4 |
| 20 | 0.73 | -1.73 | 0.00 | 5.4 | 37 | 0.82 | -2.04 | 0.20 | -1.0 |
| 21 | 1.53 | -1.70 | 0.32 | -0.2 | 38 | 0.64 | -2.21 | 0.20 | 7.6 |
| 22 | 0.36 | -1.39 | 0.20 | -0.3 | 39 | 0.21 | 1.14 | 0.20 | 2.6 |
| 23 | 0.43 | -0.15 | 0.00 | -0.7 | 40 | 0.85 | -1.59 | 0.20 | 1.0 |
| 24 | 0.53 | -0.98 | 0.20 | 2.5 | 41 | 0.96 | -1.16 | 0.10 | 4.8 |
| 25 | 0.70 | -0.64 | 0.20 | 0.5 | 42 | 0.74 | -2.32 | 0.20 | -0.2 |
| 26 | 1.15 | -0.83 | 0.29 | 1.2 | 43 | 0.91 | 0.01 | 0.21 | 0.6 |
| 27 | 0.36 | -0.51 | 0.20 | -0.4 | 44 | 0.54 | -0.44 | 0.04 | 3.2 |
| 28 | 0.58 | -0.19 | 0.20 | 7.4 | 45 | 1.27 | -1.92 | 0.20 | 1.5 |
| 30 | 0.98 | -2.69 | 0.20 | -0.8 | 46 | 0.70 | 1.29 | 0.15 | 2.7 |
| 31 | 0.33 | -0.89 | 0.20 | 0.5 | 47 | 1.32 | -0.73 | 0.25 | 2.6 |
| 32 | 0.61 | -1.06 | 0.20 | 0.7 | 48 | 0.76 | -1.23 | 0.06 | -0.7 |
| 33 | 0.81 | -2.04 | 0.20 | -0.5 | | | | | |

¹Multiple-choice item parameters are in the 3PL metric.

Table 66. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 10, Writing (N=6,449)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|-------|------|-------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 1 | 1.19 | -4.75 | | | | -0.1 |
| 2 | 0.89 | -1.74 | | | | 2.5 |
| 3 | 0.94 | -3.87 | | | | 0.1 |
| 4 | 1.00 | -2.12 | | | | -1.0 |
| 5 | 1.53 | -2.27 | | | | 2.2 |
| 6 | 1.03 | -1.25 | | | | 0.6 |
| 7 | 0.81 | -1.56 | | | | -0.2 |
| 8 | 1.30 | -4.22 | -3.28 | -0.04 | 2.86 | 5.3 |
| 9 | 1.46 | -6.06 | -3.58 | 0.10 | 2.96 | 2.8 |
| 10 | 1.60 | -6.69 | -2.25 | | | -0.9 |
| 11 | 1.40 | -2.61 | | | | 1.8 |
| 12 | 1.12 | -3.33 | | | | 1.1 |
| 13 | 1.89 | -3.99 | | | | 1.3 |
| 14 | 1.14 | -1.39 | | | | 2.2 |
| 15 | 0.66 | -2.39 | | | | 8.7 |
| 16 | 1.17 | 3.57 | | | | 2.3 |
| 29 | 0.98 | -2.85 | -2.01 | -0.10 | 1.65 | 8.6 |
| 49 | 1.17 | -3.73 | -1.40 | 0.60 | 2.27 | 2.6 |
| 50 | 1.17 | -3.48 | -1.82 | 0.46 | 2.41 | 15.9 |

¹Constructed-response item parameters are in the 2PPC metric.

Grade 10 Mathematics

The critical Z-value for the tenth grade Mathematics assessment, based on the calibration sample, is 19.0. Fit values above this critical value may indicate poor model fit. The item parameters and fit statistics for the multiple-choice and constructed-response items are shown in Tables 67 and 68, respectively. The Z-statistics for most MC and all CR items are small compared to the critical Z-value indicating that the proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters.

MC item 2 exhibited less than optimal fit with a Z-statistic of 27.2. The ICC for item 2 indicates that the student responses fit the model reasonably well except that the proportion of lower ability students answering the item correctly was slightly higher than expected and the proportion of middle ability students answering the item correctly was lower than expected. Note that item 2 is a relatively well discriminating ($a=1.36$), but difficult item ($p=0.29$).

Table 67. Item Parameter and Fit Summary¹, Multiple-Choice Items, Grade 10, Mathematics (N=7,115)

| Multiple-Choice Items | | | | | | | | | |
|-----------------------|------|-------|------|-------|-------------|------|-------|------|-------|
| Book Item # | a | b | c | Fit-Z | Book Item # | a | b | c | Fit-Z |
| 1 | 1.42 | 0.09 | 0.21 | 0.9 | 31 | 1.46 | 0.77 | 0.27 | -0.2 |
| 2 | 1.36 | 1.25 | 0.16 | 27.2* | 32 | 1.22 | 1.34 | 0.46 | 1.5 |
| 3 | 0.48 | -1.70 | 0.20 | 1.8 | 33 | 1.09 | 1.00 | 0.31 | 0.4 |
| 4 | 0.41 | -0.76 | 0.08 | 2.9 | 34 | 0.50 | 0.52 | 0.06 | 1.5 |
| 6 | 0.31 | 4.89 | 0.20 | 17.9 | 36 | 1.07 | 0.06 | 0.15 | 0.4 |
| 7 | 1.02 | -0.60 | 0.38 | -0.8 | 37 | 0.85 | 0.46 | 0.19 | 2.2 |
| 8 | 1.58 | 0.85 | 0.14 | 11.8 | 38 | 0.72 | -2.21 | 0.20 | 1.0 |
| 10 | 0.72 | 0.13 | 0.26 | 0.9 | 41 | 0.43 | 0.14 | 0.21 | -1.1 |
| 11 | 1.17 | 0.01 | 0.24 | 6.8 | 42 | 1.52 | 1.21 | 0.35 | 1.5 |
| 12 | 0.74 | -0.18 | 0.18 | -0.6 | 43 | 0.82 | 0.77 | 0.05 | 0.1 |
| 14 | 0.26 | -5.03 | 0.20 | 17.2 | 45 | 0.70 | -0.68 | 0.14 | -0.5 |
| 15 | 1.09 | 0.10 | 0.24 | 1.7 | 46 | 1.04 | 0.91 | 0.07 | -0.2 |
| 16 | 0.66 | 0.15 | 0.19 | -0.2 | 47 | 0.71 | -2.39 | 0.20 | 3.0 |
| 18 | 0.73 | -1.56 | 0.00 | 1.3 | 48 | 1.24 | 1.15 | 0.34 | 1.0 |
| 19 | 1.04 | 0.88 | 0.50 | 13.0 | 50 | 0.50 | -0.07 | 0.20 | -0.5 |
| 21 | 1.17 | 0.58 | 0.19 | 0.3 | 51 | 1.57 | 1.81 | 0.28 | 0.7 |
| 22 | 0.57 | -0.91 | 0.20 | -0.8 | 52 | 1.19 | 0.77 | 0.09 | 1.1 |
| 23 | 1.12 | -1.34 | 0.00 | 8.2 | 54 | 1.44 | -0.11 | 0.33 | 1.1 |
| 24 | 0.70 | 0.70 | 0.26 | 0.4 | 55 | 1.61 | 0.64 | 0.28 | 5.7 |
| 26 | 0.82 | 0.49 | 0.27 | -0.3 | 57 | 1.24 | 1.00 | 0.07 | 1.7 |
| 27 | 0.53 | 0.78 | 0.12 | 1.3 | 58 | 1.24 | 0.75 | 0.24 | 2.5 |
| 29 | 0.68 | 0.40 | 0.07 | -0.2 | 59 | 1.07 | -0.52 | 0.24 | 0.7 |
| 30 | 0.89 | -2.28 | 0.20 | 3.6 | | | | | |

¹ Multiple-choice item parameters are in the 3PL metric.

*Items 2 exceeded critical Z-value indicating less than optimal fit.

Table 68. Item Parameter and Fit Summary¹, Constructed-Response Items, Grade 10, Mathematics (N=7,115)

| Constructed-Response Items | | | | | | |
|----------------------------|------|-------|-------|-------|-------|-------|
| Book Item # | f | g1 | g2 | g3 | g4 | Fit-Z |
| 5 | 0.87 | -0.05 | 1.36 | | | 10.2 |
| 9 | 0.91 | -0.78 | -0.31 | 0.58 | | 8.6 |
| 13 | 1.01 | -1.20 | 1.17 | | | 15.0 |
| 17 | 1.36 | -1.01 | 0.71 | 1.43 | | 1.8 |
| 20 | 0.93 | -1.39 | 0.70 | 1.62 | -0.60 | 7.6 |
| 25 | 1.03 | 2.47 | -0.12 | | | 0.1 |
| 28 | 0.59 | -0.01 | -0.13 | -2.44 | | 16.5 |
| 35 | 0.61 | -0.67 | 1.62 | -0.35 | | 7.5 |
| 39 | 1.09 | 2.26 | 1.42 | | | 5.6 |
| 40 | 0.92 | 0.49 | -0.13 | 0.18 | -0.21 | 6.5 |
| 44 | 1.08 | -0.37 | -1.62 | | | 9.8 |
| 49 | 0.88 | 0.88 | 0.78 | 1.05 | | 3.8 |
| 53 | 1.34 | 1.85 | -0.24 | | | 4.2 |
| 56 | 1.02 | 1.26 | 1.07 | -0.07 | | 14.7 |
| 60 | 1.05 | -0.87 | 1.67 | 2.38 | 2.35 | -0.4 |

¹Constructed-response item parameters are in the 2PPC metric.

Procedures for Detecting and Reducing Bias in CSAP

Four procedures were used to reduce bias in Colorado Student Assessment. The first procedure is based on the premise that careful editorial attention to validity is an essential step in keeping bias to a minimum. Bias can occur only if the test is measuring different things for different groups. If the test entails irrelevant skills or knowledge, however common, the possibility of bias is increased. Thus, careful attention is paid to content validity.

The second step is to follow the McGraw-Hill guidelines designed to reduce or eliminate bias. Item writers are directed to the following published guidelines: *Guidelines for Bias-Free Publishing* (McGraw-Hill, 1983) and *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals* (Macmillan/McGraw-Hill, 1993). Developers review the materials with these considerations in mind.

In the third procedure, educational professionals and community members in the state who represent various gender and ethnic groups review all items. They are asked to consider and comment on the appropriateness of language, subject matter, and representation of people.

It is believed that these three procedures both improve the quality of *CSAP* and reduce Bias. Current evidence, however, suggests that expertise in this area is no substitute for data; reviewers are often wrong about which items work to the disadvantage of a group, apparently because some of their ideas about how students will react to items may be faulty (Sandoval & Mille, 1980; Jensen, 1980; Scheuneman, 1987).

The fourth procedure, an empirical approach, involves statistical procedures referred to as differential item functioning (DIF) analyses.

Differential Item Functioning Analyses

Because the contents were scored using item response theory, the appropriate procedure for examining DIF is one that reflects that use. A procedure suggested by Linn and Harnisch (1981) was used for the CSAP DIF studies.

An example of this procedure for gender bias analyses follows. The parameters for each item (a_i , b_i , and c_i) and the trait or scale score (θ) for each examinee are estimated for the three-parameter logistic model:

$$P_{ij}(\theta) = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta_j - b_i)]},$$

where $P_{ij}(\theta)$ is the probability that examinee j , with a given value of θ , will obtain a correct score on item i . Note that the item parameter estimates are based on data from the total sample of valid examinees. The sample is then divided into gender groups, and the members in each group are sorted into ten equal score categories (deciles) based upon their location on the score scale (θ). The expected proportion correct for each group based on the model prediction is compared to the observed (actual) proportion correct obtained by the group.

The proportion of people in decile g who are expected to answer item i correctly is

$$P_{ij} = P_{ig}(\theta) = \frac{1}{n_g} \sum_{j \in g} P_{ij}(\theta),$$

where n_g is the number of examinees in decile g . To compute the proportion of students expected to answer item i correctly (over all deciles) for a group (e.g., Female) the formula is given by:

$$P_{i.} = P_i(\theta) = \frac{\sum_{g=1}^{10} n_g P_{ig}(\theta)}{\sum_{g=1}^{10} n_g}.$$

The corresponding observed proportion correct for examinees in a decile (O_{ig}) is the number of examinees in decile g who answered item i correctly divided by the number of people in the decile (n_g). That is,

$$O_{ig} = \frac{\sum_{j \in g} u_{ij}}{n_g},$$

where u_{ij} is the dichotomous score for item i for examinee j .

The corresponding formula to compute the observed proportion answering each item correctly (over all deciles) for a complete gender group is given by:

$$O_{i.} = \frac{\sum_{g=1}^{10} n_g O_{ig}}{\sum_{g=1}^{10} n_g}.$$

After the values are calculated for these variables, the difference between the observed proportion correct (for gender) and expected proportion correct can be computed. The decile group difference (D_{ig}) for observed and expected proportion correctly answering item i in decile g is

$$D_{ig} = O_{ig} - P_{ig}.$$

and the overall group difference (D_i) between observed and expected proportion correct for item i in the complete group (over all deciles) is

$$D_i = O_{i.} - P_{i.}.$$

These indices are indicators of the degree to which members of gender groups perform better or worse than expected on each item, based on the parameter estimates from all sub-samples. Differences for decile groups provide an index for each of the ten regions

on the score (θ) scale. The decile group difference (D_{ig}) can be either positive or negative. Use of the decile group differences as well as the overall group difference allows one to detect items that give a large positive difference in one range of θ and a large negative difference in another range of θ , yet have a small overall difference.

A generalization of the Linn and Harnisch (1981) procedure was used to measure DIF for constructed-response items.

Differential Item Functioning Ratings

The DIF is defined in terms of the decile group and total target sub-sample differences, the D_{j-} (sum of the negative group differences) and D_{j+} (sum of the positive group differences) values, and the corresponding standardized difference (Z_j) for the sub-sample (see Linn and Harnisch, 1981, p. 112).

Items for which $|D_j| \geq 0.10$ and $|Z_j| \geq 2.58$ are identified as possibly biased. If D_j is positive, the item is functioning differentially in favor of the target sub-sample. If D_j is negative, the item is functioning differentially against the target sub-sample.

Results of the Differential Item Functioning Analyses

The DIF analyses were conducted for all grades and content areas for African Americans, Hispanics, Males, and Females. Detailed results of the analyses appear in Appendix B.

Third Grade Reading

No items indicated DIF with any of the groups.

Fourth Grade Reading

No items indicated DIF with any of the groups.

Fourth Grade Writing

CR item 2A, session 2, indicated DIF favoring Hispanic students. No other items indicated DIF with any of the groups.

Fifth Grade Reading

No items indicated DIF with any of the groups.

Fifth Grade Mathematics

CR Item 11 indicated DIF disfavoring African American students. No other items indicated DIF with any of the groups.

Sixth Grade Reading

CR Item 60 exhibited DIF favoring male and disfavoring female students. No other items indicated DIF with any of the groups.

Seventh Grade Reading

CR item 27, session 6, indicated DIF disfavoring Males. Three CR items exhibited DIF for African American students--CR items 10 and 13, session 4, disfavored and item 25, session 6, favored them. No other items indicated DIF with any of the groups.

Seventh Grade Writing

CR item 35, session 5, indicated DIF disfavoring Females and CR item 34, session 5, exhibited DIF disfavoring African American students. No other items indicated DIF with any of the groups.

Eighth Grade Reading

CR item 30 exhibited DIF favoring African American students. No other items indicated DIF with any of the groups.

Eighth Grade Mathematics

CR item 19 exhibited DIF favoring and CR item 60 exhibited DIF disfavoring Male students. The order was reverse for Females—item 19 disfavored and item 60 favored the Female students. Similarly, MC item 43 exhibited DIF disfavoring African American students. No other items indicated DIF with any of the groups.

Eighth Grade Science

CR item 24 exhibited DIF disfavoring Male and favoring Female students. MC item 51 exhibited DIF favoring African American students. No other items indicated DIF with any of the groups.

Ninth Grade Reading

CR item 63 exhibited DIF disfavoring Male and favoring Female students. MC item 11 exhibited DIF disfavoring Female students. No other items indicated DIF with any of the groups.

Tenth Grade Reading

No items indicated DIF with any of the groups.

Tenth Grade Writing

CR Items 14 and 34, session 5, and item 17, session 6, exhibited DIF disfavoring and MC Items 29 and 31, session 5, favoring Male students. MC Items 29 and 31, session 5, exhibited DIF disfavoring and CR Items 14 and 34, session 5, exhibited DIF favoring Female students. MC item 3 and 9, session 5, also exhibited DIF disfavoring African American students. No other items indicated DIF with any of the groups.

Tenth Grade Mathematics

CR items 20 and 49 exhibited DIF disfavoring Male students. No other items indicated DIF with any of the groups.

Standard Errors

Measurement error is associated with every test score. A student's true score is the hypothetical average score that would result if the test could be administered repeatedly without the effects of practice or fatigue. The standard error of measurement (SEM) can be used to obtain a range within which a student's true score is likely to fall. The fact that the score for a single test may not represent an individual's true status gives rise to the need for the standard error.

For example, an obtained score should be regarded not as an absolute value but as a point within a range that probably includes a student's true score. It is expected that 68% of the time a student's score obtained from a single testing would fall within one SEM of that student's true score and that 95% of the time the obtained score would fall within two standard errors of the true score.

An overall standard error of measurement can be estimated using the classical test theory formula: $SEM = S_Y \sqrt{1 - \rho}$, where S_Y is the test standard deviation, and ρ is the reliability of the assessment. Using this formula yields the standard errors for different grades and content areas shown in Table 69. Tables 70 - 84 provide estimates, based on item response theory, of standard errors of measurement for selected *number*

correct scale scores (Yen, 1984) for each of the CSAP assessment grade, and content. The Tables also show that the scores at the two extremes, the LOSS and the HOSS, have higher measurement errors than scores closer towards the mean. Note that these number correct scale scores are *tau* equivalent with the pattern scale scores that are used to score the student responses.

Table 69. Classical Test Theory Estimate of Overall
Standard Error of Measurement

| Assessment | Standard Error of Measurement |
|----------------------|--------------------------------------|
| Grade 3 Reading | 23.88 |
| Grade 4 Reading | 16.96 |
| Grade 5 Reading | 19.78 |
| Grade 6 Reading | 17.37 |
| Grade 7 Reading | 15.21 |
| Grade 8 Reading | 15.74 |
| Grade 9 Reading | 15.90 |
| Grade 10 Reading | 15.25 |
| Grade 4 Writing | 12.55 |
| Grade 7 Writing | 14.06 |
| Grade 10 Writing | 19.87 |
| Grade 5 Mathematics | 15.19 |
| Grade 8 Mathematics | 16.83 |
| Grade 10 Mathematics | 16.51 |
| Grade 8 Science | 14.99 |

**Table 70 . Scale Score and Associated
Standard Errors, Grade 3, Reading**

| Scale Score | Standard Error | Scale Score | Standard Error |
|------------------------|---------------------------|------------------------|---------------------------|
| 150 | 135 | 474 | 17 |
| 209 | 96 | 479 | 17 |
| 268 | 64 | 484 | 16 |
| 301 | 50 | 489 | 16 |
| 323 | 41 | 494 | 16 |
| 339 | 35 | 499 | 16 |
| 352 | 31 | 504 | 17 |
| 363 | 28 | 510 | 17 |
| 372 | 25 | 515 | 17 |
| 380 | 24 | 521 | 17 |
| 388 | 22 | 527 | 18 |
| 395 | 21 | 533 | 18 |
| 401 | 20 | 539 | 18 |
| 407 | 19 | 546 | 19 |
| 413 | 19 | 553 | 20 |
| 418 | 18 | 561 | 20 |
| 424 | 18 | 570 | 21 |
| 429 | 18 | 579 | 22 |
| 434 | 18 | 590 | 24 |
| 439 | 17 | 602 | 26 |
| 444 | 17 | 616 | 29 |
| 449 | 17 | 635 | 34 |
| 454 | 17 | 661 | 43 |
| 459 | 17 | 708 | 68 |
| 464 | 17 | 756 | 104 |
| 469 | 17 | | |

Table 71. Scale Score and Associated Standard Errors, Grade 4, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 180 | 139 | 526 | 12 |
| 225 | 103 | 529 | 12 |
| 290 | 63 | 532 | 12 |
| 322 | 48 | 535 | 12 |
| 344 | 40 | 538 | 12 |
| 360 | 35 | 541 | 12 |
| 373 | 32 | 544 | 13 |
| 384 | 29 | 547 | 13 |
| 393 | 26 | 550 | 13 |
| 402 | 25 | 553 | 13 |
| 409 | 23 | 556 | 13 |
| 416 | 22 | 560 | 13 |
| 422 | 21 | 563 | 13 |
| 428 | 20 | 567 | 13 |
| 434 | 19 | 570 | 14 |
| 439 | 18 | 574 | 14 |
| 444 | 17 | 578 | 14 |
| 448 | 17 | 582 | 14 |
| 453 | 16 | 586 | 15 |
| 457 | 16 | 590 | 15 |
| 461 | 15 | 594 | 15 |
| 464 | 15 | 599 | 16 |
| 468 | 15 | 604 | 16 |
| 472 | 14 | 609 | 16 |
| 475 | 14 | 614 | 17 |
| 478 | 14 | 620 | 18 |
| 482 | 14 | 626 | 18 |
| 485 | 13 | 632 | 19 |
| 488 | 13 | 639 | 20 |
| 491 | 13 | 646 | 21 |
| 494 | 13 | 654 | 22 |
| 497 | 13 | 663 | 23 |
| 500 | 13 | 673 | 24 |
| 503 | 12 | 684 | 26 |
| 506 | 12 | 697 | 28 |
| 509 | 12 | 712 | 31 |
| 512 | 12 | 731 | 35 |
| 514 | 12 | 755 | 42 |
| 517 | 12 | 790 | 54 |
| 520 | 12 | 852 | 83 |
| 523 | 12 | 940 | 144 |

Table 72. Scale Score and Associated Standard Errors, Grade 4, Writing

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 300 | 47 | 476 | 10 |
| 311 | 42 | 479 | 10 |
| 341 | 29 | 483 | 10 |
| 359 | 23 | 486 | 11 |
| 371 | 20 | 490 | 11 |
| 381 | 18 | 494 | 11 |
| 389 | 16 | 498 | 11 |
| 396 | 15 | 501 | 11 |
| 402 | 15 | 505 | 11 |
| 407 | 14 | 509 | 11 |
| 412 | 13 | 514 | 11 |
| 417 | 13 | 518 | 12 |
| 422 | 12 | 523 | 12 |
| 426 | 12 | 527 | 12 |
| 430 | 12 | 532 | 12 |
| 434 | 11 | 538 | 13 |
| 438 | 11 | 543 | 13 |
| 441 | 11 | 549 | 14 |
| 445 | 11 | 556 | 14 |
| 448 | 11 | 563 | 15 |
| 452 | 11 | 571 | 16 |
| 455 | 11 | 580 | 18 |
| 459 | 10 | 591 | 19 |
| 462 | 10 | 604 | 22 |
| 466 | 10 | 622 | 26 |
| 469 | 10 | 649 | 36 |
| 472 | 10 | 720 | 91 |

Table 73. Scale Score and Associated Standard Errors, Grade 5, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 220 | 184 | 579 | 14 |
| 289 | 123 | 583 | 14 |
| 352 | 75 | 587 | 14 |
| 385 | 55 | 591 | 14 |
| 407 | 44 | 595 | 14 |
| 423 | 37 | 599 | 15 |
| 436 | 32 | 603 | 15 |
| 447 | 29 | 608 | 15 |
| 457 | 26 | 612 | 15 |
| 465 | 24 | 617 | 15 |
| 472 | 22 | 621 | 16 |
| 479 | 21 | 626 | 16 |
| 485 | 20 | 631 | 16 |
| 491 | 19 | 636 | 17 |
| 496 | 18 | 641 | 17 |
| 501 | 17 | 647 | 17 |
| 506 | 17 | 653 | 18 |
| 511 | 16 | 659 | 18 |
| 515 | 16 | 665 | 18 |
| 520 | 15 | 671 | 19 |
| 524 | 15 | 678 | 19 |
| 528 | 15 | 685 | 20 |
| 532 | 15 | 693 | 20 |
| 536 | 14 | 701 | 21 |
| 540 | 14 | 710 | 22 |
| 544 | 14 | 719 | 24 |
| 548 | 14 | 730 | 25 |
| 552 | 14 | 742 | 27 |
| 556 | 14 | 756 | 29 |
| 559 | 14 | 773 | 33 |
| 563 | 14 | 795 | 38 |
| 567 | 14 | 828 | 51 |
| 571 | 14 | 889 | 87 |
| 575 | 14 | 955 | 143 |

Table 74. Scale Score and Associated Standard Errors, Grade 5, Mathematics

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 200 | 69 | 445 | 11 |
| 224 | 58 | 448 | 11 |
| 252 | 47 | 450 | 11 |
| 271 | 40 | 452 | 12 |
| 286 | 35 | 455 | 12 |
| 299 | 31 | 457 | 12 |
| 309 | 28 | 460 | 12 |
| 318 | 26 | 462 | 12 |
| 326 | 24 | 465 | 12 |
| 333 | 22 | 467 | 12 |
| 339 | 21 | 470 | 12 |
| 345 | 20 | 473 | 12 |
| 350 | 19 | 475 | 12 |
| 355 | 18 | 478 | 12 |
| 360 | 17 | 481 | 12 |
| 364 | 17 | 484 | 12 |
| 368 | 16 | 487 | 12 |
| 372 | 16 | 490 | 12 |
| 376 | 15 | 493 | 13 |
| 380 | 15 | 496 | 13 |
| 383 | 14 | 499 | 13 |
| 387 | 14 | 503 | 13 |
| 390 | 14 | 506 | 13 |
| 393 | 14 | 510 | 13 |
| 396 | 13 | 514 | 14 |
| 399 | 13 | 518 | 14 |
| 402 | 13 | 522 | 14 |
| 405 | 13 | 526 | 15 |
| 407 | 13 | 531 | 15 |
| 410 | 12 | 536 | 16 |
| 413 | 12 | 541 | 16 |
| 415 | 12 | 547 | 17 |
| 418 | 12 | 554 | 18 |
| 421 | 12 | 561 | 19 |
| 423 | 12 | 569 | 20 |
| 426 | 12 | 578 | 22 |
| 428 | 12 | 588 | 25 |
| 431 | 12 | 601 | 28 |
| 433 | 12 | 617 | 31 |
| 435 | 12 | 637 | 37 |
| 438 | 12 | 666 | 47 |
| 440 | 12 | 715 | 67 |
| 443 | 12 | 760 | 96 |

Table 75. Scale Score and Associated Standard Errors, Grade 6, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 260 | 116 | 590 | 12 |
| 269 | 110 | 593 | 12 |
| 334 | 73 | 596 | 12 |
| 370 | 56 | 599 | 12 |
| 394 | 46 | 602 | 12 |
| 412 | 39 | 605 | 13 |
| 426 | 35 | 608 | 13 |
| 438 | 31 | 612 | 13 |
| 449 | 29 | 615 | 13 |
| 458 | 27 | 618 | 13 |
| 466 | 25 | 622 | 13 |
| 473 | 23 | 625 | 13 |
| 480 | 22 | 629 | 13 |
| 486 | 21 | 633 | 13 |
| 492 | 20 | 636 | 14 |
| 498 | 19 | 640 | 14 |
| 503 | 19 | 644 | 14 |
| 508 | 18 | 648 | 14 |
| 512 | 18 | 652 | 14 |
| 517 | 17 | 657 | 15 |
| 521 | 17 | 661 | 15 |
| 525 | 16 | 666 | 15 |
| 530 | 16 | 671 | 16 |
| 533 | 16 | 676 | 16 |
| 537 | 15 | 681 | 16 |
| 541 | 15 | 687 | 17 |
| 545 | 15 | 693 | 17 |
| 548 | 14 | 699 | 18 |
| 552 | 14 | 706 | 19 |
| 555 | 14 | 713 | 20 |
| 558 | 14 | 721 | 21 |
| 561 | 13 | 730 | 22 |
| 565 | 13 | 741 | 24 |
| 568 | 13 | 753 | 26 |
| 571 | 13 | 767 | 30 |
| 574 | 13 | 785 | 35 |
| 577 | 13 | 809 | 42 |
| 580 | 13 | 846 | 57 |
| 583 | 13 | 917 | 96 |
| 587 | 12 | 970 | 135 |

Table 76. Scale Score and Associated Standard Errors, Grade 7, Reading

| Scale Score | Standard Error | Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|
| 300 | 89 | 546 | 12 | 633 | 13 |
| 328 | 72 | 549 | 12 | 636 | 13 |
| 365 | 53 | 552 | 12 | 639 | 13 |
| 389 | 43 | 554 | 12 | 642 | 13 |
| 406 | 37 | 557 | 12 | 646 | 13 |
| 420 | 32 | 559 | 11 | 649 | 13 |
| 431 | 29 | 562 | 11 | 653 | 14 |
| 441 | 27 | 564 | 11 | 657 | 14 |
| 449 | 25 | 567 | 11 | 661 | 14 |
| 456 | 23 | 569 | 11 | 665 | 14 |
| 463 | 21 | 572 | 11 | 669 | 15 |
| 469 | 20 | 574 | 11 | 674 | 15 |
| 474 | 19 | 576 | 11 | 678 | 16 |
| 480 | 18 | 579 | 11 | 683 | 16 |
| 484 | 17 | 581 | 11 | 688 | 17 |
| 489 | 17 | 584 | 11 | 694 | 17 |
| 493 | 16 | 586 | 11 | 700 | 18 |
| 497 | 16 | 589 | 11 | 706 | 18 |
| 501 | 15 | 591 | 11 | 712 | 19 |
| 505 | 15 | 594 | 11 | 719 | 20 |
| 508 | 14 | 596 | 11 | 727 | 21 |
| 512 | 14 | 599 | 11 | 735 | 22 |
| 515 | 14 | 601 | 12 | 744 | 23 |
| 518 | 13 | 604 | 12 | 754 | 25 |
| 521 | 13 | 607 | 12 | 765 | 27 |
| 524 | 13 | 609 | 12 | 777 | 29 |
| 527 | 13 | 612 | 12 | 791 | 31 |
| 530 | 13 | 615 | 12 | 808 | 34 |
| 533 | 12 | 618 | 12 | 827 | 39 |
| 536 | 12 | 621 | 12 | 853 | 45 |
| 539 | 12 | 624 | 12 | 888 | 56 |
| 541 | 12 | 627 | 12 | 950 | 85 |
| 544 | 12 | 630 | 12 | 980 | 105 |

**Table 77. Scale Score and Associated
Standard Errors, Grade 7, Writing**

| Scale Score | Standard Error | Scale Score | Standard Error |
|------------------------|---------------------------|------------------------|---------------------------|
| 300 | 27 | 468 | 12 |
| 302 | 27 | 472 | 12 |
| 317 | 24 | 476 | 12 |
| 329 | 21 | 479 | 12 |
| 338 | 20 | 483 | 12 |
| 347 | 18 | 487 | 12 |
| 355 | 18 | 491 | 12 |
| 361 | 17 | 495 | 12 |
| 368 | 16 | 499 | 12 |
| 374 | 16 | 503 | 12 |
| 379 | 15 | 507 | 13 |
| 384 | 15 | 511 | 13 |
| 389 | 15 | 516 | 13 |
| 394 | 14 | 520 | 13 |
| 399 | 14 | 525 | 13 |
| 403 | 14 | 530 | 13 |
| 407 | 14 | 535 | 14 |
| 411 | 13 | 540 | 14 |
| 416 | 13 | 545 | 14 |
| 420 | 13 | 551 | 15 |
| 423 | 13 | 557 | 15 |
| 427 | 13 | 564 | 16 |
| 431 | 13 | 571 | 17 |
| 435 | 13 | 579 | 17 |
| 439 | 12 | 588 | 18 |
| 442 | 12 | 597 | 20 |
| 446 | 12 | 609 | 21 |
| 450 | 12 | 623 | 24 |
| 453 | 12 | 640 | 28 |
| 457 | 12 | 664 | 35 |
| 461 | 12 | 705 | 50 |
| 464 | 12 | 780 | 97 |

Table 78. Scale Score and Associated Standard Errors, Grade 8, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 330 | 95 | 607 | 12 |
| 337 | 90 | 610 | 12 |
| 389 | 60 | 613 | 12 |
| 417 | 47 | 616 | 12 |
| 437 | 39 | 619 | 12 |
| 452 | 34 | 622 | 12 |
| 464 | 30 | 624 | 12 |
| 473 | 27 | 627 | 12 |
| 482 | 24 | 630 | 12 |
| 489 | 23 | 634 | 12 |
| 496 | 21 | 637 | 13 |
| 502 | 20 | 640 | 13 |
| 508 | 19 | 643 | 13 |
| 513 | 18 | 646 | 13 |
| 518 | 17 | 650 | 13 |
| 523 | 17 | 653 | 13 |
| 527 | 16 | 657 | 13 |
| 531 | 16 | 661 | 14 |
| 535 | 15 | 664 | 14 |
| 539 | 15 | 668 | 14 |
| 543 | 14 | 672 | 14 |
| 546 | 14 | 676 | 14 |
| 550 | 14 | 681 | 15 |
| 553 | 13 | 685 | 15 |
| 556 | 13 | 690 | 15 |
| 559 | 13 | 694 | 15 |
| 563 | 13 | 699 | 16 |
| 566 | 13 | 704 | 16 |
| 568 | 12 | 710 | 16 |
| 571 | 12 | 716 | 17 |
| 574 | 12 | 722 | 17 |
| 577 | 12 | 728 | 18 |
| 580 | 12 | 736 | 18 |
| 583 | 12 | 743 | 19 |
| 585 | 12 | 752 | 20 |
| 588 | 12 | 762 | 22 |
| 591 | 12 | 774 | 24 |
| 594 | 12 | 789 | 28 |
| 596 | 12 | 809 | 34 |
| 599 | 12 | 838 | 45 |
| 602 | 12 | 888 | 68 |
| 605 | 12 | 990 | 149 |

Table 79. Scale Score and Associated Standard Errors, Grade 8, Mathematics

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 300 | 56 | 506 | 11 |
| 311 | 50 | 508 | 11 |
| 335 | 39 | 511 | 11 |
| 352 | 33 | 514 | 11 |
| 366 | 29 | 516 | 11 |
| 377 | 26 | 519 | 11 |
| 386 | 24 | 522 | 11 |
| 394 | 22 | 525 | 11 |
| 401 | 20 | 528 | 11 |
| 408 | 19 | 531 | 11 |
| 414 | 18 | 533 | 11 |
| 419 | 17 | 536 | 11 |
| 424 | 17 | 540 | 11 |
| 429 | 16 | 543 | 11 |
| 433 | 16 | 546 | 11 |
| 438 | 15 | 549 | 12 |
| 442 | 15 | 553 | 12 |
| 445 | 14 | 556 | 12 |
| 449 | 14 | 560 | 12 |
| 453 | 14 | 563 | 13 |
| 456 | 13 | 567 | 13 |
| 459 | 13 | 572 | 13 |
| 463 | 13 | 576 | 14 |
| 466 | 12 | 581 | 14 |
| 469 | 12 | 586 | 15 |
| 472 | 12 | 592 | 16 |
| 475 | 12 | 598 | 16 |
| 478 | 12 | 604 | 18 |
| 481 | 12 | 612 | 19 |
| 484 | 11 | 621 | 21 |
| 486 | 11 | 631 | 23 |
| 489 | 11 | 644 | 26 |
| 492 | 11 | 661 | 31 |
| 495 | 11 | 686 | 41 |
| 497 | 11 | 732 | 64 |
| 500 | 11 | 760 | 82 |
| 503 | 11 | | |

Table 80. Scale Score and Associated Standard Errors, Grade 8, Science

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 300 | 45 | 489 | 11 |
| 307 | 42 | 492 | 11 |
| 324 | 35 | 495 | 11 |
| 336 | 31 | 497 | 12 |
| 347 | 27 | 500 | 12 |
| 356 | 25 | 503 | 12 |
| 363 | 23 | 505 | 12 |
| 370 | 21 | 508 | 12 |
| 376 | 20 | 511 | 12 |
| 382 | 19 | 514 | 12 |
| 387 | 18 | 517 | 12 |
| 392 | 17 | 520 | 12 |
| 396 | 16 | 523 | 12 |
| 400 | 16 | 526 | 12 |
| 404 | 15 | 529 | 12 |
| 408 | 15 | 532 | 12 |
| 412 | 14 | 535 | 12 |
| 416 | 14 | 539 | 13 |
| 419 | 14 | 542 | 13 |
| 422 | 14 | 546 | 13 |
| 426 | 13 | 549 | 13 |
| 429 | 13 | 553 | 13 |
| 432 | 13 | 557 | 14 |
| 435 | 13 | 561 | 14 |
| 438 | 13 | 565 | 14 |
| 441 | 12 | 570 | 15 |
| 444 | 12 | 574 | 15 |
| 447 | 12 | 579 | 15 |
| 449 | 12 | 584 | 16 |
| 452 | 12 | 590 | 16 |
| 455 | 12 | 596 | 17 |
| 458 | 12 | 603 | 18 |
| 460 | 12 | 610 | 19 |
| 463 | 12 | 618 | 20 |
| 466 | 12 | 627 | 22 |
| 468 | 12 | 637 | 23 |
| 471 | 12 | 649 | 26 |
| 473 | 12 | 664 | 30 |
| 476 | 11 | 683 | 35 |
| 479 | 11 | 711 | 45 |
| 481 | 11 | 759 | 67 |
| 484 | 11 | 790 | 85 |
| 487 | 11 | | |

Table 81. Scale Score and Associated Standard Errors, Grade 9, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 350 | 121 | 636 | 12 |
| 420 | 62 | 639 | 12 |
| 450 | 46 | 642 | 12 |
| 470 | 37 | 645 | 12 |
| 485 | 32 | 648 | 12 |
| 496 | 29 | 651 | 12 |
| 506 | 26 | 654 | 12 |
| 515 | 24 | 658 | 12 |
| 522 | 22 | 661 | 13 |
| 529 | 21 | 664 | 13 |
| 535 | 20 | 667 | 13 |
| 541 | 19 | 670 | 13 |
| 546 | 18 | 674 | 13 |
| 551 | 17 | 677 | 13 |
| 556 | 17 | 680 | 13 |
| 560 | 16 | 684 | 13 |
| 564 | 15 | 687 | 13 |
| 568 | 15 | 691 | 13 |
| 572 | 15 | 695 | 13 |
| 576 | 14 | 699 | 14 |
| 579 | 14 | 703 | 14 |
| 583 | 14 | 707 | 14 |
| 586 | 13 | 711 | 14 |
| 590 | 13 | 716 | 15 |
| 593 | 13 | 720 | 15 |
| 596 | 13 | 725 | 15 |
| 600 | 13 | 731 | 16 |
| 603 | 13 | 737 | 17 |
| 606 | 13 | 743 | 17 |
| 609 | 13 | 750 | 18 |
| 612 | 12 | 757 | 19 |
| 615 | 12 | 766 | 21 |
| 618 | 12 | 776 | 23 |
| 621 | 12 | 789 | 26 |
| 624 | 12 | 805 | 30 |
| 627 | 12 | 827 | 38 |
| 630 | 12 | 867 | 55 |
| 633 | 12 | 995 | 165 |

Table 82. Scale Score and Associated Standard Errors, Grade 10, Reading

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 370 | 124 | 662 | 11 |
| 397 | 99 | 665 | 11 |
| 457 | 58 | 667 | 11 |
| 486 | 45 | 670 | 11 |
| 505 | 37 | 673 | 11 |
| 519 | 32 | 676 | 11 |
| 530 | 29 | 679 | 12 |
| 540 | 26 | 682 | 12 |
| 548 | 24 | 685 | 12 |
| 555 | 22 | 688 | 12 |
| 561 | 20 | 691 | 12 |
| 567 | 19 | 694 | 12 |
| 572 | 18 | 697 | 12 |
| 577 | 17 | 701 | 12 |
| 581 | 16 | 704 | 13 |
| 586 | 16 | 708 | 13 |
| 590 | 15 | 711 | 13 |
| 593 | 15 | 715 | 13 |
| 597 | 14 | 719 | 13 |
| 601 | 14 | 723 | 14 |
| 604 | 14 | 727 | 14 |
| 607 | 13 | 732 | 14 |
| 611 | 13 | 736 | 15 |
| 614 | 13 | 741 | 15 |
| 617 | 13 | 746 | 16 |
| 620 | 13 | 751 | 16 |
| 623 | 12 | 757 | 17 |
| 626 | 12 | 763 | 18 |
| 629 | 12 | 770 | 18 |
| 631 | 12 | 777 | 19 |
| 634 | 12 | 784 | 20 |
| 637 | 12 | 793 | 22 |
| 640 | 12 | 802 | 23 |
| 643 | 12 | 813 | 25 |
| 645 | 11 | 826 | 27 |
| 648 | 11 | 840 | 30 |
| 651 | 11 | 859 | 34 |
| 654 | 11 | 885 | 42 |
| 656 | 11 | 929 | 60 |
| 659 | 11 | 999 | 108 |

Table 83. Scale Score and Associated Standard Errors, Grade 10, Writing

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 200 | 53 | 439 | 14 |
| 226 | 41 | 444 | 14 |
| 251 | 32 | 448 | 14 |
| 269 | 28 | 453 | 14 |
| 283 | 25 | 458 | 14 |
| 295 | 23 | 463 | 14 |
| 305 | 22 | 468 | 15 |
| 314 | 21 | 473 | 15 |
| 323 | 20 | 478 | 15 |
| 330 | 19 | 484 | 16 |
| 338 | 18 | 490 | 16 |
| 344 | 18 | 496 | 16 |
| 350 | 17 | 502 | 17 |
| 356 | 17 | 509 | 17 |
| 362 | 16 | 516 | 18 |
| 367 | 16 | 523 | 18 |
| 372 | 15 | 531 | 19 |
| 377 | 15 | 540 | 20 |
| 382 | 15 | 548 | 20 |
| 387 | 14 | 558 | 21 |
| 391 | 14 | 568 | 22 |
| 396 | 14 | 578 | 22 |
| 400 | 14 | 590 | 23 |
| 405 | 14 | 602 | 24 |
| 409 | 14 | 616 | 26 |
| 413 | 13 | 632 | 28 |
| 418 | 13 | 652 | 32 |
| 422 | 13 | 679 | 39 |
| 426 | 13 | 723 | 57 |
| 430 | 14 | 770 | 88 |
| 435 | 14 | | |

Table 84. Scale Score and Associated Standard Errors, Grade 10, Mathematics

| Scale Score | Standard Error | Scale Score | Standard Error |
|--------------------|-----------------------|--------------------|-----------------------|
| 230 | 115 | 521 | 10 |
| 234 | 111 | 523 | 10 |
| 300 | 58 | 525 | 10 |
| 330 | 41 | 528 | 10 |
| 350 | 33 | 530 | 10 |
| 365 | 29 | 532 | 10 |
| 377 | 26 | 534 | 10 |
| 387 | 24 | 537 | 10 |
| 396 | 22 | 539 | 10 |
| 404 | 21 | 541 | 10 |
| 412 | 20 | 544 | 10 |
| 418 | 19 | 546 | 10 |
| 424 | 18 | 548 | 10 |
| 430 | 18 | 551 | 10 |
| 435 | 17 | 553 | 10 |
| 441 | 17 | 556 | 10 |
| 445 | 16 | 558 | 10 |
| 450 | 16 | 561 | 10 |
| 454 | 15 | 564 | 10 |
| 459 | 15 | 567 | 10 |
| 463 | 15 | 570 | 11 |
| 466 | 14 | 573 | 11 |
| 470 | 14 | 576 | 11 |
| 474 | 13 | 579 | 11 |
| 477 | 13 | 583 | 12 |
| 480 | 13 | 587 | 12 |
| 484 | 13 | 591 | 13 |
| 487 | 12 | 595 | 13 |
| 490 | 12 | 600 | 14 |
| 493 | 12 | 605 | 15 |
| 495 | 12 | 611 | 16 |
| 498 | 11 | 617 | 17 |
| 501 | 11 | 625 | 18 |
| 503 | 11 | 634 | 21 |
| 506 | 11 | 645 | 24 |
| 509 | 11 | 661 | 29 |
| 511 | 10 | 684 | 39 |
| 513 | 10 | 732 | 66 |
| 516 | 10 | 770 | 93 |
| 518 | 10 | | |

Part 4: Item Analyses

Item analysis results, for both multiple-choice (MC) and constructed-response (CR) items, are based on the analysis of the total tested population. The product-moment coefficient is used to estimate the item to total score correlation for each item. The coefficient for each item is based on the item score and the score computed as the total of all other items on the test. For items having only two levels, the product-moment coefficient is the point-biserial correlation. The p-value for each MC item is the percent of students who responded correctly. The p-value for each CR item is the mean percent of the maximum possible score. The point-biserials and p-values include both valid and invalid responses (e.g., omits, multiple marks, etc.)

Third Grade Reading

Table 9 lists the results of the multiple-choice item analyses for the 2001 third grade Reading assessment. The point-biserials for all multiple-choice items range from 0.20 to 0.54 with a mean of 0.41. The p-values for these items range from 0.52 to 0.94 with a mean of 0.78.

Table 10 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.28 to 0.53 with a mean of 0.40. The CR item p-values range from 0.39 to 0.92, with a mean of 0.80. An examination of the percent of students obtaining each score point for the constructed-response items shows that there is a reasonable amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

For seven of the nine constructed-response items, over 70% of the students obtained the highest possible score points. The remaining students are well distributed across the remaining score points, indicating that these items still produced a reasonable amount of variability.

Table 9. Multiple-Choice Item Analyses, Grade 3, Reading

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 | 7 | 0.35 | 1.9% | 0.82 | 24 | 2 | 1 | | 0.43 | 1.9% | 0.72 |
| 2 | 1 | 1 | 7 | 0.32 | 2.0% | 0.94 | 25 | 2 | 1 | 7 | 0.41 | 1.9% | 0.90 |
| 4 | 1 | 1 | 7 | 0.49 | 1.8% | 0.84 | 26 | 2 | 1 | 7 | 0.47 | 1.9% | 0.87 |
| 7 | 1 | 1 | | 0.43 | 1.9% | 0.75 | 27 | 2 | 1 | 7 | 0.54 | 1.9% | 0.84 |
| 8 | 1 | 1 | 8 | 0.43 | 1.9% | 0.72 | 28 | 2 | 1 | 7 | 0.45 | 2.0% | 0.77 |
| 10 | 1 | 1 | 8 | 0.43 | 1.9% | 0.93 | 29 | 2 | 1 | 8 | 0.45 | 1.9% | 0.83 |
| 11 | 1 | 1 | 8 | 0.39 | 1.9% | 0.94 | 30 | 2 | 1 | 8 | 0.41 | 2.0% | 0.75 |
| 12 | 1 | 1 | 8 | 0.30 | 2.0% | 0.87 | 31 | 2 | 1 | 8 | 0.40 | 2.3% | 0.54 |
| 13 | 1 | 1 | 8 | 0.36 | 1.9% | 0.94 | 32 | 2 | 1 | 8 | 0.47 | 2.5% | 0.77 |
| 14 | 1 | 1 | 8 | 0.36 | 2.0% | 0.94 | 33 | 2 | 1 | | 0.41 | 3.0% | 0.52 |
| 15 | 1 | 1 | 8 | 0.40 | 2.1% | 0.84 | 34 | 2 | 1 | 7 | 0.41 | 1.9% | 0.55 |
| 16 | 1 | 1 | 8 | 0.39 | 2.9% | 0.76 | 35 | 2 | 1 | 7 | 0.50 | 1.9% | 0.82 |
| 17 | 1 | 1 | | 0.52 | 2.1% | 0.75 | 36 | 2 | 1 | | 0.45 | 2.8% | 0.79 |
| 18 | 1 | 1 | 7 | 0.39 | 2.0% | 0.87 | 38 | 2 | 1 | 7 | 0.45 | 2.0% | 0.86 |
| 19 | 1 | 1 | 7 | 0.38 | 2.1% | 0.54 | 39 | 2 | 1 | 7 | 0.38 | 2.2% | 0.76 |
| 21 | 1 | 1 | 7 | 0.49 | 2.3% | 0.77 | 40 | 2 | 1 | 7 | 0.20 | 2.1% | 0.70 |
| 22 | 1 | 1 | 7 | 0.39 | 2.7% | 0.60 | | | | | | | |

Avg. Pt. Bis.: 0.41

Avg. p-Value: 0.78

Table 10. Constructed-Response Item Analyses, Grade 3, Reading

| Book Item # | Session | Standard | Sub-Content | Item Test Corr. | Percent of Students (N=54,088) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 3 | 1 | 1 | 7 | 0.44 | 2.6% | 5.2% | 89.4% | | | 2.8% | 0.92 |
| 5 | 1 | 1 | 7 | 0.42 | 14.1% | 13.4% | 70.2% | | | 2.3% | 0.77 |
| 6 | 1 | 1 | | 0.41 | 1.1% | 4.2% | 19.9% | 0.3% | 72.1% | 2.5% | 0.83 |
| 9 | 1 | 1 | 8 | 0.28 | 2.8% | 18.4% | 76.4% | | | 2.4% | 0.86 |
| 20 | 1 | 1 | 7 | 0.37 | 46.1% | 24.3% | 26.7% | | | 2.9% | 0.39 |
| 23 | 1 | 1 | 7 | 0.53 | 7.8% | 6.3% | 16.7% | 15.5% | 50.5% | 3.2% | 0.72 |
| 37 | 2 | 1 | 7 | 0.45 | 1.2% | 1.7% | 8.1% | 86.4% | | 2.5% | 0.92 |
| 41 | 2 | 1 | 7 | 0.35 | 1.9% | 6.8% | 88.9% | | | 2.4% | 0.92 |
| 42 | 2 | 1 | 7 | 0.39 | 6.8% | 13.7% | 77.0% | | | 2.5% | 0.84 |

Avg. Item-Test Corr.: 0.40

Avg. p-Value: 0.80

The omit rate for the third grade Reading assessment was small, ranging from 1.8% to 3.0% for multiple-choice items (Table 9) and 2.3% to 3.2% for constructed-response items (Table 10).

Fourth Grade Reading

Table 11 lists the results of the multiple-choice item analyses for the 2001 fourth grade Reading assessment. The point-biserials for the multiple-choice items range from 0.16 to 0.54 with a mean of 0.39. The p-values for the multiple-choice items range from 0.32 to 0.95 with a mean of 0.77.

Table 12 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.25 to .65 with a mean of 0.44. The CR item p-values range from 0.40 to 0.92 with a mean of 0.66. An examination of the percent of students obtaining each score point for the constructed-response items shows that there is a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability. Over 50% of the students obtained the highest possible score points in 11 out of 19 constructed-response items. The remaining students are well distributed across the score points in those items, indicating that they produced a reasonable amount of variability.

The omit rate for the fourth grade Reading assessment was reasonable, ranging from 1.1% to 5.9% for multiple-choice items with only one item having more than 5% omit rate (Table 11). The range is 1.7% to 6.1% for constructed-response items with only two items having greater than 5% omit rate (Table 12).

