



**California Department of Education  
Development and Administration Division**



California Assessment of  
Student Performance and Progress

**California Assessment of Student  
Performance and Progress  
Smarter Balanced Technical Report  
2016–17 Administration**

**Final Submitted July 25, 2018  
Educational Testing Service**



**Contract No. CN150012**

# Table of Contents

---

<b>Chapter 1: Introduction</b>	<b>1</b>
1.1 Background	1
1.2 Test Purposes	2
1.3 Test Content	2
1.3.1 Computer Adaptive Test (CAT)	2
1.3.2 Performance Tasks (PTs)	2
1.4 Intended Population	3
1.5 Intended Use and Purpose of Test Scores	3
1.6 Testing Window	4
1.7 Significant CAASPP Developments in 2016–17	4
1.7.1 Update to the Testing Window	4
1.7.2 Redistribution of Test Administration Instructions	4
1.7.3 Administration of the Classroom Activity	5
1.7.4 Updated Calculator Type	5
1.7.5 Accessibility Resources	5
1.7.6 Separation of the Online Reporting System (ORS) from the Completion Status and Roster Management Systems	5
1.7.7 Student Score Reports for Grades Four through Eight	5
1.7.8 Historical Comparisons	5
1.7.9 Embedded Field Testing of Performance Tasks (PTs)	6
1.7.10 Test Blueprints	6
1.8 Groups and Organizations Involved with the CAASPP System	6
1.8.1 State Board of Education (SBE)	6
1.8.2 California Department of Education (CDE)	6
1.8.3 California Educators	6
1.8.4 Smarter Balanced Assessment Consortium	6
1.8.5 Contractors	7
1.8.5.1 Educational Testing Service (ETS)	7
1.8.5.2 American Institutes for Research (AIR)	7
1.8.5.3 Measurement Incorporated (MI)	7
1.9 Systems Overview and Functionality	8
1.9.1 Test Operations Management System (TOMS)	8
1.9.2 Test Delivery System (TDS)	8
1.9.3 Practice and Training Tests	9
1.9.4 Online Reporting System (ORS)	9
1.9.5 Constructed-Response (CR) Scoring Systems for Educational Testing Service (ETS) and Measurement Incorporated (MI)	9
1.10 Overview of the Technical Report	9
References	11
<b>Chapter 2: Overview of California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Processes</b>	<b>12</b>
2.1. Item Development	12
2.1.1 Item Format	12
2.1.2 Item Specifications	12

<a href="#">2.2. Test Assembly</a>	<a href="#">13</a>
<a href="#">2.2.1 Test Length</a>	<a href="#">13</a>
<a href="#">2.2.1.1 Operational Testing</a>	<a href="#">13</a>
<a href="#">2.2.1.2 Field Testing</a>	<a href="#">13</a>
<a href="#">2.2.2 Test Blueprints</a>	<a href="#">13</a>
<a href="#">2.2.2.1 Operational Items</a>	<a href="#">13</a>
<a href="#">2.2.2.2 Field Test Items</a>	<a href="#">13</a>
<a href="#">2.2.3 Item Selection</a>	<a href="#">14</a>
<a href="#">2.3. Test Administration</a>	<a href="#">14</a>
<a href="#">2.3.1 Test Security and Confidentiality</a>	<a href="#">14</a>
<a href="#">2.3.2 Procedures to Maintain Standardization</a>	<a href="#">14</a>
<a href="#">2.3.2.1. Test Administrators</a>	<a href="#">15</a>
<a href="#">2.3.2.2. Test Directions</a>	<a href="#">15</a>
<a href="#">2.4. Participation</a>	<a href="#">15</a>
<a href="#">2.5. Universal Tools, Designated Supports, and Accommodations</a>	<a href="#">16</a>
<a href="#">2.5.1 Resources for Selection of Accessibility Resources</a>	<a href="#">16</a>
<a href="#">2.5.2 Delivery of Accessibility Resources</a>	<a href="#">17</a>
<a href="#">2.5.3 Unlisted Resources</a>	<a href="#">17</a>
<a href="#">2.6. Scores</a>	<a href="#">18</a>
<a href="#">2.6.1 Score Reporting</a>	<a href="#">18</a>
<a href="#">2.6.2 Aggregation Procedures</a>	<a href="#">18</a>
<a href="#">2.7. Calibration and Scaling</a>	<a href="#">18</a>
<a href="#">2.7.1 Calibration</a>	<a href="#">19</a>
<a href="#">2.7.2 Horizontal Scaling</a>	<a href="#">19</a>
<a href="#">2.7.3 Vertical Scaling</a>	<a href="#">20</a>
<a href="#">2.7.4 Vertical Scale Evaluation</a>	<a href="#">20</a>
<a href="#">References</a>	<a href="#">22</a>
<a href="#">Appendix 2.A: Smarter Balanced Blueprints</a>	<a href="#">24</a>
<a href="#">English Language Arts/Literacy Summative Assessments Blueprint</a>	<a href="#">24</a>
<a href="#">Smarter Balanced Mathematics Summative Assessments Blueprint</a>	<a href="#">37</a>
<a href="#">Enhanced Computer Adaptive Testing (CAT) Blueprints for Students Participating in the 2016–17 Smarter Balanced Embedded Field Test of Performance Tasks (PTs)</a>	<a href="#">62</a>
<a href="#">ELA/Literacy Blueprints for the Spring 2017 CAT Assessments with Embedded Field Test PTs</a>	<a href="#">62</a>
<a href="#">Mathematics Blueprints for the Spring 2017 CAT Assessments with Embedded Field Test PTs</a>	<a href="#">62</a>
<a href="#">Appendix 2.B: Special Services Summaries</a>	<a href="#">63</a>
<b><a href="#">Chapter 3: Item Development</a></b>	<b><a href="#">175</a></b>
<a href="#">3.1. Background</a>	<a href="#">175</a>
<a href="#">3.2. Additional Information</a>	<a href="#">175</a>
<a href="#">Reference</a>	<a href="#">176</a>
<b><a href="#">Chapter 4: Test Assembly</a></b>	<b><a href="#">177</a></b>
<a href="#">4.1. Smarter Balanced Adaptive Item Selection Algorithm</a>	<a href="#">177</a>
<a href="#">4.1.1 Content Match</a>	<a href="#">177</a>
<a href="#">4.1.2 Information</a>	<a href="#">178</a>
<a href="#">4.2. Simulation Study</a>	<a href="#">178</a>
<a href="#">References</a>	<a href="#">180</a>

<b>Chapter 5: Test Administration</b>	<b>181</b>
5.1. Test Administration	181
5.1.1 Test Delivery Sections	181
5.1.1.1 Computer Adaptive Testing (CAT) Administration	181
5.1.1.2 Performance Task (PT) Administration	182
5.2. Test Security and Confidentiality	182
5.2.1 ETS's Office of Testing Integrity (OTI)	183
5.2.2 Procedures to Maintain Standardization of Test Security	183
5.2.3 Security of Electronic Files Using a Firewall	184
5.2.4 Transfer of Scores via Secure Data Exchange	184
5.2.5 Data Management in the Secure Database	184
5.2.6 Statistical Analysis on Secure Servers	185
5.2.7 Student Confidentiality	185
5.2.8 Student Test Results	185
5.2.8.1 Types of Results	185
5.2.8.2 Security of Results Files	185
5.2.8.3 Security of Individual Results	186
5.2.9 Security and Test Administration Incident Reporting System (STAIRS) Process	186
5.2.9.1 Impropriety	188
5.2.9.2 Irregularity	188
5.2.9.3 Breach	188
5.2.10 Appeals	188
5.3. Processing and Scoring	188
5.4. Procedures to Maintain Standardization	189
5.4.1 LEA CAASPP Coordinator	189
5.4.2 CAASPP Test Site Coordinator	189
5.4.3 Test Administrators	190
5.4.4 Instructions for Test Administrators	191
5.4.4.1 Test Administrator Directions for Administration	191
5.4.4.2 CAASPP Online Test Administration Manual	191
5.4.4.3 TOMS Pre-Administration Guide for CAASPP Testing	191
5.4.4.5 Other System Manuals	192
5.5. LEA Training	192
5.5.1 In-person Training	192
5.5.2 Webcasts	192
5.5.3 Videos and Narrated PowerPoint Presentations	193
5.6. Universal Tools, Designated Supports, and Accommodations for Students with Disabilities	193
5.6.1 Identification	193
5.6.2 Assignment	193
References	195
Appendix 5.A: Performance Task Test Length	197
Appendix 5.B: Item Distributions	199
<b>Chapter 6: Standard Setting</b>	<b>204</b>
6.1. Description	204
Reference	205
<b>Chapter 7: Scoring and Reporting</b>	<b>206</b>

<a href="#">7.1. Approach to Scoring Item Responses</a>	<a href="#">206</a>
<a href="#">7.1.1 Structure of the Assessments</a>	<a href="#">206</a>
<a href="#">7.1.2 Certification of the Scoring System</a>	<a href="#">206</a>
<a href="#">7.1.3 Types of Item Responses</a>	<a href="#">207</a>
<a href="#">7.1.4 Scoring the Item Types</a>	<a href="#">208</a>
<a href="#">7.2. Quality Control of Scoring</a>	<a href="#">209</a>
<a href="#">7.2.1 Human Scoring</a>	<a href="#">209</a>
<a href="#">7.2.1.1 Quality Control in the Scoring Process</a>	<a href="#">209</a>
<a href="#">7.2.1.2 Quality Control Related to Raters</a>	<a href="#">209</a>
<a href="#">7.2.2. Quality Control of Artificial Intelligence Scoring</a>	<a href="#">211</a>
<a href="#">7.2.3 Score Verification Process</a>	<a href="#">211</a>
<a href="#">7.3. Rater Training</a>	<a href="#">212</a>
<a href="#">7.3.1 Training Overview</a>	<a href="#">212</a>
<a href="#">7.3.1.1 ELA</a>	<a href="#">212</a>
<a href="#">7.3.1.2 Mathematics</a>	<a href="#">212</a>
<a href="#">7.3.2 Training Process: ELA Performance Task Extended Writing Tasks</a>	<a href="#">212</a>
<a href="#">7.3.3 Training Process: ELA Short-Answer Items</a>	<a href="#">215</a>
<a href="#">7.3.4 Training Process: Mathematics Items</a>	<a href="#">216</a>
<a href="#">7.3.5 Supplemental Training for Scoring Supervisors</a>	<a href="#">217</a>
<a href="#">7.3.6 Human-Scoring Alerts</a>	<a href="#">218</a>
<a href="#">7.4. Student Test Scores</a>	<a href="#">218</a>
<a href="#">7.4.1 Total Test Scores</a>	<a href="#">219</a>
<a href="#">7.4.1.1 Theta Scores</a>	<a href="#">219</a>
<a href="#">7.4.1.2 Scale Scores for the Total Assessment</a>	<a href="#">223</a>
<a href="#">7.4.1.3 Achievement Levels</a>	<a href="#">224</a>
<a href="#">7.4.2 Claim Scores (Subscores)</a>	<a href="#">226</a>
<a href="#">7.4.2.1 Scale Scores for Claims</a>	<a href="#">227</a>
<a href="#">7.4.2.2 Performance Levels for Claims</a>	<a href="#">227</a>
<a href="#">7.4.3 Theta Scores Standard Error</a>	<a href="#">228</a>
<a href="#">7.4.4 Scale Score Standard Errors</a>	<a href="#">229</a>
<a href="#">7.4.5 Error Band</a>	<a href="#">229</a>
<a href="#">7.4.6 Assessment Target Reports</a>	<a href="#">229</a>
<a href="#">7.4.6.1 Overview of Assessment Target Reports</a>	<a href="#">229</a>
<a href="#">7.4.6.2 Limitations</a>	<a href="#">230</a>
<a href="#">7.4.6.3 Reporting</a>	<a href="#">230</a>
<a href="#">7.5. Overview of Score Aggregation Procedures</a>	<a href="#">231</a>
<a href="#">7.5.1 Score Distributions and Summary Statistics</a>	<a href="#">231</a>
<a href="#">7.5.2 Group Scores</a>	<a href="#">236</a>
<a href="#">7.6. Reports Produced and Scores for Each Report</a>	<a href="#">237</a>
<a href="#">7.6.1 Online Reporting</a>	<a href="#">238</a>
<a href="#">7.6.2 Special Cases</a>	<a href="#">238</a>
<a href="#">7.6.3 Types of Score Reports</a>	<a href="#">239</a>
<a href="#">7.6.4 Score Report Applications</a>	<a href="#">240</a>
<a href="#">7.6.5 Criteria for Interpreting Test Scores</a>	<a href="#">240</a>
<a href="#">7.6.6 Criteria for Interpreting Score Reports</a>	<a href="#">241</a>
<a href="#">References</a>	<a href="#">242</a>
<a href="#">Appendix 7.A: Participation Rates</a>	<a href="#">245</a>

<a href="#">Appendix 7.B: Theta Scores of Tests and Claims</a>	273
<a href="#">Appendix 7.C: Scale Scores of Tests and Claims</a>	284
<a href="#">Appendix 7.D: Summary Statistics and Performance Levels of Claims</a>	314
<a href="#">Appendix 7.E: Demographic Summaries</a>	320
<a href="#">Appendix 7.F: Student Completion Conditions</a>	516
<b><a href="#">Chapter 8: Analyses</a></b>	<b>574</b>
<a href="#">8.1. Background</a>	574
<a href="#">8.1.1 Summary of the Analyses</a>	574
<a href="#">8.1.2 Samples for the Analyses</a>	575
<a href="#">8.2. IRT Parameter Values</a>	575
<a href="#">8.2.1 Summary Information</a>	576
<a href="#">8.2.1.1 All Items</a>	576
<a href="#">8.2.1.2 CAT Items</a>	576
<a href="#">8.2.1.3 Performance Task Items</a>	576
<a href="#">8.3. Omission and Completion Analyses</a>	576
<a href="#">8.3.1 Omit Rates</a>	576
<a href="#">8.3.2 Completion Rates</a>	577
<a href="#">8.4. Conditional Exposure Rates of Items</a>	578
<a href="#">8.5. Reliability Analyses</a>	578
<a href="#">8.5.1 Sample for Reliability Analyses</a>	578
<a href="#">8.5.2 Marginal Reliability</a>	579
<a href="#">8.5.3 Standard Error of Measurement (SEM)</a>	579
<a href="#">8.5.4 Intercorrelations, Reliabilities, and SEMs for Claims Scores</a>	581
<a href="#">8.5.5 Student Group Reliabilities and SEMs</a>	581
<a href="#">8.5.6 Conditional Standard Errors of Measurement (CSEMs)</a>	581
<a href="#">8.5.7 Decision Classification Analyses</a>	584
<a href="#">8.5.8 Interrater Agreement</a>	585
<a href="#">8.5.8.1 Percentage Agreement</a>	585
<a href="#">8.5.8.2 Kappa</a>	586
<a href="#">8.5.8.3 Quadratic-Weighted Kappa</a>	586
<a href="#">8.5.9 Agreement between AI and Human Scoring</a>	587
<a href="#">8.6. Validity Evidence</a>	587
<a href="#">8.6.1 Evidence in the Design of CAASPP</a>	588
<a href="#">8.6.1.1 Purpose</a>	588
<a href="#">8.6.1.2 The Constructs to Be Measured</a>	588
<a href="#">8.6.1.3 The Interpretations and Uses of the Scores</a>	589
<a href="#">8.6.1.4 Intended Test Population</a>	589
<a href="#">8.6.2 Validity Evidence Based on Test Content</a>	589
<a href="#">8.6.2.1 Description of the State Standards</a>	590
<a href="#">8.6.2.2 Item Specifications</a>	590
<a href="#">8.6.2.3 Item Selection Algorithm</a>	590
<a href="#">8.6.2.4 Assessment Blueprints</a>	590
<a href="#">8.6.2.5 Item Development Process</a>	590
<a href="#">8.6.2.6 Alignment Study</a>	590
<a href="#">8.6.2.7 Form Assembly Process</a>	591
<a href="#">8.6.2.8 Simulation Study</a>	591
<a href="#">8.6.3 Validity Evidence Based on Response Processes</a>	591

8.6.3.1 Think Alouds	591
8.6.3.2 Analysis of Testing Time	592
8.6.4 Validity Evidence Based on Internal Structure	593
8.6.4.1 Dimensionality	593
8.6.4.2 Differential Item Functioning (DIF)	593
8.6.4.3 Overall Reliability Estimates	593
8.6.4.4 Claim Reliability Estimates	594
8.6.4.5 Student Group Reliability Estimates	594
8.6.4.6 Reliability of Performance Classifications	594
8.6.4.7 Interrater Reliability	594
8.6.4.8 Interrater Agreement	595
8.6.4.9 Correlations between the Claims Within Content Areas	596
8.6.4.10 Correlations between Content Area Test Scores	596
8.6.5 Validity Evidence Based on Relations to Other Variables	597
8.6.6 Validity Evidence Based on Consequences of Testing	597
References	599
Appendix 8.A: IRT Parameter Estimates	604
Appendix 8.B: Omission and Completion Analyses	680
Appendix 8.C: Item Exposure	688
Appendix 8.D: Reliability Analyses	705
Appendix 8.E: Scale Score CSEM Distribution	758
Appendix 8.F: Analyses of Classification	770
Appendix 8.G: Interrater Reliability	780
Appendix 8.H: Analyses in Support of Validity Evidence	861
Appendix 8.I: Correlations between Content Areas	878
<b>Chapter 9: Quality Control Procedures</b>	<b>886</b>
9.1. Quality Control of Item Development	886
9.2. Quality Control of Test Assembly and Delivery	886
9.3. Quality Control of Test Materials	887
9.3.1 Developing Assessments	887
9.3.1.1 Online Assessments	887
9.3.1.2 Paper-Pencil Forms	887
9.3.1.3 Test Administration Manuals	887
9.3.2 Collecting Test Materials	887
9.3.2.1 Online Assessments	887
9.3.2.2 Paper-Pencil Forms	887
9.3.3 Processing Test Materials	887
9.3.3.1 Online Assessments	887
9.3.3.2 Paper-Pencil Forms	888
9.4. Quality Control of Psychometric Processes	888
9.4.1 Development of Scoring Specifications	888
9.4.2 Development of Scoring Procedures	888
9.4.2.1 Enterprise Score Key Management System (eSKM) Processing	889
9.4.2.2 Psychometric Processing	889
9.5. Quality Control of Constructed-Response (CR) Scoring	889
9.6. Quality Control of Paper-Pencil Scoring	890
9.7. Quality Control of Reporting	890

<a href="#">9.7.1 Exclusion of Student Scores from Summary Reports</a>	891
<a href="#">9.8. End-to-End Operational Tests</a>	891
<a href="#">9.8.1 Online Assessments</a>	891
<a href="#">9.8.2. Paper-Pencil Tests</a>	891
<a href="#">References</a>	892
<b><a href="#">Chapter 10: Historical Comparisons</a></b>	<b>893</b>
<a href="#">10.1 Student Performances</a>	893
<a href="#">10.1.1 Cross-Sectional Comparisons on the Overall Tests</a>	893
<a href="#">10.1.1.1 Summary Statistics</a>	893
<a href="#">10.1.1.2 Achievement Levels of Overall Students</a>	893
<a href="#">10.1.1.3 Scale Score Distributions</a>	894
<a href="#">10.1.1.4 Achievement Levels of Selected Student Groups</a>	894
<a href="#">10.1.2 Cross-Sectional Comparisons on Claims</a>	894
<a href="#">10.1.2.1 Summary Statistics</a>	894
<a href="#">10.1.2.2 Performance Levels of Overall Students</a>	894
<a href="#">10.1.2.3 Performance Levels of Selected Student Groups</a>	894
<a href="#">10.1.3 Longitudinal Comparisons on the Overall Tests</a>	895
<a href="#">10.1.3.1 Summary Statistics</a>	895
<a href="#">10.1.3.2 Achievement Levels of Overall Students</a>	895
<a href="#">10.1.3.3 Scale Score Distributions</a>	895
<a href="#">10.1.3.4 Achievement Levels of Selected Groups</a>	895
<a href="#">10.1.4 Longitudinal Comparisons on Claims</a>	896
<a href="#">10.1.4.1 Summary Statistics</a>	896
<a href="#">10.1.4.2 Performance Levels of Overall Students</a>	896
<a href="#">10.1.4.3 Performance Levels of Selected Student Groups</a>	896
<a href="#">10.2 Test Characteristics</a>	897
<a href="#">Reference</a>	898
<a href="#">Appendix 10.A: Cross-Sectional Comparisons of the Overall Group and Student Groups on the Overall Tests</a>	899
<a href="#">Appendix 10.B: Cross-Sectional Comparisons of the Overall Group and Student Groups on the Claims</a>	952
<a href="#">Appendix 10.C: Longitudinal Comparison of the Overall Group and Student Groups on the Overall Tests</a>	1157
<a href="#">Appendix 10.D: Longitudinal Comparison of the Overall Group and Student Groups on Claims</a>	1215
<a href="#">Appendix 10.E: Comparisons of Test Characteristics</a>	1409
<b><a href="#">Chapter 11: Paper-Pencil Versions of Smarter Balanced Summative Assessments</a></b>	<b>1412</b>
<a href="#">11.1. Background</a>	1412
<a href="#">11.2. Test Window</a>	1412
<a href="#">11.3. Test Assembly</a>	1412
<a href="#">11.4. Test Administration</a>	1412
<a href="#">11.5. Universal Tools, Designated Supports, and Accommodations</a>	1413
<a href="#">11.6. Calibration and Scaling</a>	1413
<a href="#">11.6.1 Initial Calibration</a>	1413
<a href="#">11.6.2 Anchor Item Evaluation</a>	1414
<a href="#">11.6.3 Final Calibration</a>	1414
<a href="#">11.7. Scoring</a>	1414



<a href="#">11.7.1 Total Score Distributions and Achievement Levels</a>	1414
<a href="#">11.7.2 Claim Score Distributions and Performance Levels</a>	1416
<a href="#">11.7.3 Group Scores</a>	1416
<a href="#">11.8. Analyses</a>	1417
<a href="#">11.8.1 IRT Parameter Values</a>	1417
<a href="#">11.8.2 Reliability Analyses</a>	1417
<a href="#">11.8.3 CSEM Distributions</a>	1419
<a href="#">11.8.4 Correlations between Content Area Test Scores</a>	1420
<a href="#">References</a>	1422
<a href="#">Appendix 11.A: Special Services Summaries for Paper-Pencil Tests</a>	1423
<a href="#">Appendix 11.B: Score Distributions for Paper-Pencil Tests</a>	1451
<a href="#">Appendix 11.C: Claim Scores for Paper-Pencil Tests</a>	1482
<a href="#">Appendix 11.D: Demographic Summary for Paper-Pencil Tests</a>	1488
<a href="#">Appendix 11.E: IRT Parameter Estimates</a>	1586
<a href="#">Appendix 11.F: Reliability Analyses for Paper-Pencil Tests</a>	1600
<a href="#">Appendix 11.G: Scale Score CSEM Distribution for Paper-Pencil Tests</a>	1675

## Tables

<a href="#">Acronyms and Initialisms Used in the CAASPP Smarter Balanced Technical Report</a>	lix
<a href="#">Table 2.B.1 Special Services Summary for ELA Performance Task (PT), Grades Three through Six—All Tested</a>	63
<a href="#">Table 2.B.2 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—All Tested</a>	65
<a href="#">Table 2.B.3 Special Services Summary for ELA PT, Grades Three through Six—Students With No Special Education Services</a>	67
<a href="#">Table 2.B.4 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—Students with No Special Education Services</a>	69
<a href="#">Table 2.B.5 Special Services Summary for ELA PT, Grades Three through Six—Students with Special Education Services</a>	71
<a href="#">Table 2.B.6 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—Students with Special Education Services</a>	73
<a href="#">Table 2.B.7 Special Services Summary for ELA PT, Grades Three through Six—English-only (EO) Students</a>	75
<a href="#">Table 2.B.8 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—EO Students</a>	77
<a href="#">Table 2.B.9 Special Services Summary for ELA PT, Grades Three through Six—Initially Fluent English Proficient (IFEP) Students</a>	79
<a href="#">Table 2.B.10 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—IFEP Students</a>	81
<a href="#">Table 2.B.11 Special Services Summary for ELA PT, Grades Three through Six—English Learner (EL) Students</a>	83
<a href="#">Table 2.B.12 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—EL Students</a>	85
<a href="#">Table 2.B.13 Special Services Summary for ELA PT, Grades Three through Six—Reclassified Fluent English Proficient (RFEP) Students</a>	87
<a href="#">Table 2.B.14 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—RFEP Students</a>	89

<a href="#"><u>Table 2.B.15 Special Services Summary for Mathematics PT, Grades Three through Six—All Tested</u></a>	91
<a href="#"><u>Table 2.B.16 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—All Tested</u></a>	93
<a href="#"><u>Table 2.B.17 Special Services Summary for Mathematics PT, Grades Three through Six—Students with No Special Education Services</u></a>	95
<a href="#"><u>Table 2.B.18 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—Students with No Special Education Services</u></a>	97
<a href="#"><u>Table 2.B.19 Special Services Summary for Mathematics PT, Grades Three through Six—Students with Special Education Services</u></a>	99
<a href="#"><u>Table 2.B.20 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—Students with Special Education Services</u></a>	101
<a href="#"><u>Table 2.B.21 Special Services Summary for Mathematics PT, Grades Three through Six—EO Students</u></a>	103
<a href="#"><u>Table 2.B.22 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—EO Students</u></a>	105
<a href="#"><u>Table 2.B.23 Special Services Summary for Mathematics PT, Grades Three through Six—IFEP Students</u></a>	107
<a href="#"><u>Table 2.B.24 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—IFEP Students</u></a>	109
<a href="#"><u>Table 2.B.25 Special Services Summary for Mathematics PT, Grades Three through Six—EL Students</u></a>	111
<a href="#"><u>Table 2.B.26 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—EL Students</u></a>	113
<a href="#"><u>Table 2.B.27 Special Services Summary for Mathematics PT, Grades Three through Six—RFEP Students</u></a>	115
<a href="#"><u>Table 2.B.28 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—RFEP Students</u></a>	117
<a href="#"><u>Table 2.B.29 Special Services Summary for ELA, Computer Adaptive Test (CAT) Grades Three through Six—All Tested</u></a>	119
<a href="#"><u>Table 2.B.30 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—All Tested</u></a>	121
<a href="#"><u>Table 2.B.31 Special Services Summary for ELA, CAT Grades Three through Six—Students with No Special Education Services</u></a>	123
<a href="#"><u>Table 2.B.32 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—Students with No Special Education Services</u></a>	125
<a href="#"><u>Table 2.B.33 Special Services Summary for ELA, CAT Grades Three through Six—Students with Special Education Services</u></a>	127
<a href="#"><u>Table 2.B.34 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—Students with Special Education Services</u></a>	129
<a href="#"><u>Table 2.B.35 Special Services Summary for ELA CAT, Grades Three through Six—EO Students</u></a>	131
<a href="#"><u>Table 2.B.36 Special Services Summary for ELA CAT, Grades Seven, Eight, and Eleven—EO Students</u></a>	133
<a href="#"><u>Table 2.B.37 Special Services Summary for ELA, CAT Grades Three through Six—IFEP Students</u></a>	135
<a href="#"><u>Table 2.B.38 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—IFEP Students</u></a>	137

<a href="#">Table 2.B.39 Special Services Summary for ELA, CAT Grades Three through Six—EL Students</a>	139
<a href="#">Table 2.B.40 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—EL Students</a>	141
<a href="#">Table 2.B.41 Special Services Summary for ELA, CAT Grades Three through Six—RFEP Students</a>	143
<a href="#">Table 2.B.42 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—RFEP Students</a>	145
<a href="#">Table 2.B.43 Special Services Summary for Mathematics, CAT Grades Three through Six—All Tested</a>	147
<a href="#">Table 2.B.44 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—All Tested</a>	149
<a href="#">Table 2.B.45 Special Services Summary for Mathematics, CAT Grades Three through Six—Students with No Special Education Services</a>	151
<a href="#">Table 2.B.46 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—Students with No Special Education Services</a>	153
<a href="#">Table 2.B.47 Special Services Summary for Mathematics, CAT Grades Three through Six—Students with Special Education Services</a>	155
<a href="#">Table 2.B.48 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—Students with Special Education Services</a>	157
<a href="#">Table 2.B.49 Special Services Summary for Mathematics, CAT Grades Three through Six—EO Students</a>	159
<a href="#">Table 2.B.50 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—EO Students</a>	161
<a href="#">Table 2.B.51 Special Services Summary for Mathematics, CAT Grades Three through Six—IFEP Students</a>	163
<a href="#">Table 2.B.52 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—IFEP Students</a>	165
<a href="#">Table 2.B.53 Special Services Summary for Mathematics, CAT Grades Three through Six—EL Students</a>	167
<a href="#">Table 2.B.54 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—EL Students</a>	169
<a href="#">Table 2.B.55 Special Services Summary for Mathematics, CAT Grades Three through Six—RFEP Students</a>	171
<a href="#">Table 2.B.56 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—RFEP Students</a>	173
<a href="#">Table 4.1 Item Distribution Characteristics</a>	179
<a href="#">Table 5.1 Types of Appeals</a>	187
<a href="#">Table 5.A.1 Assignment Proportions for English Language Arts/Literacy</a>	197
<a href="#">Table 5.A.2 Assignment Proportions for Mathematics</a>	198
<a href="#">Table 5.B.1 Summary of Items Presented for the Total Test</a>	199
<a href="#">Table 5.B.2 Summary of Items Presented in the Computer Adaptive Testing Component of the Test</a>	200
<a href="#">Table 5.B.3 Summary of Items Presented in the Performance Task Component of the Test</a>	201
<a href="#">Table 5.B.4 Percent of Students Meeting Blueprint</a>	202
<a href="#">Table 5.B.5 Percent of Students Meeting Embedded Field Test Blueprint</a>	203
<a href="#">Table 7.1 Machine-scored Online Item Types</a>	207

<a href="#">Table 7.2 Rater Qualification Standard for Agreement with Correct Scores</a>	210
<a href="#">Table 7.3 Scoring Condition Codes</a>	217
<a href="#">Table 7.4 Theta of Lowest and Highest Obtainable Scores</a>	221
<a href="#">Table 7.5 Treatment of Incomplete Tests</a>	222
<a href="#">Table 7.6 Lowest and Highest Obtainable Scale Scores</a>	224
<a href="#">Table 7.7 Theta Cut Scores</a>	225
<a href="#">Table 7.8 Scale Score Ranges for Achievement Levels</a>	226
<a href="#">Table 7.9 Claims Identified for ELA</a>	226
<a href="#">Table 7.10 Claims Identified for Mathematics</a>	227
<a href="#">Table 7.11 Number of Targets Eligible for Reporting for Targets with 10 Items or More</a>	231
<a href="#">Table 7.12 Operational Mean and Standard Deviation of Theta and Scale Scores</a>	231
<a href="#">Table 7.13 Embedded Field Test PTs Mean and Standard Deviation of Theta and Scale Scores</a>	232
<a href="#">Table 7.14 Percentages and Counts of Operational-only Students in Achievement Levels for CAASPP Online Summative Assessments</a>	232
<a href="#">Table 7.15 Percentages and Counts of Embedded Field Test-only PTs Students in Achievement Levels for CAASPP Online Summative Assessments</a>	234
<a href="#">Table 7.16 Demographic Student Groups to Be Reported</a>	237
<a href="#">Table 7.A.1 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Participation Rates for English Language Arts/Literacy (ELA), Grade Three—Gender</a>	245
<a href="#">Table 7.A.2 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Participation Rates for English Language Arts/Literacy (ELA), Grade Three—English Language Fluency</a>	245
<a href="#">Table 7.A.3 CAASPP Smarter Balanced Participation Rates for ELA, Grade Three—Economic Status</a>	246
<a href="#">Table 7.A.4 CAASPP Smarter Balanced Participation Rates for ELA, Grade Three—Ethnicity</a>	246
<a href="#">Table 7.A.5 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Gender</a>	247
<a href="#">Table 7.A.6 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—English Language Fluency</a>	247
<a href="#">Table 7.A.7 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Economic Status</a>	247
<a href="#">Table 7.A.8 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Ethnicity</a>	248
<a href="#">Table 7.A.9 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Gender</a>	248
<a href="#">Table 7.A.10 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—English Language Fluency</a>	249
<a href="#">Table 7.A.11 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Economic Status</a>	249
<a href="#">Table 7.A.12 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Ethnicity</a>	250
<a href="#">Table 7.A.13 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—Gender</a>	250
<a href="#">Table 7.A.14 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—English Language Fluency</a>	251

<a href="#"><u>Table 7.A.15 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six— Economic Status</u></a>	251
<a href="#"><u>Table 7.A.16 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six— Ethnicity</u></a>	252
<a href="#"><u>Table 7.A.17 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven— Gender</u></a>	252
<a href="#"><u>Table 7.A.18 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven— English Language Fluency</u></a>	253
<a href="#"><u>Table 7.A.19 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven— Economic Status</u></a>	253
<a href="#"><u>Table 7.A.20 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven— Ethnicity</u></a>	254
<a href="#"><u>Table 7.A.21 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight— Gender</u></a>	254
<a href="#"><u>Table 7.A.22 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight— English Language Fluency</u></a>	255
<a href="#"><u>Table 7.A.23 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight— Economic Status</u></a>	255
<a href="#"><u>Table 7.A.24 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight— Ethnicity</u></a>	256
<a href="#"><u>Table 7.A.25 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven— Gender</u></a>	256
<a href="#"><u>Table 7.A.26 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven— English Language Fluency</u></a>	257
<a href="#"><u>Table 7.A.27 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven— Economic Status</u></a>	257
<a href="#"><u>Table 7.A.28 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven— Ethnicity</u></a>	258
<a href="#"><u>Table 7.A.29 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Gender</u></a>	258
<a href="#"><u>Table 7.A.30 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—English Language Fluency</u></a>	259
<a href="#"><u>Table 7.A.31 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Economic Status</u></a>	259
<a href="#"><u>Table 7.A.32 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Ethnicity</u></a>	260
<a href="#"><u>Table 7.A.33 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Gender</u></a>	260
<a href="#"><u>Table 7.A.34 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—English Language Fluency</u></a>	261
<a href="#"><u>Table 7.A.35 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Economic Status</u></a>	261
<a href="#"><u>Table 7.A.36 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Ethnicity</u></a>	262
<a href="#"><u>Table 7.A.37 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Gender</u></a>	262
<a href="#"><u>Table 7.A.38 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—English Language Fluency</u></a>	263

<a href="#">Table 7.A.39 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Economic Status</a>	263
<a href="#">Table 7.A.40 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Ethnicity</a>	264
<a href="#">Table 7.A.41 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Gender</a>	264
<a href="#">Table 7.A.42 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—English Language Fluency</a>	265
<a href="#">Table 7.A.43 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Economic Status</a>	265
<a href="#">Table 7.A.44 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Ethnicity</a>	266
<a href="#">Table 7.A.45 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven</a>	266
<a href="#">Table 7.A.46 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—English Language Fluency</a>	267
<a href="#">Table 7.A.47 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—Economic Status</a>	267
<a href="#">Table 7.A.48 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—Ethnicity</a>	268
<a href="#">Table 7.A.49 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Gender</a>	268
<a href="#">Table 7.A.50 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—English Language Fluency</a>	269
<a href="#">Table 7.A.51 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Economic Status</a>	269
<a href="#">Table 7.A.52 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Ethnicity</a>	270
<a href="#">Table 7.A.53 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Gender</a>	270
<a href="#">Table 7.A.54 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—English Language Fluency</a>	271
<a href="#">Table 7.A.55 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Economic Status</a>	271
<a href="#">Table 7.A.56 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Ethnicity</a>	272
<a href="#">Table 7.B.1 Frequency Distribution of Theta for Overall Scores—ELA</a>	273
<a href="#">Table 7.B.2 Frequency Distribution of Theta for Overall Scores—Mathematics</a>	274
<a href="#">Table 7.B.3 Frequency Distribution of Theta for Claim Scores—ELA, Grade Three</a>	275
<a href="#">Table 7.B.4 Frequency Distribution of Theta for Claim Scores—ELA, Grade Four</a>	275
<a href="#">Table 7.B.5 Frequency Distribution of Theta for Claim Scores—ELA, Grade Five</a>	276
<a href="#">Table 7.B.6 Frequency Distribution of Theta for Claim Scores—ELA, Grade Six</a>	276
<a href="#">Table 7.B.7 Frequency Distribution of Theta for Claim Scores—ELA, Grade Seven</a>	277
<a href="#">Table 7.B.8 Frequency Distribution of Theta for Claim Scores—ELA, Grade Eight</a>	277
<a href="#">Table 7.B.9 Frequency Distribution of Theta for Claim Scores—ELA, Grade Eleven</a>	278
<a href="#">Table 7.B.10 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Three</a>	278

<a href="#">Table 7.B.11 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Four</a>	279
<a href="#">Table 7.B.12 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Five</a>	280
<a href="#">Table 7.B.13 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Six</a>	281
<a href="#">Table 7.B.14 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Seven</a>	282
<a href="#">Table 7.B.15 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Eight</a>	283
<a href="#">Table 7.B.16 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Eleven</a>	284
<a href="#">Table 7.C.1 Percentiles of Scale Scores in ELA</a>	284
<a href="#">Table 7.C.2 Percentiles of Scale Scores in Mathematics</a>	285
<a href="#">Table 7.C.3 Frequency Distribution of Overall Scale Scores—ELA, Grade Three</a>	286
<a href="#">Table 7.C.4 Frequency Distribution of Overall Scale Scores—ELA, Grade Four</a>	288
<a href="#">Table 7.C.5 Frequency Distribution of Overall Scale Scores—ELA, Grade Five</a>	290
<a href="#">Table 7.C.6 Frequency Distribution of Overall Scale Scores—ELA, Grade Six</a>	292
<a href="#">Table 7.C.7 Frequency Distribution of Overall Scale Scores—ELA, Grade Seven</a>	294
<a href="#">Table 7.C.8 Frequency Distribution of Overall Scale Scores—ELA, Grade Eight</a>	296
<a href="#">Table 7.C.9 Frequency Distribution of Overall Scale Scores—ELA, Grade Eleven</a>	298
<a href="#">Table 7.C.10 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Three</a>	300
<a href="#">Table 7.C.11 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Four</a>	302
<a href="#">Table 7.C.12 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Five</a>	304
<a href="#">Table 7.C.13 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Six</a>	306
<a href="#">Table 7.C.14 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Seven</a>	308
<a href="#">Table 7.C.15 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Eight</a>	310
<a href="#">Table 7.C.16 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Eleven</a>	312
<a href="#">Table 7.D.1 Mean and Standard Deviation of Theta and Scale Scores for Claim 1 of Online Summative Assessments</a>	314
<a href="#">Table 7.D.2 Mean and Standard Deviation of Theta and Scale Scores for Claim 2 of Online Summative Assessments</a>	314
<a href="#">Table 7.D.3 Mean and Standard Deviation of Theta and Scale Scores for Claim 3 of Online Summative Assessments</a>	315
<a href="#">Table 7.D.4 Mean and Standard Deviation of Theta and Scale Scores for Claim 4 of Online Summative Assessments</a>	315
<a href="#">Table 7.D.5 Percentages of Students in Performance Levels for Claim 1 of Online Summative Assessments</a>	316
<a href="#">Table 7.D.6 Percentages of Students in Performance Levels for Claim 2 of Online Summative Assessments</a>	317
<a href="#">Table 7.D.7 Percentages of Students in Performance Levels for Claim 3 of Online Summative Assessments</a>	318

<a href="#">Table 7.D.8 Percentages of Students in Performance Levels for Claim 4 of Online Summative Assessments</a>	319
<a href="#">Table 7.E.1 Demographic Summary for ELA, Grade Three</a>	320
<a href="#">Table 7.E.2 Demographic Summary for ELA, Grade Four</a>	323
<a href="#">Table 7.E.3 Demographic Summary for ELA, Grade Five</a>	326
<a href="#">Table 7.E.4 Demographic Summary for ELA, Grade Six</a>	329
<a href="#">Table 7.E.5 Demographic Summary for ELA, Grade Seven</a>	332
<a href="#">Table 7.E.6 Demographic Summary for ELA, Grade Eight</a>	335
<a href="#">Table 7.E.7 Demographic Summary for ELA, Grade Eleven</a>	338
<a href="#">Table 7.E.8 Demographic Summary for Mathematics, Grade Three</a>	341
<a href="#">Table 7.E.9 Demographic Summary for Mathematics, Grade Four</a>	344
<a href="#">Table 7.E.10 Demographic Summary for Mathematics, Grade Five</a>	347
<a href="#">Table 7.E.11 Demographic Summary for Mathematics, Grade Six</a>	350
<a href="#">Table 7.E.12 Demographic Summary for Mathematics, Grade Seven</a>	353
<a href="#">Table 7.E.13 Demographic Summary for Mathematics, Grade Eight</a>	356
<a href="#">Table 7.E.14 Demographic Summary for Mathematics, Grade Eleven</a>	359
<a href="#">Table 7.E.15 Field Test (FT) Demographic Summary for ELA, Grade Three</a>	362
<a href="#">Table 7.E.16 FT Demographic Summary for ELA, Grade Four</a>	365
<a href="#">Table 7.E.17 FT Demographic Summary for ELA, Grade Five</a>	368
<a href="#">Table 7.E.18 FT Demographic Summary for ELA, Grade Six</a>	371
<a href="#">Table 7.E.19 FT Demographic Summary for ELA, Grade Seven</a>	374
<a href="#">Table 7.E.20 FT Demographic Summary for ELA, Grade Eight</a>	377
<a href="#">Table 7.E.21 FT Demographic Summary for ELA, Grade Eleven</a>	380
<a href="#">Table 7.E.22 FT Demographic Summary for Mathematics, Grade Three</a>	383
<a href="#">Table 7.E.23 FT Demographic Summary for Mathematics, Grade Four</a>	386
<a href="#">Table 7.E.24 FT Demographic Summary for Mathematics, Grade Five</a>	389
<a href="#">Table 7.E.25 FT Demographic Summary for Mathematics, Grade Six</a>	392
<a href="#">Table 7.E.26 FT Demographic Summary for Mathematics, Grade Seven</a>	395
<a href="#">Table 7.E.27 FT Demographic Summary for Mathematics, Grade Eight</a>	398
<a href="#">Table 7.E.28 FT Demographic Summary for Mathematics, Grade Eleven</a>	401
<a href="#">Table 7.E.29 Ethnicity Summary by Economic Status for Claims—ELA, Grade Three</a>	404
<a href="#">Table 7.E.30 Ethnicity Summary by Economic Status for Claims—ELA, Grade Four</a>	409
<a href="#">Table 7.E.31 Ethnicity Summary by Economic Status for Claims—ELA, Grade Five</a>	414
<a href="#">Table 7.E.32 Ethnicity Summary by Economic Status for Claims—ELA, Grade Six</a>	419
<a href="#">Table 7.E.33 Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven</a>	424
<a href="#">Table 7.E.34 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight</a>	429
<a href="#">Table 7.E.35 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven</a>	434
<a href="#">Table 7.E.36 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three</a>	439
<a href="#">Table 7.E.37 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four</a>	442
<a href="#">Table 7.E.38 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five</a>	445
<a href="#">Table 7.E.39 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six</a>	448
<a href="#">Table 7.E.40 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven</a>	451



<a href="#">Table 7.E.41 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight</a>	454
<a href="#">Table 7.E.42 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven</a>	457
<a href="#">Table 7.E.43 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Three</a>	460
<a href="#">Table 7.E.44 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Four</a>	465
<a href="#">Table 7.E.45 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Five</a>	470
<a href="#">Table 7.E.46 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Six</a>	475
<a href="#">Table 7.E.47 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven</a>	480
<a href="#">Table 7.E.48 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight</a>	485
<a href="#">Table 7.E.49 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven</a>	490
<a href="#">Table 7.E.50 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three</a>	495
<a href="#">Table 7.E.51 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four</a>	498
<a href="#">Table 7.E.52 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five</a>	501
<a href="#">Table 7.E.53 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six</a>	504
<a href="#">Table 7.E.54 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven</a>	507
<a href="#">Table 7.E.55 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight</a>	510
<a href="#">Table 7.E.56 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven</a>	513
<a href="#">Table 7.F.1 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Student Completion Conditions, English Language Arts/Literacy (ELA)</a>	516
<a href="#">Table 7.F.2 CAASPP Smarter Balanced Student Completion Conditions, Mathematics</a>	517
<a href="#">Table 7.F.3 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—Gender</a>	518
<a href="#">Table 7.F.4 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—English Language Fluency</a>	519
<a href="#">Table 7.F.5 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—Economic Status</a>	520
<a href="#">Table 7.F.6 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—Ethnicity</a>	521
<a href="#">Table 7.F.7 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—Gender</a>	522
<a href="#">Table 7.F.8 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—English Language Fluency</a>	523
<a href="#">Table 7.F.9 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—Economic Status</a>	524
<a href="#">Table 7.F.10 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—Ethnicity</a>	525
<a href="#">Table 7.F.11 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—Gender</a>	526

<a href="#"><u>Table 7.F.12 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—English Language Fluency</u></a>	527
<a href="#"><u>Table 7.F.13 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—Economic Status</u></a>	528
<a href="#"><u>Table 7.F.14 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—Ethnicity</u></a>	529
<a href="#"><u>Table 7.F.15 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—Gender</u></a>	530
<a href="#"><u>Table 7.F.16 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—English Language Fluency</u></a>	531
<a href="#"><u>Table 7.F.17 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—Economic Status</u></a>	532
<a href="#"><u>Table 7.F.18 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—Ethnicity</u></a>	533
<a href="#"><u>Table 7.F.19 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—Gender</u></a>	534
<a href="#"><u>Table 7.F.20 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—English Language Fluency</u></a>	535
<a href="#"><u>Table 7.F.21 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—Economic Status</u></a>	536
<a href="#"><u>Table 7.F.22 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—Ethnicity</u></a>	537
<a href="#"><u>Table 7.F.23 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—Gender</u></a>	538
<a href="#"><u>Table 7.F.24 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—English Language Fluency</u></a>	539
<a href="#"><u>Table 7.F.25 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—Economic Status</u></a>	540
<a href="#"><u>Table 7.F.26 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—Ethnicity</u></a>	541
<a href="#"><u>Table 7.F.27 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—Gender</u></a>	542
<a href="#"><u>Table 7.F.28 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—English Language Fluency</u></a>	543
<a href="#"><u>Table 7.F.29 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—Economic Status</u></a>	544
<a href="#"><u>Table 7.F.30 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—Ethnicity</u></a>	545
<a href="#"><u>Table 7.F.31 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Gender</u></a>	546
<a href="#"><u>Table 7.F.32 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—English Language Fluency</u></a>	547
<a href="#"><u>Table 7.F.33 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Economic Status</u></a>	548
<a href="#"><u>Table 7.F.34 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Ethnicity</u></a>	549
<a href="#"><u>Table 7.F.35 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Gender</u></a>	550

<a href="#">Table 7.F.36 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—English Language Fluency</a>	551
<a href="#">Table 7.F.37 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Economic Status</a>	552
<a href="#">Table 7.F.38 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Ethnicity</a>	553
<a href="#">Table 7.F.39 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Gender</a>	554
<a href="#">Table 7.F.40 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—English Language Fluency</a>	555
<a href="#">Table 7.F.41 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Economic Status</a>	556
<a href="#">Table 7.F.42 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Ethnicity</a>	557
<a href="#">Table 7.F.43 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Gender</a>	558
<a href="#">Table 7.F.44 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—English Language Fluency</a>	559
<a href="#">Table 7.F.45 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Economic Status</a>	560
<a href="#">Table 7.F.46 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Ethnicity</a>	561
<a href="#">Table 7.F.47 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Gender</a>	562
<a href="#">Table 7.F.48 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—English Language Fluency</a>	563
<a href="#">Table 7.F.49 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Economic Status</a>	564
<a href="#">Table 7.F.50 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Ethnicity</a>	565
<a href="#">Table 7.F.51 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Gender</a>	566
<a href="#">Table 7.F.52 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—English Language Fluency</a>	567
<a href="#">Table 7.F.53 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Economic Status</a>	568
<a href="#">Table 7.F.54 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Ethnicity</a>	569
<a href="#">Table 7.F.55 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Gender</a>	570
<a href="#">Table 7.F.56 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—English Language Fluency</a>	571
<a href="#">Table 7.F.57 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Economic Status</a>	572
<a href="#">Table 7.F.58 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Ethnicity</a>	573
<a href="#">Table 8.1 Minimum Number of Items for a Complete Claim Score If No Field-Test PT Items</a>	577

<a href="#">Table 8.2 PT Field Test Minimum Number of Items for a Complete Claim Score If Test Includes Field-Test PT Items</a>	578
<a href="#">Table 8.3 Summary Statistics for Scale Scores and Theta Scores, Reliability, and SEMs</a>	580
<a href="#">Table 8.4 Scale Score CSEM at Performance-level Cut Points</a>	583
<a href="#">Table 8.5 Mean CSEM for Each Achievement Level</a>	583
<a href="#">Table 8.6 Correlations for All Students</a>	596
<a href="#">Table 8.A.1 IRT <i>a</i>-values for ELA, Grade Three</a>	604
<a href="#">Table 8.A.2 IRT <i>a</i>-values for ELA, Grade Four</a>	604
<a href="#">Table 8.A.3 IRT <i>a</i>-values for ELA, Grade Five</a>	604
<a href="#">Table 8.A.4 IRT <i>a</i>-values for ELA, Grade Six</a>	605
<a href="#">Table 8.A.5 IRT <i>a</i>-values for ELA, Grade Seven</a>	605
<a href="#">Table 8.A.6 IRT <i>a</i>-values for ELA, Grade Eight</a>	605
<a href="#">Table 8.A.7 IRT <i>a</i>-values for ELA, Grade Eleven</a>	605
<a href="#">Table 8.A.8 IRT <i>a</i>-values for Mathematics, Grade Three</a>	606
<a href="#">Table 8.A.9 IRT <i>a</i>-values for Mathematics, Grade Four</a>	606
<a href="#">Table 8.A.10 IRT <i>a</i>-values for Mathematics, Grade Five</a>	606
<a href="#">Table 8.A.11 IRT <i>a</i>-values for Mathematics, Grade Six</a>	606
<a href="#">Table 8.A.12 IRT <i>a</i>-values for Mathematics, Grade Seven</a>	606
<a href="#">Table 8.A.13 IRT <i>a</i>-values for Mathematics, Grade Eight</a>	607
<a href="#">Table 8.A.14 IRT <i>a</i>-values for Mathematics, Grade Eleven</a>	607
<a href="#">Table 8.A.15 IRT <i>b</i>-values for ELA, Grade Three</a>	607
<a href="#">Table 8.A.16 IRT <i>b</i>-values for ELA, Grade Four</a>	607
<a href="#">Table 8.A.17 IRT <i>b</i>-values for ELA, Grade Five</a>	608
<a href="#">Table 8.A.18 IRT <i>b</i>-values for ELA, Grade Six</a>	608
<a href="#">Table 8.A.19 IRT <i>b</i>-values for ELA, Grade Seven</a>	608
<a href="#">Table 8.A.20 IRT <i>b</i>-values for ELA, Grade Eight</a>	608
<a href="#">Table 8.A.21 IRT <i>b</i>-values for ELA, Grade Eleven</a>	609
<a href="#">Table 8.A.22 IRT <i>b</i>-values for Mathematics, Grade Three</a>	609
<a href="#">Table 8.A.23 IRT <i>b</i>-values for Mathematics, Grade Four</a>	609
<a href="#">Table 8.A.24 IRT <i>b</i>-values for Mathematics, Grade Five</a>	609
<a href="#">Table 8.A.25 IRT <i>b</i>-values for Mathematics, Grade Six</a>	609
<a href="#">Table 8.A.26 IRT <i>b</i>-values for Mathematics, Grade Seven</a>	610
<a href="#">Table 8.A.27 IRT <i>b</i>-values for Mathematics, Grade Eight</a>	610
<a href="#">Table 8.A.28 IRT <i>b</i>-values for Mathematics, Grade Eleven</a>	610
<a href="#">Table 8.A.29 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Three</a>	611
<a href="#">Table 8.A.30 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Four</a>	611
<a href="#">Table 8.A.31 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Five</a>	612
<a href="#">Table 8.A.32 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Six</a>	612
<a href="#">Table 8.A.33 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Seven</a>	612
<a href="#">Table 8.A.34 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Eight</a>	613

<a href="#">Table 8.A.35 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA Non-PT Items, Grade Eleven</a>	613
<a href="#">Table 8.A.36 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Three</a>	613
<a href="#">Table 8.A.37 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Four</a>	614
<a href="#">Table 8.A.38 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Five</a>	614
<a href="#">Table 8.A.39 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Six</a>	614
<a href="#">Table 8.A.40 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Seven</a>	615
<a href="#">Table 8.A.41 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Eight</a>	616
<a href="#">Table 8.A.42 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Eleven</a>	616
<a href="#">Table 8.A.43 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Three</a>	617
<a href="#">Table 8.A.44 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Four</a>	618
<a href="#">Table 8.A.45 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Five</a>	619
<a href="#">Table 8.A.46 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Six</a>	619
<a href="#">Table 8.A.47 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Seven</a>	620
<a href="#">Table 8.A.48 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Eight</a>	620
<a href="#">Table 8.A.49 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA Non-PT Items, Grade Eleven</a>	621
<a href="#">Table 8.A.50 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Three</a>	622
<a href="#">Table 8.A.51 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Four</a>	622
<a href="#">Table 8.A.52 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Five</a>	623
<a href="#">Table 8.A.53 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Six</a>	623
<a href="#">Table 8.A.54 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Seven</a>	624
<a href="#">Table 8.A.55 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Eight</a>	625
<a href="#">Table 8.A.56 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics Non-PT Items, Grade Eleven</a>	626
<a href="#">Table 8.A.57 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Three</a>	627
<a href="#">Table 8.A.58 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Four</a>	627

<a href="#"><u>Table 8.A.59 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Five</u></a>	628
<a href="#"><u>Table 8.A.60 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Six</u></a>	628
<a href="#"><u>Table 8.A.61 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Seven</u></a>	628
<a href="#"><u>Table 8.A.62 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Eight</u></a>	629
<a href="#"><u>Table 8.A.63 Distribution of IRT <i>a</i>-values Conditional on Ability for ELA PT Items, Grade Eleven</u></a>	629
<a href="#"><u>Table 8.A.64 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Three</u></a>	629
<a href="#"><u>Table 8.A.65 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Four</u></a>	630
<a href="#"><u>Table 8.A.66 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Five</u></a>	630
<a href="#"><u>Table 8.A.67 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Six</u></a>	630
<a href="#"><u>Table 8.A.68 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Seven</u></a>	631
<a href="#"><u>Table 8.A.69 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Eight</u></a>	632
<a href="#"><u>Table 8.A.70 Distribution of IRT <i>a</i>-values Conditional on Ability for Mathematics PT Items, Grade Eleven</u></a>	632
<a href="#"><u>Table 8.A.71 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Three</u></a>	633
<a href="#"><u>Table 8.A.72 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Four</u></a>	633
<a href="#"><u>Table 8.A.73 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Five</u></a>	634
<a href="#"><u>Table 8.A.74 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Six</u></a>	634
<a href="#"><u>Table 8.A.75 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Seven</u></a>	635
<a href="#"><u>Table 8.A.76 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Eight</u></a>	635
<a href="#"><u>Table 8.A.77 Distribution of IRT <i>b</i>-values Conditional on Ability for ELA PT Items, Grade Eleven</u></a>	636
<a href="#"><u>Table 8.A.78 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Three</u></a>	637
<a href="#"><u>Table 8.A.79 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Four</u></a>	638
<a href="#"><u>Table 8.A.80 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Five</u></a>	639
<a href="#"><u>Table 8.A.81 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Six</u></a>	640
<a href="#"><u>Table 8.A.82 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Seven</u></a>	641

<a href="#">Table 8.A.83 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Eight</a>	642
<a href="#">Table 8.A.84 Distribution of IRT <i>b</i>-values Conditional on Ability for Mathematics PT Items, Grade Eleven</a>	643
<a href="#">Table 8.A.85 PT Item Statistics—ELA, Grade Three</a>	644
<a href="#">Table 8.A.86 PT Item Statistics—ELA, Grade Four</a>	646
<a href="#">Table 8.A.87 PT Item Statistics—ELA, Grade Five</a>	649
<a href="#">Table 8.A.88 PT Item Statistics—ELA, Grade Six</a>	652
<a href="#">Table 8.A.89 PT Item Statistics—ELA, Grade Seven</a>	654
<a href="#">Table 8.A.90 PT Item Statistics—ELA, Grade Eight</a>	656
<a href="#">Table 8.A.91 PT Item Statistics—ELA, Grade Eleven</a>	659
<a href="#">Table 8.A.92 PT Item Statistics—Mathematics, Grade Three</a>	662
<a href="#">Table 8.A.93 PT Item Statistics—Mathematics, Grade Four</a>	665
<a href="#">Table 8.A.94 PT Item Statistics—Mathematics, Grade Five</a>	668
<a href="#">Table 8.A.95 PT Item Statistics—Mathematics, Grade Six</a>	671
<a href="#">Table 8.A.96 PT Item Statistics—Mathematics, Grade Seven</a>	673
<a href="#">Table 8.A.97 PT Item Statistics—Mathematics, Grade Eight</a>	676
<a href="#">Table 8.A.98 PT Item Statistics—Mathematics, Grade Eleven</a>	678
<a href="#">Table 8.B.1 Percentage Omit Rates for ELA</a>	680
<a href="#">Table 8.B.2 Percentage Omit Rates for Mathematics</a>	682
<a href="#">Table 8.B.3 Item Completion, ELA</a>	684
<a href="#">Table 8.B.4 Item Completion, Mathematics</a>	686
<a href="#">Table 8.C.1 Item Exposure Frequency—ELA</a>	688
<a href="#">Table 8.C.2 Item Exposure Frequency—Mathematics</a>	690
<a href="#">Table 8.C.3 Conditional Exposure by Difficulty for ELA, Grade Three</a>	691
<a href="#">Table 8.C.4 Conditional Exposure by Difficulty for ELA, Grade Four</a>	692
<a href="#">Table 8.C.5 Conditional Exposure by Difficulty for ELA, Grade Five</a>	693
<a href="#">Table 8.C.6 Conditional Exposure by Difficulty for ELA, Grade Six</a>	694
<a href="#">Table 8.C.7 Conditional Exposure by Difficulty for ELA, Grade Seven</a>	695
<a href="#">Table 8.C.8 Conditional Exposure by Difficulty for ELA, Grade Eight</a>	696
<a href="#">Table 8.C.9 Conditional Exposure by Difficulty for ELA, Grade Eleven</a>	697
<a href="#">Table 8.C.10 Conditional Exposure by Difficulty for Mathematics, Grade Three</a>	698
<a href="#">Table 8.C.11 Conditional Exposure by Difficulty for Mathematics, Grade Four</a>	699
<a href="#">Table 8.C.12 Conditional Exposure by Difficulty for Mathematics, Grade Five</a>	700
<a href="#">Table 8.C.13 Conditional Exposure by Difficulty for Mathematics, Grade Six</a>	701
<a href="#">Table 8.C.14 Conditional Exposure by Difficulty for Mathematics, Grade Seven</a>	702
<a href="#">Table 8.C.15 Conditional Exposure by Difficulty for Mathematics, Grade Eight</a>	703
<a href="#">Table 8.C.16 Conditional Exposure by Difficulty for Mathematics, Grade Eleven</a>	704
<a href="#">Table 8.D.1 Reliabilities of Claims and Intercorrelations for ELA, Grade Three</a>	705
<a href="#">Table 8.D.2 Reliabilities of Claims and Intercorrelations for ELA, Grade Four</a>	705
<a href="#">Table 8.D.3 Reliabilities of Claims and Intercorrelations for ELA, Grade Five</a>	705
<a href="#">Table 8.D.4 Reliabilities of Claims and Intercorrelations for ELA, Grade Six</a>	705
<a href="#">Table 8.D.5 Reliabilities of Claims and Intercorrelations for ELA, Grade Seven</a>	705
<a href="#">Table 8.D.6 Reliabilities of Claims and Intercorrelations for ELA, Grade Eight</a>	706
<a href="#">Table 8.D.7 Reliabilities of Claims and Intercorrelations for ELA, Grade Eleven</a>	706
<a href="#">Table 8.D.8 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Three</a>	706
<a href="#">Table 8.D.9 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Four</a>	706

<a href="#">Table 8.D.10 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Five</a>	706
<a href="#">Table 8.D.11 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Six</a>	707
<a href="#">Table 8.D.12 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Seven</a>	707
<a href="#">Table 8.D.13 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eight</a>	707
<a href="#">Table 8.D.14 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eleven</a>	707
<a href="#">Table 8.D.15 Reliabilities and SEMs by Gender</a>	708
<a href="#">Table 8.D.16 Reliabilities and SEMs by Economic Status</a>	708
<a href="#">Table 8.D.17 Reliabilities and SEMs by Special Education Services Status</a>	709
<a href="#">Table 8.D.18 Reliabilities and SEMs by Accommodations</a>	710
<a href="#">Table 8.D.19 Reliabilities and SEMs by English–Language Fluency</a>	711
<a href="#">Table 8.D.20 Reliabilities and SEMs by English–Language Fluency (Continued)</a>	712
<a href="#">Table 8.D.21 Reliabilities and SEMs by Primary Ethnicity</a>	713
<a href="#">Table 8.D.22 Reliabilities and SEMs by Primary Ethnicity (Continued)</a>	714
<a href="#">Table 8.D.23 Reliabilities and SEMs by Primary Ethnicity (Continued)</a>	715
<a href="#">Table 8.D.24 Reliabilities and SEMs by Migrant Status</a>	716
<a href="#">Table 8.D.25 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged</a>	717
<a href="#">Table 8.D.26 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged (Continued)</a>	718
<a href="#">Table 8.D.27 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged (Continued)</a>	719
<a href="#">Table 8.D.28 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged</a>	720
<a href="#">Table 8.D.29 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged (Continued)</a>	721
<a href="#">Table 8.D.30 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged (Continued)</a>	722
<a href="#">Table 8.D.31 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Three</a>	723
<a href="#">Table 8.D.32 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Four</a>	723
<a href="#">Table 8.D.33 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Five</a>	724
<a href="#">Table 8.D.34 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Six</a>	724
<a href="#">Table 8.D.35 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Seven</a>	725
<a href="#">Table 8.D.36 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Eight</a>	725
<a href="#">Table 8.D.37 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Eleven</a>	726
<a href="#">Table 8.D.38 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Three</a>	726
<a href="#">Table 8.D.39 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Four</a>	727
<a href="#">Table 8.D.40 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Five</a>	727



<a href="#">Table 8.D.41 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status— Mathematics, Grade Six</a>	728
<a href="#">Table 8.D.42 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status— Mathematics, Grade Seven</a>	728
<a href="#">Table 8.D.43 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status— Mathematics, Grade Eight</a>	729
<a href="#">Table 8.D.44 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status— Mathematics, Grade Eleven</a>	729
<a href="#">Table 8.D.45 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Three</a>	730
<a href="#">Table 8.D.46 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Four</a>	730
<a href="#">Table 8.D.47 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Five</a>	731
<a href="#">Table 8.D.48 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Six</a>	731
<a href="#">Table 8.D.49 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Seven</a>	732
<a href="#">Table 8.D.50 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Eight</a>	732
<a href="#">Table 8.D.51 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Eleven</a>	733
<a href="#">Table 8.D.52 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Three</a>	733
<a href="#">Table 8.D.53 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Four</a>	734
<a href="#">Table 8.D.54 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Five</a>	734
<a href="#">Table 8.D.55 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Six</a>	735
<a href="#">Table 8.D.56 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Seven</a>	735
<a href="#">Table 8.D.57 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Eight</a>	736
<a href="#">Table 8.D.58 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Eleven</a>	736
<a href="#">Table 8.D.59 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Three</a>	737
<a href="#">Table 8.D.60 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Four</a>	737
<a href="#">Table 8.D.61 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Five</a>	738
<a href="#">Table 8.D.62 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Six</a>	738
<a href="#">Table 8.D.63 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Seven</a>	739
<a href="#">Table 8.D.64 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Eight</a>	739
<a href="#">Table 8.D.65 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Eleven</a>	740
<a href="#">Table 8.D.66 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Three</a>	740
<a href="#">Table 8.D.67 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Four</a>	741

<a href="#">Table 8.D.68 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Five</a>	741
<a href="#">Table 8.D.69 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Six</a>	742
<a href="#">Table 8.D.70 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Seven</a>	742
<a href="#">Table 8.D.71 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Eight</a>	743
<a href="#">Table 8.D.72 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Eleven</a>	743
<a href="#">Table 8.D.73 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Three</a>	744
<a href="#">Table 8.D.74 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Four</a>	744
<a href="#">Table 8.D.75 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Five</a>	745
<a href="#">Table 8.D.76 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Six</a>	745
<a href="#">Table 8.D.77 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Seven</a>	746
<a href="#">Table 8.D.78 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eight</a>	746
<a href="#">Table 8.D.79 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eleven</a>	747
<a href="#">Table 8.D.80 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Three</a>	747
<a href="#">Table 8.D.81 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Four</a>	748
<a href="#">Table 8.D.82 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Five</a>	748
<a href="#">Table 8.D.83 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Six</a>	749
<a href="#">Table 8.D.84 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Seven</a>	749
<a href="#">Table 8.D.85 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eight</a>	750
<a href="#">Table 8.D.86 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eleven</a>	750
<a href="#">Table 8.D.87 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Three</a>	751
<a href="#">Table 8.D.88 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Four</a>	751
<a href="#">Table 8.D.89 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Five</a>	752
<a href="#">Table 8.D.90 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Six</a>	752
<a href="#">Table 8.D.91 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Seven</a>	753

<a href="#">Table 8.D.92 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eight</a>	753
<a href="#">Table 8.D.93 Claim Reliabilities and SEM for ELA, Grade Eleven by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eleven</a>	754
<a href="#">Table 8.D.94 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Three</a>	754
<a href="#">Table 8.D.95 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Four</a>	755
<a href="#">Table 8.D.96 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Five</a>	755
<a href="#">Table 8.D.97 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Six</a>	756
<a href="#">Table 8.D.98 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Seven</a>	756
<a href="#">Table 8.D.99 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eight</a>	757
<a href="#">Table 8.D.100 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eleven</a>	757
<a href="#">Table 8.E.1 Scale Score CSEM Distribution—ELA, Grade Three</a>	758
<a href="#">Table 8.E.2 Scale Score CSEM Distribution—ELA, Grade Four</a>	758
<a href="#">Table 8.E.3 Scale Score CSEM Distribution—ELA, Grade Five</a>	759
<a href="#">Table 8.E.4 Scale Score CSEM Distribution—ELA, Grade Six</a>	759
<a href="#">Table 8.E.5 Scale Score CSEM Distribution—ELA, Grade Seven</a>	759
<a href="#">Table 8.E.6 Scale Score CSEM Distribution—ELA, Grade Eight</a>	760
<a href="#">Table 8.E.7 Scale Score CSEM Distribution—ELA, Grade Eleven</a>	760
<a href="#">Table 8.E.8 Scale Score CSEM Distribution—Mathematics, Grade Three</a>	760
<a href="#">Table 8.E.9 Scale Score CSEM Distribution—Mathematics, Grade Four</a>	760
<a href="#">Table 8.E.10 Scale Score CSEM Distribution—Mathematics, Grade Five</a>	761
<a href="#">Table 8.E.11 Scale Score CSEM Distribution—Mathematics, Grade Six</a>	761
<a href="#">Table 8.E.12 Scale Score CSEM Distribution—Mathematics, Grade Seven</a>	761
<a href="#">Table 8.E.13 Scale Score CSEM Distribution—Mathematics, Grade Eight</a>	762
<a href="#">Table 8.E.14 Scale Score CSEM Distribution—Mathematics, Grade Eleven</a>	762
<a href="#">Table 8.F.1 ELA, Grade Three: Decision Accuracy</a>	770
<a href="#">Table 8.F.2 ELA, Grade Three: Decision Consistency</a>	770
<a href="#">Table 8.F.3 ELA, Grade Four: Decision Accuracy</a>	770
<a href="#">Table 8.F.4 ELA, Grade Four: Decision Consistency</a>	771
<a href="#">Table 8.F.5 ELA, Grade Five: Decision Accuracy</a>	771
<a href="#">Table 8.F.6 ELA, Grade Five: Decision Consistency</a>	771
<a href="#">Table 8.F.7 ELA, Grade Six: Decision Accuracy</a>	772
<a href="#">Table 8.F.8 ELA, Grade Six: Decision Consistency</a>	772
<a href="#">Table 8.F.9 ELA, Grade Seven: Decision Accuracy</a>	772
<a href="#">Table 8.F.10 ELA, Grade Seven: Decision Consistency</a>	773
<a href="#">Table 8.F.11 ELA, Grade Eight: Decision Accuracy</a>	773
<a href="#">Table 8.F.12 ELA, Grade Eight: Decision Consistency</a>	773
<a href="#">Table 8.F.13 ELA, Grade Eleven: Decision Accuracy</a>	774
<a href="#">Table 8.F.14 ELA, Grade Eleven: Decision Consistency</a>	774
<a href="#">Table 8.F.15 Mathematics, Grade Three: Decision Accuracy</a>	774

<a href="#">Table 8.F.16 Mathematics, Grade Three: Decision Consistency</a>	775
<a href="#">Table 8.F.17 Mathematics, Grade Four: Decision Accuracy</a>	775
<a href="#">Table 8.F.18 Mathematics, Grade Four: Decision Consistency</a>	775
<a href="#">Table 8.F.19 Mathematics, Grade Five: Decision Accuracy</a>	776
<a href="#">Table 8.F.20 Mathematics, Grade Five: Decision Consistency</a>	776
<a href="#">Table 8.F.21 Mathematics, Grade Six: Decision Accuracy</a>	776
<a href="#">Table 8.F.22 Mathematics, Grade Six: Decision Consistency</a>	777
<a href="#">Table 8.F.23 Mathematics, Grade Seven: Decision Accuracy</a>	777
<a href="#">Table 8.F.24 Mathematics, Grade Seven: Decision Consistency</a>	777
<a href="#">Table 8.F.25 Mathematics, Grade Eight: Decision Accuracy</a>	778
<a href="#">Table 8.F.26 Mathematics, Grade Eight: Decision Consistency</a>	778
<a href="#">Table 8.F.27 Mathematics, Grade Eleven: Decision Accuracy</a>	778
<a href="#">Table 8.F.28 Mathematics, Grade Eleven: Decision Consistency</a>	779
<a href="#">Table 8.G.1 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for English Language Arts/Literacy (ELA), Grade Three Short Answer</a>	780
<a href="#">Table 8.G.2 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Four Short Answer</a>	781
<a href="#">Table 8.G.3 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Five Short Answer</a>	782
<a href="#">Table 8.G.4 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Six Short Answer</a>	783
<a href="#">Table 8.G.5 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Seven Short Answer</a>	784
<a href="#">Table 8.G.6 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eight Short Answer</a>	785
<a href="#">Table 8.G.7 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eleven Short Answer</a>	786
<a href="#">Table 8.G.8 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Three Short Answer</a>	788
<a href="#">Table 8.G.9 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Four Short Answer</a>	790
<a href="#">Table 8.G.10 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Five Short Answer</a>	792
<a href="#">Table 8.G.11 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Six Short Answer</a>	794
<a href="#">Table 8.G.12 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Seven Short Answer</a>	796
<a href="#">Table 8.G.13 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Eight Short Answer</a>	798
<a href="#">Table 8.G.14 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Eleven Short Answer</a>	800
<a href="#">Table 8.G.15 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Three Writing Extended Response (WER)</a>	802
<a href="#">Table 8.G.16 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Four WER</a>	804

<a href="#">Table 8.G.17 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Five WER</a>	807
<a href="#">Table 8.G.18 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Six WER</a>	811
<a href="#">Table 8.G.19 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Seven WER</a>	813
<a href="#">Table 8.G.20 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eight WER</a>	817
<a href="#">Table 8.G.21 Agreement Statistics between Artificial Intelligence (AI) and Human Scoring of Short-Answer Items for ELA, Grade Three</a>	821
<a href="#">Table 8.G.22 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Four</a>	823
<a href="#">Table 8.G.23 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Five</a>	826
<a href="#">Table 8.G.24 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Six</a>	829
<a href="#">Table 8.G.25 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Seven</a>	832
<a href="#">Table 8.G.26 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Eight</a>	835
<a href="#">Table 8.G.27 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Eleven</a>	838
<a href="#">Table 8.G.28 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Three</a>	843
<a href="#">Table 8.G.29 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Four</a>	845
<a href="#">Table 8.G.30 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Five</a>	846
<a href="#">Table 8.G.31 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Six</a>	848
<a href="#">Table 8.G.32 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Seven</a>	849
<a href="#">Table 8.G.33 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Eight</a>	850
<a href="#">Table 8.G.34 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Eleven</a>	851
<a href="#">Table 8.G.35 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Three WER</a>	853
<a href="#">Table 8.G.36 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Six WER</a>	855
<a href="#">Table 8.G.37 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Eleven WER</a>	857
<a href="#">Table 8.H.1 Total Testing Time (In Minutes) at Each Ability Level, English Language Arts/ Literacy (ELA)</a>	861
<a href="#">Table 8.H.2 Total Testing Time (In Minutes) at Each Ability Level, Mathematics</a>	863
<a href="#">Table 8.H.3 Computer Adaptive Test (CAT) Testing Time (In Minutes) at Each Ability Level, ELA</a>	865
<a href="#">Table 8.H.4 CAT Testing Time (In Minutes) at Each Ability Level, Mathematics</a>	867

<a href="#"><u>Table 8.H.5 Performance Task (PT) Testing Time (In Minutes) at Each Ability Level, ELA</u></a>	869
<a href="#"><u>Table 8.H.6 PT Testing Time (In Minutes) at Each Ability Level, Mathematics</u></a>	874
<a href="#"><u>Table 8.I.1 Correlations for Gender</u></a>	878
<a href="#"><u>Table 8.I.2 Correlations for Primary Ethnicity</u></a>	879
<a href="#"><u>Table 8.I.3 Correlations for Primary Ethnicity (Continued)</u></a>	880
<a href="#"><u>Table 8.I.4 Correlations for English Fluency</u></a>	881
<a href="#"><u>Table 8.I.5 Correlations for English Fluency (Continued)</u></a>	882
<a href="#"><u>Table 8.I.6 Correlations for Economic Status</u></a>	883
<a href="#"><u>Table 8.I.7 Correlations for Special Education Services Status</u></a>	884
<a href="#"><u>Table 8.I.8 Correlations for Migrant Status</u></a>	885
<a href="#"><u>Table 10.A.1 Summary Statistics of the Total Test Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison</u></a>	900
<a href="#"><u>Table 10.A.2 Percentage of Each Achievement Level Across 2014–15, 2015–16, and 2016–17, Cross-Sectional Comparison</u></a>	901
<a href="#"><u>Table 10.A.3 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Three through Five), Cross-Sectional Comparison</u></a>	902
<a href="#"><u>Table 10.A.4 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Six through Eight and Grade Eleven), Cross-Sectional Comparison</u></a>	904
<a href="#"><u>Table 10.A.5 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Three through Five), Cross-Sectional Comparison</u></a>	906
<a href="#"><u>Table 10.A.6 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Six through Eight and Grade Eleven), Cross-Sectional Comparison</u></a>	908
<a href="#"><u>Table 10.A.7 Summary Statistics and Percentage of Achievement Levels Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three</u></a>	910
<a href="#"><u>Table 10.A.8 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four</u></a>	913
<a href="#"><u>Table 10.A.9 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five</u></a>	916
<a href="#"><u>Table 10.A.10 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six</u></a>	919
<a href="#"><u>Table 10.A.11 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven</u></a>	922
<a href="#"><u>Table 10.A.12 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight</u></a>	925
<a href="#"><u>Table 10.A.13 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven</u></a>	928
<a href="#"><u>Table 10.A.14 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison:</u></a>	

<a href="#"><u>2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three</u></a>	931
<a href="#"><u>Table 10.A.15 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four</u></a>	934
<a href="#"><u>Table 10.A.16 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five</u></a>	937
<a href="#"><u>Table 10.A.17 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six</u></a>	940
<a href="#"><u>Table 10.A.18 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven</u></a>	943
<a href="#"><u>Table 10.A.19 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight</u></a>	946
<a href="#"><u>Table 10.A.20 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven</u></a>	949
<a href="#"><u>Table 10.B.1 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison</u></a>	952
<a href="#"><u>Table 10.B.2 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison</u></a>	954
<a href="#"><u>Table 10.B.3 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison</u></a>	955
<a href="#"><u>Table 10.B.4 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison</u></a>	956
<a href="#"><u>Table 10.B.5 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 1, Cross-Sectional Comparison</u></a>	957
<a href="#"><u>Table 10.B.6 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 2, Cross-Sectional Comparison</u></a>	958
<a href="#"><u>Table 10.B.7 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 3, Cross-Sectional Comparison</u></a>	959
<a href="#"><u>Table 10.B.8 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 4, Cross-Sectional Comparison</u></a>	960
<a href="#"><u>Table 10.B.9 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three</u></a>	961
<a href="#"><u>Table 10.B.9 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional</u></a>	

<a href="#"><u>Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)</u></a>	963
<a href="#"><u>Table 10.B.10 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three</u></a>	965
<a href="#"><u>Table 10.B.10 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)</u></a>	967
<a href="#"><u>Table 10.B.11 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three</u></a>	969
<a href="#"><u>Table 10.B.11 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)</u></a>	971
<a href="#"><u>Table 10.B.12 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three</u></a>	973
<a href="#"><u>Table 10.B.12 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)</u></a>	975
<a href="#"><u>Table 10.B.13 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four</u></a>	977
<a href="#"><u>Table 10.B.13 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)</u></a>	979
<a href="#"><u>Table 10.B.14 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four</u></a>	981
<a href="#"><u>Table 10.B.14 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)</u></a>	983
<a href="#"><u>Table 10.B.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four</u></a>	985



<a href="#"><u>Table 10.B.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)</u></a>	987
<a href="#"><u>Table 10.B.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four</u></a>	989
<a href="#"><u>Table 10.B.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)</u></a>	991
<a href="#"><u>Table 10.B.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five</u></a>	993
<a href="#"><u>Table 10.B.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)</u></a>	995
<a href="#"><u>Table 10.B.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five</u></a>	997
<a href="#"><u>Table 10.B.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)</u></a>	999
<a href="#"><u>Table 10.B.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five</u></a>	1001
<a href="#"><u>Table 10.B.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)</u></a>	1003
<a href="#"><u>Table 10.B.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five</u></a>	1005
<a href="#"><u>Table 10.B.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)</u></a>	1007
<a href="#"><u>Table 10.B.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six</u></a>	1009

<a href="#"><u>Table 10.B.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)</u></a>	1011
<a href="#"><u>Table 10.B.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six</u></a>	1013
<a href="#"><u>Table 10.B.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)</u></a>	1015
<a href="#"><u>Table 10.B.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six</u></a>	1017
<a href="#"><u>Table 10.B.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)</u></a>	1019
<a href="#"><u>Table 10.B.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six</u></a>	1021
<a href="#"><u>Table 10.B.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)</u></a>	1023
<a href="#"><u>Table 10.B.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven</u></a>	1025
<a href="#"><u>Table 10.B.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)</u></a>	1027
<a href="#"><u>Table 10.B.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven</u></a>	1029
<a href="#"><u>Table 10.B.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)</u></a>	1031
<a href="#"><u>Table 10.B.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven</u></a>	1033

<a href="#"><u>Table 10.B.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)</u></a>	1035
<a href="#"><u>Table 10.B.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven</u></a>	1037
<a href="#"><u>Table 10.B.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)</u></a>	1039
<a href="#"><u>Table 10.B.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight</u></a>	1041
<a href="#"><u>Table 10.B.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)</u></a>	1043
<a href="#"><u>Table 10.B.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight</u></a>	1045
<a href="#"><u>Table 10.B.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)</u></a>	1047
<a href="#"><u>Table 10.B.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight</u></a>	1049
<a href="#"><u>Table 10.B.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)</u></a>	1051
<a href="#"><u>Table 10.B.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight</u></a>	1053
<a href="#"><u>Table 10.B.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)</u></a>	1055
<a href="#"><u>Table 10.B.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven</u></a>	1057

<a href="#"><u>Table 10.B.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)</u></a>	1059
<a href="#"><u>Table 10.B.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven</u></a>	1061
<a href="#"><u>Table 10.B.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)</u></a>	1063
<a href="#"><u>Table 10.B.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven</u></a>	1065
<a href="#"><u>Table 10.B.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)</u></a>	1067
<a href="#"><u>Table 10.B.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven</u></a>	1069
<a href="#"><u>Table 10.B.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)</u></a>	1071
<a href="#"><u>Table 10.B.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three</u></a>	1073
<a href="#"><u>Table 10.B.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1075
<a href="#"><u>Table 10.B.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three</u></a>	1077
<a href="#"><u>Table 10.B.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1079
<a href="#"><u>Table 10.B.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three</u></a>	1081

<a href="#"><u>Table 10.B.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1083
<a href="#"><u>Table 10.B.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four</u></a>	1085
<a href="#"><u>Table 10.B.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1087
<a href="#"><u>Table 10.B.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four</u></a>	1089
<a href="#"><u>Table 10.B.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1091
<a href="#"><u>Table 10.B.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four</u></a>	1093
<a href="#"><u>Table 10.B.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1095
<a href="#"><u>Table 10.B.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five</u></a>	1097
<a href="#"><u>Table 10.B.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1099
<a href="#"><u>Table 10.B.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five</u></a>	1101
<a href="#"><u>Table 10.B.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1103
<a href="#"><u>Table 10.B.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five</u></a>	1105

<a href="#"><u>Table 10.B.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1107
<a href="#"><u>Table 10.B.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six</u></a>	1109
<a href="#"><u>Table 10.B.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)</u></a>	1111
<a href="#"><u>Table 10.B.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six</u></a>	1113
<a href="#"><u>Table 10.B.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)</u></a>	1115
<a href="#"><u>Table 10.B.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six</u></a>	1117
<a href="#"><u>Table 10.B.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)</u></a>	1119
<a href="#"><u>Table 10.B.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven</u></a>	1121
<a href="#"><u>Table 10.B.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)</u></a>	1123
<a href="#"><u>Table 10.B.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven</u></a>	1125
<a href="#"><u>Table 10.B.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)</u></a>	1127
<a href="#"><u>Table 10.B.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven</u></a>	1129

<a href="#"><u>Table 10.B.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)</u></a>	1131
<a href="#"><u>Table 10.B.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight</u></a>	1133
<a href="#"><u>Table 10.B.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)</u></a>	1135
<a href="#"><u>Table 10.B.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight</u></a>	1137
<a href="#"><u>Table 10.B.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)</u></a>	1139
<a href="#"><u>Table 10.B.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight</u></a>	1141
<a href="#"><u>Table 10.B.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)</u></a>	1143
<a href="#"><u>Table 10.B.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven</u></a>	1145
<a href="#"><u>Table 10.B.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)</u></a>	1147
<a href="#"><u>Table 10.B.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven</u></a>	1149
<a href="#"><u>Table 10.B.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)</u></a>	1151
<a href="#"><u>Table 10.B.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven</u></a>	1153

<a href="#"><u>Table 10.B.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)</u></a>	1155
<a href="#"><u>Table 10.C.1 Number of Students, Scale Score (SS) Means, and Standard Deviations (SDs) Across 2016–17 and 2015–16, Longitudinal Comparison</u></a>	1157
<a href="#"><u>Table 10.C.2 Number of Students, SS Means, and SDs Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison</u></a>	1158
<a href="#"><u>Table 10.C.3 Percentage of Each Achievement Level Across 2016–17 and 2015–16, Longitudinal Comparison</u></a>	1159
<a href="#"><u>Table 10.C.4 Percentage of Each Achievement Level Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison</u></a>	1160
<a href="#"><u>Table 10.C.5 SS Distributions Across 2015–16 and 2016–17 for ELA (Grades Four through Eight), Longitudinal Comparison</u></a>	1161
<a href="#"><u>Table 10.C.6 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Five through Eight), Longitudinal Comparison</u></a>	1163
<a href="#"><u>Table 10.C.7 SS Distributions Across 2015–16 and 2016–17 for Mathematics (Grades Four through Eight), Longitudinal Comparison</u></a>	1165
<a href="#"><u>Table 10.C.8 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Five through Eight), Longitudinal Comparison</u></a>	1167
<a href="#"><u>Table 10.C.9 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three</u></a>	1169
<a href="#"><u>Table 10.C.10 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four</u></a>	1172
<a href="#"><u>Table 10.C.11 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five</u></a>	1175
<a href="#"><u>Table 10.C.12 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six</u></a>	1178
<a href="#"><u>Table 10.C.13 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven</u></a>	1181
<a href="#"><u>Table 10.C.14 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three</u></a>	1184
<a href="#"><u>Table 10.C.15 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four</u></a>	1187
<a href="#"><u>Table 10.C.16 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five</u></a>	1190
<a href="#"><u>Table 10.C.17 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six</u></a>	1193



<a href="#"><u>Table 10.C.18 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven</u></a>	1196
<a href="#"><u>Table 10.C.19 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three</u></a>	1199
<a href="#"><u>Table 10.C.20 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four</u></a>	1201
<a href="#"><u>Table 10.C.21 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five</u></a>	1203
<a href="#"><u>Table 10.C.22 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six</u></a>	1205
<a href="#"><u>Table 10.C.23 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three</u></a>	1207
<a href="#"><u>Table 10.C.24 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four</u></a>	1209
<a href="#"><u>Table 10.C.25 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five</u></a>	1211
<a href="#"><u>Table 10.C.26 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six</u></a>	1213
<a href="#"><u>Table 10.D.1 Number of Students, Scale Score (SS) Means, and Standard Deviations (SDs) Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison</u></a>	1215
<a href="#"><u>Table 10.D.2 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison</u></a>	1216
<a href="#"><u>Table 10.D.3 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison</u></a>	1216
<a href="#"><u>Table 10.D.4 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison</u></a>	1217
<a href="#"><u>Table 10.D.5 Number of Students, SS Means, and SDs Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison</u></a>	1217
<a href="#"><u>Table 10.D.6 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison</u></a>	1218
<a href="#"><u>Table 10.D.7 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison</u></a>	1219
<a href="#"><u>Table 10.D.8 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison</u></a>	1220

<a href="#"><u>Table 10.D.9 Percentage of Each Performance Level Across 2015–16 and 2016–17 on Claims 1 and 2, Longitudinal Comparison</u></a>	1221
<a href="#"><u>Table 10.D.10 Percentage of Each Performance Level Across 2015–16 and 2016–17 on Claims 3 and 4, Longitudinal Comparison</u></a>	1222
<a href="#"><u>Table 10.D.11 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 1, Longitudinal Comparison</u></a>	1223
<a href="#"><u>Table 10.D.12 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 2, Longitudinal Comparison</u></a>	1224
<a href="#"><u>Table 10.D.13 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 3, Longitudinal Comparison</u></a>	1225
<a href="#"><u>Table 10.D.14 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 4, Longitudinal Comparison</u></a>	1226
<a href="#"><u>Table 10.D.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three</u></a>	1227
<a href="#"><u>Table 10.D.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three</u></a>	1229
<a href="#"><u>Table 10.D.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three</u></a>	1231
<a href="#"><u>Table 10.D.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three</u></a>	1233
<a href="#"><u>Table 10.D.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four</u></a>	1235
<a href="#"><u>Table 10.D.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four</u></a>	1237
<a href="#"><u>Table 10.D.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four</u></a>	1239
<a href="#"><u>Table 10.D.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four</u></a>	1241
<a href="#"><u>Table 10.D.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five</u></a>	1243
<a href="#"><u>Table 10.D.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five</u></a>	1245
<a href="#"><u>Table 10.D.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five</u></a>	1247
<a href="#"><u>Table 10.D.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five</u></a>	1249

<a href="#"><u>Table 10.D.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six</u></a>	1251
<a href="#"><u>Table 10.D.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six</u></a>	1253
<a href="#"><u>Table 10.D.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six</u></a>	1255
<a href="#"><u>Table 10.D.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six</u></a>	1257
<a href="#"><u>Table 10.D.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven</u></a>	1259
<a href="#"><u>Table 10.D.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven</u></a>	1261
<a href="#"><u>Table 10.D.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven</u></a>	1263
<a href="#"><u>Table 10.D.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven</u></a>	1265
<a href="#"><u>Table 10.D.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three</u></a>	1267
<a href="#"><u>Table 10.D.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three</u></a>	1269
<a href="#"><u>Table 10.D.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three</u></a>	1271
<a href="#"><u>Table 10.D.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four</u></a>	1273
<a href="#"><u>Table 10.D.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four</u></a>	1275
<a href="#"><u>Table 10.D.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four</u></a>	1277
<a href="#"><u>Table 10.D.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five</u></a>	1279
<a href="#"><u>Table 10.D.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five</u></a>	1281

<a href="#"><u>Table 10.D.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five</u></a>	1283
<a href="#"><u>Table 10.D.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six</u></a>	1285
<a href="#"><u>Table 10.D.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six</u></a>	1287
<a href="#"><u>Table 10.D.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six</u></a>	1289
<a href="#"><u>Table 10.D.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven</u></a>	1291
<a href="#"><u>Table 10.D.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven</u></a>	1293
<a href="#"><u>Table 10.D.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven</u></a>	1295
<a href="#"><u>Table 10.D.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three</u></a>	1297
<a href="#"><u>Table 10.D.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)</u></a>	1299
<a href="#"><u>Table 10.D.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three</u></a>	1301
<a href="#"><u>Table 10.D.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)</u></a>	1303
<a href="#"><u>Table 10.D.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three</u></a>	1305
<a href="#"><u>Table 10.D.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)</u></a>	1307

<a href="#"><u>Table 10.D.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three</u></a>	1309
<a href="#"><u>Table 10.D.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)</u></a>	1311
<a href="#"><u>Table 10.D.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four</u></a>	1313
<a href="#"><u>Table 10.D.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)</u></a>	1315
<a href="#"><u>Table 10.D.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four</u></a>	1317
<a href="#"><u>Table 10.D.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)</u></a>	1319
<a href="#"><u>Table 10.D.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four</u></a>	1321
<a href="#"><u>Table 10.D.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)</u></a>	1323
<a href="#"><u>Table 10.D.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four</u></a>	1325
<a href="#"><u>Table 10.D.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)</u></a>	1327
<a href="#"><u>Table 10.D.58 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five</u></a>	1329
<a href="#"><u>Table 10.D.58 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)</u></a>	1331

<a href="#"><u>Table 10.D.59 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five</u></a>	1333
<a href="#"><u>Table 10.D.59 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)</u></a>	1335
<a href="#"><u>Table 10.D.60 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five</u></a>	1337
<a href="#"><u>Table 10.D.60 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)</u></a>	1339
<a href="#"><u>Table 10.D.61 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five</u></a>	1341
<a href="#"><u>Table 10.D.61 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)</u></a>	1343
<a href="#"><u>Table 10.D.62 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six</u></a>	1345
<a href="#"><u>Table 10.D.62 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)</u></a>	1347
<a href="#"><u>Table 10.D.63 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six</u></a>	1349
<a href="#"><u>Table 10.D.63 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)</u></a>	1351
<a href="#"><u>Table 10.D.64 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six</u></a>	1353
<a href="#"><u>Table 10.D.64 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)</u></a>	1355

<a href="#"><u>Table 10.D.65 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six</u></a>	1357
<a href="#"><u>Table 10.D.65 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)</u></a>	1359
<a href="#"><u>Table 10.D.66 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three</u></a>	1361
<a href="#"><u>Table 10.D.66 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1363
<a href="#"><u>Table 10.D.67 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three</u></a>	1365
<a href="#"><u>Table 10.D.67 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1367
<a href="#"><u>Table 10.D.68 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three</u></a>	1369
<a href="#"><u>Table 10.D.68 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)</u></a>	1371
<a href="#"><u>Table 10.D.69 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four</u></a>	1373
<a href="#"><u>Table 10.D.69 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1375
<a href="#"><u>Table 10.D.70 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four</u></a>	1377
<a href="#"><u>Table 10.D.70 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1379

<a href="#"><u>Table 10.D.71 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four</u></a>	1381
<a href="#"><u>Table 10.D.71 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)</u></a>	1383
<a href="#"><u>Table 10.D.72 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five</u></a>	1385
<a href="#"><u>Table 10.D.72 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1387
<a href="#"><u>Table 10.D.73 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five</u></a>	1389
<a href="#"><u>Table 10.D.73 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1391
<a href="#"><u>Table 10.D.74 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five</u></a>	1393
<a href="#"><u>Table 10.D.74 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)</u></a>	1395
<a href="#"><u>Table 10.D.75 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six</u></a>	1397
<a href="#"><u>Table 10.D.75 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)</u></a>	1399
<a href="#"><u>Table 10.D.76 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six</u></a>	1401
<a href="#"><u>Table 10.D.76 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)</u></a>	1403



<a href="#">Table 10.D.77 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six</a>	1405
<a href="#">Table 10.D.77 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)</a>	1407
<a href="#">Table 10.E.1 Marginal Reliability and Standard Error of the Measurement (SEM) Across 2015–16 and 2016–17</a>	1409
<a href="#">Table 10.E.2 Marginal Reliability and Standard Error of the Measurement (SEM) on Claims 1 and 2 Across 2014–15, 2015–16, and 2016–17</a>	1410
<a href="#">Table 10.E.3 Marginal Reliability and Standard Error of the Measurement (SEM) on Claims 3 and 4 Across 2014–15, 2015–16, and 2016–17</a>	1411
<a href="#">Table 11.1 Mean and Standard Deviation of Total Theta and Scale Scores for CAASPP Smarter Balanced Paper-Pencil Summative Assessments</a>	1415
<a href="#">Table 11.2 Percentages and Counts of Students in Achievement Levels for CAASPP Smarter Balanced Paper-Pencil Summative Assessments</a>	1416
<a href="#">Table 11.3 Summary Statistics for Scale Scores and Theta Scores, Reliabilities, and SEMs</a>	1418
<a href="#">Table 11.4 Scale Score CSEM at Achievement-level Cut Points</a>	1419
<a href="#">Table 11.5 Average CSEM of Scale Scores in Each Achievement Level</a>	1420
<a href="#">Table 11.6 Correlations between Content Areas for All Students with Paper-Pencil Tests</a>	1420
<a href="#">Table 11.A.1 Special Services Summary for ELA Paper-pencil Tests (PPTs): Grades Three through Six—All Tested</a>	1423
<a href="#">Table 11.A.2 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—All Tested</a>	1424
<a href="#">Table 11.A.3 Special Services Summary for ELA PPTs: Grades Three through Six—Students with No Special Education Services</a>	1425
<a href="#">Table 11.A.4 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—Students with No Special Education Services</a>	1426
<a href="#">Table 11.A.5 Special Services Summary for ELA PPTs: Grades Three through Six—Students with Special Education Services</a>	1427
<a href="#">Table 11.A.6 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—Students with Special Education Services</a>	1428
<a href="#">Table 11.A.7 Special Services Summary for ELA PPTs: Grades Three through Six—English-Only Students</a>	1429
<a href="#">Table 11.A.8 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—English-Only Students</a>	1430
<a href="#">Table 11.A.9 Special Services Summary for ELA PPTs: Grades Three through Six—Initially Fluent English Proficient (IFEP) Students</a>	1431
<a href="#">Table 11.A.10 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—IFEP Students</a>	1432
<a href="#">Table 11.A.11 Special Services Summary for ELA PPTs: Grades Three through Six—English Learner (EL) Students</a>	1433
<a href="#">Table 11.A.12 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—EL Students</a>	1434

<a href="#">Table 11.A.13 Special Services Summary for ELA PPTs: Grades Three through Six— Reclassified Fluent English Proficient (RFEP) Students</a>	1435
<a href="#">Table 11.A.14 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—RFEP Students</a>	1436
<a href="#">Table 11.A.15 Special Services Summary for Mathematics PPTs: Grades Three through Six—All Tested</a>	1437
<a href="#">Table 11.A.16 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—All Tested</a>	1438
<a href="#">Table 11.A.17 Special Services Summary for Mathematics PPTs: Grades Three through Six—Students with No Special Education Services</a>	1439
<a href="#">Table 11.A.18 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—Students with No Special Education Services</a>	1440
<a href="#">Table 11.A.19 Special Services Summary for Mathematics PPTs: Grades Three through Six—Students with Special Education Services</a>	1441
<a href="#">Table 11.A.20 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—Students with Special Education Services</a>	1442
<a href="#">Table 11.A.21 Special Services Summary for Mathematics PPTs: Grades Three through Six—English-Only Students</a>	1443
<a href="#">Table 11.A.22 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—English-Only Students</a>	1444
<a href="#">Table 11.A.23 Special Services Summary for Mathematics PPTs: Grades Three through Six—IFEP Students</a>	1445
<a href="#">Table 11.A.24 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—IFEP Students</a>	1446
<a href="#">Table 11.A.25 Special Services Summary for Mathematics PPTs: Grades Three through Six—EL Students</a>	1447
<a href="#">Table 11.A.26 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—EL Students</a>	1448
<a href="#">Table 11.A.27 Special Services Summary for Mathematics PPTs: Grades Three through Six—RFEP Students</a>	1449
<a href="#">Table 11.A.28 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—RFEP Students</a>	1450
<a href="#">Table 11.B.1 Frequency Distribution of Theta for Overall Scores—ELA</a>	1451
<a href="#">Table 11.B.2 Frequency Distribution of Theta for Overall Scores—Mathematics</a>	1452
<a href="#">Table 11.B.3 Percentiles of Scale Scores for Paper-Pencil Tests—ELA</a>	1453
<a href="#">Table 11.B.4 Percentiles of Scale Scores for Paper-Pencil Tests—Mathematics</a>	1453
<a href="#">Table 11.B.5 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Three</a>	1454
<a href="#">Table 11.B.6 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Four</a>	1456
<a href="#">Table 11.B.7 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Five</a>	1458
<a href="#">Table 11.B.8 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Six</a>	1460
<a href="#">Table 11.B.9 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Seven</a>	1462
<a href="#">Table 11.B.10 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Eight</a>	1464

<a href="#">Table 11.B.11 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— ELA, Grade Eleven</a>	1466
<a href="#">Table 11.B.12 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Three</a>	1468
<a href="#">Table 11.B.13 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Four</a>	1470
<a href="#">Table 11.B.14 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Five</a>	1472
<a href="#">Table 11.B.15 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Six</a>	1474
<a href="#">Table 11.B.16 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Seven</a>	1476
<a href="#">Table 11.B.17 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Eight</a>	1478
<a href="#">Table 11.B.18 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests— Mathematics, Grade Eleven</a>	1480
<a href="#">Table 11.C.1 Mean and Standard Deviation (SD) of Theta and Scale Scores for Claim 1 of Paper-pencil Tests</a>	1482
<a href="#">Table 11.C.2 Mean and Standard Deviation of Theta and Scale Scores for Claim 2 of Paper-pencil Tests</a>	1483
<a href="#">Table 11.C.3 Mean and Standard Deviation of Theta and Scale Scores for Claim 3 of Paper-pencil Tests</a>	1484
<a href="#">Table 11.C.4 Mean and Standard Deviation of Theta and Scale Scores for Claim 4 of Paper-pencil Tests</a>	1485
<a href="#">Table 11.C.5 Percentages of Examinees in Performance Levels for Claim 1 of Paper- pencil Tests</a>	1485
<a href="#">Table 11.C.6 Percentages of Examinees in Performance Levels for Claim 2 of Paper- pencil Tests</a>	1486
<a href="#">Table 11.C.7 Percentages of Examinees in Performance Levels for Claim 3 of Paper- pencil Tests</a>	1487
<a href="#">Table 11.C.8 Percentages of Examinees in Performance Levels for Claim 4 of Paper- pencil Tests</a>	1487
<a href="#">Table 11.D.1 Demographic Summary for Paper-pencil Tests—ELA, Grade Three</a>	1488
<a href="#">Table 11.D.2 Demographic Summary for Paper-pencil Tests—ELA, Grade Four</a>	1491
<a href="#">Table 11.D.3 Demographic Summary for Paper-pencil Tests—ELA, Grade Five</a>	1494
<a href="#">Table 11.D.4 Demographic Summary for Paper-pencil Tests—ELA, Grade Six</a>	1497
<a href="#">Table 11.D.5 Demographic Summary for Paper-pencil Tests—ELA, Grade Seven</a>	1500
<a href="#">Table 11.D.6 Demographic Summary for Paper-pencil Tests—ELA, Grade Eight</a>	1503
<a href="#">Table 11.D.7 Demographic Summary for Paper-pencil Tests—ELA, Grade Eleven</a>	1506
<a href="#">Table 11.D.8 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Three</a>	1509
<a href="#">Table 11.D.9 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Four</a>	1512
<a href="#">Table 11.D.10 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Five</a>	1515
<a href="#">Table 11.D.11 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Six</a>	1518

<a href="#">Table 11.D.12 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Seven</a>	1521
<a href="#">Table 11.D.13 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Eight</a>	1524
<a href="#">Table 11.D.14 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Eleven</a>	1527
<a href="#">Table 11.D.15 Ethnicity Summary by Economic Status for Claims—ELA, Grade Three</a>	1530
<a href="#">Table 11.D.16 Ethnicity Summary by Economic Status for Claims—ELA, Grade Four</a>	1535
<a href="#">Table 11.D.17 Ethnicity Summary by Economic Status for Claims—ELA, Grade Five</a>	1540
<a href="#">Table 11.D.18 Ethnicity Summary by Economic Status for Claims—ELA, Grade Six</a>	1545
<a href="#">Table 11.D.19 Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven</a>	1550
<a href="#">Table 11.D.20 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight</a>	1555
<a href="#">Table 11.D.21 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven</a>	1560
<a href="#">Table 11.D.22 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three</a>	1565
<a href="#">Table 11.D.23 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four</a>	1568
<a href="#">Table 11.D.24 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five</a>	1571
<a href="#">Table 11.D.25 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six</a>	1574
<a href="#">Table 11.D.26 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven</a>	1577
<a href="#">Table 11.D.27 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight</a>	1580
<a href="#">Table 11.D.28 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven</a>	1583
<a href="#">Table 11.E.1 IRT <i>a</i>-values for ELA, Grade Three</a>	1586
<a href="#">Table 11.E.2 IRT <i>a</i>-values for ELA, Grade Four</a>	1586
<a href="#">Table 11.E.3 IRT <i>a</i>-values for ELA, Grade Five</a>	1586
<a href="#">Table 11.E.4 IRT <i>a</i>-values for ELA, Grade Six</a>	1586
<a href="#">Table 11.E.5 IRT <i>a</i>-values for ELA, Grade Seven</a>	1587
<a href="#">Table 11.E.6 IRT <i>a</i>-values for ELA, Grade Eight</a>	1587
<a href="#">Table 11.E.7 IRT <i>a</i>-values for ELA, Grade Eleven</a>	1587
<a href="#">Table 11.E.8 IRT <i>a</i>-values for Mathematics, Grade Three</a>	1587
<a href="#">Table 11.E.9 IRT <i>a</i>-values for Mathematics, Grade Four</a>	1587
<a href="#">Table 11.E.10 IRT <i>a</i>-values for Mathematics, Grade Five</a>	1588
<a href="#">Table 11.E.11 IRT <i>a</i>-values for Mathematics, Grade Six</a>	1588
<a href="#">Table 11.E.12 IRT <i>a</i>-values for Mathematics, Grade Seven</a>	1588
<a href="#">Table 11.E.13 IRT <i>a</i>-values for Mathematics, Grade Eight</a>	1588
<a href="#">Table 11.E.14 IRT <i>a</i>-values for Mathematics, Grade Eleven</a>	1588
<a href="#">Table 11.E.15 IRT <i>b</i>-values for ELA, Grade Three</a>	1589
<a href="#">Table 11.E.16 IRT <i>b</i>-values for ELA, Grade Four</a>	1589
<a href="#">Table 11.E.17 IRT <i>b</i>-values for ELA, Grade Five</a>	1589
<a href="#">Table 11.E.18 IRT <i>b</i>-values for ELA, Grade Six</a>	1589
<a href="#">Table 11.E.19 IRT <i>b</i>-values for ELA, Grade Seven</a>	1589
<a href="#">Table 11.E.20 IRT <i>b</i>-values for ELA, Grade Eight</a>	1590

Table 11.E.21 IRT <i>b</i> -values for ELA, Grade Eleven	1590
Table 11.E.22 IRT <i>b</i> -values for Mathematics, Grade Three	1590
Table 11.E.23 IRT <i>b</i> -values for Mathematics, Grade Four	1590
Table 11.E.24 IRT <i>b</i> -values for Mathematics, Grade Five	1590
Table 11.E.25 IRT <i>b</i> -values for Mathematics, Grade Six	1591
Table 11.E.26 IRT <i>b</i> -values for Mathematics, Grade Seven	1591
Table 11.E.27 IRT <i>b</i> -values for Mathematics, Grade Eight	1591
Table 11.E.28 IRT <i>b</i> -values for Mathematics, Grade Eleven	1591
Table 11.E.29 Distribution of IRT <i>a</i> -values for Non-PT Items—ELA, All Grades	1592
Table 11.E.30 Distribution of IRT <i>a</i> -values for Non-PT Items—Mathematics, All Grades	1592
Table 11.E.31 Distribution of IRT <i>b</i> -values for Non-PT Items—ELA, All Grades	1593
Table 11.E.32 Distribution of IRT <i>b</i> -values for Non-PT Items—Mathematics, All Grades	1593
Table 11.E.33 Distribution of IRT <i>a</i> -values for PT Items—ELA, All Grades	1594
Table 11.E.34 Distribution of IRT <i>a</i> -values for PT Items—Mathematics, All Grades	1594
Table 11.E.35 Distribution of IRT <i>b</i> -values for PT Items—ELA, All Grades	1595
Table 11.E.36 Distribution of IRT <i>b</i> -values for PT Items—Mathematics, All Grades	1595
Table 11.E.37 PT Item Statistics—ELA, Grade Three	1596
Table 11.E.38 PT Item Statistics—ELA, Grade Four	1596
Table 11.E.39 PT Item Statistics—ELA, Grade Five	1596
Table 11.E.40 PT Item Statistics—ELA, Grade Six	1596
Table 11.E.41 PT Item Statistics—ELA, Grade Seven	1597
Table 11.E.42 PT Item Statistics—ELA, Grade Eight	1597
Table 11.E.43 PT Item Statistics—ELA, Grade Eleven	1597
Table 11.E.44 PT Item Statistics—Mathematics, Grade Three	1597
Table 11.E.45 PT Item Statistics—Mathematics, Grade Four	1598
Table 11.E.46 PT Item Statistics—Mathematics, Grade Five	1598
Table 11.E.47 PT Item Statistics—Mathematics, Grade Six	1598
Table 11.E.48 PT Item Statistics—Mathematics, Grade Seven	1598
Table 11.E.49 PT Item Statistics—Mathematics, Grade Eight	1599
Table 11.E.50 PT Item Statistics—Mathematics, Grade Eleven	1599
Table 11.F.1 Reliabilities of Claims and Intercorrelations for English Language Arts/ Literacy (ELA), Grade Three	1600
Table 11.F.2 Reliabilities of Claims and Intercorrelations for ELA, Grade Four	1600
Table 11.F.3 Reliabilities of Claims and Intercorrelations for ELA, Grade Five	1600
Table 11.F.4 Reliabilities of Claims and Intercorrelations for ELA, Grade Six	1600
Table 11.F.5 Reliabilities of Claims and Intercorrelations for ELA, Grade Seven	1601
Table 11.F.6 Reliabilities of Claims and Intercorrelations for ELA, Grade Eight	1601
Table 11.F.7 Reliabilities of Claims and Intercorrelations for ELA, Grade Eleven	1601
Table 11.F.8 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Three	1601
Table 11.F.9 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Four	1601
Table 11.F.10 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Five	1602
Table 11.F.11 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Six	1602
Table 11.F.12 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Seven	1602
Table 11.F.13 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eight	1602

<a href="#">Table 11.F.14 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eleven</a>	1602
<a href="#">Table 11.F.15 Reliabilities and SEMs for Paper-pencil Tests by Gender</a>	1603
<a href="#">Table 11.F.16 Reliabilities and SEMs for Paper-pencil Tests by Economic Status</a>	1604
<a href="#">Table 11.F.17 Reliabilities and SEMs for Paper-pencil Tests by Special Education Services Status</a>	1605
<a href="#">Table 11.F.18 Reliabilities and SEMs for Paper-pencil Tests by English Language Fluency</a>	1606
<a href="#">Table 11.F.18 Reliabilities and SEMs for Paper-pencil Tests by English Language Fluency (Continued)</a>	1607
<a href="#">Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity</a>	1608
<a href="#">Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity (Continued)</a>	1609
<a href="#">Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity (Continued)</a>	1610
<a href="#">Table 11.F.20 Reliabilities and SEMs for Paper-pencil Tests by Migrant Status</a>	1611
<a href="#">Table 11.F.21 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged</a>	1612
<a href="#">Table 11.F.21 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged (Continued)</a>	1613
<a href="#">Table 11.F.21 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged (continued)</a>	1614
<a href="#">Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged</a>	1615
<a href="#">Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged (Continued)</a>	1616
<a href="#">Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged (Continued)</a>	1617
<a href="#">Table 11.F.23 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Three</a>	1617
<a href="#">Table 11.F.24 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Four</a>	1618
<a href="#">Table 11.F.25 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Five</a>	1618
<a href="#">Table 11.F.26 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Six</a>	1619
<a href="#">Table 11.F.27 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Seven</a>	1619
<a href="#">Table 11.F.28 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Eight</a>	1620
<a href="#">Table 11.F.29 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Eleven</a>	1620
<a href="#">Table 11.F.30 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Three</a>	1621
<a href="#">Table 11.F.31 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Four</a>	1621
<a href="#">Table 11.F.32 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Five</a>	1622

<a href="#">Table 11.F.33 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Six</a>	1622
<a href="#">Table 11.F.34 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Seven</a>	1623
<a href="#">Table 11.F.35 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Eight</a>	1623
<a href="#">Table 11.F.36 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Eleven</a>	1624
<a href="#">Table 11.F.37 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Three</a>	1624
<a href="#">Table 11.F.38 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Four</a>	1625
<a href="#">Table 11.F.39 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Five</a>	1625
<a href="#">Table 11.F.40 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Six</a>	1626
<a href="#">Table 11.F.41 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Seven</a>	1627
<a href="#">Table 11.F.42 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Eight</a>	1628
<a href="#">Table 11.F.43 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Eleven</a>	1629
<a href="#">Table 11.F.44 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Three</a>	1629
<a href="#">Table 11.F.45 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Four</a>	1630
<a href="#">Table 11.F.46 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Five</a>	1630
<a href="#">Table 11.F.47 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Six</a>	1631
<a href="#">Table 11.F.48 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Seven</a>	1631
<a href="#">Table 11.F.49 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Eight</a>	1632
<a href="#">Table 11.F.50 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Eleven</a>	1632
<a href="#">Table 11.F.51 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Three</a>	1633
<a href="#">Table 11.F.52 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Four</a>	1634
<a href="#">Table 11.F.53 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Five</a>	1635
<a href="#">Table 11.F.54 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Six</a>	1636
<a href="#">Table 11.F.55 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Seven</a>	1637
<a href="#">Table 11.F.56 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Eight</a>	1638

<a href="#"><u>Table 11.F.57 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Eleven</u></a>	1639
<a href="#"><u>Table 11.F.58 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Three</u></a>	1640
<a href="#"><u>Table 11.F.59 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Four</u></a>	1641
<a href="#"><u>Table 11.F.60 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Five</u></a>	1642
<a href="#"><u>Table 11.F.61 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Six</u></a>	1643
<a href="#"><u>Table 11.F.62 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Seven</u></a>	1644
<a href="#"><u>Table 11.F.63 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Eight</u></a>	1645
<a href="#"><u>Table 11.F.64 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Eleven</u></a>	1646
<a href="#"><u>Table 11.F.65 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Three</u></a>	1647
<a href="#"><u>Table 11.F.66 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Four</u></a>	1648
<a href="#"><u>Table 11.F.67 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Five</u></a>	1649
<a href="#"><u>Table 11.F.68 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Six</u></a>	1650
<a href="#"><u>Table 11.F.69 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Seven</u></a>	1651
<a href="#"><u>Table 11.F.70 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eight</u></a>	1652
<a href="#"><u>Table 11.F.71 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eleven</u></a>	1653
<a href="#"><u>Table 11.F.72 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Three</u></a>	1654
<a href="#"><u>Table 11.F.73 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Four</u></a>	1655
<a href="#"><u>Table 11.F.74 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Five</u></a>	1656
<a href="#"><u>Table 11.F.75 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Six</u></a>	1657
<a href="#"><u>Table 11.F.76 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Seven</u></a>	1658
<a href="#"><u>Table 11.F.77 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eight</u></a>	1659
<a href="#"><u>Table 11.F.78 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eleven</u></a>	1660
<a href="#"><u>Table 11.F.79 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Three</u></a>	1661
<a href="#"><u>Table 11.F.80 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Four</u></a>	1662



<a href="#">Table 11.F.81 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Five</a>	1663
<a href="#">Table 11.F.82 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Six</a>	1664
<a href="#">Table 11.F.83 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Seven</a>	1665
<a href="#">Table 11.F.84 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eight</a>	1666
<a href="#">Table 11.F.85 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eleven</a>	1667
<a href="#">Table 11.F.86 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Three</a>	1668
<a href="#">Table 11.F.87 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Four</a>	1669
<a href="#">Table 11.F.88 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Five</a>	1670
<a href="#">Table 11.F.89 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Six</a>	1671
<a href="#">Table 11.F.90 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Seven</a>	1672
<a href="#">Table 11.F.91 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eight</a>	1673
<a href="#">Table 11.F.92 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eleven</a>	1674
<a href="#">Table 11.G.1 Scale Score Conditional Standard Error of Measurement (CSEM) Distribution of Paper-Pencil Tests—English Language Arts/Literacy (ELA), Grade Three</a>	1675
<a href="#">Table 11.G.2 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Four</a>	1675
<a href="#">Table 11.G.3 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Five</a>	1675
<a href="#">Table 11.G.4 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Six</a>	1676
<a href="#">Table 11.G.5 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Seven</a>	1676
<a href="#">Table 11.G.6 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Eight</a>	1676
<a href="#">Table 11.G.7 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Eleven</a>	1676
<a href="#">Table 11.G.8 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Three</a>	1676
<a href="#">Table 11.G.9 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Four</a>	1677
<a href="#">Table 11.G.10 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Five</a>	1677
<a href="#">Table 11.G.11 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Six</a>	1677
<a href="#">Table 11.G.12 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Seven</a>	1678
<a href="#">Table 11.G.13 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Eight</a>	1678

Table 11.G.14 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics,  
Grade Eleven 1678

**Figures**

Figure 2.1 Vertical Scaling	20
Figure 7.1 Writing Traits	213
Figure 7.2 Training Process for Extended Writing Tasks	214
Figure 7.3 Training Process for ELA Short Answer Items	215
Figure 7.4 Training Process for Mathematics Items	216
Figure 7.5 Percentages of Achievement Levels in ELA, Operational Assessments	233
Figure 7.6 Percentages of Achievement Levels in Mathematics, Operational Assessments	234
Figure 7.7 Percentages of Achievement Levels in ELA, Embedded Field Test PTs	235
Figure 7.8 Percentages of Achievement Levels in Mathematics, Embedded Field Test PTs	236
Figure 8.1 Decision Accuracy for Reaching an Achievement Level	585
Figure 8.2 Decision Consistency for Reaching an Achievement Level	585
Figure 8.E.1 Scale Score CSEM Plots—ELA, Grade Three	763
Figure 8.E.2 Scale Score CSEM Plots—ELA, Grade Four	763
Figure 8.E.3 Scale Score CSEM Plots—ELA, Grade Five	764
Figure 8.E.4 Scale Score CSEM Plots—ELA, Grade Six	764
Figure 8.E.5 Scale Score CSEM Plots—ELA, Grade Seven	765
Figure 8.E.6 Scale Score CSEM Plots—ELA, Grade Eight	765
Figure 8.E.7 Scale Score CSEM Plots—ELA, Grade Eleven	766
Figure 8.E.8 Scale Score CSEM Plots—Mathematics, Grade Three	766
Figure 8.E.9 Scale Score CSEM Plots—Mathematics, Grade Four	767
Figure 8.E.10 Scale Score CSEM Plots—Mathematics, Grade Five	767
Figure 8.E.11 Scale Score CSEM Plots—Mathematics, Grade Six	768
Figure 8.E.12 Scale Score CSEM Plots—Mathematics, Grade Seven	768
Figure 8.E.13 Scale Score CSEM Plots—Mathematics, Grade Eight	769
Figure 8.E.14 Scale Score CSEM Plots—Mathematics, Grade Eleven	769
Figure 11.G.1 Scale Score CSEM Distribution Plots—ELA, Grade Three	1679
Figure 11.G.2 Scale Score CSEM Distribution Plots—ELA, Grade Four	1679
Figure 11.G.3 Scale Score CSEM Distribution Plots—ELA, Grade Five	1680
Figure 11.G.4 Scale Score CSEM Distribution Plots—ELA, Grade Six	1680
Figure 11.G.5 Scale Score CSEM Distribution Plots—ELA, Grade Seven	1681
Figure 11.G.6 Scale Score CSEM Distribution Plots—ELA, Grade Eight	1681
Figure 11.G.7 Scale Score CSEM Distribution Plots—ELA, Grade Eleven	1682
Figure 11.G.8 Scale Score CSEM Distribution Plots—Mathematics, Grade Three	1682
Figure 11.G.9 Scale Score CSEM Distribution Plots—Mathematics, Grade Four	1683
Figure 11.G.10 Scale Score CSEM Distribution Plots—Mathematics, Grade Five	1683
Figure 11.G.11 Scale Score CSEM Distribution Plots—Mathematics, Grade Six	1684
Figure 11.G.12 Scale Score CSEM Distribution Plots—Mathematics, Grade Seven	1684
Figure 11.G.13 Scale Score CSEM Distribution Plots—Mathematics, Grade Eight	1685
Figure 11.G.14 Scale Score CSEM Distribution Plots—Mathematics, Grade Eleven	1685

**Acronyms and Initialisms Used in the CAASPP Smarter Balanced Technical Report**

<b>Term</b>	<b>Definition</b>
2PL	two-parameter logistic
AERA	American Educational Research Association
AI	artificial intelligence
AIR	American Institutes for Research
AYP	adequate yearly progress
CAASPP	California Assessment of Student Performance and Progress
CAPA	California Alternate Performance Assessment
CAT	computer-adaptive test
CCR	<i>California Code of Regulations</i>
CCSS	Common Core State Standards
CDE	California Department of Education
CDS	county/district/school
CI	confidence interval
CMA	California Modified Assessment
CR	constructed response
CRESST	Center for Research on Evaluation, Standards, & Student Testing
CSEMs	conditional standard errors of measurement
CSTs	California Standards Tests
CSU	California State University
DFA	<i>Directions for Administration</i>
DIF	differential item functioning
EAP	Early Assessment Program
EC	<i>Education Code</i>
EL	English learner
ELA	English language arts/literacy
eSKM	Enterprise Score Key Management
ETS	Educational Testing Service
GPCM	generalized partial credit model
HOSS	highest obtainable scale score
HOT	highest obtainable theta
HumRRO	Human Resource Research Organization
ICC	item characteristic curve or intraclass correlation
IEP	individualized education program
IFEP	initially fluent English proficient
IRT	item response theory
JAWS®	Job Access With Speech
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
LOT	lowest obtainable theta

<b>Term</b>	<b>Definition</b>
LOSS	lowest obtainable scale score
MI	Measurement Incorporated
MLE	maximum likelihood estimation
NAEP	National Assessment of Educational Progress
NCME	National Council on Measurement in Education
ORS	Online Reporting System
OTI	Office of Testing Integrity
PIN	problem item notification
PISA	Program for International Student Assessment
PT	performance task
RFEP	reclassified fluent English proficient
SBE	State Board of Education
SEM	standard error of measurement
SFTP	secure file transfer protocol
SGID	School and Grade Identification sheet
SS	scale score
STS	Standards-based Tests in Spanish
TCC	test characteristic curve
TDS	test delivery system
TIF	test information function
TIPS	Technology and Information Processing Services
TOMS	Test Operations Management System
USC	United States Code
wABC	weighted Area Between the Curves
WER	writing extended response

# Chapter 1: Introduction

---

## 1.1 Background

In October 2013, Assembly Bill 484 established the California Assessment of Student Performance and Progress (CAASPP) as the new student assessment system that replaced the Standardized Testing and Reporting program. The primary purpose of the CAASPP System of assessments is to assist teachers, administrators, and students and their parents/guardians by promoting high-quality teaching and learning through the use of a variety of item types and assessment approaches. These tests provide the foundation for the state's school accountability system.

The Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics were administered during the 2016–17 CAASPP administration as a result of California's participation in the Smarter Balanced Assessment Consortium. This technical report describes the results of that administration.

In 2016–17, the CAASPP System comprised the following assessments:

- Smarter Balanced assessments and tools:
  - Summative Assessments—Online assessments for ELA and mathematics in grades three through eight and grade eleven
  - Interim Assessments—Optional resources developed for grades three through eight and grade eleven designed to inform and promote teaching and learning by providing information that can be used to monitor student progress toward mastery of the Common Core State Standards (CCSS) that may be administered to students at any grade level
  - Digital Library—Tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades
- California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven
- Science assessments in grades five, eight, and high school (grades ten, eleven, or twelve; these are the California Science Test and the CAA for Science)
- A primary language assessment, the Standards-based Tests in Spanish for Reading/Language Arts in grades two through eleven (optional for eligible Spanish-speaking English learners)

The CAASPP Smarter Balanced tests are presented as online assessments. Paper-pencil and braille versions of the Smarter Balanced assessments are made available to local educational agencies (LEAs) that do not have the necessary computer network infrastructure to administer the online tests; these are available with prior permission from the California Department of Education (CDE). The paper-pencil versions are fixed forms (i.e., a test where students are given a fixed set of questions irrespective of the student's responses or ability) that also include the components of the online assessment such as constructed-response (CR) items and performance tasks (PTs).

More background information about the CAASPP System can be found on the CAASPP Description – *CalEdFacts* Web page at <http://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp>.

## 1.2 Test Purposes

The purposes of the Smarter Balanced assessment system are to provide teachers with information and the tools they need to improve teaching and learning and to prepare students for college and career readiness. The Smarter Balanced Summative Assessments, which are aligned with the California CCSS for ELA and mathematics, form one component of the Smarter Balanced assessment system. The summative assessments are comprehensive, end-of-year tests of grade-level learning that measure students' progress toward college and career readiness.

## 1.3 Test Content

Smarter Balanced summative assessments are comprised of two required components: a computer adaptive test (CAT) and a PT. A student's final scale score is calculated by combining the student's responses to items within both components.

### 1.3.1 Computer Adaptive Test (CAT)

The computer-adaptive portion of the test is designed to present items of varying levels of difficulty to match the ability of each student according to the responses the student provided to previous test items. By adapting to the student's ability as the assessment is being taken, the CAT presents an individually tailored set of questions that is appropriate to each student and provides more accurate scores for all students across the full range of the achievement continuum. A CAT requires fewer questions as compared to a fixed-form assessment—that is, a test where students are given the same questions regardless of the student's responses or ability—to obtain an equally precise estimate of a student's ability.

At the beginning of the test, the assumption is made that a student is of average ability, and an item is presented that is appropriate for an average student. During the test, if a student gives a wrong answer, the test delivery system (TDS) will follow up with an easier question; while if the student answers correctly, the next question will be slightly more difficult. Since the answers on items used to estimate the student's ability are machine-scored, the student's performance on the items administered can be known immediately, and the successive items are selected to adapt to the current ability of the student. The CAT selects questions based on a student's responses, scores the responses, and iteratively estimates the student's performance. This process continues until the test content outlined in the test's blueprint is covered.

The CAT requires a large pool of test questions statistically calibrated on a common scale to cover the ability range. For the Smarter Balanced Online Summative Assessments, the test question statistics were obtained from the spring 2013–14 field test.

### 1.3.2 Performance Tasks (PTs)

The PT is a nonadaptive test designed to provide students with an opportunity to demonstrate their ability to apply knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario.

Some PT responses are machine-scored, others are human-scored. Scores are later combined with CAT results for the student's final score.

## 1.4 Intended Population

Each grade-level, content area Smarter Balanced Summative Assessment was administered to approximately 438,000 to 477,000 students during the 2016–17 administration. All students enrolled in grades three through eight and grade eleven are required to take part in the Smarter Balanced Summative Assessments unless students are eligible to participate in the alternate assessments (*California Code of Regulations*, Title 5 [5 CCR] Education, Division 1, Chapter 2, Subchapter 3.75, Article 1, Section 851.5). English learners (ELs) who are in their first 12 months of attending school in the United States are exempt from taking the ELA portion of the assessment. ELs are defined as follows:

“English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.”<sup>1</sup>

EL students within their first 12 months of enrollment in a U.S. school and who choose to participate in taking the ELA assessment are included in the calculation of the percent of students testing, but their scores are excluded from all aggregate calculations.

For students with significant cognitive disabilities, the decision to administer the Smarter Balanced Summative Assessments or CAAs is made by their individualized education program team. Parents/Guardians may submit a written request to have their child exempted from taking any or all parts of the Smarter Balanced Summative Assessments or CAAs. Only students whose parents/guardians submit a written request may be exempted from taking the tests (*Education Code [EC] Section 60615*).

## 1.5 Intended Use and Purpose of Test Scores

The results of tests within the CAASPP System are used for two primary purposes as described in *EC* sections 60602.5(a) and (a)(4). (Excerpted from the *EC* Section 60602 Web page at [http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=1](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=1) [outside source].)

“60602.5(a) It is the intent of the Legislature in enacting this chapter to provide a system of assessments of pupils that has the primary purposes of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and item types. The assessments, where applicable and valid, will produce scores that can be aggregated and disaggregated for the purpose of holding schools and local educational agencies accountable for the achievement of all their pupils in learning the California academic content standards.”

---

<sup>1</sup> “English Learner (EL) Students (Formerly Known as Limited-English-Proficient or LEP),” from the CDE Glossary of Terms Web page at <http://www.cde.ca.gov/ds/sd/cb/glossary.asp>.

“60602.5(a)(4) Provide information to pupils, parents or guardians, teachers, schools, and local educational agencies on a timely basis so that the information can be used to further the development of the pupil and to improve the educational program.”

Sections 60602.5(c) and (d) provide additional information regarding intent and context for the system of assessments:

“60602.5(c) It is the intent of the Legislature that parents, classroom teachers, other educators, pupil representatives, institutions of higher education, business community members, and the public be involved, in an active and ongoing basis, in the design and implementation of the statewide pupil assessment system and the development of assessment instruments.”

“60602.5(d) It is the intent of the Legislature, insofar as is practically feasible and following the completion of annual testing, that the content, test structure, and test items in the assessments that are part of the statewide pupil assessment system become open and transparent to teachers, parents, and pupils, to assist stakeholders in working together to demonstrate improvement in pupil academic achievement. A planned change in annual test content, format, or design should be made available to educators and the public well before the beginning of the school year in which the change will be implemented.”

## 1.6 Testing Window

The Smarter Balanced Summative Assessments for grades three through eight are administered within a testing window pursuant to 5 *CCR*, Sections 855(b)(1) and 855(b)(2) and proposed emergency regulations 5 *CCR*, Sections 855(a)(1), 855(a)(2), 855(b), and 855(c). The 12-week window begins on the day of completion in which 66 percent of the instructional year is completed. The summative assessment for students in grade eleven was administered within a seven-week window beginning on the day in which 80 percent of the instructional year is completed. The last possible testing date during the 2016–17 school year was July 17, 2017.

## 1.7 Significant CAASPP Developments in 2016–17

### 1.7.1 Update to the Testing Window

The grade eleven test administration for Smarter Balanced Summative Assessments was set up using the same criteria as the test administration for grades three through eight. The available testing window began on the day in which 66 percent of a school’s or track’s annual instructional days have been completed. Additionally, the selected testing window for all assessments must contain a minimum of 25 instructional days.

### 1.7.2 Redistribution of Test Administration Instructions

1. Instructions for use of the Test Operations Management System (TOMS) were consolidated into one manual.
2. Instructions related to making the network infrastructure ready for CAASPP testing such as system requirements, network and system requirements, and secure browser configuration, were consolidated into one manual.
3. Instructions and descriptions related to student accessibility resources were moved from such resources as the Secure Browser chapter of the *Technical Specifications and Configuration Guide* and the *CAASPP Online Test Administration Manual* into a new manual, the *Accessibility Guide for CAASPP Testing*. Additionally, instructions



regarding universal tools, designated supports, and accommodations that appeared in the *CAASPP Online Test Administration Manual*, technical specifications and configuration manuals, and *Braille Requirements for Online Testing Manual* also appeared in the new *Accessibility Guide for CAASPP Testing*.

4. The contents of the *Test Administrator Reference Guide* were incorporated into the *CAASPP Online Test Administration Manual*. The separate *Test Administrator Reference Guide* was no longer available.
5. Instructions and tables that appeared in both the *CAASPP Online Test Administration Manual* and the *Security Incidents and Appeals Procedure Guide* appeared in the *Security Incidents and Appeals Procedure Guide* only.

### 1.7.3 Administration of the Classroom Activity

PTs for the Smarter Balanced Summative Assessments in California did not include a Classroom Activity.

### 1.7.4 Updated Calculator Type

The calculators used by the student testing application during the Smarter Balanced summative assessments for grades six through eight and grade eleven are now Desmos calculators. (For more information about Desmos calculators, visit the Desmos Web site at <http://www.desmos.com/>.)

### 1.7.5 Accessibility Resources

The following change was made to a Smarter Balanced accessibility resource:

- The *Streamline* embedded accommodation was updated to allow for zoom levels greater than 3X.

The following additions were made to the list of Smarter Balanced accessibility resources:

- *Expandable Items*, a universal tool that permits passages or items to span the width of the screen for students, was added.
- The *100s Numbers Table*, a paper-based table listing numbers from 1–100, was available as a non-embedded accommodation.
- *Simplified Test Directions*, where a test administrator simplifies or paraphrases test directions according to published guidelines, was available as a non-embedded designated support.

### 1.7.6 Separation of the Online Reporting System (ORS) from the Completion Status and Roster Management Systems

The online ORS was separate from the Completion Status Reporting and Roster Management systems.

### 1.7.7 Student Score Reports for Grades Four through Eight

Student Score Reports for the Smarter Balanced Summative Assessments in grades four through eight include the student's score history with up to two previous years' results shown alongside the current year's results.

### 1.7.8 Historical Comparisons

Trends in examinee performance and test characteristics over time, which include cross-sectional and longitudinal comparisons, now include data from a base year (2014–15) and the two operational administrations (2015–16 and 2016–17).

### **1.7.9 Embedded Field Testing of Performance Tasks (PTs)**

The field test PTs are embedded in ELA and mathematics for a group of students in grades three to eight and grade eleven.

### **1.7.10 Test Blueprints**

Students who are assigned an embedded field test PT are assigned a CAT with additional items that allow for the reporting of reliable claim results.

## **1.8 Groups and Organizations Involved with the CAASPP System**

### **1.8.1 State Board of Education (SBE)**

The SBE is the state agency that establishes educational policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the *EC*.

In addition to adopting the rules and regulations for itself, its appointees, and California's public schools, the SBE is also the state educational agency responsible for overseeing California's compliance with programs that meet the requirements of the federal Every Student Succeeds Act and the state's Public School Accountability Act, which measure the academic performance and progress of schools on a variety of academic metrics (CDE, 2016).

### **1.8.2 California Department of Education (CDE)**

The CDE oversees California's public school system, which is responsible for the education of more than 6,200,000 children and young adults in more than 10,500<sup>2</sup> schools. California aims to provide a world-class education for all students, from early childhood to adulthood. The CDE serves the state by innovating and collaborating with educators, school staff, parents/guardians, and community partners which together, as a team, prepares students to live, work, and thrive in a highly connected world.

Within the CDE, it is the Performance, Planning, and Technology Branch that oversees programs promoting innovation and improved student achievement. Programs include oversight of statewide assessments and the collection and reporting of educational data (CDE, 2017b).

### **1.8.3 California Educators**

A variety of California educators, including teachers and school administrators, who were selected based on their qualifications, experiences, demographics and geographic locations, were invited to participate in the entire process of the assessments, including defining the purpose and scopes, test design, item development, standard setting, score reporting, and scoring the constructed-response items of the Smarter Balanced Summative Assessment.

### **1.8.4 Smarter Balanced Assessment Consortium**

The Smarter Balanced Assessment Consortium is a public agency governed by a consortium of states, of which California is a member. The consortium created an online assessment system aligned to the CCSS. The Smarter Balanced Assessment Consortium offers year-end summative assessments, optional interim assessments, and the Digital

---

<sup>2</sup> Retrieved from the CDE Fingertip Facts on Education in California – *CalEdFacts* Web page at <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>

Library, an online collection of resources to help teachers to improve classroom-based assessment practices. The roles of Smarter Balanced in the CAASPP System are to provide the collection of test items in the item bank and to provide access to the Digital Library (Smarter Balanced, n.d.).

### **1.8.5 Contractors**

#### **1.8.5.1 Educational Testing Service (ETS)**

The CDE and the SBE contract with Educational Testing Service (ETS) to administer and report the CAASPP Smarter Balanced assessments. As the prime contractor, ETS has overall responsibility for working with the CDE to implement and maintain an effective assessment system and to coordinate the work of ETS with its subcontractors. Activities directly conducted by ETS include but are not limited to the following:

- Providing management of the program activities
- Supporting and training counties, LEAs, and direct funded charter schools
- Providing tiered help desk support to LEAs
- Constructing, producing, and controlling the quality of test booklets and related test materials
- Hosting and maintaining a Web site with resources for LEA CAASPP coordinators
- Developing, hosting, and providing support for TOMS
- Processing student test assignments
- Processing orders and shipment of test materials and pre-identification services
- Servicing all aspects of CR scoring for the CAASPP Smarter Balanced summative assessments
- Producing and distributing score reports
- Developing a score reporting Web site
- Completing all psychometric procedures

#### **1.8.5.2 American Institutes for Research (AIR)**

ETS also monitors and manages the work of AIR, subcontractor to ETS for the CAASPP System of online assessments. Activities conducted by AIR include

- providing the AIR proprietary TDS, including the Student Testing Interface, Test Administrator Interface, secure browser, and practice and training tests;
- hosting and providing support for its TDS and ORS, a component of the overall CAASPP Assessment Delivery System;
- scoring machine-scorable items; and
- providing Level 3 technology help desk support to LEAs.

#### **1.8.5.3 Measurement Incorporated (MI)**

ETS monitors and manages the work of Measurement Incorporated (MI), a subcontractor to ETS for the CAASPP System. MI uses its artificial intelligence (AI) scoring system to score some of the CR items for the CAASPP Smarter Balanced Online Summative Assessments.

## 1.9 Systems Overview and Functionality

### 1.9.1 Test Operations Management System (TOMS)

TOMS is the password-protected, Web-based system used by LEAs to manage all aspects of CAASPP testing. TOMS serves various functions, including but not limited to the following:

- Managing test administration windows
- Assigning and managing CAASPP online user roles
- Managing student test assignments and accessibility supports
- Ordering test materials and pre-identification services
- Viewing and downloading reports
- Providing a platform for authorized user access to secure materials such as *CAA Directions for Administration*, student data and results, CAASPP user information, and access to the *CAASPP Security and Test Administration Incident Reporting System* form and the Appeals module

TOMS receives student enrollment data and LEA/school hierarchy data from the California Longitudinal Pupil Achievement Data System (CALPADS) via a daily feed. CALPADS is “a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.”<sup>3</sup> LEA staff involved in the administration of the CAASPP assessments—such as LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners—are assigned varying levels of access to TOMS. For example, only an LEA CAASPP coordinator is given permission to set up the LEA’s test administration window; a test administrator cannot download student reports. A description of user roles is explained more extensively in the *2016–17 CAASPP Online Test Administration Manual* (CDE, 2017a).

### 1.9.2 Test Delivery System (TDS)

The TDS is the means by which the statewide online assessments are delivered to students. CAT items are selected in the TDS according to an adaptive algorithm (AIR, 2014). Components of the TDS include

- the Test Administrator Interface, the Web browser–based application that allows test administrators to activate student tests and monitor student testing;
- the Student Testing Interface, on which students take the test using the secure browser; and
- the secure browser, the online application through which the Student Testing Interface may be accessed. The secure browser prevents students from accessing other applications during testing.

---

<sup>3</sup> From the CDE California Longitudinal Pupil Achievement Data System (CALPADS) Web page at <http://www.cde.ca.gov/ds/sp/cl/>.

### 1.9.3 Practice and Training Tests

The practice and training tests are provided to LEAs to prepare students and LEA staff for the summative assessment. These tests simulate the experience of the Smarter Balanced Online Assessments. Unlike the summative assessments, the practice and training tests do not assess standards, gauge student success on the operational test, or produce scores. Students may access them using a Web browser, although accessing them through the secure browser permits them to take the tests using the text-to-speech embedded accommodation and to test assistive technology.

The purpose of the training tests is to allow students and administrators to quickly become familiar with the user interface and components of the TDS as well as with the process of starting and completing a testing session. The purpose of the practice tests is to allow students and administrators the experience of a grade-level assessment, grade-specific items and difficulty levels, performance tasks, and the format and structure of an operational assessment.

### 1.9.4 Online Reporting System (ORS)

The ORS is the system used by LEAs to view preliminary student results from the CAASPP assessments. The primary purposes of the ORS are for LEAs to access completion data to determine which students need to complete testing or start testing, and for LEAs to access preliminary score reports that can provide claim-related data for schools within the LEA. Results in the ORS are preliminary and may not be used for accountability purposes.

### 1.9.5 Constructed-Response (CR) Scoring Systems for Educational Testing Service (ETS) and Measurement Incorporated (MI)

CRs from the TDS were routed to either ETS's or MI's CR scoring systems based on the division of work between ETS and MI. CR items were scored by certified raters. A small percentage of CR items were deemed appropriate to be scored by the AI system and were routed for both AI scoring and human-scoring for the purpose of producing agreement samples. More information regarding scoring of CR items is available in [Chapter 7: Scoring and Reporting](#).

Targeted efforts were made to hire California educators for human scoring opportunities. Hired raters were provided in-depth training and certified before starting the human scoring process. Human raters were organized under a scoring leader and provided Smarter Balanced scoring materials such as anchor sets, scoring rubrics, validity samples, qualifying sets, and condition codes for unscorable responses within the interface. The quality control processes for CR scoring are explained further in [Chapter 9: Quality Control Procedures](#).

## 1.10 Overview of the Technical Report

This technical report addresses the characteristics of the CAASPP Smarter Balanced Summative Assessment administered in spring 2017. The technical report contains 10 additional chapters as follows:

- [Chapter 2](#) presents an overview of the processes involved in a testing cycle for a Smarter Balanced Summative Assessment. This includes test administration, generation of test scores, and dissemination of score reports. It also includes information about the distributions of scores aggregated by student groups based on demographics and the use of designated supports and accommodations.

- [Chapter 3](#) discusses the procedures followed during the development of Smarter Balanced items to help ensure valid interpretation of test scores.
- [Chapter 4](#) discusses the content and psychometric criteria that guide the construction of the Smarter Balanced summative assessments.
- [Chapter 5](#) details the processes involved in the administration of the 2016–17 Smarter Balanced Summative Assessments. It also describes the procedures followed by ETS to maintain test security throughout the test administration process.
- [Chapter 6](#) discusses the standard-setting process outlined by Smarter Balanced.
- [Chapter 7](#) summarizes the types of scores and score reports that are produced at the end of each administration of the Smarter Balanced Summative Assessments.
- [Chapter 8](#) summarizes the results of the analyses performed on the data resulting from the spring 2017 administration. These include
  - item response theory parameters,
  - omission and completion analyses,
  - conditional exposure analyses,
  - reliability analyses that include assessments of the reliability of test scores and claim scores for the population as a whole and for selected student groups,
  - consistency and accuracy of the performance-level classifications,
  - interrater reliability statistics for the human-scoring items and statistics showing the agreement of artificial intelligence scoring with human scoring, and
  - procedures designed to ensure the validity of score uses and interpretations.
- [Chapter 9](#) highlights the quality control processes used at various stages of administration of the Smarter Balanced assessments.
- [Chapter 10](#) presents cross-sectional and longitudinal historical comparisons of the overall tests and claims for all students and selected student groups. Descriptions and data are provided on the basis of student performances and test characteristics.
- [Chapter 11](#) provides a summary of test assembly, test administration, calibration, and scaling procedures that are specifically applied to the paper-pencil tests; and the results of the analyses performed on the data for students who took paper-pencil tests instead of the online assessments. Analyses include
  - score distributions,
  - item response theory parameter values,
  - reliability analyses,
  - conditional standard error of measurement,
  - correlations between claims and between content areas, and
  - the use of designated supports and accommodations.

## References

- American Institutes for Research. (2014). *Smarter Balanced adaptive item selection algorithm design report*. Washington, DC: American Institutes for Research. Retrieved from <http://www.smarterapp.org/documents/AdaptiveAlgorithm-Preview-v3.pdf>
- California Code of Regulations, Title 5, Education, Division 1, Chapter 2, Subchapter 3.75, Article 2. Retrieved from <https://bit.ly/2UXCtEi>
- California Department of Education. (2016, May). *State Board of Education responsibilities*. Retrieved from <http://www.cde.ca.gov/be/ms/po/sberesponsibilities.asp>
- California Department of Education. (2017a). *CAASPP online test administration manual, 2016–17 administration*. Sacramento, CA: California Department of Education. Retrieved from [http://www.caaspp.org/rsc/pdfs/CAASPP.online\\_tam.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016-17.pdf)
- California Department of Education. (2017b, August). *Organization*. Retrieved from <http://www.cde.ca.gov/re/di/or/>
- Smarter Balanced Assessment Consortium. (n.d.). *Smarter assessments*. Retrieved from <http://www.smarterbalanced.org/assessments/>

## Chapter 2: Overview of California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Processes

---

This chapter provides an overview of the processes conducted by Smarter Balanced to develop the summative assessments; it also describes the processes implemented by Educational Testing Service (ETS) to administer the tests.

Also described here are each process and a summary of the associated specifications. More details about the specifications and the analyses associated with each process are described in other chapters that are referenced in the subsections that follow.

### 2.1. Item Development

All items in the Smarter Balanced operational item bank were developed and revised during the pilot and field test periods. Item and performance task specifications provide guidance on how to translate the Smarter Balanced content specifications into actual assessment items (Smarter Balanced, 2016, 2017a, and 2017b). In addition, guidelines for bias and sensitivity, accessibility and accommodations, and style help item developers and reviewers ensure consistency and fairness across the item development process. The specifications and guidelines from Smarter Balanced were reviewed by member states, school districts, higher education professionals, and other stakeholders (Smarter Balanced, 2016a). *For more information regarding the item response theory methodology used by Smarter Balanced to form the basis for new item development, test equating, and computer-adaptive testing, refer to Chapter 9 of the 2013–14 Smarter Balanced Technical Report (Smarter Balanced, 2016).*

#### 2.1.1 Item Format

The Smarter Balanced assessments include the following online item formats:

- Selected response
- Constructed response
- Technology enhanced

Formats for these item types are described in more detail in section [7.1.3 Types of Item Responses](#).

#### 2.1.2 Item Specifications

The item specifications describe the characteristics of the items that should be written to measure each content standard. Items of the same type should consistently measure the content standards in the same way. The *Smarter Balanced Item and Task Specifications* were given to item developers to help ensure that the tests are measuring the intended constructs without influence from extraneous factors. These documents contain item specification tables and provide item writers with definitions of the constructs that are intended to support the claims of measurement and clear direction regarding the types of evidence needed for students to demonstrate their knowledge and skills (Smarter Balanced, 2016, 2017a, and 2017b; note that because these specifications were reorganized following the initial development, their publication dates were updated).



## 2.2. Test Assembly

### 2.2.1 Test Length

#### 2.2.1.1 Operational Testing

The CAASPP online summative assessments for English language arts/literacy (ELA) and mathematics are composed of two portions: the computer adaptive test (CAT) and the performance task (PT). The number of PT items that a student is administered depends on the particular PT a student is assigned. Refer to Table 5.A.1 and Table 5.A.2 for the number of items in each PT. Refer to Table 5.B.1 through Table 5.B.3 for the distributions of number of items presented to students in the total test, PT, and CAT components respectively.

The number of CAT items encountered in an individual testing session may vary from student to student. The length of the CAT portion is determined by the termination rule of the CAT engine, which includes the following conditions:

1. Administer at least a specified minimum number of items in each reporting category and overall
2. Achieve a target level of precision on the overall test score
3. Achieve a target level of precision on all reporting categories

The termination rule of CAASPP assessments is discussed in more detail in the *Smarter Balanced Adaptive Item Selection Algorithm Design Report* (American Institutes for Research [AIR], 2015).

#### 2.2.1.2 Field Testing

Embedded field test PTs are embedded into the Smarter Balanced operational tests. Students who were assigned an embedded field test PT also were assigned a CAT version with additional items for the purpose of reporting claim results. For ELA, students in grades three through eight and grade eleven received three additional items. For mathematics, students in grades three through eight and grade eleven received two additional items. Refer to [Enhanced Computer Adaptive Testing \(CAT\) Blueprints for Students Participating in the 2016–17 Smarter Balanced Embedded Field Test of Performance Tasks \(PTs\)](#) in [Appendix 2.A Smarter Balanced Blueprints](#) for the number of CAT items with embedded field test PTs in the blueprints (Smarter Balanced, 2017c).

### 2.2.2 Test Blueprints

#### 2.2.2.1 Operational Items

Blueprints represent a set of constraints and specifications to which each test form must conform. Each grade band—grades three through five, grades six through eight, and grade eleven—of the Smarter Balanced assessments includes a separate blueprint ([Appendix 2.A](#)) with criteria including, but not limited to

- whether the test is adaptive or fixed form;
- termination conditions for the segment;
- content constraints such as minimum/maximum number of items administered; and
- non-nested content constraints such as priority weights for a group of items.

#### 2.2.2.2 Field Test Items

Because there were embedded field test PTs administered in 2016–17, the blueprints for the field test are provided specifically along with the blueprints for the operational tests

provided in [Appendix 2.A](#), in subsection [Enhanced Computer Adaptive Testing \(CAT\) Blueprints for Students Participating in the 2016–17 Smarter Balanced Embedded Field Test of Performance Tasks \(PTs\)](#). The PTs that are field tested do not contribute to score reporting. Instead, the additional operational CAT items as shown in the field test blueprints are counted into score reporting. Refer to Table 7.12, Table 7.13, Figure 7.7, and Figure 7.8 for the summary statistics associated with the test performances of the students assigned the field test PTs.

### 2.2.3 Item Selection

In the CAT portion of each assessment, items are presented to the student according to the adaptive algorithm mapped onto the test blueprint (AIR, 2015). Use of the adaptive algorithm in 2015–16 testing is discussed in the report *Smarter Balanced Summative Assessments Testing Procedures for Adaptive Item Selection Algorithm* (AIR, 2015).

For more information regarding test length, refer to [Chapter 5: Test Administration](#); the test blueprints are provided in [Appendix 2.A](#).

## 2.3. Test Administration

The **Smarter Balanced Summative Assessments** are administered online using the secure browser and test delivery system, ensuring a secure, confidential, standardized, consistent, and appropriate administration for students.

### 2.3.1 Test Security and Confidentiality

All tests within the CAASPP System are secure. For the Smarter Balanced Summative Assessment administration, every person having access to test materials maintains the security and confidentiality of the tests. ETS's internal Code of Ethics requires that all test information, including tangible materials (such as test booklets, test questions, test results), confidential files, processes, and activities are kept secure. To ensure security for all tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI). A detailed description of the OTI and its mission is presented in subsection [5.2.1 ETS's Office of Testing Integrity \(OTI\)](#) in [Chapter 5: Test Administration](#).

In the pursuit of enforcing secure practices, ETS strives to safeguard the various processes involved in a test development and administration cycle. Those processes are listed next. The practices related to each of the following security processes are discussed in detail in [Chapter 5](#).

- [Procedures to maintain standardization of test security](#)
- [Security of electronic files using a firewall](#)
- [Transfer of scores via secure data exchange](#)
- [Data management](#)
- [Statistical analysis](#)
- [Student confidentiality](#)
- [Student test results](#)

### 2.3.2 Procedures to Maintain Standardization

ETS takes all necessary measures to ensure the standardization of administration of the Smarter Balanced Summative Assessments. The measures for standardization include, but are not limited to, the aspects described in these subsections.

### 2.3.2.1. Test Administrators

The Smarter Balanced Summative Assessments are administered in conjunction with the other assessments that comprise the CAASPP System. ETS employs processes to ensure the standardization of an administration cycle; these processes are discussed in more detail in [Chapter 5: Test Administration](#).

Staff at local educational agencies (LEAs) involved in the CAASPP Smarter Balanced administration include LEA CAASPP coordinators, CAASPP test site coordinators, and test administrators. The responsibilities of each of the staff members are described in the *CAASPP Online Test Administration Manual* (CDE, 2017a).

### 2.3.2.2. Test Directions

Several series of instructions regarding the CAASPP administration are compiled in detailed manuals and provided to the LEA staff. Such documents include, but are not limited to, the following:

- **CAASPP Online Test Administration Manual**—A manual that provides test administration procedures and guidelines for LEA CAASPP coordinators, and CAASPP test site coordinators, as well as the script and directions for administration to be followed exactly by test administrators during a testing session (CDE, 2017a). (Refer to [5.4.4.2 CAASPP Online Test Administration Manual](#) in [Chapter 5](#) for more information.)
- **Test Operations Management System (TOMS) Pre-Administration Guide for CAASPP Testing**—Manual that provides instructions for TOMS that allow LEA staff, including LEA CAASPP coordinators and CAASPP test site coordinators, to perform a number of tasks including setting up test administrations, adding and managing users, assigning tests, and configuring online student test settings (CDE, 2017b). (Refer to [5.4.4.3 TOMS Pre-Administration Guide for CAASPP Testing](#) in [Chapter 5](#) for more information.)

## 2.4. Participation

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced mathematics assessment except for students with the most significant cognitive disabilities who meet the criteria for the California Alternate Assessments (CAAs) for Mathematics based on alternate achievement standards (approximately one percent or fewer of the student population). The decision to assign a student to take an alternate assessment is made by his or her individualized education program (IEP) team.

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced for ELA except:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for ELA alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population). The decision to assign a student to take an alternate assessment is made by his or her IEP team.
- English learners who are within their first 12 months of enrollment in a U.S. school as determined after April 15 of the previous school year have a one-time exemption from the Smarter Balanced for ELA assessment. These students may instead participate in the English Language Proficiency Assessments for California.

The treatment of incomplete tests and participation situations is illustrated in Table 7.5 on page 222. Refer to [Appendix 7.A](#) regarding the number of participants and the percent of participation of all students and selected demographic groups for each test.

## 2.5. Universal Tools, Designated Supports, and Accommodations

All public school students participate in the CAASPP System of assessments, including students with disabilities and English learners. Additional resources are sometimes needed for these students. The CDE maintains a list of the universal tools, designated supports, and accommodations that are permitted for use in CAASPP online assessments in its Web document “Matrix One: Universal Tools, Designated Supports, and Accommodations for the CAASPP System”<sup>4</sup> (CDE, 2017c).

**Universal tools** are available to all students. These resources may be turned on and off when embedded as part of the technology platform for the online CAASPP assessments on the basis of student preference and selection.

**Designated supports** are available to all students when determined as needed by an educator or team of educators, with parent/guardian and student input as appropriate, or when specified in the student’s IEP or Section 504 plan.

**Accommodations** must be permitted on CAASPP assessments for all eligible students when specified in the student’s IEP or Section 504 plan.

Assignment of designated supports and accommodations to individual students based on student need is made in TOMS by the LEA CAASPP coordinator and/or CAASPP test site coordinator either through individual assignment through the student’s profile in TOMS; or uploading of settings for multiple students that were either selected and entered into a macro-enabled template called the Individual Student Assessment Accessibility Profile (ISAAP) Tool that created an upload file, or entered into a template without macros. These designated supports and accommodations were delivered to the student through the test delivery system at the time of testing. Refer to subsection [1.9 Systems Overview and Functionality](#) in [Chapter 1: Introduction](#) for more details regarding these systems.

[Appendix 2.B](#) presents counts and percentages of students assigned designated supports, accommodations, or unlisted resources for PTs and CAT respectively during the 2016–17 CAASPP Smarter Balanced administration. The majority of students do not use any designated supports, accommodations, or unlisted resources. The tables in [Appendix 2.B](#) were created using student demographic data that are in version 2 of the production data file (“P2”) which was updated on August 30, 2017.

### 2.5.1 Resources for Selection of Accessibility Resources

The full list of the universal tools, designated supports, and accommodations that are used in CAASPP online assessments are documented in Matrix One (CDE, 2017c). Part 1 of Matrix One lists the embedded universal tools, designated supports, and accommodations available for CAASPP Smarter Balanced online testing. Parts 2 and 3 of Matrix One include the non-embedded universal tools, designated supports, accommodations, and unlisted resources that are available. School-level personnel, IEP teams, and Section 504 teams use Matrix One when deciding how best to support the student’s test-taking experience.

---

<sup>4</sup> This technical report is based on the version of Matrix One that was available during the 2016–17 CAASPP administration.

The Smarter Balanced Assessment Consortium’s *Usability, Accessibility, and Accommodations Guidelines* (“*Guidelines*”) (Smarter Balanced, 2017d) aids in the selection of universal tools, designated supports, and accommodations deemed necessary for individual students. The *Guidelines* apply to all students and promote an individualized approach to the implementation of assessment practices. The *Guidelines* are intended to provide Smarter Balanced policy regarding universal tools, designated supports, and accommodations. Another manual, the *Smarter Balanced Usability, Accessibility, and Accommodations Implementation Guide* (Smarter Balanced, 2014), provides suggestions for implementation of these supports.

In addition to assigning accessibility resources individually and via file upload in TOMS, LEAs had the option of using the ISAAP Tool to assign resources to students. Smarter Balanced developed the ISAAP Tool to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments. The CAASPP ISAAP Tool was used by LEAs in conjunction with the *Guidelines* as well as with state regulations and policies (such as Matrix One) related to assessment accessibility as a part of the ISAAP process. LEA personnel, including IEP and Section 504 plan teams, used the CAASPP 2016–17 ISAAP Tool to facilitate the selection of designated supports and accommodations for students.

### **2.5.2 Delivery of Accessibility Resources**

Universal tools, designated supports, and accommodations can be delivered as either embedded or non-embedded resources. Embedded resources are digitally delivered features or settings available as part of the technology platform for the online CAASPP assessments. Examples of embedded resources include the braille language resource, color contrast, and closed captioning for ELA listening items.

Non-embedded resources are available, when provided by the LEA, for both online and paper-pencil CAASPP assessments. These resources are not part of the technology platform for the computer-administered CAASPP tests. Examples of non-embedded resources include magnification, noise buffers, and the use of a scribe.

### **2.5.3 Unlisted Resources**

An unlisted resource is an instructional resource that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Matrix One includes an inventory of unlisted resources that have already been identified and are preapproved (CDE, 2017c). During the 2016–17 CAASPP administration, an LEA CAASPP coordinator or CAASPP test site coordinator had the option to submit a Web form in TOMS to request such a resource for an eligible student. The resource was specified in the eligible student’s IEP or Section 504 plan and only may be assigned with the CDE’s approval.

For an unlisted resource to be approved, it must not change the construct of what is being tested. If it did, test results for a student using an unlisted resource that was approved but changed the construct of what is being tested will not be considered valid for accountability purposes. The student received a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student’s achievement.

## 2.6. Scores

For information regarding score specifications and score reports, refer to [Chapter 7: Scoring and Reporting](#).

### 2.6.1 Score Reporting

TOMS is a secure Web site hosted by ETS that permits LEA users to manage aspects of CAASPP test administration such as test assignment and the assignment of test settings. It also provides a secure means for LEA CAASPP coordinators to download Student Score Reports as PDF files and aggregated results for the LEA.

Another means of viewing CAASPP scores is the Online Reporting System (ORS), a secure Web site that provides authorized users with interactive and cumulative online reports for ELA and mathematics at the student, school, and LEA levels. The ORS provides three types of score reports: an individual student score report, a school report, and an LEA report. Refer to subsection [7.6.1 Online Reporting](#) on for details about TOMS and the ORS; and subsection [7.6.3 Types of Score Reports](#) on for the content of each type of score report.

### 2.6.2 Aggregation Procedures

In order to provide meaningful results to the stakeholders, CAASPP scores for a given grade are aggregated at the school, LEA or direct funded charter school, county, and state levels. State-level results are available on the Public Reporting Web page at <http://caaspp.cde.ca.gov/>. The aggregated scores are presented for all students or selected demographic student groups.

Aggregate scores are generated by combining student scores. They can be created by combining results at the state, LEA or direct funded charter school, or school level; for all students; or by combining results for students who represent selected demographic student groups.

Aggregation procedures used to present CAASPP Smarter Balanced results are described in subsection [7.5 Overview of Score Aggregation Procedures](#) of this report. In Table 7.E.1 through Table 7.E.28 starting on page 320, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, special education service status, and economic status. The tables show the numbers of students with valid scores in each group, scale score means and standard deviations, and percentage in an achievement level. Table 7.16 on page 237 provides definitions for the demographic groups included in the tables.

## 2.7. Calibration and Scaling

Item response theory (IRT) methods are ideally suited to the assessments and measurement goals of Smarter Balanced in both establishing a common scale and ongoing maintenance of the program. The purpose of calibration, equating, and scaling using IRT methods is to place item difficulty and student ability estimates onto a common theta scale in each content area. As a result, scores on different versions of the same test are statistically adjusted to compensate for any differences in difficulty between the test versions.

The Common Core State Standards were developed with the intent of supporting inferences concerning a student's change in achievement (i.e., progress) as demonstrated by performance on the corresponding assessments. *Vertical scaling* is an

approach that places test scores across grades onto a common scale. A vertical scale is a single scale for scores on tests at different grade levels of the same content area. Reporting scores on a vertical scale allows student progress to be tracked for a particular content area across grade levels; it is expected that students' proficiency increases across different levels of the assessment. An advantage of vertical scaling is that progress expectations concerning the establishment of achievement levels across grades can be inspected and ordered by standard setting panelists.

All items used on the Smarter Balanced Online Summative Assessments were calibrated within grade and vertically scaled during the 2013–14 Smarter Balanced field test phase (Smarter Balanced, 2016). These activities supported the creation of scale scores.

The basic steps in the process of scaling the scores are as follows:

1. Calibrate the items at each grade level.
2. Transform the ability scales at the different grade levels onto a common ability scale.
3. Transform the ability scale onto the reported score scale by applying a single linear transformation for all grade levels.

The reported test scores for the 2016–17 administration of the Smarter Balanced assessments were based on the baseline scale because all items were pre-equated. The baseline scale was defined following the 2013–14 Smarter Balanced field test administration.

### **2.7.1 Calibration**

Unidimensional IRT models were used for calibration. Based on the psychometric research conducted during the pilot and field test phases by the Smarter Balanced Assessment Consortium, the two-parameter logistic (2PL) model (Birnbaum, 1968) and the generalized partial credit model (GPCM) (Muraki, 1992) were chosen for calibration. Refer to Equation 7.1 on page 219 for the 2PL model and GPCM formulas.

Item parameter calibration software, model-to-data fit, and evaluation of vertical scale anchor items are described in more detail in Chapter 6 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016). The summary statistics describing the distribution of item difficulty and discrimination parameter estimates at each grade level from the field-test calibration and scaling that comprised the 2016–17 administration item pool are available in [Appendix 8.A](#).

### **2.7.2 Horizontal Scaling**

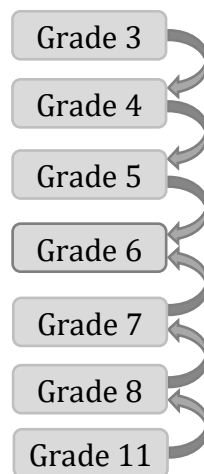
Item parameters derived for the Smarter Balanced assessment were linked during the Smarter Balanced field test administration by concurrently calibrating items within grade for each content area. The calibration approach relied on a hybrid of the “common items” approach and the “randomly equivalent groups” linking approach. The common items approach requires that items and tasks partially overlap and be administered to different student samples. For the randomly equivalent groups approach, the test material presented to different student samples is considered as comparably “on scale” by virtue of the random equivalence of the groups. The horizontal linking design incorporated both types of approaches and was accomplished by assembling test versions with partially overlapping test content and randomly assigning the test versions to students.

### 2.7.3 Vertical Scaling

After the grade-specific horizontal scaling was conducted for a content area, a separate, cross-grade, vertical scaling occurred using common items (vertical linking items). To implement the vertical scaling, representative sets of off-grade items were administered to adjacent grades—for example, grade four and grade six items also were administered to students in grade five.

Vertical linking item sets were intended to sample the construct that included both the CAT and PT components and associated item types as well as claims that conformed to the test blueprint. Linking items from the lower grade were administered to the upper-adjacent-grade-level students. Content experts designated a target grade for each item and a minimum and maximum grade designation. A set of PTs was given on-grade; the same set was administered off-grade for vertical linking.

The vertical scaling was undertaken using the test characteristic curve transformation method (Stocking & Lord, 1983). The Stocking-Lord procedure minimizes the sum of the squared differences over students between the target and reference test characteristic curves based on common items. Using grade six as the base grade, each grade was successively linked onto the vertical scale separately for ELA and for mathematics. For example, grade seven was linked to grade six, and then grade eight was linked to grade seven and so forth until grade eleven was placed onto the vertical scale. Likewise, grade five was linked to grade six, and then grade four was linked to grade five and so forth until grade three was placed onto the vertical scale. Vertical scaling is represented in Figure 2.1.



**Figure 2.1 Vertical Scaling**

Once the Smarter Balanced horizontal and vertical scales were established, the remaining items (i.e., the entire calibration item pool including the noncommon items) were linked onto this final scale in each grade and content area.

### 2.7.4 Vertical Scale Evaluation

The results of vertical scaling were evaluated using a number of methods. Refer to the section *Vertical Scale Evaluation* in *Chapter 9 Field Test Design, Sampling, and Administration* in the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016) that included the following results:



- Correlation of difficulties of common items across grade levels
- Changes in test difficulty across grades
- Comparison of mean scale scores across grades
- Comparison of scale scores associated with achievement levels across grades
- Comparison of overlap/separation of scale score distributions across grades
- Comparison of variability in scale scores within and across grades

## References

- American Institutes for Research. (2014). *Smarter Balanced adaptive item-selection algorithm design report*. Washington, DC: Jon Cohen and Larry Albright. Retrieved from <http://www.smarterapp.org/documents/AdaptiveAlgorithm-Preview-v3.pdf>
- American Institutes for Research. (2015). *Smarter Balanced summative assessments testing procedures for adaptive item selection algorithm, 2014–2015 test administrations, English language arts/literacy (ELA), grades three–eight and grade eleven, and mathematics, grades three–eight and grade eleven*. Washington, DC: American Institutes for Research. Retrieved from <https://portal.smarterbalanced.org/library/en/testing-procedures-for-adaptive-item-selection-algorithm.pdf>
- Birnbaum, A. (1968). Some latent trait models and their use in inferring an examinee's ability. In F. M. Lord & M. R. Novick (Eds.), *Statistical theories of mental test scores* (pp. 395–479). Reading, PA: Addison-Wesley.
- California Department of Education. (2017a). *CAASPP online test administration manual, 2016–17 administration*. Sacramento, CA: California Department of Education. Retrieved from [http://www.caaspp.org/rsc/pdfs/CAASPP.online\\_tam.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016-17.pdf)
- California Department of Education. (2017c). *Matrix one: Universal tools, designated supports, and accommodations for the California Assessment of Student Performance and Progress for 2016–17*. Sacramento, CA: California Department of Education. Retrieved from <https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>
- California Department of Education. (2017b). *TOMS pre-administration guide for CAASPP testing*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf>
- Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement*, 16(2), 159–176.
- Smarter Balanced Assessment Consortium. (2017a). *ELA computer adaptive test (CAT) and performance task (PT) item specifications*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017c). *Enhanced CAT blueprints for students participating in the 2016-17 Smarter Balanced embedded field test of performance tasks*. Retrieved from <https://portal.smarterbalanced.org/library/en/v1.0/enhanced-cat-blueprints-for-students-participating-in-the-2016-17-embedded-field-test-of-performance-tasks.pdf>
- Smarter Balanced Assessment Consortium. (2017b). *Mathematics CAT and PT item specifications*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>

- Smarter Balanced Assessment Consortium. (2016). *Smarter Balanced Assessment Consortium: 2013–14 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>
- Smarter Balanced Assessment Consortium. (2017d). *Smarter Balanced Assessment Consortium: Usability, accessibility, and accommodations guidelines*. Los Angeles, CA: Smarter Balanced Assessment Consortium and National Center on Educational Outcomes. Retrieved from <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>
- Smarter Balanced Assessment Consortium. (2014). *Smarter Balanced Assessment Consortium: Usability, accessibility, and accommodations implementation guide*. Los Angeles, CA: Smarter Balanced Assessment Consortium and National Center on Educational Outcomes. Retrieved from <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-implementation-guide.pdf>
- Stocking, M. L., & Lord, F. M. (1983). *Developing a common metric in item response theory*. *Applied Psychological Measurement*, 7, 201–210.

## Appendix 2.A: Smarter Balanced Blueprints

### English Language Arts/Literacy Summative Assessments Blueprint

#### Blueprint Table ELA/Literacy Grades 3–5

Estimated Total Testing Time: 3:30<sup>1</sup>

Claim/Score Reporting Category <sup>2</sup>	Content Category <sup>3</sup>	CAT Stimuli	PT Stimuli <sup>4</sup>	CAT Items <sup>5</sup>	PT Items <sup>6</sup>	Total Items by Claim <sup>7</sup>
1. Reading	Literary	2	0	7–8	0	14–16
1. Reading	Informational	2	0	7–8	0	14–16
2. Writing	Organization/Purpose	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
2. Writing	Evidence/Elaboration	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
2. Writing	Conventions	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1b	6	2–3	8–9

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

<sup>3</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>4</sup> Each student receives one PT, which includes a set of stimuli on a given topic.

<sup>5</sup> The CAT component of the test includes machine-scored items and short-text items. One or two short-text items in Reading and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>6</sup> Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>7</sup> Total number of items is not necessarily equal to weighting by claim.

<sup>8</sup> For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

<sup>9</sup> Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 8.

### Blueprint Table ELA/Literacy Grades 6–8

Estimated Total Testing Time: 3:30<sup>1</sup>

Claim/Score Reporting Category <sup>2</sup>	Content Category <sup>3</sup>	CAT Stimuli	PT Stimuli <sup>4</sup>	CAT Items <sup>5</sup>	PT Items <sup>6</sup>	Total Items by Claim <sup>7</sup>
1. Reading	Literary	1–2	0	4–7 <sup>10</sup>	0	13–17
1. Reading	Informational	2–3	0	9–10	0	13–17
2. Writing	Organization/Purpose	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
2. Writing	Evidence/Elaboration	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
2. Writing	Conventions	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
3. Speaking/Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1b	6	2–3	8–9

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

<sup>3</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>4</sup> Each student receives one PT, which includes a set of stimuli on a given topic.

<sup>5</sup> The CAT component of the test includes machine-scored items and short-text items. One or two short-text items in Reading and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>6</sup> Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>7</sup> Total number of items is not necessarily equal to weighting by claim.

<sup>8</sup> For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

<sup>9</sup> Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 10.

<sup>10</sup> In 2015 and 2016, students will receive 4 literary items.

## Blueprint Table ELA/Literacy Grade 11

Estimated Total Testing Time: 4:00<sup>1</sup>

Claim/Score Reporting Category <sup>2</sup>	Content Category <sup>3</sup>	CAT Stimuli	PT Stimuli <sup>4</sup>	CAT Items <sup>5</sup>	PT Items <sup>6</sup>	Total Items by Claim <sup>7</sup>
1. Reading	Literary	1	0	4	0	15–16
1. Reading	Informational	3	0	11–12	0	15–16
2. Writing	Organization/Purpose	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
2. Writing	Evidence/Elaboration	0	1a	5	18	13 <sup>9</sup>
2. Writing	Conventions	0	1a	5	18	13 <sup>9</sup>
3. Speaking/ Listening	Listening	3–4	0	8–9	0	8–9
4. Research	Research	0	1b	6	2–3	8–9

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

<sup>3</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>4</sup> Each student receives one PT, which includes a set of stimuli on a given topic.

<sup>5</sup> The CAT component of the test includes machine-scored items and short-text items. One or two short-text items in Reading and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>6</sup> Each PT includes two or three research items, one of which may be machine scored, and one or two of which are short text items. Each PT also has one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>7</sup> Total number of items is not necessarily equal to weighting by claim.

<sup>8</sup> For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

<sup>9</sup> Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 8.

### Target Sampling ELA/Literacy Grades 3–5, CAT Component

Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Machine-Scored Item	Short-Text Item	Total Items
1. Reading	Literary <sup>4</sup>	2: Central Ideas	2, 3	1–2 <sup>5</sup>	6–8 <sup>5</sup>	0–1 <sup>5</sup>	7–8
1. Reading	Literary <sup>4</sup>	4: Reasoning and Evaluation	3	1–2 <sup>5</sup>	6–8 <sup>5</sup>	0–1 <sup>5</sup>	7–8
1. Reading	Literary <sup>4</sup>	1: Key Details	1, 2	3–6	6–8 <sup>5</sup>	0	7–8
1. Reading	Literary <sup>4</sup>	3: Word Meanings	1, 2	3–6	6–8 <sup>5</sup>	0	7–8
1. Reading	Literary <sup>4</sup>	5: Analysis within/across Texts	3, 4	3–6	6–8 <sup>5</sup>	0	7–8
1. Reading	Literary <sup>4</sup>	6: Text Structures and Features	2, 3	3–6	6–8 <sup>5</sup>	0	7–8
1. Reading	Literary <sup>4</sup>	7: Language Use	2, 3	3–6	6–8 <sup>5</sup>	0	7–8
1. Reading	Informational <sup>6</sup>	9: Central Ideas	2, 3	1–2 <sup>7</sup>	6–8 <sup>7</sup>	0–1 <sup>7</sup>	7–8

<sup>1</sup> For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>2</sup> DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

<sup>3</sup> The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive at least seven items at DOK 2 and two items at DOK 3 or higher.

For Claim 2, a student will receive at least four items at DOK 2 and one item at DOK 3 or higher.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

<sup>4</sup> Each student will receive at least one long literary passage set and up to two additional short passage sets.

<sup>5</sup> For the Reading Literary long passage set, students may see up to one short answer question on either target 2 or 4.

<sup>6</sup> Each student will receive at least one long informational passage set and up to two additional short informational passage sets.

<sup>7</sup> For the Reading Informational long passage set, students may see up to one short answer question on either target 9 or 11.

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
1. Reading	Informational <sup>6</sup>	11: Reasoning and Evaluation	3	1–2 <sup>7</sup>	6–8 <sup>7</sup>	0–1 <sup>7</sup>	7–8
1. Reading	Informational <sup>6</sup>	8: Key Details	1, 2	3–6	6–8 <sup>7</sup>	0	7–8
1. Reading	Informational <sup>6</sup>	10: Word Meanings	1, 2	3–6	6–8 <sup>7</sup>	0	7–8
1. Reading	Informational <sup>6</sup>	12: Analysis within/across Texts	3, 4	3–6	6–8 <sup>7</sup>	0	7–8
1. Reading	Informational <sup>6</sup>	13: Text Structures and Features	2, 3	3–6	6–8 <sup>7</sup>	0	7–8
1. Reading	Informational <sup>6</sup>	14: Language Use	2, 3	3–6	6–8 <sup>7</sup>	0	7–8
2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts <sup>8</sup>	3	3	0	0–1 <sup>8</sup>	10
2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	3	0–2 <sup>8</sup>	0	10
2. Writing	Evidence/Elaboration	1a/3a/6a: Write Brief Texts <sup>8</sup>	3	3	0	0–1 <sup>8</sup>	10
2. Writing	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts	2	3	0–2 <sup>8</sup>	0	10
2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use <sup>9</sup>	1, 2	2	2	0	10
2. Writing	Conventions	9: Edit/Clarify	1, 2	5	5	0	10
3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8	8	0	8

<sup>8</sup> Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.

<sup>9</sup> Language and Vocabulary Use contributes two items to Evidence/Elaboration.



<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
4. Research	Research	2: Interpret and Integrate Information	2	6	6	0	6
4. Research	Research	3: Analyze Information/Sources	2	6	6	0	6
4. Research	Research	4: Use Evidence	2	6	6	0	6

**Target Sampling ELA/Literacy Grades 3–5, PT Component**

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target</b>	<b>DOK</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Full-Write Item</b>	<b>Scores</b>
2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use	4	0	0	1	1
2. Writing	Conventions	9: Edit/Clarify	4	0	0	1	1
4. Research	Research	2: Interpret and Integrate Information	3	0–1	1–2	0	2–3
4. Research	Research	3: Analyze Information/Sources	3, 4	0–1	1–2	0	2–3
4. Research	Research	4: Use Evidence	3	0–1	1–2	0	2–3

### Target Sampling ELA/Literacy Grades 6–8, CAT Component

Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Machine-Scored Item	Short-Text Item	Total Items
1. Reading	Literary <sup>4</sup>	2: Central Ideas	2, 3	1 <sup>5</sup>	1–2 <sup>5</sup>	0–1 <sup>5</sup>	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	4: Reasoning and Evaluation	3, 4	1 <sup>5</sup>	1–2 <sup>5</sup>	0–1 <sup>5</sup>	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	1: Key Details	2	2–5	2–5	0	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	3: Word Meanings	1, 2	2–5	2–5	0	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	5: Analysis within/across Texts	3, 4	2–5	2–5	0	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	6: Text Structures and Features	2, 3, 4	2–5	2–5	0	4–7 <sup>6</sup>
1. Reading	Literary <sup>4</sup>	7: Language Use	3	2–5	2–5	0	4–7 <sup>6</sup>
1. Reading	Informational <sup>7</sup>	9: Central Ideas	2, 3	1–3 <sup>7</sup>	9–10	0–1 <sup>8</sup>	9–10

<sup>1</sup> For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>2</sup> DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

<sup>3</sup> The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than 5 items at DOK 1 and at least 2 items at DOK 3 or higher.

For Claim 2, a student will receive at least five items at DOK 2 or higher, at least one of which will be DOK 3 or higher.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

<sup>4</sup> Each student will receive at least one literary passage set.

<sup>5</sup> For the Reading Literary long passage set, students may see up to 1 short answer question on either target 2 or 4.

<sup>6</sup> In 2015 and 2016, students receive 4 literary items.

<sup>7</sup> Each student will receive at least one informational passage set and up to two additional short informational passage sets.

<sup>8</sup> For the Reading Informational long passage set, students may see up to one short answer question on either target 9 or 11.

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
1. Reading	Informational <sup>7</sup>	11: Reasoning and Evaluation	3, 4	1–3 <sup>7</sup>	9–10	0–1 <sup>8</sup>	9–10
1. Reading	Informational <sup>7</sup>	8: Key Details	2	7–8	9–10	0	9–10
1. Reading	Informational <sup>7</sup>	10: Word Meanings	1, 2	7–8	9–10	0	9–10
1. Reading	Informational <sup>7</sup>	12: Analysis within/across Texts	3, 4	7–8	9–10	0	9–10
1. Reading	Informational <sup>7</sup>	13: Text Structures and Features	2, 3	7–8	9–10	0	9–10
1. Reading	Informational <sup>7</sup>	14: Language Use	3	7–8	9–10	0	9–10
2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts <sup>9</sup>	3	3	0	0–1 <sup>10</sup>	10
2. Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	3	0–2 <sup>10</sup>	0	10
2. Writing	Evidence/Elaboration	1a/3a/6a: Write Brief Texts <sup>10</sup>	3	3	0	0–1 <sup>10</sup>	10
2. Writing	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts	2	3	0–2 <sup>10</sup>	0	10
2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use <sup>10</sup>	1, 2	2	2	0	10
2. Writing	Conventions	9: Edit/Clarify	1, 2	5	5	0	10
3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9	0	8–9

<sup>9</sup> Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.

<sup>10</sup> Language and Vocabulary Use contributes 2 items to Evidence/Elaboration.

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
4. Research	Research	2: Analyze/Integrate Information	2	6	6	0	6
4. Research	Research	3: Evaluate Information/Sources	2	6	6	0	6
4. Research	Research	4: Use Evidence	2	6	6	0	6

**Target Sampling ELA/Literacy Grades 6–8, PT Component**

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target</b>	<b>DOK</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Full-Write Item</b>	<b>Scores</b>
2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use	4	0	0	1	1
2. Writing	Conventions	9: Edit/Clarify	4	0	0	1	1
4. Research	Research	2: Analyze/Integrate Information	3, 4	0–1	1–2	0	2–3
4. Research	Research	3: Evaluate Information/Sources	3, 4	0–1	1–2	0	2–3
4. Research	Research	4: Use Evidence	3, 4	0–1	1–2	0	2–3

### Target Sampling ELA/Literacy Grade 11, CAT Component

Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Machine-Scored Item	Short-Text Item	Total Items
1. Reading	Literary <sup>4</sup>	2: Central Ideas	2, 3	1 <sup>5</sup>	1–2 <sup>5</sup>	0–1 <sup>5</sup>	4
1. Reading	Literary <sup>4</sup>	4: Reasoning and Evaluation	3, 4	1 <sup>5</sup>	1–2 <sup>5</sup>	0–1 <sup>5</sup>	4
1. Reading	Literary <sup>4</sup>	1: Key Details	2	2	2	0	4
1. Reading	Literary <sup>4</sup>	3: Word Meanings	1, 2	2	2	0	4
1. Reading	Literary <sup>4</sup>	5: Analysis within/across Texts	3, 4	2	2	0	4
1. Reading	Literary <sup>4</sup>	6: Text Structures and Features	3, 4	2	2	0	4
1. Reading	Literary <sup>4</sup>	7: Language Use	3	2	2	0	4
1. Reading	Informational <sup>6</sup>	9: Central Ideas	2,3	2–4 <sup>7</sup>	10–12 <sup>7</sup>	0–1 <sup>7</sup>	11–12
1. Reading	Informational <sup>6</sup>	11: Reasoning and Evaluation	3, 4	2–4 <sup>7</sup>	10–12 <sup>7</sup>	0–1 <sup>7</sup>	11–12

<sup>1</sup> For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments>.

<sup>2</sup> DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

<sup>3</sup> The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive no more than 4 items at DOK 1 and at least 3 items at DOK 3 or higher.

For Claim 2, a student will receive at least five items at DOK 2 or higher, at least one of which will be DOK 3 or higher.

For Claim 3, a student will receive at least four items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

<sup>4</sup> Each student will receive at least one literary long passage set.

<sup>5</sup> For the Reading Literary long set, students may see up to one short answer question on either target 2 or 4.

<sup>6</sup> Each student will receive at least one long informational passage set and up to two additional short informational passage sets.

<sup>7</sup> For the Reading Informational long passage set, students may see up to one short answer question on either target 9 or 11.

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
1. Reading	Informational <sup>6</sup>	8: Key Details	2	7–10	10–12 <sup>7</sup>	0	11–12
1. Reading	Informational <sup>6</sup>	10: Word Meanings	1, 2	7–10	10–12 <sup>7</sup>	0	11–12
1. Reading	Informational <sup>6</sup>	12: Analysis within/across Texts	3, 4	7–10	10–12 <sup>7</sup>	0	11–12
1. Reading	Informational <sup>6</sup>	13: Text Structures and Features	3, 4	7–10	10–12 <sup>7</sup>	0	11–12
1. Reading	Informational <sup>6</sup>	14: Language Use	3	7–10	10–12 <sup>7</sup>	0	11–12
2. Writing	Organization/ Purpose	1a/3a/6a: Write Brief Texts <sup>8</sup>	3	3	0	0–1 <sup>8</sup>	10
2. Writing	Organization/ Purpose	1b/3b/6b: Revise Brief Texts	2	3	0–2 <sup>8</sup>	0	10
2. Writing	Evidence/ Elaboration	1a/3a/6a: Write Brief Texts <sup>8</sup>	3	3	0	0–1 <sup>8</sup>	10
2. Writing	Evidence/ Elaboration	1b/3b/6b: Revise Brief Texts	2	3	2	0	10
2. Writing	Evidence/ Elaboration	8: Language and Vocabulary Use <sup>9</sup>	1, 2	2	2	0	10
2. Writing	Conventions	9: Edit/Clarify	1, 2	5	5	0	10
3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9	0	8–9

<sup>8</sup> Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Text.

<sup>9</sup> Language and Vocabulary Use contributes 2 items to Evidence/Elaboration.

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target<sup>1</sup></b>	<b>DOK<sup>2,3</sup></b>	<b>CAT Items</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Total Items</b>
4. Research	Research	2: Analyze/Integrate Information	2	6	6	0	6
4. Research	Research	3: Evaluate Information/Sources	2	6	6	0	6
4. Research	Research	4: Use Evidence	2	6	6	0	6

**Target Sampling ELA/Literacy Grade 11, PT Component**

<b>Claim/Score Reporting Category</b>	<b>Content Category</b>	<b>Assessment Target</b>	<b>DOK</b>	<b>Machine-Scored Item</b>	<b>Short-Text Item</b>	<b>Full-Write Item</b>	<b>Scores</b>
2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	2/4/7: Compose Full Texts	4	0	0	1	1
2. Writing	Evidence/Elaboration	8: Language and Vocabulary Use	4	0	0	1	1
2. Writing	Conventions	9: Edit/Clarify	4	0	0	1	1
4. Research	Research	2: Analyze/Integrate Information	3, 4	0–1	1–2	0	2–3
4. Research	Research	3: Evaluate Information/Sources	3, 4	0–1	1–2	0	2–3
4. Research	Research	4: Use Evidence	3, 4	0–1	1–2	0	2–3



## Smarter Balanced Mathematics Summative Assessments Blueprint

### Blueprint Table Mathematics Grades 3–5

Estimated Total Testing Time: 2:30<sup>1</sup>

Claim/Score Reporting Category	Content Category <sup>2</sup>	CAT Stimuli	PT Stimuli	CAT Items <sup>3</sup>	PT Items <sup>4</sup>	Total Items by Claim <sup>5</sup>
1. Concepts and Procedures	Priority Cluster	0	0	13–15	0	17–20
1. Concepts and Procedures	Supporting Cluster	0	0	4–5	0	17–20
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Problem Solving	0	1	6	2–4	8–10
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Modeling and Data Analysis	0	1	6	2–4	8–10
3. Communicating Reasoning	Communicating Reasoning	0	1	8	0–2	8–10

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>3</sup> All CAT items in grades 3–5 are designed to be machine-scored.

<sup>4</sup> Each PT contains 4–6 total items. Up to four PT items may require hand-scoring.

<sup>5</sup> While the range for the total items by Claim for Problem Solving/Modeling and Data Analysis and Communicating Reasoning indicates 8–10 items in each reporting category, the total number of items across these two reporting categories for any individual test event is 18–20.

<sup>6</sup> Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) have been combined because of content similarity and to provide flexibility for item development. There are still four claims, but only three claim scores will be reported with the overall math score.

### Blueprint Table Mathematics Grades 6–8

Estimated Total Testing Time: 3:00<sup>1</sup>

Claim/Score Reporting Category	Content Category <sup>2</sup>	CAT Stimuli	PT Stimuli	CAT Items <sup>3</sup>	PT Items <sup>4</sup>	Total Items by Claim <sup>5</sup>
1. Concepts and Procedures	Priority Cluster	0	0	12–15	0	16–20
1. Concepts and Procedures	Supporting Cluster	0	0	4–5	0	16–20
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Problem Solving	0	1	6	2–4	8–10
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Modeling and Data Analysis	0	1	6	2–4	8–10
3. Communicating Reasoning	Communicating Reasoning	0	1	8	0–2	8–10

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>3</sup> In grades 6–8, up to one CAT item per student may require hand-scoring (from either Claim 3 or Claim 4), which may be AI-scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>4</sup> Each PT contains 4–6 total items. Up to four PT items may require hand-scoring.

<sup>5</sup> While the range for the total items by Claim for Problem Solving/Modeling and Data Analysis and Communicating Reasoning indicates 8–10 items in each reporting category, the total number of items across these two reporting categories for any individual test event is 18–20.

<sup>6</sup> Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) have been combined because of content similarity and to provide flexibility for item development. There are still four claims, but only three claim scores will be reported with the overall math score.

### Blueprint Table Mathematics Grade 11

Estimated Total Testing Time: 3:30<sup>1</sup>

Claim/Score Reporting Category	Content Category <sup>2</sup>	CAT Stimuli	PT Stimuli	CAT Items <sup>3</sup>	PT Items <sup>4</sup>	Total Items by Claim <sup>5</sup>
1. Concepts and Procedures	Priority Cluster	0	0	14–16	0	19–22
1. Concepts and Procedures	Supporting Cluster	0	0	5–6	0	19–22
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Problem Solving	0	1	6	2–4	8–10
2. Problem Solving 4. Modeling and Data Analysis <sup>6</sup>	Modeling and Data Analysis	0	1	6	2–4	8–10
3. Communicating Reasoning	Communicating Reasoning	0	1	8	0–2	8–10

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>3</sup> In grade 11, up to one CAT item per student may require hand-scoring (from either Claim 3 or Claim 4), which may be AI-scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>4</sup> Each PT contains 4–6 total items. Up to six PT items may require hand-scoring.

<sup>5</sup> While the range for the total items by Claim for Problem Solving/Modeling and Data Analysis and Communicating Reasoning indicates 8–10 items in each reporting category, the total number of items across these two reporting categories for any individual test event is 18–20.

<sup>6</sup> Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) have been combined, because of content similarity and to provide flexibility for item development. There are still four claims, but only three claim scores will be reported with the overall math score.

### Target Sampling Mathematics Grade 3

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	B. Understand properties of multiplication and the relationship between multiplication and division.	1	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	C. Multiply and divide within 100.	1	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	F. Develop understanding of fractions as numbers.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	A. Represent and solve problems involving multiplication and division.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1	3–4	0	17–20
1. Concepts and Procedures	Supporting Cluster	J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1	3–4	0	17–20

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
1. Concepts and Procedures	Supporting Cluster	K. Reason with shapes and their attributes.	1, 2	3–4	0	17–20
1. Concepts and Procedures	Supporting Cluster	H. Represent and interpret data.	2, 3	1	0	17–20
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 4

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	A. Use the four operations with whole numbers to solve problems.	1, 2	8–9	0	17–20
1. Concepts and Procedures	Priority Cluster	E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1, 2	8–9	0	17–20
1. Concepts and Procedures	Priority Cluster	F. Extend understanding of fraction equivalence and ordering.	1, 2	8–9	0	17–20
1. Concepts and Procedures	Priority Cluster	G. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Priority Cluster	D. Generalize place value understanding for multi-digit whole numbers.	1, 2	1–2	0	17–20
1. Concepts and Procedures	Priority Cluster	H. Understand decimal notation for fractions, and compare decimal fractions.	1, 2	1	0	17–20
1. Concepts and Procedures	Supporting Cluster	I. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	K. Geometric measurement: understand concepts of angle and measure angles.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	B. Gain familiarity with factors and multiples.	1, 2	1	0	17–20
1. Concepts and Procedures	Supporting Cluster	C. Generate and analyze patterns.	2, 3	1	0	17–20

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
1. Concepts and Procedures	Supporting Cluster	J. Represent and interpret data.	1, 2	1	0	17–20
1. Concepts and Procedures	Supporting Cluster	L. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	1, 2	1	0	17–20
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10



<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 5

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	E. Use equivalent fractions as a strategy to add and subtract fractions.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	I. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	F. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1, 2	4–5	0	17–20
1. Concepts and Procedures	Priority Cluster	D. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1, 2	3–4	0	17–20
1. Concepts and Procedures	Priority Cluster	C. Understand the place value system.	1, 2	3–4	0	17–20
1. Concepts and Procedures	Supporting Cluster	J. Graph points on the coordinate plane to solve real-world and mathematical problems.	1	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	K. Classify two-dimensional figures into categories based on their properties.	2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	A. Write and interpret numerical expressions.	1	2	0	17–20
1. Concepts and Procedures	Supporting Cluster	B. Analyze patterns and relationships.	2	2	0	17–20
1. Concepts and Procedures	Supporting Cluster	G. Convert like measurement units within a given measurement system.	1	2	0	17–20
1. Concepts and Procedures	Supporting Cluster	H. Represent and interpret data.	1, 2	2	0	17–20
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 6

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	E. Apply and extend previous understandings of arithmetic to algebraic expressions.	1	5–6	0	16–19
1. Concepts and Procedures	Priority Cluster	F. Reason about and solve one-variable equations and inequalities.	1, 2	5–6	0	16–19
1. Concepts and Procedures	Priority Cluster	A. Understand ratio concepts and use ratio reasoning to solve problems.	1, 2	3–4	0	16–19
1. Concepts and Procedures	Priority Cluster	G. Represent and analyze quantitative relationships between dependent and independent variables.	2	2	0	16–19
1. Concepts and Procedures	Priority Cluster	B. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	1, 2	2	0	16–19
1. Concepts and Procedures	Priority Cluster	D. Apply and extend previous understandings of numbers to the system of rational numbers.	1, 2	2	0	16–19
1. Concepts and Procedures	Supporting Cluster	C. Compute fluently with multi-digit numbers and find common factors and multiples.	1, 2	4–5	0	16–19
1. Concepts and Procedures	Supporting Cluster	H. Solve real-world and mathematical problems involving area, surface area, and volume.	1, 2	4–5	0	16–19
1. Concepts and Procedures	Supporting Cluster	I. Develop understanding of statistical variability.	2	4–5	0	16–19
1. Concepts and Procedures	Supporting Cluster	J. Summarize and describe distributions.	1, 2	4–5	0	16–19

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 7

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	2	8–9	0	17–20
1. Concepts and Procedures	Priority Cluster	D. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	1, 2	8–9	0	17–20
1. Concepts and Procedures	Priority Cluster	B. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	C. Use properties of operations to generate equivalent expressions.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Supporting Cluster	E. Draw, construct, and describe geometrical figures and describe the relationship between them.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	F. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	G. Use random sampling to draw inferences about a population.	1, 2	1–2	0	17–20
1. Concepts and Procedures	Supporting Cluster	H. Draw informal comparative inferences about two populations.	2	1–2	0	17–20
1. Concepts and Procedures	Supporting Cluster	I. Investigate chance processes and develop, use, and evaluate probability models.	1, 2	1–2	0	17–20

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.



<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 8

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	C. Understand the connections between proportional relationships, lines, and linear equations.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	D. Analyze and solve linear equations and pairs of simultaneous linear equations.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	B. Work with radicals and integer exponents.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	E. Define, evaluate, and compare functions.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	G. Understand congruence and similarity using physical models, transparencies, or geometry software.	1, 2	5–6	0	17–20
1. Concepts and Procedures	Priority Cluster	F. Use functions to model relationships between quantities.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Priority Cluster	H. Understand and apply the Pythagorean Theorem.	1, 2	2–3	0	17–20
1. Concepts and Procedures	Supporting Cluster	A. Know that there are numbers that are not rational, and approximate them by rational numbers.	1, 2	4–5	0	17–20
1. Concepts and Procedures	Supporting Cluster	I. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	1, 2	4–5	0	17–20

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
1. Concepts and Procedures	Supporting Cluster	J. Investigate patterns of association in bivariate data.	1, 2	4–5	0	17–20
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3	2	0–2	8–10

### Target Sampling Mathematics Grade 11

Claim	Content Category	Assessment Targets	DOK*	CAT Items	PT Items	Total Items
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	2	0	19–22
1. Concepts and Procedures	Priority Cluster	E. Write expressions in equivalent forms to solve problems.	1, 2	2	0	19–22
1. Concepts and Procedures	Priority Cluster	F. Perform arithmetic operations on polynomials.	2	1	0	19–22
1. Concepts and Procedures	Priority Cluster	G. Create equations that describe numbers or relationships.	1, 2	4–5	0	19–22
1. Concepts and Procedures	Priority Cluster	H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2	4–5	0	19–22
1. Concepts and Procedures	Priority Cluster	I. Solve equations and inequalities in one variable.	1, 2	4–5	0	19–22
1. Concepts and Procedures	Priority Cluster	J. Represent and solve equations and inequalities graphically.	1, 2	2	0	19–22
1. Concepts and Procedures	Priority Cluster	K. Understand the concept of a function and use function notation.	1, 2	2	0	19–22
1. Concepts and Procedures	Priority Cluster	L. Interpret functions that arise in applications in terms of a context.	1, 2	3–4	0	19–22
1. Concepts and Procedures	Priority Cluster	M. Analyze functions using different representations.	1, 2, 3	3–4	0	19–22
1. Concepts and Procedures	Priority Cluster	N. Build a function that models a relationship between two quantities.	2	3–4	0	19–22

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— The CAT algorithm will be configured to ensure the following:

- For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
- For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
- For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
1. Concepts and Procedures	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2	0	19–22
1. Concepts and Procedures	Supporting Cluster	P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1–2	0	19–22
1. Concepts and Procedures	Supporting Cluster	A. Extend the properties of exponents to rational exponents.	1, 2	1	0	19–22
1. Concepts and Procedures	Supporting Cluster	B. Use properties of rational and irrational numbers.	1, 2	1	0	19–22
1. Concepts and Procedures	Supporting Cluster	C. Reason quantitatively and use units to solve problems.	1, 2	1	0	19–22
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–2	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	1–3	8–10

<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1	1–3	8–10
2. Problem Solving 4. Modeling and Data Analysis	Modeling and Data Analysis (drawn across content domains)	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0	1–3	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0–2	8–10



<b>Claim</b>	<b>Content Category</b>	<b>Assessment Targets</b>	<b>DOK*</b>	<b>CAT Items</b>	<b>PT Items</b>	<b>Total Items</b>
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3	0–2	8–10
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3	2	0–2	8–10

**Enhanced Computer Adaptive Testing (CAT) Blueprints for Students Participating  
in the 2016–17 Smarter Balanced Embedded Field Test of Performance Tasks  
(PTs)**

**ELA/Literacy Blueprints for the Spring 2017 CAT Assessments with Embedded Field  
Test PTs**

<b>Claim/Score Reporting Category</b>	<b>Gr 3–4 CAT</b>	<b>Gr 3–4 PT</b>	<b>Gr 5–7 CAT</b>	<b>Gr 5–7 PT</b>	<b>Gr 8 CAT</b>	<b>Gr 8 PT</b>	<b>Gr 11 CAT</b>	<b>Gr 11 PT</b>
Reading	14–16	0	14–16	0	16	0	15-16	0
Writing	10	0	10	0	10	0	10	0
Listening	8	0	8–9	0	8–9	0	8–9	0
Research	9	0	9	0	9	0	9	0
Overall	41–43	0	41–44	0	43–44	0	42–44	0

**Mathematics Blueprints for the Spring 2017 CAT Assessments with Embedded Field  
Test PTs**

<b>Claim/Score Reporting Category</b>	<b>Gr 3–5 CAT</b>	<b>Gr 3–5 PT</b>	<b>Gr 6 CAT</b>	<b>Gr 6 PT</b>	<b>Gr 7–8 CAT</b>	<b>Gr 7–8 PT</b>	<b>Gr 11 CAT</b>	<b>Gr 11 PT</b>
Concepts and Procedures	20	0	19	0	20	0	22	0
Problem Solving & Modeling and Data Analysis	8	0	8	0	8	0	8	0
Communicating Reasoning	8	0	8	0	8	0	8	0
Overall	36	0	35	0	36	0	38	0

## Appendix 2.B: Special Services Summaries

**Table 2.B.1 Special Services Summary for ELA Performance Task (PT), Grades Three through Six—All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	127	0.03	151	0.03	165	0.03	166	0.04
Embedded Accommodation—Braille	10	0.00	7	0.00	15	0.00	18	0.00
Embedded Accommodation—Streamlining	1,583	0.35	2,003	0.44	2,048	0.43	1,979	0.43
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	13,384	2.96	15,564	3.40	16,653	3.51	16,210	3.51
Non-Embedded Accommodation—Alternate Response Options	132	0.03	146	0.03	160	0.03	145	0.03
Non-Embedded Accommodation—Print on Demand	250	0.06	323	0.07	413	0.09	392	0.08
Non-Embedded Accommodation—Scribe (for ELA Writing)	1,503	0.33	1,498	0.33	1,381	0.29	884	0.19
Non-Embedded Accommodation—Speech-to-Text	2,153	0.48	2,562	0.56	3,004	0.63	2,489	0.54
Embedded Designated Support—Color Contrast	1,476	0.33	1,708	0.37	1,551	0.33	1,391	0.30
Embedded Designated Support—Masking	6,414	1.42	7,127	1.56	7,440	1.57	6,208	1.34
Embedded Designated Support—Permissive Mode	476	0.11	547	0.12	670	0.14	418	0.09
Embedded Designated Support—Print Size	1,690	0.37	1,592	0.35	1,897	0.40	1,149	0.25
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	56,173	12.44	56,909	12.44	57,774	12.19	46,239	10.00
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	4,898	1.08	4,422	0.97	4,157	0.88	3,560	0.77
Non-Embedded Designated Support—Color Contrast	628	0.14	771	0.17	814	0.17	755	0.16
Non-Embedded Designated Support—Color Overlay	527	0.12	582	0.13	691	0.15	585	0.13
Non-Embedded Designated Support—Magnification	1,396	0.31	1,486	0.32	1,934	0.41	1,563	0.34
Non-Embedded Designated Support—Noise Buffers	5,637	1.25	5,797	1.27	6,365	1.34	4,125	0.89

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	11,136	2.47	12,446	2.72	14,033	2.96	10,015	2.17
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,936	0.43	1,851	0.40	1,890	0.40	1,295	0.28
Non-Embedded Designated Support—Separate Setting	18,783	4.16	22,564	4.93	25,473	5.37	22,031	4.76
Non-Embedded Designated Support—Simplified Test Directions	11,386	2.52	10,792	2.36	11,486	2.42	6,919	1.50
Non-Embedded Designated Support—Translated Test Directions	2,368	0.52	2,238	0.49	2,184	0.46	1,804	0.39
Other—Unlisted Resources	60	0.01	72	0.02	60	0.01	43	0.01
Other—Designated support or accommodation is in IEP	29,961	6.63	35,945	7.86	40,141	8.47	37,648	8.14
Other—Designated support or accommodation is in Section 504 plan	989	0.22	1,336	0.29	1,511	0.32	1,184	0.26

**Table 2.B.2 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	169	0.04	193	0.04	207	0.05
Embedded Accommodation—Braille	15	0.00	24	0.01	16	0.00
Embedded Accommodation—Streamlining	1,782	0.39	1,604	0.35	620	0.14
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	15,617	3.41	15,411	3.38	4,865	1.10
Non-Embedded Accommodation—Alternate Response Options	113	0.02	109	0.02	79	0.02
Non-Embedded Accommodation—Print on Demand	301	0.07	322	0.07	261	0.06
Non-Embedded Accommodation—Scribe (for ELA Writing)	522	0.11	404	0.09	183	0.04
Non-Embedded Accommodation—Speech-to-Text	2,036	0.44	2,308	0.51	864	0.19
Embedded Designated Support—Color Contrast	1,258	0.27	1,012	0.22	3,158	0.71
Embedded Designated Support—Masking	5,785	1.26	5,010	1.10	6,386	1.44
Embedded Designated Support—Permissive Mode	312	0.07	515	0.11	156	0.04
Embedded Designated Support—Print Size	1,205	0.26	923	0.20	643	0.14
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	36,087	7.87	31,749	6.95	12,889	2.90
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	4,409	0.96	3,671	0.80	2,825	0.64
Non-Embedded Designated Support—Color Contrast	781	0.17	682	0.15	328	0.07
Non-Embedded Designated Support—Color Overlay	515	0.11	490	0.11	391	0.09
Non-Embedded Designated Support—Magnification	1,340	0.29	1,200	0.26	758	0.17
Non-Embedded Designated Support—Noise Buffers	3,064	0.67	2,589	0.57	1,459	0.33
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	7,739	1.69	6,844	1.50	3,085	0.69
Non-Embedded Designated Support—Scribe (for Reading and Listening)	909	0.20	884	0.19	469	0.11

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Separate Setting	19,011	4.15	17,671	3.87	12,682	2.86
Non-Embedded Designated Support—Simplified Test Directions	5,499	1.20	5,018	1.10	7,195	1.62
Non-Embedded Designated Support—Translated Test Directions	2,434	0.53	2,139	0.47	1,650	0.37
Other—Unlisted Resources	18	0.00	21	0.00	25	0.01
Other—Designated support or accommodation is in IEP	34,298	7.48	31,937	7.00	16,899	3.81
Other—Designated support or accommodation is in Section 504 plan	1,025	0.22	1,009	0.22	758	0.17

**Table 2.B.3 Special Services Summary for ELA PT, Grades Three through Six—Students With No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	0	0.00	1	0.00	0	0.00
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	25	0.01	24	0.01	29	0.01	34	0.01
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	156	0.04	198	0.05	243	0.06	209	0.05
Non-Embedded Accommodation—Alternate Response Options	0	0.00	1	0.00	1	0.00	1	0.00
Non-Embedded Accommodation—Print on Demand	4	0.00	1	0.00	4	0.00	5	0.00
Non-Embedded Accommodation—Scribe (for ELA Writing)	38	0.01	36	0.01	42	0.01	24	0.01
Non-Embedded Accommodation—Speech-to-Text	44	0.01	45	0.01	52	0.01	51	0.01
Embedded Designated Support—Color Contrast	830	0.21	816	0.20	602	0.14	634	0.15
Embedded Designated Support—Masking	3,298	0.82	3,085	0.76	2,823	0.68	2,004	0.49
Embedded Designated Support—Permissive Mode	157	0.04	139	0.03	187	0.04	66	0.02
Embedded Designated Support—Print Size	946	0.24	683	0.17	766	0.18	283	0.07
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	34,980	8.69	30,539	7.55	28,596	6.84	19,406	4.74
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	4,422	1.10	3,867	0.96	3,504	0.84	2,926	0.71
Non-Embedded Designated Support—Color Contrast	312	0.08	378	0.09	324	0.08	296	0.07
Non-Embedded Designated Support—Color Overlay	295	0.07	224	0.06	253	0.06	253	0.06
Non-Embedded Designated Support—Magnification	866	0.22	745	0.18	891	0.21	649	0.16
Non-Embedded Designated Support—Noise Buffers	1,914	0.48	1,767	0.44	1,860	0.44	977	0.24

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	2,773	0.69	2,317	0.57	2,357	0.56	1,100	0.27
Non-Embedded Designated Support—Scribe (for Reading and Listening)	554	0.14	455	0.11	461	0.11	363	0.09
Non-Embedded Designated Support—Separate Setting	2,452	0.61	2,620	0.65	2,433	0.58	1,893	0.46
Non-Embedded Designated Support—Simplified Test Directions	5,481	1.36	5,123	1.27	4,298	1.03	2,310	0.56
Non-Embedded Designated Support—Translated Test Directions	2,050	0.51	1,843	0.46	1,756	0.42	1,421	0.35
Other—Unlisted Resources	0	0.00	3	0.00	2	0.00	3	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	810	0.20	1,042	0.26	1,179	0.28	947	0.23



**Table 2.B.4 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Braille	1	0.00	0	0.00	1	0.00
Embedded Accommodation—Streamlining	29	0.01	29	0.01	14	0.00
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	158	0.04	195	0.05	62	0.02
Non-Embedded Accommodation—Alternate Response Options	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Print on Demand	1	0.00	6	0.00	5	0.00
Non-Embedded Accommodation—Scribe (for ELA Writing)	14	0.00	19	0.00	9	0.00
Non-Embedded Accommodation—Speech-to-Text	31	0.01	30	0.01	10	0.00
Embedded Designated Support—Color Contrast	585	0.14	421	0.10	2,750	0.68
Embedded Designated Support—Masking	1,658	0.41	1,353	0.33	4,525	1.12
Embedded Designated Support—Permissive Mode	60	0.01	202	0.05	17	0.00
Embedded Designated Support—Print Size	443	0.11	251	0.06	302	0.07
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	13,054	3.20	11,319	2.78	7,315	1.81
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	3,725	0.91	3,052	0.75	2,349	0.58
Non-Embedded Designated Support—Color Contrast	330	0.08	247	0.06	181	0.04
Non-Embedded Designated Support—Color Overlay	223	0.05	201	0.05	245	0.06
Non-Embedded Designated Support—Magnification	605	0.15	568	0.14	355	0.09
Non-Embedded Designated Support—Noise Buffers	942	0.23	777	0.19	603	0.15
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	1,044	0.26	787	0.19	708	0.17

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	349	0.09	384	0.09	275	0.07
Non-Embedded Designated Support—Separate Setting	1,440	0.35	1,251	0.31	1,114	0.28
Non-Embedded Designated Support—Simplified Test Directions	1,884	0.46	1,201	0.29	4,635	1.15
Non-Embedded Designated Support—Translated Test Directions	2,063	0.51	1,827	0.45	1,427	0.35
Other—Unlisted Resources	3	0.00	4	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	826	0.20	803	0.20	638	0.16

**Table 2.B.5 Special Services Summary for ELA PT, Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	125	0.25	151	0.29	164	0.29	166	0.31
Embedded Accommodation—Braille	10	0.02	7	0.01	15	0.03	18	0.03
Embedded Accommodation—Streamlining	1,558	3.17	1,979	3.74	2,019	3.61	1,945	3.67
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	13,228	26.90	15,366	29.06	16,410	29.37	16,001	30.15
Non-Embedded Accommodation—Alternate Response Options	132	0.27	145	0.27	159	0.28	144	0.27
Non-Embedded Accommodation—Print on Demand	246	0.50	322	0.61	409	0.73	387	0.73
Non-Embedded Accommodation—Scribe (for ELA Writing)	1,465	2.98	1,462	2.77	1,339	2.40	860	1.62
Non-Embedded Accommodation—Speech-to-Text	2,109	4.29	2,517	4.76	2,952	5.28	2,438	4.59
Embedded Designated Support—Color Contrast	646	1.31	892	1.69	949	1.70	757	1.43
Embedded Designated Support—Masking	3,116	6.34	4,042	7.64	4,617	8.26	4,204	7.92
Embedded Designated Support—Permissive Mode	319	0.65	408	0.77	483	0.86	352	0.66
Embedded Designated Support—Print Size	744	1.51	909	1.72	1,131	2.02	866	1.63
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	21,193	43.10	26,370	49.87	29,178	52.22	26,833	50.57
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	476	0.97	555	1.05	653	1.17	634	1.19
Non-Embedded Designated Support—Color Contrast	316	0.64	393	0.74	490	0.88	459	0.86
Non-Embedded Designated Support—Color Overlay	232	0.47	358	0.68	438	0.78	332	0.63
Non-Embedded Designated Support—Magnification	530	1.08	741	1.40	1,043	1.87	914	1.72
Non-Embedded Designated Support—Noise Buffers	3,723	7.57	4,030	7.62	4,505	8.06	3,148	5.93

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	8,363	17.01	10,129	19.16	11,676	20.90	8,915	16.80
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,382	2.81	1,396	2.64	1,429	2.56	932	1.76
Non-Embedded Designated Support—Separate Setting	16,331	33.21	19,944	37.72	23,040	41.24	20,138	37.95
Non-Embedded Designated Support—Simplified Test Directions	5,905	12.01	5,669	10.72	7,188	12.86	4,609	8.69
Non-Embedded Designated Support—Translated Test Directions	318	0.65	395	0.75	428	0.77	383	0.72
Other—Unlisted Resources	60	0.12	69	0.13	58	0.10	40	0.08
Other—Designated support or accommodation is in IEP	29,961	60.93	35,945	67.98	40,141	71.84	37,648	70.95
Other—Designated support or accommodation is in Section 504 plan	179	0.36	294	0.56	332	0.59	237	0.45

**Table 2.B.6 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	169	0.34	193	0.40	207	0.53
Embedded Accommodation—Braille	14	0.03	24	0.05	15	0.04
Embedded Accommodation—Streamlining	1,753	3.49	1,575	3.23	606	1.54
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	15,459	30.75	15,216	31.18	4,803	12.21
Non-Embedded Accommodation—Alternate Response Options	112	0.22	109	0.22	79	0.20
Non-Embedded Accommodation—Print on Demand	300	0.60	316	0.65	256	0.65
Non-Embedded Accommodation—Scribe (for ELA Writing)	508	1.01	385	0.79	174	0.44
Non-Embedded Accommodation—Speech-to-Text	2,005	3.99	2,278	4.67	854	2.17
Embedded Designated Support—Color Contrast	673	1.34	591	1.21	408	1.04
Embedded Designated Support—Masking	4,127	8.21	3,657	7.49	1,861	4.73
Embedded Designated Support—Permissive Mode	252	0.50	313	0.64	139	0.35
Embedded Designated Support—Print Size	762	1.52	672	1.38	341	0.87
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	23,033	45.82	20,430	41.87	5,574	14.17
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	684	1.36	619	1.27	476	1.21
Non-Embedded Designated Support—Color Contrast	451	0.90	435	0.89	147	0.37
Non-Embedded Designated Support—Color Overlay	292	0.58	289	0.59	146	0.37
Non-Embedded Designated Support—Magnification	735	1.46	632	1.30	403	1.02
Non-Embedded Designated Support—Noise Buffers	2,122	4.22	1,812	3.71	856	2.18
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	6,695	13.32	6,057	12.41	2,377	6.04

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	560	1.11	500	1.02	194	0.49
Non-Embedded Designated Support—Separate Setting	17,571	34.95	16,420	33.65	11,568	29.41
Non-Embedded Designated Support—Simplified Test Directions	3,615	7.19	3,817	7.82	2,560	6.51
Non-Embedded Designated Support—Translated Test Directions	371	0.74	312	0.64	223	0.57
Other—Unlisted Resources	15	0.03	17	0.03	25	0.06
Other—Designated support or accommodation is in IEP	34,298	68.22	31,937	65.45	16,899	42.97
Other—Designated support or accommodation is in Section 504 plan	199	0.40	206	0.42	120	0.31

**Table 2.B.7 Special Services Summary for ELA PT, Grades Three through Six—English-only (EO) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	90	0.03	110	0.04	106	0.04	107	0.04
Embedded Accommodation—Braille	6	0.00	5	0.00	6	0.00	6	0.00
Embedded Accommodation—Streamlining	928	0.35	1,167	0.44	1,145	0.43	1,100	0.43
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	7,749	2.92	8,672	3.28	8,923	3.33	8,550	3.32
Non-Embedded Accommodation—Alternate Response Options	83	0.03	88	0.03	100	0.04	81	0.03
Non-Embedded Accommodation—Print on Demand	146	0.06	195	0.07	237	0.09	235	0.09
Non-Embedded Accommodation—Scribe (for ELA Writing)	988	0.37	954	0.36	884	0.33	592	0.23
Non-Embedded Accommodation—Speech-to-Text	1,344	0.51	1,518	0.57	1,768	0.66	1,436	0.56
Embedded Designated Support—Color Contrast	796	0.30	988	0.37	814	0.30	815	0.32
Embedded Designated Support—Masking	3,475	1.31	3,717	1.40	3,784	1.41	3,361	1.30
Embedded Designated Support—Permissive Mode	277	0.10	319	0.12	409	0.15	249	0.10
Embedded Designated Support—Print Size	860	0.32	817	0.31	958	0.36	641	0.25
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	25,494	9.61	26,230	9.91	26,674	9.94	21,618	8.39
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	392	0.15	357	0.13	401	0.15	191	0.07
Non-Embedded Designated Support—Color Contrast	359	0.14	453	0.17	448	0.17	412	0.16
Non-Embedded Designated Support—Color Overlay	302	0.11	335	0.13	404	0.15	330	0.13
Non-Embedded Designated Support—Magnification	602	0.23	694	0.26	968	0.36	743	0.29
Non-Embedded Designated Support—Noise Buffers	3,193	1.20	3,105	1.17	3,373	1.26	2,249	0.87
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	5,918	2.23	6,593	2.49	7,405	2.76	5,248	2.04

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,151	0.43	1,070	0.40	1,135	0.42	756	0.29
Non-Embedded Designated Support—Separate Setting	11,619	4.38	13,570	5.13	14,922	5.56	12,840	4.98
Non-Embedded Designated Support—Simplified Test Directions	5,170	1.95	4,795	1.81	5,314	1.98	3,176	1.23
Non-Embedded Designated Support—Translated Test Directions	248	0.09	243	0.09	285	0.11	206	0.08
Other—Unlisted Resources	38	0.01	39	0.01	37	0.01	23	0.01
Other—Designated support or accommodation is in IEP	17,572	6.62	20,793	7.85	22,600	8.42	20,897	8.11
Other—Designated support or accommodation is in Section 504 plan	744	0.28	1,017	0.38	1,173	0.44	927	0.36



**Table 2.B.8 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—EO Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	107	0.04	138	0.06	153	0.06
Embedded Accommodation—Braille	7	0.00	12	0.00	7	0.00
Embedded Accommodation—Streamlining	994	0.39	914	0.37	336	0.14
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	8,418	3.33	8,440	3.39	2,649	1.11
Non-Embedded Accommodation—Alternate Response Options	77	0.03	62	0.02	45	0.02
Non-Embedded Accommodation—Print on Demand	154	0.06	171	0.07	161	0.07
Non-Embedded Accommodation—Scribe (for ELA Writing)	365	0.14	274	0.11	107	0.04
Non-Embedded Accommodation—Speech-to-Text	1,169	0.46	1,292	0.52	475	0.20
Embedded Designated Support—Color Contrast	629	0.25	492	0.20	1,086	0.46
Embedded Designated Support—Masking	2,918	1.15	2,632	1.06	2,725	1.14
Embedded Designated Support—Permissive Mode	163	0.06	277	0.11	99	0.04
Embedded Designated Support—Print Size	620	0.25	482	0.19	279	0.12
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	17,212	6.81	15,136	6.07	5,140	2.15
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	187	0.07	181	0.07	142	0.06
Non-Embedded Designated Support—Color Contrast	396	0.16	353	0.14	161	0.07
Non-Embedded Designated Support—Color Overlay	301	0.12	307	0.12	216	0.09
Non-Embedded Designated Support—Magnification	590	0.23	483	0.19	354	0.15
Non-Embedded Designated Support—Noise Buffers	1,603	0.63	1,319	0.53	746	0.31
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	3,780	1.50	3,349	1.34	1,409	0.59
Non-Embedded Designated Support—Scribe (for Reading and Listening)	502	0.20	467	0.19	207	0.09

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Separate Setting	10,806	4.28	10,129	4.06	7,404	3.10
Non-Embedded Designated Support—Simplified Test Directions	2,333	0.92	2,269	0.91	2,844	1.19
Non-Embedded Designated Support—Translated Test Directions	180	0.07	208	0.08	108	0.05
Other—Unlisted Resources	15	0.01	12	0.00	14	0.01
Other—Designated support or accommodation is in IEP	18,950	7.50	17,646	7.08	9,610	4.03
Other—Designated support or accommodation is in Section 504 plan	799	0.32	807	0.32	600	0.25

**Table 2.B.9 Special Services Summary for ELA PT, Grades Three through Six—Initially Fluent English Proficient (IFEP) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.01	2	0.01	7	0.04	7	0.04
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	1	0.01
Embedded Accommodation—Streamlining	16	0.10	18	0.10	24	0.13	24	0.13
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	85	0.51	117	0.68	128	0.67	115	0.61
Non-Embedded Accommodation—Alternate Response Options	1	0.01	0	0.00	1	0.01	1	0.01
Non-Embedded Accommodation—Print on Demand	5	0.03	2	0.01	6	0.03	5	0.03
Non-Embedded Accommodation—Scribe (for ELA Writing)	17	0.10	13	0.08	9	0.05	10	0.05
Non-Embedded Accommodation—Speech-to-Text	10	0.06	26	0.15	32	0.17	21	0.11
Embedded Designated Support—Color Contrast	25	0.15	31	0.18	28	0.15	20	0.11
Embedded Designated Support—Masking	110	0.66	130	0.76	98	0.51	92	0.48
Embedded Designated Support—Permissive Mode	2	0.01	3	0.02	11	0.06	4	0.02
Embedded Designated Support—Print Size	20	0.12	10	0.06	43	0.22	19	0.10
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	736	4.40	735	4.28	761	3.98	517	2.72
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	101	0.60	55	0.32	85	0.44	15	0.08
Non-Embedded Designated Support—Color Contrast	10	0.06	5	0.03	12	0.06	7	0.04
Non-Embedded Designated Support—Color Overlay	9	0.05	1	0.01	7	0.04	4	0.02
Non-Embedded Designated Support—Magnification	19	0.11	15	0.09	21	0.11	15	0.08
Non-Embedded Designated Support—Noise Buffers	104	0.62	94	0.55	94	0.49	68	0.36
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	125	0.75	103	0.60	154	0.81	83	0.44

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	17	0.10	18	0.10	12	0.06	10	0.05
Non-Embedded Designated Support—Separate Setting	197	1.18	225	1.31	283	1.48	248	1.30
Non-Embedded Designated Support—Simplified Test Directions	111	0.66	115	0.67	137	0.72	74	0.39
Non-Embedded Designated Support—Translated Test Directions	25	0.15	16	0.09	16	0.08	5	0.03
Other—Unlisted Resources	1	0.01	0	0.00	0	0.00	1	0.01
Other—Designated support or accommodation is in IEP	274	1.64	326	1.90	370	1.93	342	1.80
Other—Designated support or accommodation is in Section 504 plan	15	0.09	15	0.09	32	0.17	19	0.10

**Table 2.B.10 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	1	0.00	8	0.04	4	0.01
Embedded Accommodation—Braille	0	0.00	2	0.01	1	0.00
Embedded Accommodation—Streamlining	32	0.15	18	0.08	19	0.06
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	146	0.69	153	0.68	79	0.24
Non-Embedded Accommodation—Alternate Response Options	0	0.00	4	0.02	3	0.01
Non-Embedded Accommodation—Print on Demand	3	0.01	6	0.03	4	0.01
Non-Embedded Accommodation—Scribe (for ELA Writing)	9	0.04	5	0.02	4	0.01
Non-Embedded Accommodation—Speech-to-Text	15	0.07	25	0.11	14	0.04
Embedded Designated Support—Color Contrast	14	0.07	21	0.09	181	0.55
Embedded Designated Support—Masking	72	0.34	82	0.36	362	1.10
Embedded Designated Support—Permissive Mode	2	0.01	9	0.04	8	0.02
Embedded Designated Support—Print Size	21	0.10	23	0.10	39	0.12
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	459	2.17	510	2.27	476	1.45
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	16	0.08	17	0.08	13	0.04
Non-Embedded Designated Support—Color Contrast	7	0.03	8	0.04	5	0.02
Non-Embedded Designated Support—Color Overlay	6	0.03	3	0.01	4	0.01
Non-Embedded Designated Support—Magnification	19	0.09	10	0.04	14	0.04
Non-Embedded Designated Support—Noise Buffers	50	0.24	34	0.15	35	0.11
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	86	0.41	86	0.38	43	0.13
Non-Embedded Designated Support—Scribe (for Reading and Listening)	8	0.04	13	0.06	6	0.02
Non-Embedded Designated Support—Separate Setting	231	1.09	258	1.15	296	0.90

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Number 11 Pct. of Total</b>
Non-Embedded Designated Support—Simplified Test Directions	75	0.36	68	0.30	310	0.95
Non-Embedded Designated Support—Translated Test Directions	15	0.07	8	0.04	3	0.01
Other—Unlisted Resources	0	0.00	1	0.00	0	0.00
Other—Designated support or accommodation is in IEP	374	1.77	408	1.82	369	1.13
Other—Designated support or accommodation is in Section 504 plan	19	0.09	17	0.08	33	0.10

**Table 2.B.11 Special Services Summary for ELA PT, Grades Three through Six—English Learner (EL) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	32	0.03	35	0.03	45	0.05	40	0.05
Embedded Accommodation—Braille	2	0.00	2	0.00	6	0.01	8	0.01
Embedded Accommodation—Streamlining	616	0.50	796	0.73	799	0.81	734	0.94
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	5,383	4.41	6,511	5.96	7,024	7.16	6,702	8.62
Non-Embedded Accommodation—Alternate Response Options	45	0.04	53	0.05	55	0.06	52	0.07
Non-Embedded Accommodation—Print on Demand	93	0.08	118	0.11	151	0.15	128	0.16
Non-Embedded Accommodation—Scribe (for ELA Writing)	475	0.39	501	0.46	452	0.46	250	0.32
Non-Embedded Accommodation—Speech-to-Text	774	0.63	970	0.89	1,104	1.12	896	1.15
Embedded Designated Support—Color Contrast	569	0.47	570	0.52	572	0.58	371	0.48
Embedded Designated Support—Masking	2,465	2.02	2,749	2.52	2,872	2.93	2,100	2.70
Embedded Designated Support—Permissive Mode	195	0.16	210	0.19	173	0.18	141	0.18
Embedded Designated Support—Print Size	679	0.56	622	0.57	694	0.71	373	0.48
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	26,942	22.05	25,738	23.55	24,536	25.00	18,645	23.99
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	4,117	3.37	3,618	3.31	3,170	3.23	2,962	3.81
Non-Embedded Designated Support—Color Contrast	227	0.19	245	0.22	252	0.26	241	0.31
Non-Embedded Designated Support—Color Overlay	184	0.15	203	0.19	205	0.21	162	0.21
Non-Embedded Designated Support—Magnification	671	0.55	642	0.59	720	0.73	605	0.78
Non-Embedded Designated Support—Noise Buffers	2,053	1.68	2,200	2.01	2,309	2.35	1,358	1.75
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	4,885	4.00	5,355	4.90	5,774	5.88	4,028	5.18

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	723	0.59	687	0.63	641	0.65	427	0.55
Non-Embedded Designated Support—Separate Setting	6,621	5.42	8,154	7.46	9,197	9.37	7,485	9.63
Non-Embedded Designated Support—Simplified Test Directions	5,621	4.60	5,169	4.73	5,029	5.12	3,138	4.04
Non-Embedded Designated Support—Translated Test Directions	1,998	1.64	1,824	1.67	1,686	1.72	1,422	1.83
Other—Unlisted Resources	20	0.02	29	0.03	21	0.02	19	0.02
Other—Designated support or accommodation is in IEP	11,621	9.51	14,042	12.85	15,644	15.94	14,082	18.12
Other—Designated support or accommodation is in Section 504 plan	204	0.17	249	0.23	213	0.22	156	0.20



**Table 2.B.12 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	48	0.07	37	0.07	39	0.09
Embedded Accommodation—Braille	4	0.01	7	0.01	3	0.01
Embedded Accommodation—Streamlining	613	0.94	497	0.93	176	0.41
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	5,896	9.03	5,260	9.80	1,473	3.47
Non-Embedded Accommodation—Alternate Response Options	28	0.04	31	0.06	20	0.05
Non-Embedded Accommodation—Print on Demand	112	0.17	118	0.22	57	0.13
Non-Embedded Accommodation—Scribe (for ELA Writing)	119	0.18	94	0.18	49	0.12
Non-Embedded Accommodation—Speech-to-Text	712	1.09	769	1.43	273	0.64
Embedded Designated Support—Color Contrast	391	0.60	296	0.55	605	1.42
Embedded Designated Support—Masking	2,023	3.10	1,476	2.75	1,314	3.09
Embedded Designated Support—Permissive Mode	112	0.17	111	0.21	25	0.06
Embedded Designated Support—Print Size	357	0.55	248	0.46	115	0.27
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	13,596	20.81	10,720	19.98	4,145	9.76
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	3,448	5.28	2,789	5.20	2,389	5.62
Non-Embedded Designated Support—Color Contrast	253	0.39	173	0.32	38	0.09
Non-Embedded Designated Support—Color Overlay	122	0.19	86	0.16	51	0.12
Non-Embedded Designated Support—Magnification	481	0.74	444	0.83	235	0.55
Non-Embedded Designated Support—Noise Buffers	966	1.48	799	1.49	396	0.93
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	3,105	4.75	2,649	4.94	1,153	2.71
Non-Embedded Designated Support—Scribe (for Reading and Listening)	295	0.45	276	0.51	133	0.31

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Separate Setting	6,233	9.54	5,204	9.70	3,091	7.28
Non-Embedded Designated Support—Simplified Test Directions	2,520	3.86	2,057	3.83	1,996	4.70
Non-Embedded Designated Support—Translated Test Directions	1,794	2.75	1,482	2.76	1,345	3.17
Other—Unlisted Resources	2	0.00	4	0.01	8	0.02
Other—Designated support or accommodation is in IEP	12,155	18.61	10,287	19.17	4,435	10.44
Other—Designated support or accommodation is in Section 504 plan	129	0.20	91	0.17	44	0.10

**Table 2.B.13 Special Services Summary for ELA PT, Grades Three through Six—Reclassified Fluent English Proficient (RFEP) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	4	0.01	7	0.01	12	0.01
Embedded Accommodation—Braille	2	0.00	0	0.00	3	0.00	3	0.00
Embedded Accommodation—Streamlining	21	0.05	22	0.03	80	0.09	117	0.11
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	150	0.32	256	0.39	570	0.65	837	0.78
Non-Embedded Accommodation—Alternate Response Options	3	0.01	5	0.01	4	0.00	11	0.01
Non-Embedded Accommodation—Print on Demand	6	0.01	8	0.01	19	0.02	24	0.02
Non-Embedded Accommodation—Scribe (for ELA Writing)	22	0.05	29	0.04	34	0.04	31	0.03
Non-Embedded Accommodation—Speech-to-Text	24	0.05	47	0.07	97	0.11	136	0.13
Embedded Designated Support—Color Contrast	86	0.18	118	0.18	137	0.16	184	0.17
Embedded Designated Support—Masking	356	0.76	530	0.81	675	0.77	649	0.60
Embedded Designated Support—Permissive Mode	2	0.00	14	0.02	76	0.09	23	0.02
Embedded Designated Support—Print Size	130	0.28	143	0.22	201	0.23	114	0.11
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	2,927	6.29	4,134	6.31	5,740	6.54	5,431	5.06
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	282	0.61	383	0.58	487	0.55	377	0.35
Non-Embedded Designated Support—Color Contrast	32	0.07	68	0.10	100	0.11	93	0.09
Non-Embedded Designated Support—Color Overlay	32	0.07	43	0.07	73	0.08	89	0.08
Non-Embedded Designated Support—Magnification	104	0.22	135	0.21	224	0.26	196	0.18
Non-Embedded Designated Support—Noise Buffers	283	0.61	397	0.61	583	0.66	444	0.41
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	194	0.42	388	0.59	686	0.78	646	0.60

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	43	0.09	74	0.11	96	0.11	98	0.09
Non-Embedded Designated Support—Separate Setting	316	0.68	599	0.91	1,044	1.19	1,443	1.34
Non-Embedded Designated Support—Simplified Test Directions	467	1.00	707	1.08	987	1.12	519	0.48
Non-Embedded Designated Support—Translated Test Directions	87	0.19	144	0.22	185	0.21	158	0.15
Other—Unlisted Resources	1	0.00	4	0.01	2	0.00	0	0.00
Other—Designated support or accommodation is in IEP	460	0.99	765	1.17	1,502	1.71	2,317	2.16
Other—Designated support or accommodation is in Section 504 plan	23	0.05	51	0.08	92	0.10	80	0.07

**Table 2.B.14 Special Services Summary for ELA PT, Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	13	0.01	10	0.01	10	0.01
Embedded Accommodation—Braille	4	0.00	3	0.00	5	0.00
Embedded Accommodation—Streamlining	141	0.12	173	0.13	89	0.07
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	1,151	0.97	1,551	1.19	664	0.51
Non-Embedded Accommodation—Alternate Response Options	8	0.01	12	0.01	11	0.01
Non-Embedded Accommodation—Print on Demand	32	0.03	27	0.02	39	0.03
Non-Embedded Accommodation—Scribe (for ELA Writing)	29	0.02	31	0.02	23	0.02
Non-Embedded Accommodation—Speech-to-Text	140	0.12	220	0.17	102	0.08
Embedded Designated Support—Color Contrast	223	0.19	203	0.16	1,285	0.99
Embedded Designated Support—Masking	768	0.65	817	0.63	1,984	1.53
Embedded Designated Support—Permissive Mode	34	0.03	118	0.09	24	0.02
Embedded Designated Support—Print Size	206	0.17	170	0.13	210	0.16
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	4,777	4.02	5,350	4.09	3,105	2.40
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	738	0.62	660	0.50	258	0.20
Non-Embedded Designated Support—Color Contrast	124	0.10	147	0.11	124	0.10
Non-Embedded Designated Support—Color Overlay	85	0.07	93	0.07	120	0.09
Non-Embedded Designated Support—Magnification	249	0.21	263	0.20	155	0.12
Non-Embedded Designated Support—Noise Buffers	442	0.37	434	0.33	280	0.22
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	758	0.64	754	0.58	475	0.37
Non-Embedded Designated Support—Scribe (for Reading and Listening)	101	0.09	128	0.10	123	0.09

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Separate Setting	1,727	1.45	2,069	1.58	1,881	1.45
Non-Embedded Designated Support—Simplified Test Directions	559	0.47	613	0.47	2,034	1.57
Non-Embedded Designated Support—Translated Test Directions	434	0.37	428	0.33	182	0.14
Other—Unlisted Resources	1	0.00	4	0.00	3	0.00
Other—Designated support or accommodation is in IEP	2,803	2.36	3,578	2.74	2,483	1.92
Other—Designated support or accommodation is in Section 504 plan	75	0.06	93	0.07	81	0.06

**Table 2.B.15 Special Services Summary for Mathematics PT, Grades Three through Six—All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	125	0.03	154	0.03	166	0.03	167	0.04
Embedded Accommodation—Braille	10	0.00	7	0.00	13	0.00	16	0.00
Embedded Accommodation—Streamlining	1,578	0.35	1,982	0.43	2,032	0.43	1,986	0.43
Non-Embedded Accommodation—Abacus	217	0.05	181	0.04	188	0.04	118	0.03
Non-Embedded Accommodation—Alternate Response Options	132	0.03	140	0.03	162	0.03	145	0.03
Non-Embedded Accommodation—Calculator	503	0.11	1,593	0.35	5,131	1.08	9,814	2.11
Non-Embedded Accommodation—Multiplication Table	NA	NA	15,921	3.46	22,003	4.62	20,003	4.31
Non-Embedded Accommodation—Print on Demand	243	0.05	318	0.07	410	0.09	395	0.09
Non-Embedded Accommodation—Speech-to-Text	2,143	0.47	2,538	0.55	2,983	0.63	2,502	0.54
Non-Embedded Accommodation—100s Number Table	3	0.00	56	0.01	54	0.01	16	0.00
Embedded Designated Support—Color Contrast	1,476	0.32	1,630	0.35	1,547	0.32	1,393	0.30
Embedded Designated Support—Masking	6,361	1.40	7,062	1.54	7,425	1.56	6,234	1.34
Embedded Designated Support—Permissive Mode	477	0.11	555	0.12	665	0.14	432	0.09
Embedded Designated Support—Print Size	1,700	0.37	1,593	0.35	1,942	0.41	1,160	0.25
Embedded Designated Support—Text-to-Speech	56,687	12.48	57,276	12.45	58,443	12.27	46,398	9.99
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	4,758	1.05	3,798	0.83	3,283	0.69	2,712	0.58
Embedded Designated Support—Translations (glossary)	8,893	1.96	8,599	1.87	7,615	1.60	6,398	1.38
Embedded Designated Support—Turn off any Universal Tool	3	0.00	2	0.00	4	0.00	4	0.00
Non-Embedded Designated Support—Color Contrast	633	0.14	766	0.17	813	0.17	754	0.16
Non-Embedded Designated Support—Color Overlay	526	0.12	580	0.13	687	0.14	579	0.12
Non-Embedded Designated Support—Magnification	1,407	0.31	1,485	0.32	1,937	0.41	1,574	0.34
Non-Embedded Designated Support—Noise Buffers	5,646	1.24	5,806	1.26	6,356	1.33	4,149	0.89

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	11,217	2.47	12,453	2.71	14,050	2.95	10,090	2.17
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	1,357	0.30	1,302	0.28	1,285	0.27	1,035	0.22
Non-Embedded Designated Support—Scribe	1,938	0.43	1,836	0.40	1,875	0.39	1,297	0.28
Non-Embedded Designated Support—Separate Setting	18,822	4.14	22,560	4.90	25,482	5.35	22,071	4.75
Non-Embedded Designated Support—Simplified Test Directions	212	0.05	230	0.05	244	0.05	185	0.04
Non-Embedded Designated Support—Translated Test Directions	2,632	0.58	2,480	0.54	2,422	0.51	2,081	0.45
Other—Unlisted Resources	7	0.00	18	0.00	21	0.00	24	0.01
Other—Designated support or accommodation is in IEP	29,692	6.54	36,144	7.86	40,707	8.55	38,517	8.29
Other—Designated support or accommodation is in Section 504 plan	1,017	0.22	1,379	0.30	1,536	0.32	1,220	0.26



**Table 2.B.16 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	168	0.04	190	0.04	207	0.05
Embedded Accommodation—Braille	15	0.00	20	0.00	14	0.00
Embedded Accommodation—Streamlining	1,787	0.39	1,610	0.35	608	0.14
Non-Embedded Accommodation—Abacus	108	0.02	63	0.01	47	0.01
Non-Embedded Accommodation—Alternate Response Options	112	0.02	109	0.02	77	0.02
Non-Embedded Accommodation—Calculator	11,578	2.51	12,743	2.78	6,852	1.55
Non-Embedded Accommodation—Multiplication Table	16,108	3.49	13,700	2.99	2,545	0.58
Non-Embedded Accommodation—Print on Demand	305	0.07	322	0.07	263	0.06
Non-Embedded Accommodation—Speech-to-Text	2,038	0.44	2,305	0.50	861	0.19
Non-Embedded Accommodation—100s Number Table	17	0.00	6	0.00	1	0.00
Embedded Designated Support—Color Contrast	1,057	0.23	963	0.21	3,089	0.70
Embedded Designated Support—Masking	5,796	1.26	4,989	1.09	6,360	1.44
Embedded Designated Support—Permissive Mode	326	0.07	505	0.11	168	0.04
Embedded Designated Support—Print Size	1,210	0.26	952	0.21	637	0.14
Embedded Designated Support—Text-to-Speech	36,172	7.85	32,069	7.00	12,005	2.71
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,245	0.70	3,091	0.68	2,041	0.46
Embedded Designated Support—Translations (glossary)	5,665	1.23	4,484	0.98	7,775	1.76
Embedded Designated Support—Turn off any Universal Tool	1	0.00	5	0.00	3	0.00
Non-Embedded Designated Support—Color Contrast	791	0.17	680	0.15	325	0.07
Non-Embedded Designated Support—Color Overlay	511	0.11	496	0.11	380	0.09
Non-Embedded Designated Support—Magnification	1,352	0.29	1,211	0.26	749	0.17
Non-Embedded Designated Support—Noise Buffers	3,073	0.67	2,609	0.57	1,438	0.33

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	7,769	1.69	6,908	1.51	3,027	0.68
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	980	0.21	827	0.18	635	0.14
Non-Embedded Designated Support—Scribe	908	0.20	883	0.19	467	0.11
Non-Embedded Designated Support—Separate Setting	19,034	4.13	17,641	3.85	12,587	2.84
Non-Embedded Designated Support—Simplified Test Directions	106	0.02	114	0.02	4	0.00
Non-Embedded Designated Support—Translated Test Directions	2,750	0.60	2,449	0.53	1,747	0.39
Other—Unlisted Resources	23	0.00	21	0.00	5	0.00
Other—Designated support or accommodation is in IEP	35,227	7.64	32,753	7.15	17,686	4.00
Other—Designated support or accommodation is in Section 504 plan	1,022	0.22	1,034	0.23	761	0.17

**Table 2.B.17 Special Services Summary for Mathematics PT, Grades Three through Six—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	0	0.00	1	0.00	0	0.00
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	26	0.01	25	0.01	30	0.01	34	0.01
Non-Embedded Accommodation—Abacus	0	0.00	2	0.00	1	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	1	0.00	1	0.00	1	0.00
Non-Embedded Accommodation—Calculator	2	0.00	18	0.00	75	0.02	107	0.03
Non-Embedded Accommodation—Multiplication Table	NA	NA	159	0.04	265	0.06	208	0.05
Non-Embedded Accommodation—Print on Demand	4	0.00	1	0.00	4	0.00	4	0.00
Non-Embedded Accommodation—Speech-to-Text	45	0.01	48	0.01	51	0.01	51	0.01
Non-Embedded Accommodation—100s Number Table	0	0.00	1	0.00	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	838	0.21	770	0.19	605	0.14	641	0.16
Embedded Designated Support—Masking	3,266	0.81	3,060	0.75	2,822	0.67	2,018	0.49
Embedded Designated Support—Permissive Mode	159	0.04	144	0.04	186	0.04	70	0.02
Embedded Designated Support—Print Size	964	0.24	709	0.17	803	0.19	287	0.07
Embedded Designated Support—Text-to-Speech	34,768	8.58	30,272	7.43	28,562	6.79	19,022	4.62
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	4,396	1.08	3,491	0.86	3,045	0.72	2,501	0.61
Embedded Designated Support—Translations (glossary)	8,087	2.00	7,708	1.89	6,676	1.59	5,498	1.34
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	315	0.08	378	0.09	322	0.08	296	0.07
Non-Embedded Designated Support—Color Overlay	295	0.07	225	0.06	252	0.06	252	0.06
Non-Embedded Designated Support—Magnification	866	0.21	751	0.18	893	0.21	657	0.16

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	1,923	0.47	1,803	0.44	1,865	0.44	1,001	0.24
Non-Embedded Designated Support—Read Aloud	2,862	0.71	2,386	0.59	2,389	0.57	1,148	0.28
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	862	0.21	705	0.17	697	0.17	480	0.12
Non-Embedded Designated Support—Scribe	559	0.14	461	0.11	462	0.11	365	0.09
Non-Embedded Designated Support—Separate Setting	2,514	0.62	2,691	0.66	2,480	0.59	1,926	0.47
Non-Embedded Designated Support—Simplified Test Directions	143	0.04	127	0.03	124	0.03	87	0.02
Non-Embedded Designated Support—Translated Test Directions	2,314	0.57	2,097	0.51	2,003	0.48	1,705	0.41
Other—Unlisted Resources	0	0.00	4	0.00	2	0.00	3	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	839	0.21	1,075	0.26	1,194	0.28	975	0.24

**Table 2.B.18 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Braille	1	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	28	0.01	29	0.01	14	0.00
Non-Embedded Accommodation—Abacus	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Calculator	101	0.02	133	0.03	70	0.02
Non-Embedded Accommodation—Multiplication Table	116	0.03	122	0.03	22	0.01
Non-Embedded Accommodation—Print on Demand	1	0.00	6	0.00	5	0.00
Non-Embedded Accommodation—Speech-to-Text	32	0.01	31	0.01	12	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	383	0.09	368	0.09	2,698	0.67
Embedded Designated Support—Masking	1,672	0.41	1,338	0.33	4,503	1.12
Embedded Designated Support—Permissive Mode	63	0.02	205	0.05	19	0.00
Embedded Designated Support—Print Size	447	0.11	269	0.07	300	0.07
Embedded Designated Support—Text-to-Speech	12,586	3.06	10,848	2.65	6,608	1.64
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,022	0.74	2,901	0.71	1,912	0.47
Embedded Designated Support—Translations (glossary)	4,854	1.18	3,810	0.93	6,843	1.70
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	331	0.08	248	0.06	181	0.04
Non-Embedded Designated Support—Color Overlay	223	0.05	203	0.05	232	0.06
Non-Embedded Designated Support—Magnification	612	0.15	569	0.14	355	0.09

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	944	0.23	792	0.19	591	0.15
Non-Embedded Designated Support—Read Aloud	1,067	0.26	856	0.21	663	0.16
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	581	0.14	504	0.12	482	0.12
Non-Embedded Designated Support—Scribe	349	0.08	382	0.09	269	0.07
Non-Embedded Designated Support—Separate Setting	1,448	0.35	1,274	0.31	1,114	0.28
Non-Embedded Designated Support—Simplified Test Directions	26	0.01	42	0.01	0	0.00
Non-Embedded Designated Support—Translated Test Directions	2,380	0.58	2,136	0.52	1,533	0.38
Other—Unlisted Resources	2	0.00	4	0.00	1	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	812	0.20	820	0.20	638	0.16

**Table 2.B.19 Special Services Summary for Mathematics PT, Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	123	0.25	154	0.29	165	0.30	167	0.32
Embedded Accommodation—Braille	10	0.02	7	0.01	13	0.02	16	0.03
Embedded Accommodation—Streamlining	1,552	3.17	1,957	3.71	2,002	3.59	1,952	3.69
Non-Embedded Accommodation—Abacus	217	0.44	179	0.34	187	0.34	118	0.22
Non-Embedded Accommodation—Alternate Response Options	132	0.27	139	0.26	161	0.29	144	0.27
Non-Embedded Accommodation—Calculator	501	1.02	1,575	2.99	5,056	9.07	9,707	18.35
Non-Embedded Accommodation—Multiplication Table	NA	NA	15,762	29.90	21,738	39.00	19,795	37.41
Non-Embedded Accommodation—Print on Demand	239	0.49	317	0.60	406	0.73	391	0.74
Non-Embedded Accommodation—Speech-to-Text	2,098	4.28	2,490	4.72	2,932	5.26	2,451	4.63
Non-Embedded Accommodation—100s Number Table	3	0.01	55	0.10	54	0.10	16	0.03
Embedded Designated Support—Color Contrast	638	1.30	860	1.63	942	1.69	752	1.42
Embedded Designated Support—Masking	3,095	6.31	4,002	7.59	4,603	8.26	4,216	7.97
Embedded Designated Support—Permissive Mode	318	0.65	411	0.78	479	0.86	362	0.68
Embedded Designated Support—Print Size	736	1.50	884	1.68	1,139	2.04	873	1.65
Embedded Designated Support—Text-to-Speech	21,919	44.72	27,004	51.22	29,881	53.61	27,376	51.74
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	362	0.74	307	0.58	238	0.43	211	0.40
Embedded Designated Support—Translations (glossary)	806	1.64	891	1.69	939	1.68	900	1.70
Embedded Designated Support—Turn off any Universal Tool	3	0.01	2	0.00	4	0.01	4	0.01
Non-Embedded Designated Support—Color Contrast	318	0.65	388	0.74	491	0.88	458	0.87
Non-Embedded Designated Support—Color Overlay	231	0.47	355	0.67	435	0.78	327	0.62

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Magnification	541	1.10	734	1.39	1,044	1.87	917	1.73
Non-Embedded Designated Support—Noise Buffers	3,723	7.60	4,003	7.59	4,491	8.06	3,148	5.95
Non-Embedded Designated Support—Read Aloud	8,355	17.04	10,067	19.09	11,661	20.92	8,942	16.90
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	495	1.01	597	1.13	588	1.05	555	1.05
Non-Embedded Designated Support—Scribe	1,379	2.81	1,375	2.61	1,413	2.53	932	1.76
Non-Embedded Designated Support—Separate Setting	16,308	33.27	19,869	37.69	23,002	41.27	20,145	38.07
Non-Embedded Designated Support—Simplified Test Directions	69	0.14	103	0.20	120	0.22	98	0.19
Non-Embedded Designated Support—Translated Test Directions	318	0.65	383	0.73	419	0.75	376	0.71
Other—Unlisted Resources	7	0.01	14	0.03	19	0.03	21	0.04
Other—Designated support or accommodation is in IEP	29,692	60.57	36,144	68.56	40,707	73.03	38,517	72.79
Other—Designated support or accommodation is in Section 504 plan	178	0.36	304	0.58	342	0.61	245	0.46



**Table 2.B.20 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—Students with Special Education Services**

Accessibility Resource	Grade 7 Number	Grade 7 Pct. of Total	Grade 8 Number	Grade 8 Pct. of Total	Grade 11 Number	Grade 11 Pct. of Total
Embedded Accommodation—American Sign Language	168	0.34	190	0.39	207	0.53
Embedded Accommodation—Braille	14	0.03	20	0.04	14	0.04
Embedded Accommodation—Streamlining	1,759	3.51	1,581	3.26	594	1.53
Non-Embedded Accommodation—Abacus	107	0.21	63	0.13	47	0.12
Non-Embedded Accommodation—Alternate Response Options	111	0.22	109	0.22	77	0.20
Non-Embedded Accommodation—Calculator	11,477	22.89	12,610	25.98	6,782	17.48
Non-Embedded Accommodation—Multiplication Table	15,992	31.90	13,578	27.98	2,523	6.50
Non-Embedded Accommodation—Print on Demand	304	0.61	316	0.65	258	0.66
Non-Embedded Accommodation—Speech-to-Text	2,006	4.00	2,274	4.69	849	2.19
Non-Embedded Accommodation—100s Number Table	17	0.03	6	0.01	1	0.00
Embedded Designated Support—Color Contrast	674	1.34	595	1.23	391	1.01
Embedded Designated Support—Masking	4,124	8.23	3,651	7.52	1,857	4.78
Embedded Designated Support—Permissive Mode	263	0.52	300	0.62	149	0.38
Embedded Designated Support—Print Size	763	1.52	683	1.41	337	0.87
Embedded Designated Support—Text-to-Speech	23,586	47.04	21,221	43.73	5,397	13.91
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	223	0.44	190	0.39	129	0.33
Embedded Designated Support—Translations (glossary)	811	1.62	674	1.39	932	2.40
Embedded Designated Support—Turn off any Universal Tool	1	0.00	5	0.01	3	0.01
Non-Embedded Designated Support—Color Contrast	460	0.92	432	0.89	144	0.37
Non-Embedded Designated Support—Color Overlay	288	0.57	293	0.60	148	0.38
Non-Embedded Designated Support—Magnification	740	1.48	642	1.32	394	1.02

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	2,129	4.25	1,817	3.74	847	2.18
Non-Embedded Designated Support—Read Aloud	6,702	13.37	6,052	12.47	2,364	6.09
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	399	0.80	323	0.67	153	0.39
Non-Embedded Designated Support—Scribe	559	1.11	501	1.03	198	0.51
Non-Embedded Designated Support—Separate Setting	17,586	35.08	16,367	33.72	11,473	29.56
Non-Embedded Designated Support—Simplified Test Directions	80	0.16	72	0.15	4	0.01
Non-Embedded Designated Support—Translated Test Directions	370	0.74	313	0.64	214	0.55
Other—Unlisted Resources	21	0.04	17	0.04	4	0.01
Other—Designated support or accommodation is in IEP	35,227	70.26	32,753	67.49	17,686	45.57
Other—Designated support or accommodation is in Section 504 plan	210	0.42	214	0.44	123	0.32

**Table 2.B.21 Special Services Summary for Mathematics PT, Grades Three through Six—EO Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	88	0.03	112	0.04	107	0.04	107	0.04
Embedded Accommodation—Braille	6	0.00	5	0.00	6	0.00	6	0.00
Embedded Accommodation—Streamlining	928	0.35	1,164	0.44	1,138	0.42	1,101	0.43
Non-Embedded Accommodation—Abacus	126	0.05	87	0.03	95	0.04	67	0.03
Non-Embedded Accommodation—Alternate Response Options	83	0.03	84	0.03	101	0.04	84	0.03
Non-Embedded Accommodation—Calculator	305	0.12	956	0.36	2,998	1.12	5,668	2.20
Non-Embedded Accommodation—Multiplication Table	NA	NA	9,099	3.44	12,288	4.59	11,030	4.28
Non-Embedded Accommodation—Print on Demand	144	0.05	190	0.07	235	0.09	235	0.09
Non-Embedded Accommodation—Speech-to-Text	1,334	0.50	1,504	0.57	1,753	0.65	1,443	0.56
Non-Embedded Accommodation—100s Number Table	2	0.00	20	0.01	19	0.01	4	0.00
Embedded Designated Support—Color Contrast	789	0.30	926	0.35	811	0.30	814	0.32
Embedded Designated Support—Masking	3,439	1.30	3,671	1.39	3,757	1.40	3,368	1.31
Embedded Designated Support—Permissive Mode	281	0.11	324	0.12	405	0.15	262	0.10
Embedded Designated Support—Print Size	854	0.32	805	0.30	967	0.36	644	0.25
Embedded Designated Support—Text-to-Speech	26,176	9.88	26,761	10.12	27,294	10.18	22,027	8.56
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	807	0.30	575	0.22	521	0.19	184	0.07
Embedded Designated Support—Translations (glossary)	466	0.18	403	0.15	351	0.13	143	0.06
Embedded Designated Support—Turn off any Universal Tool	2	0.00	2	0.00	3	0.00	2	0.00
Non-Embedded Designated Support—Color Contrast	359	0.14	449	0.17	446	0.17	411	0.16
Non-Embedded Designated Support—Color Overlay	302	0.11	334	0.13	399	0.15	326	0.13
Non-Embedded Designated Support—Magnification	604	0.23	688	0.26	968	0.36	744	0.29
Non-Embedded Designated Support—Noise Buffers	3,175	1.20	3,115	1.18	3,357	1.25	2,265	0.88

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	5,918	2.23	6,564	2.48	7,382	2.75	5,278	2.05
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	321	0.12	399	0.15	452	0.17	373	0.14
Non-Embedded Designated Support—Scribe	1,153	0.44	1,059	0.40	1,131	0.42	761	0.30
Non-Embedded Designated Support—Separate Setting	11,596	4.38	13,536	5.12	14,905	5.56	12,869	5.00
Non-Embedded Designated Support—Simplified Test Directions	70	0.03	58	0.02	64	0.02	44	0.02
Non-Embedded Designated Support—Translated Test Directions	241	0.09	236	0.09	280	0.10	200	0.08
Other—Unlisted Resources	3	0.00	11	0.00	11	0.00	17	0.01
Other—Designated support or accommodation is in IEP	17,373	6.56	20,940	7.92	22,987	8.58	21,497	8.35
Other—Designated support or accommodation is in Section 504 plan	751	0.28	1,044	0.39	1,181	0.44	950	0.37

**Table 2.B.22 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—EO Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	108	0.04	135	0.05	151	0.06
Embedded Accommodation—Braille	7	0.00	11	0.00	5	0.00
Embedded Accommodation—Streamlining	995	0.39	919	0.37	328	0.14
Non-Embedded Accommodation—Abacus	58	0.02	36	0.01	17	0.01
Non-Embedded Accommodation—Alternate Response Options	75	0.03	63	0.03	44	0.02
Non-Embedded Accommodation—Calculator	6,760	2.68	7,463	3.01	4,060	1.71
Non-Embedded Accommodation—Multiplication Table	8,880	3.52	7,534	3.03	1,372	0.58
Non-Embedded Accommodation—Print on Demand	156	0.06	173	0.07	160	0.07
Non-Embedded Accommodation—Speech-to-Text	1,163	0.46	1,285	0.52	470	0.20
Non-Embedded Accommodation—100s Number Table	2	0.00	1	0.00	1	0.00
Embedded Designated Support—Color Contrast	588	0.23	483	0.19	1,078	0.46
Embedded Designated Support—Masking	2,921	1.16	2,616	1.05	2,725	1.15
Embedded Designated Support—Permissive Mode	175	0.07	275	0.11	106	0.04
Embedded Designated Support—Print Size	622	0.25	493	0.20	278	0.12
Embedded Designated Support—Text-to-Speech	17,578	6.96	15,710	6.33	5,088	2.15
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	78	0.03	104	0.04	20	0.01
Embedded Designated Support—Translations (glossary)	92	0.04	44	0.02	1,164	0.49
Embedded Designated Support—Turn off any Universal Tool	0	0.00	3	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	398	0.16	352	0.14	157	0.07
Non-Embedded Designated Support—Color Overlay	298	0.12	311	0.13	215	0.09
Non-Embedded Designated Support—Magnification	590	0.23	492	0.20	347	0.15
Non-Embedded Designated Support—Noise Buffers	1,610	0.64	1,324	0.53	740	0.31

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	3,772	1.49	3,367	1.36	1,392	0.59
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	274	0.11	238	0.10	107	0.05
Non-Embedded Designated Support—Scribe	498	0.20	470	0.19	209	0.09
Non-Embedded Designated Support—Separate Setting	10,798	4.28	10,079	4.06	7,336	3.10
Non-Embedded Designated Support—Simplified Test Directions	22	0.01	28	0.01	3	0.00
Non-Embedded Designated Support—Translated Test Directions	176	0.07	209	0.08	102	0.04
Other—Unlisted Resources	18	0.01	15	0.01	5	0.00
Other—Designated support or accommodation is in IEP	19,567	7.75	18,191	7.33	9,963	4.21
Other—Designated support or accommodation is in Section 504 plan	785	0.31	825	0.33	591	0.25

**Table 2.B.23 Special Services Summary for Mathematics PT, Grades Three through Six—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.01	2	0.01	7	0.04	8	0.04
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	17	0.10	17	0.10	25	0.13	23	0.12
Non-Embedded Accommodation—Abacus	1	0.01	1	0.01	2	0.01	0	0.00
Non-Embedded Accommodation—Alternate Response Options	1	0.01	0	0.00	1	0.01	1	0.01
Non-Embedded Accommodation—Calculator	3	0.02	5	0.03	45	0.24	59	0.31
Non-Embedded Accommodation—Multiplication Table	NA	NA	130	0.76	197	1.03	148	0.78
Non-Embedded Accommodation—Print on Demand	5	0.03	2	0.01	6	0.03	5	0.03
Non-Embedded Accommodation—Speech-to-Text	11	0.07	25	0.15	33	0.17	21	0.11
Non-Embedded Accommodation—100s Number Table	0	0.00	1	0.01	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	25	0.15	29	0.17	26	0.14	20	0.11
Embedded Designated Support—Masking	108	0.65	128	0.75	96	0.50	92	0.48
Embedded Designated Support—Permissive Mode	2	0.01	4	0.02	11	0.06	3	0.02
Embedded Designated Support—Print Size	20	0.12	10	0.06	43	0.22	19	0.10
Embedded Designated Support—Text-to-Speech	735	4.40	719	4.19	784	4.10	522	2.74
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	97	0.58	81	0.47	60	0.31	32	0.17
Embedded Designated Support—Translations (glossary)	136	0.81	93	0.54	123	0.64	34	0.18
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	10	0.06	5	0.03	12	0.06	7	0.04
Non-Embedded Designated Support—Color Overlay	9	0.05	1	0.01	7	0.04	4	0.02
Non-Embedded Designated Support—Magnification	19	0.11	15	0.09	21	0.11	16	0.08
Non-Embedded Designated Support—Noise Buffers	105	0.63	93	0.54	96	0.50	71	0.37

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	124	0.74	102	0.59	153	0.80	87	0.46
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	7	0.04	3	0.02	9	0.05	3	0.02
Non-Embedded Designated Support—Scribe	18	0.11	18	0.10	11	0.06	9	0.05
Non-Embedded Designated Support—Separate Setting	197	1.18	222	1.29	282	1.47	246	1.29
Non-Embedded Designated Support—Simplified Test Directions	3	0.02	1	0.01	5	0.03	1	0.01
Non-Embedded Designated Support—Translated Test Directions	25	0.15	14	0.08	14	0.07	5	0.03
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	1	0.01
Other—Designated support or accommodation is in IEP	270	1.62	321	1.87	378	1.98	350	1.84
Other—Designated support or accommodation is in Section 504 plan	15	0.09	15	0.09	34	0.18	18	0.09



**Table 2.B.24 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	1	0.00	8	0.04	4	0.01
Embedded Accommodation—Braille	0	0.00	1	0.00	1	0.00
Embedded Accommodation—Streamlining	32	0.15	15	0.07	19	0.06
Non-Embedded Accommodation—Abacus	1	0.00	0	0.00	2	0.01
Non-Embedded Accommodation—Alternate Response Options	0	0.00	4	0.02	3	0.01
Non-Embedded Accommodation—Calculator	89	0.42	120	0.53	129	0.40
Non-Embedded Accommodation—Multiplication Table	139	0.66	135	0.60	43	0.13
Non-Embedded Accommodation—Print on Demand	3	0.01	5	0.02	4	0.01
Non-Embedded Accommodation—Speech-to-Text	15	0.07	25	0.11	14	0.04
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	11	0.05	19	0.08	180	0.55
Embedded Designated Support—Masking	71	0.34	81	0.36	361	1.11
Embedded Designated Support—Permissive Mode	1	0.00	9	0.04	9	0.03
Embedded Designated Support—Print Size	20	0.09	23	0.10	38	0.12
Embedded Designated Support—Text-to-Speech	456	2.16	524	2.33	464	1.42
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	18	0.09	21	0.09	7	0.02
Embedded Designated Support—Translations (glossary)	17	0.08	19	0.08	212	0.65
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	6	0.03	8	0.04	5	0.02
Non-Embedded Designated Support—Color Overlay	6	0.03	3	0.01	4	0.01
Non-Embedded Designated Support—Magnification	18	0.09	9	0.04	14	0.04
Non-Embedded Designated Support—Noise Buffers	48	0.23	34	0.15	34	0.10

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	83	0.39	85	0.38	46	0.14
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	4	0.02	3	0.01	4	0.01
Non-Embedded Designated Support—Scribe	8	0.04	11	0.05	6	0.02
Non-Embedded Designated Support—Separate Setting	228	1.08	254	1.13	290	0.89
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	13	0.06	8	0.04	4	0.01
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	384	1.82	407	1.81	380	1.16
Other—Designated support or accommodation is in Section 504 plan	20	0.09	18	0.08	31	0.10

**Table 2.B.25 Special Services Summary for Mathematics PT, Grades Three through Six—EL Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	32	0.03	36	0.03	45	0.04	40	0.05
Embedded Accommodation—Braille	2	0.00	2	0.00	5	0.00	7	0.01
Embedded Accommodation—Streamlining	610	0.49	780	0.70	788	0.79	741	0.93
Non-Embedded Accommodation—Abacus	90	0.07	90	0.08	85	0.08	46	0.06
Non-Embedded Accommodation—Alternate Response Options	45	0.04	52	0.05	56	0.06	49	0.06
Non-Embedded Accommodation—Calculator	192	0.15	614	0.55	1,937	1.93	3,590	4.50
Non-Embedded Accommodation—Multiplication Table	NA	NA	6,411	5.74	8,760	8.73	7,724	9.68
Non-Embedded Accommodation—Print on Demand	88	0.07	118	0.11	149	0.15	131	0.16
Non-Embedded Accommodation—Speech-to-Text	773	0.62	960	0.86	1,097	1.09	898	1.12
Non-Embedded Accommodation—100s Number Table	1	0.00	35	0.03	35	0.03	12	0.02
Embedded Designated Support—Color Contrast	575	0.46	564	0.51	572	0.57	375	0.47
Embedded Designated Support—Masking	2,467	1.98	2,755	2.47	2,899	2.89	2,119	2.65
Embedded Designated Support—Permissive Mode	192	0.15	212	0.19	172	0.17	142	0.18
Embedded Designated Support—Print Size	693	0.56	636	0.57	729	0.73	382	0.48
Embedded Designated Support—Text-to-Speech	26,724	21.43	25,606	22.93	24,483	24.40	18,405	23.06
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,417	2.74	2,641	2.37	2,268	2.26	2,102	2.63
Embedded Designated Support—Translations (glossary)	7,671	6.15	7,064	6.33	6,005	5.98	5,341	6.69
Embedded Designated Support—Turn off any Universal Tool	1	0.00	0	0.00	1	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	232	0.19	244	0.22	254	0.25	241	0.30
Non-Embedded Designated Support—Color Overlay	183	0.15	203	0.18	205	0.20	160	0.20
Non-Embedded Designated Support—Magnification	679	0.54	647	0.58	722	0.72	615	0.77

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	2,079	1.67	2,194	1.96	2,313	2.31	1,363	1.71
Non-Embedded Designated Support—Read Aloud	4,957	3.97	5,381	4.82	5,812	5.79	4,068	5.10
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	956	0.77	797	0.71	680	0.68	580	0.73
Non-Embedded Designated Support—Scribe	722	0.58	682	0.61	630	0.63	425	0.53
Non-Embedded Designated Support—Separate Setting	6,677	5.35	8,183	7.33	9,221	9.19	7,498	9.39
Non-Embedded Designated Support—Simplified Test Directions	130	0.10	154	0.14	147	0.15	101	0.13
Non-Embedded Designated Support—Translated Test Directions	2,240	1.80	2,037	1.82	1,901	1.89	1,682	2.11
Other—Unlisted Resources	4	0.00	7	0.01	10	0.01	6	0.01
Other—Designated support or accommodation is in IEP	11,556	9.27	14,101	12.63	15,805	15.75	14,294	17.91
Other—Designated support or accommodation is in Section 504 plan	222	0.18	263	0.24	226	0.23	169	0.21

**Table 2.B.26 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	46	0.07	37	0.07	40	0.09
Embedded Accommodation—Braille	4	0.01	5	0.01	3	0.01
Embedded Accommodation—Streamlining	617	0.91	499	0.90	171	0.40
Non-Embedded Accommodation—Abacus	40	0.06	19	0.03	12	0.03
Non-Embedded Accommodation—Alternate Response Options	29	0.04	31	0.06	21	0.05
Non-Embedded Accommodation—Calculator	3,953	5.84	3,918	7.03	1,771	4.11
Non-Embedded Accommodation—Multiplication Table	5,883	8.69	4,582	8.23	795	1.84
Non-Embedded Accommodation—Print on Demand	114	0.17	117	0.21	57	0.13
Non-Embedded Accommodation—Speech-to-Text	718	1.06	779	1.40	274	0.64
Non-Embedded Accommodation—100s Number Table	15	0.02	5	0.01	0	0.00
Embedded Designated Support—Color Contrast	323	0.48	282	0.51	561	1.30
Embedded Designated Support—Masking	2,037	3.01	1,485	2.67	1,305	3.03
Embedded Designated Support—Permissive Mode	114	0.17	107	0.19	27	0.06
Embedded Designated Support—Print Size	361	0.53	261	0.47	113	0.26
Embedded Designated Support—Text-to-Speech	13,318	19.68	10,439	18.74	3,449	8.00
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	2,600	3.84	2,403	4.31	1,879	4.36
Embedded Designated Support—Translations (glossary)	4,708	6.96	3,688	6.62	4,910	11.39
Embedded Designated Support—Turn off any Universal Tool	0	0.00	1	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	262	0.39	173	0.31	40	0.09
Non-Embedded Designated Support—Color Overlay	121	0.18	88	0.16	40	0.09
Non-Embedded Designated Support—Magnification	494	0.73	446	0.80	235	0.55
Non-Embedded Designated Support—Noise Buffers	970	1.43	807	1.45	379	0.88

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	3,138	4.64	2,694	4.84	1,104	2.56
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	557	0.82	476	0.85	388	0.90
Non-Embedded Designated Support—Scribe	298	0.44	276	0.50	129	0.30
Non-Embedded Designated Support—Separate Setting	6,260	9.25	5,231	9.39	3,068	7.12
Non-Embedded Designated Support—Simplified Test Directions	63	0.09	56	0.10	1	0.00
Non-Embedded Designated Support—Translated Test Directions	2,093	3.09	1,766	3.17	1,441	3.34
Other—Unlisted Resources	5	0.01	3	0.01	0	0.00
Other—Designated support or accommodation is in IEP	12,376	18.29	10,475	18.81	4,757	11.03
Other—Designated support or accommodation is in Section 504 plan	136	0.20	101	0.18	62	0.14

**Table 2.B.27 Special Services Summary for Mathematics PT, Grades Three through Six—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	4	0.01	7	0.01	12	0.01
Embedded Accommodation—Braille	2	0.00	0	0.00	2	0.00	3	0.00
Embedded Accommodation—Streamlining	21	0.05	21	0.03	81	0.09	117	0.11
Non-Embedded Accommodation—Abacus	0	0.00	3	0.00	6	0.01	5	0.00
Non-Embedded Accommodation—Alternate Response Options	3	0.01	4	0.01	4	0.00	11	0.01
Non-Embedded Accommodation—Calculator	3	0.01	18	0.03	147	0.17	493	0.46
Non-Embedded Accommodation—Multiplication Table	NA	NA	276	0.42	747	0.85	1,096	1.02
Non-Embedded Accommodation—Print on Demand	6	0.01	8	0.01	20	0.02	24	0.02
Non-Embedded Accommodation—Speech-to-Text	24	0.05	48	0.07	97	0.11	139	0.13
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	86	0.18	110	0.17	138	0.16	183	0.17
Embedded Designated Support—Masking	339	0.73	505	0.77	660	0.75	648	0.60
Embedded Designated Support—Permissive Mode	2	0.00	14	0.02	76	0.09	24	0.02
Embedded Designated Support—Print Size	130	0.28	142	0.22	202	0.23	112	0.10
Embedded Designated Support—Text-to-Speech	2,925	6.28	4,085	6.23	5,791	6.60	5,397	5.03
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	301	0.65	340	0.52	303	0.35	260	0.24
Embedded Designated Support—Translations (glossary)	565	1.21	970	1.48	1,075	1.23	813	0.76
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	32	0.07	68	0.10	99	0.11	93	0.09
Non-Embedded Designated Support—Color Overlay	32	0.07	42	0.06	73	0.08	89	0.08
Non-Embedded Designated Support—Magnification	104	0.22	135	0.21	225	0.26	195	0.18
Non-Embedded Designated Support—Noise Buffers	282	0.61	399	0.61	583	0.66	444	0.41

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	195	0.42	389	0.59	686	0.78	647	0.60
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	47	0.10	80	0.12	117	0.13	66	0.06
Non-Embedded Designated Support—Scribe	43	0.09	76	0.12	97	0.11	97	0.09
Non-Embedded Designated Support—Separate Setting	316	0.68	592	0.90	1,041	1.19	1,442	1.34
Non-Embedded Designated Support—Simplified Test Directions	2	0.00	10	0.02	24	0.03	39	0.04
Non-Embedded Designated Support—Translated Test Directions	85	0.18	143	0.22	179	0.20	157	0.15
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	457	0.98	764	1.17	1,513	1.72	2,364	2.20
Other—Designated support or accommodation is in Section 504 plan	26	0.06	53	0.08	93	0.11	81	0.08



**Table 2.B.28 Special Services Summary for Mathematics PT, Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	13	0.01	10	0.01	11	0.01
Embedded Accommodation—Braille	4	0.00	3	0.00	5	0.00
Embedded Accommodation—Streamlining	141	0.12	175	0.13	90	0.07
Non-Embedded Accommodation—Abacus	9	0.01	8	0.01	16	0.01
Non-Embedded Accommodation—Alternate Response Options	8	0.01	11	0.01	9	0.01
Non-Embedded Accommodation—Calculator	770	0.65	1,237	0.95	891	0.69
Non-Embedded Accommodation—Multiplication Table	1,197	1.01	1,441	1.10	335	0.26
Non-Embedded Accommodation—Print on Demand	32	0.03	27	0.02	42	0.03
Non-Embedded Accommodation—Speech-to-Text	142	0.12	214	0.16	103	0.08
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Embedded Designated Support—Color Contrast	134	0.11	179	0.14	1,269	0.98
Embedded Designated Support—Masking	763	0.64	804	0.62	1,966	1.52
Embedded Designated Support—Permissive Mode	34	0.03	113	0.09	26	0.02
Embedded Designated Support—Print Size	206	0.17	175	0.13	208	0.16
Embedded Designated Support—Text-to-Speech	4,741	4.00	5,358	4.11	2,994	2.32
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	392	0.33	433	0.33	74	0.06
Embedded Designated Support—Translations (glossary)	776	0.65	665	0.51	1,454	1.13
Embedded Designated Support—Turn off any Universal Tool	1	0.00	1	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	124	0.10	146	0.11	123	0.10
Non-Embedded Designated Support—Color Overlay	85	0.07	93	0.07	121	0.09
Non-Embedded Designated Support—Magnification	249	0.21	264	0.20	153	0.12
Non-Embedded Designated Support—Noise Buffers	440	0.37	438	0.34	282	0.22

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	762	0.64	751	0.58	479	0.37
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	120	0.10	90	0.07	128	0.10
Non-Embedded Designated Support—Scribe	101	0.09	126	0.10	123	0.10
Non-Embedded Designated Support—Separate Setting	1,733	1.46	2,064	1.58	1,882	1.46
Non-Embedded Designated Support—Simplified Test Directions	21	0.02	29	0.02	0	0.00
Non-Embedded Designated Support—Translated Test Directions	418	0.35	427	0.33	179	0.14
Other—Unlisted Resources	0	0.00	3	0.00	0	0.00
Other—Designated support or accommodation is in IEP	2,883	2.43	3,663	2.81	2,584	2.00
Other—Designated support or accommodation is in Section 504 plan	78	0.07	88	0.07	77	0.06

**Table 2.B.29 Special Services Summary for ELA, Computer Adaptive Test (CAT) Grades Three through Six—  
All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	127	0.03	150	0.03	165	0.03	165	0.04
Embedded Accommodation—Braille	9	0.00	7	0.00	16	0.00	19	0.00
Embedded Accommodation—Closed Captioning	487	0.11	670	0.15	820	0.17	799	0.17
Embedded Accommodation—Streamlining	1,562	0.35	1,998	0.44	2,046	0.43	1,968	0.43
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	13,206	2.92	15,357	3.36	16,460	3.47	16,055	3.47
Non-Embedded Accommodation—Alternate Response Options	132	0.03	146	0.03	164	0.03	145	0.03
Non-Embedded Accommodation—Print on Demand	248	0.05	319	0.07	407	0.09	392	0.08
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	4,891	1.08	5,163	1.13	5,469	1.15	4,537	0.98
Non-Embedded Accommodation—Scribe (for ELA Writing)	1,479	0.33	1,481	0.32	1,372	0.29	881	0.19
Non-Embedded Accommodation—Speech-to-Text	2,124	0.47	2,535	0.55	2,955	0.62	2,457	0.53
Embedded Designated Support—Color Contrast	1,220	0.27	1,378	0.30	1,198	0.25	1,125	0.24
Embedded Designated Support—Masking	6,385	1.41	7,119	1.56	7,465	1.57	6,291	1.36
Embedded Designated Support—Permissive Mode	458	0.10	544	0.12	652	0.14	395	0.09
Embedded Designated Support—Print Size	1,675	0.37	1,583	0.35	1,845	0.39	1,135	0.25
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	55,331	12.25	56,325	12.31	57,172	12.06	45,743	9.89
Embedded Designated Support—Turn off any Universal Tool	8	0.00	6	0.00	9	0.00	13	0.00
Non-Embedded Designated Support—Color Contrast	627	0.14	767	0.17	809	0.17	738	0.16
Non-Embedded Designated Support—Color Overlay	526	0.12	578	0.13	693	0.15	585	0.13
Non-Embedded Designated Support—Magnification	1,391	0.31	1,479	0.32	1,920	0.41	1,540	0.33
Non-Embedded Designated Support—Noise Buffers	5,574	1.23	5,739	1.25	6,331	1.34	4,139	0.89

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	11,050	2.45	12,391	2.71	13,997	2.95	9,988	2.16
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,918	0.42	1,829	0.40	1,882	0.40	1,288	0.28
Non-Embedded Designated Support—Separate Setting	18,582	4.11	22,437	4.90	25,360	5.35	21,945	4.75
Non-Embedded Designated Support—Simplified Test Directions	11,370	2.52	10,818	2.36	11,496	2.43	6,923	1.50
Non-Embedded Designated Support—Translated Test Directions	2,345	0.52	2,233	0.49	2,197	0.46	1,795	0.39
Other—Unlisted Resources	60	0.01	72	0.02	59	0.01	41	0.01
Other—Designated support or accommodation is in IEP	29,807	6.60	35,836	7.83	40,056	8.45	37,626	8.14
Other—Designated support or accommodation is in Section 504 plan	980	0.22	1,329	0.29	1,488	0.31	1,165	0.25

**Table 2.B.30 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	165	0.04	191	0.04	206	0.05
Embedded Accommodation—Braille	16	0.00	24	0.01	15	0.00
Embedded Accommodation—Closed Captioning	859	0.19	940	0.21	619	0.14
Embedded Accommodation—Streamlining	1,775	0.39	1,601	0.35	613	0.14
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	15,464	3.37	15,312	3.35	4,793	1.08
Non-Embedded Accommodation—Alternate Response Options	112	0.02	108	0.02	77	0.02
Non-Embedded Accommodation—Print on Demand	301	0.07	320	0.07	260	0.06
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	3,886	0.85	3,736	0.82	1,901	0.43
Non-Embedded Accommodation—Scribe (for ELA Writing)	515	0.11	398	0.09	178	0.04
Non-Embedded Accommodation—Speech-to-Text	2,010	0.44	2,286	0.50	858	0.19
Embedded Designated Support—Color Contrast	934	0.20	785	0.17	3,065	0.69
Embedded Designated Support—Masking	5,770	1.26	5,140	1.13	6,320	1.42
Embedded Designated Support—Permissive Mode	298	0.06	496	0.11	159	0.04
Embedded Designated Support—Print Size	1,064	0.23	875	0.19	632	0.14
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	35,822	7.81	31,595	6.92	12,817	2.89
Embedded Designated Support—Turn off any Universal Tool	9	0.00	15	0.00	4	0.00
Non-Embedded Designated Support—Color Contrast	751	0.16	659	0.14	325	0.07
Non-Embedded Designated Support—Color Overlay	512	0.11	489	0.11	390	0.09
Non-Embedded Designated Support—Magnification	1,300	0.28	1,178	0.26	750	0.17
Non-Embedded Designated Support—Noise Buffers	3,027	0.66	2,594	0.57	1,447	0.33
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	7,710	1.68	6,814	1.49	3,051	0.69

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	905	0.20	880	0.19	467	0.11
Non-Embedded Designated Support—Separate Setting	18,947	4.13	17,587	3.85	12,590	2.84
Non-Embedded Designated Support—Simplified Test Directions	5,499	1.20	5,020	1.10	7,195	1.62
Non-Embedded Designated Support—Translated Test Directions	2,435	0.53	2,137	0.47	1,641	0.37
Other—Unlisted Resources	17	0.00	21	0.00	20	0.00
Other—Designated support or accommodation is in IEP	34,353	7.49	31,938	7.00	16,921	3.81
Other—Designated support or accommodation is in Section 504 plan	1,010	0.22	1,001	0.22	752	0.17

**Table 2.B.31 Special Services Summary for ELA, CAT Grades Three through Six—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	0	0.00	1	0.00	0	0.00
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Closed Captioning	14	0.00	14	0.00	21	0.01	16	0.00
Embedded Accommodation—Streamlining	24	0.01	23	0.01	28	0.01	34	0.01
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	156	0.04	191	0.05	241	0.06	206	0.05
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	1	0.00	1	0.00
Non-Embedded Accommodation—Print on Demand	3	0.00	1	0.00	4	0.00	5	0.00
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	56	0.01	64	0.02	82	0.02	46	0.01
Non-Embedded Accommodation—Scribe (for ELA Writing)	35	0.01	30	0.01	38	0.01	24	0.01
Non-Embedded Accommodation—Speech-to-Text	43	0.01	46	0.01	49	0.01	51	0.01
Embedded Designated Support—Color Contrast	702	0.17	687	0.17	482	0.12	522	0.13
Embedded Designated Support—Masking	3,289	0.82	3,083	0.76	2,859	0.68	2,098	0.51
Embedded Designated Support—Permissive Mode	156	0.04	140	0.03	185	0.04	65	0.02
Embedded Designated Support—Print Size	949	0.24	698	0.17	726	0.17	278	0.07
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	34,399	8.55	30,192	7.46	28,213	6.75	19,068	4.66
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	312	0.08	379	0.09	325	0.08	285	0.07
Non-Embedded Designated Support—Color Overlay	294	0.07	226	0.06	261	0.06	254	0.06
Non-Embedded Designated Support—Magnification	867	0.22	746	0.18	884	0.21	636	0.16
Non-Embedded Designated Support—Noise Buffers	1,893	0.47	1,738	0.43	1,850	0.44	998	0.24

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	2,752	0.68	2,318	0.57	2,363	0.57	1,112	0.27
Non-Embedded Designated Support—Scribe (for Reading and Listening)	554	0.14	446	0.11	453	0.11	361	0.09
Non-Embedded Designated Support—Separate Setting	2,414	0.60	2,605	0.64	2,394	0.57	1,873	0.46
Non-Embedded Designated Support—Simplified Test Directions	5,459	1.36	5,129	1.27	4,297	1.03	2,310	0.56
Non-Embedded Designated Support—Translated Test Directions	2,027	0.50	1,841	0.45	1,760	0.42	1,411	0.34
Other—Unlisted Resources	0	0.00	3	0.00	2	0.00	3	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	800	0.20	1,030	0.25	1,157	0.28	931	0.23



**Table 2.B.32 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Braille	1	0.00	0	0.00	0	0.00
Embedded Accommodation—Closed Captioning	10	0.00	20	0.00	22	0.01
Embedded Accommodation—Streamlining	27	0.01	28	0.01	12	0.00
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	152	0.04	200	0.05	59	0.01
Non-Embedded Accommodation—Alternate Response Options	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Print on Demand	1	0.00	6	0.00	5	0.00
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	30	0.01	48	0.01	24	0.01
Non-Embedded Accommodation—Scribe (for ELA Writing)	12	0.00	16	0.00	9	0.00
Non-Embedded Accommodation—Speech-to-Text	28	0.01	30	0.01	10	0.00
Embedded Designated Support—Color Contrast	400	0.10	339	0.08	2,677	0.66
Embedded Designated Support—Masking	1,648	0.40	1,486	0.36	4,511	1.11
Embedded Designated Support—Permissive Mode	59	0.01	201	0.05	17	0.00
Embedded Designated Support—Print Size	317	0.08	206	0.05	298	0.07
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	12,909	3.16	11,275	2.77	7,303	1.80
Embedded Designated Support—Turn off any Universal Tool	1	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	300	0.07	231	0.06	180	0.04
Non-Embedded Designated Support—Color Overlay	221	0.05	202	0.05	244	0.06
Non-Embedded Designated Support—Magnification	570	0.14	552	0.14	352	0.09
Non-Embedded Designated Support—Noise Buffers	912	0.22	792	0.19	595	0.15

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	1,046	0.26	798	0.20	707	0.17
Non-Embedded Designated Support—Scribe (for Reading and Listening)	348	0.09	382	0.09	275	0.07
Non-Embedded Designated Support—Separate Setting	1,420	0.35	1,250	0.31	1,108	0.27
Non-Embedded Designated Support—Simplified Test Directions	1,884	0.46	1,201	0.29	4,635	1.15
Non-Embedded Designated Support—Translated Test Directions	2,059	0.50	1,824	0.45	1,416	0.35
Other—Unlisted Resources	3	0.00	4	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	812	0.20	795	0.19	630	0.16