Table 11. Multiple-Choice Item Analyses, Grade 4, Reading

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 3 | 1 | 8 | 0.50 | 1.1% | 0.90 | 6 | 4 | 5 | 8 | 0.39 | 1.3% | 0.87 |
| 2 | 3 | 4 | 8 | 0.34 | 1.2% | 0.60 | 8 | 4 | 1 | 7 | 0.45 | 1.3% | 0.71 |
| 3 | 3 | 4 | 8 | 0.47 | 1.2% | 0.88 | 9 | 4 | 4 | 7 | 0.46 | 1.3% | 0.78 |
| 4 | 3 | 1 | 8 | 0.43 | 1.2% | 0.82 | 10 | 4 | 6 | 7 | 0.37 | 1.7% | 0.74 |
| 5 | 3 | 1 | 9 | 0.26 | 1.5% | 0.37 | 11 | 4 | 4 | 7 | 0.31 | 1.5% | 0.50 |
| 6 | 3 | 1 | 8 | 0.47 | 1.7% | 0.86 | 12 | 4 | 4 | 7 | 0.51 | 2.3% | 0.75 |
| 7 | 3 | 1 | 8 | 0.43 | 1.2% | 0.91 | 13 | 4 | 1 | 9 | 0.42 | 1.4% | 0.63 |
| 8 | 3 | 1 | 8 | 0.42 | 1.2% | 0.87 | 14 | 4 | 5 | | 0.41 | 1.7% | 0.73 |
| 9 | 3 | 4 | 8 | 0.46 | 1.3% | 0.72 | 15 | 4 | 1 | 9 | 0.45 | 1.6% | 0.92 |
| 10 | 3 | 1 | 8 | 0.36 | 1.8% | 0.90 | 16 | 4 | 1 | 9 | 0.37 | 1.7% | 0.89 |
| 12 | 3 | 4 | 7 | 0.42 | 1.3% | 0.83 | 17 | 4 | 4 | 7 | 0.45 | 1.4% | 0.80 |
| 13 | 3 | 1 | 7 | 0.41 | 1.3% | 0.83 | 18 | 4 | 4 | 7 | 0.22 | 1.5% | 0.45 |
| 15 | 3 | 6 | 7 | 0.31 | 2.0% | 0.72 | 19 | 4 | 4 | 7 | 0.28 | 1.5% | 0.32 |
| 16 | 3 | 4 | 7 | 0.35 | 1.4% | 0.50 | 20 | 4 | 4 | 7 | 0.45 | 1.4% | 0.75 |
| 18 | 3 | 1 | 9 | 0.40 | 1.8% | 0.82 | 21 | 4 | 1 | 7 | 0.51 | 1.5% | 0.81 |
| 19 | 3 | 4 | 7 | 0.54 | 2.4% | 0.68 | 22 | 4 | 1 | 9 | 0.46 | 1.5% | 0.74 |
| 26 | 3 | 1 | 7 | 0.49 | 4.6% | 0.79 | 2 | 6 | 6 | 9 | 0.43 | 1.4% | 0.71 |
| 27 | 3 | 4 | 7 | 0.48 | 5.9% | 0.87 | 7 | 6 | 5 | | 0.40 | 1.6% | 0.88 |
| 28 | 3 | 1 | 9 | 0.40 | 4.7% | 0.91 | 8 | 6 | 5 | | 0.36 | 1.6% | 0.93 |
| 29 | 3 | 1 | 9 | 0.41 | 4.7% | 0.89 | 9 | 6 | 5 | | 0.16 | 1.6% | 0.35 |
| 1 | 4 | 1 | 8 | 0.32 | 1.3% | 0.95 | 10 | 6 | 5 | | 0.27 | 1.6% | 0.73 |
| 2 | 4 | 1 | 9 | 0.28 | 1.4% | 0.92 | 11 | 6 | 5 | | 0.29 | 1.5% | 0.90 |
| 3 | 4 | 1 | 8 | 0.43 | 1.3% | 0.91 | 12 | 6 | 5 | | 0.23 | 1.5% | 0.78 |
| 4 | 4 | 1 | 8 | 0.37 | 1.3% | 0.89 | 13 | 6 | 5 | | 0.40 | 1.7% | 0.61 |
| 5 | 4 | 1 | 8 | 0.33 | 1.3% | 0.93 | 14 | 6 | 5 | | 0.42 | 1.8% | 0.77 |

Avg. Pt. Bis.: 0.39

Avg. p-Value: 0.77

Table 12. Constructed-Response Item Analyses, Grade 4, Reading

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=54,347) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|--------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit % | |
| 11 | 3 | 5 | 8 | 0.43 | 11.7% | 35.5% | 50.7% | | | 2.0% | 0.68 |
| 14 | 3 | 4 | 7 | 0.42 | 21.0% | 62.4% | 14.4% | | | 2.2% | 0.46 |
| 17 | 3 | 6 | 7 | 0.35 | 14.8% | 62.7% | 19.8% | | | 2.7% | 0.51 |
| 20 | 3 | 6 | 7 | 0.36 | 40.9% | 33.8% | 23.0% | | | 2.3% | 0.40 |
| 21 | 3 | 6 | 7 | 0.62 | 8.1% | 14.4% | 19.1% | 55.4% | | 3.0% | 0.73 |
| 22 | 3 | 6 | 7 | 0.26 | 5.1% | 11.1% | 65.9% | 14.2% | | 3.7% | 0.62 |
| 23 | 3 | 4 | 7 | 0.43 | 19.5% | 39.5% | 35.3% | | | 5.7% | 0.55 |
| 24 | 3 | 6 | 9 | 0.54 | 22.1% | 18.8% | 54.7% | | | 4.4% | 0.64 |
| 25 | 3 | 4 | 7 | 0.42 | 11.3% | 43.0% | 39.6% | | | 6.1% | 0.61 |
| 7 | 4 | 1 | 8 | 0.43 | 7.9% | 25.3% | 65.1% | | | 1.7% | 0.78 |
| 1 | 6 | 1 | 7 | 0.38 | 26.9% | 71.2% | | | | 1.9% | 0.71 |
| 3 | 6 | 6 | 7 | 0.65 | 5.4% | 4.4% | 3.1% | 13.0% | 72.2% | 1.9% | 0.85 |
| 4 | 6 | 1 | 7 | 0.53 | 22.0% | 75.9% | | | | 2.1% | 0.76 |
| 5 | 6 | 6 | 7 | 0.50 | 26.3% | 14.9% | 56.7% | | | 2.2% | 0.64 |
| 6 | 6 | 6 | 9 | 0.55 | 23.0% | 33.0% | 41.2% | | | 2.9% | 0.58 |
| 15 | 6 | 5 | | 0.52 | 16.1% | 26.5% | 30.3% | 24.8% | | 2.3% | 0.54 |
| 16 | 6 | 5 | | 0.44 | 29.2% | 12.1% | 56.8% | | | 1.9% | 0.63 |
| 17 | 6 | 1 | | 0.28 | 3.2% | 5.0% | 89.8% | | | 2.0% | 0.92 |
| 18 | 6 | 1 | | 0.25 | 8.2% | 89.8% | | | | 2.0% | 0.90 |

Avg. Item-Test Corr.: 0.44

Avg. p-Value: 0.66

Fourth Grade Writing

Table 13 lists the results of the multiple-choice item analyses for the 2001 fourth grade Writing assessment. The point-biserials for the multiple-choice items range from 0.28 to 0.49 with a mean of 0.39. The p-values for the multiple-choice items range from 0.40 to 0.92 with a mean of 0.73.

Table 14 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.04 to 0.60 with a mean of 0.42. The CR item p-values range from 0.44 to 0.98 with a mean of 0.66. The distribution of the percent of students obtaining each score point for the Writing constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The omit rates for the fourth grade Writing assessment was relatively small, ranging from 1.3% to 3.9% for multiple-choice items (Table 13) and 0% to 2.7% for constructed-response items (Table 14).

Fifth Grade Reading

Table 15 lists the results of the multiple-choice item analyses for the 2001 fifth grade Reading assessment. The point-biserials for the multiple-choice items range from 0.05 to 0.56, with a mean of 0.37. The p-values for the multiple-choice items range from 0.17 to 0.92 with a mean of 0.68.

Table 16 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.19 to .57 with a mean of 0.41. The CR item p-values range from 0.25 to 0.67 with a mean of 0.50. The distribution of percent of students obtaining score level for the constructed-response items shows that there is a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability. The omit rate for the fifth grade Reading assessment was

small ranging from 2.5% to 3.9% for multiple-choice items (Table 15) and 3.1% to 4.9% for constructed-response items (Table 16).

Table 13. Multiple-Choice Item Analyses, Grade 4, Writing

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 5 | 3 | 13 | 0.33 | 1.3% | 0.92 | 18 | 5 | 3 | 13 | 0.38 | 1.5% | 0.87 |
| 2 | 5 | 3 | 13 | 0.36 | 1.4% | 0.87 | 19 | 5 | 3 | 13 | 0.43 | 3.7% | 0.78 |
| 3 | 5 | 3 | 13 | 0.33 | 1.6% | 0.90 | 20 | 5 | 3 | 13 | 0.48 | 1.9% | 0.66 |
| 4 | 5 | 3 | 13 | 0.41 | 1.4% | 0.84 | 21 | 5 | 3 | 13 | 0.29 | 2.5% | 0.67 |
| 5 | 5 | 3 | 13 | 0.41 | 1.5% | 0.84 | 22 | 5 | 3 | 13 | 0.49 | 1.5% | 0.84 |
| 6 | 5 | 3 | 13 | 0.41 | 1.6% | 0.76 | 23 | 5 | 3 | 13 | 0.42 | 1.8% | 0.61 |
| 7 | 5 | 2 | | 0.36 | 1.5% | 0.62 | 24 | 5 | 3 | 13 | 0.46 | 3.4% | 0.83 |
| 8 | 5 | 2 | | 0.29 | 1.5% | 0.64 | 25 | 5 | 3 | 13 | 0.46 | 3.9% | 0.78 |
| 9 | 5 | 2 | | 0.41 | 1.8% | 0.40 | 26 | 5 | 3 | 14 | 0.49 | 2.6% | 0.70 |
| 10 | 5 | 2 | | 0.44 | 1.7% | 0.71 | 27 | 5 | 3 | 14 | 0.34 | 2.4% | 0.75 |
| 11 | 5 | 2 | | 0.37 | 1.8% | 0.91 | 28 | 5 | 3 | 14 | 0.45 | 1.6% | 0.59 |
| 12 | 5 | 2 | | 0.37 | 2.0% | 0.69 | 29 | 5 | 3 | 14 | 0.42 | 1.9% | 0.50 |
| 14 | 5 | 3 | 14 | 0.35 | 1.4% | 0.71 | 30 | 5 | 3 | 14 | 0.35 | 1.9% | 0.50 |
| 15 | 5 | 3 | 14 | 0.28 | 1.4% | 0.78 | 31 | 5 | 3 | 14 | 0.36 | 2.3% | 0.55 |
| 16 | 5 | 3 | 14 | 0.29 | 1.5% | 0.89 | | | | | | | |

Avg. Pt. Bis.: 0.39

Avg. p-Value: 0.73

Table 14. Constructed-Response Item Analyses, Grade 4, Writing

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=53,504) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 1 | 1 | 2 | 12 | 0.04 | 1.6% | 98.4% | | | | 0.0% | 0.98 |
| 1A | 2 | 3 | 14 | 0.40 | 50.1% | 47.2% | | | | 2.7% | 0.47 |
| 1B | 2 | 3 | 14 | 0.43 | 15.6% | 81.7% | | | | 2.7% | 0.82 |
| 1C | 2 | 3 | 14 | 0.46 | 51.5% | 45.8% | | | | 2.7% | 0.46 |
| 1D | 2 | 3 | 14 | 0.14 | 15.0% | 82.3% | | | | 2.7% | 0.82 |
| 1E | 2 | 3 | 14 | 0.38 | 15.0% | 82.3% | | | | 2.7% | 0.82 |
| 1F | 2 | 3 | 14 | 0.31 | 53.6% | 43.7% | | | | 2.7% | 0.44 |
| 2A | 2 | 2 | 12 | 0.53 | 5.2% | 6.9% | 43.7% | 34.0% | 8.7% | 1.4% | 0.58 |
| 2B | 2 | 2 | 12 | 0.60 | 0.7% | 11.1% | 46.3% | 31.9% | 8.5% | 1.4% | 0.58 |
| 2C | 2 | 3 | 12 | 0.50 | 1.0% | 21.7% | 75.8% | | | 1.4% | 0.87 |
| 13 | 5 | 2 | 11 | 0.53 | 1.0% | 7.0% | 49.0% | 37.9% | 3.3% | 1.8% | 0.58 |
| 17 | 5 | 2 | 11 | 0.58 | 2.7% | 8.0% | 41.2% | 39.2% | 7.1% | 1.8% | 0.59 |
| 32 | 5 | 2 | 11 | 0.54 | 0.4% | 9.2% | 48.2% | 35.3% | 5.0% | 1.9% | 0.58 |

Avg. Item-Test Corr.: 0.42

Avg. p-Value: 0.66

Table 15. Multiple-Choice Item Analysis, Grade 5, Reading

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 | 8 | 0.26 | 2.5% | 0.40 | 35 | 2 | 4 | 8 | 0.45 | 2.9% | 0.87 |
| 2 | 1 | 5 | 9 | 0.30 | 2.5% | 0.92 | 36 | 2 | 5 | 8 | 0.18 | 2.9% | 0.17 |
| 3 | 1 | 1 | 8 | 0.42 | 2.6% | 0.82 | 37 | 3 | 5 | 9 | 0.40 | 2.6% | 0.83 |
| 4 | 1 | 1 | 9 | 0.46 | 2.6% | 0.90 | 38 | 3 | 1 | 7 | 0.46 | 2.6% | 0.66 |
| 5 | 1 | 4 | 8 | 0.39 | 2.8% | 0.70 | 39 | 3 | 1 | 7 | 0.24 | 2.6% | 0.61 |
| 7 | 1 | 1 | 8 | 0.46 | 2.6% | 0.68 | 41 | 3 | 1 | 8 | 0.37 | 2.7% | 0.76 |
| 8 | 1 | 1 | 8 | 0.51 | 2.7% | 0.75 | 42 | 3 | 1 | 8 | 0.43 | 2.8% | 0.69 |
| 9 | 1 | 1 | 8 | 0.29 | 2.5% | 0.66 | 43 | 3 | 4 | 8 | 0.25 | 2.7% | 0.64 |
| 10 | 1 | 4 | 8 | 0.27 | 2.6% | 0.53 | 44 | 3 | 4 | 8 | 0.29 | 3.6% | 0.60 |
| 12 | 1 | 1 | 9 | 0.38 | 2.7% | 0.81 | 45 | 3 | 4 | 8 | 0.43 | 2.8% | 0.85 |
| 13 | 1 | 1 | 9 | 0.41 | 2.7% | 0.79 | 47 | 3 | 5 | | 0.49 | 2.7% | 0.82 |
| 14 | 1 | 6 | 7 | 0.39 | 2.6% | 0.56 | 48 | 3 | 5 | | 0.27 | 2.9% | 0.45 |
| 15 | 1 | 4 | 7 | 0.46 | 2.7% | 0.59 | 49 | 3 | 1 | 9 | 0.37 | 2.7% | 0.88 |
| 16 | 1 | 6 | 7 | 0.43 | 3.4% | 0.61 | 50 | 3 | 1 | 9 | 0.44 | 2.7% | 0.88 |
| 18 | 2 | 6 | 7 | 0.37 | 2.5% | 0.87 | 51 | 3 | 6 | 9 | 0.56 | 2.6% | 0.79 |
| 19 | 2 | 5 | 7 | 0.35 | 2.5% | 0.87 | 52 | 3 | 6 | 7 | 0.13 | 3.0% | 0.60 |
| 20 | 2 | 5 | 7 | 0.29 | 2.6% | 0.73 | 53 | 3 | 6 | 7 | 0.47 | 2.9% | 0.55 |
| 23 | 2 | 1 | 7 | 0.31 | 2.7% | 0.88 | 54 | 3 | 6 | 7 | 0.33 | 3.3% | 0.41 |
| 24 | 2 | 6 | 7 | 0.41 | 2.8% | 0.83 | 56 | 3 | 5 | | 0.33 | 3.3% | 0.65 |
| 25 | 2 | 1 | 7 | 0.45 | 2.6% | 0.82 | 57 | 3 | 5 | | 0.47 | 3.1% | 0.75 |
| 26 | 2 | 5 | 7 | 0.40 | 3.2% | 0.57 | 58 | 3 | 5 | | 0.51 | 3.9% | 0.75 |
| 29 | 2 | 1 | 9 | 0.44 | 3.0% | 0.84 | 59 | 3 | 5 | | 0.26 | 3.0% | 0.46 |
| 30 | 2 | 1 | 9 | 0.20 | 3.2% | 0.35 | 60 | 3 | 5 | | 0.30 | 3.2% | 0.55 |
| 31 | 2 | 1 | 8 | 0.41 | 2.9% | 0.84 | 61 | 3 | 5 | | 0.47 | 3.3% | 0.79 |
| 32 | 2 | 4 | 8 | 0.46 | 3.5% | 0.81 | 62 | 3 | 1 | 9 | 0.06 | 3.4% | 0.43 |
| 33 | 2 | 5 | 8 | 0.44 | 2.7% | 0.73 | 63 | 3 | 1 | 9 | 0.05 | 3.5% | 0.30 |
| 34 | 2 | 6 | 8 | 0.43 | 2.8% | 0.74 | | | | | | | |

Avg. Pt. Bis.: 0.37

Avg. p-Value: 0.68

Table 16. Constructed-Response Item Analyses, Grade 5, Reading

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=55,658) Obtaining Score Level | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | Omit (%) | |
| 6 | 1 | 4 | 8 | 0.46 | 18.4% | 22.1% | 56.4% | | 3.1% | 0.67 |
| 11 | 1 | 1 | 8 | 0.57 | 28.0% | 28.1% | 22.8% | 17.9% | 3.2% | 0.42 |
| 17 | 1 | 6 | 7 | 0.50 | 19.4% | 25.2% | 30.4% | 21.8% | 3.2% | 0.50 |
| 21 | 2 | 6 | 7 | 0.29 | 21.1% | 30.4% | 45.1% | | 3.4% | 0.60 |
| 22 | 2 | 6 | 7 | 0.43 | 26.1% | 15.2% | 53.8% | | 4.9% | 0.61 |
| 27 | 2 | 4 | 7 | 0.40 | 18.6% | 26.9% | 22.3% | 28.8% | 3.5% | 0.53 |
| 28 | 2 | 1 | 7 | 0.19 | 22.1% | 17.1% | 14.8% | 42.7% | 3.3% | 0.58 |
| 40 | 3 | 6 | 7 | 0.38 | 55.7% | 32.4% | 8.6% | | 3.2% | 0.25 |
| 46 | 3 | 4 | 8 | 0.32 | 30.0% | 33.5% | 33.0% | | 3.5% | 0.50 |
| 55 | 3 | 4 | 7 | 0.55 | 42.4% | 36.5% | 16.2% | | 4.9% | 0.34 |

Avg. Item-Test Corr.: 0.41

Avg. p-Value: 0.50

Fifth Grade Mathematics

Table 17 lists the results of the multiple-choice item analyses for the 2001 fifth grade Mathematics assessment. The point-biserials for the multiple-choice items range from 0.14 to 0.52, with a mean of 0.37. The p-values for the multiple-choice items range from 0.14 to 0.93 with a mean of 0.69.

Table 18 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.32 to .61 with a mean of 0.51. The CR item p-values range from 0.41 to 0.78 with a mean of 0.66. The distribution of the percent of students obtaining each score point for the constructed-response items shows that there is a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The omit rate for the fifth grade Mathematics assessment was reasonable, ranging from 2.0% to 2.7% for multiple-choice items (Table 17) and 2.2% to 4.0% for constructed-response (Table 18).

Table 17. Multiple-Choice Item Analyses, Grade 5, Mathematics

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 & 6 | | 0.41 | 2.0% | 0.70 | 34 | 2 | 3 | 7 | 0.31 | 2.2% | 0.83 |
| 2 | 1 | 2 | | 0.49 | 2.1% | 0.76 | 36 | 2 | 1 & 6 | | 0.39 | 2.7% | 0.70 |
| 3 | 1 | 1 & 6 | | 0.38 | 2.2% | 0.57 | 37 | 2 | 3 | | 0.46 | 2.2% | 0.58 |
| 4 | 1 | 1 & 6 | | 0.39 | 2.5% | 0.52 | 38 | 2 | 4 & 5 | | 0.28 | 2.4% | 0.84 |
| 6 | 1 | 1 & 6 | 9 | 0.40 | 2.3% | 0.76 | 39 | 2 | 1 & 6 | | 0.31 | 2.7% | 0.64 |
| 7 | 1 | 4 & 5 | | 0.36 | 2.7% | 0.63 | 40 | 2 | 2 | | 0.32 | 2.0% | 0.93 |
| 8 | 1 | 1 & 6 | | 0.44 | 2.4% | 0.70 | 41 | 2 | 2 | | 0.48 | 2.1% | 0.76 |
| 9 | 1 | 3 | | 0.43 | 2.2% | 0.74 | 43 | 2 | 1 & 6 | | 0.47 | 2.2% | 0.55 |
| 10 | 1 | 2 | 8 | 0.45 | 2.4% | 0.70 | 44 | 2 | 3 | | 0.32 | 2.3% | 0.66 |
| 12 | 1 | 1 & 6 | 9 | 0.35 | 2.1% | 0.92 | 47 | 3 | 1 & 6 | | 0.29 | 2.1% | 0.78 |
| 13 | 1 | 4 & 5 | | 0.36 | 2.1% | 0.83 | 48 | 3 | 1 & 6 | | 0.29 | 2.1% | 0.80 |
| 14 | 1 | 4 & 5 | | 0.41 | 2.2% | 0.55 | 49 | 3 | 2 | 7 | 0.14 | 2.7% | 0.14 |
| 16 | 1 | 2 | 8 | 0.44 | 2.3% | 0.66 | 50 | 3 | 4 & 5 | | 0.41 | 2.4% | 0.65 |
| 17 | 1 | 1 & 6 | | 0.37 | 2.3% | 0.55 | 52 | 3 | 1 & 6 | 9 | 0.33 | 2.4% | 0.48 |
| 18 | 1 | 3 | 7 | 0.23 | 2.4% | 0.47 | 53 | 3 | 1 & 6 | 8 | 0.36 | 2.2% | 0.64 |
| 19 | 1 | 1 & 6 | 9 | 0.49 | 2.3% | 0.30 | 54 | 3 | 3 | 7 | 0.52 | 2.3% | 0.85 |
| 21 | 1 | 1 & 6 | | 0.19 | 2.3% | 0.91 | 55 | 3 | 4 & 5 | | 0.26 | 2.3% | 0.47 |
| 22 | 1 | 1 & 6 | | 0.34 | 2.2% | 0.79 | 57 | 3 | 1 & 6 | | 0.43 | 2.2% | 0.86 |
| 24 | 2 | 1 & 6 | 9 | 0.47 | 2.0% | 0.81 | 58 | 3 | 4 & 5 | | 0.32 | 2.3% | 0.59 |
| 25 | 2 | 4 & 5 | | 0.38 | 2.1% | 0.69 | 59 | 3 | 1 & 6 | | 0.41 | 2.5% | 0.70 |
| 26 | 2 | 2 | | 0.44 | 2.2% | 0.69 | 60 | 3 | 4 & 5 | | 0.33 | 2.1% | 0.90 |
| 27 | 2 | 4 & 5 | | 0.41 | 2.1% | 0.78 | 61 | 3 | 1 & 6 | | 0.31 | 2.3% | 0.52 |
| 29 | 2 | 1 & 6 | 9 | 0.51 | 2.3% | 0.70 | 63 | 3 | 1 & 6 | 8 | 0.21 | 2.4% | 0.82 |
| 30 | 2 | 1 & 6 | | 0.34 | 2.4% | 0.73 | 64 | 3 | 1 & 6 | | 0.30 | 2.7% | 0.83 |
| 31 | 2 | 1 & 6 | 9 | 0.44 | 2.4% | 0.83 | 65 | 3 | 3 | | 0.46 | 2.6% | 0.83 |
| 32 | 2 | 4 & 5 | | 0.37 | 2.2% | 0.56 | 66 | 3 | 1 & 6 | | 0.46 | 2.5% | 0.75 |
| 33 | 2 | 1 & 6 | 9 | 0.36 | 2.3% | 0.72 | 67 | 3 | 1 & 6 | 9 | 0.38 | 2.3% | 0.86 |

Avg. Pt. Bis.: 0.37

Avg. p-Value: 0.69

Table 18. Constructed-Response Item Analyses, Grade 5, Mathematics

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=55,914) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 5 | 1 | 3 | 7 | 0.38 | 7.1% | 40.0% | 50.4% | | | 2.4% | 0.70 |
| 11 | 1 | 3 | | 0.49 | 4.4% | 15.7% | 12.1% | 64.8% | | 3.0% | 0.78 |
| 15 | 1 | 1 & 6 | 9 | 0.32 | 51.7% | 6.6% | 37.6% | | | 4.0% | 0.41 |
| 20 | 1 | 4 & 5 | | 0.38 | 6.8% | 12.1% | 53.6% | 25.4% | | 2.2% | 0.65 |
| 23 | 1 | 4 & 5 | | 0.45 | 1.4% | 9.1% | 22.7% | 46.7% | 17.6% | 2.6% | 0.66 |
| 28 | 2 | 2 | 8 | 0.61 | 27.5% | 12.5% | 57.6% | | | 2.4% | 0.64 |
| 35 | 2 | 1 & 6 | 9 | 0.57 | 25.1% | 10.3% | 33.5% | 27.3% | | 3.8% | 0.53 |
| 42 | 2 | 4 & 5 | | 0.49 | 18.2% | 4.1% | 75.3% | | | 2.5% | 0.77 |
| 45 | 2 | 1 & 6 | 9 | 0.58 | 20.9% | 8.6% | 20.3% | 47.6% | | 2.7% | 0.64 |
| 46 | 2 | 3 | 7 | 0.55 | 3.4% | 10.1% | 13.8% | 26.9% | 43.1% | 2.7% | 0.73 |
| 51 | 3 | 2 | 8 | 0.53 | 11.7% | 28.4% | 57.3% | | | 2.7% | 0.72 |
| 56 | 3 | 2 | 8 | 0.57 | 14.4% | 18.9% | 23.4% | 40.8% | | 2.6% | 0.63 |
| 62 | 3 | 1 & 6 | | 0.59 | 20.1% | 15.2% | 62.0% | | | 2.7% | 0.70 |
| 68 | 3 | 3 | 7 | 0.54 | 12.5% | 20.5% | 14.4% | 49.9% | | 2.8% | 0.66 |
| 69 | 3 | 2 | 8 | 0.53 | 5.7% | 7.2% | 15.2% | 27.9% | 41.7% | 2.3% | 0.72 |

Avg. Item-Test Corr.: 0.51

Avg. p-Value: 0.66

Sixth Grade Reading

Table 19 lists the results of the multiple-choice item analyses for the 2001 sixth grade Reading assessment. The point-biserials for the multiple-choice range from 0.08 to 0.55, with a mean of 0.36. The p-values for the multiple-choice items range from 0.28 to 0.88 with a mean of 0.66.

Table 20 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.26 to .61 with a mean of 0.44. The CR item p-values range from 0.28 to 0.79 with a mean of 0.60. An examination of the percent of students obtaining each score point for the constructed-response items shows that there is a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability. Over 50% of the students obtained the highest possible score points in 6 out of the 12 constructed-response items. The remaining students for the items are well distributed across the score points, indicating that these items produced a reasonable amount of variability.

The omit rate for the sixth grade Reading assessment was small ranging from 2.7% to 4.0% for multiple-choice items (Table 19) and 3.4% to 6.0% for constructed-response items with only three items having greater than 5% omit rate (Table 20).

Table 19. Multiple-Choice Item Analyses, Grade 6, Reading

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 | 7 | 0.08 | 2.7% | 0.85 | 40 | 2 | 4 | 7 | 0.32 | 3.1% | 0.54 |
| 2 | 1 | 4 | 7 | 0.31 | 2.7% | 0.86 | 41 | 2 | 6 | 7 | 0.40 | 3.2% | 0.67 |
| 3 | 1 | 6 | 7 | 0.27 | 3.0% | 0.88 | 42 | 2 | 6 | 7 | 0.54 | 3.2% | 0.69 |
| 4 | 1 | 1 | 9 | 0.40 | 3.2% | 0.86 | 43 | 2 | 1 | 7 | 0.55 | 3.3% | 0.78 |
| 6 | 1 | 5 | | 0.43 | 3.0% | 0.66 | 44 | 2 | 6 | 7 | 0.31 | 3.3% | 0.53 |
| 7 | 1 | 5 | | 0.22 | 2.8% | 0.29 | 45 | 2 | 4 | 7 | 0.51 | 3.3% | 0.70 |
| 8 | 1 | 5 | | 0.25 | 3.2% | 0.37 | 46 | 2 | 4 | 7 | 0.30 | 3.4% | 0.62 |
| 9 | 1 | 1 | 8 | 0.36 | 2.7% | 0.88 | 49 | 3 | 1 | 7 | 0.43 | 2.8% | 0.72 |
| 10 | 1 | 1 | 8 | 0.47 | 2.8% | 0.78 | 50 | 3 | 1 | 7 | 0.37 | 2.9% | 0.81 |
| 11 | 1 | 1 | 8 | 0.48 | 2.9% | 0.70 | 51 | 3 | 6 | 7 | 0.43 | 3.2% | 0.89 |
| 12 | 1 | 4 | 8 | 0.44 | 3.2% | 0.81 | 52 | 3 | 4 | 7 | 0.35 | 3.5% | 0.87 |
| 14 | 1 | 1 | 9 | 0.51 | 2.9% | 0.76 | 53 | 3 | 5 | 7 | 0.35 | 2.9% | 0.60 |
| 15 | 1 | 1 | 9 | 0.36 | 2.9% | 0.41 | 54 | 3 | 6 | 7 | 0.33 | 2.9% | 0.69 |
| 16 | 1 | 1 | 7 | 0.45 | 2.9% | 0.75 | 55 | 3 | 1 | 7 | 0.25 | 3.2% | 0.60 |
| 17 | 1 | 5 | 7 | 0.32 | 3.7% | 0.66 | 56 | 3 | 6 | 7 | 0.40 | 3.2% | 0.72 |
| 18 | 1 | 1 | 7 | 0.48 | 2.9% | 0.62 | 57 | 3 | 5 | 7 | 0.28 | 2.9% | 0.53 |
| 19 | 1 | 1 | 7 | 0.41 | 2.9% | 0.74 | 58 | 3 | 1 | 7 | 0.43 | 3.0% | 0.63 |
| 20 | 1 | 1 | 7 | 0.35 | 2.9% | 0.79 | 59 | 3 | 1 | 9 | 0.47 | 3.0% | 0.66 |
| 21 | 1 | 4 | 7 | 0.34 | 3.0% | 0.69 | 61 | 3 | 1 | 9 | 0.32 | 3.2% | 0.44 |
| 22 | 1 | 6 | 7 | 0.15 | 3.1% | 0.63 | 62 | 3 | 1 | 9 | 0.08 | 3.1% | 0.39 |
| 24 | 2 | 1 | 9 | 0.41 | 2.8% | 0.80 | 63 | 3 | 5 | | 0.18 | 2.9% | 0.35 |
| 25 | 2 | 4 | 8 | 0.41 | 2.9% | 0.86 | 64 | 3 | 5 | | 0.43 | 3.1% | 0.66 |
| 26 | 2 | 1 | 8 | 0.44 | 2.8% | 0.75 | 65 | 3 | 5 | | 0.22 | 3.4% | 0.59 |
| 27 | 2 | 4 | 8 | 0.39 | 2.8% | 0.88 | 66 | 3 | 5 | | 0.38 | 3.7% | 0.71 |
| 28 | 2 | 4 | 8 | 0.38 | 2.9% | 0.82 | 67 | 3 | 5 | | 0.15 | 4.0% | 0.38 |
| 30 | 2 | 6 | 7 | 0.44 | 3.0% | 0.86 | 68 | 3 | 1 | 7 | 0.35 | 3.0% | 0.50 |
| 31 | 2 | 6 | 9 | 0.22 | 3.6% | 0.69 | 69 | 3 | 1 | 7 | 0.19 | 3.1% | 0.28 |
| 33 | 2 | 1 | 9 | 0.27 | 3.2% | 0.43 | 70 | 3 | 1 | 7 | 0.51 | 3.4% | 0.71 |
| 34 | 2 | 1 | 9 | 0.06 | 3.2% | 0.35 | 71 | 3 | 6 | 7 | 0.45 | 3.1% | 0.60 |
| 35 | 2 | 1 | 8 | 0.44 | 3.9% | 0.75 | 72 | 3 | 4 | 7 | 0.46 | 3.4% | 0.63 |

Table 19. Multiple-Choice Item Analyses, Grade 6, Reading (Continued)

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 36 | 2 | 1 | 8 | 0.35 | 2.9% | 0.60 | 73 | 3 | 1 | 7 | 0.47 | 3.7% | 0.64 |
| 37 | 2 | 4 | 8 | 0.49 | 2.9% | 0.80 | | | | | | | |

Avg. Pt. Bis.: 0.36

Avg. p-Value: 0.66

Table 20. Constructed-Response Item Analyses, Grade 6, Reading

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=54,237) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 5 | 1 | 1 | 7 | 0.38 | 8.5% | 31.3% | 56.7% | | | 3.4% | 0.72 |
| 13 | 1 | 4 | 8 | 0.26 | 16.8% | 32.5% | 46.2% | | | 4.5% | 0.62 |
| 23 | 1 | 1 | 7 | 0.36 | 4.9% | 15.7% | 4.7% | 71.1% | | 3.6% | 0.79 |
| 29 | 2 | 4 | 8 | 0.53 | 19.0% | 18.9% | 58.1% | | | 3.9% | 0.68 |
| 32 | 2 | 4 | 7 | 0.54 | 13.5% | 28.8% | 53.2% | | | 4.5% | 0.68 |
| 38 | 2 | 5 | 8 | 0.61 | 16.9% | 19.5% | 25.8% | 33.7% | | 4.2% | 0.57 |
| 39 | 2 | 4 | 8 | 0.33 | 42.2% | 22.0% | 30.8% | | | 4.9% | 0.42 |
| 47 | 2 | 6 | 7 | 0.57 | 39.3% | 20.5% | 19.4% | 10.8% | 4.7% | 5.2% | 0.28 |
| 48 | 2 | 6 | 7 | 0.44 | 10.6% | 22.3% | 61.1% | | | 6.0% | 0.72 |
| 60 | 3 | 6 | 7 | 0.55 | 20.9% | 34.3% | 40.3% | | | 4.5% | 0.57 |
| 74 | 3 | 1 | 7 | 0.28 | 8.3% | 24.4% | 63.0% | | | 4.4% | 0.75 |
| 75 | 3 | 4 | 7 | 0.43 | 21.8% | 35.2% | 27.6% | 10.1% | | 5.2% | 0.40 |

Avg. Item-Test Corr.: 0.44

Avg. p-Value: 0.60

Seventh Grade Reading

Table 21 lists the results of the multiple-choice item analyses for the 2001 seventh grade Reading assessment. The point-biserials for the multiple-choice items are positive, ranging from 0.19 to 0.54 with a mean of 0.37. The p-values for the multiple-choice items range from 0.31 to 0.94 with a mean of 0.75.

Table 22 lists the results of the constructed-response item analyses. The item to total score correlations for the constructed-response items are positive, ranging from 0.27 to 0.61 with a mean of 0.47. The p-values for the constructed-response items range from 0.21 to 0.85 with a mean of 0.59. An examination of the percent of students obtaining each score point for the Reading constructed-response items shows that there is a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The percent of students who omitted the multiple-choice items in the 2001 grade 7 Reading assessment ranged from 3.1% to 6.3% with only five out of the 59 items exceeding over 5% omit rate (Table 21). Similarly, the percentages of students who omitted the constructed-response items ranged from 3.3% to 7.5% (Table 22). Note that the constructed-response items with higher omit rates are associated with difficult items. The relatively smaller omit rates suggest that the assessment was not speeded.

Seventh Grade Writing

Table 23 lists the results of the multiple-choice item analyses for the 2001 seventh grade Writing assessment. The point-biserials for the multiple-choice items range from 0.19 to 0.48 with a mean of 0.36. The p-values for the multiple-choice items range from 0.27 to 0.93 with a mean of 0.65.

Table 24 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.11 to 0.56 with a mean of 0.35. The CR item p-values range from 0.03 to 0.95 with a mean of 0.69. The distribution of the percent of students

obtaining each score point for the Writing constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The percent of students who omitted the multiple-choice items in the seventh grade Writing assessment ranged from 3.3% to 4.1% (Table 23) and those who omitted constructed-response items ranged from 0% to 10.2% with four items having greater than 5% omit rate (Table 24). Note that these four items are part of the same passage and only 3% of the students correctly responded to one of the items.

Table 21. Multiple-Choice Item Analyses, Grade 7, Reading

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 3 | 1 | 8 | 0.35 | 3.1% | 0.70 | 17 | 4 | 6 | 10 | 0.41 | 3.5% | 0.62 |
| 2 | 3 | 1 | 8 | 0.33 | 3.1% | 0.90 | 18 | 4 | 6 | 10 | 0.20 | 3.9% | 0.31 |
| 3 | 3 | 4 | 8 | 0.19 | 3.2% | 0.75 | 23 | 4 | 4 | 8 | 0.43 | 5.5% | 0.66 |
| 4 | 3 | 5 | 8 | 0.32 | 3.9% | 0.91 | 24 | 4 | 1 | 9 | 0.28 | 5.1% | 0.33 |
| 6 | 3 | 5 | 8 | 0.29 | 3.6% | 0.92 | 25 | 4 | 1 | 9 | 0.34 | 5.1% | 0.43 |
| 7 | 3 | 5 | 8 | 0.35 | 3.4% | 0.91 | 1 | 6 | 1 | 8 | 0.29 | 3.3% | 0.55 |
| 8 | 3 | 4 | 8 | 0.38 | 3.3% | 0.67 | 2 | 6 | 1 | 8 | 0.40 | 3.5% | 0.82 |
| 9 | 3 | 4 | 8 | 0.30 | 3.3% | 0.79 | 3 | 6 | 5 | 8 | 0.48 | 3.4% | 0.72 |
| 10 | 3 | 1 | 7 | 0.38 | 3.1% | 0.88 | 4 | 6 | 1 | 8 | 0.36 | 3.4% | 0.83 |
| 11 | 3 | 1 | 7 | 0.47 | 4.8% | 0.86 | 5 | 6 | 1 | 8 | 0.32 | 6.3% | 0.90 |
| 12 | 3 | 6 | 7 | 0.36 | 3.6% | 0.74 | 6 | 6 | 4 | 8 | 0.43 | 3.5% | 0.78 |
| 13 | 3 | 6 | 7 | 0.30 | 3.1% | 0.94 | 7 | 6 | 5 | 8 | 0.39 | 3.5% | 0.87 |
| 14 | 3 | 1 | 7 | 0.37 | 3.1% | 0.82 | 8 | 6 | 5 | 8 | 0.20 | 3.5% | 0.90 |
| 18 | 3 | 1 | 9 | 0.46 | 3.5% | 0.84 | 9 | 6 | 1 | 8 | 0.40 | 3.3% | 0.91 |
| 19 | 3 | 1 | 9 | 0.48 | 3.4% | 0.83 | 10 | 6 | 1 | 8 | 0.51 | 3.3% | 0.79 |
| 20 | 3 | 6 | 10 | 0.29 | 3.3% | 0.89 | 11 | 6 | 1 | 8 | 0.40 | 3.6% | 0.70 |
| 21 | 3 | 1 | 10 | 0.40 | 3.4% | 0.81 | 12 | 6 | 5 | 8 | 0.32 | 4.3% | 0.84 |
| 22 | 3 | 6 | 10 | 0.43 | 3.5% | 0.59 | 13 | 6 | 1 | 10 | 0.34 | 3.5% | 0.64 |
| 23 | 3 | 1 | 10 | 0.41 | 3.8% | 0.84 | 14 | 6 | 1 | 10 | 0.34 | 3.6% | 0.58 |
| 24 | 3 | 6 | 10 | 0.27 | 4.5% | 0.70 | 15 | 6 | 6 | 10 | 0.25 | 3.4% | 0.54 |
| 1 | 4 | 4 | 8 | 0.32 | 4.3% | 0.70 | 16 | 6 | 6 | 10 | 0.30 | 3.5% | 0.49 |
| 2 | 4 | 4 | 8 | 0.47 | 4.4% | 0.57 | 17 | 6 | 1 | 9 | 0.42 | 3.6% | 0.68 |
| 3 | 4 | 4 | 8 | 0.54 | 5.1% | 0.75 | 18 | 6 | 1 | 9 | 0.40 | 3.7% | 0.54 |
| 4 | 4 | 1 | 8 | 0.28 | 3.1% | 0.85 | 19 | 6 | 1 | | 0.46 | 3.4% | 0.85 |
| 5 | 4 | 1 | 9 | 0.37 | 3.1% | 0.84 | 20 | 6 | 1 | | 0.38 | 3.6% | 0.78 |
| 6 | 4 | 1 | 8 | 0.38 | 3.1% | 0.92 | 21 | 6 | 4 | | 0.38 | 4.1% | 0.91 |
| 7 | 4 | 4 | 8 | 0.39 | 3.2% | 0.68 | 22 | 6 | 4 | | 0.43 | 4.4% | 0.71 |
| 8 | 4 | 4 | 8 | 0.36 | 3.4% | 0.74 | 23 | 6 | 1 | 9 | 0.32 | 3.5% | 0.79 |
| 15 | 4 | 6 | 10 | 0.31 | 3.3% | 0.89 | 24 | 6 | 1 | 9 | 0.51 | 3.8% | 0.59 |
| 16 | 4 | 4 | 10 | 0.37 | 3.4% | 0.89 | | | | | | | |

Avg. Pt. Bis.: 0.37

Avg. p-Value: 0.75

Table 22. Constructed-Response Item Analyses, Grade 7, Reading

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=53,393) Obtaining Score Level | | | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Omit (%) | |
| 5 | 3 | 1 | 8 | 0.46 | 11.9% | 14.2% | 70.6% | | | | | 3.3% | 0.78 |
| 15 | 3 | 6 | 7 | 0.36 | 0.8% | 2.0% | 6.7% | 15.6% | 36.5% | 27.7% | 7.3% | 3.4% | 0.65 |
| 16 | 3 | 6 | 7 | 0.44 | 6.8% | 7.2% | 81.1% | | | | | 5.0% | 0.85 |
| 17 | 3 | 4 | 9 | 0.35 | 28.7% | 49.4% | 17.1% | | | | | 4.8% | 0.42 |
| 9 | 4 | 1 | 8 | 0.54 | 5.7% | 10.8% | 16.7% | 62.6% | | | | 4.3% | 0.77 |
| 10 | 4 | 5 | 8 | 0.58 | 4.7% | 16.0% | 30.9% | 44.2% | | | | 4.1% | 0.70 |
| 11 | 4 | 4 | 8 | 0.27 | 7.1% | 23.1% | 65.5% | | | | | 4.3% | 0.77 |
| 12 | 4 | 6 | 8 | 0.42 | 26.7% | 64.1% | 4.3% | | | | | 4.8% | 0.36 |
| 13 | 4 | 1 | 8 | 0.48 | 14.4% | 13.9% | 35.6% | 31.3% | | | | 4.8% | 0.60 |
| 14 | 4 | 5 | 8 | 0.52 | 11.1% | 8.2% | 76.1% | | | | | 4.6% | 0.80 |
| 19 | 4 | 5 | 8 | 0.57 | 10.8% | 24.7% | 59.5% | | | | | 5.1% | 0.72 |
| 20 | 4 | 1 | 8 | 0.56 | 35.8% | 40.3% | 16.7% | | | | | 7.2% | 0.37 |
| 21 | 4 | 5 | 8 | 0.51 | 40.5% | 52.0% | | | | | | 7.5% | 0.52 |
| 22 | 4 | 5 | 8 | 0.61 | 13.3% | 6.0% | 12.2% | 25.7% | 35.8% | | | 6.9% | 0.63 |
| 25 | 6 | 5 | 8 | 0.48 | 12.4% | 15.5% | 22.2% | 25.7% | 18.5% | | | 5.8% | 0.53 |
| 26 | 6 | 6 | 8 | 0.43 | 18.7% | 47.3% | 26.9% | | | | | 7.2% | 0.51 |
| 27 | 6 | 1 | 8 | 0.41 | 50.5% | 17.8% | 14.0% | 8.3% | 3.3% | | | 6.3% | 0.21 |
| 28 | 6 | 4 | 8 | 0.45 | 8.8% | 7.6% | 65.0% | 10.3% | 2.2% | | | 6.1% | 0.44 |

Avg. Item-Test Corr.: 0.47

Avg. p-Value: 0.59

Table 23. Multiple-Choice Item Analyses, Grade 7, Writing

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 2 | 5 | 3 | 13 | 0.33 | 3.5% | 0.71 | 23 | 5 | 3 | 14 | 0.34 | 3.6% | 0.84 |
| 3 | 5 | 3 | 13 | 0.35 | 3.6% | 0.82 | 24 | 5 | 3 | 14 | 0.35 | 3.5% | 0.74 |
| 4 | 5 | 3 | 13 | 0.34 | 3.3% | 0.83 | 25 | 5 | 3 | 14 | 0.35 | 3.4% | 0.57 |
| 5 | 5 | 3 | 13 | 0.27 | 3.4% | 0.45 | 26 | 5 | 3 | 14 | 0.33 | 3.5% | 0.79 |
| 6 | 5 | 3 | 13 | 0.32 | 3.5% | 0.59 | 27 | 5 | 3 | 14 | 0.19 | 3.8% | 0.62 |
| 7 | 5 | 3 | 13 | 0.43 | 3.7% | 0.46 | 28 | 5 | 3 | 14 | 0.22 | 3.9% | 0.93 |
| 8 | 5 | 3 | 13 | 0.29 | 3.4% | 0.44 | 29 | 5 | 3 | 14 | 0.24 | 3.9% | 0.87 |
| 9 | 5 | 3 | 13 | 0.36 | 3.3% | 0.58 | 30 | 5 | 2 | | 0.34 | 3.3% | 0.72 |
| 10 | 5 | 3 | 14 | 0.25 | 3.3% | 0.52 | 31 | 5 | 2 | | 0.44 | 3.4% | 0.82 |
| 11 | 5 | 3 | 14 | 0.35 | 3.3% | 0.80 | 32 | 5 | 2 | | 0.39 | 3.4% | 0.51 |
| 12 | 5 | 3 | 14 | 0.35 | 3.5% | 0.48 | 33 | 5 | 2 | | 0.45 | 3.4% | 0.67 |
| 13 | 5 | 3 | 14 | 0.40 | 4.0% | 0.66 | 34 | 5 | 2 | | 0.48 | 3.3% | 0.65 |
| 14 | 5 | 3 | 14 | 0.37 | 3.3% | 0.86 | 35 | 5 | 2 | | 0.41 | 3.4% | 0.44 |
| 15 | 5 | 3 | 14 | 0.37 | 3.6% | 0.76 | 36 | 5 | 2 | | 0.40 | 3.4% | 0.76 |
| 16 | 5 | 3 | 14 | 0.40 | 4.1% | 0.76 | 37 | 5 | 2 | | 0.39 | 3.5% | 0.73 |
| 18 | 5 | 3 | 14 | 0.42 | 3.3% | 0.59 | 38 | 5 | 2 | | 0.39 | 3.4% | 0.86 |
| 19 | 5 | 3 | 14 | 0.39 | 3.4% | 0.55 | 39 | 5 | 2 | | 0.44 | 3.6% | 0.65 |
| 20 | 5 | 3 | 14 | 0.26 | 3.5% | 0.35 | 40 | 5 | 2 | | 0.41 | 3.8% | 0.49 |
| 21 | 5 | 3 | 14 | 0.42 | 3.4% | 0.51 | 41 | 5 | 2 | | 0.30 | 3.4% | 0.27 |
| 22 | 5 | 3 | 14 | 0.46 | 3.7% | 0.71 | 42 | 5 | 2 | | 0.27 | 3.4% | 0.48 |

Avg. Pt. Bis.: 0.36

Avg. p-Value: 0.65

Table 24. Constructed-Response Item Analyses, Grade 7, Writing

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=52,459) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 1 | 1 | 2 | 12 | 0.11 | 4.7% | 95.3% | | | | 0.0% | 0.95 |
| 1A | 2 | 3 | 14 | 0.38 | 29.4% | 65.8% | | | | 4.7% | 0.66 |
| 1B | 2 | 3 | 13 | 0.36 | 14.9% | 80.4% | | | | 4.7% | 0.80 |
| 1C | 2 | 3 | 13 | 0.25 | 6.1% | 89.2% | | | | 4.7% | 0.89 |
| 1D | 2 | 3 | 13 | 0.16 | 1.9% | 93.4% | | | | 4.7% | 0.93 |
| 1E | 2 | 3 | 14 | 0.31 | 9.4% | 85.9% | | | | 4.7% | 0.86 |
| 1F | 2 | 3 | 13 | 0.33 | 15.5% | 79.8% | | | | 4.7% | 0.80 |
| 2A | 2 | 2 | 12 | 0.51 | 1.1% | 5.2% | 44.0% | 40.3% | 6.0% | 3.4% | 0.60 |
| 2B | 2 | 2 | 12 | 0.56 | 0.3% | 6.7% | 48.8% | 35.9% | 5.0% | 3.4% | 0.58 |
| 2C | 2 | 3 | 12 | 0.44 | 0.7% | 19.3% | 76.7% | | | 3.4% | 0.86 |
| 25 | 3 | 2 | 11 | 0.49 | 1.4% | 7.2% | 44.1% | 38.4% | 4.3% | 4.6% | 0.57 |
| 1A | 5 | 3 | 13 | 0.36 | 17.8% | 72.0% | | | | 10.2% | 0.72 |
| 1B | 5 | 3 | 13 | 0.13 | 86.9% | 3.0% | | | | 10.1% | 0.03 |
| 1C | 5 | 3 | 13 | 0.35 | 36.8% | 53.1% | | | | 10.2% | 0.53 |
| 1D | 5 | 3 | 13 | 0.17 | 9.0% | 80.9% | | | | 10.1% | 0.81 |
| 17 | 5 | 2 | 11 | 0.51 | 3.1% | 7.9% | 38.7% | 40.0% | 5.4% | 4.8% | 0.57 |
| 43 | 5 | 2 | 11 | 0.48 | 0.7% | 5.0% | 42.9% | 41.5% | 5.8% | 4.1% | 0.60 |

Avg. Item-Test Corr.: 0.35

Avg. p-Value: 0.69

Eighth Grade Reading

Table 25 lists the results of the multiple-choice item analyses for the 2001 eighth grade Reading assessment. The point-biserials for the multiple-choice range from 0.09 to 0.56 with a mean of 0.37. The p-values for the multiple-choice items range from 0.18 to 0.94 with a mean of 0.72.

Table 26 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.34 to 0.56 with a mean of 0.47. The CR item p-values range from 0.27 to 0.78 with a mean of 0.58. The distribution of the percent of students obtaining each score point for the constructed-response items shows a good amount of variability in students' responses to most items.

The percent of students who omitted the multiple-choice items in the eighth grade Reading assessment ranged from 3.0% to 5.5% with only two out of 63 items exceeding 5% omit rate (Table 25). The percent of students who omitted constructed-response items ranged from 3.4% to 7.6% (Table 26). Note that the higher omit rates are associated with the item difficulties.

Eighth Grade Mathematics

Table 27 lists the results of the multiple-choice item analyses for the 2001 eighth grade Mathematics assessment. The point-biserials for the multiple-choice items range from 0.12 to 0.59 with a mean of 0.39. The p-values for the multiple-choice items range from 0.14 to 0.85 with a mean of 0.57.

Table 28 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.32 to 0.67 with a mean of 0.52. The CR item p-values range from 0.26 to 0.74 with a mean of 0.51. An examination of the percent of students obtaining each score point for the Mathematics constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The percent of students who omitted the multiple-choice items in the eighth grade Mathematics assessment ranged from 3.0% to 4.2% (Table 27). Similarly, the percentage of students who omitted the constructed-response items ranged from 3.6% to 9.7% with high omit rate associated with difficulty of the item (Table 28). Since a majority of the items have relatively smaller omit rate, the test can be considered not speeded.

Eighth Grade Science

Table 29 lists the results of the multiple-choice item analyses for the 2001 eighth grade Science assessment. The point-biserials for the multiple-choice items range from 0.17 to 0.51 with a mean of 0.36. The p-values for the multiple-choice items range from 0.31 to 0.90 with a mean of 0.66.

Table 30 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.16 to 0.55 with a mean of 0.43. The CR item p-values range from 0.07 to 0.77 with a mean of 0.53. The percent of students obtaining each score point for the constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The omit rates for the multiple-choice items for the eighth grade Science assessment ranged from 3.1% to 6.6% with only one item having greater than 5% omit rate (Table 29). The omit rate for the constructed-response item ranges from 3.9% to 8.8% (Table 30).

Table 25. Multiple-Choice Item Analyses, Grade 8, Reading

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 6 | 7 | 0.34 | 3.0% | 0.59 | 40 | 2 | 1 | 9 | 0.29 | 3.9% | 0.40 |
| 2 | 1 | 6 | 7 | 0.39 | 3.0% | 0.66 | 41 | 2 | 1 | 9 | 0.28 | 3.8% | 0.33 |
| 3 | 1 | 6 | 7 | 0.44 | 3.0% | 0.78 | 43 | 2 | 1 | 8 | 0.29 | 3.2% | 0.62 |
| 4 | 1 | 6 | 7 | 0.44 | 3.0% | 0.86 | 44 | 2 | 1 | 8 | 0.48 | 3.2% | 0.80 |
| 5 | 1 | 4 | 7 | 0.37 | 3.0% | 0.83 | 45 | 2 | 4 | 8 | 0.43 | 3.3% | 0.85 |
| 6 | 1 | 6 | 7 | 0.34 | 3.0% | 0.77 | 46 | 2 | 4 | 8 | 0.51 | 3.3% | 0.85 |
| 10 | 1 | 1 | 9 | 0.42 | 3.0% | 0.72 | 47 | 2 | 4 | 8 | 0.56 | 3.7% | 0.77 |
| 11 | 1 | 1 | 9 | 0.42 | 3.0% | 0.76 | 48 | 2 | 5 | | 0.48 | 3.4% | 0.68 |
| 12 | 1 | 1 | 8 | 0.20 | 3.0% | 0.80 | 49 | 2 | 5 | | 0.35 | 3.4% | 0.63 |
| 13 | 1 | 1 | 8 | 0.35 | 3.0% | 0.91 | 50 | 2 | 5 | | 0.46 | 3.5% | 0.61 |
| 14 | 1 | 4 | 8 | 0.39 | 3.1% | 0.46 | 51 | 2 | 5 | | 0.17 | 3.4% | 0.56 |
| 15 | 1 | 4 | 8 | 0.29 | 3.8% | 0.56 | 52 | 3 | 1 | 8 | 0.29 | 3.2% | 0.68 |
| 16 | 1 | 6 | 10 | 0.42 | 3.1% | 0.78 | 53 | 3 | 1 | 9 | 0.36 | 3.1% | 0.90 |
| 17 | 1 | 6 | 10 | 0.30 | 3.1% | 0.78 | 54 | 3 | 1 | 8 | 0.46 | 3.2% | 0.73 |
| 18 | 1 | 6 | 10 | 0.48 | 3.2% | 0.82 | 55 | 3 | 4 | 8 | 0.42 | 3.4% | 0.83 |
| 19 | 1 | 4 | 10 | 0.46 | 3.2% | 0.73 | 59 | 3 | 1 | 9 | 0.35 | 3.3% | 0.47 |
| 20 | 1 | 4 | 10 | 0.27 | 3.2% | 0.67 | 60 | 3 | 1 | 9 | 0.09 | 3.3% | 0.18 |
| 21 | 1 | 4 | 10 | 0.47 | 3.2% | 0.81 | 61 | 3 | 5 | | 0.32 | 3.2% | 0.94 |
| 24 | 2 | 1 | 7 | 0.42 | 3.0% | 0.86 | 62 | 3 | 5 | | 0.28 | 3.2% | 0.83 |
| 25 | 2 | 6 | 7 | 0.39 | 3.0% | 0.88 | 63 | 3 | 5 | | 0.28 | 3.2% | 0.93 |
| 26 | 2 | 4 | 7 | 0.34 | 3.3% | 0.91 | 64 | 3 | 5 | | 0.12 | 5.1% | 0.53 |
| 27 | 2 | 1 | 9 | 0.46 | 3.0% | 0.87 | 65 | 3 | 5 | | 0.38 | 3.2% | 0.89 |
| 28 | 2 | 1 | 9 | 0.48 | 3.2% | 0.88 | 66 | 3 | 5 | | 0.28 | 3.3% | 0.84 |
| 31 | 2 | 1 | 8 | 0.46 | 3.1% | 0.87 | 67 | 3 | 6 | 10 | 0.35 | 3.2% | 0.47 |
| 32 | 2 | 1 | 8 | 0.46 | 3.3% | 0.67 | 68 | 3 | 4 | 10 | 0.13 | 3.2% | 0.49 |
| 33 | 2 | 4 | 8 | 0.31 | 3.3% | 0.41 | 69 | 3 | 4 | 10 | 0.25 | 3.2% | 0.81 |
| 34 | 2 | 5 | 8 | 0.47 | 3.1% | 0.84 | 71 | 3 | 4 | 8 | 0.40 | 3.2% | 0.75 |
| 35 | 2 | 1 | 8 | 0.40 | 5.5% | 0.85 | 72 | 3 | 1 | 8 | 0.32 | 3.2% | 0.83 |
| 36 | 2 | 1 | 8 | 0.38 | 3.1% | 0.57 | 73 | 3 | 1 | 8 | 0.48 | 3.3% | 0.74 |
| 37 | 2 | 6 | 8 | 0.47 | 3.0% | 0.87 | 74 | 3 | 1 | 8 | 0.26 | 3.7% | 0.62 |

Table 25. Multiple-Choice Item Analyses, Grade 8, Reading (Continued)

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 38 | 2 | 4 | 8 | 0.33 | 3.2% | 0.44 | 75 | 3 | 5 | 8 | 0.35 | 4.3% | 0.56 |
| 39 | 2 | 1 | 8 | 0.42 | 3.6% | 0.88 | | | | | | | |

Avg. Pt. Bis.: 0.37

Avg. p-Value: 0.72

Table 26. Constructed-Response Item Analyses, Grade 8, Reading

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students(N=52,792) Obtaining Score Level | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|---|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | Omit (%) | |
| 7 | 1 | 5 | 7 | 0.52 | 6.7% | 18.1% | 10.4% | 61.2% | 3.6% | 0.74 |
| 8 | 1 | 6 | 7 | 0.48 | 15.5% | 14.1% | 35.5% | 30.8% | 4.0% | 0.59 |
| 9 | 1 | 1 | 7 | 0.48 | 31.2% | 48.0% | 13.7% | | 7.0% | 0.38 |
| 22 | 1 | 1 | 10 | 0.56 | 21.2% | 16.0% | 59.4% | | 3.4% | 0.67 |
| 23 | 2 | 1 | 7 | 0.55 | 26.5% | 28.0% | 38.8% | | 6.6% | 0.53 |
| 29 | 2 | 5 | 7 | 0.47 | 8.8% | 16.3% | 70.2% | | 4.7% | 0.78 |
| 30 | 2 | 4 | 7 | 0.51 | 14.8% | 11.9% | 24.0% | 44.1% | 5.3% | 0.64 |
| 42 | 2 | 1 | 8 | 0.54 | 12.7% | 22.4% | 12.9% | 45.7% | 6.3% | 0.62 |
| 56 | 3 | 4 | 8 | 0.36 | 12.0% | 30.6% | 53.2% | | 4.2% | 0.69 |
| 57 | 3 | 1 | 8 | 0.37 | 18.6% | 16.9% | 59.8% | | 4.7% | 0.68 |
| 58 | 3 | 4 | 8 | 0.48 | 51.0% | 18.1% | 23.3% | | 7.6% | 0.32 |
| 70 | 3 | 6 | 10 | 0.34 | 14.7% | 40.0% | 40.9% | | 4.4% | 0.61 |
| 76 | 3 | 1 | 8 | 0.44 | 47.2% | 45.4% | 3.8% | | 3.6% | 0.27 |
| 77 | 3 | 4 | 8 | 0.41 | 17.2% | 22.8% | 23.4% | 30.1% | 6.5% | 0.53 |

Avg. Item-Test Corr.: 0.47

Avg. p-Value: 0.58

Table 27. Multiple-Choice Item Analysis, Grade 8, Mathematics

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 3 | 11 | 0.33 | 3.0% | 0.81 | 30 | 2 | 4 & 5 | 11 | 0.23 | 3.5% | 0.37 |
| 2 | 1 | 2 | | 0.40 | 3.1% | 0.70 | 31 | 2 | 3 | | 0.46 | 3.5% | 0.49 |
| 3 | 1 | 2 | | 0.12 | 3.0% | 0.54 | 32 | 2 | 1 & 6 | | 0.53 | 4.2% | 0.72 |
| 4 | 1 | 1 & 6 | | 0.51 | 4.0% | 0.47 | 33 | 2 | 2 | | 0.40 | 4.2% | 0.48 |
| 5 | 1 | 1 & 6 | | 0.47 | 4.2% | 0.56 | 35 | 2 | 2 | | 0.43 | 3.5% | 0.71 |
| 7 | 1 | 3 | | 0.50 | 3.1% | 0.58 | 37 | 2 | 2 | 8 | 0.54 | 3.6% | 0.61 |
| 8 | 1 | 2 | 11 | 0.33 | 3.0% | 0.30 | 38 | 2 | 4 & 5 | | 0.33 | 3.3% | 0.77 |
| 9 | 1 | 4 & 5 | | 0.45 | 3.0% | 0.35 | 41 | 3 | 3 | | 0.31 | 3.3% | 0.51 |
| 10 | 1 | 4 & 5 | 11 | 0.59 | 3.0% | 0.65 | 42 | 3 | 2 | 11 | 0.20 | 3.3% | 0.69 |
| 12 | 1 | 1 & 6 | | 0.33 | 3.2% | 0.63 | 43 | 3 | 1 & 6 | | 0.54 | 3.6% | 0.49 |
| 13 | 1 | 1 & 6 | | 0.37 | 3.4% | 0.49 | 44 | 3 | 1 & 6 | 11 | 0.53 | 3.3% | 0.66 |
| 14 | 1 | 2 | 8 | 0.40 | 4.0% | 0.77 | 45 | 3 | 2 | | 0.40 | 3.5% | 0.58 |
| 15 | 1 | 4 & 5 | | 0.44 | 4.2% | 0.46 | 46 | 3 | 1 & 6 | | 0.42 | 3.8% | 0.66 |
| 17 | 1 | 3 | | 0.29 | 3.2% | 0.84 | 47 | 3 | 3 | | 0.51 | 3.3% | 0.71 |
| 18 | 1 | 3 | | 0.27 | 3.3% | 0.54 | 48 | 3 | 3 | | 0.42 | 3.3% | 0.67 |
| 21 | 2 | 1 & 6 | | 0.24 | 3.3% | 0.70 | 50 | 3 | 4 & 5 | | 0.45 | 3.4% | 0.24 |
| 22 | 2 | 3 | | 0.21 | 3.3% | 0.14 | 51 | 3 | 4 & 5 | | 0.25 | 3.3% | 0.85 |
| 23 | 2 | 1 & 6 | | 0.39 | 3.3% | 0.36 | 52 | 3 | 4 & 5 | | 0.37 | 3.2% | 0.74 |
| 24 | 2 | 3 | | 0.38 | 3.4% | 0.25 | 54 | 3 | 2 | 8 | 0.40 | 3.7% | 0.54 |
| 25 | 2 | 1 & 6 | | 0.45 | 3.6% | 0.62 | 55 | 3 | 4 & 5 | 11 | 0.43 | 3.4% | 0.71 |
| 26 | 2 | 2 | 11 | 0.28 | 3.9% | 0.15 | 57 | 3 | 1 & 6 | | 0.50 | 3.3% | 0.35 |
| 27 | 2 | 4 & 5 | | 0.44 | 3.8% | 0.66 | 58 | 3 | 2 | 8 | 0.31 | 3.6% | 0.79 |
| 28 | 2 | 4 & 5 | | 0.38 | 3.3% | 0.66 | | | | | | | |

Avg. Pt. Bis.: 0.39

Avg. p-Value: 0.57

Table 28. Constructed-Response Item Analyses, Grade 8, Mathematics

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=52,814) Score Level | | | | | | Obtaining | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|---|-------|-------|-------|-------|----------|-----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | | |
| 6 | 1 | 1 & 6 | | 0.39 | 19.0% | 42.0% | 34.8% | | | 4.2% | 0.56 | |
| 11 | 1 | 4 & 5 | | 0.59 | 52.5% | 23.3% | 14.5% | | | 9.7% | 0.26 | |
| 16 | 1 | 3 | | 0.45 | 9.8% | 42.2% | 44.4% | | | 3.6% | 0.66 | |
| 19 | 1 | 2 | 8 | 0.55 | 43.6% | 17.3% | 35.1% | | | 4.1% | 0.44 | |
| 20 | 1 | 4 & 5 | | 0.67 | 17.2% | 12.8% | 19.6% | 16.5% | 29.6% | 4.3% | 0.55 | |
| 29 | 2 | 1 & 6 | 8 | 0.47 | 12.2% | 18.0% | 64.6% | | | 5.1% | 0.74 | |
| 34 | 2 | 1 & 6 | | 0.32 | 15.9% | 48.7% | 31.7% | | | 3.7% | 0.56 | |
| 36 | 2 | 4 & 5 | | 0.54 | 22.2% | 25.2% | 48.4% | | | 4.2% | 0.61 | |
| 39 | 2 | 3 | | 0.49 | 54.3% | 8.1% | 32.9% | | | 4.7% | 0.37 | |
| 40 | 2 | 2 | 8 | 0.65 | 11.9% | 22.2% | 34.7% | 20.0% | 7.4% | 3.8% | 0.45 | |
| 49 | 3 | 1 & 6 | | 0.62 | 21.3% | 22.3% | 52.6% | | | 3.8% | 0.64 | |
| 53 | 3 | 4 & 5 | 11 | 0.37 | 54.8% | 0.70% | 37.8% | | | 6.6% | 0.38 | |
| 56 | 3 | 3 | | 0.47 | 26.6% | 46.1% | 21.4% | | | 5.9% | 0.44 | |
| 59 | 3 | 2 | 11 | 0.57 | 11.6% | 35.6% | 48.0% | | | 4.8% | 0.66 | |
| 60 | 3 | 3 | | 0.63 | 19.3% | 27.0% | 22.8% | 13.9% | 11.3% | 5.7% | 0.40 | |

Avg. Item-Test Corr.: 0.52

Avg. p-Value: 0.51

Table 29. Multiple-Choice Item Analyses, Grade 8, Science

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 3 | | 0.19 | 3.1% | 0.43 | 44 | 2 | 1 | 8 | 0.51 | 3.2% | 0.67 |
| 2 | 1 | 3 | | 0.39 | 3.1% | 0.78 | 45 | 2 | 4 | 11 | 0.36 | 3.4% | 0.47 |
| 3 | 1 | 3 | | 0.23 | 3.1% | 0.31 | 46 | 2 | 2 | 9 | 0.28 | 3.7% | 0.63 |
| 4 | 1 | 3 | | 0.45 | 3.1% | 0.73 | 47 | 2 | 4 | 11 | 0.46 | 3.3% | 0.69 |
| 5 | 1 | 3 | | 0.23 | 3.1% | 0.62 | 48 | 2 | 4 | | 0.43 | 3.2% | 0.61 |
| 6 | 1 | 1 | 8 | 0.26 | 3.1% | 0.47 | 49 | 2 | 4 | 11 | 0.41 | 3.3% | 0.53 |
| 7 | 1 | 2 | 10 | 0.31 | 3.2% | 0.46 | 50 | 2 | 5/6 | | 0.34 | 3.3% | 0.90 |
| 8 | 1 | 2 | 10 | 0.25 | 3.1% | 0.40 | 51 | 2 | 3 | | 0.36 | 3.2% | 0.50 |
| 9 | 1 | 2 | 9 | 0.44 | 3.1% | 0.81 | 54 | 3 | 3 | | 0.37 | 3.3% | 0.65 |
| 10 | 1 | 2 | 9 | 0.39 | 3.1% | 0.55 | 55 | 3 | 3 | | 0.30 | 3.3% | 0.52 |
| 11 | 1 | 2 | 9 | 0.41 | 3.1% | 0.69 | 56 | 3 | 3 | | 0.29 | 3.3% | 0.74 |
| 12 | 1 | 4 | | 0.29 | 3.2% | 0.68 | 58 | 3 | 3 | | 0.50 | 3.4% | 0.70 |
| 13 | 1 | 4 | | 0.42 | 3.2% | 0.70 | 59 | 3 | 2 | 10 | 0.30 | 3.7% | 0.78 |
| 14 | 1 | 4 | 11 | 0.34 | 3.1% | 0.57 | 60 | 3 | 5/6 | | 0.32 | 3.3% | 0.72 |
| 15 | 1 | 4 | 11 | 0.42 | 3.3% | 0.44 | 61 | 3 | 2 | 10 | 0.39 | 3.3% | 0.90 |
| 16 | 1 | 4 | 11 | 0.34 | 3.4% | 0.54 | 62 | 3 | 2 | 10 | 0.17 | 3.5% | 0.32 |
| 17 | 1 | 2 | 10 | 0.21 | 3.1% | 0.62 | 63 | 3 | 2 | 10 | 0.32 | 3.5% | 0.79 |
| 18 | 1 | 5/6 | | 0.30 | 3.1% | 0.53 | 64 | 3 | 4 | 11 | 0.32 | 4.1% | 0.68 |
| 26 | 2 | 1 | 8 | 0.40 | 3.2% | 0.82 | 67 | 3 | 4 | | 0.37 | 3.3% | 0.74 |
| 27 | 2 | 1 | 8 | 0.40 | 4.3% | 0.77 | 68 | 3 | 4 | 11 | 0.31 | 3.5% | 0.58 |
| 28 | 2 | 1 | 8 | 0.46 | 3.5% | 0.69 | 70 | 3 | 4 | 11 | 0.47 | 3.4% | 0.78 |
| 29 | 2 | 1 | 8 | 0.40 | 3.4% | 0.70 | 71 | 3 | 5/6 | | 0.33 | 6.6% | 0.63 |
| 31 | 2 | 3 | | 0.40 | 3.3% | 0.38 | 73 | 3 | 5/6 | | 0.43 | 3.5% | 0.57 |
| 32 | 2 | 2 | 9 | 0.24 | 3.3% | 0.78 | 75 | 3 | 2 | 10 | 0.45 | 3.6% | 0.73 |
| 33 | 2 | 3 | | 0.35 | 3.2% | 0.85 | 76 | 3 | 1 | 7 | 0.35 | 3.4% | 0.78 |
| 34 | 2 | 3 | | 0.38 | 3.3% | 0.84 | 77 | 3 | 5/6 | | 0.49 | 3.5% | 0.75 |
| 35 | 2 | 3 | | 0.37 | 3.3% | 0.84 | 78 | 3 | 1 | 8 | 0.29 | 3.4% | 0.85 |
| 38 | 2 | 2 | 10 | 0.42 | 3.4% | 0.79 | 79 | 3 | 2 | 9 | 0.39 | 3.4% | 0.76 |
| 39 | 2 | 2 | 10 | 0.26 | 3.2% | 0.44 | 80 | 3 | 1 | 7 | 0.38 | 3.5% | 0.73 |
| 40 | 2 | 2 | 9 | 0.43 | 3.3% | 0.69 | 82 | 3 | 1 | 8 | 0.35 | 3.5% | 0.78 |

Table 29. Multiple-Choice Item Analyses, Grade 8, Science (Continued)

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 41 | 2 | 2 | 9 | 0.42 | 3.4% | 0.58 | 83 | 3 | 1 | 7 | 0.32 | 3.9% | 0.87 |
| 42 | 2 | 2 | 9 | 0.41 | 3.3% | 0.55 | | | | | | | |

Avg. Pt. Bis.: 0.36

Avg. p-Value: 0.66

Table 30. Constructed-Response Item Analyses, Grade 8, Science

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=52,684) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 19 | 1 | 1 | 7 | 0.42 | 40.3% | 55.8% | | | | 3.9% | 0.56 |
| 20 | 1 | 1 | 7 | 0.48 | 29.5% | 66.3% | | | | 4.2% | 0.66 |
| 21 | 1 | 1 | 7 | 0.38 | 18.6% | 77.3% | | | | 4.1% | 0.77 |
| 22 | 1 | 1 | 7 | 0.46 | 25.3% | 69.5% | | | | 5.2% | 0.70 |
| 23 | 1 | 1 | 7 | 0.44 | 49.8% | 45.1% | | | | 5.2% | 0.45 |
| 24 | 1 | 1 | 8 | 0.51 | 23.3% | 8.3% | 22.0% | 30.0% | 11.2% | 5.2% | 0.47 |
| 25 | 1 | 1 | 8 | 0.52 | 35.6% | 28.0% | 27.7% | | | 8.8% | 0.42 |
| 30 | 2 | 1 | 8 | 0.36 | 33.8% | 61.6% | | | | 4.6% | 0.62 |
| 36 | 2 | 2 | 9 | 0.43 | 56.2% | 27.4% | 9.9% | 2.5% | | 4.0% | 0.18 |
| 37 | 2 | 3 | | 0.41 | 6.9% | 29.1% | 59.5% | | | 4.5% | 0.74 |
| 43 | 2 | 4 | | 0.35 | 36.5% | 44.0% | 14.3% | | | 5.3% | 0.36 |
| 52 | 2 | 3 | | 0.55 | 22.7% | 35.5% | 37.4% | | | 4.4% | 0.55 |
| 53 | 2 | 3 | | 0.16 | 89.2% | 6.5% | | | | 4.2% | 0.07 |
| 57 | 3 | 3 | | 0.41 | 22.8% | 14.0% | 59.0% | | | 4.2% | 0.66 |
| 65 | 3 | 1 | 7 | 0.26 | 37.2% | 58.0% | | | | 4.8% | 0.58 |
| 66 | 3 | 1 | 7 | 0.54 | 11.8% | 7.4% | 29.9% | 45.7% | | 5.1% | 0.68 |
| 69 | 3 | 4 | 11 | 0.54 | 9.2% | 55.1% | 19.8% | 11.7% | | 4.2% | 0.43 |
| 72 | 3 | 4 | 11 | 0.42 | 42.0% | 24.3% | 29.6% | | | 4.2% | 0.42 |
| 74 | 3 | 5/6 | | 0.44 | 27.1% | 67.7% | | | | 5.1% | 0.68 |
| 81 | 3 | 5/6 | | 0.53 | 14.8% | 43.5% | 36.2% | | | 5.5% | 0.58 |

Avg. Item-Test Corr.: 0.43

Avg. p-Value: 0.53

Ninth Grade Reading

Table 31 lists the results of the multiple-choice item analyses for the 2001 ninth grade Reading assessment. The point-biserials for the multiple-choice items range from 0.17 to 0.51 with a mean of 0.35. The p-values for the multiple-choice items range from 0.36 to 0.91 with a mean of 0.67.

Table 32 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.37 to 0.60 with a mean of 0.51. The CR item p-values range from 0.37 to 0.76 with a mean of 0.52. The percent of students obtaining each score point for constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The omit rate for the multiple-choice items for the ninth grade Reading assessment ranged from 4.5% to 8.4% with eight out of 62 item having greater than 5% omit rate (Table 31). Similarly, the rate for the constructed-response item ranged from 5.8% to 10.1% with all items having omit rate greater than 5% (Table 32).

Table 31. Multiple-Choice Item Analyses, Grade 9, Reading

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 | 7 | 0.38 | 4.5% | 0.77 | 35 | 2 | 5 | | 0.36 | 5.0% | 0.46 |
| 2 | 1 | 6 | 7 | 0.17 | 4.7% | 0.43 | 36 | 2 | 5 | | 0.26 | 4.7% | 0.62 |
| 3 | 1 | 5 | 7 | 0.34 | 8.4% | 0.69 | 37 | 2 | 1 | 7 | 0.27 | 4.6% | 0.87 |
| 4 | 1 | 6 | 7 | 0.34 | 4.6% | 0.73 | 38 | 2 | 6 | 7 | 0.34 | 4.6% | 0.83 |
| 5 | 1 | 1 | 9 | 0.28 | 4.6% | 0.90 | 39 | 2 | 1 | 7 | 0.44 | 4.6% | 0.84 |
| 6 | 1 | 4 | 7 | 0.47 | 5.1% | 0.67 | 40 | 2 | 1 | 7 | 0.37 | 4.6% | 0.83 |
| 7 | 1 | 6 | 7 | 0.39 | 5.4% | 0.68 | 41 | 2 | 4 | 7 | 0.35 | 4.6% | 0.71 |
| 8 | 1 | 5 | 7 | 0.27 | 4.5% | 0.57 | 42 | 2 | 6 | 7 | 0.44 | 4.6% | 0.60 |
| 9 | 1 | 5 | 7 | 0.43 | 4.5% | 0.72 | 43 | 2 | 1 | 10 | 0.32 | 4.6% | 0.84 |
| 10 | 1 | 5 | 7 | 0.27 | 4.8% | 0.79 | 47 | 2 | 1 | 9 | 0.22 | 5.0% | 0.62 |
| 11 | 1 | 1 | 9 | 0.29 | 4.6% | 0.52 | 48 | 2 | 1 | 9 | 0.28 | 5.0% | 0.42 |
| 12 | 1 | 1 | 9 | 0.29 | 4.6% | 0.46 | 49 | 3 | 4 | 8 | 0.31 | 5.3% | 0.67 |
| 13 | 1 | 1 | 8 | 0.22 | 4.6% | 0.91 | 50 | 3 | 5 | 8 | 0.43 | 4.6% | 0.82 |
| 14 | 1 | 1 | 8 | 0.46 | 4.6% | 0.77 | 51 | 3 | 5 | 8 | 0.33 | 4.6% | 0.63 |
| 15 | 1 | 1 | 8 | 0.29 | 4.7% | 0.81 | 52 | 3 | 4 | 8 | 0.42 | 4.6% | 0.43 |
| 16 | 1 | 1 | 9 | 0.41 | 4.8% | 0.72 | 53 | 3 | 4 | 8 | 0.38 | 4.7% | 0.45 |
| 17 | 1 | 1 | 8 | 0.37 | 4.6% | 0.89 | 54 | 3 | 1 | 9 | 0.30 | 4.8% | 0.36 |
| 18 | 1 | 4 | 8 | 0.34 | 4.7% | 0.89 | 56 | 3 | 1 | 8 | 0.32 | 4.7% | 0.41 |
| 19 | 1 | 5 | 8 | 0.40 | 5.1% | 0.45 | 57 | 3 | 4 | 8 | 0.28 | 4.8% | 0.48 |
| 21 | 1 | 4 | 10 | 0.32 | 4.7% | 0.82 | 58 | 3 | 4 | 8 | 0.43 | 4.8% | 0.84 |
| 22 | 1 | 1 | 9 | 0.36 | 4.7% | 0.81 | 59 | 3 | 1 | 8 | 0.38 | 4.7% | 0.88 |
| 23 | 1 | 6 | 10 | 0.39 | 4.8% | 0.42 | 60 | 3 | 4 | 8 | 0.46 | 4.9% | 0.67 |
| 25 | 2 | 6 | 10 | 0.35 | 4.7% | 0.43 | 61 | 3 | 4 | 8 | 0.39 | 5.6% | 0.78 |
| 26 | 2 | 6 | 10 | 0.24 | 4.6% | 0.79 | 64 | 3 | 1 | 10 | 0.40 | 4.7% | 0.82 |
| 27 | 2 | 4 | 10 | 0.40 | 4.6% | 0.76 | 65 | 3 | 6 | 10 | 0.31 | 4.8% | 0.57 |
| 28 | 2 | 1 | 9 | 0.23 | 4.7% | 0.41 | 66 | 3 | 6 | 10 | 0.35 | 4.8% | 0.63 |
| 29 | 2 | 5 | 10 | 0.32 | 4.7% | 0.76 | 67 | 3 | 1 | 9 | 0.49 | 4.8% | 0.73 |
| 31 | 2 | 5 | | 0.39 | 4.7% | 0.78 | 69 | 3 | 5 | | 0.49 | 4.8% | 0.79 |
| 32 | 2 | 5 | | 0.39 | 4.6% | 0.63 | 70 | 3 | 5 | | 0.31 | 4.8% | 0.82 |
| 33 | 2 | 5 | | 0.31 | 4.8% | 0.56 | 71 | 3 | 1 | 9 | 0.51 | 5.5% | 0.58 |
| 34 | 2 | 5 | | 0.47 | 4.7% | 0.67 | 72 | 3 | 1 | 9 | 0.40 | 5.6% | 0.55 |

Avg. Pt. Bis.: 0.35 , Avg. p-Value: 0.67

Table 32. Constructed-Response Item Analyses, Grade 9, Reading

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=53,891) Obtaining Score Level | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | Omit (%) | |
| 20 | 1 | 1 | 8 | 0.53 | 24.8% | 25.4% | 43.9% | | 5.8% | 0.57 |
| 24 | 1 | 6 | 10 | 0.59 | 21.6% | 12.6% | 23.8% | 32.1% | 9.9% | 0.52 |
| 30 | 2 | 6 | 10 | 0.47 | 10.8% | 1.3% | 18.6% | 62.8% | 6.5% | 0.76 |
| 44 | 2 | 4 | 10 | 0.46 | 21.9% | 44.6% | 25.5% | | 8.0% | 0.48 |
| 45 | 2 | 4 | 10 | 0.49 | 14.3% | 17.1% | 31.5% | 27.0% | 10.1% | 0.54 |
| 46 | 2 | 1 | 10 | 0.37 | 6.6% | 61.5% | 24.8% | | 7.1% | 0.56 |
| 55 | 3 | 5 | 8 | 0.48 | 44.7% | 23.2% | 25.5% | | 6.5% | 0.37 |
| 62 | 3 | 1 | 8 | 0.60 | 11.6% | 21.7% | 31.9% | 25.4% | 9.5% | 0.54 |
| 63 | 3 | 1 | 8 | 0.53 | 18.1% | 22.0% | 27.8% | 22.5% | 9.7% | 0.48 |
| 68 | 3 | 4 | 10 | 0.56 | 29.1% | 24.9% | 20.5% | 16.7% | 8.8% | 0.39 |

Avg. Item-Test Corr.: 0.51

Avg. p-Value: 0.52

Tenth Grade Reading

Table 33 lists the results of the multiple-choice item analyses for the 2001 tenth grade Reading assessment. The point-biserials for the multiple-choice items range from 0.09 to 0.48 with a mean of 0.34. The p-values for the multiple-choice items range from 0.22 to 0.88 with a mean of 0.66.

Table 34 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.32 to 0.56 with a mean of 0.42. The CR item p-values range from 0.19 to 0.79 with a mean of 0.51. The distribution of the percent of students obtaining each score point for constructed-response items shows a good amount of variability in students' responses to most items.

The omit rates for the multiple-choice items for the 2001 tenth grade Reading assessment ranged from 4.5% to 6.3% (Table 33). Omit rates for the constructed-response item ranged from 6.3% to 14.8% (Table 34).

Tenth Grade Writing

Table 35 lists the results of the multiple-choice item analyses for the 2001 tenth grade Writing assessment. The point-biserials for the multiple-choice items range from 0.13 to 0.49 with a mean of 0.32. The p-values for the multiple-choice items range from 0.24 to 0.91 with a mean of 0.68.

Table 36 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.12 to 0.54 with a mean of 0.35. The CR item p-values range from 0.03 to 0.93 with a mean of 0.70. The distribution of the percent of students obtaining each score point for constructed-response items shows a good amount of variability in students' responses to most items, indicating that these items work well over the range of student ability.

The omit rates for the multiple-choice items for the 2001 tenth grade Writing assessment ranged from 4.9% to 6.0% (Table 35). The omit rate for the constructed-response item ranges from 0% to 7.3% (Table 36).

Tenth Grade Mathematics

Table 37 lists the results of the multiple-choice item analyses for the 2001 tenth grade Mathematics assessment. The point-biserials for the multiple-choice items range from 0.08 to 0.55 with a mean of 0.36. The p-values for the multiple-choice items range from 0.23 to 0.88 with a mean of 0.52.

Table 38 lists the results of the constructed-response item analyses. The CR item to total score correlations range from 0.40 to 0.70 with a mean of 0.55. The CR Item p-values range from 0.10 to 0.74 with a mean of 0.36. The percent of students obtaining each score point for constructed-response item shows a good amount of variability in students' responses to most items.

The omit rates for the multiple-choice items for the tenth grade Mathematics assessment ranged from 4.5% to 5.4% (Table 37). Omit rates for the constructed-response item ranged from 5.4% to 14.8% (Table 38).

Table 33. Multiple-Choice Item Analyses, Grade 10, Reading

| Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) | Book Item # | Session | Standard | Sub-content | Pt. Bis. | Omit (%) | p-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 3 | 1 | 7 | 0.32 | 4.5% | 0.64 | 11 | 4 | 4 | 8 | 0.38 | 4.7% | 0.62 |
| 2 | 3 | 6 | 7 | 0.29 | 4.7% | 0.66 | 12 | 4 | 6 | 8 | 0.40 | 4.8% | 0.61 |
| 3 | 3 | 6 | 7 | 0.48 | 4.4% | 0.65 | 14 | 4 | 5 | | 0.38 | 4.8% | 0.54 |
| 4 | 3 | 1 | 7 | 0.35 | 4.5% | 0.78 | 15 | 4 | 5 | | 0.31 | 5.8% | 0.80 |
| 5 | 3 | 6 | 7 | 0.34 | 5.0% | 0.79 | 16 | 4 | 1 | 8 | 0.35 | 6.3% | 0.71 |
| 6 | 3 | 4 | 7 | 0.22 | 4.5% | 0.79 | 17 | 4 | 4 | 8 | 0.44 | 4.9% | 0.76 |
| 7 | 3 | 1 | 9 | 0.44 | 4.6% | 0.76 | 18 | 4 | 4 | 8 | 0.36 | 5.0% | 0.57 |
| 8 | 3 | 1 | 9 | 0.44 | 4.6% | 0.67 | 19 | 4 | 1 | 9 | 0.33 | 5.0% | 0.67 |
| 9 | 3 | 1 | 8 | 0.38 | 4.5% | 0.82 | 20 | 4 | 4 | 8 | 0.27 | 5.0% | 0.67 |
| 10 | 3 | 4 | 8 | 0.44 | 4.5% | 0.54 | 21 | 4 | 1 | 8 | 0.36 | 5.0% | 0.88 |
| 11 | 3 | 1 | 8 | 0.30 | 4.5% | 0.48 | 22 | 4 | 1 | 9 | 0.39 | 5.0% | 0.68 |
| 14 | 3 | 1 | 8 | 0.37 | 5.0% | 0.83 | 23 | 4 | 1 | 9 | 0.37 | 5.0% | 0.57 |
| 15 | 3 | 4 | 8 | 0.38 | 4.6% | 0.74 | 24 | 4 | 5 | | 0.23 | 5.9% | 0.48 |
| 16 | 3 | 1 | 8 | 0.43 | 4.6% | 0.74 | 25 | 4 | 5 | | 0.15 | 5.8% | 0.30 |
| 17 | 3 | 1 | 8 | 0.24 | 4.7% | 0.63 | 26 | 4 | 5 | | 0.31 | 5.8% | 0.54 |
| 18 | 3 | 1 | 8 | 0.35 | 4.9% | 0.70 | 1 | 6 | 1 | 8 | 0.38 | 4.8% | 0.74 |
| 21 | 3 | 6 | 10 | 0.09 | 5.2% | 0.75 | 2 | 6 | 1 | 8 | 0.38 | 4.9% | 0.80 |
| 22 | 3 | 6 | 10 | 0.40 | 5.2% | 0.70 | 3 | 6 | 1 | 8 | 0.40 | 5.1% | 0.62 |
| 23 | 3 | 6 | 10 | 0.35 | 5.3% | 0.69 | 4 | 6 | 1 | 8 | 0.46 | 5.9% | 0.77 |
| 24 | 3 | 4 | 10 | 0.38 | 5.5% | 0.73 | 6 | 6 | 5 | 8 | 0.23 | 5.2% | 0.67 |
| 25 | 3 | 1 | 9 | 0.21 | 5.9% | 0.64 | 7 | 6 | 1 | 8 | 0.36 | 4.9% | 0.41 |
| 26 | 3 | 4 | 10 | 0.36 | 6.1% | 0.64 | 8 | 6 | 4 | 8 | 0.41 | 4.9% | 0.61 |
| 1 | 4 | 1 | 7 | 0.27 | 4.5% | 0.76 | 9 | 6 | 1 | 8 | 0.40 | 4.9% | 0.71 |
| 2 | 4 | 6 | 7 | 0.34 | 4.6% | 0.58 | 10 | 6 | 5 | | 0.31 | 5.0% | 0.69 |
| 6 | 4 | 1 | 8 | 0.12 | 4.7% | 0.22 | 13 | 6 | 5 | | 0.21 | 5.1% | 0.39 |
| 7 | 4 | 1 | 8 | 0.28 | 4.6% | 0.65 | 14 | 6 | 5 | | 0.39 | 5.2% | 0.59 |
| 8 | 4 | 1 | 8 | 0.34 | 4.6% | 0.85 | 15 | 6 | 1 | 9 | 0.36 | 5.3% | 0.70 |
| 9 | 4 | 6 | 10 | 0.42 | 4.8% | 0.79 | 16 | 6 | 1 | 9 | 0.20 | 5.5% | 0.38 |
| 10 | 4 | 1 | 9 | 0.39 | 4.6% | 0.71 | | | | | | | |

Avg. Pt. Bis.: 0.34

Avg. p-Value: 0.66

Table 34. Constructed-Response Item Analyses, Grade 10, Reading

| Book Item # | Session | Standard | Sub-content | Item-Test Corr. | Percent of Students (N=47,746) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 12 | 3 | 5 | 8 | 0.47 | 5.5% | 20.0% | 63.6% | | | 10.9% | 0.74 |
| 13 | 3 | 1 | 8 | 0.43 | 6.2% | 15.8% | 71.3% | | | 6.6% | 0.79 |
| 19 | 3 | 1 | 8 | 0.41 | 8.9% | 29.4% | 38.8% | 13.9% | | 9.2% | 0.50 |
| 20 | 3 | 4 | 8 | 0.56 | 30.2% | 24.9% | 20.6% | 11.9% | | 12.4% | 0.34 |
| 27 | 3 | 6 | 10 | 0.37 | 22.5% | 38.6% | 26.8% | | | 12.1% | 0.46 |
| 28 | 3 | 4 | 10 | 0.50 | 25.5% | 30.2% | 29.5% | | | 14.8% | 0.45 |
| 3 | 4 | 6 | 7 | 0.38 | 13.5% | 17.8% | 62.4% | | | 6.3% | 0.71 |
| 4 | 4 | 6 | 7 | 0.42 | 17.2% | 28.6% | 45.6% | | | 8.5% | 0.60 |
| 5 | 4 | 6 | 7 | 0.34 | 5.8% | 25.1% | 61.1% | | | 8.1% | 0.74 |
| 13 | 4 | 5 | 8 | 0.43 | 35.3% | 28.9% | 14.6% | 7.4% | 4.6% | 9.3% | 0.25 |
| 5 | 6 | 4 | 8 | 0.32 | 56.2% | 29.8% | 4.2% | | | 9.8% | 0.19 |
| 11 | 6 | 1 | 8 | 0.45 | 7.1% | 12.1% | 34.2% | 31.3% | 8.7% | 6.6% | 0.52 |
| 12 | 6 | 5 | 8 | 0.38 | 15.0% | 54.0% | 18.4% | 2.5% | | 10.1% | 0.33 |

Avg. Item-Test Corr.: 0.42

Avg. p-Value: 0.51

Table 35. Multiple-Choice Item Analysis, Grade 10, Writing

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 2 | 5 | 2 | 14 | 0.35 | 4.9% | 0.61 | 19 | 5 | 3 | 14 | 0.22 | 6.0% | 0.87 |
| 3 | 5 | 3 | 13 | 0.41 | 5.0% | 0.82 | 20 | 5 | 3 | 14 | 0.36 | 5.0% | 0.68 |
| 4 | 5 | 3 | 14 | 0.29 | 4.9% | 0.40 | 21 | 5 | 3 | 14 | 0.13 | 5.1% | 0.24 |
| 5 | 5 | 2 | 14 | 0.39 | 5.7% | 0.78 | 22 | 5 | 3 | 14 | 0.33 | 5.2% | 0.85 |
| 6 | 5 | 3 | 13 | 0.41 | 4.9% | 0.88 | 23 | 5 | 3 | 14 | 0.31 | 5.0% | 0.83 |
| 7 | 5 | 2 | 14 | 0.23 | 4.9% | 0.70 | 24 | 5 | 3 | 14 | 0.13 | 5.2% | 0.50 |
| 8 | 5 | 3 | 14 | 0.29 | 5.4% | 0.47 | 25 | 5 | 2 | | 0.38 | 5.0% | 0.81 |
| 9 | 5 | 2 | 14 | 0.32 | 5.7% | 0.67 | 26 | 5 | 2 | | 0.47 | 5.0% | 0.71 |
| 10 | 5 | 2 | 14 | 0.37 | 4.9% | 0.66 | 27 | 5 | 2 | | 0.28 | 5.0% | 0.86 |
| 11 | 5 | 3 | 11 | 0.46 | 5.1% | 0.74 | 28 | 5 | 2 | | 0.43 | 5.1% | 0.55 |
| 12 | 5 | 3 | 13 | 0.19 | 5.1% | 0.60 | 29 | 5 | 2 | | 0.36 | 5.1% | 0.55 |
| 13 | 5 | 3 | 11 | 0.32 | 4.9% | 0.57 | 30 | 5 | 2 | | 0.38 | 5.0% | 0.87 |
| 15 | 5 | 3 | 14 | 0.24 | 5.0% | 0.91 | 31 | 5 | 2 | | 0.26 | 5.1% | 0.32 |
| 16 | 5 | 3 | 14 | 0.19 | 5.1% | 0.63 | 32 | 5 | 2 | | 0.49 | 5.1% | 0.72 |
| 17 | 5 | 3 | 14 | 0.29 | 5.1% | 0.71 | 33 | 5 | 2 | | 0.45 | 5.0% | 0.71 |
| 18 | 5 | 3 | 14 | 0.31 | 5.7% | 0.84 | | | | | | | |

Avg. Pt. Bis.: 0.32

Avg. p-Value: 0.68

Table 36. Constructed-Response Item Analyses, Grade 10, Writing

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=46,814) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 1 | 1 | 2 | 12 | 0.12 | 6.8% | 93.2% | | | | | 0.93 |
| 1A | 2 | 3 | 13 | 0.29 | 20.3% | 73.4% | | | | 6.3% | 0.73 |
| 1B | 2 | 3 | | 0.16 | 3.0% | 90.7% | | | | 6.3% | 0.91 |
| 1C | 2 | 3 | 13 | 0.34 | 15.5% | 78.1% | | | | 6.3% | 0.78 |
| 1D | 2 | 3 | 14 | 0.46 | 18.4% | 75.3% | | | | 6.3% | 0.75 |
| 1E | 2 | 3 | 14 | 0.35 | 28.7% | 65.0% | | | | 6.3% | 0.65 |
| 1F | 2 | 3 | 13 | 0.29 | 23.3% | 70.4% | | | | 6.3% | 0.70 |
| 2A | 2 | 2 | 12 | 0.50 | 0.90% | 4.0% | 41.3% | 42.6% | 6.1% | 5.1% | 0.60 |
| 2B | 2 | 2 | 12 | 0.52 | 0.20% | 4.3% | 46.8% | 38.1% | 5.6% | 5.1% | 0.59 |
| 2C | 2 | 3 | 12 | 0.40 | 0.30% | 11.5% | 83.2% | | | 5.1% | 0.89 |
| 1A | 5 | 3 | 13 | 0.39 | 13.1% | 79.8% | | | | 7.1% | 0.80 |
| 1B | 5 | 3 | 13 | 0.19 | 5.3% | 87.6% | | | | 7.1% | 0.88 |
| 1C | 5 | 3 | 13 | 0.37 | 7.6% | 85.3% | | | | 7.1% | 0.85 |
| 1D | 5 | 3 | 13 | 0.40 | 26.0% | 66.9% | | | | 7.1% | 0.67 |
| 1E | 5 | 3 | | 0.15 | 8.2% | 84.7% | | | | 7.1% | 0.85 |
| 1F | 5 | 3 | 14 | 0.16 | 89.5% | 3.4% | | | | 7.1% | 0.03 |
| 14 | 5 | 2 | 11 | 0.49 | 0.40% | 9.8% | 36.8% | 36.4% | 9.3% | 7.2% | 0.57 |
| 34 | 5 | 2 | 11 | 0.54 | 0.50% | 19.6% | 42.5% | 25.2% | 5.0% | 7.2% | 0.50 |
| 17 | 6 | 2 | 11 | 0.54 | 0.50% | 14.8% | 43.0% | 29.0% | 5.4% | 7.3% | 0.52 |

Avg. Item-Test Corr.: 0.35

Avg. p-Value: 0.70

Table 37. Multiple-Choice Item Analyses, Grade 10, Mathematics

| Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) | Book Item # | Session | Standard | Sub-Content | Pt. Bis. | Omit (%) | P-Value (All Students) |
|-------------|---------|----------|-------------|----------|----------|------------------------|-------------|---------|----------|-------------|----------|----------|------------------------|
| 1 | 1 | 1 & 6 | | 0.55 | 4.7% | 0.54 | 31 | 2 | 2 | 12 | 0.44 | 4.7% | 0.42 |
| 2 | 1 | 2 | | 0.35 | 4.8% | 0.29 | 32 | 2 | 3 | 12 | 0.21 | 4.9% | 0.52 |
| 3 | 1 | 3 | | 0.25 | 4.6% | 0.74 | 33 | 2 | 2 | 12 | 0.34 | 5.1% | 0.43 |
| 4 | 1 | 4 & 5 | | 0.29 | 4.6% | 0.61 | 34 | 2 | 1 & 6 | | 0.34 | 5.0% | 0.39 |
| 6 | 1 | 4 & 5 | 12 | 0.08 | 5.1% | 0.25 | 36 | 2 | 2 | | 0.50 | 4.8% | 0.52 |
| 7 | 1 | 1 & 6 | | 0.41 | 4.5% | 0.73 | 37 | 2 | 1 & 6 | | 0.41 | 5.2% | 0.47 |
| 8 | 1 | 2 | 12 | 0.50 | 4.7% | 0.33 | 38 | 2 | 3 | | 0.28 | 4.7% | 0.84 |
| 10 | 1 | 3 | | 0.35 | 4.8% | 0.54 | 41 | 3 | 2 | | 0.27 | 5.0% | 0.55 |
| 11 | 1 | 4 & 5 | | 0.49 | 4.8% | 0.55 | 42 | 3 | 3 | 10 | 0.28 | 4.8% | 0.41 |
| 12 | 1 | 1 & 6 | | 0.41 | 4.9% | 0.56 | 43 | 3 | 4 & 5 | | 0.43 | 5.0% | 0.27 |
| 14 | 1 | 3 | 10 | 0.08 | 4.6% | 0.86 | 45 | 3 | 4 & 5 | | 0.40 | 4.9% | 0.65 |
| 15 | 1 | 2 | 12 | 0.47 | 4.9% | 0.53 | 46 | 3 | 1 & 6 | | 0.48 | 5.1% | 0.28 |
| 16 | 1 | 1 & 6 | | 0.36 | 4.8% | 0.53 | 47 | 3 | 1 & 6 | | 0.23 | 5.4% | 0.87 |
| 18 | 1 | 3 | 10 | 0.35 | 4.9% | 0.74 | 48 | 3 | 2 | | 0.31 | 5.0% | 0.44 |
| 19 | 1 | 2 | 12 | 0.24 | 4.9% | 0.59 | 50 | 3 | 3 | | 0.28 | 4.9% | 0.54 |
| 21 | 2 | 1 & 6 | | 0.47 | 4.8% | 0.45 | 51 | 3 | 4 & 5 | | 0.20 | 5.2% | 0.31 |
| 22 | 2 | 2 | 12 | 0.32 | 4.8% | 0.67 | 52 | 3 | 1 & 6 | | 0.50 | 5.0% | 0.34 |
| 23 | 2 | 3 | 10 | 0.45 | 4.6% | 0.75 | 54 | 3 | 2 | | 0.47 | 5.0% | 0.63 |
| 24 | 2 | 4 & 5 | | 0.31 | 4.7% | 0.47 | 55 | 3 | 1 & 6 | | 0.46 | 4.9% | 0.45 |
| 26 | 2 | 4 & 5 | | 0.38 | 4.7% | 0.47 | 57 | 3 | 3 | 10 | 0.50 | 5.0% | 0.23 |
| 27 | 2 | 1 & 6 | | 0.32 | 4.9% | 0.41 | 58 | 3 | 4 & 5 | | 0.41 | 5.1% | 0.40 |
| 29 | 2 | 3 | | 0.41 | 4.8% | 0.39 | 59 | 3 | 2 | | 0.43 | 5.3% | 0.68 |
| 30 | 2 | 4 & 5 | | 0.28 | 4.7% | 0.88 | | | | | | | |

Avg. Pt. Bis.: 0.36

Avg. p-Value: 0.52

Table 38. Constructed-Response Item Analyses, Grade 10, Mathematics

| Book Item # | Session | Standard | Sub-Content | Item-Test Corr. | Percent of Students (N=47,754) Obtaining Score Level | | | | | | p-Value (All Students) |
|-------------|---------|----------|-------------|-----------------|--|-------|-------|-------|-------|----------|------------------------|
| | | | | | 0 | 1 | 2 | 3 | 4 | Omit (%) | |
| 5 | 1 | 1 & 6 | | 0.45 | 44.4% | 35.3% | 13.5% | | | 6.8% | 0.31 |
| 9 | 1 | 2 | 12 | 0.55 | 17.0% | 21.5% | 28.2% | 22.8% | | 10.5% | 0.49 |
| 13 | 1 | 3 | | 0.52 | 28.2% | 46.6% | 19.2% | | | 6.0% | 0.43 |
| 17 | 1 | 4 & 5 | | 0.69 | 31.6% | 32.8% | 17.3% | 12.9% | | 5.4% | 0.35 |
| 20 | 1 | 2 | | 0.66 | 20.1% | 33.9% | 14.1% | 4.5% | 20.4% | 7.0% | 0.39 |
| 25 | 2 | 2 | 12 | 0.52 | 74.3% | 5.5% | 13.3% | | | 6.8% | 0.16 |
| 28 | 2 | 2 | | 0.40 | 12.2% | 8.0% | 5.2% | 68.1% | | 6.5% | 0.74 |
| 35 | 2 | 3 | 10 | 0.46 | 23.8% | 43.6% | 9.8% | 15.3% | | 7.6% | 0.36 |
| 39 | 2 | 4 & 5 | | 0.44 | 71.6% | 8.1% | 5.6% | | | 14.8% | 0.10 |
| 40 | 2 | 4 & 5 | | 0.70 | 30.6% | 10.4% | 10.9% | 11.1% | 25.4% | 11.6% | 0.42 |
| 44 | 3 | 2 | 12 | 0.52 | 20.6% | 13.2% | 58.8% | | | 7.4% | 0.65 |
| 49 | 3 | 1 & 6 | | 0.56 | 42.8% | 21.0% | 12.3% | 9.6% | | 14.3% | 0.25 |
| 53 | 3 | 3 | 10 | 0.62 | 60.3% | 6.5% | 23.1% | | | 10.1% | 0.26 |
| 56 | 3 | 4 & 5 | | 0.67 | 53.2% | 11.0% | 6.2% | 15.7% | | 13.9% | 0.24 |
| 60 | 3 | 3 | 12 | 0.55 | 38.2% | 41.1% | 9.2% | 2.6% | 1.2% | 7.6% | 0.18 |

Avg. Item-Test Corr.: 0.55

Avg. p-Value: 0.36

Part 3: Results

Student results are reported statewide in terms of scale scores and performance levels. The scale score ranges for each grade and content area are listed in Table 3, below. The performance level cutscores were adopted by the Colorado State Board of Education based on the recommendations of standard setting committees composed of qualified Colorado educators using the Bookmark standard setting procedure (Lewis, Mitzel, & Green, 1996). Detailed information about the cutscores and standard setting are available in the Colorado CSAP Standard Setting Technical Report (2001).

Table 3. Lowest and Highest Obtainable Scale Scores for the CSAP Assessments

| Grade | Content Area | Lowest obtainable scale score | Highest obtainable scale score |
|-------|--------------|-------------------------------|--------------------------------|
| 3 | Reading | 150 | 756 |
| 4 | Reading | 180 | 940 |
| 5 | Reading | 220 | 955 |
| 6 | Reading | 260 | 970 |
| 7 | Reading | 300 | 980 |
| 8 | Reading | 330 | 990 |
| 9 | Reading | 350 | 995 |
| 10 | Reading | 370 | 999 |
| 4 | Writing | 300 | 720 |
| 7 | Writing | 300 | 780 |
| 10 | Writing | 200 | 770 |
| 5 | Mathematics | 200 | 760 |
| 8 | Mathematics | 300 | 760 |
| 10 | Mathematics | 230 | 770 |
| 8 | Science | 300 | 790 |

Note that scale scores are comparable for Reading only. The other grade/content areas have unique scales.

Summary Statistics

Summary statistics are based on the total Colorado student population tested by CSAP. Table 4 presents the mean, median, and standard deviation of the scale scores for the total population and each gender in each grade/content area. Note that the male and female students do not sum to the total population because gender was not identified for some students. Tables 5 and 6 contain scale score descriptive statistics for each content and sub-content area, respectively. Table 7 contains number correct descriptive statistics by content and sub-content area for the total population and the mean percent of the maximum points obtained for each content standard.