**Table 2.B.33 Special Services Summary for ELA, CAT Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	125	0.25	150	0.28	164	0.29	165	0.31
Embedded Accommodation—Braille	9	0.02	7	0.01	16	0.03	19	0.04
Embedded Accommodation—Closed Captioning	473	0.96	656	1.24	799	1.43	783	1.48
Embedded Accommodation—Streamlining	1,538	3.13	1,975	3.74	2,018	3.61	1,934	3.64
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	13,050	26.54	15,166	28.68	16,219	29.03	15,849	29.87
Non-Embedded Accommodation—Alternate Response Options	132	0.27	146	0.28	163	0.29	144	0.27
Non-Embedded Accommodation—Print on Demand	245	0.50	318	0.60	403	0.72	387	0.73
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	4,835	9.83	5,099	9.64	5,387	9.64	4,491	8.46
Non-Embedded Accommodation—Scribe (for ELA Writing)	1,444	2.94	1,451	2.74	1,334	2.39	857	1.61
Non-Embedded Accommodation—Speech-to-Text	2,081	4.23	2,489	4.71	2,906	5.20	2,406	4.53
Embedded Designated Support—Color Contrast	518	1.05	691	1.31	716	1.28	603	1.14
Embedded Designated Support—Masking	3,096	6.30	4,036	7.63	4,606	8.24	4,193	7.90
Embedded Designated Support—Permissive Mode	302	0.61	404	0.76	467	0.84	330	0.62
Embedded Designated Support—Print Size	726	1.48	885	1.67	1,119	2.00	857	1.61
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	20,932	42.57	26,133	49.42	28,959	51.83	26,675	50.27
Embedded Designated Support—Turn off any Universal Tool	8	0.02	6	0.01	9	0.02	13	0.02
Non-Embedded Designated Support—Color Contrast	315	0.64	388	0.73	484	0.87	453	0.85
Non-Embedded Designated Support—Color Overlay	232	0.47	352	0.67	432	0.77	331	0.62
Non-Embedded Designated Support—Magnification	524	1.07	733	1.39	1,036	1.85	904	1.70
Non-Embedded Designated Support—Noise Buffers	3,681	7.49	4,001	7.57	4,481	8.02	3,141	5.92

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	8,298	16.88	10,073	19.05	11,634	20.82	8,876	16.73
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,364	2.77	1,383	2.62	1,429	2.56	927	1.75
Non-Embedded Designated Support—Separate Setting	16,168	32.88	19,832	37.51	22,966	41.10	20,072	37.82
Non-Embedded Designated Support—Simplified Test Directions	5,911	12.02	5,689	10.76	7,199	12.88	4,613	8.69
Non-Embedded Designated Support—Translated Test Directions	318	0.65	392	0.74	437	0.78	384	0.72
Other—Unlisted Resources	60	0.12	69	0.13	57	0.10	38	0.07
Other—Designated support or accommodation is in IEP	29,807	60.62	35,836	67.77	40,056	71.69	37,626	70.90
Other—Designated support or accommodation is in Section 504 plan	180	0.37	299	0.57	331	0.59	234	0.44

**Table 2.B.34 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	165	0.33	191	0.39	206	0.52
Embedded Accommodation—Braille	15	0.03	24	0.05	15	0.04
Embedded Accommodation—Closed Captioning	849	1.69	920	1.89	597	1.52
Embedded Accommodation—Streamlining	1,748	3.48	1,573	3.22	601	1.53
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	15,312	30.46	15,112	30.97	4,734	12.04
Non-Embedded Accommodation—Alternate Response Options	111	0.22	108	0.22	77	0.20
Non-Embedded Accommodation—Print on Demand	300	0.60	314	0.64	255	0.65
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	3,856	7.67	3,688	7.56	1,877	4.77
Non-Embedded Accommodation—Scribe (for ELA Writing)	503	1.00	382	0.78	169	0.43
Non-Embedded Accommodation—Speech-to-Text	1,982	3.94	2,256	4.62	848	2.16
Embedded Designated Support—Color Contrast	534	1.06	446	0.91	388	0.99
Embedded Designated Support—Masking	4,122	8.20	3,654	7.49	1,809	4.60
Embedded Designated Support—Permissive Mode	239	0.48	295	0.60	142	0.36
Embedded Designated Support—Print Size	747	1.49	669	1.37	334	0.85
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	22,913	45.58	20,320	41.64	5,514	14.02
Embedded Designated Support—Turn off any Universal Tool	8	0.02	15	0.03	4	0.01
Non-Embedded Designated Support—Color Contrast	451	0.90	428	0.88	145	0.37
Non-Embedded Designated Support—Color Overlay	291	0.58	287	0.59	146	0.37
Non-Embedded Designated Support—Magnification	730	1.45	626	1.28	398	1.01
Non-Embedded Designated Support—Noise Buffers	2,115	4.21	1,802	3.69	852	2.17

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	6,664	13.26	6,016	12.33	2,344	5.96
Non-Embedded Designated Support—Scribe (for Reading and Listening)	557	1.11	498	1.02	192	0.49
Non-Embedded Designated Support—Separate Setting	17,527	34.86	16,337	33.48	11,482	29.19
Non-Embedded Designated Support—Simplified Test Directions	3,615	7.19	3,819	7.83	2,560	6.51
Non-Embedded Designated Support—Translated Test Directions	376	0.75	313	0.64	225	0.57
Other—Unlisted Resources	14	0.03	17	0.03	20	0.05
Other—Designated support or accommodation is in IEP	34,353	68.33	31,938	65.45	16,921	43.02
Other—Designated support or accommodation is in Section 504 plan	198	0.39	206	0.42	122	0.31

**Table 2.B.35 Special Services Summary for ELA CAT, Grades Three through Six—EO Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	90	0.03	111	0.04	107	0.04	106	0.04
Embedded Accommodation—Braille	5	0.00	5	0.00	7	0.00	6	0.00
Embedded Accommodation—Closed Captioning	298	0.11	378	0.14	432	0.16	423	0.16
Embedded Accommodation—Streamlining	918	0.35	1,162	0.44	1,139	0.42	1,096	0.43
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	7,635	2.88	8,565	3.24	8,798	3.28	8,468	3.28
Non-Embedded Accommodation—Alternate Response Options	83	0.03	88	0.03	103	0.04	80	0.03
Non-Embedded Accommodation—Print on Demand	144	0.05	193	0.07	235	0.09	235	0.09
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	2,770	1.04	2,808	1.06	3,003	1.12	2,389	0.93
Non-Embedded Accommodation—Scribe (for ELA Writing)	966	0.36	942	0.36	874	0.33	589	0.23
Non-Embedded Accommodation—Speech-to-Text	1,331	0.50	1,498	0.57	1,743	0.65	1,413	0.55
Embedded Designated Support—Color Contrast	684	0.26	767	0.29	611	0.23	670	0.26
Embedded Designated Support—Masking	3,457	1.30	3,711	1.40	3,799	1.42	3,377	1.31
Embedded Designated Support—Permissive Mode	263	0.10	312	0.12	397	0.15	235	0.09
Embedded Designated Support—Print Size	849	0.32	805	0.30	947	0.35	630	0.24
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	25,197	9.50	26,023	9.83	26,473	9.87	21,361	8.29
Embedded Designated Support—Turn off any Universal Tool	5	0.00	4	0.00	4	0.00	6	0.00
Non-Embedded Designated Support—Color Contrast	358	0.13	452	0.17	444	0.17	411	0.16
Non-Embedded Designated Support—Color Overlay	302	0.11	329	0.12	396	0.15	331	0.13
Non-Embedded Designated Support—Magnification	600	0.23	690	0.26	957	0.36	741	0.29
Non-Embedded Designated Support—Noise Buffers	3,147	1.19	3,068	1.16	3,347	1.25	2,265	0.88

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	5,882	2.22	6,579	2.48	7,385	2.75	5,246	2.03
Non-Embedded Designated Support—Scribe (for Reading and Listening)	1,133	0.43	1,061	0.40	1,125	0.42	753	0.29
Non-Embedded Designated Support—Separate Setting	11,494	4.33	13,494	5.10	14,865	5.54	12,786	4.96
Non-Embedded Designated Support—Simplified Test Directions	5,164	1.95	4,806	1.82	5,316	1.98	3,178	1.23
Non-Embedded Designated Support—Translated Test Directions	249	0.09	245	0.09	310	0.12	205	0.08
Other—Unlisted Resources	38	0.01	39	0.01	37	0.01	23	0.01
Other—Designated support or accommodation is in IEP	17,516	6.60	20,754	7.84	22,560	8.41	20,885	8.10
Other—Designated support or accommodation is in Section 504 plan	737	0.28	1,018	0.38	1,161	0.43	910	0.35



**Table 2.B.36 Special Services Summary for ELA CAT, Grades Seven, Eight, and Eleven—EO Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	105	0.04	136	0.05	154	0.06
Embedded Accommodation—Braille	7	0.00	12	0.00	6	0.00
Embedded Accommodation—Closed Captioning	444	0.18	498	0.20	362	0.15
Embedded Accommodation—Streamlining	990	0.39	910	0.37	334	0.14
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	8,336	3.30	8,384	3.36	2,614	1.10
Non-Embedded Accommodation—Alternate Response Options	76	0.03	61	0.02	44	0.02
Non-Embedded Accommodation—Print on Demand	153	0.06	171	0.07	160	0.07
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	1,951	0.77	1,919	0.77	989	0.41
Non-Embedded Accommodation—Scribe (for ELA Writing)	363	0.14	270	0.11	106	0.04
Non-Embedded Accommodation—Speech-to-Text	1,145	0.45	1,277	0.51	471	0.20
Embedded Designated Support—Color Contrast	480	0.19	406	0.16	1,052	0.44
Embedded Designated Support—Masking	2,919	1.15	2,671	1.07	2,691	1.13
Embedded Designated Support—Permissive Mode	152	0.06	262	0.11	100	0.04
Embedded Designated Support—Print Size	576	0.23	463	0.19	272	0.11
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	17,083	6.76	15,065	6.05	5,112	2.14
Embedded Designated Support—Turn off any Universal Tool	5	0.00	7	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	396	0.16	353	0.14	161	0.07
Non-Embedded Designated Support—Color Overlay	299	0.12	307	0.12	216	0.09
Non-Embedded Designated Support—Magnification	579	0.23	482	0.19	350	0.15
Non-Embedded Designated Support—Noise Buffers	1,573	0.62	1,317	0.53	737	0.31
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	3,759	1.49	3,334	1.34	1,395	0.58

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	500	0.20	464	0.19	206	0.09
Non-Embedded Designated Support—Separate Setting	10,771	4.26	10,077	4.04	7,359	3.09
Non-Embedded Designated Support—Simplified Test Directions	2,333	0.92	2,271	0.91	2,844	1.19
Non-Embedded Designated Support—Translated Test Directions	180	0.07	214	0.09	107	0.04
Other—Unlisted Resources	15	0.01	12	0.00	9	0.00
Other—Designated support or accommodation is in IEP	19,017	7.52	17,644	7.08	9,662	4.05
Other—Designated support or accommodation is in Section 504 plan	795	0.31	809	0.32	599	0.25

**Table 2.B.37 Special Services Summary for ELA, CAT Grades Three through Six—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.01	2	0.01	7	0.04	7	0.04
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	1	0.01
Embedded Accommodation—Closed Captioning	5	0.03	7	0.04	19	0.10	19	0.10
Embedded Accommodation—Streamlining	17	0.10	17	0.10	24	0.13	24	0.13
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	85	0.51	116	0.68	125	0.65	112	0.59
Non-Embedded Accommodation—Alternate Response Options	1	0.01	0	0.00	1	0.01	1	0.01
Non-Embedded Accommodation—Print on Demand	5	0.03	2	0.01	6	0.03	5	0.03
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	37	0.22	38	0.22	53	0.28	32	0.17
Non-Embedded Accommodation—Scribe (for ELA Writing)	18	0.11	13	0.08	9	0.05	10	0.05
Non-Embedded Accommodation—Speech-to-Text	10	0.06	25	0.15	31	0.16	21	0.11
Embedded Designated Support—Color Contrast	21	0.13	25	0.15	22	0.12	18	0.09
Embedded Designated Support—Masking	110	0.66	130	0.76	97	0.51	96	0.51
Embedded Designated Support—Permissive Mode	2	0.01	3	0.02	12	0.06	4	0.02
Embedded Designated Support—Print Size	20	0.12	11	0.06	38	0.20	19	0.10
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	726	4.34	727	4.24	754	3.94	509	2.68
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	1	0.01
Non-Embedded Designated Support—Color Contrast	10	0.06	5	0.03	12	0.06	7	0.04
Non-Embedded Designated Support—Color Overlay	9	0.05	1	0.01	7	0.04	4	0.02
Non-Embedded Designated Support—Magnification	19	0.11	15	0.09	21	0.11	15	0.08
Non-Embedded Designated Support—Noise Buffers	104	0.62	90	0.52	94	0.49	70	0.37
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	123	0.74	101	0.59	152	0.79	85	0.45

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	18	0.11	16	0.09	12	0.06	10	0.05
Non-Embedded Designated Support—Separate Setting	193	1.15	223	1.30	281	1.47	247	1.30
Non-Embedded Designated Support—Simplified Test Directions	111	0.66	115	0.67	137	0.72	74	0.39
Non-Embedded Designated Support—Translated Test Directions	25	0.15	15	0.09	15	0.08	5	0.03
Other—Unlisted Resources	1	0.01	0	0.00	0	0.00	1	0.01
Other—Designated support or accommodation is in IEP	271	1.62	323	1.88	370	1.93	341	1.79
Other—Designated support or accommodation is in Section 504 plan	14	0.08	15	0.09	32	0.17	21	0.11

**Table 2.B.38 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	1	0.00	8	0.04	4	0.01
Embedded Accommodation—Braille	0	0.00	2	0.01	1	0.00
Embedded Accommodation—Closed Captioning	13	0.06	15	0.07	16	0.05
Embedded Accommodation—Streamlining	32	0.15	18	0.08	19	0.06
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	146	0.69	151	0.67	79	0.24
Non-Embedded Accommodation—Alternate Response Options	0	0.00	4	0.02	3	0.01
Non-Embedded Accommodation—Print on Demand	4	0.02	6	0.03	4	0.01
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	35	0.17	46	0.20	34	0.10
Non-Embedded Accommodation—Scribe (for ELA Writing)	9	0.04	5	0.02	4	0.01
Non-Embedded Accommodation—Speech-to-Text	15	0.07	25	0.11	14	0.04
Embedded Designated Support—Color Contrast	10	0.05	20	0.09	178	0.54
Embedded Designated Support—Masking	74	0.35	90	0.40	362	1.10
Embedded Designated Support—Permissive Mode	2	0.01	9	0.04	8	0.02
Embedded Designated Support—Print Size	20	0.09	21	0.09	38	0.12
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	459	2.17	509	2.26	476	1.45
Embedded Designated Support—Turn off any Universal Tool	0	0.00	2	0.01	0	0.00
Non-Embedded Designated Support—Color Contrast	7	0.03	7	0.03	5	0.02
Non-Embedded Designated Support—Color Overlay	6	0.03	3	0.01	4	0.01
Non-Embedded Designated Support—Magnification	19	0.09	10	0.04	14	0.04
Non-Embedded Designated Support—Noise Buffers	49	0.23	34	0.15	35	0.11
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	87	0.41	87	0.39	43	0.13

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	9	0.04	13	0.06	6	0.02
Non-Embedded Designated Support—Separate Setting	229	1.08	256	1.14	294	0.90
Non-Embedded Designated Support—Simplified Test Directions	75	0.36	68	0.30	310	0.95
Non-Embedded Designated Support—Translated Test Directions	15	0.07	8	0.04	3	0.01
Other—Unlisted Resources	0	0.00	1	0.00	0	0.00
Other—Designated support or accommodation is in IEP	376	1.78	409	1.82	373	1.14
Other—Designated support or accommodation is in Section 504 plan	19	0.09	17	0.08	34	0.10

**Table 2.B.39 Special Services Summary for ELA, CAT Grades Three through Six—EL Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	32	0.03	33	0.03	44	0.04	40	0.05
Embedded Accommodation—Braille	2	0.00	2	0.00	6	0.01	9	0.01
Embedded Accommodation—Closed Captioning	173	0.14	262	0.24	324	0.33	277	0.36
Embedded Accommodation—Streamlining	605	0.50	796	0.73	800	0.82	727	0.94
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	5,319	4.35	6,416	5.87	6,963	7.09	6,639	8.54
Non-Embedded Accommodation—Alternate Response Options	45	0.04	53	0.05	56	0.06	53	0.07
Non-Embedded Accommodation—Print on Demand	93	0.08	117	0.11	148	0.15	128	0.16
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	2,028	1.66	2,224	2.04	2,242	2.28	1,893	2.44
Non-Embedded Accommodation—Scribe (for ELA Writing)	471	0.39	498	0.46	452	0.46	249	0.32
Non-Embedded Accommodation—Speech-to-Text	758	0.62	964	0.88	1,082	1.10	887	1.14
Embedded Designated Support—Color Contrast	443	0.36	481	0.44	434	0.44	276	0.36
Embedded Designated Support—Masking	2,454	2.01	2,746	2.51	2,875	2.93	2,111	2.72
Embedded Designated Support—Permissive Mode	190	0.16	215	0.20	165	0.17	134	0.17
Embedded Designated Support—Print Size	673	0.55	620	0.57	669	0.68	372	0.48
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	26,460	21.65	25,396	23.24	24,201	24.66	18,465	23.76
Embedded Designated Support—Turn off any Universal Tool	2	0.00	2	0.00	2	0.00	6	0.01
Non-Embedded Designated Support—Color Contrast	227	0.19	242	0.22	251	0.26	226	0.29
Non-Embedded Designated Support—Color Overlay	183	0.15	205	0.19	215	0.22	161	0.21
Non-Embedded Designated Support—Magnification	668	0.55	639	0.58	717	0.73	585	0.75
Non-Embedded Designated Support—Noise Buffers	2,037	1.67	2,186	2.00	2,302	2.35	1,354	1.74

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	4,839	3.96	5,320	4.87	5,756	5.86	4,004	5.15
Non-Embedded Designated Support—Scribe (for Reading and Listening)	722	0.59	677	0.62	644	0.66	424	0.55
Non-Embedded Designated Support—Separate Setting	6,550	5.36	8,106	7.42	9,150	9.32	7,450	9.59
Non-Embedded Designated Support—Simplified Test Directions	5,611	4.59	5,184	4.74	5,038	5.13	3,140	4.04
Non-Embedded Designated Support—Translated Test Directions	1,975	1.62	1,818	1.66	1,674	1.71	1,414	1.82
Other—Unlisted Resources	20	0.02	29	0.03	20	0.02	17	0.02
Other—Designated support or accommodation is in IEP	11,532	9.44	13,971	12.78	15,597	15.89	14,051	18.08
Other—Designated support or accommodation is in Section 504 plan	204	0.17	242	0.22	204	0.21	150	0.19



**Table 2.B.40 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	46	0.07	37	0.07	37	0.09
Embedded Accommodation—Braille	4	0.01	7	0.01	3	0.01
Embedded Accommodation—Closed Captioning	305	0.47	278	0.52	137	0.32
Embedded Accommodation—Streamlining	609	0.93	499	0.93	173	0.41
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	5,837	8.94	5,230	9.75	1,447	3.41
Non-Embedded Accommodation—Alternate Response Options	28	0.04	31	0.06	20	0.05
Non-Embedded Accommodation—Print on Demand	112	0.17	116	0.22	57	0.13
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	1,633	2.50	1,412	2.63	620	1.46
Non-Embedded Accommodation—Scribe (for ELA Writing)	116	0.18	92	0.17	46	0.11
Non-Embedded Accommodation—Speech-to-Text	709	1.09	766	1.43	270	0.64
Embedded Designated Support—Color Contrast	301	0.46	208	0.39	605	1.42
Embedded Designated Support—Masking	1,996	3.06	1,511	2.82	1,291	3.04
Embedded Designated Support—Permissive Mode	109	0.17	108	0.20	28	0.07
Embedded Designated Support—Print Size	310	0.47	236	0.44	113	0.27
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	13,523	20.70	10,664	19.87	4,113	9.68
Embedded Designated Support—Turn off any Universal Tool	2	0.00	3	0.01	1	0.00
Non-Embedded Designated Support—Color Contrast	223	0.34	152	0.28	37	0.09
Non-Embedded Designated Support—Color Overlay	121	0.19	85	0.16	50	0.12
Non-Embedded Designated Support—Magnification	454	0.69	423	0.79	233	0.55
Non-Embedded Designated Support—Noise Buffers	968	1.48	803	1.50	394	0.93
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	3,096	4.74	2,638	4.92	1,139	2.68

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	293	0.45	275	0.51	132	0.31
Non-Embedded Designated Support—Separate Setting	6,212	9.51	5,184	9.66	3,066	7.22
Non-Embedded Designated Support—Simplified Test Directions	2,520	3.86	2,057	3.83	1,996	4.70
Non-Embedded Designated Support—Translated Test Directions	1,795	2.75	1,474	2.75	1,339	3.15
Other—Unlisted Resources	2	0.00	4	0.01	8	0.02
Other—Designated support or accommodation is in IEP	12,142	18.59	10,280	19.16	4,387	10.33
Other—Designated support or accommodation is in Section 504 plan	118	0.18	85	0.16	38	0.09

**Table 2.B.41 Special Services Summary for ELA, CAT Grades Three through Six—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	4	0.01	7	0.01	12	0.01
Embedded Accommodation—Braille	2	0.00	0	0.00	3	0.00	3	0.00
Embedded Accommodation—Closed Captioning	10	0.02	23	0.04	45	0.05	80	0.07
Embedded Accommodation—Streamlining	21	0.05	23	0.04	83	0.09	117	0.11
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	150	0.32	253	0.39	566	0.64	830	0.77
Non-Embedded Accommodation—Alternate Response Options	3	0.01	5	0.01	4	0.00	11	0.01
Non-Embedded Accommodation—Print on Demand	6	0.01	7	0.01	18	0.02	24	0.02
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	50	0.11	92	0.14	168	0.19	221	0.21
Non-Embedded Accommodation—Scribe (for ELA Writing)	22	0.05	27	0.04	35	0.04	32	0.03
Non-Embedded Accommodation—Speech-to-Text	24	0.05	48	0.07	96	0.11	136	0.13
Embedded Designated Support—Color Contrast	72	0.15	104	0.16	131	0.15	160	0.15
Embedded Designated Support—Masking	356	0.76	531	0.81	682	0.78	701	0.65
Embedded Designated Support—Permissive Mode	3	0.01	14	0.02	77	0.09	21	0.02
Embedded Designated Support—Print Size	132	0.28	147	0.22	190	0.22	112	0.10
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	2,876	6.18	4,111	6.27	5,684	6.48	5,379	5.01
Embedded Designated Support—Turn off any Universal Tool	1	0.00	0	0.00	3	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	32	0.07	68	0.10	100	0.11	92	0.09
Non-Embedded Designated Support—Color Overlay	32	0.07	43	0.07	73	0.08	89	0.08
Non-Embedded Designated Support—Magnification	104	0.22	135	0.21	224	0.26	195	0.18
Non-Embedded Designated Support—Noise Buffers	282	0.61	394	0.60	583	0.66	444	0.41

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	191	0.41	384	0.59	690	0.79	644	0.60
Non-Embedded Designated Support—Scribe (for Reading and Listening)	43	0.09	73	0.11	95	0.11	97	0.09
Non-Embedded Designated Support—Separate Setting	315	0.68	598	0.91	1,038	1.18	1,446	1.35
Non-Embedded Designated Support—Simplified Test Directions	467	1.00	707	1.08	986	1.12	519	0.48
Non-Embedded Designated Support—Translated Test Directions	86	0.18	144	0.22	186	0.21	158	0.15
Other—Unlisted Resources	1	0.00	4	0.01	2	0.00	0	0.00
Other—Designated support or accommodation is in IEP	454	0.98	770	1.18	1,504	1.71	2,337	2.18
Other—Designated support or accommodation is in Section 504 plan	22	0.05	50	0.08	90	0.10	82	0.08

**Table 2.B.42 Special Services Summary for ELA, CAT Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	13	0.01	10	0.01	10	0.01
Embedded Accommodation—Braille	5	0.00	3	0.00	5	0.00
Embedded Accommodation—Closed Captioning	97	0.08	149	0.11	103	0.08
Embedded Accommodation—Streamlining	142	0.12	172	0.13	87	0.07
Embedded Accommodation—Text-to-Speech (for Reading Passages only)	1,139	0.96	1,541	1.18	653	0.50
Non-Embedded Accommodation—Alternate Response Options	8	0.01	12	0.01	10	0.01
Non-Embedded Accommodation—Print on Demand	32	0.03	27	0.02	39	0.03
Non-Embedded Accommodation—Read Aloud (for ELA Reading Passages)	264	0.22	358	0.27	258	0.20
Non-Embedded Accommodation—Scribe (for ELA Writing)	27	0.02	31	0.02	22	0.02
Non-Embedded Accommodation—Speech-to-Text	141	0.12	216	0.17	103	0.08
Embedded Designated Support—Color Contrast	143	0.12	151	0.12	1,229	0.95
Embedded Designated Support—Masking	777	0.65	865	0.66	1,975	1.52
Embedded Designated Support—Permissive Mode	34	0.03	117	0.09	23	0.02
Embedded Designated Support—Print Size	157	0.13	155	0.12	209	0.16
Embedded Designated Support—Text-to-Speech (for ELA except for Reading Passages)	4,716	3.97	5,324	4.07	3,093	2.39
Embedded Designated Support—Turn off any Universal Tool	2	0.00	3	0.00	2	0.00
Non-Embedded Designated Support—Color Contrast	124	0.10	146	0.11	122	0.09
Non-Embedded Designated Support—Color Overlay	85	0.07	93	0.07	120	0.09
Non-Embedded Designated Support—Magnification	247	0.21	263	0.20	153	0.12
Non-Embedded Designated Support—Noise Buffers	435	0.37	436	0.33	279	0.22
Non-Embedded Designated Support—Read Aloud (for ELA except Reading Passages)	758	0.64	748	0.57	469	0.36

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Scribe (for Reading and Listening)	100	0.08	128	0.10	123	0.09
Non-Embedded Designated Support—Separate Setting	1,722	1.45	2,059	1.58	1,861	1.44
Non-Embedded Designated Support—Simplified Test Directions	559	0.47	613	0.47	2,034	1.57
Non-Embedded Designated Support—Translated Test Directions	434	0.37	428	0.33	181	0.14
Other—Unlisted Resources	0	0.00	4	0.00	3	0.00
Other—Designated support or accommodation is in IEP	2,802	2.36	3,588	2.75	2,497	1.93
Other—Designated support or accommodation is in Section 504 plan	75	0.06	89	0.07	81	0.06

**Table 2.B.43 Special Services Summary for Mathematics, CAT Grades Three through Six—All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	125	0.03	153	0.03	166	0.03	167	0.04
Embedded Accommodation—Braille	10	0.00	7	0.00	14	0.00	17	0.00
Embedded Accommodation—Streamlining	1,571	0.35	1,987	0.43	2,029	0.43	1,984	0.43
Non-Embedded Accommodation—Abacus	219	0.05	181	0.04	188	0.04	128	0.03
Non-Embedded Accommodation—Alternate Response Options	130	0.03	141	0.03	161	0.03	145	0.03
Non-Embedded Accommodation—Calculator	499	0.11	1,599	0.35	5,112	1.07	9,806	2.11
Non-Embedded Accommodation—Multiplication Table	NA	NA	15,881	3.45	21,963	4.61	19,986	4.30
Non-Embedded Accommodation—Print on Demand	247	0.05	317	0.07	409	0.09	395	0.09
Non-Embedded Accommodation—Speech-to-Text	2,140	0.47	2,545	0.55	2,970	0.62	2,500	0.54
Non-Embedded Accommodation—100s Number Table	1,741	0.38	3,113	0.68	3,164	0.66	1,370	0.29
Embedded Designated Support—Color Contrast	1,245	0.27	1,331	0.29	1,199	0.25	1,184	0.25
Embedded Designated Support—Masking	6,361	1.40	7,065	1.54	7,413	1.56	6,338	1.36
Embedded Designated Support—Permissive Mode	473	0.10	546	0.12	659	0.14	429	0.09
Embedded Designated Support—Print Size	1,704	0.38	1,596	0.35	1,933	0.41	1,169	0.25
Embedded Designated Support—Text-to-Speech	56,401	12.42	57,073	12.41	58,267	12.24	46,231	9.95
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	4,819	1.06	3,862	0.84	3,274	0.69	2,644	0.57
Embedded Designated Support—Translations (glossary)	8,835	1.94	8,536	1.86	7,579	1.59	6,376	1.37
Embedded Designated Support—Turn off any Universal Tool	6	0.00	2	0.00	7	0.00	9	0.00
Non-Embedded Designated Support—Color Contrast	633	0.14	768	0.17	812	0.17	753	0.16
Non-Embedded Designated Support—Color Overlay	529	0.12	578	0.13	688	0.14	579	0.12
Non-Embedded Designated Support—Magnification	1,406	0.31	1,482	0.32	1,936	0.41	1,570	0.34
Non-Embedded Designated Support—Noise Buffers	5,622	1.24	5,802	1.26	6,304	1.32	4,096	0.88

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	11,175	2.46	12,427	2.70	13,973	2.93	10,039	2.16
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	1,352	0.30	1,297	0.28	1,282	0.27	1,034	0.22
Non-Embedded Designated Support—Scribe	1,937	0.43	1,832	0.40	1,872	0.39	1,294	0.28
Non-Embedded Designated Support—Separate Setting	18,756	4.13	22,512	4.89	25,441	5.34	22,036	4.74
Non-Embedded Designated Support—Simplified Test Directions	11,572	2.55	11,075	2.41	11,809	2.48	7,164	1.54
Non-Embedded Designated Support—Translated Test Directions	2,649	0.58	2,496	0.54	2,447	0.51	2,082	0.45
Other—Unlisted Resources	7	0.00	18	0.00	21	0.00	24	0.01
Other—Designated support or accommodation is in IEP	29,839	6.57	36,255	7.88	40,787	8.56	38,597	8.31
Other—Designated support or accommodation is in Section 504 plan	1,016	0.22	1,383	0.30	1,556	0.33	1,217	0.26



**Table 2.B.44 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	167	0.04	190	0.04	207	0.05
Embedded Accommodation—Braille	16	0.00	19	0.00	14	0.00
Embedded Accommodation—Streamlining	1,789	0.39	1,608	0.35	598	0.14
Non-Embedded Accommodation—Abacus	114	0.02	68	0.01	47	0.01
Non-Embedded Accommodation—Alternate Response Options	111	0.02	109	0.02	68	0.02
Non-Embedded Accommodation—Calculator	11,562	2.51	12,727	2.78	6,852	1.55
Non-Embedded Accommodation—Multiplication Table	16,085	3.49	13,696	2.99	2,535	0.57
Non-Embedded Accommodation—Print on Demand	301	0.07	323	0.07	263	0.06
Non-Embedded Accommodation—Speech-to-Text	2,021	0.44	2,299	0.50	851	0.19
Non-Embedded Accommodation—100s Number Table	803	0.17	728	0.16	233	0.05
Embedded Designated Support—Color Contrast	906	0.20	802	0.18	3,021	0.68
Embedded Designated Support—Masking	5,919	1.28	5,134	1.12	6,364	1.44
Embedded Designated Support—Permissive Mode	326	0.07	504	0.11	159	0.04
Embedded Designated Support—Print Size	1,205	0.26	958	0.21	634	0.14
Embedded Designated Support—Text-to-Speech	36,043	7.82	31,990	6.99	11,961	2.70
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,292	0.71	3,106	0.68	2,036	0.46
Embedded Designated Support—Translations (glossary)	5,630	1.22	4,502	0.98	7,601	1.72
Embedded Designated Support—Turn off any Universal Tool	8	0.00	12	0.00	3	0.00
Non-Embedded Designated Support—Color Contrast	794	0.17	680	0.15	320	0.07
Non-Embedded Designated Support—Color Overlay	513	0.11	496	0.11	375	0.08
Non-Embedded Designated Support—Magnification	1,351	0.29	1,209	0.26	749	0.17
Non-Embedded Designated Support—Noise Buffers	3,071	0.67	2,595	0.57	1,446	0.33

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	7,749	1.68	6,880	1.50	3,002	0.68
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	981	0.21	820	0.18	632	0.14
Non-Embedded Designated Support—Scribe	906	0.20	881	0.19	466	0.11
Non-Embedded Designated Support—Separate Setting	19,020	4.13	17,617	3.85	12,561	2.84
Non-Embedded Designated Support—Simplified Test Directions	5,694	1.24	5,207	1.14	7,184	1.62
Non-Embedded Designated Support—Translated Test Directions	2,767	0.60	2,462	0.54	1,735	0.39
Other—Unlisted Resources	23	0.00	21	0.00	5	0.00
Other—Designated support or accommodation is in IEP	35,368	7.67	32,908	7.19	17,836	4.03
Other—Designated support or accommodation is in Section 504 plan	1,041	0.23	1,043	0.23	771	0.17

**Table 2.B.45 Special Services Summary for Mathematics, CAT Grades Three through Six—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	0	0.00	1	0.00	0	0.00
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	26	0.01	25	0.01	30	0.01	34	0.01
Non-Embedded Accommodation—Abacus	0	0.00	2	0.00	1	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	1	0.00	1	0.00	1	0.00
Non-Embedded Accommodation—Calculator	2	0.00	18	0.00	77	0.02	107	0.03
Non-Embedded Accommodation—Multiplication Table	NA	NA	160	0.04	266	0.06	208	0.05
Non-Embedded Accommodation—Print on Demand	4	0.00	1	0.00	4	0.00	4	0.00
Non-Embedded Accommodation—Speech-to-Text	45	0.01	47	0.01	50	0.01	51	0.01
Non-Embedded Accommodation—100s Number Table	11	0.00	31	0.01	44	0.01	12	0.00
Embedded Designated Support—Color Contrast	732	0.18	659	0.16	488	0.12	571	0.14
Embedded Designated Support—Masking	3,267	0.81	3,058	0.75	2,821	0.67	2,118	0.51
Embedded Designated Support—Permissive Mode	157	0.04	142	0.03	184	0.04	71	0.02
Embedded Designated Support—Print Size	966	0.24	709	0.17	802	0.19	288	0.07
Embedded Designated Support—Text-to-Speech	34,593	8.54	30,176	7.41	28,451	6.77	18,933	4.60
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	4,431	1.09	3,525	0.87	3,015	0.72	2,407	0.58
Embedded Designated Support—Translations (glossary)	8,035	1.98	7,657	1.88	6,643	1.58	5,478	1.33
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	315	0.08	378	0.09	322	0.08	295	0.07
Non-Embedded Designated Support—Color Overlay	296	0.07	225	0.06	252	0.06	252	0.06
Non-Embedded Designated Support—Magnification	867	0.21	751	0.18	893	0.21	655	0.16

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	1,919	0.47	1,802	0.44	1,822	0.43	951	0.23
Non-Embedded Designated Support—Read Aloud	2,857	0.70	2,381	0.58	2,350	0.56	1,120	0.27
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	857	0.21	700	0.17	693	0.16	483	0.12
Non-Embedded Designated Support—Scribe	559	0.14	460	0.11	459	0.11	364	0.09
Non-Embedded Designated Support—Separate Setting	2,506	0.62	2,684	0.66	2,470	0.59	1,918	0.47
Non-Embedded Designated Support—Simplified Test Directions	5,646	1.39	5,355	1.31	4,536	1.08	2,479	0.60
Non-Embedded Designated Support—Translated Test Directions	2,330	0.57	2,108	0.52	2,025	0.48	1,705	0.41
Other—Unlisted Resources	0	0.00	4	0.00	2	0.00	3	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	839	0.21	1,080	0.27	1,214	0.29	972	0.24

**Table 2.B.46 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—Students with No Special Education Services**

Accessibility Resource	Grade 7 Number	Grade 7 Pct. of Total	Grade 8 Number	Grade 8 Pct. of Total	Grade 11 Number	Grade 11 Pct. of Total
Embedded Accommodation—American Sign Language	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Braille	1	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	28	0.01	29	0.01	13	0.00
Non-Embedded Accommodation—Abacus	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	1	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Calculator	102	0.02	135	0.03	71	0.02
Non-Embedded Accommodation—Multiplication Table	118	0.03	125	0.03	22	0.01
Non-Embedded Accommodation—Print on Demand	1	0.00	6	0.00	5	0.00
Non-Embedded Accommodation—Speech-to-Text	31	0.01	31	0.01	11	0.00
Non-Embedded Accommodation—100s Number Table	6	0.00	5	0.00	4	0.00
Embedded Designated Support—Color Contrast	353	0.09	352	0.09	2,645	0.66
Embedded Designated Support—Masking	1,774	0.43	1,474	0.36	4,521	1.12
Embedded Designated Support—Permissive Mode	63	0.02	204	0.05	18	0.00
Embedded Designated Support—Print Size	446	0.11	270	0.07	300	0.07
Embedded Designated Support—Text-to-Speech	12,516	3.05	10,805	2.64	6,585	1.63
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,040	0.74	2,888	0.71	1,895	0.47
Embedded Designated Support—Translations (glossary)	4,827	1.17	3,832	0.94	6,697	1.66
Embedded Designated Support—Turn off any Universal Tool	1	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	332	0.08	248	0.06	180	0.04
Non-Embedded Designated Support—Color Overlay	223	0.05	203	0.05	231	0.06
Non-Embedded Designated Support—Magnification	610	0.15	568	0.14	368	0.09

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	946	0.23	779	0.19	604	0.15
Non-Embedded Designated Support—Read Aloud	1,067	0.26	837	0.20	667	0.17
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	583	0.14	497	0.12	478	0.12
Non-Embedded Designated Support—Scribe	347	0.08	381	0.09	269	0.07
Non-Embedded Designated Support—Separate Setting	1,445	0.35	1,269	0.31	1,108	0.27
Non-Embedded Designated Support—Simplified Test Directions	2,002	0.49	1,337	0.33	4,651	1.15
Non-Embedded Designated Support—Translated Test Directions	2,397	0.58	2,151	0.53	1,518	0.38
Other—Unlisted Resources	2	0.00	4	0.00	1	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	829	0.20	828	0.20	649	0.16

**Table 2.B.47 Special Services Summary for Mathematics, CAT Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	123	0.25	153	0.29	165	0.30	167	0.32
Embedded Accommodation—Braille	10	0.02	7	0.01	14	0.03	17	0.03
Embedded Accommodation—Streamlining	1,545	3.15	1,962	3.72	1,999	3.59	1,950	3.69
Non-Embedded Accommodation—Abacus	219	0.45	179	0.34	187	0.34	128	0.24
Non-Embedded Accommodation—Alternate Response Options	130	0.27	140	0.27	160	0.29	144	0.27
Non-Embedded Accommodation—Calculator	497	1.01	1,581	3.00	5,035	9.03	9,699	18.33
Non-Embedded Accommodation—Multiplication Table	NA	NA	15,721	29.82	21,697	38.92	19,778	37.38
Non-Embedded Accommodation—Print on Demand	243	0.50	316	0.60	405	0.73	391	0.74
Non-Embedded Accommodation—Speech-to-Text	2,095	4.27	2,498	4.74	2,920	5.24	2,449	4.63
Non-Embedded Accommodation—100s Number Table	1,730	3.53	3,082	5.85	3,120	5.60	1,358	2.57
Embedded Designated Support—Color Contrast	513	1.05	672	1.27	711	1.28	613	1.16
Embedded Designated Support—Masking	3,094	6.31	4,007	7.60	4,592	8.24	4,220	7.98
Embedded Designated Support—Permissive Mode	316	0.64	404	0.77	475	0.85	358	0.68
Embedded Designated Support—Print Size	738	1.51	887	1.68	1,131	2.03	881	1.67
Embedded Designated Support—Text-to-Speech	21,808	44.49	26,897	51.02	29,816	53.49	27,298	51.59
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	388	0.79	337	0.64	259	0.46	237	0.45
Embedded Designated Support—Translations (glossary)	800	1.63	879	1.67	936	1.68	898	1.70
Embedded Designated Support—Turn off any Universal Tool	6	0.01	2	0.00	7	0.01	9	0.02
Non-Embedded Designated Support—Color Contrast	318	0.65	390	0.74	490	0.88	458	0.87
Non-Embedded Designated Support—Color Overlay	233	0.48	353	0.67	436	0.78	327	0.62
Non-Embedded Designated Support—Magnification	539	1.10	731	1.39	1,043	1.87	915	1.73

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	3,703	7.55	4,000	7.59	4,482	8.04	3,145	5.94
Non-Embedded Designated Support—Read Aloud	8,318	16.97	10,046	19.06	11,623	20.85	8,919	16.86
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	495	1.01	597	1.13	589	1.06	551	1.04
Non-Embedded Designated Support—Scribe	1,378	2.81	1,372	2.60	1,413	2.53	930	1.76
Non-Embedded Designated Support—Separate Setting	16,250	33.15	19,828	37.61	22,971	41.21	20,118	38.02
Non-Embedded Designated Support—Simplified Test Directions	5,926	12.09	5,720	10.85	7,273	13.05	4,685	8.85
Non-Embedded Designated Support—Translated Test Directions	319	0.65	388	0.74	422	0.76	377	0.71
Other—Unlisted Resources	7	0.01	14	0.03	19	0.03	21	0.04
Other—Designated support or accommodation is in IEP	29,839	60.87	36,255	68.77	40,787	73.17	38,597	72.95
Other—Designated support or accommodation is in Section 504 plan	177	0.36	303	0.57	342	0.61	245	0.46



**Table 2.B.48 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—Students with Special Education Services**

Accessibility Resource	Grade 7 Number	Grade 7 Pct. of Total	Grade 8 Number	Grade 8 Pct. of Total	Grade 11 Number	Grade 11 Pct. of Total
Embedded Accommodation—American Sign Language	167	0.33	190	0.39	207	0.53
Embedded Accommodation—Braille	15	0.03	19	0.04	14	0.04
Embedded Accommodation—Streamlining	1,761	3.51	1,579	3.25	585	1.51
Non-Embedded Accommodation—Abacus	113	0.23	68	0.14	47	0.12
Non-Embedded Accommodation—Alternate Response Options	110	0.22	109	0.22	68	0.18
Non-Embedded Accommodation—Calculator	11,460	22.86	12,592	25.95	6,781	17.47
Non-Embedded Accommodation—Multiplication Table	15,967	31.85	13,571	27.96	2,513	6.48
Non-Embedded Accommodation—Print on Demand	300	0.60	317	0.65	258	0.66
Non-Embedded Accommodation—Speech-to-Text	1,990	3.97	2,268	4.67	840	2.16
Non-Embedded Accommodation—100s Number Table	797	1.59	723	1.49	229	0.59
Embedded Designated Support—Color Contrast	553	1.10	450	0.93	376	0.97
Embedded Designated Support—Masking	4,145	8.27	3,660	7.54	1,843	4.75
Embedded Designated Support—Permissive Mode	263	0.52	300	0.62	141	0.36
Embedded Designated Support—Print Size	759	1.51	688	1.42	334	0.86
Embedded Designated Support—Text-to-Speech	23,527	46.92	21,185	43.65	5,376	13.85
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	252	0.50	218	0.45	141	0.36
Embedded Designated Support—Translations (glossary)	803	1.60	670	1.38	904	2.33
Embedded Designated Support—Turn off any Universal Tool	7	0.01	12	0.02	3	0.01
Non-Embedded Designated Support—Color Contrast	462	0.92	432	0.89	140	0.36
Non-Embedded Designated Support—Color Overlay	290	0.58	293	0.60	144	0.37
Non-Embedded Designated Support—Magnification	741	1.48	641	1.32	381	0.98

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Noise Buffers	2,125	4.24	1,816	3.74	842	2.17
Non-Embedded Designated Support—Read Aloud	6,682	13.33	6,043	12.45	2,335	6.02
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	398	0.79	323	0.67	154	0.40
Non-Embedded Designated Support—Scribe	559	1.11	500	1.03	197	0.51
Non-Embedded Designated Support—Separate Setting	17,575	35.05	16,348	33.68	11,453	29.51
Non-Embedded Designated Support—Simplified Test Directions	3,692	7.36	3,870	7.97	2,533	6.53
Non-Embedded Designated Support—Translated Test Directions	370	0.74	311	0.64	217	0.56
Other—Unlisted Resources	21	0.04	17	0.04	4	0.01
Other—Designated support or accommodation is in IEP	35,368	70.54	32,908	67.81	17,836	45.96
Other—Designated support or accommodation is in Section 504 plan	212	0.42	215	0.44	122	0.31

**Table 2.B.49 Special Services Summary for Mathematics, CAT Grades Three through Six—EO Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	88	0.03	112	0.04	107	0.04	107	0.04
Embedded Accommodation—Braille	6	0.00	5	0.00	6	0.00	6	0.00
Embedded Accommodation—Streamlining	923	0.35	1,164	0.44	1,136	0.42	1,100	0.43
Non-Embedded Accommodation—Abacus	126	0.05	87	0.03	95	0.04	67	0.03
Non-Embedded Accommodation—Alternate Response Options	82	0.03	85	0.03	100	0.04	84	0.03
Non-Embedded Accommodation—Calculator	302	0.11	959	0.36	2,987	1.11	5,658	2.20
Non-Embedded Accommodation—Multiplication Table	NA	NA	9,082	3.43	12,267	4.58	11,015	4.28
Non-Embedded Accommodation—Print on Demand	142	0.05	189	0.07	234	0.09	234	0.09
Non-Embedded Accommodation—Speech-to-Text	1,330	0.50	1,507	0.57	1,747	0.65	1,439	0.56
Non-Embedded Accommodation—100s Number Table	1,008	0.38	1,668	0.63	1,599	0.60	691	0.27
Embedded Designated Support—Color Contrast	684	0.26	755	0.29	617	0.23	632	0.25
Embedded Designated Support—Masking	3,437	1.30	3,675	1.39	3,749	1.40	3,386	1.32
Embedded Designated Support—Permissive Mode	273	0.10	316	0.12	399	0.15	258	0.10
Embedded Designated Support—Print Size	853	0.32	805	0.30	962	0.36	643	0.25
Embedded Designated Support—Text-to-Speech	26,052	9.83	26,670	10.08	27,217	10.16	21,926	8.52
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	830	0.31	592	0.22	529	0.20	191	0.07
Embedded Designated Support—Translations (glossary)	462	0.17	392	0.15	374	0.14	137	0.05
Embedded Designated Support—Turn off any Universal Tool	4	0.00	1	0.00	4	0.00	5	0.00
Non-Embedded Designated Support—Color Contrast	360	0.14	451	0.17	447	0.17	410	0.16
Non-Embedded Designated Support—Color Overlay	304	0.11	332	0.13	400	0.15	326	0.13
Non-Embedded Designated Support—Magnification	603	0.23	685	0.26	966	0.36	741	0.29
Non-Embedded Designated Support—Noise Buffers	3,164	1.19	3,113	1.18	3,327	1.24	2,233	0.87

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	5,886	2.22	6,547	2.48	7,338	2.74	5,251	2.04
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	323	0.12	400	0.15	453	0.17	371	0.14
Non-Embedded Designated Support—Scribe	1,147	0.43	1,055	0.40	1,129	0.42	759	0.29
Non-Embedded Designated Support—Separate Setting	11,554	4.36	13,511	5.11	14,880	5.55	12,849	4.99
Non-Embedded Designated Support—Simplified Test Directions	5,173	1.95	4,821	1.82	5,362	2.00	3,202	1.24
Non-Embedded Designated Support—Translated Test Directions	242	0.09	239	0.09	281	0.10	201	0.08
Other—Unlisted Resources	3	0.00	11	0.00	11	0.00	17	0.01
Other—Designated support or accommodation is in IEP	17,441	6.58	20,991	7.94	23,029	8.59	21,539	8.37
Other—Designated support or accommodation is in Section 504 plan	747	0.28	1,046	0.40	1,196	0.45	944	0.37

**Table 2.B.50 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—EO Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	108	0.04	135	0.05	151	0.06
Embedded Accommodation—Braille	7	0.00	10	0.00	6	0.00
Embedded Accommodation—Streamlining	994	0.39	918	0.37	324	0.14
Non-Embedded Accommodation—Abacus	58	0.02	36	0.01	17	0.01
Non-Embedded Accommodation—Alternate Response Options	74	0.03	63	0.03	39	0.02
Non-Embedded Accommodation—Calculator	6,740	2.67	7,454	3.00	4,056	1.71
Non-Embedded Accommodation—Multiplication Table	8,856	3.51	7,522	3.03	1,370	0.58
Non-Embedded Accommodation—Print on Demand	152	0.06	173	0.07	160	0.07
Non-Embedded Accommodation—Speech-to-Text	1,141	0.45	1,279	0.52	464	0.20
Non-Embedded Accommodation—100s Number Table	392	0.16	364	0.15	118	0.05
Embedded Designated Support—Color Contrast	445	0.18	359	0.14	1,044	0.44
Embedded Designated Support—Masking	2,954	1.17	2,654	1.07	2,717	1.15
Embedded Designated Support—Permissive Mode	174	0.07	276	0.11	99	0.04
Embedded Designated Support—Print Size	611	0.24	490	0.20	277	0.12
Embedded Designated Support—Text-to-Speech	17,523	6.94	15,677	6.31	5,084	2.15
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	100	0.04	116	0.05	21	0.01
Embedded Designated Support—Translations (glossary)	87	0.03	44	0.02	1,163	0.49
Embedded Designated Support—Turn off any Universal Tool	3	0.00	7	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	400	0.16	353	0.14	155	0.07
Non-Embedded Designated Support—Color Overlay	298	0.12	311	0.13	213	0.09
Non-Embedded Designated Support—Magnification	587	0.23	490	0.20	340	0.14
Non-Embedded Designated Support—Noise Buffers	1,606	0.64	1,315	0.53	737	0.31

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	3,755	1.49	3,352	1.35	1,376	0.58
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	273	0.11	238	0.10	107	0.05
Non-Embedded Designated Support—Scribe	500	0.20	468	0.19	209	0.09
Non-Embedded Designated Support—Separate Setting	10,788	4.27	10,065	4.05	7,325	3.09
Non-Embedded Designated Support—Simplified Test Directions	2,353	0.93	2,284	0.92	2,822	1.19
Non-Embedded Designated Support—Translated Test Directions	177	0.07	209	0.08	101	0.04
Other—Unlisted Resources	18	0.01	15	0.01	5	0.00
Other—Designated support or accommodation is in IEP	19,639	7.78	18,281	7.36	10,035	4.24
Other—Designated support or accommodation is in Section 504 plan	802	0.32	826	0.33	597	0.25

**Table 2.B.51 Special Services Summary for Mathematics, CAT Grades Three through Six—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.01	2	0.01	7	0.04	8	0.04
Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Embedded Accommodation—Streamlining	17	0.10	17	0.10	24	0.13	23	0.12
Non-Embedded Accommodation—Abacus	1	0.01	1	0.01	2	0.01	0	0.00
Non-Embedded Accommodation—Alternate Response Options	1	0.01	0	0.00	1	0.01	1	0.01
Non-Embedded Accommodation—Calculator	3	0.02	5	0.03	45	0.24	58	0.30
Non-Embedded Accommodation—Multiplication Table	NA	NA	130	0.76	197	1.03	147	0.77
Non-Embedded Accommodation—Print on Demand	5	0.03	2	0.01	6	0.03	5	0.03
Non-Embedded Accommodation—Speech-to-Text	11	0.07	26	0.15	33	0.17	21	0.11
Non-Embedded Accommodation—100s Number Table	8	0.05	24	0.14	23	0.12	8	0.04
Embedded Designated Support—Color Contrast	21	0.13	25	0.15	22	0.12	17	0.09
Embedded Designated Support—Masking	108	0.65	128	0.75	96	0.50	96	0.50
Embedded Designated Support—Permissive Mode	2	0.01	3	0.02	11	0.06	3	0.02
Embedded Designated Support—Print Size	20	0.12	10	0.06	43	0.22	19	0.10
Embedded Designated Support—Text-to-Speech	735	4.40	719	4.19	784	4.10	516	2.71
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	98	0.59	81	0.47	60	0.31	32	0.17
Embedded Designated Support—Translations (glossary)	136	0.81	91	0.53	128	0.67	34	0.18
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Color Contrast	10	0.06	5	0.03	12	0.06	7	0.04
Non-Embedded Designated Support—Color Overlay	9	0.05	1	0.01	7	0.04	4	0.02
Non-Embedded Designated Support—Magnification	19	0.11	15	0.09	21	0.11	16	0.08
Non-Embedded Designated Support—Noise Buffers	105	0.63	93	0.54	95	0.50	69	0.36

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	124	0.74	103	0.60	151	0.79	85	0.45
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	7	0.04	3	0.02	9	0.05	3	0.02
Non-Embedded Designated Support—Scribe	19	0.11	19	0.11	11	0.06	9	0.05
Non-Embedded Designated Support—Separate Setting	197	1.18	222	1.29	282	1.47	245	1.29
Non-Embedded Designated Support—Simplified Test Directions	110	0.66	114	0.66	143	0.75	78	0.41
Non-Embedded Designated Support—Translated Test Directions	25	0.15	15	0.09	15	0.08	5	0.03
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	1	0.01
Other—Designated support or accommodation is in IEP	274	1.64	327	1.91	378	1.98	348	1.83
Other—Designated support or accommodation is in Section 504 plan	15	0.09	15	0.09	34	0.18	18	0.09



**Table 2.B.52 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	1	0.00	8	0.04	4	0.01
Embedded Accommodation—Braille	0	0.00	1	0.00	1	0.00
Embedded Accommodation—Streamlining	32	0.15	15	0.07	19	0.06
Non-Embedded Accommodation—Abacus	1	0.00	0	0.00	2	0.01
Non-Embedded Accommodation—Alternate Response Options	0	0.00	4	0.02	3	0.01
Non-Embedded Accommodation—Calculator	89	0.42	120	0.53	128	0.39
Non-Embedded Accommodation—Multiplication Table	139	0.66	135	0.60	42	0.13
Non-Embedded Accommodation—Print on Demand	4	0.02	5	0.02	4	0.01
Non-Embedded Accommodation—Speech-to-Text	15	0.07	25	0.11	14	0.04
Non-Embedded Accommodation—100s Number Table	10	0.05	8	0.04	0	0.00
Embedded Designated Support—Color Contrast	7	0.03	19	0.08	177	0.54
Embedded Designated Support—Masking	73	0.35	89	0.40	361	1.11
Embedded Designated Support—Permissive Mode	1	0.00	8	0.04	9	0.03
Embedded Designated Support—Print Size	20	0.09	23	0.10	38	0.12
Embedded Designated Support—Text-to-Speech	454	2.15	524	2.33	463	1.42
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	20	0.09	22	0.10	7	0.02
Embedded Designated Support—Translations (glossary)	17	0.08	18	0.08	210	0.64
Embedded Designated Support—Turn off any Universal Tool	0	0.00	0	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	6	0.03	8	0.04	5	0.02
Non-Embedded Designated Support—Color Overlay	6	0.03	3	0.01	4	0.01
Non-Embedded Designated Support—Magnification	18	0.09	9	0.04	14	0.04
Non-Embedded Designated Support—Noise Buffers	48	0.23	34	0.15	34	0.10

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	83	0.39	85	0.38	45	0.14
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	4	0.02	3	0.01	4	0.01
Non-Embedded Designated Support—Scribe	8	0.04	11	0.05	6	0.02
Non-Embedded Designated Support—Separate Setting	228	1.08	254	1.13	290	0.89
Non-Embedded Designated Support—Simplified Test Directions	74	0.35	69	0.31	310	0.95
Non-Embedded Designated Support—Translated Test Directions	13	0.06	8	0.04	4	0.01
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	385	1.82	415	1.85	383	1.17
Other—Designated support or accommodation is in Section 504 plan	20	0.09	18	0.08	31	0.10

**Table 2.B.53 Special Services Summary for Mathematics, CAT Grades Three through Six—EL Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	32	0.03	35	0.03	45	0.04	40	0.05
Embedded Accommodation—Braille	2	0.00	2	0.00	6	0.01	8	0.01
Embedded Accommodation—Streamlining	609	0.49	785	0.70	788	0.79	740	0.93
Non-Embedded Accommodation—Abacus	92	0.07	90	0.08	85	0.08	56	0.07
Non-Embedded Accommodation—Alternate Response Options	44	0.04	52	0.05	56	0.06	49	0.06
Non-Embedded Accommodation—Calculator	191	0.15	617	0.55	1,929	1.92	3,593	4.50
Non-Embedded Accommodation—Multiplication Table	NA	NA	6,388	5.72	8,743	8.71	7,725	9.68
Non-Embedded Accommodation—Print on Demand	94	0.08	118	0.11	149	0.15	132	0.17
Non-Embedded Accommodation—Speech-to-Text	775	0.62	964	0.86	1,090	1.09	901	1.13
Non-Embedded Accommodation—100s Number Table	710	0.57	1,369	1.23	1,426	1.42	597	0.75
Embedded Designated Support—Color Contrast	466	0.37	447	0.40	430	0.43	378	0.47
Embedded Designated Support—Masking	2,470	1.98	2,755	2.47	2,897	2.89	2,153	2.70
Embedded Designated Support—Permissive Mode	196	0.16	213	0.19	172	0.17	143	0.18
Embedded Designated Support—Print Size	696	0.56	639	0.57	725	0.72	392	0.49
Embedded Designated Support—Text-to-Speech	26,575	21.31	25,523	22.86	24,416	24.33	18,353	22.99
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	3,460	2.77	2,678	2.40	2,252	2.24	2,052	2.57
Embedded Designated Support—Translations (glossary)	7,620	6.11	7,028	6.29	5,952	5.93	5,352	6.70
Embedded Designated Support—Turn off any Universal Tool	1	0.00	1	0.00	2	0.00	3	0.00
Non-Embedded Designated Support—Color Contrast	232	0.19	244	0.22	253	0.25	241	0.30
Non-Embedded Designated Support—Color Overlay	184	0.15	203	0.18	205	0.20	160	0.20
Non-Embedded Designated Support—Magnification	679	0.54	647	0.58	723	0.72	614	0.77
Non-Embedded Designated Support—Noise Buffers	2,067	1.66	2,191	1.96	2,298	2.29	1,352	1.69

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	4,948	3.97	5,373	4.81	5,787	5.77	4,051	5.07
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	950	0.76	791	0.71	680	0.68	580	0.73
Non-Embedded Designated Support—Scribe	725	0.58	680	0.61	630	0.63	424	0.53
Non-Embedded Designated Support—Separate Setting	6,655	5.34	8,162	7.31	9,206	9.18	7,485	9.38
Non-Embedded Designated Support—Simplified Test Directions	5,794	4.65	5,398	4.83	5,261	5.24	3,312	4.15
Non-Embedded Designated Support —Translated Test Directions	2,256	1.81	2,051	1.84	1,918	1.91	1,683	2.11
Other—Unlisted Resources	4	0.00	7	0.01	10	0.01	6	0.01
Other—Designated support or accommodation is in IEP	11,628	9.32	14,148	12.67	15,834	15.78	14,323	17.94
Other—Designated support or accommodation is in Section 504 plan	224	0.18	265	0.24	228	0.23	170	0.21

**Table 2.B.54 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	45	0.07	37	0.07	40	0.09
Embedded Accommodation—Braille	4	0.01	5	0.01	3	0.01
Embedded Accommodation—Streamlining	617	0.91	498	0.89	167	0.39
Non-Embedded Accommodation—Abacus	46	0.07	24	0.04	12	0.03
Non-Embedded Accommodation—Alternate Response Options	29	0.04	31	0.06	18	0.04
Non-Embedded Accommodation—Calculator	3,957	5.85	3,913	7.03	1,778	4.12
Non-Embedded Accommodation—Multiplication Table	5,885	8.70	4,591	8.24	790	1.83
Non-Embedded Accommodation—Print on Demand	113	0.17	117	0.21	57	0.13
Non-Embedded Accommodation—Speech-to-Text	723	1.07	780	1.40	271	0.63
Non-Embedded Accommodation—100s Number Table	339	0.50	262	0.47	80	0.19
Embedded Designated Support—Color Contrast	342	0.51	277	0.50	583	1.35
Embedded Designated Support—Masking	2,077	3.07	1,533	2.75	1,315	3.05
Embedded Designated Support—Permissive Mode	114	0.17	107	0.19	26	0.06
Embedded Designated Support—Print Size	366	0.54	268	0.48	112	0.26
Embedded Designated Support—Text-to-Speech	13,279	19.62	10,431	18.73	3,408	7.90
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	2,615	3.86	2,385	4.28	1,873	4.34
Embedded Designated Support—Translations (glossary)	4,680	6.92	3,715	6.67	4,740	10.99
Embedded Designated Support—Turn off any Universal Tool	2	0.00	2	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	263	0.39	172	0.31	38	0.09
Non-Embedded Designated Support—Color Overlay	123	0.18	88	0.16	38	0.09
Non-Embedded Designated Support—Magnification	496	0.73	446	0.80	241	0.56
Non-Embedded Designated Support—Noise Buffers	972	1.44	807	1.45	389	0.90

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	3,137	4.64	2,687	4.82	1,099	2.55
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	560	0.83	470	0.84	390	0.90
Non-Embedded Designated Support—Scribe	295	0.44	276	0.50	128	0.30
Non-Embedded Designated Support—Separate Setting	6,259	9.25	5,220	9.37	3,066	7.11
Non-Embedded Designated Support—Simplified Test Directions	2,666	3.94	2,192	3.94	2,008	4.66
Non-Embedded Designated Support—Translated Test Directions	2,108	3.12	1,776	3.19	1,429	3.31
Other—Unlisted Resources	5	0.01	3	0.01	0	0.00
Other—Designated support or accommodation is in IEP	12,434	18.37	10,508	18.87	4,802	11.14
Other—Designated support or accommodation is in Section 504 plan	137	0.20	102	0.18	62	0.14

**Table 2.B.55 Special Services Summary for Mathematics, CAT Grades Three through Six—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Embedded Accommodation—American Sign Language	2	0.00	4	0.01	7	0.01	12	0.01
Embedded Accommodation—Braille	2	0.00	0	0.00	2	0.00	3	0.00
Embedded Accommodation—Streamlining	21	0.05	21	0.03	81	0.09	117	0.11
Non-Embedded Accommodation—Abacus	0	0.00	3	0.00	6	0.01	5	0.00
Non-Embedded Accommodation—Alternate Response Options	3	0.01	4	0.01	4	0.00	11	0.01
Non-Embedded Accommodation—Calculator	3	0.01	18	0.03	147	0.17	493	0.46
Non-Embedded Accommodation—Multiplication Table	NA	NA	276	0.42	746	0.85	1,094	1.02
Non-Embedded Accommodation—Print on Demand	6	0.01	8	0.01	20	0.02	24	0.02
Non-Embedded Accommodation—Speech-to-Text	24	0.05	48	0.07	97	0.11	138	0.13
Non-Embedded Accommodation—100s Number Table	14	0.03	50	0.08	113	0.13	72	0.07
Embedded Designated Support—Color Contrast	73	0.16	103	0.16	130	0.15	156	0.15
Embedded Designated Support—Masking	338	0.73	504	0.77	658	0.75	696	0.65
Embedded Designated Support—Permissive Mode	2	0.00	14	0.02	76	0.09	24	0.02
Embedded Designated Support—Print Size	131	0.28	142	0.22	202	0.23	112	0.10
Embedded Designated Support—Text-to-Speech	2,911	6.25	4,053	6.19	5,759	6.57	5,387	5.02
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	308	0.66	363	0.55	314	0.36	257	0.24
Embedded Designated Support—Translations (glossary)	560	1.20	953	1.45	1,063	1.21	789	0.74
Embedded Designated Support—Turn off any Universal Tool	1	0.00	0	0.00	1	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	31	0.07	68	0.10	98	0.11	93	0.09
Non-Embedded Designated Support—Color Overlay	32	0.07	42	0.06	73	0.08	89	0.08
Non-Embedded Designated Support—Magnification	104	0.22	135	0.21	225	0.26	195	0.18
Non-Embedded Designated Support—Noise Buffers	281	0.60	400	0.61	578	0.66	436	0.41

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct. of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct. of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct. of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	194	0.42	388	0.59	681	0.78	643	0.60
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	47	0.10	80	0.12	116	0.13	67	0.06
Non-Embedded Designated Support—Scribe	44	0.09	76	0.12	96	0.11	97	0.09
Non-Embedded Designated Support—Separate Setting	315	0.68	591	0.90	1,041	1.19	1,441	1.34
Non-Embedded Designated Support—Simplified Test Directions	466	1.00	715	1.09	1,008	1.15	557	0.52
Non-Embedded Designated Support—Translated Test Directions	86	0.18	144	0.22	186	0.21	157	0.15
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	461	0.99	771	1.18	1,522	1.74	2,375	2.21
Other—Designated support or accommodation is in Section 504 plan	27	0.06	53	0.08	96	0.11	83	0.08



**Table 2.B.56 Special Services Summary for Mathematics, CAT Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Embedded Accommodation—American Sign Language	13	0.01	10	0.01	11	0.01
Embedded Accommodation—Braille	5	0.00	3	0.00	4	0.00
Embedded Accommodation—Streamlining	144	0.12	175	0.13	88	0.07
Non-Embedded Accommodation—Abacus	9	0.01	8	0.01	16	0.01
Non-Embedded Accommodation—Alternate Response Options	8	0.01	11	0.01	8	0.01
Non-Embedded Accommodation—Calculator	769	0.65	1,236	0.95	889	0.69
Non-Embedded Accommodation—Multiplication Table	1,195	1.01	1,441	1.10	333	0.26
Non-Embedded Accommodation—Print on Demand	32	0.03	28	0.02	42	0.03
Non-Embedded Accommodation—Speech-to-Text	142	0.12	213	0.16	102	0.08
Non-Embedded Accommodation—100s Number Table	60	0.05	94	0.07	35	0.03
Embedded Designated Support—Color Contrast	111	0.09	147	0.11	1,216	0.94
Embedded Designated Support—Masking	811	0.68	855	0.66	1,968	1.53
Embedded Designated Support—Permissive Mode	35	0.03	112	0.09	25	0.02
Embedded Designated Support—Print Size	207	0.17	177	0.14	207	0.16
Embedded Designated Support—Text-to-Speech	4,707	3.97	5,323	4.08	2,997	2.32
Embedded Designated Support—Translated Test Directions (with Spanish Stacked Translation only)	430	0.36	473	0.36	79	0.06
Embedded Designated Support—Translations (glossary)	764	0.64	662	0.51	1,455	1.13
Embedded Designated Support—Turn off any Universal Tool	3	0.00	3	0.00	1	0.00
Non-Embedded Designated Support—Color Contrast	124	0.10	146	0.11	122	0.09
Non-Embedded Designated Support—Color Overlay	85	0.07	93	0.07	120	0.09
Non-Embedded Designated Support—Magnification	249	0.21	264	0.20	154	0.12
Non-Embedded Designated Support—Noise Buffers	440	0.37	433	0.33	283	0.22

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct. of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct. of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct. of Total</b>
Non-Embedded Designated Support—Read Aloud	760	0.64	746	0.57	477	0.37
Non-Embedded Designated Support—Read Aloud (also for Spanish Stacked Translation)	120	0.10	90	0.07	125	0.10
Non-Embedded Designated Support—Scribe	100	0.08	126	0.10	123	0.10
Non-Embedded Designated Support—Separate Setting	1,730	1.46	2,065	1.58	1,869	1.45
Non-Embedded Designated Support—Simplified Test Directions	580	0.49	637	0.49	2,025	1.57
Non-Embedded Designated Support—Translated Test Directions	419	0.35	429	0.33	180	0.14
Other—Unlisted Resources	0	0.00	3	0.00	0	0.00
Other—Designated support or accommodation is in IEP	2,891	2.44	3,688	2.83	2,614	2.03
Other—Designated support or accommodation is in Section 504 plan	79	0.07	95	0.07	81	0.06

# Chapter 3: Item Development

---

## 3.1. Background

The Smarter Balanced Assessment Consortium, in coordination with its member states, developed innovative item types and authored items based on the Common Core State Standards. The Consortium used an iterative process involving higher education and kindergarten–grade twelve educators who were trained in item development, as well as state partners, professional item writers, and assessment vendors at various stages in the item development process.

## 3.2. Additional Information

More information regarding the item development process (including the qualifications of those involved), item development specifications, and content alignment studies undertaken by Smarter Balanced to produce item types and items for the assessment can be found in Chapter 3 of the *2013–14 Technical Report* (Smarter Balanced, 2016).

## Reference

Smarter Balanced Assessment Consortium. (2016). *Smarter Balanced Assessment Consortium: 2013–14 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>

## Chapter 4: Test Assembly

---

The Smarter Balanced Summative Assessments were administered operationally as part of the California Assessment of Student Performance and Progress for the first time during the 2014–15 school year. The summative assessments each consist of two parts: a computer adaptive test (CAT) and performance tasks (PTs). The Smarter Balanced Summative Assessments are constructed to measure students’ performance relative to Common Core State Standards (CCSS). The assessments also are constructed to produce scores that meet professional standards for reliability and validity of test score interpretation. The content standards and desired psychometric attributes are used as the basis for assembling the test forms.

### 4.1. Smarter Balanced Adaptive Item Selection Algorithm

This subsection describes the algorithm and the design for implementation of adaptive item selection for the Smarter Balanced test delivery system. The implementation builds extensively on the algorithm implemented in American Institutes for Research’s (AIR’s) test delivery system.

The general item selection approach is that the next item to be administered to a specific student is chosen on the basis of a function of three variables. The first variable is an index of the importance of the item for meeting the content requirements of the test. The other two variables are values of the item response theory item information function in the region of the student’s current ability estimate. One of these information functions is for the student’s total score; the other is for the student’s claim score.

More information about how each of these three measures is defined can be found in the *Smarter Balanced Adaptive Item Selection Algorithm Design Report* (AIR, 2014).

Values for these three measures are calculated to guide and support item selection. A value is computed for whether the item will be selected based on how well that item matches the target content, contributes to overall score information, and contributes to claim score information.

$$\text{Item Selection} = w_1 \text{Content Match} + w_2 \text{Overall Information} + w_3 \text{Claim Information} \quad (4.1)$$

This objective function is used to measure an item’s contribution to each of these objectives. A higher value for “Content Match” means that an item is more important for meeting the content requirements. A higher value for “Overall Information” means that an item contributes more information to the estimation of the student’s current overall ability. A higher value for “Claim Information” means that an item contributes more information for estimating the student’s current claim ability. Weights of these objectives can be adjusted to achieve the desired balance and optimize performance for a given item pool. This algorithm enables users to maximize information subject to the constraint that the blueprint is almost always met, with minimal exceptions.

#### 4.1.1 Content Match

Each item or item group is characterized by its contribution to meeting the blueprint, given the items that have already been administered at any point. The contribution is based on the presence or absence of features specified in the blueprint.

The Smarter Balanced summative test blueprints describe the content of the English language arts/literacy (ELA) and mathematics summative assessments for all grades tested and the means by which that content is assessed. The summative online test blueprints reflect the depth and breadth of the performance expectations of the CCSS.

The test blueprints have information about the number of items and depth of knowledge for items associated with each assessment target. Each test is described by a single blueprint for each claim of the test.

Each blueprint has features referred to as *constraints*. Constraints define features such as the minimum and maximum number of items required in a specific content area. For example, a constraint might require a minimum of four and a maximum of six algebra items. The value of content match is highest for items with content that has not met its minimum constraint, decreases for items representing content for which the minimum number of items has been reached but the maximum has not, and becomes negative for items representing content that has met the maximum.

See the blueprints for the Smarter Balanced ELA and mathematics assessments provided in [Appendix 2.A](#) for additional details.

#### 4.1.2 Information

Every item has an overall information value within the CAT algorithm and an information value for each claim. Details on how information is calculated is provided in equations 7.7 through 7.11 in [7.4.3 Theta Scores Standard Error](#).

Items with higher discrimination parameters offer more information and therefore are generally given preference in item selection. Because the overexposure of highly discriminating items is a test security risk, the item selection algorithm includes additional rules to control the exposure of the items that provide the highest measurement information (AIR, 2014).

## 4.2. Simulation Study

For the CAT, prior to opening the operational testing window, AIR conducts simulations to evaluate and ensure the appropriate implementation and quality of the adaptive item-selection algorithm and the scoring algorithm. The simulation tool allows manipulation of key blueprint and configuration settings to match the blueprint of the test and minimize measurement error. In this simulation study, the adaptive tests are administered in one segment (section) in ELA and mathematics grades three through five and in two segments in mathematics grades six through eight and grade eleven, including calculator and no-calculator segments. Each segment is simulated separately.

In *Smarter Balanced Summative Assessments Testing Procedures for Adaptive Item-Selection Algorithm*, AIR (2015) presents the results of an examination of the robustness of the item-selection algorithm of the Smarter Balanced CAT administrations in ELA and mathematics for grades three through eight and grade eleven. The information provided by the simulations includes

- evaluation of the simulation step,
- the percentage of tests aligned with the test blueprints (blueprint match rates),
- the number of targets (subclaims) covered in the simulated forms,

- accuracy of ability estimates indicated by bias and precision of ability estimates indicated by standard error,
- item exposure rates,
- selection of off-grade items and corresponding psychometric properties, and
- exposure rates of embedded field-test items.

The results of AIR's simulation study show the following:

- Across content areas and grade levels, 98 percent or more of the simulated tests covered the test blueprint.
- Scale scores were estimated precisely across the entire scale with the exception of scores near the highest obtainable scale score and the lowest obtainable scale score.
- The vast majority of items were exposed to students less than 20 percent of the time.
- The embedded field-test item exposure rates were below one percent.

Table 4.1 contains characteristics of items students received particular to the content area tests.

**Table 4.1 Item Distribution Characteristics**

<b>Characteristic</b>	<b>ELA</b>	<b>Mathematics</b>
Received off-grade items	11–55% of students in grades 3–8 only	16–54% of students in grades 4–8 and grade 11
Scored above standard, received above-grade items	4–18% of the students for grades 3–8 only	NA
Scored as not meeting the standard, received below-grade items	38–50% of students in grades 4, 6, and 7 only	19–54% of students in grades 4–8 and grade 11

AIR concluded that content domain scores were comparable across the grades within the content area with respect to a certain content domain and that scores at various ranges of the score distribution were measured with good precision. The results also demonstrated that global item exposure was controlled to the extent that no items were used too often, off-grade items were administered according to criteria in the test specifications to students who were performing very well or very poorly on the test, and the field-test items were distributed equally across multiple blocks within a test as intended for that grade and content area.

## References

American Institutes for Research. (2014). *Smarter Balanced adaptive item selection algorithm design report*. Washington, DC: American Institutes for Research. Retrieved from <http://www.smarterapp.org/documents/AdaptiveAlgorithm-Preview-v3.pdf>

American Institutes for Research. (2015). *Smarter Balanced Summative Assessments testing procedures for adaptive item-selection algorithm*. Washington, DC: American Institutes for Research. Retrieved from <https://portal.smarterbalanced.org/library/en/testing-procedures-for-adaptive-item-selection-algorithm.pdf>



# Chapter 5: Test Administration

---

This chapter provides an overview of the Smarter Balanced California Assessment of Student Performance and Progress (CAASPP) test administration and includes descriptions of the measures to ensure test security, procedures to maintain standardization, and procedures for implementation of test accommodations based on Standard 7.8 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

## 5.1. Test Administration

The window for 2016–17 administration of the CAASPP Smarter Balanced assessments was January 9 through July 17, 2017. Specific test administration schedules within that window were determined locally pursuant to the *California Code of Regulations*, Title 5 (5 CCR), Sections 855(b)(1) and 855(b)(2) and proposed emergency regulations 5 CCR, Sections 855(a)(1), 855(a)(2), 855(b), and 855(c).

Educational Testing Service (ETS) conducted on-site test administration workshops in various locations throughout California in January and February and produced Webcasts and videos on helpful topics. In addition, ETS provided a number of test administration resources to schools and local educational agencies (LEAs). These resources included detailed information on topics such as technology readiness, test administration, test security, accommodations, using the test delivery system, and general testing rules. These resources are discussed in more detail in the subsection [5.4 Procedures to Maintain Standardization](#).

### 5.1.1 Test Delivery Sections

The test delivery sections correspond to the computer adaptive tests (CATs) and performance task (PT) portions of the assessments. CAT items are delivered dynamically based on the students' performance on the previous items; students typically see many different items, and items seen by any two students may appear in different locations within the test. For a given PT, students see the same items in the same order of presentation and associated test length (see Table 5.A.1 and Table 5.A.2 for the numbers of items in each operational PT). During the 2016–17 administration, a classroom-based activity was no longer administered; PT tasks were randomly assigned at the student level.

The distributions of the number of items presented to students for the total test and the CAT and the PT components are presented in Table 5.B.1 through Table 5.B.3 in [Appendix 5.B](#). Table 5.B.4 presents the counts and percentages of students administered items who meet the criteria specified in the operational blueprints, students who do not meet the criteria, and students who exceed the criteria. Table 5.B.5 presents the counts and percentages of students administered items who meet the criteria specified in the embedded field test blueprints, students who do not meet the criteria, and students who exceed the criteria. Criteria for the minimum number of items for each claim that are required in the operational blueprints and the embedded field test blueprints are provided in [Appendix 2.A](#).

#### 5.1.1.1 Computer Adaptive Testing (CAT) Administration

CAT assessments are assembled dynamically to obtain a unique test for each student from a defined item pool so that each student is given a unique, content-conforming test form. Item statistics based on item response theory are used to determine the administration and

adaptation of test items based on student responses/ability; this information is incorporated into the delivery algorithm. The item selection algorithm is described in more detail in [4.1 Smarter Balanced Adaptive Item Selection Algorithm](#). Item exposure control (e.g., Sympson & Hetter, 1985) can be used to ensure that uniform rates of item administration are achieved because it is not desirable to have some items presented to many students while other items are presented to relatively few students.

#### 5.1.1.2 Performance Task (PT) Administration

Smarter Balanced Assessment Consortium item and task specifications assume online delivery of the items and tasks. Most tasks are long enough to warrant several administration sessions. Such sessions could be same-day, back-to-back sessions with short breaks between sessions. All tasks are administered in controlled classroom settings. Estimated time requirements for completing PTs and administration time are provided in the *CAASPP Online Test Administration Manual* (California Department of Education [CDE], 2017a).

Student directions for all tasks begin with an overview of the entire task that briefly describes the necessary steps. The overview gives students advanced knowledge of the scorable products or performances to be created (Khattri, Reeve, & Kane, 1998). Allowable teacher-student interactions for a task are standardized (i.e., carefully scripted or described in task directions for purposes of comparability, fairness, and security). Teachers are directed not to assist students in the production of their scorable products or presentations. Table 5.A.1 and Table 5.A.2 in [Appendix 5.A](#) present the assignment proportions of each PT and the number of items in each PT.

Note that, during the 2016–17 administration of Smarter Balanced online assessments, some students were assigned an embedded field test PT rather than the operational PT. Because the scores on the embedded field test PTs do not contribute to the reported scores, these students are assigned a CAT with additional items. Refer to [Appendix 2.A: Smarter Balanced Blueprints](#) for the number of CAT items in the blueprints for assessments with embedded field test PTs.

## 5.2. Test Security and Confidentiality

For the Smarter Balanced Online Summative Assessment administration, every person who works with the assessments, communicates test results, and/or receives testing information is responsible for maintaining the security and confidentiality of the tests, including CDE staff, ETS staff, ETS subcontractors, LEA assessment coordinators, school assessment coordinators, students, parents/guardians, teachers, and cooperative educational service agency staff. ETS’s Code of Ethics requires that all test information, including tangible materials (such as test items), confidential files (such as those containing personally identifiable student information), processes related to test administration (such as the configurations of secure servers), and activities are kept secure. ETS has systems in place that maintain tight security for test items and test results, as well as for student data. To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI), which is described in the next subsection.

All tests within the CAASPP System, as well as the confidentiality of student information, should be protected to ensure the validity, reliability, and fairness of the results. As stated in *Standard 7.9* (AERA, APA, & NCME, 2014), “The documentation should explain the steps necessary to protect test materials and to prevent inappropriate exchange of information during the test administration session” (p. 128).

This section of the *CAASPP Smarter Balanced Technical Report* describes the measures intended to prevent potential test security incidents prior to testing and the actions that were taken to handle actual security incidents during or after testing using the Security and Test Administration Incident Reporting System (STAIRS) process.

### 5.2.1 ETS's Office of Testing Integrity (OTI)

The OTI is a division of ETS that provides quality assurance services for all testing programs managed by ETS; this division resides in the ETS legal department. The Office of Professional Standards Compliance at ETS publishes and maintains *ETS Standards for Quality and Fairness* (2014), which supports the OTI's goals and activities. The *ETS Standards for Quality and Fairness* provides guidelines to help ETS staff design, develop, and deliver technically sound, fair, and beneficial products and services and help the public and auditors evaluate those products and services.

The OTI's mission is to

- minimize any testing security violations that can impact the fairness of testing,
- minimize and investigate any security breach that threatens the validity of the interpretation of test scores, and
- report on security activities.

The OTI helps prevent misconduct on the part of students and administrators, detects potential misconduct through empirically established indicators, and resolves situations involving misconduct in a fair and balanced way that reflects the laws and professional standards governing the integrity of testing. In its pursuit of enforcing secure practices, the OTI strives to safeguard the various processes involved in a test development and administration cycle.

### 5.2.2 Procedures to Maintain Standardization of Test Security

Test security requires accounting for all secure materials—including online summative test items, paper-pencil tests, and student data—before, during, and after each test administration. The LEA CAASPP coordinator is responsible for keeping all electronic and paper-pencil test materials secure, keeping student information confidential, and making sure the CAASPP test site coordinators and test administrators are properly trained regarding security policies and procedures.

The CAASPP test site coordinator is responsible for mitigating test security incidents at the test site and for reporting incidents to the LEA CAASPP coordinator. If the test site administered paper-pencil tests, the CAASPP test site coordinator is also responsible for the return of any secure materials to the LEA CAASPP coordinator, who, in turn, is responsible for returning any materials to the Scoring and Processing Center.

The test administrator is responsible for reporting testing incidents to the CAASPP test site coordinator and securely destroying printed and digital media for items and/or passages generated by the print-on-demand feature of the test delivery system (TDS) (CDE, 2017a and 2017b).

The following measures ensure the security of CAASPP System assessments:

- LEA CAASPP coordinators and test site coordinators must have signed and submitted a "CAASPP Test Security Agreement for LEA CAASPP coordinators and CAASPP test site coordinators" form to the California Technical Assistance Center (CalTAC) before

ETS granted the coordinators access to the Test Operations Management System (TOMS). (5 CCR, Section 859[a])

- Anyone having access to the testing materials must have signed and submitted a “Test Security Affidavit for Test Examiners, Test Administrators, Proctors, Translators, Scribes, and Any Other Person Having Access to CAASPP Tests” form to the CAASPP test site coordinator before receiving access to any testing materials. (5 CCR, Section 859[c])

In addition, it was the responsibility of every participant in the CAASPP System to report immediately any violation or suspected violation of test security or confidentiality. The test site coordinator reported to the LEA CAASPP coordinator. The LEA CAASPP coordinator reported to the CDE within 24 hours of the incident. (5 CCR, Section 859[e])

### 5.2.3 Security of Electronic Files Using a Firewall

A firewall is software that prevents unauthorized entry to files, e-mail, and other organization-specific information. All ETS data exchanges and internal e-mail remain within the ETS firewall at all ETS locations, ranging from Princeton, New Jersey, to San Antonio, Texas, to Concord and Sacramento, California.

All electronic applications that are included in TOMS remain protected by the ETS firewall software at all times. Due to the sensitive nature of the student information processed by TOMS, the firewall plays a significant role in maintaining assurance of confidentiality among the users of this information.

See the subsection [1.9 Systems Overview and Functionality](#) in [Chapter 1: Introduction](#) for more information on TOMS.

### 5.2.4 Transfer of Scores via Secure Data Exchange

Due to the confidential nature of test results, ETS currently uses secure file transfer protocol (SFTP) and encryption for all data file transfers; test data are never sent via e-mail. SFTP is a method for reliable and exclusive routing of files. Files reside on a password-protected server that only authorized users can access. ETS shares an SFTP server with the CDE. On that site, ETS posts Microsoft Word and Excel files, Adobe Acrobat PDFs, or other document files for the CDE to review; the CDE returns reviewed materials in the same manner. Files are deleted upon retrieval.

The SFTP server is used as a conduit for the transfer of files; secure test data are stored only temporarily on the shared SFTP server. Industry-standard secure protocols are used to transfer test content and student data from the ETS internal data center to any external systems.

ETS enters information about the deliverable in a Web form on a SharePoint Web site when a file has been posted; a CDE staff member checks this log throughout the day to check the status of deliverables and downloads and deletes the file from the SFTP server when its status shows it has been posted.

### 5.2.5 Data Management in the Secure Database

ETS currently maintains a secure database to house all student demographic data and assessment results. Information associated with each student has a database relationship to the LEA, school, and grade codes as these data are collected during operational testing. Only individuals with the appropriate credentials can access these data. ETS builds all interfaces with the most stringent security considerations, including interfaces with data

encryption for databases that store test items and student data. ETS applies best and up-to-date security practices, including system-to-system authentication and authorization, in all solution designs.

All stored test content and student data are encrypted. ETS complies with the Family Educational Rights and Privacy Act (20 *United States Code [USC]* § 1232g; 34 *Code of Federal Regulations* Part 99) and the Children’s Online Privacy Protection Act (15 *USC* §§ 6501–6506, P.L. No. 105–277, 112 Stat. 2681–1728).

In TOMS, staff at LEAs and test sites have different levels of access appropriate to the role assigned to them.

### **5.2.6 Statistical Analysis on Secure Servers**

During CAASPP testing, the information technology staff at ETS retrieves data files from the American Institutes for Research and loads them into a database. The ETS Data Quality Services staff extract the data from the database and perform quality control procedures before passing files to the ETS statistical analysis group. The statistical analysis staff store the files on secure servers. All staff members involved with the data adhere to the ETS Code of Ethics and the ETS Information Protection Policies to prevent any unauthorized access to data.

### **5.2.7 Student Confidentiality**

To meet the requirements of the Every Student Succeeds Act as well as state requirements, LEAs must collect demographic data about students’ ethnicity, disabilities, parent/guardian education, and so forth. ETS takes every precaution to prevent any of this information from becoming public or being used for anything other than testing purposes. These procedures are applied to all documents in which student demographic data appears, including reports and the Pre-ID files and response booklets used in paper-pencil testing.

### **5.2.8 Student Test Results**

#### **5.2.8.1 Types of Results**

The following deliverables are produced for reporting of the CAASPP Smarter Balanced Summative Assessments:

- Preliminary student reports for online assessments in the Online Reporting System (ORS)
- Preliminary student reports for paper-pencil tests in the ORS
- Individual student score reports (printed)
- Internet reports aggregated by content area and state, county, LEA, or test site

#### **5.2.8.2 Security of Results Files**

ETS takes measures to protect files and reports that show students’ scores and achievement levels. ETS is committed to safeguarding all secure information in its possession from unauthorized access, disclosure, modification, or destruction. ETS has strict information security policies in place to protect the confidentiality of both student and client data. ETS staff access to production databases is limited to personnel with a business need to access the data. User IDs for production systems must be person-specific or for systems use only.

ETS has implemented network controls for routers, gateways, switches, firewalls, network tier management, and network connectivity. Routers, gateways, and switches represent

points of access between networks. However, these do not contain mass storage or represent points of vulnerability, particularly for unauthorized access or denial of service.

ETS has many facilities, policies, and procedures to protect computer files. Software and procedures such as firewalls, intrusion detection, and virus control are in place to provide for physical security, data security, and disaster recovery. ETS is certified in the BS 25999-2 standard for business continuity and conducts disaster recovery exercises annually. ETS routinely backs up all data to either disks through deduplication or to tapes, all of which are stored off site.

Access to the ETS Computer Processing Center is controlled by employee and visitor identification badges. The Center is secured by doors that can only be unlocked by the badges of personnel who have functional responsibilities within its secure perimeter. Authorized personnel accompany visitors to the ETS Computer Processing Center at all times. Extensive smoke detection and alarm systems, as well as a pre-action fire-control system, are installed in the Center.

### **5.2.8.3 Security of Individual Results**

ETS protects individual students' results on both electronic files and paper reports during the following events:

- Scoring
- Transfer of scores by means of secure data exchange
- Reporting
- Analysis and reporting of erasure marks
- Posting of aggregate data
- Storage

In addition to protecting the confidentiality of testing materials, ETS's Code of Ethics further prohibits ETS employees from financial misuse, conflicts of interest, and unauthorized appropriation of ETS property and resources. Specific rules are also given to ETS employees and their immediate families who may take a test developed by ETS (e.g., a CAASPP assessment). The ETS OTI verifies that these standards are followed throughout ETS. This verification is conducted, in part, by periodic onsite security audits of departments, with follow-up reports containing recommendations for improvement.

### **5.2.9 Security and Test Administration Incident Reporting System (STAIRS) Process**

Test security incidents, such as improprieties, irregularities, and breaches, are prohibited behaviors that give a student an unfair advantage or compromise the secure administration of the tests, which, in turn, compromises the reliability and validity of test results (CDE, 2017b). Whether intentional or unintentional, failure by staff or students to comply with security rules constitutes a test security incident. Test security incidents have impacts on scoring and affect students' performance on the test.

LEA CAASPP coordinators and CAASPP test site coordinators ensured that all test security and summative administration incidents were documented by filling out the secure STAIRS form for reporting, which contains selectable options to guide coordinators in their submittal. After the form was submitted, an e-mail containing a case number and next steps was sent to the submitter (and to the LEA CAASPP coordinator, if the form was submitted by the CAASPP test site coordinator). Coordinators could not file an appeal without the case number that is created by submitting the *CAASPP STAIRS* form. The *CAASPP STAIRS*

form provided the LEA CAASPP coordinator, the CDE, and CaITAC with the opportunity to interact and communicate regarding the STAIRS process. (CDE, 2017b)

Incidents were then resolved when the LEA CAASPP coordinator or CAASPP test site coordinator either filed an appeal to reset, re-open, invalidate, restore, or grant a grace period extension to a student’s test, or by following other instructions in a system-generated e-mail in response to the *STAIRS* form submittal.

The following types of STAIRS reports were also forwarded to the CDE:

- Student cheating
- Security breach (where either a student or an adult exposed secure materials)
- Accidental access to a summative assessment
- Incorrect SSID used (intentionally switched)
- Student unable to review previous answers (20-minute pause rule for the CAT was exceeded)

Appeals requests were reviewed by the CDE. When a request to submit an appeal was approved, the coordinator received a system-generated e-mail with the appeal type that has been approved. The coordinator then returned to TOMS to access the Appeals System, where the appeal was filed (CDE, 2017b).

Types of appeals available during the 2016–17 CAASPP administration are described in Table 5.1.

**Table 5.1 Types of Appeals**

Type of Appeal	Description
Reset	Resetting a student’s summative assessment removes that assessment from the system and enables the student to start a new assessment from the beginning.
Invalidation	Invalidated summative assessments will be scored and scores will be provided on the Student Score Report with a note that an irregularity occurred. The student(s) will be counted as participating in the calculation of the school’s participation rate for federal accountability purposes. The score will be counted as “not proficient” for aggregation into the CAASPP results.
Re-open	Reopening a summative assessment allows a student to access an assessment that has already been submitted or has expired.
Restore	Restoring a summative assessment returns an assessment from the Reset status to its prior status. This action can only be performed on tests that have been reset.
Grace Period Extension	Permitting a grace period extension allows the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule. Note that for a PT, having the test administrator open a new testing session may be all that is needed to continue testing.

### 5.2.9.1 Impropriety

A testing impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety can be corrected and contained at a local level. An impropriety should be reported to the LEA CAASPP coordinator and CAASPP test site coordinator immediately. The coordinator reported the incident within 24 hours, using the online *CAASPP STAIRS* form.

### 5.2.9.2 Irregularity

A testing irregularity is an unusual circumstance that impacts an individual or a group of students who are testing and may potentially affect student performance on the test or impact test security or test validity. These circumstances can be corrected and contained at the local level and submitted in the online Appeals System for resolution. An irregularity must be reported to the LEA CAASPP coordinator and CAASPP test site coordinator immediately. The coordinator reported the irregularity within 24 hours, using the online *CAASPP STAIRS* form.

### 5.2.9.3 Breach

A testing breach is an event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the CDE via telephone. Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must complete the online *CAASPP STAIRS* form within 24 hours. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank.

## 5.2.10 Appeals

For incidents that resulted in a need to reset, re-open, invalidate, or restore individual online student assessments, the request was approved by the CDE. In most instances, an appeal was submitted to address a test security breach or irregularity. The LEA CAASPP coordinator or CAASPP test site coordinator submitted appeals in TOMS. All submitted appeals were available for retrieval and review by the appropriate credentialed users within a given organization. However, the view of appeals was restricted according to the user role as established in TOMS. An appeal could be requested only by the LEA CAASPP coordinator or CAASPP test site coordinator if directed in the e-mail response to the *STAIRS* form (CDE, 2016d).

Types of appeals available during the 2016–17 CAASPP administration are described in Table 5.1.

## 5.3. Processing and Scoring

The constructed-response (CR) data and the TDS-scored data for tests completed by students in a given day flow from the TDS to ETS. The TDS is capable of scoring a variety of item types referred to as “machine-scored” items, which are described in the subsection [7.1 Approach to Scoring Item Responses](#). Outcomes of CR items are scored by artificial intelligence or by human scoring.

Targeted efforts are made to recruit California educators for participation as raters in the human scoring portion of the Smarter Balanced assessments. Raters are certified based on their ability to use a rubric and accurately score sample responses. Once approved, raters are trained to access the MI and ETS scoring interfaces and Smarter Balanced-specific



scoring policies and procedures and are provided interactive training to practice scoring sample responses with feedback from the scoring leader.

Raters work in shifts and are supervised by a scoring leader who has received special training in scoring and monitoring. Raters are provided Smarter Balanced materials to aid scoring; these materials include anchor sets, scoring rubrics, validity samples, qualifying sets, and condition codes. (Refer to subsection [7.3 Rater Training](#) for the definitions of these materials.) A scoring leader gives direct feedback to raters for additional content support. Scoring of California student responses is given priority routing to raters who are California-based educators.

## 5.4. Procedures to Maintain Standardization

The test administration procedures are designed so that the tests are administered in a standardized manner. ETS takes all necessary measures to ensure the standardization of test administration, as described in this subsection. See also subsection [11.4 Test Administration](#) for additional information about administration of the CAASPP Smarter Balanced paper-pencil tests.

### 5.4.1 LEA CAASPP Coordinator

An LEA CAASPP coordinator was designated by the district superintendent at the beginning of the 2016–17 school year. LEAs include public school districts, statewide benefit charter schools, State Board of Education–authorized charter schools, county office of education programs, and direct funded charter schools.

LEA CAASPP coordinators are responsible for ensuring the proper and consistent administration of the CAASPP assessments. In addition to the responsibilities set forth in 5 CCR Section 857, their responsibilities include

- adding CAASPP test site coordinators and test administrators into TOMS;
- training CAASPP test site coordinators and test administrators regarding the state and Smarter Balanced assessment administration as well as security policies and procedures;
- reporting test security incidents (including testing irregularities) to the CDE;
- overseeing test administration activities;
- printing out checklists for CAASPP test site coordinators and test administrators to review in preparation for administering the summative assessments;
- distributing and collecting scorable and nonscorable materials for students who take paper-pencil tests;
- filing a report of a testing incident in STAIRS; and
- requesting an appeal (if the STAIRS response e-mail indicates that an appeal is warranted).

### 5.4.2 CAASPP Test Site Coordinator

A CAASPP test site coordinator is designated by the LEA CAASPP coordinator or district superintendent for each test site (5 CCR Section 858[a]). A test site coordinator must be an employee of the LEA and must sign a security agreement.

A test site coordinator is responsible for identifying test administrators and ensuring that they have signed CAASPP Test Security Affidavits (5 CCR Section 850[w]). CAASPP test site coordinators' duties may include

- adding test administrators into TOMS;
- entering test settings for students;
- creating testing schedules and procedures for a school consistent with state and LEA policies;
- working with technology staff to ensure secure browsers are installed and any technical issues are resolved;
- monitoring testing progress during the testing window and ensure all students participate, as appropriate;
- coordinating and verifying the correction of student data errors in the California Longitudinal Pupil Achievement Data System;
- ensuring a student's test session is rescheduled, if necessary;
- addressing testing problems;
- reporting security incidents;
- overseeing administration activities at a school site;
- filing a report of a testing incident in STAIRS; and
- requesting an appeal (if the STAIRS response e-mail indicates that an appeal is warranted).

### **5.4.3 Test Administrators**

Test administrators are identified by CAASPP test site coordinators as individuals who will administer the Smarter Balanced Summative Assessments.

A test administrator must sign a security affidavit (5 CCR Section 850[w]). A test administrator's duties may include

- ensuring the physical conditions of the testing room meet the criteria for a secure test environment;
- administering the CAASPP assessments;
- reporting all test security incidents to the test site coordinator and LEA CAASPP coordinator in a manner consistent with Smarter Balanced, state, and LEA policies;
- viewing student information prior to testing to ensure that the correct student receives the proper test with appropriate supports and reporting potential data errors to test site coordinators and LEA CAASPP coordinators;
- monitoring student progress throughout the test session using the Test Administrator Interface; and
- fully complying with all directions provided in the directions for administration for the Smarter Balanced Online Summative Assessments (CDE, 2017a).

## 5.4.4 Instructions for Test Administrators

### 5.4.4.1 Test Administrator Directions for Administration

The directions for administration of the Smarter Balanced Summative Assessment used by test administrators to administer the Smarter Balanced assessments to students are included in the *CAASPP Online Test Administration Manual* (CDE, 2017a). Test administrators must follow all directions and guidelines and read, word-for-word, the instructions to students in the “SAY” boxes to ensure standardization of test administration. Additionally, the *CAASPP Online Test Administration Manual* provides information to test administrators regarding the systems involved in testing, including sections on the TDS so they may become familiar with the testing application used by their students (CDE, 2017a).

### 5.4.4.2 CAASPP Online Test Administration Manual

The *CAASPP Online Test Administration Manual* (CDE, 2017a) contains information and instructions on overall procedures and guidelines for all LEA and test site staff involved in the administration of online assessments. Sections include the following topics:

- Roles and responsibilities
- Resources
- Test security
- Responding to testing incidents
- Filing appeals
- Technology infrastructure
- Accessibility resources
- General test administration
- Test administration directions for test administrators
- Overview of the student testing application
- Instructions for steps to take before, during, and after testing

Appendixes include definitions of common terms, descriptions of different aspects of the test and systems associated with the test, and checklists of activities for LEA CAASPP coordinators, CAASPP test site coordinators, and test administrators.

### 5.4.4.3 TOMS Pre-Administration Guide for CAASPP Testing

TOMS is a Web-based application that allows LEA CAASPP coordinators to set up test administrations, add and manage users, submit online student test settings, and order paper-pencil tests. TOMS modules include the following (CDE, 2017c):

- Test Administration Setup—This module allows LEAs to determine and calculate dates for the LEA’s 2016–17 administration of the CAA assessments.
- Adding and Managing Users—This module allows LEA CAASPP coordinators to add CAASPP test site coordinators and test administrators to TOMS so that the designated user can administer, monitor, and manage the CAASPP Smarter Balanced assessments.
- Student Test Assignment—This module allows LEA CAASPP coordinators to designate students to take the alternate assessments.
- Online Student Test Settings—This module allows LEA CAASPP coordinators and CAASPP test site coordinators to configure online test settings so students receive the assigned accessibility resources for the online assessments.

#### 5.4.4.5 Other System Manuals

Other manuals were created to assist LEA CAASPP coordinators and others with the technological components of the CAASPP System and are listed next.

- **Technical Specifications and Configuration Guide for CAASPP Online Testing**—This manual provides information, tools, and recommended configuration details to help technology staff prepare computers and install the secure browser to be used for the online CAASPP assessments (CDE, 2017d).
- **Security Incidents and Appeals Procedure Guide**—This manual provides information on how to report and submit an appeal to the CDE to reset, reopen, invalidate, or restore individual online student assessments (CDE, 2017b).
- **Accessibility Guide for CAASPP Online Testing**—This manual provides descriptions of the accessibility features for online tests as well as information about supported hardware and software requirements for administering tests to students using accessibility supports, including those with a braille accommodation using the software Job Access With Speech (JAWS®) tool or a braille embosser (hardware). Students with a braille accommodation are able to take advantage of the adaptive algorithm using the TDS’s Enhanced Accessibility Mode and JAWS (CDE, 2017e).

## 5.5. LEA Training

ETS established and implemented a training plan for LEA assessment staff on all aspects of the assessment program. The CDE and ETS, in collaboration with the CDE Senior Assessment Fellows and other stakeholders as needed, determined the audience, topics, frequency, and mode (in-person, Webcast, videos, modules, etc.) of the training, including such elements as format, participants, and logistics.

ETS conducted 16 in-person pretest workshops and presented five Webcasts for the 2016–17 administration.

Following approval by the CDE, the ancillary materials were posted for each Webcast on the CAASPP Web site at <http://www.caaspp.org/training/caaspp/> so the LEAs could download the training materials.

### 5.5.1 In-person Training

ETS also provided a series of in-person trainings. Beginning in January 2017, the first in-person trainings provided were the pretest CAASPP workshops, which focused on training LEA CAASPP coordinators on how to prepare for administering the Smarter Balanced Summative Assessments. Additionally, a two-session Post-Test Workshop was offered in May and June 2017 with the sessions “Accessing Scores, Reports, Resources, and Tools” and “Analyzing Summative Assessment Results to Inform Teaching and Learning.”

### 5.5.2 Webcasts

ETS provided a series of live Webcasts throughout the school year that were archived and made available for training LEA and test site staff as well as test administrators. Webcast viewers were provided with a method of electronically submitting questions to the presenters during the Webcast. The Webcasts were recorded and archived for on-demand viewing on the CAASPP Summative Assessments Videos and Archived Webcasts Web page at <http://www.caaspp.org/training/caaspp/>. CAASPP Webcasts are available to everyone and require neither preregistration nor a logon account.

### 5.5.3 Videos and Narrated PowerPoint Presentations

To supplement the live Webcasts and in-person workshops, ETS also produced short “how-to” videos and narrated PowerPoint presentations that were available on the CAASPP Summative Assessments Videos and Archived Webcasts Web page. In total, 20 recorded Webcasts and tutorials were produced for the 2016–17 administration year.

## 5.6. Universal Tools, Designated Supports, and Accommodations for Students with Disabilities

The purpose of universal tools, designated supports, and accommodations in testing is to allow *all* students the opportunity to demonstrate what they know and what they are able to do, rather than giving students who use these resources an advantage over other students or artificially inflating their scores. Universal tools, designated supports, and accommodations minimize or remove barriers that could otherwise prevent students from demonstrating their knowledge, skills, and achievement in a specific content area.

### 5.6.1 Identification

All public school students participate in the CAASPP System, including students with disabilities and English learners. The Smarter Balanced Assessment Consortium’s *Usability, Accessibility, and Accommodations Guidelines* (Smarter Balanced, 2017) and the CDE’s Matrix One (CDE, 2017f) are intended for school-level personnel and individualized education program (IEP) and Section 504 plan teams to select and administer the appropriate universal tools, designated supports, and accommodations as deemed necessary for individual students.

The *Guidelines* apply to all students and promote an individualized approach to the implementation of assessment practices. Another Web document, the Smarter Balanced Resources and Practices Comparison Crosswalk (Smarter Balanced, 2018), connects the assessment resources described in the *Guidelines* with associated classroom practices.

Another manual, the *Smarter Balanced Usability, Accessibility, and Accommodations Implementation Guide* (Smarter Balanced, 2014), provides suggestions for implementation of these resources. Test administrators are given the opportunity to participate in the Smarter Balanced practice and training tests so that students have the opportunity to familiarize themselves with a support or accommodation prior to testing.

### 5.6.2 Assignment

Once the student’s IEP or Section 504 plan team has decided which accessibility resource(s) the student shall use, LEA CAASPP coordinators and CAASPP test site coordinators use TOMS to assign designated supports and accommodations to students prior to the start of a test session.

There are three ways the student’s accessibility resource(s) can be assigned:

1. Using the Individual Student Assessment Accessibility Profile Tool to identify the accessibility resource(s) and then uploading the spreadsheet it creates into TOMS (This process is discussed in more detail in subsection [2.5.1 Resources for Selection of Accessibility Resources](#).)
2. Using the Online Student Test Settings template to enter students’ assignments and then uploading the spreadsheet into TOMS
3. Entering assignments for each student individually in TOMS

If a student's IEP or Section 504 plan team identifies and designates a resource not identified in Matrix One, the LEA CAASPP coordinator or CAASPP test site coordinator needs to submit a request for an unlisted resource to be approved by the CDE. The CDE then determines if the requested unlisted resource changes the construct being measured after all testing has been completed.

## References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- California Department of Education. (2017e). *Accessibility guide for CAASPP online testing*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2016-17.pdf>
- California Department of Education. (2017a). *CAASPP online test administration manual, 2016–17 administration*. Sacramento, CA: California Department of Education. Retrieved from [http://www.caaspp.org/rsc/pdfs/CAASPP.online\\_tam.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016-17.pdf)
- California Department of Education. (2017f). *Matrix one: Universal tools, designated supports, and accommodations for the California Assessment of Student Performance and Progress for 2016–16*. Sacramento, CA: California Department of Education. Retrieved from <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>
- California Department of Education. (2017b). *Security incidents and appeals procedure guide, 2016–17 administration*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2016-17.pdf>
- California Department of Education. (2017d). *Technical specifications and configuration guide for CAASPP online testing*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-and-config-guide.2016-17.pdf>
- California Department of Education. (2017c). *TOMS pre-administration guide for CAASPP testing*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf>
- Educational Testing Service. (2014). *ETS standards for quality and fairness*. Princeton, NJ: Educational Testing Service. Retrieved from <https://www.ets.org/s/about/pdf/standards.pdf>
- Khatti, N., Reeve, A., & Kane, M. (1998). *Principles and practices of performance assessment*. Mahwah, NJ: Routledge.
- Smarter Balanced Assessment Consortium. (2017). *Smarter Balanced Assessment Consortium: Usability, accessibility, and accommodations guidelines*. Los Angeles: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>
- Smarter Balanced Assessment Consortium. (2014). *Smarter Balanced Assessment Consortium: Usability, accessibility, and accommodations implementation guide*. Los Angeles: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-implementation-guide.pdf>

- Smarter Balanced Assessment Consortium. (2018). *Smarter Balanced Resources and Practices Comparison Crosswalk*. Los Angeles: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/uaag-resources-and-practices-comparison-crosswalk.pdf>
- Sympson, J., & Hetter, R. (1985). Controlling item-exposure rates in computerized adaptive testing. *Proceedings from the 27th Annual Meeting of the Military Testing Association* (pp. 973–977). San Diego, CA: Navy Personnel Research and Development Center.



## Appendix 5.A: Performance Task Test Length

**Table 5.A.1 Assignment Proportions for English Language Arts/Literacy**

<b>Grade</b>	<b>Proportion</b>	<b>Classroom Activity name</b>	<b># of PTs</b>	<b># of items</b>
3	0.36	HEATWAVES	5	4-5
3	0.36	LAND FORMATIONS	5	4-5
3	0.29	TREES	4	4-5
4	0.22	CLASSIFYING VERTEBRATES	4	4-5
4	0.28	DESERTS	5	4-5
4	0.28	SPIDERS AND INSECTS	5	4-5
4	0.22	THUNDERSTORMS	4	4-5
5	0.25	POWER OF WATER	5	4-5
5	0.25	THE AMERICAN WEST IN THE 1800S	5	4-5
5	0.25	VIEW THROUGH A TELESCOPE	5	4-5
5	0.25	ZOOS	5	5
6	0.36	AZTEC EMPIRE	5	4-5
6	0.36	GROWTH AND EXPANSION OF AMERICA	5	4-5
6	0.29	INVENTIONS	4	4-5
7	0.26	EXPLORING THE WORLD	5	4-5
7	0.21	INVASIVE SPECIES	4	4
7	0.26	MONUMENTS	5	4-5
7	0.26	RENEWABLE ENERGY SOURCES	5	4-5
8	0.20	ADVERTISING	4	4-5
8	0.25	FOOD WASTE	5	4-5
8	0.25	HOW THE BRAIN WORKS	5	4-5
8	0.20	SPACE EXPLORATION	4	4-5
8	0.10	THE INTERNET	2	4
11	0.21	A NEW KIND OF NEWS	5	4-5
11	0.17	COMMUNICABLE DISEASES	4	4-5
11	0.21	ENVIRONMENTAL AWARENESS	5	4-5
11	0.21	INTELLECTUAL PROPERTY	5	4-5
11	0.21	POETRY	5	4-5

**Table 5.A.2 Assignment Proportions for Mathematics**

<b>Grade</b>	<b>Proportion</b>	<b>Classroom Activity name</b>	<b># of PTs</b>	<b># of items</b>
3	0.29	FITNESS CHALLENGE	4	5-6
3	0.43	MAKING SANDWICHES	6	6
3	0.29	SCHOOL LIBRARY	4	5-6
4	0.31	CLASSPET	6	4-6
4	0.26	COMMUNITY GARDEN	5	3-6
4	0.21	FIELD TRIP	4	4-6
4	0.21	SOCCER	4	4-6
5	0.27	CABINET ORGANIZATION	4	6
5	0.20	SANDBOX	3	4-6
5	0.27	SCHOOL FAIR	4	5-6
5	0.27	SPACE MUSEUM	4	6
6	0.50	AMUSEMENT PARK	6	6
6	0.50	TALENT SHOW	6	6
7	0.38	DONUTS	6	4-6
7	0.37	MINIATURE GOLF	6	5-6
7	0.25	WALKING PATH	4	5-6
8	0.50	SIGNS	6	4-5
8	0.50	SOUTH POLE	6	5
11	0.17	GREAT COFFEE CUP	2	5
11	0.33	ROOFTRUSS	4	4-6
11	0.50	ZIP LINE	6	4-6

## Appendix 5.B: Item Distributions

**Table 5.B.1 Summary of Items Presented for the Total Test**

Content Area/Grade	No. Examinees		Min	25%	50%	75%	Max	Mean	Mode
	Total								
ELA 3	451,653		12	43	43	44	45	43.15	43
ELA 4	457,503		11	43	44	44	45	43.58	44
ELA 5	474,007		11	43	44	44	46	43.64	44
ELA 6	462,472		10	42	43	43	46	42.86	43
ELA 7	458,582		12	43	43	44	46	43.15	43
ELA 8	456,559		10	44	44	45	46	44.44	44
ELA 11	444,020		13	43	44	44	46	43.73	44
Mathematics 3	454,276		16	39	40	40	40	39.67	40
Mathematics 4	460,036		14	38	39	40	40	38.95	40
Mathematics 5	476,209		11	39	40	40	40	39.62	40
Mathematics 6	464,552		12	39	39	39	40	38.94	39
Mathematics 7	460,995		14	39	40	40	41	39.38	40
Mathematics 8	457,836		14	39	39	39	39	38.78	39
Mathematics 11	442,437		12	41	41	42	43	41.03	41

**Table 5.B.2 Summary of Items Presented in the Computer Adaptive Testing Component of the Test**

Content Area/Grade	No. Examinees		Min	25%	50%	75%	Max	Mean	Mode
	Total								
ELA 3	451,653		10	38	39	39	43	38.79	39
ELA 4	457,503		10	39	39	40	43	39.14	39
ELA 5	474,007		10	39	39	39	44	39.06	39
ELA 6	462,472		10	38	38	39	44	38.57	38
ELA 7	458,582		10	39	39	40	44	39.05	39
ELA 8	456,559		10	40	40	40	44	40.10	40
ELA 11	444,020		10	39	39	40	44	39.47	39
Mathematics 3	454,276		10	34	34	34	36	34.02	34
Mathematics 4	460,036		10	34	34	34	36	34.02	34
Mathematics 5	476,209		10	34	34	34	36	34.02	34
Mathematics 6	464,552		10	33	33	33	35	33.01	33
Mathematics 7	460,995		10	34	34	34	36	34.01	34
Mathematics 8	457,836		10	34	34	34	36	34.01	34
Mathematics 11	442,437		10	36	36	36	38	36.00	36

**Table 5.B.3 Summary of Items Presented in the Performance Task Component of the Test**

Content Area/Grade	No. Examinees		Min	25%	50%	75%	Max	Mean	Mode
	Total								
ELA 3	444,880		1	4	4	5	5	4.43	4
ELA 4	450,632		1	4	4	5	5	4.50	5
ELA 5	466,903		1	4	5	5	5	4.65	5
ELA 6	455,524		1	4	4	5	5	4.35	4
ELA 7	451,684		1	4	4	4	5	4.16	4
ELA 8	449,680		1	4	4	5	5	4.40	4
ELA 11	436,391		1	4	4	5	5	4.33	4
Mathematics 3	448,840		1	5	6	6	6	5.72	6
Mathematics 4	454,506		1	4	5	6	6	4.99	6
Mathematics 5	470,484		1	5	6	6	6	5.67	6
Mathematics 6	458,959		1	6	6	6	6	6.00	6
Mathematics 7	455,459		1	5	6	6	6	5.43	6
Mathematics 8	452,345		1	5	5	5	5	4.83	5
Mathematics 11	436,197		1	5	5	6	6	5.09	5

**Table 5.B.4 Percent of Students Meeting Blueprint**

Content Area/Grade	N	Overall Percent of Students Meeting Blueprints	Claim 1			Claim 2			Claim 3			Claim 4		
			Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding
ELA 3	444,880	99.79	0.06	99.94	0.00	0.19	99.79	0.03	0.05	99.95	0.00	0.09	99.91	0.00
ELA 4	450,632	99.83	0.05	99.95	0.00	0.15	99.84	0.00	0.07	99.93	0.00	0.07	99.93	0.00
ELA 5	466,903	99.87	0.05	99.95	0.00	0.11	99.89	0.00	0.04	99.96	0.00	0.06	99.94	0.00
ELA 6	455,524	99.81	0.08	99.92	0.00	0.19	99.79	0.02	0.06	99.94	0.00	0.08	99.92	0.00
ELA 7	451,684	99.76	0.12	99.88	0.00	0.24	99.76	0.00	0.09	99.91	0.00	0.12	99.88	0.00
ELA 8	449,680	99.76	0.10	99.90	0.00	0.24	99.76	0.00	0.07	99.93	0.00	0.11	99.89	0.00
ELA 11	436,391	99.63	0.15	99.63	0.22	0.37	99.63	0.00	0.10	99.90	0.00	0.18	99.82	0.00
Mathematics 3	448,840	99.95	0.03	99.93	0.04	0.02	78.37	21.61	0.05	92.58	7.37	NA	NA	NA
Mathematics 4	454,506	99.96	0.03	99.97	0.00	0.02	99.97	0.00	0.04	99.96	0.00	NA	NA	NA
Mathematics 5	470,484	99.97	0.03	99.97	0.00	0.02	99.98	0.00	0.03	99.97	0.00	NA	NA	NA
Mathematics 6	458,959	99.92	0.08	99.88	0.05	0.01	99.99	0.00	0.03	91.75	8.22	NA	NA	NA
Mathematics 7	455,459	99.90	0.10	99.90	0.00	0.02	99.96	0.02	0.06	99.94	0.00	NA	NA	NA
Mathematics 8	452,345	99.89	0.11	99.89	0.00	0.05	99.94	0.01	0.08	99.92	0.00	NA	NA	NA
Mathematics 11	436,197	99.84	0.12	99.87	0.00	0.16	99.84	0.00	0.06	99.94	0.00	NA	NA	NA

**Table 5.B.5 Percent of Students Meeting Embedded Field Test Blueprint**

Content Area/Grade	N	Overall Percent of Students Meeting Blueprints	Claim 1			Claim 2			Claim 3			Claim 4		
			Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding	Not Meeting	Meeting	Exceeding
ELA 3	6,773	99.91	0.06	99.94	0.00	0.07	99.90	0.03	0.07	99.93	0.00	0.09	99.91	0.00
ELA 4	6,871	99.93	0.03	99.97	0.00	0.07	99.93	0.00	0.07	99.93	0.00	0.07	99.93	0.00
ELA 5	7,104	99.93	0.06	99.94	0.00	0.01	99.99	0.00	0.01	99.99	0.00	0.07	99.93	0.00
ELA 6	6,948	99.81	0.19	99.81	0.00	0.16	99.83	0.01	0.12	99.88	0.00	0.17	99.83	0.00
ELA 7	6,898	99.81	0.16	99.84	0.00	0.17	99.83	0.00	0.10	99.90	0.00	0.19	99.81	0.00
ELA 8	6,879	99.90	0.09	99.91	0.00	0.10	99.90	0.00	0.06	99.94	0.00	0.10	99.90	0.00
ELA 11	7,629	99.82	0.13	99.70	0.17	0.17	99.83	0.00	0.08	99.92	0.00	0.17	99.83	0.00
Mathematics 3	5,436	99.91	0.06	99.93	0.02	0.09	99.91	0.00	0.07	99.93	0.00	NA	NA	NA
Mathematics 4	5,530	100.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00	0.00	NA	NA	NA
Mathematics 5	5,725	99.95	0.05	99.95	0.00	0.05	99.95	0.00	0.05	99.95	0.00	NA	NA	NA
Mathematics 6	5,593	99.54	0.11	99.54	0.36	0.09	99.91	0.00	0.46	99.54	0.00	NA	NA	NA
Mathematics 7	5,536	99.96	0.04	99.96	0.00	0.02	99.98	0.00	0.02	99.98	0.00	NA	NA	NA
Mathematics 8	5,491	99.75	0.24	99.76	0.00	0.15	99.84	0.02	0.22	99.78	0.00	NA	NA	NA
Mathematics 11	6,240	99.87	0.11	99.89	0.00	0.13	99.87	0.00	0.05	99.95	0.00	NA	NA	NA

# Chapter 6: Standard Setting

---

## 6.1. Description

Standard setting, which also is referred to as achievement level setting, refers to a class of methodologies by which one or more cut scores are used to determine achievement levels. The Smarter Balanced Assessment Consortium set four achievement levels—*Standard Not Met*, *Standard Nearly Met*, *Standard Met* and *Standard Exceeded*—with three threshold cuts for each grade and content area.

In coordination with its member states, the Smarter Balanced Assessment Consortium implemented an extensive achievement-level-setting process involving software development, item mapping, review panels, committees, workshops, and extensive validity research to set the final cut scores and achievement level descriptors. For detailed information regarding this process, refer to Chapter 10 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016).



## Reference

Smarter Balanced Assessment Consortium. (2016). *Smarter Balanced Assessment Consortium: 2013–14 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>

## Chapter 7: Scoring and Reporting

---

In order to determine individual students' scores for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Online Summative Assessments, student item responses are scored, and individual student scores (i.e., overall scale scores and claims/subscores) are calculated based on the item responses. In addition, student test scores must be aggregated to produce information for schools and local educational agencies (LEAs). This chapter describes how various types of student responses are scored for the CAASPP online assessments, as well as the various types of scores that are generated. This chapter also presents information on the concept of measurement error and how measurement error should be considered when interpreting student test scores.

### 7.1. Approach to Scoring Item Responses

#### 7.1.1 Structure of the Assessments

In order to understand the basis of the scoring approach, an understanding of the structure of the CAASPP online summative assessments is necessary. These assessments are designed to gather evidence that can be used to make inferences about student mastery of the Common Core State Standards (CCSS). The assessments are based on claims and targets. Claims are inferences made about a student based on his or her test score. They are broad statements about learning outcomes. These statements require evidence that articulates the types of data/observations that support interpretations of progress toward the achievement of the claim. Claims identify the set of knowledge and skills being measured. Here is an example of a mathematics claim:

**Claim 1: Concepts and Procedures**—Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Targets describe the evidence that can be used to support a claim about a student. Targets are specific to claims. Here is a target associated with the previous claim:

**Target C**—Understand the connections between proportional relationships, lines, and linear equations.

The items are designed based on a variety of task models that define item characteristics such as item type, allowable stimuli, prompt feature, and item interactions.

#### 7.1.2 Certification of the Scoring System

Educational Testing Service (ETS) staff from Assessment Development, Psychometrics, Statistics, and Data Science, Psychometrics Analysis and Research, Constructed Response Scoring Systems & Capabilities, and Information Technology divisions participated in the certification of the scoring system. Each team followed procedures required by the ETS Office of Quality for operational readiness and Standard 7.8 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

ETS staff reviewed operational answer keys and scoring rubrics provided by Smarter Balanced staff. In addition, item parameter estimates for items were loaded into the ETS operational scoring system. Central aspects of the validity of the CAASPP online summative test scores are the degree to which scoring rubrics are related to the appropriate

assessment targets and claims based on Smarter Balanced assessments. A key facet of validity is the degree to which scoring rules are applied accurately throughout the scoring sessions.

### 7.1.3 Types of Item Responses

In accordance with the Smarter Balanced Online Summative Assessment specifications, students are administered a computer adaptive test (CAT) component and a selected performance task (PT) (Smarter Balanced, 2017a through 2017h [English language arts/literacy {ELA}]; and 2017i through 2017s [mathematics]). The combination of the CAT and the PT components fulfills the content requirements for the test blueprint (refer to [Appendix 2.A](#)).

CAASPP online summative assessments include traditional selected-response items, short constructed-response (CR) items, writing extended-response (WER) items, and technology-enhanced items. Some items are machine-scored, which means that they can be scored by the test delivery system (TDS). Other items are scored with the artificial intelligence (AI) scoring engine; still others are human-scored by a trained rater. The scoring approach used depends on the item type and scoring requirements provided by the Smarter Balanced item specifications. Table 7.1 lists the types of items that are machine-scored.

**Table 7.1 Machine-scored Online Item Types**

Item Type	Description	Content Area
Equation	Students an equation or numeric response using an on-screen panel containing mathematical characters.	Mathematics only
Evidence-based selected response	This is a two part item: the student responds to a multiple choice item and then responds to a multiple select (MS) item.	ELA only
Grid item—Drag and drop	Students respond by dragging and dropping a single choice (“source”) into the appropriate location (“target”). The scoring key is a set of numeric identifiers that specifies which source needs to be placed in which target to answer the item correctly.	Mathematics only
Grid item—Graphing	Students plot points, lines, and multisegment lines on a graph. Items can be answered by looking at a graph. For some items, students must manipulate the elements in the graph to respond.	Mathematics only
Hot text	Students are presented with a stem that contains multiple underlined words or phrases from which students select sections of text or drag-and-drop sections of text.	ELA only

Item Type	Description	Content Area
Multiple choice	Three to five answer choices are provided, and students can select only one choice to respond.	ELA and mathematics
Multiple select	Five to eight answer choices are provided, and students are instructed to select one or more choices to respond. These item types can have multiple keys; students may be awarded partial credit for partially correct answers or may need to select all correct answers to receive credit.	ELA and mathematics
Table interaction	Students are required to respond by making a keyboard entry into one or more cells in a table grid. The response can be restricted to one selection of row, column, or table, or no restrictions.	Mathematics only

Item types that require students to provide a response by writing words or numbers are called “constructed-response” items. Both the CAT and the PT include CR items. The CAT section contains both machine-scored items as well as short-text items worth 0–2 points. The PT section contains machine-scored items; short-text, 0–2 point, items; and WER items worth 0–6 points. A small number of mathematics PTs include CR items with a 0–4 point range. CR items for CAASPP include the following item types:

- *Short-answer text response items* require students to respond with words, phrases, short sentences, or mathematical expressions. These items have a value of 0–2 points, with a small number of mathematics short-answer items having values ranging from 0 to 4 points. These items are scored holistically based on a rubric. Holistic scoring gives students a single, overall assessment score for the response as a whole.
- *WER items (full-write response)* require students to write one or more paragraphs. The WER is scored for three dimensions of writing (purpose/focus/organization, evidence/elaboration, and conventions); these items are scored analytically based on rubrics, for which readers assign a score for each criterion.

#### 7.1.4 Scoring the Item Types

The specifications regarding which CR items are eligible for machine scoring are described in an ETS memorandum (ETS, 2015a).

ETS staff review operational answer keys and scoring rubrics provided by the Smarter Balanced Assessment Consortium and follow scoring specifications to enter scores into the ETS operational scoring system. The target of the scoring specifications is to optimize the validity, reliability, and efficiency of scoring. A central aspect of the validity of the test scores is the degree to which scoring rubrics are related to the appropriate assessment targets, depth of knowledge, and claims based on Smarter Balanced assessments. A key facet of validity is whether the scoring rules are applied accurately during the scoring sessions. The validity and reliability of the scoring of CR items are evaluated in [Chapter 8: Analyses](#).

The scoring specifications include details on the type of training provided to raters, the rater screening and qualification process, and the metrics used to evaluate rater accuracy that apply to the human scoring of CR items. ETS's subcontractor, Measurement Incorporated (MI), scores the machine-scorable CR items utilizing AI scoring engines.

The scoring rubrics for the short answer items are holistic with the exception of the rubrics used to score the ELA PT full-write response, which are analytic. The full-write response item is also referred to as a writing extended-response (WER) item. An example of scoring rubrics of the WER items is available in the *Smarter Balanced Scoring Guide* (Smarter Balanced, 2014c).

## 7.2. Quality Control of Scoring

### 7.2.1 Human Scoring

#### 7.2.1.1 Quality Control in the Scoring Process

In general, the scoring model is based on scoring one item at a time (i.e., raters score responses to a single prompt until there are no more responses to that prompt during the shift). However, some mathematics PT items have scoring dependencies, which means that students base their calculations and responses on the answers to previous items associated with the PT. When these items are human-scored, all of the items in the PT, along with the student responses, are provided to the rater. This allows the rater to evaluate dependent items based on the previous items that serve as the basis for the dependent item.

The three traits that make up the extended writing tasks (full write responses)—Organization/Purpose, Evidence/Elaboration or Development/Elaboration, and Conventions—are evaluated together by a single rater. The rater assigns the separate trait scores for each of the traits being evaluated for the extended writing task.

Items are scored by a team of five to ten raters under the direction of a scoring leader. Scoring leaders are supervised by chief scoring leaders. Each chief scoring leader is responsible for multiple teams in a specific content area and grade band. Responses to individual prompts are assigned to teams of no fewer than three raters. If there is not a sufficient number of responses during a shift to occupy at least three raters, the responses are held until a sufficient number is reached to occupy at least three raters. Each rater works individually on his or her own device to read each student response and enter a score for each item.

#### 7.2.1.2 Quality Control Related to Raters

ETS has developed a variety of procedures to control the quality of ratings and monitor the consistency of scores provided by raters. These procedures specify rater qualifications, rater certification, and daily rater calibration. Raters are required to demonstrate their accuracy by passing a certification test before ETS assigns them to score a specific assessment and passing a shorter, more focused calibration test before each scheduled scoring session. Rater certification and calibration are key components in maintaining quality and consistency.

Scoring leaders monitor raters' performance by reading their responses to see if the rater assigned the correct rating. Some scoring leaders choose to read the response before finding out what score the rater has assigned; others choose to know what score the rater has assigned before reading the response. See the *Monitoring Raters* subsection on page 210 for more information on this process.

### ***Rater Qualification***

Raters should meet the following requirements:

- Bachelor’s degree in any field
- Teaching experience strongly preferred
- Graduate students and substitute teachers encouraged to apply
- Bilingual English/Spanish speakers encouraged to apply
- Eligible to work in the United States (and are e-verified prior to hire)

Among all the raters of CAASPP Smarter Balanced Summative Assessments, many of them are California educators. California educators should meet the following qualifications:

- Must have a current California teaching credential (although California charter school teachers may or may not have a teaching credential)
- May be retired educators and other administrative staff with a teaching credential who are not current classroom teachers
- Must have achieved, at minimum, a bachelor’s degree

All team leaders and raters are required to qualify before scoring and are informed of what they are expected to achieve in order to qualify (refer to [7.3 Rater Training](#) for a more complete description of this training). The standards, provided in Table 7.2, are qualification expectations for the various score point ranges and the qualification standard in terms of the percent of exact agreement. A rater is required to meet the qualification standards on one qualification set in order to score student responses. This qualification set, like the validity papers discussed in the next subsection (*Monitoring Raters*), has been previously scored by scoring experts. Raters must score the papers in the same manner according to the percentage of agreements listed in Table 7.2.

**Table 7.2 Rater Qualification Standard for Agreement with Correct Scores**

<b>Score Point Range</b>	<b>Qualification Standard (Exact Agreement)</b>
0–1	90%
0–2	80%
0–3	70%
0–4	60%

The qualification process is conducted through an online system so that the results can be captured electronically for each individual trainee.

### ***Monitoring Raters***

ETS staff created performance scoring reports so that scoring leaders can monitor the daily human-scoring process and plan any retraining activities, if needed. For monitoring interrater reliability, 10 percent of the student responses that have already been scored by the raters are randomly selected and assigned to raters by the scoring system; this process is referred to as back-reading. The second rater is unaware of the first rater’s score. The evaluation of the response from the second rater is compared to that of the first rater. Scoring leaders and chief scoring leaders provide second reads during their shifts for additional quality review.

Validity papers also are used to monitor rater performance. They are randomly inserted into each rater's scoring queue at a rate of nine percent of the total papers scored by a rater during his or her shift. These papers are carefully selected and prescored by scoring experts. Validity papers serve as another real-time evaluation of rater accuracy.

Real-time management tools allow everyone, from scoring leaders to content specialists, access to

- the overall interrater reliability rate, which measures the percentage of agreement when the scores assigned by raters are compared to the scores assigned by other raters, including scoring managers;
- the read rate, which is defined as the number of response read per hour;
- the individual and overall percentage of agreement for validity paper ratings; and
- the projected date for completion of the scoring for a specific prompt or task.

### 7.2.2. Quality Control of Artificial Intelligence Scoring

The responses to some of the short-answer (SA) items on CAASPP Smarter Balanced Online Summative Assessments are scored by MI's AI scoring engine. MI's AI scoring engine analyzes a training set of papers and calculates features that pertain to the content in question for each individual item. The scoring engine then sends the features to dozens of different algorithms that compete to see which ones can best associate the features with the corresponding human-assigned scores. The strongest models then are automatically blended to create a final model that retains the best elements from the various algorithms. After the model is built, the model elements are selected to maximize scoring accuracy for the response data.

The goal of MI's AI scoring is to provide scores that are statistically comparable to those obtained from human raters. To ensure that this continues to be true after the initial model development, MI conducts ongoing quality checks to ensure that the scoring models consistently perform as expected. Statistics such as perfect/adjacent agreement, the Pearson product-moment correlation coefficient, or the quadratic weighted kappa are used for comparing the accuracy of AI scoring with respect to human scoring. MI meets with the California Department of Education (CDE) to specify the evaluation metric and the expected level of accuracy for AI scoring. If an analysis of the human/AI agreement for an item indicates that the scoring engine needs to be adjusted, MI recalibrates the scoring model for that item. Using a new set of training papers (500–1,000, depending on the item type and complexity), MI retrains and recalibrates the scoring model until it meets or exceeds the agreement level established by the CDE, using agreed-upon evaluation metrics.

ETS and MI have developed and documented a proprietary standardized system for addressing the complexities inherent in monitoring and maintaining quality throughout large-scale, human-scoring projects. ETS processes ensure that both organizations maintain a quality assurance system through 10 percent of AI-scored items being scored by a human rater and used for agreement sample analysis. The results of the agreement analysis are presented in [8.6.4.8 Interrater Agreement](#).

### 7.2.3 Score Verification Process

Various measures are taken to ascertain that the scoring keys are applied to the student responses as intended and the student overall and claim scores are accurately computed. ETS's Enterprise Score Key Management (eSKM) system utilizes scoring procedures

specified by psychometricians to provide scoring services. A series of quality control checks are carried out by ETS psychometricians to ensure the accuracy of each score. The details are described in [9.4 Quality Control of Psychometric Processes](#).

## 7.3. Rater Training

### 7.3.1 Training Overview

#### 7.3.1.1 ELA

In order to score ELA items, raters receive training based on the task model that is used to design a group of items with similar characteristics. Raters are first trained by grade band, claim, and target. For example, raters are trained to score Claim 1 Target 5 responses for grade band three through five. They are trained to score this type of prompt and then apply generic rubrics to score the responses. The training is further focused based on the item type—short answer or WER—as well as the grade span (grades three through five, six through eight, or grade eleven).

“Baseline” anchor and training sets of papers, as well as scoring rubrics, are provided to raters based on writing purpose (e.g., informational or explanatory writing) for the WER items. For baseline anchor and training sets of papers, student responses have been scored and then reviewed by scoring experts. Responses are then selected that are deemed to be exemplars of each score point. Often, these are annotated to provide a specific explanation of how the paper exemplifies a response that should earn that particular score. Raters can refer to these sets to increase their understanding of how to accurately apply the scoring rubric.

Additional anchor and training sets are created for the purpose of periodic qualification, a process by which raters engage in a brief training and then score a prescored set of papers to ensure they are scoring accurately before their shift begins.

Qualification and validity sets are provided for each essay type of the WER items. Anchor and training sets are also provided for the task models associated with the ELA short-answer items in the CAT and PT sections. For the ELA short-answer items in the CAT and the PT sections, raters receive training for a grade span (grades three through five, six through eight, or grade eleven) instead of a grade level.

Although training is provided at the task-model level, rater qualification occurs on an item-type and grade-span basis for all ELA human-scored items. Qualification and validity papers are provided for each ELA CR item. Raters must qualify for each item type within a specific grade span before being assigned to score that item type (AIR, 2014).

#### 7.3.1.2 Mathematics

In order to score mathematics items, raters receive training and qualify on task models for all items. Similar to the training procedures for ELA, for mathematics, the Smarter Balanced Assessment Consortium provides anchor papers and training sets for the task models. The consortium also provides item-specific rubrics and item-specific validation sets for all mathematics items (AIR, 2014).

### 7.3.2 Training Process: ELA Performance Task Extended Writing Tasks

Baseline anchor sets for each writing purpose (e.g., informational writing or explanatory writing) are used to train raters on each of the writing traits—Organization/Purpose, Evidence/Elaboration or Development/Elaboration, and Conventions—within a particular grade span. The writing purposes are narrative, informational, and opinion at grades three



through five; narrative, informational, and argumentative at grades six through eight; and explanatory and argumentative at grade eleven.

For all writing purposes, Organization/Purpose is the first trait and Conventions is the third trait. Evidence/Elaboration is the second trait for the opinion, argumentative, informational, and explanatory writing purposes. Development/Elaboration is the second trait for the narrative writing purpose.

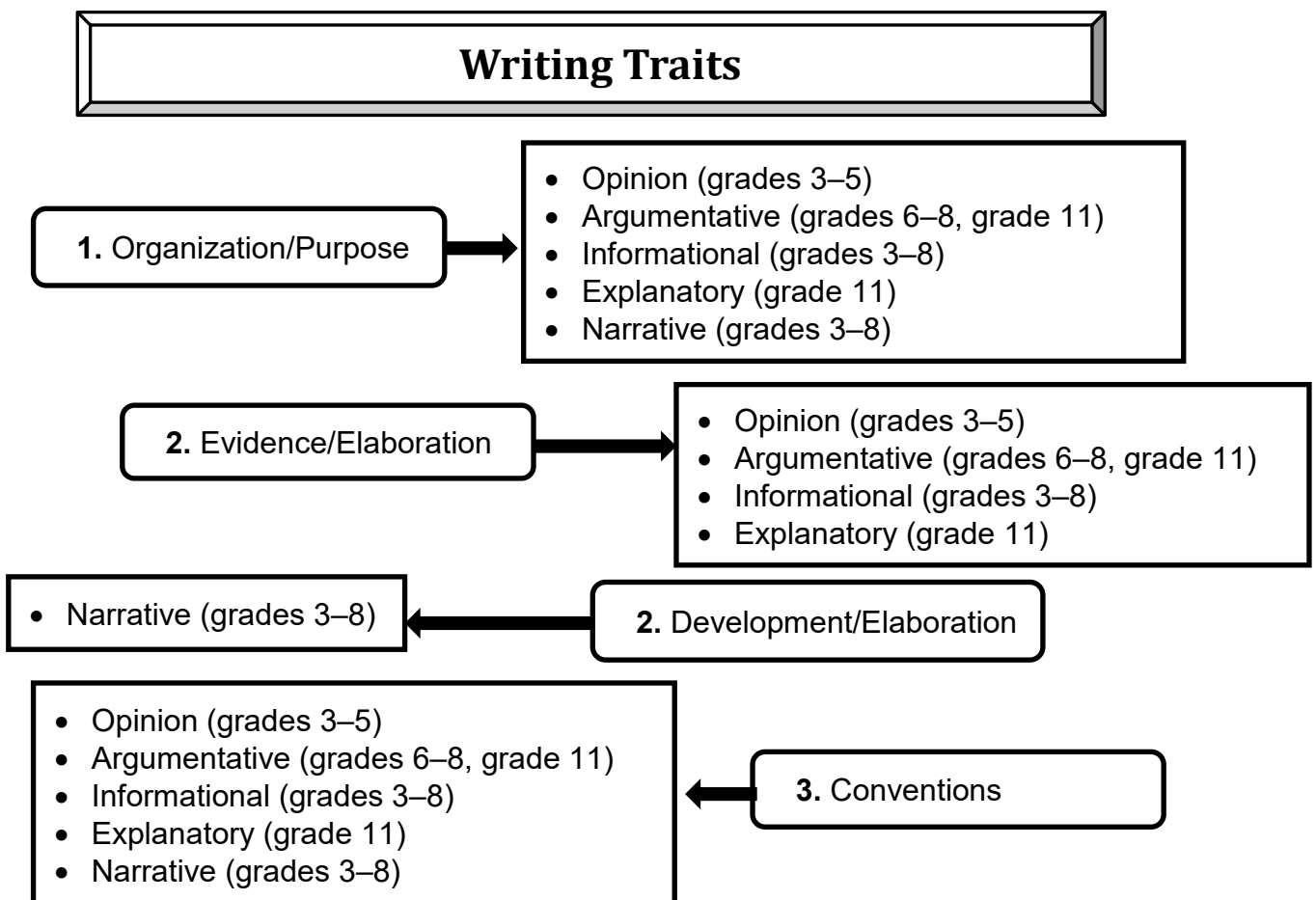
Writing traits for opinion, argumentative, informational, or explanatory writing are

- Organization/Purpose,
- Evidence/Elaboration, and
- Conventions.

Writing traits for narrative writing are

- Organization/Purpose,
- Development/Elaboration, and
- Conventions.

A chart that presents the traits to their purposes is shown in Figure 7.1.



**Figure 7.1 Writing Traits**

The training steps are described in the top panel of Figure 7.2, and the training materials are described in the bottom panel.

**Training steps:**

1. Trainees read the task, rubrics, and source materials for the WER items in a particular grade span and writing purpose (for example, Grade Three through Five Informational). Trainees read sample responses and annotations.
2. Trainees read a training set of five responses to the same item (Essay 1) and score those responses for Conventions.
3. Trainees review the correct scores and the scoring rationale for the Conventions scores for those responses.
4. Trainees read another training set of five responses to that item (Essay 1) and score those responses for Organization/Purpose. They then review the correct scores and the scoring rationale for the Organization/Purpose scores for those responses.
5. Trainees read another training set of five responses to that item (Essay 1) and score those responses for Evidence/Elaboration. They then review the correct scores and the scoring rationale for the Evidence/Elaboration scores for those responses.
6. Trainees read another training set of five responses to that item (Essay 1) and score each of those responses for all three traits.
7. Trainees review the scoring rationale for the training responses and answer training questions.
8. Trainees score a qualification round (10 papers) for all three traits for Essay 1.
9. Qualified raters begin scoring.
10. Trainees who do not meet the qualification standard on round 1 have an opportunity to review with a scoring leader before scoring round 2.

**Materials for training raters of WER items, at each grade level:**

1. Baseline anchor sets approved during Smarter Balanced Pre-Range-Finding<sup>1</sup>
2. Field test prompt and stimulus materials
3. Purpose/task specific rubrics
4. Conventions charts (approved by Smarter Balanced Assessment Consortium)
5. Supplemental scoring guidelines (approved by Smarter Balanced Assessment Consortium)
6. Training sets (specific to the first WER task for each grade/purpose)
7. Qualification sets (generally administered in two rounds of approximately 10 responses per WER task)

<sup>1</sup> Range finding activities include the review of student responses against item rubrics, the validation of rubric effectiveness, and the selection of anchor papers used by human scoring for the larger population of responses.

**Figure 7.2 Training Process for Extended Writing Tasks**

### 7.3.3 Training Process: ELA Short-Answer Items

The process for training raters to score short-answer items is also organized by grade band (three through five, six through eight, or grade eleven). These training steps are described in the top panel of Figure 7.3, and the training materials are described in the bottom panel.

#### Training steps:

1. Trainees read the rubrics and scoring notes for the short-answer items in a particular grade span and purpose category (for example, Grade Three through Five Evidence). Trainees read sample responses to a prompt and the associated annotations.
2. Trainees review the scoring rationale for each of the anchors (i.e., anchor sets for the claim/target/subclaim).
3. Trainees score the training set (5–10 papers) for the short answer claim/target/subclaim.
4. Trainees review the correct scores and scoring rationale for the training set.
5. Trainees read the prompt, source materials, or stimuli for the first short answer item in the claim/target/subclaim (e.g., Grade 6, Claim 1, Reading Item 1).
6. Trainees score a qualification round.
7. Qualified raters begin scoring.
8. Trainees who do not meet the qualification standard on round 1 have an opportunity to review with a scoring leader before then scoring round 2.

#### Materials for short answer item training:

1. Anchors and training sets (by grade band/claim/target/subcategory)
2. Prompts and source materials or stimuli
3. Item-specific rubrics
4. One qualification set (10 responses per item)

**Figure 7.3 Training Process for ELA Short Answer Items**

### 7.3.4 Training Process: Mathematics Items

The training steps for scoring mathematics items are described in the top panel of Figure 7.4, and the training materials are described in the bottom panel.

#### Training steps:

1. Trainees review the items that are represented in the anchor and training sets, any associated source materials or stimuli, and the item-specific rubrics.
2. Trainees read the associated source materials or stimuli, as appropriate.
3. Trainees score the training set for the item category, as described in the next step.
4. Trainees review the correct scores and scoring rationale for the training set.
5. Trainees score a qualification round.
6. Trainees who do not meet the qualification standard on round 1 have an opportunity to review with a scoring leader before then scoring round 2.
7. Qualified raters begin scoring.

#### Material for mathematics training:

1. Anchors and training sets (by performance task grade/family/item category or by CAT item)
2. Prompts and source materials or stimuli
3. Item specific rubrics
4. One or two qualification rounds per item category, depending on item complexity (10 responses per round)

**Figure 7.4 Training Process for Mathematics Items**

Unlike ELA performance tasks, mathematics performance tasks may contain interdependencies among the items within a task. Each mathematics performance task is made up of six items. Items may be dependent on any of the previous items within the performance task. For example, if item 6 is dependent on items 3 and 5, the rubric for item 6 specifies the correct response based on prior correct responses to items 3 and 5. Raters are responsible for determining the appropriate response to item 6 and awarding credit accordingly, even when the student's responses to items 3 and 5 are incorrect. The first two of the six items are generally AI-scored items. Two or more of the remaining four items are human-scored.

The proper handling of tasks with dependencies is addressed in the training process. Raters have practice working through PT responses and recognizing correct work based on previous incorrect values. PTs are composed of items based on several different task models. In general, training materials are organized so that raters train on a task model rather than on a complete performance task. However, when performance task items that are dependent on previous items in the set are presented in training, the entire set of items and responses is included. This allows raters to see the previous responses that serve as the basis for the item that is being scored.

### 7.3.5 Supplemental Training for Scoring Supervisors

Scoring condition codes allow raters to categorize certain responses as unscorable. The code indicates the reason that the response cannot be scored. Responses with condition codes are routed to scoring supervisors for final code assignment. Supervisors require detailed training on the Smarter Balanced condition codes and definitions (Smarter Balanced, 2014a).

Table 7.3 presents the valid condition codes used for scoring along with descriptions of the responses that would warrant the assignment of the different codes.

**Table 7.3 Scoring Condition Codes**

Condition Code	Reasons for assigning this condition code
<b>B</b>	<b>Blank</b> —no response
<b>I</b>	<p><b>Insufficient</b></p> <p>a. Use the “I” code when a student has not provided a meaningful response; for example:</p> <ul style="list-style-type: none"> <li>• Random keystrokes</li> <li>• Undecipherable text</li> <li>• “I hate this test”</li> <li>• “I don’t know, IDK”</li> <li>• “I don’t care”</li> <li>• “I like pizza!” (in response to a reading passage about helicopters)</li> <li>• Response consisting entirely of profanity</li> </ul> <p>b. For ELA WER items, use the “I” code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> <li>• The student’s original work is insufficient for rater to determine whether the student is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics, or</li> <li>• The response is too brief to make a determination regarding whether it is on purpose or on topic.</li> </ul>
<b>L</b>	<p><b>Nonscorable Language</b></p> <p>ELA: Language other than English  Mathematics: Language other than English or Spanish</p>
<b>T</b>	<p><b>Off-Topic for ELA WER Items Only</b></p> <ul style="list-style-type: none"> <li>• The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative), or</li> <li>• “Off topic” responses are generally substantial responses.</li> </ul>

Condition Code	Reasons for assigning this condition code
<b>M</b>	<p data-bbox="440 243 1008 275"><b>Off-Purpose for ELA WER Items Only</b></p> <p data-bbox="440 281 1393 348">The student has clearly not written to the purpose designated in the task.</p> <ul data-bbox="480 359 1417 657" style="list-style-type: none"> <li data-bbox="480 359 1417 426">• An off-purpose response addresses the topic of the task but not the purpose of the task.</li> <li data-bbox="480 436 1417 541">• Students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose.</li> <li data-bbox="480 552 1417 657">• Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.</li> </ul>

### 7.3.6 Human-Scoring Alerts

Raters are also trained to watch for indications of a “crisis paper” and/or cheating. Such information can require urgent attention. Any student response of a sensitive nature to any human-scored test item is assigned a score and identified as an “alert.” Raters receive a process document as part of their training materials that describes the steps to follow should they determine that a response should be classified as an alert response. The different types of crisis paper alerts are as follows:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Violence
- Rape, sexual, or physical abuse
- Self-harm or intent to harm others
- Neglect

For crisis paper alerts, the LEA’s superintendent and LEA CAASPP coordinator in the LEA for the flagged student are sent a copy of the response and the student Statewide Student Identifier via tracked delivery.

## 7.4. Student Test Scores

ETS developed two parallel scoring systems to produce students’ scores: the eSKM scoring system, which scores and delivers individual students’ scores to the ETS reporting system; and the parallel scoring system developed by ETS Technology and Information Processing Services (TIPS), which computes individual students’ scores. The two scoring systems independently apply the same scoring algorithms and specifications. ETS psychometricians verify the eSKM scoring by comparing all individual student scores from TIPS and resolving any discrepancies. This process redundancy is an internal quality control step that is in place to verify the accuracy of scoring. Students’ scores are reported only when the two parallel systems produce identical results.

When scores do not match, the mismatch is investigated by ETS’s Psychometrics Analysis and Research and eSKM teams and resolved. (For example, the mismatch could be a result of a Smarter Balanced and CDE decision to not score an item as a problem was identified in

a particular item or rubric.) ETS applies a problem item notification (PIN) not to score the item through the systematic process in eSKM, which might result in a mismatch if TIPS is still in the process of applying the PIN in the parallel system when the student score is being compared. This real-time scoring check is designed to detect mismatches and track remediation.

All scores must comply with the ETS scoring specifications and the parallel scoring process to ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system, the Test Operations Management System (TOMS).

## 7.4.1 Total Test Scores

### 7.4.1.1 Theta Scores

For all of the tests, theta scores are obtained through maximum likelihood estimation (MLE) applied to item scores assigned by raters who read the responses (Birnbaum, 1968). Items scored as one (correct) or zero (incorrect) are referred to as dichotomous items. Items scored from zero to some number of points greater than one are called polytomous items. The generalized partial credit (GPC) model is applied to both types of items. The GPC model (Muraki, 1992) is:

$$P_{ih}(\theta_j) = \begin{cases} \frac{\exp\left[\sum_{v=1}^h Da_i(\theta_j - b_i + d_{iv})\right]}{1 + \sum_{c=1}^{n_i} \exp\left[\sum_{v=1}^c Da_i(\theta_j - b_i + d_{iv})\right]}, & \text{if score } h = 1, 2, \dots, n_i \\ \frac{1}{1 + \sum_{c=1}^{n_i} \exp\left[\sum_{v=1}^c Da_i(\theta_j - b_i + d_{iv})\right]}, & \text{if score } h = 0 \end{cases}, \quad (7.1)$$

where,

$P_{ih}(\theta_j)$  is the probability of student with proficiency  $\theta_j$  obtaining score  $h$  on item  $i$ ;

$n_i$  is the maximum number of score points for item  $i$ ;

$\alpha_i$  is the discrimination parameter for item  $i$ ;

$b_i$  is the location parameter for item  $i$ ;

$d_{iv}$  is the category parameter for item  $i$  on score  $v$ ; and

$D$  is a scaling constant of 1.7 that makes the logistic model approximate the normal ogive model.

When  $n_i = 1$ , Equation 7.1 becomes an expression of the 2-parameter logistic model for dichotomous items.

The log-likelihood of a student with proficiency  $\theta_j$ , given the observed response vector  $U$ , is:

$$L(\theta_j | U) = \ln\left(\prod_{i=1}^I \prod_{v=0}^{n_i} P_{ih}(\theta_j)^{u_{iv}}\right) \quad (7.2)$$

$$u_{iv} = \begin{cases} 1, & \text{if the score } h \text{ on polytomous item } i \text{ is equal to } v, \\ 0, & \text{otherwise} \end{cases}$$

where,

$I$  is the total number of items in the response vector,

$n_i$  is the maximum number of score points for item  $i$ , and

$P_{ih}$  is the probability of the score  $h$  observed on item  $i$ , as expressed in Equation 7.1.

The theta that is associated with the largest log-likelihood for a particular pattern of scores is the maximum likelihood theta estimate. The equation for the MLE cannot generally be solved explicitly as it is nonlinear in nature (Hambleton & Swaminathan, 1985, p. 79). As a result, an iterative process such as the Newton-Raphson procedure is employed. At iteration  $t$ , student's estimated ability  $\theta$  is:

$$\theta_t = \theta_{t-1} - \frac{L'_{t-1}}{L''_{t-1}} \quad (7.3)$$

where

$L'_{t-1}$  is the first derivative of the log-likelihood at iteration  $t-1$ , and

$L''_{t-1}$  is the second derivative.

When the difference between the estimates in successive iterations becomes acceptably small (i.e., difference is less than .0001), the process is said to converge. The convergence criterion determines the level of accuracy of estimation, provided that the process converges. Theta scores are the basis for scale scores but are not reported. Scale scores and the transformation from theta scores to scale scores are described in the [Scale Scores for the Total Assessment](#) subsection.

### ***Inverse Test Characteristic Curve Method***

There are some special cases in which the score reported for a student is not based on the MLE approach:

- The student got the lowest possible score on the total test, which would lead to an MLE of  $-\infty$ .
- The student got the highest possible score on the total test, which would lead to an MLE of  $+\infty$ .
- The student's response pattern did not lead to a single most likely MLE of the student's ability, or the likelihood function is so flat that its maximum is not much greater than the likelihood over a wide range of theta values.

In these cases, the student's score was computed by the inverse test characteristic curve (TCC) method (Stocking, 1996). This method transforms the sum of the student's item scores into an ability estimate. That estimate is the ability level at which the sum of the



expected scores on the items the student took is equal to the sum of the scores that the student actually earned on those items.

The item characteristic curve for an item shows the probability of a correct answer to the item—in the case of dichotomous items—or the probability of responding in a score category—in the case of polytomous items—as a function of the student’s ability. The test characteristic curve for a set of items shows the expected total score on those items as a function of the student’s ability. Because information is lost by not utilizing each student’s unique pattern of responses, this method was used only when the response pattern did not lead to one clear MLE of the student’s ability or the likelihood function was so flat that although it has a maximum, that maximum was not much greater than the likelihood over a wide range of theta values.

The lowest obtainable theta (LOT) and the highest obtainable theta (HOT) are presented in Table 7.4 for each grade and content area, as defined by the Smarter Balanced Consortium. The theta scores for grades three through eight and grade eleven are on a common vertical scale.

**Table 7.4 Theta of Lowest and Highest Obtainable Scores**

<b>Content Area/Grade</b>	<b>LOT</b>	<b>HOT</b>
ELA 3	-4.5941	1.3374
ELA 4	-4.3962	1.8014
ELA 5	-3.5763	2.2498
ELA 6	-3.4785	2.5140
ELA 7	-2.9114	2.7547
ELA 8	-2.5677	3.0430
ELA 11	-2.4375	3.3392
Mathematics 3	-4.1132	1.3335
Mathematics 4	-3.9204	1.8191
Mathematics 5	-3.7276	2.3290
Mathematics 6	-3.5348	2.9455
Mathematics 7	-3.3420	3.3238
Mathematics 8	-3.1492	3.6254
Mathematics 11	-2.9564	4.3804

### ***Scoring of Incomplete Cases***

Sometimes students fail to complete their tests. Depending on the nature of the missing data, different actions are taken. This section covers following three situations:

1. Attemptedness/participation rules that describe when a test is considered attempted or participated
2. When a test is scored
3. How and when incomplete tests are scored

As defined in the Smarter Balanced scoring specifications, tests are considered “complete” if students respond to the minimum number of operational items specified in the blueprint (refer to Table 8.1 and Table 8.2 for the minimum number of operational items in each claim

for students who are assigned only operational items and for students who are assigned items for embedded field test PTs respectively). Otherwise, the tests are “incomplete.” In a fixed-form (i.e., not CAT) assessment, unanswered items are treated as incorrect. However, in a CAT environment, the specific unanswered items are not known because the test administration terminates when a student stops responding to items. ETS implemented several procedures that score an incomplete test in a CAT environment; these procedures are presented in Table 7.5.

**Table 7.5 Treatment of Incomplete Tests**

<b>If the student</b>	<b>Classify the student as participating?</b>	<b>Include the data in the student file?</b>	<b>Score the responses for the student?</b>	<b>Classify the student as attempting the test or is there another status?</b>	<b>Report a score for the student?</b>
Logged on to both the CAT and PT, but answered no items	Yes	Yes	No	No	No
Logged on to both the CAT and PT, and answered at least one item for only CAT or PT	Yes	Yes	Lowest obtainable score for the test	No (Participating)	No
Logged on to both the CAT and PT and answered at least one item for both CAT and PT	Yes	Yes	Lowest obtainable score for the test	Yes	No
Logged on to both the CAT and PT and answered at least one PT item but fewer than 10 CAT items	Yes	Yes	Lowest obtainable score for the test	Yes	No
Logged on to both the CAT and PT, answered at least one PT item and at least 10 CAT items, but did not answer specified minimum number of items	Yes	Yes	MLE (unanswered items in the middle of the test scored treated as incorrect), or for an incomplete test, estimate from Equation 7.4	Yes	Yes
Logged on to both the CAT and field test PT, answered at least 10 CAT items, but did not answer specified minimum number of items	Yes	Yes	MLE (unanswered items in the middle of the test scored treated as incorrect), or, for	Yes	Yes

If the student	Classify the student as participating?	Include the data in the student file?	Score the responses for the student?	Classify the student as attempting the test or is there another status?	Report a score for the student?
			an incomplete test, estimate from Equation 7.4		

The number and percent of students who participated the tests are presented in the tables of [Appendix 7.A](#) for all students in each test and for the selected demographic student groups by grade and content area. In addition, the numbers of students in the selected demographic student groups with different test completion conditions are presented in the tables of [Appendix 7.F](#). Note that in [Appendix 7.A](#) and [Appendix 7.F](#), all students are counted, including the students assigned to take embedded field test PTs.

Sometimes a student stops answering items before the test delivery system has administered all the items the student is supposed to answer. When that happens, the student's test is considered complete if the student has answered at least a specified minimum number of items (less than the number of items in the full test). Otherwise, the student's score is based on an adjusted ability estimate calculated by the formula in Equation 7.4.

$$\theta_{Adj.} = \theta_{min} + (\theta_{achieved} - \theta_{min}) * PropAdj, \quad (7.4)$$

where,

$\theta_{adj}$  is the student's adjusted ability estimate,

$\theta_{achieved}$  is the theta estimate based on the incomplete test,

$\theta_{min}$  is a predetermined theta estimate equal to -3.5, which is the average of the lowest obtainable theta values across all tests (on the vertical theta scale), and

$PropAdj$  is the proportion of the test completed by the student.

#### 7.4.1.2 Scale Scores for the Total Assessment

After MLE scoring is performed on the theta scale and the scoring rules are implemented, the scaling constants are applied. Scale scores (SS) are on the Smarter Balanced vertical scale and are formed by linking across grades using common items in adjacent grades. The vertical scale score is the linear transformation of the post-vertically scaled item response theory (IRT) ability estimate (refer to subsection [2.7.3 Vertical Scaling](#) for the procedure).

The student's estimated theta score is converted to a scale score by the following formulas:

$$\text{For ELA: } SS = 85.8 \theta + 2508.2 \quad (7.5)$$

$$\text{For mathematics: } SS = 79.3 \theta + 2514.9 \quad (7.6)$$

There is a restriction that the scale score cannot be higher or lower than the specified highest and lowest possible scores for that content area and grade level. The lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS) for each test are displayed in Table 7.6.

Scale scores are rounded to the nearest integer.

Detailed information regarding the establishment of scale scores for the Smarter Balanced Summative Assessments can be found in Chapter 10 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016) and the *Smarter Balanced Scoring Specification: 2014–2015 Administration* (AIR, 2015b).

**Table 7.6 Lowest and Highest Obtainable Scale Scores**

Content Area/Grade	LOSS	HOSS
ELA 3	2114	2623
ELA 4	2131	2663
ELA 5	2201	2701
ELA 6	2210	2724
ELA 7	2258	2745
ELA 8	2288	2769
ELA 11	2299	2795
Mathematics 3	2189	2621
Mathematics 4	2204	2659
Mathematics 5	2219	2700
Mathematics 6	2235	2748
Mathematics 7	2250	2778
Mathematics 8	2265	2802
Mathematics 11	2280	2862

#### 7.4.1.3 Achievement Levels

Standard settings were performed by the Smarter Balanced Assessment Consortium, which defined four achievement levels based on overall scale scores. These achievement level categories were labeled “Standard Not Met,” “Standard Nearly Met,” “Standard Met,” and “Standard Exceeded.” The combined categories of “Standard Met” or “Standard Exceeded” are used to define students meeting the proficiency criterion for accountability purposes. See *Chapter 10 Achievement Level Setting* of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016) for details related to the standard setting procedure; *Reporting Achievement Level Descriptors* (Smarter Balanced, 2015c) for the descriptors used to describe Smarter Balanced achievement levels; and *Interpretation and Use of Scores and Achievement Levels* (Smarter Balanced, 2014b) for more information about using achievement levels.

- **Level 1—Standard Not Met.** Student demonstrates minimal understanding of ELA and mathematics and the ability to apply the knowledge and skills for his or her grade level that are associated with college and career readiness.

- **Level 2—Standard Nearly Met.** Student demonstrates partial understanding of ELA and mathematics and the ability to apply the knowledge and skills for his or her grade level that are associated with college and career readiness.
- **Level 3—Standard Met.** Student demonstrates adequate understanding of ELA and mathematics and the ability to apply the knowledge and skills for his or her grade level that are associated with college and career readiness.
- **Level 4—Standard Exceeded.** Student demonstrates thorough understanding of ELA and mathematics and the ability to apply the knowledge and skills for his or her grade level that are associated with college and career readiness.

The cut scores for the achievement levels vary by grade and content area. Table 7.7 provides the theta cut scores for Standard Nearly Met, Met, and Exceeded at each grade. For example, the cut score of  $-0.888$  for “Standard Met” in grade three ELA means that a student must earn a theta score ( $\theta$ ) of  $-0.888$  or higher to achieve that classification.

**Table 7.7 Theta Cut Scores**

Content Area/Grade	Standard Nearly Met	Standard Met	Standard Exceeded
ELA 3	-1.646	-0.888	-0.212
ELA 4	-1.075	-0.410	0.289
ELA 5	-0.772	-0.072	0.860
ELA 6	-0.597	0.266	1.280
ELA 7	-0.340	0.510	1.641
ELA 8	-0.247	0.685	1.862
ELA 11	-0.177	0.872	2.026
Mathematics 3	-1.689	-0.995	-0.175
Mathematics 4	-1.310	-0.377	0.430
Mathematics 5	-0.755	0.165	0.808
Mathematics 6	-0.528	0.468	1.199
Mathematics 7	-0.390	0.657	1.515
Mathematics 8	-0.137	0.897	1.741
Mathematics 11	0.354	1.426	2.561

Table 7.8 shows the scale score range of each achievement level for the ELA and mathematics assessments, respectively.

**Table 7.8 Scale Score Ranges for Achievement Levels**

Content Area/Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA 3	2114–2366	2367–2431	2432–2489	2490–2623
ELA 4	2131–2415	2416–2472	2473–2532	2533–2663
ELA 5	2201–2441	2442–2501	2502–2581	2582–2701
ELA 6	2210–2456	2457–2530	2531–2617	2618–2724
ELA 7	2258–2478	2479–2551	2552–2648	2649–2745
ELA 8	2288–2486	2487–2566	2567–2667	2668–2769
ELA 11	2299–2492	2493–2582	2583–2681	2682–2795
Mathematics 3	2189–2380	2381–2435	2436–2500	2501–2621
Mathematics 4	2204–2410	2411–2484	2485–2548	2549–2659
Mathematics 5	2219–2454	2455–2527	2528–2578	2579–2700
Mathematics 6	2235–2472	2473–2551	2552–2609	2610–2748
Mathematics 7	2250–2483	2484–2566	2567–2634	2635–2778
Mathematics 8	2265–2503	2504–2585	2586–2652	2653–2802
Mathematics 11	2280–2542	2543–2627	2628–2717	2718–2862

#### 7.4.2 Claim Scores (Subscores)

Claims identify the set of knowledge and skills being measured. Groups of items in each combination of grade and content area are formed based on related content standards; outcomes for these groups of items are called claim scores. A claim score is a measure of a student's performance on the items in that claim. There are four claims for ELA assessments and three claims for mathematics assessments. Claims 2 and 4 of mathematics scores are combined because of content similarity and to provide flexibility for item development. Consequently, only three claim scores are reported with the overall mathematics score.

Like the overall test, results of each claim are reported as a theta score, a scale score, and a claim strength/weakness. The claims for ELA are identified in Table 7.9 and are also available in the blueprints, which are provided in [Appendix 2.A](#).

**Table 7.9 Claims Identified for ELA**

Claim	Description
1. Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
2. Writing	Students can produce effective and well-grounded writing for a range of purposes and audiences.
3. Listening/ Speaking	Students can employ effective listening skills for a range of purposes and audiences.
4. Research	Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

The claims for mathematics are identified in Table 7.10 and are also available in the blueprints, which are provided in [Appendix 2.A](#). Note that for mathematics, claims 2 and 4 are reported together so there are only three reporting categories with four claims.

**Table 7.10 Claims Identified for Mathematics**

Claim	Description
1. Concepts and Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
2. Problem Solving	Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
3. Model and Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
4. Communicating/ Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

#### 7.4.2.1 Scale Scores for Claims

Claim scores are calculated by applying the MLE approach to the items contained in a particular claim. The resulting ability estimates are converted to claim scale scores by applying Equation 7.5 for ELA assessments and Equation 7.6 for mathematics assessments. ELA scores are computed for each claim. Mathematics scores are computed for Claim 1, Claims 2 and 4 combined, and Claim 3.

Claim scores are based on fewer items than total test scores; as a result, the number of students whose claim scores cannot be estimated by the MLE approach is larger than for the total score. ETS uses the inverse TCC approach when MLE derived theta estimates are not available for a claim.

#### 7.4.2.2 Performance Levels for Claims

The relative strengths and weaknesses for each student are reported for each claim. The three performance levels for each claim are as follows:

- **Above standard**—Student clearly understands and can successfully apply his or her knowledge to the standards tested in this content area for his or her grade.
- **At/Near standard**—Student shows understanding and can apply his or her knowledge to the standards tested in this content area for his or her grade.
- **Below standard**—Student has limited understanding and difficulty applying his or her knowledge to the standards tested in this content area for his or her grade.

Because claim scores are based on fewer items than overall test scores, the standard error of the claim scale scores is included in the determination of the student's performance level on a claim.  $SS_{claim}$  is a student's estimated scale score on a claim. A range of possible student scale scores is calculated for each student from  $SS_{claim} - 1.5 \times SE_{SS_{claim}}$  to  $SS_{claim} + 1.5 \times SE_{SS_{claim}}$ , each of which is converted to a scale score and rounded to an integer.

If the value at the high end of the score range is less than the minimum scale score associated with the overall "Standard Met" achievement classification, the claim performance level is reported as "Below Standard." This achievement classification is also assigned when all student responses to items associated with a claim are incorrect.

If the value at the low end of the range is greater than the minimum scale score associated with the overall “Standard Met” achievement classification, the claim performance level is reported as “Above Standard.” This claim performance level is also reported when all student responses are correct.

Scale score ranges that do not meet either of these classifications are reported as “At/Near Standard.”

### 7.4.3 Theta Scores Standard Error

A student’s true ability level or theta score and standard error of theta are not known. The standard error of measurement (SEM) is the standard deviation of the distribution of theta scores that the student would earn under different testing conditions. In IRT, the only differences taken into account in the SEM are those associated with different sets of items that could be presented to the student. An error band can be calculated from the student’s theta score minus one SEM to the student’s theta score plus one SEM, which should contain the student’s true score 68 percent of the time. The error band is transformed to the scale score metric and reported for the CAASPP online summative assessments. It is useful to take into account the size of measurement errors because no assessment measures student ability with perfect accuracy or consistency. (Error bands are also discussed in subsection [7.4.5 Error Band.](#))

In the framework of IRT, the SEM is the reciprocal of the square root of the test information function (TIF) based on the items taken by each student. It is also the estimate of standard error for the estimate of theta. The TIF is the sum of information from each item on the test. With MLE, the SEM for a student with proficiency  $\theta_j$  is:

$$SEM(\theta_j) = \frac{1}{\sqrt{I(\theta_j)}} \quad (7.7)$$

where,

$I(\theta_j)$  is the test information for student  $j$ , calculated as:

$$I(\theta_j) = \sum_{i=1}^n I_i(\theta_j) \quad (7.8)$$

and  $I_i(\theta_j)$  is the item information of item  $i$  for student  $j$ .

When item information is based on the generalized partial credit model for both dichotomous and polytomous items, it is calculated as:

$$I_i(\theta_j) = (Da_i)^2 [s_{i2}(\theta_j) - s_i^2(\theta_j)], \quad (7.9)$$

where,

$s_i(\theta_j)$  is the expected item score for item  $i$  on a theta scale score  $\theta_j$ , calculated as

$$s_i(\theta_j) = \sum_{h=0}^{n_i} hp_{ih}(\theta_j), \quad (7.10)$$

and



$$s_{i2}(\theta_j) = \sum_{h=0}^{n_i} h^2 p_{ih}(\theta_j) \quad (7.11)$$

where,

$p_{ih}(\theta_j)$  is the probability of an examinee with  $\theta_j$  getting score  $h$  on item  $i$ , the computation of which is shown in Equation 7.1, and

$n_i$  is the maximum number of score points for item  $i$ .

The SEM is calculated based only on the answered item(s) for both complete and incomplete tests. The upper bound of the SEM is set to 2.5 on the theta metric, and any value larger than 2.5 is truncated at 2.5, as is required by the Smarter Balanced Assessment Consortium (AIR, 2015a).

#### 7.4.4 Scale Score Standard Errors

Standard errors of the maximum likelihood theta estimates are also transformed onto the reporting scale. This transformation is

$$SE_{scaled} = a * SE_{\theta_j} \quad (7.12)$$

where,

$SE_{\theta}$  is the standard error of the ability estimate on the  $\theta$  scale, and

$a$  is the slope of the scaling constants that transform  $\theta$  to the reporting scale.

The value of  $a$  is 85.8 for ELA and 79.3 for mathematics.

#### 7.4.5 Error Band

A band of scale scores showing the measurement error associated with each scale score is reported. It is generated by developing a band of indeterminacy surrounding the scale score:

$$\text{error band} = (SS - SE_{scaled}, SS + SE_{scaled}), \quad (7.13)$$

where,

$SS$  is the scale score, and

$SE_{scaled}$  is the standard error of measurement associated with this scale score,

$SS - SE_{scaled}$  is the lower boundary of the error band, and

$SS + SE_{scaled}$  is the upper boundary of the error band.

#### 7.4.6 Assessment Target Reports

##### 7.4.6.1 Overview of Assessment Target Reports

Assessment target standards are specific to each content domain and linked to Common Core State Standards (CCSS) that are associated with claim areas. For Smarter Balanced tests, assessment targets are intended to support the development of high-quality items and tasks that contribute evidence to the claims. The relationship between assessment targets and CCSS elements is made explicit in the Smarter Balanced content specifications (ETS, 2015a; 2015b).

Assessment target scores, which are reported only at the group level, provide insight into strengths and weaknesses for a group of students relative to their performance on the test as a whole. For a selected group of students (for example, a classroom), if their performance on an assessment target is better than the test as a whole, it is an area of relative strength. Conversely, if the group of students did not perform as well on an assessment target in relation to the test as a whole, it would be an area of relative weakness.

Assessment target scores are derived from item *residuals*, which are the differences between a student's observed score and expected score for a particular item. For the selected group of students, the assessment target scores for each student are calculated by summing the differences between the observed and expected scores for each student for all items that he or she attempted within a particular assessment target. The sum of these differences is then divided by the total number of points possible for items within a particular target. Next, the mean assessment target scores as well as the standard error for all students in the selected student group are calculated. Finally, strengths and weaknesses thresholds are established after the values for each assessment target are calculated. More details on the calculation of the assessment targets and the establishment of the strengths and weaknesses thresholds are described in an ETS memorandum, *Target Score Reporting* (ETS, 2015b).

Note, however, that assessment targets are based on target standards but not all claim areas support assessment target reporting. For example, assessment targets are reported for all claims in ELA but only for Claim 1 in mathematics.

#### **7.4.6.2 Limitations**

Caution should be used when reporting or interpreting assessment targets. First, assessment targets can only be meaningfully reported at the group level because they are neither reliable nor generalizable enough to support inferences for individual students. Second, because residuals are sensitive to model fit, student strengths and weaknesses evaluated this way are sometimes the result of a misfit in item calibration. Therefore, it is necessary to compute the average residuals of each item across all students within each assessment target to determine whether the average residuals across all students are uniformly close to zero. Finally, assessment targets that are based on 10 or fewer items in the item bank are not reported. The extent to which the scores are *generalizable* depends on the total number of items administered from that domain across all students. A small number of items is not sufficient to broadly represent the target domain or to support the general conclusions required of actionable information.

#### **7.4.6.3 Reporting**

The distribution of the average assessment target scores depends both on the number of students in the defined group and on the number of items in a target that these students answered. As both numbers grow large, the average residuals increasingly cluster symmetrically around zero. To support California schools in making valid inferences based on the assessment target information, the number of items per target standard is considered when reporting the assessment target. A criterion that there are at least 10 items within the item pool for a target standard is recommended. Table 7.11 summarizes the number of reportable assessment targets for the 2016–17 CAASPP Smarter Balanced administration.

**Table 7.11 Number of Targets Eligible for Reporting for Targets with 10 Items or More**

Grade	ELA Claim 1	ELA Claim 2	ELA Claim 3	ELA Claim 4	ELA Total	Mathematics Claim 1
3	13	8	1	3	25	11
4	12	8	1	3	24	11
5	13	8	1	3	25	11
6	13	8	1	3	25	10
7	11	8	1	3	23	9
8	11	8	1	3	23	10
11	14	7	1	3	25	16

## 7.5. Overview of Score Aggregation Procedures

To provide meaningful results to the stakeholders, test scores for a given grade and content area are aggregated at the school, LEA or direct funded charter school, county, and state levels. The aggregated scores are generated both for selected groups and for the population. The next section contains a description of the types of aggregation performed on CAASPP Smarter Balanced online summary assessment scores.

### 7.5.1 Score Distributions and Summary Statistics

Summary statistics that describe student performance on each test that contains only operational items are presented in Table 7.12, and the summary statistics on tests where the field test PT items are embedded are presented in Table 7.13. Included in the tables are the number of students for each test and the means and standard deviations of student scores expressed in terms of both scale scores and theta scores. The mean thetas and corresponding scale scores increase as expected over increasing grade levels across the vertical scale.

**Table 7.12 Operational Mean and Standard Deviation of Theta and Scale Scores**

Content Area/Grade	Number of Students	Mean Scale Score	Scale Score SD	Mean Theta Score	Theta Score SD
ELA 3	444,880	2415	92	-1.09	1.07
ELA 4	450,632	2456	97	-0.61	1.13
ELA 5	466,903	2490	101	-0.22	1.18
ELA 6	455,524	2519	98	0.13	1.14
ELA 7	451,684	2543	103	0.40	1.20
ELA 8	449,680	2559	102	0.59	1.19
ELA 11	436,391	2603	115	1.10	1.34
Mathematics 3	448,840	2428	83	-1.10	1.05
Mathematics 4	454,506	2463	86	-0.66	1.09
Mathematics 5	470,484	2486	95	-0.37	1.19
Mathematics 6	458,959	2509	110	-0.08	1.38
Mathematics 7	455,459	2525	115	0.13	1.45
Mathematics 8	452,345	2540	124	0.32	1.57
Mathematics 11	436,197	2565	129	0.63	1.63

**Table 7.13 Embedded Field Test PTs Mean and Standard Deviation of Theta and Scale Scores**

Content Area/Grade	Number of Students	Mean Scale Score	Scale Score SD	Mean Theta Score	Theta Score SD
ELA 3	6,773	2411	93	-1.13	1.08
ELA 4	6,871	2450	99	-0.68	1.15
ELA 5	7,104	2479	102	-0.34	1.19
ELA 6	6,948	2510	101	0.03	1.17
ELA 7	6,898	2531	105	0.27	1.22
ELA 8	6,879	2549	104	0.48	1.21
ELA 11	7,629	2594	112	1.00	1.30
Mathematics 3	5,436	2428	84	-1.09	1.05
Mathematics 4	5,530	2462	86	-0.67	1.08
Mathematics 5	5,725	2486	94	-0.36	1.19
Mathematics 6	5,593	2508	111	-0.08	1.41
Mathematics 7	5,536	2527	116	0.15	1.46
Mathematics 8	5,491	2540	125	0.32	1.58
Mathematics 11	6,240	2563	128	0.60	1.61

For students who take only operational items, the number and the percentage of students in each achievement level and the number and the percentage who meet or exceed the standard are shown in Table 7.14.

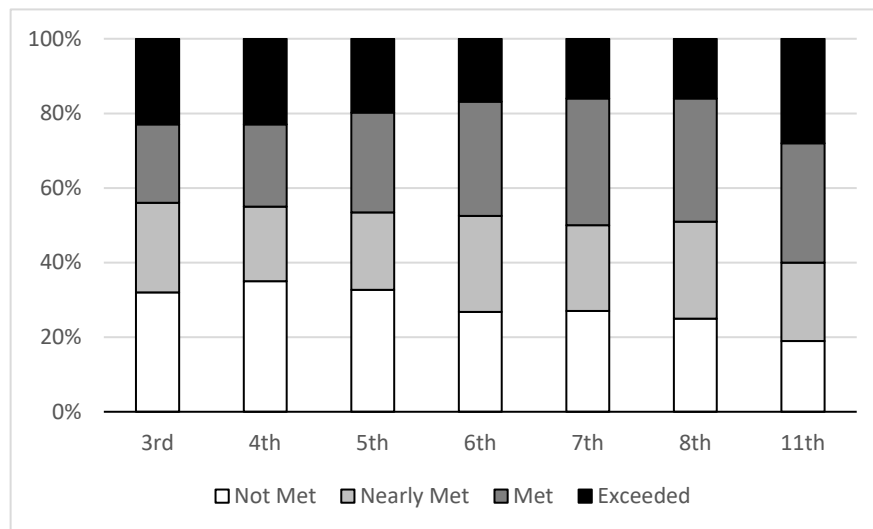
**Table 7.14 Percentages and Counts of Operational-only Students in Achievement Levels for CAASPP Online Summative Assessments**

Content Area/Grade	Standard Not Met N	Standard Not Met %	Standard Nearly Met N	Standard Nearly Met %	Standard Met N	Standard Met %	Standard Exceeded N	Standard Exceeded %	Standard Met/Exceeded* N	Standard Met/Exceeded* %
ELA 3	142,709	32	106,793	24	93,932	21	101,446	23	195,378	44
ELA 4	156,796	35	90,689	20	99,108	22	104,039	23	203,147	45
ELA 5	153,101	33	96,231	21	124,971	27	92,600	20	217,571	47
ELA 6	121,645	27	119,404	26	139,231	31	75,244	17	214,475	47
ELA 7	122,646	27	105,562	23	152,019	34	71,457	16	223,476	49
ELA 8	114,061	25	116,797	26	149,121	33	69,701	16	218,822	49
ELA 11	82,434	19	92,978	21	139,702	32	121,277	28	260,979	60

Content Area/Grade	Standard Not Met N	Standard Not Met %	Standard Nearly Met N	Standard Nearly Met %	Standard Met N	Standard Met %	Standard Exceeded N	Standard Exceeded %	Standard Met/Exceeded* N	Standard Met/Exceeded* %
Mathematics 3	126,409	28	112,111	25	123,760	28	86,560	19	210,320	47
Mathematics 4	127,285	28	143,348	32	107,335	24	76,538	17	183,873	40
Mathematics 5	184,051	39	127,244	27	74,488	16	84,701	18	159,189	34
Mathematics 6	162,077	35	129,478	28	85,246	19	82,158	18	167,404	36
Mathematics 7	164,109	36	123,315	27	85,906	19	82,129	18	168,035	37
Mathematics 8	182,183	40	105,999	23	73,592	16	90,571	20	164,163	36
Mathematics 11	192,886	44	103,042	24	83,841	19	56,428	13	140,269	32

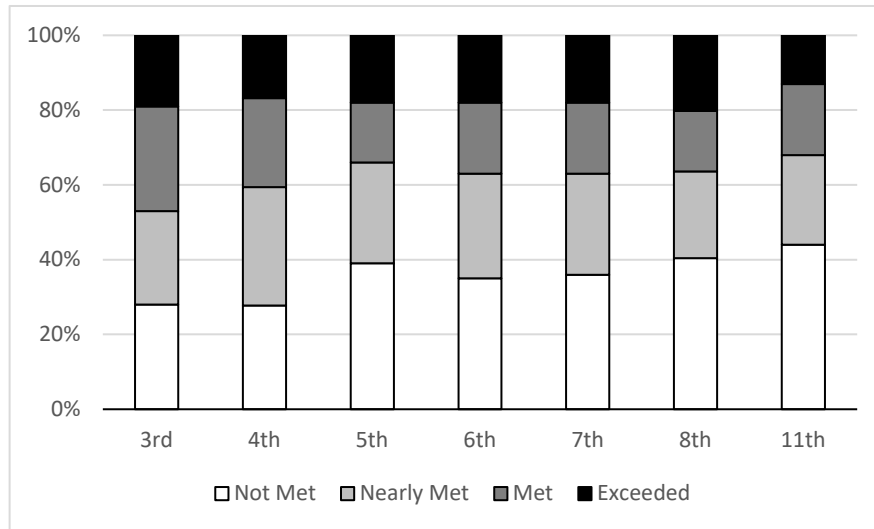
\* May not exactly match the sum of Level 3 and Level 4 percentages due to rounding.

Figure 7.5 presents a graphical representation of the percentage of students at each achievement level by grade for ELA. These are the achievement levels for ELA shown in Table 7.14.



**Figure 7.5 Percentages of Achievement Levels in ELA, Operational Assessments**

Figure 7.6 presents a graphical representation of the percentage of students at each achievement level by grade for mathematics. These are the achievement levels for mathematics shown in Table 7.14.



**Figure 7.6 Percentages of Achievement Levels in Mathematics, Operational Assessments**

For students who are assigned an embedded field test PT, the number and the percentage of students in each achievement level and the number and the percentage who meet or exceed the standard are shown in Table 7.15.

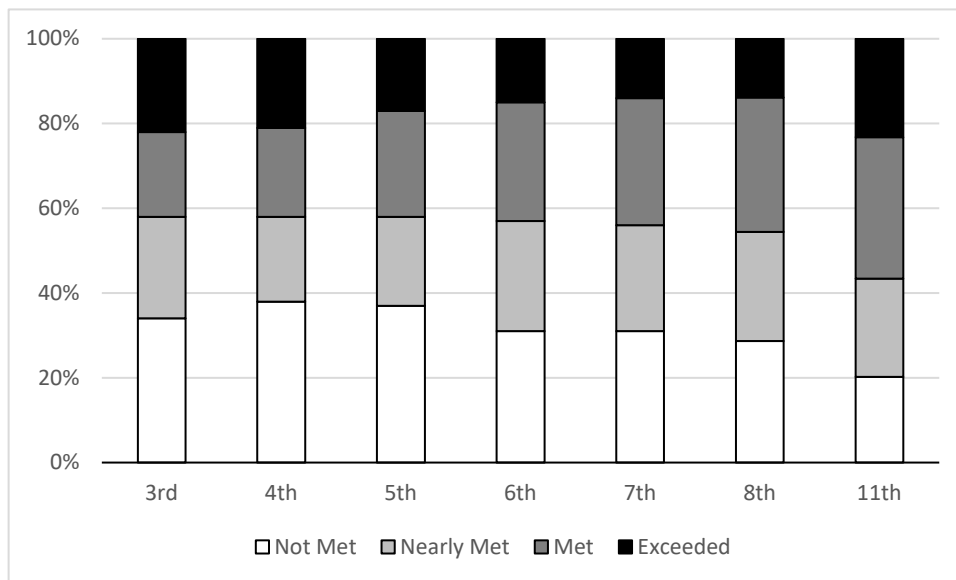
**Table 7.15 Percentages and Counts of Embedded Field Test–only PTs Students in Achievement Levels for CAASPP Online Summative Assessments**

Content Area/Grade	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded		Standard Met/Exceeded	
	N	%	N	%	N	%	N	%	N	%
ELA 3	2,310	34	1,616	24	1,357	20	1,490	22	2,847	42
ELA 4	2,589	38	1,349	20	1,465	21	1,468	21	2,933	43
ELA 5	2,636	37	1,481	21	1,796	25	1,191	17	2,987	42
ELA 6	2,126	31	1,773	26	1,980	28	1,069	15	3,049	44
ELA 7	2,172	31	1,712	25	2,038	30	976	14	3,014	44
ELA 8	1,990	29	1,780	26	2,171	32	938	14	3,109	45
ELA 11	1,518	20	1,771	23	2,551	33	1,789	23	4,340	57

Content Area/Grade	Standard Not Met N	Standard Not Met %	Standard Nearly Met N	Standard Nearly Met %	Standard Met N	Standard Met %	Standard Exceeded N	Standard Exceeded %	Standard Met/Exceeded N	Standard Met/Exceeded %
Mathematics 3	1,549	28	1,379	25	1,456	27	1,052	19	2,508	46
Mathematics 4	1,596	29	1,760	32	1,272	23	902	16	2,174	39
Mathematics 5	2,235	39	1,536	27	902	16	1,052	18	1,954	34
Mathematics 6	2,003	36	1,537	27	1,032	18	1,021	18	2,053	37
Mathematics 7	1,989	36	1,464	26	1,061	19	1,022	18	2,083	38
Mathematics 8	2,252	41	1,231	22	894	16	1,114	20	2,008	37
Mathematics 11	2,768	44	1,547	25	1,183	19	742	12	1,925	31

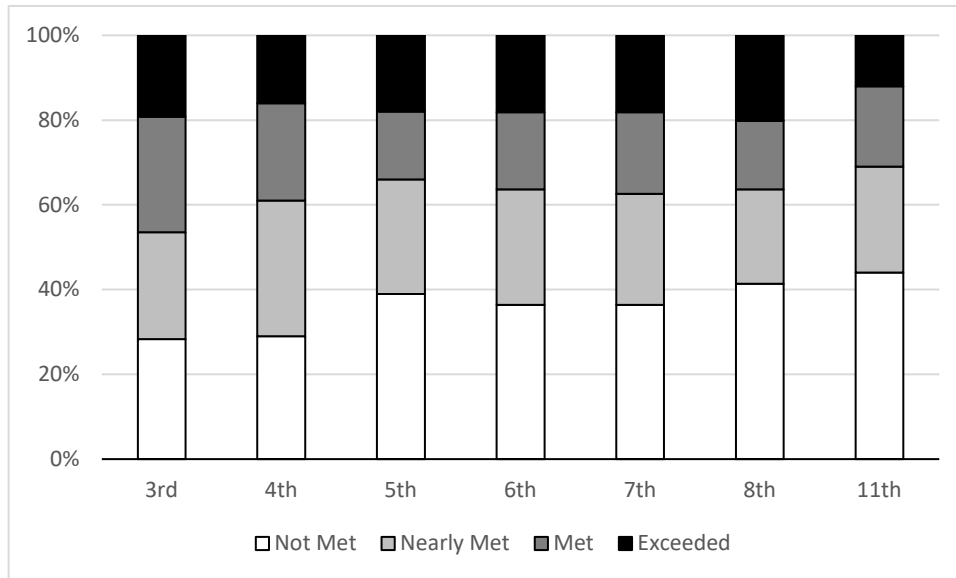
\* May not exactly match the sum of Level 3 and Level 4 percentages due to rounding.

Figure 7.7 presents a graphical representation of the percentage of students taking the embedded field test PTs at each achievement level by grade for ELA. These are the achievement levels for ELA shown in Table 7.15.



**Figure 7.7 Percentages of Achievement Levels in ELA, Embedded Field Test PTs**

Figure 7.8 presents a graphical representation of the percentage of students taking the embedded field test PTs at each achievement level by grade for mathematics. These are the achievement levels for mathematics shown in Table 7.15.



**Figure 7.8 Percentages of Achievement Levels in Mathematics, Embedded Field Test PTs**

Detailed score distribution information is available in the appendixes. Table 7.B.1 and Table 7.B.2 in [Appendix 7.B](#) show the estimated distributions of theta scores for each test. Table 7.C.1 and Table 7.C.2 present the selected percentiles of the scale score distributions. Table 7.C.3 through Table 7.C.16 present the frequency distributions of scale scores for each test.

Table 7.B.3 through Table 7.B.16 contain the distributions of theta scores for each claim. Table 7.D.1 through Table 7.D.4 show the number of items presented within each test, number of students with valid score in each claim, and the means and standard deviations of student scores expressed in terms of both scale scores and theta scores. “Valid score” means the student records were not flagged as “not scored” or the students were enrolled in the grade for which they were tested. The number of students in each claim performance level are reported in Table 7.D.5 through Table 7.D.8. For frequency distributions in [Appendix 7.B](#), [Appendix 7.C](#), and [Appendix 7.D](#), all students are counted, including the students assigned with embedded field test PTs.

### 7.5.2 Group Scores

Statistics summarizing student performance by content area and grade for selected groups of the students who took only operational items are provided starting on page 320 in Table 7.E.1 through Table 7.E.14 for each test, and for each test claim in Table 7.E.29 through Table 7.E.42. The summary statistics of student performance by content area and grade for selected groups of students who were assigned to take embedded field test PTs are presented in Table 7.E.15 through Table 7.E.28, and for each test claim in Table 7.E.43 through Table 7.E.56.

In the tables, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, economic status (disadvantaged or not), special education services status, migrant status, and ethnicity by economic status. The tables



show, for each demographic group, the numbers of students with a valid scale score, scale score means and standard deviations, and the percentage of students in each achievement level and claim performance level.

Table 7.16 lists the demographic student groups included in the tables. Students' economic status was determined by the education level of their parents and whether or not the student participated in the National School Lunch Program. To protect privacy when the number of students in a student group is 10 or fewer, the summary statistics at the achievement and claim level are not reported, but are replaced by "NA."

**Table 7.16 Demographic Student Groups to Be Reported**

<b>Value</b>	<b>Student Groups</b>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>
<b>Ethnicity</b>	<ul style="list-style-type: none"> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Black or African American</li> <li>• Filipino</li> <li>• Hispanic or Latino</li> <li>• Native Hawaiian or Other Pacific Islander</li> <li>• White</li> <li>• Two or more races</li> </ul>
<b>English Language Fluency</b>	<ul style="list-style-type: none"> <li>• English only</li> <li>• Initially fluent English proficient</li> <li>• English learner</li> <li>• Reclassified fluent English proficient</li> <li>• To be determined</li> <li>• English proficiency unknown</li> </ul>
<b>Economic Status</b>	<ul style="list-style-type: none"> <li>• Not economically disadvantaged</li> <li>• Economically disadvantaged</li> </ul>
<b>Special Education Services Status</b>	<ul style="list-style-type: none"> <li>• No special education services</li> <li>• Special education services</li> </ul>
<b>Migrant Status</b>	<ul style="list-style-type: none"> <li>• Eligible for the Title I Part C Migrant Program</li> <li>• Not eligible for the Title I Part C Migrant Program</li> </ul>

## 7.6. Reports Produced and Scores for Each Report

The tests that make up the CAASPP online summative assessments provide results or score summaries that are reported for different purposes. The four major purposes are to

1. help facilitate conversations between parents/guardians and teachers about student performance;
2. serve as a tool to help parents/guardians and teachers work together to improve student learning;
3. help schools and school districts identify strengths and areas that need improvement in their educational programs; and

4. provide the public and policymakers with information about student achievement.

This subsection provides detailed descriptions of the uses and applications of CAASPP reporting for students.

### **7.6.1 Online Reporting**

TOMS is a secure Web site hosted by ETS that permits LEA users to manage the CAASPP online summative assessments to inform the test delivery system. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. Specific functions of TOMS include the following:

- Manage user access privileges
- Manage test administration calendars and testing windows
- Manage student test assignments
- Manage and confirm the accuracy of students' test settings (i.e., designated supports and accommodations) prior to testing
- Run and download various reports

In addition, TOMS communicates with the Online Reporting System (ORS) that provides authorized users with interactive and cumulative online reports for ELA and mathematics at the student, school, and LEA levels. The ORS provides access to two CAASPP functions: Score Reports, which provide preliminary score data for each administered test available in the reporting system; and the Completion Status Reports, which provide completion data in the reporting system for students taking the test.

Based on the Smarter Balanced reporting requirements for ELA and mathematics, the ORS provides the preliminary summative reports containing information outlining student knowledge and skills, as well as performance levels aligned to the assessment-specific claims. The online aggregate reports provide functionality at the student, classroom, school, and LEA levels. The online aggregate reports are available to be downloaded in PDF, Excel, and comma-separated value formats.

### **7.6.2 Special Cases**

Student scores are not reported for the following cases:

- Student was absent from the test
- Student's answer document was blank or student moved or had a medical emergency
- Student's parent/guardian requested exemption from testing
- Student was tested but marked no answers
- Student did not log on to both CAT and PT portions
- Student logged on to two parts (PT and CAT) without any recorded answers
- Student logged on to one part (PT or CAT) but not both parts, and had no recorded answers
- Student attempted fewer than 10 CAT items and fewer than 1 PT item
- Student was invalidated in the system

### 7.6.3 Types of Score Reports

There are three categories of CAASPP reports. The categories and the specific reports within each category are as follows:

- Student Score Report
  - The Student Score Report is the official score report for the parents or guardians and describes the student’s results.
  - Results presented for the CAASPP online summative assessments include the following metrics:
    - Scale score for each content area assessment reported (The ranges of scale scores for both ELA and mathematics are provided in Table 7.4.)
    - Achievement level for each content area assessment reported (Smarter Balanced achievement levels for both ELA and mathematics are “Standard Exceeded,” “Standard Met,” “Standard Nearly Met,” and “Standard Not Met.”)
    - Performance levels for all claims in each content area assessment reported (Smarter Balanced performance levels for claims are “Above Standard,” “Near Standard,” and “Below Standard.”)
  - Scores for students who use accommodations or designated supports are reported in the same way as for students without accommodations or designated supports. (Refer to subsection [2.5 Universal Tools, Designated Supports, and Accommodations](#) for more information about accessibility resources.)
  - LEAs receive printed Student Score Reports to distribute to parents/guardians and students’ schools. This report is also provided as a printable PDF that the LEA CAASPP coordinator may download from TOMS.
  - Further information about the CAASPP online summative assessments Student Score Report and the other reports is provided at <http://caaspp.cde.ca.gov/>.
- School Reports
  - The school performance report provides group information by content area, including the school average scale score and percentage of students at or above “Standard Met.”
  - This report provides a list of students’ scale scores, achievement levels, and performance levels for claims.
  - The school scale score report is presented as a dashboard to provide group information by content area. It includes a histogram showing the distribution of students’ scale scores.
- District Reports
  - The district performance report provides school-level information by content area, including the school average scale score and percentage of students at or above “Standard Met.”
  - This report lists all the proficiency information for each school, including the testing status, number of students who completed testing, average scale score, and percentage of students in each achievement level.
  - The district scale score report is presented as a dashboard to provide cumulative information. The histogram shows the frequency of schools with mean scores in each score interval.

The CAASPP aggregate reports and student data files for the LEA are available for the LEA CAASPP coordinator to download from TOMS. The LEA CAASPP coordinator forwards the appropriate reports to test sites. In the case of the CAASPP Student Score Report, the LEA sends the printed report(s) to the child's parent or guardian and forwards a copy to the student's school or test site. Downloaded Student Score Reports are forwarded to the test site. CAASPP Student Score Reports that include individual student results are not distributed beyond the student's school.

Internet reports are described on the CDE Web site and are accessible to the public online at <http://caaspp.cde.ca.gov/>.

Preliminary individual student scores are also available to LEAs prior to the release of final reports via electronic reporting, accessed using the Online Reporting System. This application permits LEAs to view preliminary results data for all tests taken.

#### **7.6.4 Score Report Applications**

CAASPP online summative assessments results provide parents and guardians with information about their child's progress. The results are a tool for increasing communication and collaboration between parents or guardians and teachers. Along with the results from the Smarter Balanced Interim Assessments, the Student Score Report can be used by parents and guardians while talking with teachers about ways to improve their child's achievement of the CCSS.

Schools may use the CAASPP online summative assessments results to help make decisions about how best to support student achievement. CAASPP online summative assessments results, however, should never be used as the only source of information to make important decisions about a child's education.

CAASPP online summative assessments results help schools and LEAs identify strengths and weaknesses in their instructional programs. Each year, staff from schools and LEAs examine CAASPP test results at each grade level and content area tested. Their findings are used to help determine

- the extent to which students are learning the academic standards,
- instructional areas that can be improved,
- teaching strategies that can be developed to address needs of students, and
- decisions about how to use funds to ensure that students achieve the standards.

CAASPP online summative assessments results are used to rank the academic performance of schools, compare schools with similar characteristics (e.g., size and ethnic composition), identify low-performing and high-performing schools, and set yearly targets for academic progress.

#### **7.6.5 Criteria for Interpreting Test Scores**

An LEA may use CAASPP online summative assessment results to help make decisions about student placement, promotion, retention, or other considerations related to student achievement. However, it is important to remember that a single test can provide only limited information. Other relevant information should be considered as well. It is advisable for parents to evaluate their child's strengths and weaknesses in the relevant topics by reviewing classroom work and progress reports in addition to the child's CAASPP online summative assessment results. It is also important to note that a student's score in a content area could vary somewhat if the student were retested.

### **7.6.6 Criteria for Interpreting Score Reports**

The information presented in various reports must be interpreted with caution when making performance comparisons. When comparing scale score and performance-level results, the user is limited to comparisons within a content area. The scale scores are on a vertical scale across grades for each content area (ELA or mathematics), but the score scales for ELA and mathematics are not comparable to each other. The user may compare scale scores for the same content area and grade, within a school, between schools, or between a school and its district, its county, or the state. For more details on the criteria for interpreting information provided on the score reports, see the *2016–17 CAASPP Post-Test Guide* (CDE, 2017).

## References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- American Institutes for Research. (2015). *Smarter Balanced scoring specification, 2014–2015 administration: Summative and interim assessments: ELA grades 3–8, 11 and mathematics grades 3–8, 11, version 7*. Washington, DC: American Institutes for Research. Retrieved from <http://www.smarterapp.org/documents/TestScoringSpecs2014-2015.pdf>
- Birnbaum, A. (1968). Some latent trait models and their use in inferring an examinee's ability. In F. M. Lord & M. R. Novick (Eds.), *Statistical theories of mental test scores* (pp. 395–479). Reading, MA: Addison-Wesley.
- California Department of Education (2017). *2016–17 CAASPP post-test guide: Technical information for student score reports for CAASPP LEA and test site coordinators and research specialists*. Sacramento, CA: California Department of Education. Retrieved from [http://www.caaspp.org/rsc/pdfs/CAASPP\\_post-test\\_guide.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP_post-test_guide.2016-17.pdf)
- Educational Testing Service. (2015a). *Selection of Smarter Balanced field trial items for operational scoring*. [Memorandum]. Sacramento, CA: Educational Testing Service.
- Educational Testing Service. (2015b). *Target score reporting*. [Memorandum]. Sacramento, CA: Educational Testing Service.
- Hambleton, R. K., & Swaminathan, H. (1985). *Item response theory: Principles and applications*. Boston, MA: Kluwer-Nijhoff.
- Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement*, 16, 159–176.
- Smarter Balanced Assessment Consortium. (2015a). *Content specifications for the summative assessment of the Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from [http://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA\\_Content\\_Specs.pdf](http://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA_Content_Specs.pdf)
- Smarter Balanced Assessment Consortium. (2015b). *Content specifications for the summative assessment of the Common Core State Standards for mathematics*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/mathematics-content-specifications.pdf>
- Smarter Balanced Assessment Consortium. (2017a). *ELA CAT item specifications, grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017b). *ELA CAT item specifications, grades six through eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>

- Smarter Balanced Assessment Consortium. (2017c). *ELA CAT item specifications, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017d). *ELA PT item specifications, argumentative, grades six through eight and grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017e). *ELA PT item specifications, explanatory, grades six through eight and grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017e). *ELA PT item specifications, informative, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017f). *ELA PT item specifications, narrative, grades six through eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017g). *ELA PT item specifications, narrative, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017h). *ELA PT item specifications, opinion, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2014a). *Hand-scoring rules*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from [http://www.smarterapp.org/documents/Smarter\\_Balanced\\_Hand\\_Scoring\\_Rules.pdf](http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf)
- Smarter Balanced Assessment Consortium. (2014b). *Interpretation and use of scores and achievement levels*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/interpretation-and-use-of-scores-and-achievement-levels.pdf>
- Smarter Balanced Assessment Consortium. (2017i). *Mathematics computer adaptive test (CAT) and performance task (PT) item specifications*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017j). *Mathematics CAT item specifications, Claim 1, grade eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017k). *Mathematics CAT item specifications, Claim 1, grade five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>

- Smarter Balanced Assessment Consortium. (2017l). *Mathematics CAT item specifications, Claim 1, grade four*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017m). *Mathematics CAT item specifications, Claim 1, grade seven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017n). *Mathematics CAT item specifications, Claim 1, grade six*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017o). *Mathematics CAT item specifications, Claim 1, grade three*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017p). *Mathematics CAT item specifications, Claim 1, high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017q). *Mathematics CAT item specifications, Claim 2, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017r). *Mathematics CAT item specifications, Claim 3, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017s). *Mathematics CAT item specifications, Claim 4, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2015c). *Reporting achievement level descriptors*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/achievement-level-descriptors.pdf>
- Smarter Balanced Assessment Consortium. (2014c). *Smarter Balanced scoring guide for grades three, six, and eleven ELA PT full-write baseline sets*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/scoring-guide-for-ela-full-writes.pdf>
- Smarter Balanced Assessment Consortium. (2016). *Smarter Balanced Assessment Consortium: 2013–14 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>
- Stocking, M. L. (1996). An alternative method for scoring adaptive tests. *Journal of Educational and Behavioral Statistics*, 21, 365–389.



## Appendix 7.A: Participation Rates

### Notes:

- The number of students is derived from the 2016–17 data that were received on October 5, 2016.
- A student is considered a participant if a student logged on to both the computer adaptive test and the performance task portions of the test, even if no items are answered.

**Table 7.A.1 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Participation Rates for English Language Arts/Literacy (ELA), Grade Three—Gender**

Variable	All	Male	Female
Number of students	463,511	238,441	225,070
Number of participants	452,483	232,288	220,195
Percent of participation	97.62	97.42	97.83

**Table 7.A.2 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Participation Rates for English Language Arts/Literacy (ELA), Grade Three—English Language Fluency**

Variable	All	English Learner	English Only	Reclassified Fluent English Proficient	Initially Fluent English Proficient	To Be Determined	No Response
Number of students	463,511	126,581	271,701	46,737	16,855	436	1,201
Number of participants	452,483	122,291	266,036	46,569	16,728	171	688
Percent of participation	97.62	96.61	97.91	99.64	99.25	39.22	57.29

**Table 7.A.3 CAASPP Smarter Balanced Participation Rates for ELA, Grade Three—Economic Status**

Variable	Economically Disadvantaged	Not Economically Disadvantaged
<b>Number of students</b>	286,793	176,718
<b>Number of participants</b>	280,773	171,710
<b>Percent of participation</b>	97.9	97.17

**Table 7.A.4 CAASPP Smarter Balanced Participation Rates for ELA, Grade Three—Ethnicity**

Variable	American Indian/Alaska Native	Asian	Native Hawaiian/Other Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or More Races	Unknown
<b>Number of students</b>	2,301	41,964	2,101	8,855	255,601	25,289	104,844	18,687	3,869
<b>Number of participants</b>	2,233	40,700	2,045	8,693	250,867	24,482	101,804	18,221	3,438
<b>Percent of participation</b>	97.04	96.99	97.33	98.17	98.15	96.81	97.1	97.51	88.86

**Table 7.A.5 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Gender**

Variable	All	Male	Female
Number of students	468,793	239,986	228,807
Number of participants	458,339	234,283	224,056
Percent of participation	97.77	97.62	97.92

**Table 7.A.6 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—English Language Fluency**

Variable	All	English Learner	English Only	Reclassified Fluent English Proficient	Initially Fluent English Proficient	To Be Determined	No Response
Number of students	468,793	113,248	270,901	65,785	17,301	453	1,105
Number of participants	458,339	109,364	265,454	65,560	17,175	160	626
Percent of participation	97.77	96.57	97.99	99.66	99.27	35.32	56.65

**Table 7.A.7 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Economic Status**

Variable	Economically Disadvantaged	Not Economically Disadvantaged
Number of students	289,041	179,752
Number of participants	283,462	174,877
Percent of participation	98.07	97.29

**Table 7.A.8 CAASPP Smarter Balanced Participation Rates for ELA, Grade Four—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,370	42,173	2,200	9,005	257,671	25,701	108,061	16,470	3,010
<b>Number of participants</b>	2,298	41,010	2,136	8,866	253,285	24,984	104,940	16,096	2,607
<b>Percent of participation</b>	96.96	97.24	97.09	98.46	98.3	97.21	97.11	97.73	86.61

**Table 7.A.9 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	484,701	247,725	236,976
<b>Number of participants</b>	474,653	242,298	232,355
<b>Percent of participation</b>	97.93	97.81	98.05

**Table 7.A.10 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	484,701	101,765	274,290	88,052	19,275	380	939
<b>Number of participants</b>	474,653	98,223	268,809	87,799	19,135	164	523
<b>Percent of participation</b>	97.93	96.52	98	99.71	99.27	43.16	55.7

**Table 7.A.11 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	299,216	185,485
<b>Number of participants</b>	293,850	180,803
<b>Percent of participation</b>	98.21	97.48

**Table 7.A.12 CAASPP Smarter Balanced Participation Rates for ELA, Grade Five—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,498	43,351	2,194	10,202	267,420	26,368	111,653	14,216	3,000
<b>Number of participants</b>	2,422	42,371	2,151	10,053	263,260	25,681	108,447	13,791	2,621
<b>Percent of participation</b>	96.96	97.74	98.04	98.54	98.44	97.39	97.13	97.01	87.37

**Table 7.A.13 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—Gender**

<b>Group</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	473,125	241,187	231,938
<b>Number of participants</b>	462,979	235,694	227,285
<b>Percent of participation</b>	97.86	97.72	97.99

**Table 7.A.14 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	473,125	81,152	263,696	107,827	19,163	403	884
<b>Number of participants</b>	462,979	77,782	258,131	107,391	19,017	184	474
<b>Percent of participation</b>	97.86	95.85	97.89	99.6	99.24	45.66	53.62

**Table 7.A.15 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	289,302	183,823
<b>Number of participants</b>	283,744	179,235
<b>Percent of participation</b>	98.08	97.5

**Table 7.A.16 CAASPP Smarter Balanced Participation Rates for ELA, Grade Six—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,498	43,114	2,269	10,647	258,465	25,772	110,880	18,687	3,869
<b>Number of participants</b>	2,411	42,229	2,226	10,528	254,137	24,983	107,762	18,207	3,575
<b>Percent of participation</b>	96.52	97.95	98.1	98.88	98.33	96.94	97.19	97.43	92.40

**Table 7.A.17 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	471,265	241,055	230,210
<b>Number of participants</b>	459,252	234,629	224,623
<b>Percent of participation</b>	97.45	97.33	97.57



**Table 7.A.18 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven—English Language Fluency**

<b>Variable</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	69,173	259,791	119,589	21,351	394	967
<b>Number of Variable</b>	65,434	253,180	118,825	21,136	169	508
<b>Percent of participation</b>	94.59	97.46	99.36	98.99	42.89	52.53

**Table 7.A.19 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	282,112	189,153
<b>Number of participants</b>	275,379	183,873
<b>Percent of participation</b>	97.61	97.21

**Table 7.A.20 CAASPP Smarter Balanced Participation Rates for ELA, Grade Seven—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,531	44,183	2,390	11,266	253,096	26,140	112,781	15,601	3,277
<b>Number of participants</b>	2,405	43,235	2,335	11,121	247,677	25,191	109,229	15,202	2,857
<b>Percent of participation</b>	95.02	97.85	97.70	98.71	97.86	96.37	96.85	97.44	87.18

**Table 7.A.21 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	470,237	240,486	229,751
<b>Number of participants</b>	457,047	233,511	223,536
<b>Percent of participation</b>	97.20	97.10	97.29

**Table 7.A.22 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	470,237	57,368	257,158	131,766	22,779	359	807
<b>Number of participants</b>	457,047	53,732	249,496	130,792	22,493	138	396
<b>Percent of participation</b>	97.20	93.66	97.02	99.26	98.74	38.44	49.07

**Table 7.A.23 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	278,695	191,542
<b>Number of participants</b>	271,332	185,715
<b>Percent of participation</b>	97.36	96.96

**Table 7.A.24 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eight—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,561	43,938	2,286	12,007	251,267	26,592	114,370	14,216	3,000
<b>Number of participants</b>	2,423	43,015	2,238	11,858	245,280	25,550	110,271	13,791	2,621
<b>Percent of participation</b>	94.61	97.90	97.90	98.76	97.62	96.08	96.42	97.01	87.37

**Table 7.A.25 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	474,357	242,354	232,003
<b>Number of participants</b>	444,860	226,165	218,695
<b>Percent of participation</b>	93.78	93.32	94.26

**Table 7.A.26 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	474,357	48,325	255,877	134,269	34,196	363	1,327
<b>Number of participants</b>	444,860	42,597	239,020	129,751	32,803	172	517
<b>Percent of participation</b>	93.78	88.15	93.41	96.64	95.93	47.38	38.96

**Table 7.A.27 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	266,389	207,968
<b>Number of participants</b>	249,089	195,771
<b>Percent of participation</b>	93.51	94.14

**Table 7.A.28 CAASPP Smarter Balanced Participation Rates for ELA, Grade Eleven—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,806	45,669	2,453	13,461	247,617	27,895	117,313	13,464	3,679
<b>Number of participants</b>	2,512	44,093	2,266	13,088	232,905	24,916	109,756	12,535	2,789
<b>Percent of participation</b>	89.52	96.55	92.38	97.23	94.06	89.32	93.56	93.10	75.81

**Table 7.A.29 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	463,511	238,441	225,070
<b>Number of participants</b>	455,102	233,642	221,460
<b>Percent of participation</b>	98.19	97.99	98.40

**Table 7.A.30 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	463,511	126,581	271,701	46,737	16,855	436	1,201
<b>Number of participants</b>	455,102	124,826	265,720	46,560	16,714	360	922
<b>Percent of participation</b>	98.19	98.61	97.80	99.62	99.16	82.57	76.77

**Table 7.A.31 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	286,793	176,718
<b>Number of participants</b>	282,300	172,802
<b>Percent of participation</b>	98.43	97.78

**Table 7.A.32 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Three—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,301	41,964	2,101	8,855	255,601	25,289	104,844	18,687	3,869
<b>Number of participants</b>	2,234	41,464	2,057	8,770	252,237	24,462	102,096	18,207	3,575
<b>Percent of participation</b>	97.09	98.81	97.91	99.04	98.68	96.73	97.38	97.43	92.40

**Table 7.A.33 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	468,793	239,986	228,807
<b>Number of participants</b>	460,878	235,591	225,287
<b>Percent of participation</b>	98.31	98.17	98.46



**Table 7.A.34 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	468,793	113,248	270,901	65,785	17,301	453	1,105
<b>Number of participants</b>	460,878	111,762	265,174	65,547	17,173	356	866
<b>Percent of participation</b>	98.31	98.69	97.89	99.64	99.26	78.59	78.37

**Table 7.A.35 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	289,041	179,752
<b>Number of participants</b>	284,980	175,898
<b>Percent of participation</b>	98.60	97.86

**Table 7.A.36 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Four—Ethnicity**

Variable	American Indian/ Alaska Native	Asian	Native Hawaiian/ Other Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or More Races	Unknown
<b>Number of students</b>	2,370	42,173	2,200	9,005	257,671	25,701	108,061	18,025	3,587
<b>Number of participants</b>	2,297	41,738	2,152	8,926	254,639	24,943	105,234	17,626	3,323
<b>Percent of participation</b>	96.92	98.97	97.82	99.12	98.82	97.05	97.38	97.79	92.64

**Table 7.A.37 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Gender**

Variable	All	Male	Female
<b>Number of students</b>	484,701	247,725	236,976
<b>Number of participants</b>	476,892	243,445	233,447
<b>Percent of participation</b>	98.39	98.27	98.51

**Table 7.A.38 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	484,701	101,765	274,290	88,052	19,275	380	939
<b>Number of participants</b>	476,892	100,428	268,526	87,746	19,139	311	742
<b>Percent of participation</b>	98.39	98.69	97.90	99.65	99.29	81.84	79.02

**Table 7.A.39 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	299,216	185,485
<b>Number of participants</b>	295,262	181,630
<b>Percent of participation</b>	98.68	97.92

**Table 7.A.40 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Five—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,498	43,351	2,194	10,202	267,420	26,368	111,653	17,724	3,291
<b>Number of participants</b>	2,423	43,012	2,156	10,122	264,428	25,686	108,697	17,319	3,049
<b>Percent of participation</b>	97.00	99.22	98.27	99.22	98.88	97.41	97.35	97.71	92.65

**Table 7.A.41 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	473,125	241,187	231,938
<b>Number of participants</b>	464,954	236,709	228,245
<b>Percent of participation</b>	98.27	98.14	98.41

**Table 7.A.42 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	473,125	81,152	263,696	107,827	19,163	403	884
<b>Number of participants</b>	464,954	79,905	257,707	107,308	19,026	328	680
<b>Percent of participation</b>	98.27	98.46	97.73	99.52	99.29	81.39	76.92

**Table 7.A.43 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	289,302	183,823
<b>Number of participants</b>	284,946	180,008
<b>Percent of participation</b>	98.49	97.92

**Table 7.A.44 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Six—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,498	43,114	2,269	10,647	258,465	25,772	110,880	16,470	3,010
<b>Number of participants</b>	2,407	42,783	2,235	10,576	255,294	24,948	107,897	16,085	2,729
<b>Percent of participation</b>	96.36	99.23	98.50	99.33	98.77	96.80	97.31	97.66	90.66

**Table 7.A.45 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	471,265	241,055	230,210
<b>Number of participants</b>	461,364	235,731	225,633
<b>Percent of participation</b>	97.90	97.79	98.01

**Table 7.A.46 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	471,265	69,173	259,791	119,589	21,351	394	967
<b>Number of participants</b>	461,364	67,733	252,715	118,700	21,129	332	755
<b>Percent of participation</b>	97.90	97.92	97.28	99.26	98.96	84.26	78.08

**Table 7.A.47 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	282,112	189,153
<b>Number of participants</b>	276,637	184,727
<b>Percent of participation</b>	98.06	97.66

**Table 7.A.48 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Seven—Ethnicity**

Variable	American Indian/ Alaska Native	Asian	Native Hawaiian/Other Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or More Races	Unknown
<b>Number of students</b>	2,531	44,183	2,390	11,266	253,096	26,140	112,781	15,601	3,277
<b>Number of participants</b>	2,398	43,794	2,341	11,154	248,960	25,156	109,401	15,173	2,987
<b>Percent of participation</b>	94.75	99.12	97.95	99.01	98.37	96.24	97.00	97.26	91.15

**Table 7.A.49 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Gender**

Variable	All	Male	Female
<b>Number of students</b>	470,237	240,486	229,751
<b>Number of participants</b>	458,491	234,306	224,185
<b>Percent of participation</b>	97.50	97.43	97.58



**Table 7.A.50 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	470,237	57,368	257,158	131,766	22,779	359	807
<b>Number of participants</b>	458,491	55,782	248,725	130,619	22,475	288	602
<b>Percent of participation</b>	97.50	97.24	96.72	99.13	98.67	80.22	74.60

**Table 7.A.51 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	278,695	191,542
<b>Number of participants</b>	272,223	186,268
<b>Percent of participation</b>	97.68	97.25

**Table 7.A.52 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eight—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,561	43,938	2,286	12,007	251,267	26,592	114,370	14,216	3,000
<b>Number of participants</b>	2,400	43,514	2,235	11,900	246,262	25,462	110,268	13,742	2,708
<b>Percent of participation</b>	93.71	99.04	97.77	99.11	98.01	95.75	96.41	96.67	90.27

**Table 7.A.53 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Gender**

<b>Variable</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
<b>Number of students</b>	474,357	242,354	232,003
<b>Number of participants</b>	443,213	225,340	217,873
<b>Percent of participation</b>	93.43	92.98	93.91

**Table 7.A.54 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—English Language Fluency**

<b>Variable</b>	<b>All</b>	<b>English Learner</b>	<b>English Only</b>	<b>Reclassified Fluent English Proficient</b>	<b>Initially Fluent English Proficient</b>	<b>To Be Determined</b>	<b>No Response</b>
<b>Number of students</b>	474,357	48,325	255,877	134,269	34,196	363	1,327
<b>Number of participants</b>	443,213	43,237	237,330	129,142	32,667	204	633
<b>Percent of participation</b>	93.43	89.47	92.75	96.18	95.53	56.20	47.70

**Table 7.A.55 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Economic Status**

<b>Variable</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
<b>Number of students</b>	266,389	207,968
<b>Number of participants</b>	248,147	195,066
<b>Percent of participation</b>	93.15	93.80

**Table 7.A.56 CAASPP Smarter Balanced Participation Rates for Mathematics, Grade Eleven—Ethnicity**

<b>Variable</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
<b>Number of students</b>	2,806	45,669	2,453	13,461	247,617	27,895	117,313	13,464	3,679
<b>Number of participants</b>	2,493	44,204	2,255	13,072	232,045	24,676	109,163	12,455	2,850
<b>Percent of participation</b>	88.85	96.79	91.93	97.11	93.71	88.46	93.05	92.51	77.47

## Appendix 7.B: Theta Scores of Tests and Claims

**Note:** An expression that opens with a parenthesis and closes with a bracket indicates that a value is greater than the first number and is less than or equal to the second number. For example, “(0.5, 2]” indicates a value greater than 0.5 but less than or equal to 2.

**Table 7.B.1 Frequency Distribution of Theta for Overall Scores—ELA**

Theta Score	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
(-5.0,-4.5]	81	NA	NA	NA	NA	NA	NA
(-4.5,-4.0]	286	226	NA	NA	NA	NA	NA
(-4.0,-3.5]	1,978	894	743	NA	NA	NA	NA
(-3.5,-3.0]	10,504	4,472	2,389	703	NA	NA	NA
(-3.0,-2.5]	33,150	16,141	8,984	3,105	2,944	1,737	
(-2.5,-2.0]	53,787	34,604	21,847	12,245	8,923	5,004	5,254
(-2.0,-1.5]	65,993	51,574	37,897	25,783	20,459	13,409	10,701
(-1.5,-1.0]	72,166	62,001	55,490	39,487	33,110	26,533	19,654
(-1.0,-0.5]	73,355	69,175	65,985	55,073	43,510	42,570	27,184
(-0.5,0.0]	62,937	74,231	71,445	69,378	55,180	56,852	34,760
(0.0,0.5]	44,643	64,759	70,219	75,467	67,302	64,716	43,282
(0.5,1.0]	22,499	43,776	61,963	71,689	73,722	67,534	53,246
(1.0,1.5]	10,274	23,154	42,323	55,873	66,277	66,329	61,773
(1.5,2.0]	NA	12,496	22,098	32,599	46,667	55,534	62,762
(2.0,2.5]	NA	NA	12,624	14,560	25,836	34,291	55,164
(2.5,3.0]	NA	NA	NA	6,510	14,652	15,021	38,150
(3.0,3.5]	NA	NA	NA	NA	NA	7,029	32,090

**Table 7.B.2 Frequency Distribution of Theta for Overall Scores—Mathematics**

<b>Theta Score</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
(-4.5,-4.0]	2,426	NA	NA	NA	NA	NA	NA
(-4.0,-3.5]	4,958	2,756	1,389	5,064	NA	NA	NA
(-3.5,-3.0]	10,921	4,892	3,389	6,060	7,046	5,611	NA
(-3.0,-2.5]	22,719	12,384	10,201	12,306	10,156	8,906	10,022
(-2.5,-2.0]	46,013	29,179	23,911	21,598	19,832	18,062	11,820
(-2.0,-1.5]	70,524	54,839	46,264	31,002	29,466	26,889	21,188
(-1.5,-1.0]	84,119	71,321	66,660	39,759	38,691	37,864	31,631
(-1.0,-0.5]	81,361	79,717	72,339	52,416	49,507	46,830	41,484
(-0.5,0.0]	63,730	75,891	69,945	63,793	57,549	56,811	45,887
(0.0,0.5]	37,976	59,419	63,393	68,254	61,087	53,260	48,917
(0.5,1.0]	18,969	38,665	51,975	61,043	55,434	47,589	49,372
(1.0,1.5]	10,560	19,589	36,646	46,454	48,346	45,205	47,196
(1.5,2.0]	NA	11,384	19,100	28,782	36,158	38,622	41,511
(2.0,2.5]	NA	NA	10,997	15,511	24,311	29,586	33,197
(2.5,3.0]	NA	NA	NA	12,510	12,788	19,470	24,103
(3.0,3.5]	NA	NA	NA	NA	10,624	11,138	16,635
(3.5,4.0]	NA	NA	NA	NA	NA	11,993	10,344
(4.0,4.5]	NA	NA	NA	NA	NA	NA	9,130

**Table 7.B.3 Frequency Distribution of Theta for Claim Scores—ELA, Grade Three**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -4.5]	5,382	2,948	14,811	18,909	1%	1%	3%	4%
(-4.5, -4]	818	2,672	22	938	0%	1%	0%	0%
(-4, -3.5]	5,639	6,097	15,052	8,100	1%	1%	3%	2%
(-3.5, -3]	13,510	14,048	15,647	21,998	3%	3%	3%	5%
(-3, -2.5]	32,340	29,077	24,551	31,560	7%	6%	5%	7%
(-2.5, -2]	57,701	47,005	38,246	43,547	13%	10%	8%	10%
(-2, -1.5]	69,656	62,195	54,955	50,406	15%	14%	12%	11%
(-1.5, -1]	68,949	71,764	62,964	55,539	15%	16%	14%	12%
(-1, -0.5]	64,505	72,084	64,748	58,480	14%	16%	14%	13%
(-0.5, 0]	55,331	60,887	57,809	57,433	12%	13%	13%	13%
(0, 0.5]	38,791	42,305	44,871	48,052	9%	9%	10%	11%
(0.5, 1]	21,286	22,917	28,167	31,856	5%	5%	6%	7%
(1, HOT]	17,738	17,654	29,783	24,834	4%	4%	7%	5%

**Table 7.B.4 Frequency Distribution of Theta for Claim Scores—ELA, Grade Four**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -4]	7,753	3,528	13,303	11,191	2%	1%	3%	2%
(-4, -3.5]	2,859	3,633	8,589	5,256	1%	1%	2%	1%
(-3.5, -3]	8,883	7,972	13,251	13,400	2%	2%	3%	3%
(-3, -2.5]	15,825	16,562	22,798	21,157	3%	4%	5%	5%
(-2.5, -2]	30,931	30,606	36,184	34,463	7%	7%	8%	8%
(-2, -1.5]	49,481	47,210	46,232	44,033	11%	10%	10%	10%
(-1.5, -1]	60,926	60,738	54,504	50,193	13%	13%	12%	11%
(-1, -0.5]	67,217	67,443	58,795	53,802	15%	15%	13%	12%
(-0.5, 0]	69,156	68,348	57,304	57,912	15%	15%	13%	13%
(0, 0.5]	60,594	59,194	51,833	58,319	13%	13%	11%	13%
(0.5, 1]	42,921	41,291	39,592	48,609	9%	9%	9%	11%
(1, 1.5]	23,757	24,954	25,163	31,217	5%	5%	6%	7%
(1.5, HOT]	17,200	26,024	29,769	27,950	4%	6%	7%	6%

**Table 7.B.5 Frequency Distribution of Theta for Claim Scores—ELA, Grade Five**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -3.5]	8,836	5,925	14,143	17,348	2%	1%	3%	4%
(-3.5, -3]	3,910	4,738	8,994	7,379	1%	1%	2%	2%
(-3, -2.5]	10,588	10,051	13,491	16,492	2%	2%	3%	3%
(-2.5, -2]	20,499	18,963	26,688	27,593	4%	4%	6%	6%
(-2, -1.5]	39,732	32,503	37,526	36,815	8%	7%	8%	8%
(-1.5, -1]	58,630	47,166	48,119	46,594	12%	10%	10%	10%
(-1, -0.5]	65,779	59,064	58,128	53,398	14%	12%	12%	11%
(-0.5, 0]	68,469	67,151	61,778	57,390	14%	14%	13%	12%
(0, 0.5]	66,482	68,810	58,806	59,719	14%	15%	12%	13%
(0.5, 1]	54,668	59,759	51,899	57,085	12%	13%	11%	12%
(1, 1.5]	37,791	43,932	37,968	43,540	8%	9%	8%	9%
(1.5, 2]	21,426	27,137	26,091	26,526	5%	6%	6%	6%
(2, HOT]	17,192	28,808	30,364	24,127	4%	6%	6%	5%

**Table 7.B.6 Frequency Distribution of Theta for Claim Scores—ELA, Grade Six**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -3]	7,568	5,708	9,414	15,093	2%	1%	2%	3%
(-3, -2.5]	9,049	6,249	8,197	13,476	2%	1%	2%	3%
(-2.5, -2]	13,671	12,924	15,395	18,638	3%	3%	3%	4%
(-2, -1.5]	28,261	23,605	20,571	28,576	6%	5%	4%	6%
(-1.5, -1]	45,729	36,988	33,702	35,539	10%	8%	7%	8%
(-1, -0.5]	60,121	51,609	47,978	41,013	13%	11%	10%	9%
(-0.5, 0]	66,374	67,424	59,520	47,147	14%	15%	13%	10%
(0, 0.5]	66,685	78,385	64,057	54,963	14%	17%	14%	12%
(0.5, 1]	61,523	69,595	59,121	63,933	13%	15%	13%	14%
(1, 1.5]	47,671	50,565	47,886	61,477	10%	11%	10%	13%
(1.5, 2]	29,650	31,175	33,142	43,593	6%	7%	7%	9%
(2, 2.5]	15,066	15,947	22,625	22,978	3%	3%	5%	5%
(2.5, HOT]	11,104	12,297	40,864	16,042	2%	3%	9%	3%



**Table 7.B.7 Frequency Distribution of Theta for Claim Scores—ELA, Grade Seven**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -2.5]	10,354	13,011	19,843	22,351	2%	3%	4%	5%
(-2.5, -2]	9,934	10,793	12,829	16,811	2%	2%	3%	4%
(-2, -1.5]	23,013	17,460	22,709	22,007	5%	4%	5%	5%
(-1.5, -1]	38,118	24,883	32,657	31,634	8%	5%	7%	7%
(-1, -0.5]	50,930	34,951	43,988	36,569	11%	8%	10%	8%
(-0.5, 0]	57,009	51,078	53,078	41,824	12%	11%	12%	9%
(0, 0.5]	61,941	66,683	60,173	49,209	14%	15%	13%	11%
(0.5, 1]	63,040	74,323	59,992	58,080	14%	16%	13%	13%
(1, 1.5]	55,202	67,960	53,351	61,729	12%	15%	12%	13%
(1.5, 2]	40,131	48,176	39,714	51,901	9%	11%	9%	11%
(2, 2.5]	25,120	27,165	25,034	33,732	5%	6%	5%	7%
(2.5, HOT]	23,787	22,099	35,208	32,733	5%	5%	8%	7%

**Table 7.B.8 Frequency Distribution of Theta for Claim Scores—ELA, Grade Eight**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -2.5]	8,111	8,622	17,312	20,451	2%	2%	4%	4%
(-2.5, -2]	8,080	8,028	8,995	10,839	2%	2%	2%	2%
(-2, -1.5]	15,048	14,440	15,200	19,586	3%	3%	3%	4%
(-1.5, -1]	29,928	22,798	24,871	27,535	7%	5%	5%	6%
(-1, -0.5]	46,175	34,729	35,569	37,496	10%	8%	8%	8%
(-0.5, 0]	55,103	50,861	48,403	43,796	12%	11%	11%	10%
(0, 0.5]	59,741	64,563	56,968	48,859	13%	14%	12%	11%
(0.5, 1]	63,611	69,677	61,621	54,699	14%	15%	13%	12%
(1, 1.5]	62,115	63,739	56,812	58,804	14%	14%	12%	13%
(1.5, 2]	49,250	50,705	45,922	53,915	11%	11%	10%	12%
(2, 2.5]	31,471	34,265	33,168	39,212	7%	8%	7%	9%
(2.5, 3]	16,152	18,605	20,951	22,066	4%	4%	5%	5%
(3, HOT]	11,773	15,527	30,766	19,298	3%	3%	7%	4%

**Table 7.B.9 Frequency Distribution of Theta for Claim Scores—ELA, Grade Eleven**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 4 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>	<b>Claim 4 Percent</b>
[LOT, -2]	12,233	15,941	20,532	24,237	3%	4%	5%	5%
(-2, -1.5]	9,155	12,152	11,686	13,263	2%	3%	3%	3%
(-1.5, -1]	17,210	18,929	20,482	18,916	4%	4%	5%	4%
(-1, -0.5]	26,663	26,268	27,165	25,103	6%	6%	6%	6%
(-0.5, 0]	36,855	34,749	35,958	29,199	8%	8%	8%	7%
(0, 0.5]	46,819	43,088	43,864	33,832	11%	10%	10%	8%
(0.5, 1]	54,862	50,534	49,438	40,876	12%	11%	11%	9%
(1, 1.5]	60,262	54,757	51,535	49,791	14%	12%	12%	11%
(1.5, 2]	58,776	52,923	49,737	57,706	13%	12%	11%	13%
(2, 2.5]	49,532	45,726	42,990	55,791	11%	10%	10%	13%
(2.5, 3]	34,357	35,111	33,150	43,171	8%	8%	7%	10%
(3, HOT]	37,296	53,842	57,483	52,129	8%	12%	13%	12%

**Table 7.B.10 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Three**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -4]	5,703	27,488	12,367	1%	6%	3%
(-4, -3.5]	5,638	1,741	7,310	1%	0%	2%
(-3.5, -3]	10,334	10,018	15,528	2%	2%	3%
(-3, -2.5]	20,684	27,395	27,974	5%	6%	6%
(-2.5, -2]	41,477	45,237	47,149	9%	10%	10%
(-2, -1.5]	67,914	63,157	62,715	15%	14%	14%
(-1.5, -1]	83,584	75,719	72,234	18%	17%	16%
(-1, -0.5]	79,683	75,121	73,179	18%	17%	16%
(-0.5, 0]	61,125	60,633	61,698	13%	13%	14%
(0, 0.5]	39,717	37,355	39,487	9%	8%	9%
(0.5, 1]	21,204	17,682	19,871	5%	4%	4%
(1, HOT]	17,213	12,730	14,764	4%	3%	3%

**Table 7.B.11 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Four**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -3.5]	6,697	20,317	12,555	1%	4%	3%
(-3.5, -3]	5,851	2,370	10,718	1%	1%	2%
(-3, -2.5]	11,812	15,325	13,611	3%	3%	3%
(-2.5, -2]	26,079	33,193	31,706	6%	7%	7%
(-2, -1.5]	52,120	50,027	51,176	11%	11%	11%
(-1.5, -1]	69,565	65,091	66,551	15%	14%	14%
(-1, -0.5]	77,479	74,297	71,897	17%	16%	16%
(-0.5, 0]	75,863	71,979	69,215	16%	16%	15%
(0, 0.5]	58,581	56,602	57,937	13%	12%	13%
(0.5, 1]	38,927	36,605	39,722	8%	8%	9%
(1, 1.5]	21,180	19,148	20,172	5%	4%	4%
(1.5, HOT]	15,882	15,082	14,776	3%	3%	3%

**Table 7.B.12 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Five**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -3.5]	3,413	66,912	17,627	1%	14%	4%
(-3.5, -3]	4,924	8	4,533	1%	0%	1%
(-3, -2.5]	11,117	790	19,252	2%	0%	4%
(-2.5, -2]	23,168	9,706	26,158	5%	2%	5%
(-2, -1.5]	42,967	36,281	43,516	9%	8%	9%
(-1.5, -1]	61,566	53,737	57,493	13%	11%	12%
(-1, -0.5]	69,904	63,575	65,952	15%	13%	14%
(-0.5, 0]	70,083	66,836	64,717	15%	14%	14%
(0, 0.5]	62,729	62,622	57,932	13%	13%	12%
(0.5, 1]	51,302	51,537	47,836	11%	11%	10%
(1, 1.5]	36,897	34,950	35,178	8%	7%	7%
(1.5, 2]	20,865	18,192	20,010	4%	4%	4%
(2, HOT]	17,274	11,063	16,005	4%	2%	3%

**Table 7.B.13 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Six**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -3.5]	9,586	37,194	13,977	2%	8%	3%
(-3.5, -3]	7,216	2,506	3,494	2%	1%	1%
(-3, -2.5]	12,537	5,906	13,545	3%	1%	3%
(-2.5, -2]	20,699	19,527	22,112	4%	4%	5%
(-2, -1.5]	29,383	27,082	33,719	6%	6%	7%
(-1.5, -1]	37,393	38,043	45,871	8%	8%	10%
(-1, -0.5]	48,333	50,253	55,013	10%	11%	12%
(-0.5, 0]	57,661	62,407	57,781	12%	13%	12%
(0, 0.5]	64,115	65,755	55,981	14%	14%	12%
(0.5, 1]	62,961	58,564	52,363	14%	13%	11%
(1, 1.5]	49,521	42,887	44,677	11%	9%	10%
(1.5, 2]	30,637	26,935	31,329	7%	6%	7%
(2, 2.5]	16,774	14,532	17,619	4%	3%	4%
(2.5, HOT]	17,736	12,961	17,071	4%	3%	4%

**Table 7.B.14 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Seven**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -3]	12,187	51,034	21,649	3%	11%	5%
(-3, -2.5]	10,391	3,455	11,987	2%	1%	3%
(-2.5, -2]	18,127	12,949	17,691	4%	3%	4%
(-2, -1.5]	26,402	29,844	31,933	6%	6%	7%
(-1.5, -1]	36,479	37,028	36,969	8%	8%	8%
(-1, -0.5]	47,431	45,634	44,616	10%	10%	10%
(-0.5, 0]	55,938	50,812	49,255	12%	11%	11%
(0, 0.5]	60,789	53,727	53,033	13%	12%	12%
(0.5, 1]	55,184	50,392	54,375	12%	11%	12%
(1, 1.5]	47,445	43,228	49,349	10%	9%	11%
(1.5, 2]	37,223	34,439	37,236	8%	7%	8%
(2, 2.5]	24,648	23,353	25,212	5%	5%	5%
(2.5, 3]	13,238	13,209	14,164	3%	3%	3%
(3, HOT]	15,513	11,891	13,526	3%	3%	3%

**Table 7.B.15 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Eight**

<b>Theta Score</b>	<b>Claim 1 N</b>	<b>Claim 2 N</b>	<b>Claim 3 N</b>	<b>Claim 1 Percent</b>	<b>Claim 2 Percent</b>	<b>Claim 3 Percent</b>
[LOT, -3]	10,327	39,174	19,240	2%	9%	4%
(-3, -2.5]	9,822	1,515	11,822	2%	0%	3%
(-2.5, -2]	17,179	18,512	21,005	4%	4%	5%
(-2, -1.5]	26,025	22,132	25,128	6%	5%	5%
(-1.5, -1]	35,990	35,995	33,734	8%	8%	7%
(-1, -0.5]	45,460	52,004	41,340	10%	11%	9%
(-0.5, 0]	51,898	47,012	47,377	11%	10%	10%
(0, 0.5]	51,830	45,988	49,997	11%	10%	11%
(0.5, 1]	48,251	44,046	47,655	11%	10%	10%
(1, 1.5]	44,095	42,360	43,695	10%	9%	10%
(1.5, 2]	37,210	37,575	38,240	8%	8%	8%
(2, 2.5]	29,460	28,951	31,192	6%	6%	7%
(2.5, 3]	20,281	18,944	21,744	4%	4%	5%
(3, 3.5]	13,171	10,931	11,686	3%	2%	3%
(3.5, HOT]	16,837	12,697	13,981	4%	3%	3%

**Table 7.B.16 Frequency Distribution of Theta for Claim Scores—Mathematics, Grade Eleven**

Theta Score	Claim 1 N	Claim 2 N	Claim 3 N	Claim 1 Percent	Claim 2 Percent	Claim 3 Percent
[LOT, -2.5]	13,747	65,998	34,572	3%	15%	8%
(-2.5, -2]	11,669	8,533	12,925	3%	2%	3%
(-2, -1.5]	19,566	12,206	17,301	4%	3%	4%
(-1.5, -1]	29,384	23,399	23,362	7%	5%	5%
(-1, -0.5]	38,535	39,410	34,221	9%	9%	8%
(-0.5, 0]	44,353	39,795	42,347	10%	9%	10%
(0, 0.5]	47,939	42,013	46,415	11%	9%	10%
(0.5, 1]	49,990	42,842	45,732	11%	10%	10%
(1, 1.5]	46,719	40,989	43,199	11%	9%	10%
(1.5, 2]	41,652	37,312	40,050	9%	8%	9%
(2, 2.5]	33,938	31,480	34,472	8%	7%	8%
(2.5, 3]	24,268	23,411	26,545	5%	5%	6%
(3, 3.5]	16,802	16,050	17,726	4%	4%	4%
(3.5, 4]	11,129	9,474	10,514	3%	2%	2%
(4, HOT]	12,746	9,520	13,056	3%	2%	3%

**Appendix 7.C: Scale Scores of Tests and Claims****Table 7.C.1 Percentiles of Scale Scores in ELA**

Percentile	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
p1	2224	2245	2263	2299	2306	2324	2331
p10	2293	2326	2354	2385	2399	2421	2438
p20	2330	2367	2399	2432	2450	2467	2498
p30	2360	2401	2433	2467	2489	2502	2544
p40	2388	2431	2463	2496	2521	2533	2582
p50	2415	2459	2492	2523	2550	2562	2614
p60	2442	2486	2520	2549	2576	2591	2644
p70	2468	2512	2549	2576	2603	2620	2674
p80	2499	2542	2581	2606	2634	2652	2707
p90	2537	2582	2621	2644	2674	2690	2749
p99	2620	2663	2701	2724	2745	2769	2795



**Table 7.C.2 Percentiles of Scale Scores in Mathematics**

<b>Percentile</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
p1	2219	2257	2277	2235	2259	2269	2280
p10	2322	2353	2366	2358	2370	2377	2398
p20	2359	2388	2403	2414	2423	2430	2450
p30	2385	2416	2431	2455	2463	2470	2490
p40	2408	2440	2457	2487	2496	2503	2527
p50	2429	2463	2483	2515	2527	2535	2563
p60	2450	2485	2510	2542	2557	2571	2598
p70	2473	2510	2539	2570	2590	2610	2636
p80	2498	2538	2571	2602	2626	2653	2679
p90	2535	2576	2612	2646	2676	2708	2738
p99	2621	2659	2700	2748	2778	2802	2862

**Table 7.C.3 Frequency Distribution of Overall Scale Scores—ELA, Grade Three**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2114, 2119]	73	73	0%	0%
[2120, 2129]	27	100	0%	0%
[2130, 2139]	41	141	0%	0%
[2140, 2149]	60	201	0%	0%
[2150, 2159]	105	306	0%	0%
[2160, 2169]	137	443	0%	0%
[2170, 2179]	248	691	0%	0%
[2180, 2189]	380	1,071	0%	0%
[2190, 2199]	536	1,607	0%	0%
[2200, 2209]	905	2,512	0%	1%
[2210, 2219]	1,265	3,777	0%	1%
[2220, 2229]	1,865	5,642	0%	1%
[2230, 2239]	2,765	8,407	1%	2%
[2240, 2249]	3,851	12,258	1%	3%
[2250, 2259]	5,167	17,425	1%	4%
[2260, 2269]	6,518	23,943	1%	5%
[2270, 2279]	8,144	32,087	2%	7%
[2280, 2289]	9,492	41,579	2%	9%
[2290, 2299]	10,800	52,379	2%	12%
[2300, 2309]	11,626	64,005	3%	14%
[2310, 2319]	12,517	76,522	3%	17%
[2320, 2329]	13,313	89,835	3%	20%
[2330, 2339]	14,067	103,902	3%	23%
[2340, 2349]	14,618	118,520	3%	26%
[2350, 2359]	15,389	133,909	3%	30%
[2360, 2369]	15,831	149,740	4%	33%
[2370, 2379]	16,031	165,771	4%	37%
[2380, 2389]	16,644	182,415	4%	40%
[2390, 2399]	16,823	199,238	4%	44%
[2400, 2409]	16,858	216,096	4%	48%
[2410, 2419]	17,093	233,189	4%	52%
[2420, 2429]	16,806	249,995	4%	55%
[2430, 2439]	17,394	267,389	4%	59%
[2440, 2449]	17,340	284,729	4%	63%
[2450, 2459]	17,029	301,758	4%	67%
[2460, 2469]	16,346	318,104	4%	70%
[2470, 2479]	15,568	333,672	3%	74%
[2480, 2489]	15,045	348,717	3%	77%
[2490, 2499]	13,981	362,698	3%	80%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2500, 2509]	13,235	375,933	3%	83%
[2510, 2519]	12,138	388,071	3%	86%
[2520, 2529]	11,169	399,240	2%	88%
[2530, 2539]	9,933	409,173	2%	91%
[2540, 2549]	8,451	417,624	2%	92%
[2550, 2559]	7,344	424,968	2%	94%
[2560, 2569]	5,985	430,953	1%	95%
[2570, 2579]	5,094	436,047	1%	97%
[2580, 2589]	3,892	439,939	1%	97%
[2590, 2599]	3,046	442,985	1%	98%
[2600, 2609]	2,310	445,295	1%	99%
[2610, 2619]	1,840	447,135	0%	99%
[2620, 2623]	4,518	451,653	1%	100%

**Table 7.C.4 Frequency Distribution of Overall Scale Scores—ELA, Grade Four**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2131, 2139]	105	105	0%	0%
[2140, 2149]	33	138	0%	0%
[2150, 2159]	51	189	0%	0%
[2160, 2169]	75	264	0%	0%
[2170, 2179]	114	378	0%	0%
[2180, 2189]	150	528	0%	0%
[2190, 2199]	262	790	0%	0%
[2200, 2209]	403	1,193	0%	0%
[2210, 2219]	536	1,729	0%	0%
[2220, 2229]	866	2,595	0%	1%
[2230, 2239]	1,176	3,771	0%	1%
[2240, 2249]	1,587	5,358	0%	1%
[2250, 2259]	2,244	7,602	0%	2%
[2260, 2269]	2,986	10,588	1%	2%
[2270, 2279]	3,951	14,539	1%	3%
[2280, 2289]	4,879	19,418	1%	4%
[2290, 2299]	5,933	25,351	1%	6%
[2300, 2309]	6,943	32,294	2%	7%
[2310, 2319]	7,930	40,224	2%	9%
[2320, 2329]	9,090	49,314	2%	11%
[2330, 2339]	9,977	59,291	2%	13%
[2340, 2349]	11,142	70,433	2%	15%
[2350, 2359]	11,731	82,164	3%	18%
[2360, 2369]	12,491	94,655	3%	21%
[2370, 2379]	13,252	107,907	3%	24%
[2380, 2389]	13,736	121,643	3%	27%
[2390, 2399]	13,998	135,641	3%	30%
[2400, 2409]	14,705	150,346	3%	33%
[2410, 2419]	15,100	165,446	3%	36%
[2420, 2429]	15,507	180,953	3%	40%
[2430, 2439]	15,647	196,600	3%	43%
[2440, 2449]	16,063	212,663	4%	46%
[2450, 2459]	16,695	229,358	4%	50%
[2460, 2469]	16,876	246,234	4%	54%
[2470, 2479]	17,265	263,499	4%	58%
[2480, 2489]	17,507	281,006	4%	61%
[2490, 2499]	17,406	298,412	4%	65%
[2500, 2509]	17,066	315,478	4%	69%
[2510, 2519]	16,341	331,819	4%	73%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2520, 2529]	15,561	347,380	3%	76%
[2530, 2539]	14,906	362,286	3%	79%
[2540, 2549]	13,701	375,987	3%	82%
[2550, 2559]	12,287	388,274	3%	85%
[2560, 2569]	11,280	399,554	2%	87%
[2570, 2579]	9,878	409,432	2%	89%
[2580, 2589]	8,849	418,281	2%	91%
[2590, 2599]	7,613	425,894	2%	93%
[2600, 2609]	6,566	432,460	1%	95%
[2610, 2619]	5,472	437,932	1%	96%
[2620, 2629]	4,332	442,264	1%	97%
[2630, 2639]	3,655	445,919	1%	97%
[2640, 2649]	2,933	448,852	1%	98%
[2650, 2659]	2,215	451,067	0%	99%
[2660, 2663]	6,436	457,503	1%	100%

**Table 7.C.5 Frequency Distribution of Overall Scale Scores—ELA, Grade Five**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2201, 2209]	779	779	0%	0%
[2210, 2219]	281	1,060	0%	0%
[2220, 2229]	439	1,499	0%	0%
[2230, 2239]	653	2,152	0%	0%
[2240, 2249]	844	2,996	0%	1%
[2250, 2259]	1,224	4,220	0%	1%
[2260, 2269]	1,620	5,840	0%	1%
[2270, 2279]	2,075	7,915	0%	2%
[2280, 2289]	2,802	10,717	1%	2%
[2290, 2299]	3,523	14,240	1%	3%
[2300, 2309]	4,311	18,551	1%	4%
[2310, 2319]	4,892	23,443	1%	5%
[2320, 2329]	5,829	29,272	1%	6%
[2330, 2339]	6,743	36,015	1%	8%
[2340, 2349]	7,478	43,493	2%	9%
[2350, 2359]	8,338	51,831	2%	11%
[2360, 2369]	9,357	61,188	2%	13%
[2370, 2379]	10,669	71,857	2%	15%
[2380, 2389]	11,490	83,347	2%	18%
[2390, 2399]	12,460	95,807	3%	20%
[2400, 2409]	13,268	109,075	3%	23%
[2410, 2419]	14,060	123,135	3%	26%
[2420, 2429]	14,462	137,597	3%	29%
[2430, 2439]	15,108	152,705	3%	32%
[2440, 2449]	15,429	168,134	3%	35%
[2450, 2459]	15,797	183,931	3%	39%
[2460, 2469]	16,266	200,197	3%	42%
[2470, 2479]	16,325	216,522	3%	46%
[2480, 2489]	16,649	233,171	4%	49%
[2490, 2499]	16,887	250,058	4%	53%
[2500, 2509]	16,911	266,969	4%	56%
[2510, 2519]	16,779	283,748	4%	60%
[2520, 2529]	16,481	300,229	3%	63%
[2530, 2539]	16,312	316,541	3%	67%
[2540, 2549]	15,925	332,466	3%	70%
[2550, 2559]	15,455	347,921	3%	73%
[2560, 2569]	15,022	362,943	3%	77%
[2570, 2579]	14,465	377,408	3%	80%
[2580, 2589]	13,633	391,041	3%	82%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2590, 2599]	12,718	403,759	3%	85%
[2600, 2609]	11,416	415,175	2%	88%
[2610, 2619]	9,986	425,161	2%	90%
[2620, 2629]	8,601	433,762	2%	92%
[2630, 2639]	7,295	441,057	2%	93%
[2640, 2649]	6,367	447,424	1%	94%
[2650, 2659]	5,383	452,807	1%	96%
[2660, 2669]	4,587	457,394	1%	96%
[2670, 2679]	3,863	461,257	1%	97%
[2680, 2689]	3,091	464,348	1%	98%
[2690, 2699]	2,516	466,864	1%	98%
[2700, 2701]	7,143	474,007	2%	100%

**Table 7.C.6 Frequency Distribution of Overall Scale Scores—ELA, Grade Six**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2210, 2219]	185	185	0%	0%
[2220, 2229]	104	289	0%	0%
[2230, 2239]	148	437	0%	0%
[2240, 2249]	221	658	0%	0%
[2250, 2259]	347	1,005	0%	0%
[2260, 2269]	510	1,515	0%	0%
[2270, 2279]	758	2,273	0%	0%
[2280, 2289]	1,011	3,284	0%	1%
[2290, 2299]	1,417	4,701	0%	1%
[2300, 2309]	2,144	6,845	0%	1%
[2310, 2319]	2,732	9,577	1%	2%
[2320, 2329]	3,443	13,020	1%	3%
[2330, 2339]	4,347	17,367	1%	4%
[2340, 2349]	4,880	22,247	1%	5%
[2350, 2359]	5,756	28,003	1%	6%
[2360, 2369]	6,546	34,549	1%	7%
[2370, 2379]	7,285	41,834	2%	9%
[2380, 2389]	8,070	49,904	2%	11%
[2390, 2399]	8,810	58,714	2%	13%
[2400, 2409]	9,490	68,204	2%	15%
[2410, 2419]	9,976	78,180	2%	17%
[2420, 2429]	11,097	89,277	2%	19%
[2430, 2439]	12,026	101,303	3%	22%
[2440, 2449]	12,862	114,165	3%	25%
[2450, 2459]	13,854	128,019	3%	28%
[2460, 2469]	14,643	142,662	3%	31%
[2470, 2479]	15,350	158,012	3%	34%
[2480, 2489]	15,934	173,946	3%	38%
[2490, 2499]	16,813	190,759	4%	41%
[2500, 2509]	17,253	208,012	4%	45%
[2510, 2519]	17,505	225,517	4%	49%
[2520, 2529]	17,677	243,194	4%	53%
[2530, 2539]	17,682	260,876	4%	56%
[2540, 2549]	17,465	278,341	4%	60%
[2550, 2559]	17,658	295,999	4%	64%
[2560, 2569]	17,271	313,270	4%	68%
[2570, 2579]	16,932	330,202	4%	71%
[2580, 2589]	16,003	346,205	3%	75%
[2590, 2599]	14,957	361,162	3%	78%



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2600, 2609]	14,216	375,378	3%	81%
[2610, 2619]	13,348	388,726	3%	84%
[2620, 2629]	11,980	400,706	3%	87%
[2630, 2639]	10,792	411,498	2%	89%
[2640, 2649]	9,215	420,713	2%	91%
[2650, 2659]	8,073	428,786	2%	93%
[2660, 2669]	6,768	435,554	1%	94%
[2670, 2679]	5,693	441,247	1%	95%
[2680, 2689]	4,679	445,926	1%	96%
[2690, 2699]	3,807	449,733	1%	97%
[2700, 2709]	3,057	452,790	1%	98%
[2710, 2719]	2,527	455,317	1%	98%
[2720, 2724]	7,155	462,472	2%	100%

**Table 7.C.7 Frequency Distribution of Overall Scale Scores—ELA, Grade Seven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2258, 2259]	855	855	0%	0%
[2260, 2269]	383	1,238	0%	0%
[2270, 2279]	556	1,794	0%	0%
[2280, 2289]	751	2,545	0%	1%
[2290, 2299]	1,062	3,607	0%	1%
[2300, 2309]	1,483	5,090	0%	1%
[2310, 2319]	2,024	7,114	0%	2%
[2320, 2329]	2,567	9,681	1%	2%
[2330, 2339]	3,148	12,829	1%	3%
[2340, 2349]	3,823	16,652	1%	4%
[2350, 2359]	4,504	21,156	1%	5%
[2360, 2369]	5,135	26,291	1%	6%
[2370, 2379]	6,032	32,323	1%	7%
[2380, 2389]	6,830	39,153	1%	9%
[2390, 2399]	7,418	46,571	2%	10%
[2400, 2409]	7,917	54,488	2%	12%
[2410, 2419]	8,290	62,778	2%	14%
[2420, 2429]	9,103	71,881	2%	16%
[2430, 2439]	9,557	81,438	2%	18%
[2440, 2449]	10,089	91,527	2%	20%
[2450, 2459]	10,970	102,497	2%	22%
[2460, 2469]	11,348	113,845	2%	25%
[2470, 2479]	12,205	126,050	3%	27%
[2480, 2489]	12,589	138,639	3%	30%
[2490, 2499]	13,329	151,968	3%	33%
[2500, 2509]	13,987	165,955	3%	36%
[2510, 2519]	14,772	180,727	3%	39%
[2520, 2529]	15,319	196,046	3%	43%
[2530, 2539]	16,043	212,089	3%	46%
[2540, 2549]	16,638	228,727	4%	50%
[2550, 2559]	16,977	245,704	4%	54%
[2560, 2569]	17,460	263,164	4%	57%
[2570, 2579]	17,329	280,493	4%	61%
[2580, 2589]	17,059	297,552	4%	65%
[2590, 2599]	16,871	314,423	4%	69%
[2600, 2609]	16,307	330,730	4%	72%
[2610, 2619]	15,608	346,338	3%	76%
[2620, 2629]	14,785	361,123	3%	79%
[2630, 2639]	13,746	374,869	3%	82%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2640, 2649]	12,517	387,386	3%	84%
[2650, 2659]	11,445	398,831	2%	87%
[2660, 2669]	10,130	408,961	2%	89%
[2670, 2679]	8,874	417,835	2%	91%
[2680, 2689]	7,798	425,633	2%	93%
[2690, 2699]	6,669	432,302	1%	94%
[2700, 2709]	5,618	437,920	1%	95%
[2710, 2719]	4,654	442,574	1%	97%
[2720, 2729]	3,868	446,442	1%	97%
[2730, 2739]	3,103	449,545	1%	98%
[2740, 2745]	9,037	458,582	2%	100%

**Table 7.C.8 Frequency Distribution of Overall Scale Scores—ELA, Grade Eight**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2288, 2289]	1,507	1,507	0%	0%
[2290, 2299]	607	2,114	0%	0%
[2300, 2309]	848	2,962	0%	1%
[2310, 2319]	1,057	4,019	0%	1%
[2320, 2329]	1,451	5,470	0%	1%
[2330, 2339]	1,820	7,290	0%	2%
[2340, 2349]	2,325	9,615	1%	2%
[2350, 2359]	2,785	12,400	1%	3%
[2360, 2369]	3,507	15,907	1%	3%
[2370, 2379]	4,243	20,150	1%	4%
[2380, 2389]	4,911	25,061	1%	5%
[2390, 2399]	5,526	30,587	1%	7%
[2400, 2409]	6,378	36,965	1%	8%
[2410, 2419]	7,383	44,348	2%	10%
[2420, 2429]	8,334	52,682	2%	12%
[2430, 2439]	9,147	61,829	2%	14%
[2440, 2449]	9,921	71,750	2%	16%
[2450, 2459]	10,772	82,522	2%	18%
[2460, 2469]	11,839	94,361	3%	21%
[2470, 2479]	12,518	106,879	3%	23%
[2480, 2489]	13,150	120,029	3%	26%
[2490, 2499]	13,774	133,803	3%	29%
[2500, 2509]	14,168	147,971	3%	32%
[2510, 2519]	14,677	162,648	3%	36%
[2520, 2529]	15,025	177,673	3%	39%
[2530, 2539]	15,298	192,971	3%	42%
[2540, 2549]	15,396	208,367	3%	46%
[2550, 2559]	15,324	223,691	3%	49%
[2560, 2569]	15,648	239,339	3%	52%
[2570, 2579]	15,909	255,248	3%	56%
[2580, 2589]	15,989	271,237	4%	59%
[2590, 2599]	15,823	287,060	3%	63%
[2600, 2609]	15,965	303,025	3%	66%
[2610, 2619]	15,576	318,601	3%	70%
[2620, 2629]	15,106	333,707	3%	73%
[2630, 2639]	14,677	348,384	3%	76%
[2640, 2649]	14,120	362,504	3%	79%
[2650, 2659]	13,332	375,836	3%	82%
[2660, 2669]	12,506	388,342	3%	85%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2670, 2679]	11,563	399,905	3%	88%
[2680, 2689]	10,170	410,075	2%	90%
[2690, 2699]	8,849	418,924	2%	92%
[2700, 2709]	7,474	426,398	2%	93%
[2710, 2719]	6,373	432,771	1%	95%
[2720, 2729]	5,050	437,821	1%	96%
[2730, 2739]	4,278	442,099	1%	97%
[2740, 2749]	3,313	445,412	1%	98%
[2750, 2759]	2,730	448,142	1%	98%
[2760, 2769]	8,417	456,559	2%	100%

**Table 7.C.9 Frequency Distribution of Overall Scale Scores—ELA, Grade Eleven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2299, 2299]	1,676	1,676	0%	0%
[2300, 2309]	652	2,328	0%	1%
[2310, 2319]	857	3,185	0%	1%
[2320, 2329]	1,061	4,246	0%	1%
[2330, 2339]	1,486	5,732	0%	1%
[2340, 2349]	1,836	7,568	0%	2%
[2350, 2359]	2,260	9,828	1%	2%
[2360, 2369]	2,790	12,618	1%	3%
[2370, 2379]	3,337	15,955	1%	4%
[2380, 2389]	3,769	19,724	1%	4%
[2390, 2399]	4,299	24,023	1%	5%
[2400, 2409]	4,762	28,785	1%	6%
[2410, 2419]	5,170	33,955	1%	8%
[2420, 2429]	5,682	39,637	1%	9%
[2430, 2439]	5,960	45,597	1%	10%
[2440, 2449]	6,440	52,037	1%	12%
[2450, 2459]	6,707	58,744	2%	13%
[2460, 2469]	7,070	65,814	2%	15%
[2470, 2479]	7,598	73,412	2%	17%
[2480, 2489]	8,122	81,534	2%	18%
[2490, 2499]	8,261	89,795	2%	20%
[2500, 2509]	8,945	98,740	2%	22%
[2510, 2519]	9,262	108,002	2%	24%
[2520, 2529]	9,794	117,796	2%	27%
[2530, 2539]	10,235	128,031	2%	29%
[2540, 2549]	11,012	139,043	2%	31%
[2550, 2559]	11,407	150,450	3%	34%
[2560, 2569]	11,971	162,421	3%	37%
[2570, 2579]	12,422	174,843	3%	39%
[2580, 2589]	13,196	188,039	3%	42%
[2590, 2599]	13,708	201,747	3%	45%
[2600, 2609]	14,073	215,820	3%	49%
[2610, 2619]	14,408	230,228	3%	52%
[2620, 2629]	14,619	244,847	3%	55%
[2630, 2639]	14,893	259,740	3%	58%
[2640, 2649]	14,909	274,649	3%	62%
[2650, 2659]	14,768	289,417	3%	65%
[2660, 2669]	14,622	304,039	3%	68%
[2670, 2679]	14,176	318,215	3%	72%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2680, 2689]	13,920	332,135	3%	75%
[2690, 2699]	13,307	345,442	3%	78%
[2700, 2709]	12,631	358,073	3%	81%
[2710, 2719]	12,070	370,143	3%	83%
[2720, 2729]	11,016	381,159	2%	86%
[2730, 2739]	9,971	391,130	2%	88%
[2740, 2749]	8,818	399,948	2%	90%
[2750, 2759]	7,755	407,703	2%	92%
[2760, 2769]	6,690	414,393	2%	93%
[2770, 2779]	5,721	420,114	1%	95%
[2780, 2789]	4,909	425,023	1%	96%
[2790, 2795]	18,997	444,020	4%	100%

**Table 7.C.10 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Three**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2189, 2189]	1,880	1,880	0%	0%
[2190, 2199]	696	2,576	0%	1%
[2200, 2209]	905	3,481	0%	1%
[2210, 2219]	1,143	4,624	0%	1%
[2220, 2229]	1,411	6,035	0%	1%
[2230, 2239]	1,769	7,804	0%	2%
[2240, 2249]	2,141	9,945	0%	2%
[2250, 2259]	2,586	12,531	1%	3%
[2260, 2269]	3,064	15,595	1%	3%
[2270, 2279]	3,684	19,279	1%	4%
[2280, 2289]	4,409	23,688	1%	5%
[2290, 2299]	5,308	28,996	1%	6%
[2300, 2309]	6,592	35,588	1%	8%
[2310, 2319]	7,887	43,475	2%	10%
[2320, 2329]	9,569	53,044	2%	12%
[2330, 2339]	11,116	64,160	2%	14%
[2340, 2349]	13,071	77,231	3%	17%
[2350, 2359]	14,577	91,808	3%	20%
[2360, 2369]	16,642	108,450	4%	24%
[2370, 2379]	17,685	126,135	4%	28%
[2380, 2389]	18,805	144,940	4%	32%
[2390, 2399]	19,747	164,687	4%	36%
[2400, 2409]	20,627	185,314	5%	41%
[2410, 2419]	21,253	206,567	5%	45%
[2420, 2429]	21,731	228,298	5%	50%
[2430, 2439]	21,755	250,053	5%	55%
[2440, 2449]	21,259	271,312	5%	60%
[2450, 2459]	20,718	292,030	5%	64%
[2460, 2469]	19,939	311,969	4%	69%
[2470, 2479]	18,995	330,964	4%	73%
[2480, 2489]	17,897	348,861	4%	77%
[2490, 2499]	16,334	365,195	4%	80%
[2500, 2509]	14,501	379,696	3%	84%
[2510, 2519]	12,771	392,467	3%	86%
[2520, 2529]	11,024	403,491	2%	89%
[2530, 2539]	9,539	413,030	2%	91%
[2540, 2549]	8,178	421,208	2%	93%
[2550, 2559]	6,685	427,893	1%	94%



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2560, 2569]	5,631	433,524	1%	95%
[2570, 2579]	4,702	438,226	1%	96%
[2580, 2589]	3,887	442,113	1%	97%
[2590, 2599]	3,081	445,194	1%	98%
[2600, 2609]	2,430	447,624	1%	99%
[2610, 2619]	1,797	449,421	0%	99%
[2620, 2621]	4,855	454,276	1%	100%

**Table 7.C.11 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Four**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2204, 2209]	1,331	1,331	0%	0%
[2210, 2219]	416	1,747	0%	0%
[2220, 2229]	518	2,265	0%	0%
[2230, 2239]	640	2,905	0%	1%
[2240, 2249]	879	3,784	0%	1%
[2250, 2259]	1,128	4,912	0%	1%
[2260, 2269]	1,385	6,297	0%	1%
[2270, 2279]	1,844	8,141	0%	2%
[2280, 2289]	2,272	10,413	0%	2%
[2290, 2299]	2,924	13,337	1%	3%
[2300, 2309]	3,603	16,940	1%	4%
[2310, 2319]	4,438	21,378	1%	5%
[2320, 2329]	5,611	26,989	1%	6%
[2330, 2339]	6,865	33,854	1%	7%
[2340, 2349]	8,507	42,361	2%	9%
[2350, 2359]	10,294	52,655	2%	11%
[2360, 2369]	12,309	64,964	3%	14%
[2370, 2379]	13,812	78,776	3%	17%
[2380, 2389]	14,977	93,753	3%	20%
[2390, 2399]	16,166	109,919	4%	24%
[2400, 2409]	17,250	127,169	4%	28%
[2410, 2419]	17,913	145,082	4%	32%
[2420, 2429]	18,606	163,688	4%	36%
[2430, 2439]	19,332	183,020	4%	40%
[2440, 2449]	19,843	202,863	4%	44%
[2450, 2459]	20,202	223,065	4%	48%
[2460, 2469]	20,326	243,391	4%	53%
[2470, 2479]	20,321	263,712	4%	57%
[2480, 2489]	20,448	284,160	4%	62%
[2490, 2499]	19,158	303,318	4%	66%
[2500, 2509]	18,233	321,551	4%	70%
[2510, 2519]	17,268	338,819	4%	74%
[2520, 2529]	16,345	355,164	4%	77%
[2530, 2539]	14,904	370,068	3%	80%
[2540, 2549]	13,902	383,970	3%	83%
[2550, 2559]	12,440	396,410	3%	86%
[2560, 2569]	10,944	407,354	2%	89%
[2570, 2579]	9,707	417,061	2%	91%
[2580, 2589]	8,430	425,491	2%	92%
[2590, 2599]	7,277	432,768	2%	94%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2600, 2609]	5,972	438,740	1%	95%
[2610, 2619]	4,828	443,568	1%	96%
[2620, 2629]	3,674	447,242	1%	97%
[2630, 2639]	2,928	450,170	1%	98%
[2640, 2649]	2,337	452,507	1%	98%
[2650, 2659]	7,529	460,036	2%	100%

**Table 7.C.12 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Five**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2219, 2219]	836	836	0%	0%
[2220, 2229]	271	1,107	0%	0%
[2230, 2239]	375	1,482	0%	0%
[2240, 2249]	549	2,031	0%	0%
[2250, 2259]	789	2,820	0%	1%
[2260, 2269]	975	3,795	0%	1%
[2270, 2279]	1,382	5,177	0%	1%
[2280, 2289]	1,851	7,028	0%	1%
[2290, 2299]	2,399	9,427	1%	2%
[2300, 2309]	2,937	12,364	1%	3%
[2310, 2319]	3,760	16,124	1%	3%
[2320, 2329]	4,765	20,889	1%	4%
[2330, 2339]	5,625	26,514	1%	6%
[2340, 2349]	6,946	33,460	1%	7%
[2350, 2359]	8,248	41,708	2%	9%
[2360, 2369]	9,766	51,474	2%	11%
[2370, 2379]	11,472	62,946	2%	13%
[2380, 2389]	12,937	75,883	3%	16%
[2390, 2399]	14,560	90,443	3%	19%
[2400, 2409]	15,942	106,385	3%	22%
[2410, 2419]	17,103	123,488	4%	26%
[2420, 2429]	17,609	141,097	4%	30%
[2430, 2439]	17,725	158,822	4%	33%
[2440, 2449]	18,175	176,997	4%	37%
[2450, 2459]	18,504	195,501	4%	41%
[2460, 2469]	18,265	213,766	4%	45%
[2470, 2479]	18,112	231,878	4%	49%
[2480, 2489]	17,747	249,625	4%	52%
[2490, 2499]	17,657	267,282	4%	56%
[2500, 2509]	17,616	284,898	4%	60%
[2510, 2519]	16,952	301,850	4%	63%
[2520, 2529]	16,501	318,351	3%	67%
[2530, 2539]	16,260	334,611	3%	70%
[2540, 2549]	15,409	350,020	3%	74%
[2550, 2559]	14,626	364,646	3%	77%
[2560, 2569]	14,075	378,721	3%	80%
[2570, 2579]	13,016	391,737	3%	82%
[2580, 2589]	12,191	403,928	3%	85%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2590, 2599]	11,505	415,433	2%	87%
[2600, 2609]	10,393	425,826	2%	89%
[2610, 2619]	9,217	435,043	2%	91%
[2620, 2629]	8,010	443,053	2%	93%
[2630, 2639]	6,793	449,846	1%	94%
[2640, 2649]	5,640	455,486	1%	96%
[2650, 2659]	4,756	460,242	1%	97%
[2660, 2669]	3,690	463,932	1%	97%
[2670, 2679]	3,005	466,937	1%	98%
[2680, 2689]	2,215	469,152	0%	99%
[2690, 2699]	1,787	470,939	0%	99%
[2700, 2700]	5,270	476,209	1%	100%

**Table 7.C.13 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Six**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2235, 2239]	5,285	5,285	1%	1%
[2240, 2249]	1,199	6,484	0%	1%
[2250, 2259]	1,402	7,886	0%	2%
[2260, 2269]	1,695	9,581	0%	2%
[2270, 2279]	2,103	11,684	0%	3%
[2280, 2289]	2,532	14,216	1%	3%
[2290, 2299]	2,913	17,129	1%	4%
[2300, 2309]	3,450	20,579	1%	4%
[2310, 2319]	4,098	24,677	1%	5%
[2320, 2329]	4,781	29,458	1%	6%
[2330, 2339]	5,323	34,781	1%	7%
[2340, 2349]	5,884	40,665	1%	9%
[2350, 2359]	6,539	47,204	1%	10%
[2360, 2369]	7,065	54,269	2%	12%
[2370, 2379]	7,809	62,078	2%	13%
[2380, 2389]	8,310	70,388	2%	15%
[2390, 2399]	8,736	79,124	2%	17%
[2400, 2409]	9,229	88,353	2%	19%
[2410, 2419]	9,910	98,263	2%	21%
[2420, 2429]	10,492	108,755	2%	23%
[2430, 2439]	11,523	120,278	2%	26%
[2440, 2449]	12,246	132,524	3%	29%
[2450, 2459]	13,198	145,722	3%	31%
[2460, 2469]	14,100	159,822	3%	34%
[2470, 2479]	14,742	174,564	3%	38%
[2480, 2489]	15,263	189,827	3%	41%
[2490, 2499]	16,315	206,142	4%	44%
[2500, 2509]	16,559	222,701	4%	48%
[2510, 2519]	17,197	239,898	4%	52%
[2520, 2529]	17,364	257,262	4%	55%
[2530, 2539]	17,134	274,396	4%	59%
[2540, 2549]	17,333	291,729	4%	63%
[2550, 2559]	16,456	308,185	4%	66%
[2560, 2569]	16,143	324,328	3%	70%
[2570, 2579]	15,574	339,902	3%	73%
[2580, 2589]	14,718	354,620	3%	76%
[2590, 2599]	13,828	368,448	3%	79%
[2600, 2609]	12,925	381,373	3%	82%
[2610, 2619]	11,767	393,140	3%	85%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2620, 2629]	10,506	403,646	2%	87%
[2630, 2639]	9,223	412,869	2%	89%
[2640, 2649]	8,098	420,967	2%	91%
[2650, 2659]	7,209	428,176	2%	92%
[2660, 2669]	6,200	434,376	1%	94%
[2670, 2679]	5,182	439,558	1%	95%
[2680, 2689]	4,414	443,972	1%	96%
[2690, 2699]	3,878	447,850	1%	96%
[2700, 2709]	3,177	451,027	1%	97%
[2710, 2719]	2,546	453,573	1%	98%
[2720, 2729]	2,054	455,627	0%	98%
[2730, 2739]	1,722	457,349	0%	98%
[2740, 2748]	7,203	464,552	2%	100%

**Table 7.C.14 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Seven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2250, 2259]	4,636	4,636	1%	1%
[2260, 2269]	1,252	5,888	0%	1%
[2270, 2279]	1,570	7,458	0%	2%
[2280, 2289]	1,889	9,347	0%	2%
[2290, 2299]	2,405	11,752	1%	3%
[2300, 2309]	2,931	14,683	1%	3%
[2310, 2319]	3,641	18,324	1%	4%
[2320, 2329]	4,216	22,540	1%	5%
[2330, 2339]	4,855	27,395	1%	6%
[2340, 2349]	5,505	32,900	1%	7%
[2350, 2359]	6,152	39,052	1%	8%
[2360, 2369]	6,723	45,775	1%	10%
[2370, 2379]	7,257	53,032	2%	12%
[2380, 2389]	8,041	61,073	2%	13%
[2390, 2399]	8,605	69,678	2%	15%
[2400, 2409]	9,212	78,890	2%	17%
[2410, 2419]	9,605	88,495	2%	19%
[2420, 2429]	10,248	98,743	2%	21%
[2430, 2439]	10,815	109,558	2%	24%
[2440, 2449]	11,807	121,365	3%	26%
[2450, 2459]	12,545	133,910	3%	29%
[2460, 2469]	13,070	146,980	3%	32%
[2470, 2479]	13,578	160,558	3%	35%
[2480, 2489]	14,066	174,624	3%	38%
[2490, 2499]	14,652	189,276	3%	41%
[2500, 2509]	14,809	204,085	3%	44%
[2510, 2519]	15,228	219,313	3%	48%
[2520, 2529]	15,755	235,068	3%	51%
[2530, 2539]	15,535	250,603	3%	54%
[2540, 2549]	15,264	265,867	3%	58%
[2550, 2559]	14,883	280,750	3%	61%
[2560, 2569]	14,372	295,122	3%	64%
[2570, 2579]	13,918	309,040	3%	67%
[2580, 2589]	13,437	322,477	3%	70%
[2590, 2599]	13,266	335,743	3%	73%
[2600, 2609]	12,943	348,686	3%	76%
[2610, 2619]	12,067	360,753	3%	78%
[2620, 2629]	11,617	372,370	3%	81%



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2630, 2639]	10,691	383,061	2%	83%
[2640, 2649]	9,678	392,739	2%	85%
[2650, 2659]	8,929	401,668	2%	87%
[2660, 2669]	8,348	410,016	2%	89%
[2670, 2679]	7,573	417,589	2%	91%
[2680, 2689]	6,994	424,583	2%	92%
[2690, 2699]	6,118	430,701	1%	93%
[2700, 2709]	5,189	435,890	1%	95%
[2710, 2719]	4,402	440,292	1%	96%
[2720, 2729]	3,736	444,028	1%	96%
[2730, 2739]	3,063	447,091	1%	97%
[2740, 2749]	2,513	449,604	1%	98%
[2750, 2759]	2,195	451,799	0%	98%
[2760, 2769]	1,728	453,527	0%	98%
[2770, 2778]	7,468	460,995	2%	100%

**Table 7.C.15 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Eight**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2265, 2269]	4,676	4,676	1%	1%
[2270, 2279]	1,292	5,968	0%	1%
[2280, 2289]	1,732	7,700	0%	2%
[2290, 2299]	2,041	9,741	0%	2%
[2300, 2309]	2,600	12,341	1%	3%
[2310, 2319]	3,126	15,467	1%	3%
[2320, 2329]	3,661	19,128	1%	4%
[2330, 2339]	4,441	23,569	1%	5%
[2340, 2349]	5,230	28,799	1%	6%
[2350, 2359]	5,628	34,427	1%	8%
[2360, 2369]	6,220	40,647	1%	9%
[2370, 2379]	6,664	47,311	1%	10%
[2380, 2389]	7,159	54,470	2%	12%
[2390, 2399]	8,048	62,518	2%	14%
[2400, 2409]	9,402	71,920	2%	16%
[2410, 2419]	9,441	81,361	2%	18%
[2420, 2429]	9,737	91,098	2%	20%
[2430, 2439]	10,452	101,550	2%	22%
[2440, 2449]	11,265	112,815	2%	25%
[2450, 2459]	11,890	124,705	3%	27%
[2460, 2469]	12,145	136,850	3%	30%
[2470, 2479]	13,055	149,905	3%	33%
[2480, 2489]	14,198	164,103	3%	36%
[2490, 2499]	14,480	178,583	3%	39%
[2500, 2509]	14,697	193,280	3%	42%
[2510, 2519]	14,346	207,626	3%	45%
[2520, 2529]	14,101	221,727	3%	48%
[2530, 2539]	13,550	235,277	3%	51%
[2540, 2549]	12,695	247,972	3%	54%
[2550, 2559]	12,283	260,255	3%	57%
[2560, 2569]	12,213	272,468	3%	60%
[2570, 2579]	12,080	284,548	3%	62%
[2580, 2589]	11,712	296,260	3%	65%
[2590, 2599]	11,962	308,222	3%	67%
[2600, 2609]	11,671	319,893	3%	70%
[2610, 2619]	11,590	331,483	3%	72%
[2620, 2629]	10,850	342,333	2%	75%
[2630, 2639]	10,683	353,016	2%	77%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2640, 2649]	10,185	363,201	2%	79%
[2650, 2659]	9,651	372,852	2%	81%
[2660, 2669]	9,241	382,093	2%	83%
[2670, 2679]	8,765	390,858	2%	85%
[2680, 2689]	7,888	398,746	2%	87%
[2690, 2699]	7,427	406,173	2%	89%
[2700, 2709]	6,794	412,967	1%	90%
[2710, 2719]	6,039	419,006	1%	92%
[2720, 2729]	5,373	424,379	1%	93%
[2730, 2739]	4,871	429,250	1%	94%
[2740, 2749]	4,198	433,448	1%	95%
[2750, 2759]	3,663	437,111	1%	95%
[2760, 2769]	3,154	440,265	1%	96%
[2770, 2779]	2,712	442,977	1%	97%
[2780, 2789]	2,281	445,258	0%	97%
[2790, 2799]	1,928	447,186	0%	98%
[2800, 2802]	10,650	457,836	2%	100%

**Table 7.C.16 Frequency Distribution of Overall Scale Scores—Mathematics, Grade Eleven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2280, 2289]	5,723	5,723	1%	1%
[2290, 2299]	1,375	7,098	0%	2%
[2300, 2309]	1,574	8,672	0%	2%
[2310, 2319]	1,958	10,630	0%	2%
[2320, 2329]	2,359	12,989	1%	3%
[2330, 2339]	2,975	15,964	1%	4%
[2340, 2349]	3,313	19,277	1%	4%
[2350, 2359]	3,852	23,129	1%	5%
[2360, 2369]	4,587	27,716	1%	6%
[2370, 2379]	5,245	32,961	1%	7%
[2380, 2389]	5,896	38,857	1%	9%
[2390, 2399]	6,572	45,429	1%	10%
[2400, 2409]	7,171	52,600	2%	12%
[2410, 2419]	7,840	60,440	2%	14%
[2420, 2429]	8,639	69,079	2%	16%
[2430, 2439]	9,355	78,434	2%	18%
[2440, 2449]	9,911	88,345	2%	20%
[2450, 2459]	10,445	98,790	2%	22%
[2460, 2469]	10,947	109,737	2%	25%
[2470, 2479]	11,232	120,969	3%	27%
[2480, 2489]	11,538	132,507	3%	30%
[2490, 2499]	11,541	144,048	3%	33%
[2500, 2509]	11,607	155,655	3%	35%
[2510, 2519]	11,911	167,566	3%	38%
[2520, 2529]	11,960	179,526	3%	41%
[2530, 2539]	12,436	191,962	3%	43%
[2540, 2549]	12,471	204,433	3%	46%
[2550, 2559]	12,784	217,217	3%	49%
[2560, 2569]	12,488	229,705	3%	52%
[2570, 2579]	12,546	242,251	3%	55%
[2580, 2589]	12,323	254,574	3%	58%
[2590, 2599]	12,247	266,821	3%	60%
[2600, 2609]	12,106	278,927	3%	63%
[2610, 2619]	12,035	290,962	3%	66%
[2620, 2629]	11,633	302,595	3%	68%
[2630, 2639]	11,261	313,856	3%	71%
[2640, 2649]	10,976	324,832	2%	73%
[2650, 2659]	10,491	335,323	2%	76%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2660, 2669]	9,912	345,235	2%	78%
[2670, 2679]	9,478	354,713	2%	80%
[2680, 2689]	8,899	363,612	2%	82%
[2690, 2699]	8,275	371,887	2%	84%
[2700, 2709]	7,677	379,564	2%	86%
[2710, 2719]	7,053	386,617	2%	87%
[2720, 2729]	6,557	393,174	1%	89%
[2730, 2739]	5,978	399,152	1%	90%
[2740, 2749]	5,434	404,586	1%	91%
[2750, 2759]	5,010	409,596	1%	93%
[2760, 2769]	4,572	414,168	1%	94%
[2770, 2779]	4,021	418,189	1%	95%
[2780, 2789]	3,727	421,916	1%	95%
[2790, 2799]	3,351	425,267	1%	96%
[2800, 2809]	2,852	428,119	1%	97%
[2810, 2819]	2,433	430,552	1%	97%
[2820, 2829]	2,228	432,780	1%	98%
[2830, 2839]	1,892	434,672	0%	98%
[2840, 2849]	1,602	436,274	0%	99%
[2850, 2859]	1,294	437,568	0%	99%
[2860, 2862]	4,869	442,437	1%	100%

## Appendix 7.D: Summary Statistics and Performance Levels of Claims

**Table 7.D.1 Mean and Standard Deviation of Theta and Scale Scores for Claim 1 of Online Summative Assessments**

Content Area/Grade	No. of Items	FT No. of Items	No. of Students	Scale Score Mean	Scale Score SD	Theta Score Mean	Theta Score SD
<b>ELA 3</b>	14–16	14–16	451,382	2407	103	-1.18	1.20
<b>ELA 4</b>	14–16	14–16	457,280	2450	110	-0.68	1.28
<b>ELA 5</b>	14–16	14–16	473,774	2481	110	-0.31	1.28
<b>ELA 6</b>	13–17	14–16	462,109	2506	110	-0.03	1.29
<b>ELA 7</b>	13–17	14–16	458,189	2533	114	0.29	1.32
<b>ELA 8</b>	13–17	16	456,255	2551	112	0.50	1.30
<b>ELA 11</b>	15–16	15–16	443,367	2598	120	1.05	1.40
<b>Mathematics 3</b>	17–20	20	454,135	2431	89	-1.05	1.12
<b>Mathematics 4</b>	17–20	20	459,928	2464	92	-0.64	1.15
<b>Mathematics 5</b>	17–20	20	476,113	2489	100	-0.33	1.26
<b>Mathematics 6</b>	16–20	19	464,211	2512	117	-0.04	1.47
<b>Mathematics 7</b>	16–20	20	460,556	2527	121	0.16	1.52
<b>Mathematics 8</b>	16–20	20	457,372	2543	131	0.35	1.65
<b>Mathematics 11</b>	19–22	22	441,973	2568	133	0.68	1.68