Note that (a) grade 3 Reading measures only one standard, (b) standards 1 & 6 and standards 4 & 5 are combined in grades 5, 8, and 10 Mathematics and standards 5 & 6 are combined for grade 8 Science. Similarly, sub-content areas 7 & 10 are combined for grades 3 through 6 Reading.

Table 4. Scale Score Descriptive Statistics

| Grade | Language | Content Area | Group | N* | Mean SS | SD | Median SS | Alpha |
|--------------|-----------------|---------------------|------------------|-----------|----------------|-----------|------------------|--------------|
| 3 | English | Reading | All Valid Scores | 54,088 | 566 | 75.5 | 568 | 0.90 |
| | | | Females | 26,450 | 571 | 73.2 | 573 | |
| | | | Males | 27,527 | 561 | 77.2 | 563 | |
| 4 | English | Reading | All Valid Scores | 54,347 | 587 | 65.8 | 593 | 0.93 |
| | | | Females | 26,414 | 594 | 63.7 | 599 | |
| | | | Males | 27,688 | 581 | 67.2 | 588 | |
| 4 | English | Writing | All Valid Scores | 53,504 | 511 | 39.7 | 511 | 0.90 |
| | | | Females | 26,070 | 518 | 40.3 | 518 | |
| | | | Males | 27,195 | 504 | 37.9 | 505 | |
| 5 | English | Reading | All Valid Scores | 55,658 | 607 | 64.7 | 611 | 0.91 |
| | | | Females | 27,055 | 612 | 62.3 | 615 | |
| | | | Males | 28,483 | 603 | 66.5 | 608 | |
| 5 | English | Mathematics | All Valid Scores | 55,914 | 487 | 59.1 | 488 | 0.93 |
| | | | Females | 27,127 | 487 | 57.9 | 488 | |
| | | | Males | 28,602 | 486 | 60.3 | 488 | |
| 6 | English | Reading | All Valid Scores | 54,237 | 616 | 64.9 | 623 | 0.93 |
| | | | Females | 26,593 | 622 | 62.2 | 628 | |
| | | | Males | 27,512 | 610 | 66.7 | 618 | |
| 7 | English | Reading | All Valid Scores | 53,393 | 638 | 60.1 | 643 | 0.94 |
| | | | Females | 26,153 | 645 | 58.1 | 650 | |
| | | | Males | 27,078 | 631 | 61.2 | 636 | |
| 7 | English | Writing | All Valid Scores | 52,459 | 499 | 46.8 | 500 | 0.91 |
| | | | Females | 25,801 | 508 | 46.0 | 508 | |
| | | | Males | 26,501 | 492 | 46.2 | 493 | |
| 8 | English | Reading | All Valid Scores | 52,792 | 648 | 60.4 | 655 | 0.93 |
| | | | Females | 25,719 | 654 | 55.6 | 660 | |
| | | | Males | 26,915 | 642 | 64.0 | 649 | |
| 8 | English | Mathematics | All Valid Scores | 52,814 | 502 | 57.6 | 506 | 0.91 |
| | | | Females | 25,672 | 502 | 55.3 | 506 | |
| | | | Males | 26,939 | 501 | 59.7 | 506 | |
| 8 | English | Science | All Valid Scores | 52,684 | 502 | 56.8 | 506 | 0.93 |
| | | | Females | 25,641 | 497 | 53.7 | 501 | |
| | | | Males | 26,865 | 506 | 59.2 | 511 | |

Table 4. Scale Score Descriptive Statistics (Continued)

| Grade | Language | Content Area | Group | N* | Mean SS | SD | Median SS | alpha |
|--------------|-----------------|---------------------|------------------|-----------|----------------|-----------|------------------|--------------|
| 9 | English | Reading | All Valid Scores | 53,891 | 661 | 60.2 | 666 | 0.93 |
| | | | Females | 26,384 | 669 | 57.8 | 673 | |
| | | | Males | 27,357 | 654 | 61.5 | 660 | |
| 10 | English | Reading | All Valid Scores | 47,746 | 678 | 56.0 | 685 | 0.93 |
| | | | Females | 23,274 | 686 | 52.3 | 691 | |
| | | | Males | 24,145 | 672 | 58.6 | 679 | |
| 10 | English | Writing | All Valid Scores | 46,814 | 493 | 53.6 | 495 | 0.86 |
| | | | Females | 22,976 | 503 | 52.1 | 504 | |
| | | | Males | 23,513 | 483 | 53.3 | 485 | |
| 10 | English | Mathematics | All Valid Scores | 47,754 | 488 | 62.7 | 494 | 0.93 |
| | | | Females | 23,406 | 488 | 59.1 | 493 | |
| | | | Males | 24,157 | 488 | 66.0 | 495 | |

*N counts for females and males do not sum to the N count for all valid scores because of non-response to the gender question.

Table 5. Scale Score Descriptive Statistics by Content Standard, All Students

| Grade/ Content | Standard (Scale Score) | | | | | | | | | | | | Total | |
|-------------------|------------------------|-------|------|------|------|------|------|------|------|-------|------|-------|-------|------|
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Mean | SD |
| Reading | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| | | | n | | | | | | | | | | | |
| 3 | 566 | 75.5 | | | | | | | | | | | 566 | 75.5 |
| 4 | 612 | 121.3 | | | | | 585 | 94.1 | 597 | 99.4 | 590 | 88.3 | 587 | 65.9 |
| 5 | 610 | 78.1 | | | | | 608 | 94.5 | 614 | 97.9 | 608 | 87.4 | 607 | 64.7 |
| 6 | 618 | 75.1 | | | | | 622 | 83.7 | 609 | 111.2 | 618 | 86.0 | 616 | 64.9 |
| 7 | 639 | 66.5 | | | | | 642 | 76.0 | 654 | 100.1 | 641 | 75.0 | 638 | 60.1 |
| 8 | 649 | 65.6 | | | | | 650 | 76.9 | 671 | 113.7 | 662 | 102.6 | 648 | 60.4 |
| 9 | 663 | 69.7 | | | | | 664 | 86.7 | 667 | 93.2 | 669 | 93.4 | 661 | 60.2 |
| 10 | 679 | 63.9 | | | | | 677 | 74.0 | 675 | 78.7 | 686 | 94.0 | 678 | 56.0 |
| Writing | | | | | | | | | | | | | | |
| 4 | | | 512 | 43.0 | 516 | 56.7 | | | | | | | 511 | 39.7 |
| 7 | | | 500 | 49.2 | 502 | 55.7 | | | | | | | 499 | 46.8 |
| 10 | | | 494 | 56.3 | 497 | 64.3 | | | | | | | 493 | 53.6 |
| Mathematics | | | | | | | | | | | | | | |
| 5 | 489 | 70.0 | 493 | 80.1 | 496 | 92.8 | 494 | 79.0 | | | | | 487 | 59.1 |
| 8 | 503 | 72.8 | 503 | 68.9 | 502 | 67.7 | 503 | 71.0 | | | | | 502 | 57.6 |
| 10 | 488 | 83.6 | 487 | 83.0 | 483 | 70.7 | 482 | 76.3 | | | | | 488 | 62.7 |
| Science | | | | | | | | | | | | | | |
| 8 | 506 | 69.7 | 505 | 69.4 | 500 | 68.9 | 503 | 71.7 | 526 | 110.7 | | | 502 | 56.8 |

Note: Grade 3 Reading has one standard, standards 1 & 6 and 4 & 5 are combined for grades 5, 8, and 10 Mathematics, and standards 5 & 6 are co

Table 6. Scale Score Descriptive Statistics by Sub-Content Area, All Students

| Grade/ Content | Sub-Content Area (Scale Score) | | | | | | | | | | | | | | | |
|-------------------|--------------------------------|-------|------|-------|------|-------|------|-------|------|------|-------|------|------|-------|------|------|
| | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | |
| Reading | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 3 | 572 | 88.2 | 588 | 111.1 | | | | | | | | | | | | |
| 4 | 587 | 76.6 | 637 | 155.6 | 613 | 130.3 | | | | | | | | | | |
| 5 | 606 | 76.5 | 609 | 81.3 | 626 | 105.8 | | | | | | | | | | |
| 6 | 616 | 68.4 | 630 | 103.8 | 616 | 126.4 | | | | | | | | | | |
| 7 | 670 | 113.7 | 638 | 62.4 | 645 | 106.2 | 655 | 112.1 | | | | | | | | |
| 8 | 654 | 81.2 | 649 | 66.9 | 658 | 115.7 | 666 | 115.6 | | | | | | | | |
| 9 | 683 | 117.8 | 665 | 75.6 | 669 | 104.5 | 662 | 75.2 | | | | | | | | |
| 10 | 701 | 117.7 | 678 | 60.4 | 696 | 131.6 | 690 | 119.7 | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | 513 | 53.4 | 522.6 | 67.4 | 548 | 102.8 | 516 | 68.3 |
| 7 | | | | | | | | | 504 | 66.0 | 501.4 | 75.2 | 509 | 71.3 | 507 | 74.8 |
| 10 | | | | | | | | | 493 | 73.9 | 507.8 | 79.3 | 546 | 141.8 | 496 | 70.0 |
| Mathematics | | | | | | | | | | | | | | | | |
| 5 | 489 | 84.9 | 503 | 104.5 | 496 | 85.9 | | | | | | | | | | |
| 8 | | | 507 | 82.4 | | | | | 504 | 77.5 | | | | | | |
| 10 | | | | | | | 488 | 92.7 | | | 477.1 | 88.9 | | | | |
| Science | | | | | | | | | | | | | | | | |
| 8 | 523 | 108.2 | 509 | 82.6 | 503 | 82.6 | 515 | 90.9 | 504 | 82.6 | | | | | | |

Note: Sub-Contents 7 & 10 are combined for grades 3- 6 Reading

Table 7. Raw Score Descriptive Statistics by Content Standard and Sub-Content Area, All Students

| Grade/ Content | Standard 1 (Total*) | | | | | | | | | | | | | | |
|-------------------|---------------------|-----|------------------|------|-----|------------------|-------|------|------------------|------|-----|------------------|----|------|-------|
| | Mean | SD | Mean% of Max. | | | | | | | | | | | | |
| Reading | 45 | 9.2 | 80.4% | | | | | | | | | | | | |
| | Standard | | | | | | Total | | | | | | | | |
| | 1 | | 4 | | 5 | | 6 | | | | | | | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | | | |
| 4 | 25 | 4.8 | 84.1% | 13 | 4.0 | 64.2% | 12 | 3.3 | 70.3% | 15 | 4.8 | 66.7% | 65 | 15.5 | 72.6% |
| 5 | 18 | 4.6 | 67.5% | 10 | 3.5 | 61.6% | 10 | 2.9 | 68.4% | 11 | 3.7 | 59.3% | 50 | 13.1 | 64.5% |
| 6 | 25 | 6.4 | 69.5% | 16 | 4.5 | 67.5% | 8 | 3.0 | 55.4% | 12 | 3.8 | 62.5% | 60 | 16.0 | 65.4% |
| 7 | 30 | 7.5 | 69.8% | 14 | 3.7 | 67.7% | 17 | 4.8 | 73.5% | 15 | 3.5 | 65.9% | 76 | 18.0 | 70.0% |
| 8 | 25 | 6.8 | 66.5% | 17 | 5.0 | 66.3% | 13 | 3.1 | 76.7% | 12 | 3.2 | 72.4% | 66 | 16.6 | 69.2% |
| 9 | 23 | 6.1 | 67.9% | 12 | 4.3 | 62.5% | 12 | 3.7 | 66.8% | 10 | 3.5 | 65.2% | 58 | 16.1 | 66.0% |
| 10 | 26 | 6.8 | 68.1% | 9 | 3.7 | 55.3% | 9 | 3.3 | 49.3% | 12 | 3.6 | 69.4% | 56 | 15.8 | 64.3% |
| Writing | Standard | | | | | | Total | | | | | | | | |
| | 2 | | 3 | | | | | | | | | | | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | | | | | | |
| 4 | 17 | 4.0 | 62.5% | 23 | 5.6 | 74.6% | 40 | 9.0 | 68.9% | | | | | | |
| 7 | 21 | 5.2 | 62.9% | 28 | 6.3 | 70.8% | 49 | 10.8 | 67.1% | | | | | | |
| 10 | 23 | 5.3 | 65.2% | 23 | 4.4 | 74.9% | 46 | 9.0 | 69.8% | | | | | | |
| Mathematics | Standard | | | | | | Total | | | | | | | | |
| | 1/6 | | 2 | | 3 | | 4/5 | | | | | | | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | | | |
| 5 | 26 | 7.6 | 68.1% | 13 | 4.1 | 69.5% | 14 | 3.9 | 73.2% | 14 | 3.6 | 69.7% | 67 | 17.5 | 69.7% |
| 8 | 12 | 4.6 | 60.4% | 11 | 4.2 | 56.1% | 10 | 4.3 | 52.1% | 12 | 4.9 | 54.9% | 45 | 16.4 | 55.9% |
| 10 | 8 | 3.9 | 45.6% | 14 | 5.9 | 52.4% | 10 | 4.1 | 46.4% | 9 | 5.1 | 40.5% | 40 | 17.4 | 46.5% |

Table 7. Raw Score Descriptive Statistics by Content Standard and Sub-Content Area, All Students (Continued)

| Science | Standard | | | | | | | | | | | | | | | Total | | |
|---------|----------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|-------|------|-------|
| | 1 | | | 2 | | | 3 | | | 4 | | | 5/6 | | | Mean | SD | Mean% |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | | | |
| 8 | 18 | 5.9 | 65.8% | 13 | 3.9 | 60.0% | 13 | 3.9 | 63.3% | 11 | 4.1 | 56.1% | 6 | 2.0 | 68.1% | 62 | 17.6 | 62.9% |

| Grade/ Content Reading | Sub-Content Area | | | | | |
|------------------------------|------------------|-----|---------------|------|------|---------------|
| | 7/10 | | | 8 | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 3 | 21 | 4.6 | 79.4% | 12 | 2.37 | 84.0% |

| | Sub-Content Area | | | | | | | | |
|---|------------------|-----|---------------|------|-----|---------------|------|-----|---------------|
| | 7/10 | | | 8 | | | 9 | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 4 | 27 | 7.9 | 66.9% | 15 | 3.1 | 83.9% | 10 | 2.9 | 74.0% |
| 5 | 19 | 5.9 | 59.6% | 16 | 4.8 | 65.1% | 9 | 2.0 | 74.5% |
| 6 | 36 | 9.8 | 66.5% | 14 | 4.2 | 70.9% | 6 | 2.0 | 59.6% |

| | Sub-Content Area | | | | | | | | | | | |
|----|------------------|-----|---------------|------|------|---------------|------|-----|---------------|------|-----|---------------|
| | 7 | | | 8 | | | 9 | | | 10 | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 7 | 10 | 2.1 | 78.0% | 46 | 11.9 | 67.8% | 7 | 2.4 | 63.0% | 9 | 2.5 | 70.0% |
| 8 | 17 | 5.0 | 70.6% | 27 | 7.5 | 67.4% | 6 | 1.8 | 63.0% | 9 | 2.7 | 70.8% |
| 9 | 11 | 2.9 | 74.9% | 18 | 5.5 | 65.0% | 7 | 2.5 | 61.8% | 16 | 5.5 | 62.6% |
| 10 | 10 | 2.9 | 73.0% | 29 | 8.7 | 61.1% | 6 | 2.1 | 67.4% | 6 | 2.4 | 64.2% |

Table 7. Raw Score Descriptive Statistics by Content Standard and Sub-Content Area, All Students (continued)

| Writing | Sub-Content Area | | | | | | | | | | | | | | | | | |
|---------|------------------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|------|----|---------------|------|----|---------------|
| | 11 | | | 12 | | | 13 | | | 14 | | | | | | | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 4 | 7 | 2.0 | 59.3% | 7 | 1.9 | 68.0% | 11 | 2.8 | 81.1% | 10 | 3.2 | 66.7% | | | | | | |
| 7 | 7 | 2.0 | 59.9% | 8 | 1.6 | 69.5% | 11 | 2.8 | 67.7% | 15 | 3.9 | 71.4% | | | | | | |
| 10 | 8 | 2.6 | 58.3% | 8 | 1.5 | 71.5% | 8 | 1.9 | 81.8% | 14 | 3.2 | 67.7% | | | | | | |

| Mathem-atics | Sub-Content Area | | | | | | | | | | | | | | | | | |
|--------------|------------------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|
| | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | | 12 | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 5 | 9 | 2.7 | 67.6% | 11 | 3.5 | 70.0% | 11 | 3.9 | 64.3% | | | | | | | | | |
| 8 | | | | 7 | 2.9 | 59.1% | | | | | | | 7 | 2.7 | 55.3% | | | |
| 10 | | | | | | | | | | 5 | 2.3 | 48.3% | | | | 8 | 3.9 | 41.7% |

| Science | Sub-Content Area | | | | | | | | | | | | | | |
|---------|------------------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|---------------|
| | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | |
| | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. | Mean | SD | Mean% of Max. |
| 8 | 8 | 2.9 | 70.1% | 9 | 3.5 | 62.4% | 7 | 2.5 | 56.6% | 6 | 1.9 | 64.2% | 8 | 3.1 | 54.7% |

*Grade 3 reading has only one standard

Third Grade Reading

The mean scale score for the total population of students taking the 2001 third grade Reading assessment is 566 with a standard deviation of 75.5 (Table 4). The mean scale score for female students is 571 with a standard deviation of 73.2 and the mean scale score for male students is 561 with a standard deviation of 77.2. The mean scale score for sub-content areas 7/10 and 8 are 572 and 588 with standard deviations of 88.2 and 111.1, respectively.

The scale score frequency distribution of the third grade Reading assessment for the total population is in Appendix A-1. Figures 1, 2, and 3 graphically represent the scale score frequency distributions for the total population and for the male and female populations, respectively. The figures show that the distributions of scale scores for the total population and for each gender are slightly negatively skewed.

The grade 3 Reading test has two sub-content areas. The mean percents of the maximum obtainable number correct for sub-content areas 7/10 and 8 are 79.4% and 84.0% respectively with a mean for total of 80.4%. This indicates that these sub-content areas were nearly equal in difficulty for the students.

Fourth Grade Reading

The mean scale score for the total population taking the 2001 fourth grade Reading assessment is 587 with a standard deviation of 65.9. The mean scale score for female students is 594 with a standard deviation of 63.7 and the mean scale score for male students is 581 with a standard deviation of 67.2.

The scale score frequency distribution for the total population is in Appendix A-2. Figures 4, 5, and 6 graphically represent the scale score frequency distributions for the total population and male and female populations, respectively. The figures show that the distributions of scale scores for the total population and for each gender are approximately normal.

The mean scale scores for the content standards range from a minimum of 585 on “thinking skills” to a maximum of 612 on “reading comprehension”. The mean scale

score for the sub-content areas range from a minimum of 587 in “fiction and poetry” to a maximum of 637 in “non-fiction”. Given the observed range in mean scale scores, the students apparently performed somewhat differently on the content standards and on the sub-content areas.

The mean percent of the maximum number correct for the content standards varies from 64.2% on “thinking skills” to 84.1% on “reading comprehension.” The mean percent of the maximum number correct for the total test is 72.6%. The mean percents for the sub-content areas vary from 66.9% to 83.9%. It indicates that some content standards and sub-content areas were more difficult than other for the students.

Fourth Grade Writing

The mean scale score for the total population taking the 2001 fourth grade Writing assessment is 511 with a standard deviation of 39.7. The mean scale score for female students is 518 with a standard deviation of 40.3 and the mean scale score for male students is 504 with a standard deviation of 37.9.

The scale score frequency distribution for the total population is in Appendix A-3. Figures 7, 8, and 9 graphically represent the scale score frequency distributions for the total population and male and female populations, respectively. The figures show that the distributions of scale scores for the total population and for each gender are approximately normal.

The mean scale score for “writing for a variety of purposes” is 512 with a standard deviation of 43.0 and the mean scale score for “writing using conventions” is 516 with a standard deviation of 56.7. The mean scale score for the sub-content area ranges from 513 to 548. Given the observed range in mean scale scores, the students apparently performed somewhat differently on the sub-content areas.

The mean percent of the maximum number correct for “writing for a variety of purposes” and “writing using conventions” are 62.5% and 74.6%, respectively. The mean percent of the maximum number correct for the total test is 68.9%. The mean percent of maximum number correct for the sub-content areas varies from 59.3% to 81.1%. The

mean percents indicate that some sub-content areas were easier than others for the students.

Fifth Grade Reading

The mean scale score for the total population of students taking the 2001 fifth grade Reading assessment is 607 with a standard deviation of 64.7. The mean scale score for female students is 612 with a standard deviation of 62.3 and that for male students is 603 with a standard deviation of 66.5.

The scale score frequency distribution for the total population is in Appendix A-4. Figures 10, 11, and 12 graphically represent the frequency distributions for the total population and male and female populations, respectively. The figures show that the distributions of scale scores for total population and for each gender are approximately normal.

The mean scale scores for the standards range from a minimum of 608 on “Thinking Skills” and “Literature” to a maximum of 614 on “Use of Literary Information” with a mean for total of 607. The mean scale score for sub-content areas ranges from 606 to 626.

The mean percent of the maximum number correct for content standards ranges from 59.3% on “Literature” to 68.4% on “Use of Literary Information”. The mean percent of the maximum number correct for the total test was 64.5%. The mean percent for sub-content areas range from 59.6% to 74.5%.

Fifth Grade Mathematics

The mean scale score for the total population of students taking the 2001 fifth grade Mathematics assessment is 487 with a standard deviation of 59.1. The mean scale score for female students is 487 with a standard deviation of 57.9 and that for male students is 486 with a standard deviation of 60.3.

The scale score frequency distribution for the total population is in Appendix A-5. Figures 13, 14, and 15 graphically represent the frequency distributions for the total

population and male and female populations, respectively. The figures show that the distributions of scale scores for total population and for each gender are approximately normal.

The mean scale score for the content standards ranges from a minimum of 489 on “Number Sense and Computational Techniques” to a maximum of 496 on “Statistics and Probability”. The mean scale scores for sub-content area range from 489 to 503.

The mean percent of maximum number correct for content standards range from 68.1% on “Number Sense and Computational Techniques” to 73.2% on “Statistics and Probability”. The mean percent of the maximum number correct for the total test was 69.7%. The mean percent for sub-content areas ranges from 64.3% to 70.0%. These ranges are relatively small, indicating that the average item difficulty was similar across the standards and sub-content areas.

Sixth Grade Reading

The mean scale score for the total population of students taking the 2001 sixth grade Reading assessment is 616 with a standard deviation of 64.9. The mean scale score for female students is 622 with a standard deviation of 62.2 and that for male students is 610 with a standard deviation of 66.7.

The scale score frequency distribution for the total population is in Appendix A-6. Figures 16, 17, and 18 graphically represent the frequency distributions for the total population and male and female populations, respectively. The figures show that the distributions of scale scores for the total population and for each gender are approximately normal.

The mean scale scores for the content standards range from a minimum of 609 on “Use of Literary Information” to a maximum of 622 on “Thinking Skills”. The mean scale scores for sub-content areas “Fiction and Poetry” and “Vocabulary” is 616 and “Non-Fiction” is 630.

The mean percent of the maximum number correct for content standards ranges from 55.4% on “Use of Literary Information” to 69.5% on “Reading Comprehension”. The mean percent of the maximum number correct for the total is 65.4%. The mean percent for sub-content areas ranges from 59.6% to 70.9%.

Seventh Grade Reading

The mean scale score for the total population on the 2001 seventh grade Reading assessment is 638 with a standard deviation of 60.1. The mean scale score for female students is 645 with a standard deviation of 58.1 and the mean scale score for male students is 631 with a standard deviation of 61.2.

The scale score frequency distribution for the total population is in Appendix A-7. Figures 19, 20, and 21 graphically represent the frequency distributions for total population and male and female populations, respectively. The figures indicate that the distribution of scale scores for the total population and for each gender is approximately normal.

The mean scale score for the content standards ranges from a minimum of 639 on “Reading Comprehension” to a maximum of 654 on “Use of Literary Information”. The mean scale score for sub-content areas ranges from a minimum of 638 on “Non-Fiction” to a maximum of 670 on “Fiction”. Given the observed range in mean scores on the sub-content areas, the students apparently performed differently on those.

The mean percent of maximum number correct ranges from a minimum of 65.9% on “Literature” to a maximum of 73.5% on “Use of Literary Information”. The mean percent of the maximum number correct for the total is 70.0%. The mean percent of the maximum number correct for the sub-content area range from 63.0% to 78.0%.

Seventh Grade Writing

The mean scale score for the total population on the 2001 seventh grade Writing assessment is 499 with a standard deviation of 46.8. The mean scale score for female students is 508 with a standard deviation of 46.0 and the mean scale score for male students is 492 with a standard deviation of 46.2.

The scale score frequency distribution for the total population is in Appendix A-8. Figures 22, 23, and 24 graphically represent the frequency distributions for the total population and male and female populations, respectively. The figures indicate that the distributions of scale scores are approximately normal for the total population and for gender groups.

The mean scale score for “Writing for a Variety of Purposes” and “Writing Using Conventions” are 500 and 502 with standard deviation of 49.2 and 55.7, respectively. The mean scale score for sub-content areas ranges from a minimum of 501 to a maximum of 509. The relatively small range for the content standards indicates that students performed fairly similarly on those.

The mean percent of maximum number correct for “Writing for a Variety of Purposes” and “Writing Using Conventions” are 62.9% and 70.8% respectively. The mean percent of the maximum number correct for the total test is 67.1%. The mean percent of maximum number correct score for sub-content areas ranges from 59.9% to 71.4%.

Eighth Grade Reading

The mean scale score for the total population of students taking the 2001 eighth grade Reading assessment is 648 with a standard deviation of 60.4. The mean scale score for female students is 654 with a standard deviation of 55.6 and that for male students is 642 with a standard deviation of 64.0.

The scale score frequency distribution for the total population is in Appendix A-9. Figures 25, 26, and 27 graphically represent the frequency distributions for the total population and male and female populations, respectively. The figures show that the distributions of scale scores for the total population and for each gender are approximately normal.

The mean scale score for the content standards ranges from a minimum of 649 on “Reading Comprehension” to a maximum of 671 on “Use of Literary Information”. The

mean scale score for sub-content areas ranges from a minimum of 649 on “Non-Fiction” to a maximum of 666 on “Poetry”.

The mean percent of maximum number correct for content standards ranges from 66.3% on “Thinking Skills” to 76.7% on “Use of Literary Information”. The mean percent of the maximum number correct for the total test is 69.2%. The mean percent of maximum number correct for sub-content area range from 63.0% to 70.8%.

Eighth Grade Mathematics

The mean scale score for the total population is 502 with a standard deviation of 57.6 for the 2001 eighth grade Mathematics assessment. The mean scale score for female students is also 502 with a standard deviation of 55.3 and the mean scale score for male students is 501 with a standard deviation of 59.7.

The scale score frequency distribution for the total population is in Appendix A-10. Figures 28, 29, and 30 graphically represent the frequency distributions for the total population and male and female populations, respectively. The distributions of scale scores are approximately normal for the total population as well as for each gender.

The mean scale score for “Statistics and Probability” is 502 and for “Number Sense”, “Algebra”, and “Geometry and Measurement” is 503. The mean scale scores for sub-content areas “Pattern” and “Proportional Thinking” are 507 and 504 respectively. The relatively small ranges indicate that students performed equally well across the content and sub-content areas.

The mean percent of maximum number correct for the standards ranges from 52.1% on “Statistics and Probability” to 60.4% on “Number Sense and Computational Techniques”. The mean percent of the maximum number correct for the total test is 55.9%. The mean percent of maximum number correct for sub-content areas “Pattern” and “Proportional Thinking” are 59.1% and 55.3% respectively. The range is relatively small indicating that the average item difficulty was similar across the content and sub-content areas, respectively.

Eighth Grade Science

The mean scale score for the total population on the 2001 eighth grade Science assessment is 502 with a standard deviation of 56.8. The mean scale score for female students is 497 with a standard deviation of 53.7 and the mean scale score for male students is 506 with a standard deviation of 59.2.

The scale score frequency distribution for the total population is in Appendix A-11. Figures 31, 32, and 33 graphically represent the frequency distributions for the total population and male and female populations, respectively. The distributions of scale scores are approximately normal for the total population as well as for each gender.

The mean scale score for the content standards ranges from a minimum of 500 on “Life Science” to a maximum of 526 on “Science and Technology”. The mean scale score for sub-content areas ranges from a minimum of 503 on “Physics” to a maximum of 523 on “Experimental Design and Investigations”. Given the observed range of the scale score means, the students apparently performed somewhat differently on the content standards.

The mean percent of the maximum number correct for content standards ranges from a low of 56.1% on “Earth and Space Science” to a high of 68.1% on “Science and Technology”. The mean percent of the number correct for the total test is 62.9%. The mean percent of maximum number correct score for sub-content areas ranges from 54.7% to 70.1%.

Ninth Grade Reading

The mean scale score for the total population of students taking the 2001 ninth grade Reading assessment is 661 with a standard deviation of 60.2. The mean scale score for female students is 669 with a standard deviation of 57.8 and that for male students is 654 with a standard deviation of 61.5.

The scale score frequency distribution for the total population is in Appendix A-12. Figures 34, 35, and 36 graphically represent the frequency distributions for total population and male and female populations, respectively. The figures show that the

distributions of scale scores for total population and for each gender are approximately normal.

The mean scale score for the standards range from a minimum of 663 on “Reading Comprehension” to a maximum of 669 on “Literature”. The mean scale score for sub-content areas range from a minimum of 662 on “Poetry” to a maximum of 683 on “Fiction”.

The mean percent of the maximum number correct for content standard ranges from 62.5% on “Thinking Skills” to 67.9% on “Reading Comprehension”. The mean percent of the number correct for the total test is 66.0%. The mean percent of maximum number correct score for sub-content area ranges from 61.8% to 74.9%.

Tenth Grade Reading

The mean scale score for the total population of students taking the 2001 tenth grade Reading assessment is 678 with a standard deviation of 56.0. The mean scale score for female students is 686 with a standard deviation of 52.3 and that for male students is 672 with a standard deviation of 58.6.

The scale score frequency distribution for the total population is in Appendix A-13. Figures 37, 38, and 39 graphically represent the frequency distributions for total population and male and female populations, respectively. The figures show that the distributions of scale scores for total population and for each gender are slightly negatively skewed.

The mean scale score for the content standard ranges from a minimum of 675 on “Use of Literary Information” to a maximum of 686 on “Literature”. The mean scale score for sub-content areas range from a minimum of 678 on “Non-Fiction” to a maximum of 701 on “Fiction”.

The mean percent of the maximum number correct for content standards ranges from 49.3% on “Use of Literary Information” to 69.4% on “Literature”. The mean percent of the maximum number correct for the total test is 64.3%. The mean percent of the

maximum number correct score for sub-content areas ranges from 61.1% to 73.0%. These ranges of the mean percents are relatively large indicating that some content standards and sub-content areas were more difficult than others for the students.

Tenth Grade Writing

The mean scale score for the total population of students taking the 2001 fourth grade Writing assessment is 493 with a standard deviation of 53.6. The mean scale score for female students is 503 with a standard deviation of 52.1 and that for male students is 483 with a standard deviation of 53.3.

The scale score frequency distribution for the total population is in Appendix A-14. Figures 40, 41, and 42 graphically represent the frequency distributions for total population and male and female populations, respectively. The figures show that the distributions of scale scores for total population and for each gender are approximately normal.

The mean scale scores for “Writing for Variety of Purposes” and “Writing Using Conventions” are 494 and 497 with standard deviation of 56.3 and 64.3 respectively. They are relatively similar in magnitude indicating that students performed similarly on all reading standards. The mean scale score for sub-content areas ranges from a minimum of 493 on “Paragraph Writing” to a maximum of 546 on “Grammar and Usage”. The mean scale scores indicate that students performed similarly in the standards but differently in the sub-content areas.

The mean percent of the maximum number correct for “Writing for Variety of Purposes” and “Writing Using Conventions” are 65.2% and 74.9% respectively. The mean percent of the maximum number correct for the total test is 69.8%. The range of the mean percent of maximum score for sub-content areas varies from a low of 58.3% to a high of 81.8%. The ranges for sub-content areas are relatively large indicating that some sub-content areas are more difficult than other for the students.

Tenth Grade Mathematics

The mean scale score for all students taking the 2001 tenth grade Mathematics assessment is 488 with a standard deviation of 62.7. The mean scale score for female

students is 488 with a standard deviation of 59.1 and that for male students is 488 with a standard deviation of 66.0.

The scale score frequency distribution for the total population is in Appendix A-15. Figures 43, 44, and 45 graphically represent the frequency distributions for total population and male and female populations, respectively. The figures show that the distributions of scale scores for total population and for each gender are approximately normal.

The mean scale score for the content standards ranges from a minimum of 482 on “Geometry and Measurement” to a maximum of 488 on “Number Sense and Computational Techniques”. The mean scale score for sub-content areas “Probability and Counting” and “Multiple Representations of Functions” are 488 and 477 respectively.

The mean percent of the maximum number correct score for content standards ranges from 40.5% on “Geometry and Measurement” to 52.4% on “Algebra, Pattern, and Functions”. The mean percent of the maximum number correct for the total test is 46.5%. The mean percents for “Probability and Counting” and “Multiple Representations of Functions” are 48.3% and 41.7% respectively. These relatively small ranges indicate that the average item difficulty did not vary much across content and sub-content areas.

The Relationship Among the Test, Standards, and Sub-Content Area

The upper diagonals of Table 8 show the correlations between the total test, content standards, and sub-content area scale scores for each grade and content area. All content and sub-content areas are positively correlated, as would be expected. The correlation coefficients for grade 3 Reading range from 0.62 to 0.90. The correlations for grade 4 Reading range from 0.47 to 0.94 and those for grade 4 Writing range from 0.37 to 0.91. The correlations for grade 5 Reading range from 0.55 to 0.91 and those for grade 5 Mathematics range from 0.55 to 0.93. The correlations for grade 6 Reading range from 0.53 to 0.97. The correlations for grade 7 Reading ranges from 0.41 to 0.98

and those for grade 7 Writing range from 0.44 to 0.93. The correlations for grade 8 Reading range from 0.48 to 0.95, the correlations for grade 8 Mathematics range from 0.67 to 0.91, and for grade 8 Science range from 0.48 to 0.90. The correlations for grade 9 Reading range from 0.53 to 0.93. The correlations for grade 10 Reading range from 0.43 to 0.96, for grade 10 Writing the correlations range from 0.34 to 0.96, and for grade 10 Mathematics they range from 0.63 to 0.90. The positive and relatively high correlation coefficients indicate that the standards and sub-standards relate as would be expected and that students who tend to perform well on one standard or sub-content area are likely to perform well on the other standards and sub-content areas.

The reliability (Cronbach's alpha) for content standard, sub-content area, and total are shown in the diagonal of Table 8. Note that the alpha is based on the number correct score. The disattenuated correlations after adjusting for corresponding reliabilities are shown in the lower diagonal of Table 8. The disattenuated correlation was calculated using the formula in Lord and Novick (1968, p. 70):

$$\rho(T_X T_Y) = \frac{\rho(X, Y)}{\sqrt{\rho_{XX'} \rho_{YY'}}$$

where $\rho(T_X, T_Y)$ is the disattenuated correlation, $\rho(X, Y)$ is the correlation between the scores, and $\rho_{XX'}$ and $\rho_{YY'}$ denote the reliabilities.

The standard errors of measurement for each content standard, each sub-content area, and for the total are provided in the last row of each table. They are estimated using the classical test theory formula $SEM = S_Y \sqrt{1 - \rho}$, where S_Y is the standard deviation and ρ is the reliability for that particular measure.

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Table 8. Correlations by Content Standard and Sub-Content Area (S-Content Standard, SC-Sub-Content Area)

| Grade 3 - Reading (N=54,088) | | | | Grade 4 - Reading (N=54,347) | | | | | | | | |
|------------------------------|--------|-------|-------|------------------------------|-------|-------|-------|-------|--------|-------|-------|-------|
| Variable | SC7/10 | SC8 | Total | Variable | S1 | S4 | S5 | S6 | SC7/10 | SC8 | SC9 | Total |
| SC7/10 | 0.83 | 0.62 | 0.90 | S1 | 0.87 | 0.59 | 0.53 | 0.60 | 0.68 | 0.58 | 0.73 | 0.76 |
| SC8 | 0.79 | 0.74 | 0.79 | S4 | 0.71 | 0.79 | 0.60 | 0.71 | 0.88 | 0.57 | 0.58 | 0.86 |
| Total | 1.00* | 0.97 | 0.90 | S5 | 0.69 | 0.82 | 0.68 | 0.63 | 0.66 | 0.55 | 0.53 | 0.77 |
| SEM | 36.38 | 56.63 | 23.88 | S6 | 0.73 | 0.91 | 0.86 | 0.77 | 0.88 | 0.54 | 0.68 | 0.87 |
| | | | | SC7/10 | 0.78 | 1.00* | 0.86 | 1.00* | 0.87 | 0.58 | 0.63 | 0.94 |
| | | | | SC8 | 0.69 | 0.72 | 0.75 | 0.69 | 0.70 | 0.80 | 0.47 | 0.68 |
| | | | | SC9 | 0.93 | 0.77 | 0.75 | 0.91 | 0.80 | 0.62 | 0.72 | 0.75 |
| | | | | Total | 0.85 | 1.00 | 0.97 | 1.00* | 1.00* | 0.79 | 0.91 | 0.93 |
| | | | | SEM | 44.19 | 43.39 | 55.81 | 42.43 | 27.78 | 70.40 | 69.38 | 16.96 |

| Grade 5 - Reading (N=55,658) | | | | | | | | | Grade 6 - Reading (N=54,237) | | | | | | | | |
|------------------------------|-------|-------|-------|-------|--------|-------|-------|-------|------------------------------|-------|-------|-------|-------|--------|-------|-------|-------|
| Variable | S1 | S4 | S5 | S6 | SC7/10 | SC8 | SC9 | Total | Variable | S1 | S4 | S5 | S6 | SC7/10 | SC8 | SC9 | Total |
| S1 | 0.74 | 0.69 | 0.66 | 0.71 | 0.78 | 0.84 | 0.76 | 0.90 | S1 | 0.84 | 0.74 | 0.67 | 0.75 | 0.90 | 0.72 | 0.75 | 0.93 |
| S4 | 0.97 | 0.68 | 0.60 | 0.67 | 0.79 | 0.80 | 0.55 | 0.83 | S4 | 0.92 | 0.77 | 0.62 | 0.70 | 0.84 | 0.75 | 0.58 | 0.86 |
| S5 | 0.89 | 0.86 | 0.73 | 0.62 | 0.70 | 0.69 | 0.57 | 0.79 | S5 | 0.93 | 0.90 | 0.62 | 0.64 | 0.72 | 0.63 | 0.54 | 0.78 |
| S6 | 0.98 | 0.97 | 0.87 | 0.70 | 0.90 | 0.70 | 0.59 | 0.85 | S6 | 0.95 | 0.94 | 0.95 | 0.73 | 0.88 | 0.63 | 0.61 | 0.86 |
| SC7/10 | 1.00* | 1.09 | 0.93 | 1.00* | 0.77 | 0.75 | 0.60 | 0.91 | SC7/10 | 1.00* | 1.00* | 0.97 | 1.00* | 0.89 | 0.71 | 0.66 | 0.97 |
| SC8 | 1.00* | 1.00* | 0.91 | 0.95 | 0.96 | 0.79 | 0.59 | 0.88 | SC8 | 0.89 | 0.98 | 0.91 | 0.84 | 0.85 | 0.77 | 0.53 | 0.78 |
| SC9 | 1.00* | 0.83 | 0.84 | 0.89 | 0.87 | 0.83 | 0.63 | 0.72 | SC9 | 1.00* | 0.89 | 0.93 | 0.97 | 0.95 | 0.82 | 0.55 | 0.73 |
| Total | 1.00* | 1.00* | 0.98 | 1.00* | 1.00* | 1.00* | 0.96 | 0.91 | Total | 1.00* | 1.00* | 1.00* | 1.00* | 1.00* | 0.93 | 1.00* | 0.93 |
| SEM | 39.63 | 53.31 | 51.16 | 47.88 | 36.67 | 37.09 | 64.06 | 19.78 | SEM | 29.71 | 40.32 | 68.32 | 45.05 | 22.85 | 49.78 | 84.83 | 17.37 |

| Grade 7 - Reading (N=53,393) | | | | | | | | | | Grade 8 - Reading (N=52,792) | | | | | | | | | |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Variable | S1 | S4 | S5 | S6 | SC7 | SC8 | SC9 | SC10 | Total | Variable | S1 | S4 | S5 | S6 | SC7 | SC8 | SC9 | SC10 | Total |
| S1 | 0.87 | 0.78 | 0.68 | 0.75 | 0.57 | 0.91 | 0.77 | 0.66 | 0.95 | S1 | 0.85 | 0.79 | 0.63 | 0.67 | 0.78 | 0.91 | 0.77 | 0.66 | 0.95 |
| S4 | 0.96 | 0.75 | 0.63 | 0.69 | 0.51 | 0.87 | 0.66 | 0.60 | 0.87 | S4 | 0.98 | 0.77 | 0.59 | 0.63 | 0.74 | 0.88 | 0.59 | 0.65 | 0.89 |
| S5 | 0.85 | 0.84 | 0.75 | 0.62 | 0.43 | 0.80 | 0.55 | 0.54 | 0.78 | S5 | 0.83 | 0.81 | 0.68 | 0.50 | 0.60 | 0.65 | 0.48 | 0.49 | 0.72 |
| S6 | 0.98 | 0.98 | 0.87 | 0.67 | 0.65 | 0.80 | 0.61 | 0.77 | 0.85 | S6 | 0.86 | 0.85 | 0.72 | 0.71 | 0.72 | 0.66 | 0.51 | 0.69 | 0.75 |
| SC7 | 0.82 | 0.79 | 0.68 | 1.00* | 0.54 | 0.56 | 0.44 | 0.41 | 0.61 | SC7 | 0.95 | 0.95 | 0.81 | 0.96 | 0.79 | 0.74 | 0.54 | 0.55 | 0.84 |
| SC8 | 1.00* | 1.00* | 0.97 | 1.00* | 0.80 | 0.90 | 0.68 | 0.65 | 0.98 | SC8 | 1.00* | 1.00* | 0.84 | 0.85 | 0.90 | 0.86 | 0.62 | 0.63 | 0.94 |
| SC9 | 1.00 | 0.91 | 0.76 | 0.89 | 0.71 | 0.87 | 0.69 | 0.53 | 0.76 | SC9 | 1.00* | 0.86 | 0.75 | 0.77 | 0.78 | 0.86 | 0.61 | 0.50 | 0.73 |
| SC10 | 0.87 | 0.84 | 0.75 | 1.00* | 0.67 | 0.83 | 0.78 | 0.67 | 0.73 | SC10 | 0.87 | 0.91 | 0.72 | 1.00 | 0.76 | 0.83 | 0.77 | 0.67 | 0.72 |
| Total | 1.00* | 1.00* | 0.93 | 1.00* | 0.86 | 1.00* | 0.66 | 0.92 | 0.94 | Total | 1.00* | 1.00* | 0.90 | 0.92 | 0.98 | 1.00* | 0.96 | 0.91 | 0.93 |
| SEM | 23.97 | 37.74 | 50.03 | 43.17 | 76.78 | 19.61 | 59.06 | 64.14 | 15.21 | SEM | 25.36 | 36.99 | 64.01 | 55.02 | 37.53 | 25.22 | 71.80 | 66.11 | 15.74 |

| Grade 9 - Reading (N=53,891) | | | | | | | | | | Grade 10 - Reading (N=47,746) | | | | | | | | | |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Variable | S1 | S4 | S5 | S6 | SC7 | SC8 | SC9 | SC10 | Total | Variable | S1 | S4 | S5 | S6 | SC7 | SC8 | SC9 | SC10 | Total |
| S1 | 0.83 | 0.73 | 0.70 | 0.68 | 0.65 | 0.84 | 0.81 | 0.78 | 0.93 | S1 | 0.85 | 0.74 | 0.73 | 0.67 | 0.63 | 0.92 | 0.71 | 0.59 | 0.93 |
| S4 | 0.91 | 0.76 | 0.64 | 0.62 | 0.60 | 0.78 | 0.58 | 0.80 | 0.85 | S4 | 0.93 | 0.74 | 0.65 | 0.62 | 0.57 | 0.83 | 0.54 | 0.67 | 0.85 |
| S5 | 0.88 | 0.84 | 0.76 | 0.60 | 0.63 | 0.72 | 0.58 | 0.68 | 0.81 | S5 | 0.99 | 0.96 | 0.63 | 0.61 | 0.53 | 0.82 | 0.51 | 0.54 | 0.83 |
| S6 | 0.91 | 0.87 | 0.84 | 0.68 | 0.68 | 0.64 | 0.56 | 0.80 | 0.79 | S6 | 0.86 | 0.93 | 0.91 | 0.72 | 0.76 | 0.71 | 0.47 | 0.67 | 0.78 |
| SC7 | 0.83 | 0.79 | 0.84 | 0.95 | 0.74 | 0.60 | 0.53 | 0.59 | 0.73 | SC7 | 0.83 | 0.82 | 0.82 | 1.00* | 0.68 | 0.63 | 0.44 | 0.45 | 0.70 |
| SC8 | 1.00* | 0.99 | 0.92 | 0.86 | 0.77 | 0.82 | 0.61 | 0.72 | 0.89 | SC8 | 1.00* | 1.00* | 1.00* | 0.89 | 0.82 | 0.87 | 0.60 | 0.62 | 0.96 |
| SC9 | 1.00* | 0.81 | 0.83 | 0.84 | 0.76 | 0.83 | 0.66 | 0.60 | 0.76 | SC9 | 0.96 | 0.72 | 0.80 | 0.70 | 0.67 | 0.80 | 0.64 | 0.43 | 0.67 |
| SC10 | 0.97 | 1.00* | 0.88 | 1.00* | 0.78 | 0.91 | 0.84 | 0.78 | 0.88 | SC10 | 0.81 | 1.00* | 0.86 | 1.00 | 0.69 | 0.84 | 0.68 | 0.63 | 0.70 |
| Total | 1.00* | 1.00* | 0.97 | 0.99 | 0.88 | 1.00* | 0.96 | 1.00* | 0.93 | Total | 1.00* | 1.00* | 1.00* | 0.96 | 0.89 | 1.00* | 0.87 | 0.91 | 0.93 |
| SEM | 28.58 | 42.40 | 45.81 | 52.89 | 59.59 | 32.29 | 60.81 | 35.41 | 15.90 | SEM | 24.53 | 37.76 | 48.06 | 50.05 | 67.05 | 21.99 | 78.49 | 72.80 | 15.25 |

*Disattenuated correlation exceeded 1.00 for those content standard and sub-content Area

Note: Pearson correlation coefficients are shown in upper-diagonal; reliability coefficients (Cronbach alpha) on diagonal; disattenuated correlation coefficients in lower diagonal; and classical test theory SEMs at bottom

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Table 8. Correlations by Content Standard and Sub-Content Area (S-Standard, SC-Sub-Content Area) (Continued)

Grade 4 - Writing (N=53,504)

| Variable | S2 | S3 | SC11 | SC12 | SC13 | SC14 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|
| S2 | 0.78 | 0.64 | 0.84 | 0.75 | 0.53 | 0.59 | 0.91 |
| S3 | 0.78 | 0.86 | 0.49 | 0.49 | 0.71 | 0.90 | 0.86 |
| SC11 | 1.00* | 0.59 | 0.80 | 0.45 | 0.39 | 0.46 | 0.73 |
| SC12 | 1.00* | 0.64 | 0.61 | 0.68 | 0.37 | 0.44 | 0.69 |
| SC13 | 0.67 | 0.86 | 0.49 | 0.50 | 0.79 | 0.51 | 0.70 |
| SC14 | 0.76 | 1.00* | 0.59 | 0.61 | 0.66 | 0.75 | 0.79 |
| Total | 1.00* | 0.97 | 0.86 | 0.88 | 0.83 | 0.96 | 0.90 |
| SEM | 19.95 | 20.98 | 23.74 | 38.10 | 46.61 | 33.97 | 12.55 |

Grade 7 - Writing (N=52,459)

| Variable | S2 | S3 | SC11 | SC12 | SC13 | SC14 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|
| S2 | 0.84 | 0.74 | 0.76 | 0.70 | 0.65 | 0.62 | 0.93 |
| S3 | 0.87 | 0.85 | 0.52 | 0.54 | 0.85 | 0.87 | 0.92 |
| SC11 | 0.95 | 0.64 | 0.76 | 0.45 | 0.45 | 0.44 | 0.68 |
| SC12 | 0.93 | 0.71 | 0.63 | 0.67 | 0.44 | 0.45 | 0.66 |
| SC13 | 0.86 | 1.00* | 0.62 | 0.64 | 0.68 | 0.59 | 0.80 |
| SC14 | 0.77 | 1.00* | 0.57 | 0.62 | 0.80 | 0.79 | 0.79 |
| Total | 1.00* | 1.00* | 0.82 | 0.85 | 1.00* | 0.94 | 0.91 |
| SEM | 19.98 | 21.34 | 32.30 | 43.18 | 40.09 | 34.45 | 14.06 |

Grade 10 - Writing (N=46,814)

| Variable | S2 | S3 | SC11 | SC12 | SC13 | SC14 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|
| S2 | 0.78 | 0.72 | 0.81 | 0.71 | 0.52 | 0.72 | 0.96 |
| S3 | 0.90 | 0.81 | 0.59 | 0.50 | 0.70 | 0.88 | 0.88 |
| SC11 | 1.00* | 0.81 | 0.66 | 0.46 | 0.41 | 0.54 | 0.78 |
| SC12 | 1.00* | 0.82 | 0.85 | 0.45 | 0.34 | 0.45 | 0.68 |
| SC13 | 0.66 | 0.88 | 0.56 | 0.57 | 0.79 | 0.49 | 0.63 |
| SC14 | 1.00* | 1.00* | 0.90 | 0.92 | 0.75 | 0.54 | 0.83 |
| Total | 1.00* | 1.00* | 1.00* | 1.00* | 0.77 | 1.00* | 0.86 |
| SEM | 26.17 | 27.95 | 43.05 | 58.85 | 64.45 | 47.43 | 19.87 |

Grade 5 - Mathematics (N=55,914)

| Variable | S1/6 | S2 | S3 | S4/5 | SC7 | SC8 | SC9 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| S1/6 | 0.86 | 0.73 | 0.66 | 0.70 | 0.65 | 0.68 | 0.89 | 0.93 |
| S2 | 0.91 | 0.75 | 0.61 | 0.63 | 0.64 | 0.87 | 0.66 | 0.84 |
| S3 | 0.84 | 0.82 | 0.72 | 0.61 | 0.84 | 0.56 | 0.61 | 0.78 |
| S4/5 | 0.89 | 0.86 | 0.85 | 0.72 | 0.59 | 0.58 | 0.65 | 0.83 |
| SC7 | 0.93 | 0.98 | 1.00* | 0.93 | 0.57 | 0.55 | 0.59 | 0.76 |
| SC8 | 0.86 | 1.00* | 0.79 | 0.81 | 0.86 | 0.71 | 0.61 | 0.77 |
| SC9 | 1.00* | 0.91 | 0.85 | 0.91 | 0.93 | 0.86 | 0.71 | 0.85 |
| Total | 1.00* | 1.00 | 0.95 | 1.00* | 1.00* | 0.94 | 1.00* | 0.93 |
| SEM | 26.03 | 39.85 | 49.18 | 41.85 | 55.85 | 55.80 | 46.27 | 15.19 |

Grade 8 - Mathematics (N=52,814)

| Variable | S1/6 | S2 | S3 | S4/5 | SC8 | SC11 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|
| S1/6 | 0.79 | 0.76 | 0.74 | 0.74 | 0.73 | 0.72 | 0.89 |
| S2 | 1.00 | 0.72 | 0.76 | 0.76 | 0.88 | 0.81 | 0.91 |
| S3 | 1.00* | 1.00* | 0.64 | 0.74 | 0.71 | 0.72 | 0.89 |
| S4/5 | 1.00 | 1.00* | 1.00* | 0.69 | 0.71 | 0.77 | 0.89 |
| SC8 | 1.00 | 1.00* | 1.00* | 1.00* | 0.68 | 0.67 | 0.84 |
| SC11 | 1.00* | 1.00* | 1.00* | 1.00* | 1.00* | 0.53 | 0.84 |
| Total | 1.00* | 1.00* | 1.00* | 1.00* | 1.00* | 1.00* | 0.91 |
| SEM | 33.00 | 36.20 | 40.49 | 39.24 | 46.64 | 53.24 | 16.83 |

Grade 10 - Mathematics (N=47,754)

| Variable | S1/6 | S2 | S3 | S4/5 | SC10 | SC12 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|
| S1/6 | 0.78 | 0.71 | 0.70 | 0.69 | 0.63 | 0.66 | 0.83 |
| S2 | 0.91 | 0.78 | 0.76 | 0.74 | 0.68 | 0.87 | 0.90 |
| S3 | 0.90 | 0.99 | 0.76 | 0.74 | 0.88 | 0.74 | 0.90 |
| S4/5 | 0.89 | 0.96 | 0.97 | 0.77 | 0.66 | 0.68 | 0.87 |
| SC10 | 0.92 | 1.00 | 1.00* | 0.98 | 0.59 | 0.63 | 0.80 |
| SC12 | 0.88 | 1.00* | 0.99 | 0.92 | 0.95 | 0.72 | 0.84 |
| Total | 0.97 | 1.00* | 1.00* | 1.00* | 1.00* | 1.00* | 0.93 |
| SEM | 38.99 | 39.22 | 34.45 | 36.85 | 59.11 | 46.82 | 16.51 |

Grade 8 Science (N=52,684)

| Variable | S1 | S2 | S3 | S4 | S5/6 | SC7 | SC8 | SC9 | SC10 | SC11 | Total |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| S1 | 0.76 | 0.71 | 0.69 | 0.68 | 0.58 | 0.81 | 0.90 | 0.63 | 0.59 | 0.64 | 0.87 |
| S2 | 0.93 | 0.76 | 0.73 | 0.72 | 0.60 | 0.57 | 0.64 | 0.89 | 0.84 | 0.68 | 0.88 |
| S3 | 0.91 | 0.96 | 0.76 | 0.72 | 0.60 | 0.57 | 0.63 | 0.66 | 0.60 | 0.68 | 0.88 |
| S4 | 0.90 | 0.95 | 0.95 | 0.76 | 0.60 | 0.55 | 0.63 | 0.65 | 0.60 | 0.93 | 0.86 |
| S5/6 | 0.84 | 0.88 | 0.87 | 0.88 | 0.62 | 0.48 | 0.52 | 0.55 | 0.50 | 0.57 | 0.72 |
| SC7 | 1.00* | 0.83 | 0.82 | 0.79 | 0.76 | 0.63 | 0.56 | 0.52 | 0.48 | 0.52 | 0.71 |
| SC8 | 1.00* | 0.91 | 0.89 | 0.89 | 0.82 | 0.88 | 0.66 | 0.58 | 0.54 | 0.59 | 0.79 |
| SC9 | 0.92 | 1.00* | 0.96 | 0.95 | 0.89 | 0.82 | 0.90 | 0.62 | 0.57 | 0.61 | 0.79 |
| SC10 | 0.89 | 1.00* | 0.90 | 0.90 | 0.83 | 0.79 | 0.87 | 0.94 | 0.59 | 0.57 | 0.74 |
| SC11 | 0.88 | 0.94 | 0.94 | 1.00* | 0.87 | 0.79 | 0.87 | 0.90 | 0.90 | 0.69 | 0.81 |
| Total | 1.00* | 1.00* | 1.00* | 1.00* | 0.95 | 0.92 | 1.00* | 1.00* | 1.00 | 1.00* | 0.93 |
| SEM | 34.23 | 33.89 | 33.77 | 35.33 | 68.33 | 65.83 | 48.25 | 50.62 | 58.49 | 46.36 | 14.99 |

*Disattenuated correlation exceeded 1.00 for those content standard and sub-content Area

Note: Pearson correlation coefficients are shown in upper-diagonal; reliability coefficients (Cronbach alpha) on diagonal; disattenuated correlation coefficients in lower diagonal; and classical test theory SEMs at bottom.