**Table 7.D.2 Mean and Standard Deviation of Theta and Scale Scores for Claim 2 of Online Summative Assessments**

Content Area/Grade	No. of Items	FT No. of Items	No. of Students	Scale Score Mean	Scale Score SD	Theta Score Mean	Theta Score SD
<b>ELA 3</b>	12	10	450,958	2414	102	-1.10	1.19
<b>ELA 4</b>	12	10	456,928	2457	109	-0.59	1.27
<b>ELA 5</b>	12	10	473,521	2498	113	-0.12	1.32
<b>ELA 6</b>	12	10	461,727	2517	106	0.11	1.24
<b>ELA 7</b>	12	10	457,532	2546	112	0.44	1.30
<b>ELA 8</b>	12	10	455,655	2561	112	0.61	1.31
<b>ELA 11</b>	12	10	442,829	2600	130	1.07	1.51
<b>Mathematics 3</b>	8–10	8	454,223	2416	99	-1.25	1.25
<b>Mathematics 4</b>	8–10	8	459,946	2454	101	-0.77	1.27
<b>Mathematics 5</b>	8–10	8	476,198	2463	126	-0.66	1.59
<b>Mathematics 6</b>	8–10	8	464,541	2495	124	-0.25	1.57
<b>Mathematics 7</b>	8–10	8	460,926	2504	137	-0.13	1.73
<b>Mathematics 8</b>	8–10	8	457,699	2525	139	0.13	1.76
<b>Mathematics 11</b>	8–10	8	441,801	2536	155	0.27	1.96

**Table 7.D.3 Mean and Standard Deviation of Theta and Scale Scores for Claim 3 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>No. of Students</b>	<b>Scale Score Mean</b>	<b>Scale Score SD</b>	<b>Theta Score Mean</b>	<b>Theta Score SD</b>
<b>ELA 3</b>	8–9	8	451,437	2414	120	-1.10	1.40
<b>ELA 4</b>	8–9	8	457,175	2441	127	-0.78	1.48
<b>ELA 5</b>	8–9	8–9	473,847	2482	125	-0.31	1.46
<b>ELA 6</b>	8–9	8–9	462,178	2529	123	0.25	1.44
<b>ELA 7</b>	8–9	8–9	458,221	2534	124	0.30	1.45
<b>ELA 8</b>	8–9	8–9	456,272	2560	125	0.61	1.46
<b>ELA 11</b>	8–9	8–9	443,626	2596	135	1.02	1.57
<b>Mathematics 3</b>	8–10	8	454,099	2421	96	-1.18	1.21
<b>Mathematics 4</b>	8–10	8	459,872	2456	99	-0.74	1.25
<b>Mathematics 5</b>	8–10	8	476,068	2475	111	-0.50	1.40
<b>Mathematics 6</b>	8–10	8	464,462	2503	119	-0.14	1.50
<b>Mathematics 7</b>	8–10	8	460,805	2520	128	0.06	1.61
<b>Mathematics 8</b>	8–10	8	457,505	2536	136	0.26	1.72
<b>Mathematics 11</b>	8–10	8	442,210	2559	146	0.56	1.84

**Table 7.D.4 Mean and Standard Deviation of Theta and Scale Scores for Claim 4 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>No. of Students</b>	<b>Scale Score Mean</b>	<b>Scale Score SD</b>	<b>Theta Score Mean</b>	<b>Theta Score SD</b>
<b>ELA 3</b>	8–9	9	451,348	2408	124	-1.16	1.44
<b>ELA 4</b>	8–9	9	457,227	2451	125	-0.66	1.46
<b>ELA 5</b>	8–9	9	473,758	2480	126	-0.33	1.47
<b>ELA 6</b>	8–9	9	462,102	2516	127	0.09	1.49
<b>ELA 7</b>	8–9	9	458,093	2540	129	0.37	1.51
<b>ELA 8</b>	8–9	9	456,076	2554	128	0.54	1.49
<b>ELA 11</b>	8–9	9	443,320	2603	137	1.10	1.60

**Table 7.D.5 Percentages of Students in Performance Levels for Claim 1 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>N Standard Not Met</b>	<b>N Standard Nearly Met</b>	<b>N Standard Met</b>	<b>% Standard Not Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Met</b>
<b>ELA 3</b>	174,189	178,802	98,391	39%	40%	22%
<b>ELA 4</b>	139,056	215,713	102,511	30%	47%	22%
<b>ELA 5</b>	155,872	213,915	103,987	33%	45%	22%
<b>ELA 6</b>	148,950	219,890	93,269	32%	48%	20%
<b>ELA 7</b>	146,905	202,348	108,936	32%	44%	24%
<b>ELA 8</b>	147,115	198,921	110,219	32%	44%	24%
<b>ELA 11</b>	94,524	197,968	150,875	21%	45%	34%
<b>Mathematics 3</b>	154,954	155,360	143,821	34%	34%	32%
<b>Mathematics 4</b>	193,866	142,723	123,339	42%	31%	27%
<b>Mathematics 5</b>	231,315	134,445	110,353	49%	28%	23%
<b>Mathematics 6</b>	208,277	145,007	110,927	45%	31%	24%
<b>Mathematics 7</b>	208,685	135,632	116,239	45%	29%	25%
<b>Mathematics 8</b>	208,001	135,387	113,984	45%	30%	25%
<b>Mathematics 11</b>	225,993	118,722	97,258	51%	27%	22%



**Table 7.D.6 Percentages of Students in Performance Levels for Claim 2 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>N Standard Not Met</b>	<b>N Standard Nearly Met</b>	<b>N Standard Met</b>	<b>% Standard Not Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Met</b>
<b>ELA 3</b>	146,391	198,389	106,178	32%	44%	24%
<b>ELA 4</b>	145,082	206,639	105,207	32%	45%	23%
<b>ELA 5</b>	137,182	203,125	133,214	29%	43%	28%
<b>ELA 6</b>	149,086	204,014	108,627	32%	44%	24%
<b>ELA 7</b>	121,436	208,558	127,538	27%	46%	28%
<b>ELA 8</b>	127,399	213,416	114,840	28%	47%	25%
<b>ELA 11</b>	100,444	182,595	159,790	23%	41%	36%
<b>Mathematics 3</b>	132,737	208,083	113,403	29%	46%	25%
<b>Mathematics 4</b>	163,145	204,224	92,577	35%	44%	20%
<b>Mathematics 5</b>	197,501	192,648	86,049	41%	40%	18%
<b>Mathematics 6</b>	185,792	195,576	83,173	40%	42%	18%
<b>Mathematics 7</b>	171,126	197,294	92,506	37%	43%	20%
<b>Mathematics 8</b>	190,326	168,960	98,413	42%	37%	22%
<b>Mathematics 11</b>	181,705	190,760	69,336	41%	43%	16%

**Table 7.D.7 Percentages of Students in Performance Levels for Claim 3 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>N Standard Not Met</b>	<b>N Standard Nearly Met</b>	<b>N Standard Met</b>	<b>% Standard Not Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Met</b>
<b>ELA 3</b>	93,671	277,816	79,950	21%	62%	18%
<b>ELA 4</b>	120,970	262,330	73,875	26%	57%	16%
<b>ELA 5</b>	112,015	282,713	79,119	24%	60%	17%
<b>ELA 6</b>	91,939	296,617	73,622	20%	64%	16%
<b>ELA 7</b>	113,917	281,949	62,355	25%	62%	14%
<b>ELA 8</b>	83,783	302,424	70,065	18%	66%	15%
<b>ELA 11</b>	70,922	263,150	109,554	16%	59%	25%
<b>Mathematics 3</b>	115,146	221,170	117,783	25%	49%	26%
<b>Mathematics 4</b>	157,750	198,966	103,156	34%	43%	22%
<b>Mathematics 5</b>	188,944	206,979	80,145	40%	43%	17%
<b>Mathematics 6</b>	175,927	197,811	90,724	38%	43%	20%
<b>Mathematics 7</b>	134,076	236,094	90,635	29%	51%	20%
<b>Mathematics 8</b>	151,241	211,556	94,708	33%	46%	21%
<b>Mathematics 11</b>	127,555	240,597	74,058	29%	54%	17%

**Table 7.D.8 Percentages of Students in Performance Levels for Claim 4 of Online Summative Assessments**

<b>Content Area/Grade</b>	<b>N Standard Not Met</b>	<b>N Standard Nearly Met</b>	<b>N Standard Met</b>	<b>% Standard Not Met</b>	<b>% Standard Nearly Met</b>	<b>% Standard Met</b>
<b>ELA 3</b>	127,513	214,814	109,021	28%	48%	24%
<b>ELA 4</b>	120,507	227,898	108,822	26%	50%	24%
<b>ELA 5</b>	145,609	207,627	120,522	31%	44%	25%
<b>ELA 6</b>	113,620	220,468	128,014	25%	48%	28%
<b>ELA 7</b>	113,478	214,867	129,748	25%	47%	28%
<b>ELA 8</b>	115,182	215,843	125,051	25%	47%	27%
<b>ELA 11</b>	81,593	196,827	164,900	18%	44%	37%

## Appendix 7.E: Demographic Summaries

Table 7.E.1 Demographic Summary for ELA, Grade Three

Demographic Student Group	Number Tested	Mean Scale Score	SD of Scale Scores	Percent in Achievement Level Standard Not Met	Percent in Achievement Level Standard Nearly Met	Percent in Achievement Level Standard Met	Percent in Achievement Level Standard Exceeded	Percent in Achievement Level Standard Met/Exceeded
All valid scores	444,880	2415	92	32%	24%	21%	23%	44%
Male	228,261	2406	92	36%	24%	20%	20%	40%
Female	216,619	2424	91	28%	24%	22%	26%	48%
American Indian or Alaska Native (All)	2,204	2389	88	42%	25%	19%	14%	33%
Asian (All)	40,016	2473	89	13%	17%	23%	47%	70%
Native Hawaiian or Other Pacific Islander (All)	2,005	2404	84	34%	29%	21%	17%	37%
Filipino (All)	8,575	2456	83	15%	21%	28%	36%	64%
Hispanic or Latino (All)	246,926	2392	85	40%	27%	19%	14%	33%
Black or African American (All)	24,052	2378	87	48%	24%	16%	12%	28%
White (All)	99,816	2449	88	19%	21%	26%	35%	61%
Two or more races (All)	21,286	2442	93	23%	21%	23%	34%	57%
English only	261,342	2428	92	27%	23%	23%	27%	50%
Initially fluent English proficient	16,468	2481	83	10%	16%	24%	49%	74%
English learner	120,378	2362	75	55%	27%	13%	5%	18%
Reclassified fluent English proficient	45,840	2459	70	9%	25%	32%	34%	66%
To be determined	169	2377	100	48%	17%	20%	15%	35%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level Standard Not Met</b>	<b>Percent in Achievement Level Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level Standard Exceeded</b>	<b>Percent in Achievement Level Standard Met/Exceeded</b>
English proficiency unknown	683	2407	100	35%	21%	21%	22%	44%
No special education services	396,464	2423	89	28%	25%	22%	25%	47%
Special education services	48,416	2346	86	65%	18%	10%	8%	17%
Not economically disadvantaged	168,628	2459	87	15%	20%	25%	39%	65%
Economically disadvantaged	276,252	2388	84	42%	27%	19%	13%	31%
Migrant	3,973	2365	78	53%	25%	15%	7%	22%
Not migrant	440,907	2415	92	32%	24%	21%	23%	44%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	685	2421	89	29%	22%	25%	24%	49%
Asian (Primary ethnicity—not economically disadvantaged)	26,283	2494	80	7%	13%	23%	57%	80%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	641	2434	87	22%	27%	23%	29%	51%
Filipino (Primary ethnicity—not economically disadvantaged)	5,473	2467	81	12%	18%	29%	41%	70%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	46,692	2430	86	24%	25%	24%	26%	51%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,339	2419	89	29%	25%	23%	23%	46%
White (Primary ethnicity—not economically disadvantaged)	70,400	2467	82	12%	19%	27%	42%	69%
Two or more races (Primary ethnicity—not economically disadvantaged)	13,115	2470	85	13%	18%	25%	45%	69%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level Standard Not Met</b>	<b>Percent in Achievement Level Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level Standard Exceeded</b>	<b>Percent in Achievement Level Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,519	2374	83	49%	26%	16%	10%	26%
Asian (Primary ethnicity—economically disadvantaged)	13,733	2432	90	25%	23%	24%	29%	52%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,364	2390	79	40%	29%	19%	11%	31%
Filipino (Primary ethnicity—economically disadvantaged)	3,102	2437	83	20%	25%	27%	28%	54%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	200,234	2383	82	44%	27%	18%	11%	29%
Black or African American (Primary ethnicity—economically disadvantaged)	18,713	2367	82	53%	24%	14%	8%	23%
White (Primary ethnicity—economically disadvantaged)	29,416	2406	86	34%	26%	22%	18%	40%
Two or more races (Primary ethnicity—economically disadvantaged)	8,171	2398	88	38%	25%	20%	17%	36%

**Table 7.E.2 Demographic Summary for ELA, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level Standard Not Met</b>	<b>Percent in Achievement Level Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level Standard Exceeded</b>	<b>Percent in Achievement Level Standard Met/Exceeded</b>
All valid scores	450,632	2456	97	35%	20%	22%	23%	45%
Male	230,313	2446	98	39%	20%	21%	21%	41%
Female	220,319	2466	95	31%	20%	23%	26%	49%
American Indian or Alaska Native (All)	2,260	2428	91	46%	21%	20%	13%	33%
Asian (All)	40,363	2519	93	14%	14%	24%	48%	72%
Native Hawaiian or Other Pacific Islander (All)	2,103	2442	89	39%	23%	21%	16%	38%
Filipino (All)	8,703	2502	87	17%	17%	27%	39%	66%
Hispanic or Latino (All)	249,270	2431	90	44%	22%	20%	14%	34%
Black or African American (All)	24,593	2415	92	52%	20%	17%	11%	28%
White (All)	102,896	2491	91	21%	18%	26%	36%	62%
Two or more races (All)	20,444	2487	96	24%	17%	24%	35%	59%
English only	260,810	2469	96	29%	19%	24%	28%	51%
Initially fluent English proficient	16,868	2525	86	12%	14%	24%	50%	75%
English learner	107,601	2388	77	64%	21%	11%	3%	14%
Reclassified fluent English proficient	64,578	2496	72	13%	23%	33%	31%	64%
To be determined	159	2405	116	56%	14%	14%	16%	30%
English proficiency unknown	616	2446	102	36%	21%	21%	22%	43%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level Standard Not Met</b>	<b>Percent in Achievement Level Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level Standard Exceeded</b>	<b>Percent in Achievement Level Standard Met/Exceeded</b>
No special education services	398,527	2467	92	30%	21%	24%	25%	49%
Special education services	52,105	2374	92	71%	13%	9%	7%	16%
Not economically disadvantaged	171,785	2503	90	17%	17%	26%	40%	66%
Economically disadvantaged	278,847	2427	89	46%	22%	19%	12%	32%
Migrant	4,013	2404	87	56%	21%	15%	8%	23%
Not migrant	446,619	2456	97	35%	20%	22%	23%	45%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	727	2466	91	29%	21%	28%	23%	51%
Asian (Primary ethnicity—not economically disadvantaged)	26,471	2542	83	8%	10%	23%	59%	82%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	664	2471	92	27%	20%	26%	27%	53%
Filipino (Primary ethnicity—not economically disadvantaged)	5,677	2513	84	13%	16%	27%	44%	71%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,076	2473	90	26%	21%	26%	27%	53%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,762	2457	93	33%	22%	23%	23%	45%
White (Primary ethnicity—not economically disadvantaged)	72,720	2511	85	14%	16%	27%	43%	70%
Two or more races (Primary ethnicity—not economically disadvantaged)	12,688	2516	87	14%	15%	26%	46%	72%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level Standard Not Met</b>	<b>Percent in Achievement Level Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level Standard Exceeded</b>	<b>Percent in Achievement Level Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,533	2410	86	54%	21%	17%	8%	25%
Asian (Primary ethnicity—economically disadvantaged)	13,892	2475	95	27%	19%	25%	29%	54%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,439	2428	84	44%	25%	19%	12%	31%
Filipino (Primary ethnicity—economically disadvantaged)	3,026	2480	88	24%	20%	26%	30%	56%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	202,194	2422	87	48%	23%	19%	11%	29%
Black or African American (Primary ethnicity—economically disadvantaged)	18,831	2402	88	58%	19%	15%	8%	23%
White (Primary ethnicity—economically disadvantaged)	30,176	2445	90	37%	22%	23%	18%	41%
Two or more races (Primary ethnicity—economically disadvantaged)	7,756	2440	92	40%	22%	21%	17%	38%

**Table 7.E.3 Demographic Summary for ELA, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	466,903	2490	101	33%	21%	27%	20%	47%
Male	238,259	2477	102	38%	21%	25%	17%	42%
Female	228,644	2503	99	28%	21%	29%	23%	52%
American Indian or Alaska Native (All)	2,378	2456	99	46%	21%	22%	12%	34%
Asian (All)	41,715	2557	98	14%	13%	28%	45%	74%
Native Hawaiian or Other Pacific Islander (All)	2,113	2481	95	34%	23%	28%	15%	42%
Filipino (All)	9,891	2539	90	14%	17%	34%	35%	69%
Hispanic or Latino (All)	259,134	2464	93	41%	23%	25%	11%	35%
Black or African American (All)	25,284	2446	97	50%	21%	20%	9%	29%
White (All)	106,453	2527	96	19%	18%	32%	31%	63%
Two or more races (All)	19,935	2522	101	22%	17%	30%	30%	61%
English only	264,277	2504	101	28%	20%	29%	24%	53%
Initially fluent English proficient	18,832	2562	89	11%	13%	31%	45%	76%
English learner	96,644	2409	77	67%	21%	10%	2%	12%
Reclassified fluent English proficient	86,477	2521	77	15%	25%	38%	22%	60%
To be determined	160	2425	118	54%	22%	13%	12%	24%
English proficiency unknown	513	2470	117	39%	18%	24%	19%	43%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	411,809	2502	96	28%	22%	29%	22%	51%
Special education services	55,094	2396	94	72%	14%	10%	4%	14%
Not economically disadvantaged	177,698	2539	94	16%	16%	32%	36%	68%
Economically disadvantaged	289,205	2459	93	43%	23%	24%	10%	33%
Migrant	4,121	2433	88	55%	22%	18%	5%	23%
Not migrant	462,782	2490	101	33%	21%	27%	20%	47%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	779	2496	99	29%	20%	30%	21%	51%
Asian (Primary ethnicity—not economically disadvantaged)	27,056	2582	87	7%	10%	27%	56%	83%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	729	2517	96	21%	22%	32%	25%	57%
Filipino (Primary ethnicity—not economically disadvantaged)	6,400	2553	86	11%	14%	35%	40%	75%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,278	2506	94	24%	21%	32%	22%	54%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,139	2487	99	33%	21%	28%	18%	46%
White (Primary ethnicity—not economically disadvantaged)	75,858	2547	89	13%	16%	34%	38%	72%
Two or more races (Primary ethnicity—not economically disadvantaged)	12,459	2551	92	13%	14%	32%	41%	73%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,599	2437	93	54%	21%	18%	7%	26%
Asian (Primary ethnicity—economically disadvantaged)	14,659	2510	100	25%	19%	30%	26%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,384	2463	89	41%	24%	26%	9%	35%
Filipino (Primary ethnicity—economically disadvantaged)	3,491	2515	90	21%	21%	34%	25%	58%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	210,856	2454	90	45%	24%	23%	8%	31%
Black or African American (Primary ethnicity—economically disadvantaged)	19,145	2433	93	55%	21%	18%	6%	24%
White (Primary ethnicity—economically disadvantaged)	30,595	2478	96	35%	23%	28%	14%	42%
Two or more races (Primary ethnicity—economically disadvantaged)	7,476	2472	96	38%	22%	27%	13%	40%

**Table 7.E.4 Demographic Summary for ELA, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	455,524	2519	98	27%	26%	31%	17%	47%
Male	231,906	2505	99	32%	27%	28%	14%	42%
Female	223,618	2533	95	21%	26%	33%	19%	53%
American Indian or Alaska Native (All)	2,370	2488	94	38%	29%	24%	9%	33%
Asian (All)	41,589	2587	93	10%	15%	34%	42%	75%
Native Hawaiian or Other Pacific Islander (All)	2,182	2508	90	29%	29%	30%	12%	42%
Filipino (All)	10,383	2568	85	11%	20%	40%	29%	70%
Hispanic or Latino (All)	250,013	2493	90	34%	30%	27%	8%	36%
Black or African American (All)	24,562	2476	94	43%	28%	23%	7%	30%
White (All)	106,037	2554	91	15%	22%	37%	26%	63%
Two or more races (All)	18,388	2550	96	17%	22%	35%	26%	61%
English only	253,956	2533	96	22%	25%	33%	20%	53%
Initially fluent English proficient	18,733	2585	87	8%	17%	36%	39%	74%
English learner	76,513	2429	75	65%	27%	8%	1%	9%
Reclassified fluent English proficient	105,675	2540	78	14%	31%	39%	16%	55%
To be determined	182	2451	113	56%	18%	18%	9%	26%
English proficiency unknown	465	2488	109	40%	23%	24%	14%	38%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	403,277	2532	92	21%	27%	33%	18%	52%
Special education services	52,247	2420	87	69%	19%	9%	3%	11%
Not economically disadvantaged	176,453	2566	90	12%	20%	37%	31%	68%
Economically disadvantaged	279,071	2489	91	36%	30%	26%	8%	34%
Migrant	3,828	2467	89	46%	29%	20%	5%	25%
Not migrant	451,696	2519	98	27%	26%	31%	17%	47%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	802	2525	95	24%	27%	32%	17%	49%
Asian (Primary ethnicity—not economically disadvantaged)	26,719	2611	83	5%	10%	33%	52%	85%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	735	2539	93	18%	26%	34%	22%	56%
Filipino (Primary ethnicity—not economically disadvantaged)	6,761	2580	81	8%	17%	41%	34%	76%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,570	2534	90	19%	26%	37%	18%	54%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,184	2517	95	26%	26%	34%	14%	48%
White (Primary ethnicity—not economically disadvantaged)	76,031	2572	84	9%	19%	40%	32%	71%
Two or more races (Primary ethnicity—not economically disadvantaged)	11,651	2577	87	9%	18%	37%	35%	73%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,568	2469	88	45%	30%	21%	4%	25%
Asian (Primary ethnicity—economically disadvantaged)	14,870	2543	96	18%	23%	35%	23%	59%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,447	2493	85	34%	31%	28%	7%	35%
Filipino (Primary ethnicity—economically disadvantaged)	3,622	2544	87	16%	25%	38%	20%	59%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	202,443	2484	88	38%	31%	25%	6%	31%
Black or African American (Primary ethnicity—economically disadvantaged)	18,378	2462	90	48%	28%	20%	4%	24%
White (Primary ethnicity—economically disadvantaged)	30,006	2506	90	29%	30%	30%	11%	41%
Two or more races (Primary ethnicity—economically disadvantaged)	6,737	2503	92	30%	30%	30%	10%	40%

**Table 7.E.5 Demographic Summary for ELA, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	451,684	2543	103	27%	23%	34%	16%	49%
Male	230,615	2528	105	32%	24%	31%	13%	44%
Female	221,069	2558	99	22%	23%	37%	19%	56%
American Indian or Alaska Native (All)	2,361	2509	100	38%	27%	27%	8%	35%
Asian (All)	42,569	2615	94	9%	13%	37%	41%	78%
Native Hawaiian or Other Pacific Islander (All)	2,298	2527	95	30%	28%	32%	10%	42%
Filipino (All)	10,958	2593	87	11%	18%	44%	28%	72%
Hispanic or Latino (All)	243,585	2514	96	35%	27%	30%	8%	37%
Black or African American (All)	24,785	2495	101	44%	25%	25%	6%	31%
White (All)	107,390	2580	94	15%	19%	41%	24%	66%
Two or more races (All)	17,738	2575	100	18%	19%	38%	25%	63%
English only	248,944	2557	101	22%	22%	37%	19%	56%
Initially fluent English proficient	20,791	2603	92	10%	16%	39%	34%	74%
English learner	64,364	2440	78	69%	23%	8%	0%	8%
Reclassified fluent English proficient	116,923	2558	84	17%	28%	40%	14%	54%
To be determined	168	2466	116	58%	18%	16%	8%	24%
English proficiency unknown	494	2507	113	38%	24%	28%	10%	38%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	402,212	2556	97	22%	24%	37%	18%	54%
Special education services	49,472	2437	91	70%	18%	10%	2%	12%
Not economically disadvantaged	180,889	2591	93	12%	18%	41%	29%	70%
Economically disadvantaged	270,795	2510	96	37%	27%	29%	7%	36%
Migrant	3,549	2484	95	47%	27%	23%	4%	26%
Not migrant	448,135	2543	103	27%	23%	34%	16%	50%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	826	2545	99	26%	23%	36%	15%	51%
Asian (Primary ethnicity—not economically disadvantaged)	27,417	2638	82	5%	8%	36%	50%	87%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	817	2560	92	18%	25%	40%	17%	57%
Filipino (Primary ethnicity—not economically disadvantaged)	7,175	2605	82	8%	16%	45%	32%	77%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,140	2557	94	20%	23%	40%	16%	56%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,772	2537	101	28%	24%	35%	13%	48%
White (Primary ethnicity—not economically disadvantaged)	78,379	2598	86	9%	17%	44%	30%	74%
Two or more races (Primary ethnicity—not economically disadvantaged)	11,363	2603	90	10%	16%	42%	33%	75%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,535	2490	95	44%	29%	23%	4%	27%
Asian (Primary ethnicity—economically disadvantaged)	15,152	2572	99	18%	20%	38%	24%	62%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,481	2509	91	37%	29%	28%	6%	34%
Filipino (Primary ethnicity—economically disadvantaged)	3,783	2568	89	17%	22%	43%	19%	62%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	195,445	2504	93	39%	28%	27%	5%	33%
Black or African American (Primary ethnicity—economically disadvantaged)	18,013	2479	96	50%	25%	21%	4%	25%
White (Primary ethnicity—economically disadvantaged)	29,011	2530	96	29%	26%	34%	10%	45%
Two or more races (Primary ethnicity—economically disadvantaged)	6,375	2525	98	32%	25%	33%	10%	43%

**Table 7.E.6 Demographic Summary for ELA, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	449,680	2559	102	25%	26%	33%	16%	49%
Male	229,648	2542	104	31%	26%	30%	12%	42%
Female	220,032	2576	98	19%	26%	37%	19%	55%
American Indian or Alaska Native (All)	2,388	2527	101	35%	30%	27%	8%	35%
Asian (All)	42,360	2631	95	9%	14%	37%	40%	77%
Native Hawaiian or Other Pacific Islander (All)	2,204	2543	95	29%	30%	31%	10%	41%
Filipino (All)	11,679	2604	89	10%	20%	44%	25%	69%
Hispanic or Latino (All)	241,281	2532	95	33%	30%	29%	8%	37%
Black or African American (All)	25,139	2515	99	41%	28%	25%	7%	32%
White (All)	108,514	2593	96	15%	22%	40%	24%	64%
Two or more races (All)	16,115	2586	100	17%	22%	38%	23%	61%
English only	245,465	2572	101	21%	24%	36%	19%	55%
Initially fluent English proficient	22,138	2617	94	10%	18%	39%	33%	72%
English learner	52,868	2451	74	70%	24%	6%	0%	6%
Reclassified fluent English proficient	128,683	2568	86	18%	31%	38%	13%	51%
To be determined	136	2466	118	56%	22%	16%	6%	22%
English proficiency unknown	390	2530	105	35%	26%	29%	10%	39%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	401,605	2571	97	20%	27%	36%	17%	53%
Special education services	48,075	2455	87	68%	21%	9%	2%	11%
Not economically disadvantaged	182,763	2604	95	12%	20%	40%	28%	68%
Economically disadvantaged	266,917	2528	95	34%	30%	28%	7%	36%
Migrant	3,532	2502	95	43%	31%	22%	4%	26%
Not migrant	446,148	2559	102	25%	26%	33%	16%	49%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	862	2560	98	24%	27%	34%	15%	49%
Asian (Primary ethnicity—not economically disadvantaged)	26,886	2655	83	4%	10%	37%	49%	86%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	824	2569	94	20%	28%	37%	15%	52%
Filipino (Primary ethnicity—not economically disadvantaged)	7,712	2618	84	8%	17%	46%	29%	75%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	49,399	2570	95	20%	27%	38%	16%	54%
Black or African American (Primary ethnicity—not economically disadvantaged)	7,141	2554	101	26%	26%	34%	13%	48%
White (Primary ethnicity—not economically disadvantaged)	79,583	2611	90	10%	19%	42%	29%	71%
Two or more races (Primary ethnicity—not economically disadvantaged)	10,356	2613	92	10%	18%	41%	30%	72%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,526	2508	97	42%	31%	23%	5%	27%
Asian (Primary ethnicity—economically disadvantaged)	15,474	2589	99	16%	22%	38%	23%	62%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,380	2527	91	34%	32%	28%	6%	34%
Filipino (Primary ethnicity—economically disadvantaged)	3,967	2579	92	16%	26%	40%	18%	58%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	191,882	2522	92	36%	31%	27%	6%	33%
Black or African American (Primary ethnicity—economically disadvantaged)	17,998	2500	94	46%	28%	21%	4%	25%
White (Primary ethnicity—economically disadvantaged)	28,931	2545	97	28%	29%	33%	10%	44%
Two or more races (Primary ethnicity—economically disadvantaged)	5,759	2539	98	31%	29%	31%	9%	40%

**Table 7.E.7 Demographic Summary for ELA, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	436,391	2603	115	19%	21%	32%	28%	60%
Male	221,869	2587	119	23%	22%	30%	24%	54%
Female	214,522	2619	109	14%	20%	34%	31%	65%
American Indian or Alaska Native (All)	2,465	2572	114	26%	25%	30%	18%	49%
Asian (All)	43,299	2674	105	7%	10%	27%	55%	82%
Native Hawaiian or Other Pacific Islander (All)	2,229	2580	109	23%	26%	33%	19%	52%
Filipino (All)	12,845	2651	94	7%	15%	37%	42%	79%
Hispanic or Latino (All)	228,460	2575	109	24%	26%	33%	18%	50%
Black or African American (All)	24,389	2550	114	33%	26%	28%	14%	41%
White (All)	107,676	2637	109	12%	16%	33%	39%	72%
Two or more races (All)	15,028	2628	113	14%	18%	31%	37%	68%
English only	234,410	2616	114	16%	19%	33%	32%	65%
Initially fluent English proficient	32,171	2654	103	8%	15%	33%	45%	77%
English learner	41,796	2469	86	62%	27%	9%	1%	10%
Reclassified fluent English proficient	127,338	2609	98	13%	25%	38%	24%	63%
To be determined	166	2522	123	46%	23%	19%	13%	31%
English proficiency unknown	510	2529	122	41%	22%	25%	12%	37%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	397,722	2614	110	15%	21%	34%	30%	64%
Special education services	38,669	2481	100	59%	25%	13%	4%	17%
Not economically disadvantaged	192,097	2642	108	11%	16%	33%	41%	74%
Economically disadvantaged	244,294	2572	111	25%	26%	32%	17%	49%
Migrant	3,153	2547	110	33%	26%	29%	12%	41%
Not migrant	433,238	2603	115	19%	21%	32%	28%	60%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1,043	2606	111	17%	23%	34%	27%	61%
Asian (Primary ethnicity—not economically disadvantaged)	26,381	2698	93	4%	7%	24%	65%	89%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	971	2609	108	15%	22%	35%	27%	62%
Filipino (Primary ethnicity—not economically disadvantaged)	8,685	2663	90	5%	12%	36%	46%	83%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	55,195	2604	108	17%	22%	35%	26%	61%
Black or African American (Primary ethnicity—not economically disadvantaged)	8,319	2583	113	22%	24%	33%	21%	54%
White (Primary ethnicity—not economically disadvantaged)	81,831	2653	102	8%	14%	33%	44%	78%
Two or more races (Primary ethnicity—not economically disadvantaged)	9,672	2655	104	9%	14%	31%	46%	78%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,422	2547	110	33%	28%	28%	12%	40%
Asian (Primary ethnicity—economically disadvantaged)	16,918	2637	111	12%	15%	32%	40%	72%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,258	2558	105	28%	28%	31%	13%	43%
Filipino (Primary ethnicity—economically disadvantaged)	4,160	2627	99	11%	19%	39%	32%	70%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	173,265	2565	108	26%	27%	32%	15%	47%
Black or African American (Primary ethnicity—economically disadvantaged)	16,070	2532	110	38%	27%	25%	10%	35%
White (Primary ethnicity—economically disadvantaged)	25,845	2587	114	22%	23%	32%	23%	55%
Two or more races (Primary ethnicity—economically disadvantaged)	5,356	2579	113	24%	25%	31%	20%	51%



**Table 7.E.8 Demographic Summary for Mathematics, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	448,840	2428	83	28%	25%	28%	19%	47%
Male	230,430	2429	86	28%	24%	27%	21%	48%
Female	218,410	2427	81	28%	26%	28%	18%	46%
American Indian or Alaska Native (All)	2,215	2404	81	39%	25%	25%	11%	36%
Asian (All)	40,966	2492	79	9%	14%	29%	48%	77%
Native Hawaiian or Other Pacific Islander (All)	2,028	2417	76	31%	27%	29%	13%	41%
Filipino (All)	8,673	2463	72	12%	22%	35%	31%	66%
Hispanic or Latino (All)	248,949	2407	76	36%	29%	25%	11%	36%
Black or African American (All)	24,105	2387	80	46%	26%	20%	8%	28%
White (All)	100,440	2456	79	16%	21%	33%	29%	62%
Two or more races (All)	21,464	2451	85	20%	21%	30%	29%	59%
English only	261,862	2436	83	24%	24%	29%	22%	52%
Initially fluent English proficient	16,508	2488	76	8%	16%	31%	45%	75%
English learner	123,270	2388	73	46%	29%	19%	6%	25%
Reclassified fluent English proficient	45,931	2468	65	8%	23%	39%	30%	69%
To be determined	354	2376	94	54%	20%	15%	12%	26%
English proficiency unknown	915	2405	95	40%	22%	22%	16%	38%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	400,382	2436	79	24%	26%	29%	21%	50%
Special education services	48,458	2362	92	60%	19%	14%	8%	21%
Not economically disadvantaged	170,255	2467	79	13%	20%	33%	34%	67%
Economically disadvantaged	278,585	2404	77	37%	28%	24%	10%	34%
Migrant	4,015	2393	72	42%	29%	23%	6%	29%
Not migrant	444,825	2428	83	28%	25%	28%	19%	47%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	692	2434	82	24%	24%	31%	21%	52%
Asian (Primary ethnicity—not economically disadvantaged)	26,877	2512	71	4%	10%	27%	59%	86%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	651	2445	76	19%	26%	33%	23%	55%
Filipino (Primary ethnicity—not economically disadvantaged)	5,514	2473	70	9%	19%	36%	35%	72%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,212	2436	76	22%	26%	32%	20%	52%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,366	2423	79	28%	27%	29%	16%	45%
White (Primary ethnicity—not economically disadvantaged)	70,729	2472	74	10%	19%	35%	36%	71%
Two or more races (Primary ethnicity—not economically disadvantaged)	13,214	2476	78	11%	17%	33%	39%	72%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,523	2390	77	46%	25%	22%	7%	29%
Asian (Primary ethnicity—economically disadvantaged)	14,089	2454	80	18%	22%	32%	29%	61%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,377	2404	73	37%	28%	27%	8%	35%
Filipino (Primary ethnicity—economically disadvantaged)	3,159	2445	73	18%	26%	33%	22%	56%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	201,737	2400	74	39%	29%	24%	8%	32%
Black or African American (Primary ethnicity—economically disadvantaged)	18,739	2377	77	51%	26%	18%	5%	23%
White (Primary ethnicity—economically disadvantaged)	29,711	2417	78	30%	28%	28%	14%	42%
Two or more races (Primary ethnicity—economically disadvantaged)	8,250	2409	81	35%	27%	26%	12%	38%

**Table 7.E.9 Demographic Summary for Mathematics, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	454,506	2463	86	28%	32%	24%	17%	40%
Male	232,371	2465	90	28%	30%	23%	19%	42%
Female	222,135	2461	82	28%	33%	24%	15%	39%
American Indian or Alaska Native (All)	2,271	2436	82	39%	34%	19%	9%	28%
Asian (All)	41,268	2533	82	8%	18%	28%	46%	74%
Native Hawaiian or Other Pacific Islander (All)	2,116	2452	79	30%	35%	24%	11%	35%
Filipino (All)	8,809	2502	76	12%	28%	33%	28%	61%
Hispanic or Latino (All)	251,256	2439	77	36%	36%	20%	8%	28%
Black or African American (All)	24,599	2419	81	46%	32%	16%	6%	22%
White (All)	103,570	2495	81	15%	28%	31%	26%	57%
Two or more races (All)	20,617	2490	88	19%	27%	27%	27%	54%
English only	261,275	2473	86	24%	31%	26%	20%	46%
Initially fluent English proficient	16,950	2525	81	9%	22%	28%	41%	69%
English learner	110,343	2411	72	51%	34%	11%	3%	15%
Reclassified fluent English proficient	64,733	2497	69	10%	34%	34%	23%	56%
To be determined	348	2398	100	59%	21%	11%	8%	20%
English proficiency unknown	857	2437	98	40%	27%	21%	13%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	402,431	2472	82	24%	33%	25%	18%	44%
Special education services	52,075	2392	90	62%	22%	10%	6%	16%
Not economically disadvantaged	173,329	2506	82	12%	25%	31%	32%	62%
Economically disadvantaged	281,177	2436	78	38%	35%	19%	8%	27%
Migrant	4,063	2423	74	45%	35%	16%	5%	21%
Not migrant	450,443	2463	87	28%	32%	24%	17%	41%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	728	2472	83	22%	34%	27%	17%	44%
Asian (Primary ethnicity—not economically disadvantaged)	27,016	2555	73	4%	12%	27%	57%	84%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	668	2478	81	21%	31%	29%	19%	48%
Filipino (Primary ethnicity—not economically disadvantaged)	5,760	2513	73	8%	25%	34%	33%	67%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,532	2472	78	21%	33%	29%	16%	45%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,764	2456	82	28%	35%	25%	13%	37%
White (Primary ethnicity—not economically disadvantaged)	73,060	2512	76	9%	25%	33%	33%	66%
Two or more races (Primary ethnicity—not economically disadvantaged)	12,801	2518	80	10%	22%	31%	37%	68%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,543	2420	76	46%	33%	15%	5%	20%
Asian (Primary ethnicity—economically disadvantaged)	14,252	2491	83	17%	27%	30%	26%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,448	2440	74	34%	37%	22%	7%	29%
Filipino (Primary ethnicity—economically disadvantaged)	3,049	2481	76	17%	33%	31%	19%	49%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	203,724	2432	75	39%	36%	18%	6%	24%
Black or African American (Primary ethnicity—economically disadvantaged)	18,835	2408	78	52%	32%	13%	4%	17%
White (Primary ethnicity—economically disadvantaged)	30,510	2452	79	29%	36%	24%	11%	35%
Two or more races (Primary ethnicity—economically disadvantaged)	7,816	2445	82	33%	35%	21%	10%	32%

**Table 7.E.10 Demographic Summary for Mathematics, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	470,484	2486	95	39%	27%	16%	18%	34%
Male	240,161	2486	98	39%	26%	16%	19%	35%
Female	230,323	2485	90	39%	29%	16%	17%	32%
American Indian or Alaska Native (All)	2,384	2456	88	51%	27%	13%	9%	22%
Asian (All)	42,488	2564	91	13%	19%	20%	49%	68%
Native Hawaiian or Other Pacific Islander (All)	2,122	2478	88	40%	30%	17%	13%	30%
Filipino (All)	9,982	2532	83	19%	26%	24%	32%	55%
Hispanic or Latino (All)	261,027	2459	84	49%	29%	13%	9%	22%
Black or African American (All)	25,354	2438	86	60%	25%	10%	6%	16%
White (All)	107,040	2521	90	23%	27%	22%	29%	50%
Two or more races (All)	20,087	2515	96	27%	25%	19%	28%	47%
English only	264,738	2497	95	34%	27%	18%	21%	39%
Initially fluent English proficient	18,921	2554	90	15%	22%	20%	43%	63%
English learner	99,138	2422	74	70%	22%	6%	3%	8%
Reclassified fluent English proficient	86,646	2511	79	25%	34%	21%	21%	41%
To be determined	306	2418	107	66%	16%	8%	10%	17%
English proficiency unknown	735	2457	105	51%	22%	12%	15%	27%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	415,384	2496	90	34%	29%	17%	20%	37%
Special education services	55,100	2406	90	74%	15%	6%	5%	11%
Not economically disadvantaged	179,064	2534	90	20%	25%	22%	34%	55%
Economically disadvantaged	291,420	2456	84	51%	28%	12%	8%	21%
Migrant	4,196	2440	78	59%	27%	9%	5%	14%
Not migrant	466,288	2486	95	39%	27%	16%	18%	34%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	781	2490	89	35%	29%	20%	16%	36%
Asian (Primary ethnicity—not economically disadvantaged)	27,506	2590	80	6%	14%	19%	61%	80%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	727	2511	89	28%	29%	21%	22%	44%
Filipino (Primary ethnicity—not economically disadvantaged)	6,444	2545	81	14%	24%	24%	38%	62%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,720	2496	86	32%	31%	19%	18%	37%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,169	2474	90	42%	29%	16%	13%	29%
White (Primary ethnicity—not economically disadvantaged)	76,163	2541	84	16%	25%	24%	35%	59%
Two or more races (Primary ethnicity—not economically disadvantaged)	12,554	2545	88	16%	23%	22%	39%	61%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,603	2440	82	59%	26%	10%	5%	15%
Asian (Primary ethnicity—economically disadvantaged)	14,982	2516	90	26%	27%	21%	27%	47%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,395	2461	82	47%	30%	14%	8%	23%
Filipino (Primary ethnicity—economically disadvantaged)	3,538	2508	83	27%	30%	23%	21%	43%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	212,307	2451	81	53%	29%	11%	7%	18%
Black or African American (Primary ethnicity—economically disadvantaged)	19,185	2426	81	65%	23%	8%	4%	12%
White (Primary ethnicity—economically disadvantaged)	30,877	2474	87	42%	30%	16%	12%	28%
Two or more races (Primary ethnicity—economically disadvantaged)	7,533	2465	87	47%	28%	14%	11%	25%

**Table 7.E.11 Demographic Summary for Mathematics, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	458,959	2509	110	35%	28%	19%	18%	36%
Male	233,673	2504	114	37%	27%	18%	18%	36%
Female	225,286	2513	105	33%	29%	20%	18%	37%
American Indian or Alaska Native (All)	2,389	2473	107	47%	29%	15%	9%	24%
Asian (All)	42,262	2601	101	11%	18%	21%	51%	72%
Native Hawaiian or Other Pacific Islander (All)	2,209	2496	100	39%	31%	18%	12%	30%
Filipino (All)	10,453	2562	92	15%	27%	27%	31%	58%
Hispanic or Latino (All)	251,967	2478	100	45%	31%	16%	8%	24%
Black or African American (All)	24,605	2453	105	55%	27%	12%	6%	18%
White (All)	106,469	2548	100	20%	27%	25%	28%	52%
Two or more races (All)	18,605	2542	108	24%	26%	22%	28%	50%
English only	254,340	2521	108	30%	28%	21%	21%	42%
Initially fluent English proficient	18,797	2586	101	13%	23%	22%	42%	65%
English learner	78,909	2419	91	72%	21%	5%	2%	7%
Reclassified fluent English proficient	105,925	2531	89	24%	35%	23%	18%	41%
To be determined	318	2426	122	65%	17%	10%	8%	18%
English proficiency unknown	670	2462	123	53%	21%	13%	13%	26%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	406,717	2523	102	30%	30%	20%	20%	40%
Special education services	52,242	2399	104	76%	15%	5%	3%	9%
Not economically disadvantaged	177,744	2563	101	17%	25%	24%	33%	58%
Economically disadvantaged	281,215	2474	101	47%	30%	15%	8%	23%
Migrant	3,898	2459	97	53%	29%	13%	5%	18%
Not migrant	455,061	2509	110	35%	28%	19%	18%	37%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	801	2517	105	30%	30%	22%	18%	40%
Asian (Primary ethnicity—not economically disadvantaged)	27,095	2630	88	5%	12%	20%	63%	83%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	748	2529	101	26%	30%	24%	20%	44%
Filipino (Primary ethnicity—not economically disadvantaged)	6,803	2576	88	12%	24%	28%	37%	65%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,107	2519	99	29%	32%	22%	17%	40%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,189	2498	103	37%	31%	19%	13%	32%
White (Primary ethnicity—not economically disadvantaged)	76,238	2569	91	13%	25%	27%	34%	61%
Two or more races (Primary ethnicity—not economically disadvantaged)	11,763	2574	98	14%	23%	25%	38%	63%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,588	2450	101	55%	29%	12%	4%	16%
Asian (Primary ethnicity—economically disadvantaged)	15,167	2549	102	21%	27%	24%	29%	52%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,461	2480	96	45%	32%	15%	8%	23%
Filipino (Primary ethnicity—economically disadvantaged)	3,650	2535	94	22%	33%	24%	21%	45%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	203,860	2468	97	49%	30%	14%	6%	20%
Black or African American (Primary ethnicity—economically disadvantaged)	18,416	2437	101	61%	25%	10%	4%	14%
White (Primary ethnicity—economically disadvantaged)	30,231	2495	101	37%	32%	19%	12%	30%
Two or more races (Primary ethnicity—economically disadvantaged)	6,842	2486	103	42%	31%	17%	10%	27%

**Table 7.E.12 Demographic Summary for Mathematics, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	455,459	2525	115	36%	27%	19%	18%	37%
Male	232,646	2522	119	37%	26%	19%	18%	37%
Female	222,813	2528	111	35%	28%	19%	18%	37%
American Indian or Alaska Native (All)	2,362	2489	106	48%	29%	16%	8%	24%
Asian (All)	43,244	2628	107	10%	15%	22%	52%	74%
Native Hawaiian or Other Pacific Islander (All)	2,320	2509	104	40%	30%	18%	11%	29%
Filipino (All)	11,003	2581	99	16%	25%	28%	30%	58%
Hispanic or Latino (All)	245,783	2489	103	47%	30%	16%	8%	23%
Black or African American (All)	24,848	2466	105	56%	26%	12%	6%	18%
White (All)	107,993	2567	105	20%	27%	26%	28%	53%
Two or more races (All)	17,906	2560	114	24%	26%	22%	28%	50%
English only	249,444	2539	113	31%	27%	21%	21%	42%
Initially fluent English proficient	20,883	2598	110	16%	23%	22%	39%	62%
English learner	66,842	2423	92	76%	18%	5%	2%	7%
Reclassified fluent English proficient	117,223	2540	99	29%	33%	21%	17%	38%
To be determined	325	2423	117	72%	14%	8%	5%	13%
English proficiency unknown	742	2472	121	55%	23%	11%	11%	22%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	405,940	2539	109	31%	29%	21%	20%	40%
Special education services	49,519	2411	101	78%	14%	5%	3%	8%
Not economically disadvantaged	182,388	2581	108	18%	24%	25%	33%	58%
Economically disadvantaged	273,071	2487	104	48%	29%	15%	8%	23%
Migrant	3,586	2467	99	56%	28%	11%	5%	16%
Not migrant	451,873	2525	115	36%	27%	19%	18%	37%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	827	2529	107	32%	30%	22%	16%	38%
Asian (Primary ethnicity—not economically disadvantaged)	27,778	2658	93	5%	11%	20%	64%	84%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	822	2547	101	26%	31%	24%	18%	43%
Filipino (Primary ethnicity—not economically disadvantaged)	7,181	2595	95	12%	24%	29%	35%	65%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,820	2532	104	31%	30%	22%	16%	39%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,815	2509	108	39%	31%	18%	12%	31%
White (Primary ethnicity—not economically disadvantaged)	78,697	2588	97	14%	25%	28%	34%	62%
Two or more races (Primary ethnicity—not economically disadvantaged)	11,448	2594	104	14%	23%	25%	38%	63%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,535	2467	99	56%	28%	12%	4%	16%
Asian (Primary ethnicity—economically disadvantaged)	15,466	2574	110	20%	24%	24%	31%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,498	2488	99	48%	30%	15%	7%	22%
Filipino (Primary ethnicity—economically disadvantaged)	3,822	2553	101	24%	29%	26%	21%	47%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	196,963	2479	100	51%	29%	14%	6%	20%
Black or African American (Primary ethnicity—economically disadvantaged)	18,033	2450	98	63%	24%	9%	3%	13%
White (Primary ethnicity—economically disadvantaged)	29,296	2510	104	38%	32%	19%	11%	31%
Two or more races (Primary ethnicity—economically disadvantaged)	6,458	2502	106	42%	31%	17%	10%	27%

**Table 7.E.13 Demographic Summary for Mathematics, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	452,345	2540	124	40%	23%	16%	20%	36%
Male	231,217	2534	128	43%	22%	15%	20%	35%
Female	221,128	2547	120	37%	25%	17%	20%	38%
American Indian or Alaska Native (All)	2,363	2504	114	52%	24%	13%	11%	24%
Asian (All)	42,920	2652	118	13%	14%	18%	56%	73%
Native Hawaiian or Other Pacific Islander (All)	2,208	2525	112	43%	27%	15%	14%	29%
Filipino (All)	11,755	2597	111	21%	23%	23%	34%	56%
Hispanic or Latino (All)	243,033	2503	110	52%	25%	14%	10%	23%
Black or African American (All)	25,075	2478	111	61%	22%	11%	7%	18%
White (All)	108,763	2584	116	25%	24%	21%	30%	51%
Two or more races (All)	16,228	2572	124	29%	23%	19%	28%	47%
English only	245,289	2554	123	35%	24%	18%	23%	41%
Initially fluent English proficient	22,198	2614	123	20%	20%	19%	41%	59%
English learner	55,033	2428	96	81%	12%	4%	3%	6%
Reclassified fluent English proficient	128,949	2549	110	36%	28%	18%	18%	36%
To be determined	284	2425	128	74%	10%	8%	7%	16%
English proficiency unknown	592	2477	134	59%	20%	10%	10%	21%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	404,385	2554	119	35%	25%	18%	22%	40%
Special education services	47,960	2420	102	82%	11%	4%	3%	7%
Not economically disadvantaged	183,723	2598	119	22%	22%	21%	35%	56%
Economically disadvantaged	268,622	2501	111	53%	24%	13%	10%	23%
Migrant	3,589	2479	106	60%	23%	11%	6%	17%
Not migrant	448,756	2541	124	40%	23%	16%	20%	36%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	856	2545	115	37%	27%	17%	19%	36%
Asian (Primary ethnicity—not economically disadvantaged)	27,193	2685	102	6%	10%	16%	68%	84%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	822	2556	116	33%	27%	17%	23%	40%
Filipino (Primary ethnicity—not economically disadvantaged)	7,751	2615	106	15%	22%	24%	39%	63%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	49,909	2546	113	36%	27%	19%	18%	37%
Black or African American (Primary ethnicity—not economically disadvantaged)	7,124	2523	116	44%	26%	16%	14%	30%
White (Primary ethnicity—not economically disadvantaged)	79,654	2606	109	18%	23%	23%	36%	59%
Two or more races	10,414	2607	116	18%	22%	22%	38%	59%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,507	2480	107	60%	23%	11%	6%	17%
Asian (Primary ethnicity—economically disadvantaged)	15,727	2595	122	24%	20%	20%	35%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,386	2507	105	49%	27%	14%	9%	23%
Filipino (Primary ethnicity—economically disadvantaged)	4,004	2563	112	31%	25%	21%	23%	44%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	193,124	2492	106	56%	25%	13%	7%	20%
Black or African American (Primary ethnicity—economically disadvantaged)	17,951	2460	104	67%	20%	8%	4%	12%
White (Primary ethnicity—economically disadvantaged)	29,109	2522	111	44%	27%	17%	13%	29%
Two or more races (Primary ethnicity—economically disadvantaged)	5,814	2510	113	49%	26%	14%	11%	26%

**Table 7.E.14 Demographic Summary for Mathematics, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	436,197	2565	129	44%	24%	19%	13%	32%
Male	221,761	2561	135	46%	22%	18%	14%	32%
Female	214,436	2569	122	42%	25%	21%	12%	33%
American Indian or Alaska Native (All)	2,449	2527	120	57%	23%	14%	6%	21%
Asian (All)	43,515	2683	123	14%	16%	27%	44%	70%
Native Hawaiian or Other Pacific Islander (All)	2,208	2545	116	49%	27%	17%	7%	24%
Filipino (All)	12,881	2617	111	24%	27%	30%	19%	49%
Hispanic or Latino (All)	228,389	2527	113	56%	25%	15%	5%	20%
Black or African American (All)	24,280	2501	114	65%	21%	11%	3%	15%
White (All)	107,420	2604	124	31%	25%	26%	19%	45%
Two or more races (All)	15,055	2590	130	36%	23%	23%	18%	41%
English only	233,611	2577	128	40%	24%	21%	15%	36%
Initially fluent English proficient	32,187	2625	129	27%	23%	24%	25%	49%
English learner	42,489	2448	102	85%	10%	4%	2%	6%
Reclassified fluent English proficient	127,085	2568	115	43%	28%	19%	11%	30%
To be determined	203	2510	137	57%	23%	13%	7%	20%
English proficiency unknown	622	2499	129	64%	18%	11%	6%	17%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	397,893	2577	125	40%	25%	21%	14%	35%
Special education services	38,304	2437	100	86%	9%	3%	1%	5%
Not economically disadvantaged	191,988	2612	128	29%	24%	25%	22%	47%
Economically disadvantaged	244,209	2528	117	56%	24%	15%	6%	20%
Migrant	3,147	2513	111	61%	23%	12%	4%	15%
Not migrant	433,050	2565	129	44%	24%	19%	13%	32%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1,042	2564	120	44%	24%	21%	10%	31%
Asian (Primary ethnicity—not economically disadvantaged)	26,499	2713	112	8%	12%	26%	54%	80%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	961	2578	116	37%	30%	22%	11%	33%
Filipino (Primary ethnicity—not economically disadvantaged)	8,718	2631	108	20%	26%	33%	22%	54%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	55,209	2556	117	45%	27%	20%	8%	28%
Black or African American (Primary ethnicity—not economically disadvantaged)	8,305	2535	117	53%	25%	16%	6%	22%
White (Primary ethnicity—not economically disadvantaged)	81,571	2623	119	24%	25%	28%	22%	51%
Two or more races (Primary ethnicity—not economically disadvantaged)	9,683	2623	125	26%	22%	27%	24%	52%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,407	2500	112	66%	21%	9%	4%	13%
Asian (Primary ethnicity—economically disadvantaged)	17,016	2636	125	23%	22%	28%	28%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,247	2519	110	58%	25%	13%	4%	17%
Filipino (Primary ethnicity—economically disadvantaged)	4,163	2588	112	34%	28%	26%	12%	38%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	173,180	2518	110	59%	24%	13%	4%	17%
Black or African American (Primary ethnicity—economically disadvantaged)	15,975	2483	108	71%	19%	9%	2%	11%
White (Primary ethnicity—economically disadvantaged)	25,849	2543	119	50%	25%	17%	8%	25%
Two or more races (Primary ethnicity—economically disadvantaged)	5,372	2531	118	55%	23%	15%	6%	22%

**Table 7.E.15 Field Test (FT) Demographic Summary for ELA, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	6,773	2411	93	34%	24%	20%	22%	42%
Male	3,563	2403	93	38%	23%	19%	20%	38%
Female	3,210	2421	92	30%	24%	22%	25%	46%
American Indian or Alaska Native (All)	23	2372	96	48%	26%	17%	9%	26%
Asian (All)	657	2472	90	14%	16%	24%	46%	70%
Native Hawaiian or Other Pacific Islander (All)	36	2360	74	58%	17%	22%	3%	25%
Filipino (All)	116	2454	80	14%	26%	24%	36%	60%
Hispanic or Latino (All)	3,723	2388	85	43%	26%	18%	13%	31%
Black or African American (All)	379	2377	86	47%	27%	13%	12%	26%
White (All)	1,540	2444	90	21%	21%	24%	34%	58%
Two or more races (All)	299	2438	92	24%	21%	21%	33%	55%
English only	3,999	2425	93	28%	24%	21%	27%	48%
Initially fluent English proficient	246	2476	85	12%	17%	23%	48%	71%
English learner	1,820	2356	75	59%	25%	11%	5%	16%
Reclassified fluent English proficient	702	2455	70	11%	24%	34%	31%	65%
To be determined	2	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,020	2419	90	30%	25%	21%	24%	45%
Special education services	753	2345	86	65%	19%	9%	8%	16%
Not economically disadvantaged	2,604	2458	86	16%	20%	25%	39%	64%
Economically disadvantaged	4,169	2382	84	45%	26%	17%	11%	29%
Migrant	47	2366	82	49%	28%	17%	6%	23%
Not migrant	6,726	2412	93	34%	24%	20%	22%	42%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	445	2495	79	8%	13%	24%	55%	80%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	73	2465	77	11%	25%	25%	40%	64%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	715	2430	85	24%	24%	25%	27%	52%
Black or African American (Primary ethnicity—not economically disadvantaged)	94	2411	88	30%	33%	17%	20%	37%
White (Primary ethnicity—not economically disadvantaged)	1,077	2465	83	13%	20%	25%	41%	66%
Two or more races (Primary ethnicity—not economically disadvantaged)	185	2468	83	11%	19%	26%	44%	70%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	18	2364	92	44%	33%	17%	6%	22%
Asian (Primary ethnicity—economically disadvantaged)	212	2424	93	28%	24%	22%	26%	49%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	26	2347	64	65%	15%	19%	NA	19%
Filipino (Primary ethnicity—economically disadvantaged)	43	2435	81	19%	28%	23%	30%	53%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,008	2378	82	47%	27%	17%	10%	26%
Black or African American (Primary ethnicity—economically disadvantaged)	285	2365	83	53%	25%	12%	10%	22%
White (Primary ethnicity—economically disadvantaged)	463	2397	88	38%	24%	22%	16%	38%
Two or more races (Primary ethnicity—economically disadvantaged)	114	2388	85	46%	25%	14%	16%	30%



**Table 7.E.16 FT Demographic Summary for ELA, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	6,871	2450	99	38%	20%	21%	21%	43%
Male	3,525	2441	100	42%	19%	20%	19%	39%
Female	3,346	2460	95	33%	21%	22%	24%	46%
American Indian or Alaska Native (All)	34	2436	90	41%	29%	15%	15%	29%
Asian (All)	624	2512	95	16%	15%	25%	44%	69%
Native Hawaiian or Other Pacific Islander (All)	29	2421	94	55%	14%	17%	14%	31%
Filipino (All)	157	2496	83	17%	17%	31%	35%	66%
Hispanic or Latino (All)	3,777	2423	90	48%	21%	19%	12%	31%
Black or African American (All)	353	2418	94	50%	21%	16%	13%	28%
White (All)	1,590	2488	95	23%	19%	25%	34%	59%
Two or more races (All)	307	2477	98	29%	16%	25%	31%	56%
English only	3,943	2463	98	32%	19%	23%	25%	49%
Initially fluent English proficient	292	2520	92	13%	14%	23%	49%	72%
English learner	1,676	2383	78	68%	19%	10%	3%	13%
Reclassified fluent English proficient	952	2491	75	16%	24%	32%	28%	60%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	8	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,101	2460	95	33%	20%	23%	23%	46%
Special education services	770	2369	92	73%	13%	9%	5%	14%
Not economically disadvantaged	2,642	2500	91	19%	17%	26%	38%	65%
Economically disadvantaged	4,229	2419	90	50%	21%	18%	11%	29%
Migrant	52	2391	81	69%	15%	8%	8%	15%
Not migrant	6,819	2451	99	37%	20%	21%	21%	43%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	421	2538	83	8%	14%	23%	56%	78%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	118	2505	81	14%	15%	30%	41%	70%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	695	2464	90	31%	19%	27%	23%	50%
Black or African American (Primary ethnicity—not economically disadvantaged)	82	2466	97	32%	20%	20%	29%	49%
White (Primary ethnicity—not economically disadvantaged)	1,124	2510	86	14%	17%	27%	42%	69%
Two or more races (Primary ethnicity—not economically disadvantaged)	186	2502	93	19%	15%	26%	40%	66%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	25	2409	78	52%	32%	12%	4%	16%
Asian (Primary ethnicity—economically disadvantaged)	203	2459	95	31%	19%	29%	21%	50%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	22	2406	86	59%	14%	18%	9%	27%
Filipino (Primary ethnicity—economically disadvantaged)	39	2467	84	26%	21%	36%	18%	54%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,082	2414	88	52%	22%	18%	9%	27%
Black or African American (Primary ethnicity—economically disadvantaged)	271	2404	88	56%	22%	14%	8%	22%
White (Primary ethnicity—economically disadvantaged)	466	2433	94	44%	22%	18%	16%	34%
Two or more races (Primary ethnicity—economically disadvantaged)	121	2440	94	43%	17%	24%	16%	40%

**Table 7.E.17 FT Demographic Summary for ELA, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	7,104	2479	102	37%	21%	25%	17%	42%
Male	3,682	2469	103	41%	21%	23%	15%	38%
Female	3,422	2491	100	33%	21%	27%	19%	46%
American Indian or Alaska Native (All)	39	2477	110	41%	18%	21%	21%	41%
Asian (All)	637	2544	103	18%	13%	29%	40%	69%
Native Hawaiian or Other Pacific Islander (All)	36	2448	106	50%	22%	17%	11%	28%
Filipino (All)	157	2519	101	22%	19%	29%	30%	59%
Hispanic or Latino (All)	3,910	2452	93	47%	23%	22%	8%	30%
Black or African American (All)	362	2440	95	52%	22%	18%	8%	25%
White (All)	1,682	2518	97	22%	19%	32%	27%	59%
Two or more races (All)	281	2515	103	23%	20%	30%	26%	56%
English only	4,015	2494	101	31%	20%	28%	21%	48%
Initially fluent English proficient	295	2550	101	17%	14%	29%	41%	70%
English learner	1,504	2401	77	72%	19%	7%	2%	9%
Reclassified fluent English proficient	1,277	2509	80	18%	27%	37%	17%	54%
To be determined	4	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,324	2491	97	32%	22%	28%	18%	46%
Special education services	780	2387	92	77%	12%	6%	5%	11%
Not economically disadvantaged	2,753	2530	97	19%	18%	32%	32%	63%
Economically disadvantaged	4,351	2447	92	49%	23%	21%	7%	29%
Migrant	69	2425	83	62%	20%	14%	3%	17%
Not migrant	7,035	2480	102	37%	21%	25%	17%	42%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	13	2541	99	15%	23%	23%	38%	62%
Asian (Primary ethnicity—not economically disadvantaged)	413	2570	97	12%	10%	28%	50%	78%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	105	2530	103	18%	18%	30%	33%	64%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	753	2499	93	27%	22%	32%	19%	51%
Black or African American (Primary ethnicity—not economically disadvantaged)	105	2468	99	40%	23%	26%	11%	37%
White (Primary ethnicity—not economically disadvantaged)	1,173	2539	90	15%	17%	33%	35%	67%
Two or more races (Primary ethnicity—not economically disadvantaged)	182	2544	95	15%	14%	36%	35%	71%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	26	2445	102	54%	15%	19%	12%	31%
Asian (Primary ethnicity—economically disadvantaged)	224	2498	98	30%	18%	32%	20%	52%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	27	2420	99	63%	19%	15%	4%	19%
Filipino (Primary ethnicity—economically disadvantaged)	52	2495	93	29%	21%	27%	23%	50%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,157	2441	89	52%	23%	20%	6%	25%
Black or African American (Primary ethnicity—economically disadvantaged)	257	2428	91	57%	22%	14%	6%	21%
White (Primary ethnicity—economically disadvantaged)	509	2468	96	38%	23%	29%	10%	40%
Two or more races (Primary ethnicity—economically disadvantaged)	99	2460	94	39%	32%	18%	10%	28%

Table 7.E.18 FT Demographic Summary for ELA, Grade Six

Demographic Student Group	Number Tested	Mean Scale Score	SD of Scale Scores	Percent in Achievement Level: Standard Not Met	Percent in Achievement Level: Standard Nearly Met	Percent in Achievement Level: Standard Met	Percent in Achievement Level: Standard Exceeded	Percent in Achievement Level: Standard Met/Exceeded
All valid scores	6,948	2510	101	31%	26%	29%	15%	44%
Male	3,505	2500	101	34%	26%	27%	13%	40%
Female	3,443	2521	99	27%	25%	30%	18%	48%
American Indian or Alaska Native (All)	36	2482	108	44%	14%	33%	8%	42%
Asian (All)	623	2583	89	9%	16%	39%	37%	75%
Native Hawaiian or Other Pacific Islander (All)	40	2486	95	33%	30%	33%	5%	38%
Filipino (All)	143	2557	84	13%	24%	36%	27%	64%
Hispanic or Latino (All)	3,861	2483	92	39%	29%	25%	7%	32%
Black or African American (All)	377	2469	93	45%	28%	22%	6%	27%
White (All)	1,581	2550	98	18%	21%	34%	27%	61%
Two or more races (All)	287	2539	98	20%	25%	31%	24%	55%
English only	3,840	2526	100	25%	24%	31%	19%	51%
Initially fluent English proficient	272	2575	96	13%	18%	33%	37%	70%
English learner	1,193	2422	76	68%	24%	7%	1%	8%
Reclassified fluent English proficient	1,632	2529	81	19%	31%	36%	13%	50%
To be determined	2	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,129	2524	95	25%	27%	31%	17%	48%
Special education services	819	2411	86	73%	17%	8%	2%	10%
Not economically disadvantaged	2,606	2561	95	15%	20%	36%	30%	66%
Economically disadvantaged	4,342	2480	92	40%	29%	24%	7%	31%
Migrant	54	2455	101	46%	35%	13%	6%	19%
Not migrant	6,894	2511	101	30%	25%	29%	15%	44%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	388	2609	78	3%	10%	41%	46%	87%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	14	2519	99	21%	29%	36%	14%	50%
Filipino (Primary ethnicity—not economically disadvantaged)	96	2570	80	10%	21%	36%	32%	69%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	710	2527	93	24%	25%	35%	17%	52%
Black or African American (Primary ethnicity—not economically disadvantaged)	96	2507	103	29%	26%	32%	13%	45%
White (Primary ethnicity—not economically disadvantaged)	1,122	2569	92	12%	20%	35%	33%	68%
Two or more races (Primary ethnicity—not economically disadvantaged)	170	2572	90	9%	22%	34%	35%	69%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	26	2452	99	54%	12%	35%	NA	35%
Asian (Primary ethnicity—economically disadvantaged)	235	2539	90	17%	26%	35%	21%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	26	2468	90	38%	31%	31%	NA	31%
Filipino (Primary ethnicity—economically disadvantaged)	47	2530	89	17%	30%	36%	17%	53%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,151	2473	89	43%	30%	22%	5%	27%
Black or African American (Primary ethnicity—economically disadvantaged)	281	2457	85	50%	28%	18%	3%	21%
White (Primary ethnicity—economically disadvantaged)	459	2503	97	32%	23%	32%	12%	44%
Two or more races (Primary ethnicity—economically disadvantaged)	117	2491	89	34%	30%	28%	8%	36%

**Table 7.E.19 FT Demographic Summary for ELA, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	6,898	2531	105	31%	25%	30%	14%	44%
Male	3,620	2518	107	36%	24%	27%	12%	39%
Female	3,278	2545	101	26%	25%	32%	16%	49%
American Indian or Alaska Native (All)	35	2469	78	54%	29%	17%	NA	17%
Asian (All)	645	2604	98	13%	13%	37%	37%	74%
Native Hawaiian or Other Pacific Islander (All)	34	2505	98	41%	26%	26%	6%	32%
Filipino (All)	152	2565	100	20%	20%	41%	20%	61%
Hispanic or Latino (All)	3,744	2503	96	40%	29%	25%	6%	31%
Black or African American (All)	354	2483	98	47%	27%	21%	5%	25%
White (All)	1,652	2571	99	17%	21%	38%	24%	61%
Two or more races (All)	282	2558	107	24%	21%	33%	21%	55%
English only	3,810	2545	103	27%	23%	33%	17%	50%
Initially fluent English proficient	322	2601	94	11%	20%	38%	32%	69%
English learner	963	2429	79	75%	19%	6%	1%	6%
Reclassified fluent English proficient	1,793	2543	88	22%	32%	34%	12%	46%
To be determined	1	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,098	2544	100	26%	26%	33%	16%	48%
Special education services	800	2430	90	74%	17%	6%	3%	9%
Not economically disadvantaged	2,761	2580	98	16%	21%	37%	27%	64%
Economically disadvantaged	4,137	2498	96	42%	28%	24%	6%	30%
Migrant	50	2481	103	54%	16%	28%	2%	30%
Not migrant	6,848	2531	105	31%	25%	30%	14%	44%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	11	2476	90	55%	27%	18%	NA	18%
Asian (Primary ethnicity—not economically disadvantaged)	403	2632	82	4%	10%	38%	47%	85%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	87	2589	94	11%	17%	44%	28%	71%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	783	2543	98	26%	27%	33%	14%	48%
Black or African American (Primary ethnicity—not economically disadvantaged)	93	2521	103	30%	32%	29%	9%	38%
White (Primary ethnicity—not economically disadvantaged)	1,215	2590	92	12%	20%	40%	29%	68%
Two or more races (Primary ethnicity—not economically disadvantaged)	159	2589	101	16%	18%	36%	30%	66%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	24	2466	74	54%	29%	17%	NA	17%
Asian (Primary ethnicity—economically disadvantaged)	242	2558	105	26%	19%	36%	20%	55%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	24	2477	95	54%	29%	17%	NA	17%
Filipino (Primary ethnicity—economically disadvantaged)	65	2532	99	31%	23%	37%	9%	46%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,961	2492	93	44%	29%	23%	4%	27%
Black or African American (Primary ethnicity—economically disadvantaged)	261	2470	94	54%	25%	18%	3%	21%
White (Primary ethnicity—economically disadvantaged)	437	2521	99	33%	26%	32%	9%	42%
Two or more races (Primary ethnicity—economically disadvantaged)	123	2518	101	35%	25%	30%	10%	40%

**Table 7.E.20 FT Demographic Summary for ELA, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	6,879	2549	104	29%	26%	32%	14%	45%
Male	3,570	2536	106	34%	25%	29%	12%	41%
Female	3,309	2563	99	23%	27%	34%	16%	50%
American Indian or Alaska Native (All)	29	2543	104	31%	24%	34%	10%	45%
Asian (All)	645	2624	98	10%	15%	37%	37%	75%
Native Hawaiian or Other Pacific Islander (All)	31	2499	107	42%	29%	23%	6%	29%
Filipino (All)	175	2582	90	16%	22%	47%	14%	62%
Hispanic or Latino (All)	3,732	2523	95	37%	30%	27%	6%	34%
Black or African American (All)	358	2507	99	44%	28%	21%	7%	28%
White (All)	1,639	2584	99	17%	22%	39%	21%	61%
Two or more races(All)	270	2570	108	22%	23%	36%	19%	55%
English only	3,725	2564	103	24%	24%	35%	17%	52%
Initially fluent English proficient	338	2605	102	14%	18%	39%	29%	68%
English learner	791	2441	72	75%	20%	4%	1%	4%
Reclassified fluent English proficient	2,019	2556	88	22%	32%	36%	10%	46%
To be determined	2	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,156	2561	99	24%	27%	34%	15%	49%
Special education services	723	2453	89	70%	19%	9%	2%	11%
Not economically disadvantaged	2,811	2595	97	14%	21%	40%	25%	65%
Economically disadvantaged	4,068	2518	96	39%	29%	26%	6%	32%
Migrant	44	2510	90	45%	25%	25%	5%	30%
Not migrant	6,835	2550	104	29%	26%	32%	14%	45%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	19	2558	111	21%	32%	32%	16%	47%
Asian (Primary ethnicity—not economically disadvantaged)	422	2644	94	7%	11%	35%	47%	82%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	11	2558	111	27%	27%	27%	18%	45%
Filipino (Primary ethnicity—not economically disadvantaged)	111	2600	88	12%	18%	51%	19%	70%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	763	2562	94	21%	28%	38%	13%	50%
Black or African American (Primary ethnicity—not economically disadvantaged)	108	2549	103	26%	30%	29%	16%	44%
White (Primary ethnicity—not economically disadvantaged)	1,209	2602	92	12%	19%	43%	26%	69%
Two or more races (Primary ethnicity—not economically disadvantaged)	168	2606	90	10%	22%	43%	25%	68%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	223	2588	94	17%	23%	42%	19%	61%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	20	2466	92	50%	30%	20%	–	20%
Filipino (Primary ethnicity—economically disadvantaged)	64	2552	85	23%	30%	41%	6%	47%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,969	2513	93	41%	30%	24%	5%	29%
Black or African American (Primary ethnicity—economically disadvantaged)	250	2489	91	51%	28%	17%	4%	21%
White (Primary ethnicity—economically disadvantaged)	430	2532	99	33%	28%	29%	9%	38%
Two or more races (Primary ethnicity—economically disadvantaged)	102	2512	111	43%	24%	24%	10%	33%

**Table 7.E.21 FT Demographic Summary for ELA, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	7,629	2594	112	20%	23%	33%	23%	57%
Male	3,827	2581	116	24%	23%	32%	21%	53%
Female	3,802	2607	106	16%	24%	34%	26%	61%
American Indian or Alaska Native (All)	38	2568	109	24%	32%	26%	18%	45%
Asian (All)	771	2666	105	7%	13%	27%	53%	80%
Native Hawaiian or Other Pacific Islander (All)	33	2595	98	12%	27%	39%	21%	61%
Filipino (All)	228	2636	93	6%	22%	40%	32%	72%
Hispanic or Latino (All)	3,975	2566	104	25%	27%	34%	13%	47%
Black or African American (All)	437	2550	111	32%	27%	29%	12%	42%
White (All)	1,879	2625	108	13%	18%	36%	33%	69%
Two or more races (All)	268	2617	111	16%	18%	34%	32%	66%
English only	4,128	2606	111	17%	21%	35%	27%	62%
Initially fluent English proficient	596	2645	96	7%	19%	36%	38%	74%
English learner	678	2465	83	66%	24%	9%	1%	10%
Reclassified fluent English proficient	2,221	2597	96	15%	28%	38%	19%	58%
To be determined	3	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	3	NA	NA	NA	NA	NA	NA	NA



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	6,966	2605	107	16%	23%	35%	25%	61%
Special education services	663	2480	95	61%	24%	13%	3%	16%
Not economically disadvantaged	3,370	2632	106	12%	18%	35%	36%	71%
Economically disadvantaged	4,259	2564	106	27%	27%	32%	14%	46%
Migrant	38	2526	110	32%	42%	18%	8%	26%
Not migrant	7,591	2594	111	20%	23%	34%	24%	57%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	17	2592	116	29%	18%	24%	29%	53%
Asian (Primary ethnicity—not economically disadvantaged)	487	2686	97	5%	8%	25%	61%	86%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	17	2624	86	NA	29%	41%	29%	71%
Filipino (Primary ethnicity—not economically disadvantaged)	164	2650	89	4%	20%	41%	36%	77%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	951	2597	104	18%	23%	37%	22%	59%
Black or African American (Primary ethnicity—not economically disadvantaged)	160	2587	108	20%	23%	37%	20%	57%
White (Primary ethnicity—not economically disadvantaged)	1,419	2639	103	10%	17%	36%	37%	73%
Two or more races (Primary ethnicity—not economically disadvantaged)	155	2642	105	10%	15%	33%	43%	75%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	21	2548	102	19%	43%	29%	10%	38%
Asian (Primary ethnicity—economically disadvantaged)	284	2631	109	10%	20%	30%	39%	70%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	16	2564	103	25%	25%	38%	13%	50%
Filipino (Primary ethnicity—economically disadvantaged)	64	2598	92	11%	30%	38%	22%	59%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,024	2557	102	28%	29%	33%	11%	43%
Black or African American (Primary ethnicity—economically disadvantaged)	277	2528	107	38%	29%	25%	8%	33%
White (Primary ethnicity—economically disadvantaged)	460	2582	110	24%	22%	35%	19%	54%
Two or more races (Primary ethnicity—economically disadvantaged)	113	2582	110	24%	23%	35%	19%	53%

**Table 7.E.22 FT Demographic Summary for Mathematics, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,436	2428	84	29%	25%	27%	19%	46%
Male	2,760	2428	86	29%	25%	25%	20%	46%
Female	2,676	2429	81	28%	25%	28%	18%	47%
American Indian or Alaska Native (All)	14	2369	83	57%	21%	21%	NA	21%
Asian (All)	471	2500	79	7%	14%	27%	52%	79%
Native Hawaiian or Other Pacific Islander (All)	26	2432	81	23%	38%	19%	19%	38%
Filipino (All)	96	2453	84	17%	21%	35%	27%	63%
Hispanic or Latino (All)	3,052	2408	74	35%	29%	25%	10%	35%
Black or African American (All)	318	2388	84	48%	25%	19%	8%	27%
White (All)	1,218	2458	79	16%	22%	31%	31%	62%
Two or more races (All)	241	2451	88	22%	17%	31%	30%	61%
English only	3,164	2436	84	25%	24%	28%	23%	51%
Initially fluent English proficient	194	2478	82	12%	25%	23%	41%	63%
English learner	1,457	2389	71	46%	29%	20%	5%	25%
Reclassified fluent English proficient	612	2467	68	9%	24%	37%	30%	67%
To be determined	4	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	4,875	2436	79	25%	26%	28%	21%	49%
Special education services	561	2360	89	61%	21%	12%	7%	19%
Not economically disadvantaged	2,073	2469	79	13%	22%	31%	35%	66%
Economically disadvantaged	3,363	2404	76	38%	28%	24%	10%	34%
Migrant	47	2379	81	47%	23%	26%	4%	30%
Not migrant	5,389	2429	83	28%	25%	27%	19%	46%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	314	2517	72	3%	13%	22%	62%	84%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	62	2468	85	10%	24%	32%	34%	66%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	605	2437	74	20%	30%	32%	18%	50%
Black or African American (Primary ethnicity—not economically disadvantaged)	72	2425	93	33%	22%	26%	18%	44%
White (Primary ethnicity—not economically disadvantaged)	861	2476	73	9%	20%	33%	38%	71%
Two or more races (Primary ethnicity—not economically disadvantaged)	153	2477	79	12%	15%	33%	39%	73%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	13	2369	86	54%	23%	23%	NA	23%
Asian (Primary ethnicity—economically disadvantaged)	157	2464	82	15%	18%	36%	31%	68%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	21	2436	86	24%	38%	14%	24%	38%
Filipino (Primary ethnicity—economically disadvantaged)	34	2426	75	29%	15%	41%	15%	56%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,447	2401	73	39%	29%	24%	8%	32%
Black or African American (Primary ethnicity—economically disadvantaged)	246	2377	78	52%	26%	17%	6%	22%
White (Primary ethnicity—economically disadvantaged)	357	2414	77	34%	26%	26%	14%	40%
Two or more races (Primary ethnicity—economically disadvantaged)	88	2407	85	40%	19%	27%	14%	41%

**Table 7.E.23 FT Demographic Summary for Mathematics, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,530	2462	86	29%	32%	23%	16%	39%
Male	2,785	2463	91	29%	30%	23%	18%	41%
Female	2,745	2461	81	28%	34%	23%	15%	38%
American Indian or Alaska Native (All)	22	2472	91	32%	23%	23%	23%	45%
Asian (All)	440	2534	85	8%	19%	28%	46%	73%
Native Hawaiian or Other Pacific Islander (All)	33	2457	76	21%	45%	24%	9%	33%
Filipino (All)	107	2492	86	20%	27%	25%	28%	53%
Hispanic or Latino (All)	3,135	2440	77	36%	36%	20%	8%	28%
Black or African American (All)	306	2421	81	47%	32%	15%	6%	21%
White (All)	1,225	2494	81	16%	28%	29%	27%	56%
Two or more races (All)	262	2484	89	24%	23%	29%	24%	53%
English only	3,207	2471	86	25%	31%	25%	19%	44%
Initially fluent English proficient	207	2524	81	9%	23%	29%	40%	68%
English learner	1,320	2412	71	51%	34%	12%	3%	15%
Reclassified fluent English proficient	786	2494	70	11%	34%	32%	22%	54%
To be determined	5	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	4,884	2471	81	25%	33%	25%	18%	42%
Special education services	646	2393	92	61%	23%	11%	6%	16%
Not economically disadvantaged	2,117	2504	84	14%	25%	30%	31%	61%
Economically disadvantaged	3,413	2436	77	38%	36%	19%	7%	26%
Migrant	50	2437	69	36%	38%	20%	6%	26%
Not migrant	5,480	2462	86	29%	32%	23%	16%	39%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	306	2555	79	5%	14%	27%	54%	81%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	12	2448	92	17%	58%	17%	8%	25%
Filipino (Primary ethnicity—not economically disadvantaged)	64	2500	87	17%	23%	25%	34%	59%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	627	2474	80	21%	33%	29%	17%	46%
Black or African American (Primary ethnicity—not economically disadvantaged)	74	2457	82	28%	35%	22%	15%	36%
White (Primary ethnicity—not economically disadvantaged)	869	2511	78	11%	23%	32%	33%	65%
Two or more races (Primary ethnicity—not economically disadvantaged)	157	2512	78	11%	20%	38%	31%	69%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	14	2472	104	36%	14%	29%	21%	50%
Asian (Primary ethnicity—economically disadvantaged)	134	2488	79	16%	30%	28%	26%	54%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	21	2461	67	24%	38%	29%	10%	38%
Filipino (Primary ethnicity—economically disadvantaged)	43	2479	84	23%	33%	26%	19%	44%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,508	2432	74	40%	37%	18%	6%	24%
Black or African American (Primary ethnicity—economically disadvantaged)	232	2410	77	53%	31%	13%	3%	16%
White (Primary ethnicity—economically disadvantaged)	356	2454	72	28%	38%	23%	11%	34%
Two or more races (Primary ethnicity—economically disadvantaged)	105	2441	88	43%	28%	16%	13%	30%



**Table 7.E.24 FT Demographic Summary for Mathematics, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,725	2486	94	39%	27%	16%	18%	34%
Male	2,913	2488	98	39%	26%	16%	20%	36%
Female	2,812	2485	91	39%	28%	16%	17%	33%
American Indian or Alaska Native (All)	31	2457	111	48%	26%	6%	19%	26%
Asian (All)	505	2563	90	14%	17%	21%	49%	70%
Native Hawaiian or Other Pacific Islander (All)	32	2479	85	41%	25%	19%	16%	34%
Filipino (All)	136	2519	97	24%	27%	19%	29%	49%
Hispanic or Latino (All)	3,173	2461	85	50%	28%	13%	10%	22%
Black or African American (All)	300	2448	86	55%	26%	11%	7%	19%
White (All)	1,330	2519	89	23%	27%	21%	28%	50%
Two or more races (All)	218	2515	92	26%	31%	18%	25%	43%
English only	3,246	2498	94	33%	27%	18%	21%	40%
Initially fluent English proficient	208	2552	90	17%	21%	18%	44%	62%
English learner	1,199	2422	76	70%	22%	5%	3%	8%
Reclassified fluent English proficient	1,065	2510	81	27%	32%	19%	22%	41%
To be determined	2	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	5,084	2497	90	34%	29%	17%	20%	37%
Special education services	641	2401	88	77%	13%	7%	4%	10%
Not economically disadvantaged	2,187	2532	90	21%	25%	21%	34%	54%
Economically disadvantaged	3,538	2458	86	50%	28%	13%	9%	22%
Migrant	45	2450	70	53%	29%	18%	NA	18%
Not migrant	5,680	2487	94	39%	27%	16%	19%	34%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	317	2591	76	6%	11%	20%	62%	83%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	90	2525	95	22%	24%	22%	31%	53%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	621	2496	89	34%	29%	18%	19%	37%
Black or African American (Primary ethnicity—not economically disadvantaged)	79	2467	87	46%	33%	9%	13%	22%
White (Primary ethnicity—not economically disadvantaged)	920	2540	81	15%	26%	24%	35%	59%
Two or more races (Primary ethnicity—not economically disadvantaged)	143	2544	85	17%	27%	21%	36%	57%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	21	2404	86	71%	24%	NA	5%	5%
Asian (Primary ethnicity—economically disadvantaged)	188	2515	91	27%	26%	22%	26%	47%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	25	2468	76	48%	24%	20%	8%	28%
Filipino (Primary ethnicity—economically disadvantaged)	46	2509	101	28%	33%	13%	26%	39%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,552	2452	82	53%	28%	12%	7%	19%
Black or African American (Primary ethnicity—economically disadvantaged)	221	2441	85	58%	24%	12%	5%	18%
White (Primary ethnicity—economically disadvantaged)	410	2474	90	41%	30%	16%	13%	29%
Two or more races (Primary ethnicity—economically disadvantaged)	75	2458	79	43%	40%	12%	5%	17%

**Table 7.E.25 FT Demographic Summary for Mathematics, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,593	2508	111	36%	27%	18%	18%	37%
Male	2,822	2505	116	37%	26%	17%	19%	36%
Female	2,771	2511	107	34%	29%	20%	17%	37%
American Indian or Alaska Native (All)	17	2490	102	47%	24%	12%	18%	29%
Asian (All)	507	2600	108	11%	16%	22%	51%	73%
Native Hawaiian or Other Pacific Islander (All)	22	2472	95	45%	32%	18%	5%	23%
Filipino (All)	122	2550	100	20%	23%	32%	25%	57%
Hispanic or Latino (All)	3,106	2476	101	46%	30%	15%	9%	24%
Black or African American (All)	316	2452	103	56%	25%	15%	4%	19%
White (All)	1,322	2553	101	19%	27%	24%	30%	54%
Two or more races (All)	181	2544	104	23%	31%	19%	27%	46%
English only	3,115	2521	111	30%	28%	20%	21%	41%
Initially fluent English proficient	221	2574	99	13%	25%	24%	37%	62%
English learner	915	2416	90	74%	19%	5%	1%	6%
Reclassified fluent English proficient	1,332	2530	93	26%	31%	24%	19%	43%
To be determined	6	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	4,923	2523	103	30%	29%	20%	20%	40%
Special education services	670	2398	107	78%	13%	5%	4%	9%
Not economically disadvantaged	2,131	2563	104	18%	24%	25%	34%	58%
Economically disadvantaged	3,462	2475	102	47%	29%	15%	9%	24%
Migrant	39	2452	93	59%	28%	10%	3%	13%
Not migrant	5,554	2509	111	36%	27%	19%	18%	37%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	323	2626	100	6%	12%	21%	61%	82%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	76	2577	93	12%	17%	37%	34%	71%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	552	2520	98	28%	31%	24%	16%	41%
Black or African American (Primary ethnicity—not economically disadvantaged)	90	2500	102	36%	27%	26%	12%	38%
White (Primary ethnicity—not economically disadvantaged)	965	2570	96	14%	25%	25%	36%	61%
Two or more races (Primary ethnicity—not economically disadvantaged)	111	2573	101	15%	24%	22%	39%	60%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	184	2554	105	20%	24%	23%	33%	57%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	17	2457	90	53%	35%	12%	NA	12%
Filipino (Primary ethnicity—economically disadvantaged)	46	2505	96	33%	33%	24%	11%	35%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,554	2467	99	50%	29%	14%	7%	21%
Black or African American (Primary ethnicity—economically disadvantaged)	226	2433	97	64%	25%	10%	1%	12%
White (Primary ethnicity—economically disadvantaged)	357	2508	100	32%	33%	20%	15%	35%
Two or more races (Primary ethnicity—economically disadvantaged)	70	2497	91	36%	41%	14%	9%	23%

**Table 7.E.26 FT Demographic Summary for Mathematics, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,536	2527	116	36%	26%	19%	18%	38%
Male	2,855	2525	121	38%	25%	18%	19%	38%
Female	2,681	2529	110	34%	28%	20%	18%	38%
American Indian or Alaska Native (All)	33	2478	103	52%	27%	15%	6%	21%
Asian (All)	539	2622	110	12%	16%	21%	51%	72%
Native Hawaiian or Other Pacific Islander (All)	21	2473	105	43%	43%	14%	NA	14%
Filipino (All)	146	2586	88	10%	29%	34%	27%	61%
Hispanic or Latino (All)	3,000	2492	104	47%	28%	16%	8%	24%
Black or African American (All)	278	2463	105	56%	28%	12%	5%	17%
White (All)	1,298	2573	106	20%	25%	25%	30%	55%
Two or more races (All)	221	2563	114	21%	27%	25%	27%	52%
English only	3,026	2542	114	30%	26%	22%	22%	43%
Initially fluent English proficient	240	2600	109	15%	24%	22%	39%	61%
English learner	827	2423	89	76%	18%	4%	2%	6%
Reclassified fluent English proficient	1,431	2545	98	28%	32%	22%	18%	40%
To be determined	6	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	6	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	4,917	2542	109	30%	28%	21%	20%	41%
Special education services	619	2410	103	80%	12%	5%	3%	8%
Not economically disadvantaged	2,205	2584	108	18%	23%	24%	34%	58%
Economically disadvantaged	3,331	2489	105	48%	28%	16%	8%	24%
Migrant	53	2458	97	68%	19%	8%	6%	13%
Not migrant	5,483	2528	116	36%	27%	19%	19%	38%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	336	2656	93	5%	10%	20%	64%	85%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	98	2602	85	7%	29%	32%	33%	64%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	582	2537	101	32%	29%	23%	16%	40%
Black or African American (Primary ethnicity—not economically disadvantaged)	70	2474	111	51%	30%	10%	9%	19%
White (Primary ethnicity—not economically disadvantaged)	958	2593	100	14%	23%	25%	37%	62%
Two or more races (Primary ethnicity—not economically disadvantaged)	146	2592	103	14%	23%	29%	34%	63%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	25	2462	107	60%	20%	16%	4%	20%
Asian (Primary ethnicity—economically disadvantaged)	203	2565	113	23%	26%	22%	29%	51%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	14	2438	96	57%	43%	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	48	2554	86	17%	29%	40%	15%	54%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,418	2481	101	51%	28%	14%	6%	21%
Black or African American (Primary ethnicity—economically disadvantaged)	208	2459	103	57%	27%	13%	3%	16%
White (Primary ethnicity—economically disadvantaged)	340	2515	101	38%	30%	22%	10%	32%
Two or more races (Primary ethnicity—economically disadvantaged)	75	2508	113	35%	36%	17%	12%	29%

**Table 7.E.27 FT Demographic Summary for Mathematics, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
All valid scores	5,491	2540	125	41%	22%	16%	20%	37%
Male	2,740	2533	130	44%	22%	14%	20%	34%
Female	2,751	2547	120	38%	23%	19%	20%	39%
American Indian or Alaska Native (All)	34	2519	110	41%	26%	26%	6%	32%
Asian (All)	550	2659	122	12%	13%	16%	58%	74%
Native Hawaiian or Other Pacific Islander (All)	25	2539	101	24%	40%	28%	8%	36%
Filipino (All)	130	2613	118	18%	20%	22%	39%	62%
Hispanic or Latino (All)	2,942	2501	109	53%	24%	14%	9%	24%
Black or African American (All)	319	2478	108	62%	20%	11%	6%	17%
White (All)	1,306	2582	115	25%	24%	21%	30%	51%
Two or more races (All)	185	2570	126	29%	24%	18%	29%	47%
English only	3,015	2553	123	36%	24%	18%	23%	40%
Initially fluent English proficient	248	2624	124	19%	17%	21%	42%	63%
English learner	660	2427	92	82%	12%	3%	2%	6%
Reclassified fluent English proficient	1,557	2551	114	37%	25%	18%	20%	38%
To be determined	4	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	7	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	4,919	2554	121	36%	24%	18%	22%	40%
Special education services	572	2422	98	80%	12%	5%	2%	8%
Not economically disadvantaged	2,257	2596	122	24%	21%	21%	35%	55%
Economically disadvantaged	3,234	2501	112	53%	24%	13%	10%	23%
Migrant	37	2461	115	68%	14%	11%	8%	19%
Not migrant	5,454	2541	125	41%	22%	16%	20%	37%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	15	2556	115	33%	20%	33%	13%	47%
Asian (Primary ethnicity—not economically disadvantaged)	345	2693	106	6%	8%	16%	70%	86%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	15	2541	90	27%	33%	33%	7%	40%
Filipino (Primary ethnicity—not economically disadvantaged)	82	2624	119	15%	18%	22%	45%	67%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	598	2542	111	39%	25%	20%	16%	36%
Black or African American (Primary ethnicity—not economically disadvantaged)	104	2503	117	56%	15%	16%	13%	29%
White (Primary ethnicity—not economically disadvantaged)	968	2603	110	19%	23%	23%	36%	59%
Two or more races (Primary ethnicity—not economically disadvantaged)	130	2596	122	19%	25%	20%	36%	56%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	19	2490	99	47%	32%	21%	NA	21%
Asian (Primary ethnicity—economically disadvantaged)	205	2600	125	22%	23%	18%	38%	55%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	48	2594	115	25%	23%	23%	29%	52%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,344	2491	106	56%	23%	13%	8%	20%
Black or African American (Primary ethnicity—economically disadvantaged)	215	2465	101	66%	23%	9%	3%	12%
White (Primary ethnicity—economically disadvantaged)	338	2522	110	45%	27%	15%	13%	28%
Two or more races (Primary ethnicity—economically disadvantaged)	55	2508	117	53%	22%	15%	11%	25%

Table 7.E.28 FT Demographic Summary for Mathematics, Grade Eleven

Demographic Student Group	Number Tested	Mean Scale Score	SD of Scale Scores	Percent in Achievement Level: Standard Not Met	Percent in Achievement Level: Standard Nearly Met	Percent in Achievement Level: Standard Met	Percent in Achievement Level: Standard Exceeded	Percent in Achievement Level: Standard Met/Exceeded
All valid scores	6,240	2563	128	44%	25%	19%	12%	31%
Male	3,120	2559	134	46%	23%	18%	13%	30%
Female	3,120	2567	121	43%	26%	20%	11%	31%
American Indian or Alaska Native (All)	39	2529	123	59%	21%	15%	5%	21%
Asian (All)	651	2685	123	13%	16%	28%	44%	71%
Native Hawaiian or Other Pacific Islander (All)	36	2539	107	53%	22%	19%	6%	25%
Filipino (All)	186	2599	109	32%	30%	24%	14%	38%
Hispanic or Latino (All)	3,256	2525	113	56%	25%	14%	4%	19%
Black or African American (All)	323	2505	112	62%	24%	11%	3%	15%
White (All)	1,539	2596	120	32%	27%	26%	15%	41%
Two or more races (All)	210	2590	125	35%	27%	22%	16%	38%
English only	3,286	2574	125	40%	26%	21%	13%	34%
Initially fluent English proficient	444	2625	129	27%	23%	25%	25%	50%
English learner	624	2446	105	84%	11%	3%	2%	5%
Reclassified fluent English proficient	1,885	2567	116	43%	27%	19%	11%	30%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
No special education services	5,735	2574	124	41%	26%	20%	13%	33%
Special education services	505	2436	100	86%	9%	4%	1%	5%
Not economically disadvantaged	2,749	2608	127	30%	26%	24%	20%	44%
Economically disadvantaged	3,491	2527	116	55%	24%	15%	6%	20%
Migrant	41	2488	100	66%	22%	12%	NA	12%
Not migrant	6,199	2563	128	44%	25%	19%	12%	31%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	16	2595	135	38%	19%	31%	13%	44%
Asian (Primary ethnicity—not economically disadvantaged)	389	2721	106	6%	12%	27%	55%	82%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	19	2540	102	53%	26%	16%	5%	21%
Filipino (Primary ethnicity—not economically disadvantaged)	123	2617	108	24%	33%	26%	16%	42%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	786	2551	115	46%	29%	18%	7%	25%
Black or African American (Primary ethnicity—not economically disadvantaged)	113	2539	106	50%	31%	15%	4%	19%
White (Primary ethnicity—not economically disadvantaged)	1,176	2613	118	27%	26%	28%	18%	47%
Two or more races (Primary ethnicity—not economically disadvantaged)	127	2626	122	22%	29%	26%	23%	49%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Achievement Level: Standard Not Met</b>	<b>Percent in Achievement Level: Standard Nearly Met</b>	<b>Percent in Achievement Level: Standard Met</b>	<b>Percent in Achievement Level: Standard Exceeded</b>	<b>Percent in Achievement Level: Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	23	2484	92	74%	22%	4%	NA	4%
Asian (Primary ethnicity—economically disadvantaged)	262	2631	126	24%	21%	28%	27%	55%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	17	2537	115	53%	18%	24%	6%	29%
Filipino (Primary ethnicity—economically disadvantaged)	63	2564	103	46%	24%	21%	10%	30%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,470	2517	111	59%	24%	13%	4%	17%
Black or African American (Primary ethnicity—economically disadvantaged)	210	2486	111	69%	20%	10%	2%	12%
White (Primary ethnicity—economically disadvantaged)	363	2542	113	49%	29%	17%	6%	23%
Two or more races (Primary ethnicity—economically disadvantaged)	83	2535	110	54%	24%	17%	5%	22%

**Table 7.E.29 Ethnicity Summary by Economic Status for Claims—ELA, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	444,880	2415	92	39%	40%	22%	33%	44%	24%	21%	62%	18%	28%	48%	24%
Male	228,261	2406	92	42%	38%	19%	36%	43%	20%	23%	61%	17%	31%	47%	22%
Female	216,619	2424	91	35%	41%	24%	28%	44%	27%	19%	62%	19%	25%	49%	26%
American Indian or Alaska Native (All)	2,204	2389	88	48%	37%	15%	42%	44%	14%	26%	61%	13%	38%	46%	16%
Asian (All)	40,016	2473	89	18%	41%	42%	14%	39%	47%	10%	57%	33%	13%	42%	45%
Native Hawaiian or Other Pacific Islander (All)	2,005	2404	84	42%	43%	15%	32%	48%	19%	24%	64%	13%	32%	49%	19%
Filipino (All)	8,575	2456	83	21%	47%	31%	15%	45%	40%	12%	63%	25%	14%	47%	38%
Hispanic or Latino (All)	246,926	2392	85	48%	39%	13%	40%	44%	15%	26%	63%	11%	34%	49%	17%
Black or African American (All)	24,052	2378	87	54%	35%	11%	46%	41%	13%	31%	59%	10%	43%	44%	13%
White (All)	99,816	2449	88	24%	42%	34%	20%	46%	34%	12%	61%	27%	18%	48%	34%
Two or more races (All)	21,286	2442	93	28%	40%	32%	24%	43%	33%	15%	59%	26%	21%	46%	33%
English only	261,342	2428	92	33%	41%	26%	28%	45%	28%	17%	62%	21%	25%	48%	28%
Initially fluent English proficient	16,468	2481	83	15%	40%	45%	11%	41%	48%	7%	56%	37%	10%	43%	48%
English learner	120,378	2362	75	62%	32%	6%	54%	39%	7%	35%	60%	5%	45%	46%	9%
Reclassified fluent English proficient	45,840	2459	70	18%	52%	31%	11%	53%	36%	8%	68%	24%	10%	53%	37%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	169	2377	100	50%	36%	14%	48%	34%	19%	35%	51%	14%	46%	37%	17%
English proficiency unknown	683	2407	100	43%	36%	22%	36%	40%	23%	25%	54%	21%	33%	44%	24%
No special education services	396,464	2423	89	35%	41%	23%	29%	46%	26%	18%	63%	19%	25%	49%	26%
Special education services	48,416	2346	86	67%	25%	8%	65%	27%	8%	44%	49%	7%	55%	36%	9%
Not economically disadvantaged	168,628	2459	87	21%	42%	37%	17%	44%	39%	10%	60%	30%	15%	47%	38%
Economically disadvantaged	276,252	2388	84	49%	38%	12%	42%	44%	14%	27%	63%	10%	36%	48%	16%
Migrant	3,973	2365	78	61%	32%	7%	52%	39%	8%	33%	60%	6%	43%	46%	11%
Not migrant	440,907	2415	92	38%	40%	22%	32%	44%	24%	21%	62%	18%	28%	48%	24%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	685	2421	89	36%	39%	25%	29%	49%	22%	17%	62%	21%	27%	49%	24%
Asian (Primary ethnicity—not economically disadvantaged)	26,283	2494	80	11%	39%	51%	8%	36%	56%	6%	54%	40%	8%	40%	52%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	641	2434	87	30%	45%	25%	21%	50%	29%	16%	66%	19%	23%	47%	30%
Filipino (Primary ethnicity—not economically disadvantaged)	5,473	2467	81	17%	47%	36%	12%	44%	44%	10%	62%	28%	12%	46%	43%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	46,692	2430	86	31%	44%	26%	26%	48%	27%	16%	64%	20%	22%	50%	27%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,339	2419	89	35%	42%	22%	29%	46%	24%	19%	62%	18%	28%	48%	24%
White (Primary ethnicity—not economically disadvantaged)	70,400	2467	82	17%	42%	41%	14%	46%	40%	8%	60%	32%	13%	48%	40%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	13,115	2470	85	18%	40%	42%	14%	43%	43%	9%	57%	34%	13%	45%	42%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,519	2374	83	54%	36%	10%	49%	41%	10%	31%	60%	9%	43%	45%	13%
Asian (Primary ethnicity—economically disadvantaged)	13,733	2432	90	31%	44%	25%	25%	44%	31%	18%	62%	20%	22%	47%	31%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,364	2390	79	48%	42%	10%	38%	48%	14%	28%	63%	10%	36%	50%	14%
Filipino (Primary ethnicity—economically disadvantaged)	3,102	2437	83	28%	48%	24%	21%	47%	32%	16%	65%	19%	19%	50%	31%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	200,234	2383	82	52%	38%	11%	44%	43%	13%	28%	63%	9%	37%	48%	15%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	18,713	2367	82	59%	33%	8%	51%	39%	10%	34%	58%	7%	47%	42%	10%
White (Primary ethnicity—economically disadvantaged)	29,416	2406	86	40%	41%	19%	35%	47%	19%	21%	64%	15%	31%	50%	20%
Two or more races (Primary ethnicity—economically disadvantaged)	8,171	2398	88	44%	40%	16%	39%	43%	18%	24%	62%	14%	34%	47%	18%

Table 7.E.30 Ethnicity Summary by Economic Status for Claims—ELA, Grade Four

Demographic Student Group	Number Tested	Mean Scale Score	SD of Scale Scores	Claim 1 Below Standard	Claim 1 At/Near Standard	Claim 1 Above Standard	Claim 2 Below Standard	Claim 2 At/Near Standard	Claim 2 Above Standard	Claim 3 Below Standard	Claim 3 At/Near Standard	Claim 3 Above Standard	Claim 4 Below Standard	Claim 4 At/Near Standard	Claim 4 Above Standard
All valid scores	450,632	2456	97	30%	47%	22%	32%	45%	23%	26%	57%	16%	26%	50%	24%
Male	230,313	2446	98	34%	46%	21%	37%	44%	19%	28%	56%	16%	29%	49%	21%
Female	220,319	2466	95	27%	49%	24%	27%	46%	27%	25%	59%	17%	23%	50%	26%
American Indian or Alaska Native (All)	2,260	2428	91	39%	47%	14%	43%	43%	14%	33%	57%	10%	35%	50%	15%
Asian (All)	40,363	2519	93	13%	43%	44%	13%	38%	48%	12%	55%	33%	11%	43%	45%
Native Hawaiian or Other Pacific Islander (All)	2,103	2442	89	34%	51%	15%	32%	49%	18%	32%	58%	11%	29%	53%	18%
Filipino (All)	8,703	2502	87	16%	50%	34%	15%	43%	42%	15%	61%	24%	13%	48%	39%
Hispanic or Latino (All)	249,270	2431	90	38%	48%	14%	39%	46%	15%	33%	58%	10%	33%	51%	16%
Black or African American (All)	24,593	2415	92	44%	44%	12%	47%	40%	13%	40%	52%	8%	40%	47%	13%
White (All)	102,896	2491	91	18%	47%	35%	20%	47%	33%	16%	59%	25%	16%	50%	34%
Two or more races (All)	20,444	2487	96	20%	46%	33%	23%	44%	34%	18%	57%	24%	18%	48%	33%
English only	260,810	2469	96	25%	48%	27%	27%	46%	27%	22%	58%	19%	23%	50%	27%
Initially fluent English proficient	16,868	2525	86	11%	43%	46%	11%	41%	47%	10%	56%	35%	9%	44%	47%
English learner	107,601	2388	77	56%	40%	4%	58%	38%	5%	48%	49%	3%	48%	46%	6%
Reclassified fluent English proficient	64,578	2496	72	13%	58%	29%	13%	56%	32%	12%	67%	21%	10%	56%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	159	2405	116	49%	33%	18%	53%	33%	14%	42%	42%	16%	40%	43%	17%
English proficiency unknown	616	2446	102	29%	49%	22%	37%	44%	19%	29%	55%	15%	31%	47%	23%
No special education services	398,527	2467	92	27%	49%	24%	27%	48%	25%	23%	60%	18%	22%	52%	26%
Special education services	52,105	2374	92	60%	33%	7%	68%	26%	6%	55%	40%	5%	55%	37%	8%
Not economically disadvantaged	171,785	2503	90	15%	47%	38%	16%	45%	39%	13%	59%	28%	13%	49%	38%
Economically disadvantaged	278,847	2427	89	40%	47%	13%	41%	45%	14%	34%	57%	9%	34%	51%	15%
Migrant	4,013	2404	87	50%	43%	7%	51%	40%	9%	42%	51%	6%	42%	48%	11%
Not migrant	446,619	2456	97	30%	47%	23%	32%	45%	23%	26%	57%	16%	26%	50%	24%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	727	2466	91	26%	50%	24%	26%	51%	23%	21%	62%	17%	23%	53%	24%
Asian (Primary ethnicity—not economically disadvantaged)	26,471	2542	83	8%	40%	53%	7%	35%	57%	7%	52%	40%	6%	40%	54%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	664	2471	92	24%	53%	23%	23%	49%	28%	24%	59%	17%	21%	52%	27%
Filipino (Primary ethnicity—not economically disadvantaged)	5,677	2513	84	13%	49%	38%	12%	41%	47%	12%	61%	26%	10%	47%	43%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,076	2473	90	23%	51%	26%	24%	49%	26%	20%	62%	18%	20%	53%	27%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,762	2457	93	28%	49%	22%	30%	47%	23%	26%	59%	15%	25%	53%	22%
White (Primary ethnicity—not economically disadvantaged)	72,720	2511	85	12%	47%	41%	14%	47%	40%	11%	59%	30%	11%	49%	40%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	12,688	2516	87	12%	45%	43%	13%	43%	43%	11%	57%	32%	11%	47%	43%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,533	2410	86	45%	45%	10%	51%	39%	9%	38%	55%	7%	41%	48%	11%
Asian (Primary ethnicity—economically disadvantaged)	13,892	2475	95	24%	49%	26%	24%	45%	31%	21%	59%	19%	20%	50%	30%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,439	2428	84	39%	51%	11%	37%	49%	14%	35%	57%	8%	33%	53%	14%
Filipino (Primary ethnicity—economically disadvantaged)	3,026	2480	88	23%	50%	27%	21%	47%	33%	20%	61%	19%	17%	51%	32%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	202,194	2422	87	42%	47%	11%	43%	45%	12%	36%	56%	8%	35%	51%	14%
Black or African American (Primary ethnicity—economically disadvantaged)	18,831	2402	88	49%	42%	9%	52%	38%	9%	45%	49%	6%	45%	46%	10%
White (Primary ethnicity—economically disadvantaged)	30,176	2445	90	32%	49%	19%	35%	47%	17%	27%	60%	13%	29%	53%	19%
Two or more races (Primary ethnicity—economically disadvantaged)	7,756	2440	92	34%	49%	18%	38%	45%	17%	30%	58%	12%	31%	51%	18%

**Table 7.E.31 Ethnicity Summary by Economic Status for Claims—ELA, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	466,903	2490	101	33%	45%	22%	29%	43%	28%	24%	60%	17%	31%	44%	26%
Male	238,259	2477	102	37%	44%	19%	34%	42%	23%	26%	58%	16%	35%	43%	22%
Female	228,644	2503	99	29%	46%	25%	23%	43%	33%	21%	61%	18%	26%	45%	29%
American Indian or Alaska Native (All)	2,378	2456	99	44%	42%	14%	40%	42%	17%	31%	58%	11%	43%	42%	15%
Asian (All)	41,715	2557	98	15%	41%	44%	12%	32%	56%	11%	54%	35%	13%	38%	49%
Native Hawaiian or Other Pacific Islander (All)	2,113	2481	95	34%	48%	18%	28%	45%	27%	25%	63%	13%	34%	46%	21%
Filipino (All)	9,891	2539	90	17%	50%	33%	12%	39%	49%	13%	62%	26%	15%	43%	42%
Hispanic or Latino (All)	259,134	2464	93	41%	46%	13%	36%	46%	18%	30%	60%	10%	38%	45%	17%
Black or African American (All)	25,284	2446	97	48%	41%	11%	44%	40%	16%	35%	56%	9%	47%	40%	13%
White (All)	106,453	2527	96	20%	46%	35%	18%	41%	41%	14%	61%	26%	19%	45%	36%
Two or more races (All)	19,935	2522	101	23%	45%	33%	20%	40%	40%	16%	59%	25%	22%	43%	35%
English only	264,277	2504	101	28%	46%	27%	25%	42%	33%	20%	61%	20%	27%	44%	29%
Initially fluent English proficient	18,832	2562	89	12%	43%	45%	10%	36%	55%	8%	56%	36%	11%	39%	50%
English learner	96,644	2409	77	64%	33%	3%	57%	38%	5%	48%	50%	2%	59%	37%	5%
Reclassified fluent English proficient	86,477	2521	77	19%	57%	24%	14%	52%	34%	12%	69%	19%	16%	52%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	160	2425	118	50%	38%	12%	54%	30%	16%	45%	44%	11%	50%	36%	14%
English proficiency unknown	513	2470	117	38%	39%	23%	39%	36%	25%	29%	51%	19%	39%	39%	22%
No special education services	411,809	2502	96	28%	47%	24%	24%	45%	31%	20%	62%	18%	26%	46%	28%
Special education services	55,094	2396	94	66%	28%	6%	68%	25%	7%	54%	42%	5%	65%	29%	7%
Not economically disadvantaged	177,698	2539	94	17%	45%	38%	15%	39%	46%	12%	60%	29%	16%	43%	41%
Economically disadvantaged	289,205	2459	93	43%	45%	12%	38%	45%	17%	31%	60%	9%	39%	44%	16%
Migrant	4,121	2433	88	53%	41%	7%	48%	42%	10%	41%	54%	5%	48%	42%	10%
Not migrant	462,782	2490	101	33%	45%	22%	29%	43%	28%	23%	60%	17%	30%	44%	26%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	779	2496	99	29%	46%	25%	26%	47%	27%	19%	62%	19%	29%	45%	26%
Asian (Primary ethnicity—not economically disadvantaged)	27,056	2582	87	8%	38%	54%	7%	27%	66%	6%	51%	42%	8%	34%	58%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	729	2517	96	22%	48%	30%	18%	42%	40%	15%	66%	20%	23%	46%	31%
Filipino (Primary ethnicity—not economically disadvantaged)	6,400	2553	86	13%	49%	38%	9%	36%	54%	10%	61%	30%	12%	41%	47%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,278	2506	94	26%	49%	25%	22%	45%	32%	17%	64%	19%	24%	47%	29%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,139	2487	99	33%	46%	21%	29%	44%	28%	23%	62%	16%	32%	45%	23%
White (Primary ethnicity—not economically disadvantaged)	75,858	2547	89	14%	45%	41%	13%	39%	48%	9%	60%	31%	14%	44%	42%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	12,459	2551	92	14%	44%	42%	12%	37%	51%	9%	58%	32%	14%	42%	45%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,599	2437	93	51%	41%	9%	47%	40%	13%	37%	57%	7%	49%	41%	10%
Asian (Primary ethnicity—economically disadvantaged)	14,659	2510	100	26%	47%	26%	22%	42%	37%	20%	60%	20%	23%	44%	33%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,384	2463	89	41%	48%	11%	33%	47%	20%	30%	61%	9%	40%	45%	15%
Filipino (Primary ethnicity—economically disadvantaged)	3,491	2515	90	23%	52%	25%	18%	44%	38%	17%	64%	18%	20%	46%	33%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	210,856	2454	90	45%	45%	10%	39%	46%	15%	32%	60%	8%	41%	45%	15%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	19,145	2433	93	53%	39%	8%	48%	39%	12%	39%	54%	7%	52%	38%	10%
White (Primary ethnicity—economically disadvantaged)	30,595	2478	96	34%	47%	19%	33%	45%	23%	24%	62%	13%	34%	46%	20%
Two or more races (Primary ethnicity—economically disadvantaged)	7,476	2472	96	38%	45%	17%	35%	43%	22%	27%	60%	13%	36%	45%	19%

**Table 7.E.32 Ethnicity Summary by Economic Status for Claims—ELA, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	455,524	2519	98	32%	48%	20%	32%	44%	24%	20%	64%	16%	24%	48%	28%
Male	231,906	2505	99	36%	45%	18%	39%	43%	19%	22%	63%	15%	29%	47%	24%
Female	223,618	2533	95	28%	50%	22%	26%	45%	29%	17%	65%	17%	20%	48%	32%
American Indian or Alaska Native (All)	2,370	2488	94	41%	47%	13%	45%	42%	14%	26%	64%	10%	35%	48%	17%
Asian (All)	41,589	2587	93	14%	43%	43%	13%	35%	52%	9%	60%	31%	9%	37%	54%
Native Hawaiian or Other Pacific Islander (All)	2,182	2508	90	37%	50%	13%	33%	47%	20%	22%	68%	10%	28%	48%	24%
Filipino (All)	10,383	2568	85	17%	52%	32%	14%	44%	42%	9%	67%	23%	10%	45%	45%
Hispanic or Latino (All)	250,013	2493	90	41%	47%	12%	40%	46%	14%	26%	65%	10%	31%	50%	20%
Black or African American (All)	24,562	2476	94	46%	44%	10%	49%	39%	12%	30%	61%	9%	39%	46%	15%
White (All)	106,037	2554	91	19%	50%	31%	20%	45%	35%	11%	65%	24%	15%	48%	37%
Two or more races (All)	18,388	2550	96	21%	48%	30%	22%	43%	35%	12%	64%	24%	17%	46%	37%
English only	253,956	2533	96	27%	49%	24%	28%	44%	28%	16%	65%	19%	21%	48%	31%
Initially fluent English proficient	18,733	2585	87	13%	46%	41%	12%	41%	47%	6%	63%	31%	8%	40%	52%
English learner	76,513	2429	75	68%	30%	2%	69%	29%	2%	49%	49%	2%	55%	40%	5%
Reclassified fluent English proficient	105,675	2540	78	23%	57%	20%	20%	55%	25%	11%	72%	16%	14%	54%	32%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	182	2451	113	52%	38%	10%	57%	30%	12%	41%	50%	9%	46%	40%	15%
English proficiency unknown	465	2488	109	41%	40%	19%	45%	38%	17%	29%	59%	12%	38%	44%	18%
No special education services	403,277	2532	92	28%	50%	22%	27%	47%	26%	16%	67%	18%	20%	49%	31%
Special education services	52,247	2420	87	68%	27%	4%	75%	21%	4%	53%	43%	4%	60%	34%	6%
Not economically disadvantaged	176,453	2566	90	17%	49%	35%	17%	43%	40%	9%	64%	26%	12%	45%	43%
Economically disadvantaged	279,071	2489	91	42%	47%	11%	42%	45%	13%	27%	64%	9%	32%	49%	18%
Migrant	3,828	2467	89	51%	42%	7%	52%	41%	8%	36%	57%	7%	39%	47%	14%
Not migrant	451,696	2519	98	32%	48%	20%	32%	44%	24%	20%	64%	16%	24%	48%	28%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	802	2525	95	26%	51%	22%	30%	46%	24%	17%	66%	16%	23%	51%	26%
Asian (Primary ethnicity—not economically disadvantaged)	26,719	2611	83	8%	40%	52%	7%	31%	62%	5%	57%	38%	5%	32%	63%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	735	2539	93	26%	53%	22%	23%	46%	31%	15%	70%	15%	19%	45%	36%
Filipino (Primary ethnicity—not economically disadvantaged)	6,761	2580	81	13%	51%	36%	11%	42%	47%	7%	66%	26%	8%	42%	50%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,570	2534	90	26%	52%	22%	25%	49%	26%	15%	68%	18%	19%	50%	31%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,184	2517	95	31%	50%	19%	32%	46%	22%	18%	67%	15%	25%	48%	26%
White (Primary ethnicity—not economically disadvantaged)	76,031	2572	84	13%	50%	37%	14%	44%	41%	7%	65%	28%	10%	47%	43%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	11,651	2577	87	13%	48%	39%	13%	41%	45%	7%	63%	31%	10%	43%	47%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,568	2469	88	48%	44%	8%	52%	39%	8%	30%	63%	7%	42%	47%	12%
Asian (Primary ethnicity—economically disadvantaged)	14,870	2543	96	24%	50%	26%	23%	44%	33%	16%	65%	19%	17%	45%	38%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,447	2493	85	44%	48%	8%	38%	47%	15%	26%	66%	8%	32%	49%	18%
Filipino (Primary ethnicity—economically disadvantaged)	3,622	2544	87	24%	53%	23%	20%	48%	32%	13%	70%	17%	15%	49%	36%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	202,443	2484	88	44%	46%	9%	44%	45%	11%	28%	64%	8%	33%	50%	17%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	18,378	2462	90	52%	41%	7%	54%	37%	8%	34%	60%	7%	44%	45%	11%
White (Primary ethnicity—economically disadvantaged)	30,006	2506	90	33%	51%	16%	37%	46%	18%	20%	67%	13%	27%	52%	21%
Two or more races (Primary ethnicity—economically disadvantaged)	6,737	2503	92	35%	50%	15%	37%	45%	18%	21%	67%	12%	28%	51%	20%

**Table 7.E.33 Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	451,684	2543	103	32%	44%	24%	27%	45%	28%	25%	62%	14%	25%	47%	28%
Male	230,615	2528	105	37%	42%	21%	33%	45%	23%	27%	60%	13%	30%	47%	24%
Female	221,069	2558	99	27%	46%	26%	20%	46%	34%	23%	63%	15%	19%	47%	34%
American Indian or Alaska Native (All)	2,361	2509	100	41%	44%	15%	38%	44%	17%	33%	59%	9%	34%	48%	18%
Asian (All)	42,569	2615	94	13%	38%	49%	10%	33%	58%	10%	63%	27%	9%	36%	56%
Native Hawaiian or Other Pacific Islander (All)	2,298	2527	95	38%	45%	16%	28%	50%	23%	28%	62%	10%	29%	49%	21%
Filipino (All)	10,958	2593	87	16%	48%	36%	10%	43%	47%	12%	68%	19%	10%	44%	46%
Hispanic or Latino (All)	243,585	2514	96	41%	45%	14%	34%	49%	17%	32%	60%	8%	31%	49%	20%
Black or African American (All)	24,785	2495	101	47%	41%	12%	43%	43%	14%	38%	54%	7%	41%	44%	15%
White (All)	107,390	2580	94	19%	45%	36%	16%	44%	40%	13%	65%	21%	15%	47%	38%
Two or more races (All)	17,738	2575	100	21%	44%	35%	18%	42%	40%	16%	64%	20%	17%	45%	38%
English only	248,944	2557	101	26%	45%	29%	22%	45%	33%	20%	63%	17%	21%	47%	32%
Initially fluent English proficient	20,791	2603	92	15%	42%	43%	11%	39%	50%	10%	66%	25%	10%	40%	50%
English learner	64,364	2440	78	72%	26%	2%	63%	34%	2%	62%	37%	1%	59%	37%	4%
Reclassified fluent English proficient	116,923	2558	84	25%	53%	22%	18%	54%	28%	17%	70%	12%	16%	53%	31%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	168	2466	116	61%	28%	10%	57%	29%	13%	49%	44%	7%	48%	37%	15%
English proficiency unknown	494	2507	113	41%	43%	17%	39%	40%	20%	36%	54%	11%	32%	46%	21%
No special education services	402,212	2556	97	27%	46%	26%	21%	48%	31%	20%	65%	15%	20%	49%	31%
Special education services	49,472	2437	91	69%	26%	5%	68%	28%	5%	61%	37%	3%	62%	33%	5%
Not economically disadvantaged	180,889	2591	93	17%	44%	39%	13%	42%	45%	12%	66%	23%	12%	44%	43%
Economically disadvantaged	270,795	2510	96	42%	44%	13%	36%	48%	16%	34%	59%	8%	33%	48%	19%
Migrant	3,549	2484	95	53%	40%	8%	44%	45%	11%	43%	52%	5%	40%	46%	14%
Not migrant	448,135	2543	103	32%	44%	24%	26%	45%	28%	25%	62%	14%	25%	47%	29%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	826	2545	99	29%	45%	25%	27%	45%	28%	22%	64%	14%	24%	49%	27%
Asian (Primary ethnicity—not economically disadvantaged)	27,417	2638	82	7%	35%	58%	5%	27%	68%	6%	61%	33%	5%	31%	65%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	817	2560	92	25%	50%	25%	17%	50%	33%	17%	67%	15%	18%	51%	31%
Filipino (Primary ethnicity—not economically disadvantaged)	7,175	2605	82	13%	47%	40%	7%	40%	53%	10%	69%	22%	7%	42%	51%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,140	2557	94	26%	48%	26%	20%	49%	31%	19%	67%	14%	19%	50%	31%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,772	2537	101	32%	46%	21%	27%	47%	26%	25%	63%	13%	27%	48%	26%
White (Primary ethnicity—not economically disadvantaged)	78,379	2598	86	13%	45%	42%	11%	43%	47%	9%	66%	25%	10%	46%	44%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	11,363	2603	90	13%	43%	44%	11%	39%	51%	9%	66%	25%	10%	43%	47%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,535	2490	95	47%	43%	10%	44%	44%	12%	39%	56%	6%	40%	48%	12%
Asian (Primary ethnicity—economically disadvantaged)	15,152	2572	99	23%	45%	32%	17%	43%	39%	19%	65%	17%	16%	44%	40%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,481	2509	91	46%	43%	11%	34%	49%	17%	34%	59%	7%	35%	48%	16%
Filipino (Primary ethnicity—economically disadvantaged)	3,783	2568	89	23%	50%	27%	15%	49%	36%	18%	68%	14%	15%	47%	37%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	195,445	2504	93	45%	44%	11%	37%	49%	14%	36%	58%	6%	34%	49%	17%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	18,013	2479	96	52%	39%	9%	48%	41%	10%	43%	51%	5%	46%	43%	11%
White (Primary ethnicity—economically disadvantaged)	29,011	2530	96	33%	47%	20%	30%	48%	22%	25%	63%	11%	28%	51%	21%
Two or more races (Primary ethnicity—economically disadvantaged)	6,375	2525	98	36%	46%	18%	32%	47%	21%	28%	62%	10%	30%	49%	21%



**Table 7.E.34 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	449,680	2559	102	32%	44%	24%	28%	47%	25%	18%	66%	15%	25%	47%	28%
Male	229,648	2542	104	38%	42%	21%	35%	46%	20%	22%	64%	14%	31%	47%	23%
Female	220,032	2576	98	27%	46%	28%	21%	48%	31%	15%	68%	17%	19%	48%	33%
American Indian or Alaska Native (All)	2,388	2527	101	41%	43%	16%	38%	46%	16%	25%	65%	10%	36%	46%	18%
Asian (All)	42,360	2631	95	13%	39%	48%	10%	36%	53%	7%	61%	32%	9%	36%	55%
Native Hawaiian or Other Pacific Islander (All)	2,204	2543	95	38%	45%	17%	30%	51%	20%	19%	70%	11%	29%	51%	21%
Filipino (All)	11,679	2604	89	17%	47%	36%	12%	48%	40%	9%	71%	20%	12%	44%	45%
Hispanic or Latino (All)	241,281	2532	95	41%	44%	15%	35%	49%	15%	24%	68%	9%	32%	50%	19%
Black or African American (All)	25,139	2515	99	47%	40%	13%	43%	44%	13%	28%	63%	9%	39%	46%	15%
White (All)	108,514	2593	96	20%	45%	36%	17%	46%	37%	11%	66%	23%	16%	48%	36%
Two or more races (All)	16,115	2586	100	23%	43%	34%	20%	45%	35%	13%	66%	22%	18%	46%	36%
English only	245,465	2572	101	27%	44%	29%	24%	46%	30%	15%	66%	19%	22%	47%	31%
Initially fluent English proficient	22,138	2617	94	15%	42%	43%	13%	43%	45%	7%	64%	29%	11%	41%	48%
English learner	52,868	2451	74	75%	23%	1%	69%	29%	2%	50%	49%	1%	60%	37%	3%
Reclassified fluent English proficient	128,683	2568	86	27%	51%	22%	21%	56%	23%	13%	74%	13%	19%	53%	28%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	136	2466	118	63%	26%	11%	59%	33%	8%	43%	53%	4%	46%	38%	16%
English proficiency unknown	390	2530	105	43%	36%	21%	37%	47%	16%	25%	65%	10%	33%	49%	18%
No special education services	401,605	2571	97	28%	46%	27%	23%	49%	28%	15%	69%	17%	21%	49%	30%
Special education services	48,075	2455	87	71%	25%	5%	70%	26%	4%	49%	48%	3%	59%	36%	5%
Not economically disadvantaged	182,763	2604	95	18%	44%	38%	15%	45%	41%	9%	65%	25%	14%	45%	41%
Economically disadvantaged	266,917	2528	95	42%	43%	14%	37%	48%	15%	25%	67%	8%	33%	49%	18%
Migrant	3,532	2502	95	53%	38%	9%	46%	45%	9%	33%	62%	5%	41%	45%	14%
Not migrant	446,148	2559	102	32%	44%	24%	28%	47%	25%	18%	66%	15%	25%	47%	28%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	862	2560	98	31%	45%	24%	25%	49%	26%	17%	68%	15%	25%	49%	27%
Asian (Primary ethnicity—not economically disadvantaged)	26,886	2655	83	8%	35%	57%	5%	31%	64%	4%	57%	39%	5%	32%	63%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	824	2569	94	29%	46%	25%	20%	52%	28%	15%	69%	17%	20%	50%	30%
Filipino (Primary ethnicity—not economically disadvantaged)	7,712	2618	84	13%	47%	40%	9%	46%	45%	7%	70%	23%	9%	41%	50%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	49,399	2570	95	27%	47%	25%	22%	51%	27%	15%	69%	16%	21%	50%	29%
Black or African American (Primary ethnicity—not economically disadvantaged)	7,141	2554	101	32%	45%	22%	29%	47%	24%	18%	67%	15%	26%	49%	26%
White (Primary ethnicity—not economically disadvantaged)	79,583	2611	90	15%	44%	41%	12%	45%	43%	7%	65%	28%	12%	46%	42%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	10,356	2613	92	15%	43%	42%	13%	43%	44%	8%	65%	27%	12%	44%	44%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,526	2508	97	47%	41%	11%	45%	45%	10%	29%	64%	7%	42%	44%	14%
Asian (Primary ethnicity—economically disadvantaged)	15,474	2589	99	23%	45%	32%	19%	46%	35%	13%	68%	18%	16%	44%	41%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,380	2527	91	43%	44%	12%	35%	50%	15%	22%	71%	7%	33%	51%	15%
Filipino (Primary ethnicity—economically disadvantaged)	3,967	2579	92	25%	48%	28%	18%	52%	29%	13%	72%	14%	17%	48%	35%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	191,882	2522	92	44%	43%	12%	39%	49%	12%	26%	67%	7%	34%	49%	16%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	17,998	2500	94	53%	38%	10%	49%	42%	9%	32%	61%	6%	44%	45%	11%
White (Primary ethnicity—economically disadvantaged)	28,931	2545	97	34%	46%	20%	32%	49%	19%	20%	68%	12%	29%	51%	21%
Two or more races (Primary ethnicity—economically disadvantaged)	5,759	2539	98	38%	44%	19%	34%	48%	18%	22%	67%	11%	30%	49%	20%

**Table 7.E.35 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	436,391	2603	115	21%	45%	34%	23%	41%	36%	16%	59%	25%	18%	44%	37%
Male	221,869	2587	119	25%	44%	31%	28%	41%	31%	18%	58%	23%	23%	45%	33%
Female	214,522	2619	109	17%	46%	37%	17%	41%	42%	14%	60%	26%	14%	44%	42%
American Indian or Alaska Native (All)	2,465	2572	114	26%	47%	27%	32%	44%	25%	21%	60%	19%	26%	47%	27%
Asian (All)	43,299	2674	105	10%	34%	57%	8%	26%	66%	8%	50%	43%	7%	31%	62%
Native Hawaiian or Other Pacific Islander (All)	2,229	2580	109	26%	48%	26%	26%	45%	29%	21%	61%	18%	21%	50%	29%
Filipino (All)	12,845	2651	94	10%	44%	45%	8%	35%	57%	8%	61%	31%	7%	39%	54%
Hispanic or Latino (All)	228,460	2575	109	27%	49%	24%	29%	46%	26%	20%	63%	17%	23%	48%	29%
Black or African American (All)	24,389	2550	114	34%	46%	20%	39%	42%	19%	25%	60%	15%	31%	47%	22%
White (All)	107,676	2637	109	13%	40%	47%	15%	38%	48%	10%	55%	35%	12%	41%	46%
Two or more races (All)	15,028	2628	113	15%	41%	44%	18%	37%	45%	12%	56%	33%	14%	42%	44%
English only	234,410	2616	114	18%	43%	39%	20%	40%	41%	13%	58%	29%	16%	43%	40%
Initially fluent English proficient	32,171	2654	103	10%	40%	50%	11%	35%	54%	8%	55%	37%	9%	37%	54%
English learner	41,796	2469	86	64%	34%	3%	66%	31%	3%	49%	49%	2%	53%	42%	5%
Reclassified fluent English proficient	127,338	2609	98	17%	53%	31%	17%	48%	35%	12%	67%	22%	13%	48%	39%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	166	2522	123	46%	36%	18%	49%	34%	17%	37%	54%	9%	40%	37%	24%
English proficiency unknown	510	2529	122	42%	40%	18%	46%	36%	18%	35%	52%	13%	34%	47%	19%
No special education services	397,722	2614	110	18%	46%	37%	19%	42%	39%	13%	60%	27%	15%	45%	40%
Special education services	38,669	2481	100	57%	35%	7%	64%	31%	6%	44%	50%	6%	51%	41%	8%
Not economically disadvantaged	192,097	2642	108	13%	40%	47%	13%	36%	50%	10%	55%	35%	11%	40%	49%
Economically disadvantaged	244,294	2572	111	28%	48%	24%	30%	45%	25%	21%	62%	17%	24%	47%	29%
Migrant	3,153	2547	110	37%	46%	17%	37%	45%	18%	27%	61%	12%	29%	49%	23%
Not migrant	433,238	2603	115	21%	45%	34%	23%	41%	36%	16%	59%	25%	18%	44%	38%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1,043	2606	111	18%	46%	37%	23%	43%	34%	14%	59%	26%	18%	46%	36%
Asian (Primary ethnicity—not economically disadvantaged)	26,381	2698	93	6%	29%	66%	5%	20%	75%	5%	45%	51%	4%	27%	69%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	971	2609	108	19%	47%	34%	19%	44%	37%	14%	62%	24%	16%	47%	37%
Filipino (Primary ethnicity—not economically disadvantaged)	8,685	2663	90	8%	42%	50%	6%	32%	62%	6%	60%	34%	5%	37%	58%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	55,195	2604	108	19%	47%	33%	21%	44%	35%	15%	61%	24%	17%	47%	37%
Black or African American (Primary ethnicity—not economically disadvantaged)	8,319	2583	113	25%	47%	28%	27%	44%	28%	18%	61%	22%	22%	48%	30%
White (Primary ethnicity—not economically disadvantaged)	81,831	2653	102	10%	38%	52%	11%	36%	53%	7%	54%	39%	9%	40%	51%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	9,672	2655	104	10%	38%	52%	11%	34%	55%	8%	52%	40%	9%	39%	53%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,422	2547	110	33%	48%	19%	39%	44%	17%	26%	61%	13%	31%	48%	21%
Asian (Primary ethnicity—economically disadvantaged)	16,918	2637	111	16%	41%	42%	14%	34%	52%	12%	57%	30%	11%	37%	52%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	1,258	2558	105	32%	49%	19%	32%	45%	22%	26%	61%	12%	25%	53%	23%
Filipino (Primary ethnicity—economically disadvantaged)	4,160	2627	99	15%	49%	36%	12%	41%	47%	12%	64%	25%	10%	44%	46%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	173,265	2565	108	29%	50%	21%	31%	46%	23%	22%	64%	15%	25%	49%	27%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	16,070	2532	110	38%	46%	16%	45%	41%	14%	29%	59%	12%	36%	46%	18%
White (Primary ethnicity—economically disadvantaged)	25,845	2587	114	23%	45%	31%	27%	44%	30%	18%	60%	22%	22%	47%	31%
Two or more races (Primary ethnicity—economically disadvantaged)	5,356	2579	113	25%	47%	28%	29%	43%	28%	19%	62%	19%	24%	47%	28%

**Table 7.E.36 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	448,840	2428	83	34%	34%	32%	29%	46%	25%	25%	49%	26%
Male	230,430	2429	86	33%	33%	33%	29%	45%	26%	26%	47%	26%
Female	218,410	2427	81	35%	35%	30%	30%	46%	24%	24%	50%	26%
American Indian or Alaska Native (All)	2,215	2404	81	45%	33%	21%	36%	47%	17%	34%	49%	17%
Asian (All)	40,966	2492	79	11%	25%	64%	11%	37%	52%	9%	36%	55%
Native Hawaiian or Other Pacific Islander (All)	2,028	2417	76	37%	37%	25%	33%	48%	19%	30%	51%	19%
Filipino (All)	8,673	2463	72	17%	35%	48%	15%	47%	38%	13%	47%	40%
Hispanic or Latino (All)	248,949	2407	76	42%	36%	21%	37%	48%	16%	31%	52%	17%
Black or African American (All)	24,105	2387	80	52%	32%	16%	46%	43%	12%	40%	47%	13%
White (All)	100,440	2456	79	22%	34%	44%	17%	46%	37%	16%	47%	37%
Two or more races (All)	21,464	2451	85	25%	32%	43%	21%	44%	36%	19%	44%	37%
English only	261,862	2436	83	30%	34%	35%	25%	46%	29%	23%	48%	29%
Initially fluent English proficient	16,508	2488	76	13%	28%	59%	9%	39%	51%	9%	39%	52%
English learner	123,270	2388	73	52%	33%	14%	47%	44%	9%	39%	51%	10%
Reclassified fluent English proficient	45,931	2468	65	14%	39%	48%	11%	52%	37%	9%	51%	40%
To be determined	354	2376	94	57%	24%	19%	54%	31%	15%	45%	42%	13%
English proficiency unknown	915	2405	95	46%	28%	26%	40%	39%	21%	35%	44%	21%
No special education services	400,382	2436	79	30%	36%	34%	26%	47%	27%	22%	50%	28%
Special education services	48,458	2362	92	65%	22%	13%	57%	33%	11%	51%	38%	11%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	170,255	2467	79	18%	32%	50%	15%	44%	42%	13%	44%	42%
Economically disadvantaged	278,585	2404	77	44%	35%	21%	38%	47%	15%	33%	51%	16%
Migrant	4,015	2393	72	48%	35%	16%	45%	45%	10%	36%	53%	11%
Not migrant	444,825	2428	83	34%	34%	32%	29%	46%	25%	25%	49%	26%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	692	2434	82	30%	35%	35%	23%	49%	28%	24%	48%	28%
Asian (Primary ethnicity—not economically disadvantaged)	26,877	2512	71	6%	21%	74%	6%	32%	62%	5%	31%	64%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	651	2445	76	25%	38%	37%	22%	46%	32%	20%	49%	32%
Filipino (Primary ethnicity—not economically disadvantaged)	5,514	2473	70	13%	34%	53%	12%	45%	43%	10%	45%	45%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,212	2436	76	29%	37%	34%	24%	49%	27%	21%	51%	28%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,366	2423	79	33%	37%	29%	30%	49%	21%	26%	51%	23%
White (Primary ethnicity—not economically disadvantaged)	70,729	2472	74	15%	33%	52%	11%	44%	44%	11%	45%	44%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	13,214	2476	78	15%	30%	55%	12%	41%	46%	11%	41%	48%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,523	2390	77	52%	33%	15%	42%	46%	12%	38%	50%	12%
Asian (Primary ethnicity—economically disadvantaged)	14,089	2454	80	21%	34%	45%	21%	46%	33%	17%	46%	36%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,377	2404	73	43%	37%	20%	38%	49%	13%	34%	52%	14%
Filipino (Primary ethnicity— economically disadvantaged)	3,159	2445	73	24%	38%	38%	21%	49%	30%	18%	50%	32%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	201,737	2400	74	46%	36%	19%	40%	47%	13%	34%	52%	14%
Black or African American (Primary ethnicity—economically disadvantaged)	18,739	2377	77	57%	31%	12%	50%	41%	9%	44%	46%	10%
White (Primary ethnicity—economically disadvantaged)	29,711	2417	78	38%	37%	25%	30%	49%	20%	28%	51%	21%
Two or more races (Primary ethnicity— economically disadvantaged)	8,250	2409	81	42%	34%	24%	35%	47%	18%	31%	49%	19%