Test Reliability

Reliability is an index of the consistency of test results. A reliable test is one that produces scores that are expected to be relatively stable if the test is administered repeatedly under similar conditions. Cronbach's alpha is a frequently used measure of internal consistency. Based on a single administration of a test, Cronbach's alpha provides a reliability estimate that equals the average of all split-half coefficients that would be obtained on all possible divisions of the test into halves. Such a split-half coefficient would be obtained by correlating one half of the test with the other half and then adjusting the correlation with the Spearman-Brown formula so that it applies to the whole test (see Allen & Yen, 1979, pp. 83-88).

Tables 4 and 8 above show the estimated reliability index (Cronbach's alpha) for each grade/content area for the 2001 assessments. The alphas for grades 3 through 10 Reading are 0.90, 0.93, 0.91, 0.93, 0.94, 0.93, 0.93, and 0.93, respectively. The alphas for grades 4, 7, and 10 Writing are 0.90, 0.91, and 0.86 respectively. The alphas for grades 5, 8, and 10 Mathematics are each 0.93 and the alpha for grade 8 Science is 0.93. These are all high to very high reliabilities and indicate that the Colorado 2001 assessments had strong internal consistency and that the test produces relatively stable scores.

Part 2: Scaling and Scoring Procedures

Scale Scores for the Total Test and by Standard

Students total scale scores are based on performance on all the items on the test. Students also receive a score for each content standard (and for some sub-content area) that is based only on the items that contribute to the given standard (or sub-content area). Note that every item on the test corresponds to some content standard but not all items contribute to a sub-content area. The scale scores for the content standards and the sub-content areas are calculated using the item parameters that are obtained when the *total* test is calibrated (see Part 5, Scaling and Calibration).

Students were scored at the total test, standard, and sub-standard level using item response theory pattern scoring procedures. This procedure produces maximum-likelihood trait estimates (scale scores) based on students' item response patterns, as described by Lord (1974; 1980, pp. 179-181). Item-pattern scoring takes more information into account and is more accurate than number-correct scoring in which all students with the same number correct receive the same score, regardless of how that score is obtained. The increase in accuracy is equivalent, on an average, to approximately a 15 to 20% increase in test length (Yen, 1984; Yen & Candell, 1991). Note that score reliability tends to increase with the number of items and thus, the total score is more reliable than the standard or sub-standard scores.

Reading Vertical Scale Design

To meet legislative requirements, the 2001 CSAP Reading scale was placed on a continuous vertical scale that spans grades 3 through 10. Several vertical scale designs were considered and CDE, CTB/McGraw-Hill, and the Colorado CSAP Technical Advisory Committee jointly selected a design that utilized a preexisting vertical scale to provide the desired link across grades within CSAP Reading.

This was accomplished by embedding a set of 20 or more *TerraNova*® items in each grade of CSAP Reading. The *TerraNova*® scale is already established as a cross-grade vertical scale. These items are referred to as anchor items because they anchor the CSAP instruments to the *TerraNova*® scale. The CSAP reading tests were calibrated independently at each grade and a variation of the Stocking and Lord (1983) procedure was used to place each grade of CSAP on the *TerraNova*® scale. By following this with a common linear transformation applied to the scale obtained in each grade, a unique metric for the CSAP reading vertical scale was obtained with a lowest

obtainable scale score (LOSS) of 150 in grade 3 and a highest obtainable scale score (HOSS) of 999 in grade 10.

Unexpected results were obtained following the implementation of this design that are undesirable from the perspective of a vertical scale--the mean scale score for grades 5 and 6 were approximately the same and the mean scale score for grade 8 was slightly lower than for grade 7. After considering these results, CDE, CTB, and the CSAP technical advisory committee decided that a modification to the design should be implemented. This design provided the desired results by setting the vertical scale mean and standard deviations at each grade based on the growth indicated by both the preliminary CSAP results obtained from initial vertical scale design and that indicated by national trends obtained from the *TerraNova*® national norms. This was implemented by obtaining the means and standard deviations at each grade and content area from (a) the preliminary CSAP results from the initial vertical scale design, (b) a quadratic curve fitted to the preliminary CSAP means across grades 3 through 10, and (c) from the *TerraNova* national norms in Reading. The means and standard deviations from the three sources were averaged and a common linear transformation was applied to each grade to obtain a unique metric for the CSAP reading vertical scale with a lowest obtainable scale score (LOSS) of 150 in grade 3 and a highest obtainable scale score (HOSS) of 999 in grade 10. The resulting means and standard deviations are detailed in Part 3 of this report.

The scaling and equating design for the writing, mathematics, and science remained unchanged from the previous year. The 2001 CSAP tests for writing, mathematics and science that had been administered in 2000 contained anchor items from the previous administration that allowed the 2001 tests to be anchored to the previously established scale using the Stocking and Lord (1983) procedure. New scales were established for tests first administered in 2001. These new tests have means of approximately 500 and standard deviations of approximately 50.

The scaling and calibration methods are presented in Part 5.

The 2001 Colorado Student Assessment Program Technical Report

This report presents the results of the statewide Spring 2001 administration of the Colorado Student Assessment Program (*CSAP*). In Spring 2001, students were assessed in Reading in grades 3 through 10; Writing in grades 4, 7, and 10; Mathematics in grades 5, 8, and 10; and Science in grade 8. The assessments were developed by CTB/McGraw-Hill in concert with the Colorado Department of Education and were scored and scaled by CTB/McGraw-Hill.

Part 1: Overview of the CSAP Assessments

The *CSAP* assessments are developed to measure the Colorado Content Standards, as follows; Note that the terms “content standards” and “standards” are used synonymously throughout the text.

The Colorado Model Content Standards: Reading and Writing

1. Reading Comprehension--Students read and understand a variety of materials (Reading).
2. Write for a Variety of Purposes-- Students write and speak for a variety of purposes and audiences (Writing).
3. Write Using Conventions--Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling (Writing).
4. Thinking Skill--Students apply thinking skills to their reading, writing, speaking, listening, and viewing (Reading).
5. Use of Literary Information--Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources (Reading).
6. Literature--Students read and recognize literature as a record of human experience (Reading).

The Colorado Model Sub-Content Areas: Reading and Writing

7. **Fiction**-- Student reads, predicts, summarizes, comprehends, and analyzes fictional texts. Student determines the main idea and locates relevant information. Student responds to literature that represents different points of view (Reading).
8. **Non-Fiction**-- Student reads, predicts, summarizes, comprehends, and analyzes a variety of non-fictional texts including newspaper articles, biographies and technical writings. Student locates the main idea and selects relevant information; student determines the sequence of steps in technical writings (Reading).
9. **Vocabulary**-- Student uses word recognition skills and resources such as phonics, context clues, word origins, and word order clues; root prefixes and suffixes of words (Reading).
10. **Poetry**-- Student reads, predicts, summarizes and comprehends poetry. Student determines the main idea, makes inferences, and draws conclusions; responds to poetry that represents different points of view (Reading).
11. **Paragraph Writing**-- Student writes and edits in a single session (Writing).
12. **Extended Writing**-- Student plans, organizes and revises writing for an extended essay (Writing).
13. **Grammar and Usage**-- Student knows and uses correct grammar in writing including parts of speech, pronouns, conventions, modifiers, sentence structure and agreement (Writing).
14. **Mechanics**-- Student knows and uses conventions correctly including spelling, capitalization, and punctuation (Writing).

The Colorado Model Content Standards: Mathematics

1. Number Sense--Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.
2. Patterns, Functions, and Algebra--Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.
3. Data Analysis, Probability, and Statistics--Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.
4. Geometric Concepts--Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.
5. Measurement--Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.
6. Operation and Calculation--Students link concepts and procedures as they develop and use computational techniques including estimation, mental arithmetic, paper-and-pencil, calculators, and computers in problem-solving situations, and communicate the reasoning used in solving these problems.

The Colorado Model Sub-Content Areas: Mathematics

7. Data Display-- Student organizes, constructs, and interprets displays of data including tables, charts, pictographs, line plots, bar graphs, and line graphs and chooses the correct graph from possible graph representations of a given scenario.
8. Patterns-- Student represents, describes, and analyzes geometric and numeric patterns using tables, graphs and verbal rules as problem solving tools.
9. Number and Operation Sense-- Student demonstrates meanings for whole numbers, commonly-used fractions, decimals and the four basic arithmetic operations through the use of drawings, decomposing and composing numbers, and identify factors, multiples, and prime/composite numbers.
10. Probability and Counting-- Student applies organized counting techniques to determine a sample space and the theoretical probability of an identified event which includes differentiating between independent and dependent events and using area models to determine probability.
11. Proportional Thinking-- Student applies the concepts of ratio and proportion in problem-solving situations.
12. Multiple Representation of Functions-- Student represents functional relationships which model real world phenomena using written explanations, tables, equations, and graphs, describes the connections among these representations and converts from one representation to another.

The Colorado Model Content Standards: Science

1. Scientific Investigation--Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.
2. Physical Science--Students know and understand common properties, forms, and changes in matter and energy.
3. Life Science--Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
4. Earth and Space Science--Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
- 5/6. Science and Technology-- Student knows and understands interrelationships among science, technology, and human activity and how they can affect the world.

The Colorado Model Sub-Content Areas: Science

7. Experimental Design and Investigations--Student understands and applies scientific questions, hypotheses, variables, and experimental design.
8. Results and Data Analysis-- Student organizes, analyzes, interprets, and predicts from scientific data to communicate the results of investigations.
9. Physics-- Student understands physical forces, the motion of objects and energy transfer or energy transformation.
10. Chemistry-- Student understands the properties, composition, structure, and changes of matter.
11. Earth Science-- Student knows and understands the composition of the earth, its history and the processes that shape it.

Test Development and Content Validity

Beginning in 1995, the Colorado State Board of Education adopted Model Content Standards which express what each student should know and be able to do in Reading, Writing, Mathematics, and Science in grade-level clusters. Based on these content standards, the Colorado Department of Education then created Assessment Frameworks that define, for each grade, the specific benchmarks and objectives within each content standard that are eligible for assessing in CSAP. Therefore, every item in CSAP assesses one of the content standards and benchmarks/objectives in the Assessment Framework at the appropriate grade. Students' scores are reported at the content standard, but not benchmark/objective, level.

Beginning in 2001, an additional reporting category was added at the request of the Colorado Department of Education to provide additional diagnostic information; these reporting categories are called Sub-content Areas. Each Sub-content Area may cover several content standards. Most, but not all, of the items in CSAP are assigned to a Sub-content Area.

In order to foster the content validity of the CSAP assessments, the Colorado Model Content Standards were studied by CTB's Content Developers. To develop the 2001 Colorado Student Assessment Program, Colorado content area specialists, teachers, and assessment experts worked with CTB/McGraw-Hill to develop a pool of items that measured Colorado's Model Content Standards in each grade and content area. Several sources contributed to the 2001 CSAP items. CTB/McGraw-Hill's extensive pool of previously field-tested reading passages, writing prompts, and mathematics and science items provided the initial source. Many of these existing items were revised to support better measurement of the relevant Colorado standard and benchmark. Additional items were newly developed by CTB and staff at the Colorado Department of Education as needed to complete the alignment of CSAP to the Model Content Standards. These items were carefully reviewed and discussed by Content Review, Bias Review, Community Sensitivity Review, and

Instructional Impact committees to consider not only the content validity, but also the quality and appropriateness of the items. These committees represented Colorado's diverse population and were composed of Colorado teachers, community members and State Department of Education staff. The committees' recommendations were used to select and/or modify items from the item pool to construct the final reading, writing, math, and science assessments.

A subset of items used in the 2000 forms of the third, fourth, and seventh grade CSAP Reading and Writing and the eighth grade math and science assessments were also included in the 2001 forms in order to equate the forms across years. Equating is necessary to account for year-to-year differences in test difficulty and maintain comparability across years. The remaining grades and content areas were assessed for the first time in 2001—details of the equating are provided later in this document.

Test Configuration

Tables 1 and 2 provide information regarding the configuration of the 2001 CSAP assessments. Table 1 provides the number of multiple-choice (MC) items and constructed-response (CR) items on each test, as well as the number of obtainable points for each CR item. Table 2 provides the number of MC and CR items by content standard and sub-content area. The following conventions are used to identify the content standards and sub-content areas:

Reading/Writing Content Standards

- 1-Reading Comprehension
- 2-Writing for a Variety of Purposes
- 3-Writing Using Conventions
- 4-Thinking Skills
- 5-Use of Literary Information
- 6-Literature.

Reading/Writing Sub-Content Areas

- 7-Fiction
- 8-Non-Fiction
- 9-Vocabulary
- 10-Poetry
- 11-Paragraph Writing
- 12-Extended Writing
- 13-Grammar and Usage
- 14-Mechanics

Note that sub-content area “Fiction” and “Poetry” are combined for grades 3 through 6 Reading and denoted by sub-content area 7.

Mathematics Content Standards

- 1-Number Sense
- 2-Algebra, Pattern, & Functions
- 3-Statistics & Probability
- 4-Geometry
- 5-Measurement
- 6-Computational Techniques

Note that the content standards “Number Sense” and “Computational Techniques”; and “Geometry” and “Measurement” in Grades 5, 8, and 10 Mathematics are combined and denoted by 1/6 and 4/5, respectively.

Mathematics Sub-Content Areas

- 7-Data Display
- 8-Pattern
- 9-Number and Operational Sense
- 10-Probability and Counting
- 11-Proportional Thinking
- 12-Multiple Representation of Functions

Science Content Standards

- 1-Scientific investigations
- 2-Physical Science
- 3-Life Science
- 4-Earth and Space Science
- 5-Science
- 6-Technology

Note that content standard “Science” and “Technology” in Grade 8 Science are combined and denoted by 5/6.

Science Sub-Content Areas

- 7-Experimental Design & Investigations
- 8-Results Data Analysis
- 9-Physics
- 10-Chemistry
- 11-Earth Science.

Table 1. Configuration of 2001 CSAP Assessments

| Grade | Content Area | Maximum Possible Points | Total no. of Items | | Frequency of CR Items with the Given Number of Maximum Points | | | | |
|-------|--------------|-------------------------|--------------------|----|---|----|---|---|---|
| | | | MC | CR | 1 | 2 | 3 | 4 | 6 |
| 3 | Reading | 56 | 33 | 9 | 0 | 6 | 1 | 2 | 0 |
| 4 | Reading | 90 | 50 | 19 | 3 | 12 | 3 | 1 | 0 |
| 4 | Writing | 58 | 29 | 13 | 7 | 1 | 0 | 5 | 0 |
| 5 | Reading | 77 | 53 | 10 | 0 | 6 | 4 | 0 | 0 |
| 5 | Math | 96 | 54 | 15 | 0 | 6 | 6 | 3 | 0 |
| 6 | Reading | 92 | 63 | 12 | 0 | 8 | 3 | 1 | 0 |
| 7 | Reading | 109 | 59 | 18 | 1 | 9 | 3 | 4 | 1 |
| 7 | Writing | 73 | 40 | 17 | 11 | 1 | 0 | 5 | 0 |
| 8 | Reading | 96 | 63 | 14 | 0 | 9 | 5 | 0 | 0 |
| 8 | Math | 81 | 45 | 15 | 0 | 12 | 0 | 3 | 0 |
| 8 | Science | 99 | 63 | 20 | 9 | 7 | 3 | 1 | 0 |
| 9 | Reading | 88 | 62 | 10 | 0 | 4 | 6 | 0 | 0 |
| 10 | Reading | 90 | 57 | 13 | 0 | 8 | 3 | 2 | 0 |
| 10 | Writing | 66 | 31 | 19 | 13 | 1 | 0 | 5 | 0 |
| 10 | Math | 87 | 45 | 15 | 0 | 6 | 6 | 3 | 0 |

Table 2. Configuration of 2001 CSAP Assessments by Grade, Content Standard, Sub-Content Area, and Item Type

| Grade | Content Area | Item Type | Standard | | Sub-Content Area | | | |
|-------|--------------|-----------|--------------|------------|------------------|------------|--------------|------------|
| | | | 1 | | 7* | | 8 | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. |
| 3 | Reading | MC | 33 | 33 | 16 | 16 | 12 | 12 |
| | | CR | 9 | 23 | 7 | 17 | 1 | 2 |

| Grade | Content Area | Item Type | Content Standard | | | | | | | | Sub-Content Area | | | | | | | |
|-------|--------------|-----------|------------------|------------|--------------|------------|--------------|------------|--------------|------------|------------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | | | 1 | | 4 | | 5 | | 6 | | 7* | | 8 | | 9 | | 10 | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. |
| 4 | Reading | MC | 23 | 23 | 14 | 14 | 10 | 10 | 3 | 3 | 17 | 17 | 14 | 14 | 10 | 10 | | |
| | | CR | 5 | 7 | 3 | 6 | 3 | 7 | 8 | 20 | 11 | 24 | 2 | 4 | 2 | 4 | | |
| 5 | Reading | MC | 21 | 21 | 8 | 8 | 15 | 15 | 9 | 9 | 15 | 15 | 18 | 18 | 12 | 12 | | |
| | | CR | 2 | 6 | 4 | 9 | 0 | 0 | 4 | 9 | 7 | 17 | 3 | 7 | 0 | 0 | | |
| 6 | Reading | MC | 29 | 29 | 12 | 12 | 11 | 11 | 11 | 11 | 34 | 34 | 11 | 11 | 10 | 10 | | |
| | | CR | 3 | 7 | 5 | 11 | 1 | 3 | 3 | 8 | 8 | 20 | 4 | 9 | 0 | 0 | | |
| 7 | Reading | MC | 29 | 29 | 13 | 13 | 7 | 7 | 10 | 10 | 5 | 5 | 28 | 28 | 9 | 9 | 13 | 13 |
| | | CR | 5 | 14 | 3 | 8 | 6 | 16 | 4 | 12 | 2 | 8 | 15 | 40 | 1 | 2 | 0 | 0 |
| 8 | Reading | MC | 24 | 24 | 16 | 16 | 12 | 12 | 11 | 11 | 9 | 9 | 26 | 26 | 9 | 9 | 9 | 9 |
| | | CR | 6 | 13 | 4 | 10 | 2 | 5 | 2 | 5 | 6 | 15 | 6 | 14 | 0 | 0 | 2 | 4 |
| 9 | Reading | MC | 24 | 24 | 12 | 12 | 16 | 16 | 10 | 10 | 15 | 15 | 17 | 17 | 12 | 12 | 10 | 10 |
| | | CR | 4 | 10 | 3 | 8 | 1 | 2 | 2 | 6 | 0 | 0 | 4 | 10 | 0 | 0 | 6 | 16 |
| 10 | Reading | MC | 29 | 29 | 10 | 10 | 9 | 9 | 9 | 9 | 8 | 8 | 26 | 26 | 9 | 9 | 6 | 6 |
| | | CR | 3 | 9 | 3 | 7 | 3 | 9 | 4 | 8 | 3 | 6 | 8 | 23 | 0 | 0 | 2 | 4 |

*Sub-Content Area 7 (Fiction and Poetry) represents for Sub-Content Area 7 (Fiction) & Sub-Content Area 10 (Poetry) for grades 3-6 Reading.

**Table 2. Configuration of 2001 CSAP Assessments by Grade, Content Standard, Sub-Content Area, and Item Type
(continued)**

| Grade | Content Area | Item Type | Content Standard | | | | | | Sub-Content Area | | | | | | | |
|-------|--------------|-----------|------------------|------------|--------------|------------|--------------|------------|------------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | | | 2 | | 3 | | 11 | | 12 | | 13 | | 14 | | | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | | |
| 4 | Writing | MC | 6 | 6 | 23 | 23 | 0 | 0 | 0 | 0 | 14 | 14 | 9 | 9 | | |
| | | CR | 6 | 21 | 7 | 8 | 3 | 12 | 4 | 11 | 0 | 0 | 6 | 6 | | |
| 7 | Writing | MC | 13 | 13 | 27 | 27 | 0 | 0 | 0 | 0 | 8 | 8 | 19 | 19 | | |
| | | CR | 6 | 21 | 11 | 12 | 3 | 12 | 4 | 11 | 8 | 8 | 2 | 2 | | |
| 10 | Writing | MC | 14 | 14 | 23 | 23 | 2 | 2 | 0 | 0 | 3 | 3 | 17 | 17 | | |
| | | CR | 12 | 45 | 16 | 20 | 3 | 12 | 4 | 11 | 7 | 7 | 3 | 3 | | |
| Grade | Content Area | Item Type | Content Standard | | | | | | Sub-Content Area | | | | | | | |
| | | | 1/6 | | 2 | | 3 | | 4/5 | | 7 | | 8 | | 9 | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. |
| 5 | Math | MC | 28 | 28 | 8 | 8 | 7 | 7 | 11 | 11 | 4 | 4 | 4 | 4 | 9 | 9 |
| | | CR | 4 | 10 | 4 | 11 | 4 | 12 | 3 | 9 | 3 | 9 | 4 | 11 | 3 | 8 |
| Grade | Content Area | Item Type | Content Standard | | | | | | Sub-Content Area | | | | | | | |
| | | | 1/6 | | 2 | | 3 | | 4/5 | | 8 | | 11 | | | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | | |
| 8 | Math | MC | 12 | 12 | 12 | 12 | 10 | 10 | 11 | 11 | 4 | 4 | 8 | 8 | | |
| | | CR | 4 | 8 | 3 | 8 | 4 | 10 | 4 | 10 | 3 | 8 | 2 | 4 | | |
| Grade | Content Area | Item Type | Content Standard | | | | | | Sub-Content Area | | | | | | | |
| | | | 1/6 | | 2 | | 3 | | 4/5 | | 10 | | 12 | | | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | | |
| 10 | Math | MC | 12 | 12 | 12 | 12 | 11 | 11 | 10 | 10 | 5 | 5 | 8 | 8 | | |
| | | CR | 2 | 5 | 5 | 14 | 4 | 11 | 4 | 12 | 2 | 5 | 4 | 11 | | |

**Table 2. Configuration of 2001 CSAP Assessments by Grade, Content Standard, Sub-Content Area, and Item Type
(continued)**

| Grade | Content Area | Item Type | Content Standard | | | | | | | | | | Sub-Content Area | | | | | |
|-------|--------------|-----------|------------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|------------------|------------|--------------|------------|--------------|------------|
| | | | 1 | | 2 | | 3 | | 4 | | 5/6 | | 7 | | 8 | | 9 | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. | No. of Items | Total Pts. |
| 8 | Science | MC | 11 | 11 | 19 | 19 | 14 | 14 | 13 | 13 | 6 | 6 | 3 | 3 | 8 | 8 | 9 | 9 |
| | | CR | 10 | 16 | 1 | 3 | 4 | 7 | 3 | 7 | 2 | 3 | 7 | 9 | 3 | 7 | 1 | 3 |
| Grade | Content Area | Item Type | Sub-Content Area | | | | | | | | | | | | | | | |
| | | | 10 | | 11 | | | | | | | | | | | | | |
| | | | No. of Items | Total Pts. | No. of Items | Total Pts. | | | | | | | | | | | | |
| 8 | Science | MC | 10 | 10 | 9 | 9 | | | | | | | | | | | | |
| | | CR | 0 | 0 | 2 | 5 | | | | | | | | | | | | |

Note: See Test Configuration for the content standard and sub-content area numbering system.

Third Grade Reading

The 2001 CSAP third grade Reading assessment consisted of a single form with forty-two items—thirty-three multiple-choice (MC) and nine constructed-response (CR) items with a total of 56 points. The nine CR items included six 2-point, one 3-point, and two 4-point items with a total of 23 points. The assessment measured the “reading comprehension” content standard and two sub-content areas, “fiction and poetry” and “non-fiction”. Sixteen MC and seven CR items with a total of 33 points measured sub-content area “fiction and poetry”. Similarly, twelve MC and one CR item with a total of 14 points measured sub-content area “non-fiction”.

Fourth Grade Reading and Writing

Reading and Writing were measured with a single test book over 6 class sessions. Sessions 1, 2, and 5 of the test book assessed Writing; and 3, 4, and 6 assessed Reading.

Reading

The 2001 CSAP fourth grade Reading test consisted of sixty-nine items, fifty MC and nineteen CR with a total of 90 points. The nineteen CR items included three 1-point, twelve 2-point, three 3-point, and one 4-point item with a total of 40 points.

The fourth grade Reading test measured four content standards and three sub-content areas. The “reading comprehension” standard was measured by twenty-three MC and five CR items with a total of 30 points. Fourteen MC and three CR items, with a total of 20 points measured standard “thinking skills”; ten MC and three CR items with a total of 17 points measured the “use of literary information” standard; and three MC and eight CR items with a total of 23 points measured the “literature” standard. Seventeen MC and eleven CR items with a total of 41 points measured the sub-content area “fiction and poetry”; fourteen MC and two CR items with a total of 18 points measured sub-content area “non-fiction”; and ten MC and two CR items with a total of 14 points measured the “vocabulary” sub-content area.

Writing

The 2001 CSAP fourth grade Writing assessment consisted of forty-two items, twenty-nine MC and thirteen CR items, with a total of 58 points. The thirteen CR items included seven 1-point, one 2-point, and five 4-point items with a total of 29 points.

The fourth grade Writing test measured two standards and four sub-content areas. Six MC and six CR items, with a total of 27 points, measured standard “writing for a variety of purposes”. Twenty-three MC and seven CR items, with a total of 31 points, measured the “write using conventions” standard. Similarly, three CR items with a total of 12 points measured the “paragraph writing” sub-content area; four CR items with a total of 11 points measured “extended writing” sub-content area; fourteen MC items measured the “grammar and usage” sub-content area; and nine MC and six CR items with a total of 15 points measured the “mechanics” sub-content area.

Fifth Grade Reading and Mathematics

Reading and Mathematics were assessed with two separate testbooks.

Reading

The 2001 CSAP fifth grade Reading assessment consisted of a single form of sixty-three items, fifty-three MC and ten CR, with a total of 77 points. The ten CR items included six 2-point and four 3-point with a total of 24 points. The fifth grade Reading test measured four content standards and three sub-content areas. The content standard “reading comprehension” was measured by twenty-one MC and two CR items with a total of 27 points. Eight MC and four CR items, with a total of 17 points, measured the “thinking skills” content standard; fifteen MC items, with a total of 15 points, measured the “use of literary information” standard; and nine MC and four CR items, with a total of 18 points, measured the “literature” standard. Similarly, fifteen MC and seven CR items with a total of 32

points measured the “fiction and poetry” sub-content area; eighteen MC and three CR items with a total of 25 points measured “non-fiction”; and twelve MC items with a total of 12 points measured “vocabulary”.

Mathematics

The 2001 CSAP fifth grade mathematics assessment consisted of a single form of sixty-nine items, fifty-four MC and fifteen CR, with a total of 96 points. The fifteen CR items included six 2-point, six 3-point, and three 4-point with a total of 42 points.

The fifth grade mathematics test measured six content standards and three sub-content areas. Some content standards, however, have very few items that possibly could result in an unstable estimate of student ability. These content standards, thus, were combined to form a single standard that closely matches the objectives. Thus, content standards “number sense” and “computational techniques” were combined to form a single standard. Similarly, standards “geometry” and “measurement” were combined to form a single standard.

The content standard “number sense” and “computational techniques” was measured by twenty-eight MC and four CR items with a total of 38 points. Eight MC and four CR items, with a total of 19 points, measured the “algebra, pattern, and functions” content standard; seven MC and four CR items, with a total of 19 points, measured “statistics and probability”; and eleven MC and three CR items, with a total of 20 points, measured “geometry and measurement”. Similarly, four MC and three CR items with a total of 13 points measured the “data display” sub-content area; four MC and four CR items with a total of 15 points measured “pattern”; and nine MC and three CR items with a total of 17 points measured “number and operational sense.”

Sixth Grade Reading

The 2001 CSAP sixth grade Reading assessment consisted of a single form of seventy-five items, sixty-three MC and twelve CR, with a total of 92 points. The twelve CR items included eight 2-point, three 3-point, one 4-point with a total of 29 points.

The sixth grade Reading test measured four content standards and three sub-content areas. The content standard “reading comprehension” was measured by twenty-nine MC and three CR items with a total of 37 points. Twelve MC and five CR items, with a total of 23 points, measured content standard “thinking skills”; eleven MC and one CR items, with a total of 14 points, measured “use of literary information”; and eleven MC and three CR items, with a total of 19 points, measured “literature”. Similarly, thirty-four MC and eight CR items with a total of 54 points measured the “fiction and poetry” sub-content area; eleven MC and four CR items with a total of 20 points measured “non-fiction”; and ten MC items with a total of 10 points measured “vocabulary”.

Seventh Grade Reading and Writing

Reading and Writing were assessed with a single testbook over 6 class sessions. Sessions 1, 2, and 5 of the Form assessed Writing and 3, 4, and 6 assessed Reading ability of students.

Reading

The 2001 CSAP seventh grade Reading test consisted of seventy-seven items, fifty-nine MC and eighteen CR items, with a total of 109 points. The eighteen CR items included one 1-point, nine 2-point, three 3-point, four 4-point and one 6-point with a total of 50 points.

The seventh grade Reading test measured four content standards and four sub-content areas. The content standard “reading comprehension” was measured by twenty-nine MC and five CR items with a total of 43 points. Thirteen MC and three CR items, with a total of 21 points, measured the “thinking skills” content standard; seven MC and six CR items, with a total of 23 points, measured “use of

literary information”; and ten MC and four CR items, with a total of 22 points, measured “literature”.

Similarly, five MC and two CR items with a total of 13 points measured the “fiction” sub-content area; twenty-eight MC and fifteen CR items with a total of 68 points measured “non-fiction”; nine MC and one CR items, with a total of 11 points, measured “vocabulary”; and thirteen MC items, with a total of 13 points, measured “poetry”.

Writing

The 2001 CSAP seventh grade Writing assessment consisted of fifty-seven items, forty MC and seventeen CR items, with a total of 73 points. The seventeen CR items consisted of eleven 1-point, one 2-point, and five 4-point items with a total of 33 points.

The seventh grade Writing test measured two content standards and four sub-content areas. Thirteen MC and six CR items, with a total of 34 points, measured the “writing for a variety of purposes” content standard and twenty-seven MC and eleven CR items, with a total of 39 points, measured “write using conventions.” Similarly, three CR items with a total of 12 points measured the “paragraph writing” sub-content area; four CR items with a total of 11 points measured “extended writing”; eight MC and eight CR items, with a total of 16 points measured “grammar and usage”; and nineteen MC and two CR items with a total of 21 points measured “mechanics.”

Eighth Grade Reading, Mathematics, and Science

The eighth graders in 2001 were assessed for three content areas; Reading, Mathematics, and Science.

Reading

The 2001 CSAP eighth grade Reading test consisted of seventy-seven items, sixty-three MC and fourteen CR items, with a total of 96 points. The fourteen CR items consisted of nine 2-point and five 3-point, with a total of 33 points.

The eighth grade Reading test measured four content standards and four sub-content areas. The content standard “reading comprehension” was measured by twenty-four MC and six CR items with a total of 37 points; sixteen MC and four CR items, with a total of 26 points, measured “thinking skills”; twelve MC and two CR items, with a total of 17 points, measured “use of literary information”; and eleven MC and two CR items, with a total of 16 points, measured “literature”.

Similarly, nine MC and six CR items with a total of 24 points measured sub-content area “fiction”; twenty-six MC and six CR items with a total of 40 points measured “non-fiction”; nine MC items, with a total of 9 points, measured “vocabulary”; and nine MC and two CR items, with a total of 13 points, measured “poetry”.

Mathematics

The 2001 CSAP eighth grade Mathematics assessment consisted of sixty items, forty-five MC and fifteen CR items, with a total of 81 points. The fifteen CR items consisted of twelve 2-point and three 4-point items, yielding a total of 36 points.

The eighth grade Mathematics test measured six content standards and two sub-content areas. Some standards, however, have very few items that possibly could result in an unstable estimate of student ability. Those content standards were combined to form a single standard that closely matches the objectives.

The content standards “number sense” and “computational techniques” were combined to form a single standard, and the content standards “geometry” and “measurement” were combined to form a single standard.

The content standard “number sense and computational techniques” was measured by twelve MC and four CR items, with a total of 20 points. Twelve MC and three CR items, with a total of 20 points, measured the “algebra, pattern, and functions” content standard; ten MC and four CR items, with a total of 20 points, measured “statistics and probability”; and eleven MC and four CR items, with a total of 21 points, measured “geometry and measurement”. Similarly, four MC and three CR items, with a total of 12 points, measured the “linear pattern representation” sub-content area; and eight MC and two CR items, with a total of 12 points, measured “proportional thinking”.

Science

The 2001 CSAP eighth grade Science test consisted of eighty-three items, sixty-three MC and 20 CR items, with a total of 99 points. The twenty CR items included nine 1-point, seven 2-point, three 3-point, and one 4-point item with a total of 36 points.

Six content standards and five sub-content areas were measured by the eighth grade Science test. The content standard “scientific investigations” was measured by eleven MC and ten CR items, with a total of 27 points. Nineteen MC and one CR item, with a total of 22 points, measured “physical science” content standard; fourteen MC and four CR items, with a total of 21 points, measured “life science”; and thirteen MC and three CR item, with a total of 20 points, measured “earth and space science”. Since the content standard “technology” consisted of fewer items, it was combined with standard “science” to form a new content standard to ensure stability in the estimates. As a result six MC and two CR items, with a total of 9 points, measured standard “science and technology”.

Similarly, the sub-content area “experimental design and investigations” was measured by three MC and seven CR items, with a total of 11 points. Eight MC and three CR items, with a total of 15 points, measured sub-content area “results and data analysis”; nine MC and one CR item, with a total of 12 points measured “physics”; ten MC items measured “chemistry”; and nine MC and two CR items, with a total of 14 points, measured “earth science”.

Ninth Grade Reading

The 2001 CSAP ninth grade Reading assessment consisted of a single form of seventy-two items, sixty-two MC and ten CR, with a total of 88 points. The ten CR items included four 2-point and six 3-point, with a total of 26 points.

The ninth grade Reading test measured four content standards and four sub-content areas. The content standard reading comprehension was measured by twenty-four MC and four CR items with a total of 34 points. Twelve MC and three CR items, with a total of 20 points, measured the “thinking skills” content standard; sixteen MC and one CR items, with a total of 18 points, measured “use of literary information”; and ten MC and two CR items, with a total of 16 points, measured “literature”. Similarly, fifteen MC items, with a total of 15 points measured the “fiction” sub-content area; seventeen MC and four CR items, with a total of 27 points measured “non-fiction”; twelve MC items, with a total of 12 points, measured “vocabulary”; and ten MC and six CR items, with a total of 26 points measured “poetry”.

Tenth Grade Reading, Writing, and Mathematics

The tenth grade students were assessed in three content areas: Reading, Writing, and Mathematics. A single form was designed for Reading and Writing: sessions 1, 2, and 5 of the form assessed Writing and 3, 4, and 6 assessed Reading. A separate form was designed for the mathematics assessment.

Reading

The 2001 CSAP tenth grade Reading test consisted of seventy items, fifty-seven MC and thirteen CR items, with a total of 90 points. The thirteen CR items included eight 2-point, three 3-point, and two 4-point with a total of 33 points.

The tenth grade Reading test measured four content standards and four sub-content areas. The content standard “reading comprehension” was measured by twenty-nine MC and three CR items with a total of 38 points. Ten MC and three CR items, with a total of 17 points, measured the “thinking skills” content standard; nine MC and three CR items, with a total of 18 points, measured “use

of literary information”; and nine MC and four CR items, with a total of 17 points, measured “literature”.

Similarly, eight MC and three CR items with a total of 14 points measured the “fiction” sub-content area; twenty-six MC and eight CR items with a total of 49 points measured “non-fiction”; nine MC items, with a total of nine points, measured “vocabulary”; and six MC and two CR items, with a total of 10 points, measured “poetry”.

Writing

The 2001 CSAP tenth grade Writing assessment consisted of fifty items, thirty-one MC and nineteen CR items, with a total of 66 points. The nineteen CR items included thirteen 1-point, one 2-point, and five 4-point items, with a total of 35 points.

The tenth grade Writing test measured two content standards and four sub-content areas. Fourteen MC and twelve CR items, with a total of 59 points, measured content standard “writing for a variety of purposes” and twenty-three MC and sixteen CR items, with a total of 43 points, measured “write using conventions”. Similarly, two MC and three CR items with a total of 14 points measured the “paragraph writing” sub-content area; four CR items with a total of 11 points measured “extended writing”; three MC and seven CR items, with a total of 10 points measured “grammar and usage”; and seventeen MC and three CR items with a total of 20 points measured “mechanics”.

Mathematics

The 2001 CSAP tenth grade Mathematics assessment consisted of sixty items, forty-five MC and fifteen CR items, with a total of 87 points. The fifteen CR items included six 2-point, six 3-point, and three 4-point items, yielding a total of 42 points.

The tenth grade Mathematics test measured six content standards and two sub-content areas. As in grades 5 and 8 mathematics assessment, standards “number sense” and “computational techniques” and “geometry” and “measurement” were combined to form new standards.

The content standard “number sense and computational techniques” was measured by twelve MC and two CR items, with a total of 17 points. Twelve MC and five CR items, with a total of 26 points, measured the “algebra, pattern, and functions” content standard; eleven MC and four CR items, with a total of 22 points, measured “statistics and probability”; and ten MC and four CR items, with a total of 22 points, measured “geometry and measurement”. Similarly, five MC and two CR items, with a total of 10 points, measured the “probability and counting” sub-content area; and eight MC and four CR items, with a total of 19 points, measured “multiple representation of functions”.

Part 15

Student Performance in Science

Grade 8

CSAP Spring 2001

Sub-Part 15A State and District Summaries

Table 15A(1) Grade 8 Science Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 54642 | 10034 | 18 | 16057 | 29 | 23320 | 43 | 3273 | 6 | 49 | 1958 | 4 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 642 | 109 | 17 | 222 | 35 | 271 | 42 | 28 | 4 | 47 | 12 | 2 |
| 301 - 600 | 1346 | 189 | 14 | 420 | 31 | 640 | 48 | 65 | 5 | 52 | 32 | 2 |
| 601 - 1200 | 1475 | 308 | 21 | 458 | 31 | 595 | 40 | 72 | 5 | 45 | 42 | 3 |
| 1201 - 6000 | 10434 | 1833 | 18 | 3295 | 32 | 4471 | 43 | 550 | 5 | 48 | 285 | 3 |
| 6001 - 25000 | 16712 | 2683 | 16 | 4661 | 28 | 7666 | 46 | 1229 | 7 | 53 | 473 | 3 |
| 25000 or more | 24033 | 4912 | 20 | 7001 | 29 | 9677 | 40 | 1329 | 6 | 46 | 1114 | 5 |
| GENDER | | | | | | | | | | | | |
| Female | 26500 | 5123 | 19 | 8551 | 32 | 10871 | 41 | 1096 | 4 | 45 | 859 | 3 |
| Male | 27954 | 4856 | 17 | 7457 | 27 | 12379 | 44 | 2173 | 8 | 52 | 1089 | 4 |
| Data invalid or not provided | 188 | 55 | 29 | 49 | 26 | 70 | 37 | 4 | 2 | 39 | 10 | 5 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37814 | 3993 | 11 | 10536 | 28 | 19611 | 52 | 2993 | 8 | 60 | 681 | 2 |
| Black (not Hispanic) | 2948 | 1183 | 40 | 1059 | 36 | 554 | 19 | 21 | 1 | 20 | 131 | 4 |
| Hispanic | 11081 | 4295 | 39 | 3633 | 33 | 2026 | 18 | 115 | 1 | 19 | 1012 | 9 |
| Asian/Pacific Islander | 1474 | 259 | 18 | 406 | 28 | 647 | 44 | 96 | 7 | 50 | 66 | 4 |
| American Indian/Alaska Native | 580 | 162 | 28 | 207 | 36 | 178 | 31 | 9 | 2 | 32 | 24 | 4 |
| Data invalid or not provided | 745 | 142 | 19 | 216 | 29 | 304 | 41 | 39 | 5 | 46 | 44 | 6 |
| DISABILITY | | | | | | | | | | | | |
| None | 42167 | 6336 | 15 | 12726 | 30 | 19193 | 46 | 2722 | 6 | 52 | 1190 | 3 |
| Limited intellectual capacity | 348 | 170 | 49 | 8 | 2 | 5 | 1 | 1 | 0 | 2 | 164 | 47 |
| Emotional disability | 739 | 338 | 46 | 182 | 25 | 131 | 18 | 6 | 1 | 19 | 82 | 11 |
| Perceptual/commun. disability | 3191 | 1790 | 56 | 830 | 26 | 409 | 13 | 23 | 1 | 14 | 139 | 4 |
| Hearing disability | 92 | 46 | 50 | 22 | 24 | 18 | 20 | 0 | 0 | 20 | 6 | 7 |
| Visual disability | 25 | 6 | 24 | 9 | 36 | 4 | 16 | 0 | 0 | 16 | 6 | 24 |
| Physical disability | 427 | 167 | 39 | 117 | 27 | 87 | 20 | 10 | 2 | 23 | 46 | 11 |
| Speech/language disability | 415 | 261 | 63 | 102 | 25 | 34 | 8 | 3 | 1 | 9 | 15 | 4 |
| Deaf-blind | 12 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 237 | 50 | 21 | 10 | 4 | 3 | 1 | 0 | 0 | 1 | 174 | 73 |

| | | | | | | | | | | | | |
|---------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Autism | 21 | 7 | 33 | 5 | 24 | 1 | 5 | 0 | 0 | 5 | 8 | 38 |
| Traumatic brain injury | 27 | 9 | 33 | 8 | 30 | 2 | 7 | 0 | 0 | 7 | 8 | 30 |
| Data invalid or not provided | 6941 | 850 | 12 | 2036 | 29 | 3432 | 49 | 508 | 7 | 57 | 115 | 2 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 50971 | 8245 | 16 | 15091 | 30 | 22644 | 44 | 3219 | 6 | 51 | 1772 | 3 |
| Braille version | 14 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 21 | 12 | 57 | 3 | 14 | 3 | 14 | 2 | 10 | 24 | 1 | 5 |
| Teacher-read directions | 324 | 226 | 70 | 67 | 21 | 17 | 5 | 0 | 0 | 5 | 14 | 4 |
| Use of Number Line | 2 | X | X | X | X | X | X | X | X | X | X | X |
| Scribe | 159 | 74 | 47 | 47 | 30 | 32 | 20 | 4 | 3 | 23 | 2 | 1 |
| Signing | 12 | X | X | X | X | X | X | X | X | X | X | X |
| Assistive commun. device | 4 | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 854 | 522 | 61 | 202 | 24 | 90 | 11 | 7 | 1 | 11 | 33 | 4 |
| Oral Presentation – Entire Test | 990 | 663 | 67 | 228 | 23 | 67 | 7 | 1 | 0 | 7 | 31 | 3 |
| Data invalid or not provided | 1291 | 282 | 22 | 413 | 32 | 461 | 36 | 40 | 3 | 39 | 95 | 7 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6033 | 3044 | 50 | 1452 | 24 | 850 | 14 | 57 | 1 | 15 | 630 | 10 |
| 504 Plan | 815 | 197 | 24 | 291 | 36 | 276 | 34 | 27 | 3 | 37 | 24 | 3 |
| Title I | 2306 | 1051 | 46 | 700 | 30 | 368 | 16 | 18 | 1 | 17 | 169 | 7 |
| OCT New CO | 1044 | 299 | 29 | 274 | 26 | 274 | 26 | 27 | 3 | 29 | 170 | 16 |
| Bilingual | 683 | 220 | 32 | 82 | 12 | 43 | 6 | 6 | 1 | 7 | 332 | 49 |
| ESL | 1887 | 935 | 50 | 371 | 20 | 112 | 6 | 5 | 0 | 6 | 464 | 25 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 47927 | 8299 | 17 | 14019 | 29 | 21253 | 44 | 3064 | 6 | 51 | 1292 | 3 |
| 6-12 Months | 2144 | 512 | 24 | 715 | 33 | 685 | 32 | 55 | 3 | 35 | 177 | 8 |
| 3-6 Months | 2562 | 663 | 26 | 762 | 30 | 779 | 30 | 102 | 4 | 34 | 256 | 10 |
| 0-3 Months | 1485 | 448 | 30 | 423 | 28 | 408 | 27 | 25 | 2 | 29 | 181 | 12 |
| Data invalid or not provided | 524 | 112 | 21 | 138 | 26 | 195 | 37 | 27 | 5 | 42 | 52 | 10 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 44302 | 7266 | 16 | 12960 | 29 | 20081 | 45 | 2900 | 7 | 52 | 1095 | 2 |
| 6-12 Months | 2964 | 738 | 25 | 948 | 32 | 985 | 33 | 102 | 3 | 37 | 191 | 6 |
| 3-6 Months | 4558 | 1187 | 26 | 1311 | 29 | 1473 | 32 | 204 | 4 | 37 | 383 | 8 |
| 0-3 Months | 2070 | 678 | 33 | 598 | 29 | 525 | 25 | 33 | 2 | 27 | 236 | 11 |
| Data invalid or not provided | 748 | 165 | 22 | 240 | 32 | 256 | 34 | 34 | 5 | 39 | 53 | 7 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 49651 | 8209 | 17 | 14567 | 29 | 22247 | 45 | 3188 | 6 | 51 | 1440 | 3 |

| | | | | | | | | | | | | |
|--------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|
| Migrant | 351 | 177 | 50 | 84 | 24 | 26 | 7 | 0 | 0 | 7 | 64 | 18 |
| Data invalid or not provided | 4640 | 1648 | 36 | 1406 | 30 | 1047 | 23 | 85 | 2 | 24 | 454 | 10 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 49905 | 8024 | 16 | 14901 | 30 | 22671 | 45 | 3223 | 6 | 52 | 1086 | 2 |
| Spanish NES fewer than 3 years | 835 | 234 | 28 | 48 | 6 | 8 | 1 | 0 | 0 | 1 | 545 | 65 |
| Spanish NES 3 or more years | 229 | 132 | 58 | 21 | 9 | 5 | 2 | 0 | 0 | 2 | 71 | 31 |
| Spanish LES fewer than 3 years | 274 | 154 | 56 | 56 | 20 | 6 | 2 | 1 | 0 | 3 | 57 | 21 |
| Spanish LES 3 or more years | 515 | 359 | 70 | 117 | 23 | 12 | 2 | 0 | 0 | 2 | 27 | 5 |
| Spanish FES | 1585 | 754 | 48 | 553 | 35 | 223 | 14 | 6 | 0 | 14 | 49 | 3 |
| Other NES fewer than 3 years | 127 | 42 | 33 | 12 | 9 | 8 | 6 | 1 | 1 | 7 | 64 | 50 |
| Other NES 3 or more years | 48 | 30 | 63 | 8 | 17 | 6 | 13 | 1 | 2 | 15 | 3 | 6 |
| Other LES fewer than 3 years | 105 | 46 | 45 | 28 | 27 | 18 | 18 | 1 | 1 | 19 | 9 | 9 |
| Other LES 3 or more years | 152 | 74 | 49 | 43 | 28 | 23 | 15 | 1 | 1 | 16 | 11 | 7 |
| Other FES | 445 | 105 | 24 | 152 | 34 | 157 | 35 | 20 | 4 | 40 | 11 | 2 |
| Data invalid or not provided | 425 | 80 | 19 | 118 | 28 | 183 | 43 | 19 | 4 | 48 | 25 | 6 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|-----|
| Does not read English or Spanish | 760 |
| Taking CSAP Alt. Assessment** | 14 |
| Eligible to Take CSAP Alt. Assess. | 382 |
| Parental refusal | 121 |
| Test invalidated | 456 |
| Student withdrew before completion** | 151 |
| One or more test sessions incomplete | 225 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 15(2) Science Performance of Grade 8 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 8 | 26 | 57 | 8 | 2 |
| ADAMS ARAPAHOE | 31 | 34 | 28 | 2 | 5 |
| ADAMS COUNTY | 42 | 36 | 19 | 1 | 2 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 26 | 30 | 30 | 5 | 9 |
| ALAMOSA | 31 | 40 | 26 | 2 | 2 |
| ARCHULETA COUNTY | 12 | 41 | 34 | 3 | 10 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 5 | 28 | 61 | 3 | 2 |
| AULT HIGHLAND | 31 | 38 | 26 | 4 | 1 |
| BAYFIELD | 5 | 35 | 55 | 3 | 3 |
| BENNETT | 9 | 42 | 45 | 4 | 0 |
| BETHUNE | 35 | 24 | 41 | 0 | 0 |
| BIG SANDY | 22 | 38 | 38 | 0 | 3 |
| BOULDER VALLEY | 10 | 21 | 54 | 11 | 4 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 33 | 37 | 24 | 2 | 4 |
| BRUSH | 26 | 40 | 28 | 2 | 5 |
| BUENA VISTA | 12 | 31 | 44 | 9 | 4 |
| BUFFALO | 10 | 31 | 52 | 3 | 3 |
| BURLINGTON | 19 | 22 | 46 | 13 | 0 |
| BYERS | 14 | 22 | 58 | 3 | 3 |
| CALHAN RJ 1 | 13 | 36 | 49 | 2 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 19 | 35 | 41 | 5 | 1 |
| CENTENNIAL | 22 | 26 | 43 | 9 | 0 |
| CENTER | 40 | 32 | 16 | 0 | 11 |
| CHERAW | 11 | 33 | 44 | 11 | 0 |
| CHERRY CREEK | 11 | 27 | 51 | 9 | 3 |
| CHEYENNE COUNTY | 24 | 40 | 36 | 0 | 0 |
| CHEYENNE MOUNTAIN | 4 | 21 | 67 | 8 | 0 |
| CLEAR CREEK | 13 | 25 | 52 | 2 | 7 |
| COLORADO SPRINGS | 18 | 31 | 42 | 5 | 3 |
| COLO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 11 | 37 | 46 | 6 | 0 |
| COTOPAXI | 32 | 39 | 29 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 22 | 36 | 39 | 0 | 3 |
| CROWLEY COUNTY | 18 | 36 | 36 | 9 | 2 |