**Table 7.E.37 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	454,506	2463	86	42%	31%	27%	35%	44%	20%	34%	43%	22%
Male	232,371	2465	90	41%	30%	29%	35%	43%	22%	34%	42%	24%
Female	222,135	2461	82	43%	32%	25%	36%	45%	19%	34%	45%	21%
American Indian or Alaska Native (All)	2,271	2436	82	56%	29%	16%	45%	43%	12%	46%	42%	13%
Asian (All)	41,268	2533	82	15%	24%	61%	13%	39%	48%	12%	36%	52%
Native Hawaiian or Other Pacific Islander (All)	2,116	2452	79	46%	33%	21%	39%	47%	13%	37%	46%	16%
Filipino (All)	8,809	2502	76	22%	34%	44%	19%	50%	31%	18%	45%	37%
Hispanic or Latino (All)	251,256	2439	77	53%	31%	16%	45%	44%	11%	43%	44%	13%
Black or African American (All)	24,599	2419	81	62%	26%	12%	54%	39%	8%	52%	38%	9%
White (All)	103,570	2495	81	27%	34%	39%	21%	47%	32%	21%	45%	34%
Two or more races (All)	20,617	2490	88	30%	31%	39%	25%	45%	31%	25%	42%	34%
English only	261,275	2473	86	37%	32%	31%	31%	46%	24%	30%	44%	26%
Initially fluent English proficient	16,950	2525	81	18%	29%	53%	14%	42%	44%	14%	39%	48%
English learner	110,343	2411	72	68%	24%	8%	60%	35%	4%	57%	38%	5%
Reclassified fluent English proficient	64,733	2497	69	24%	39%	37%	18%	56%	27%	18%	51%	31%
To be determined	348	2398	100	68%	18%	14%	64%	26%	10%	60%	29%	11%
English proficiency unknown	857	2437	98	52%	27%	21%	47%	39%	14%	43%	39%	18%
No special education services	402,431	2472	82	38%	33%	29%	31%	47%	22%	30%	45%	24%
Special education services	52,075	2392	90	74%	17%	10%	67%	26%	7%	64%	28%	8%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	173,329	2506	82	23%	32%	45%	18%	46%	36%	18%	43%	39%
Economically disadvantaged	281,177	2436	78	54%	30%	15%	46%	43%	10%	44%	43%	12%
Migrant	4,063	2423	74	61%	27%	11%	53%	40%	7%	50%	41%	9%
Not migrant	450,443	2463	87	42%	31%	27%	35%	44%	20%	34%	43%	23%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	728	2472	83	38%	35%	27%	28%	51%	21%	30%	47%	24%
Asian (Primary ethnicity—not economically disadvantaged)	27,016	2555	73	8%	21%	72%	7%	35%	58%	6%	31%	62%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	668	2478	81	34%	34%	32%	29%	49%	22%	28%	47%	26%
Filipino (Primary ethnicity—not economically disadvantaged)	5,760	2513	73	17%	34%	49%	15%	49%	36%	14%	44%	42%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	47,532	2472	78	36%	36%	29%	29%	50%	21%	29%	48%	24%
Black or African American (Primary ethnicity—not economically disadvantaged)	5,764	2456	82	44%	33%	23%	36%	48%	16%	35%	47%	18%
White (Primary ethnicity—not economically disadvantaged)	73,060	2512	76	19%	34%	47%	14%	47%	38%	15%	44%	41%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	12,801	2518	80	18%	31%	51%	15%	44%	41%	15%	40%	45%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,543	2420	76	64%	26%	10%	53%	40%	7%	53%	39%	8%
Asian (Primary ethnicity—economically disadvantaged)	14,252	2491	83	28%	32%	41%	25%	47%	28%	23%	44%	33%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,448	2440	74	52%	32%	16%	44%	47%	9%	42%	46%	12%
Filipino (Primary ethnicity— economically disadvantaged)	3,049	2481	76	31%	36%	33%	27%	52%	21%	25%	48%	28%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	203,724	2432	75	57%	30%	13%	48%	43%	9%	46%	43%	10%
Black or African American (Primary ethnicity—economically disadvantaged)	18,835	2408	78	67%	24%	9%	59%	36%	5%	57%	36%	7%
White (Primary ethnicity—economically disadvantaged)	30,510	2452	79	45%	34%	20%	37%	48%	15%	37%	47%	16%
Two or more races (Primary ethnicity— economically disadvantaged)	7,816	2445	82	49%	32%	19%	41%	45%	14%	41%	44%	15%



**Table 7.E.38 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	470,484	2486	95	49%	28%	23%	41%	40%	18%	40%	43%	17%
Male	240,161	2486	98	48%	27%	25%	42%	40%	19%	40%	43%	18%
Female	230,323	2485	90	49%	29%	21%	41%	41%	17%	40%	44%	16%
American Indian or Alaska Native (All)	2,384	2456	88	60%	27%	13%	52%	38%	10%	51%	41%	8%
Asian (All)	42,488	2564	91	18%	26%	56%	17%	38%	46%	15%	41%	44%
Native Hawaiian or Other Pacific Islander (All)	2,122	2478	88	52%	30%	19%	43%	43%	14%	42%	45%	13%
Filipino (All)	9,982	2532	83	27%	34%	39%	22%	46%	31%	21%	50%	29%
Hispanic or Latino (All)	261,027	2459	84	60%	27%	13%	52%	39%	9%	49%	42%	8%
Black or African American (All)	25,354	2438	86	68%	22%	9%	60%	34%	6%	58%	36%	6%
White (All)	107,040	2521	90	33%	32%	35%	25%	46%	29%	25%	48%	27%
Two or more races (All)	20,087	2515	96	36%	29%	34%	30%	43%	28%	29%	45%	26%
English only	264,738	2497	95	44%	30%	27%	36%	43%	21%	35%	45%	20%
Initially fluent English proficient	18,921	2554	90	23%	28%	49%	17%	41%	41%	17%	43%	40%
English learner	99,138	2422	74	77%	18%	5%	71%	26%	3%	66%	32%	2%
Reclassified fluent English proficient	86,646	2511	79	37%	36%	28%	29%	50%	20%	28%	53%	19%
To be determined	306	2418	107	71%	18%	11%	68%	22%	10%	64%	28%	8%
English proficiency unknown	735	2457	105	59%	20%	21%	53%	33%	14%	49%	37%	14%
No special education services	415,384	2496	90	44%	30%	25%	37%	43%	20%	36%	46%	18%
Special education services	55,100	2406	90	80%	13%	7%	73%	22%	5%	71%	25%	5%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	179,064	2534	90	28%	31%	41%	22%	44%	33%	22%	47%	31%
Economically disadvantaged	291,420	2456	84	61%	27%	12%	53%	38%	9%	51%	41%	8%
Migrant	4,196	2440	78	68%	24%	8%	62%	33%	5%	58%	37%	5%
Not migrant	466,288	2486	95	48%	28%	23%	41%	41%	18%	40%	43%	17%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	781	2490	89	45%	33%	22%	37%	44%	19%	38%	47%	15%
Asian (Primary ethnicity—not economically disadvantaged)	27,506	2590	80	10%	22%	68%	9%	34%	57%	8%	37%	54%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	727	2511	89	38%	32%	31%	29%	47%	24%	30%	48%	22%
Filipino (Primary ethnicity—not economically disadvantaged)	6,444	2545	81	22%	33%	46%	18%	45%	37%	17%	49%	34%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,720	2496	86	43%	33%	24%	35%	47%	18%	34%	49%	17%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,169	2474	90	52%	29%	18%	44%	43%	13%	43%	45%	12%
White (Primary ethnicity—not economically disadvantaged)	76,163	2541	84	25%	33%	42%	18%	47%	35%	19%	49%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	12,554	2545	88	24%	30%	46%	18%	44%	38%	18%	46%	36%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,603	2440	82	67%	24%	9%	59%	35%	6%	57%	38%	5%
Asian (Primary ethnicity—economically disadvantaged)	14,982	2516	90	33%	32%	34%	31%	44%	25%	27%	48%	25%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,395	2461	82	59%	28%	12%	51%	40%	9%	48%	44%	8%
Filipino (Primary ethnicity— economically disadvantaged)	3,538	2508	83	36%	36%	28%	31%	49%	21%	29%	51%	20%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	212,307	2451	81	64%	26%	10%	56%	37%	7%	53%	41%	6%
Black or African American (Primary ethnicity—economically disadvantaged)	19,185	2426	81	74%	20%	6%	65%	31%	4%	63%	33%	4%
White (Primary ethnicity—economically disadvantaged)	30,877	2474	87	53%	30%	17%	43%	44%	13%	43%	46%	12%
Two or more races (Primary ethnicity— economically disadvantaged)	7,533	2465	87	57%	27%	15%	48%	41%	11%	47%	43%	10%

**Table 7.E.39 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	458,959	2509	110	45%	31%	24%	40%	42%	18%	38%	43%	20%
Male	233,673	2504	114	47%	29%	24%	41%	41%	19%	40%	41%	19%
Female	225,286	2513	105	43%	33%	24%	39%	43%	17%	36%	44%	20%
American Indian or Alaska Native (All)	2,389	2473	107	58%	29%	13%	52%	38%	10%	50%	39%	11%
Asian (All)	42,262	2601	101	16%	26%	58%	15%	37%	48%	14%	36%	50%
Native Hawaiian or Other Pacific Islander (All)	2,209	2496	100	48%	33%	19%	44%	44%	12%	43%	43%	14%
Filipino (All)	10,453	2562	92	24%	36%	40%	21%	50%	30%	20%	47%	33%
Hispanic or Latino (All)	251,967	2478	100	56%	30%	13%	50%	41%	9%	47%	42%	10%
Black or African American (All)	24,605	2453	105	64%	26%	10%	60%	33%	6%	56%	36%	7%
White (All)	106,469	2548	100	29%	36%	35%	25%	47%	28%	24%	47%	29%
Two or more races (All)	18,605	2542	108	32%	33%	35%	29%	43%	28%	27%	43%	30%
English only	254,340	2521	108	39%	33%	28%	35%	44%	21%	33%	44%	23%
Initially fluent English proficient	18,797	2586	101	20%	31%	49%	17%	42%	41%	16%	41%	43%
English learner	78,909	2419	91	80%	16%	4%	74%	24%	2%	70%	28%	2%
Reclassified fluent English proficient	105,925	2531	89	36%	38%	26%	30%	52%	18%	29%	51%	21%
To be determined	318	2426	122	70%	18%	12%	70%	23%	7%	60%	33%	8%
English proficiency unknown	670	2462	123	59%	24%	18%	55%	33%	12%	53%	33%	14%
No special education services	406,717	2523	102	40%	34%	26%	35%	45%	20%	33%	45%	22%
Special education services	52,242	2399	104	82%	13%	5%	77%	19%	4%	74%	22%	4%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	177,744	2563	101	25%	34%	41%	22%	45%	33%	21%	44%	35%
Economically disadvantaged	281,215	2474	101	58%	30%	13%	52%	40%	8%	49%	41%	10%
Migrant	3,898	2459	97	64%	27%	9%	58%	36%	6%	55%	39%	7%
Not migrant	455,061	2509	110	45%	31%	24%	40%	42%	18%	38%	43%	20%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	801	2517	105	40%	35%	24%	35%	44%	20%	36%	43%	20%
Asian (Primary ethnicity—not economically disadvantaged)	27,095	2630	88	8%	22%	70%	8%	33%	60%	7%	31%	62%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	748	2529	101	35%	37%	29%	30%	51%	19%	31%	48%	21%
Filipino (Primary ethnicity—not economically disadvantaged)	6,803	2576	88	19%	35%	46%	17%	49%	35%	15%	46%	39%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,107	2519	99	39%	36%	25%	34%	48%	18%	33%	48%	20%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,189	2498	103	47%	34%	19%	43%	43%	13%	39%	46%	15%
White (Primary ethnicity—not economically disadvantaged)	76,238	2569	91	21%	37%	43%	18%	48%	34%	17%	47%	36%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	11,763	2574	98	21%	33%	46%	19%	44%	37%	18%	43%	39%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,588	2450	101	66%	26%	8%	60%	35%	5%	56%	37%	6%
Asian (Primary ethnicity—economically disadvantaged)	15,167	2549	102	29%	34%	37%	27%	46%	28%	25%	45%	30%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,461	2480	96	55%	32%	13%	51%	41%	8%	49%	40%	11%
Filipino (Primary ethnicity— economically disadvantaged)	3,650	2535	94	33%	38%	29%	28%	52%	20%	28%	49%	23%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	203,860	2468	97	60%	29%	11%	54%	40%	7%	51%	41%	8%
Black or African American (Primary ethnicity—economically disadvantaged)	18,416	2437	101	70%	23%	7%	66%	30%	4%	62%	33%	5%
White (Primary ethnicity—economically disadvantaged)	30,231	2495	101	49%	34%	17%	43%	45%	12%	40%	46%	14%
Two or more races (Primary ethnicity— economically disadvantaged)	6,842	2486	103	53%	32%	16%	46%	43%	11%	44%	43%	13%

**Table 7.E.40 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	455,459	2525	115	45%	29%	25%	37%	43%	20%	29%	51%	20%
Male	232,646	2522	119	46%	28%	26%	38%	42%	20%	31%	50%	19%
Female	222,813	2528	111	44%	31%	25%	37%	44%	20%	27%	53%	20%
American Indian or Alaska Native (All)	2,362	2489	106	57%	29%	14%	47%	42%	11%	39%	51%	10%
Asian (All)	43,244	2628	107	15%	23%	63%	13%	35%	53%	9%	39%	52%
Native Hawaiian or Other Pacific Islander (All)	2,320	2509	104	51%	31%	18%	41%	46%	13%	31%	55%	14%
Filipino (All)	11,003	2581	99	24%	34%	42%	19%	48%	33%	14%	53%	33%
Hispanic or Latino (All)	245,783	2489	103	58%	29%	14%	48%	43%	10%	37%	53%	10%
Black or African American (All)	24,848	2466	105	66%	24%	10%	57%	36%	7%	45%	48%	7%
White (All)	107,993	2567	105	29%	34%	37%	22%	47%	31%	18%	53%	29%
Two or more races (All)	17,906	2560	114	32%	31%	36%	26%	44%	30%	21%	50%	29%
English only	249,444	2539	113	39%	31%	29%	32%	44%	24%	26%	51%	23%
Initially fluent English proficient	20,883	2598	110	23%	29%	48%	18%	41%	41%	14%	46%	40%
English learner	66,842	2423	92	83%	13%	4%	71%	26%	2%	57%	41%	3%
Reclassified fluent English proficient	117,223	2540	99	40%	35%	25%	32%	49%	19%	23%	58%	19%
To be determined	325	2423	117	79%	12%	9%	63%	31%	6%	51%	42%	6%
English proficiency unknown	742	2472	121	61%	23%	16%	52%	37%	11%	41%	49%	10%
No special education services	405,940	2539	109	41%	32%	28%	33%	45%	22%	25%	53%	22%
Special education services	49,519	2411	101	84%	12%	5%	73%	23%	4%	63%	34%	3%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	182,388	2581	108	26%	32%	43%	20%	44%	36%	16%	50%	34%
Economically disadvantaged	273,071	2487	104	59%	28%	13%	49%	42%	10%	38%	52%	10%
Migrant	3,586	2467	99	66%	24%	9%	55%	39%	6%	42%	51%	7%
Not migrant	451,873	2525	115	45%	29%	25%	37%	43%	20%	29%	51%	20%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	827	2529	107	42%	34%	24%	33%	47%	20%	28%	54%	18%
Asian (Primary ethnicity—not economically disadvantaged)	27,778	2658	93	8%	19%	74%	7%	29%	64%	4%	32%	63%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	822	2547	101	35%	38%	28%	28%	51%	22%	22%	57%	21%
Filipino (Primary ethnicity—not economically disadvantaged)	7,181	2595	95	19%	33%	48%	15%	47%	38%	11%	52%	38%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	48,820	2532	104	41%	34%	25%	32%	49%	19%	25%	56%	19%
Black or African American (Primary ethnicity—not economically disadvantaged)	6,815	2509	108	50%	31%	19%	41%	45%	14%	31%	54%	15%
White (Primary ethnicity—not economically disadvantaged)	78,697	2588	97	21%	35%	44%	16%	47%	37%	13%	52%	35%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	11,448	2594	104	21%	31%	48%	16%	43%	40%	13%	48%	39%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,535	2467	99	66%	26%	9%	55%	39%	6%	44%	49%	7%
Asian (Primary ethnicity—economically disadvantaged)	15,466	2574	110	28%	30%	42%	23%	44%	32%	17%	51%	32%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,498	2488	99	60%	28%	13%	48%	43%	8%	36%	54%	9%
Filipino (Primary ethnicity— economically disadvantaged)	3,822	2553	101	33%	35%	32%	27%	50%	23%	19%	57%	24%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	196,963	2479	100	62%	27%	11%	51%	41%	7%	40%	52%	8%
Black or African American (Primary ethnicity—economically disadvantaged)	18,033	2450	98	72%	22%	6%	63%	33%	4%	50%	45%	5%
White (Primary ethnicity—economically disadvantaged)	29,296	2510	104	49%	33%	18%	39%	47%	14%	32%	55%	13%
Two or more races (Primary ethnicity— economically disadvantaged)	6,458	2502	106	53%	31%	16%	43%	45%	12%	34%	53%	13%

**Table 7.E.41 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	452,345	2540	124	45%	30%	25%	42%	37%	22%	33%	46%	21%
Male	231,217	2534	128	48%	28%	24%	44%	35%	21%	37%	43%	20%
Female	221,128	2547	120	43%	31%	26%	40%	39%	22%	29%	49%	22%
American Indian or Alaska Native (All)	2,363	2504	114	58%	28%	15%	53%	35%	12%	43%	45%	12%
Asian (All)	42,920	2652	118	15%	23%	62%	15%	30%	55%	11%	34%	55%
Native Hawaiian or Other Pacific Islander (All)	2,208	2525	112	49%	32%	19%	46%	39%	15%	36%	49%	16%
Filipino (All)	11,755	2597	111	25%	34%	41%	23%	42%	35%	17%	49%	34%
Hispanic or Latino (All)	243,033	2503	110	57%	29%	14%	53%	36%	11%	41%	48%	11%
Black or African American (All)	25,075	2478	111	66%	24%	10%	61%	31%	8%	50%	42%	8%
White (All)	108,763	2584	116	30%	34%	36%	26%	42%	32%	22%	48%	30%
Two or more races (All)	16,228	2572	124	35%	32%	34%	30%	39%	30%	25%	46%	29%
English only	245,289	2554	123	40%	31%	28%	36%	39%	25%	30%	47%	24%
Initially fluent English proficient	22,198	2614	123	25%	29%	46%	21%	36%	42%	17%	42%	41%
English learner	55,033	2428	96	83%	13%	4%	81%	17%	2%	65%	32%	3%
Reclassified fluent English proficient	128,949	2549	110	42%	34%	24%	38%	42%	19%	28%	52%	19%
To be determined	284	2425	128	77%	12%	11%	71%	23%	7%	63%	30%	7%
English proficiency unknown	592	2477	134	62%	24%	14%	61%	27%	11%	51%	37%	12%
No special education services	404,385	2554	119	41%	32%	27%	37%	39%	24%	29%	49%	23%
Special education services	47,960	2420	102	83%	12%	4%	81%	16%	4%	71%	26%	3%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	183,723	2598	119	27%	32%	41%	24%	39%	37%	19%	45%	36%
Economically disadvantaged	268,622	2501	111	58%	28%	14%	54%	35%	11%	43%	47%	11%
Migrant	3,589	2479	106	64%	26%	10%	61%	33%	6%	47%	46%	7%
Not migrant	448,756	2541	124	45%	30%	25%	41%	37%	22%	33%	46%	21%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	856	2545	115	44%	31%	25%	39%	40%	21%	30%	49%	21%
Asian (Primary ethnicity—not economically disadvantaged)	27,193	2685	102	8%	19%	73%	8%	26%	66%	5%	28%	67%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	822	2556	116	39%	33%	28%	35%	41%	24%	28%	48%	24%
Filipino (Primary ethnicity—not economically disadvantaged)	7,751	2615	106	20%	34%	46%	18%	42%	40%	13%	48%	39%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	49,909	2546	113	42%	34%	24%	38%	42%	20%	30%	51%	19%
Black or African American (Primary ethnicity—not economically disadvantaged)	7,124	2523	116	50%	30%	19%	46%	38%	16%	36%	48%	15%
White (Primary ethnicity—not economically disadvantaged)	79,654	2606	109	23%	34%	43%	19%	42%	39%	17%	47%	36%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	10,414	2607	116	24%	33%	44%	20%	40%	40%	17%	45%	38%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,507	2480	107	65%	26%	9%	60%	32%	8%	50%	43%	7%
Asian (Primary ethnicity—economically disadvantaged)	15,727	2595	122	28%	30%	42%	27%	38%	36%	19%	45%	36%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,386	2507	105	55%	32%	13%	52%	39%	9%	40%	49%	11%
Filipino (Primary ethnicity— economically disadvantaged)	4,004	2563	112	36%	34%	30%	34%	41%	25%	24%	52%	23%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	193,124	2492	106	61%	28%	11%	57%	35%	9%	45%	47%	8%
Black or African American (Primary ethnicity—economically disadvantaged)	17,951	2460	104	72%	21%	7%	67%	28%	5%	55%	40%	5%
White (Primary ethnicity—economically disadvantaged)	29,109	2522	111	50%	32%	17%	44%	41%	15%	37%	49%	14%
Two or more races (Primary ethnicity— economically disadvantaged)	5,814	2510	113	55%	30%	15%	49%	38%	13%	41%	47%	12%

**Table 7.E.42 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	436,197	2565	129	51%	27%	22%	41%	43%	16%	29%	54%	17%
Male	221,761	2561	135	53%	25%	22%	42%	42%	17%	31%	52%	18%
Female	214,436	2569	122	49%	29%	22%	41%	45%	14%	27%	57%	16%
American Indian or Alaska Native (All)	2,449	2527	120	64%	23%	13%	51%	39%	9%	37%	53%	9%
Asian (All)	43,515	2683	123	17%	23%	59%	15%	41%	44%	9%	43%	48%
Native Hawaiian or Other Pacific Islander (All)	2,208	2545	116	56%	30%	14%	47%	44%	9%	33%	57%	10%
Filipino (All)	12,881	2617	111	31%	34%	35%	26%	52%	22%	15%	60%	25%
Hispanic or Latino (All)	228,389	2527	113	63%	25%	11%	51%	42%	7%	36%	56%	8%
Black or African American (All)	24,280	2501	114	71%	21%	8%	61%	34%	5%	43%	52%	6%
White (All)	107,420	2604	124	38%	31%	31%	29%	48%	23%	21%	55%	24%
Two or more races (All)	15,055	2590	130	43%	28%	29%	34%	44%	22%	24%	53%	23%
English only	233,611	2577	128	47%	28%	24%	37%	45%	18%	27%	54%	19%
Initially fluent English proficient	32,187	2625	129	34%	28%	38%	26%	46%	28%	18%	52%	30%
English learner	42,489	2448	102	87%	9%	4%	76%	22%	2%	53%	45%	3%
Reclassified fluent English proficient	127,085	2568	115	51%	30%	20%	40%	47%	13%	27%	58%	14%
To be determined	203	2510	137	65%	20%	14%	51%	42%	8%	41%	49%	10%
English proficiency unknown	622	2499	129	69%	20%	11%	57%	34%	9%	44%	48%	8%
No special education services	397,893	2577	125	47%	29%	24%	38%	45%	17%	26%	56%	18%
Special education services	38,304	2437	100	89%	8%	3%	78%	20%	2%	58%	40%	2%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	191,988	2612	128	36%	30%	34%	28%	46%	25%	20%	53%	27%
Economically disadvantaged	244,209	2528	117	63%	25%	12%	51%	41%	8%	36%	55%	9%
Migrant	3,147	2513	111	68%	22%	9%	55%	40%	5%	37%	57%	6%
Not migrant	433,050	2565	129	51%	27%	22%	41%	43%	16%	29%	54%	17%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1,042	2564	120	53%	28%	19%	41%	44%	15%	27%	58%	15%
Asian (Primary ethnicity—not economically disadvantaged)	26,499	2713	112	11%	20%	69%	10%	37%	53%	6%	37%	58%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	961	2578	116	45%	34%	21%	36%	50%	14%	24%	63%	14%
Filipino (Primary ethnicity—not economically disadvantaged)	8,718	2631	108	26%	35%	39%	22%	53%	25%	13%	58%	28%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	55,209	2556	117	53%	29%	17%	42%	46%	12%	29%	58%	13%
Black or African American (Primary ethnicity—not economically disadvantaged)	8,305	2535	117	59%	27%	13%	51%	41%	8%	34%	56%	9%
White (Primary ethnicity—not economically disadvantaged)	81,571	2623	119	31%	33%	36%	23%	49%	27%	17%	55%	28%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	9,683	2623	125	32%	30%	38%	25%	47%	28%	18%	52%	30%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1,407	2500	112	73%	19%	8%	59%	35%	5%	44%	50%	5%
Asian (Primary ethnicity—economically disadvantaged)	17,016	2636	125	28%	29%	44%	24%	46%	30%	15%	52%	33%
Native Hawaiian or Other Pacific Islander (Primary ethnicity— economically disadvantaged)	1,247	2519	110	64%	27%	9%	56%	39%	5%	39%	53%	7%
Filipino (Primary ethnicity— economically disadvantaged)	4,163	2588	112	41%	34%	25%	34%	50%	16%	20%	63%	17%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	173,180	2518	110	66%	24%	9%	54%	40%	6%	38%	56%	6%
Black or African American (Primary ethnicity—economically disadvantaged)	15,975	2483	108	76%	18%	6%	66%	31%	3%	47%	49%	4%
White (Primary ethnicity—economically disadvantaged)	25,849	2543	119	58%	27%	15%	45%	44%	11%	33%	55%	11%
Two or more races (Primary ethnicity— economically disadvantaged)	5,372	2531	118	62%	24%	13%	50%	40%	10%	36%	55%	10%

**Table 7.E.43 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	6,773	2411	93	38%	40%	22%	30%	50%	21%	21%	61%	18%	35%	47%	18%
Male	3,563	2403	93	42%	39%	20%	34%	49%	17%	22%	61%	17%	37%	46%	16%
Female	3,210	2421	92	34%	41%	25%	25%	50%	24%	19%	62%	19%	32%	48%	20%
American Indian or Alaska Native (All)	23	2372	96	48%	43%	9%	30%	52%	17%	22%	65%	13%	48%	43%	9%
Asian (All)	657	2472	90	16%	40%	44%	12%	42%	45%	10%	54%	35%	17%	45%	38%
Native Hawaiian or Other Pacific Islander (All)	36	2360	74	58%	36%	6%	50%	44%	6%	44%	50%	6%	53%	47%	NA
Filipino (All)	116	2454	80	20%	48%	32%	11%	53%	35%	7%	64%	29%	22%	53%	26%
Hispanic or Latino (All)	3,723	2388	85	47%	39%	14%	38%	50%	13%	26%	63%	11%	42%	47%	11%
Black or African American (All)	379	2377	86	55%	34%	12%	40%	47%	13%	30%	61%	9%	47%	42%	11%
White (All)	1,540	2444	90	24%	43%	33%	18%	52%	30%	13%	59%	28%	24%	49%	27%
Two or more races (All)	299	2438	92	30%	35%	35%	21%	51%	28%	16%	57%	28%	26%	52%	22%
English only	3,999	2425	93	32%	41%	27%	24%	51%	25%	17%	61%	21%	30%	49%	21%
Initially fluent English proficient	246	2476	85	15%	42%	43%	9%	50%	40%	8%	54%	38%	13%	47%	40%
English learner	1,820	2356	75	62%	32%	6%	52%	43%	6%	35%	59%	5%	56%	40%	4%
Reclassified fluent English proficient	702	2455	70	16%	53%	31%	10%	59%	31%	8%	68%	25%	15%	58%	27%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,020	2419	90	35%	41%	24%	26%	51%	23%	18%	63%	19%	31%	49%	19%
Special education services	753	2345	86	65%	26%	9%	58%	35%	7%	44%	49%	7%	63%	31%	7%
Not economically disadvantaged	2,604	2458	86	19%	43%	39%	14%	51%	35%	10%	59%	31%	20%	50%	30%
Economically disadvantaged	4,169	2382	84	50%	38%	12%	40%	49%	12%	28%	62%	10%	44%	46%	10%
Migrant	47	2366	82	70%	30%	NA	40%	51%	9%	32%	57%	11%	40%	53%	6%
Not migrant	6,726	2412	93	38%	40%	22%	30%	50%	21%	21%	61%	18%	35%	47%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	445	2495	79	9%	38%	53%	6%	39%	55%	6%	51%	42%	10%	45%	45%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	73	2465	77	18%	48%	34%	10%	55%	36%	4%	63%	33%	16%	56%	27%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	715	2430	85	27%	46%	28%	20%	56%	24%	13%	67%	19%	27%	52%	20%
Black or African American (Primary ethnicity—not economically disadvantaged)	94	2411	88	39%	39%	21%	27%	54%	19%	18%	66%	16%	37%	44%	19%
White (Primary ethnicity—not economically disadvantaged)	1,077	2465	83	16%	44%	41%	12%	52%	36%	9%	57%	34%	17%	50%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	185	2468	83	16%	36%	48%	12%	51%	37%	9%	55%	37%	16%	56%	29%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	18	2364	92	44%	50%	6%	39%	50%	11%	22%	67%	11%	44%	50%	6%
Asian (Primary ethnicity—economically disadvantaged)	212	2424	93	32%	44%	24%	25%	50%	25%	18%	61%	21%	32%	45%	23%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	26	2347	64	65%	35%	NA	58%	42%	NA	58%	38%	4%	54%	46%	NA
Filipino (Primary ethnicity—economically disadvantaged)	43	2435	81	23%	49%	28%	14%	51%	35%	12%	65%	23%	30%	47%	23%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,008	2378	82	52%	37%	11%	42%	49%	10%	29%	63%	9%	46%	46%	9%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	285	2365	83	60%	32%	9%	44%	45%	11%	33%	60%	7%	51%	42%	8%
White (Primary ethnicity—economically disadvantaged)	463	2397	88	42%	42%	16%	33%	51%	16%	23%	65%	13%	40%	47%	13%
Two or more races (Primary ethnicity—economically disadvantaged)	114	2388	85	52%	34%	14%	37%	49%	14%	27%	60%	13%	43%	46%	11%

**Table 7.E.44 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	6,871	2450	99	30%	47%	23%	29%	54%	17%	28%	56%	16%	34%	48%	18%
Male	3,525	2441	100	34%	46%	21%	34%	52%	14%	30%	54%	16%	37%	47%	16%
Female	3,346	2460	95	27%	49%	25%	24%	56%	20%	25%	58%	17%	30%	50%	19%
American Indian or Alaska Native (All)	34	2436	90	32%	50%	18%	35%	62%	3%	21%	68%	12%	32%	53%	15%
Asian (All)	624	2512	95	14%	42%	43%	11%	49%	40%	13%	53%	34%	14%	49%	37%
Native Hawaiian or Other Pacific Islander (All)	29	2421	94	34%	48%	17%	34%	52%	14%	38%	52%	10%	52%	38%	10%
Filipino (All)	157	2496	83	15%	50%	34%	17%	59%	25%	13%	60%	27%	19%	50%	31%
Hispanic or Latino (All)	3,777	2423	90	38%	48%	14%	37%	54%	9%	35%	56%	9%	42%	48%	10%
Black or African American (All)	353	2418	94	37%	49%	14%	42%	49%	9%	37%	53%	10%	48%	42%	10%
White (All)	1,590	2488	95	19%	46%	35%	18%	56%	26%	17%	59%	25%	21%	51%	27%
Two or more races (All)	307	2477	98	24%	47%	30%	19%	57%	24%	18%	60%	23%	25%	49%	25%
English only	3,943	2463	98	25%	48%	27%	25%	56%	19%	23%	57%	19%	29%	50%	21%
Initially fluent English proficient	292	2520	92	13%	39%	47%	11%	48%	41%	10%	55%	35%	13%	47%	40%
English learner	1,676	2383	78	56%	39%	5%	54%	43%	3%	49%	48%	4%	58%	38%	3%
Reclassified fluent English proficient	952	2491	75	11%	59%	30%	11%	67%	22%	14%	67%	20%	15%	59%	25%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,101	2460	95	27%	49%	24%	25%	57%	18%	24%	59%	18%	30%	51%	19%
Special education services	770	2369	92	61%	32%	8%	67%	28%	6%	57%	38%	5%	64%	31%	5%
Not economically disadvantaged	2,642	2500	91	15%	46%	39%	14%	56%	30%	13%	59%	28%	17%	52%	31%
Economically disadvantaged	4,229	2419	90	40%	48%	12%	39%	53%	9%	37%	55%	9%	44%	46%	10%
Migrant	52	2391	81	62%	31%	8%	58%	37%	6%	48%	50%	2%	60%	33%	8%
Not migrant	6,819	2451	99	30%	47%	23%	29%	54%	17%	27%	56%	16%	34%	49%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	421	2538	83	8%	40%	52%	5%	45%	50%	7%	52%	41%	8%	47%	45%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	118	2505	81	13%	49%	38%	13%	60%	27%	10%	62%	28%	14%	49%	36%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	695	2464	90	24%	51%	25%	24%	60%	16%	22%	60%	18%	27%	55%	18%
Black or African American (Primary ethnicity—not economically disadvantaged)	82	2466	97	22%	50%	28%	27%	55%	18%	20%	62%	18%	29%	51%	20%
White (Primary ethnicity—not economically disadvantaged)	1,124	2510	86	12%	45%	43%	11%	57%	32%	10%	59%	31%	14%	52%	34%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	186	2502	93	19%	42%	39%	15%	55%	30%	10%	61%	28%	16%	52%	32%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	25	2409	78	40%	52%	8%	44%	56%	NA	28%	68%	4%	36%	56%	8%
Asian (Primary ethnicity—economically disadvantaged)	203	2459	95	28%	47%	25%	25%	56%	19%	26%	56%	18%	27%	54%	19%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	22	2406	86	41%	45%	14%	32%	64%	5%	45%	50%	5%	55%	36%	9%
Filipino (Primary ethnicity—economically disadvantaged)	39	2467	84	23%	54%	23%	28%	54%	18%	23%	54%	23%	33%	51%	15%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,082	2414	88	42%	47%	11%	40%	53%	7%	38%	55%	7%	46%	46%	9%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	271	2404	88	42%	48%	10%	47%	47%	6%	42%	50%	8%	54%	39%	8%
White (Primary ethnicity—economically disadvantaged)	466	2433	94	35%	48%	17%	35%	52%	12%	32%	58%	10%	38%	51%	11%
Two or more races (Primary ethnicity—economically disadvantaged)	121	2440	94	31%	54%	16%	26%	59%	16%	29%	58%	13%	40%	44%	16%

**Table 7.E.45 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	7,104	2479	102	33%	45%	22%	26%	54%	20%	25%	60%	16%	39%	42%	19%
Male	3,682	2469	103	37%	44%	19%	31%	53%	17%	27%	58%	15%	42%	41%	18%
Female	3,422	2491	100	29%	46%	25%	22%	56%	23%	22%	61%	17%	36%	44%	21%
American Indian or Alaska Native (All)	39	2477	110	33%	41%	26%	28%	51%	21%	23%	64%	13%	38%	41%	21%
Asian (All)	637	2544	103	16%	40%	44%	13%	45%	42%	13%	53%	34%	18%	40%	42%
Native Hawaiian or Other Pacific Islander (All)	36	2448	106	50%	39%	11%	28%	58%	14%	39%	47%	14%	50%	36%	14%
Filipino (All)	157	2519	101	25%	41%	34%	17%	51%	32%	18%	61%	22%	25%	44%	31%
Hispanic or Latino (All)	3,910	2452	93	41%	46%	13%	33%	56%	11%	30%	60%	9%	48%	41%	11%
Black or African American (All)	362	2440	95	46%	43%	11%	38%	50%	11%	32%	60%	8%	52%	40%	8%
White (All)	1,682	2518	97	20%	47%	33%	15%	54%	30%	15%	61%	24%	25%	46%	29%
Two or more races (All)	281	2515	103	21%	47%	32%	19%	52%	30%	15%	59%	25%	27%	43%	31%
English only	4,015	2494	101	28%	46%	26%	22%	54%	24%	20%	62%	18%	34%	44%	23%
Initially fluent	295	2550	101	16%	39%	45%	11%	49%	40%	8%	53%	39%	18%	41%	40%
English proficient															
English learner	1,504	2401	77	62%	35%	3%	51%	46%	3%	50%	47%	3%	71%	26%	3%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Reclassified fluent English proficient	1,277	2509	80	19%	56%	25%	12%	66%	22%	12%	70%	18%	23%	55%	22%
To be determined	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,324	2491	97	29%	48%	24%	22%	57%	22%	21%	62%	17%	34%	45%	21%
Special education services	780	2387	92	69%	25%	6%	64%	32%	4%	56%	39%	5%	75%	19%	6%
Not economically disadvantaged	2,753	2530	97	17%	45%	37%	12%	53%	34%	12%	60%	28%	22%	45%	33%
Economically disadvantaged	4,351	2447	92	43%	45%	12%	35%	55%	10%	32%	59%	8%	50%	40%	10%
Migrant	69	2425	83	57%	35%	9%	45%	49%	6%	41%	54%	6%	61%	33%	6%
Not migrant	7,035	2480	102	33%	45%	22%	26%	54%	20%	24%	60%	16%	39%	42%	19%
American Indian or Alaska Native (Primary ethnicity— not economically disadvantaged)	13	2541	99	15%	38%	46%	8%	54%	38%	NA	77%	23%	23%	46%	31%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Asian (Primary ethnicity—not economically disadvantaged)	413	2570	97	11%	36%	54%	8%	39%	53%	10%	51%	40%	11%	38%	51%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	105	2530	103	24%	36%	40%	12%	50%	38%	13%	63%	24%	23%	43%	34%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	753	2499	93	24%	51%	25%	16%	62%	22%	16%	65%	19%	31%	47%	22%
Black or African American (Primary ethnicity—not economically disadvantaged)	105	2468	99	34%	50%	15%	30%	55%	15%	24%	62%	14%	43%	43%	14%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
White (Primary ethnicity—not economically disadvantaged)	1,173	2539	90	14%	46%	40%	10%	53%	36%	10%	60%	30%	18%	47%	35%
Two or more races (Primary ethnicity—not economically disadvantaged)	182	2544	95	12%	46%	42%	10%	50%	40%	10%	58%	32%	18%	43%	40%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	26	2445	102	42%	42%	15%	38%	50%	12%	35%	58%	8%	46%	38%	15%
Asian (Primary ethnicity—economically disadvantaged)	224	2498	98	26%	47%	27%	21%	56%	23%	19%	58%	23%	32%	45%	24%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	27	2420	99	67%	30%	4%	37%	56%	7%	48%	41%	11%	63%	26%	11%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Filipino (Primary ethnicity—economically disadvantaged)	52	2495	93	29%	50%	21%	25%	54%	21%	27%	56%	17%	29%	46%	25%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,157	2441	89	45%	45%	10%	37%	55%	8%	34%	59%	7%	52%	39%	8%
Black or African American (Primary ethnicity—economically disadvantaged)	257	2428	91	50%	40%	9%	42%	48%	10%	35%	59%	5%	56%	38%	6%
White (Primary ethnicity—economically disadvantaged)	509	2468	96	33%	51%	16%	28%	57%	16%	27%	63%	10%	41%	42%	17%
Two or more races (Primary ethnicity—economically disadvantaged)	99	2460	94	37%	48%	14%	33%	56%	11%	24%	63%	13%	43%	42%	14%

**Table 7.E.46 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	6,948	2510	101	32%	48%	20%	29%	53%	18%	21%	63%	17%	32%	50%	18%
Male	3,505	2500	101	35%	46%	19%	34%	52%	15%	23%	62%	15%	35%	49%	16%
Female	3,443	2521	99	29%	49%	22%	25%	54%	22%	18%	63%	19%	28%	51%	21%
American Indian or Alaska Native (All)	36	2482	108	47%	42%	11%	47%	36%	17%	22%	56%	22%	42%	44%	14%
Asian (All)	623	2583	89	11%	44%	45%	11%	49%	40%	7%	64%	29%	11%	49%	40%
Native Hawaiian or Other Pacific Islander (All)	40	2486	95	45%	45%	10%	33%	58%	10%	23%	65%	13%	40%	53%	8%
Filipino (All)	143	2557	84	15%	55%	29%	10%	56%	34%	12%	65%	23%	14%	57%	29%
Hispanic or Latino (All)	3,861	2483	92	40%	48%	12%	37%	54%	10%	27%	63%	11%	40%	50%	11%
Black or African American (All)	377	2469	93	45%	47%	8%	40%	53%	7%	29%	63%	8%	47%	43%	10%
White (All)	1,581	2550	98	20%	47%	32%	19%	51%	30%	11%	62%	27%	20%	52%	28%
Two or more races (All)	287	2539	98	23%	48%	28%	21%	53%	26%	13%	64%	23%	22%	56%	21%
English only	3,840	2526	100	27%	48%	25%	24%	54%	22%	16%	64%	20%	27%	52%	21%
Initially fluent English proficient	272	2575	96	14%	46%	40%	11%	48%	41%	8%	62%	30%	16%	45%	39%
English learner	1,193	2422	76	64%	34%	2%	65%	33%	2%	50%	48%	2%	65%	33%	2%
Reclassified fluent English proficient	1,632	2529	81	24%	57%	19%	18%	65%	17%	11%	70%	18%	22%	59%	19%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,129	2524	95	28%	50%	23%	24%	56%	20%	16%	65%	19%	27%	53%	20%
Special education services	819	2411	86	67%	30%	3%	69%	28%	3%	54%	43%	3%	69%	28%	3%
Not economically disadvantaged	2,606	2561	95	16%	48%	36%	14%	53%	32%	10%	62%	28%	17%	51%	32%
Economically disadvantaged	4,342	2480	92	42%	47%	11%	38%	52%	9%	27%	63%	10%	41%	50%	10%
Migrant	54	2455	101	48%	39%	13%	50%	43%	7%	41%	56%	4%	50%	41%	9%
Not migrant	6,894	2511	101	32%	48%	20%	29%	53%	18%	20%	63%	17%	32%	50%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	388	2609	78	5%	40%	55%	5%	45%	50%	4%	60%	36%	5%	45%	50%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	14	2519	99	29%	57%	14%	21%	64%	14%	14%	57%	29%	21%	64%	14%
Filipino (Primary ethnicity—not economically disadvantaged)	96	2570	80	10%	56%	33%	8%	58%	33%	8%	64%	28%	8%	59%	32%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	710	2527	93	25%	52%	23%	21%	60%	19%	14%	65%	20%	26%	52%	21%
Black or African American (Primary ethnicity—not economically disadvantaged)	96	2507	103	29%	52%	19%	26%	58%	16%	25%	59%	16%	32%	48%	20%
White (Primary ethnicity—not economically disadvantaged)	1,122	2569	92	14%	47%	39%	13%	52%	35%	8%	61%	31%	15%	52%	34%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	170	2572	90	14%	46%	39%	13%	49%	38%	6%	63%	31%	12%	56%	32%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	26	2452	99	58%	38%	4%	54%	38%	8%	31%	58%	12%	54%	35%	12%
Asian (Primary ethnicity—economically disadvantaged)	235	2539	90	21%	52%	27%	21%	56%	23%	13%	69%	17%	19%	57%	24%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	26	2468	90	54%	38%	8%	38%	54%	8%	27%	69%	4%	50%	46%	4%
Filipino (Primary ethnicity—economically disadvantaged)	47	2530	89	26%	53%	21%	15%	51%	34%	19%	68%	13%	26%	53%	21%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,151	2473	89	44%	47%	9%	40%	52%	7%	29%	62%	9%	43%	49%	8%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	281	2457	85	51%	45%	4%	44%	51%	5%	31%	64%	5%	52%	42%	7%
White (Primary ethnicity—economically disadvantaged)	459	2503	97	35%	48%	17%	33%	51%	17%	20%	63%	18%	33%	54%	13%
Two or more races (Primary ethnicity—economically disadvantaged)	117	2491	89	37%	51%	12%	32%	59%	9%	22%	67%	11%	37%	57%	6%

**Table 7.E.47 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	6,898	2531	105	33%	44%	23%	27%	55%	18%	25%	62%	13%	30%	50%	20%
Male	3,620	2518	107	37%	42%	21%	32%	54%	15%	28%	60%	12%	35%	48%	18%
Female	3,278	2545	101	28%	46%	26%	21%	57%	21%	22%	64%	14%	24%	53%	22%
American Indian or Alaska Native (All)	35	2469	78	51%	43%	6%	43%	57%	NA	43%	57%	NA	51%	46%	3%
Asian (All)	645	2604	98	12%	39%	50%	11%	48%	42%	12%	60%	29%	12%	46%	42%
Native Hawaiian or Other Pacific Islander (All)	34	2505	98	35%	56%	9%	41%	47%	12%	32%	59%	9%	41%	50%	9%
Filipino (All)	152	2565	100	24%	48%	28%	16%	51%	32%	16%	69%	14%	18%	57%	26%
Hispanic or Latino (All)	3,744	2503	96	41%	45%	14%	34%	56%	10%	32%	61%	7%	37%	50%	13%
Black or African American (All)	354	2483	98	51%	35%	14%	39%	53%	9%	42%	52%	6%	45%	48%	7%
White (All)	1,652	2571	99	19%	45%	36%	16%	58%	27%	14%	67%	19%	18%	52%	29%
Two or more races (All)	282	2558	107	25%	43%	32%	20%	52%	28%	16%	68%	16%	24%	49%	26%
English only	3,810	2545	103	28%	45%	27%	22%	57%	21%	20%	65%	15%	26%	51%	23%
Initially fluent English proficient	322	2601	94	11%	42%	47%	10%	53%	36%	9%	66%	25%	12%	48%	39%
English learner	963	2429	79	72%	26%	2%	62%	37%	2%	63%	36%	1%	64%	33%	2%
Reclassified fluent English proficient	1,793	2543	88	26%	52%	22%	20%	63%	17%	17%	70%	13%	22%	58%	20%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
To be determined	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,098	2544	100	28%	46%	26%	22%	58%	20%	20%	66%	14%	25%	53%	22%
Special education services	800	2430	90	71%	25%	5%	65%	32%	3%	61%	36%	3%	66%	30%	4%
Not economically disadvantaged	2,761	2580	98	18%	43%	39%	14%	56%	30%	12%	67%	21%	16%	51%	32%
Economically disadvantaged	4,137	2498	96	43%	44%	13%	35%	55%	10%	34%	59%	7%	38%	50%	12%
Migrant	50	2481	103	52%	28%	20%	48%	48%	4%	52%	42%	6%	42%	46%	12%
Not migrant	6,848	2531	105	33%	44%	23%	27%	55%	18%	25%	62%	13%	30%	50%	20%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	11	2476	90	36%	55%	9%	55%	45%	NA	27%	73%	NA	55%	36%	9%
Asian (Primary ethnicity—not economically disadvantaged)	403	2632	82	5%	35%	60%	4%	45%	51%	5%	61%	34%	6%	44%	50%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	87	2589	94	17%	47%	36%	11%	51%	38%	11%	67%	22%	9%	60%	31%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	783	2543	98	27%	48%	25%	22%	60%	18%	19%	67%	14%	25%	52%	23%
Black or African American (Primary ethnicity—not economically disadvantaged)	93	2521	103	38%	41%	22%	28%	57%	15%	26%	60%	14%	26%	62%	12%
White (Primary ethnicity—not economically disadvantaged)	1,215	2590	92	14%	43%	42%	11%	57%	32%	9%	69%	22%	14%	52%	34%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	159	2589	101	19%	38%	43%	11%	52%	36%	10%	69%	21%	16%	45%	38%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	24	2466	74	58%	38%	4%	38%	63%	NA	50%	50%	NA	50%	50%	NA
Asian (Primary ethnicity—economically disadvantaged)	242	2558	105	23%	45%	33%	21%	52%	26%	23%	58%	19%	22%	50%	28%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	24	2477	95	46%	50%	4%	58%	38%	4%	42%	50%	8%	54%	42%	4%
Filipino (Primary ethnicity—economically disadvantaged)	65	2532	99	32%	49%	18%	23%	52%	25%	23%	72%	5%	29%	52%	18%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,961	2492	93	45%	44%	10%	37%	55%	8%	35%	59%	6%	40%	50%	10%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	261	2470	94	56%	33%	11%	43%	51%	6%	47%	49%	3%	52%	42%	5%
White (Primary ethnicity—economically disadvantaged)	437	2521	99	32%	49%	19%	28%	58%	14%	26%	64%	10%	31%	53%	16%
Two or more races (Primary ethnicity—economically disadvantaged)	123	2518	101	34%	48%	18%	32%	52%	16%	23%	68%	9%	34%	55%	11%



**Table 7.E.48 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	6,879	2549	104	32%	44%	23%	27%	54%	19%	18%	66%	15%	32%	50%	19%
Male	3,570	2536	106	37%	42%	21%	32%	53%	15%	22%	64%	15%	36%	48%	16%
Female	3,309	2563	99	27%	47%	26%	22%	56%	22%	15%	69%	16%	27%	52%	21%
American Indian or Alaska Native (All)	29	2543	104	31%	41%	28%	24%	48%	28%	24%	62%	14%	41%	48%	10%
Asian (All)	645	2624	98	12%	39%	49%	10%	47%	43%	6%	61%	33%	14%	46%	40%
Native Hawaiian or Other Pacific Islander (All)	31	2499	107	35%	58%	6%	35%	55%	10%	29%	65%	6%	58%	32%	10%
Filipino (All)	175	2582	90	22%	49%	29%	14%	62%	23%	11%	67%	22%	17%	58%	25%
Hispanic or Latino (All)	3,732	2523	95	40%	45%	15%	34%	55%	11%	23%	68%	9%	38%	50%	12%
Black or African American (All)	358	2507	99	47%	42%	12%	39%	53%	9%	27%	64%	10%	46%	44%	10%
White (All)	1,639	2584	99	20%	45%	35%	17%	56%	27%	11%	66%	23%	22%	52%	26%
Two or more races (All)	270	2570	108	26%	43%	31%	23%	49%	28%	15%	64%	21%	24%	50%	26%
English only	3,725	2564	103	27%	45%	28%	22%	55%	22%	16%	65%	19%	28%	50%	22%
Initially fluent English proficient	338	2605	102	19%	41%	41%	13%	52%	35%	9%	60%	32%	17%	51%	33%
English learner	791	2441	72	76%	23%	1%	68%	31%	1%	47%	51%	2%	71%	28%	1%
Reclassified fluent English proficient	2,019	2556	88	27%	52%	21%	22%	61%	16%	13%	75%	12%	25%	57%	17%
To be determined	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,156	2561	99	28%	47%	26%	23%	57%	20%	15%	68%	17%	28%	52%	20%
Special education services	723	2453	89	70%	25%	5%	65%	31%	4%	49%	48%	3%	65%	31%	4%
Not economically disadvantaged	2,811	2595	97	18%	45%	37%	14%	54%	31%	10%	65%	26%	18%	52%	30%
Economically disadvantaged	4,068	2518	96	42%	44%	14%	36%	54%	10%	25%	67%	8%	41%	48%	11%
Migrant	44	2510	90	45%	43%	11%	34%	55%	11%	20%	68%	11%	48%	45%	7%
Not migrant	6,835	2550	104	32%	44%	24%	27%	54%	19%	18%	66%	15%	32%	50%	19%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	19	2558	111	21%	47%	32%	26%	42%	32%	26%	53%	21%	42%	42%	16%
Asian (Primary ethnicity—not economically disadvantaged)	422	2644	94	9%	32%	58%	7%	41%	52%	5%	55%	41%	11%	42%	47%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	11	2558	111	18%	73%	9%	9%	73%	18%	18%	64%	18%	45%	36%	18%
Filipino (Primary ethnicity—not economically disadvantaged)	111	2600	88	17%	49%	34%	13%	59%	28%	9%	66%	25%	13%	58%	30%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	763	2562	94	26%	49%	25%	21%	60%	19%	14%	69%	17%	24%	57%	19%
Black or African American (Primary ethnicity—not economically disadvantaged)	108	2549	103	31%	49%	20%	26%	57%	17%	19%	65%	16%	31%	52%	18%
White (Primary ethnicity—not economically disadvantaged)	1,209	2602	92	14%	46%	39%	12%	55%	33%	8%	66%	27%	17%	52%	31%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	168	2606	90	14%	46%	40%	12%	53%	35%	7%	67%	27%	14%	54%	33%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	223	2588	94	17%	52%	31%	16%	58%	26%	9%	71%	19%	20%	52%	28%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	20	2466	92	45%	50%	5%	50%	45%	5%	35%	65%	NA	65%	30%	5%
Filipino (Primary ethnicity—economically disadvantaged)	64	2552	85	30%	50%	20%	17%	67%	16%	16%	69%	16%	25%	59%	16%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	2,969	2513	93	44%	44%	12%	38%	54%	8%	26%	67%	7%	42%	48%	10%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	250	2489	91	53%	39%	8%	44%	50%	5%	30%	63%	7%	53%	41%	6%
White (Primary ethnicity—economically disadvantaged)	430	2532	99	36%	42%	22%	30%	57%	13%	21%	68%	11%	37%	50%	14%
Two or more races (Primary ethnicity—economically disadvantaged)	102	2512	111	45%	39%	16%	41%	43%	16%	29%	60%	11%	42%	44%	14%

**Table 7.E.49 FT Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
All valid scores	7,629	2594	112	21%	46%	33%	20%	55%	25%	15%	60%	25%	24%	52%	24%
Male	3,827	2581	116	25%	45%	30%	25%	54%	21%	17%	59%	23%	28%	50%	22%
Female	3,802	2607	106	17%	47%	36%	15%	56%	28%	13%	61%	26%	20%	55%	26%
American Indian or Alaska Native (All)	38	2568	109	21%	58%	21%	24%	68%	8%	24%	53%	24%	29%	47%	24%
Asian (All)	771	2666	105	9%	30%	61%	8%	40%	53%	6%	48%	45%	9%	46%	45%
Native Hawaiian or Other Pacific Islander (All)	33	2595	98	18%	52%	30%	18%	61%	21%	12%	64%	24%	21%	70%	9%
Filipino (All)	228	2636	93	9%	52%	39%	8%	53%	39%	7%	63%	29%	10%	60%	30%
Hispanic or Latino (All)	3,975	2566	104	26%	51%	23%	25%	60%	15%	19%	64%	17%	29%	54%	17%
Black or African American (All)	437	2550	111	34%	44%	22%	28%	58%	14%	25%	58%	17%	38%	47%	15%
White (All)	1,879	2625	108	14%	42%	44%	14%	51%	35%	10%	57%	33%	17%	52%	31%
Two or more races (All)	268	2617	111	17%	42%	41%	18%	53%	28%	11%	55%	34%	18%	50%	31%
English only	4,128	2606	111	18%	44%	38%	17%	55%	28%	13%	59%	28%	21%	52%	26%
Initially fluent English proficient	596	2645	96	7%	45%	48%	9%	49%	42%	7%	55%	38%	11%	52%	37%
English learner	678	2465	83	62%	35%	3%	60%	38%	1%	50%	48%	2%	62%	34%	3%
Reclassified fluent English proficient	2,221	2597	96	17%	54%	30%	15%	63%	22%	12%	66%	22%	19%	59%	22%
To be determined	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
English proficiency unknown	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6,966	2605	107	17%	47%	36%	16%	57%	27%	13%	61%	27%	20%	54%	26%
Special education services	663	2480	95	56%	38%	7%	60%	37%	3%	44%	52%	4%	57%	37%	6%
Not economically disadvantaged	3,370	2632	106	12%	42%	46%	12%	51%	37%	9%	56%	35%	16%	50%	34%
Economically disadvantaged	4,259	2564	106	27%	50%	23%	26%	58%	15%	20%	63%	17%	30%	54%	16%
Migrant	38	2526	110	38%	51%	11%	32%	58%	11%	18%	71%	11%	27%	65%	8%
Not migrant	7,591	2594	111	21%	46%	33%	20%	55%	25%	15%	60%	25%	24%	52%	24%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	17	2592	116	24%	47%	29%	24%	59%	18%	12%	53%	35%	35%	29%	35%
Asian (Primary ethnicity—not economically disadvantaged)	487	2686	97	6%	25%	68%	6%	35%	60%	3%	44%	52%	6%	41%	52%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	17	2624	86	6%	53%	41%	6%	71%	24%	12%	53%	35%	18%	71%	12%
Filipino (Primary ethnicity—not economically disadvantaged)	164	2650	89	7%	51%	43%	5%	50%	45%	6%	57%	37%	7%	59%	34%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	951	2597	104	18%	48%	33%	17%	60%	23%	15%	61%	24%	22%	54%	24%
Black or African American (Primary ethnicity—not economically disadvantaged)	160	2587	108	21%	48%	31%	17%	60%	23%	16%	60%	24%	30%	48%	22%
White (Primary ethnicity—not economically disadvantaged)	1,419	2639	103	10%	41%	48%	11%	50%	39%	7%	56%	37%	14%	50%	35%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Two or more races (Primary ethnicity—not economically disadvantaged)	155	2642	105	11%	41%	48%	10%	54%	35%	7%	52%	41%	13%	51%	36%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	21	2548	102	19%	67%	14%	24%	76%	NA	33%	52%	14%	24%	62%	14%
Asian (Primary ethnicity—economically disadvantaged)	284	2631	109	14%	38%	48%	11%	48%	40%	12%	55%	33%	13%	54%	33%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	16	2564	103	31%	50%	19%	31%	50%	19%	13%	75%	13%	25%	69%	6%
Filipino (Primary ethnicity—economically disadvantaged)	64	2598	92	16%	56%	28%	16%	59%	25%	11%	78%	11%	17%	63%	20%
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	3,024	2557	102	28%	52%	20%	28%	60%	12%	21%	65%	15%	32%	54%	15%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>	<b>Claim 4 Below Standard</b>	<b>Claim 4 At/Near Standard</b>	<b>Claim 4 Above Standard</b>
Black or African American (Primary ethnicity—economically disadvantaged)	277	2528	107	42%	42%	16%	35%	56%	9%	30%	57%	13%	43%	46%	11%
White (Primary ethnicity—economically disadvantaged)	460	2582	110	24%	44%	32%	22%	57%	21%	17%	61%	22%	25%	58%	17%
Two or more races (Primary ethnicity—economically disadvantaged)	113	2582	110	26%	43%	31%	29%	52%	19%	17%	60%	23%	26%	50%	25%

**Table 7.E.50 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,436	2428	84	34%	35%	32%	26%	51%	23%	24%	52%	23%
Male	2,760	2428	86	34%	33%	33%	26%	50%	24%	26%	50%	24%
Female	2,676	2429	81	33%	37%	30%	27%	52%	22%	22%	54%	23%
American Indian or Alaska Native (All)	14	2369	83	57%	29%	14%	57%	36%	7%	50%	36%	14%
Asian (All)	471	2500	79	9%	24%	67%	9%	36%	55%	8%	38%	54%
Native Hawaiian or Other Pacific Islander (All)	26	2432	81	35%	31%	35%	23%	54%	23%	27%	50%	23%
Filipino (All)	96	2453	84	21%	36%	43%	21%	50%	29%	15%	54%	31%
Hispanic or Latino (All)	3,052	2408	74	41%	38%	21%	32%	55%	13%	29%	57%	14%
Black or African American (All)	318	2388	84	54%	29%	17%	43%	47%	10%	39%	48%	13%
White (All)	1,218	2458	79	21%	34%	45%	16%	49%	35%	15%	50%	34%
Two or more races (All)	241	2451	88	26%	27%	46%	19%	45%	36%	20%	42%	38%
English only	3,164	2436	84	30%	35%	36%	24%	50%	26%	23%	50%	27%
Initially fluent English proficient	194	2478	82	17%	34%	49%	13%	42%	45%	12%	43%	45%
English learner	1,457	2389	71	52%	34%	14%	41%	52%	7%	36%	56%	8%
Reclassified fluent English proficient	612	2467	68	15%	38%	47%	10%	56%	34%	9%	57%	34%
To be determined	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	4,875	2436	79	30%	36%	34%	23%	53%	24%	21%	54%	25%
Special education services	561	2360	89	64%	23%	13%	57%	34%	9%	50%	42%	8%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,073	2469	79	17%	33%	50%	14%	47%	39%	13%	48%	39%
Economically disadvantaged	3,363	2404	76	44%	36%	20%	34%	53%	13%	31%	55%	14%
Migrant	47	2379	81	53%	38%	9%	38%	51%	11%	38%	55%	6%
Not migrant	5,389	2429	83	34%	35%	32%	26%	51%	23%	24%	52%	24%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	314	2517	72	5%	21%	74%	6%	29%	65%	6%	32%	62%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	62	2468	85	16%	34%	50%	16%	50%	34%	15%	48%	37%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	605	2437	74	27%	40%	33%	21%	56%	23%	19%	55%	25%
Black or African American (Primary ethnicity—not economically disadvantaged)	72	2425	93	36%	35%	29%	29%	51%	19%	28%	47%	25%
White (Primary ethnicity—not economically disadvantaged)	861	2476	73	13%	34%	53%	10%	48%	42%	9%	50%	41%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	153	2477	79	16%	27%	57%	12%	42%	46%	14%	39%	47%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	13	2369	86	62%	23%	15%	54%	38%	8%	46%	38%	15%
Asian (Primary ethnicity—economically disadvantaged)	157	2464	82	18%	30%	52%	14%	50%	36%	13%	52%	36%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	21	2436	86	33%	29%	38%	24%	48%	29%	29%	43%	29%
Filipino (Primary ethnicity—economically disadvantaged)	34	2426	75	29%	41%	29%	29%	50%	21%	15%	65%	21%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,447	2401	73	45%	37%	18%	35%	54%	11%	32%	57%	11%
Black or African American (Primary ethnicity—economically disadvantaged)	246	2377	78	59%	28%	13%	47%	46%	7%	42%	48%	9%
White (Primary ethnicity—economically disadvantaged)	357	2414	77	40%	35%	24%	30%	52%	18%	30%	52%	18%
Two or more races (Primary ethnicity— economically disadvantaged)	88	2407	85	44%	27%	28%	32%	50%	18%	31%	48%	22%

**Table 7.E.51 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,530	2462	86	43%	31%	26%	34%	47%	19%	34%	46%	21%
Male	2,785	2463	91	42%	30%	28%	34%	46%	20%	35%	43%	22%
Female	2,745	2461	81	44%	33%	23%	35%	48%	17%	33%	48%	19%
American Indian or Alaska Native (All)	22	2472	91	36%	27%	36%	23%	59%	18%	27%	59%	14%
Asian (All)	440	2534	85	16%	25%	59%	14%	39%	47%	11%	40%	49%
Native Hawaiian or Other Pacific Islander (All)	33	2457	76	48%	24%	27%	45%	45%	9%	39%	42%	18%
Filipino (All)	107	2492	86	27%	32%	41%	22%	47%	31%	25%	43%	32%
Hispanic or Latino (All)	3,135	2440	77	52%	32%	16%	42%	48%	11%	42%	47%	12%
Black or African American (All)	306	2421	81	62%	27%	11%	51%	43%	6%	52%	37%	11%
White (All)	1,225	2494	81	28%	33%	39%	21%	49%	30%	20%	48%	32%
Two or more races (All)	262	2484	89	32%	31%	37%	29%	44%	27%	29%	42%	29%
English only	3,207	2471	86	39%	32%	30%	30%	48%	22%	31%	45%	24%
Initially fluent English proficient	207	2524	81	20%	29%	51%	11%	50%	39%	13%	44%	43%
English learner	1,320	2412	71	68%	25%	7%	58%	38%	5%	54%	41%	5%
Reclassified fluent English proficient	786	2494	70	25%	40%	35%	17%	59%	24%	18%	54%	28%
To be determined	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	4,884	2471	81	39%	33%	28%	31%	49%	20%	31%	47%	22%
Special education services	646	2393	92	73%	16%	10%	64%	29%	8%	59%	33%	8%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,117	2504	84	24%	32%	44%	18%	48%	34%	19%	44%	36%
Economically disadvantaged	3,413	2436	77	55%	31%	15%	45%	46%	9%	43%	46%	11%
Migrant	50	2437	69	52%	36%	12%	44%	46%	10%	34%	62%	4%
Not migrant	5,480	2462	86	43%	31%	26%	34%	47%	19%	34%	45%	21%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	306	2555	79	9%	23%	68%	9%	36%	55%	7%	35%	58%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	12	2448	92	67%	8%	25%	33%	58%	8%	42%	33%	25%
Filipino (Primary ethnicity—not economically disadvantaged)	64	2500	87	23%	31%	45%	20%	45%	34%	22%	41%	38%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	627	2474	80	36%	35%	30%	26%	53%	21%	29%	48%	23%
Black or African American (Primary ethnicity—not economically disadvantaged)	74	2457	82	41%	38%	22%	32%	54%	14%	39%	42%	19%
White (Primary ethnicity—not economically disadvantaged)	869	2511	78	21%	32%	47%	14%	48%	38%	15%	46%	39%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	157	2512	78	18%	35%	47%	17%	49%	34%	17%	43%	40%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	14	2472	104	36%	21%	43%	29%	50%	21%	29%	57%	14%
Asian (Primary ethnicity—economically disadvantaged)	134	2488	79	32%	31%	37%	25%	46%	29%	21%	51%	28%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	21	2461	67	38%	33%	29%	52%	38%	10%	38%	48%	14%
Filipino (Primary ethnicity—economically disadvantaged)	43	2479	84	33%	33%	35%	26%	49%	26%	30%	47%	23%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,508	2432	74	56%	31%	13%	46%	46%	8%	45%	46%	9%
Black or African American (Primary ethnicity—economically disadvantaged)	232	2410	77	69%	24%	8%	57%	40%	3%	56%	36%	8%
White (Primary ethnicity—economically disadvantaged)	356	2454	72	46%	34%	20%	36%	52%	12%	33%	52%	15%
Two or more races (Primary ethnicity— economically disadvantaged)	105	2441	88	53%	25%	22%	49%	36%	15%	48%	39%	13%



**Table 7.E.52 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,725	2486	94	48%	29%	24%	41%	42%	17%	38%	47%	15%
Male	2,913	2488	98	47%	28%	25%	41%	41%	19%	38%	46%	16%
Female	2,812	2485	91	49%	29%	22%	42%	42%	16%	39%	47%	14%
American Indian or Alaska Native (All)	31	2457	111	65%	16%	19%	45%	35%	19%	45%	42%	13%
Asian (All)	505	2563	90	19%	26%	55%	17%	39%	44%	14%	46%	40%
Native Hawaiian or Other Pacific Islander (All)	32	2479	85	47%	31%	22%	34%	50%	16%	50%	38%	13%
Filipino (All)	136	2519	97	32%	29%	38%	32%	39%	29%	25%	51%	24%
Hispanic or Latino (All)	3,173	2461	85	58%	28%	14%	52%	39%	9%	48%	44%	8%
Black or African American (All)	300	2448	86	69%	19%	11%	55%	39%	6%	52%	41%	8%
White (All)	1,330	2519	89	33%	33%	35%	25%	48%	27%	24%	53%	23%
Two or more races (All)	218	2515	92	34%	34%	31%	30%	45%	24%	28%	49%	22%
English only	3,246	2498	94	42%	30%	28%	35%	45%	20%	33%	49%	18%
Initially fluent English proficient	208	2552	90	23%	29%	48%	19%	42%	39%	17%	46%	37%
English learner	1,199	2422	76	76%	19%	4%	70%	26%	3%	65%	33%	2%
Reclassified fluent English proficient	1,065	2510	81	37%	34%	28%	32%	49%	20%	28%	55%	17%
To be determined	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	5,084	2497	90	44%	30%	26%	37%	44%	19%	34%	49%	17%
Special education services	641	2401	88	81%	13%	5%	76%	20%	4%	74%	23%	3%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,187	2532	90	29%	31%	40%	22%	46%	32%	23%	49%	28%
Economically disadvantaged	3,538	2458	86	60%	27%	13%	53%	39%	8%	48%	45%	7%
Migrant	45	2450	70	58%	40%	2%	64%	36%	NA	47%	47%	7%
Not migrant	5,680	2487	94	48%	28%	24%	41%	42%	17%	38%	47%	15%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	317	2591	76	11%	21%	68%	8%	37%	56%	8%	39%	53%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	90	2525	95	28%	33%	39%	29%	41%	30%	26%	50%	24%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	621	2496	89	43%	30%	26%	34%	47%	18%	35%	49%	15%
Black or African American (Primary ethnicity—not economically disadvantaged)	79	2467	87	65%	20%	15%	49%	39%	11%	49%	38%	13%
White (Primary ethnicity—not economically disadvantaged)	920	2540	81	24%	35%	42%	17%	49%	34%	18%	53%	29%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	143	2544	85	22%	35%	43%	19%	46%	35%	21%	47%	32%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	21	2404	86	86%	10%	5%	67%	29%	5%	67%	29%	5%
Asian (Primary ethnicity—economically disadvantaged)	188	2515	91	32%	34%	34%	32%	43%	24%	24%	59%	17%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	25	2468	76	56%	32%	12%	40%	52%	8%	56%	36%	8%
Filipino (Primary ethnicity—economically disadvantaged)	46	2509	101	41%	22%	37%	39%	35%	26%	24%	52%	24%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,552	2452	82	62%	27%	11%	56%	38%	7%	51%	43%	6%
Black or African American (Primary ethnicity—economically disadvantaged)	221	2441	85	71%	19%	10%	57%	39%	4%	52%	42%	6%
White (Primary ethnicity—economically disadvantaged)	410	2474	90	52%	29%	19%	43%	46%	11%	38%	51%	10%
Two or more races (Primary ethnicity— economically disadvantaged)	75	2458	79	59%	33%	8%	52%	44%	4%	43%	53%	4%

**Table 7.E.53 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,593	2508	111	45%	30%	25%	38%	45%	17%	36%	46%	18%
Male	2,822	2505	116	47%	28%	25%	38%	43%	18%	37%	45%	18%
Female	2,771	2511	107	43%	33%	24%	37%	47%	16%	35%	47%	17%
American Indian or Alaska Native (All)	17	2490	102	47%	35%	18%	41%	59%	NA	53%	24%	24%
Asian (All)	507	2600	108	16%	23%	61%	14%	38%	48%	14%	40%	46%
Native Hawaiian or Other Pacific Islander (All)	22	2472	95	64%	32%	5%	64%	27%	9%	50%	41%	9%
Filipino (All)	122	2550	100	27%	39%	34%	25%	51%	24%	25%	45%	30%
Hispanic or Latino (All)	3,106	2476	101	57%	29%	14%	47%	45%	8%	46%	46%	9%
Black or African American (All)	316	2452	103	66%	25%	9%	52%	42%	6%	55%	41%	5%
White (All)	1,322	2553	101	27%	36%	37%	22%	50%	28%	21%	51%	28%
Two or more races (All)	181	2544	104	31%	37%	32%	30%	43%	27%	25%	51%	24%
English only	3,115	2521	111	40%	32%	28%	33%	46%	21%	32%	48%	20%
Initially fluent English proficient	221	2574	99	21%	33%	46%	17%	49%	34%	14%	50%	35%
English learner	915	2416	90	82%	14%	4%	72%	26%	2%	67%	32%	1%
Reclassified fluent English proficient	1,332	2530	93	36%	37%	27%	28%	55%	17%	29%	52%	19%
To be determined	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	4,923	2523	103	40%	33%	27%	33%	48%	19%	32%	49%	19%
Special education services	670	2398	107	82%	13%	5%	75%	21%	4%	70%	26%	4%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,131	2563	104	25%	33%	42%	21%	48%	32%	20%	49%	31%
Economically disadvantaged	3,462	2475	102	57%	29%	14%	48%	44%	8%	46%	45%	9%
Migrant	39	2452	93	69%	18%	13%	54%	46%	NA	54%	44%	3%
Not migrant	5,554	2509	111	45%	31%	25%	37%	45%	17%	36%	46%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	323	2626	100	10%	19%	71%	9%	33%	58%	6%	38%	56%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	76	2577	93	14%	42%	43%	13%	55%	32%	18%	45%	37%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	552	2520	98	39%	35%	25%	32%	53%	16%	31%	52%	17%
Black or African American (Primary ethnicity—not economically disadvantaged)	90	2500	102	51%	30%	19%	31%	52%	17%	37%	54%	9%
White (Primary ethnicity—not economically disadvantaged)	965	2570	96	21%	35%	43%	17%	50%	33%	17%	50%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	111	2573	101	19%	37%	44%	23%	41%	36%	16%	51%	32%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	184	2554	105	27%	30%	43%	22%	47%	31%	27%	45%	28%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	17	2457	90	71%	29%	NA	65%	29%	6%	59%	41%	NA
Filipino (Primary ethnicity—economically disadvantaged)	46	2505	96	48%	35%	17%	46%	43%	11%	37%	46%	17%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,554	2467	99	60%	28%	12%	51%	43%	6%	49%	44%	7%
Black or African American (Primary ethnicity—economically disadvantaged)	226	2433	97	73%	23%	5%	61%	38%	1%	62%	35%	3%
White (Primary ethnicity—economically disadvantaged)	357	2508	100	42%	37%	21%	36%	49%	14%	30%	54%	16%
Two or more races (Primary ethnicity— economically disadvantaged)	70	2497	91	50%	37%	13%	41%	46%	13%	40%	50%	10%

**Table 7.E.54 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,536	2527	116	45%	29%	26%	36%	45%	19%	27%	55%	18%
Male	2,855	2525	121	47%	27%	26%	36%	44%	20%	28%	53%	19%
Female	2,681	2529	110	44%	31%	25%	36%	47%	18%	26%	56%	18%
American Indian or Alaska Native (All)	33	2478	103	58%	33%	9%	61%	39%	NA	36%	61%	3%
Asian (All)	539	2622	110	15%	23%	61%	15%	38%	47%	9%	44%	47%
Native Hawaiian or Other Pacific Islander (All)	21	2473	105	52%	38%	10%	43%	48%	10%	52%	48%	NA
Filipino (All)	146	2586	88	23%	36%	40%	15%	60%	25%	12%	61%	27%
Hispanic or Latino (All)	3,000	2492	104	58%	28%	14%	46%	44%	10%	34%	57%	9%
Black or African American (All)	278	2463	105	67%	27%	6%	57%	36%	7%	45%	51%	5%
White (All)	1,298	2573	106	29%	32%	39%	21%	50%	29%	16%	55%	29%
Two or more races (All)	221	2563	114	28%	37%	35%	23%	51%	26%	18%	54%	28%
English only	3,026	2542	114	39%	31%	30%	31%	47%	22%	25%	54%	21%
Initially fluent English proficient	240	2600	109	26%	29%	45%	19%	40%	42%	11%	50%	39%
English learner	827	2423	89	83%	14%	3%	71%	28%	2%	52%	46%	1%
Reclassified fluent English proficient	1,431	2545	98	39%	34%	27%	30%	52%	19%	20%	61%	19%
To be determined	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	4,917	2542	109	40%	31%	28%	31%	48%	21%	23%	57%	20%
Special education services	619	2410	103	85%	10%	5%	74%	22%	4%	60%	35%	4%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,205	2584	108	26%	30%	44%	20%	47%	33%	14%	53%	33%
Economically disadvantaged	3,331	2489	105	58%	28%	14%	47%	44%	9%	35%	56%	9%
Migrant	53	2458	97	74%	21%	6%	45%	49%	6%	40%	53%	8%
Not migrant	5,483	2528	116	45%	29%	26%	36%	45%	19%	27%	55%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	336	2656	93	8%	18%	74%	7%	35%	59%	3%	38%	59%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	98	2602	85	20%	32%	48%	11%	59%	30%	9%	57%	34%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	582	2537	101	41%	33%	26%	32%	48%	19%	23%	59%	18%
Black or African American (Primary ethnicity—not economically disadvantaged)	70	2474	111	66%	24%	10%	59%	30%	11%	47%	43%	10%
White (Primary ethnicity—not economically disadvantaged)	958	2593	100	22%	31%	47%	15%	50%	35%	11%	54%	35%



<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	146	2592	103	18%	39%	42%	15%	51%	34%	9%	58%	33%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	25	2462	107	64%	28%	8%	68%	32%	NA	44%	52%	4%
Asian (Primary ethnicity—economically disadvantaged)	203	2565	113	28%	33%	39%	29%	44%	27%	20%	54%	27%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	14	2438	96	71%	29%	NA	50%	50%	NA	57%	43%	NA
Filipino (Primary ethnicity—economically disadvantaged)	48	2554	86	29%	46%	25%	23%	60%	17%	19%	69%	13%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,418	2481	101	62%	27%	11%	50%	43%	8%	37%	56%	7%
Black or African American (Primary ethnicity—economically disadvantaged)	208	2459	103	67%	27%	5%	56%	38%	5%	44%	53%	3%
White (Primary ethnicity—economically disadvantaged)	340	2515	101	50%	32%	19%	36%	49%	14%	31%	57%	13%
Two or more races (Primary ethnicity— economically disadvantaged)	75	2508	113	47%	33%	20%	39%	51%	11%	36%	47%	17%

**Table 7.E.55 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	5,491	2540	125	46%	29%	25%	43%	37%	20%	29%	52%	19%
Male	2,740	2533	130	48%	28%	24%	46%	34%	20%	33%	48%	19%
Female	2,751	2547	120	43%	31%	26%	41%	39%	20%	25%	55%	20%
American Indian or Alaska Native (All)	34	2519	110	48%	42%	9%	42%	45%	12%	33%	52%	15%
Asian (All)	550	2659	122	14%	24%	62%	15%	31%	54%	10%	34%	56%
Native Hawaiian or Other Pacific Islander (All)	25	2539	101	32%	60%	8%	40%	44%	16%	20%	72%	8%
Filipino (All)	130	2613	118	23%	28%	48%	23%	41%	36%	15%	50%	35%
Hispanic or Latino (All)	2,942	2501	109	58%	29%	13%	55%	36%	9%	37%	54%	9%
Black or African American (All)	319	2478	108	66%	24%	10%	65%	29%	6%	44%	48%	8%
White (All)	1,306	2582	115	31%	33%	36%	27%	42%	30%	18%	55%	27%
Two or more races (All)	185	2570	126	38%	26%	36%	32%	38%	30%	25%	50%	25%
English only	3,015	2553	123	41%	32%	28%	38%	40%	22%	26%	52%	21%
Initially fluent English proficient	248	2624	124	21%	30%	48%	20%	39%	41%	15%	45%	39%
English learner	660	2427	92	85%	12%	3%	83%	15%	2%	57%	41%	2%
Reclassified fluent English proficient	1,557	2551	114	42%	33%	26%	40%	40%	19%	25%	56%	20%
To be determined	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	4,919	2554	121	41%	31%	27%	39%	39%	22%	25%	53%	21%
Special education services	572	2422	98	82%	14%	3%	81%	17%	2%	61%	36%	3%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,257	2596	122	29%	31%	41%	26%	39%	35%	17%	50%	33%
Economically disadvantaged	3,234	2501	112	58%	29%	14%	55%	35%	10%	37%	53%	10%
Migrant	37	2461	115	75%	14%	11%	61%	31%	8%	44%	47%	8%
Not migrant	5,454	2541	125	45%	30%	25%	43%	37%	20%	29%	52%	19%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	15	2556	115	40%	40%	20%	40%	33%	27%	33%	47%	20%
Asian (Primary ethnicity—not economically disadvantaged)	345	2693	106	8%	17%	75%	8%	25%	66%	5%	27%	68%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	15	2541	90	40%	53%	7%	33%	47%	20%	20%	73%	7%
Filipino (Primary ethnicity—not economically disadvantaged)	82	2624	119	21%	28%	51%	21%	37%	43%	11%	49%	40%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	598	2542	111	44%	36%	21%	41%	41%	17%	27%	57%	16%
Black or African American (Primary ethnicity—not economically disadvantaged)	104	2503	117	57%	28%	15%	57%	33%	11%	38%	49%	13%
White (Primary ethnicity—not economically disadvantaged)	968	2603	110	24%	33%	43%	21%	43%	35%	13%	54%	33%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	130	2596	122	29%	27%	44%	23%	39%	38%	18%	51%	31%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	19	2490	99	56%	44%	NA	44%	56%	NA	33%	56%	11%
Asian (Primary ethnicity—economically disadvantaged)	205	2600	125	24%	36%	40%	25%	41%	34%	19%	47%	34%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	48	2594	115	27%	29%	44%	27%	48%	25%	21%	52%	27%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,344	2491	106	61%	27%	11%	59%	34%	7%	39%	53%	8%
Black or African American (Primary ethnicity—economically disadvantaged)	215	2465	101	70%	22%	7%	69%	27%	4%	46%	48%	6%
White (Primary ethnicity—economically disadvantaged)	338	2522	110	50%	34%	16%	45%	39%	15%	32%	55%	12%
Two or more races (Primary ethnicity— economically disadvantaged)	55	2508	117	58%	25%	16%	55%	35%	11%	40%	49%	11%

**Table 7.E.56 FT Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven**

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
All valid scores	6,240	2563	128	52%	27%	21%	40%	46%	14%	27%	60%	13%
Male	3,120	2559	134	54%	26%	20%	40%	45%	15%	29%	58%	14%
Female	3,120	2567	121	50%	29%	21%	39%	47%	13%	25%	62%	13%
American Indian or Alaska Native (All)	39	2529	123	67%	21%	13%	38%	56%	5%	26%	69%	5%
Asian (All)	651	2685	123	17%	23%	61%	17%	42%	41%	10%	46%	44%
Native Hawaiian or Other Pacific Islander (All)	36	2539	107	58%	31%	11%	58%	39%	3%	22%	69%	8%
Filipino (All)	186	2599	109	38%	35%	27%	31%	50%	19%	16%	68%	17%
Hispanic or Latino (All)	3,256	2525	113	64%	26%	10%	50%	43%	7%	33%	61%	6%
Black or African American (All)	323	2505	112	68%	24%	8%	58%	38%	4%	42%	54%	4%
White (All)	1,539	2596	120	40%	32%	28%	27%	54%	19%	20%	63%	17%
Two or more races (All)	210	2590	125	45%	30%	26%	28%	54%	18%	21%	60%	19%
English only	3,286	2574	125	47%	30%	22%	35%	49%	16%	25%	61%	14%
Initially fluent English proficient	444	2625	129	33%	29%	38%	27%	46%	28%	19%	51%	30%
English learner	624	2446	105	88%	8%	4%	75%	23%	2%	47%	51%	3%
Reclassified fluent English proficient	1,885	2567	116	52%	29%	19%	40%	48%	12%	26%	63%	11%
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	5,735	2574	124	49%	29%	22%	37%	48%	15%	25%	61%	14%
Special education services	505	2436	100	90%	7%	3%	75%	22%	2%	53%	44%	2%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Not economically disadvantaged	2,749	2608	127	37%	31%	32%	28%	50%	23%	19%	60%	21%
Economically disadvantaged	3,491	2527	116	64%	25%	12%	49%	43%	8%	34%	60%	7%
Migrant	41	2488	100	73%	27%	NA	56%	44%	NA	39%	59%	2%
Not migrant	6,199	2563	128	52%	27%	21%	40%	46%	14%	27%	60%	13%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	16	2595	135	44%	25%	31%	13%	75%	13%	13%	75%	13%
Asian (Primary ethnicity—not economically disadvantaged)	389	2721	106	8%	20%	72%	9%	40%	51%	5%	40%	55%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	19	2540	102	63%	21%	16%	58%	42%	NA	21%	68%	11%
Filipino (Primary ethnicity—not economically disadvantaged)	123	2617	108	30%	40%	30%	21%	55%	24%	13%	67%	20%
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	786	2551	115	54%	31%	15%	42%	47%	10%	27%	63%	10%
Black or African American (Primary ethnicity—not economically disadvantaged)	113	2539	106	56%	35%	10%	46%	46%	8%	35%	59%	6%
White (Primary ethnicity—not economically disadvantaged)	1,176	2613	118	34%	34%	32%	23%	54%	23%	17%	64%	19%

<b>Demographic Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Claim 1 Below Standard</b>	<b>Claim 1 At/Near Standard</b>	<b>Claim 1 Above Standard</b>	<b>Claim 2 Below Standard</b>	<b>Claim 2 At/Near Standard</b>	<b>Claim 2 Above Standard</b>	<b>Claim 3 Below Standard</b>	<b>Claim 3 At/Near Standard</b>	<b>Claim 3 Above Standard</b>
Two or more races (Primary ethnicity— not economically disadvantaged)	127	2626	122	32%	33%	35%	17%	59%	24%	16%	57%	27%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	23	2484	92	83%	17%	NA	57%	43%	NA	35%	65%	NA
Asian (Primary ethnicity—economically disadvantaged)	262	2631	126	29%	27%	44%	28%	45%	27%	17%	55%	28%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	17	2537	115	53%	41%	6%	59%	35%	6%	24%	71%	6%
Filipino (Primary ethnicity—economically disadvantaged)	63	2564	103	52%	25%	22%	51%	40%	10%	21%	70%	10%
Hispanic or Latino (Primary ethnicity— economically disadvantaged)	2,470	2517	111	67%	24%	9%	52%	42%	6%	35%	60%	4%
Black or African American (Primary ethnicity—economically disadvantaged)	210	2486	111	75%	18%	7%	64%	33%	2%	46%	51%	3%
White (Primary ethnicity—economically disadvantaged)	363	2542	113	60%	27%	13%	37%	56%	7%	32%	59%	9%
Two or more races (Primary ethnicity— economically disadvantaged)	83	2535	110	64%	24%	12%	43%	47%	10%	30%	63%	7%

## Appendix 7.F: Student Completion Conditions

**Note:** Due to different data sources, the number of students in these tables may differ slightly from the total number of students in [Appendix 7.A: Participation Rates](#). The data for Appendix 7.F were calculated based on the number of items a student answered. Some students who logged on to both the non–performance task and performance task (PT) portions but did not answer questions may not be included. Participation rates in [Appendix 7.A](#) were based on the final P2 data that included all cases.

**Table 7.F.1 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Student Completion Conditions, English Language Arts/Literacy (ELA)**

If the Student:	Grade 3 N	Grade 4 N	Grade 5 N	Grade 6 N	Grade 7 N	Grade 8 N	Grade 11 N
1. Logged on to both computer adaptive test (CAT) and PT, but answered no items	22	28	19	17	21	22	68
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	126	105	98	221	333	271	524
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	70	73	85	81	125	92	179
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	674	519	382	560	676	467	1,391
5. Completed both CAT and PT	450,979	456,984	473,625	461,912	457,906	456,092	442,629
6. Did not log on to both CAT and PT—not tested medical emergency (NTE)	88	92	114	107	154	216	284
7. Did not log on to both CAT and PT—parent guardian exemption (PGE)	3,298	3,120	3,162	2,760	2,762	3,564	3,317
8. Did not log on to both CAT and PT—less than 12 months in U.S. exemption (NEL)	3,385	3,169	2,883	2,740	2,991	2,651	1,934
9. Did not log on to both CAT and PT—other reasons	4,235	4,045	3,865	4,532	6,101	6,756	23,958



**Table 7.F.2 CAASPP Smarter Balanced Student Completion Conditions, Mathematics**

If the Student:	Grade 3 N	Grade 4 N	Grade 5 N	Grade 6 N	Grade 7 N	Grade 8 N	Grade 11 N
1. Logged on to both CAT and PT, but answered no items	20	26	26	18	22	25	73
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	57	53	67	71	104	151	305
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	64	61	63	114	102	152	250
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	171	147	136	310	391	398	581
5. Completed both CAT and PT	454,105	459,889	476,073	464,242	460,604	457,438	441,856
6. Did not log on to both CAT and PT—NTE (medical reasons)	96	107	125	121	161	246	293
7. Did not log on to both CAT and PT—PGE	3,315	3,168	3,199	2,802	2,847	3,706	3,425
8. Did not log on to both CAT and PT—other reasons	4,976	4,612	4,464	5,240	6,889	7,791	27,422

**Table 7.F.3 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	22	15	7
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	126	87	39
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	70	40	30
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	674	337	337
5. Completed both CAT and PT	450,979	231,487	219,492
6. Did not log on to both CAT and PT—NTE (medical reasons)	88	46	42
7. Did not log on to both CAT and PT—PGE	3,298	1,932	1,366
8. Did not log on to both CAT and PT—NEL	3,385	1,750	1,635
9. Did not log on to both CAT and PT—other reasons	4,235	2,414	1,821

**Table 7.F.4 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—English Language Fluency**

<b>If the Student:</b>	<b>All</b>	<b>English Learner (EL)</b>	<b>English Only (EO)</b>	<b>Reclassified Fluent English Proficient (RFEP)</b>	<b>Initially Fluent English Proficient (IFEP)</b>	<b>To Be Determined (TBD)</b>	<b>No Response</b>
1. Logged on to both CAT and PT, but answered no items	22	1	21	0	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	126	27	90	4	5	0	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	70	17	50	2	0	0	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	674	230	392	36	12	2	2
5. Completed both CAT and PT	450,979	121,968	264,949	46,506	16,702	169	685
6. Did not log on to both CAT and PT—NTE (medical reasons)	88	17	66	3	1	0	1
7. Did not log on to both CAT and PT—PGE	3,298	549	2,606	39	41	10	53
8. Did not log on to both CAT and PT—NEL	3,385	2,773	121	5	11	219	256
9. Did not log on to both CAT and PT—other reasons	4,235	950	2,851	121	74	36	203

**Table 7.F.5 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	22	6	16
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	126	80	46
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	70	41	29
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	674	490	184
5. Completed both CAT and PT	450,979	279,931	171,048
6. Did not log on to both CAT and PT—NTE (medical reasons)	88	42	46
7. Did not log on to both CAT and PT—PGE	3,298	1,368	1,930
8. Did not log on to both CAT and PT—NEL	3,385	2,051	1,334
9. Did not log on to both CAT and PT—other reasons	4,235	2,552	1,683

**Table 7.F.6 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Three—  
Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	1	0	1	0	5	2	8	3	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	2	0	1	56	20	40	6	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	2	2	0	1	32	7	24	1	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	6	38	4	15	394	40	148	23	6
5. Completed both CAT and PT	2,221	40,635	2,037	8,676	250,255	24,391	101,208	18,132	3,424
6. Did not log on to both CAT and PT—NTE (medical reasons)	1	4	0	3	42	6	29	2	1
7. Did not log on to both CAT and PT—PGE	23	158	10	35	1,153	189	1,440	208	82
8. Did not log on to both CAT and PT—NEL	4	860	17	90	1,725	88	464	26	111
9. Did not log on to both CAT and PT—other reasons	39	242	29	34	1,812	524	1,092	226	237

**Table 7.F.7 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	28	18	10
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	105	63	42
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	73	42	31
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	519	276	243
5. Completed both CAT and PT	456,984	233,562	223,422
6. Did not log on to both CAT and PT—NTE (medical reasons)	92	48	44
7. Did not log on to both CAT and PT—PGE	3,120	1,767	1,353
8. Did not log on to both CAT and PT—NEL	3,169	1,637	1,532
9. Did not log on to both CAT and PT—other reasons	4,045	2,239	1,806

**Table 7.F.8 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	28	1	25	2	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	105	23	72	8	2	0	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	73	14	52	6	0	0	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	519	148	334	32	3	1	1
5. Completed both CAT and PT	456,984	109,129	264,419	65,498	17,157	158	623
6. Did not log on to both CAT and PT—NTE (medical reasons)	92	9	75	5	1	0	2
7. Did not log on to both CAT and PT—PGE	3,120	386	2,567	55	42	12	58
8. Did not log on to both CAT and PT—NEL	3,169	2,594	72	4	15	238	246
9. Did not log on to both CAT and PT—other reasons	4,045	895	2,709	160	67	43	171

**Table 7.F.9 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	28	9	19
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	105	72	33
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	73	57	16
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	519	357	162
5. Completed both CAT and PT	456,984	282,719	174,265
6. Did not log on to both CAT and PT—NTE (medical reasons)	92	44	48
7. Did not log on to both CAT and PT—PGE	3,120	1,118	2,002
8. Did not log on to both CAT and PT—NEL	3,169	1,943	1,226
9. Did not log on to both CAT and PT—other reasons	4,045	2,465	1,580



**Table 7.F.10 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Four—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	0	1	8	2	15	2	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	1	1	0	60	8	28	6	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	2	0	0	37	8	22	2	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	7	20	3	3	310	39	119	15	3
5. Completed both CAT and PT	2,287	40,967	2,129	8,857	252,737	24,907	104,367	17,558	3,175
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	5	1	1	35	6	36	6	2
7. Did not log on to both CAT and PT—PGE	25	128	12	29	992	173	1,511	161	89
8. Did not log on to both CAT and PT—NEL	3	817	23	69	1,656	67	420	21	93
9. Did not log on to both CAT and PT—other reasons	44	212	28	40	1,695	470	1,142	202	212

**Table 7.F.11 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	19	12	7
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	98	55	43
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	85	54	31
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	382	213	169
5. Completed both CAT and PT	473,625	241,728	231,897
6. Did not log on to both CAT and PT—NTE (medical reasons)	114	65	49
7. Did not log on to both CAT and PT—PGE	3,162	1,689	1,473
8. Did not log on to both CAT and PT—NEL	2,883	1,501	1,382
9. Did not log on to both CAT and PT—other reasons	3,865	2,157	1,708

**Table 7.F.12 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	19	0	19	0	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	98	25	64	8	1	0	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	85	20	57	6	1	0	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	382	98	244	34	4	1	1
5. Completed both CAT and PT	473,625	98,050	268,048	87,720	19,123	163	521
6. Did not log on to both CAT and PT—NTE (medical reasons)	114	21	85	3	4	0	1
7. Did not log on to both CAT and PT—PGE	3,162	371	2,620	79	53	10	29
8. Did not log on to both CAT and PT—NEL	2,883	2,401	68	3	21	179	211
9. Did not log on to both CAT and PT—other reasons	3,865	747	2,686	168	62	27	175

**Table 7.F.13 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	19	8	11
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	98	69	29
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	85	52	33
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	382	270	112
5. Completed both CAT and PT	473,625	293,286	180,339
6. Did not log on to both CAT and PT—NTE (medical reasons)	114	54	60
7. Did not log on to both CAT and PT—PGE	3,162	1,138	2,024
8. Did not log on to both CAT and PT—NEL	2,883	1,850	1,033
9. Did not log on to both CAT and PT—other reasons	3,865	2,316	1,549

**Table 7.F.14 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Five—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	0	0	4	0	12	2	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	1	2	2	1	50	9	29	3	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	3	2	0	3	42	12	19	3	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	3	10	2	5	226	31	83	16	6
5. Completed both CAT and PT	2,414	42,342	2,147	10,043	262,818	25,615	108,052	17,266	2,928
6. Did not log on to both CAT and PT—NTE (medical reasons)	1	5	1	2	46	8	45	6	0
7. Did not log on to both CAT and PT—PGE	22	115	6	29	994	167	1,546	193	90
8. Did not log on to both CAT and PT—NEL	4	685	10	80	1,543	61	410	17	73
9. Did not log on to both CAT and PT—other reasons	49	175	26	38	1,573	451	1,187	181	185

**Table 7.F.15 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	17	7	10
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	221	130	91
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	81	42	39
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	560	317	243
5. Completed both CAT and PT	461,912	235,094	226,818
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	51	56
7. Did not log on to both CAT and PT—PGE	2,760	1,462	1,298
8. Did not log on to both CAT and PT—NEL	2,740	1,456	1,284
9. Did not log on to both CAT and PT—other reasons	4,532	2,522	2,010

**Table 7.F.16 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	17	1	16	0	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	221	33	141	41	6	0	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	81	13	56	11	1	0	0
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	560	113	324	104	17	1	1
5. Completed both CAT and PT	461,912	77,593	257,472	107,203	18,988	183	473
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	18	75	9	3	0	2
7. Did not log on to both CAT and PT—PGE	2,760	254	2,326	84	35	14	47
8. Did not log on to both CAT and PT—NEL	2,740	2,272	64	7	25	173	199
9. Did not log on to both CAT and PT—other reasons	4,532	823	3,098	336	83	32	160

**Table 7.F.17 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	17	5	12
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	221	152	69
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	81	55	26
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	560	429	131
5. Completed both CAT and PT	461,912	282,984	178,928
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	49	58
7. Did not log on to both CAT and PT—PGE	2,760	951	1,809
8. Did not log on to both CAT and PT—NEL	2,740	1,710	1,030
9. Did not log on to both CAT and PT—other reasons	4,532	2,843	1,689



**Table 7.F.18 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Six—  
Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	0	0	6	1	5	3	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	4	6	2	1	126	23	51	7	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	1	1	0	46	10	21	1	0
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	4	17	0	7	340	57	119	11	5
5. Completed both CAT and PT	2,402	42,195	2,222	10,519	253,534	24,882	107,499	16,061	2,598
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	4	0	1	37	3	55	5	2
7. Did not log on to both CAT and PT—PGE	22	100	8	18	775	123	1,446	159	109
8. Did not log on to both CAT and PT—NEL	1	597	9	68	1,557	56	350	15	87
9. Did not log on to both CAT and PT—other reasons	64	184	26	32	1,956	607	1,264	194	205

**Table 7.F.19 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	21	10	11
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	333	192	141
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	125	84	41
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	676	354	322
5. Completed both CAT and PT	457,906	233,881	224,025
6. Did not log on to both CAT and PT—NTE (medical reasons)	154	79	75
7. Did not log on to both CAT and PT—PGE	2,762	1,336	1,426
8. Did not log on to both CAT and PT—NEL	2,991	1,573	1,418
9. Did not log on to both CAT and PT—other reasons	6,101	3,435	2,666

**Table 7.F.20 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	21	0	19	1	0	0	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	333	50	204	63	15	0	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	125	33	62	24	3	0	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	676	111	389	157	14	3	2
5. Completed both CAT and PT	457,906	65,216	252,365	118,559	21,099	166	501
6. Did not log on to both CAT and PT—NTE (medical reasons)	154	15	112	22	4	0	1
7. Did not log on to both CAT and PT—PGE	2,762	199	2,309	133	73	7	41
8. Did not log on to both CAT and PT—NEL	2,991	2,466	60	5	15	197	248
9. Did not log on to both CAT and PT—other reasons	6,101	1,059	4,125	604	123	21	169

**Table 7.F.21 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	21	6	15
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	333	237	96
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	125	86	39
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	676	497	179
5. Completed both CAT and PT	457,906	274,435	183,471
6. Did not log on to both CAT and PT—NTE (medical reasons)	154	68	86
7. Did not log on to both CAT and PT—PGE	2,762	846	1,916
8. Did not log on to both CAT and PT—NEL	2,991	1,889	1,102
9. Did not log on to both CAT and PT—other reasons	6,101	3,927	2,174

**Table 7.F.22 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Seven—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	0	0	7	1	9	4	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	5	8	1	4	194	31	75	14	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	4	1	3	68	15	23	5	5
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	12	25	7	4	414	71	111	27	5
5. Completed both CAT and PT	2,384	43,189	2,325	11,106	246,915	25,068	108,931	15,144	2,844
6. Did not log on to both CAT and PT—NTE (medical reasons)	3	5	1	4	63	4	70	4	0
7. Did not log on to both CAT and PT—PGE	30	127	4	28	702	124	1,504	149	94
8. Did not log on to both CAT and PT—NEL	7	606	11	55	1,810	44	353	19	86
9. Did not log on to both CAT and PT—other reasons	86	210	39	58	2,842	777	1,623	226	240

**Table 7.F.23 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—Gender**

If the Student:	All	Male	Female
1. Logged on to both CAT and PT, but answered no items	22	9	13
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	271	168	103
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	92	53	39
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	467	264	203
5. Completed both CAT and PT	456,092	232,954	223,138
6. Did not log on to both CAT and PT—NTE (medical reasons)	216	102	114
7. Did not log on to both CAT and PT—PGE	3,564	1,628	1,936
8. Did not log on to both CAT and PT—NEL	2,651	1,400	1,251
9. Did not log on to both CAT and PT—other reasons	6,756	3,843	2,913

**Table 7.F.24 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	22	0	20	1	1	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	271	49	152	57	12	0	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	92	15	57	17	2	0	1
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	467	83	266	99	15	3	1
5. Completed both CAT and PT	456,092	53,576	248,924	130,603	22,461	135	393
6. Did not log on to both CAT and PT—NTE (medical reasons)	216	16	167	26	4	1	2
7. Did not log on to both CAT and PT—PGE	3,564	253	2,942	214	105	12	38
8. Did not log on to both CAT and PT—NEL	2,651	2,191	54	7	17	191	191
9. Did not log on to both CAT and PT—other reasons	6,756	1,175	4,497	727	160	17	180

**Table 7.F.25 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	22	9	13
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	271	206	65
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	92	64	28
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	467	327	140
5. Completed both CAT and PT	456,092	270,658	185,434
6. Did not log on to both CAT and PT—NTE (medical reasons)	216	96	120
7. Did not log on to both CAT and PT—PGE	3,564	1,159	2,405
8. Did not log on to both CAT and PT—NEL	2,651	1,689	962
9. Did not log on to both CAT and PT—other reasons	6,756	4,418	2,338



**Table 7.F.26 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eight—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	1	0	1	3	1	13	3	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	1	4	2	3	168	31	52	9	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	2	2	1	0	52	13	16	3	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	4	21	2	9	283	57	76	11	4
5. Completed both CAT and PT	2,413	42,984	2,233	11,845	244,730	25,440	110,077	13,758	2,612
6. Did not log on to both CAT and PT—NTE (medical reasons)	2	11	0	4	76	11	107	4	1
7. Did not log on to both CAT and PT—PGE	38	168	17	33	955	162	1,935	168	88
8. Did not log on to both CAT and PT—NEL	3	566	6	48	1,581	52	320	11	64
9. Did not log on to both CAT and PT—other reasons	95	177	25	64	3,375	817	1,735	242	226

**Table 7.F.27 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—  
Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	68	33	35
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	524	282	242
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	179	107	72
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1,391	711	680
5. Completed both CAT and PT	442,629	224,985	217,644
6. Did not log on to both CAT and PT—NTE (medical reasons)	284	120	164
7. Did not log on to both CAT and PT—PGE	3,317	1,596	1,721
8. Did not log on to both CAT and PT—NEL	1,934	1,085	849
9. Did not log on to both CAT and PT—other reasons	23,958	13,387	10,571

**Table 7.F.28 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	68	4	49	13	1	0	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	524	80	289	132	21	1	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	179	26	103	38	8	2	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1,391	252	646	403	85	2	3
5. Completed both CAT and PT	442,629	42,222	237,892	129,156	32,682	167	510
6. Did not log on to both CAT and PT—NTE (medical reasons)	284	39	193	39	12	0	1
7. Did not log on to both CAT and PT—PGE	3,317	179	2,544	328	244	6	16
8. Did not log on to both CAT and PT—NEL	1,934	1,422	160	26	67	80	179
9. Did not log on to both CAT and PT—other reasons	23,958	4,088	13,956	4,125	1,070	105	614

**Table 7.F.29 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—  
Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	68	27	41
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	524	347	177
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	179	122	57
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1,391	929	462
5. Completed both CAT and PT	442,629	247,624	195,005
6. Did not log on to both CAT and PT—NTE (medical reasons)	284	151	133
7. Did not log on to both CAT and PT—PGE	3,317	952	2,365
8. Did not log on to both CAT and PT—NEL	1,934	1,210	724
9. Did not log on to both CAT and PT—other reasons	23,958	14,987	8,971

**Table 7.F.30 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for ELA, Grade Eleven—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	1	0	0	28	5	32	2	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	9	16	4	12	297	53	116	15	2
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	0	3	0	0	106	26	37	4	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	3	89	4	24	833	127	267	33	11
5. Completed both CAT and PT	2,500	43,981	2,258	13,049	231,602	24,699	109,288	12,479	2,773
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	18	2	4	114	11	122	9	4
7. Did not log on to both CAT and PT—PGE	32	383	9	32	839	142	1,698	151	31
8. Did not log on to both CAT and PT—NEL	5	329	13	60	1,093	60	303	14	57
9. Did not log on to both CAT and PT—other reasons	257	846	163	276	12,666	2,766	5,431	755	798

**Table 7.F.31 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	20	15	5
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	57	36	21
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	64	37	27
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	171	89	82
5. Completed both CAT and PT	454,105	233,101	221,004
6. Did not log on to both CAT and PT—NTE (medical reasons)	96	48	48
7. Did not log on to both CAT and PT—PGE	3,315	1,923	1,392
8. Did not log on to both CAT and PT—other reasons	4,976	2,817	2,159

**Table 7.F.32 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	20	1	19	0	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	57	16	39	0	1	1	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	64	12	49	0	0	1	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	171	61	100	6	3	0	1
5. Completed both CAT and PT	454,105	124,666	264,926	46,537	16,699	358	919
6. Did not log on to both CAT and PT—NTE (medical reasons)	96	18	74	2	1	0	1
7. Did not log on to both CAT and PT—PGE	3,315	549	2,618	37	44	13	54
8. Did not log on to both CAT and PT—other reasons	4,976	1,187	3,268	138	96	63	224

**Table 7.F.33 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	20	4	16
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	57	40	17
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	64	35	29
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	171	126	45
5. Completed both CAT and PT	454,105	281,822	172,283
6. Did not log on to both CAT and PT—NTE (medical reasons)	96	49	47
7. Did not log on to both CAT and PT—PGE	3,315	1,379	1,936
8. Did not log on to both CAT and PT—other reasons	4,976	3,059	1,917



**Table 7.F.34 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Three—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	1	0	0	0	5	1	8	3	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	0	0	0	26	6	17	5	3
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	2	0	0	29	3	23	3	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	6	8	1	1	98	11	42	1	3
5. Completed both CAT and PT	2,223	41,429	2,053	8,768	251,903	24,412	101,616	18,140	3,561
6. Did not log on to both CAT and PT—NTE (medical reasons)	1	5	0	3	46	6	31	3	1
7. Did not log on to both CAT and PT—PGE	25	158	10	35	1,151	193	1,450	210	83
8. Did not log on to both CAT and PT—other reasons	40	337	34	47	2,165	628	1,252	263	210

**Table 7.F.35 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Gender**

If the Student:	All	Male	Female
1. Logged on to both CAT and PT, but answered no items	26	15	11
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	53	25	28
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	61	30	31
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	147	87	60
5. Completed both CAT and PT	459,889	235,069	224,820
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	55	52
7. Did not log on to both CAT and PT—PGE	3,168	1,774	1,394
8. Did not log on to both CAT and PT—other reasons	4,612	2,555	2,057

**Table 7.F.36 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	26	0	25	0	0	1	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	53	11	35	5	1	0	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	61	7	46	4	1	1	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	147	30	102	12	1	1	1
5. Completed both CAT and PT	459,889	111,633	264,380	65,507	17,156	352	861
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	14	85	5	1	0	2
7. Did not log on to both CAT and PT—PGE	3,168	382	2,616	56	40	17	57
8. Did not log on to both CAT and PT—other reasons	4,612	1,090	3,002	176	86	80	178

**Table 7.F.37 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	26	6	20
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	53	41	12
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	61	35	26
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	147	92	55
5. Completed both CAT and PT	459,889	284,498	175,391
6. Did not log on to both CAT and PT—NTE (medical reasons)	107	52	55
7. Did not log on to both CAT and PT—PGE	3,168	1,131	2,037
8. Did not log on to both CAT and PT—other reasons	4,612	2,869	1,743

**Table 7.F.38 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Four—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	1	0	1	3	2	15	3	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	3	0	0	27	10	11	1	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	0	1	0	0	27	2	28	0	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	2	6	3	1	76	4	43	9	3
5. Completed both CAT and PT	2,291	41,702	2,146	8,915	254,315	24,901	104,752	17,562	3,305
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	6	1	1	41	8	42	6	2
7. Did not log on to both CAT and PT—PGE	25	125	12	30	1,009	173	1,540	162	92
8. Did not log on to both CAT and PT—other reasons	48	303	35	48	1,973	576	1,234	227	168

**Table 7.F.39 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Gender**

If the Student:	All	Male	Female
1. Logged on to both CAT and PT, but answered no items	26	12	14
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	67	34	33
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	63	40	23
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	136	70	66
5. Completed both CAT and PT	476,073	243,004	233,069
6. Did not log on to both CAT and PT—NTE (medical reasons)	125	71	54
7. Did not log on to both CAT and PT—PGE	3,199	1,708	1,491
8. Did not log on to both CAT and PT—other reasons	4,464	2,488	1,976

**Table 7.F.40 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	26	1	24	0	0	1	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	67	20	34	7	2	2	2
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	63	11	49	3	0	0	0
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	136	29	89	14	3	0	1
5. Completed both CAT and PT	476,073	100,308	267,895	87,697	19,126	308	739
6. Did not log on to both CAT and PT—NTE (medical reasons)	125	20	95	5	4	0	1
7. Did not log on to both CAT and PT—PGE	3,199	353	2,665	88	56	10	27
8. Did not log on to both CAT and PT—other reasons	4,464	962	2,985	213	76	59	169

**Table 7.F.41 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	26	9	17
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	67	44	23
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	63	37	26
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	136	85	51
5. Completed both CAT and PT	476,073	294,873	181,200
6. Did not log on to both CAT and PT—NTE (medical reasons)	125	62	63
7. Did not log on to both CAT and PT—PGE	3,199	1,147	2,052
8. Did not log on to both CAT and PT—other reasons	4,464	2,738	1,726



**Table 7.F.42 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Five—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	2	0	0	3	1	15	3	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	2	4	1	1	34	4	17	1	3
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	3	1	0	1	25	8	21	2	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1	6	1	0	74	13	38	2	1
5. Completed both CAT and PT	2,414	42,987	2,153	10,118	264,126	25,641	108,332	17,268	3,034
6. Did not log on to both CAT and PT—NTE (medical reasons)	1	8	1	2	49	8	48	7	1
7. Did not log on to both CAT and PT—PGE	22	108	7	28	1,006	168	1,573	198	89
8. Did not log on to both CAT and PT—other reasons	52	223	30	50	1,933	506	1,319	199	152

**Table 7.F.43 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	18	6	12
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	71	40	31
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	114	62	52
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	310	178	132
5. Completed both CAT and PT	464,242	236,317	227,925
6. Did not log on to both CAT and PT—NTE (medical reasons)	121	60	61
7. Did not log on to both CAT and PT—PGE	2,802	1,480	1,322
8. Did not log on to both CAT and PT—other reasons	5,240	2,936	2,304

**Table 7.F.44 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	18	0	17	0	0	0	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	71	14	39	12	1	2	3
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	114	22	69	16	3	2	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	310	75	173	53	7	0	2
5. Completed both CAT and PT	464,242	79,749	257,282	107,204	19,011	324	672
6. Did not log on to both CAT and PT—NTE (medical reasons)	121	19	87	10	3	0	2
7. Did not log on to both CAT and PT—PGE	2,802	242	2,374	90	36	14	46
8. Did not log on to both CAT and PT—other reasons	5,240	982	3,526	419	98	61	154

**Table 7.F.45 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	18	5	13
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	71	52	19
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	114	82	32
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	310	236	74
5. Completed both CAT and PT	464,242	284,441	179,801
6. Did not log on to both CAT and PT—NTE (medical reasons)	121	50	71
7. Did not log on to both CAT and PT—PGE	2,802	970	1,832
8. Did not log on to both CAT and PT—other reasons	5,240	3,330	1,910

**Table 7.F.46 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Six—Ethnicity**

<b>If the Student:</b>	<b>American Indian/Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	0	0	5	1	7	3	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	0	1	0	46	8	12	2	2
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	4	2	0	74	10	20	3	0
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1	11	3	3	181	29	68	11	3
5. Completed both CAT and PT	2,405	42,758	2,228	10,572	254,892	24,892	107,723	16,051	2,721
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	5	0	2	38	5	65	5	1
7. Did not log on to both CAT and PT—PGE	22	89	9	17	796	130	1,469	162	108
8. Did not log on to both CAT and PT—other reasons	69	237	25	52	2,333	689	1,446	217	172

**Table 7.F.47 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	22	11	11
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	104	58	46
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	102	78	24
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	391	213	178
5. Completed both CAT and PT	460,604	235,288	225,316
6. Did not log on to both CAT and PT—NTE (medical reasons)	161	84	77
7. Did not log on to both CAT and PT—PGE	2,847	1,377	1,470
8. Did not log on to both CAT and PT—other reasons	6,889	3,862	3,027

**Table 7.F.48 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	22	0	19	1	0	0	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	104	27	57	15	3	0	2
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	102	27	55	16	1	1	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	391	73	220	82	13	1	2
5. Completed both CAT and PT	460,604	67,596	252,250	118,572	21,110	330	746
6. Did not log on to both CAT and PT—NTE (medical reasons)	161	16	117	22	5	0	1
7. Did not log on to both CAT and PT—PGE	2,847	198	2,387	135	74	7	46
8. Did not log on to both CAT and PT—other reasons	6,889	1,226	4,568	732	143	55	165

**Table 7.F.49 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	22	6	16
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	104	75	29
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	102	75	27
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	391	278	113
5. Completed both CAT and PT	460,604	276,124	184,480
6. Did not log on to both CAT and PT—NTE (medical reasons)	161	71	90
7. Did not log on to both CAT and PT—PGE	2,847	864	1,983
8. Did not log on to both CAT and PT—other reasons	6,889	4,539	2,350



**Table 7.F.50 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Seven—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	1	0	0	0	5	1	9	4	2
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	3	0	1	63	12	16	5	4
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	3	0	0	67	12	14	2	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	3	12	2	5	243	33	75	14	4
5. Completed both CAT and PT	2,392	43,771	2,339	11,144	248,540	25,093	109,216	15,137	2,972
6. Did not log on to both CAT and PT—NTE (medical reasons)	4	4	1	5	64	5	71	7	0
7. Did not log on to both CAT and PT—PGE	31	123	5	27	728	132	1,550	152	99
8. Did not log on to both CAT and PT—other reasons	98	262	43	80	3,342	847	1,757	269	191

**Table 7.F.51 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	25	11	14
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	151	74	77
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	152	89	63
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	398	209	189
5. Completed both CAT and PT	457,438	233,748	223,690
6. Did not log on to both CAT and PT—NTE (medical reasons)	246	117	129
7. Did not log on to both CAT and PT—PGE	3,706	1,689	2,017
8. Did not log on to both CAT and PT—other reasons	7,791	4,372	3,419

**Table 7.F.52 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	25	2	22	1	0	0	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	151	36	81	30	4	0	0
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	152	28	86	32	4	0	2
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	398	67	181	133	15	1	1
5. Completed both CAT and PT	457,438	55,626	248,123	130,373	22,431	287	598
6. Did not log on to both CAT and PT—NTE (medical reasons)	246	22	186	30	4	2	2
7. Did not log on to both CAT and PT—PGE	3,706	246	3,080	224	107	10	39
8. Did not log on to both CAT and PT—other reasons	7,791	1,317	5,165	893	193	59	164

**Table 7.F.53 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	25	9	16
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	151	115	36
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	152	124	28
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	398	291	107
5. Completed both CAT and PT	457,438	271,565	185,873
6. Did not log on to both CAT and PT—NTE (medical reasons)	246	106	140
7. Did not log on to both CAT and PT—PGE	3,706	1,189	2,517
8. Did not log on to both CAT and PT—other reasons	7,791	5,176	2,615

**Table 7.F.54 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eight—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	1	0	1	3	1	15	4	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	2	2	2	95	23	24	2	1
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	1	3	0	2	97	14	32	0	3
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	3	15	0	6	274	26	60	13	1
5. Completed both CAT and PT	2,394	43,455	2,233	11,879	245,701	25,368	110,009	13,698	2,701
6. Did not log on to both CAT and PT—NTE (medical reasons)	3	13	0	3	90	14	118	4	1
7. Did not log on to both CAT and PT—PGE	38	169	17	36	995	167	2,006	179	99
8. Did not log on to both CAT and PT—other reasons	120	241	34	68	3,920	949	1,976	291	192

**Table 7.F.55 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Gender**

<b>If the Student:</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
1. Logged on to both CAT and PT, but answered no items	73	34	39
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	305	180	125
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	250	150	100
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	581	311	270
5. Completed both CAT and PT	441,856	224,570	217,286
6. Did not log on to both CAT and PT—NTE (medical reasons)	293	124	169
7. Did not log on to both CAT and PT—PGE	3,425	1,654	1,771
8. Did not log on to both CAT and PT—other reasons	27,422	15,235	12,187

**Table 7.F.56 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—English Language Fluency**

If the Student:	All	EL	EO	RFEP	IFEP	TBD	No Response
1. Logged on to both CAT and PT, but answered no items	73	3	49	18	2	0	1
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	305	58	153	79	11	0	4
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	250	44	128	57	15	1	5
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	581	99	272	159	43	3	5
5. Completed both CAT and PT	441,856	43,014	236,625	128,811	32,588	200	618
6. Did not log on to both CAT and PT—NTE (medical reasons)	293	42	202	38	11	0	0
7. Did not log on to both CAT and PT—PGE	3,425	190	2,626	335	253	6	15
8. Did not log on to both CAT and PT—other reasons	27,422	4,856	15,715	4,754	1,265	153	679

**Table 7.F.57 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Economic Status**

<b>If the Student:</b>	<b>All</b>	<b>Economically Disadvantaged</b>	<b>Not Economically Disadvantaged</b>
1. Logged on to both CAT and PT, but answered no items	73	28	45
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	305	189	116
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	250	174	76
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	581	386	195
5. Completed both CAT and PT	441,856	247,314	194,542
6. Did not log on to both CAT and PT—NTE (medical reasons)	293	159	134
7. Did not log on to both CAT and PT—PGE	3,425	979	2,446
8. Did not log on to both CAT and PT—other reasons	27,422	17,104	10,318



**Table 7.F.58 CAASPP Smarter Balanced Student Completion Conditions by Student Groups for Mathematics, Grade Eleven—Ethnicity**

<b>If the Student:</b>	<b>American Indian/ Alaska Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Other Pacific Islander</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Black or African American</b>	<b>White</b>	<b>Two or More Races</b>	<b>Unknown</b>
1. Logged on to both CAT and PT, but answered no items	0	0	1	0	29	5	35	3	0
2. Logged on to both CAT and PT and answered at least one item for only CAT or PT	0	17	8	3	175	29	60	9	4
3. Logged on to both CAT and PT and answered at least 1 CAT and 1 PT item but fewer than 10 CAT items	4	11	2	2	130	34	52	10	5
4. Logged on to both CAT and PT and answered at least 1 PT item and at least 10 CAT items, but did not answer specified minimum number of items	1	64	3	7	320	68	91	18	9
5. Completed both CAT and PT	2,487	44,102	2,241	13,060	231,325	24,535	108,868	12,406	2,832
6. Did not log on to both CAT and PT—NTE (medical reasons)	0	17	3	4	115	13	128	9	4
7. Did not log on to both CAT and PT—PGE	32	392	7	34	867	142	1,766	153	32
8. Did not log on to both CAT and PT—other reasons	281	1,056	188	350	14,590	3,064	6,253	847	793

## Chapter 8: Analyses

---

This chapter summarizes the item- and test-level statistics calculated for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Online Summative Assessments administered during the 2016–17 administration.

### 8.1. Background

There are five primary statistical analyses presented in this chapter:

1. Item Response Theory (IRT) Parameters
2. Omission and Completion Analyses
3. Conditional Exposure Analyses
4. Reliability Analyses
5. Analyses in Support of Validity Evidence

#### 8.1.1 Summary of the Analyses

Each of these sets of analyses is presented in the body of the text and in the listed appendixes. Please note that classical item analyses and differential item functioning (DIF) analysis are not presented because these analyses were performed by the Smarter Balanced Assessment Consortium during the 2013–14 field test administration (Smarter Balanced, 2016b).

1. **Item Response Theory (IRT) Parameters.** [Appendix 8.A](#) presents summaries of item difficulty parameter estimates ( $b$ -values) and item discrimination parameter estimates ( $a$ -values) for all of the items in each assessment and separate summaries for each claim. Also presented for each test are conditional distributions of  $a$ -values and  $b$ -values for students at specified ability levels (scale-score intervals) and the  $a$ -values and  $b$ -values of all performance task (PT) items. For polytomous items, partial credit step values ( $d$ -values) are included.
2. **Omission and Completion Analyses.** [Appendix 8.B](#) shows item parameter estimate summaries for items with different omit rates. Statistics are shown for the PTs and computer adaptive test (CAT) items in each test. The item parameter estimates are from the field test calibrations. The purpose of these analyses is to examine whether the items with high omit rates are systematically more difficult or more discriminating than items with low omit rates. [Appendix 8.B](#) also shows the completion rates for each test.
3. **Conditional Exposure Analyses.** [Appendix 8.C](#) shows, for each assessment, distributions (in intervals) of item exposure frequency for all of the items in that test, for the items in each claim, and for items at different difficulty levels.
4. **Reliability Analyses.** [Appendix 8.D](#) presents results of the reliability analyses of test scores and claim scores for the population as a whole and for selected student groups. Table 8.3 presents the reliability results for the population as a whole. Table 8.4 shows the conditional standard errors of measurement (CSEMs) at achievement-level scale score cuts.

Tables in [Appendix 8.E](#) present CSEM distributions for the total test scores. Figure 8.E.1 through Figure 8.E.14, which start on page 763, present plots of CSEMs conditional on scale scores. Table 8.5 presents the mean CSEM for each achievement level. Tables in [Appendix 8.F](#) present statistics describing the accuracy and

consistency of the performance classifications. Interrater reliability statistics for the human-scored items and statistics showing the agreement of artificial intelligence (AI) scoring with human scoring are shown in [Appendix 8.G](#) for the constructed-response (CR) items.

5. **Analyses in Support of Validity Evidence.** Validity evidence related to the CAASPP online summative assessments is discussed in subsection [8.6 Validity Evidence](#). [Appendix 8.H](#) presents distributions of the time required to complete the total test for each content area, including both the PT and CAT portions. Table 8.6, on page 596, and the tables in [Appendix 8.I](#) present correlations between English language arts/literacy (ELA) and mathematics scores calculated for all students and for demographic student groups of interest.

### 8.1.2 Samples for the Analyses

Analyses were conducted on the sample of student data received during the last “daily feed” on August 30, 2017, which comprised the full CAASPP online summative assessments’ data for the majority of tests. All valid student records were used for the technical report analyses. Student records that were flagged as “not scored” or students who were enrolled in a different grade than the one in which they were tested were not included. Note that items for the embedded field test PTs are embedded into the 2016–17 operational tests. However, because the field test data were not provided to Educational Testing Service (ETS), none of the PT field test items were analyzed in this chapter.

## 8.2. IRT Parameter Values

The purpose of the IRT calibration and scaling is to place item difficulty and student ability estimates onto a common theta scale in each content area. The Common Core State Standards (CCSS) provide a foundation for developing Smarter Balanced assessments that support inferences concerning student changes in achievement (i.e., progress). One approach to modeling student progress across grades is to report scores on a vertical scale, which is a single scale for reporting scores on tests at different grade levels of the same content area. Its purpose is to report scores in a way that shows a student’s progress in a content area, from one grade level to the next. One key assumption with vertical scaling is that it is possible to make meaningful comparisons between scores on tests in the same content area at different grade levels.

Item parameters used in the CAASPP online summative assessments were estimated and scales were constructed during the Smarter Balanced field test administration. Item parameter calibration software, model fit, and evaluation of vertical scale anchor items are not described in the current technical report. For more detailed information on these and other psychometric topics, see Chapter 6 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016b).

Unidimensional IRT models were used to calibrate items within each content area. Based on the results from the psychometric analyses occurring during the pilot and field test administrations, the Smarter Balanced Assessment Consortium chose the two-parameter logistic (2PL) model (Birnbaum, 1968) for calibration of the dichotomous items and the generalized partial credit model (GPCM; Muraki, 1992) for calibration of polytomous items. The formula associated with these models is provided in Equation 7.1 on page 219.

Chapter 9 of the *2013–14 Smarter Balanced Technical Report* provides more detailed information about how Smarter Balanced assessments were calibrated and both horizontally and vertically scaled through IRT processes (Smarter Balanced, 2016b).

### 8.2.1 Summary Information

Parameter estimates for the 2016–17 operational items were obtained from the 2013–14 Smarter Balanced field test analyses. Summary statistics of these parameter estimates are calculated to show the difficulty and discrimination of the overall test, as well as the difficulty and discrimination of claims; distributions of  $b$ -value and  $a$ -value parameter estimates are created to provide more detail. The step parameters for all polytomous items are also provided.

[Appendix 8.A](#) provides summary statistics describing the distributions of item difficulty and discrimination parameter estimates at each test level from the field test calibration and scaling. Note that only operational items from the item pool administered as part of the CAASPP administration are included in this analysis. For more information regarding the IRT methodology used by Smarter Balanced to form the basis for new item development, test equating, and computer-adaptive testing, refer to Chapter 9 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced 2016b).

#### 8.2.1.1 All Items

Table 8.A.1 through Table 8.A.14 present univariate statistics (mean, standard deviation, minimum, and maximum) of the scaled IRT  $a$ -values. These statistics for each test are presented for all items in the test and for the items in each claim. Table 8.A.15 through Table 8.A.28 present the univariate statistics of the IRT  $b$ -values for all items in the test and for the items in each claim.

#### 8.2.1.2 CAT Items

Table 8.A.29 through Table 8.A.42 show the distributions of CAT item  $a$ -values across 10 intervals of the ability scale, conditional on 6 intervals of student ability indicated by ranges of the overall test scale score. Table 8.A.43 through Table 8.A.56 present the distributions of CAT items across 16 intervals of  $b$ -values conditional on 6 intervals of overall test scale scores. The mode of each distribution is in bold text.

#### 8.2.1.3 Performance Task Items

Table 8.A.57 through Table 8.A.70 show the conditional distribution of  $a$ -values for the PT items. Table 8.A.71 through Table 8.A.84 show the conditional distribution of  $b$ -values for the PT items. Parameter values of all PT items are presented in Table 8.A.85 through Table 8.A.98.

For Table 8.A.29 through Table 8.A.84, the scale score intervals included in the table range from the lowest one hundred scale scores containing the lowest obtainable scale score (LOSS) to the highest one hundred scale scores containing the highest obtainable scale score (HOSS) for that test. For example, “2100–2199” to “2600–2699” for ELA in grade three includes the LOSS of 2114 and the HOSS of 2623.

## 8.3. Omission and Completion Analyses

### 8.3.1 Omit Rates

If a student views an item, leaves it unanswered, and goes on to view and answer another item, the missing response is classified as an “omit.” If the student omits an item—that is,

leaves the item unanswered—and does not view additional items, the responses for the successive items are classified as “not seen.”

The percentage of students leaving an item blank can indicate a problem with the time provided for the test or with some feature of the item. If students have an adequate amount of testing time, at least 95 percent of the students should attempt to answer each item. The CAASPP online summative assessments are designed to be untimed, allowing all students to respond to all of the items. Because there is no time limit for the test, a percentage of blank responses that is greater than five percent for any single item may be an indication of a problem with an item.

Table 8.B.1 and Table 8.B.2 present the summary of omit rates, including the number of items in each omit rate interval, for the PT and CAT items respectively. The tables also contain the average difficulty and discrimination for these items. As shown, the overall omit rates for CAT items across contents and grades are very low; no items have omit rates higher than five percent.

### 8.3.2 Completion Rates

Completion rates indicate the proportion of students who failed to complete a certain number of items in either the CAT or PT portion of the test. Regardless of whether or not the test contains only operational items or also includes embedded field test PTs, a student’s record for the CAT portion is considered incomplete if the student completed fewer than 10 CAT items. For tests that contain only operational items, a student is considered *incomplete* if the student did not complete at least one operational PT item and at least 10 CAT items. A student is considered *complete* when the student answers at least one operational PT and at least 10 CAT items. However, for tests with embedded field test PTs, there is no requirement for a student to complete any PT items, so a student is considered complete if the student completed at least 10 CAT items.

A student’s record for a claim is not considered complete unless the student completed at least the specified minimum number of items for that claim (see Table 8.1 and Table 8.2 for the minimum number of operational items in each claim for students who are assigned only operational items and for students who are assigned embedded field test PTs respectively). The percentages of students completing each test, each claim on the test, and each of the two parts of the test are presented in Table 8.B.3 and Table 8.B.4. Note that all students are counted in these tables, including the students assigned with embedded field test PTs.

**Table 8.1 Minimum Number of Items for a Complete Claim Score If No Field-Test PT Items**

Content Area/Claim	Grades 3–5	Grades 6–8	Grade 11
ELA Claim 1	14	13	15
ELA Claim 2	12	12	12
ELA Claim 3	8	8	8
ELA Claim 4	8	8	8
Mathematics Claim 1	17	16	19
Mathematics Claim 2	8	8	8
Mathematics Claim 3	8	8	8

**Table 8.2 PT Field Test Minimum Number of Items for a Complete Claim Score If Test Includes Field-Test PT Items**

Content Area/Claim	Grades 3–5	Grade 6	Grade 7	Grade 8	Grade 11
ELA Claim 1	14	14	14	16	15
ELA Claim 2	10	10	10	10	10
ELA Claim 3	8	8	8	8	8
ELA Claim 4	9	9	9	9	9
Mathematics Claim 1	20	19	20	20	22
Mathematics Claim 2	8	8	8	8	8
Mathematics Claim 3	8	8	8	8	8

## 8.4. Conditional Exposure Rates of Items

Item exposure refers to the frequency of item administration in the student population. Items that are selected too frequently may become known to students in advance of the test administration and, as a result, fail to perform as expected. Table 8.C.1 and Table 8.C.2 show, for each test and for each claim, how many items were not administered. These tables also present the numbers of items in five intervals of exposure with the lowest being 1 to 100 student testing events and the highest being greater than or equal to 3,000 student testing events.

Conditional exposure control refers to the establishment of exposure controls to be applied to the items at a specified level of difficulty (*b*-value). These controls become necessary when items at a particular level of difficulty are especially likely to be used too often. For example, it may be necessary to limit item exposure for very difficult items. Table 8.C.3 through Table 8.C.16 present the same information as Table 8.C.1 and Table 8.C.2, computed separately for items in several intervals of difficulty.

## 8.5. Reliability Analyses

There are many definitions of reliability (Haertel, 2006) that have their genesis in classical test theory and a variety of methods that can be used to estimate reliability.

The general concept of reliability concerns the extent to which the test scores measure a *particular construct* consistently. The variance in the distribution of test scores—essentially, the differences among individuals—is partly due to factors that are consistent over permissible differences in the testing process (e.g., different items or tasks, different raters) and partly due to factors that are not consistent. The measure of variation associated with the first kind of differences—consistent differences—is called “true variance”; the measure of variation associated with the remaining differences—those that operate essentially at random—is called “error variance.” Reliability is the proportion of total variance that is due to true variance. The standard error of measurement (SEM) is a statistic that characterizes the error variance.

This subsection documents the reliability and SEM statistics that are used for CAASPP.

### 8.5.1 Sample for Reliability Analyses

The reliability analyses performed for CAASPP require that the sample be screened beyond the requirements listed in subsection [8.1.2 Samples for the Analyses](#). When students’ ability estimates on the overall test or a claim are lower than the lowest obtainable theta (LOT) for that test, they are assigned the LOSS for that test. When students’ ability estimates on the

overall test or a claim are higher than the highest obtainable theta (HOT) for that test, they are assigned the HOSS for that test. When a student is assigned to either the LOSS or HOSS, a measure of his or her true performance is not known as it would be lower than LOSS or higher than HOSS, which ultimately impacts any reliability analyses. Because of this, the reliability analyses in this section further exclude students assigned the LOSS or HOSS from the student data used for general analyses that was described at the beginning of this chapter. (Refer to subsection [7.4.1.2 Scale Scores for the Total Assessment](#) for the definitions of LOSS/LOT and HOSS/HOT.)

### 8.5.2 Marginal Reliability

In a specified population of students, the reliability of test scores,  $X$ , is defined as the proportion of the test score variance that is attributable to true differences in student abilities and is sometimes operationalized as the correlation between scores on two replications of the same testing procedure,  $\rho_{XX'}$ . Reliability coefficients may range from 0 to 1. The higher the reliability coefficient for a set of scores, the more likely students would be to obtain very similar scores if they were retested. In applied settings, the requirement of repeated administrations is impractical, and methodologies estimating reliability from relationships among student performances on items within a single test form are often used. Coefficient alpha (Cronbach, 1951) is among the most common of these methodologies. These reliability indices are not directly applicable to CAT because each student takes a different test form.

An IRT-based approach called marginal reliability (Green, Bock, Humphreys, Linn, & Reckase, 1984) can be used to estimate the reliability of CAT scores. The estimates of reliability coefficients reported here are for item response model-based ability estimates.

This reliability coefficient for theta estimates,  $\rho_{\theta\theta'}$ , is defined, based on a single test administration, as shown in Equation 8.1:

$$\rho_{\theta\theta'} = 1 - \frac{M_{SEM_{\theta}^2}}{s_{\theta}^2} \quad (8.1)$$

where,

$s_{\theta}^2$  is the measure of variance in ability estimates,

$\theta$  is an ability estimate, and

$M_{SEM_{\theta}^2}$  is an average of the squared CSEM (i.e., error variances) at each value of the ability estimate.

### 8.5.3 Standard Error of Measurement (SEM)

The SEM provides a measure of score instability in the scale score metric. The SEM is the square root of the “error variance” in the scores (i.e., the standard deviation of the distribution of the differences between students’ observed scores and their true scores). The SEM is calculated by:

$$SEM_{Scaled} = a \times s_{\theta} \sqrt{1 - \rho_{\theta\theta'}} \quad (8.2)$$

where,

$\rho_{\theta\theta'}$  is the reliability estimated in Equation 8.1,

$s_{\theta}$  is the standard deviation of the total test  $\theta$  score, and

$a$  is the slope of the scaling transformation of  $\theta$  to the reporting scale.

The SEM is useful in determining the confidence interval (CI) that likely captures a student's true score. A student's true score can be thought of as the score a student would earn over an infinite number of independent administrations of the test. Across those administrations, approximately 95 percent of CIs from a student's observed score of  $-1.96$  SEMs to that student's observed score of  $+1.96$  SEMs would contain a student's true score (Crocker & Algina, 1986). Therefore, this interval is called a 95 percent confidence interval for the student's true score. For example, if a student's observed score on a given test equals 2440 points, and the SEM equals 23, one can be 95 percent confident that the student's true score lies between 2395 and 2485 points ( $2440 \pm 45$ ).

Table 8.3 gives the total score reliability for theta as well as the mean, standard deviation, and SEM of both thetas and scale scores for each of the 14 tests, along with the number of student results upon which those analyses are performed. Note that in the case of the total test reliability, the reliability is for the whole test on the theta score scale; it is calculated using the total test theta scale score of individual students.

In Table 8.3, only students who finished at least 10 CAT items and 1 PT item are included in the analysis.

**Table 8.3 Summary Statistics for Scale Scores and Theta Scores, Reliability, and SEMs**

Content Area/Grade	Number of Students	Reliability	Scale Score Mean	Scale Score SD	Scale Score SEM	Theta Score Mean	Theta Score SD	Theta Score SEM
ELA 3	447,521	0.93	2413	90	24.32	-1.11	1.05	0.28
ELA 4	451,537	0.92	2453	94	26.55	-0.64	1.10	0.31
ELA 5	466,511	0.93	2487	98	26.19	-0.25	1.15	0.31
ELA 6	456,007	0.92	2516	95	26.13	0.09	1.11	0.30
ELA 7	449,973	0.93	2539	100	26.98	0.36	1.16	0.31
ELA 8	448,643	0.92	2557	99	27.52	0.56	1.15	0.32
ELA 11	425,473	0.92	2596	109	30.29	1.02	1.28	0.35
Mathematics 3	447,697	0.94	2427	80	19.45	-1.11	1.01	0.25
Mathematics 4	452,926	0.94	2461	83	19.90	-0.68	1.05	0.25
Mathematics 5	470,103	0.93	2484	92	23.65	-0.39	1.16	0.30
Mathematics 6	453,649	0.94	2508	104	25.32	-0.08	1.31	0.32
Mathematics 7	450,864	0.94	2524	110	27.96	0.11	1.38	0.35
Mathematics 8	443,268	0.93	2537	117	29.93	0.28	1.47	0.38
Mathematics 11	433,064	0.93	2565	123	33.30	0.63	1.55	0.42



### 8.5.4 Intercorrelations, Reliabilities, and SEMs for Claims Scores

For each test, theta scores and scale scores are computed for claims. As is described in subsection [7.1.1 Structure of the Assessments](#) in [Chapter 7: Scoring and Reporting](#), a claim consists of a group of items with related content standards.

Intercorrelations, reliability estimates, and theta-based SEMs for the claims are presented in Table 8.D.1 through Table 8.D.14, starting on page 705. The reliability estimates across claims vary significantly according to the number of items as well as the types of content standards that are included in each claim. The standards of claims can be found in the Smarter Balanced blueprints that are provided in [Appendix 2.A](#).

### 8.5.5 Student Group Reliabilities and SEMs

The reliabilities of the total test scores and the claim scores are examined for various student groups within the student population. The student groups included in these analyses are defined by gender, economic status, for special education services status, accommodations for students with special education services, English language fluency, primary ethnicity, migrant status. The reliability analyses are also presented by primary ethnicity within economic status.

Reliabilities and theta-based SEMs for the total test scores and the claim scores are reported for each student group analysis. Table 8.D.15 through Table 8.D.24 present the overall test reliabilities for student groups defined by student gender, economic status, special education services status, English language fluency, primary ethnicity, and migrant status. Table 8.D.25 through Table 8.D.30 present the reliabilities for the student groups based on primary ethnicity within economic status.

The next set of tables, Table 8.D.31 through Table 8.D.100, present the claim-level reliabilities for the student groups. Table 8.D.31 through Table 8.D.44 present the claim-level reliabilities for the student groups based on gender, economic status, and migrant status. Table 8.D.45 through Table 8.D.58 show the same analyses for the student groups based on special education services status and English language fluency. Table 8.D.59 through Table 8.D.72 present results for the student groups based on primary ethnicity of the students. The last set of tables, Table 8.D.73 through Table 8.D.100 present the claim-level reliabilities for the student groups based on primary ethnicity within economic status. Note that the reliabilities are reported only for samples that are comprised of 11 or more students. Also, in some cases, score reliabilities are not estimable and are presented in the tables as “NA.” The reliability estimates for some of the student groups are negative due to small variation in scale scores and large CSEMs for extreme score values. These negative reliabilities and their associated SEMs are presented as “NA.”

### 8.5.6 Conditional Standard Errors of Measurement (CSEMs)

As part of the IRT-based scoring procedure, CSEMs are estimated. CSEMs for scale scores are based on IRT and are estimated as a function of measured ability. The CSEMs are typically smaller in scale score units toward the center of the scale in the test metric where more items are located and are usually larger at the extreme ends of the scale, because there is no way to know how much better than that a student really is in the case of an extremely high score, or how much worse than that a student really is in the case of an extremely low score, given the difficulty of content administered to the student. A student’s CSEM under the IRT framework is equal to the reciprocal of the square root of the test information function (TIF):

$$\text{CSEM}(SS) = a \times \frac{1}{\sqrt{I(\theta)}} \quad (8.3)$$

where,

$$SS = a \times \theta + b, \text{ and}$$

CSEM (  $SS$  ) is the conditional standard error of measurement on scale score scale, and

$I(\theta)$  is the test information function at ability level  $\theta$ , as is shown in equations 7.8 to 7.11, which start on page 228.

The statistic is multiplied by  $a$ , where  $a$  is the scaling factor needed to transform theta to the scale score metric. The intercept to transform theta to the scale score is denoted as  $b$ . The values of  $a$  and  $b$  vary by content area and are shown in equations 7.5 and 7.6 for ELA and mathematics, respectively.

Because the Smarter Balanced assessments utilize item pattern scoring, each response pattern can have a unique ability estimate and CSEM. Some response patterns have more uncertainty or random error associated with their ability estimates at the upper or lower ends of the reporting scale, where items administered to students may not be well-aligned to a student's true ability level. For example, items available for administration to a particularly high-performing student may not be difficult enough. Under these circumstances, while a student's scale score will be high, the CSEM may not be well estimated.

In order to reduce the level of uncertainty, the CSEMs are averaged at each scale score point. In addition, the uncertainty associated with CSEMs across the entire ability continuum, including the extreme ends, could be further reduced by loglinear smoothing. Loglinear smoothing is implemented by using loglinear models to replace a discrete empirical dataset with a discrete dataset that preserves some features of the observed data without the irregularities that are attributable to sampling. Loglinear models can preserve a variety of different features in observed data with a relatively small number of parameters (Moses, von Davier, & Casabianca, 2004). Loglinear smoothing is implemented through LOGLIN, which is a function of an open-source software *KE* (ETS, 2011).

The average CSEMs at each scale score point are estimated from the 2014–15 Smarter Balanced Summative Assessment data for all students (Smarter Balanced, 2016c). Given the stability across the 2014–15 through 2016–17 California student populations and the stability of the item pool, the relationship between the reporting scale and CSEMs should remain stable across administration years. The stability of this relationship helps facilitate the estimation of CSEMs prior to the test administration instead of after the completion of all testing windows.

CSEMs vary across the  $\theta$  scale. When a test has cut scores, it is important to estimate CSEMs at those cut scores. Table 8.4 presents the scale score CSEMs at the lowest score required for a student to be classified in the *Standard Nearly Met*, *Standard Met*, and *Standard Exceeded* achievement levels for each test.