| | | | | | |
|--------------------|----|----|----|----|----|
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 34 | 43 | 18 | 2 | 3 |
| DELTA COUNTY | 23 | 30 | 38 | 6 | 4 |
| DENVER COUNTY | 39 | 29 | 18 | 1 | 12 |
| DOLORES | 10 | 36 | 51 | 3 | 0 |
| DOLORES COUNTY | 19 | 35 | 45 | 0 | 0 |
| DOUGLAS COUNTY | 6 | 24 | 59 | 10 | 1 |
| DURANGO | 10 | 24 | 60 | 6 | 1 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 15 | 25 | 44 | 8 | 8 |
| EAST GRAND | 8 | 24 | 61 | 7 | 0 |
| EAST OTERO | 36 | 35 | 26 | 2 | 2 |
| EAST YUMA COUNTY | 8 | 24 | 64 | 4 | 0 |
| EATON | 13 | 37 | 45 | 4 | 1 |
| EDISON | X | X | X | X | X |
| ELBERT | 10 | 25 | 65 | 0 | 0 |
| ELIZABETH | 7 | 35 | 53 | 4 | 0 |
| ELLCOTT | 46 | 16 | 29 | 0 | 10 |
| ENGLEWOOD | 22 | 42 | 32 | 2 | 1 |
| EXPEDITIONARY | 19 | 37 | 44 | 0 | 0 |
| FALCON | 11 | 37 | 46 | 4 | 1 |
| FLORENCE | 17 | 32 | 45 | 3 | 2 |
| FORT MORGAN | 30 | 36 | 31 | 3 | 0 |
| FOUNTAIN | 16 | 29 | 46 | 6 | 2 |
| FOWLER | 16 | 19 | 59 | 6 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 23 | 40 | 35 | 2 | 0 |
| GARFIELD RE 2 | 16 | 33 | 44 | 5 | 3 |
| GENOA HUGO | 12 | 24 | 44 | 16 | 4 |
| GILCREST | 23 | 40 | 36 | 1 | 0 |
| GILPIN COUNTY | 14 | 34 | 48 | 5 | 0 |
| GRANADA | 20 | 30 | 50 | 0 | 0 |
| GREELEY | 32 | 31 | 28 | 2 | 7 |
| GUNNISON WATERS | 14 | 28 | 49 | 6 | 3 |
| HANOVER | 33 | 33 | 27 | 3 | 3 |
| HARRISON | 34 | 37 | 23 | 1 | 4 |
| HAXTUN | 6 | 28 | 67 | 0 | 0 |
| HAYDEN | 2 | 24 | 68 | 2 | 2 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 8 | 23 | 65 | 4 | 0 |
| HOLLY | 11 | 33 | 47 | 8 | 0 |
| HOLYOKE | 21 | 21 | 47 | 11 | 0 |
| HUERFANO | 26 | 29 | 40 | 4 | 0 |
| IGNACIO | 29 | 29 | 36 | 2 | 5 |
| JEFFERSON COUNTY | 12 | 29 | 50 | 7 | 2 |
| JOHNSTOWN MILLIKEN | 29 | 33 | 34 | 3 | 1 |
| JULESBURG | 5 | 20 | 60 | 15 | 0 |

| | | | | | |
|---------------------|----|----|----|----|----|
| KARVAL | X | X | X | X | X |
| KEENESBURG | 24 | 38 | 30 | 4 | 4 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 5 | 21 | 64 | 3 | 8 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 14 | 29 | 48 | 10 | 0 |
| LAKE COUNTY | 31 | 30 | 32 | 6 | 1 |
| LAMAR | 20 | 30 | 40 | 5 | 6 |
| LAS ANIMAS | 27 | 44 | 27 | 2 | 0 |
| LEWIS PALMER | 2 | 20 | 60 | 17 | 1 |
| LIMON | 27 | 33 | 36 | 0 | 4 |
| LITTLETON | 8 | 25 | 54 | 10 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 4 | 38 | 53 | 4 | 0 |
| MANITOU SPRINGS | 5 | 28 | 50 | 13 | 3 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 32 | 40 | 23 | 1 | 5 |
| MC CLAVE | 17 | 28 | 44 | 11 | 0 |
| MEEKER | 15 | 14 | 59 | 12 | 0 |
| MESA COUNTY VALLEY | 14 | 31 | 48 | 5 | 2 |
| MIAMI YODER | 28 | 43 | 28 | 0 | 3 |
| MOFFAT | 16 | 42 | 37 | 0 | 5 |
| MOFFAT COUNTY | 21 | 36 | 40 | 2 | 1 |
| MONTE VISTA | 19 | 46 | 29 | 2 | 4 |
| MONTEZUMA CORTEZ | 18 | 36 | 39 | 5 | 2 |
| MONTROSE COUNTY | 18 | 31 | 43 | 5 | 2 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 20 | 28 | 49 | 3 | 0 |
| NORTH PARK | 7 | 45 | 28 | 7 | 14 |
| NORTHGLENN THORNTON | 21 | 33 | 38 | 5 | 3 |
| NORWOOD | 11 | 30 | 48 | 11 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 44 | 56 | 0 | 0 |
| PARK-ESTES PARK | 8 | 19 | 63 | 8 | 2 |
| PARK COUNTY | 33 | 30 | 26 | 0 | 11 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 12 | 43 | 40 | 2 | 3 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | 16 | 26 | 53 | 5 | 0 |
| PLATEAU VALLEY | 20 | 28 | 44 | 4 | 4 |
| PLATTE CANYON | 9 | 22 | 60 | 7 | 2 |
| PLATTE VALLEY RE-7 | 15 | 31 | 43 | 5 | 6 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 11 | 23 | 51 | 13 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 27 | 36 | 31 | 3 | 3 |
| PUEBLO COUNTY RURAL | 16 | 31 | 45 | 6 | 2 |
| RANGELY | 11 | 34 | 45 | 8 | 2 |

| | | | | | |
|-------------------|----|----|----|----|----|
| RIDGWAY | 8 | 25 | 58 | 8 | 0 |
| ROARING FORK | 16 | 28 | 47 | 7 | 3 |
| ROCKY FORD | 36 | 34 | 26 | 3 | 1 |
| SALIDA | 8 | 31 | 53 | 9 | 0 |
| SANFORD | 21 | 36 | 36 | 0 | 7 |
| SANGRE DE CRISTO | 26 | 31 | 40 | 0 | 3 |
| SARGENT | 12 | 33 | 42 | 9 | 3 |
| SHERIDAN | 44 | 37 | 18 | 0 | 2 |
| SIERRA GRANDE | 33 | 29 | 25 | 0 | 13 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 33 | 38 | 29 | 0 | 0 |
| SOUTH ROUTT | 15 | 33 | 44 | 5 | 3 |
| SPRINGFIELD | 19 | 37 | 33 | 11 | 0 |
| ST VRAIN VALLEY | 15 | 25 | 47 | 8 | 5 |
| STEAMBOAT SPRINGS | 8 | 27 | 58 | 5 | 1 |
| STRASBURG | 10 | 36 | 51 | 3 | 0 |
| STRATTON | 5 | 55 | 40 | 0 | 0 |
| SUMMIT | 14 | 24 | 52 | 7 | 3 |
| SWINK | 6 | 19 | 52 | 19 | 3 |
| TELLURIDE | 5 | 12 | 68 | 15 | 0 |
| THOMPSON | 13 | 21 | 52 | 13 | 2 |
| TRINIDAD | 27 | 40 | 26 | 4 | 4 |
| VALLEY | 17 | 32 | 42 | 8 | 1 |
| VILAS | X | X | X | X | X |
| WALSH | 11 | 33 | 52 | 0 | 4 |
| WELD COUNTY RE-8 | 12 | 31 | 35 | 4 | 18 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 19 | 28 | 50 | 3 | 0 |
| WEST GRAND | 4 | 16 | 73 | 7 | 0 |
| WEST YUMA COUNTY | 10 | 21 | 51 | 11 | 7 |
| WESTMINSTER | 27 | 34 | 32 | 2 | 5 |
| WIDFIELD | 15 | 29 | 47 | 6 | 2 |
| WIGGINS | 11 | 40 | 38 | 4 | 6 |
| WILEY | 15 | 26 | 52 | 7 | 0 |
| WINDSOR | 14 | 26 | 49 | 8 | 2 |
| WOODLAND PARK | 15 | 31 | 47 | 7 | 0 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 15A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Science performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Science Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Science Performance of all Grade 8 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Science Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 26% | 52% | 9% | 2% | 100% |

**Science Performance of all Grade 8 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Science Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 21% | 32% | 39% | 4% | 4% | 100% |

**Science Performance of all Grade 8 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Science Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 32% | 33% | 27% | 2% | 6% | 100% |

**Science Performance of all Grade 8 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Science Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 50% | 28% | 12% | 1% | 9% | 100% |

Part 14

Student Performance in Mathematics

Grade 10

CSAP Spring 2001

Sub-Part 14A State and District Summaries

Table 14A(1) Grade 10 Mathematics Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 50385 | 21041 | 42 | 19896 | 39 | 5791 | 11 | 1026 | 2 | 14 | 2631 | 5 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 698 | 302 | 43 | 318 | 46 | 48 | 7 | 4 | 1 | 7 | 26 | 4 |
| 301 - 600 | 1238 | 610 | 49 | 490 | 40 | 89 | 7 | 6 | 0 | 8 | 43 | 3 |
| 601 - 1200 | 1420 | 716 | 50 | 535 | 38 | 94 | 7 | 14 | 1 | 8 | 61 | 4 |
| 1201 - 6000 | 9773 | 4512 | 46 | 3868 | 40 | 873 | 9 | 113 | 1 | 10 | 407 | 4 |
| 6001 - 25000 | 15641 | 6245 | 40 | 6385 | 41 | 1995 | 13 | 357 | 2 | 15 | 659 | 4 |
| 25000 or more | 21615 | 8656 | 40 | 8300 | 38 | 2692 | 12 | 532 | 2 | 15 | 1435 | 7 |
| GENDER | | | | | | | | | | | | |
| Female | 24545 | 10352 | 42 | 10108 | 41 | 2557 | 10 | 389 | 2 | 12 | 1139 | 5 |
| Male | 25613 | 10572 | 41 | 9728 | 38 | 3221 | 13 | 636 | 2 | 15 | 1456 | 6 |
| Data invalid or not provided | 227 | 117 | 52 | 60 | 26 | 13 | 6 | 1 | 0 | 6 | 36 | 16 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 36715 | 12933 | 35 | 16480 | 45 | 5192 | 14 | 934 | 3 | 17 | 1176 | 3 |
| Black (not Hispanic) | 2372 | 1569 | 66 | 504 | 21 | 60 | 3 | 2 | 0 | 3 | 237 | 10 |
| Hispanic | 8467 | 5344 | 63 | 1872 | 22 | 236 | 3 | 16 | 0 | 3 | 999 | 12 |
| Asian/Pacific Islander | 1531 | 500 | 33 | 621 | 41 | 238 | 16 | 65 | 4 | 20 | 107 | 7 |
| American Indian/Alaska Native | 482 | 285 | 59 | 132 | 27 | 22 | 5 | 0 | 0 | 5 | 43 | 9 |
| Data invalid or not provided | 818 | 410 | 50 | 287 | 35 | 43 | 5 | 9 | 1 | 6 | 69 | 8 |
| DISABILITY | | | | | | | | | | | | |
| None | 39604 | 15912 | 40 | 16657 | 42 | 4581 | 12 | 760 | 2 | 13 | 1694 | 4 |
| Limited intellectual capacity | 313 | 117 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 196 | 63 |
| Emotional disability | 561 | 395 | 70 | 56 | 10 | 12 | 2 | 1 | 0 | 2 | 97 | 17 |
| Perceptual/commun. disability | 2377 | 1942 | 82 | 223 | 9 | 18 | 1 | 1 | 0 | 1 | 193 | 8 |
| Hearing disability | 84 | 47 | 56 | 19 | 23 | 2 | 2 | 0 | 0 | 2 | 16 | 19 |
| Visual disability | 25 | 14 | 56 | 4 | 16 | 1 | 4 | 0 | 0 | 4 | 6 | 24 |
| Physical disability | 322 | 225 | 70 | 43 | 13 | 9 | 3 | 1 | 0 | 3 | 44 | 14 |
| Speech/language disability | 231 | 190 | 82 | 22 | 10 | 5 | 2 | 1 | 0 | 3 | 13 | 6 |
| Deaf-blind | 8 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 172 | 48 | 28 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 122 | 71 |
| Autism | 20 | 5 | 25 | 0 | 0 | 1 | 5 | 0 | 0 | 5 | 14 | 70 |

| Data Invalid or not Provided | 3947 | 2250 | 57 | 1015 | 26 | 170 | 4 | 38 | 1 | 5 | 474 | 12 |
|--------------------------------|-------|-------|----|-------|----|------|----|------|---|----|------|----|
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 46502 | 18745 | 40 | 19183 | 41 | 5690 | 12 | 1010 | 2 | 14 | 1874 | 4 |
| Spanish NES fewer than 3 years | 468 | 115 | 25 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 346 | 74 |
| Spanish NES 3 or more years | 147 | 93 | 63 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 50 | 34 |
| Spanish LES fewer than 3 years | 137 | 99 | 72 | 14 | 10 | 1 | 1 | 0 | 0 | 1 | 23 | 17 |
| Spanish LES 3 or more years | 344 | 273 | 79 | 38 | 11 | 0 | 0 | 0 | 0 | 0 | 33 | 10 |
| Spanish FES | 1225 | 904 | 74 | 200 | 16 | 12 | 1 | 1 | 0 | 1 | 108 | 9 |
| Other NES fewer than 3 years | 156 | 49 | 31 | 19 | 12 | 6 | 4 | 0 | 0 | 4 | 82 | 53 |
| Other NES 3 or more years | 38 | 26 | 68 | 3 | 8 | 1 | 3 | 0 | 0 | 3 | 8 | 21 |
| Other LES fewer than 3 years | 79 | 38 | 48 | 26 | 33 | 7 | 9 | 1 | 1 | 10 | 7 | 9 |
| Other LES 3 or more years | 118 | 72 | 61 | 31 | 26 | 4 | 3 | 1 | 1 | 4 | 10 | 8 |
| Other FES | 388 | 182 | 47 | 128 | 33 | 39 | 10 | 8 | 2 | 12 | 31 | 8 |
| Data invalid or not provided | 783 | 445 | 57 | 243 | 31 | 31 | 4 | 5 | 1 | 5 | 59 | 8 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|------|
| Does not read English or Spanish | 479 |
| Taking CSAP Alt. Assessment** | 19 |
| Eligible to Take CSAP Alt. Assess. | 377 |
| Parental refusal | 265 |
| Test invalidated | 1162 |
| Student withdrew before completion** | 290 |
| One or more test sessions incomplete | 329 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 14A(2) Mathematics Performance of Grade 10 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 27 | 47 | 22 | 4 | 1 |
| ADAMS ARAPAHOE | 49 | 37 | 6 | 1 | 7 |
| ADAMS COUNTY | 77 | 17 | 0 | 0 | 6 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 52 | 26 | 7 | 0 | 14 |
| ALAMOSA | 57 | 31 | 3 | 1 | 8 |
| ARCHULETA COUNTY | 50 | 39 | 9 | 1 | 1 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 22 | 48 | 30 | 0 | 0 |
| ASPEN | 19 | 62 | 12 | 2 | 6 |
| AULT HIGHLAND | 63 | 32 | 1 | 1 | 2 |
| BAYFIELD | 38 | 43 | 17 | 2 | 1 |
| BENNETT | 43 | 49 | 4 | 0 | 4 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 41 | 55 | 5 | 0 | 0 |
| BOULDER VALLEY | 25 | 44 | 21 | 5 | 6 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGSDALE | X | X | X | X | X |
| BRIGHTON | 63 | 27 | 4 | 0 | 6 |
| BRUSH | 36 | 55 | 9 | 0 | 1 |
| BUENA VISTA | 37 | 43 | 12 | 4 | 3 |
| BUFFALO | 26 | 37 | 37 | 0 | 0 |
| BURLINGTON | 52 | 39 | 8 | 2 | 0 |
| BYERS | 41 | 52 | 3 | 0 | 3 |
| CALHAN RJ 1 | 46 | 49 | 3 | 3 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 51 | 39 | 6 | 2 | 2 |
| CENTENNIAL | 90 | 5 | 0 | 0 | 5 |
| CENTER | 82 | 13 | 0 | 0 | 5 |
| CENTINNAL BOCES | 93 | 7 | 0 | 0 | 0 |
| CHERAW | 39 | 52 | 9 | 0 | 0 |
| CHERRY CREEK | 27 | 42 | 22 | 6 | 4 |
| CHEYENNE COUNTY | 37 | 52 | 0 | 0 | 11 |
| CHEYENNE MOUNTAIN | 17 | 46 | 29 | 6 | 2 |
| CLEAR CREEK | 40 | 42 | 9 | 1 | 7 |
| COLORADO SPRINGS | 45 | 38 | 11 | 2 | 4 |
| CO SCH DEAF/ BLIND | 50 | 5 | 0 | 0 | 45 |
| CONSOLIDATED | 54 | 43 | 3 | 0 | 0 |
| COTOPAXI | 78 | 22 | 0 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 63 | 38 | 0 | 0 | 0 |
| CROWLEY COUNTY | 72 | 23 | 4 | 0 | 0 |

| | | | | | |
|---------------------|----|----|----|---|----|
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | 44 | 50 | 6 | 0 | 0 |
| DEL NORTE | 55 | 39 | 5 | 0 | 2 |
| DELTA COUNTY | 44 | 45 | 8 | 0 | 3 |
| DENVER COUNTY | 59 | 19 | 4 | 1 | 17 |
| DOLORES | 52 | 42 | 6 | 0 | 0 |
| DOLORES COUNTY | 63 | 38 | 0 | 0 | 0 |
| DOUGLAS COUNTY | 28 | 50 | 17 | 3 | 3 |
| DURANGO | 35 | 43 | 13 | 3 | 6 |
| EADS | 21 | 63 | 11 | 5 | 0 |
| EAGLE COUNTY | 38 | 38 | 12 | 2 | 12 |
| EAST GRAND | 42 | 48 | 9 | 1 | 1 |
| EAST OTERO | 65 | 23 | 2 | 0 | 9 |
| EAST YUMA COUNTY | 42 | 41 | 14 | 3 | 0 |
| EATON | 48 | 44 | 7 | 0 | 2 |
| EDISON | X | X | X | X | X |
| ELBERT | 32 | 63 | 5 | 0 | 0 |
| ELIZABETH | 39 | 51 | 9 | 1 | 0 |
| ELLICOTT | 46 | 41 | 3 | 1 | 9 |
| ENGLEWOOD | 61 | 27 | 3 | 0 | 9 |
| EXPEDITIONARY BOCES | 44 | 50 | 6 | 0 | 0 |
| FALCON | 40 | 44 | 10 | 2 | 5 |
| FLORENCE | 63 | 29 | 3 | 1 | 4 |
| FORT MORGAN | 68 | 26 | 4 | 0 | 2 |
| FOUNTAIN | 55 | 37 | 5 | 0 | 2 |
| FOWLER | 50 | 42 | 8 | 0 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 53 | 40 | 2 | 0 | 5 |
| GARFIELD RE 2 | 52 | 38 | 5 | 0 | 5 |
| GENOA HUGO | 29 | 67 | 4 | 0 | 0 |
| GILCREST | 40 | 43 | 7 | 1 | 8 |
| GILPIN COUNTY | 59 | 28 | 6 | 0 | 6 |
| GRANADA | 19 | 62 | 10 | 5 | 5 |
| GREELEY | 48 | 36 | 9 | 1 | 8 |
| GUNNISON WATERS | 28 | 48 | 19 | 3 | 2 |
| HANOVER | 74 | 22 | 0 | 0 | 4 |
| HARRISON | 65 | 26 | 2 | 0 | 7 |
| HAXTUN | 45 | 50 | 5 | 0 | 0 |
| HAYDEN | 44 | 50 | 3 | 0 | 3 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 42 | 46 | 8 | 4 | 0 |
| HOLLY | 41 | 45 | 5 | 0 | 9 |
| HOLYOKE | 43 | 41 | 7 | 2 | 7 |
| HUERFANO | 67 | 31 | 2 | 0 | 0 |
| IGNACIO | 59 | 26 | 1 | 0 | 13 |
| JEFFERSON COUNTY | 35 | 47 | 14 | 2 | 3 |
| JOHNSTOWN MILLIKEN | 45 | 42 | 11 | 1 | 1 |
| JULESBURG | 17 | 50 | 29 | 0 | 4 |
| KARVAL | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|---|----|
| KEENESBURG | 58 | 34 | 6 | 0 | 2 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 48 | 45 | 0 | 0 | 6 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 60 | 40 | 0 | 0 | 0 |
| LAKE COUNTY | 70 | 25 | 4 | 0 | 1 |
| LAMAR | 56 | 28 | 5 | 1 | 10 |
| LAS ANIMAS | 59 | 34 | 7 | 0 | 0 |
| LEWIS PALMER | 18 | 56 | 20 | 3 | 3 |
| LIMON | 42 | 43 | 9 | 0 | 6 |
| LITTLETON | 29 | 45 | 19 | 5 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 54 | 29 | 7 | 0 | 10 |
| MANITOU SPRINGS | 32 | 41 | 23 | 3 | 1 |
| MANZANOLA | 41 | 59 | 0 | 0 | 0 |
| MAPLETON | 57 | 32 | 5 | 0 | 6 |
| MC CLAVE | 54 | 42 | 4 | 0 | 0 |
| MEEKER | 37 | 50 | 10 | 4 | 0 |
| MESA COUNTY VALLEY | 47 | 39 | 10 | 1 | 3 |
| MIAMI YODER | 23 | 43 | 3 | 0 | 30 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 58 | 38 | 3 | 0 | 1 |
| MONTE VISTA | 56 | 30 | 3 | 0 | 11 |
| MONTEZUMA CORTEZ | 59 | 28 | 5 | 0 | 8 |
| MONTROSE COUNTY | 38 | 47 | 11 | 1 | 3 |
| MOUNTAIN BOCES | 86 | 14 | 0 | 0 | 0 |
| MOUNTAIN VALLEY | 59 | 41 | 0 | 0 | 0 |
| NORTH CONEJOS | 42 | 44 | 6 | 2 | 6 |
| NORTH PARK | 61 | 25 | 11 | 0 | 4 |
| NORTHGLENN THORNTON | 48 | 36 | 8 | 1 | 6 |
| NORWOOD | 32 | 50 | 14 | 0 | 5 |
| OTIS | 33 | 50 | 17 | 0 | 0 |
| OURAY | 11 | 68 | 16 | 0 | 5 |
| PARK-ESTES PARK | 33 | 47 | 10 | 5 | 5 |
| PARK COUNTY | 35 | 53 | 6 | 6 | 0 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 50 | 39 | 8 | 0 | 3 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 66 | 32 | 0 | 0 | 2 |
| PLATTE CANYON | 40 | 42 | 15 | 3 | 1 |
| PLATTE VALLEY RE-7 | 42 | 50 | 6 | 0 | 2 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 28 | 44 | 20 | 5 | 4 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY 60 | 56 | 30 | 7 | 1 | 7 |
| PUEBLO COUNTY 70 | 55 | 38 | 5 | 0 | 2 |
| RANGELY | 43 | 41 | 14 | 0 | 2 |

| | | | | | |
|---|----|----|----|---|----|
| RIDGWAY | 61 | 22 | 17 | 0 | 0 |
| ROARING FORK | 48 | 39 | 8 | 2 | 4 |
| ROCKY FORD | 72 | 22 | 4 | 0 | 1 |
| SALIDA | 37 | 45 | 17 | 0 | 2 |
| SANFORD | 29 | 50 | 21 | 0 | 0 |
| SANGRE DE CRISTO | 40 | 48 | 8 | 0 | 4 |
| SARGENT | 50 | 40 | 7 | 0 | 3 |
| SHERIDAN | 64 | 29 | 4 | 0 | 3 |
| SIERRA GRANDE | 78 | 4 | 0 | 0 | 17 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 73 | 24 | 3 | 0 | 0 |
| SOUTH ROUTT | 58 | 31 | 0 | 0 | 11 |
| SPRINGFIELD | 25 | 68 | 4 | 4 | 0 |
| ST VRAIN VALLEY | 41 | 43 | 11 | 2 | 3 |
| STEAMBOAT SPRINGS | 25 | 53 | 16 | 2 | 3 |
| STRASBURG | 49 | 45 | 0 | 0 | 6 |
| STRATTON | 46 | 54 | 0 | 0 | 0 |
| SUMMIT | 27 | 51 | 13 | 1 | 9 |
| SWINK | 39 | 42 | 18 | 0 | 0 |
| TELLURIDE | 27 | 35 | 35 | 3 | 0 |
| THOMPSON | 37 | 46 | 13 | 2 | 2 |
| TRINIDAD | 60 | 32 | 6 | 0 | 1 |
| VALLEY | 48 | 37 | 12 | 2 | 1 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 62 | 30 | 2 | 0 | 6 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 61 | 26 | 11 | 0 | 3 |
| WEST GRAND | 45 | 34 | 19 | 0 | 2 |
| WEST YUMA COUNTY | 35 | 31 | 3 | 0 | 31 |
| WESTMINSTER | 52 | 31 | 3 | 0 | 15 |
| WIDEFIELD | 52 | 39 | 5 | 0 | 3 |
| WIGGINS | 52 | 42 | 6 | 0 | 0 |
| WILEY | 27 | 59 | 9 | 0 | 5 |
| WINDSOR | 42 | 46 | 9 | 1 | 1 |
| WOODLAND PARK | 42 | 47 | 9 | 1 | 1 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 14A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Mathematics performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Mathematics Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Mathematics Performance of all Grade 10 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|--------------------------------------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 43% | 41% | 11% | 2% | 4% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

**Mathematics Performance of all Grade 10 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 53% | 35% | 6% | 1% | 5% | 100% |

**Mathematics Performance of all Grade 10 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|--------------------------------------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 68% | 20% | 2% | 0% | 9% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Mathematics Performance of all Grade 10 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 81% | 6% | 0% | 0% | 13% | 100% |

Part 13

Student Performance in Mathematics

Grade 8

CSAP Spring 2001

Sub-Part 13A State and District Summaries

Table 13A(1) Grade 8 Mathematics Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | % Proficient & Above* | # Advanced | % Advanced | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|-----------------------|------------|------------|---------------------|----------------------|
| STATE TOTAL | 54704 | 15269 | 28 | 17370 | 32 | 13186 | 24 | 6989 | 13 | 37 | 1890 | 3 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 643 | 168 | 26 | 239 | 37 | 146 | 23 | 74 | 12 | 34 | 16 | 2 |
| 301 - 600 | 1344 | 345 | 26 | 505 | 38 | 335 | 25 | 130 | 10 | 35 | 28 | 2 |
| 601 - 1200 | 1479 | 494 | 33 | 528 | 36 | 306 | 21 | 112 | 8 | 28 | 39 | 3 |
| 1201 - 6000 | 10451 | 2962 | 28 | 3507 | 34 | 2560 | 24 | 1165 | 11 | 36 | 257 | 2 |
| 6001 - 25000 | 16734 | 4121 | 25 | 5326 | 32 | 4403 | 26 | 2403 | 14 | 41 | 481 | 3 |
| 25000 or more | 24053 | 7179 | 30 | 7265 | 30 | 5436 | 23 | 3105 | 13 | 36 | 1068 | 4 |
| GENDER | | | | | | | | | | | | |
| Female | 26495 | 7200 | 27 | 8834 | 33 | 6468 | 24 | 3170 | 12 | 36 | 823 | 3 |
| Male | 27990 | 7985 | 29 | 8471 | 30 | 6678 | 24 | 3805 | 14 | 37 | 1051 | 4 |
| Data invalid or not provided | 219 | 84 | 38 | 65 | 30 | 40 | 18 | 14 | 6 | 25 | 16 | 7 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37890 | 7432 | 20 | 12571 | 33 | 11068 | 29 | 6191 | 16 | 46 | 628 | 2 |
| Black (not Hispanic) | 2955 | 1631 | 55 | 820 | 28 | 304 | 10 | 68 | 2 | 13 | 132 | 4 |
| Hispanic | 11075 | 5427 | 49 | 3114 | 28 | 1191 | 11 | 330 | 3 | 14 | 1013 | 9 |
| Asian/Pacific Islander | 1478 | 305 | 21 | 419 | 28 | 391 | 26 | 300 | 20 | 47 | 63 | 4 |
| American Indian/Alaska Native | 582 | 244 | 42 | 198 | 34 | 84 | 14 | 35 | 6 | 20 | 21 | 4 |
| Data invalid or not provided | 724 | 230 | 32 | 248 | 34 | 148 | 20 | 65 | 9 | 29 | 33 | 5 |
| DISABILITY | | | | | | | | | | | | |
| None | 42148 | 10236 | 24 | 14114 | 33 | 10950 | 26 | 5713 | 14 | 40 | 1135 | 3 |
| Limited intellectual capacity | 345 | 166 | 48 | 6 | 2 | 2 | 1 | 0 | 0 | 1 | 171 | 50 |
| Emotional disability | 738 | 457 | 62 | 133 | 18 | 53 | 7 | 15 | 2 | 9 | 80 | 11 |
| Perceptual/commun. disability | 3205 | 2301 | 72 | 594 | 1 | 155 | 5 | 23 | 1 | 6 | 132 | 4 |
| Hearing disability | 97 | 58 | 60 | 20 | 21 | 11 | 11 | 3 | 3 | 14 | 5 | 5 |
| Visual disability | 28 | 11 | 39 | 9 | 32 | 3 | 11 | 0 | 0 | 11 | 5 | 18 |
| Physical disability | 422 | 234 | 55 | 97 | 23 | 41 | 10 | 7 | 2 | 11 | 43 | 10 |
| Speech/language disability | 417 | 316 | 76 | 71 | 17 | 14 | 3 | 4 | 1 | 4 | 12 | 3 |
| Deaf-blind | 19 | 4 | 21 | 1 | 5 | 1 | 5 | 0 | 0 | 5 | 13 | 68 |
| Multiple disabilities | 234 | 54 | 23 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 176 | 75 |

| | | | | | | | | | | | | | |
|---------------------------------|-------|-------|----|-------|----|-------|------|----|------|----|----|------|----|
| Autism | 20 | 9 | 45 | 1 | 5 | 1 | 1 | 5 | 1 | 5 | 10 | 8 | 40 |
| Traumatic brain injury | 28 | 12 | 43 | 6 | 21 | 1 | 1 | 4 | 0 | 0 | 4 | 9 | 32 |
| Data invalid or not provided | 7003 | 1411 | 20 | 2315 | 33 | 1953 | | 28 | 1223 | 17 | 45 | 101 | 1 |
| ACCOMMODATIONS | | | | | | | | | | | | | |
| None | 50649 | 12988 | 26 | 16450 | 32 | 12725 | | 25 | 6778 | 13 | 39 | 1708 | 3 |
| Braille version | 7 | X | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 14 | X | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 313 | 241 | 77 | 48 | 15 | 5 | 1 | 2 | 1 | 0 | 2 | 18 | 6 |
| Use Of Number Line | 12 | X | X | X | X | X | X | X | X | X | X | X | X |
| Scribe | 131 | 89 | 68 | 29 | 22 | 7 | 4 | 5 | 3 | 3 | 8 | 2 | 2 |
| Signing | 14 | X | X | X | X | X | X | X | X | X | X | X | X |
| Assistive commun. device | 2 | X | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 1366 | 781 | 57 | 285 | 21 | 181 | 90 | 13 | 7 | 7 | 20 | 29 | 2 |
| Oral Presentation – Entire Test | 950 | 771 | 81 | 139 | 15 | 15 | 0 | 2 | 0 | 0 | 2 | 25 | 3 |
| Data invalid or not provided | 1246 | 372 | 30 | 408 | 33 | 250 | 115 | 20 | 9 | 9 | 29 | 101 | 8 |
| PROGRAM | | | | | | | | | | | | | |
| IEP | 6040 | 3862 | 64 | 1077 | 18 | 367 | 95 | 6 | 2 | 2 | 8 | 639 | 11 |
| 504 Plan | 818 | 312 | 38 | 280 | 34 | 134 | 69 | 16 | 8 | 8 | 25 | 23 | 3 |
| Title I | 2306 | 1253 | 54 | 572 | 25 | 216 | 88 | 9 | 4 | 4 | 13 | 177 | 8 |
| OCT new CO | 1057 | 399 | 38 | 263 | 25 | 151 | 72 | 14 | 7 | 7 | 21 | 172 | 16 |
| Bilingual | 658 | 216 | 33 | 66 | 10 | 28 | 11 | 4 | 2 | 2 | 6 | 337 | 51 |
| ESL | 1951 | 1028 | 53 | 327 | 17 | 98 | 37 | 5 | 2 | 2 | 7 | 461 | 24 |
| TIME IN DISTRICT | | | | | | | | | | | | | |
| 12 + Months | 48006 | 12769 | 27 | 15380 | 32 | 12060 | 6544 | 25 | 14 | 14 | 39 | 1253 | 3 |
| 6-12 Months | 2143 | 791 | 37 | 657 | 31 | 389 | 141 | 18 | 7 | 7 | 25 | 165 | 8 |
| 3-6 Months | 2591 | 965 | 37 | 760 | 29 | 427 | 185 | 16 | 7 | 7 | 24 | 254 | 10 |
| 0-3 Months | 1496 | 607 | 41 | 431 | 29 | 207 | 80 | 14 | 5 | 5 | 19 | 171 | 11 |
| Data invalid or not provided | 468 | 137 | 29 | 142 | 30 | 103 | 39 | 22 | 8 | 8 | 30 | 47 | 10 |
| TIME IN SCHOOL | | | | | | | | | | | | | |
| 12 + Months | 44634 | 11364 | 26 | 14343 | 32 | 11347 | 6246 | 26 | 14 | 14 | 40 | 1064 | 2 |
| 6-12 Months | 2944 | 1087 | 37 | 909 | 31 | 561 | 214 | 19 | 7 | 7 | 26 | 173 | 6 |
| 3-6 Months | 4605 | 1654 | 36 | 1334 | 29 | 861 | 380 | 19 | 8 | 8 | 27 | 376 | 8 |
| 0-3 Months | 2077 | 922 | 44 | 550 | 26 | 269 | 106 | 13 | 5 | 5 | 18 | 230 | 11 |
| Data invalid or not provided | 714 | 242 | 34 | 234 | 33 | 148 | 43 | 21 | 6 | 6 | 27 | 47 | 7 |
| MIGRANT STATUS | | | | | | | | | | | | | |
| Non-migrant | 49754 | 12965 | 26 | 16040 | 32 | 12612 | 6782 | 25 | 14 | 14 | 39 | 1355 | 3 |

| | | | | | | | | | | | | |
|--------------------------------|-------|-------|----|-------|----|-------|----|------|----|----|------|----|
| Migrant | 360 | 201 | 56 | 66 | 18 | 21 | 6 | 2 | 1 | 6 | 70 | 19 |
| Data invalid or not provided | 4590 | 2103 | 46 | 1264 | 28 | 553 | 12 | 205 | 4 | 17 | 465 | 10 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 50124 | 13018 | 26 | 16390 | 33 | 12757 | 25 | 6833 | 14 | 39 | 1126 | 2 |
| Spanish NES fewer than 3 years | 749 | 253 | 34 | 43 | 6 | 6 | 1 | 3 | 0 | 1 | 444 | 59 |
| Spanish NES 3 or more years | 239 | 136 | 57 | 24 | 10 | 3 | 1 | 1 | 0 | 2 | 75 | 31 |
| Spanish LES fewer than 3 years | 255 | 155 | 61 | 39 | 15 | 10 | 4 | 1 | 0 | 4 | 50 | 20 |
| Spanish LES 3 or more years | 521 | 390 | 75 | 91 | 17 | 13 | 2 | 0 | 0 | 2 | 27 | 5 |
| Spanish FES | 1537 | 891 | 58 | 433 | 28 | 141 | 9 | 22 | 1 | 11 | 50 | 3 |
| Other NES fewer than 3 years | 132 | 37 | 28 | 18 | 14 | 12 | 9 | 5 | 4 | 13 | 60 | 45 |
| Other NES 3 or more years | 37 | 20 | 54 | 8 | 22 | 4 | 11 | 3 | 8 | 19 | 2 | 5 |
| Other LES fewer than 3 years | 87 | 40 | 46 | 19 | 22 | 10 | 11 | 11 | 13 | 24 | 7 | 8 |
| Other LES 3 or more years | 145 | 73 | 50 | 37 | 26 | 18 | 12 | 8 | 6 | 18 | 9 | 6 |
| Other FES | 425 | 140 | 33 | 121 | 28 | 99 | 23 | 59 | 14 | 37 | 6 | 1 |
| Data invalid or not provided | 453 | 116 | 26 | 147 | 32 | 113 | 25 | 43 | 9 | 34 | 34 | 8 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|-----|
| Does Not Read English | 759 |
| Taking CSAP Alt. Assessment | 12 |
| Eligible to take CSAP Alt. Assess. | 381 |
| Parental refusal | 116 |
| Test invalidated | 449 |
| Student withdrew before completion** | 150 |
| One or more test sessions incomplete | 173 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 13A(2) Mathematics Performance of Grade 8 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 11 | 31 | 34 | 23 | 1 |
| ADAMS ARAPAHOE | 45 | 33 | 14 | 5 | 4 |
| ADAMS COUNTY | 57 | 27 | 10 | 2 | 3 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 28 | 35 | 19 | 14 | 5 |
| ALAMOSA | 41 | 32 | 18 | 7 | 1 |
| ARCHULETA COUNTY | 33 | 38 | 14 | 9 | 7 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 19 | 24 | 42 | 13 | 2 |
| AULT HIGHLAND | 36 | 42 | 17 | 4 | 1 |
| BAYFIELD | 9 | 46 | 29 | 13 | 3 |
| BENNETT | 36 | 42 | 16 | 6 | 0 |
| BETHUNE | 24 | 41 | 24 | 12 | 0 |
| BIG SANDY | 31 | 44 | 13 | 9 | 3 |
| BOULDER VALLEY | 15 | 27 | 33 | 22 | 3 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 50 | 31 | 11 | 4 | 4 |
| BRUSH | 35 | 32 | 21 | 6 | 7 |
| BUENA VISTA | 21 | 39 | 30 | 6 | 4 |
| BUFFALO | 17 | 41 | 24 | 14 | 3 |
| BURLINGTON | 25 | 29 | 25 | 20 | 0 |
| BYERS | 25 | 42 | 25 | 6 | 3 |
| CALHAN RJ 1 | 26 | 37 | 28 | 7 | 2 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 33 | 36 | 23 | 7 | 0 |
| CENTENNIAL | 22 | 39 | 13 | 26 | 0 |
| CENTER | 45 | 31 | 10 | 3 | 11 |
| CHERAW | 28 | 44 | 28 | 0 | 0 |
| CHERRY CREEK | 17 | 29 | 30 | 22 | 2 |
| CHEYENNE COUNTY | 44 | 28 | 28 | 0 | 0 |
| CHEYENNE MOUNTAIN | 7 | 26 | 40 | 26 | 0 |
| CLEAR CREEK | 31 | 29 | 24 | 15 | 1 |
| COLORADO SPRINGS | 28 | 31 | 25 | 13 | 3 |
| COLO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 11 | 63 | 20 | 6 | 0 |
| COTOPAXI | 50 | 39 | 11 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 50 | 17 | 31 | 0 | 3 |
| CROWLEY COUNTY | 22 | 33 | 31 | 11 | 2 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|----|
| DEL NORTE | 51 | 39 | 7 | 2 | 2 |
| DELTA COUNTY | 34 | 38 | 17 | 7 | 4 |
| DENVER COUNTY | 50 | 25 | 10 | 3 | 12 |
| DOLORES | 34 | 49 | 15 | 2 | 0 |
| DOLORES COUNTY | 39 | 35 | 23 | 3 | 0 |
| DOUGLAS COUNTY | 12 | 30 | 35 | 22 | 1 |
| DURANGO | 21 | 32 | 33 | 14 | 1 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 22 | 33 | 26 | 13 | 6 |
| EAST GRAND | 17 | 18 | 41 | 25 | 0 |
| EAST OTERO | 40 | 32 | 22 | 5 | 2 |
| EAST YUMA COUNTY | 18 | 29 | 39 | 13 | 0 |
| EATON | 18 | 36 | 25 | 20 | 1 |
| EDISON | X | X | X | X | X |
| ELBERT | 25 | 20 | 20 | 35 | 0 |
| ELIZABETH | 22 | 40 | 30 | 8 | 0 |
| ELLCOTT | 58 | 31 | 4 | 0 | 7 |
| ENGLEWOOD | 41 | 36 | 17 | 5 | 1 |
| EXPEDITIONARY BOCES | 30 | 48 | 15 | 7 | 0 |
| FALCON | 22 | 42 | 27 | 9 | 1 |
| FLORENCE | 27 | 35 | 25 | 12 | 2 |
| FORT MORGAN | 44 | 30 | 18 | 8 | 0 |
| FOUNTAIN | 24 | 28 | 27 | 19 | 2 |
| FOWLER | 34 | 34 | 28 | 3 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 37 | 37 | 15 | 12 | 0 |
| GARFIELD RE 2 | 26 | 38 | 24 | 11 | 1 |
| GENOA HUGO | 8 | 32 | 40 | 16 | 4 |
| GILCREST | 35 | 39 | 18 | 8 | 0 |
| GILPIN COUNTY | 14 | 48 | 32 | 7 | 0 |
| GRANADA | 40 | 30 | 20 | 10 | 0 |
| GREELEY | 45 | 29 | 13 | 5 | 8 |
| GUNNISON WATERS | 27 | 31 | 30 | 9 | 3 |
| HANOVER | 53 | 33 | 10 | 0 | 3 |
| HARRISON | 47 | 32 | 14 | 2 | 5 |
| HAXTUN | 33 | 22 | 33 | 11 | 0 |
| HAYDEN | 10 | 56 | 29 | 5 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 4 | 23 | 54 | 19 | 0 |
| HOLLY | 36 | 47 | 8 | 8 | 0 |
| HOLYOKE | 36 | 26 | 23 | 15 | 0 |
| HUERFANO | 50 | 34 | 12 | 4 | 0 |
| IGNACIO | 42 | 33 | 18 | 4 | 4 |
| JEFFERSON COUNTY | 21 | 33 | 28 | 16 | 2 |
| JOHNSTOWN MILLIKEN | 34 | 38 | 18 | 9 | 1 |
| JULESBURG | 10 | 20 | 20 | 50 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 35 | 36 | 21 | 7 | 1 |
| KIM REORGANIZED | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|----|
| KIOWA | 10 | 33 | 36 | 13 | 8 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 24 | 52 | 19 | 5 | 0 |
| LAKE COUNTY | 43 | 40 | 11 | 5 | 1 |
| LAMAR | 31 | 23 | 26 | 13 | 7 |
| LAS ANIMAS | 50 | 33 | 10 | 6 | 0 |
| LEWIS PALMER | 11 | 27 | 38 | 23 | 1 |
| LIMON | 36 | 38 | 20 | 2 | 4 |
| LITTLETON | 14 | 32 | 31 | 21 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 7 | 33 | 44 | 16 | 0 |
| MANITOU SPRINGS | 11 | 38 | 33 | 15 | 3 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 37 | 35 | 18 | 5 | 6 |
| MC CLAVE | 28 | 39 | 17 | 17 | 0 |
| MEEKER | 18 | 39 | 32 | 11 | 0 |
| MESA COUNTY VALLEY | 24 | 33 | 27 | 14 | 2 |
| MIAMI YODER | 35 | 28 | 25 | 10 | 3 |
| MOFFAT | 42 | 42 | 11 | 0 | 5 |
| MOFFAT COUNTY | 39 | 40 | 15 | 4 | 2 |
| MONTE VISTA | 29 | 39 | 21 | 7 | 4 |
| MONTEZUMA CORTEZ | 39 | 34 | 17 | 8 | 2 |
| MONTROSE COUNTY | 30 | 32 | 26 | 10 | 2 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 22 | 29 | 24 | 25 | 0 |
| NORTH PARK | 31 | 24 | 24 | 7 | 14 |
| NORTHGLENN THORNTON | 36 | 35 | 19 | 8 | 3 |
| NORWOOD | 15 | 44 | 30 | 7 | 4 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 38 | 31 | 25 | 6 |
| PARK-ESTES PARK | 12 | 37 | 35 | 14 | 1 |
| PARK COUNTY | 48 | 26 | 19 | 0 | 7 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 13 | 52 | 32 | 0 | 3 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | 5 | 21 | 47 | 26 | 0 |
| PLATEAU VALLEY | 32 | 52 | 4 | 8 | 4 |
| PLATTE CANYON | 25 | 35 | 27 | 11 | 2 |
| PLATTE VALLEY RE-7 | 24 | 38 | 25 | 7 | 6 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 18 | 30 | 29 | 20 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 38 | 36 | 17 | 4 | 4 |
| PUEBLO COUNTY RURAL | 24 | 33 | 27 | 14 | 1 |
| RANGELY | 17 | 38 | 31 | 13 | 2 |
| RIDGWAY | 17 | 42 | 33 | 8 | 0 |
| ROARING FORK | 25 | 36 | 27 | 9 | 2 |
| ROCKY FORD | 57 | 27 | 10 | 4 | 1 |

| | | | | | |
|---|----|----|----|----|----|
| SALIDA | 20 | 47 | 26 | 7 | 0 |
| SANFORD | 25 | 46 | 11 | 18 | 0 |
| SANGRE DE CRISTO | 31 | 37 | 23 | 6 | 3 |
| SARGENT | 42 | 18 | 33 | 3 | 3 |
| SHERIDAN | 56 | 25 | 13 | 3 | 2 |
| SIERRA GRANDE | 58 | 17 | 13 | 0 | 13 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 63 | 29 | 8 | 0 | 0 |
| SOUTH ROUTT | 33 | 31 | 18 | 15 | 3 |
| SPRINGFIELD | 30 | 44 | 19 | 7 | 0 |
| ST VRAIN VALLEY | 26 | 33 | 25 | 12 | 4 |
| STEAMBOAT SPRINGS | 17 | 28 | 36 | 18 | 1 |
| STRASBURG | 23 | 36 | 31 | 10 | 0 |
| STRATTON | 25 | 35 | 25 | 15 | 0 |
| SUMMIT | 17 | 36 | 27 | 16 | 3 |
| SWINK | 10 | 17 | 43 | 27 | 3 |
| TELLURIDE | 10 | 32 | 34 | 24 | 0 |
| THOMPSON | 21 | 32 | 30 | 15 | 2 |
| TRINIDAD | 38 | 28 | 22 | 8 | 4 |
| VALLEY | 27 | 31 | 26 | 16 | 0 |
| VILAS | X | X | X | X | X |
| WALSH | 22 | 33 | 22 | 19 | 4 |
| WELD COUNTY RE-8 | 32 | 29 | 14 | 6 | 20 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 28 | 50 | 16 | 6 | 0 |
| WEST GRAND | 22 | 42 | 25 | 11 | 0 |
| WESTMINSTER | 36 | 33 | 19 | 8 | 5 |
| WIDFIELD | 21 | 37 | 29 | 12 | 2 |
| WIGGINS | 38 | 32 | 15 | 6 | 9 |
| WILEY | 22 | 30 | 30 | 19 | 0 |
| WINDSOR | 25 | 38 | 25 | 12 | 0 |
| WOODLAND PARK | 21 | 39 | 26 | 14 | 1 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 13A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Mathematics performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Mathematics Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Mathematics Performance of all Grade 8 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 20% | 32% | 29% | 17% | 2% | 100% |

**Mathematics Performance of all Grade 8 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 32% | 35% | 21% | 9% | 3% | 100% |

**Mathematics Performance of all Grade 8 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 46% | 30% | 14% | 5% | 5% | 100% |

**Mathematics Performance of all Grade 8 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 56% | 24% | 7% | 2% | 10% | 99%* |

*Does not total 100% due to rounding

Part 12

Student Performance in Mathematics

Grade 5

CSAP Spring 2001

| | | | | | | | | | | | | |
|---------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Multiple disabilities | 238 | 48 | 20 | 6 | 3 | 4 | 2 | 2 | 1 | 3 | 178 | 75 |
| Autism | 48 | 6 | 13 | 9 | 19 | 3 | 6 | 3 | 6 | 13 | 27 | 56 |
| Traumatic brain injury | 23 | 3 | 13 | 4 | 17 | 1 | 4 | 1 | 4 | 9 | 14 | 61 |
| Data invalid or not provided | 6588 | 550 | 8 | 1934 | 29 | 2798 | 42 | 1219 | 19 | 61 | 87 | 1 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 50665 | 5612 | 11 | 16033 | 32 | 20587 | 41 | 7275 | 14 | 55 | 1158 | 2 |
| Braille version | 9 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 23 | 5 | 22 | 10 | 43 | 5 | 22 | 2 | 9 | 30 | 1 | 4 |
| Teacher-read directions | 470 | 220 | 47 | 181 | 39 | 50 | 11 | 4 | 1 | 11 | 15 | 3 |
| Use OF Number Line | 10 | X | X | X | X | X | X | X | X | X | X | X |
| Scribe | 316 | 118 | 37 | 121 | 38 | 59 | 19 | 12 | 4 | 22 | 6 | 2 |
| Signing | 25 | 10 | 40 | 8 | 32 | 0 | 0 | 0 | 0 | 0 | 7 | 28 |
| Assistive commun. device | 5 | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 2157 | 732 | 34 | 888 | 41 | 455 | 21 | 63 | 3 | 24 | 19 | 1 |
| Oral presentation – Entire Test | 2019 | 1004 | 50 | 713 | 35 | 240 | 12 | 25 | 1 | 13 | 37 | 2 |
| Data invalid or not provided | 1530 | 255 | 17 | 626 | 41 | 503 | 33 | 76 | 5 | 38 | 70 | 5 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6847 | 2918 | 43 | 2273 | 33 | 970 | 14 | 135 | 2 | 16 | 551 | 8 |
| 504 Plan | 657 | 142 | 22 | 262 | 40 | 204 | 1 | 41 | 6 | 37 | 8 | 1 |
| Title I | 6523 | 1709 | 26 | 2664 | 41 | 1641 | 25 | 319 | 5 | 30 | 190 | 3 |
| OCT new CO | 1233 | 252 | 20 | 399 | 32 | 360 | 29 | 83 | 7 | 36 | 139 | 11 |
| Bilingual | 1366 | 420 | 31 | 515 | 38 | 188 | 14 | 23 | 2 | 15 | 220 | 16 |
| ESL | 2668 | 887 | 33 | 988 | 37 | 375 | 14 | 52 | 2 | 16 | 366 | 14 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 49414 | 6527 | 13 | 15888 | 32 | 19373 | 39 | 6830 | 14 | 53 | 796 | 2 |
| 6-12 Months | 2685 | 423 | 16 | 934 | 35 | 935 | 35 | 259 | 10 | 44 | 134 | 5 |
| 3-6 Months | 3115 | 605 | 19 | 1050 | 34 | 1011 | 32 | 243 | 8 | 40 | 206 | 7 |
| 0-3 Months | 1688 | 366 | 22 | 613 | 36 | 467 | 28 | 87 | 5 | 33 | 155 | 9 |
| Data invalid or not provided | 327 | 43 | 13 | 105 | 32 | 116 | 35 | 39 | 12 | 47 | 24 | 7 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 44949 | 5544 | 12 | 14268 | 32 | 17999 | 40 | 6474 | 14 | 54 | 664 | 1 |
| 6-12 Months | 3682 | 624 | 17 | 1323 | 36 | 1258 | 34 | 333 | 9 | 43 | 144 | 4 |
| 3-6 Months | 6016 | 1204 | 20 | 2062 | 34 | 1935 | 32 | 517 | 9 | 41 | 298 | 5 |
| 0-3 Months | 2283 | 541 | 24 | 825 | 36 | 620 | 27 | 114 | 5 | 32 | 183 | 8 |
| Data invalid or not provided | 299 | 51 | 17 | 112 | 37 | 90 | 30 | 20 | 7 | 37 | 26 | 9 |

| MIGRANT STATUS | 51056 | 6232 | 12 | 16277 | 32 | 20411 | 40 | 7126 | 14 | 54 | 1010 | 2 |
|--------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Non-migrant | 51056 | 6232 | 12 | 16277 | 32 | 20411 | 40 | 7126 | 14 | 54 | 1010 | 2 |
| Migrant | 573 | 204 | 36 | 203 | 35 | 85 | 15 | 7 | 1 | 16 | 74 | 13 |
| Data Invalid or Not Provided | 5600 | 1528 | 27 | 2110 | 38 | 1406 | 25 | 325 | 6 | 31 | 231 | 4 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 50772 | 6006 | 12 | 16178 | 32 | 20714 | 41 | 7229 | 14 | 55 | 645 | 1 |
| Spanish NES fewer than 3 years | 993 | 288 | 29 | 214 | 22 | 52 | 5 | 5 | 1 | 6 | 434 | 44 |
| Spanish NES 3 or more years | 316 | 152 | 48 | 99 | 31 | 19 | 6 | 1 | 0 | 6 | 45 | 14 |
| Spanish LES fewer than 3 years | 402 | 163 | 41 | 163 | 41 | 44 | 11 | 3 | 1 | 12 | 29 | 7 |
| Spanish LES 3 or more years | 778 | 344 | 44 | 315 | 40 | 94 | 12 | 1 | 0 | 12 | 24 | 3 |
| Spanish FES | 2237 | 667 | 30 | 1022 | 46 | 475 | 21 | 54 | 2 | 24 | 19 | 1 |
| Other NES fewer than 3 years | 152 | 18 | 12 | 37 | 24 | 17 | 11 | 10 | 7 | 18 | 70 | 46 |
| Other NES 3 or more years | 91 | 43 | 47 | 27 | 30 | 10 | 11 | 3 | 3 | 14 | 8 | 9 |
| Other LES fewer than 3 years | 108 | 30 | 28 | 39 | 36 | 30 | 28 | 4 | 4 | 31 | 5 | 5 |
| Other LES 3 or more years | 221 | 68 | 31 | 76 | 34 | 61 | 28 | 6 | 3 | 30 | 10 | 5 |
| Other FES | 671 | 96 | 14 | 235 | 32 | 226 | 34 | 109 | 16 | 50 | 5 | 1 |
| Data invalid or not provided | 448 | 89 | 18 | 185 | 38 | 160 | 33 | 33 | 7 | 40 | 21 | 4 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|-----|
| Does not read English or Spanish | 580 |
| Taking CSAP Alt. Assessment** | 14 |
| Eligible to Take CSAP Alt. Assess. | 359 |
| Parental refusal | 98 |
| Test invalidated | 162 |
| Student withdrew before completion** | 95 |
| One or more test sessions incomplete | 102 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 12A(2) Mathematics Performance of Grade 5 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 4 | 22 | 49 | 24 | 0 |
| ADAMS ARAPAHOE | 27 | 41 | 25 | 4 | 3 |
| ADAMS COUNTY | 31 | 46 | 18 | 2 | 3 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 0 | 13 | 53 | 33 | 0 |
| ALAMOSA | 22 | 44 | 26 | 5 | 3 |
| ARCHULETA COUNTY | 8 | 65 | 26 | 1 | 0 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | X | X | X | X | X |
| ASPEN | 1 | 20 | 70 | 9 | 0 |
| AULT HIGHLAND | 14 | 36 | 48 | 2 | 0 |
| BAYFIELD | 4 | 42 | 41 | 13 | 0 |
| BENNETT | 21 | 43 | 36 | 0 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 20 | 28 | 45 | 5 | 3 |
| BOULDER VALLEY | 6 | 22 | 43 | 25 | 4 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | 25 | 56 | 13 | 6 | 0 |
| BRIGHTON | 15 | 34 | 38 | 9 | 3 |
| BRUSH | 17 | 48 | 30 | 4 | 0 |
| BUENA VISTA | 6 | 40 | 45 | 6 | 2 |
| BUFFALO | 0 | 26 | 53 | 21 | 0 |
| BURLINGTON | 23 | 34 | 34 | 9 | 0 |
| BYERS | 29 | 48 | 19 | 4 | 0 |
| CALHAN RJ 1 | 7 | 35 | 47 | 9 | 2 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 16 | 43 | 36 | 5 | 1 |
| CENTENNIAL | 54 | 35 | 8 | 4 | 0 |
| CENTER | 25 | 44 | 23 | 4 | 4 |
| CHERAW | 9 | 35 | 52 | 0 | 4 |
| CHERRY CREEK | 6 | 24 | 44 | 23 | 3 |
| CHEYENNE COUNTY | 4 | 63 | 26 | 7 | 0 |
| CHEYENNE MOUNTAIN | 2 | 14 | 46 | 37 | 0 |
| CLEAR CREEK | 14 | 28 | 45 | 13 | 0 |
| COLORADO SPRINGS | 15 | 37 | 36 | 10 | 2 |
| CO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 20 | 37 | 43 | 0 | 0 |
| COTOPAXI | 16 | 38 | 41 | 3 | 3 |
| CREEDE CONSOLIDATED | 13 | 25 | 44 | 19 | 0 |
| CRIPPLE CREEK VICTOR | 18 | 45 | 29 | 5 | 3 |
| CROWLEY COUNTY | 8 | 22 | 61 | 6 | 2 |
| DE BEQUE | X | X | X | X | X |
| DEER TRAIL | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|---|
| DEL NORTE | 9 | 51 | 35 | 4 | 2 |
| DELTA COUNTY | 16 | 30 | 42 | 8 | 4 |
| DENVER COUNTY | 30 | 37 | 22 | 5 | 6 |
| DOLORES | 16 | 54 | 23 | 2 | 5 |
| DOLORES COUNTY | 9 | 41 | 50 | 0 | 0 |
| DOUGLAS COUNTY | 4 | 24 | 51 | 19 | 1 |
| DURANGO | 5 | 31 | 44 | 18 | 1 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 8 | 31 | 37 | 17 | 7 |
| EAST GRAND | 8 | 30 | 51 | 11 | 1 |
| EAST OTERO | 12 | 26 | 50 | 9 | 3 |
| EAST YUMA COUNTY | 16 | 33 | 43 | 8 | 0 |
| EATON | 16 | 32 | 44 | 8 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 4 | 38 | 38 | 17 | 4 |
| ELIZABETH | 8 | 33 | 50 | 9 | 1 |
| ELLCOTT | 14 | 33 | 44 | 7 | 1 |
| ENGLEWOOD | 17 | 34 | 35 | 11 | 4 |
| EXPEDITIONARY BOCES | 14 | 36 | 41 | 9 | 0 |
| FALCON | 4 | 28 | 47 | 20 | 1 |
| FLORENCE | 13 | 41 | 38 | 8 | 0 |
| FORT MORGAN | 28 | 43 | 25 | 4 | 1 |
| FOUNTAIN | 13 | 42 | 40 | 5 | 0 |
| FOWLER | 0 | 38 | 45 | 17 | 0 |
| FRENCHMAN | 6 | 59 | 29 | 0 | 6 |
| GARFIELD | 16 | 48 | 31 | 4 | 1 |
| GARFIELD RE 2 | 13 | 43 | 36 | 6 | 2 |
| GENOA HUGO | 6 | 22 | 61 | 6 | 6 |
| GILCREST | 15 | 42 | 35 | 7 | 1 |
| GILPIN COUNTY | 18 | 55 | 27 | 0 | 0 |
| GRANADA | 0 | 29 | 65 | 6 | 0 |
| GREELEY | 24 | 31 | 36 | 8 | 1 |
| GUNNISON WATERS | 11 | 26 | 47 | 14 | 1 |
| HANOVER | 16 | 32 | 47 | 5 | 0 |
| HARRISON | 22 | 41 | 30 | 4 | 3 |
| HAXTUN | 17 | 30 | 52 | 0 | 0 |
| HAYDEN | 17 | 54 | 22 | 7 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 3 | 16 | 59 | 22 | 0 |
| HOLLY | 12 | 48 | 36 | 0 | 4 |
| HOLYOKE | 10 | 19 | 54 | 15 | 2 |
| HUERFANO | 26 | 44 | 25 | 5 | 0 |
| IGNACIO | 21 | 58 | 18 | 3 | 1 |
| JEFFERSON COUNTY | 10 | 29 | 44 | 17 | 1 |
| JOHNSTOWN MILLIKEN | 20 | 44 | 32 | 4 | 1 |
| JULESBURG | 16 | 16 | 58 | 11 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 20 | 45 | 29 | 5 | 0 |
| KIM REORGANIZED | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|---|
| KIOWA | 10 | 33 | 47 | 10 | 0 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 5 | 62 | 33 | 0 |
| LAKE COUNTY | 37 | 39 | 21 | 1 | 2 |
| LAMAR | 19 | 38 | 31 | 8 | 3 |
| LAS ANIMAS | 33 | 41 | 20 | 4 | 2 |
| LEWIS PALMER | 5 | 26 | 47 | 21 | 2 |
| LIMON | 12 | 35 | 47 | 5 | 0 |
| LITTLETON | 6 | 27 | 42 | 24 | 2 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 6 | 41 | 50 | 3 | 0 |
| MANITOU SPRINGS | 4 | 24 | 52 | 19 | 0 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 12 | 38 | 37 | 10 | 2 |
| MC CLAVE | 13 | 13 | 65 | 4 | 4 |
| MEEKER | 16 | 32 | 50 | 3 | 0 |
| MESA COUNTY VALLEY | 14 | 39 | 37 | 7 | 2 |
| MIAMI YODER | 21 | 38 | 33 | 8 | 0 |
| MOFFAT | 5 | 50 | 35 | 10 | 0 |
| MOFFAT COUNTY | 14 | 45 | 33 | 5 | 2 |
| MONTE VISTA | 14 | 43 | 37 | 5 | 1 |
| MONTEZUMA CORTEZ | 15 | 41 | 33 | 7 | 3 |
| MONTROSE COUNTY | 25 | 39 | 28 | 6 | 2 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 15 | 23 | 52 | 9 | 1 |
| NORTH PARK | 21 | 21 | 54 | 4 | 0 |
| NORTHGLENN THORNTON | 16 | 39 | 35 | 8 | 1 |
| NORWOOD | 5 | 36 | 50 | 9 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 17 | 56 | 28 | 0 |
| PARK-ESTES PARK | 2 | 36 | 48 | 13 | 1 |
| PARK COUNTY | 22 | 36 | 32 | 10 | 0 |
| PAWNEE | 13 | 13 | 50 | 25 | 0 |
| PEYTON | 2 | 30 | 50 | 17 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 5 | 36 | 27 | 27 | 5 |
| PLATTE CANYON | 10 | 30 | 47 | 13 | 0 |
| PLATTE VALLEY RE-7 | 5 | 14 | 47 | 32 | 3 |
| PLATTE VALLEY RE-3 | 6 | 29 | 65 | 0 | 0 |
| POUDRE | 8 | 29 | 44 | 17 | 2 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 8 | 31 | 45 | 14 | 2 |
| PUEBLO COUNTY RURAL | 9 | 31 | 43 | 15 | 1 |
| RANGELY | 14 | 30 | 47 | 9 | 0 |
| RIDGWAY | 14 | 36 | 45 | 5 | 0 |
| ROARING FORK | 20 | 37 | 32 | 5 | 6 |
| ROCKY FORD | 27 | 37 | 29 | 4 | 3 |

| | | | | | |
|---|----|----|----|----|---|
| SALIDA | 17 | 29 | 43 | 11 | 0 |
| SANFORD | 18 | 27 | 50 | 0 | 5 |
| SANGRE DE CRISTO | 15 | 30 | 45 | 5 | 5 |
| SARGENT | 9 | 45 | 27 | 18 | 0 |
| SHERIDAN | 31 | 40 | 25 | 4 | 0 |
| SIERRA GRANDE | 38 | 38 | 19 | 0 | 4 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 36 | 47 | 17 | 0 | 0 |
| SOUTH ROUTT | 7 | 47 | 42 | 5 | 0 |
| SPRINGFIELD | 4 | 35 | 42 | 15 | 4 |
| ST VRAIN VALLEY | 13 | 30 | 39 | 16 | 2 |
| STEAMBOAT SPRINGS | 4 | 19 | 53 | 24 | 1 |
| STRASBURG | 10 | 30 | 38 | 22 | 0 |
| STRATTON | 0 | 23 | 50 | 27 | 0 |
| SUMMIT | 8 | 25 | 48 | 16 | 3 |
| SWINK | 4 | 21 | 54 | 21 | 0 |
| TELLURIDE | 10 | 29 | 57 | 2 | 2 |
| THOMPSON | 7 | 27 | 46 | 19 | 1 |
| TRINIDAD | 15 | 45 | 27 | 13 | 0 |
| VALLEY | 7 | 37 | 37 | 17 | 2 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 17 | 44 | 26 | 4 | 9 |
| WELDON VALLEY | 24 | 35 | 41 | 0 | 0 |
| WEST END | 8 | 13 | 67 | 13 | 0 |
| WEST GRAND | 13 | 43 | 37 | 7 | 0 |
| WEST YUMA COUNTY | 16 | 47 | 27 | 6 | 5 |
| WESTMINSTER | 18 | 39 | 33 | 5 | 5 |
| WIDFIELD | 13 | 36 | 42 | 9 | 1 |
| WIGGINS | 30 | 35 | 22 | 14 | 0 |
| WILEY | 6 | 12 | 53 | 29 | 0 |
| WINDSOR | 9 | 32 | 41 | 16 | 2 |
| WOODLAND PARK | 5 | 21 | 51 | 23 | 1 |
| WOODLIN | X | X | X | X | X |
| X: number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 12A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Mathematics performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50 receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Mathematics Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Mathematics Performance of all Grade 5 Students
In Schools at SES Level 1 (0-25%) CSAP Fall 2001**

| State | Mathematics Performance Level | | | | | Total |
|--------------------------------------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 7% | 27% | 45% | 19% | 1% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Mathematics Performance of all Grade 5 Students
In Schools at SES Level 2 (26-50%) CSAP Fall 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 14% | 36% | 38% | 10% | 2% | 100% |

**Mathematics Performance of all Grade 5 Students
In Schools at SES Level 3 (51-75%) CSAP Fall 2001**

| State | Mathematics Performance Level | | | | | Total |
|--------------------------------------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 22% | 39% | 29% | 6% | 3% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Mathematics Performance of all Grade 5 Students
In Schools at SES Level 4 (76-100%) CSAP Fall 2001**

| State | Mathematics Performance Level | | | | | Total |
|-------|-------------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 35% | 38% | 19% | 2% | 6% | 100% |

Part 11

Student Performance in Writing

Grade 10

CSAP Spring 2001

Sub-Part 11A State and District Summaries

Table 11A(1) Grade 10 Writing Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Ad |
|-------------------------------|----------------|---------------------|---------------------|---------------------------|---------------------------|--------------|--------------|------------|------|
| STATE TOTAL | 50428 | 1786 | 4 | 22710 | 45 | 15544 | 31 | 6774 | |
| DISTRICT SIZE | | | | | | | | | |
| 300 or less | 699 | 29 | 4 | 350 | 50 | 204 | 29 | 83 | |
| 301 - 600 | 1240 | 37 | 3 | 645 | 52 | 386 | 31 | 122 | |
| 601 - 1200 | 1419 | 45 | 3 | 791 | 56 | 399 | 28 | 137 | |
| 1201 - 6000 | 9800 | 379 | 4 | 4686 | 48 | 2989 | 31 | 1165 | |
| 6001 - 25000 | 15664 | 502 | 3 | 6951 | 44 | 4980 | 32 | 2210 | |
| 25000 or more | 21660 | 794 | 4 | 9287 | 43 | 6586 | 30 | 3057 | |
| GENDER | | | | | | | | | |
| Female | 24449 | 496 | 2 | 9758 | 40 | 8465 | 35 | 4257 | |
| Male | 25650 | 1274 | 5 | 12770 | 50 | 6987 | 27 | 2482 | |
| Data invalid or not provided | 383 | 16 | 4 | 182 | 48 | 92 | 24 | 35 | |
| RACE/ETHNICITY | | | | | | | | | |
| White (not Hispanic) | 36715 | 904 | 2 | 15060 | 41 | 12983 | 35 | 6023 | |
| Black (not Hispanic) | 2367 | 132 | 6 | 1366 | 58 | 463 | 20 | 110 | |
| Hispanic | 8531 | 634 | 7 | 4901 | 57 | 1380 | 16 | 335 | |
| Asian/Pacific Islander | 1541 | 49 | 3 | 705 | 46 | 423 | 27 | 226 | |
| American Indian/Alaska Native | 483 | 26 | 5 | 285 | 59 | 97 | 20 | 18 | |

| | | | | | | | | | | | | |
|-------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Data invalid or not provided | 845 | 41 | 5 | 393 | 47 | 198 | 23 | 62 | 7 | 31 | 151 | 18 |
| DISABILITY | | | | | | | | | | | | |
| None | 39634 | 849 | 2 | 17915 | 45 | 12858 | 32 | 5568 | 14 | 46 | 2444 | 6 |
| Limited intellectual capacity | 314 | 69 | 22 | 32 | 10 | 1 | 0 | 0 | 0 | 0 | 212 | 68 |
| Emotional disability | 564 | 80 | 14 | 294 | 52 | 44 | 8 | 5 | 1 | 9 | 141 | 25 |
| Perceptual/commun. disability | 2374 | 580 | 24 | 1408 | 59 | 60 | 3 | 5 | 0 | 3 | 321 | 14 |
| Hearing disability | 81 | 15 | 19 | 44 | 54 | 8 | 10 | 0 | 0 | 10 | 14 | 17 |
| Visual disability | 27 | 3 | 11 | 10 | 37 | 2 | 7 | 5 | 19 | 26 | 7 | 26 |
| Physical disability | 317 | 45 | 14 | 189 | 60 | 31 | 10 | 5 | 2 | 11 | 47 | 15 |
| Speech/language disability | 231 | 38 | 16 | 159 | 69 | 7 | 3 | 3 | 1 | 4 | 24 | 10 |
| Deaf-blind | 10 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 187 | 20 | 11 | 26 | 14 | 1 | 1 | 0 | 0 | 1 | 140 | 75 |
| Autism | 21 | 1 | 5 | 3 | 14 | 2 | 10 | 1 | 5 | 14 | 14 | 67 |
| Traumatic brain injury | 16 | 0 | 0 | 10 | 63 | 3 | 19 | 0 | 0 | 19 | 3 | 19 |
| Data invalid or not provided | 6706 | 86 | 1 | 2615 | 39 | 2525 | 38 | 1181 | 18 | 55 | 299 | 4 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 46950 | 1323 | 3 | 20793 | 44 | 15014 | 32 | 6582 | 14 | 46 | 3238 | 7 |
| Braille version | 17 | 1 | 6 | 3 | 18 | 3 | 18 | 0 | 0 | 18 | 10 | 59 |
| Large print | 13 | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 453 | 143 | 32 | 235 | 52 | 12 | 3 | 10 | 2 | 5 | 53 | 12 |
| Scribe | 82 | 14 | 17 | 50 | 61 | 6 | 7 | 3 | 4 | 11 | 9 | 11 |
| Signing | 10 | X | X | X | X | X | X | X | X | X | X | X |
| Assistive commun. device | 30 | 15 | 50 | 7 | 23 | 2 | 7 | 2 | 7 | 13 | 4 | 13 |
| Extended/modified timing | 881 | 186 | 21 | 469 | 53 | 105 | 12 | 52 | 6 | 18 | 69 | 8 |
| Data invalid or not provided | 2046 | 98 | 5 | 1143 | 56 | 401 | 20 | 122 | 6 | 26 | 282 | 14 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 4613 | 884 | 19 | 2430 | 53 | 250 | 5 | 66 | 1 | 7 | 983 | 21 |
| 504 Plan | 721 | 33 | 5 | 413 | 57 | 173 | 24 | 56 | 8 | 32 | 46 | 6 |
| Title I | 754 | 42 | 6 | 397 | 53 | 142 | 19 | 44 | 6 | 25 | 129 | 17 |
| OCT new CO | 727 | 50 | 7 | 336 | 46 | 138 | 19 | 61 | 8 | 27 | 142 | 20 |
| Bilingual | 318 | 35 | 11 | 100 | 31 | 17 | 5 | 4 | 1 | 7 | 162 | 51 |
| ESL | 1262 | 205 | 16 | 525 | 42 | 34 | 3 | 9 | 1 | 3 | 489 | 39 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 45019 | 1486 | 3 | 20061 | 45 | 14331 | 32 | 6326 | 14 | 46 | 2815 | 6 |
| 6-12 Months | 1774 | 77 | 4 | 876 | 49 | 434 | 24 | 183 | 10 | 35 | 204 | 11 |
| 3-6 Months | 1976 | 111 | 6 | 905 | 46 | 458 | 23 | 156 | 8 | 31 | 346 | 18 |

| | | | | | | | | | | | | |
|--------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| 0-3 Months | 1063 | 71 | 7 | 554 | 52 | 185 | 17 | 60 | 6 | 23 | 193 | 18 |
| Data invalid or not provided | 650 | 41 | 6 | 314 | 48 | 136 | 21 | 49 | 8 | 28 | 110 | 17 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12 + Months | 40511 | 1277 | 3 | 17895 | 44 | 13141 | 32 | 5786 | 14 | 47 | 2412 | 6 |
| 6-12 Months | 2451 | 122 | 5 | 1229 | 50 | 606 | 25 | 234 | 10 | 34 | 260 | 11 |
| 3-6 Months | 5138 | 227 | 4 | 2330 | 45 | 1381 | 27 | 628 | 12 | 39 | 572 | 11 |
| 0-3 Months | 1632 | 111 | 7 | 884 | 54 | 255 | 16 | 75 | 5 | 20 | 307 | 19 |
| Data invalid or not provided | 750 | 49 | 7 | 372 | 50 | 161 | 21 | 51 | 7 | 28 | 117 | 16 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 46278 | 1497 | 3 | 20613 | 45 | 14723 | 32 | 6440 | 14 | 46 | 3005 | 6 |
| Migrant | 258 | 49 | 19 | 128 | 50 | 16 | 6 | 5 | 2 | 8 | 60 | 23 |
| Data invalid or not provided | 3946 | 240 | 6 | 1969 | 50 | 805 | 20 | 329 | 8 | 29 | 603 | 15 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 46632 | 1389 | 3 | 20719 | 44 | 15129 | 32 | 6639 | 14 | 47 | 2756 | 6 |
| Spanish NES fewer than 3 years | 452 | 62 | 14 | 31 | 7 | 0 | 0 | 0 | 0 | 0 | 359 | 79 |
| Spanish NES 3 or more years | 152 | 33 | 22 | 53 | 35 | 0 | 0 | 0 | 0 | 0 | 66 | 43 |
| Spanish LES fewer than 3 years | 144 | 32 | 22 | 74 | 51 | 4 | 3 | 0 | 0 | 3 | 34 | 24 |
| Spanish LES 3 or more years | 328 | 57 | 17 | 212 | 65 | 19 | 6 | 2 | 1 | 6 | 38 | 12 |
| Spanish FES | 1199 | 93 | 8 | 799 | 67 | 123 | 10 | 31 | 3 | 13 | 153 | 13 |
| Other NES fewer than 3 years | 162 | 24 | 15 | 43 | 27 | 2 | 1 | 0 | 0 | 1 | 93 | 57 |
| Other NES 3 or more years | 34 | 8 | 24 | 13 | 38 | 2 | 6 | 2 | 6 | 12 | 9 | 26 |
| Other LES fewer than 3 years | 64 | 8 | 13 | 44 | 69 | 3 | 5 | 0 | 0 | 5 | 9 | 14 |
| Other LES3 or more years | 101 | 18 | 18 | 63 | 62 | 6 | 6 | 1 | 1 | 7 | 13 | 13 |
| Other FES | 391 | 14 | 4 | 205 | 52 | 75 | 19 | 47 | 12 | 31 | 50 | 13 |
| Data Invalid or not Provided | 823 | 48 | 6 | 454 | 55 | 181 | 22 | 52 | 6 | 28 | 88 | 11 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|------|
| Does not read English or Spanish | 546 |
| Taking CSAP Alt. Assessment** | 16 |
| Eligible to Take CSAP Alt. Assess. | 342 |
| Parental refusal | 262 |
| Test invalidated | 1148 |
| Student withdrew before completion** | 260 |
| One or more test sessions incomplete | 1354 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 11A(2) Writing Performance of Grade 10 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|-----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 1 | 36 | 43 | 19 | 2 |
| ADAMS ARAPAHOE | 5 | 51 | 29 | 8 | 7 |
| ADAMS COUNTY | 9 | 68 | 9 | 2 | 11 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 7 | 45 | 29 | 7 | 12 |
| ALAMOSA | 8 | 55 | 16 | 5 | 17 |
| ARCHULETA COUNTY | 5 | 49 | 32 | 14 | 1 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 0 | 30 | 30 | 39 | 0 |
| ASPEN | 0 | 30 | 45 | 19 | 6 |
| AULT HIGHLAND | 1 | 73 | 18 | 2 | 5 |
| BAYFIELD | 0 | 48 | 32 | 17 | 3 |
| BENNETT | 3 | 46 | 33 | 13 | 5 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 0 | 59 | 36 | 5 | 0 |
| BOULDER VALLEY | 2 | 30 | 36 | 24 | 7 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGSDALE | X | X | X | X | X |
| BRIGHTON | 6 | 52 | 23 | 12 | 7 |
| BRUSH | 4 | 59 | 29 | 6 | 3 |
| BUENA VISTA | 0 | 48 | 39 | 11 | 1 |
| BUFFALO | 0 | 26 | 47 | 26 | 0 |
| BURLINGTON | 8 | 53 | 31 | 6 | 2 |
| BYERS | 0 | 59 | 31 | 0 | 10 |
| CALHAN RJ 1 | 3 | 43 | 49 | 5 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 2 | 54 | 32 | 10 | 2 |
| CENTENNIAL | 19 | 62 | 14 | 0 | 5 |
| CENTER | 5 | 77 | 15 | 3 | 0 |
| CENTINNAL BOCES | 4 | 81 | 15 | 0 | 0 |
| CHERAW | 0 | 61 | 35 | 4 | 0 |
| CHERRY CREEK | 1 | 34 | 38 | 21 | 5 |
| CHEYENNE COUNTY | 4 | 50 | 35 | 4 | 8 |
| CHEYENNE MOUNTAIN | 1 | 24 | 39 | 33 | 3 |
| CLEAR CREEK | 6 | 42 | 33 | 12 | 7 |
| COLORADO SPRINGS | 3 | 45 | 29 | 12 | 10 |
| CO SCH FOR DEAF/BLIND | 25 | 25 | 5 | 0 | 45 |
| CONSOLIDATED | 3 | 54 | 31 | 11 | 0 |
| COTOPAXI | 4 | 52 | 35 | 4 | 4 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 13 | 61 | 23 | 3 | 0 |
| CROWLEY COUNTY | 9 | 64 | 21 | 6 | 0 |

| | | | | | |
|---------------------|----|----|----|----|----|
| DE BEQUE | 0 | 69 | 19 | 6 | 6 |
| DEER TRAIL | 0 | 75 | 25 | 0 | 0 |
| DEL NORTE | 0 | 70 | 16 | 9 | 5 |
| DELTA COUNTY | 3 | 53 | 30 | 9 | 6 |
| DENVER COUNTY | 7 | 48 | 16 | 7 | 22 |
| DOLORES | 6 | 59 | 27 | 8 | 0 |
| DOLORES COUNTY | 0 | 63 | 33 | 4 | 0 |
| DOUGLAS COUNTY | 2 | 37 | 40 | 16 | 5 |
| DURANGO | 2 | 35 | 36 | 19 | 7 |
| EADS | 0 | 26 | 42 | 26 | 5 |
| EAGLE COUNTY | 4 | 43 | 33 | 11 | 9 |
| EAST GRAND | 1 | 50 | 42 | 7 | 1 |
| EAST OTERO | 6 | 60 | 23 | 6 | 4 |
| EAST YUMA COUNTY | 3 | 49 | 35 | 13 | 0 |
| EATON | 2 | 53 | 28 | 13 | 3 |
| EDISON | X | X | X | X | X |
| ELBERT | 5 | 16 | 47 | 32 | 0 |
| ELIZABETH | 3 | 47 | 38 | 12 | 0 |
| ELLCOTT | 3 | 57 | 24 | 7 | 9 |
| ENGLEWOOD | 4 | 53 | 26 | 7 | 10 |
| EXPEDITIONARY BOCES | 6 | 33 | 50 | 11 | 0 |
| FALCON | 4 | 47 | 33 | 11 | 5 |
| FLORENCE | 6 | 52 | 26 | 10 | 6 |
| FORT MORGAN | 8 | 59 | 23 | 7 | 4 |
| FOUNTAIN | 4 | 54 | 30 | 6 | 5 |
| FOWLER | 0 | 64 | 24 | 12 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 5 | 49 | 29 | 10 | 7 |
| GARFIELD RE 2 | 3 | 51 | 31 | 10 | 5 |
| GENOA HUGO | 0 | 50 | 38 | 13 | 0 |
| GILCREST | 7 | 42 | 28 | 9 | 15 |
| GILPIN COUNTY | 3 | 72 | 19 | 3 | 3 |
| GRANADA | 0 | 48 | 33 | 14 | 5 |
| GREELEY | 6 | 49 | 26 | 9 | 11 |
| GUNNISON WATERS | 4 | 41 | 33 | 21 | 2 |
| HANOVER | 17 | 74 | 4 | 0 | 4 |
| HARRISON | 6 | 61 | 20 | 3 | 10 |
| HAXTUN | 9 | 41 | 27 | 23 | 0 |
| HAYDEN | 3 | 35 | 32 | 24 | 6 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 8 | 31 | 35 | 23 | 4 |
| HOLLY | 0 | 73 | 18 | 5 | 5 |
| HOLYOKE | 7 | 41 | 20 | 24 | 9 |
| HUERFANO | 0 | 60 | 22 | 18 | 0 |
| IGNACIO | 3 | 66 | 21 | 4 | 6 |
| JEFFERSON COUNTY | 3 | 42 | 34 | 16 | 4 |
| JOHNSTOWN MILLIKEN | 7 | 60 | 23 | 5 | 5 |
| JULESBURG | 0 | 29 | 46 | 25 | 0 |
| KARVAL | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|----|
| KEENESBURG | 7 | 51 | 27 | 7 | 8 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 3 | 70 | 15 | 9 | 3 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 68 | 28 | 4 | 0 |
| LAKE COUNTY | 6 | 60 | 18 | 5 | 11 |
| LAMAR | 2 | 53 | 26 | 7 | 12 |
| LAS ANIMAS | 4 | 63 | 29 | 5 | 0 |
| LEWIS PALMER | 1 | 25 | 44 | 27 | 3 |
| LIMON | 4 | 39 | 35 | 13 | 9 |
| LITTLETON | 2 | 32 | 39 | 24 | 3 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 0 | 61 | 15 | 15 | 10 |
| MANITOU SPRINGS | 2 | 45 | 27 | 24 | 3 |
| MANZANOLA | 6 | 71 | 12 | 6 | 6 |
| MAPLETON | 4 | 63 | 20 | 5 | 7 |
| MC CLAVE | 8 | 50 | 29 | 8 | 4 |
| MEEKER | 0 | 40 | 42 | 17 | 0 |
| MESA COUNTY VALLEY | 3 | 48 | 28 | 13 | 8 |
| MIAMI YODER | 0 | 20 | 40 | 3 | 37 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 6 | 49 | 29 | 9 | 6 |
| MONTE VISTA | 0 | 51 | 31 | 4 | 13 |
| MONTEZUMA CORTEZ | 6 | 54 | 22 | 6 | 11 |
| MONTROSE COUNTY | 4 | 54 | 29 | 10 | 4 |
| MOUNTAIN BOCES | 7 | 71 | 21 | 0 | 0 |
| MOUNTAIN VALLEY | 0 | 71 | 24 | 6 | 0 |
| NORTH CONEJOS | 2 | 52 | 29 | 13 | 4 |
| NORTH PARK | 0 | 54 | 43 | 0 | 4 |
| NORTHGLENN THORNTON | 4 | 53 | 29 | 6 | 9 |
| NORWOOD | 0 | 45 | 41 | 14 | 0 |
| OTIS | 0 | 59 | 29 | 12 | 0 |
| OURAY | 0 | 26 | 58 | 16 | 0 |
| PARK-ESTES PARK | 4 | 43 | 30 | 17 | 5 |
| PARK COUNTY | 0 | 44 | 35 | 15 | 6 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 5 | 50 | 34 | 8 | 3 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 10 | 51 | 22 | 5 | 12 |
| PLATTE CANYON | 3 | 46 | 34 | 13 | 3 |
| PLATTE VALLEY RE-7 | 2 | 57 | 32 | 7 | 1 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 2 | 34 | 34 | 23 | 6 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 6 | 56 | 23 | 6 | 10 |
| PUEBLO COUNTY RURAL | 3 | 51 | 32 | 10 | 4 |
| RANGELY | 2 | 54 | 29 | 5 | 11 |

| | | | | | |
|---|----|----|----|----|----|
| RIDGWAY | 0 | 61 | 33 | 6 | 0 |
| ROARING FORK | 4 | 42 | 28 | 17 | 9 |
| ROCKY FORD | 7 | 61 | 21 | 7 | 3 |
| SALIDA | 4 | 42 | 37 | 16 | 2 |
| SANFORD | 0 | 58 | 38 | 4 | 0 |
| SANGRE DE CRISTO | 0 | 32 | 64 | 4 | 0 |
| SARGENT | 3 | 47 | 40 | 7 | 3 |
| SHERIDAN | 10 | 57 | 25 | 5 | 3 |
| SIERRA GRANDE | 4 | 70 | 9 | 0 | 17 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 3 | 79 | 12 | 6 | 0 |
| SOUTH ROUTT | 0 | 67 | 14 | 6 | 14 |
| SPRINGFIELD | 0 | 32 | 50 | 18 | 0 |
| ST VRAIN VALLEY | 3 | 47 | 33 | 13 | 4 |
| STEAMBOAT SPRINGS | 0 | 30 | 42 | 21 | 6 |
| STRASBURG | 4 | 49 | 26 | 11 | 11 |
| STRATTON | 7 | 50 | 32 | 11 | 0 |
| SUMMIT | 2 | 38 | 39 | 10 | 11 |
| SWINK | 3 | 39 | 34 | 24 | 0 |
| TELLURIDE | 0 | 38 | 46 | 16 | 0 |
| THOMPSON | 3 | 49 | 32 | 13 | 4 |
| TRINIDAD | 4 | 55 | 24 | 14 | 4 |
| VALLEY | 6 | 45 | 32 | 12 | 5 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 5 | 53 | 31 | 3 | 7 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 3 | 55 | 32 | 8 | 3 |
| WEST GRAND | 2 | 57 | 28 | 11 | 2 |
| WEST YUMA COUNTY | 1 | 57 | 32 | 8 | 1 |
| WESTMINSTER | 4 | 55 | 17 | 5 | 19 |
| WIDEFIELD | 2 | 48 | 33 | 12 | 4 |
| WIGGINS | 6 | 46 | 34 | 14 | 0 |
| WILEY | 0 | 36 | 45 | 14 | 5 |
| WINDSOR | 3 | 50 | 37 | 8 | 2 |
| WOODLAND PARK | 2 | 51 | 32 | 13 | 1 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 11A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Writing Performance of all Grade 10 Students
in School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 3% | 47% | 31% | 13% | 5% | 99%* |
| Does not total 100% due to rounding | | | | | | |

**Writing Performance of all Grade 10 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 5% | 52% | 27% | 8% | 8% | 100% |

**Writing Performance of all Grade 10 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 8% | 63% | 14% | 3% | 11% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Writing Performance of all Grade 10 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 64% | 10% | 1% | 15% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

Part 10

Student Performance in Writing

Grade 7

CSAP Spring 2001

Sub-Part 10A State and District Summaries

Table 10A(1) Grade 7 Writing Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced |
|-------------------------------|----------------|---------------------|---------------------|---------------------------|---------------------------|--------------|--------------|------------|------------|
| STATE TOTAL | 55502 | 1014 | 2 | 28914 | 52 | 22361 | 40 | 170 | |
| DISTRICT SIZE | | | | | | | | | |
| 300 or less | 651 | 11 | 2 | 373 | 57 | 236 | 36 | 1 | |
| 301 - 600 | 1292 | 15 | 1 | 731 | 57 | 500 | 39 | 1 | |
| 601 - 1200 | 1516 | 39 | 3 | 954 | 63 | 466 | 31 | 0 | |
| 1201 - 6000 | 10597 | 206 | 2 | 5717 | 54 | 4152 | 39 | 31 | |
| 6001 - 25000 | 17093 | 244 | 1 | 8717 | 51 | 7322 | 43 | 49 | |
| 25000 or more | 24353 | 499 | 2 | 12422 | 51 | 9685 | 40 | 88 | |
| GENDER | | | | | | | | | |
| Female | 27032 | 301 | 1 | 12679 | 47 | 12696 | 47 | 125 | |
| Male | 28276 | 712 | 3 | 16136 | 57 | 9608 | 34 | 45 | |
| Data invalid or not provided | 194 | 1 | 1 | 99 | 51 | 57 | 29 | 0 | |
| RACE/ETHNICITY | | | | | | | | | |
| White (not Hispanic) | 37698 | 354 | 1 | 17469 | 46 | 18605 | 49 | 150 | |
| Black (not Hispanic) | 3089 | 89 | 3 | 2098 | 68 | 627 | 20 | 3 | |
| Hispanic | 11745 | 522 | 4 | 7761 | 66 | 2003 | 17 | 3 | |
| Asian/Pacific Islander | 1648 | 18 | 1 | 793 | 48 | 726 | 44 | 14 | |
| American Indian/Alaska Native | 620 | 12 | 2 | 430 | 69 | 151 | 24 | 0 | |

| | | | | | | | | | | | | |
|-------------------------------|-------|-----|----|-------|----|-------|----|-----|---|----|------|----|
| Data invalid or not provided | 702 | 19 | 3 | 363 | 52 | 249 | 35 | 1 | 0 | 36 | 70 | 10 |
| DISABILITY | | | | | | | | | | | | |
| None | 42414 | 327 | 1 | 21608 | 51 | 18447 | 43 | 142 | 0 | 44 | 1890 | 4 |
| Limited intellectual capacity | 360 | 75 | 21 | 82 | 23 | 1 | 0 | 0 | 0 | 0 | 202 | 56 |
| Emotional disability | 765 | 58 | 8 | 538 | 70 | 63 | 8 | 0 | 0 | 8 | 106 | 14 |
| Perceptual/commun. disability | 3407 | 394 | 12 | 2668 | 78 | 99 | 3 | 0 | 0 | 3 | 246 | 7 |
| Hearing disability | 107 | 8 | 7 | 76 | 71 | 2 | 2 | 0 | 0 | 2 | 21 | 20 |
| Visual disability | 28 | 1 | 4 | 13 | 46 | 5 | 18 | 0 | 0 | 18 | 9 | 32 |
| Physical disability | 423 | 30 | 7 | 292 | 69 | 42 | 10 | 0 | 0 | 10 | 59 | 14 |
| Speech/language disability | 515 | 37 | 7 | 419 | 81 | 32 | 6 | 0 | 0 | 6 | 27 | 5 |
| Deaf-blind | 8 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 215 | 10 | 5 | 40 | 19 | 2 | 1 | 0 | 0 | 1 | 163 | 76 |
| Autism | 33 | 2 | 6 | 9 | 27 | 3 | 9 | 0 | 0 | 9 | 19 | 58 |
| Traumatic brain injury | 18 | 0 | 0 | 11 | 61 | 0 | 0 | 0 | 0 | 0 | 7 | 39 |
| Data invalid or not provided | 7209 | 72 | 1 | 3152 | 44 | 3664 | 51 | 28 | 0 | 51 | 293 | 4 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 51193 | 608 | 1 | 26095 | 51 | 21692 | 42 | 158 | 0 | 43 | 2640 | 5 |
| Braille version | 11 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 8 | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 1147 | 206 | 18 | 816 | 71 | 17 | 1 | 0 | 0 | 1 | 108 | 9 |
| Scribe | 202 | 11 | 5 | 157 | 78 | 25 | 12 | 0 | 0 | 12 | 9 | 4 |
| Signing | 17 | 1 | 6 | 11 | 65 | 1 | 6 | 0 | 0 | 6 | 4 | 24 |
| Assistive commun. device | 40 | 4 | 10 | 30 | 75 | 6 | 15 | 0 | 0 | 15 | 0 | 0 |
| Extended/modified timing | 1561 | 156 | 10 | 1032 | 66 | 269 | 17 | 11 | 1 | 18 | 93 | 6 |
| Data invalid or not provided | 1323 | 28 | 2 | 761 | 58 | 350 | 26 | 1 | 0 | 27 | 183 | 14 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6401 | 623 | 10 | 4500 | 70 | 394 | 6 | 1 | 0 | 6 | 883 | 14 |
| 504 Plan | 753 | 29 | 4 | 510 | 68 | 183 | 24 | 0 | 0 | 24 | 31 | 4 |
| Title I | 2597 | 148 | 6 | 1928 | 74 | 294 | 11 | 0 | 0 | 11 | 227 | 9 |
| OCT new CO | 1055 | 43 | 4 | 531 | 50 | 259 | 25 | 2 | 0 | 25 | 220 | 21 |
| Bilingual | 612 | 33 | 5 | 199 | 33 | 15 | 2 | 1 | 0 | 3 | 364 | 59 |
| ESL | 2340 | 224 | 10 | 1353 | 58 | 92 | 4 | 1 | 0 | 4 | 670 | 29 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 47809 | 803 | 2 | 24769 | 52 | 20005 | 42 | 157 | 0 | 42 | 2075 | 4 |
| 6-12 Months | 2570 | 63 | 2 | 1401 | 55 | 856 | 33 | 6 | 0 | 34 | 244 | 9 |
| 3-6 Months | 3048 | 78 | 3 | 1551 | 51 | 980 | 32 | 5 | 0 | 32 | 434 | 14 |
| 0-3 Months | 1692 | 55 | 3 | 993 | 59 | 415 | 25 | 1 | 0 | 25 | 228 | 13 |

| | | | | | | | | | | | | |
|--------------------------------|-------|-----|----|-------|----|-------|----|-----|---|----|------|----|
| Data invalid or not provided | 383 | 15 | 4 | 200 | 52 | 105 | 27 | 1 | 0 | 28 | 62 | 16 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12 + Months | 33603 | 603 | 2 | 17922 | 53 | 13399 | 40 | 91 | 0 | 40 | 1588 | 5 |
| 6-12 Months | 7224 | 114 | 2 | 3500 | 48 | 3250 | 45 | 43 | 1 | 46 | 317 | 4 |
| 3-6 Months | 11265 | 188 | 2 | 5504 | 49 | 4794 | 43 | 34 | 0 | 43 | 745 | 7 |
| 0-3 Months | 2784 | 83 | 3 | 1620 | 58 | 759 | 27 | 1 | 0 | 27 | 321 | 12 |
| Data invalid or not provided | 626 | 26 | 4 | 368 | 59 | 159 | 25 | 1 | 0 | 26 | 72 | 12 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 50045 | 775 | 2 | 25497 | 51 | 21307 | 43 | 163 | 0 | 43 | 2303 | 5 |
| Migrant | 452 | 42 | 9 | 274 | 61 | 31 | 7 | 1 | 0 | 7 | 104 | 23 |
| Data invalid or not provided | 5005 | 197 | 4 | 3143 | 63 | 1023 | 20 | 6 | 0 | 21 | 636 | 13 |
| LANGUAGE BACKGROUND | | | | | | | | | | | | |
| English | 50574 | 672 | 1 | 25968 | 51 | 21801 | 43 | 163 | 0 | 43 | 1970 | 4 |
| Spanish NES fewer than 3 years | 793 | 73 | 9 | 124 | 16 | 4 | 1 | 0 | 0 | 1 | 592 | 75 |
| Spanish NES 3 or more years | 250 | 44 | 18 | 107 | 43 | 2 | 1 | 0 | 0 | 1 | 97 | 39 |
| Spanish LES fewer than 3 years | 342 | 32 | 9 | 229 | 67 | 5 | 1 | 0 | 0 | 1 | 76 | 22 |
| Spanish LES 3 or more years | 508 | 59 | 12 | 393 | 77 | 17 | 3 | 0 | 0 | 3 | 39 | 8 |
| Spanish FES | 1731 | 93 | 5 | 1313 | 76 | 226 | 13 | 0 | 0 | 13 | 99 | 6 |
| Other NES fewer than 3 years | 153 | 9 | 6 | 56 | 37 | 7 | 5 | 0 | 0 | 5 | 81 | 53 |
| Other NES 3 or more years | 36 | 0 | 0 | 27 | 75 | 3 | 8 | 0 | 0 | 8 | 6 | 17 |
| Other LES fewer than 3 years | 119 | 8 | 7 | 95 | 80 | 11 | 9 | 0 | 0 | 9 | 5 | 4 |
| Other LES 3 or more years | 170 | 6 | 4 | 145 | 85 | 9 | 5 | 0 | 0 | 5 | 10 | 6 |
| Other FES | 489 | 7 | 1 | 288 | 59 | 169 | 35 | 5 | 1 | 36 | 20 | 4 |
| Data Invalid or not provided | 337 | 11 | 3 | 169 | 50 | 107 | 32 | 2 | 1 | 32 | 48 | 14 |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|------|
| Does not read English or Spanish | 1033 |
| Taking CSAP Alt. Assessment** | 17 |
| Eligible to Take CSAP Alt. Assess. | 340 |
| Parental refusal | 97 |
| Test invalidated | 329 |
| Student withdrew before completion** | 142 |
| One or more test sessions incomplete | 1227 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 10A(2) Writing Performance of Grade 7 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 1 | 39 | 58 | 0 | 2 |
| ADAMS ARAPAHOE | 5 | 63 | 22 | 0 | 10 |
| ADAMS COUNTY | 4 | 77 | 13 | 0 | 6 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 6 | 62 | 26 | 0 | 6 |
| ALAMOSA | 8 | 56 | 29 | 0 | 7 |
| ARCHULETA COUNTY | 2 | 58 | 37 | 0 | 4 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 0 | 52 | 44 | 0 | 4 |
| ASPEN | 0 | 33 | 65 | 0 | 2 |
| AULT HIGHLAND | 3 | 72 | 23 | 0 | 2 |
| BAYFIELD | 0 | 54 | 35 | 0 | 11 |
| BENNETT | 0 | 49 | 51 | 0 | 0 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 0 | 49 | 51 | 0 | 0 |
| BOULDER VALLEY | 1 | 39 | 56 | 0 | 4 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 1 | 66 | 26 | 0 | 7 |
| BRUSH | 4 | 67 | 24 | 0 | 5 |
| BUENA VISTA | 0 | 58 | 35 | 0 | 7 |
| BUFFALO | 0 | 50 | 46 | 0 | 4 |
| BURLINGTON | 0 | 52 | 46 | 0 | 2 |
| BYERS | 0 | 55 | 41 | 0 | 3 |
| CALHAN RJ 1 | 0 | 71 | 27 | 0 | 2 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 3 | 64 | 31 | 0 | 2 |
| CENTENNIAL | 6 | 87 | 3 | 0 | 3 |
| CENTER | 6 | 64 | 19 | 0 | 11 |
| CHERAW | X | X | X | X | X |
| CHERRY CREEK | 1 | 39 | 57 | 0 | 3 |
| CHEYENNE COUNTY | 0 | 43 | 52 | 0 | 5 |
| CHEYENNE MOUNTAIN | 1 | 24 | 71 | 3 | 1 |
| CLEAR CREEK | 3 | 57 | 38 | 0 | 3 |
| COLORADO SPRINGS | 2 | 54 | 38 | 0 | 6 |
| CO SCH DEAF/BLIND | X | X | X | X | X |
| CONSOLIDATED | 6 | 58 | 32 | 0 | 3 |
| COTOPAXI | 3 | 74 | 24 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 2 | 79 | 20 | 0 | 0 |
| CROWLEY COUNTY | 2 | 65 | 27 | 0 | 6 |
| DE BEQUE | 0 | 61 | 33 | 0 | 6 |
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 2 | 80 | 15 | 0 | 3 |

| | | | | | |
|---------------------|---|----|----|---|----|
| DELTA COUNTY | 2 | 59 | 35 | 0 | 4 |
| DENVER COUNTY | 4 | 62 | 17 | 0 | 16 |
| DOLORES | 2 | 59 | 37 | 0 | 2 |
| DOLORES COUNTY | 0 | 48 | 43 | 0 | 10 |
| DOUGLAS COUNTY | 1 | 43 | 54 | 0 | 2 |
| DURANGO | 1 | 49 | 47 | 0 | 3 |
| EADS | X | X | X | X | X |
| EAGLE COUNTY | 1 | 44 | 46 | 0 | 9 |
| EAST GRAND | 0 | 53 | 47 | 0 | 0 |
| EAST OTERO | 2 | 75 | 20 | 0 | 3 |
| EAST YUMA COUNTY | 4 | 53 | 42 | 0 | 0 |
| EATON | 5 | 56 | 38 | 0 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 0 | 47 | 53 | 0 | 0 |
| ELIZABETH | 1 | 63 | 33 | 0 | 3 |
| ELLCOTT | 6 | 73 | 18 | 0 | 2 |
| ENGLEWOOD | 0 | 64 | 30 | 0 | 5 |
| EXPEDITIONARY BOCES | 0 | 50 | 38 | 3 | 9 |
| FALCON | 1 | 53 | 40 | 0 | 6 |
| FLORENCE | 3 | 65 | 29 | 0 | 3 |
| FORT MORGAN | 5 | 63 | 31 | 0 | 1 |
| FOUNTAIN | 1 | 58 | 36 | 0 | 4 |
| FOWLER | 0 | 28 | 69 | 0 | 3 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 7 | 68 | 24 | 0 | 2 |
| GARFIELD RE 2 | 1 | 61 | 34 | 0 | 3 |
| GENOA HUGO | X | X | X | X | X |
| GILCREST | 5 | 64 | 25 | 0 | 6 |
| GILPIN COUNTY | 0 | 66 | 34 | 0 | 0 |
| GRANADA | 0 | 60 | 37 | 0 | 3 |
| GREELEY | 4 | 59 | 30 | 0 | 7 |
| GUNNISON WATERS | 2 | 32 | 64 | 1 | 2 |
| HANOVER | 0 | 67 | 33 | 0 | 0 |
| HARRISON | 3 | 71 | 19 | 0 | 7 |
| HAXTUN | 0 | 44 | 56 | 0 | 0 |
| HAYDEN | 0 | 57 | 43 | 0 | 0 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 0 | 30 | 70 | 0 | 0 |
| HOLLY | 3 | 63 | 32 | 0 | 3 |
| HOLYOKE | 2 | 52 | 45 | 0 | 2 |
| HUERFANO | 1 | 56 | 43 | 0 | 0 |
| IGNACIO | 0 | 74 | 24 | 0 | 2 |
| JEFFERSON COUNTY | 1 | 44 | 52 | 1 | 3 |
| JOHNSTOWN MILLIKEN | 4 | 60 | 33 | 0 | 3 |
| JULESBURG | 0 | 39 | 57 | 0 | 4 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 1 | 49 | 26 | 0 | 24 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 0 | 38 | 62 | 0 | 0 |

| | | | | | |
|---------------------|----|----|----|---|----|
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 0 | 63 | 31 | 6 | 0 |
| LAKE COUNTY | 6 | 70 | 12 | 0 | 12 |
| LAMAR | 5 | 57 | 31 | 0 | 7 |
| LAS ANIMAS | 5 | 57 | 34 | 0 | 3 |
| LEWIS PALMER | 1 | 38 | 57 | 0 | 3 |
| LIMON | 4 | 71 | 22 | 0 | 4 |
| LITTLETON | 1 | 40 | 56 | 1 | 3 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 2 | 64 | 29 | 0 | 5 |
| MANITOU SPRINGS | 0 | 38 | 60 | 0 | 2 |
| MANZANOLA | 11 | 78 | 11 | 0 | 0 |
| MAPLETON | 3 | 66 | 23 | 0 | 8 |
| MC CLAVE | 0 | 24 | 62 | 0 | 14 |
| MEEKER | 0 | 40 | 58 | 0 | 2 |
| MESA COUNTY VALLEY | 1 | 56 | 38 | 0 | 4 |
| MIAMI YODER | 0 | 62 | 31 | 0 | 8 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 2 | 59 | 37 | 0 | 2 |
| MONTE VISTA | 2 | 59 | 33 | 0 | 5 |
| MONTEZUMA CORTEZ | 3 | 64 | 28 | 0 | 4 |
| MONTROSE COUNTY | 2 | 53 | 41 | 1 | 3 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 6 | 67 | 25 | 0 | 2 |
| NORTH PARK | 0 | 62 | 38 | 0 | 0 |
| NORTHGLENN THORNTON | 2 | 62 | 30 | 0 | 6 |
| NORWOOD | 0 | 42 | 58 | 0 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 0 | 56 | 44 | 0 | 0 |
| PARK-ESTES PARK | 1 | 52 | 46 | 0 | 1 |
| PARK COUNTY | 5 | 68 | 28 | 0 | 0 |
| PAWNEE | 6 | 59 | 35 | 0 | 0 |
| PEYTON | 0 | 67 | 32 | 0 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 8 | 54 | 35 | 0 | 4 |
| PLATTE CANYON | 2 | 39 | 59 | 0 | 0 |
| PLATTE VALLEY RE-7 | 1 | 57 | 39 | 0 | 3 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 1 | 43 | 50 | 0 | 5 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | 0 | 68 | 32 | 0 | 0 |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 1 | 64 | 30 | 0 | 5 |
| PUEBLO COUNTY RURAL | 0 | 47 | 50 | 0 | 2 |
| RANGELY | 2 | 73 | 23 | 0 | 2 |
| RIDGWAY | 0 | 23 | 50 | 0 | 27 |
| ROARING FORK | 1 | 46 | 46 | 1 | 5 |
| ROCKY FORD | 5 | 81 | 14 | 0 | 1 |
| SALIDA | 2 | 39 | 54 | 1 | 3 |

| | | | | | |
|---|---|----|----|---|----|
| SANFORD | 0 | 72 | 28 | 0 | 0 |
| SANGRE DE CRISTO | 0 | 76 | 24 | 0 | 0 |
| SARGENT | 0 | 80 | 17 | 0 | 3 |
| SHERIDAN | 9 | 77 | 12 | 0 | 2 |
| SIERRA GRANDE | 4 | 61 | 22 | 0 | 13 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 0 | 73 | 20 | 0 | 7 |
| SOUTH ROUTT | 0 | 39 | 61 | 0 | 0 |
| SPRINGFIELD | 0 | 65 | 35 | 0 | 0 |
| ST VRAIN VALLEY | 2 | 51 | 42 | 0 | 5 |
| STEAMBOAT SPRINGS | 0 | 36 | 63 | 0 | 1 |
| STRASBURG | 0 | 63 | 33 | 0 | 3 |
| STRATTON | 0 | 54 | 46 | 0 | 0 |
| SUMMIT | 3 | 44 | 46 | 0 | 7 |
| SWINK | 0 | 47 | 47 | 0 | 7 |
| TELLURIDE | 0 | 29 | 69 | 0 | 2 |
| THOMPSON | 1 | 44 | 52 | 1 | 3 |
| TRINIDAD | 3 | 72 | 22 | 0 | 4 |
| VALLEY | 3 | 54 | 40 | 1 | 2 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 2 | 52 | 16 | 0 | 30 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 0 | 56 | 29 | 0 | 15 |
| WEST GRAND | 0 | 61 | 35 | 0 | 4 |
| WEST YUMA COUNTY | 6 | 57 | 20 | 0 | 17 |
| WESTMINSTER | 2 | 64 | 22 | 0 | 12 |
| WIDFIELD | 0 | 54 | 43 | 0 | 3 |
| WIGGINS | 2 | 52 | 41 | 0 | 5 |
| WILEY | 0 | 34 | 62 | 0 | 3 |
| WINDSOR | 0 | 45 | 52 | 1 | 1 |
| WOODLAND PARK | 1 | 64 | 34 | 0 | 0 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 10A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Writing Performance of all Grade 7 Students
in School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 1% | 45% | 51% | 1% | 3% | 101%* |

*Does not total 100% due to rounding.