**Table 8.4 Scale Score CSEM at Performance-level Cut Points**

Content Area/Grade	Standard Nearly Met Minimum SS	Standard Nearly Met CSEM	Standard Met Minimum SS	Standard Met CSEM	Standard Exceeded Minimum SS	Standard Exceeded CSEM
ELA 3	2367	24	2432	22	2490	23
ELA 4	2416	25	2473	24	2533	25
ELA 5	2442	24	2502	24	2582	25
ELA 6	2457	27	2531	25	2618	26
ELA 7	2479	27	2552	26	2649	26
ELA 8	2487	27	2567	26	2668	27
ELA 11	2493	32	2583	29	2682	28
Mathematics 3	2381	19	2436	17	2501	17
Mathematics 4	2411	20	2485	17	2549	17
Mathematics 5	2455	23	2528	19	2579	18
Mathematics 6	2473	25	2552	21	2610	20
Mathematics 7	2484	30	2567	23	2635	20
Mathematics 8	2504	32	2586	26	2653	22
Mathematics 11	2543	35	2628	27	2718	22

Table 8.5 presents the average CSEMs in each achievement level by content area and grade level. The CSEMs tended to be smaller in the achievement levels of *Standard Nearly Met*, *Standard Met*, and *Standard Exceeded* than *Standard Not Met* for all tests. The pattern of average CSEMs is similar for the tests in each content area.

**Table 8.5 Mean CSEM for Each Achievement Level**

Content Area/Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA 3	27.80	22.79	22.00	23.71
ELA 4	28.78	25.00	24.46	25.84
ELA 5	28.24	24.00	24.58	26.47
ELA 6	31.65	26.01	25.44	27.32
ELA 7	31.76	26.15	25.62	28.14
ELA 8	30.78	26.28	26.07	27.89
ELA 11	36.65	30.03	28.06	29.98

<b>Content Area/Grade</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>
Mathematics 3	22.28	17.95	17.00	17.82
Mathematics 4	23.64	18.12	17.00	17.66
Mathematics 5	29.36	20.83	18.24	17.98
Mathematics 6	33.69	23.10	20.59	20.88
Mathematics 7	40.76	26.23	21.41	20.65
Mathematics 8	40.15	29.06	24.04	21.94
Mathematics 11	48.75	30.99	24.78	22.53

Scale score CSEM distributions are shown in Table 8.E.1 through Table 8.E.14 in [Appendix 8.E](#). The plots of the CSEMs conditional for scale scores are also presented in Figure 8.E.1 through Figure 8.E.14, which start on page 763. In the figures, the vertical axis is defined as the CSEMs and the horizontal axis is designated as scale scores, which is a common metric for tests within the same content area. Each data point represents an individual student. Typically, for fixed-form tests, the pattern of the CSEMs tends to be U-shaped such that the plotted values of CSEMs for the middle scale scores tend to be lower than those for extreme scale scores. An impact of the CAT, in relation to a fixed-form test, is the attenuation of the U-shaped relationship between CSEMs and scale scores.

### 8.5.7 Decision Classification Analyses

The accuracy of decisions (classifications) based on specified cut scores for the CAASPP online summative assessments is evaluated as a measure of the reliability of achievement-level classifications. Every test administration will result in some errors in the classification of students, and continuous testing will not eliminate those errors. When an assessment uses achievement levels as the primary method to report test results, accuracy and consistency of decisions become key indicators about the quality of the assessment.

Decision accuracy is the extent to which students are classified in the same way as they would be on the basis of the average of all possible forms of a test (the student's "true score"). Decision accuracy answers the following question: How closely does the actual classification of test takers, based on their single-form scores, agree with the classification that would be made on the basis of their true scores, if their true scores could somehow be known?

Decision consistency is the extent to which students are classified in the same way as they would be on the basis of a single form of a test other than the one for which data are available. Decision consistency answers the following question: What is the agreement between the classifications based on two nonoverlapping, equally difficult forms of the test?

The methodology used for estimating the reliability of classification decisions is described in Livingston and Lewis (1995). The necessary input information includes only the maximum and minimum possible scores on the test and the observed score distribution and the reliability coefficient for the group of students that the estimates will refer to. The method was implemented by the ETS proprietary computer program RELCLASS-COMP (Version 4.14).

The results of these analyses are presented in Table 8.F.1 through Table 8.F.21 in [Appendix 8.F](#). Included are the contingency tables for both accuracy and consistency of the various achievement-level classifications. The proportion of students accurately classified is determined by summing the main diagonal of the upper table. The proportion of students

consistently classified is determined by summing the main diagonal of the lower table. The classifications are collapsed to Standard Not Met and Standard Nearly Met versus Standard Met and Standard Exceeded, which are the critical categories for accountability.

In each case, the estimated proportion of classifications with exact agreement is the sum of the entries in the diagonal of the contingency table of the achievement level placements. For each test, the classification consistency and accuracy table includes estimates of the proportion of

- overall consistent and accurate classifications, and
- consistency and accuracy around all cut scores.

Reliability of classification at a cut score is estimated by combining the achievement levels above a particular cut score and combining the achievement levels below that cut. The result is a two-by-two table indicating whether the students are above or below the cut score. The sum of the entries in the main diagonal is the number of students accurately (or consistently) classified as above or below that cut score. Figure 8.1 and Figure 8.2 illustrate these 2 x 2 contingency tables.

<b>True status on all-forms average</b>	<b>Does not reach an achievement level</b>	<b>Reaches an achievement level</b>
Does not reach an achievement level	Correct classification	Misclassification
Reaches an achievement level	Misclassification	Correct classification

**Figure 8.1 Decision Accuracy for Reaching an Achievement Level**

<b>Decision made on the form taken</b>	<b>Does not reach an achievement level</b>	<b>Reaches an achievement level</b>
Does not reach an achievement level	Correct classification	Misclassification
Reaches an achievement level	Misclassification	Correct classification

**Figure 8.2 Decision Consistency for Reaching an Achievement Level**

### 8.5.8 Interrater Agreement

To monitor the consistency of ratings assigned to students' responses by raters, approximately 10 percent of the CRs received a second rating. The two sets of ratings are used to compute statistics describing the consistency (or reliability) of the ratings. This interrater consistency is described in three ways:

1. Percentage agreement between two raters
2. Cohen's Kappa
3. Quadratic-weighted Kappa coefficient

#### 8.5.8.1 Percentage Agreement

Percentage agreement between two raters is frequently defined as the percentage of exact score agreement and adjacent score agreement. The percentage of exact score agreement is a stringent criterion, which tends to decrease with increasing numbers of item score

points. The fewer the item score points, the fewer degrees of freedom on which two raters can vary, and the higher the percentage of agreement.

### 8.5.8.2 Kappa

Interrater reliability or consistency is an indicator of homogeneity and is most frequently measured using an intraclass correlation (ICC) which incorporates the exact agreement between raters over and above that expected by chance. The index is defined as the following:

$$ICC = r_1 = (ms_{\text{between}} - ms_{\text{within}}) / (ms_{\text{between}} + [k - 1]ms_{\text{within}}) \quad (8.4)$$

where,

$ms_{\text{between}}$  is the mean-square estimate of between-subjects variance, and

$ms_{\text{within}}$  is the mean-square estimate of within-subjects variance.

For categorical ratings, Cohen's Kappa statistic (1960) has the properties of an ICC and can be used for interrater reliability. Cohen's Kappa is therefore used as a primary indicator of the interrater reliability of the human-scored items. In addition, the percentages of ratings on which the raters are in exact agreement or differ by just one point are computed.

### 8.5.8.3 Quadratic-Weighted Kappa

Quadratic-weighted Kappa is used because Kappa does not take into account the degree of disagreement between raters. It is a generalization of the simple Kappa coefficient using weights to quantify the relative difference between categories. The range of the quadratic weighted Kappa is from 0.0 to 1.0, with perfect agreement being equal to 1.0.

For a human-scored item with  $m$  categories, one can construct an  $m \times m$  rating table with scores provided by two raters A and B. Suppose  $m$  is the maximum obtainable score for each item,  $n_{ij}$  is the number of responses for which rater A's score equals  $i$  and rater B's score equals  $j$ ,  $n_{i+}$  is the number of responses for which rater A equals  $i$ ,  $n_{+j}$  is the number of responses for which rater B equals  $j$ , and  $n_{++}$  is the number of all responses from either rater A or rater B. The weighted Kappa coefficient is defined as

$$K_{ij} = \frac{\left( \sum_{i=0}^m \sum_{j=0}^m w_{ij} \frac{n_{ij}}{n_{++}} \right) - \left( \sum_{i=0}^m \sum_{j=0}^m w_{ij} \frac{n_{i+}n_{+j}}{n_{++}^2} \right)}{1 - \left( \sum_{i=0}^m \sum_{j=0}^m w_{ij} \frac{n_{i+}n_{+j}}{n_{++}^2} \right)} \quad (8.5)$$

For quadratic weighted kappa, the weights are

$$w_{ij} = 1 - \frac{(i - j)^2}{m^2} \quad (8.6)$$

The interrater reliability analyses are performed on approximately 10 percent of the overall testing population randomly selected from the total population; those students' responses are scored by two raters. In some scoring rubrics, zero is a valid score for the responses but is not provided by a rater. Instead, a score of zero is assigned when the student attempted the writing task but did not provide a response. Responses with zero scores should not be included in the calculation of the agreement statistics for these items.

Table 8.G.1 through Table 8.G.14 in [Appendix 8.G](#), present the results of the interrater analyses and descriptive statistics of the ratings by the two raters on short-answer items, including the following:

- Number of score points in each item
- Number of raters for each round of rating
- Kappa
- Quadratic-weighted Kappa
- Percent of exact agreement
- Percent of adjacent agreement
- Mean of the item score
- Standard deviation of the item score

Table 8.G.15 through Table 8.G.20, which start on page 802, present the results of the interrater analyses on writing extended-response (WER) items. In addition to the statistics described previously, the dimension name is also identified. Refer to [Chapter 7: Scoring and Reporting](#) of this report and the *Smarter Balanced Scoring Guide for Grades Three, Six, and Eleven: English/Language Arts PT Full-Write Baseline Sets* (Smarter Balanced, 2014) for scoring dimensions.

### 8.5.9 Agreement between AI and Human Scoring

To ensure that the AI scoring engine awards scores that are consistent with the scores assigned by qualified human raters, Measurement Incorporated, the CAASPP subcontractor scoring some of the CR items, conducts ongoing quality checks to ensure that the scoring models perform consistently. A description of these quality checks is provided in subsection [7.2.2. Quality Control of Artificial Intelligence Scoring](#). Two sets of ratings for the same item, one set from the AI scoring engine and the other set from human raters, are evaluated and compared. Table 8.G.21 through Table 8.G.34, which start on page 821, present the agreement statistics between AI and human scoring for short answer items for ELA and mathematics. Table 8.G.35 through Table 8.G.37, which start on page 853, present the agreement statistics between AI and human scoring for WER items. The dimension name is identified in the case of WER items. These tables include the following:

- Number of score points in each item
- Number of raters for each round of rating
- Kappa
- Quadratic-weighted Kappa
- Percent of exact agreement
- Percent of adjacent agreement

## 8.6. Validity Evidence

Validity refers to the degree to which each interpretation or use of a test score is supported by the accumulated evidence (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014; ETS, 2014). It constitutes the central notion underlying the development, administration, and scoring of a test and the uses and interpretations of test scores. Validation is the process of accumulating evidence to support each proposed score interpretation or use. This validation process does not rely on a single study or gathering only one type of evidence. Rather, validation involves multiple investigations and different kinds of supporting evidence (AERA, APA, & NCME, 2014; Cronbach, 1971; ETS, 2014;

Kane, 2006). It begins with the test design and is implicit throughout the entire assessment process, which includes item development and field testing, analyses of items, test scaling and linking, scoring, reporting, and score usage.

In this subsection, the evidence gathered is presented to support the intended uses and interpretations of scores for the CAASPP online summative assessments. This section is organized primarily around the principles prescribed by AERA, APA, and NCME's *Standards for Educational and Psychological Testing* (2014). These *Standards* require a clear definition of the purpose of the test, a description of the constructs to be assessed, and the population to be assessed, as well as how the scores are to be interpreted and used. Since many aspects of the CAASPP System are still under development at the time of this report, additional research to further support the Smarter Balanced goals is mentioned as appropriate throughout this section.

The *Standards* identify five kinds of evidence that can provide support for score interpretations and uses:

1. Evidence based on test content
2. Evidence based on relations to other variables
3. Evidence based on response processes
4. Evidence based on internal structure
5. Evidence based on the consequences of testing

The next subsection defines the purpose of the CAASPP online summative assessments, followed by a description and discussion of the kinds of validity evidence that have been gathered. For general test validity evidence collected by the Smarter Balanced Assessment Consortium, refer to Chapter 1 of the *2014–15 Smarter Balanced Technical Report* (Smarter Balanced, 2016c). The validity evidence presented in Chapter 1 of that report was collected from the results of a pilot test and a field test prior to the operational administration of the nationwide Smarter Balanced Online Summative Assessments.

## 8.6.1 Evidence in the Design of CAASPP

### 8.6.1.1 Purpose

The purpose of the CAASPP assessment system is to provide school staff and teachers with information and tools they need to improve teaching and learning so as to prepare all students for college and career readiness.

### 8.6.1.2 The Constructs to Be Measured

The CAASPP online summative assessments are designed to show how well students perform relative to the Smarter Balanced Assessment Consortium content standards, which are aligned to the CCSS. These standards describe what students should know and be able to do at each grade level.

Test blueprints define the procedures used to measure the claims and standards. These blueprints, for ELA and mathematics, are provided in [Appendix 2.A](#). They also provide an operational definition of the construct to which each set of standards refers. That is, they define, for each content area, the subject to be assessed, the tasks to be presented, the administration instructions to be given, and the rules used to score student responses. The test blueprints control as many aspects of the measurement procedure as possible so that the testing conditions will remain the same over test administrations (Cronbach, 1971) in order to minimize construct-irrelevant score variance (Messick, 1989).



The Smarter Balanced Assessment Consortium also created the content specifications used to create the CAASPP online summative assessments (Smarter Balanced, 2015a and 2015b).

### 8.6.1.3 The Interpretations and Uses of the Scores

Overall student performance is expressed as scale scores and achievement levels, which are generated for both ELA and mathematics assessments, as are strength and weakness levels for each claim. An inference is drawn about how much knowledge and skill in the content area the student has, on the basis of a student's total score. The total score is also used to classify students in terms of their level of knowledge and skill in the content area. These levels are called achievement levels and are labeled *Standard Exceeded*, *Standard Met*, *Standard Nearly Met*, and *Standard Not Met*.

The strength and weakness levels are used to draw inferences about a student's achievement in each of the claims for each test. A detailed description of the uses and applications of the CAASPP online summative assessment scores is presented in [Chapter 7](#). The CDE also publishes *The Guide to Your CAASPP Student Score Report* for parents/guardians of students in grades three (CDE, 2017a); four, six, and seven (CDE, 2017b); eleven (CDE, 2017c); and five and eight (CDE, 2017d). The guides are published in English and Spanish.

The results for tests within the CAASPP System have four primary purposes:

1. Help facilitate conversations between parents/guardians and teachers about student performance.
2. Serve as a tool to help parents/guardians and teachers work together to improve student learning.
3. Help staff from schools and local educational agencies identify strengths and areas that need improvement in their educational programs.
4. Provide the public and policymakers with information about student achievement.

More detailed descriptions regarding score use can be found in the *Education Code* Section 60602 Web page at [http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=1](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=1) (outside source).

### 8.6.1.4 Intended Test Population

Students enrolled in grades three through eight and grade eleven are required to take part in the Smarter Balanced Summative Assessments, unless they are eligible to participate in the alternate assessments. English learners who were in their first 12 months of attending school in the United States were exempt from taking the ELA portion of the assessments.

## 8.6.2 Validity Evidence Based on Test Content

Evidence based on test content refers to traditional forms of content validity evidence, such as the rating of test specifications and test items (Crocker, Miller, & Franks, 1989; Sireci, 1998), as well as alignment methods for educational tests that evaluate the interactions between curriculum frameworks, testing, and instruction (Rothman, Slattery, Vranek, & Resnick, 2002; Bhola, Impara & Buckendahl, 2003; Martone & Sireci, 2009).

The degree to which (a) the Smarter Balanced test specifications captured the CCSS and (b) the items adequately represent the domains delineated in the test specifications were demonstrated in the *Alignment Study Report* (Smarter Balanced, 2014). The major finding presented here is that the knowledge, skills, and abilities measured by the Smarter

Balanced assessments are consistent with the ones specified in the CCSS. With computer adaptive testing, an extra dimension of content validity evidence is to ensure that the item selection algorithm produces forms for individual students that conform to the test blueprint. It was found that across content areas and grade levels, 98 percent or more of the simulated tests covered the test blueprint (American Institutes for Research [AIR], 2015).

#### **8.6.2.1 Description of the State Standards**

As noted in subsection [1.1 Background](#), the Smarter Balanced Summative Assessments are aligned with the CCSS for ELA and mathematics. The purpose of the CCSS is to provide school staff and teachers with the information and tools they need to improve teaching and learning so as to prepare all students for college and career readiness. These content standards describe what students should know and be able to do at each grade level (Smarter Balanced, 2015a and 2015b).

#### **8.6.2.2 Item Specifications**

Item specifications describe the characteristics of items that are written to measure each content standard. A thorough description of the specifications can be found in the specifications for ELA (Smarter Balanced, 2017a through 2017h) and mathematics (2017i through 2017r).

#### **8.6.2.3 Item Selection Algorithm**

The item selection algorithm is designed to cover a standards-based blueprint in the assembly of CAT forms. The general item selection approach is based on an item selection algorithm (refer to [Chapter 4: Test Assembly](#)) that evaluates an item's contribution to each of these measures:

1. a measure of content match to the blueprint;
2. a measure of overall test information; and
3. measures of test information for each reporting category on the test.

Details can be found in AIR (2014).

#### **8.6.2.4 Assessment Blueprints**

The Smarter Balanced summative test blueprints provided in [Appendix 2.A](#) describe the content of the ELA and mathematics summative assessments for all grades tested and how that content is assessed. The summative online test blueprints reflect the depth and breadth of the performance expectations of the CCSS. The test blueprints have information about the number of items and depth of knowledge for items associated with each assessment target. Each test is described by a single blueprint for each segment of the test and identifies the order in which the segments appear.

The degree to which test forms administered in 2014–15 met the blueprint is provided in [Chapter 5: Test Administration](#) and in Table 5.B.4 on page 202.

#### **8.6.2.5 Item Development Process**

A detailed description of the content and psychometric criteria applicable to the construction of the Smarter Balanced item pool is included in *Chapter 4: Test Design*, for overall content validity, and *Chapter 3: Item Development*, for item development, of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016b).

#### **8.6.2.6 Alignment Study**

A strong alignment between standards and assessments is fundamental to the meaningful measurement of student achievement and instructional effectiveness. Alignment results

demonstrate that the assessments represent the full range of the content standards and that these assessments measure student knowledge in the same manner and at the same level of complexity as expected in the content standards. For example, across all grades, 64.7 percent of the items are identified in alignment with the ELA grade-level standards and 76.7 percent of the items are identified in alignment with the mathematics grade-level standards by at least 50 percent of the reviewers (Smarter Balanced, 2014).

#### 8.6.2.7 Form Assembly Process

The content standards, blueprints, and item selection algorithm are the basis for choosing items for each assessment. Additional item difficulty and discrimination targets are defined in light of what are desirable statistical characteristics in test items and statistical evaluations. See [Chapter 4: Test Assembly](#) for additional information.

#### 8.6.2.8 Simulation Study

Simulations are conducted to evaluate and ensure the implementation and quality of the adaptive item-selection algorithm and the scoring algorithm. The simulation tool allows for the manipulation of key blueprint and configuration settings to match the blueprint and minimize measurement error. The report *Smarter Balanced Summative Assessments Testing Procedures for Adaptive Item-Selection Algorithm* contains more information about the algorithms used (AIR, 2015).

### 8.6.3 Validity Evidence Based on Response Processes

Validity evidence based on response processes refers to “evidence concerning the fit between the construct and the detailed nature of performance or response actually engaged in by test takers” (AERA et al., 2014, p. 15). This type of evidence generally includes documentation of activities such as:

- interviewing students concerning their responses to test items (i.e., think alouds);
- systematic observations of test response behavior;
- evaluation of the criteria used by judges when scoring performance tasks, analysis of student item-response-time data, and features scored by automated algorithms; and
- evaluation of the reasoning processes students employ when solving test items (Embretson, 1983; Messick, 1989; Mislevy, 2009).

This type of evidence is used to confirm that the Smarter Balanced assessments are measuring the cognitive skills that are intended to be the objects of measurement and that students are using these targeted skills to respond to the items.

#### 8.6.3.1 Think Alouds

One way to evaluate response process is through think-aloud protocols (Lewis, 1982). Think-aloud protocols were conducted early in the development of the Smarter Balanced assessments and were described by Smarter Balanced (2015a) in the following way:

“Using the revised item and task specifications, a small set of items was developed and administered in fall 2012 during a small-scale trial. This provided the Consortium with their first opportunity to administer and score the new item types. During the small-scale trials, the Consortium also conducted cognitive laboratories to better understand how students respond to various types of items. The cognitive laboratories used a think-aloud methodology in which students speak their thoughts while working on a test item. The item and task specifications were again revised based on the findings of the cognitive laboratories and the small-scale trial. These revised specifications were used to develop

items for the 2013 pilot test, and they were again revised based on 2013 pilot test results and subsequent review by content experts.”

### 8.6.3.2 Analysis of Testing Time

Testing times for each administration can be evaluated for consistency, with the expected response processes for the tasks presented to students. The length of time it takes students to take a test is collected and analyzed to build a profile describing what a typical testing event looks like for each content area and grade. In addition, variability in testing time is investigated to determine whether a student’s testing time should be viewed as unusual or irregular. It should be noted that the Smarter Balanced assessments are untimed tests.

In these analyses, only students who completed at least 10 CAT items and 1 PT item and had timing records are considered. The students having the shortest testing time in the PT portion—one percent of all the students taking the test—and the students with the shortest testing time in the CAT portion—also one percent of all the students taking the test—are removed from the analysis. The remaining testing population is partitioned into quartiles based on scale scores on the total test. These groupings are not the same as the achievement levels.

The descriptive statistics—e.g., the number of students, mean, standard deviation, minimum and maximum, percentiles—of the following time variables are computed for each of the four quartile groups for each content area:

- Time required to complete the total test
- Time required to complete the CAT section of each test
- Time required to complete the PT section of each test

Some cases of extremely long testing time may be attributed to students with special needs taking longer to complete the tests, or the test not being closed down properly. Therefore, mean testing times may be misleading. The medians (50th percentile) are more meaningful in the interpretation of the time comparisons because medians are less impacted by the extreme values than means. The removal of the one percent of the student data with the shortest testing time is a modest exclusion that leaves some students with very short durations in the results for each of the tests. Similarly, some very long durations are present in the data, which may indicate errors such as the failure to close a testing session. Therefore, the median is a better statistic than the mean for evaluating testing time information.

Table 8.H.1 and Table 8.H.2 in [Appendix 8.H](#) provide descriptive statistics for ELA and mathematics testing time, respectively. These tables include total testing time and percentile information at each ability level. The unit of testing time is minutes; for example, in Table 8.H.1, the median of the testing time for the ELA grade three Q1 group is 154 minutes. Overall, students in the lowest ability level (1st quartile, Q1) have shorter testing times than students in the other groups. The median of total testing time generally increases with ability level from Q1 to Q4. Students at the 50th percentile within each ability quartile spent 108 to 241 minutes on ELA assessments across grades and 66 to 158 minutes on mathematics assessments across all grades.

Table 8.H.3 (for ELA) and Table 8.H.4 (for mathematics) provide the descriptive statistics of testing time for the CAT portion and the percentile information at each ability level. The number of CAT items presented to each student is reported in Table 5.B.2 on page 200. Similar to total testing time, the median of testing time in the CAT portion generally

increases with ability level from Q1 to Q4 in mathematics. For ELA, median testing times also increase with ability level, although there are no substantial differences in testing times between the Q3 and Q4 groups for ELA. Students at the 50th percentile within each ability quartile spent 61 to 122 minutes on the CAT portion of ELA tests across grades and 48 to 115 minutes on the CAT portion of mathematics tests across grades.

After testing time distributions for CAT were reviewed, testing times for the PTs were investigated. During testing, each student was presented with a few items (one to six) that were randomly assigned in each grade. (More details on assignment of PTs can be found in [Chapter 5: Test Administration](#).) Table 8.H.1 through Table 8.H.6, which start on page 861, provide the descriptive statistics for ELA and mathematics testing times for each PT and the percentile information at each ability level, respectively. Overall, students in the lowest ability level (1st quartile, Q1) have shorter testing times than students in the other groups. For ELA, the median of the PT testing time increases with ability level from Q1 to Q4. Students at the 50th percentile within each ability quartile spent 41 to 122 minutes on the PT portion of ELA tests across PTs and grades and 14 to 65 minutes on the PT portion of mathematics tests across PTs and grades. For mathematics, there are no significant differences in PT testing time from Q2 to Q4 groups.

For the CAT administrations, results are consistent with past studies suggesting that testing time for items increases with more difficult items (van der Linden, 2009).

#### 8.6.4 Validity Evidence Based on Internal Structure

Validity evidence based on *internal structure* refers to the statistical analysis of item and score subdomains to investigate the primary and secondary (if any) dimensions measured by an assessment. Procedures for gathering such evidence include factor analysis (both exploratory and confirmatory) or multidimensional IRT scaling. With a vertical scale, a consistent primary dimension across the levels of the test should be maintained.

##### 8.6.4.1 Dimensionality

A dimensionality study was conducted during the pilot test phase to determine the factor structure of the assessments and the types of scales developed, as well as the associated IRT models used to calibrate them. In part, that study used the Akaike Information Criterion (Akaike, 1973) to evaluate the fit of potential multidimensional models relative to the unidimensional model. The results suggested that the unidimensional model fit better than the multidimensional model, once model complexity was taken into account. More detailed results for the Smarter Balanced pilot test are available in the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016b).

##### 8.6.4.2 Differential Item Functioning (DIF)

In addition, analysis of item functioning using IRT and DIF falls under the internal structure category. For Smarter Balanced, DIF analyses were conducted to assess differences in the item performance of groups of students that differ in their demographic characteristics. DIF analyses were implemented during the pilot test and field test phases when the tests were delivered in linear fixed-length forms (Smarter Balanced, 2016b, Chapter 6; and Smarter Balanced, 2016c, Chapter 8). For both ELA and mathematics, few items were identified as having significant levels of DIF. In the operational assessment, by virtue of the CAT delivery, the non-embedded field test items are not amenable to DIF analyses.

##### 8.6.4.3 Overall Reliability Estimates

The results of reliability analyses on the total test theta scores on each summative test are presented in Table 8.3. The results indicate that the reliability estimates for all summative

test total scores are high, ranging from 0.92 to 0.94. Theta score standard deviations and SEMs are increasing with grade level; this is often an artifact of vertical scaling.

#### **8.6.4.4 Claim Reliability Estimates**

For each CAASPP online summative assessment, theta scores are computed for claims. The reliability estimates of these scores are presented in Table 8.D.1 through Table 8.D.14, which start on page 705. The reliability estimates of claims are invariably lower than those for the total tests because they are based on fewer items. Because the reliabilities of scores at the claim level are lower than for total scores, and because each claim contains a different number of items, educators should supplement the score results with other information when interpreting claim scores.

#### **8.6.4.5 Student Group Reliability Estimates**

The reliabilities also are examined for various student groups within the student population that differ in their demographic characteristics. The characteristics considered are gender, ethnicity, economic status, special education services status, migrant status, English language fluency, and ethnicity-by-economic status (refer to Table 7.16 on page 237 for the demographic groups reported). Reliability estimates and SEM information for the total test theta scores and the claim theta scores are reported for each student group. Table 8.D.15 through Table 8.D.30 present the reliabilities and SEMs on the overall test theta scores for the various student groups. Table 8.D.31 through Table 8.D.100 present the reliabilities and SEMs of theta scores for the claims.

#### **8.6.4.6 Reliability of Performance Classifications**

The methodology used for estimating the reliability of classification decisions is described with the decision classification analyses on page 584. The results of these analyses are presented in Table 8.F.1 through Table 8.F.28 in [Appendix 8.F](#). When the classifications are collapsed to below *Standard Met* versus *Standard Met* and above, which are the critical categories for accountability analyses, the proportion of students who are classified accurately ranges from 0.91 to 0.93 across all tests. Similarly, the proportion of students who are classified consistently ranges from 0.88 to 0.90 for students classified into below *Standard Met* versus *Standard Met* and above. These are considered high levels of accuracy and consistency.

#### **8.6.4.7 Interrater Reliability**

Cohen's Kappa statistics provide evidence of the degree to which a student's score is consistent from one rater to another rater. Research has shown values of Kappa between 0.41 and 0.60 exhibit moderate levels of agreement between the two ratings (Landis & Koch, 1977; Flack, Afifi, Lachenbruch, & Schouten, 1988); the values of quadratic-weighted Kappa greater than 0.70 indicate excellent agreement (Williamson, Xi, & Breyer, 2012).

The results in Table 8.G.1 through Table 8.G.14 in [Appendix 8.G](#) show at least moderate levels of agreement between raters who scored students' responses for 44 percent of the human-scored short-answer items in ELA and 27 percent of the human-scored items in mathematics. The rater agreement is at least high, with Kappa over 0.60 for 5 percent of ELA human-scored items and 69 percent of mathematics human-scored items. The rater agreement is excellent, with the quadratic-weighted Kappa over 0.7, for 10 percent of the ELA and 81 percent of the mathematics human-scored items.

The results in Table 8.G.15 through Table 8.G.20, which start on page 802, show at least moderate levels of agreement between raters that scored students' responses for 44 percent of the human-scored WER items and high levels of agreement for 3 percent of

the human-scored WER items in grades three through eight ELA tests. The rater agreement is excellent, with the quadratic-weighted Kappa over 0.7, for 29 percent of the human-scored WER items.

Table 8.G.21 through Table 8.G.34, which start on page 821, present the results for AI machine-scored items for ELA and mathematics. The results show at least moderate levels of agreement between human raters and AI engines that scored students' responses for 68 percent of the AI machine-scored short-answer items in ELA and 40 percent of the AI machine-scored short-answer items in mathematics. The agreement is high, with Kappa over 0.6 for 12 percent of ELA AI machine-scored short-answer items and 54 percent of mathematics AI machine-scored short-answer items. The rater agreement is excellent, with the quadratic-weighted Kappa over 0.7 for 40 percent of the ELA and 70 percent of the mathematics AI machine-scored items.

Table 8.G.35 through Table 8.G.37, which start on page 853, presents the results for AI machine-scored WER items for ELA in grades three, six, and eleven. The results show at least moderate levels of agreement between human raters and AI engines for 49 percent of the AI machine-scored WER items. The rater agreement is excellent, with the quadratic-weighted Kappa over 0.7 for 47 percent of the AI machine-scored WER items.

#### **8.6.4.8 Interrater Agreement**

As is shown in Table 8.G.1 through Table 8.G.14, all human-scored items in ELA tests can be awarded a maximum of two points (0, 1, or 2) for short-text items and a maximum of four points for WER items. In mathematics, human-scored items can be awarded between one (0, 1) and four (0, 1, 2, 3, 4) points. Approximately 10 percent of the test population's responses to the human-scored items are scored by two raters. The percentage of students for whom the raters are in exact agreement ranges from 50.9 percent to 87.3 percent for ELA tests and 59.2 percent to 100 percent for mathematics tests. The percentage of students for whom the raters are in exact or adjacent agreement ranges from 93.1 percent to 100 percent for ELA tests and 94.9 percent to 100 percent for mathematics tests.

As is reported in Table 8.G.15 through Table 8.G.20, WER items have two points for convention dimension and four points for organization/purpose, development/elaboration, or evidence/elaboration scoring dimensions. The percentage of students for whom the raters are in exact agreement ranges from 50.2 percent to 86.6 percent; the percentage of students for whom the raters are in exact or adjacent agreement ranges from 94.4 percent to 99 percent in ELA tests for grades three through eight.

As presented in Table 8.G.21 through Table 8.G.34, 10 percent of the students' responses that are scored by the AI engine are also scored by human raters. The percentages of students for whom the AI engine and human raters are in exact agreement range from 43.5 percent to 92.1 percent for ELA across the grades and from 47.1 percent to 99.1 percent for mathematics across the grades. The percentages of students for whom the AI engine and human raters are in exact or adjacent agreement are all over 82.3 percent for the ELA tests and over 86.5 percent for the mathematics tests.

Table 8.G.35 through Table 8.G.37 present the interrater agreement between the AI engine and human raters for ELA WER items in grades three, six, and eleven; only these three tests contain AI-scored WER items. The percentages of students for whom the AI engine and human raters are in exact agreement range from 38.2 percent to 65.4 percent. The percentages of students for whom the AI engine and human raters are in exact or adjacent agreement are over 79.6 percent.

#### 8.6.4.9 Correlations between the Claims Within Content Areas

The distinctiveness and reliability of the claim theta scores in each content area are important because CAASPP strength and weakness levels are reported based on claim scores. The interrelationships of claim scores should be shown to be consistent with the construct being assessed. Table 8.D.1 through Table 8.D.14 provide the intercorrelations between claim scores within each test in the two content areas (i.e., ELA and mathematics). Results show that the correlations between claim scores are consistent across the grades. Correlations range from 0.60 to 0.77 for ELA and from 0.67 to 0.84 for mathematics.

#### 8.6.4.10 Correlations between Content Area Test Scores

The degree to which students' content area test scores correlate as expected provides evidence of those scores as measures of the intended constructs. Table 8.6 provides the correlations between scores on the 2016–17 CAASPP ELA and mathematics tests and the numbers of students on which these correlations are based. Sample sizes for individual tests are shown on the left; the numbers of students on which the correlations are based are shown on the lower right in bold font. The correlations are provided in the upper right. Results are based on all students with valid scale scores and are provided by grade.

**Table 8.6 Correlations for All Students**

Content Area/Grade	Sample Size	R and Sample Size
ELA 3	451,653	0.81
Mathematics 3	454,276	<b>450,664</b>
ELA 4	457,503	0.82
Mathematics 4	460,036	<b>456,497</b>
ELA 5	474,007	0.81
Mathematics 5	476,209	<b>472,973</b>
ELA 6	462,472	0.83
Mathematics 6	464,552	<b>461,175</b>
ELA 7	458,582	0.82
Mathematics 7	460,995	<b>456,820</b>
ELA 8	456,559	0.81
Mathematics 8	457,836	<b>454,094</b>
ELA 11	444,020	0.79
Mathematics 11	442,437	<b>437,992</b>

**Notes:**

- Numbers that are **not** in bold font are the sample sizes to calculate the correlations.
- R denotes the correlation coefficient.

Results for these students appear to be consistent with expectations. In general, students' ELA scores correlated moderately with their mathematics scores. They are correlated slightly more highly among students in grades three through eight than in grade eleven.

Table 8.I.1 through Table 8.I.8 in [Appendix 8.I](#) provide the content area test score correlations by gender, ethnicity, English language fluency, economic status, migrant status, and special education services status. Similar patterns of correlations were found between



students' ELA and mathematics results within the student groups. One exception was English learners, who showed lower correlations across grades.

Note that the correlations are reported only for groups of more than 10 students. Correlations between scores on any two content area tests where 10 or fewer students took the tests are expressed as "NA."

### 8.6.5 Validity Evidence Based on Relations to Other Variables

Evidence based on *relations to other variables* refers to traditional forms of criterion-related validity evidence such as concurrent and predictive validity, as well as more comprehensive investigations of the relationships among test scores and other variables such as multitrait-multimethod studies (Campbell & Fiske, 1959). External variables can be used to evaluate hypothesized relationships between test scores and other measures of student achievement (e.g., test scores) to evaluate the degree to which different tests actually measure different skills and the utility of test scores for predicting specific criteria (e.g., college grades). This type of evidence is essential for supporting the validity of certain inferences based on scores from the Smarter Balanced assessments for certifying college and career readiness, which are the primary test purposes.

A subset of students who took National Assessment of Educational Progress (NAEP) and Program for International Student Assessment (PISA) items also took Smarter Balanced CAT items and PTs. A summary of the resulting item performance for NAEP, PISA, and all Smarter Balanced items can be found in chapters 7 and 8 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016b). That study found item-level performance to be similar for NAEP and Smarter Balanced populations. A study taking the next step of relating Smarter Balanced scales to NAEP or PISA scales has not yet been completed.

Another study established the relationship between Smarter Balanced field-test scores and the likelihood of achieving "Conditionally Exempt" status based on achieving the required minimum scores for the California State University (CSU) Early Assessment Program (EAP). During the 2013–14 administration, students in grade eleven took the EAP for ELA test and/or mathematics test. The comparison showed a correlation of 0.68 between Smarter Balanced ELA and EAP ELA tests, and correlations from 0.49 to 0.61 between Smarter Balanced mathematics and EAP mathematics tests (ETS, 2015a, 2015b, and 2015c). These correlations indicate that Smarter Balanced summative assessments might be measuring different aspects of college readiness than the EAP tests, which previously provided insight into the readiness of California students in grade eleven for college-level mathematics and ELA courses. Other predictive validity research is being pursued by the Smarter Balanced Assessment Consortium as part of their research agenda.

### 8.6.6 Validity Evidence Based on Consequences of Testing

Evidence based on *consequences of testing* refers to the evaluation of the intended and unintended consequences associated with a testing program. Examples of evidence based on testing consequences include investigations of adverse impact, evaluation of the effects of testing on instruction, and evaluation of the effects of testing on issues such as high school dropout rates. With respect to educational tests, the *Standards* stress the importance of evaluating test consequences. For example, they state,

"When educational testing programs are mandated . . . the ways in which test results are intended to be used should be clearly described. It is the responsibility of those who mandate the use of tests to monitor their impact and to identify and minimize potential

negative consequences. Consequences resulting from the use of the test, both intended and unintended, should also be examined by the test user.” (AERA et al., 1999, p. 145)

Investigations of testing consequences relevant to the Smarter Balanced goals include analyses of students’ opportunity to learn the CCSS and analyses of changes in textbooks and instructional approaches. Unintended consequences, such as changes in instruction, diminished morale among teachers and students, increased pressure on students leading to increased dropout rates, or the pursuit of college majors and careers that are less challenging can be evaluated. These sorts of investigations require information beyond what has been available to the CAASPP program to date.

## References

- Akaike, H. (1973). Information theory and an extension of the maximum likelihood principle. In B. N. Petrov & F. Csaki (Eds.), *Proceedings from 2nd International Symposium Information Theory* (pp. 267–81). Budapest, Hungary: Akademia Kiado.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- American Institutes for Research. (2014). *Smarter Balanced adaptive item selection algorithm design report*. Washington, DC: American Institutes for Research. Retrieved from <http://www.smarterapp.org/documents/AdaptiveAlgorithm-Preview-v3.pdf>
- American Institutes for Research. (2015). *Smarter Balanced summative assessments testing procedures for adaptive item-selection algorithm, 2014–2015 test administrations, English language arts/literacy (ELA), grades three–eight and grade eleven, and mathematics, grades three–eight and grade eleven*. Washington, DC: American Institutes for Research. Retrieved from <https://portal.smarterbalanced.org/library/en/testing-procedures-for-adaptive-item-selection-algorithm.pdf>
- Bhola, D. S., Impara, J. C., & Buckendahl, C. W. (2003). Aligning tests with states' content standards: Methods and issues. *Educational Measurement: Issues and Practice*, 22, 21–29.
- Birnbaum, A. (1968). Some latent trait models and their use in inferring an examinee's ability. In F. M. Lord & M. R. Novick (Eds.), *Statistical theories of mental test scores* (pp. 395–479). Reading, MA: Addison-Wesley.
- California Department of Education. (2017c). *Understanding your student score report, grade eleven*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/administration/reporting/student-score-report.html>
- California Department of Education. (2017a). *Understanding your student score report, grade three*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/administration/reporting/student-score-report.html>
- California Department of Education. (2017d). *Understanding your student score report, grades five and eight*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/administration/reporting/student-score-report.html>
- California Department of Education. (2017b). *Understanding your student score report, grades four, six, and seven*. Sacramento, CA: California Department of Education. Retrieved from <http://www.caaspp.org/administration/reporting/student-score-report.html>
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81–105.
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, 20(1), 37–46.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York, NY: Holt.

- Crocker, L. M., Miller, D., & Franks, E. A. (1989). Quantitative methods for assessing the fit between test and curriculum. *Applied Measurement in Education*, 2, 179–94.
- Cronbach L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334.
- Cronbach, L. J. (1971). Test validation. In R. L. Thorndike (Ed.), *Educational measurement* (2nd ed.). Washington, DC: American Council on Education.
- Educational Testing Service. (2014). *ETS standards for quality and fairness*. Princeton, NJ: Educational Testing Service.
- Educational Testing Service. (2011). KE (Version 3) [Software]. Princeton, NJ: Educational Testing Service.
- Educational Testing Service (2015a). *Linking study between Smarter Balanced ELA field test and California State University (CSU) English Placement Test*. [Memorandum]. Sacramento, CA: Educational Testing Service.
- Educational Testing Service (2015b). *Linking study between Smarter Balanced ELA field test and CSU entry-level mathematics test*. [Memorandum]. Sacramento, CA: Educational Testing Service.
- Educational Testing Service. (2015c). *Study of the relationship between the Early Assessment Program and the Smarter Balanced field tests*. Sacramento, CA: Educational Testing Service. Retrieved from <http://www.cde.ca.gov/ta/tg/ca/documents/eapstudy.pdf>
- Embretson (Whitley), S. (1983). Construct validity: Construct representation versus nomothetic span. *Psychological Bulletin*, 93, 179–197.
- Flack, V. F., Afifi, A. A., Lachenbruch, P. A., & Schouten, H. J. A. (1988). Sample size determinations for the two rater Kappa statistics. *Psychometrika*, 53(3), 321–325.
- Green, B. F., Bock, R. D., Humphreys, L. G., Linn, R. L., & Reckase, M. D. (1984). Technical guidelines for assessing computerized adaptive tests. *Journal of Educational Measurement*, 21, 347–360.
- Haertel, E. H. (2006). Reliability. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 65–110). Washington, DC: American Council on Education and National Council on Measurement in Education.
- Kane, M. (2006). Validation. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 17–64). Washington, DC: American Council on Education/Praeger.
- Landis, J. R., & Koch, G. G. (1977). The measurement of interrater agreement for categorical data. *Biometrics*, 33, 159–74.
- Lewis, C. H. (1982). *Using the “thinking aloud” method in cognitive interface design* [Technical report]. IBM. RC-9265.
- Livingston, S. A., & Lewis, C. (1995). Estimating the consistency and accuracy of classification based on test scores. *Journal of Educational Measurement*, 32, 179–97.

- Martone, A., & Sireci, S. G. (2009). Evaluating alignment between curriculum, assessments, and instruction. *Review of Educational Research*, 4, 1332–61.
- Messick, S. (1989). Validity. In R. Linn (Ed.), *Educational measurement* (3rd ed.). Washington, DC: American Council on Education.
- Mislevy, R. J. (2009). Validity from the perspective of model-based reasoning. *CRESST Report 752*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.
- Moses, T., von Davier, A. A., & Casabianca, J. (2004). *Loglinear smoothing: An alternative numerical approach using SAS*. Princeton, NJ: Educational Testing Service. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/j.2333-8504.2004.tb01954.x/pdf>
- Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement*, 16(2): 159–176.
- Rothman, R., Slattery, J. B., Vranek, J. L., & Resnick, L. B. (2002). *Benchmarking and alignment of standards and testing*. [Technical Report 566]. Washington, DC: Center for the Study of Evaluation.
- Sireci, S. G. (1998). Gathering and analyzing content validity data. *Educational Assessment*, 5, 299–321.
- Smarter Balanced Assessment Consortium. (2015a). *Content specifications for the summative assessment of the Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from [https://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA\\_Content\\_Specs.pdf](https://www.smarterbalanced.org/wp-content/uploads/2015/08/ELA_Content_Specs.pdf)
- Smarter Balanced Assessment Consortium. (2015b). *Content specifications for the summative assessment of the Common Core State Standards for mathematics*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/wp-content/uploads/2015/08/Mathematics-Content-Specifications.pdf>
- Smarter Balanced Assessment Consortium. (2016a). *Smarter Balanced Assessment Consortium: Alignment study report*. Alexandria, VA: Human Resource Research Organization. Retrieved from <http://www.smarterapp.org/documents/AlignmentStudyReport.pdf>
- Smarter Balanced Assessment Consortium. (2017a). *ELA CAT item specifications, grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017b). *ELA CAT item specifications, grades six through eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017c). *ELA CAT item specifications, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>

- Smarter Balanced Assessment Consortium. (2017a). *ELA PT item specifications, argumentative, grades six through eight and grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017d). *ELA PT item specifications, explanatory, grades six through eight and grade eleven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017e). *ELA PT item specifications, informative, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017f). *ELA PT item specifications; narrative, grades six through eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017g). *ELA PT item specifications, narrative, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017h). *ELA PT item specifications, opinion, grades three through five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017i). *Mathematics computer adaptive test (CAT) item specifications, Claim 1, grade eight*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017j). *Mathematics CAT item specifications, Claim 1, grade five*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017k). *Mathematics CAT item specifications, Claim 1, grade four*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017l). *Mathematics CAT item specifications, Claim 1, grade six*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017m). *Mathematics CAT item specifications, Claim 1, grade seven*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017n). *Mathematics CAT item specifications, Claim 1, grade three*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>

- Smarter Balanced Assessment Consortium. (2017o). *Mathematics CAT item specifications, Claim 1, high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017p). *Mathematics CAT item specifications, Claim 2, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017q). *Mathematics CAT item specifications, Claim 3, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2017r). *Mathematics CAT item specifications, Claim 4, grades three through eight and high school*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <http://www.smarterbalanced.org/assessments/development/>
- Smarter Balanced Assessment Consortium. (2014). *Smarter Balanced scoring guide for grades three, six, and eleven English/language arts PT full-write baseline sets*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/scoring-guide-for-ela-full-writes.pdf>
- Smarter Balanced Assessment Consortium. (2016b). *Smarter Balanced Assessment Consortium: 2013–14 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>
- Smarter Balanced Assessment Consortium. (2016c). *Smarter Balanced Assessment Consortium: 2014–15 technical report*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from <https://portal.smarterbalanced.org/library/en/2014-15-technical-report.pdf>
- van der Linden, W. J. (2009). Conceptual issues in response-time modeling. *Journal of Educational Measurement*, 46, 247–72.
- Williamson, D. M., Xi, X., & Breyer, F. J. (2012). A framework for evaluation and use of automated scoring. *Educational Measurement: Issues and Practice*, 31, 2–13.

## Appendix 8.A: IRT Parameter Estimates

IRT parameter estimates used in the 2016–17 administration of the Smarter Balanced Summative Assessments were derived from three sources: the 2013–14 field tests and both the 2014–15 and the 2015–16 operational tests with embedded field tests. The Smarter Balanced Assessment Consortium conducted calibration and equating for all item parameter estimates.

**Table 8.A.1 IRT  $a$ -values for ELA, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	325	0.72	0.24	0.20	1.52
Claim 2	278	0.70	0.19	0.19	1.21
Claim 3	184	0.55	0.17	0.21	1.01
Claim 4	165	0.69	0.23	0.24	1.29
<b>All Items</b>	<b>952</b>	<b>0.68</b>	<b>0.22</b>	<b>0.19</b>	<b>1.52</b>

**Table 8.A.2 IRT  $a$ -values for ELA, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	265	0.64	0.21	0.15	1.41
Claim 2	303	0.62	0.21	0.17	1.25
Claim 3	192	0.56	0.17	0.22	1.14
Claim 4	194	0.59	0.19	0.15	1.11
<b>All Items</b>	<b>954</b>	<b>0.61</b>	<b>0.20</b>	<b>0.15</b>	<b>1.41</b>

**Table 8.A.3 IRT  $a$ -values for ELA, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	303	0.63	0.20	0.18	1.38
Claim 2	316	0.64	0.20	0.19	1.25
Claim 3	163	0.53	0.15	0.16	0.97
Claim 4	197	0.67	0.18	0.23	1.18
<b>All Items</b>	<b>979</b>	<b>0.62</b>	<b>0.19</b>	<b>0.16</b>	<b>1.38</b>



**Table 8.A.4 IRT  $a$ -values for ELA, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	241	0.60	0.18	0.17	1.18
Claim 2	290	0.60	0.23	0.17	1.35
Claim 3	161	0.51	0.18	0.11	0.95
Claim 4	195	0.62	0.20	0.17	1.22
<b>All Items</b>	<b>887</b>	<b>0.59</b>	<b>0.21</b>	<b>0.11</b>	<b>1.35</b>

**Table 8.A.5 IRT  $a$ -values for ELA, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	234	0.59	0.19	0.18	1.16
Claim 2	289	0.59	0.22	0.17	1.65
Claim 3	170	0.51	0.16	0.18	1.00
Claim 4	149	0.59	0.19	0.14	1.00
<b>All Items</b>	<b>842</b>	<b>0.57</b>	<b>0.20</b>	<b>0.14</b>	<b>1.65</b>

**Table 8.A.6 IRT  $a$ -values for ELA, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	225	0.60	0.19	0.15	1.12
Claim 2	325	0.55	0.18	0.15	1.07
Claim 3	186	0.49	0.16	0.13	0.91
Claim 4	160	0.60	0.19	0.20	1.19
<b>All Items</b>	<b>896</b>	<b>0.56</b>	<b>0.19</b>	<b>0.13</b>	<b>1.19</b>

**Table 8.A.7 IRT  $a$ -values for ELA, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	859	0.56	0.18	0.13	1.16
Claim 2	736	0.49	0.14	0.15	1.07
Claim 3	560	0.46	0.15	0.10	0.98
Claim 4	412	0.50	0.18	0.12	0.99
<b>All Items</b>	<b>2,567</b>	<b>0.51</b>	<b>0.17</b>	<b>0.10</b>	<b>1.16</b>

**Table 8.A.8 IRT a-values for Mathematics, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	785	0.84	0.28	0.16	1.59
Claim 2	268	0.90	0.27	0.20	1.48
Claim 3	223	0.77	0.29	0.13	1.53
<b>All Items</b>	<b>1,276</b>	<b>0.84</b>	<b>0.28</b>	<b>0.13</b>	<b>1.59</b>

**Table 8.A.9 IRT a-values for Mathematics, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	865	0.85	0.28	0.17	1.80
Claim 2	300	0.80	0.29	0.20	1.63
Claim 3	236	0.77	0.28	0.25	1.51
<b>All Items</b>	<b>1,401</b>	<b>0.83</b>	<b>0.28</b>	<b>0.17</b>	<b>1.80</b>

**Table 8.A.10 IRT a-values for Mathematics, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	833	0.77	0.28	0.14	1.62
Claim 2	290	0.81	0.30	0.16	1.56
Claim 3	229	0.70	0.30	0.18	1.77
<b>All Items</b>	<b>1,352</b>	<b>0.77</b>	<b>0.29</b>	<b>0.14</b>	<b>1.77</b>

**Table 8.A.11 IRT a-values for Mathematics, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	776	0.69	0.25	0.15	1.35
Claim 2	210	0.79	0.24	0.17	1.42
Claim 3	185	0.61	0.23	0.18	1.41
<b>All Items</b>	<b>1,171</b>	<b>0.70</b>	<b>0.25</b>	<b>0.15</b>	<b>1.42</b>

**Table 8.A.12 IRT a-values for Mathematics, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	672	0.72	0.27	0.10	1.43
Claim 2	233	0.79	0.28	0.11	1.43
Claim 3	157	0.64	0.32	0.12	1.68
<b>All Items</b>	<b>1,062</b>	<b>0.72</b>	<b>0.28</b>	<b>0.10</b>	<b>1.68</b>

**Table 8.A.13 IRT a-values for Mathematics, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	612	0.60	0.25	0.09	1.29
Claim 2	159	0.71	0.29	0.16	1.24
Claim 3	149	0.53	0.23	0.14	1.36
<b>All Items</b>	<b>920</b>	<b>0.61</b>	<b>0.26</b>	<b>0.09</b>	<b>1.36</b>

**Table 8.A.14 IRT a-values for Mathematics, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	1,850	0.60	0.26	0.09	1.49
Claim 2	393	0.57	0.27	0.10	1.40
Claim 3	453	0.46	0.23	0.09	1.39
<b>All Items</b>	<b>2,696</b>	<b>0.57</b>	<b>0.26</b>	<b>0.09</b>	<b>1.49</b>

**Table 8.A.15 IRT b-values for ELA, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	325	-0.56	1.03	-2.72	2.74
Claim 2	278	-0.76	1.02	-2.90	2.81
Claim 3	184	-0.18	1.20	-2.92	3.82
Claim 4	165	-0.13	1.05	-2.22	3.03
<b>All Items</b>	<b>952</b>	<b>-0.47</b>	<b>1.09</b>	<b>-2.92</b>	<b>3.82</b>

**Table 8.A.16 IRT b-values for ELA, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	265	0.30	1.15	-2.53	3.13
Claim 2	303	-0.42	1.18	-3.25	2.94
Claim 3	192	0.04	1.32	-2.82	4.25
Claim 4	194	0.38	1.19	-2.00	3.73
<b>All Items</b>	<b>954</b>	<b>0.03</b>	<b>1.25</b>	<b>-3.25</b>	<b>4.25</b>

**Table 8.A.17 IRT *b*-values for ELA, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	303	0.65	1.16	-1.78	4.81
Claim 2	316	-0.11	1.29	-3.25	3.29
Claim 3	163	0.48	1.24	-2.40	3.48
Claim 4	197	0.47	1.21	-2.03	3.83
<b>All Items</b>	<b>979</b>	<b>0.34</b>	<b>1.26</b>	<b>-3.25</b>	<b>4.81</b>

**Table 8.A.18 IRT *b*-values for ELA, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	241	0.98	1.18	-1.25	4.78
Claim 2	290	0.53	1.41	-3.25	4.61
Claim 3	161	0.81	1.44	-1.50	4.92
Claim 4	195	0.81	1.16	-1.76	3.61
<b>All Items</b>	<b>887</b>	<b>0.76</b>	<b>1.31</b>	<b>-3.25</b>	<b>4.92</b>

**Table 8.A.19 IRT *b*-values for ELA, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	234	1.14	1.20	-1.88	3.91
Claim 2	289	0.76	1.43	-2.72	5.12
Claim 3	170	0.81	1.26	-1.71	4.78
Claim 4	149	1.37	1.38	-1.49	5.52
<b>All Items</b>	<b>842</b>	<b>0.98</b>	<b>1.35</b>	<b>-2.72</b>	<b>5.52</b>

**Table 8.A.20 IRT *b*-values for ELA, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	225	1.41	1.28	-1.17	5.57
Claim 2	325	0.81	1.39	-3.01	4.56
Claim 3	186	0.91	1.30	-2.12	3.87
Claim 4	160	1.40	1.23	-1.79	5.19
<b>All Items</b>	<b>896</b>	<b>1.09</b>	<b>1.34</b>	<b>-3.01</b>	<b>5.57</b>

**Table 8.A.21 IRT *b*-values for ELA, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	859	1.78	1.28	-2.09	5.80
Claim 2	736	1.55	1.35	-1.98	5.93
Claim 3	560	1.31	1.36	-1.65	5.62
Claim 4	412	1.92	1.25	-1.20	5.12
<b>All Items</b>	<b>2,567</b>	<b>1.64</b>	<b>1.33</b>	<b>-2.09</b>	<b>5.93</b>

**Table 8.A.22 IRT *b*-values for Mathematics, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	785	-1.20	0.99	-3.57	2.40
Claim 2	268	-0.34	0.84	-2.68	2.30
Claim 3	223	-0.29	0.85	-2.42	3.46
<b>All Items</b>	<b>1,276</b>	<b>-0.86</b>	<b>1.03</b>	<b>-3.57</b>	<b>3.46</b>

**Table 8.A.23 IRT *b*-values for Mathematics, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	865	-0.42	1.05	-3.26	4.11
Claim 2	300	0.08	1.00	-2.68	2.57
Claim 3	236	0.22	0.92	-2.01	3.16
<b>All Items</b>	<b>1,401</b>	<b>-0.20</b>	<b>1.05</b>	<b>-3.26</b>	<b>4.11</b>

**Table 8.A.24 IRT *b*-values for Mathematics, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	833	0.11	1.10	-3.26	3.61
Claim 2	290	1.04	0.96	-2.68	4.45
Claim 3	229	0.78	1.09	-2.01	5.28
<b>All Items</b>	<b>1,352</b>	<b>0.42</b>	<b>1.14</b>	<b>-3.26</b>	<b>5.28</b>

**Table 8.A.25 IRT *b*-values for Mathematics, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	776	0.63	1.33	-3.93	4.35
Claim 2	210	1.27	1.09	-2.98	5.10
Claim 3	185	1.42	1.08	-1.90	4.71
<b>All Items</b>	<b>1,171</b>	<b>0.87</b>	<b>1.30</b>	<b>-3.93</b>	<b>5.10</b>

**Table 8.A.26 IRT *b*-values for Mathematics, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	672	1.42	1.28	-3.93	5.64
Claim 2	233	1.82	1.02	-1.09	5.07
Claim 3	157	1.88	1.36	-1.73	6.17
<b>All Items</b>	<b>1,062</b>	<b>1.58</b>	<b>1.26</b>	<b>-3.93</b>	<b>6.17</b>

**Table 8.A.27 IRT *b*-values for Mathematics, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	612	1.74	1.55	-2.19	6.32
Claim 2	159	2.31	1.31	-1.48	5.75
Claim 3	149	2.46	1.48	-1.65	6.70
<b>All Items</b>	<b>920</b>	<b>1.96</b>	<b>1.53</b>	<b>-2.19</b>	<b>6.70</b>

**Table 8.A.28 IRT *b*-values for Mathematics, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	1,850	2.22	1.48	-4.43	7.30
Claim 2	393	2.99	1.37	-1.36	6.68
Claim 3	453	2.94	1.49	-1.64	7.19
<b>All Items</b>	<b>2,696</b>	<b>2.45</b>	<b>1.50</b>	<b>-4.43</b>	<b>7.30</b>

**Note:** In Table 8.A.29 through Table 8.A.42, the mode of each distribution is in **bold** text and indicated using an asterisk.

**Table 8.A.29 Distribution of IRT  $a$ -values Conditional on Ability for ELA Non-PT Items, Grade Three**

IRT $a$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	NA	1	1	1	1	1
0.2 –< 0.4	75	78	80	84	85	83
0.4 –< 0.6	234	247	254	258	258	253
0.6 –< 0.8	<b>*277</b>	<b>*286</b>	<b>*290</b>	<b>*292</b>	<b>*290</b>	<b>*288</b>
0.8 –< 1.0	144	153	153	158	156	155
1.0 –< 1.2	56	60	60	61	61	59
1.2 –< 1.4	8	8	8	8	7	7
1.4 –< 1.6	NA	1	1	1	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.30 Distribution of IRT  $a$ -values Conditional on Ability for ELA Non-PT Items, Grade Four**

IRT $a$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	7	7	7	7	7	7
0.2 –< 0.4	124	138	139	139	138	137
0.4 –< 0.6	<b>*253</b>	<b>*288</b>	<b>*294</b>	<b>*293</b>	<b>*296</b>	<b>*294</b>
0.6 –< 0.8	241	275	276	281	275	270
0.8 –< 1.0	86	95	96	96	94	91
1.0 –< 1.2	24	27	27	28	26	26
1.2 –< 1.4	2	2	2	2	2	2
1.4 –< 1.6	1	1	1	1	1	1
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.31 Distribution of IRT a-values Conditional on Ability for ELA Non-PT Items, Grade Five**

IRT a-value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	3	3	3	3	3	3
0.2 –< 0.4	100	102	106	105	102	102
0.4 –< 0.6	<b>*304</b>	<b>*304</b>	<b>*310</b>	<b>*317</b>	<b>*317</b>	<b>*313</b>
0.6 –< 0.8	253	258	261	259	255	242
0.8 –< 1.0	111	113	114	113	106	101
1.0 –< 1.2	26	26	26	23	22	20
1.2 –< 1.4	4	4	4	4	4	4
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.32 Distribution of IRT a-values Conditional on Ability for ELA Non-PT Items, Grade Six**

IRT a-value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	9	9	9	8	8	8
0.2 –< 0.4	151	151	153	153	152	151
0.4 –< 0.6	<b>*292</b>	<b>*294</b>	<b>*296</b>	<b>*293</b>	<b>*291</b>	<b>*288</b>
0.6 –< 0.8	212	217	220	221	214	206
0.8 –< 1.0	80	83	82	80	72	72
1.0 –< 1.2	7	7	7	6	4	4
1.2 –< 1.4	1	1	1	1	1	1
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.33 Distribution of IRT a-values Conditional on Ability for ELA Non-PT Items, Grade Seven**

IRT a-value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	8	8	8	8	8	8
0.2 –< 0.4	138	140	141	143	143	135
0.4 –< 0.6	<b>*276</b>	<b>*282</b>	<b>*287</b>	<b>*296</b>	<b>*296</b>	<b>*289</b>
0.6 –< 0.8	185	190	194	198	197	184
0.8 –< 1.0	47	49	50	52	48	46
1.0 –< 1.2	5	6	6	6	5	4
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA



**Table 8.A.34 Distribution of IRT  $a$ -values Conditional on Ability for ELA Non-PT Items, Grade Eight**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	13	13	15	15	15	15
0.2 –< 0.4	158	166	167	164	156	153
0.4 –< 0.6	<b>*308</b>	<b>*325</b>	<b>*326</b>	<b>*329</b>	<b>*320</b>	<b>*315</b>
0.6 –< 0.8	198	203	203	201	197	194
0.8 –< 1.0	55	59	59	59	57	55
1.0 –< 1.2	7	7	7	7	7	7
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.35 Distribution of IRT  $a$ -values Conditional on Ability for ELA Non-PT Items, Grade Eleven**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	37	51	50	51	51	50
0.2 –< 0.4	499	638	641	642	638	637
0.4 –< 0.6	<b>*851</b>	<b>*1057</b>	<b>*1071</b>	<b>*1073</b>	<b>*1071</b>	<b>*1071</b>
0.6 –< 0.8	378	474	477	481	482	481
0.8 –< 1.0	71	92	93	92	91	89
1.0 –< 1.2	13	17	17	18	16	15
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.36 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics Non-PT Items, Grade Three**

IRT $a$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	9	10	10	10	10	10
0.2 –< 0.4	50	57	57	57	56	56
0.4 –< 0.6	181	192	192	192	192	192
0.6 –< 0.8	259	279	279	279	279	279
0.8 –< 1.0	<b>*271</b>	<b>*285</b>	<b>*285</b>	<b>*285</b>	<b>*285</b>	<b>*285</b>
1.0 –< 1.2	221	233	233	234	234	234
1.2 –< 1.4	118	126	126	126	126	126
1.4 –< 1.6	10	10	10	10	10	10
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.37 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics Non-PT Items, Grade Four**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	3	3	3	3	3
0.2 –< 0.4	73	73	73	73	73
0.4 –< 0.6	228	228	228	226	226
0.6 –< 0.8	<b>*340</b>	<b>*340</b>	<b>*340</b>	<b>*337</b>	<b>*335</b>
0.8 –< 1.0	313	313	313	311	310
1.0 –< 1.2	192	192	192	191	191
1.2 –< 1.4	104	104	104	103	103
1.4 –< 1.6	33	33	33	33	33
1.6 –< 1.8	5	5	5	5	5
1.8 –< 2.0	NA	NA	NA	NA	NA

**Table 8.A.38 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics Non-PT Items, Grade Five**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	8	8	8	8	8	8
0.2 –< 0.4	106	106	106	106	106	106
0.4 –< 0.6	280	281	279	279	277	277
0.6 –< 0.8	<b>*322</b>	<b>*325</b>	<b>*322</b>	<b>*311</b>	<b>*304</b>	<b>*299</b>
0.8 –< 1.0	257	256	255	250	247	240
1.0 –< 1.2	159	160	160	160	159	158
1.2 –< 1.4	91	91	91	89	89	89
1.4 –< 1.6	23	23	23	23	23	23
1.6 –< 1.8	2	2	2	2	2	2
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.39 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics Non-PT Items, Grade Six**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	13	13	13	13	13	13
0.2 –< 0.4	133	133	133	133	133	133
0.4 –< 0.6	258	258	258	258	248	248
0.6 –< 0.8	<b>*297</b>	<b>*297</b>	<b>*297</b>	<b>*294</b>	<b>*284</b>	<b>*283</b>
0.8 –< 1.0	256	256	256	256	251	250
1.0 –< 1.2	122	122	122	121	120	120
1.2 –< 1.4	17	17	17	17	17	16
1.4 –< 1.6	3	3	3	3	3	3
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.40 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics Non-PT Items, Grade Seven**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	20	20	20	20	20	20
0.2 –< 0.4	140	140	140	140	140	140
0.4 –< 0.6	181	181	181	182	181	181
0.6 –< 0.8	<b>*246</b>	<b>*246</b>	<b>*246</b>	<b>*247</b>	<b>*241</b>	<b>*241</b>
0.8 –< 1.0	212	212	212	214	211	210
1.0 –< 1.2	132	132	132	132	130	130
1.2 –< 1.4	23	23	23	23	23	23
1.4 –< 1.6	2	2	2	2	2	2
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.41 Distribution of IRT a-values Conditional on Ability for Mathematics Non-PT Items, Grade Eight**

IRT a-value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
0 –< 0.2	26	26	26	26	26	26	26
0.2 –< 0.4	191	191	191	191	191	191	191
0.4 –< 0.6	<b>*246</b>	<b>*246</b>	<b>*246</b>	<b>*246</b>	<b>*244</b>	<b>*242</b>	<b>*242</b>
0.6 –< 0.8	218	218	218	218	218	212	212
0.8 –< 1.0	125	125	125	125	124	121	121
1.0 –< 1.2	45	45	45	45	45	45	45
1.2 –< 1.4	7	7	7	7	7	7	7
1.4 –< 1.6	NA	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA	NA

**Table 8.A.42 Distribution of IRT a-values Conditional on Ability for Mathematics Non-PT Items, Grade Eleven**

IRT a-value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
0 –< 0.2	188	190	190	190	190	190	190
0.2 –< 0.4	604	609	609	609	609	608	608
0.4 –< 0.6	<b>*682</b>	<b>*687</b>	<b>*687</b>	<b>*687</b>	<b>*686</b>	<b>*686</b>	<b>*686</b>
0.6 –< 0.8	592	596	596	596	596	594	593
0.8 –< 1.0	395	402	402	402	402	399	399
1.0 –< 1.2	121	122	122	122	122	122	122
1.2 –< 1.4	18	18	18	18	18	18	18
1.4 –< 1.6	5	5	5	5	5	5	5
1.6 –< 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** In Table 8.A.43 through Table 8.A.56, the mode of each distribution is in **bold** text and indicated using an asterisk.

**Table 8.A.43 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Three**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	7	7	7	6	6	6
-2.5 < -2.0	45	45	45	45	43	42
-2.0 < -1.5	118	125	125	126	123	121
-1.5 < -1.0	<b>*137</b>	<b>*144</b>	<b>*144</b>	<b>*146</b>	<b>*144</b>	<b>*141</b>
-1.0 < -0.5	121	130	134	136	134	132
-0.5 < 0	129	135	137	138	138	137
0 < 0.5	95	101	103	109	110	107
0.5 < 1.0	76	78	80	82	82	82
1.0 < 1.5	40	43	44	46	49	49
1.5 < 2.0	15	15	16	17	17	17
2.0 < 2.5	6	6	6	6	6	6
2.5 < 3.0	3	3	4	4	4	4
3.0 < 3.5	1	1	1	1	1	1
>= 3.5	1	1	1	1	1	1

**Table 8.A.44 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Four**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	1	1	1	1	1	1
-3.0 < -2.5	7	8	8	6	4	4
-2.5 < -2.0	26	33	34	33	23	23
-2.0 < -1.5	55	59	59	59	58	54
-1.5 < -1.0	91	103	104	104	104	101
-1.0 < -0.5	108	118	118	118	118	118
-0.5 < 0	99	109	111	113	113	112
0 < 0.5	<b>*112</b>	<b>*125</b>	<b>*126</b>	<b>*128</b>	<b>*128</b>	<b>*127</b>
0.5 < 1.0	81	92	93	97	98	96
1.0 < 1.5	70	81	81	82	84	84
1.5 < 2.0	41	53	54	53	55	55
2.0 < 2.5	27	29	29	29	29	29
2.5 < 3.0	13	15	15	15	15	15
3.0 < 3.5	3	3	5	5	5	5
>= 3.5	4	4	4	4	4	4

**Table 8.A.45 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Five**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	1	1	1	NA	NA	NA
-3.0 <- -2.5	2	2	2	1	NA	NA
-2.5 <- -2.0	17	17	17	12	11	11
-2.0 <- -1.5	35	35	33	30	25	20
-1.5 <- -1.0	77	80	80	79	75	65
-1.0 <- -0.5	105	105	105	105	103	100
-0.5 <- 0	108	109	111	111	110	107
0 <- 0.5	100	101	103	104	102	101
0.5 <- 1.0	<b>*117</b>	<b>*117</b>	<b>*120</b>	<b>*121</b>	<b>*120</b>	<b>*119</b>
1.0 <- 1.5	98	99	102	105	104	103
1.5 <- 2.0	64	67	70	73	74	74
2.0 <- 2.5	51	52	54	54	56	56
2.5 <- 3.0	17	17	17	19	19	19
3.0 <- 3.5	7	6	6	7	7	7
>= 3.5	2	2	3	3	3	3

**Table 8.A.46 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Six**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	1	1	NA	NA	NA	NA
-3.0 <- -2.5	1	1	1	1	1	1
-2.5 <- -2.0	5	5	5	1	NA	NA
-2.0 <- -1.5	14	15	15	9	5	5
-1.5 <- -1.0	51	56	55	54	38	36
-1.0 <- -0.5	73	74	74	74	73	73
-0.5 <- 0	92	92	92	92	92	91
0 <- 0.5	87	87	87	87	87	86
0.5 <- 1.0	107	107	110	112	112	108
1.0 <- 1.5	<b>*116</b>	<b>*116</b>	<b>*117</b>	<b>*117</b>	<b>*117</b>	<b>*116</b>
1.5 <- 2.0	75	76	78	79	81	79
2.0 <- 2.5	61	62	64	64	64	63
2.5 <- 3.0	29	30	30	32	32	32
3.0 <- 3.5	17	17	17	17	17	17
>= 3.5	23	23	23	23	23	23

**Table 8.A.47 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Seven**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	3	3	3	3	2	1
-2.0 < -1.5	10	10	10	10	10	8
-1.5 < -1.0	35	36	36	36	32	24
-1.0 < -0.5	41	42	42	42	41	37
-0.5 < 0	71	76	78	78	76	68
0 < 0.5	80	84	84	84	84	82
0.5 < 1.0	77	78	80	82	82	79
1.0 < 1.5	<b>*110</b>	<b>*110</b>	<b>*111</b>	<b>*113</b>	<b>*113</b>	<b>*112</b>
1.5 < 2.0	90	92	95	100	101	100
2.0 < 2.5	56	57	60	65	65	64
2.5 < 3.0	36	37	37	37	37	37
3.0 < 3.5	23	23	23	26	26	26
>= 3.5	27	27	27	27	28	28

**Table 8.A.48 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Eight**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	1	1	1	1	1	1
-3.0 < -2.5	1	1	1	NA	NA	NA
-2.5 < -2.0	3	3	3	3	3	3
-2.0 < -1.5	12	12	12	8	5	5
-1.5 < -1.0	23	28	28	24	12	12
-1.0 < -0.5	41	48	48	48	42	39
-0.5 < 0	102	<b>*109</b>	109	109	107	100
0 < 0.5	82	83	83	83	83	83
0.5 < 1.0	91	91	92	93	93	91
1.0 < 1.5	90	95	95	97	97	96
1.5 < 2.0	<b>*107</b>	108	<b>*110</b>	<b>*111</b>	<b>*112</b>	<b>*112</b>
2.0 < 2.5	68	71	71	73	73	73
2.5 < 3.0	55	58	59	59	59	59
3.0 < 3.5	35	36	36	36	36	36
>= 3.5	28	29	29	30	29	29



**Table 8.A.49 Distribution of IRT *b*-values Conditional on Ability for ELA Non-PT Items, Grade Eleven**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	NA	NA	NA	NA	NA	NA
-3.0 <- -2.5	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	1	1	1	1	1	1
-2.0 <- -1.5	10	10	10	7	7	6
-1.5 <- -1.0	22	25	25	23	18	15
-1.0 <- -0.5	78	96	96	96	85	82
-0.5 <- 0	148	170	170	171	169	168
0 <- 0.5	182	219	221	222	221	219
0.5 <- 1.0	246	301	302	303	303	299
1.0 <- 1.5	239	284	285	286	286	286
1.5 <- 2.0	<b>*280</b>	<b>*353</b>	<b>*356</b>	<b>*358</b>	<b>*362</b>	<b>*360</b>
2.0 <- 2.5	228	298	302	308	308	310
2.5 <- 3.0	165	221	227	228	228	231
3.0 <- 3.5	113	163	163	163	167	167
>= 3.5	137	188	191	191	194	199

**Table 8.A.50 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Three**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	2	2	2	2	2	2
-3.5 < -3.0	15	16	16	16	16	16
-3.0 < -2.5	50	50	50	50	50	50
-2.5 < -2.0	103	104	104	104	104	104
-2.0 < -1.5	<b>*198</b>	<b>*203</b>	<b>*203</b>	<b>*204</b>	<b>*204</b>	<b>*204</b>
-1.5 < -1.0	170	181	181	181	181	181
-1.0 < -0.5	176	192	192	192	191	191
-0.5 < 0	174	188	188	188	188	188
0 < 0.5	136	149	149	149	149	149
0.5 < 1.0	67	75	75	75	75	75
1.0 < 1.5	19	20	20	20	20	20
1.5 < 2.0	5	7	7	7	7	7
2.0 < 2.5	3	3	3	3	3	3
2.5 < 3.0	NA	NA	NA	NA	NA	NA
3.0 < 3.5	1	2	2	2	2	2
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.51 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Four**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA
-3.5 < -3.0	3	3	3	3	3
-3.0 < -2.5	17	17	17	12	10
-2.5 < -2.0	41	41	41	37	36
-2.0 < -1.5	77	77	77	77	77
-1.5 < -1.0	134	134	134	134	134
-1.0 < -0.5	193	193	193	193	193
-0.5 < 0	<b>*279</b>	<b>*279</b>	<b>*279</b>	<b>*279</b>	<b>*279</b>
0 < 0.5	221	221	221	221	221
0.5 < 1.0	184	184	184	184	184
1.0 < 1.5	85	85	85	85	85
1.5 < 2.0	35	35	35	35	35
2.0 < 2.5	17	17	17	17	17
2.5 < 3.0	3	3	3	3	3
3.0 < 3.5	1	1	1	1	1
>= 3.5	1	1	1	1	1

**Table 8.A.52 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Five**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	2	2	1	NA	NA	NA
-3.0 < -2.5	11	12	11	6	4	4
-2.5 < -2.0	23	24	22	15	8	7
-2.0 < -1.5	31	31	29	24	20	16
-1.5 < -1.0	39	39	39	39	39	38
-1.0 < -0.5	107	107	107	107	107	105
-0.5 < 0	175	175	175	175	175	173
0 < 0.5	<b>*280</b>	<b>*280</b>	<b>*280</b>	<b>*280</b>	<b>*280</b>	<b>*279</b>
0.5 < 1.0	221	222	222	222	222	221
1.0 < 1.5	162	162	162	162	162	162
1.5 < 2.0	121	122	122	122	122	121
2.0 < 2.5	46	46	46	46	46	46
2.5 < 3.0	19	19	19	19	19	19
3.0 < 3.5	7	7	7	7	7	7
>= 3.5	4	4	4	4	4	4

**Table 8.A.53 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Six**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	1	1	1	1	1	1
-3.5 < -3.0	3	3	3	2	NA	NA
-3.0 < -2.5	13	13	13	12	5	5
-2.5 < -2.0	18	18	18	16	6	5
-2.0 < -1.5	32	32	32	32	26	26
-1.5 < -1.0	32	32	32	32	31	31
-1.0 < -0.5	60	60	60	60	60	60
-0.5 < 0	76	76	76	76	76	76
0 < 0.5	119	119	119	119	119	119
0.5 < 1.0	189	189	189	189	189	189
1.0 < 1.5	<b>*197</b>	<b>*197</b>	<b>*197</b>	<b>*197</b>	<b>*197</b>	<b>*197</b>
1.5 < 2.0	165	165	165	165	165	163
2.0 < 2.5	109	109	109	109	109	109
2.5 < 3.0	43	43	43	43	43	43
3.0 < 3.5	25	25	25	25	25	25
>= 3.5	17	17	17	17	17	17

**Table 8.A.54 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Seven**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	1	1	1	1	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	2	2	2	2	NA	NA
-2.0 < -1.5	12	12	12	13	9	8
-1.5 < -1.0	13	13	13	16	12	12
-1.0 < -0.5	20	20	20	20	19	19
-0.5 < 0	31	31	31	31	31	31
0 < 0.5	55	55	55	55	55	55
0.5 < 1.0	95	95	95	95	95	95
1.0 < 1.5	170	170	170	170	170	170
1.5 < 2.0	<b>*203</b>	<b>*203</b>	<b>*203</b>	<b>*203</b>	<b>*203</b>	<b>*203</b>
2.0 < 2.5	168	168	168	168	168	168
2.5 < 3.0	103	103	103	103	103	103
3.0 < 3.5	37	37	37	37	37	37
>= 3.5	46	46	46	46	46	46

**Table 8.A.55 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Eight**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>	<b>2800–2899</b>
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	10	10	10	10	9	5	5
-1.5 < -1.0	19	19	19	19	17	13	13
-1.0 < -0.5	37	37	37	37	37	34	34
-0.5 < 0	37	37	37	37	37	37	37
0 < 0.5	54	54	54	54	54	54	54
0.5 < 1.0	49	49	49	49	49	49	49
1.0 < 1.5	83	83	83	83	83	83	83
1.5 < 2.0	110	110	110	110	110	110	110
2.0 < 2.5	<b>*138</b>	<b>*138</b>	<b>*138</b>	<b>*138</b>	<b>*138</b>	<b>*138</b>	<b>*138</b>
2.5 < 3.0	113	113	113	113	113	113	113
3.0 < 3.5	83	83	83	83	83	83	83
>= 3.5	125	125	125	125	125	125	125

**Table 8.A.56 Distribution of IRT *b*-values Conditional on Ability for Mathematics Non-PT Items, Grade Eleven**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>	<b>2800–2899</b>
< -3.5	1	1	1	1	1	1	1
-3.5 <- -3.0	3	3	3	3	3	3	3
-3.0 <- -2.5	1	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	7	7	7	7	7	7	7
-2.0 <- -1.5	11	11	11	11	10	10	10
-1.5 <- -1.0	31	31	31	31	31	27	27
-1.0 <- -0.5	41	41	41	41	41	39	39
-0.5 <- 0	54	54	54	54	54	54	54
0 <- 0.5	102	102	102	102	102	102	102
0.5 <- 1.0	154	154	154	154	154	154	154
1.0 <- 1.5	211	213	213	213	213	213	212
1.5 <- 2.0	304	306	306	306	306	306	306
2.0 <- 2.5	375	380	380	380	380	380	380
2.5 <- 3.0	418	421	421	421	421	421	421
3.0 <- 3.5	313	320	320	320	320	320	320
<b>&gt;= 3.5</b>	<b>*579</b>	<b>*585</b>	<b>*585</b>	<b>*585</b>	<b>*585</b>	<b>*585</b>	<b>*585</b>

**Note:** In Table 8.A.57 through Table 8.A.70, the mode of each distribution is in **bold** text and indicated using an asterisk.

**Table 8.A.57 Distribution of IRT  $a$ -values Conditional on Ability for ELA PT Items, Grade Three**

IRT $a$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	6	6	6	6	6	6
0.4 –< 0.6	11	11	11	11	11	11
0.6 –< 0.8	<b>*26</b>	<b>*26</b>	<b>*26</b>	<b>*26</b>	<b>*26</b>	<b>*26</b>
0.8 –< 1.0	14	14	14	14	14	14
1.0 –< 1.2	5	5	5	5	5	5
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.58 Distribution of IRT  $a$ -values Conditional on Ability for ELA PT Items, Grade Four**

IRT $a$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	4	4	4	4	4	4
0.4 –< 0.6	29	29	29	29	29	29
0.6 –< 0.8	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>
0.8 –< 1.0	16	16	16	16	16	16
1.0 –< 1.2	2	2	2	2	2	2
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.59 Distribution of IRT  $a$ -values Conditional on Ability for ELA PT Items, Grade Five**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	2	2	2	2	2	2
0.4 –< 0.6	27	27	27	27	27	27
0.6 –< 0.8	<b>*39</b>	<b>*39</b>	<b>*39</b>	<b>*39</b>	<b>*39</b>	<b>*39</b>
0.8 –< 1.0	18	18	18	18	18	18
1.0 –< 1.2	6	6	6	6	6	6
1.2 –< 1.4	1	1	1	1	1	1
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.60 Distribution of IRT  $a$ -values Conditional on Ability for ELA PT Items, Grade Six**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	NA	NA	NA	NA	NA	NA
0.4 –< 0.6	6	6	6	6	6	6
0.6 –< 0.8	18	18	18	18	18	18
0.8 –< 1.0	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>
1.0 –< 1.2	11	11	11	11	11	11
1.2 –< 1.4	4	4	4	4	4	4
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.61 Distribution of IRT  $a$ -values Conditional on Ability for ELA PT Items, Grade Seven**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	6	6	6	6	6	6
0.4 –< 0.6	3	3	3	3	3	3
0.6 –< 0.8	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>	<b>*30</b>
0.8 –< 1.0	29	29	29	29	29	29
1.0 –< 1.2	4	4	4	4	4	4
1.2 –< 1.4	5	5	5	5	5	5
1.4 –< 1.6	1	1	1	1	1	1
1.6 –< 1.8	1	1	1	1	1	1
1.8 –< 2.0	NA	NA	NA	NA	NA	NA



**Table 8.A.62 Distribution of IRT  $\alpha$ -values Conditional on Ability for ELA PT Items, Grade Eight**

IRT $\alpha$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	5	5	5	5	5	5
0.4 –< 0.6	13	13	13	13	13	13
0.6 –< 0.8	<b>*40</b>	<b>*40</b>	<b>*40</b>	<b>*40</b>	<b>*40</b>	<b>*40</b>
0.8 –< 1.0	27	27	27	27	27	27
1.0 –< 1.2	3	3	3	3	3	3
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.63 Distribution of IRT  $\alpha$ -values Conditional on Ability for ELA PT Items, Grade Eleven**

IRT $\alpha$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	4	4	4	4	4	4
0.4 –< 0.6	47	47	47	47	47	47
0.6 –< 0.8	<b>*51</b>	<b>*51</b>	<b>*51</b>	<b>*51</b>	<b>*51</b>	<b>*51</b>
0.8 –< 1.0	2	2	2	2	2	2
1.0 –< 1.2	NA	NA	NA	NA	NA	NA
1.2 –< 1.4	NA	NA	NA	NA	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.64 Distribution of IRT  $\alpha$ -values Conditional on Ability for Mathematics PT Items, Grade Three**

IRT $\alpha$ -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	1	1	1	1	1	1
0.2 –< 0.4	1	1	1	1	1	1
0.4 –< 0.6	9	9	9	9	9	9
0.6 –< 0.8	20	20	20	20	20	20
0.8 –< 1.0	16	16	16	16	16	16
1.0 –< 1.2	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>
1.2 –< 1.4	7	7	7	7	7	7
1.4 –< 1.6	3	3	3	3	3	3
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.65 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Four**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
0 –< 0.2	NA	NA	NA	NA	NA
0.2 –< 0.4	NA	NA	NA	NA	NA
0.4 –< 0.6	8	8	8	8	8
0.6 –< 0.8	<b>*37</b>	<b>*37</b>	<b>*37</b>	<b>*37</b>	<b>*37</b>
0.8 –< 1.0	27	27	27	27	27
1.0 –< 1.2	15	15	15	15	15
1.2 –< 1.4	6	6	6	6	6
1.4 –< 1.6	2	2	2	2	2
1.6 –< 1.8	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA

**Table 8.A.66 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Five**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	8	8	8	8	8	8
0.4 –< 0.6	18	18	18	18	18	18
0.6 –< 0.8	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>
0.8 –< 1.0	20	20	20	20	20	20
1.0 –< 1.2	9	9	9	9	9	9
1.2 –< 1.4	6	6	6	6	6	6
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.67 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Six**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
0 –< 0.2	NA	NA	NA	NA	NA	NA
0.2 –< 0.4	NA	NA	NA	NA	NA	NA
0.4 –< 0.6	16	16	16	16	16	16
0.6 –< 0.8	<b>*35</b>	<b>*35</b>	<b>*35</b>	<b>*35</b>	<b>*35</b>	<b>*35</b>
0.8 –< 1.0	13	13	13	13	13	13
1.0 –< 1.2	7	7	7	7	7	7
1.2 –< 1.4	1	1	1	1	1	1
1.4 –< 1.6	NA	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.68 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Seven**

<b>IRT <math>a</math>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>
0 –< 0.2	3	3	3	3	3	3
0.2 –< 0.4	4	4	4	4	4	4
0.4 –< 0.6	3	3	3	3	3	3
0.6 –< 0.8	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>	<b>*23</b>
0.8 –< 1.0	22	22	22	22	22	22
1.0 –< 1.2	18	18	18	18	18	18
1.2 –< 1.4	10	10	10	10	10	10
1.4 –< 1.6	3	3	3	3	3	3
1.6 –< 1.8	1	1	1	1	1	1
1.8 –< 2.0	NA	NA	NA	NA	NA	NA

**Table 8.A.69 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Eight**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
0 < 0.2	NA	NA	NA	NA	NA	NA	NA
0.2 < 0.4	NA	NA	NA	NA	NA	NA	NA
0.4 < 0.6	9	9	9	9	9	9	9
0.6 < 0.8	13	13	13	13	13	13	13
0.8 < 1.0	<b>*19</b>	<b>*19</b>	<b>*19</b>	<b>*19</b>	<b>*19</b>	<b>*19</b>	<b>*19</b>
1.0 < 1.2	13	13	13	13	13	13	13
1.2 < 1.4	4	4	4	4	4	4	4
1.4 < 1.6	NA	NA	NA	NA	NA	NA	NA
1.6 < 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 < 2.0	NA	NA	NA	NA	NA	NA	NA

**Table 8.A.70 Distribution of IRT  $a$ -values Conditional on Ability for Mathematics PT Items, Grade Eleven**

IRT $a$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
0 < 0.2	NA	NA	NA	NA	NA	NA	NA
0.2 < 0.4	11	11	11	11	11	11	11
0.4 < 0.6	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>
0.6 < 0.8	16	16	16	16	16	16	16
0.8 < 1.0	8	8	8	8	8	8	8
1.0 < 1.2	5	5	5	5	5	5	5
1.2 < 1.4	3	3	3	3	3	3	3
1.4 < 1.6	NA	NA	NA	NA	NA	NA	NA
1.6 < 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 < 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** In Table 8.A.71 through Table 8.A.84, the mode of each distribution is in **bold** text and indicated using an asterisk.

**Table 8.A.71 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Three**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	4	4	4	4	4	4
-1.0 < -0.5	13	13	13	13	13	13
-0.5 < 0	10	10	10	10	10	10
0 < 0.5	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>
0.5 < 1.0	10	10	10	10	10	10
1.0 < 1.5	5	5	5	5	5	5
1.5 < 2.0	3	3	3	3	3	3
2.0 < 2.5	1	1	1	1	1	1
2.5 < 3.0	1	1	1	1	1	1
3.0 < 3.5	1	1	1	1	1	1
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.72 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Four**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	1	1	1	1	1	1
-1.5 < -1.0	1	1	1	1	1	1
-1.0 < -0.5	NA	NA	NA	NA	NA	NA
-0.5 < 0	<b>*25</b>	<b>*25</b>	<b>*25</b>	<b>*25</b>	<b>*25</b>	<b>*25</b>
0 < 0.5	19	19	19	19	19	19
0.5 < 1.0	18	18	18	18	18	18
1.0 < 1.5	7	7	7	7	7	7
1.5 < 2.0	7	7	7	7	7	7
2.0 < 2.5	1	1	1	1	1	1
2.5 < 3.0	2	2	2	2	2	2
3.0 < 3.5	NA	NA	NA	NA	NA	NA
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.73 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Five**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	1	1	1	1	1	1
-0.5 < 0	18	18	18	18	18	18
0 < 0.5	<b>*27</b>	<b>*27</b>	<b>*27</b>	<b>*27</b>	<b>*27</b>	<b>*27</b>
0.5 < 1.0	12	12	12	12	12	12
1.0 < 1.5	16	16	16	16	16	16
1.5 < 2.0	11	11	11	11	11	11
2.0 < 2.5	3	3	3	3	3	3
2.5 < 3.0	4	4	4	4	4	4
3.0 < 3.5	1	1	1	1	1	1
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.74 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Six**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA
-0.5 < 0	13	13	13	13	13	13
0 < 0.5	7	7	7	7	7	7
0.5 < 1.0	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>
1.0 < 1.5	12	12	12	12	12	12
1.5 < 2.0	8	8	8	8	8	8
2.0 < 2.5	4	4	4	4	4	4
2.5 < 3.0	1	1	1	1	1	1
3.0 < 3.5	2	2	2	2	2	2
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.75 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Seven**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA
-0.5 < 0	5	5	5	5	5	5
0 < 0.5	11	11	11	11	11	11
0.5 < 1.0	21	21	21	21	21	21
1.0 < 1.5	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>
1.5 < 2.0	5	5	5	5	5	5
2.0 < 2.5	7	7	7	7	7	7
2.5 < 3.0	3	3	3	3	3	3
3.0 < 3.5	2	2	2	2	2	2
>= 3.5	1	1	1	1	1	1

**Table 8.A.76 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Eight**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA
-0.5 < 0	16	16	16	16	16	16
0 < 0.5	6	6	6	6	6	6
0.5 < 1.0	9	9	9	9	9	9
1.0 < 1.5	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>	<b>*24</b>
1.5 < 2.0	14	14	14	14	14	14
2.0 < 2.5	10	10	10	10	10	10
2.5 < 3.0	4	4	4	4	4	4
3.0 < 3.5	3	3	3	3	3	3
>= 3.5	2	2	2	2	2	2

**Table 8.A.77 Distribution of IRT *b*-values Conditional on Ability for ELA PT Items, Grade Eleven**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA
-0.5 < 0	NA	NA	NA	NA	NA	NA
0 < 0.5	NA	NA	NA	NA	NA	NA
0.5 < 1.0	8	8	8	8	8	8
1.0 < 1.5	26	26	26	26	26	26
1.5 < 2.0	<b>*41</b>	<b>*41</b>	<b>*41</b>	<b>*41</b>	<b>*41</b>	<b>*41</b>
2.0 < 2.5	15	15	15	15	15	15
2.5 < 3.0	3	3	3	3	3	3
3.0 < 3.5	3	3	3	3	3	3
>= 3.5	8	8	8	8	8	8



**Table 8.A.78 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Three**

IRT <i>b</i> -value	2100–2199	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	NA	NA	NA	NA	NA	NA
-3.0 <- -2.5	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	NA	NA	NA	NA	NA	NA
-2.0 <- -1.5	8	8	8	8	8	8
-1.5 <- -1.0	16	16	16	16	16	16
-1.0 <- -0.5	15	15	15	15	15	15
-0.5 <- 0	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>
0 <- 0.5	15	15	15	15	15	15
0.5 <- 1.0	3	3	3	3	3	3
1.0 <- 1.5	NA	NA	NA	NA	NA	NA
1.5 <- 2.0	NA	NA	NA	NA	NA	NA
2.0 <- 2.5	1	1	1	1	1	1
2.5 <- 3.0	NA	NA	NA	NA	NA	NA
3.0 <- 3.5	NA	NA	NA	NA	NA	NA
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.79 Distribution of IRT  $b$ -values Conditional on Ability for Mathematics PT Items, Grade Four**

IRT $b$ -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699
< -3.5	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA
-2.0 < -1.5	6	6	6	6	6
-1.5 < -1.0	15	15	15	15	15
-1.0 < -0.5	11	11	11	11	11
-0.5 < 0	8	8	8	8	8
0 < 0.5	<b>*28</b>	<b>*28</b>	<b>*28</b>	<b>*28</b>	<b>*28</b>
0.5 < 1.0	18	18	18	18	18
1.0 < 1.5	4	4	4	4	4
1.5 < 2.0	3	3	3	3	3
2.0 < 2.5	2	2	2	2	2
2.5 < 3.0	NA	NA	NA	NA	NA
3.0 < 3.5	NA	NA	NA	NA	NA
$\geq 3.5$	NA	NA	NA	NA	NA

**Table 8.A.80 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Five**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	2	2	2	2	2	2
-1.0 < -0.5	2	2	2	2	2	2
-0.5 < 0	5	5	5	5	5	5
0 < 0.5	7	7	7	7	7	7
0.5 < 1.0	<b>*29</b>	<b>*29</b>	<b>*29</b>	<b>*29</b>	<b>*29</b>	<b>*29</b>
1.0 < 1.5	20	20	20	20	20	20
1.5 < 2.0	10	10	10	10	10	10
2.0 < 2.5	7	7	7	7	7	7
2.5 < 3.0	1	1	1	1	1	1
3.0 < 3.5	NA	NA	NA	NA	NA	NA
>= 3.5	2	2	2	2	2	2

**Table 8.A.81 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Six**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	11	11	11	11	11	11
-0.5 < 0	10	10	10	10	10	10
0 < 0.5	9	9	9	9	9	9
0.5 < 1.0	7	7	7	7	7	7
1.0 < 1.5	13	13	13	13	13	13
1.5 < 2.0	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>	<b>*14</b>
2.0 < 2.5	8	8	8	8	8	8
2.5 < 3.0	NA	NA	NA	NA	NA	NA
3.0 < 3.5	NA	NA	NA	NA	NA	NA
>= 3.5	NA	NA	NA	NA	NA	NA

**Table 8.A.82 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Seven**

<b>IRT <i>b</i>-value</b>	<b>2200–2299</b>	<b>2300–2399</b>	<b>2400–2499</b>	<b>2500–2599</b>	<b>2600–2699</b>	<b>2700–2799</b>
< -3.5	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	7	7	7	7	7	7
-0.5 < 0	1	1	1	1	1	1
0 < 0.5	6	6	6	6	6	6
0.5 < 1.0	5	5	5	5	5	5
1.0 < 1.5	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>	<b>*22</b>
1.5 < 2.0	13	13	13	13	13	13
2.0 < 2.5	17	17	17	17	17	17
2.5 < 3.0	11	11	11	11	11	11
3.0 < 3.5	2	2	2	2	2	2
>= 3.5	3	3	3	3	3	3

**Table 8.A.83 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Eight**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA	NA
-0.5 < 0	1	1	1	1	1	1	1
0 < 0.5	2	2	2	2	2	2	2
0.5 < 1.0	3	3	3	3	3	3	3
1.0 < 1.5	10	10	10	10	10	10	10
1.5 < 2.0	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>	<b>*18</b>
2.0 < 2.5	15	15	15	15	15	15	15
2.5 < 3.0	7	7	7	7	7	7	7
3.0 < 3.5	2	2	2	2	2	2	2
>= 3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.A.84 Distribution of IRT *b*-values Conditional on Ability for Mathematics PT Items, Grade Eleven**

IRT <i>b</i> -value	2200–2299	2300–2399	2400–2499	2500–2599	2600–2699	2700–2799	2800–2899
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 < -3.0	NA	NA	NA	NA	NA	NA	NA
-3.0 < -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 < -2.0	NA	NA	NA	NA	NA	NA	NA
-2.0 < -1.5	NA	NA	NA	NA	NA	NA	NA
-1.5 < -1.0	NA	NA	NA	NA	NA	NA	NA
-1.0 < -0.5	NA	NA	NA	NA	NA	NA	NA
-0.5 < 0	NA	NA	NA	NA	NA	NA	NA
0 < 0.5	NA	NA	NA	NA	NA	NA	NA
0.5 < 1.0	1	1	1	1	1	1	1
1.0 < 1.5	11	11	11	11	11	11	11
1.5 < 2.0	7	7	7	7	7	7	7
2.0 < 2.5	3	3	3	3	3	3	3
2.5 < 3.0	<b>*15</b>	<b>*15</b>	<b>*15</b>	<b>*15</b>	<b>*15</b>	<b>*15</b>	<b>*15</b>
3.0 < 3.5	14	14	14	14	14	14	14
>= 3.5	10	10	10	10	10	10	10

**Table 8.A.85 PT Item Statistics—ELA, Grade Three**

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295660	3	0.86	-0.82	1.76, -0.02, -1.74
VH295715	2	0.75	-0.62	0.35, -0.35
VH295687	1	0.30	2.31	NA
VH295913	3	0.71	-0.36	1.4, -0.01, -1.39
VH296067	2	0.79	0.28	0.1, -0.1
VH296000	1	0.33	-0.39	NA
VH295226	2	0.83	1.47	0.88, -0.88
VH295999	2	0.63	-1.10	0.36, -0.36
VH295712	2	0.75	0.77	0.27, -0.27
VH295714	3	0.66	-0.03	1.02, 0.4, -1.42
VH295948	1	0.45	2.95	NA
VH295952	2	0.60	0.19	-0.28, 0.28
VH295686	2	0.80	-0.65	0.1, -0.1
VH295688	2	0.91	1.18	0.5, -0.5
VH295563	2	0.95	-0.56	0.22, -0.22
VH295911	2	0.92	0.84	0.35, -0.35
VH295915	2	1.15	0.74	0.17, -0.17
VH295672	2	0.60	-0.72	0.53, -0.53
VH295675	2	0.84	-0.28	-0.12, 0.12
VH295878	2	0.37	0.04	0.75, -0.75
VH295882	2	1.03	-0.66	0.16, -0.16
VH295964	2	0.75	-0.57	-0.1, 0.1
VH295966	2	0.60	1.28	-0.25, 0.25
VH295417	1	0.62	1.59	NA
VH295419	3	0.62	-0.66	1.85, -0.16, -1.69
VH295421	2	0.59	-0.32	-1.34, 1.34
VH296065	2	0.69	0.56	0.22, -0.22
VH296069	4	0.49	0.62	0.12, 1.42, 0.17, -1.71
VH295661	2	0.86	-1.26	0.75, -0.75
VH295345	3	0.67	-0.78	1.95, 0.04, -1.99
VH295657	2	0.78	0.40	0.41, -0.41
VH295961	2	0.73	0.56	0.1, -0.1
VH295963	3	0.67	0.07	0.76, 0.41, -1.18
VH295965	1	0.71	1.81	NA
VH295420	2	0.67	-1.28	0.47, -0.47
VH296066	1	0.86	0.01	NA
VH296070	2	0.76	-0.11	-0.03, 0.03
VH295658	2	1.02	0.24	0.42, -0.42
VH295342	2	0.63	0.37	0.72, -0.72



Item ID	Score Points	A	B	D
VH295711	2	0.47	-0.73	-0.7, 0.7
VH295947	2	0.38	-0.57	0.57, -0.57
VH295685	4	0.54	0.13	0.74, 1.33, -0.18, -1.89
VH295564	2	0.64	0.36	0.91, -0.91
VH295914	2	0.86	-0.93	0.38, -0.38
VH295916	1	0.61	0.04	NA
VH295223	3	1.00	-0.07	1.25, 0.03, -1.28
VH295225	2	0.90	0.80	0.08, -0.08
VH295671	3	0.55	0.06	1.54, 0.19, -1.73
VH295674	2	0.55	-0.19	0.13, -0.13
VH295996	2	0.57	1.52	-0.85, 0.85
VH295877	2	0.69	0.61	0.42, -0.42
VH295881	4	0.64	0.03	0.76, 1.07, -0.24, -1.59
VH295343	2	0.99	0.66	0.43, -0.43
VH295656	1	0.63	1.35	NA
VH295346	2	0.73	-1.41	0.82, -0.82
VH295951	4	0.38	0.85	-0.74, 1.91, 0.08, -1.25
VH295562	4	0.60	-0.00	0.39, 1.47, -0.13, -1.73
VH295998	3	0.58	-0.44	1.64, -0.11, -1.53
VH295879	1	0.40	3.03	NA
VH295565	2	0.98	0.48	0.63, -0.63
VH295224	2	1.09	-0.69	0.45, -0.45
VH295995	2	0.98	1.02	0.4, -0.4

**Table 8.A.86 PT Item Statistics—ELA, Grade Four**

Item ID	Score Points	A	B	D
VH295645	4	0.49	0.20	0.29, 1.19, -0.2, -1.29
VH295647	2	0.75	0.41	0.24, -0.24
VH295772	2	1.06	0.78	0.52, -0.52
VH295774	1	0.70	0.50	NA
VH295776	4	0.53	-0.10	0.86, 1, -0.54, -1.31
VH295957	3	0.44	-0.15	1.28, 0.63, -1.9
VH295959	2	0.68	0.83	0.5, -0.5
VH295857	2	0.63	0.77	0.39, -0.39
VH295859	4	0.55	0.16	0.21, 1.19, -0.18, -1.22
VH295861	1	0.52	1.41	NA
VH295893	4	0.47	0.61	1.95, 1.55, -0.83, -2.67
VH295428	2	0.53	-0.25	-0.04, 0.04
VH295786	2	0.56	0.85	-0.23, 0.23
VH295788	3	0.63	-0.46	0.83, 0.37, -1.2
VH295790	2	0.63	1.55	0.27, -0.27
VH295492	2	1.03	0.78	0.97, -0.97
VH295494	4	0.61	0.44	2.26, 1.03, -0.8, -2.48
VH295704	2	0.78	0.59	0.21, -0.21
VH295708	3	0.65	-0.26	0.74, 0.41, -1.15
VH295782	4	0.43	0.34	0.49, 1.24, 0.04, -1.77
VH295730	2	0.53	0.03	-0.89, 0.89
VH295257	2	0.71	1.07	0.56, -0.56
VH295259	4	0.41	0.10	-0.21, 1.51, 0.11, -1.41
VH295352	4	0.52	-0.06	0.63, 1.05, -0.43, -1.25
VH295866	4	0.49	0.24	0.45, 1.17, -0.06, -1.56
VH295589	2	0.85	0.04	0.18, -0.18
VH295521	2	0.64	0.31	0.12, -0.12
VH295630	2	0.66	1.45	-0.5, 0.5
VH295457	1	0.48	-1.15	NA
VH295705	2	0.89	0.77	0.27, -0.27
VH295733	2	0.67	-0.36	0.01, -0.01
VH295353	2	0.87	-0.14	0.42, -0.42
VH295590	2	0.72	0.03	-0.15, 0.15
VH295592	1	0.62	2.36	NA
VH295629	2	0.42	1.76	0.16, -0.16
VH295633	2	0.77	-0.15	0.39, -0.39
VH295895	2	0.67	-0.48	0.23, -0.23
VH295706	1	0.28	2.82	NA
VH295784	2	0.48	0.53	-1.15, 1.15

Item ID	Score Points	A	B	D
VH295734	2	0.68	0.61	0.26, -0.26
VH295350	2	0.77	1.20	0.4, -0.4
VH295868	2	0.56	0.15	-0.8, 0.8
VH295523	4	0.60	0.36	1.49, 1.33, -0.47, -2.34
VH295461	2	0.98	-0.38	0.45, -0.45
VH295856	2	0.39	0.37	0.73, -0.73
VH295791	1	0.41	0.13	NA
VH295779	2	0.51	0.97	0.68, -0.68
VH295260	2	0.82	-0.08	0.47, -0.47
VH295867	2	0.91	0.05	0.31, -0.31
VH295864	1	0.49	1.54	NA
VH295591	2	0.65	1.05	0.21, -0.21
VH295632	3	0.52	-0.09	0.85, 0.7, -1.55
VH295458	2	0.42	0.66	-0.66, 0.66
VH295496	2	0.82	0.49	0.21, -0.21
VH295780	1	0.44	2.76	NA
VH295732	4	0.45	0.59	1.54, 1.38, -0.23, -2.68
VH295261	1	0.32	1.65	NA
VH295642	1	0.40	-1.52	NA
VH295646	2	0.90	-0.02	0.26, -0.26
VH295773	2	0.71	1.99	0.88, -0.88
VH295777	2	0.85	-0.27	0.44, -0.44
VH295954	2	0.58	0.62	-0.05, 0.05
VH295958	2	0.66	-0.34	0.16, -0.16
VH295860	2	0.90	-0.19	0.15, -0.15
VH295894	2	0.65	-0.44	0.28, -0.28
VH295896	2	0.80	1.16	0.37, -0.37
VH295423	2	0.80	0.51	0.62, -0.62
VH295425	1	0.47	1.92	NA
VH295427	4	0.39	0.97	2.1, 1.67, -0.61, -3.16
VH295789	2	0.94	-0.31	0.52, -0.52
VH295495	2	0.87	-0.36	0.43, -0.43
VH295709	2	0.90	-0.30	0.4, -0.4
VH295783	2	0.77	-0.04	0.33, -0.33
VH295256	2	0.67	1.75	0.45, -0.45
VH295349	2	0.60	-0.16	0.14, -0.14
VH295863	2	0.93	1.00	0.33, -0.33
VH295588	4	0.49	0.10	-0.25, 1.17, -0.04, -0.88
VH295520	2	0.48	0.10	0.55, -0.55

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295524	2	0.85	-0.39	0.27, -0.27
VH295456	2	0.64	0.65	-0.05, 0.05
VH295460	3	0.74	-0.49	0.96, 0.31, -1.28

**Table 8.A.87 PT Item Statistics—ELA, Grade Five**

Item ID	Score Points	A	B	D
VH296075	2	0.91	-0.28	0.91, -0.91
VH295798	2	0.63	1.01	0.46, -0.46
VH295808	2	0.79	0.98	0.52, -0.52
VH295898	2	0.47	1.14	1.15, -1.15
VH295240	2	1.00	0.07	0.7, -0.7
VH295837	2	1.12	0.03	0.77, -0.77
VH296044	2	0.72	0.74	0.55, -0.55
VH295454	2	0.82	-0.42	1.06, -1.06
VH295229	2	0.58	1.57	0.89, -0.89
VH295479	2	0.75	1.53	0.81, -0.81
VH295840	2	0.53	0.88	0.07, -0.07
VH296045	2	0.63	1.18	0.12, -0.12
VH295218	2	0.51	1.51	0.43, -0.43
VH295795	2	0.91	-0.22	0.75, -0.75
VH295807	2	0.75	0.38	0.5, -0.5
VH296082	4	0.58	0.11	2.42, 0.83, -0.7, -2.55
VH295453	4	0.57	0.05	2.34, 0.75, -0.66, -2.42
VH295478	1	0.48	1.42	NA
VH295433	2	0.98	-0.40	0.89, -0.89
VH295407	4	0.59	-0.10	2.19, 0.67, -0.72, -2.14
VH295237	2	0.66	1.33	-0.1, 0.1
VH295233	1	0.79	2.83	NA
VH295836	4	0.61	0.28	0.58, 1.49, -0.27, -1.8
VH295432	4	0.66	0.09	1.89, 0.89, -0.62, -2.16
VH295213	1	0.65	0.21	NA
VH296088	2	0.68	0.44	-0.03, 0.03
VH295811	4	0.64	0.24	1.07, 1.2, -0.1, -2.17
VH295901	4	0.41	1.00	-0.73, 2.33, 0.26, -1.86
VH295405	1	0.76	1.87	NA
VH295794	4	0.64	0.29	2.21, 0.77, -0.4, -2.58
VH296089	1	0.52	2.06	NA
VH296083	2	0.80	-0.34	1.13, -1.13
VH295541	2	0.87	0.82	0.47, -0.47
VH295540	1	0.57	2.75	NA
VH295544	4	0.56	0.24	2.05, 0.8, -0.55, -2.3
VH295969	2	0.48	1.18	-0.14, 0.14
VH295973	2	0.91	-0.22	0.85, -0.85
VH295739	2	0.81	1.52	0.82, -0.82
VH295741	4	0.74	0.21	0.75, 1.3, -0.32, -1.72

Item ID	Score Points	A	B	D
VH295404	2	0.80	0.88	0.29, -0.29
VH295408	2	0.77	-0.43	1.02, -1.02
VH295449	2	0.76	1.11	0, 0
VH295451	1	0.36	2.13	NA
VH295236	2	0.86	1.59	0.13, -0.13
VH295232	2	0.81	-0.29	0.95, -0.95
VH295482	2	1.06	-0.04	0.74, -0.74
VH295839	2	0.57	1.22	0.41, -0.41
VH295435	2	0.75	0.77	0.59, -0.59
VH296048	4	0.56	-0.04	0.04, 1.56, -0.11, -1.49
VH295545	2	0.87	-0.22	0.94, -0.94
VH295968	2	0.87	0.90	0.45, -0.45
VH295970	1	0.63	2.05	NA
VH295972	4	0.59	0.21	2.39, 0.67, -0.69, -2.37
VH295738	2	0.83	1.07	0.76, -0.76
VH295742	2	1.25	0.07	0.79, -0.79
VH295403	2	0.89	1.14	-0.12, 0.12
VH295450	2	0.79	0.76	0.37, -0.37
VH295235	1	0.59	1.58	NA
VH295239	4	0.73	0.14	1.42, 0.84, -0.44, -1.82
VH295231	4	0.65	0.07	1.86, 0.83, -0.65, -2.03
VH295477	2	0.71	1.19	-0.16, 0.16
VH295481	4	0.54	0.04	0.55, 1.37, -0.22, -1.7
VH295838	1	0.50	0.45	NA
VH295430	2	0.67	-0.00	0.59, -0.59
VH295434	1	0.62	3.11	NA
VH296049	2	0.98	-0.07	0.52, -0.52
VH295216	4	0.54	0.30	0.63, 1.85, -0.21, -2.27
VH295217	2	1.03	0.05	0.63, -0.63
VH295219	2	0.61	1.16	0.64, -0.64
VH295918	2	0.65	1.06	0.08, -0.08
VH295922	2	1.07	-0.04	0.71, -0.71
VH296031	1	0.40	1.92	NA
VH296035	2	1.08	0.03	0.64, -0.64
VH296077	2	0.94	0.95	0.29, -0.29
VH295796	1	0.60	1.40	NA
VH296087	2	0.67	1.35	0.29, -0.29
VH296091	4	0.62	0.24	0.82, 1.69, -0.35, -2.16
VH295812	2	1.14	-0.04	0.9, -0.9
VH296085	1	0.73	2.94	NA

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295902	2	0.75	0.40	0.09, -0.09
VH295921	4	0.57	0.29	0.49, 1.43, -0.06, -1.86
VH295924	1	0.40	-0.66	NA
VH296030	2	0.61	1.87	0.36, -0.36
VH296032	2	0.78	0.87	0.48, -0.48
VH296034	4	0.70	0.37	1.79, 0.95, -0.53, -2.2
VH296073	4	0.66	0.14	2.09, 0.72, -0.44, -2.38
VH296076	2	0.71	0.77	-0.12, 0.12
VH295797	2	0.44	1.51	-1.46, 1.46
VH296092	2	0.96	-0.12	0.68, -0.68
VH295809	1	0.59	2.90	NA
VH296080	2	0.50	-0.34	0.3, -0.3
VH296084	2	0.59	0.97	0.86, -0.86
VH295903	1	0.63	1.66	NA

**Table 8.A.88 PT Item Statistics—ELA, Grade Six**

Item ID	Score Points	A	B	D
VH295935	2	0.75	1.11	0.37, -0.37
VH296013	4	0.93	0.77	1.61, 0.79, -0.71, -1.69
VH295664	4	0.74	0.42	0.5, 1.14, -0.19, -1.45
VH295692	1	0.89	2.31	NA
VH295826	2	0.95	-0.44	0.38, -0.38
VH296009	1	0.92	1.66	NA
VH295556	1	0.85	3.09	NA
VH295690	2	0.68	1.88	0.66, -0.66
VH295695	2	0.88	-0.05	0.32, -0.32
VH295985	4	0.94	0.53	2.16, 1.1, -0.9, -2.37
VH295755	4	0.79	0.46	2.02, 0.63, -0.84, -1.8
VH295315	2	0.96	1.62	0.3, -0.3
VH296010	2	0.85	1.40	0.29, -0.29
VH296041	3	1.03	0.08	1.24, 0.21, -1.45
VH295667	2	0.54	1.36	0.5, -0.5
VH295752	2	0.89	1.32	0.44, -0.44
VH295318	2	1.30	-0.06	0.35, -0.35
VH295933	1	0.64	-0.11	NA
VH295938	2	1.09	-0.00	0.29, -0.29
VH296039	2	0.94	1.57	0.49, -0.49
VH295665	2	1.34	-0.09	0.21, -0.21
VH295983	2	0.67	0.61	0.52, -0.52
VH295581	2	0.51	2.10	-0.89, 0.89
VH295585	2	1.01	-0.03	0.22, -0.22
VH295437	2	0.73	1.49	-0.02, 0.02
VH295441	2	1.11	-0.03	0.32, -0.32
VH295677	2	0.87	1.63	0.73, -0.73
VH295681	4	0.83	0.67	1.3, 1.07, -0.57, -1.81
VH295934	2	0.85	0.57	0.21, -0.21
VH296014	2	1.15	-0.04	0.31, -0.31
VH296037	2	1.22	1.22	0.32, -0.32
VH295555	2	0.76	1.23	0.48, -0.48
VH295559	2	1.03	0.12	0.26, -0.26
VH295821	2	0.78	1.10	0.34, -0.34
VH295825	4	0.77	0.58	2.19, 1.31, -0.76, -2.74
VH295756	2	0.91	-0.21	0.3, -0.3
VH295317	4	1.05	0.66	1.94, 0.74, -0.71, -1.97
VH295580	2	0.75	1.19	0.28, -0.28
VH295582	1	1.05	1.71	NA



<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295584	4	0.88	0.74	1.51, 1.04, -0.69, -1.86
VH295438	2	0.45	2.77	-0.28, 0.28
VH295440	4	0.69	0.37	0.95, 0.97, -0.35, -1.57
VH295678	2	0.86	2.03	0.19, -0.19
VH295682	2	1.14	-0.14	0.25, -0.25
VH295937	4	0.96	0.65	1.59, 0.67, -0.64, -1.62
VH296011	2	0.88	1.23	0.4, -0.4
VH296042	2	1.35	-0.06	0.32, -0.32
VH295558	4	0.58	0.39	0.31, 1.34, -0.17, -1.48
VH295666	2	0.72	1.04	0.73, -0.73
VH295691	2	0.90	1.48	0.68, -0.68
VH295694	4	0.63	0.72	1.91, 0.76, -0.74, -1.93
VH295822	2	0.76	2.28	-1.04, 1.04
VH295982	2	0.90	0.88	0.37, -0.37
VH295986	2	1.07	-0.30	0.41, -0.41
VH295871	2	0.91	1.75	-0.33, 0.33
VH295872	2	0.74	0.79	0.32, -0.32
VH295874	4	0.69	0.60	0.13, 1.24, -0.19, -1.17
VH295875	2	1.10	0.13	-0.08, 0.08
VH295751	2	0.48	0.85	-0.19, 0.19
VH295753	1	0.67	3.07	NA
VH295314	2	0.60	1.69	-0.51, 0.51

**Table 8.A.89 PT Item Statistics—ELA, Grade Seven**

Item ID	Score Points	A	B	D
VH295325	2	0.91	1.43	0.39, -0.39
VH295306	2	0.89	1.22	0.34, -0.34
VH295411	4	0.88	1.24	2.21, 0.7, -0.68, -2.23
VH295718	2	0.40	2.59	0.43, -0.43
VH295505	2	0.54	1.19	0, 0
VH295940	2	0.67	1.45	0.19, -0.19
VH295272	4	0.67	1.25	2.31, 0.66, -0.83, -2.15
VH295608	2	0.78	1.57	0.41, -0.41
VH295758	2	0.87	1.30	0.2, -0.2
VH295527	2	0.31	3.20	-0.1, 0.1
VH296116	2	0.61	1.70	0.42, -0.42
VH295324	2	0.79	1.28	0.67, -0.67
VH295310	3	0.82	0.49	1.35, 0.15, -1.5
VH295506	2	0.67	1.80	0.77, -0.77
VH295941	2	0.92	1.41	0.36, -0.36
VH295370	2	0.57	2.23	0.33, -0.33
VH295635	2	0.66	2.02	0.17, -0.17
VH295401	2	0.81	1.28	0.29, -0.29
VH295305	2	0.87	0.98	0.21, -0.21
VH295611	4	0.61	0.89	1.58, 1.04, -0.36, -2.26
VH295526	2	0.71	1.72	-0.34, 0.34
VH296115	2	0.63	1.29	0.2, -0.2
VH295263	2	0.82	0.82	0.24, -0.24
VH295574	2	0.72	1.15	-0.05, 0.05
VH295639	2	0.97	1.22	0.44, -0.44
VH295638	2	0.88	-0.00	0.4, -0.4
VH295905	1	0.29	2.05	NA
VH295907	3	0.71	0.84	1.51, -0.1, -1.41
VH295909	2	0.72	1.08	0.17, -0.17
VH296102	2	1.00	1.40	0.35, -0.35
VH296106	2	1.24	0.27	0.56, -0.56
VH295336	2	1.50	0.34	0.54, -0.54
VH295338	2	0.67	2.25	-0.16, 0.16
VH295400	2	1.65	0.52	0.41, -0.41
VH295323	2	1.33	0.16	0.59, -0.59
VH295270	2	0.78	1.50	0.22, -0.22
VH295274	2	0.65	1.43	-0.3, 0.3
VH295311	2	0.96	-0.05	0.42, -0.42
VH295612	2	0.95	0.17	0.38, -0.38

Item ID	Score Points	A	B	D
VH295415	2	0.66	2.11	0.47, -0.47
VH295762	4	0.66	1.08	0.75, 0.72, 0, -1.47
VH295720	3	0.94	0.63	1.53, -0.11, -1.42
VH295529	4	0.66	1.27	1.47, 0.62, -0.37, -1.72
VH295509	3	0.80	0.73	1.48, 0.29, -1.76
VH296118	3	0.68	0.55	1.66, 0.14, -1.8
VH295944	3	0.83	0.76	1.68, -0.07, -1.61
VH295264	2	0.72	1.29	0.02, -0.02
VH295268	2	0.87	-0.03	0.64, -0.64
VH295371	2	0.75	2.38	0.92, -0.92
VH295373	3	0.99	1.00	0.97, 0.02, -0.99
VH295575	2	0.36	2.52	0.39, -0.39
VH295577	4	0.66	0.78	1.47, 0.65, -0.32, -1.79
VH296101	2	0.37	3.24	-0.61, 0.61
VH296105	3	1.00	0.59	1.27, 0.04, -1.31
VH295335	3	1.25	0.63	1.33, -0.05, -1.28
VH295337	1	0.27	4.54	NA
VH295339	2	0.81	0.96	0.43, -0.43
VH295397	2	0.74	1.42	0.58, -0.58
VH295399	3	1.28	0.93	1.03, 0.02, -1.05
VH295322	4	1.14	1.22	2.17, 0.59, -0.6, -2.16
VH295273	2	0.83	0.05	0.49, -0.49
VH295307	1	0.96	2.95	NA
VH295609	1	0.59	0.54	NA
VH295613	2	0.76	1.10	0.66, -0.66
VH295412	2	1.00	-0.13	0.3, -0.3
VH295414	2	0.61	1.97	0.46, -0.46
VH295759	2	0.76	1.28	0.18, -0.18
VH295763	2	1.02	0.52	0.14, -0.14
VH295717	2	0.75	2.05	0.27, -0.27
VH295721	2	0.99	0.15	0.52, -0.52
VH295530	2	0.90	0.58	0.26, -0.26
VH295510	2	0.97	0.12	0.48, -0.48
VH296119	2	0.87	-0.06	0.56, -0.56
VH295945	2	0.82	0.17	0.55, -0.55
VH295267	3	0.73	0.51	1.74, -0.04, -1.7
VH295374	2	1.20	0.59	0.37, -0.37
VH295578	2	0.98	0.42	0.48, -0.48
VH295637	3	0.70	0.56	1.31, 0.22, -1.53
VH295908	2	0.92	0.37	0.58, -0.58

**Table 8.A.90 PT Item Statistics—ELA, Grade Eight**

Item ID	Score Points	A	B	D
VH295626	2	0.93	-0.27	0.45, -0.45
VH295977	2	0.62	1.77	0.35, -0.35
VH296058	1	0.65	2.96	NA
VH295597	4	0.57	1.06	-0.21, 1.02, 0.05, -0.85
VH295293	1	0.50	3.18	NA
VH295295	4	0.74	1.15	2.11, 1.06, -0.83, -2.33
VH295463	2	0.89	1.53	0.19, -0.19
VH295512	2	0.61	1.79	0.56, -0.56
VH296099	2	0.99	-0.08	0.22, -0.22
VH295360	1	0.49	2.35	NA
VH295843	2	0.82	1.54	0.04, -0.04
VH295979	3	0.70	0.42	1.42, 0.42, -1.83
VH296060	4	0.59	0.78	1.74, 0.56, -0.59, -1.71
VH295599	2	0.61	1.41	0.45, -0.45
VH295277	2	0.69	1.30	0.22, -0.22
VH295298	2	0.45	1.59	1.28, -1.28
VH296094	2	0.40	1.97	0.14, -0.14
VH295605	4	0.98	0.77	1.9, 0.74, -0.83, -1.81
VH295598	2	0.82	0.62	-0.28, 0.28
VH295828	2	0.91	1.00	0.32, -0.32
VH295387	4	0.93	0.96	1.94, 0.77, -0.9, -1.81
VH295464	2	0.92	1.15	0.14, -0.14
VH295515	2	0.71	-0.30	0.59, -0.59
VH295280	4	0.87	1.08	1.95, 0.99, -0.81, -2.13
VH295299	2	0.60	2.00	0.23, -0.23
VH295516	1	0.38	0.25	NA
VH296027	2	0.72	-0.09	0.29, -0.29
VH295769	4	0.70	0.78	2.19, 1.06, -1.12, -2.13
VH296061	2	0.73	0.07	0.27, -0.27
VH295384	2	0.79	1.85	0.33, -0.33
VH296019	2	0.88	-0.34	0.4, -0.4
VH295484	2	0.80	2.41	-0.2, 0.2
VH296026	4	0.85	1.28	2.5, 0.83, -1.17, -2.16
VH296028	2	0.83	1.10	0.17, -0.17
VH295355	2	0.72	2.04	0.64, -0.64
VH295359	2	0.82	-0.11	0.42, -0.42
VH295766	2	0.32	3.32	-2.91, 2.91
VH295770	2	0.70	-0.49	0.42, -0.42
VH295570	2	0.69	-0.12	0.1, -0.1

Item ID	Score Points	A	B	D
VH296016	2	0.53	2.31	0.89, -0.89
VH296018	4	0.74	1.04	2.41, 1.23, -0.79, -2.85
VH295488	2	0.86	-0.23	0.5, -0.5
VH295829	2	0.83	1.49	0.39, -0.39
VH295833	2	1.05	-0.14	0.47, -0.47
VH295622	2	0.79	2.39	0.35, -0.35
VH295847	2	0.85	-0.16	0.51, -0.51
VH295975	2	0.84	2.14	0.78, -0.78
VH295602	2	0.64	1.81	0.8, -0.8
VH295606	2	1.05	-0.08	0.45, -0.45
VH296062	2	0.62	1.73	0.57, -0.57
VH295595	2	0.51	2.62	0.07, -0.07
VH295383	2	0.48	1.85	-0.26, 0.26
VH295296	2	0.78	-0.16	0.37, -0.37
VH295281	2	0.99	-0.01	0.3, -0.3
VH295466	3	0.86	0.53	1.42, 0.24, -1.66
VH295302	4	0.57	1.03	-0.11, 1.27, -0.1, -1.06
VH295517	2	0.68	2.17	1.05, -1.05
VH296098	4	0.68	0.61	1.29, 0.66, -0.55, -1.4
VH295832	4	0.96	1.10	2.24, 1.04, -0.75, -2.54
VH295623	2	0.76	2.37	0.8, -0.8
VH295625	4	0.87	1.01	2.21, 0.81, -0.68, -2.34
VH295842	1	0.74	2.81	NA
VH295844	2	0.63	1.93	-0.22, 0.22
VH295846	4	0.91	1.06	2.31, 0.96, -1, -2.27
VH295976	1	0.51	3.42	NA
VH295980	2	0.77	-0.26	0.3, -0.3
VH295601	2	0.85	1.44	0.41, -0.41
VH295603	1	0.64	3.61	NA
VH296063	2	0.62	1.55	0.26, -0.26
VH295594	1	0.57	2.37	NA
VH295388	2	1.01	-0.05	0.4, -0.4
VH295291	2	0.61	1.28	0.33, -0.33
VH295278	2	0.37	2.80	-0.72, 0.72
VH295282	1	0.43	3.64	NA
VH295467	2	0.79	0.00	0.33, -0.33
VH295303	2	0.90	0.44	-0.29, 0.29
VH295514	3	0.64	0.39	1.77, 0.32, -2.09
VH296095	2	0.78	1.35	0.11, -0.11
VH296023	2	0.74	1.32	0.46, -0.46

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295358	4	0.82	1.09	2.63, 0.8, -1.27, -2.16
VH295765	2	0.88	1.36	0.46, -0.46
VH295485	1	0.22	1.46	NA
VH295487	4	0.75	0.96	2.39, 1.07, -1.02, -2.43
VH295489	2	0.72	2.17	0.69, -0.69
VH295567	2	0.70	1.89	0.65, -0.65
VH295569	3	0.70	0.61	1.57, 0.36, -1.93
VH295571	2	0.70	1.49	0.33, -0.33
VH296021	2	0.53	1.44	0.07, -0.07

**Table 8.A.91 PT Item Statistics—ELA, Grade Eleven**

Item ID	Score Points	A	B	D
VH295620	2	0.41	1.40	0.04, -0.04
VH295475	2	0.63	1.08	0.03, -0.03
VH295930	2	0.67	2.19	0.43, -0.43
VH295378	2	0.71	2.01	0.67, -0.67
VH295801	1	0.61	4.04	NA
VH295814	2	0.75	2.07	0.63, -0.63
VH295988	2	0.63	1.97	0.63, -0.63
VH295503	2	0.60	1.30	-0.12, 0.12
VH295247	2	0.75	1.02	0.26, -0.26
VH295854	2	0.69	1.06	0.25, -0.25
VH296006	2	0.57	1.15	0.04, -0.04
VH295287	4	0.55	1.81	2.16, 1, -0.98, -2.17
VH295366	4	0.49	1.90	2.49, 0.74, -0.62, -2.61
VH295887	2	0.68	2.15	1.09, -1.09
VH296055	2	0.70	0.84	0.25, -0.25
VH295802	2	0.71	1.92	0.62, -0.62
VH295817	4	0.63	1.64	2.1, 0.6, -0.86, -1.84
VH295989	2	0.73	1.69	0.47, -0.47
VH295498	2	0.38	4.05	-0.12, 0.12
VH295727	4	0.53	2.01	2.46, 1.06, -0.72, -2.8
VH295653	4	0.50	1.76	2.51, 0.67, -1.05, -2.13
VH296110	2	0.74	1.99	0.12, -0.12
VH295392	4	0.51	1.83	2.68, 0.93, -0.7, -2.91
VH295393	2	0.56	1.09	-0.01, 0.01
VH295395	2	0.78	2.31	0.44, -0.44
VH295242	2	0.69	1.77	0.29, -0.29
VH295243	2	0.87	1.51	0.68, -0.68
VH295246	4	0.59	1.50	2.42, 0.67, -1, -2.09
VH295849	1	0.60	4.03	NA
VH295853	4	0.61	1.70	2.67, 0.91, -0.85, -2.73
VH296002	2	0.53	1.38	-0.15, 0.15
VH296005	4	0.48	1.73	2.52, 0.71, -0.96, -2.28
VH296007	1	0.42	3.65	NA
VH295285	2	0.71	2.43	0.47, -0.47
VH295288	2	0.80	1.26	0.41, -0.41
VH295363	2	0.39	2.91	0.45, -0.45
VH295367	2	0.64	1.22	0.38, -0.38
VH295886	2	0.69	1.07	0.12, -0.12
VH295888	2	0.59	2.05	0.23, -0.23

Item ID	Score Points	A	B	D
VH296054	4	0.64	1.53	2.05, 0.83, -0.87, -2.01
VH296056	2	0.70	1.54	-0.03, 0.03
VH295250	2	0.54	1.83	0.18, -0.18
VH295251	1	0.34	0.69	NA
VH295253	4	0.44	1.73	2.61, 1.03, -0.85, -2.78
VH295254	2	0.52	0.95	-0.21, 0.21
VH295723	1	0.59	1.98	NA
VH295724	2	0.46	2.27	-0.03, 0.03
VH295725	2	0.51	3.62	-0.55, 0.55
VH295728	2	0.62	1.09	0.13, -0.13
VH295650	2	0.62	1.22	0.19, -0.19
VH295654	2	0.63	1.47	0.23, -0.23
VH296109	2	0.64	1.57	0.66, -0.66
VH295249	2	0.45	1.88	0.42, -0.42
VH296113	2	0.55	0.90	0.01, -0.01
VH295649	2	0.57	1.71	0.03, -0.03
VH296108	1	0.63	4.31	NA
VH296112	4	0.50	1.63	2.67, 1.09, -1.1, -2.66
VH295618	4	0.56	1.72	2.2, 0.84, -0.99, -2.04
VH295471	2	0.71	1.48	0.36, -0.36
VH295928	4	0.52	1.67	2.9, 0.89, -0.84, -2.95
VH295376	1	0.48	4.02	NA
VH295381	2	0.58	0.83	0.04, -0.04
VH295499	2	0.57	1.95	0.1, -0.1
VH295851	2	0.71	1.61	1.19, -1.19
VH296003	2	0.63	1.38	0.45, -0.45
VH295284	2	0.63	0.74	0.27, -0.27
VH295362	2	0.54	3.10	0.44, -0.44
VH295885	4	0.56	1.54	2.02, 1.04, -0.81, -2.25
VH296052	2	0.64	2.01	0.21, -0.21
VH295534	4	0.53	1.53	2.74, 0.92, -0.83, -2.83
VH295535	2	0.58	0.91	0.09, -0.09
VH295537	2	0.61	2.32	0.91, -0.91
VH295538	2	0.60	1.25	-0.4, 0.4
VH295697	2	0.64	1.50	0.31, -0.31
VH295698	2	0.49	3.23	0.33, -0.33
VH295701	4	0.51	1.72	2.34, 1.09, -0.57, -2.86
VH295702	2	0.66	1.01	0.01, -0.01
VH295547	2	0.46	2.71	0.69, -0.69
VH295548	2	0.26	3.29	-1.71, 1.71



<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH295551	4	0.43	1.94	2.81, 0.71, -1.1, -2.41
VH295552	2	0.50	1.20	-0.25, 0.25
VH295615	2	0.64	2.12	0.27, -0.27
VH295619	2	0.61	1.13	0.09, -0.09
VH295470	2	0.62	1.10	0.37, -0.37
VH295474	4	0.51	1.84	2.35, 1.17, -0.79, -2.72
VH295926	1	0.41	1.70	NA
VH295929	2	0.59	0.83	0.16, -0.16
VH295931	2	0.66	2.16	0.17, -0.17
VH295377	2	0.66	1.79	0.46, -0.46
VH295380	4	0.51	1.31	2.6, 1.03, -0.91, -2.72
VH295800	2	0.45	2.70	0.79, -0.79
VH295804	4	0.62	1.55	2.5, 0.64, -0.85, -2.29
VH295805	2	0.75	1.10	0.56, -0.56
VH295818	2	0.65	1.08	0.23, -0.23
VH295819	2	0.67	1.91	0.4, -0.4
VH295991	4	0.58	1.73	2.48, 0.81, -0.82, -2.47
VH295992	2	0.63	1.07	0.09, -0.09
VH295993	1	0.57	4.43	NA
VH295744	2	0.73	1.82	0.28, -0.28
VH295745	2	0.71	2.18	0.2, -0.2
VH295748	4	0.56	1.67	2.05, 0.61, -0.83, -1.84
VH295749	2	0.71	1.14	0.21, -0.21
VH295502	4	0.55	2.17	2.3, 0.71, -0.75, -2.25
VH295390	2	0.62	1.66	0.03, -0.03

**Table 8.A.92 PT Item Statistics—Mathematics, Grade Three**

Item ID	Score Points	A	B	D
VH299565	1	0.26	2.20	NA
VH299415	1	1.12	-0.56	NA
VH299420	2	0.84	-0.49	-0.17, 0.17
VH299058	1	1.04	-0.03	NA
VH299380	1	1.28	-1.08	NA
VH300064	2	1.07	0.03	-0.08, 0.08
VH299469	2	0.43	-0.04	-2.13, 2.13
VH300362	3	0.59	-1.55	-0.17, 0.69, -0.52
VH300365	2	0.97	0.01	0.26, -0.26
VH324346	1	0.98	-1.22	NA
VH299997	1	0.76	-0.71	NA
VH299999	3	0.54	-1.44	-0.39, 0.74, -0.35
VH300001	1	1.15	-0.16	NA
VH299060	1	0.90	-1.05	NA
VH299646	2	0.94	-0.61	-0.5, 0.5
VH299561	2	0.84	0.82	-0.63, 0.63
VH324271	1	1.44	-0.50	NA
VH299419	2	0.41	-0.17	-2.68, 2.68
VH299544	1	1.13	-0.81	NA
VH299549	1	1.35	-0.12	NA
VH299292	1	1.07	-0.74	NA
VH299295	1	0.68	-0.38	NA
VH299298	2	1.18	0.01	0.02, -0.02
VH299779	1	1.14	-1.07	NA
VH299781	2	0.86	0.19	0.57, -0.57
VH300265	1	0.63	0.23	NA
VH324272	1	0.61	-1.77	NA
VH299378	2	0.89	-0.30	-0.44, 0.44
VH324305	1	1.42	-1.74	NA
VH300062	1	0.67	-0.37	NA
VH299465	1	1.02	-1.84	NA
VH299360	1	0.13	0.29	NA
VH299782	2	0.71	-0.34	-0.35, 0.35
VH300267	1	1.22	0.06	NA
VH299379	3	0.64	-1.55	-0.22, 0.68, -0.46
VH300060	2	0.49	-1.28	0.64, -0.64
VH299470	2	0.78	-0.46	-0.31, 0.31
VH299998	1	1.21	-0.21	NA
VH299061	1	1.04	-0.10	NA

Item ID	Score Points	A	B	D
VH299632	2	0.67	0.17	0.83, -0.83
VH324383	1	1.06	-1.03	NA
VH324269	1	1.08	-1.07	NA
VH299414	1	0.86	-1.51	NA
VH299416	2	0.63	0.42	-0.68, 0.68
VH299783	2	1.07	-0.59	-0.34, 0.34
VH300263	1	0.75	0.52	NA
VH324274	1	1.13	-0.81	NA
VH300059	1	1.22	-0.58	NA
VH299467	2	0.76	0.39	-1.2, 1.2
VH299538	1	0.86	0.23	NA
VH299548	2	0.61	0.10	-0.19, 0.19
VH324214	1	1.01	-1.09	NA
VH299291	1	1.04	-1.41	NA
VH299294	2	0.60	-1.53	0.42, -0.42
VH299297	2	0.61	-0.57	-0.62, 0.62
VH299780	1	0.91	-0.13	NA
VH299784	2	1.30	0.22	0.51, -0.51
VH300264	1	1.11	-0.50	NA
VH299365	1	0.67	0.61	NA
VH324273	1	1.03	-1.19	NA
VH324306	1	1.30	-1.38	NA
VH300058	1	1.07	-1.40	NA
VH299466	1	1.09	-0.49	NA
VH299468	2	0.78	-0.44	0.2, -0.2
VH300364	1	1.13	-1.03	NA
VH324345	1	1.19	-1.26	NA
VH299057	1	0.64	-0.97	NA
VH299059	3	0.52	-1.67	-0.73, 0.75, -0.02
VH299647	2	1.10	0.27	0.47, -0.47
VH299560	2	0.57	-0.30	-1.51, 1.51
VH324270	1	1.44	-0.68	NA
VH299417	2	0.72	-0.52	0.26, -0.26
VH299352	2	0.51	-0.52	-1.21, 1.21
VH299381	2	0.93	0.09	0.1, -0.1
VH300063	2	0.66	-0.40	-0.82, 0.82
VH300360	2	0.82	-0.45	-0.34, 0.34
VH300000	1	0.91	-0.88	NA

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH299637	2	0.59	-0.18	-0.34, 0.34
VH300262	1	0.91	-1.04	NA
VH324384	1	0.88	-0.20	NA

**Table 8.A.93 PT Item Statistics—Mathematics, Grade Four**

Item ID	Score Points	A	B	D
VH324310	1	1.42	-1.21	NA
VH299448	3	0.85	-0.01	0.44, 0.49, -0.92
VH299501	1	0.63	0.02	NA
VH299506	2	0.80	0.16	-0.18, 0.18
VH299512	2	0.69	0.43	-0.49, 0.49
VH300287	1	1.15	-0.57	NA
VH300290	2	0.78	0.49	0.18, -0.18
VH300216	1	0.70	-0.42	NA
VH300047	2	0.71	0.69	-1.88, 1.88
VH300181	1	1.24	-1.07	NA
VH300004	1	0.68	-1.41	NA
VH300008	2	0.57	0.33	-0.86, 0.86
VH299340	2	0.74	0.62	-0.66, 0.66
VH299472	1	0.66	-0.72	NA
VH299477	2	0.68	0.01	0.27, -0.27
VH299100	1	1.18	-1.21	NA
VH299103	2	0.91	0.80	0.19, -0.19
VH299106	1	1.00	0.57	NA
VH299111	1	0.98	-0.71	NA
VH299113	2	0.71	0.65	0.26, -0.26
VH299115	2	0.87	1.20	0.09, -0.09
VH300209	1	0.67	-1.66	NA
VH300211	1	0.88	1.58	NA
VH300219	2	0.79	0.31	-0.27, 0.27
VH300188	2	0.74	0.94	0.17, -0.17
VH299338	1	1.11	-0.83	NA
VH299474	1	0.88	0.18	NA
VH299775	2	1.15	-0.38	0.08, -0.08
VH300213	3	0.82	0.61	0.64, 0.38, -1.02
VH300414	1	0.60	0.35	NA
VH324276	1	0.44	2.15	NA
VH300006	1	0.94	0.44	NA
VH299342	3	0.70	0.12	0.77, 0.26, -1.03
VH299400	1	0.98	0.27	NA
VH299403	2	0.69	0.35	-0.67, 0.67
VH303281	1	0.79	-1.26	NA
VH324307	2	0.63	0.55	-1.81, 1.81
VH300094	1	0.67	-0.76	NA
VH300096	1	0.82	0.13	NA