**Writing Performance of all Grade 7 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 2% | 58% | 36% | 0% | 5% | 101%* |

*Does not total 100% due to rounding

**Writing Performance of all Grade 7 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 4% | 65% | 22% | 0% | 9% | 100% |

**Writing Performance of all Grade 7 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 5% | 72% | 12% | 0% | 11% | 100% |

Part 9

Student Performance in Writing

Grade 4

CSAP Spring 2001

Sub-Part 9A State and District Summaries - English

Table 9A(1) Grade 4 Writing Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 55212 | 7357 | 13 | 25317 | 48 | 19452 | 35 | 1378 | 2 | 38 | 1708 | 3 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 589 | 84 | 14 | 296 | 50 | 185 | 31 | 14 | 2 | 34 | 10 | 2 |
| 301 - 600 | 1218 | 137 | 11 | 608 | 50 | 425 | 35 | 21 | 2 | 37 | 27 | 2 |
| 601 - 1200 | 1419 | 233 | 16 | 749 | 53 | 379 | 27 | 23 | 2 | 28 | 35 | 2 |
| 1201 - 6000 | 10164 | 1281 | 13 | 4937 | 49 | 3503 | 34 | 214 | 2 | 37 | 229 | 2 |
| 6001 - 25000 | 17084 | 1717 | 10 | 7747 | 45 | 6688 | 39 | 436 | 3 | 42 | 496 | 3 |
| 25000 or more | 24738 | 3905 | 16 | 10980 | 44 | 8272 | 33 | 670 | 3 | 36 | 911 | 4 |
| GENDER | | | | | | | | | | | | |
| Female | 26767 | 2785 | 10 | 11199 | 42 | 11072 | 41 | 1014 | 4 | 45 | 697 | 3 |
| Male | 28191 | 4524 | 16 | 13998 | 50 | 8313 | 29 | 360 | 1 | 31 | 996 | 4 |
| Data invalid or not provided | 254 | 48 | 19 | 120 | 47 | 67 | 26 | 4 | 2 | 28 | 15 | 6 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 37364 | 3075 | 8 | 16497 | 44 | 15805 | 42 | 1234 | 3 | 46 | 753 | 2 |
| Black (not Hispanic) | 3307 | 817 | 25 | 1664 | 50 | 659 | 20 | 20 | 1 | 21 | 147 | 4 |
| Hispanic | 11833 | 3023 | 26 | 5970 | 50 | 2106 | 18 | 68 | 1 | 18 | 666 | 6 |
| Asian/Pacific Islander | 1578 | 194 | 12 | 642 | 41 | 619 | 39 | 38 | 2 | 42 | 85 | 5 |
| American Indian/Alaska Native | 683 | 163 | 24 | 356 | 52 | 135 | 20 | 6 | 1 | 21 | 23 | 3 |
| Data invalid or not provided | 447 | 85 | 19 | 188 | 42 | 128 | 29 | 12 | 3 | 31 | 34 | 8 |
| DISABILITY | | | | | | | | | | | | |
| None | 43391 | 4200 | 10 | 20544 | 47 | 16446 | 38 | 1160 | 3 | 41 | 1041 | 2 |
| Limited intellectual capacity | 155 | 85 | 55 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Emotional disability | 588 | 217 | 37 | 241 | 41 | 44 | 7 | 0 | 0 | 7 | 86 | 15 |
| Perceptual/commun. disability | 3140 | 1656 | 53 | 1214 | 39 | 107 | 3 | 1 | 0 | 3 | 162 | 5 |
| Hearing disability | 108 | 47 | 44 | 41 | 38 | 12 | 11 | 1 | 1 | 12 | 7 | 6 |
| Visual disability | 26 | 6 | 23 | 9 | 35 | 6 | 23 | 1 | 4 | 27 | 4 | 15 |
| Physical disability | 413 | 166 | 40 | 188 | 46 | 40 | 10 | 0 | 0 | 10 | 19 | 5 |
| Speech/language disability | 1170 | 461 | 39 | 542 | 46 | 127 | 11 | 1 | 0 | 11 | 39 | 3 |
| Deaf-blind | 7 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 107 | 41 | 38 | 15 | 14 | 1 | 1 | 0 | 0 | 1 | 50 | 47 |

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|---|----|------|----|
| Autism | 39 | 8 | 21 | 9 | 23 | 7 | 18 | 0 | 0 | 18 | 15 | 38 |
| Traumatic brain injury | 19 | 10 | 53 | 6 | 32 | 1 | 5 | 0 | 0 | 5 | 2 | 11 |
| Data invalid or not provided | 6049 | 460 | 8 | 2493 | 41 | 2659 | 44 | 214 | 4 | 47 | 223 | 4 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 47669 | 5161 | 11 | 21860 | 46 | 17975 | 38 | 1260 | 3 | 40 | 1413 | 3 |
| Braille version | 7 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 15 | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 1012 | 600 | 59 | 334 | 33 | 21 | 2 | 0 | 0 | 2 | 57 | 6 |
| Scribe | 517 | 182 | 35 | 258 | 50 | 54 | 10 | 3 | 1 | 11 | 20 | 4 |
| Signing | 16 | 9 | 56 | 4 | 25 | 2 | 13 | 0 | 0 | 13 | 1 | 6 |
| Assistive commun. device | 9 | X | X | X | X | X | X | X | X | X | X | X |
| Extended/modified timing | 4512 | 1143 | 25 | 2139 | 47 | 1007 | 22 | 101 | 2 | 25 | 122 | 3 |
| Data invalid or not provided | 1455 | 251 | 17 | 712 | 49 | 387 | 27 | 13 | 1 | 27 | 92 | 6 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 6419 | 2869 | 45 | 2598 | 40 | 473 | 7 | 6 | 0 | 7 | 473 | 7 |
| 504 Plan | 560 | 112 | 20 | 312 | 56 | 119 | 21 | 0 | 0 | 21 | 17 | 3 |
| Title I | 7022 | 1798 | 26 | 3709 | 53 | 1143 | 16 | 48 | 1 | 17 | 324 | 5 |
| OCT new CO | 1135 | 191 | 17 | 495 | 44 | 292 | 26 | 17 | 1 | 27 | 140 | 12 |
| Bilingual | 740 | 288 | 39 | 325 | 44 | 72 | 10 | 3 | 0 | 10 | 52 | 7 |
| ESL | 2480 | 892 | 36 | 1002 | 40 | 181 | 7 | 4 | 0 | 7 | 401 | 16 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 47279 | 5974 | 13 | 21674 | 46 | 17212 | 36 | 1258 | 3 | 39 | 1161 | 2 |
| 6-12 Months | 2801 | 431 | 15 | 1350 | 48 | 84274 | 30 | 52 | 2 | 31 | 141 | 5 |
| 3-6 Months | 3090 | 527 | 17 | 1409 | 46 | 888 | 29 | 46 | 1 | 30 | 220 | 7 |
| 0-3 Months | 1694 | 378 | 22 | 750 | 44 | 394 | 23 | 16 | 1 | 24 | 156 | 9 |
| Data invalid or not provided | 348 | 47 | 14 | 134 | 39 | 131 | 38 | 6 | 2 | 39 | 30 | 9 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 42996 | 5085 | 12 | 19712 | 46 | 16048 | 37 | 1178 | 3 | 40 | 973 | 2 |
| 6-12 Months | 3700 | 640 | 17 | 1732 | 47 | 1108 | 30 | 56 | 2 | 31 | 164 | 4 |
| 3-6 Months | 5811 | 1025 | 18 | 2667 | 46 | 1675 | 29 | 112 | 2 | 31 | 332 | 6 |
| 0-3 Months | 2378 | 551 | 23 | 1073 | 45 | 525 | 22 | 25 | 1 | 23 | 204 | 9 |
| Data invalid or not provided | 327 | 56 | 17 | 133 | 41 | 96 | 29 | 7 | 2 | 31 | 35 | 11 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 49710 | 5813 | 12 | 22721 | 46 | 18486 | 37 | 1327 | 3 | 40 | 1363 | 3 |
| Migrant | 459 | 160 | 35 | 179 | 39 | 48 | 10 | 0 | 0 | 10 | 72 | 16 |
| Data Invalid or Not provided | 5043 | 1384 | 27 | 2417 | 48 | 918 | 18 | 51 | 1 | 19 | 273 | 5 |

Table 9A(2) Writing Performance of Grade 4 Students in Colorado Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|------------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 4 | 36 | 51 | 4 | 6 |
| ADAMS ARAPAHOE | 26 | 50 | 19 | 1 | 5 |
| ADAMS COUNTY | 24 | 56 | 17 | 1 | 2 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 4 | 54 | 39 | 0 | 4 |
| ALAMOSA | 20 | 43 | 33 | 1 | 2 |
| ARCHULETA COUNTY | 13 | 54 | 30 | 0 | 3 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 17 | 39 | 17 | 22 | 4 |
| ASPEN | 0 | 41 | 52 | 5 | 2 |
| AULT HIGHLAND | 25 | 58 | 14 | 3 | 0 |
| BAYFIELD | 7 | 51 | 39 | 1 | 2 |
| BENNETT | 24 | 55 | 18 | 1 | 1 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 0 | 47 | 47 | 3 | 3 |
| BOULDER VALLEY | 7 | 39 | 47 | 4 | 4 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGSDALE | X | X | X | X | X |
| BRIGHTON | 13 | 53 | 28 | 2 | 4 |
| BRUSH | 21 | 49 | 28 | 2 | 1 |
| BUENA VISTA | 6 | 58 | 31 | 6 | 0 |
| BUFFALO | 0 | 36 | 60 | 4 | 0 |
| BURLINGTON | 19 | 53 | 22 | 3 | 3 |
| BYERS | 8 | 46 | 35 | 0 | 12 |
| CALHAN RJ 1 | 22 | 69 | 9 | 0 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 6 | 56 | 33 | 3 | 2 |
| CENTENNIAL | 29 | 54 | 17 | 0 | 0 |
| CENTER | 46 | 48 | 2 | 0 | 4 |
| CHERAW | X | X | X | X | X |
| CHERRY CREEK | 5 | 37 | 50 | 5 | 3 |
| CHEYENNE COUNTY | 17 | 57 | 26 | 0 | 0 |
| CHEYENNE MOUNTAIN | 3 | 23 | 63 | 11 | 0 |
| CLEAR CREEK | 12 | 50 | 33 | 4 | 1 |
| COLORADO SPRINGS | 13 | 46 | 33 | 3 | 5 |
| CO SCHOOL DEAF / BLIND | X | X | X | X | X |
| CONSOLIDATED | 11 | 46 | 38 | 0 | 5 |
| COTOPAXI | 17 | 30 | 52 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 14 | 67 | 19 | 0 | 0 |
| CROWLEY COUNTY | 4 | 51 | 36 | 0 | 9 |
| DE BEQUE | X | X | X | X | X |

| | | | | | |
|---------------------|----|----|----|----|----|
| DEER TRAIL | X | X | X | X | X |
| DEL NORTE | 10 | 65 | 22 | 2 | 0 |
| DELTA COUNTY | 20 | 48 | 27 | 1 | 3 |
| DENVER COUNTY | 31 | 47 | 16 | 1 | 6 |
| DOLORES | 11 | 54 | 30 | 4 | 0 |
| DOLORES COUNTY | 14 | 62 | 21 | 3 | 0 |
| DOUGLAS COUNTY | 5 | 43 | 47 | 1 | 3 |
| DURANGO | 7 | 47 | 41 | 1 | 4 |
| EADS | 0 | 12 | 82 | 6 | 0 |
| EAGLE COUNTY | 6 | 46 | 45 | 2 | 1 |
| EAST GRAND | 4 | 47 | 42 | 2 | 6 |
| EAST OTERO | 15 | 60 | 24 | 0 | 2 |
| EAST YUMA COUNTY | 11 | 52 | 34 | 3 | 0 |
| EATON | 17 | 47 | 36 | 0 | 0 |
| EDISON | X | X | X | X | X |
| ELBERT | 5 | 55 | 36 | 5 | 0 |
| ELIZABETH | 8 | 51 | 39 | 2 | 1 |
| ELLCOTT | 18 | 53 | 29 | 0 | 0 |
| ENGLEWOOD | 11 | 49 | 36 | 2 | 2 |
| EXPEDITIONARY BOCES | 14 | 59 | 27 | 0 | 0 |
| FALCON | 7 | 50 | 41 | 2 | 1 |
| FLORENCE | 15 | 52 | 27 | 2 | 3 |
| FORT MORGAN | 23 | 51 | 23 | 2 | 1 |
| FOUNTAIN | 12 | 50 | 34 | 1 | 2 |
| FOWLER | 17 | 41 | 41 | 0 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD | 22 | 65 | 14 | 0 | 0 |
| GARFIELD RE 2 | 16 | 49 | 31 | 3 | 1 |
| GENOA HUGO | 21 | 63 | 16 | 0 | 0 |
| GILCREST | 19 | 44 | 26 | 1 | 11 |
| GILPIN COUNTY | 6 | 48 | 42 | 3 | 0 |
| GRANADA | 30 | 48 | 22 | 0 | 0 |
| GREELEY | 20 | 50 | 27 | 1 | 3 |
| GUNNISON WATERS | 13 | 39 | 40 | 6 | 2 |
| HANOVER | 13 | 70 | 10 | 0 | 7 |
| HARRISON | 18 | 52 | 25 | 0 | 5 |
| HAXTUN | 9 | 45 | 36 | 5 | 5 |
| HAYDEN | 23 | 60 | 13 | 0 | 5 |
| HI PLAINS | 19 | 63 | 19 | 0 | 0 |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 10 | 53 | 37 | 0 | 0 |
| HOLLY | 12 | 50 | 35 | 4 | 0 |
| HOLYOKE | 8 | 31 | 50 | 10 | 2 |
| HUERFANO | 14 | 68 | 16 | 0 | 2 |
| IGNACIO | 26 | 56 | 16 | 0 | 2 |
| JEFFERSON COUNTY | 10 | 42 | 42 | 4 | 1 |
| JOHNSTOWN MILLIKEN | 13 | 48 | 37 | 1 | 2 |
| JULESBURG | 7 | 37 | 52 | 4 | 0 |
| KARVAL | X | X | X | X | X |
| KEENESBURG | 22 | 42 | 32 | 1 | 3 |

| | | | | | |
|---------------------|----|----|----|---|----|
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 25 | 53 | 14 | 0 | 8 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 4 | 35 | 58 | 4 | 0 |
| LAKE COUNTY | 35 | 51 | 11 | 0 | 3 |
| LAMAR | 26 | 50 | 18 | 2 | 4 |
| LAS ANIMAS | 27 | 50 | 20 | 0 | 2 |
| LEWIS PALMER | 4 | 38 | 50 | 6 | 2 |
| LIMON | 14 | 47 | 36 | 3 | 0 |
| LITTLETON | 5 | 38 | 50 | 6 | 1 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 11 | 48 | 30 | 0 | 11 |
| MANITOU SPRINGS | 2 | 40 | 53 | 3 | 2 |
| MANZANOLA | X | X | X | X | X |
| MAPLETON | 18 | 52 | 26 | 1 | 2 |
| MC CLAVE | 6 | 56 | 38 | 0 | 0 |
| MEEKER | 2 | 42 | 51 | 5 | 0 |
| MESA COUNTY VALLEY | 12 | 52 | 32 | 2 | 3 |
| MIAMI YODER | 7 | 57 | 29 | 0 | 7 |
| MOFFAT | 25 | 56 | 6 | 0 | 13 |
| MOFFAT COUNTY | 7 | 52 | 37 | 2 | 3 |
| MONTE VISTA | 22 | 62 | 16 | 0 | 0 |
| MONTEZUMA CORTEZ | 26 | 50 | 19 | 1 | 3 |
| MONTROSE COUNTY | 17 | 54 | 26 | 1 | 2 |
| MOUNTAIN VALLEY | X | X | X | X | X |
| NORTH CONEJOS | 21 | 54 | 21 | 1 | 3 |
| NORTH PARK | 6 | 41 | 41 | 0 | 12 |
| NORTHGLENN THORNTON | 14 | 52 | 30 | 1 | 3 |
| NORWOOD | 10 | 77 | 13 | 0 | 0 |
| OTIS | X | X | X | X | X |
| OURAY | 6 | 63 | 31 | 0 | 0 |
| PARK-ESTES PARK | 8 | 50 | 39 | 1 | 2 |
| PARK COUNTY | 7 | 45 | 42 | 4 | 2 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 11 | 57 | 30 | 0 | 2 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 0 | 44 | 48 | 4 | 4 |
| PLATTE CANYON | 5 | 52 | 38 | 2 | 2 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| PLATTE VALLEY RE-7 | 12 | 36 | 52 | 0 | 0 |
| POUDRE | 8 | 37 | 46 | 6 | 3 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | 19 | 50 | 25 | 6 | 0 |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 9 | 51 | 35 | 2 | 3 |
| PUEBLO COUNTY RURAL | 9 | 51 | 38 | 1 | 2 |
| RANGELY | 2 | 57 | 40 | 0 | 0 |
| RIDGWAY | 9 | 50 | 32 | 9 | 0 |
| ROARING FORK | 12 | 60 | 25 | 2 | 2 |

| | | | | | |
|---|----|----|----|----|----|
| ROCKY FORD | 22 | 59 | 15 | 0 | 4 |
| SALIDA | 14 | 56 | 29 | 0 | 1 |
| SANFORD | 7 | 55 | 34 | 3 | 0 |
| SANGRE DE CRISTO | 9 | 64 | 27 | 0 | 0 |
| SARGENT | 13 | 43 | 43 | 0 | 0 |
| SHERIDAN | 30 | 56 | 11 | 0 | 3 |
| SIERRA GRANDE | 20 | 40 | 35 | 5 | 0 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 35 | 35 | 22 | 0 | 9 |
| SOUTH ROUTT | 0 | 37 | 60 | 3 | 0 |
| SPRINGFIELD | 5 | 47 | 37 | 11 | 0 |
| ST VRAIN VALLEY | 11 | 49 | 35 | 3 | 2 |
| STEAMBOAT SPRINGS | 5 | 28 | 60 | 5 | 1 |
| STRASBURG | 10 | 57 | 30 | 2 | 2 |
| STRATTON | X | X | X | X | X |
| SUMMIT | 7 | 42 | 43 | 4 | 5 |
| SWINK | 9 | 32 | 55 | 5 | 0 |
| TELLURIDE | 2 | 40 | 55 | 2 | 0 |
| THOMPSON | 7 | 42 | 46 | 3 | 1 |
| TRINIDAD | 21 | 52 | 18 | 0 | 9 |
| VALLEY | 10 | 45 | 42 | 2 | 2 |
| VILAS | X | X | X | X | X |
| WALSH | 0 | 84 | 16 | 0 | 0 |
| WELD COUNTY RE-8 | 14 | 68 | 14 | 0 | 4 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 10 | 43 | 47 | 0 | 0 |
| WEST GRAND | 9 | 56 | 32 | 0 | 3 |
| WEST YUMA COUNTY | 23 | 44 | 15 | 0 | 18 |
| WESTMINSTER | 20 | 48 | 25 | 0 | 6 |
| WIDEFIELD | 8 | 50 | 40 | 1 | 1 |
| WIGGINS | 21 | 53 | 26 | 0 | 0 |
| WILEY | 3 | 48 | 42 | 3 | 3 |
| WINDSOR | 11 | 40 | 44 | 1 | 3 |
| WOODLAND PARK | 5 | 52 | 40 | 2 | 1 |
| WOODLIN | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 9A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Writing Performance of all Grade 4 Students
in School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 7% | 41% | 46% | 4% | 2% | 100% |

**Writing Performance of all Grade 4 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|--------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 13% | 50% | 33% | 2% | 3% | 101%* |
| *Does not total 1005 due to rounding | | | | | | |

**Writing Performance of all Grade 4 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 22% | 51% | 22% | 1% | 4% | 100% |

**Writing Performance of all Grade 4 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 35% | 47% | 11% | 0% | 7% | 100% |

| | | | | | | | | | | | | |
|-------------|-----|----|----|----|----|----|----|----|---|----|---|---|
| Spanish FES | 114 | 23 | 20 | 33 | 29 | 46 | 40 | 10 | 9 | 49 | 2 | 2 |
| Other NES | 1 | X | X | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | | | | |

TOTAL NUMBER OF STUDENTS WITH NO SCORES REPORTED: BY CATEGORY

| | |
|--------------------------------------|----|
| Does not read English or Spanish | 7 |
| Taking CSAP Alt. Assessment** | 1 |
| Eligible to Take CSAP Alt. Assess. | 1 |
| Parental refusal | 1 |
| Test invalidated | 15 |
| Student withdrew before completion** | 4 |
| One or more test sessions incomplete | 30 |

X: Number tested fewer than 16; no summaries reported

**Not included in the denominator for calculating percentages

*Combination of Students at Proficient and Advanced

Table 9B(2) Escritura Performance of Grade 4 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|------------------------|---------------------|---------------------------|-----------------|---------------|-------------------------|
| ADAMS ARAPAHOE | 41 | 24 | 24 | 2 | 10 |
| ADAMS COUNTY | 24 | 17 | 38 | 17 | 3 |
| ALAMOSA | X | X | X | X | X |
| ASPEN | X | X | X | X | X |
| AULT HIGHLAND | X | X | X | X | X |
| BOULDER VALLEY | 15 | 29 | 43 | 9 | 4 |
| BRIGHTON | 8 | 43 | 43 | 5 | 3 |
| BRUSH | X | X | X | X | X |
| BURLINGTON | X | X | X | X | X |
| CENTER | X | X | X | X | X |
| DELTA COUNTY | X | X | X | X | X |
| DENVER COUNTY | 35 | 33 | 26 | 1 | 4 |
| EAGLE COUNTY | 11 | 28 | 54 | 6 | 2 |
| EAST YUMA COUNTY | X | X | X | X | X |
| EATON | X | X | X | X | X |
| ELLCOTT | X | X | X | X | X |
| ENGLEWOOD | X | X | X | X | X |
| FORT MORGAN | X | X | X | X | X |
| FOUNTAIN | X | X | X | X | X |
| GARFIELD | X | X | X | X | X |
| GARFIELD RE 2 | X | X | X | X | X |
| GILCREST | X | X | X | X | X |
| GRANADA | X | X | X | X | X |
| GREELEY | 34 | 37 | 20 | 3 | 5 |
| GUNNISON WATERS | X | X | X | X | X |
| HOLYOKE | X | X | X | X | X |
| JEFFERSON COUNTY | 11 | 7 | 61 | 14 | 7 |
| LAKE COUNTY | 37 | 20 | 37 | 0 | 7 |
| LAMAR | X | X | X | X | X |
| LITTLETON | X | X | X | X | X |
| MANITOU SPRINGS | X | X | X | X | X |
| MAPLETON | 21 | 37 | 37 | 0 | 5 |
| MIAMI YODER | X | X | X | X | X |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | X | X | X | X | X |
| MONTE VISTA | X | X | X | X | X |
| MONTROSE COUNTY | X | X | X | X | X |
| NORTHGLENN THORNTON | 31 | 24 | 31 | 14 | 0 |
| PLATTE VALLEY RE-7 | X | X | X | X | X |
| POUDRE | 29 | 38 | 29 | 5 | 0 |
| PUEBLO CITY | X | X | X | X | X |
| PUEBLO COUNTY RURAL | X | X | X | X | X |
| ROARING FORK | 23 | 39 | 29 | 10 | 0 |

| | | | | | |
|---|----|----|----|---|---|
| ROCKY FORD | X | X | X | X | X |
| SALIDA | X | X | X | X | X |
| SHERIDAN | X | X | X | X | X |
| ST VRAIN VALLEY | 19 | 27 | 45 | 7 | 2 |
| SUMMIT | X | X | X | X | X |
| THOMPSON | X | X | X | X | X |
| VALLEY | X | X | X | X | X |
| WELD COUNTY RE-8 | 24 | 37 | 35 | 0 | 4 |
| WINDSOR | X | X | X | X | X |
| X: Number tested was fewer than 16; no summaries reported | | | | | |

Sub-Part 9B(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Escritura Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Escritura Performance of all Grade 4 Students
in School at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Escritura Performance Level | | | | | Total |
|--------------------------------------|-----------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 32% | 20% | 42% | 1% | 6% | 101%* |
| *Does not total 100% due to rounding | | | | | | |

**Escritura Performance of all Grade 4 Students
In Schools at SES Level 2 (26-50%)CSAP Spring 2001**

| State | Escritura Performance Level | | | | | Total |
|--------------------------------------|-----------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 27% | 33% | 26% | 6% | 7% | 99%* |
| *Does not total 100% due to rounding | | | | | | |

**Escritura Performance of all Grade 4 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Escritura Performance Level | | | | | Total |
|-------|-----------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 35% | 27% | 26% | 5% | 7% | 100% |

**Escritura Performance of all Grade 4 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Escritura Performance Level | | | | | Total |
|-------|-----------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 35% | 28% | 32% | 2% | 3% | 100% |

Part 8

Student Performance in Reading

Grade 10

CSAP Spring 2001

Sub-Part 8A State and District Summaries

Table 8A(1) Grade 10 Reading Statewide Results

| | Total Students | # Unsatisfactory | % Unsatisfactory | # Partially Proficient | % Partially Proficient | # Proficient | % Proficient | # Advanced | % Advanced | % Proficient & Above* | # No Score Reported | % No Scores Reported |
|-------------------------------|----------------|------------------|------------------|------------------------|------------------------|--------------|--------------|------------|------------|-----------------------|---------------------|----------------------|
| STATE TOTAL | 50489 | 4519 | 9 | 11280 | 22 | 28176 | 56 | 3771 | 7 | 63 | 2743 | 5 |
| DISTRICT SIZE | | | | | | | | | | | | |
| 300 or less | 699 | | | | | | | | | | | |
| 301 - 600 | 1240 | 98 | 8 | 318 | 26 | 727 | 59 | 57 | 5 | 63 | 40 | 3 |
| 601 - 1200 | 1420 | 125 | 9 | 425 | 30 | 760 | 54 | 71 | 5 | 59 | 39 | 3 |
| 1201 - 6000 | 9799 | 869 | 9 | 2283 | 23 | 5639 | 58 | 614 | 6 | 64 | 394 | 4 |
| 6001 - 25000 | 15667 | 1374 | 9 | 3370 | 22 | 8913 | 57 | 1287 | 8 | 65 | 723 | 5 |
| 25000 or more | 21664 | 1982 | 9 | 4714 | 22 | 11748 | 54 | 1700 | 8 | 62 | 1520 | 7 |
| GENDER | | | | | | | | | | | | |
| Female | 24455 | 1612 | 7 | 5073 | 21 | 14302 | 58 | 2287 | 9 | 68 | 1181 | 5 |
| Male | 25651 | 2855 | 11 | 6126 | 24 | 13692 | 53 | 1472 | 6 | 59 | 1506 | 6 |
| Data invalid or not provided | 383 | 52 | 14 | 81 | 21 | 182 | 48 | 12 | 3 | 51 | 56 | 15 |
| RACE/ETHNICITY | | | | | | | | | | | | |
| White (not Hispanic) | 36718 | 2127 | 6 | 6933 | 19 | 23045 | 63 | 3457 | 9 | 72 | 1156 | 3 |
| Black (not Hispanic) | 2368 | 399 | 17 | 787 | 33 | 895 | 38 | 37 | 2 | 39 | 250 | 11 |
| Hispanic | 8534 | 1658 | 19 | 2831 | 33 | 2862 | 34 | 130 | 2 | 35 | 1053 | 12 |
| Asian/Pacific Islander | 1541 | 165 | 11 | 388 | 25 | 761 | 49 | 108 | 7 | 56 | 119 | 8 |
| American Indian/Alaska Native | 484 | 63 | 13 | 149 | 31 | 216 | 45 | 11 | 2 | 47 | 45 | 9 |
| Data invalid or not provided | 844 | 107 | 13 | 192 | 23 | 397 | 47 | 28 | 3 | 50 | 120 | 14 |
| DISABILITY | | | | | | | | | | | | |
| None | 39642 | 2653 | 7 | 8787 | 22 | 23331 | 59 | 3069 | 8 | 67 | 1802 | 5 |
| Limited intellectual capacity | 314 | 104 | 33 | 9 | 3 | 4 | 1 | 0 | 0 | 1 | 197 | 63 |
| Emotional disability | 564 | 166 | 29 | 166 | 29 | 130 | 23 | 7 | 1 | 24 | 95 | 17 |
| Perceptual/commun. disability | 2374 | 1050 | 44 | 803 | 34 | 327 | 14 | 3 | 0 | 14 | 191 | 8 |
| Hearing disability | 81 | 29 | 36 | 26 | 32 | 15 | 19 | 0 | 0 | 19 | 11 | 14 |
| Visual disability | 27 | 4 | 15 | 6 | 22 | 9 | 33 | 2 | 7 | 41 | 6 | 22 |
| Physical disability | 317 | 81 | 26 | 111 | 35 | 86 | 27 | 2 | 1 | 28 | 37 | 12 |
| Speech/language disability | 231 | 96 | 42 | 80 | 35 | 33 | 14 | 1 | 0 | 15 | 21 | 9 |
| Deaf-blind | 10 | X | X | X | X | X | X | X | X | X | X | X |
| Multiple disabilities | 187 | 36 | 19 | 16 | 9 | 3 | 2 | 0 | 0 | 2 | 132 | 71 |

| | | | | | | | | | | | | |
|------------------------------|-------|------|----|-------|----|-------|----|------|----|----|------|----|
| Autism | 21 | 3 | 14 | 1 | 5 | 4 | 19 | 0 | 0 | 19 | 13 | 62 |
| Traumatic brain injury | 16 | 4 | 25 | 7 | 44 | 3 | 19 | 0 | 0 | 19 | 2 | 13 |
| Data invalid or not provided | 6705 | 292 | 4 | 1266 | 19 | 4226 | 63 | 687 | 10 | 73 | 234 | 3 |
| ACCOMMODATIONS | | | | | | | | | | | | |
| None | 46706 | 3539 | 8 | 10120 | 22 | 26912 | 58 | 3689 | 8 | 66 | 2446 | 5 |
| Braille version | 15 | X | X | X | X | X | X | X | X | X | X | X |
| Large print | 14 | X | X | X | X | X | X | X | X | X | X | X |
| Teacher-read directions | 509 | 286 | 56 | 138 | 27 | 50 | 10 | 4 | 1 | 11 | 31 | 6 |
| Scribe | 85 | 20 | 24 | 20 | 24 | 18 | 21 | 3 | 4 | 25 | 24 | 28 |
| Signing | 30 | 17 | 57 | 5 | 17 | 3 | 10 | 0 | 0 | 10 | 5 | 17 |
| Assistive commun. device | 29 | 21 | 72 | 2 | 7 | 2 | 7 | 1 | 3 | 10 | 3 | 10 |
| Extended/modified timing | 1022 | 363 | 36 | 304 | 30 | 303 | 30 | 22 | 2 | 32 | 30 | 3 |
| Data invalid or not provided | 2079 | 268 | 13 | 686 | 33 | 875 | 42 | 49 | 2 | 44 | 201 | 10 |
| PROGRAM | | | | | | | | | | | | |
| IEP | 4613 | 1662 | 36 | 1355 | 29 | 813 | 18 | 32 | 1 | 18 | 751 | 16 |
| 504 Plan | 721 | 92 | 13 | 213 | 30 | 352 | 49 | 29 | 4 | 53 | 35 | 5 |
| Title I | 754 | 115 | 15 | 227 | 30 | 270 | 36 | 20 | 3 | 38 | 122 | 16 |
| Oct new CO | 727 | 85 | 12 | 192 | 26 | 284 | 39 | 41 | 6 | 45 | 125 | 17 |
| Bilingual | 318 | 68 | 21 | 61 | 19 | 26 | 8 | 5 | 2 | 10 | 158 | 50 |
| ESL | 1262 | 406 | 32 | 293 | 23 | 88 | 7 | 2 | 0 | 7 | 473 | 37 |
| TIME IN DISTRICT | | | | | | | | | | | | |
| 12+ Months | 45026 | 3817 | 8 | 9884 | 22 | 25788 | 57 | 3513 | 8 | 65 | 2024 | 4 |
| 6-12 Months | 1774 | 198 | 11 | 437 | 25 | 856 | 48 | 110 | 6 | 54 | 173 | 10 |
| 3-6 Months | 1978 | 231 | 12 | 487 | 25 | 863 | 44 | 94 | 5 | 48 | 303 | 15 |
| 0-3 Months | 1063 | 164 | 15 | 305 | 29 | 404 | 38 | 34 | 3 | 41 | 156 | 15 |
| Data invalid or not provided | 648 | 109 | 17 | 167 | 26 | 265 | 41 | 20 | 3 | 44 | 87 | 13 |
| TIME IN SCHOOL | | | | | | | | | | | | |
| 12+ Months | 40517 | 3336 | 8 | 8774 | 22 | 23457 | 58 | 3232 | 8 | 66 | 1718 | 4 |
| 6-12 Months | 2452 | 277 | 11 | 629 | 26 | 1203 | 49 | 127 | 5 | 54 | 216 | 9 |
| 3-6 Months | 5140 | 521 | 10 | 1188 | 23 | 2608 | 51 | 347 | 7 | 57 | 476 | 9 |
| 0-3 Months | 1632 | 260 | 16 | 495 | 30 | 594 | 36 | 40 | 2 | 39 | 243 | 15 |
| Data invalid or not provided | 748 | 125 | 17 | 194 | 26 | 314 | 42 | 25 | 3 | 45 | 90 | 12 |
| MIGRANT STATUS | | | | | | | | | | | | |
| Non-migrant | 46287 | 3798 | 8 | 10099 | 22 | 26580 | 57 | 3627 | 8 | 65 | 2183 | 5 |
| Migrant | 258 | 72 | 28 | 84 | 33 | 42 | 16 | 2 | 1 | 17 | 58 | 22 |
| Data Invalid or not Provided | 3944 | 649 | 16 | 1097 | 28 | 1554 | 39 | 142 | 4 | 43 | 502 | 13 |

Table 8A(2) Reading Performance of Grade 10 Students in Colorado School Districts

| District | % Unsatisfactory | % Partially Proficient | % Proficient | % Advanced | % No Scores Reported |
|----------------------|------------------|------------------------|--------------|------------|----------------------|
| ACADEMY | 4 | 14 | 68 | 13 | 1 |
| ADAMS ARAPAHOE | 11 | 27 | 51 | 3 | 7 |
| ADAMS COUNTY | 25 | 41 | 27 | 0 | 7 |
| AGATE | X | X | X | X | X |
| AGUILAR REORG. | X | X | X | X | X |
| AKRON | 19 | 21 | 43 | 5 | 12 |
| ALAMOSA | 15 | 35 | 38 | 2 | 11 |
| ARCHULETA COUNTY | 13 | 26 | 56 | 6 | 0 |
| ARICKAREE | X | X | X | X | X |
| ARRIBA FLAGLER | 4 | 4 | 74 | 17 | 0 |
| ASPEN | 1 | 12 | 73 | 9 | 6 |
| AULT HIGHLAND | 12 | 37 | 46 | 4 | 1 |
| BAYFIELD | 2 | 20 | 70 | 7 | 1 |
| BENNETT | 7 | 25 | 62 | 3 | 4 |
| BETHUNE | X | X | X | X | X |
| BIG SANDY | 5 | 14 | 77 | 5 | 0 |
| BOULDER VALLEY | 5 | 13 | 60 | 16 | 6 |
| BRANSON REORG. | X | X | X | X | X |
| BRIGGS DALE | X | X | X | X | X |
| BRIGHTON | 13 | 32 | 48 | 3 | 3 |
| BRUSH | 12 | 24 | 59 | 3 | 3 |
| BUENA VISTA | 2 | 30 | 56 | 11 | 1 |
| BUFFALO | 0 | 21 | 68 | 11 | 0 |
| BURLINGTON | 14 | 34 | 47 | 2 | 3 |
| BYERS | 3 | 45 | 45 | 7 | 0 |
| CALHAN RJ 1 | 3 | 19 | 78 | 0 | 0 |
| CAMPO | X | X | X | X | X |
| CANON CITY | 7 | 28 | 58 | 6 | 1 |
| CENTENNIAL | 33 | 33 | 33 | 0 | 0 |
| CENTER | 26 | 51 | 23 | 0 | 0 |
| CENTENNIAL BOCES | 11 | 48 | 41 | 0 | 0 |
| CHERAW | 4 | 39 | 57 | 0 | 0 |
| CHERRY CREEK | 4 | 17 | 63 | 12 | 4 |
| CHEYENNE COUNTY | 8 | 23 | 62 | 0 | 8 |
| CHEYENNE MOUNTAIN | 2 | 10 | 68 | 18 | 1 |
| CLEAR CREEK | 7 | 17 | 63 | 7 | 5 |
| COLORADO SPRINGS | 9 | 23 | 57 | 7 | 4 |
| CO DEAF BLIND | 30 | 20 | 5 | 0 | 45 |
| CONSOLIDATED | 3 | 23 | 69 | 6 | 0 |
| COTOPAXI | 4 | 48 | 48 | 0 | 0 |
| CREEDE CONSOLIDATED | X | X | X | X | X |
| CRIPPLE CREEK VICTOR | 19 | 39 | 39 | 3 | 0 |

| | | | | | |
|---------------------|----|----|----|----|----|
| CROWLEY COUNTY | 15 | 43 | 38 | 4 | 0 |
| DE BEQUE | 31 | 19 | 50 | 0 | 0 |
| DEER TRAIL | 13 | 50 | 31 | 6 | 0 |
| DEL NORTE | 9 | 32 | 52 | 2 | 5 |
| DELTA COUNTY | 4 | 28 | 61 | 5 | 3 |
| DENVER COUNTY | 19 | 27 | 32 | 3 | 19 |
| DOLORES | 12 | 20 | 63 | 4 | 0 |
| DOLORES COUNTY | 4 | 33 | 63 | 0 | 0 |
| DOUGLAS COUNTY | 6 | 16 | 64 | 10 | 4 |
| DURANGO | 5 | 15 | 65 | 10 | 4 |
| EADS | 0 | 26 | 58 | 16 | 0 |
| EAGLE COUNTY | 10 | 22 | 55 | 5 | 8 |
| EAST GRAND | 5 | 20 | 71 | 3 | 1 |
| EAST OTERO | 17 | 30 | 45 | 4 | 4 |
| EAST YUMA COUNTY | 10 | 15 | 65 | 10 | 0 |
| EATON | 7 | 25 | 64 | 2 | 2 |
| EDISON | X | X | X | X | X |
| ELBERT | 0 | 11 | 79 | 5 | 5 |
| ELIZABETH | 9 | 21 | 62 | 8 | 0 |
| ELLCOTT | 6 | 31 | 51 | 3 | 9 |
| ENGLEWOOD | 9 | 26 | 53 | 6 | 6 |
| EXPEDITIONARY BOCES | 0 | 17 | 56 | 28 | 0 |
| FALCON | 6 | 18 | 64 | 8 | 4 |
| FLORENCE | 17 | 25 | 48 | 4 | 6 |
| FORT MORGAN | 16 | 31 | 47 | 4 | 2 |
| FOUNTAIN | 9 | 26 | 57 | 3 | 4 |
| FOWLER | 0 | 28 | 72 | 0 | 0 |
| FRENCHMAN | X | X | X | X | X |
| GARFIELD 16 | 12 | 37 | 40 | 5 | 7 |
| GARFIELD RE 2 | 8 | 24 | 62 | 2 | 4 |
| GENOA HUGO | 4 | 29 | 67 | 0 | 0 |
| GILCREST | 11 | 19 | 58 | 4 | 7 |
| GILPIN COUNTY | 13 | 25 | 53 | 3 | 6 |
| GRANADA | 0 | 19 | 67 | 10 | 5 |
| GREELEY | 14 | 28 | 45 | 4 | 8 |
| GUNNISON WATERS | 6 | 17 | 58 | 19 | 1 |
| HANOVER | 35 | 39 | 22 | 0 | 4 |
| HARRISON | 17 | 34 | 41 | 2 | 6 |
| HAXTUN | 9 | 9 | 82 | 0 | 0 |
| HAYDEN | 3 | 12 | 71 | 9 | 6 |
| HI PLAINS | X | X | X | X | X |
| HINSDALE COUNTY | X | X | X | X | X |
| HOEHNE REORG. | 15 | 12 | 62 | 8 | 4 |
| HOLLY | 0 | 45 | 50 | 0 | 5 |
| HOLYOKE | 11 | 20 | 46 | 17 | 7 |
| HUERFANO | 4 | 42 | 53 | 2 | 0 |
| IGNACIO | 9 | 40 | 42 | 1 | 7 |
| JEFFERSON COUNTY | 7 | 21 | 62 | 8 | 3 |
| JOHNSTOWN MILLIKEN | 16 | 17 | 60 | 6 | 1 |
| JULESBURG | 0 | 17 | 71 | 13 | 0 |

| | | | | | |
|---------------------|----|----|----|----|----|
| KARVAL | X | X | X | X | X |
| KEENESBURG | 10 | 27 | 52 | 5 | 7 |
| KIM REORGANIZED | X | X | X | X | X |
| KIOWA | 9 | 30 | 52 | 0 | 9 |
| KIT CARSON | X | X | X | X | X |
| LA VETA RE 2 | 4 | 20 | 76 | 0 | 0 |
| LAKE COUNTY | 14 | 31 | 43 | 2 | 8 |
| LAMAR | 10 | 27 | 46 | 9 | 8 |
| LAS ANIMAS | 9 | 30 | 59 | 2 | 0 |
| LEWIS PALMER | 2 | 12 | 69 | 14 | 3 |
| LIMON | 7 | 19 | 56 | 9 | 9 |
| LITTLETON | 4 | 15 | 63 | 14 | 3 |
| LONE STAR | X | X | X | X | X |
| MANCOS | 5 | 24 | 56 | 5 | 10 |
| MANITOU SPRINGS | 3 | 20 | 65 | 11 | 1 |
| MANZANOLA | 35 | 35 | 29 | 0 | 0 |
| MAPLETON | 13 | 36 | 41 | 2 | 7 |
| MC CLAVE | 13 | 25 | 58 | 4 | 0 |
| MEEKER | 2 | 19 | 69 | 10 | 0 |
| MESA COUNTY VALLEY | 8 | 20 | 60 | 8 | 4 |
| MIAMI YODER | 0 | 13 | 53 | 0 | 33 |
| MOFFAT | X | X | X | X | X |
| MOFFAT COUNTY | 12 | 28 | 52 | 3 | 5 |
| MONTE VISTA | 9 | 28 | 45 | 7 | 12 |
| MONTEZUMA CORTEZ | 15 | 22 | 50 | 5 | 8 |
| MONTROSE COUNTY | 8 | 25 | 58 | 6 | 3 |
| MOUNTAIN BOCES | 18 | 25 | 57 | 0 | 0 |
| MOUNTAIN VALLEY | 12 | 35 | 53 | 0 | 0 |
| NORTH CONEJOS | 4 | 41 | 41 | 10 | 4 |
| NORTH PARK | 0 | 25 | 61 | 11 | 4 |
| NORTHGLENN THORNTON | 10 | 28 | 51 | 4 | 7 |
| NORWOOD | 0 | 14 | 82 | 5 | 0 |
| OTIS | 0 | 29 | 65 | 6 | 0 |
| OURAY | 0 | 5 | 95 | 0 | 0 |
| PARK-ESTES PARK | 7 | 10 | 72 | 6 | 5 |
| PARK COUNTY | 3 | 24 | 50 | 12 | 12 |
| PAWNEE | X | X | X | X | X |
| PEYTON | 16 | 21 | 63 | 0 | 0 |
| PLAINVIEW | X | X | X | X | X |
| PLATEAU | X | X | X | X | X |
| PLATEAU VALLEY | 17 | 34 | 46 | 2 | 0 |
| PLATTE CANYON | 7 | 25 | 61 | 6 | 2 |
| PLATTE VALLEY RE-7 | 2 | 30 | 64 | 2 | 1 |
| PLATTE VALLEY RE-3 | X | X | X | X | X |
| POUDRE | 5 | 16 | 62 | 13 | 5 |
| PRAIRIE | X | X | X | X | X |
| PRIMERO REORG. | X | X | X | X | X |
| PRITCHETT | X | X | X | X | X |
| PUEBLO CITY | 18 | 30 | 43 | 3 | 7 |
| PUEBLO COUNTY RURAL | 7 | 27 | 59 | 6 | 2 |

| | | | | | |
|-------------------|----|----|----|----|----|
| RANGELY | 4 | 32 | 52 | 7 | 5 |
| RIDGWAY | 11 | 17 | 72 | 0 | 0 |
| ROARING FORK | 11 | 19 | 57 | 8 | 5 |
| ROCKY FORD | 21 | 34 | 39 | 3 | 3 |
| SALIDA | 6 | 17 | 63 | 12 | 2 |
| SANFORD | 8 | 21 | 58 | 13 | 0 |
| SANGRE DE CRISTO | 0 | 20 | 80 | 0 | 0 |
| SARGENT | 10 | 17 | 70 | 3 | 0 |
| SHERIDAN | 21 | 35 | 40 | 2 | 1 |
| SIERRA GRANDE | 9 | 48 | 26 | 0 | 17 |
| SILVERTON | X | X | X | X | X |
| SOUTH CONEJOS | 18 | 39 | 36 | 6 | 0 |
| SOUTH ROUTT | 6 | 44 | 36 | 3 | 11 |
| SPRINGFIELD | 0 | 14 | 68 | 18 | 0 |
| ST VRAIN VALLEY | 7 | 21 | 60 | 8 | 4 |
| STEAMBOAT SPRINGS | 1 | 13 | 73 | 9 | 4 |
| STRASBURG | 19 | 19 | 53 | 2 | 7 |
| STRATTON | 4 | 29 | 68 | 0 | 0 |
| SUMMIT | 5 | 20 | 60 | 5 | 10 |
| SWINK | 5 | 21 | 61 | 13 | 0 |
| TELLURIDE | 3 | 22 | 62 | 14 | 0 |
| THOMPSON | 8 | 23 | 59 | 8 | 2 |
| TRINIDAD | 16 | 31 | 47 | 5 | 2 |
| VALLEY | 11 | 21 | 62 | 5 | 0 |
| VILAS | X | X | X | X | X |
| WALSH | X | X | X | X | X |
| WELD COUNTY RE-8 | 14 | 23 | 56 | 2 | 6 |
| WELDON VALLEY | X | X | X | X | X |
| WEST END | 11 | 26 | 55 | 5 | 3 |
| WEST GRAND | 4 | 30 | 62 | 2 | 2 |
| WEST YUMA COUNT | 8 | 25 | 63 | 1 | 1 |
| WESTMINSTER | 13 | 31 | 39 | 2 | 15 |
| WIDEFIELD | 10 | 25 | 58 | 4 | 3 |
| WIGGINS | 10 | 36 | 48 | 6 | 0 |
| WILEY | 5 | 18 | 68 | 5 | 5 |
| WINDSOR | 7 | 21 | 65 | 6 | 1 |
| WOODLAND PARK | 4 | 21 | 68 | 6 | 1 |
| WOODLIN | X | X | X | X | X |

X: Number tested was fewer than 16; no summaries reported

Sub-Part 8A(3) Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- ◆ Level 1: 0-25% receiving free or reduced-cost lunch
- ◆ Level 2: 26-50% receiving free or reduced-cost lunch
- ◆ Level 3: 51-75% receiving free or reduced-cost lunch
- ◆ Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

**Reading Performance of all Grade 10 Students
In Schools at SES Level 1 (0-25%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | |
|-------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 8% | 23% | 59% | 7% | 4% | 101%* |
| Does not total 100% due to rounding | | | | | | |

**Reading Performance of all Grade 10 Students
In Schools at SES Level 2 (26-50%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 11% | 29% | 51% | 4% | 5% | 100% |

**Reading Performance of all Grade 10 Students
In Schools at SES Level 3 (51-75%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 23% | 36% | 29% | 2% | 10% | 100% |

**Reading Performance of all Grade 10 Students
In Schools at SES Level 4 (76-100%) CSAP Spring 2001**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially Proficient | Proficient | Advanced | Not Tested | |
| Total | 34% | 35% | 20% | 0% | 11% | 100% |