Item ID	Score Points	A	B	D
VH300099	2	0.73	-0.07	0.42, -0.42
VH299180	1	0.53	0.05	NA
VH299823	2	1.22	1.05	0.09, -0.09
VH324344	1	0.95	0.31	NA
VH324315	1	1.09	-1.18	NA
VH299443	1	1.08	-1.58	NA
VH299445	2	0.94	0.38	0.23, -0.23
VH299446	2	0.74	0.68	-0.97, 0.97
VH299447	1	1.13	0.53	NA
VH299504	1	0.87	0.84	NA
VH299508	1	1.07	-0.33	NA
VH324382	1	0.65	-0.75	NA
VH300286	1	0.72	-0.69	NA
VH300288	2	0.93	0.78	0.26, -0.26
VH300291	3	0.64	-1.19	1.01, -0.62, -0.4
VH300412	2	0.92	-0.53	0.78, -0.78
VH324335	1	0.66	-0.79	NA
VH324275	1	0.86	-1.33	NA
VH300180	1	1.37	-1.04	NA
VH300185	2	0.99	-0.23	0.04, -0.04
VH300005	2	0.66	0.45	-1.77, 1.77
VH300007	2	0.50	1.25	-1.53, 1.53
VH300009	2	0.69	-0.09	-1.36, 1.36
VH299337	1	0.85	-1.47	NA
VH299339	2	1.06	0.73	-0.05, 0.05
VH299473	1	1.09	-1.53	NA
VH299101	1	0.75	-1.68	NA
VH299107	3	0.77	0.24	0.56, 0.55, -1.1
VH299114	3	0.65	-1.16	0.83, -0.95, 0.12
VH299776	2	0.95	0.08	0.24, -0.24
VH300210	2	0.79	1.14	0.1, -0.1
VH299182	2	0.60	0.95	-1.77, 1.77
VH299934	2	1.23	0.65	-0.06, 0.06
VH299444	1	1.27	-0.98	NA
VH300217	1	0.87	0.93	NA
VH299476	1	0.76	0.22	NA
VH299110	1	0.57	-0.63	NA
VH324311	1	1.30	-1.05	NA
VH300212	1	1.02	0.42	NA
VH324316	1	0.88	-1.49	NA

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH299178	1	0.79	-1.02	NA
VH324342	1	1.05	-0.21	NA
VH324317	1	1.01	0.19	NA
VH300410	1	1.08	0.74	NA
VH300038	2	0.63	0.33	0.02, -0.02
VH299112	2	0.88	0.86	0.32, -0.32
VH300208	1	0.89	-1.05	NA
VH299341	1	0.90	0.45	NA
VH299105	2	0.69	1.98	-0.52, 0.52
VH299402	2	0.44	1.57	-3.52, 3.52
VH299405	2	0.82	0.04	-1.44, 1.44
VH300095	1	1.43	-1.90	NA
VH300098	1	0.97	0.20	NA
VH299179	1	0.48	2.21	NA
VH299181	2	0.57	0.37	-0.13, 0.13
VH324343	1	0.73	-1.67	NA

**Table 8.A.94 PT Item Statistics—Mathematics, Grade Five**

Item ID	Score Points	A	B	D
VH300308	2	0.79	1.49	0, 0
VH299151	2	0.88	1.73	-0.29, 0.29
VH299169	2	0.37	0.74	-3.58, 3.58
VH324348	1	1.11	0.82	NA
VH299881	2	0.45	-0.19	-2.39, 2.39
VH299887	2	0.99	1.67	-0.1, 0.1
VH299693	1	1.13	0.68	NA
VH299699	2	0.39	0.83	-3.11, 3.11
VH299078	2	0.68	1.08	-0.66, 0.66
VH299044	2	1.14	1.73	0.11, -0.11
VH324338	1	1.26	0.83	NA
VH299438	2	0.77	1.49	0.45, -0.45
VH299408	1	0.60	0.23	NA
VH299412	3	0.39	2.13	-0.93, 0.67, 0.26
VH299855	2	0.87	2.02	-0.3, 0.3
VH299594	2	0.59	-0.49	-1.83, 1.83
VH324336	1	0.73	1.24	NA
VH299687	2	1.20	2.18	0.2, -0.2
VH299991	1	0.70	-0.73	NA
VH299995	2	0.65	0.55	1.17, -1.17
VH300076	2	0.71	1.60	0.43, -0.43
VH300305	1	1.21	0.75	NA
VH299190	1	0.54	0.70	NA
VH299080	2	0.67	1.60	0.2, -0.2
VH324334	1	0.90	0.73	NA
VH299409	2	0.58	0.46	0.45, -0.45
VH299861	2	0.68	0.57	-0.34, 0.34
VH324350	1	0.69	1.23	NA
VH299076	1	0.79	0.19	NA
VH299046	2	0.48	0.86	-2.87, 2.87
VH324339	1	0.98	-0.39	NA
VH299850	1	0.56	-1.14	NA
VH299597	2	0.83	1.69	-0.15, 0.15
VH324377	1	0.46	2.05	NA
VH299187	1	0.90	1.12	NA
VH299696	2	0.91	1.86	-0.12, 0.12
VH299081	3	0.54	0.90	-0.57, -0.1, 0.67
VH299433	1	1.24	1.19	NA
VH299410	1	0.72	2.98	NA



Item ID	Score Points	A	B	D
VH299860	1	0.53	2.20	NA
VH299683	2	0.57	0.13	0.24, -0.24
VH299993	2	0.34	1.47	-0.91, 0.91
VH300306	2	0.63	1.34	-0.17, 0.17
VH300307	2	1.01	1.84	0.13, -0.13
VH300309	2	0.42	0.63	-3.01, 3.01
VH299143	2	0.73	1.03	-0.2, 0.2
VH299164	2	0.82	1.14	-0.24, 0.24
VH324347	1	1.09	0.92	NA
VH299884	2	0.64	0.76	-0.54, 0.54
VH299891	3	0.74	1.32	0.19, -0.21, 0.02
VH299692	1	1.10	0.91	NA
VH299697	2	0.84	1.30	0.04, -0.04
VH299082	2	0.30	3.94	1.92, -1.92
VH299043	2	0.88	0.90	-0.06, 0.06
VH299434	2	0.55	0.10	0.23, -0.23
VH324340	1	0.52	2.12	NA
VH299411	2	0.82	1.60	-0.07, 0.07
VH299852	2	0.69	0.51	-1.94, 1.94
VH299595	2	0.69	0.87	-0.33, 0.33
VH299601	3	0.55	0.91	-0.58, -0.54, 1.13
VH324337	1	1.16	0.98	NA
VH299680	1	1.22	0.67	NA
VH299685	2	0.83	1.37	0.42, -0.42
VH324376	1	0.96	0.51	NA
VH299994	2	0.57	0.99	-0.86, 0.86
VH299188	3	0.82	1.36	1, -1.29, 0.29
VH300075	2	0.61	1.00	-1.15, 1.15
VH300303	1	1.30	0.43	NA
VH299695	2	0.82	1.06	0.05, -0.05
VH299186	1	0.94	-0.22	NA
VH324351	1	1.14	1.17	NA
VH299077	1	1.20	0.97	NA
VH299045	2	0.81	1.11	-0.16, 0.16
VH299407	1	0.75	-1.15	NA
VH299857	2	0.39	0.95	-0.53, 0.53
VH299992	2	0.54	0.82	-3.35, 3.35
VH299983	1	0.82	-0.94	NA
VH299984	1	0.71	1.39	NA
VH299985	2	0.58	0.02	0.14, -0.14

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH299987	2	0.77	1.52	-0.12, 0.12
VH299989	3	0.33	2.40	-1.35, 0.49, 0.86
VH300073	1	0.93	0.54	NA
VH300074	1	0.78	-0.48	NA
VH300077	3	0.58	0.83	-0.5, -0.33, 0.83
VH300078	2	0.31	3.81	1.9, -1.9

**Table 8.A.95 PT Item Statistics—Mathematics, Grade Six**

Item ID	Score Points	A	B	D
VH300384	1	1.01	0.53	NA
VH300397	2	0.60	1.62	0.95, -0.95
VH299517	1	0.61	-0.65	NA
VH299520	2	0.68	1.48	-0.29, 0.29
VH299522	2	0.70	1.78	-0.95, 0.95
VH299786	1	0.67	-0.23	NA
VH299788	1	0.82	0.45	NA
VH299650	1	0.82	-0.81	NA
VH299652	2	0.65	1.39	-0.26, 0.26
VH299655	2	0.55	1.42	-0.84, 0.84
VH299579	1	0.75	-0.38	NA
VH299582	1	0.98	0.46	NA
VH299585	1	1.19	0.89	NA
VH299283	2	0.40	-0.27	-0.39, 0.39
VH324186	1	1.13	2.08	NA
VH299453	2	0.57	2.03	-0.81, 0.81
VH300201	1	0.69	0.24	NA
VH300153	2	0.59	2.14	-0.84, 0.84
VH300163	2	0.71	1.47	-0.74, 0.74
VH300196	2	0.66	1.56	-0.32, 0.32
VH300198	2	0.56	1.88	-0.09, 0.09
VH324159	1	0.76	0.26	NA
VH299481	1	0.92	2.24	NA
VH299649	1	0.80	-0.12	NA
VH299583	1	0.69	-0.79	NA
VH299450	1	0.82	0.35	NA
VH300204	1	0.55	-0.79	NA
VH324157	1	0.86	-0.64	NA
VH300109	2	0.62	1.72	-0.59, 0.59
VH299484	2	0.40	-0.60	-0.34, 0.34
VH299285	2	0.61	0.72	0.28, -0.28
VH299456	2	0.60	1.62	-0.08, 0.08
VH300155	2	0.73	1.36	-0.25, 0.25
VH300195	2	0.51	2.33	-1.15, 1.15
VH324160	1	0.67	-0.87	NA
VH299790	2	0.58	1.27	1.13, -1.13
VH299287	2	0.67	2.01	-0.5, 0.5
VH299455	1	1.02	1.70	NA
VH300206	2	0.55	1.93	0.35, -0.35

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH300193	1	0.71	-0.65	NA
VH300125	1	1.08	1.46	NA
VH299486	2	0.96	1.73	-0.18, 0.18
VH300378	1	0.77	-0.19	NA
VH300380	1	0.70	0.22	NA
VH300390	1	1.29	0.79	NA
VH321665	1	0.75	-0.61	NA
VH299516	1	0.79	-0.14	NA
VH299518	2	0.69	1.68	-0.19, 0.19
VH299521	1	1.12	1.63	NA
VH299787	1	0.71	0.46	NA
VH299792	2	0.50	2.21	0.48, -0.48
VH299653	1	0.73	-0.33	NA
VH299580	1	0.74	0.37	NA
VH299282	1	0.86	0.90	NA
VH324185	1	0.74	1.43	NA
VH299454	2	0.63	1.56	-0.32, 0.32
VH300200	1	0.57	-0.19	NA
VH300205	2	0.52	1.47	1.14, -1.14
VH303296	1	0.81	0.13	NA
VH300192	1	0.81	-0.15	NA
VH300197	1	1.03	1.55	NA
VH300126	2	0.76	1.79	-0.48, 0.48
VH299480	1	0.77	1.49	NA
VH299485	2	0.51	0.65	0.39, -0.39
VH299651	2	0.68	1.49	-0.38, 0.38
VH299586	2	0.41	2.30	1.11, -1.11
VH299451	1	0.65	-0.54	NA
VH300202	1	0.82	0.50	NA
VH324158	1	0.91	-0.21	NA
VH300114	2	0.70	1.41	-0.24, 0.24
VH299482	1	0.83	1.19	NA
VH299789	1	0.59	-0.69	NA

**Table 8.A.96 PT Item Statistics—Mathematics, Grade Seven**

Item ID	Score Points	A	B	D
VH300091	2	0.69	1.32	0.55, -0.55
VH300259	2	0.82	1.17	-0.05, 0.05
VH324171	1	0.90	1.13	NA
VH299247	1	1.27	2.22	NA
VH299055	2	0.69	1.36	-0.07, 0.07
VH324149	1	1.29	2.29	NA
VH299871	1	1.30	2.05	NA
VH300449	2	0.77	1.20	-0.04, 0.04
VH300320	2	0.68	1.20	0.67, -0.67
VH299572	1	1.22	2.28	NA
VH299246	1	1.10	2.00	NA
VH300020	1	0.71	-0.62	NA
VH324150	1	1.03	1.68	NA
VH300067	1	0.93	0.26	NA
VH300323	1	0.21	3.75	NA
VH299577	2	0.36	2.83	2.66, -2.66
VH299926	1	0.84	1.81	NA
VH300257	1	0.41	0.59	NA
VH324199	1	0.73	0.40	NA
VH324201	1	0.92	1.98	NA
VH299212	1	1.68	2.54	NA
VH303301	2	0.87	2.32	0.21, -0.21
VH324170	1	0.95	0.15	NA
VH324173	1	0.83	-0.57	NA
VH299248	2	0.91	2.91	-0.03, 0.03
VH299054	1	0.15	2.71	NA
VH300022	1	0.95	1.95	NA
VH299770	1	0.19	2.82	NA
VH299866	1	0.71	-0.72	NA
VH299872	2	0.82	2.17	-0.45, 0.45
VH299237	1	1.03	1.11	NA
VH299239	1	1.37	2.20	NA
VH299242	2	0.34	3.09	2.58, -2.58
VH299947	1	0.69	1.17	NA
VH299949	1	1.07	1.27	NA
VH299952	1	1.03	2.10	NA
VH300448	1	0.15	3.38	NA
VH300069	1	0.38	0.75	NA
VH300318	1	1.05	2.83	NA

Item ID	Score Points	A	B	D
VH324153	1	1.19	1.95	NA
VH299574	1	1.52	2.41	NA
VH300087	1	1.02	0.77	NA
VH299922	1	0.72	1.29	NA
VH299925	2	0.69	2.55	0.17, -0.17
VH324200	1	0.85	-0.57	NA
VH299227	2	0.53	3.75	1.14, -1.14
VH299073	1	0.75	-0.86	NA
VH324172	1	0.79	1.20	NA
VH299249	1	1.40	2.18	NA
VH299053	1	0.79	2.09	NA
VH300019	1	0.70	1.29	NA
VH299768	2	0.82	1.20	0.51, -0.51
VH324151	1	1.03	1.09	NA
VH299868	1	1.35	1.34	NA
VH299238	1	1.43	1.74	NA
VH299240	1	1.14	2.77	NA
VH299948	1	0.70	-0.75	NA
VH299950	2	0.66	1.33	0.55, -0.55
VH299953	2	0.82	2.33	-0.21, 0.21
VH300444	1	0.76	2.08	NA
VH300447	1	1.00	1.97	NA
VH300066	1	0.84	0.49	NA
VH300070	2	1.02	1.22	0.11, -0.11
VH324152	1	1.19	2.23	NA
VH299570	1	1.01	1.35	NA
VH299575	2	0.78	1.17	0.51, -0.51
VH300092	1	1.42	2.06	NA
VH299921	1	0.86	0.33	NA
VH299074	1	1.02	1.88	NA
VH299051	1	0.65	0.41	NA
VH299765	1	1.38	2.58	NA
VH299869	2	0.85	1.24	0.46, -0.46
VH300446	1	0.86	-0.35	NA
VH300071	2	0.74	0.99	-0.22, 0.22
VH299571	1	0.91	1.83	NA
VH300089	1	1.14	2.27	NA
VH299927	2	0.51	4.02	1.43, -1.43
VH303302	1	0.92	1.78	NA
VH299245	1	0.82	0.98	NA

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH300090	2	0.87	2.56	-0.41, 0.41
VH299050	1	0.76	2.30	NA
VH300021	1	0.68	-0.88	NA
VH299865	1	0.68	1.40	NA
VH300068	1	1.06	1.93	NA
VH324154	1	1.10	1.03	NA
VH300088	1	1.32	1.64	NA
VH299923	1	1.34	2.65	NA

**Table 8.A.97 PT Item Statistics—Mathematics, Grade Eight**

Item ID	Score Points	A	B	D
VH300085	2	0.47	0.51	-0.32, 0.32
VH300053	1	1.15	1.64	NA
VH299490	1	0.87	1.73	NA
VH299899	1	1.18	2.78	NA
VH299806	2	0.79	2.11	-0.17, 0.17
VH300345	2	0.56	2.50	0.76, -0.76
VH300052	1	1.11	1.20	NA
VH299807	1	0.99	1.62	NA
VH299494	2	0.75	3.27	0.1, -0.1
VH299669	2	1.08	2.31	0.28, -0.28
VH299085	1	1.13	2.58	NA
VH299742	1	0.86	0.85	NA
VH299492	1	1.15	2.09	NA
VH300340	1	0.66	1.67	NA
VH324155	1	0.98	1.69	NA
VH299710	1	1.09	2.14	NA
VH299712	1	0.88	1.30	NA
VH300081	2	0.78	2.95	-0.02, 0.02
VH300084	1	1.20	2.03	NA
VH299897	1	1.01	1.36	NA
VH299902	1	0.67	1.70	NA
VH300054	2	1.24	1.86	0.42, -0.42
VH299802	1	1.16	2.12	NA
VH324249	1	0.98	1.74	NA
VH299900	2	0.82	2.10	0.74, -0.74
VH300056	1	0.79	0.70	NA
VH300245	2	0.44	0.03	0.31, -0.31
VH299314	2	0.74	2.15	-0.2, 0.2
VH299737	1	1.16	1.46	NA
VH299489	1	0.82	1.51	NA
VH300242	1	0.87	1.71	NA
VH300247	2	0.59	2.52	-0.78, 0.78
VH324168	1	0.92	1.54	NA
VH299325	2	0.78	3.16	0.06, -0.06
VH299088	1	0.66	2.49	NA
VH299739	2	0.82	1.85	-0.1, 0.1
VH300337	2	1.36	2.24	0.6, -0.6
VH324156	1	0.73	2.90	NA
VH299709	1	0.85	1.71	NA



<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH299711	2	0.47	-0.07	0.36, -0.36
VH299713	2	0.57	2.61	-0.53, 0.53
VH300080	1	1.00	1.41	NA
VH300083	1	0.95	1.67	NA
VH299901	2	0.85	2.40	0.36, -0.36
VH300055	2	0.51	1.49	-0.62, 0.62
VH299811	2	0.86	2.78	0.02, -0.02
VH299493	2	0.42	0.17	0.07, -0.07
VH300243	1	1.13	2.10	NA
VH300246	1	0.88	1.29	NA
VH299670	1	0.71	1.24	NA
VH324169	1	0.73	2.21	NA
VH299312	1	1.22	2.06	NA
VH299320	1	0.96	1.63	NA
VH324250	1	0.92	1.69	NA
VH299084	1	1.17	1.11	NA
VH299087	2	0.75	1.94	1.01, -1.01
VH299738	1	1.19	1.86	NA
VH299741	2	0.54	1.49	-0.42, 0.42

**Table 8.A.98 PT Item Statistics—Mathematics, Grade Eleven**

Item ID	Score Points	A	B	D
VH299385	1	0.60	2.04	NA
VH324184	2	0.41	1.50	-1.76, 1.76
VH300239	2	0.76	3.55	0.64, -0.64
VH324241	1	0.60	1.52	NA
VH299836	1	0.56	1.22	NA
VH300132	2	0.37	3.61	-1.9, 1.9
VH300173	1	1.07	1.38	NA
VH299905	1	1.09	3.26	NA
VH299956	1	1.14	3.30	NA
VH324388	1	0.83	1.32	NA
VH299657	1	0.94	1.44	NA
VH299660	2	0.55	4.24	-2.44, 2.44
VH299662	3	0.70	3.15	-0.74, 0.52, 0.22
VH299551	1	0.42	4.13	NA
VH299553	1	0.79	2.44	NA
VH299555	2	0.37	3.07	-1.9, 1.9
VH299383	1	0.86	1.38	NA
VH300222	2	0.57	1.90	0.22, -0.22
VH300226	2	0.48	3.42	0.87, -0.87
VH300176	1	0.65	1.93	NA
VH300237	2	0.46	0.50	2.27, -2.27
VH299026	1	1.39	1.35	NA
VH324243	1	0.57	1.21	NA
VH299912	3	0.67	3.08	-1.04, 0.57, 0.48
VH324349	1	0.98	1.50	NA
VH299961	2	0.35	2.81	-1.97, 1.97
VH299976	2	0.62	1.89	0.04, -0.04
VH299834	1	0.45	2.56	NA
VH300129	1	1.28	3.60	NA
VH299387	3	0.74	3.09	-0.66, 0.71, -0.05
VH300178	3	0.58	3.20	-1.08, 0.88, 0.2
VH303312	3	0.60	2.82	0.68, -2.65, 1.98
VH299979	2	0.47	1.37	-1.14, 1.14
VH299833	1	0.37	6.44	NA
VH299838	2	0.50	3.43	-0.8, 0.8
VH299659	1	1.11	3.47	NA
VH299661	2	0.37	3.64	-2.66, 2.66
VH299552	1	0.40	2.66	NA
VH299554	1	0.66	1.81	NA

<b>Item ID</b>	<b>Score Points</b>	<b>A</b>	<b>B</b>	<b>D</b>
VH299384	1	0.90	2.41	
VH299386	2	0.56	2.90	-1.11, 1.11
VH300224	2	0.34	2.74	1.97, -1.97
VH300174	1	0.89	1.88	NA
VH300177	2	0.30	2.52	-2.44, 2.44
VH300238	1	1.18	2.95	NA
VH300240	1	0.25	5.35	NA
VH299022	1	0.80	2.67	NA
VH299032	2	0.65	2.51	0.13, -0.13
VH324242	1	1.26	1.29	NA
VH303311	2	0.61	3.61	-1.27, 1.27
VH299965	3	0.75	3.07	-0.83, 0.17, 0.66
VH299974	2	0.51	2.80	-0.61, 0.61
VH299980	2	0.50	3.21	0.98, -0.98
VH299835	1	0.84	2.65	NA
VH300128	1	0.70	1.51	NA
VH299958	2	0.67	4.05	-1.39, 1.39
VH300133	3	0.71	3.21	-0.77, 0.15, 0.63
VH299910	2	0.39	2.77	-1.54, 1.54
VH324389	3	0.47	2.70	1.01, -1.5, 0.49
VH324183	2	0.44	2.87	-0.69, 0.69
VH299977	2	0.34	3.23	1.99, -1.99

## Appendix 8.B: Omission and Completion Analyses

**Note:** An expression that opens with a parenthesis and closes with a bracket indicates that a value is greater than the first number and is less than or equal to the second number. For example, “(0.5, 2]” indicates a value greater than 0.5 but less than or equal to 2.

**Table 8.B.1 Percentage Omit Rates for ELA**

Section	0	(0, 0.5]	(0.5, 1]	(1, 5]	(5, 10]	(10, 50]	(50, 100]
Grade 3 PT No. of Items	2	60	NA	NA	NA	NA	NA
Grade 3 PT Mean a	0.47	0.71	NA	NA	NA	NA	NA
Grade 3 PT Mean b	1.83	0.16	NA	NA	NA	NA	NA
Grade 3 CAT No. of Items	667	203	NA	NA	NA	NA	NA
Grade 3 CAT Mean a	0.66	0.71	NA	NA	NA	NA	NA
Grade 3 CAT Mean b	-0.46	-0.7	NA	NA	NA	NA	NA
Grade 4 PT No. of Items	1	80	NA	NA	NA	NA	NA
Grade 4 PT Mean a	0.41	0.65	NA	NA	NA	NA	NA
Grade 4 PT Mean b	0.13	0.45	NA	NA	NA	NA	NA
Grade 4 CAT No. of Items	634	222	NA	NA	NA	NA	NA
Grade 4 CAT Mean a	0.6	0.61	NA	NA	NA	NA	NA
Grade 4 CAT Mean b	0.01	-0.08	NA	NA	NA	NA	NA
Grade 5 PT No. of Items	6	87	NA	NA	NA	NA	NA
Grade 5 PT Mean a	0.63	0.72	NA	NA	NA	NA	NA
Grade 5 PT Mean b	1.35	0.7	NA	NA	NA	NA	NA
Grade 5 CAT No. of Items	630	211	1	NA	NA	NA	NA
Grade 5 CAT Mean a	0.61	0.63	0.81	NA	NA	NA	NA
Grade 5 CAT Mean b	0.33	0.32	1.49	NA	NA	NA	NA
Grade 6 PT No. of Items	2	59	NA	NA	NA	NA	NA
Grade 6 PT Mean a	0.78	0.87	NA	NA	NA	NA	NA
Grade 6 PT Mean b	0.78	0.93	NA	NA	NA	NA	NA
Grade 6 CAT No. of Items	594	178	6	NA	NA	NA	NA
Grade 6 CAT Mean a	0.55	0.59	0.85	NA	NA	NA	NA
Grade 6 CAT Mean b	0.81	0.55	1.2	NA	NA	NA	NA
Grade 7 PT No. of Items	1	78	NA	NA	NA	NA	NA
Grade 7 PT Mean a	0.29	0.82	NA	NA	NA	NA	NA
Grade 7 PT Mean b	2.05	1.14	NA	NA	NA	NA	NA
Grade 7 CAT No. of Items	504	194	7	NA	NA	NA	NA
Grade 7 CAT Mean a	0.53	0.58	0.63	NA	NA	NA	NA
Grade 7 CAT Mean b	1.1	0.83	1.31	NA	NA	NA	NA
Grade 8 PT No. of Items	1	87	NA	NA	NA	NA	NA
Grade 8 PT Mean a	0.74	0.72	NA	NA	NA	NA	NA
Grade 8 PT Mean b	2.81	1.24	NA	NA	NA	NA	NA
Grade 8 CAT No. of Items	539	239	8	NA	NA	NA	NA
Grade 8 CAT Mean a	0.52	0.58	0.76	NA	NA	NA	NA

<b>Section</b>	<b>0</b>	<b>(0, 0.5]</b>	<b>(0.5, 1]</b>	<b>(1, 5]</b>	<b>(5, 10]</b>	<b>(10, 50]</b>	<b>(50, 100]</b>
Grade 8 CAT Mean b	1.16	0.86	1.15	NA	NA	NA	NA
Grade 11 PT No. of Items	4	99	1	NA	NA	NA	NA
Grade 11 PT Mean a	0.51	0.59	0.78	NA	NA	NA	NA
Grade 11 PT Mean b	3.55	1.77	2.31	NA	NA	NA	NA
Grade 11 CAT No. of Items	1835	540	14	1	NA	NA	NA
Grade 11 CAT Mean a	0.49	0.53	0.57	0.72	NA	NA	NA
Grade 11 CAT Mean b	1.68	1.36	1.23	2.62	NA	NA	NA

**Table 8.B.2 Percentage Omit Rates for Mathematics**

<b>Section</b>	<b>0</b>	<b>(0, 0.5]</b>	<b>(0.5, 1]</b>	<b>(1, 5]</b>	<b>(5, 10]</b>	<b>(10, 50]</b>	<b>(50, 100]</b>
Grade 3 PT No. of Items	13	67	NA	NA	NA	NA	NA
Grade 3 PT Mean a	1.02	0.87	NA	NA	NA	NA	NA
Grade 3 PT Mean b	-1.1	-0.41	NA	NA	NA	NA	NA
Grade 3 CAT No. of Items	1064	129	NA	NA	NA	NA	NA
Grade 3 CAT Mean a	0.84	0.83	NA	NA	NA	NA	NA
Grade 3 CAT Mean b	-0.86	-1.06	NA	NA	NA	NA	NA
Grade 4 PT No. of Items	22	73	NA	NA	NA	NA	NA
Grade 4 PT Mean a	0.95	0.82	NA	NA	NA	NA	NA
Grade 4 PT Mean b	-0.97	0.25	NA	NA	NA	NA	NA
Grade 4 CAT No. of Items	1173	118	NA	NA	NA	NA	NA
Grade 4 CAT Mean a	0.82	0.85	NA	NA	NA	NA	NA
Grade 4 CAT Mean b	-0.15	-0.55	NA	NA	NA	NA	NA
Grade 5 PT No. of Items	15	70	NA	NA	NA	NA	NA
Grade 5 PT Mean a	0.79	0.75	NA	NA	NA	NA	NA
Grade 5 PT Mean b	0.21	1.18	NA	NA	NA	NA	NA
Grade 5 CAT No. of Items	1145	108	NA	NA	NA	NA	NA
Grade 5 CAT Mean a	0.77	0.76	NA	NA	NA	NA	NA
Grade 5 CAT Mean b	0.44	0.18	NA	NA	NA	NA	NA
Grade 6 PT No. of Items	7	65	NA	NA	NA	NA	NA
Grade 6 PT Mean a	0.75	0.73	NA	NA	NA	NA	NA
Grade 6 PT Mean b	-0.29	0.92	NA	NA	NA	NA	NA
Grade 6 CAT No. of Items	953	146	NA	NA	NA	NA	NA
Grade 6 CAT Mean a	0.7	0.66	NA	NA	NA	NA	NA
Grade 6 CAT Mean b	0.93	0.51	NA	NA	NA	NA	NA
Grade 7 PT No. of Items	7	80	NA	NA	NA	NA	NA
Grade 7 PT Mean a	0.89	0.89	NA	NA	NA	NA	NA
Grade 7 PT Mean b	0.59	1.66	NA	NA	NA	NA	NA
Grade 7 CAT No. of Items	786	174	NA	NA	NA	NA	NA
Grade 7 CAT Mean a	0.72	0.67	NA	NA	NA	NA	NA
Grade 7 CAT Mean b	1.77	0.98	NA	NA	NA	NA	NA
Grade 8 PT No. of Items		58	NA	NA	NA	NA	NA
Grade 8 PT Mean a		0.88	NA	NA	NA	NA	NA
Grade 8 PT Mean b		1.81	NA	NA	NA	NA	NA
Grade 8 CAT No. of Items	678	180	NA	NA	NA	NA	NA
Grade 8 CAT Mean a	0.59	0.6	NA	NA	NA	NA	NA
Grade 8 CAT Mean b	2.2	1.16	NA	NA	NA	NA	NA

<b>Section</b>	<b>0</b>	<b>(0, 0.5]</b>	<b>(0.5, 1]</b>	<b>(1, 5]</b>	<b>(5, 10]</b>	<b>(10, 50]</b>	<b>(50, 100]</b>
Grade 11 PT No. of Items	2	59	NA	NA	NA	NA	NA
Grade 11 PT Mean a	0.88	0.65	NA	NA	NA	NA	NA
Grade 11 PT Mean b	1.44	2.72	NA	NA	NA	NA	NA
Grade 11 CAT No. of Items	2316	314	NA	NA	NA	NA	NA
Grade 11 CAT Mean a	0.57	0.55	NA	NA	NA	NA	NA
Grade 11 CAT Mean b	2.52	1.95	NA	NA	NA	NA	NA

**Table 8.B.3 Item Completion, ELA**

<b>Score</b>	<b>% Completion</b>	<b>Total N</b>
Grade 3 Overall	100.00%	451,653
Grade 3 Claim 1	99.94%	451,381
Grade 3 Claim 2	99.82%	450,824
Grade 3 Claim 3	99.95%	451,428
Grade 3 Claim 4	99.91%	451,259
Grade 3 PT	100.00%	444,880
Grade 3 Non-PT	100.00%	451,653
Grade 4 Overall	100.00%	457,503
Grade 4 Claim 1	99.95%	457,279
Grade 4 Claim 2	99.85%	456,801
Grade 4 Claim 3	99.93%	457,164
Grade 4 Claim 4	99.93%	457,192
Grade 4 PT	100.00%	450,632
Grade 4 Non-PT	100.00%	457,503
Grade 5 Overall	100.00%	474,007
Grade 5 Claim 1	99.95%	473,773
Grade 5 Claim 2	99.89%	473,482
Grade 5 Claim 3	99.96%	473,835
Grade 5 Claim 4	99.94%	473,718
Grade 5 PT	100.00%	466,903
Grade 5 Non-PT	100.00%	474,007
Grade 6 Overall	100.00%	462,472
Grade 6 Claim 1	99.91%	462,075
Grade 6 Claim 2	99.81%	461,607
Grade 6 Claim 3	99.93%	462,171
Grade 6 Claim 4	99.91%	462,078
Grade 6 PT	100.00%	455,524
Grade 6 Non-PT	100.00%	462,472
Grade 7 Overall	100.00%	458,582
Grade 7 Claim 1	99.88%	458,051
Grade 7 Claim 2	99.76%	457,501
Grade 7 Claim 3	99.91%	458,174
Grade 7 Claim 4	99.88%	458,037
Grade 7 PT	100.00%	451,684
Grade 7 Non-PT	100.00%	458,582
Grade 8 Overall	100.00%	456,559
Grade 8 Claim 1	99.90%	456,113
Grade 8 Claim 2	99.77%	455,495
Grade 8 Claim 3	99.93%	456,253
Grade 8 Claim 4	99.89%	456,049



<b>Score</b>	<b>% Completion</b>	<b>Total N</b>
Grade 8 PT	100.00%	449,680
Grade 8 Non-PT	100.00%	456,559
Grade 11 Overall	100.00%	444,020
Grade 11 Claim 1	99.85%	443,366
Grade 11 Claim 2	99.64%	442,411
Grade 11 Claim 3	99.90%	443,575
Grade 11 Claim 4	99.82%	443,231
Grade 11 PT	100.00%	436,391
Grade 11 Non-PT	100.00%	444,020

**Table 8.B.4 Item Completion, Mathematics**

<b>Score</b>	<b>% Completion</b>	<b>Total N</b>
Grade 3 Overall	100.00%	454,276
Grade 3 Claim 1	99.97%	454,121
Grade 3 Claim 2	99.98%	454,175
Grade 3 Claim 3	99.95%	454,048
Grade 3 Claim 4	NA	NA
Grade 3 PT	100.00%	448,840
Grade 3 Non-PT	100.00%	454,276
Grade 4 Overall	100.00%	460,036
Grade 4 Claim 1	99.97%	459,899
Grade 4 Claim 2	99.98%	459,924
Grade 4 Claim 3	99.96%	459,846
Grade 4 Claim 4	NA	NA
Grade 4 PT	100.00%	454,506
Grade 4 Non-PT	100.00%	460,036
Grade 5 Overall	100.00%	476,209
Grade 5 Claim 1	99.97%	476,080
Grade 5 Claim 2	99.98%	476,135
Grade 5 Claim 3	99.97%	476,050
Grade 5 Claim 4	NA	NA
Grade 5 PT	100.00%	470,484
Grade 5 Non-PT	100.00%	476,209
Grade 6 Overall	100.00%	464,552
Grade 6 Claim 1	99.92%	464,199
Grade 6 Claim 2	99.99%	464,519
Grade 6 Claim 3	99.97%	464,399
Grade 6 Claim 4	NA	NA
Grade 6 PT	100.00%	458,959
Grade 6 Non-PT	100.00%	464,552
Grade 7 Overall	100.00%	460,995
Grade 7 Claim 1	99.90%	460,542
Grade 7 Claim 2	99.98%	460,895
Grade 7 Claim 3	99.94%	460,730
Grade 7 Claim 4	NA	NA
Grade 7 PT	100.00%	455,459
Grade 7 Non-PT	100.00%	460,995
Grade 8 Overall	100.00%	457,836
Grade 8 Claim 1	99.89%	457,324
Grade 8 Claim 2	99.95%	457,619
Grade 8 Claim 3	99.92%	457,458
Grade 8 Claim 4	NA	NA

<b>Score</b>	<b>% Completion</b>	<b>Total N</b>
Grade 8 PT	100.00%	452,345
Grade 8 Non-PT	100.00%	457,836
Grade 11 Overall	100.00%	442,437
Grade 11 Claim 1	99.88%	441,888
Grade 11 Claim 2	99.84%	441,722
Grade 11 Claim 3	99.94%	442,181
Grade 11 Claim 4	NA	NA
Grade 11 PT	100.00%	436,197
Grade 11 Non-PT	100.00%	442,437

## Appendix 8.C: Item Exposure

**Note:** Only the frequencies of the operational items are presented in these tables.

**Table 8.C.1 Item Exposure Frequency—ELA**

<b>Claim</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
Grade 3 Overall	952	20	13	7	228	124	560
Grade 3 Claim 1	325	17	10	7	45	56	190
Grade 3 Claim 2	278	3	1	NA	51	53	170
Grade 3 Claim 3	184	NA	NA	NA	132	10	42
Grade 3 Claim 4	165	NA	2	NA	NA	5	158
Grade 4 Overall	954	17	10	8	76	75	768
Grade 4 Claim 1	265	10	7	5	9	10	224
Grade 4 Claim 2	303	4	3	2	NA	20	274
Grade 4 Claim 3	192	NA	NA	NA	67	30	95
Grade 4 Claim 4	194	3	NA	1	NA	15	175
Grade 5 Overall	979	44	19	13	109	168	626
Grade 5 Claim 1	303	20	18	13	34	96	122
Grade 5 Claim 2	316	24	1	NA	22	24	245
Grade 5 Claim 3	163	NA	NA	NA	53	46	64
Grade 5 Claim 4	197	NA	NA	NA	NA	2	195
Grade 6 Overall	887	48	10	4	94	126	605
Grade 6 Claim 1	241	34	4	1	23	39	140
Grade 6 Claim 2	290	11	6	3	7	39	224
Grade 6 Claim 3	161	NA	NA	NA	64	43	54
Grade 6 Claim 4	195	3	NA	NA	NA	5	187
Grade 7 Overall	842	58	15	9	1	191	568
Grade 7 Claim 1	234	26	13	7	NA	47	141
Grade 7 Claim 2	289	28	NA	NA	1	43	217
Grade 7 Claim 3	170	NA	1	1	NA	91	77
Grade 7 Claim 4	149	4	1	1	NA	10	133

<b>Claim</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
Grade 8 Overall	896	22	12	19	45	137	661
Grade 8 Claim 1	225	12	3	9	4	24	173
Grade 8 Claim 2	325	8	8	9	2	44	254
Grade 8 Claim 3	186	2	1	NA	39	66	78
Grade 8 Claim 4	160	NA	NA	1	NA	3	156
Grade 11 Overall	2,567	73	65	618	97	330	1,384
Grade 11 Claim 1	859	67	57	184	60	68	423
Grade 11 Claim 2	736	NA	8	21	23	192	492
Grade 11 Claim 3	560	6	NA	398	10	22	124
Grade 11 Claim 4	412	NA	NA	15	4	48	345

**Table 8.C.2 Item Exposure Frequency—Mathematics**

<b>Claim</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
Grade 3 Overall	1,276	3	NA	27	84	178	984
Grade 3 Claim 1	785	NA	NA	19	77	141	548
Grade 3 Claim 2	268	3	NA	NA	1	27	237
Grade 3 Claim 3	223	NA	NA	8	6	10	199
Grade 4 Overall	1,401	15	NA	13	13	154	1,206
Grade 4 Claim 1	865	15	NA	NA	NA	69	781
Grade 4 Claim 2	300	NA	NA	9	4	63	224
Grade 4 Claim 3	236	NA	NA	4	9	22	201
Grade 5 Overall	1,352	14	14	17	39	214	1,054
Grade 5 Claim 1	833	14	13	3	2	134	667
Grade 5 Claim 2	290	NA	1	3	27	66	193
Grade 5 Claim 3	229	NA	NA	11	10	14	194
Grade 6 Overall	1,171	NA	2	2	56	260	851
Grade 6 Claim 1	776	NA	2	2	27	206	539
Grade 6 Claim 2	210	NA	NA	NA	3	40	167
Grade 6 Claim 3	185	NA	NA	NA	26	14	145
Grade 7 Overall	1,062	15	NA	5	34	241	767
Grade 7 Claim 1	672	13	NA	4	3	175	477
Grade 7 Claim 2	233	NA	NA	1	NA	44	188
Grade 7 Claim 3	157	2	NA	NA	31	22	102
Grade 8 Overall	920	4	1	NA	91	165	659
Grade 8 Claim 1	612	4	1	NA	18	118	471
Grade 8 Claim 2	159	NA	NA	NA	27	23	109
Grade 8 Claim 3	149	NA	NA	NA	46	24	79
Grade 11 Overall	2,696	5	3	354	410	824	1,100
Grade 11 Claim 1	1,850	5	3	156	346	687	653
Grade 11 Claim 2	393	NA	NA	156	30	59	148
Grade 11 Claim 3	453	NA	NA	42	34	78	299

**Table 8.C.3 Conditional Exposure by Difficulty for ELA, Grade Three**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	NA	NA	NA	NA	NA	NA	NA
(4.0, 4.5]	NA	NA	NA	NA	NA	NA	NA
(3.5, 4.0]	1	NA	NA	NA	1	NA	NA
(3.0, 3.5]	2	NA	NA	NA	1	NA	1
(2.5, 3.0]	5	NA	NA	NA	3	NA	2
(2.0, 2.5]	7	NA	NA	NA	5	NA	2
(1.5, 2.0]	21	1	1	NA	8	4	7
(1.0, 1.5]	56	2	1	NA	20	9	24
(0.5, 1.0]	96	4	NA	NA	23	9	60
(0, 0.5]	124	NA	3	NA	26	16	79
(-0.5, 0]	151	2	1	1	36	26	85
(-1.0, -0.5]	149	NA	1	1	22	19	106
(-1.5, -1.0]	154	4	2	2	33	16	97
(-2.0, -1.5]	133	7	1	2	32	17	74
(-2.5, -2.0]	46	NA	2	1	16	8	19
(-3.0, -2.5]	7	NA	1	NA	2	NA	4
(-3.5, -3.0]	NA	NA	NA	NA	NA	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.4 Conditional Exposure by Difficulty for ELA, Grade Four**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	NA	NA	NA	NA	NA	NA	NA
(4.0, 4.5]	1	NA	NA	NA	1	NA	NA
(3.5, 4.0]	3	NA	NA	NA	1	1	1
(3.0, 3.5]	5	NA	NA	NA	1	3	1
(2.5, 3.0]	18	1	NA	1	2	6	8
(2.0, 2.5]	30	NA	NA	NA	5	12	13
(1.5, 2.0]	65	2	3	NA	2	8	50
(1.0, 1.5]	95	4	NA	2	8	12	69
(0.5, 1.0]	117	1	2	1	9	7	97
(0, 0.5]	149	2	1	NA	15	2	129
(-0.5, 0]	139	1	NA	2	9	7	120
(-1.0, -0.5]	119	1	NA	NA	8	1	109
(-1.5, -1.0]	109	4	1	NA	10	5	89
(-2.0, -1.5]	61	1	NA	NA	4	3	53
(-2.5, -2.0]	34	NA	2	2	1	7	22
(-3.0, -2.5]	8	NA	1	NA	NA	1	6
(-3.5, -3.0]	1	NA	NA	NA	NA	NA	1
<= -3.5	NA	NA	NA	NA	NA	NA	NA



**Table 8.C.5 Conditional Exposure by Difficulty for ELA, Grade Five**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	1	1	NA	NA	NA	NA	NA
(4.0, 4.5]	NA	NA	NA	NA	NA	NA	NA
(3.5, 4.0]	3	NA	NA	NA	NA	1	2
(3.0, 3.5]	8	NA	NA	NA	1	5	2
(2.5, 3.0]	23	NA	NA	1	4	4	14
(2.0, 2.5]	62	2	3	3	6	17	31
(1.5, 2.0]	89	5	4	2	8	20	50
(1.0, 1.5]	128	6	3	2	15	22	80
(0.5, 1.0]	136	3	1	NA	17	23	92
(0, 0.5]	133	2	2	2	15	19	93
(-0.5, 0]	133	3	4	1	13	26	86
(-1.0, -0.5]	110	4	NA	1	16	16	73
(-1.5, -1.0]	82	2	NA	NA	6	5	69
(-2.0, -1.5]	38	3	2	1	5	2	25
(-2.5, -2.0]	28	11	NA	NA	2	6	9
(-3.0, -2.5]	4	2	NA	NA	NA	2	NA
(-3.5, -3.0]	1	NA	NA	NA	1	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.6 Conditional Exposure by Difficulty for ELA, Grade Six**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	4	NA	NA	NA	NA	4	NA
(4.0, 4.5]	8	NA	NA	NA	3	4	1
(3.5, 4.0]	11	NA	NA	NA	2	8	1
(3.0, 3.5]	19	NA	NA	NA	5	6	8
(2.5, 3.0]	36	3	NA	1	4	11	17
(2.0, 2.5]	74	5	2	NA	11	13	43
(1.5, 2.0]	104	15	2	1	5	15	66
(1.0, 1.5]	133	4	NA	NA	13	15	101
(0.5, 1.0]	126	NA	2	NA	20	11	93
(0, 0.5]	98	4	NA	NA	10	9	75
(-0.5, 0]	111	6	NA	NA	5	11	89
(-1.0, -0.5]	79	5	NA	NA	8	10	56
(-1.5, -1.0]	58	2	2	NA	1	5	48
(-2.0, -1.5]	17	2	1	NA	5	3	6
(-2.5, -2.0]	7	2	NA	2	2	NA	1
(-3.0, -2.5]	1	NA	NA	NA	NA	1	NA
(-3.5, -3.0]	1	NA	1	NA	NA	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.7 Conditional Exposure by Difficulty for ELA, Grade Seven**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	1	NA	NA	NA	NA	1	NA
(5.0, 5.5]	2	NA	NA	NA	NA	2	NA
(4.5, 5.0]	5	NA	NA	NA	NA	4	1
(4.0, 4.5]	6	NA	NA	NA	NA	5	1
(3.5, 4.0]	16	1	NA	NA	1	9	5
(3.0, 3.5]	29	1	NA	1	NA	9	18
(2.5, 3.0]	43	3	NA	NA	NA	9	31
(2.0, 2.5]	78	6	4	1	NA	16	51
(1.5, 2.0]	115	9	3	2	NA	18	83
(1.0, 1.5]	137	NA	NA	NA	NA	20	117
(0.5, 1.0]	104	1	2	2	NA	27	72
(0, 0.5]	98	3	1	1	NA	26	67
(-0.5, 0]	93	10	3	1	NA	22	57
(-1.0, -0.5]	47	5	1	NA	NA	11	30
(-1.5, -1.0]	46	10	1	NA	NA	8	27
(-2.0, -1.5]	17	7	NA	1	NA	4	5
(-2.5, -2.0]	4	1	NA	NA	NA	NA	3
(-3.0, -2.5]	1	1	NA	NA	NA	NA	NA
(-3.5, -3.0]	NA	NA	NA	NA	NA	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.8 Conditional Exposure by Difficulty for ELA, Grade Eight**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	1	NA	NA	NA	NA	NA	1
(5.0, 5.5]	2	NA	NA	NA	NA	1	1
(4.5, 5.0]	1	NA	NA	NA	NA	1	NA
(4.0, 4.5]	8	NA	NA	1	NA	4	3
(3.5, 4.0]	20	NA	1	NA	1	8	10
(3.0, 3.5]	39	NA	NA	1	5	8	25
(2.5, 3.0]	64	1	1	1	4	12	45
(2.0, 2.5]	88	5	NA	1	1	13	68
(1.5, 2.0]	131	5	1	4	4	19	98
(1.0, 1.5]	122	1	1	1	7	11	101
(0.5, 1.0]	105	2	2	1	2	12	86
(0, 0.5]	90	1	NA	1	6	12	70
(-0.5, 0]	129	4	NA	NA	7	18	100
(-1.0, -0.5]	51	3	NA	1	3	10	34
(-1.5, -1.0]	28	NA	4	5	3	4	12
(-2.0, -1.5]	12	NA	2	1	1	3	5
(-2.5, -2.0]	3	NA	NA	NA	1	1	1
(-3.0, -2.5]	1	NA	NA	1	NA	NA	NA
(-3.5, -3.0]	1	NA	NA	NA	NA	NA	1
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.9 Conditional Exposure by Difficulty for ELA, Grade Eleven**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	6	NA	NA	3	2	NA	1
(5.0, 5.5]	9	2	2	2	1	1	1
(4.5, 5.0]	25	NA	NA	18	2	1	4
(4.0, 4.5]	70	5	1	22	10	17	15
(3.5, 4.0]	111	6	5	24	4	48	24
(3.0, 3.5]	176	5	3	40	5	50	73
(2.5, 3.0]	250	13	11	64	8	14	140
(2.0, 2.5]	347	20	10	62	18	40	197
(1.5, 2.0]	412	9	7	72	12	47	265
(1.0, 1.5]	315	3	2	73	7	22	208
(0.5, 1.0]	315	4	6	79	11	25	190
(0, 0.5]	225	3	5	69	6	20	122
(-0.5, 0]	173	2	4	51	7	17	92
(-1.0, -0.5]	97	1	3	35	2	17	39
(-1.5, -1.0]	25	NA	5	4	NA	6	10
(-2.0, -1.5]	10	NA	1	NA	2	4	3
(-2.5, -2.0]	1	NA	NA	NA	NA	1	NA
(-3.0, -2.5]	NA	NA	NA	NA	NA	NA	NA
(-3.5, -3.0]	NA	NA	NA	NA	NA	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.10 Conditional Exposure by Difficulty for Mathematics, Grade Three**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	NA	NA	NA	NA	NA	NA	NA
(4.0, 4.5]	NA	NA	NA	NA	NA	NA	NA
(3.5, 4.0]	NA	NA	NA	NA	NA	NA	NA
(3.0, 3.5]	2	NA	NA	2	NA	NA	NA
(2.5, 3.0]	NA	NA	NA	NA	NA	NA	NA
(2.0, 2.5]	4	NA	NA	NA	2	1	1
(1.5, 2.0]	7	NA	NA	1	NA	6	NA
(1.0, 1.5]	20	NA	NA	NA	2	9	9
(0.5, 1.0]	78	NA	NA	NA	4	16	58
(0, 0.5]	164	NA	NA	7	1	21	135
(-0.5, 0]	210	NA	NA	3	8	18	181
(-1.0, -0.5]	207	NA	NA	8	25	4	170
(-1.5, -1.0]	197	NA	NA	2	17	12	166
(-2.0, -1.5]	215	3	NA	3	13	60	136
(-2.5, -2.0]	104	NA	NA	NA	8	8	88
(-3.0, -2.5]	50	NA	NA	NA	3	11	36
(-3.5, -3.0]	16	NA	NA	1	1	10	4
<= -3.5	2	NA	NA	NA	NA	2	NA

**Table 8.C.11 Conditional Exposure by Difficulty for Mathematics, Grade Four**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	NA	NA	NA	NA	NA	NA	NA
(4.5, 5.0]	NA	NA	NA	NA	NA	NA	NA
(4.0, 4.5]	1	NA	NA	NA	NA	NA	1
(3.5, 4.0]	NA	NA	NA	NA	NA	NA	NA
(3.0, 3.5]	1	NA	NA	NA	NA	1	NA
(2.5, 3.0]	3	NA	NA	NA	NA	3	NA
(2.0, 2.5]	19	NA	NA	1	2	7	9
(1.5, 2.0]	38	NA	NA	NA	3	11	24
(1.0, 1.5]	89	NA	NA	NA	3	23	63
(0.5, 1.0]	202	NA	NA	NA	2	34	166
(0, 0.5]	249	NA	NA	1	NA	20	228
(-0.5, 0]	287	NA	NA	4	3	29	251
(-1.0, -0.5]	204	NA	NA	4	NA	6	194
(-1.5, -1.0]	149	NA	NA	3	NA	3	143
(-2.0, -1.5]	83	NA	NA	NA	NA	9	74
(-2.5, -2.0]	42	1	NA	NA	NA	2	39
(-3.0, -2.5]	26	9	NA	NA	NA	5	12
(-3.5, -3.0]	8	5	NA	NA	NA	1	2
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.12 Conditional Exposure by Difficulty for Mathematics, Grade Five**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	2	NA	NA	NA	NA	1	1
(4.5, 5.0]	NA	NA	NA	NA	NA	NA	NA
(4.0, 4.5]	1	NA	NA	NA	NA	NA	1
(3.5, 4.0]	3	NA	NA	NA	NA	1	2
(3.0, 3.5]	7	NA	NA	1	3	3	NA
(2.5, 3.0]	20	NA	NA	NA	2	13	5
(2.0, 2.5]	53	NA	NA	1	5	18	29
(1.5, 2.0]	132	NA	1	1	6	43	81
(1.0, 1.5]	182	NA	NA	5	9	31	137
(0.5, 1.0]	250	NA	1	1	6	46	196
(0, 0.5]	288	NA	NA	4	6	34	244
(-0.5, 0]	180	NA	NA	NA	NA	12	168
(-1.0, -0.5]	109	NA	NA	1	NA	5	103
(-1.5, -1.0]	41	NA	NA	NA	NA	NA	41
(-2.0, -1.5]	32	1	4	2	1	NA	24
(-2.5, -2.0]	27	2	6	NA	NA	3	16
(-3.0, -2.5]	20	8	2	1	NA	3	6
(-3.5, -3.0]	5	3	NA	NA	1	1	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA



**Table 8.C.13 Conditional Exposure by Difficulty for Mathematics, Grade Six**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	NA	NA	NA	NA	NA	NA	NA
(5.5, 6.0]	NA	NA	NA	NA	NA	NA	NA
(5.0, 5.5]	1	NA	NA	NA	NA	1	NA
(4.5, 5.0]	1	NA	NA	NA	NA	1	NA
(4.0, 4.5]	3	NA	NA	NA	2	1	NA
(3.5, 4.0]	12	NA	NA	NA	1	8	3
(3.0, 3.5]	25	NA	NA	NA	1	5	19
(2.5, 3.0]	43	NA	NA	NA	4	10	29
(2.0, 2.5]	117	NA	NA	NA	4	32	81
(1.5, 2.0]	179	NA	2	NA	7	50	120
(1.0, 1.5]	210	NA	NA	NA	7	49	154
(0.5, 1.0]	196	NA	NA	1	5	37	153
(0, 0.5]	128	NA	NA	NA	11	12	105
(-0.5, 0]	86	NA	NA	NA	4	6	76
(-1.0, -0.5]	71	NA	NA	NA	NA	14	57
(-1.5, -1.0]	32	NA	NA	NA	NA	13	19
(-2.0, -1.5]	32	NA	NA	NA	2	15	15
(-2.5, -2.0]	18	NA	NA	NA	1	3	14
(-3.0, -2.5]	13	NA	NA	NA	5	3	5
(-3.5, -3.0]	3	NA	NA	1	2	NA	NA
<= -3.5	1	NA	NA	NA	NA	NA	1

**Table 8.C.14 Conditional Exposure by Difficulty for Mathematics, Grade Seven**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	1	NA	NA	NA	NA	NA	1
(5.5, 6.0]	1	NA	NA	NA	NA	1	NA
(5.0, 5.5]	7	NA	NA	NA	5	2	NA
(4.5, 5.0]	7	NA	NA	NA	2	3	2
(4.0, 4.5]	13	NA	NA	NA	1	8	4
(3.5, 4.0]	20	NA	NA	NA	1	9	10
(3.0, 3.5]	39	NA	NA	NA	1	9	29
(2.5, 3.0]	114	NA	NA	NA	6	41	67
(2.0, 2.5]	185	NA	NA	1	10	70	104
(1.5, 2.0]	216	NA	NA	1	5	53	157
(1.0, 1.5]	192	NA	NA	NA	3	37	152
(0.5, 1.0]	100	NA	NA	NA	NA	4	96
(0, 0.5]	61	NA	NA	NA	NA	3	58
(-0.5, 0]	32	NA	NA	NA	NA	NA	32
(-1.0, -0.5]	28	1	NA	NA	NA	NA	27
(-1.5, -1.0]	22	6	NA	2	NA	NA	14
(-2.0, -1.5]	18	5	NA	1	NA	NA	12
(-2.5, -2.0]	4	2	NA	NA	NA	NA	2
(-3.0, -2.5]	NA	NA	NA	NA	NA	NA	NA
(-3.5, -3.0]	1	NA	NA	NA	NA	1	NA
<= -3.5	1	1	NA	NA	NA	NA	NA

**Table 8.C.15 Conditional Exposure by Difficulty for Mathematics, Grade Eight**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	2	NA	NA	NA	1	1	NA
(5.5, 6.0]	12	NA	NA	NA	10	2	NA
(5.0, 5.5]	12	NA	NA	NA	9	3	NA
(4.5, 5.0]	18	NA	NA	NA	10	5	3
(4.0, 4.5]	28	NA	NA	NA	8	8	12
(3.5, 4.0]	53	NA	NA	NA	12	11	30
(3.0, 3.5]	85	NA	NA	NA	7	28	50
(2.5, 3.0]	120	NA	NA	NA	8	29	83
(2.0, 2.5]	153	NA	1	NA	18	18	116
(1.5, 2.0]	128	NA	NA	NA	3	21	104
(1.0, 1.5]	93	NA	NA	NA	3	12	78
(0.5, 1.0]	52	NA	NA	NA	NA	4	48
(0, 0.5]	56	NA	NA	NA	2	5	49
(-0.5, 0]	38	NA	NA	NA	NA	6	32
(-1.0, -0.5]	37	NA	NA	NA	NA	3	34
(-1.5, -1.0]	19	NA	NA	NA	NA	5	14
(-2.0, -1.5]	13	3	NA	NA	NA	4	6
(-2.5, -2.0]	1	1	NA	NA	NA	NA	NA
(-3.0, -2.5]	NA	NA	NA	NA	NA	NA	NA
(-3.5, -3.0]	NA	NA	NA	NA	NA	NA	NA
<= -3.5	NA	NA	NA	NA	NA	NA	NA

**Table 8.C.16 Conditional Exposure by Difficulty for Mathematics, Grade Eleven**

<b><i>b</i>-value</b>	<b>No. of Items</b>	<b>Frequency=0</b>	<b>1&lt;=Frequency&lt;100</b>	<b>100&lt;=Frequency&lt;500</b>	<b>500&lt;=Frequency&lt;1000</b>	<b>1000&lt;=Frequency&lt;3000</b>	<b>Frequency&gt;=3000</b>
> 6.0	34	NA	1	24	2	4	3
(5.5, 6.0]	35	NA	NA	24	6	1	4
(5.0, 5.5]	48	NA	NA	32	12	2	2
(4.5, 5.0]	100	NA	NA	61	19	18	2
(4.0, 4.5]	127	NA	NA	55	19	34	19
(3.5, 4.0]	251	NA	NA	27	42	109	73
(3.0, 3.5]	334	NA	NA	40	66	125	103
(2.5, 3.0]	436	NA	1	42	92	169	132
(2.0, 2.5]	383	NA	NA	23	89	134	137
(1.5, 2.0]	313	NA	NA	18	50	91	154
(1.0, 1.5]	224	NA	NA	3	4	48	169
(0.5, 1.0]	155	NA	NA	2	1	42	110
(0, 0.5]	102	NA	NA	NA	1	23	78
(-0.5, 0]	54	NA	NA	NA	NA	6	48
(-1.0, -0.5]	43	2	NA	NA	NA	6	35
(-1.5, -1.0]	32	1	NA	NA	1	5	25
(-2.0, -1.5]	13	2	NA	NA	1	6	4
(-2.5, -2.0]	7	NA	NA	NA	4	1	2
(-3.0, -2.5]	1	NA	1	NA	NA	NA	NA
(-3.5, -3.0]	3	NA	NA	3	NA	NA	NA
<= -3.5	1	NA	NA	NA	1	NA	NA

## Appendix 8.D: Reliability Analyses

**Table 8.D.1 Reliabilities of Claims and Intercorrelations for ELA, Grade Three**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	14–16	14–16	1.00	NA	NA	NA	0.77	0.53
Claim 2	12	10	0.72	1.00	NA	NA	0.79	0.52
Claim 3	8–9	8	0.65	0.63	1.00	NA	0.51	0.84
Claim 4	8–9	9	0.69	0.69	0.60	1.00	0.68	0.70

**Table 8.D.2 Reliabilities of Claims and Intercorrelations for ELA, Grade Four**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	14–16	14–16	1.00	NA	NA	NA	0.71	0.62
Claim 2	12	10	0.70	1.00	NA	NA	0.77	0.56
Claim 3	8–9	8	0.63	0.62	1.00	NA	0.57	0.86
Claim 4	8–9	9	0.67	0.69	0.61	1.00	0.66	0.75

**Table 8.D.3 Reliabilities of Claims and Intercorrelations for ELA, Grade Five**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	14–16	14–16	1.00	NA	NA	NA	0.72	0.61
Claim 2	12	10	0.71	1.00	NA	NA	0.79	0.56
Claim 3	8–9	8–9	0.66	0.64	1.00	NA	0.54	0.88
Claim 4	8–9	9	0.72	0.73	0.65	1.00	0.74	0.66

**Table 8.D.4 Reliabilities of Claims and Intercorrelations for ELA, Grade Six**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	13–17	14–16	1.00	NA	NA	NA	0.71	0.64
Claim 2	12	10	0.73	1.00	NA	NA	0.80	0.51
Claim 3	8–9	8–9	0.66	0.67	1.00	NA	0.47	0.89
Claim 4	8–9	9	0.69	0.73	0.63	1.00	0.70	0.74

**Table 8.D.5 Reliabilities of Claims and Intercorrelations for ELA, Grade Seven**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	13–17	14–16	1.00	NA	NA	NA	0.75	0.61
Claim 2	12	10	0.73	1.00	NA	NA	0.78	0.56
Claim 3	8–9	8–9	0.67	0.65	1.00	NA	0.50	0.89
Claim 4	8–9	9	0.73	0.74	0.64	1.00	0.69	0.74

**Table 8.D.6 Reliabilities of Claims and Intercorrelations for ELA, Grade Eight**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	13–17	16	1.00	NA	NA	NA	0.76	0.60
Claim 2	12	10	0.74	1.00	NA	NA	0.77	0.58
Claim 3	8–9	8–9	0.64	0.62	1.00	NA	0.37	0.99
Claim 4	8–9	9	0.73	0.73	0.60	1.00	0.67	0.75

**Table 8.D.7 Reliabilities of Claims and Intercorrelations for ELA, Grade Eleven**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	15–16	15–16	1.00	NA	NA	NA	0.74	0.65
Claim 2	12	10	0.76	1.00	NA	NA	0.76	0.65
Claim 3	8–9	8–9	0.68	0.66	1.00	NA	0.47	0.98
Claim 4	8–9	9	0.73	0.77	0.63	1.00	0.66	0.82

**Table 8.D.8 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Three**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	17–20	20	1.00	NA	NA	0.89	0.34
Claim 2	8–10	8	0.78	1.00	NA	0.72	0.54
Claim 3	8–10	8	0.78	0.73	1.00	0.70	0.59

**Table 8.D.9 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Four**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	17–20	20	1.00	NA	NA	0.90	0.35
Claim 2	8–10	8	0.80	1.00	NA	0.73	0.54
Claim 3	8–10	8	0.80	0.74	1.00	0.72	0.59

**Table 8.D.10 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Five**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	17–20	20	1.00	NA	NA	0.89	0.40
Claim 2	8–10	8	0.76	1.00	NA	0.67	0.60
Claim 3	8–10	8	0.77	0.70	1.00	0.67	0.70

**Table 8.D.11 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Six**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	16–20	19	1.00	NA	NA	0.89	0.44
Claim 2	8–10	8	0.84	1.00	NA	0.72	0.65
Claim 3	8–10	8	0.80	0.76	1.00	0.71	0.73

**Table 8.D.12 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Seven**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	16–20	20	1.00	NA	NA	0.89	0.46
Claim 2	8–10	8	0.81	1.00	NA	0.66	0.77
Claim 3	8–10	8	0.79	0.73	1.00	0.63	0.87

**Table 8.D.13 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eight**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	16–20	20	1.00	NA	NA	0.88	0.53
Claim 2	8–10	8	0.81	1.00	NA	0.73	0.75
Claim 3	8–10	8	0.81	0.74	1.00	0.66	0.89

**Table 8.D.14 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eleven**

<b>Claim</b>	<b>No. of Items</b>	<b>FT No. of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliability</b>	<b>SEM</b>
Claim 1	19–22	22	1.00	NA	NA	0.89	0.52
Claim 2	8–10	8	0.78	1.00	NA	0.57	1.00
Claim 3	8–10	8	0.75	0.67	1.00	0.51	1.11

**Table 8.D.15 Reliabilities and SEMs by Gender**

<b>Content Area/Grade</b>	<b>Male N</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female N</b>	<b>Female Reliability</b>	<b>Female SEM</b>
ELA 3	230,178	0.93	0.29	217,343	0.93	0.28
ELA 4	231,484	0.92	0.31	220,053	0.92	0.31
ELA 5	239,030	0.93	0.31	227,481	0.93	0.30
ELA 6	233,048	0.93	0.31	222,959	0.92	0.30
ELA 7	230,728	0.93	0.32	219,245	0.92	0.31
ELA 8	229,984	0.92	0.32	218,659	0.92	0.32
ELA 11	217,370	0.93	0.36	208,103	0.92	0.35
Mathematics 3	229,109	0.94	0.25	218,588	0.94	0.24
Mathematics 4	230,595	0.95	0.25	222,331	0.94	0.25
Mathematics 5	239,386	0.94	0.30	230,717	0.93	0.30
Mathematics 6	229,647	0.94	0.32	224,002	0.94	0.31
Mathematics 7	229,546	0.94	0.36	221,318	0.93	0.35
Mathematics 8	225,546	0.94	0.38	217,722	0.93	0.37
Mathematics 11	218,691	0.93	0.43	214,373	0.92	0.41

**Table 8.D.16 Reliabilities and SEMs by Economic Status**

<b>Content Area/Grade</b>	<b>No Economic Disadvantage N</b>	<b>No Economic Disadvantage Reliability</b>	<b>No Economic Disadvantage SEM</b>	<b>Economic Disadvantage N</b>	<b>Economic Disadvantage Reliability</b>	<b>Economic Disadvantage SEM</b>
ELA 3	167,793	0.92	0.27	279,728	0.91	0.29
ELA 4	169,413	0.91	0.30	282,124	0.91	0.31
ELA 5	174,397	0.92	0.30	292,114	0.92	0.31
ELA 6	173,590	0.91	0.30	282,417	0.91	0.31
ELA 7	176,887	0.91	0.31	273,086	0.92	0.32
ELA 8	179,828	0.91	0.32	268,815	0.91	0.32
ELA 11	181,551	0.92	0.35	243,922	0.92	0.36
Mathematics 3	167,975	0.94	0.23	279,722	0.93	0.25
Mathematics 4	169,999	0.94	0.24	282,927	0.93	0.26
Mathematics 5	176,338	0.94	0.27	293,765	0.91	0.32
Mathematics 6	173,781	0.94	0.29	279,868	0.92	0.34
Mathematics 7	178,446	0.94	0.31	272,418	0.91	0.38
Mathematics 8	176,437	0.94	0.34	266,831	0.91	0.40
Mathematics 11	189,627	0.94	0.38	243,437	0.90	0.45



**Table 8.D.17 Reliabilities and SEMs by Special Education Services Status**

<b>Content Area/Grade</b>	<b>No Special Education Services N</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services N</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>
ELA 3	398,496	0.92	0.28	49,025	0.90	0.32
ELA 4	398,896	0.92	0.30	52,641	0.89	0.34
ELA 5	411,160	0.92	0.30	55,351	0.90	0.34
ELA 6	403,111	0.92	0.30	52,896	0.89	0.34
ELA 7	400,278	0.92	0.31	49,695	0.89	0.35
ELA 8	400,609	0.92	0.32	48,034	0.87	0.35
ELA 11	386,897	0.92	0.35	38,576	0.88	0.39
Mathematics 3	400,119	0.94	0.24	47,578	0.93	0.29
Mathematics 4	401,246	0.94	0.24	51,680	0.92	0.30
Mathematics 5	415,047	0.93	0.29	55,056	0.89	0.37
Mathematics 6	403,863	0.94	0.31	49,786	0.89	0.40
Mathematics 7	402,851	0.93	0.34	48,013	0.86	0.46
Mathematics 8	397,033	0.93	0.37	46,235	0.85	0.47
Mathematics 11	396,147	0.93	0.41	36,917	0.79	0.55

**Table 8.D.18 Reliabilities and SEMs by Accommodations**

Content Area/Grade	No Accommodations N	No Accommodations Reliability	No Accommodations SEM	Accommodations N	Accommodations Reliability	Accommodations SEM
ELA 3	16,401	0.82	0.33	35,951	0.92	0.31
ELA 4	19,259	0.82	0.36	37,797	0.91	0.33
ELA 5	20,524	0.84	0.35	40,323	0.92	0.33
ELA 6	19,881	0.83	0.35	39,105	0.91	0.33
ELA 7	18,631	0.84	0.36	37,799	0.91	0.34
ELA 8	17,879	0.82	0.36	37,540	0.91	0.34
ELA 11	6,868	0.84	0.40	40,023	0.91	0.38
Mathematics 3	5,255	0.90	0.31	45,648	0.94	0.28
Mathematics 4	18,120	0.86	0.32	37,960	0.94	0.28
Mathematics 5	23,768	0.80	0.39	36,784	0.92	0.34
Mathematics 6	21,463	0.82	0.43	34,392	0.92	0.37
Mathematics 7	19,568	0.76	0.49	35,142	0.91	0.42
Mathematics 8	18,192	0.75	0.49	35,349	0.91	0.44
Mathematics 11	7,853	0.70	0.57	37,519	0.87	0.51

**Notes:**

- “No Accommodations” indicate students who have an individualized education program (IEP) or Section 504 plan but were not provided any accommodations in the test.
- “Accommodations” indicate students who have an IEP or Section 504 plan and receive accommodations.
- Refer to subsection [2.5 Universal Tools, Designated Supports, and Accommodations](#) in [Chapter 2: Overview of California Assessment of Student Performance and Progress \(CAASPP\) Smarter Balanced Processes](#) for accommodation conditions.

**Table 8.D.19 Reliabilities and SEMs by English–Language Fluency**

<b>Content Area/Grade</b>	<b>English Only N</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>Initially Designated Fluent N</b>	<b>Initially Designated Fluent Reliability</b>	<b>Initially Designated Fluent SEM</b>
ELA 3	262,367	0.93	0.28	16,131	0.91	0.27
ELA 4	260,507	0.92	0.31	16,290	0.90	0.30
ELA 5	263,227	0.93	0.30	18,008	0.91	0.30
ELA 6	253,520	0.92	0.30	18,014	0.90	0.30
ELA 7	247,247	0.93	0.31	19,949	0.91	0.31
ELA 8	244,404	0.92	0.32	21,404	0.91	0.32
ELA 11	227,037	0.92	0.35	29,874	0.91	0.34
Mathematics 3	260,993	0.94	0.24	15,891	0.94	0.23
Mathematics 4	260,106	0.94	0.25	16,126	0.94	0.23
Mathematics 5	264,330	0.94	0.29	18,072	0.94	0.26
Mathematics 6	251,634	0.94	0.31	17,768	0.94	0.28
Mathematics 7	247,333	0.94	0.34	19,872	0.94	0.31
Mathematics 8	240,693	0.94	0.37	20,521	0.94	0.34
Mathematics 11	232,115	0.93	0.41	31,434	0.94	0.37

**Table 8.D.20 Reliabilities and SEMs by English–Language Fluency (Continued)**

<b>Content Area/Grade</b>	<b>English Learner N</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>Reclassified Fluent N</b>	<b>Reclassified Fluent Reliability</b>	<b>Reclassified Fluent SEM</b>
ELA 3	122,066	0.88	0.30	46,101	0.89	0.27
ELA 4	109,174	0.86	0.33	64,790	0.87	0.29
ELA 5	97,804	0.87	0.32	86,801	0.89	0.29
ELA 6	77,617	0.86	0.32	106,204	0.89	0.29
ELA 7	64,892	0.85	0.34	117,226	0.90	0.30
ELA 8	52,951	0.83	0.35	129,367	0.90	0.31
ELA 11	41,740	0.84	0.39	126,158	0.90	0.34
Mathematics 3	123,668	0.92	0.26	45,895	0.92	0.23
Mathematics 4	110,988	0.90	0.28	64,514	0.92	0.23
Mathematics 5	99,898	0.86	0.35	86,773	0.92	0.27
Mathematics 6	77,519	0.88	0.38	105,778	0.93	0.29
Mathematics 7	65,782	0.84	0.44	116,844	0.92	0.33
Mathematics 8	53,733	0.84	0.46	127,500	0.92	0.36
Mathematics 11	41,402	0.80	0.55	127,317	0.92	0.41

**Table 8.D.21 Reliabilities and SEMs by Primary Ethnicity**

<b>Content Area Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
ELA 3	2,219	0.92	0.29	39,320	0.92	0.27
ELA 4	2,283	0.91	0.32	38,948	0.92	0.30
ELA 5	2,402	0.92	0.31	39,896	0.92	0.30
ELA 6	2,393	0.92	0.31	39,702	0.92	0.30
ELA 7	2,370	0.92	0.32	40,256	0.91	0.31
ELA 8	2,389	0.92	0.33	40,434	0.91	0.32
ELA 11	2,450	0.92	0.36	38,161	0.91	0.35
Mathematics 3	2,207	0.93	0.25	39,316	0.94	0.23
Mathematics 4	2,274	0.93	0.26	38,985	0.94	0.23
Mathematics 5	2,398	0.91	0.32	40,333	0.94	0.26
Mathematics 6	2,344	0.93	0.34	39,406	0.94	0.28
Mathematics 7	2,353	0.91	0.37	40,175	0.94	0.30
Mathematics 8	2,350	0.92	0.40	37,973	0.95	0.32
Mathematics 11	2,435	0.91	0.45	41,396	0.95	0.34

**Table 8.D.22 Reliabilities and SEMs by Primary Ethnicity (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
ELA 3	2,030	0.91	0.28	8,539	0.92	0.27
ELA 4	2,123	0.91	0.31	8,634	0.91	0.30
ELA 5	2,122	0.92	0.30	9,780	0.91	0.30
ELA 6	2,209	0.92	0.30	10,270	0.90	0.30
ELA 7	2,317	0.92	0.31	10,791	0.90	0.31
ELA 8	2,219	0.91	0.32	11,572	0.90	0.31
ELA 11	2,203	0.91	0.35	12,428	0.90	0.34
Mathematics 3	2,033	0.93	0.24	8,642	0.93	0.23
Mathematics 4	2,133	0.93	0.25	8,769	0.94	0.23
Mathematics 5	2,141	0.92	0.30	9,976	0.93	0.26
Mathematics 6	2,209	0.93	0.32	10,372	0.94	0.28
Mathematics 7	2,316	0.92	0.36	10,918	0.93	0.31
Mathematics 8	2,199	0.92	0.38	11,486	0.94	0.34
Mathematics 11	2,198	0.90	0.43	12,954	0.93	0.37

**Table 8.D.23 Reliabilities and SEMs by Primary Ethnicity (Continued)**

<b>Content Area/Grade</b>	<b>Hispanic or Latino N</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American N</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White N</b>	<b>White Reliability</b>	<b>White SEM</b>
ELA 3	249,991	0.91	0.29	24,372	0.91	0.30	99,842	0.92	0.27
ELA 4	252,125	0.91	0.31	24,871	0.91	0.32	102,317	0.92	0.30
ELA 5	261,680	0.92	0.31	25,497	0.92	0.32	105,495	0.92	0.30
ELA 6	252,978	0.91	0.31	24,852	0.92	0.31	105,401	0.92	0.30
ELA 7	245,637	0.92	0.32	24,956	0.92	0.33	106,156	0.92	0.31
ELA 8	243,142	0.91	0.32	25,251	0.92	0.33	107,656	0.91	0.32
ELA 11	228,588	0.92	0.36	24,396	0.92	0.37	102,878	0.92	0.35
Mathematics 3	250,167	0.93	0.25	24,152	0.93	0.26	99,927	0.94	0.24
Mathematics 4	253,057	0.93	0.26	24,680	0.93	0.27	102,688	0.94	0.24
Mathematics 5	263,179	0.91	0.31	25,509	0.90	0.33	106,663	0.94	0.27
Mathematics 6	251,267	0.92	0.33	24,237	0.92	0.35	105,554	0.94	0.29
Mathematics 7	245,590	0.91	0.37	24,657	0.90	0.39	107,181	0.94	0.32
Mathematics 8	242,010	0.91	0.40	24,763	0.90	0.41	106,679	0.94	0.35
Mathematics 11	228,189	0.90	0.45	24,043	0.88	0.47	106,906	0.93	0.38

**Table 8.D.24 Reliabilities and SEMs by Migrant Status**

<b>Content Area/Grade</b>	<b>Migrant N</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Non-Migrant N</b>	<b>Non-Migrant Reliability</b>	<b>Non-Migrant SEM</b>
ELA 3	4,017	0.89	0.30	443,504	0.93	0.28
ELA 4	4,060	0.90	0.32	447,477	0.92	0.31
ELA 5	4,174	0.90	0.32	462,337	0.93	0.31
ELA 6	3,877	0.91	0.31	452,130	0.92	0.30
ELA 7	3,584	0.91	0.33	446,389	0.93	0.31
ELA 8	3,536	0.91	0.33	445,107	0.92	0.32
ELA 11	3,145	0.91	0.36	422,328	0.92	0.35
Mathematics 3	4,036	0.92	0.26	443,661	0.94	0.25
Mathematics 4	4,097	0.91	0.27	448,829	0.94	0.25
Mathematics 5	4,224	0.88	0.33	465,879	0.93	0.30
Mathematics 6	3,877	0.91	0.35	449,772	0.94	0.32
Mathematics 7	3,583	0.89	0.40	447,281	0.94	0.35
Mathematics 8	3,565	0.89	0.42	439,703	0.93	0.38
Mathematics 11	3,141	0.88	0.47	429,923	0.93	0.42



**Table 8.D.25 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged**

<b>Content Area/Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
ELA 3	685	0.93	0.28	25,531	0.91	0.27
ELA 4	729	0.91	0.31	25,100	0.89	0.30
ELA 5	784	0.93	0.30	25,294	0.90	0.30
ELA 6	802	0.92	0.30	24,893	0.89	0.30
ELA 7	826	0.92	0.31	25,258	0.88	0.31
ELA 8	870	0.92	0.32	25,108	0.88	0.32
ELA 11	1,028	0.92	0.35	22,070	0.89	0.35
Mathematics 3	683	0.94	0.24	25,330	0.93	0.23
Mathematics 4	724	0.94	0.25	24,885	0.93	0.23
Mathematics 5	783	0.93	0.29	25,366	0.93	0.24
Mathematics 6	793	0.94	0.31	24,436	0.93	0.27
Mathematics 7	822	0.93	0.34	24,978	0.93	0.29
Mathematics 8	854	0.93	0.37	22,858	0.94	0.30
Mathematics 11	1,042	0.92	0.41	24,576	0.94	0.32

**Table 8.D.26 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
ELA 3	642	0.92	0.28	5,425	0.91	0.27
ELA 4	666	0.92	0.30	5,617	0.90	0.30
ELA 5	718	0.92	0.30	6,278	0.91	0.30
ELA 6	739	0.92	0.30	6,649	0.89	0.30
ELA 7	818	0.91	0.31	6,988	0.89	0.30
ELA 8	825	0.91	0.32	7,584	0.89	0.31
ELA 11	948	0.91	0.35	8,334	0.88	0.34
Mathematics 3	646	0.93	0.24	5,477	0.93	0.23
Mathematics 4	666	0.94	0.24	5,704	0.93	0.23
Mathematics 5	724	0.94	0.28	6,411	0.93	0.25
Mathematics 6	741	0.94	0.30	6,719	0.93	0.28
Mathematics 7	819	0.93	0.33	7,099	0.93	0.30
Mathematics 8	822	0.93	0.36	7,514	0.93	0.33
Mathematics 11	962	0.92	0.40	8,757	0.93	0.35

**Table 8.D.27 Reliabilities and SEMs by Primary Ethnicity for Not Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Hispanic or Latino N</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American N</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White N</b>	<b>White Reliability</b>	<b>White SEM</b>
ELA 3	47,066	0.92	0.28	5,397	0.92	0.28	70,090	0.92	0.27
ELA 4	47,272	0.91	0.30	5,792	0.92	0.31	71,832	0.90	0.30
ELA 5	48,437	0.92	0.30	6,175	0.93	0.31	74,597	0.91	0.30
ELA 6	47,808	0.91	0.30	6,230	0.92	0.30	75,084	0.90	0.30
ELA 7	48,216	0.92	0.31	6,786	0.92	0.32	76,952	0.90	0.31
ELA 8	49,563	0.91	0.32	7,155	0.92	0.32	78,539	0.90	0.32
ELA 11	54,663	0.92	0.35	8,290	0.92	0.36	77,209	0.91	0.34
Mathematics 3	47,355	0.93	0.24	5,383	0.94	0.25	70,097	0.93	0.23
Mathematics 4	47,737	0.94	0.24	5,785	0.94	0.25	72,022	0.94	0.23
Mathematics 5	48,978	0.93	0.29	6,207	0.93	0.30	75,536	0.94	0.26
Mathematics 6	48,017	0.93	0.31	6,183	0.93	0.32	75,430	0.93	0.28
Mathematics 7	48,817	0.93	0.34	6,779	0.93	0.36	77,913	0.93	0.30
Mathematics 8	49,587	0.93	0.37	7,074	0.92	0.38	77,689	0.94	0.33
Mathematics 11	55,293	0.91	0.42	8,297	0.91	0.44	81,126	0.94	0.37

**Table 8.D.28 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged**

<b>Content Area/Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
ELA 3	1,534	0.90	0.30	13,789	0.93	0.28
ELA 4	1,554	0.90	0.32	13,848	0.92	0.30
ELA 5	1,618	0.91	0.32	14,602	0.93	0.30
ELA 6	1,591	0.91	0.31	14,809	0.92	0.30
ELA 7	1,544	0.91	0.33	14,998	0.92	0.31
ELA 8	1,519	0.91	0.33	15,326	0.92	0.32
ELA 11	1,422	0.91	0.37	16,091	0.92	0.35
Mathematics 3	1,524	0.92	0.26	13,986	0.94	0.24
Mathematics 4	1,550	0.92	0.27	14,100	0.94	0.24
Mathematics 5	1,615	0.90	0.33	14,967	0.94	0.28
Mathematics 6	1,551	0.91	0.35	14,970	0.94	0.29
Mathematics 7	1,531	0.89	0.39	15,197	0.94	0.32
Mathematics 8	1,496	0.90	0.41	15,115	0.94	0.34
Mathematics 11	1,393	0.88	0.47	16,820	0.94	0.37

**Table 8.D.29 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
ELA 3	1,388	0.90	0.29	3,114	0.92	0.27
ELA 4	1,457	0.90	0.31	3,017	0.91	0.30
ELA 5	1,404	0.91	0.31	3,502	0.92	0.30
ELA 6	1,470	0.91	0.30	3,621	0.91	0.30
ELA 7	1,499	0.91	0.32	3,803	0.91	0.31
ELA 8	1,394	0.91	0.32	3,988	0.91	0.32
ELA 11	1,255	0.91	0.36	4,094	0.90	0.34
Mathematics 3	1,387	0.92	0.25	3,165	0.93	0.23
Mathematics 4	1,467	0.92	0.26	3,065	0.93	0.24
Mathematics 5	1,417	0.91	0.31	3,565	0.93	0.27
Mathematics 6	1,468	0.92	0.33	3,653	0.93	0.30
Mathematics 7	1,497	0.91	0.37	3,819	0.93	0.32
Mathematics 8	1,377	0.91	0.39	3,972	0.93	0.36
Mathematics 11	1,236	0.88	0.45	4,197	0.92	0.39

**Table 8.D.30 Reliabilities and SEMs by Primary Ethnicity for Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Hispanic or Latino N</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American N</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White N</b>	<b>White Reliability</b>	<b>White SEM</b>
ELA 3	202,925	0.91	0.29	18,975	0.90	0.30	29,752	0.92	0.28
ELA 4	204,853	0.90	0.32	19,079	0.90	0.32	30,485	0.91	0.31
ELA 5	213,243	0.91	0.31	19,322	0.91	0.32	30,898	0.92	0.31
ELA 6	205,170	0.91	0.31	18,622	0.91	0.32	30,317	0.91	0.30
ELA 7	197,421	0.91	0.32	18,170	0.91	0.33	29,204	0.92	0.31
ELA 8	193,579	0.91	0.32	18,096	0.90	0.33	29,117	0.92	0.32
ELA 11	173,925	0.91	0.36	16,106	0.91	0.37	25,669	0.92	0.36
Mathematics 3	202,812	0.92	0.25	18,769	0.92	0.27	29,830	0.93	0.25
Mathematics 4	205,320	0.92	0.26	18,895	0.92	0.28	30,666	0.93	0.25
Mathematics 5	214,201	0.90	0.32	19,302	0.89	0.34	31,127	0.92	0.30
Mathematics 6	203,250	0.92	0.34	18,054	0.91	0.37	30,124	0.93	0.32
Mathematics 7	196,773	0.90	0.38	17,878	0.88	0.41	29,268	0.92	0.35
Mathematics 8	192,423	0.90	0.40	17,689	0.88	0.43	28,990	0.92	0.38
Mathematics 11	172,896	0.89	0.46	15,746	0.86	0.49	25,780	0.91	0.43

**Table 8.D.31 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Three**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	14–16	14–16	0.77	0.53	0.77	0.52	0.76	0.51	0.73	0.53	0.67	0.55	0.77	0.53
Claim 2	12	10	0.78	0.52	0.79	0.51	0.77	0.50	0.76	0.53	0.74	0.54	0.79	0.52
Claim 3	8–9	8	0.51	0.84	0.51	0.83	0.48	0.79	0.46	0.86	0.40	0.90	0.51	0.83
Claim 4	8–9	9	0.68	0.71	0.67	0.69	0.67	0.66	0.64	0.72	0.59	0.73	0.68	0.70

**Table 8.D.32 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Four**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	14–16	14–16	0.71	0.63	0.71	0.61	0.71	0.57	0.66	0.64	0.60	0.67	0.71	0.62
Claim 2	12	10	0.77	0.57	0.76	0.56	0.73	0.56	0.76	0.56	0.75	0.57	0.77	0.56
Claim 3	8–9	8	0.58	0.86	0.56	0.85	0.53	0.83	0.53	0.88	0.52	0.90	0.57	0.86
Claim 4	8–9	9	0.66	0.76	0.66	0.74	0.64	0.71	0.62	0.77	0.60	0.79	0.66	0.75

**Table 8.D.33 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Five**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	14–16	14–16	0.72	0.62	0.73	0.60	0.71	0.59	0.67	0.63	0.61	0.64	0.72	0.61
Claim 2	12	10	0.79	0.56	0.78	0.55	0.76	0.55	0.77	0.56	0.75	0.57	0.79	0.56
Claim 3	8–9	8–9	0.55	0.88	0.53	0.87	0.49	0.86	0.51	0.89	0.48	0.90	0.54	0.88
Claim 4	8–9	9	0.74	0.67	0.74	0.65	0.72	0.64	0.71	0.67	0.69	0.68	0.74	0.66

**Table 8.D.34 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Six**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	13–17	14–16	0.71	0.65	0.71	0.63	0.70	0.60	0.66	0.66	0.61	0.68	0.71	0.64
Claim 2	12	10	0.80	0.52	0.79	0.51	0.77	0.51	0.79	0.51	0.78	0.51	0.80	0.51
Claim 3	8–9	8-9	0.48	0.89	0.45	0.89	0.34	0.92	0.47	0.88	0.48	0.88	0.47	0.89
Claim 4	8–9	9	0.69	0.75	0.69	0.72	0.67	0.69	0.67	0.76	0.66	0.77	0.70	0.74



**Table 8.D.35 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Seven**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	13–17	14–16	0.75	0.62	0.74	0.60	0.74	0.59	0.71	0.63	0.67	0.65	0.75	0.61
Claim 2	12	10	0.78	0.57	0.76	0.55	0.74	0.55	0.76	0.57	0.75	0.58	0.78	0.56
Claim 3	8–9	8–9	0.51	0.89	0.48	0.90	0.39	0.91	0.49	0.89	0.49	0.88	0.50	0.89
Claim 4	8–9	9	0.68	0.76	0.68	0.73	0.65	0.71	0.66	0.77	0.65	0.77	0.69	0.74

**Table 8.D.36 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Eight**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	13–17	16	0.75	0.61	0.75	0.58	0.74	0.58	0.72	0.61	0.68	0.63	0.76	0.60
Claim 2	12	10	0.77	0.58	0.74	0.57	0.73	0.58	0.75	0.57	0.74	0.58	0.76	0.58
Claim 3	8–9	8–9	0.40	0.98	0.34	0.99	0.31	0.99	0.35	0.99	0.34	0.99	0.37	0.99
Claim 4	8–9	9	0.66	0.77	0.67	0.73	0.66	0.71	0.64	0.77	0.61	0.80	0.67	0.75

**Table 8.D.37 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—ELA, Grade Eleven**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	15–16	15–16	0.74	0.66	0.72	0.64	0.72	0.64	0.72	0.66	0.71	0.68	0.73	0.65
Claim 2	12	10	0.77	0.66	0.75	0.64	0.74	0.64	0.75	0.66	0.74	0.66	0.76	0.65
Claim 3	8–9	8–9	0.49	0.98	0.44	0.98	0.43	0.98	0.45	0.99	0.45	0.99	0.47	0.98
Claim 4	8–9	9	0.67	0.83	0.65	0.80	0.64	0.79	0.65	0.84	0.64	0.85	0.66	0.82

**Table 8.D.38 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Three**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	17–20	20	0.90	0.34	0.89	0.34	0.88	0.33	0.88	0.34	0.87	0.34	0.89	0.34
Claim 2	8–10	8	0.72	0.54	0.71	0.54	0.73	0.50	0.65	0.56	0.59	0.58	0.72	0.54
Claim 3	8–10	8	0.71	0.60	0.70	0.59	0.73	0.54	0.63	0.63	0.58	0.65	0.70	0.59

**Table 8.D.39 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Four**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	17–20	20	0.90	0.35	0.89	0.34	0.89	0.33	0.88	0.35	0.86	0.36	0.90	0.35
Claim 2	8–10	8	0.74	0.54	0.72	0.54	0.74	0.51	0.67	0.56	0.62	0.58	0.73	0.54
Claim 3	8–10	8	0.73	0.59	0.71	0.58	0.75	0.52	0.64	0.63	0.58	0.65	0.72	0.59

**Table 8.D.40 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Five**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	17–20	20	0.89	0.41	0.88	0.40	0.89	0.37	0.86	0.42	0.82	0.43	0.89	0.40
Claim 2	8–10	8	0.68	0.60	0.66	0.60	0.72	0.53	0.53	0.65	0.40	0.69	0.67	0.60
Claim 3	8–10	8	0.68	0.70	0.66	0.70	0.72	0.63	0.57	0.74	0.47	0.77	0.67	0.70

**Table 8.D.41 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Six**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	16–20	19	0.89	0.45	0.89	0.44	0.88	0.42	0.87	0.46	0.86	0.47	0.89	0.44
Claim 2	8–10	8	0.73	0.65	0.72	0.65	0.76	0.58	0.63	0.70	0.58	0.72	0.72	0.65
Claim 3	8–10	8	0.71	0.74	0.71	0.72	0.75	0.65	0.62	0.77	0.55	0.80	0.71	0.73

**Table 8.D.42 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Seven**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	16–20	20	0.89	0.47	0.89	0.46	0.89	0.43	0.86	0.48	0.84	0.50	0.89	0.46
Claim 2	8–10	8	0.67	0.77	0.66	0.77	0.73	0.67	0.53	0.84	0.41	0.87	0.66	0.77
Claim 3	8–10	8	0.63	0.88	0.63	0.86	0.69	0.77	0.51	0.93	0.41	0.98	0.63	0.87

**Table 8.D.43 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Eight**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	16–20	20	0.88	0.53	0.87	0.52	0.88	0.49	0.85	0.55	0.83	0.57	0.88	0.53
Claim 2	8–10	8	0.73	0.75	0.72	0.74	0.77	0.67	0.63	0.80	0.55	0.84	0.73	0.75
Claim 3	8–10	8	0.66	0.91	0.66	0.86	0.71	0.80	0.57	0.94	0.48	0.99	0.67	0.89

**Table 8.D.44 Claim Reliabilities and SEM by Gender/Economic Status/Migrant Status—Mathematics, Grade Eleven**

Claim	No. of Items	FT No. of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged	Not Economically Disadvantaged SEM	Economically Disadvantaged	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Not Migrant Reliability	Not Migrant SEM
Claim 1	19–22	22	0.89	0.53	0.88	0.51	0.90	0.49	0.86	0.55	0.83	0.57	0.89	0.52
Claim 2	8–10	8	0.59	1.00	0.54	1.00	0.65	0.90	0.42	1.08	0.32	1.11	0.57	1.00
Claim 3	8–10	8	0.52	1.12	0.50	1.09	0.60	1.01	0.36	1.18	0.26	1.21	0.51	1.11

**Table 8.D.45 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Three**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	Initially Fluent English Proficient (IFEP)	Initially Fluent English Proficient (IFEP) SEM	English Learner Reliability	English Learner SEM	Reclassified Fluent English Proficient (RFEP) Reliability	Reclassified Fluent English Proficient (RFEP) SEM
Claim 1	14–16	14–16	0.77	0.52	0.68	0.57	0.78	0.52	0.74	0.51	0.64	0.55	0.71	0.50
Claim 2	12	10	0.78	0.51	0.73	0.58	0.79	0.51	0.75	0.49	0.71	0.54	0.68	0.49
Claim 3	8–9	8	0.50	0.82	0.38	0.95	0.51	0.82	0.44	0.78	0.36	0.89	0.41	0.77
Claim 4	8–9	9	0.67	0.69	0.59	0.76	0.68	0.69	0.66	0.64	0.56	0.74	0.61	0.65

**Table 8.D.46 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Four**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	14–16	14–16	0.71	0.60	0.58	0.71	0.72	0.60	0.70	0.56	0.50	0.68	0.64	0.56
Claim 2	12	10	0.75	0.56	0.73	0.60	0.77	0.56	0.70	0.56	0.70	0.57	0.64	0.55
Claim 3	8–9	8	0.55	0.85	0.51	0.93	0.57	0.85	0.51	0.82	0.44	0.90	0.44	0.83
Claim 4	8–9	9	0.65	0.74	0.55	0.83	0.66	0.74	0.63	0.69	0.51	0.81	0.57	0.70

**Table 8.D.47 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Five**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	14–16	14–16	0.72	0.60	0.57	0.69	0.73	0.60	0.69	0.58	0.48	0.67	0.66	0.57
Claim 2	12	10	0.77	0.55	0.73	0.60	0.78	0.55	0.72	0.55	0.69	0.57	0.69	0.54
Claim 3	8–9	8–9	0.52	0.87	0.47	0.93	0.53	0.87	0.44	0.85	0.38	0.91	0.41	0.86
Claim 4	8–9	9	0.73	0.65	0.65	0.72	0.74	0.65	0.69	0.63	0.60	0.70	0.67	0.63

**Table 8.D.48 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Six**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	13–17	14–16	0.70	0.62	0.52	0.74	0.71	0.63	0.69	0.60	0.41	0.73	0.65	0.61
Claim 2	12	10	0.78	0.50	0.73	0.56	0.80	0.51	0.74	0.51	0.70	0.53	0.72	0.49
Claim 3	8–9	8–9	0.42	0.89	0.44	0.90	0.43	0.90	0.25	0.93	0.38	0.88	0.32	0.89
Claim 4	8–9	9	0.68	0.72	0.56	0.82	0.69	0.73	0.65	0.67	0.53	0.81	0.63	0.71

**Table 8.D.49 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Seven**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	13–17	14–16	0.74	0.60	0.58	0.69	0.75	0.60	0.73	0.58	0.45	0.69	0.71	0.59
Claim 2	12	10	0.76	0.55	0.69	0.62	0.78	0.55	0.73	0.55	0.66	0.61	0.71	0.54
Claim 3	8–9	8–9	0.46	0.89	0.45	0.89	0.47	0.90	0.34	0.91	0.36	0.88	0.39	0.89
Claim 4	8–9	9	0.67	0.73	0.53	0.83	0.68	0.74	0.65	0.70	0.51	0.81	0.63	0.72

**Table 8.D.50 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Eight**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	13–17	16	0.75	0.59	0.58	0.67	0.76	0.59	0.73	0.58	0.42	0.67	0.72	0.58
Claim 2	12	10	0.74	0.57	0.69	0.60	0.76	0.58	0.71	0.58	0.62	0.59	0.70	0.57
Claim 3	8–9	8–9	0.34	0.98	0.32	0.99	0.36	0.99	0.27	0.98	0.21	0.98	0.26	0.99
Claim 4	8–9	9	0.67	0.73	0.43	0.87	0.67	0.74	0.66	0.70	0.35	0.86	0.64	0.73



**Table 8.D.51 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—ELA, Grade Eleven**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	15–16	15–16	0.72	0.64	0.61	0.73	0.73	0.65	0.69	0.63	0.46	0.74	0.69	0.64
Claim 2	12	10	0.75	0.64	0.64	0.71	0.76	0.65	0.72	0.64	0.58	0.71	0.72	0.64
Claim 3	8–9	8–9	0.44	0.98	0.37	1.00	0.46	0.98	0.39	0.98	0.24	1.00	0.38	0.98
Claim 4	8–9	9	0.65	0.80	0.50	0.93	0.66	0.81	0.62	0.78	0.44	0.93	0.62	0.80

**Table 8.D.52 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Three**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	17–20	20	0.89	0.33	0.90	0.36	0.89	0.34	0.87	0.33	0.87	0.34	0.84	0.33
Claim 2	8–10	8	0.71	0.53	0.62	0.62	0.72	0.53	0.73	0.48	0.57	0.59	0.68	0.48
Claim 3	8–10	8	0.70	0.58	0.58	0.70	0.72	0.58	0.74	0.51	0.55	0.66	0.68	0.52

**Table 8.D.53 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Four**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	17–20	20	0.89	0.34	0.88	0.40	0.90	0.34	0.89	0.33	0.85	0.37	0.86	0.33
Claim 2	8–10	8	0.73	0.53	0.65	0.61	0.74	0.53	0.73	0.50	0.56	0.60	0.68	0.51
Claim 3	8–10	8	0.72	0.57	0.55	0.72	0.73	0.57	0.76	0.51	0.50	0.67	0.71	0.52

**Table 8.D.54 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Five**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	17–20	20	0.88	0.39	0.83	0.47	0.89	0.40	0.89	0.37	0.80	0.45	0.86	0.38
Claim 2	8–10	8	0.67	0.59	0.42	0.72	0.69	0.58	0.74	0.52	0.22	0.72	0.65	0.56
Claim 3	8–10	8	0.68	0.68	0.45	0.83	0.69	0.68	0.73	0.61	0.35	0.81	0.65	0.65

**Table 8.D.55 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Six**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	16–20	19	0.88	0.43	0.83	0.53	0.89	0.44	0.88	0.42	0.81	0.51	0.86	0.42
Claim 2	8–10	8	0.72	0.63	0.51	0.84	0.74	0.63	0.77	0.56	0.42	0.79	0.69	0.61
Claim 3	8–10	8	0.71	0.70	0.42	0.88	0.72	0.70	0.76	0.63	0.33	0.87	0.68	0.68

**Table 8.D.56 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Seven**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	16–20	20	0.89	0.45	0.80	0.57	0.89	0.45	0.89	0.43	0.78	0.55	0.87	0.44
Claim 2	8–10	8	0.67	0.75	0.25	0.98	0.69	0.74	0.74	0.66	0.13	0.97	0.63	0.75
Claim 3	8–10	8	0.64	0.84	0.22	1.08	0.65	0.84	0.71	0.75	0.18	1.07	0.60	0.83

**Table 8.D.57 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Eight**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	16–20	20	0.87	0.52	0.77	0.61	0.88	0.52	0.89	0.49	0.75	0.61	0.86	0.52
Claim 2	8–10	8	0.73	0.73	0.37	0.92	0.74	0.73	0.78	0.66	0.27	0.92	0.70	0.74
Claim 3	8–10	8	0.67	0.86	0.30	1.07	0.68	0.86	0.73	0.79	0.24	1.08	0.63	0.86

**Table 8.D.58 Claim Reliabilities and SEM by Special Education Services Status/English Fluency—Mathematics, Grade Eleven**

Claim	No. of Items	FT No. of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	19–22	22	0.89	0.51	0.73	0.65	0.89	0.51	0.90	0.48	0.74	0.65	0.87	0.51
Claim 2	8–10	8	0.58	0.97	NA	1.33	0.59	0.97	0.67	0.88	NA	1.29	0.52	0.99
Claim 3	8–10	8	0.52	1.08	NA	1.34	0.54	1.08	0.61	1.00	NA	1.36	0.47	1.10

Table 8.D.59 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Three

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native Reliability	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.75	0.54	0.76	0.51	0.73	0.53	0.74	0.51	0.73	0.53	0.72	0.55	0.77	0.51
Claim 2	12	10	0.76	0.52	0.78	0.50	0.76	0.51	0.76	0.49	0.76	0.52	0.76	0.54	0.77	0.50
Claim 3	8–9	8	0.49	0.86	0.50	0.79	0.47	0.85	0.48	0.79	0.46	0.86	0.45	0.88	0.50	0.80
Claim 4	8–9	9	0.64	0.73	0.68	0.65	0.66	0.72	0.66	0.66	0.64	0.72	0.63	0.74	0.67	0.68

Table 8.D.60 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Four

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.67	0.64	0.72	0.57	0.66	0.63	0.70	0.57	0.66	0.63	0.65	0.65	0.72	0.58
Claim 2	12	10	0.76	0.56	0.74	0.56	0.75	0.55	0.73	0.56	0.76	0.56	0.76	0.57	0.75	0.56
Claim 3	8–9	8	0.54	0.88	0.55	0.83	0.54	0.87	0.53	0.83	0.53	0.87	0.53	0.89	0.55	0.83
Claim 4	8–9	9	0.61	0.78	0.65	0.70	0.63	0.76	0.65	0.70	0.63	0.77	0.61	0.79	0.65	0.72

**Table 8.D.61 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.70	0.63	0.72	0.59	0.70	0.61	0.70	0.58	0.68	0.62	0.67	0.64	0.72	0.59
Claim 2	12	10	0.78	0.57	0.76	0.56	0.77	0.55	0.74	0.55	0.77	0.56	0.78	0.57	0.77	0.55
Claim 3	8–9	8–9	0.53	0.89	0.52	0.86	0.50	0.88	0.49	0.86	0.51	0.89	0.52	0.89	0.50	0.86
Claim 4	8–9	9	0.72	0.68	0.72	0.63	0.73	0.66	0.71	0.63	0.72	0.67	0.71	0.69	0.73	0.64

**Table 8.D.62 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.67	0.66	0.71	0.60	0.67	0.64	0.69	0.60	0.66	0.66	0.65	0.67	0.70	0.61
Claim 2	12	10	0.80	0.52	0.77	0.52	0.79	0.51	0.74	0.51	0.78	0.51	0.79	0.53	0.78	0.51
Claim 3	8–9	8–9	0.46	0.88	0.34	0.93	0.46	0.88	0.32	0.91	0.47	0.88	0.48	0.88	0.37	0.91
Claim 4	8–9	9	0.67	0.78	0.68	0.67	0.69	0.75	0.66	0.68	0.67	0.76	0.66	0.78	0.67	0.71

**Table 8.D.63 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.72	0.63	0.74	0.58	0.72	0.63	0.72	0.58	0.71	0.63	0.70	0.64	0.74	0.59
Claim 2	12	10	0.76	0.58	0.73	0.55	0.76	0.56	0.70	0.54	0.76	0.56	0.77	0.58	0.75	0.55
Claim 3	8–9	8–9	0.49	0.89	0.38	0.91	0.48	0.88	0.38	0.90	0.49	0.89	0.51	0.89	0.41	0.91
Claim 4	8–9	9	0.65	0.78	0.65	0.69	0.66	0.75	0.64	0.70	0.67	0.76	0.66	0.79	0.66	0.72

**Table 8.D.64 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	16	0.73	0.61	0.73	0.58	0.73	0.60	0.72	0.57	0.72	0.60	0.72	0.62	0.74	0.58
Claim 2	12	10	0.76	0.58	0.71	0.58	0.75	0.57	0.69	0.58	0.74	0.57	0.76	0.58	0.74	0.58
Claim 3	8–9	8–9	0.36	0.98	0.29	0.98	0.33	0.99	0.26	0.98	0.35	0.99	0.37	0.99	0.32	0.99
Claim 4	8–9	9	0.64	0.78	0.64	0.69	0.65	0.76	0.65	0.70	0.64	0.77	0.62	0.80	0.66	0.72

**Table 8.D.65 Claim Reliabilities and SEM by Primary Ethnicity—ELA, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	15–16	15–16	0.73	0.66	0.71	0.64	0.72	0.65	0.68	0.63	0.71	0.66	0.72	0.68	0.72	0.64
Claim 2	12	10	0.75	0.67	0.73	0.64	0.75	0.65	0.69	0.63	0.75	0.65	0.75	0.67	0.75	0.64
Claim 3	8–9	8–9	0.48	0.99	0.42	0.97	0.46	0.99	0.37	0.98	0.45	0.99	0.47	0.99	0.43	0.98
Claim 4	8–9	9	0.65	0.85	0.60	0.77	0.63	0.83	0.57	0.76	0.65	0.83	0.64	0.87	0.64	0.79

**Table 8.D.66 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Three**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.89	0.35	0.88	0.34	0.88	0.33	0.87	0.33	0.88	0.34	0.88	0.35	0.89	0.33
Claim 2	8–10	8	0.67	0.56	0.74	0.49	0.68	0.54	0.72	0.49	0.65	0.56	0.62	0.59	0.73	0.50
Claim 3	8–10	8	0.65	0.64	0.75	0.51	0.66	0.61	0.72	0.53	0.63	0.62	0.61	0.66	0.73	0.55



**Table 8.D.67 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Four**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.89	0.35	0.88	0.33	0.88	0.34	0.88	0.33	0.88	0.35	0.88	0.36	0.89	0.33
Claim 2	8–10	8	0.69	0.55	0.74	0.51	0.69	0.55	0.72	0.51	0.67	0.56	0.65	0.57	0.74	0.51
Claim 3	8–10	8	0.65	0.63	0.77	0.50	0.68	0.61	0.75	0.52	0.65	0.62	0.60	0.66	0.75	0.54

**Table 8.D.68 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.86	0.42	0.89	0.36	0.87	0.40	0.88	0.37	0.85	0.42	0.85	0.44	0.89	0.38
Claim 2	8–10	8	0.56	0.64	0.75	0.51	0.61	0.61	0.71	0.53	0.54	0.64	0.47	0.67	0.71	0.54
Claim 3	8–10	8	0.59	0.75	0.73	0.60	0.64	0.71	0.70	0.62	0.58	0.74	0.53	0.77	0.71	0.64

**Table 8.D.69 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	19	0.88	0.46	0.88	0.42	0.88	0.44	0.87	0.41	0.87	0.46	0.87	0.48	0.88	0.42
Claim 2	8–10	8	0.66	0.69	0.77	0.55	0.68	0.67	0.73	0.57	0.64	0.69	0.60	0.74	0.74	0.59
Claim 3	8–10	8	0.64	0.78	0.77	0.62	0.67	0.73	0.73	0.64	0.62	0.77	0.58	0.80	0.73	0.66

**Table 8.D.70 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.87	0.49	0.89	0.42	0.87	0.47	0.88	0.42	0.86	0.48	0.85	0.50	0.89	0.43
Claim 2	8–10	8	0.56	0.82	0.76	0.62	0.58	0.80	0.70	0.67	0.53	0.83	0.46	0.88	0.71	0.68
Claim 3	8–10	8	0.50	0.93	0.71	0.70	0.56	0.88	0.66	0.75	0.51	0.93	0.47	0.96	0.67	0.78

**Table 8.D.71 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.85	0.54	0.89	0.48	0.86	0.53	0.87	0.49	0.84	0.55	0.84	0.56	0.88	0.50
Claim 2	8–10	8	0.66	0.78	0.79	0.63	0.68	0.77	0.75	0.67	0.63	0.79	0.59	0.83	0.75	0.68
Claim 3	8–10	8	0.60	0.94	0.74	0.73	0.63	0.89	0.69	0.79	0.56	0.94	0.53	0.96	0.70	0.82

**Table 8.D.72 Claim Reliabilities and SEM by Primary Ethnicity—Mathematics, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	19–22	22	0.86	0.55	0.91	0.45	0.86	0.53	0.89	0.47	0.85	0.55	0.84	0.57	0.90	0.49
Claim 2	8–10	8	0.45	1.08	0.71	0.79	0.45	1.04	0.61	0.88	0.39	1.07	0.27	1.17	0.63	0.90
Claim 3	8–10	8	0.37	1.19	0.66	0.89	0.41	1.14	0.55	0.98	0.34	1.18	0.26	1.22	0.58	1.02

**Table 8.D.73 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Three**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.78	0.52	0.71	0.51	0.76	0.51	0.73	0.50	0.76	0.51	0.77	0.52	0.75	0.51
Claim 2	12	10	0.78	0.51	0.73	0.49	0.77	0.50	0.75	0.49	0.77	0.50	0.78	0.51	0.75	0.49
Claim 3	8–9	8	0.49	0.82	0.43	0.77	0.49	0.81	0.47	0.78	0.49	0.81	0.50	0.82	0.45	0.78
Claim 4	8–9	9	0.67	0.70	0.64	0.63	0.68	0.68	0.66	0.65	0.66	0.69	0.67	0.70	0.65	0.66

**Table 8.D.74 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Four**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.70	0.60	0.67	0.56	0.70	0.61	0.69	0.57	0.70	0.59	0.70	0.61	0.69	0.57
Claim 2	12	10	0.74	0.55	0.68	0.57	0.76	0.55	0.71	0.56	0.75	0.56	0.77	0.56	0.71	0.56
Claim 3	8–9	8	0.53	0.83	0.49	0.81	0.58	0.86	0.51	0.82	0.54	0.85	0.56	0.86	0.50	0.82
Claim 4	8–9	9	0.63	0.75	0.60	0.68	0.65	0.74	0.63	0.69	0.64	0.73	0.64	0.75	0.62	0.70

**Table 8.D.75 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.73	0.60	0.66	0.59	0.72	0.60	0.68	0.58	0.71	0.59	0.71	0.61	0.70	0.58
Claim 2	12	10	0.79	0.56	0.70	0.56	0.76	0.56	0.71	0.55	0.77	0.55	0.78	0.56	0.73	0.55
Claim 3	8–9	8–9	0.53	0.87	0.44	0.85	0.48	0.87	0.46	0.86	0.50	0.87	0.53	0.88	0.46	0.86
Claim 4	8–9	9	0.74	0.66	0.66	0.62	0.73	0.66	0.70	0.62	0.73	0.65	0.74	0.66	0.70	0.63

**Table 8.D.76 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.71	0.62	0.66	0.59	0.69	0.61	0.67	0.60	0.70	0.62	0.70	0.64	0.68	0.60
Claim 2	12	10	0.80	0.51	0.70	0.52	0.79	0.51	0.71	0.51	0.78	0.50	0.80	0.51	0.74	0.51
Claim 3	8–9	8–9	0.42	0.89	0.18	0.95	0.41	0.90	0.28	0.92	0.41	0.90	0.44	0.89	0.27	0.92
Claim 4	8–9	9	0.67	0.74	0.62	0.64	0.71	0.72	0.63	0.66	0.68	0.72	0.69	0.74	0.64	0.69

**Table 8.D.77 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.76	0.61	0.68	0.58	0.74	0.60	0.70	0.58	0.74	0.60	0.74	0.61	0.71	0.58
Claim 2	12	10	0.78	0.57	0.64	0.55	0.74	0.54	0.67	0.54	0.75	0.55	0.78	0.56	0.71	0.54
Claim 3	8–9	8–9	0.49	0.90	0.24	0.92	0.43	0.89	0.33	0.91	0.44	0.89	0.49	0.89	0.32	0.91
Claim 4	8–9	9	0.67	0.75	0.57	0.67	0.64	0.73	0.60	0.69	0.67	0.73	0.68	0.76	0.63	0.71

**Table 8.D.78 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	16	0.75	0.60	0.66	0.58	0.74	0.59	0.70	0.57	0.74	0.58	0.75	0.60	0.72	0.57
Claim 2	12	10	0.76	0.58	0.63	0.59	0.73	0.58	0.67	0.58	0.74	0.57	0.76	0.58	0.70	0.58
Claim 3	8–9	8–9	0.36	0.98	0.19	0.98	0.35	0.99	0.22	0.98	0.33	0.99	0.36	0.98	0.27	0.99
Claim 4	8–9	9	0.67	0.75	0.57	0.67	0.67	0.73	0.62	0.69	0.66	0.73	0.66	0.75	0.64	0.70

**Table 8.D.79 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	15–16	15–16	0.72	0.64	0.66	0.63	0.73	0.64	0.65	0.62	0.72	0.65	0.73	0.66	0.69	0.63
Claim 2	12	10	0.75	0.65	0.68	0.64	0.75	0.64	0.66	0.63	0.74	0.64	0.75	0.66	0.72	0.64
Claim 3	8–9	8–9	0.46	0.98	0.34	0.97	0.44	0.97	0.33	0.97	0.45	0.98	0.47	0.98	0.39	0.97
Claim 4	8–9	9	0.65	0.82	0.53	0.75	0.63	0.81	0.54	0.75	0.65	0.81	0.65	0.83	0.62	0.78

**Table 8.D.80 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Three**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.89	0.34	0.84	0.34	0.88	0.33	0.86	0.33	0.88	0.33	0.89	0.34	0.87	0.33
Claim 2	8–10	8	0.71	0.52	0.70	0.48	0.72	0.50	0.71	0.48	0.70	0.52	0.69	0.54	0.71	0.48
Claim 3	8–10	8	0.71	0.59	0.72	0.49	0.71	0.56	0.72	0.52	0.69	0.57	0.68	0.60	0.72	0.52

**Table 8.D.81 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Four**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.89	0.34	0.85	0.33	0.89	0.34	0.87	0.33	0.88	0.34	0.89	0.34	0.87	0.33
Claim 2	8–10	8	0.72	0.53	0.70	0.50	0.73	0.53	0.71	0.50	0.71	0.53	0.70	0.54	0.72	0.50
Claim 3	8–10	8	0.72	0.57	0.74	0.47	0.73	0.57	0.74	0.51	0.71	0.56	0.70	0.59	0.74	0.51

**Table 8.D.82 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.88	0.40	0.87	0.35	0.89	0.39	0.87	0.36	0.87	0.39	0.87	0.41	0.88	0.37
Claim 2	8–10	8	0.66	0.59	0.73	0.48	0.67	0.56	0.71	0.51	0.65	0.58	0.60	0.61	0.71	0.51
Claim 3	8–10	8	0.66	0.70	0.70	0.57	0.69	0.66	0.70	0.60	0.66	0.68	0.64	0.71	0.71	0.61



**Table 8.D.83 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	19	0.89	0.43	0.85	0.41	0.88	0.42	0.86	0.41	0.88	0.43	0.88	0.45	0.87	0.41
Claim 2	8–10	8	0.72	0.64	0.74	0.53	0.72	0.63	0.73	0.55	0.71	0.62	0.68	0.66	0.74	0.56
Claim 3	8–10	8	0.72	0.71	0.74	0.58	0.71	0.68	0.73	0.61	0.70	0.70	0.67	0.73	0.73	0.63

**Table 8.D.84 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.88	0.45	0.86	0.41	0.87	0.44	0.87	0.42	0.88	0.45	0.88	0.47	0.88	0.42
Claim 2	8–10	8	0.65	0.74	0.74	0.58	0.66	0.73	0.71	0.64	0.64	0.75	0.60	0.80	0.71	0.65
Claim 3	8–10	8	0.59	0.86	0.68	0.65	0.61	0.81	0.66	0.72	0.61	0.84	0.59	0.88	0.67	0.74

**Table 8.D.85 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.87	0.52	0.86	0.46	0.87	0.51	0.87	0.48	0.86	0.52	0.86	0.53	0.87	0.48
Claim 2	8–10	8	0.73	0.72	0.77	0.59	0.74	0.73	0.75	0.65	0.71	0.73	0.68	0.77	0.76	0.65
Claim 3	8–10	8	0.66	0.88	0.72	0.68	0.68	0.85	0.69	0.76	0.64	0.87	0.63	0.90	0.70	0.78

**Table 8.D.86 Claim Reliabilities and SEM by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	19–22	22	0.88	0.51	0.89	0.44	0.87	0.51	0.88	0.46	0.87	0.52	0.86	0.54	0.89	0.47
Claim 2	8–10	8	0.56	1.00	0.71	0.74	0.54	0.96	0.62	0.85	0.50	1.01	0.42	1.08	0.65	0.86
Claim 3	8–10	8	0.48	1.09	0.66	0.82	0.47	1.06	0.56	0.95	0.45	1.12	0.39	1.16	0.60	0.98

**Table 8.D.87 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Three**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.71	0.54	0.76	0.52	0.69	0.54	0.74	0.51	0.71	0.54	0.69	0.55	0.76	0.53
Claim 2	12	10	0.73	0.53	0.79	0.51	0.74	0.52	0.77	0.50	0.75	0.53	0.74	0.54	0.77	0.52
Claim 3	8–9	8	0.46	0.87	0.51	0.82	0.44	0.86	0.47	0.80	0.44	0.87	0.41	0.89	0.49	0.84
Claim 4	8–9	9	0.61	0.74	0.69	0.68	0.63	0.73	0.66	0.68	0.63	0.72	0.59	0.75	0.65	0.72

**Table 8.D.88 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Four**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.62	0.65	0.71	0.60	0.62	0.63	0.70	0.59	0.64	0.64	0.61	0.67	0.69	0.62
Claim 2	12	10	0.74	0.57	0.77	0.56	0.74	0.55	0.74	0.55	0.75	0.56	0.75	0.57	0.75	0.56
Claim 3	8–9	8	0.51	0.89	0.57	0.85	0.50	0.87	0.54	0.84	0.52	0.88	0.50	0.90	0.54	0.86
Claim 4	8–9	9	0.58	0.79	0.67	0.73	0.60	0.77	0.65	0.72	0.61	0.78	0.58	0.81	0.63	0.76

**Table 8.D.89 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	14–16	14–16	0.65	0.64	0.72	0.60	0.65	0.62	0.70	0.58	0.65	0.63	0.64	0.65	0.71	0.61
Claim 2	12	10	0.76	0.57	0.78	0.55	0.76	0.55	0.76	0.55	0.76	0.56	0.76	0.57	0.78	0.56
Claim 3	8–9	8–9	0.49	0.90	0.54	0.87	0.48	0.89	0.51	0.87	0.49	0.89	0.50	0.90	0.51	0.88
Claim 4	8–9	9	0.69	0.69	0.74	0.64	0.71	0.66	0.72	0.63	0.70	0.67	0.69	0.70	0.72	0.67

**Table 8.D.90 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.62	0.67	0.71	0.62	0.63	0.65	0.69	0.61	0.64	0.66	0.61	0.69	0.68	0.64
Claim 2	12	10	0.77	0.53	0.79	0.51	0.78	0.51	0.77	0.50	0.78	0.51	0.78	0.53	0.79	0.51
Claim 3	8–9	8–9	0.46	0.88	0.43	0.90	0.46	0.87	0.37	0.89	0.46	0.88	0.47	0.88	0.44	0.89
Claim 4	8–9	9	0.64	0.80	0.69	0.70	0.66	0.76	0.67	0.70	0.66	0.76	0.63	0.80	0.66	0.76

**Table 8.D.91 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	14–16	0.67	0.64	0.75	0.60	0.69	0.64	0.73	0.59	0.69	0.63	0.67	0.65	0.73	0.61
Claim 2	12	10	0.74	0.58	0.77	0.55	0.75	0.56	0.73	0.54	0.75	0.57	0.75	0.59	0.77	0.56
Claim 3	8–9	8–9	0.47	0.89	0.47	0.90	0.48	0.88	0.42	0.89	0.48	0.88	0.49	0.89	0.48	0.89
Claim 4	8–9	9	0.61	0.80	0.68	0.71	0.65	0.76	0.66	0.72	0.65	0.77	0.63	0.80	0.66	0.76

**Table 8.D.92 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	16	0.70	0.61	0.75	0.58	0.71	0.61	0.73	0.58	0.71	0.61	0.69	0.63	0.74	0.60
Claim 2	12	10	0.75	0.58	0.75	0.58	0.74	0.57	0.71	0.57	0.73	0.57	0.74	0.58	0.75	0.58
Claim 3	8–9	8–9	0.34	0.99	0.33	0.98	0.31	0.99	0.31	0.99	0.33	0.98	0.36	0.99	0.35	0.99
Claim 4	8–9	9	0.60	0.81	0.67	0.71	0.61	0.77	0.66	0.72	0.62	0.78	0.58	0.82	0.64	0.76

**Table 8.D.93 Claim Reliabilities and SEM for ELA, Grade Eleven by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	13–17	16	0.70	0.61	0.75	0.58	0.71	0.61	0.73	0.58	0.71	0.61	0.69	0.63	0.74	0.60
Claim 2	12	10	0.75	0.58	0.75	0.58	0.74	0.57	0.71	0.57	0.73	0.57	0.74	0.58	0.75	0.58
Claim 3	8–9	8–9	0.34	0.99	0.33	0.98	0.31	0.99	0.31	0.99	0.33	0.98	0.36	0.99	0.35	0.99
Claim 4	8–9	9	0.60	0.81	0.67	0.71	0.61	0.77	0.66	0.72	0.62	0.78	0.58	0.82	0.64	0.76

**Table 8.D.94 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Three**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.87	0.35	0.89	0.33	0.87	0.34	0.87	0.33	0.87	0.34	0.87	0.35	0.88	0.34
Claim 2	8–10	8	0.62	0.58	0.73	0.52	0.63	0.56	0.71	0.51	0.63	0.56	0.57	0.60	0.68	0.54
Claim 3	8–10	8	0.60	0.66	0.73	0.56	0.62	0.63	0.70	0.56	0.61	0.63	0.56	0.67	0.67	0.60

**Table 8.D.95 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Four**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.87	0.36	0.89	0.34	0.87	0.35	0.88	0.33	0.87	0.35	0.87	0.37	0.88	0.34
Claim 2	8–10	8	0.65	0.57	0.74	0.53	0.65	0.56	0.70	0.52	0.65	0.57	0.60	0.58	0.70	0.54
Claim 3	8–10	8	0.57	0.66	0.75	0.54	0.63	0.62	0.73	0.55	0.61	0.63	0.55	0.68	0.68	0.60

**Table 8.D.96 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Five**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	17–20	20	0.84	0.43	0.89	0.38	0.85	0.41	0.87	0.38	0.84	0.42	0.83	0.44	0.87	0.41
Claim 2	8–10	8	0.45	0.66	0.70	0.56	0.53	0.64	0.67	0.56	0.48	0.66	0.36	0.69	0.60	0.61
Claim 3	8–10	8	0.52	0.77	0.70	0.65	0.58	0.73	0.67	0.65	0.54	0.75	0.46	0.79	0.63	0.71

**Table 8.D.97 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Six**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	19	0.86	0.48	0.88	0.42	0.87	0.45	0.87	0.43	0.86	0.46	0.85	0.49	0.88	0.45
Claim 2	8–10	8	0.57	0.73	0.75	0.60	0.62	0.69	0.70	0.60	0.60	0.70	0.54	0.76	0.68	0.66
Claim 3	8–10	8	0.56	0.81	0.74	0.67	0.62	0.76	0.70	0.68	0.58	0.78	0.52	0.82	0.66	0.74

**Table 8.D.98 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Seven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.84	0.50	0.90	0.43	0.86	0.48	0.88	0.44	0.85	0.49	0.83	0.51	0.87	0.46
Claim 2	8–10	8	0.44	0.87	0.72	0.69	0.49	0.85	0.67	0.72	0.47	0.85	0.33	0.91	0.59	0.78
Claim 3	8–10	8	0.40	0.97	0.68	0.78	0.51	0.92	0.64	0.80	0.47	0.95	0.38	1.00	0.57	0.89



**Table 8.D.99 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eight**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	16–20	20	0.82	0.56	0.89	0.50	0.84	0.54	0.87	0.51	0.83	0.55	0.81	0.57	0.85	0.53
Claim 2	8–10	8	0.58	0.81	0.77	0.69	0.60	0.80	0.73	0.72	0.59	0.81	0.50	0.85	0.67	0.76
Claim 3	8–10	8	0.52	0.97	0.71	0.80	0.58	0.92	0.66	0.84	0.52	0.95	0.45	0.99	0.61	0.91

**Table 8.D.100 Claim Reliabilities and SEM by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eleven**

Claim	No. of Items	FT No. of Items	American Indian or Alaska Native	American Indian or Alaska Native SEM	Asian Reliability	Asian SEM	Native Hawaiian or Other Pacific Islander Reliability	Native Hawaiian or Other Pacific Islander SEM	Filipino Reliability	Filipino SEM	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American Reliability	Black or African American SEM	White Reliability	White SEM
Claim 1	19–22	22	0.83	0.58	0.90	0.47	0.84	0.55	0.88	0.50	0.84	0.56	0.81	0.59	0.87	0.53
Claim 2	8–10	8	0.28	1.14	0.67	0.87	0.31	1.11	0.56	0.95	0.33	1.10	0.13	1.21	0.50	1.03
Claim 3	8–10	8	0.22	1.25	0.61	0.97	0.31	1.20	0.48	1.04	0.28	1.20	0.14	1.25	0.44	1.14

## Appendix 8.E: Scale Score CSEM Distribution

### Notes:

- Conditional standard errors of measurement (CSEMs) reported in these tables and figures are not truncated.
- An expression that opens with a bracket and closes with a parenthesis indicates that a value is greater than the first number and is less than or equal to the second number. For example, “[20, 25)” indicates a value greater than or equal to 20 but less than 25.

**Table 8.E.1 Scale Score CSEM Distribution—ELA, Grade Three**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	315,913	315,913	70%	70%
[25, 30)	100,925	416,838	22%	92%
[30, 35)	23,856	440,694	5%	98%
[35, 40)	7,007	447,701	2%	99%
[40, 45)	2,345	450,046	1%	100%
[45, 50)	845	450,891	0%	100%
[50, 55)	388	451,279	0%	100%
[55, 60)	156	451,435	0%	100%
[60, 65)	82	451,517	0%	100%
[65, 70)	45	451,562	0%	100%
[70, 75)	91	451,653	0%	100%

**Table 8.E.2 Scale Score CSEM Distribution—ELA, Grade Four**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	53,903	53,903	12%	12%
[25, 30)	349,879	403,782	76%	88%
[30, 35)	39,634	443,416	9%	97%
[35, 40)	9,103	452,519	2%	99%
[40, 45)	2,972	455,491	1%	100%
[45, 50)	1,066	456,557	0%	100%
[50, 55)	468	457,025	0%	100%
[55, 60)	206	457,231	0%	100%
[60, 65)	108	457,339	0%	100%
[65, 70)	52	457,391	0%	100%
[70, 75)	112	457,503	0%	100%

**Table 8.E.3 Scale Score CSEM Distribution—ELA, Grade Five**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	163,104	163,104	34%	34%
[25, 30)	260,346	423,450	55%	89%
[30, 35)	33,811	457,261	7%	96%
[35, 40)	8,831	466,092	2%	98%
[40, 45)	3,848	469,940	1%	99%
[45, 50)	1,849	471,789	0%	100%
[50, 55)	957	472,746	0%	100%
[55, 60)	482	473,228	0%	100%
[60, 65)	779	474,007	0%	100%

**Table 8.E.4 Scale Score CSEM Distribution—ELA, Grade Six**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	384,121	384,121	83%	83%
[30, 35)	52,736	436,857	11%	94%
[35, 40)	15,092	451,949	3%	98%
[40, 45)	6,303	458,252	1%	99%
[45, 50)	2,264	460,516	0%	100%
[50, 55)	1,025	461,541	0%	100%
[55, 60)	466	462,007	0%	100%
[60, 65)	208	462,215	0%	100%
[65, 70)	119	462,334	0%	100%
[70, 75)	138	462,472	0%	100%

**Table 8.E.5 Scale Score CSEM Distribution—ELA, Grade Seven**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	370,217	370,217	81%	81%
[30, 35)	60,961	431,178	13%	94%
[35, 40)	15,239	446,417	3%	97%
[40, 45)	6,513	452,930	1%	99%
[45, 50)	2,841	455,771	1%	99%
[50, 55)	1,265	457,036	0%	100%
[55, 60)	654	457,690	0%	100%
[60, 65)	892	458,582	0%	100%

**Table 8.E.6 Scale Score CSEM Distribution—ELA, Grade Eight**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	387,525	387,525	85%	85%
[30, 35)	50,660	438,185	11%	96%
[35, 40)	10,865	449,050	2%	98%
[40, 45)	3,927	452,977	1%	99%
[45, 50)	1,679	454,656	0%	100%
[50, 55)	1,903	456,559	0%	100%

**Table 8.E.7 Scale Score CSEM Distribution—ELA, Grade Eleven**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	229,921	229,921	52%	52%
[30, 35)	162,062	391,983	36%	88%
[35, 40)	33,500	425,483	8%	96%
[40, 45)	11,766	437,249	3%	98%
[45, 50)	3,786	441,035	1%	99%
[50, 55)	2,985	444,020	1%	100%

**Table 8.E.8 Scale Score CSEM Distribution—Mathematics, Grade Three**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	334,768	334,768	74%	74%
[20, 25)	94,863	429,631	21%	95%
[25, 30)	14,700	444,331	3%	98%
[30, 35)	4,913	449,244	1%	99%
[35, 40)	2,121	451,365	0%	99%
[40, 45)	2,911	454,276	1%	100%

**Table 8.E.9 Scale Score CSEM Distribution—Mathematics, Grade Four**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	315,164	315,164	69%	69%
[20, 25)	110,244	425,408	24%	92%
[25, 30)	21,291	446,699	5%	97%
[30, 35)	6,863	453,562	1%	99%
[35, 40)	2,788	456,350	1%	99%
[40, 45)	1,354	457,704	0%	99%
[45, 50)	774	458,478	0%	100%
[50, 55)	1,558	460,036	0%	100%

**Table 8.E.10 Scale Score CSEM Distribution—Mathematics, Grade Five**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	169,904	169,904	36%	36%
[20, 25)	152,836	322,740	32%	68%
[25, 30)	84,230	406,970	18%	85%
[30, 35)	39,421	446,391	8%	94%
[35, 40)	16,757	463,148	4%	97%
[40, 45)	7,024	470,172	1%	99%
[45, 50)	2,947	473,119	1%	99%
[50, 55)	1,461	474,580	0%	100%
[55, 60)	616	475,196	0%	100%
[60, 65)	1,013	476,209	0%	100%

**Table 8.E.11 Scale Score CSEM Distribution—Mathematics, Grade Six**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	271,328	271,328	58%	58%
[25, 30)	93,926	365,254	20%	79%
[30, 35)	41,198	406,452	9%	87%
[35, 40)	22,788	429,240	5%	92%
[40, 45)	13,195	442,435	3%	95%
[45, 50)	7,354	449,789	2%	97%
[50, 55)	4,390	454,179	1%	98%
[55, 60)	2,648	456,827	1%	98%
[60, 65)	1,706	458,533	0%	99%
[65, 70)	6,019	464,552	1%	100%

**Table 8.E.12 Scale Score CSEM Distribution—Mathematics, Grade Seven**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	189,824	189,824	41%	41%
[25, 30)	99,393	289,217	22%	63%
[30, 35)	61,033	350,250	13%	76%
[35, 40)	38,305	388,555	8%	84%
[40, 45)	25,285	413,840	5%	90%
[45, 50)	15,963	429,803	3%	93%
[50, 55)	10,354	440,157	2%	95%
[55, 60)	6,491	446,648	1%	97%
[60, 65)	3,833	450,481	1%	98%
[65, 70)	2,722	453,203	1%	98%
[70, 75)	1,625	454,828	0%	99%

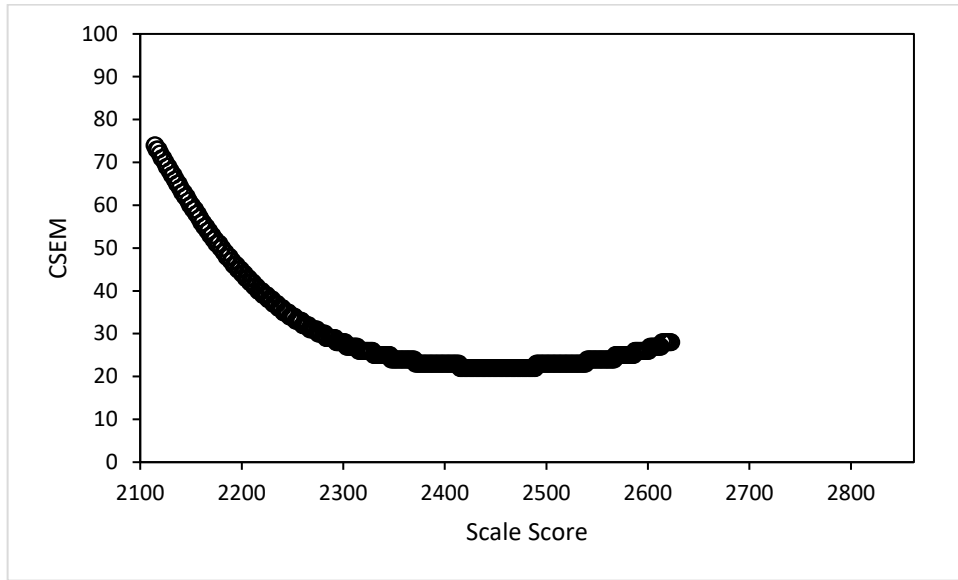
<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[75, 80)	1,310	456,138	0%	99%
[80, 85)	804	456,942	0%	99%
[85, 90)	4,053	460,995	1%	100%

**Table 8.E.13 Scale Score CSEM Distribution—Mathematics, Grade Eight**

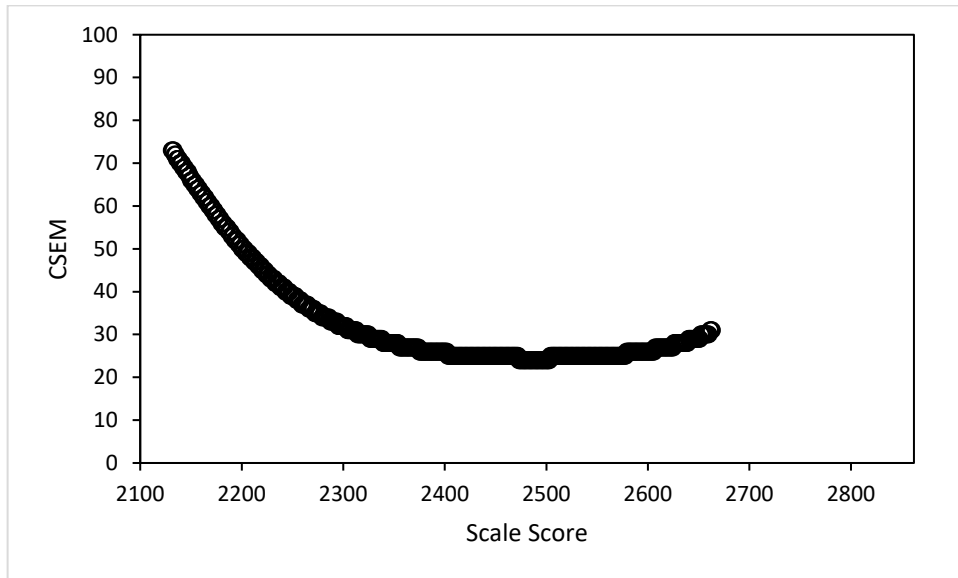
<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	123,990	123,990	27%	27%
[25, 30)	102,647	226,637	22%	50%
[30, 35)	89,285	315,922	20%	69%
[35, 40)	63,312	379,234	14%	83%
[40, 45)	36,668	415,902	8%	91%
[45, 50)	17,852	433,754	4%	95%
[50, 55)	9,270	443,024	2%	97%
[55, 60)	4,839	447,863	1%	98%
[60, 65)	2,661	450,524	1%	98%
[65, 70)	1,769	452,293	0%	99%
[70, 75)	1,080	453,373	0%	99%
[75, 80)	4,463	457,836	1%	100%

**Table 8.E.14 Scale Score CSEM Distribution—Mathematics, Grade Eleven**

<b>CSEM Range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	87,183	87,183	20%	20%
[25, 30)	88,433	175,616	20%	40%
[30, 35)	63,657	239,273	14%	54%
[35, 40)	52,205	291,478	12%	66%
[40, 45)	41,222	332,700	9%	75%
[45, 50)	33,232	365,932	8%	83%
[50, 55)	23,905	389,837	5%	88%
[55, 60)	16,215	406,052	4%	92%
[60, 65)	11,521	417,573	3%	94%
[65, 70)	7,337	424,910	2%	96%
[70, 75)	5,048	429,958	1%	97%
[75, 80)	3,467	433,425	1%	98%
[80, 85)	2,211	435,636	0%	98%
[85, 90)	1,648	437,284	0%	99%
[90, 95)	5,153	442,437	1%	100%



**Figure 8.E.1 Scale Score CSEM Distribution Plots—ELA, Grade Three**



**Figure 8.E.2 Scale Score CSEM Distribution Plots—ELA, Grade Four**

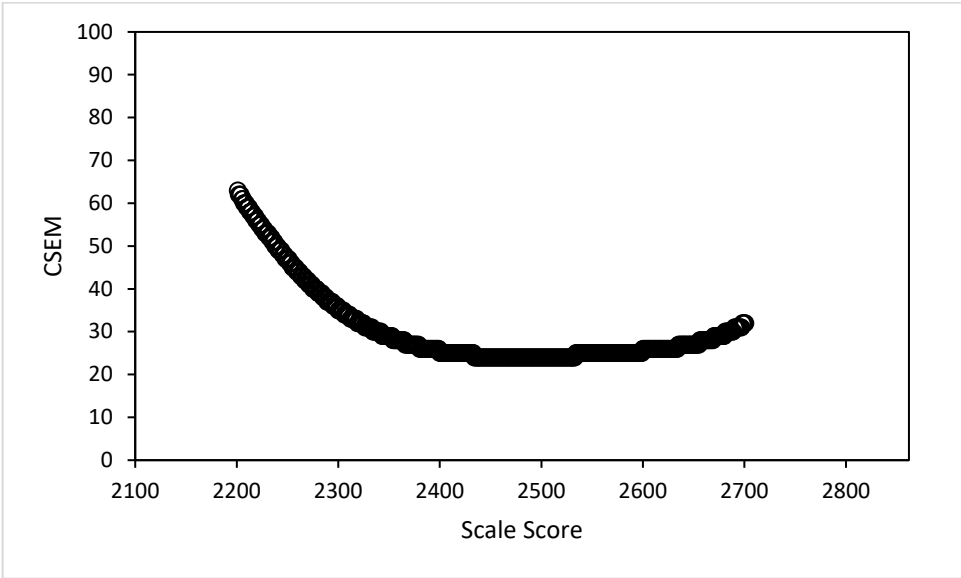


Figure 8.E.3 Scale Score CSEM Distribution Plots—ELA, Grade Five

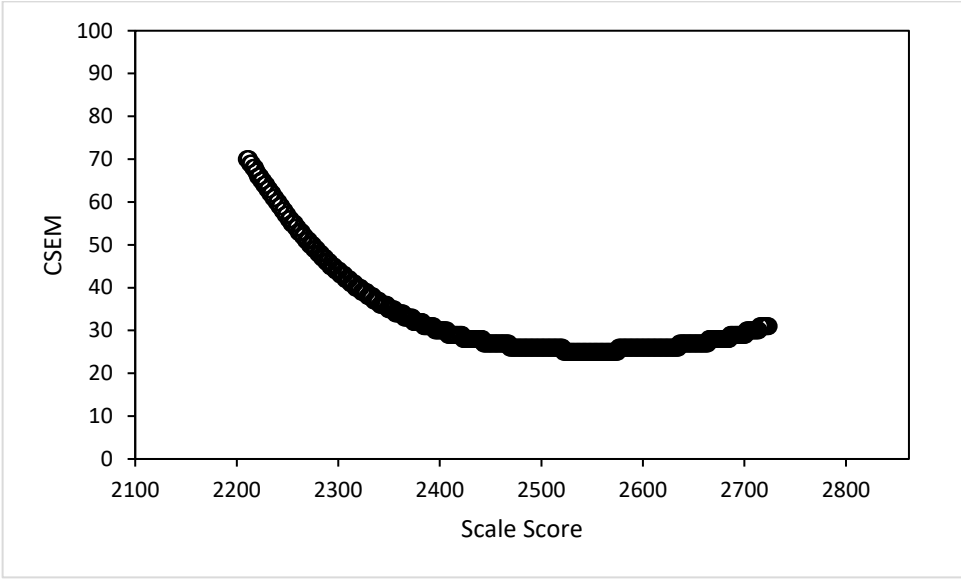
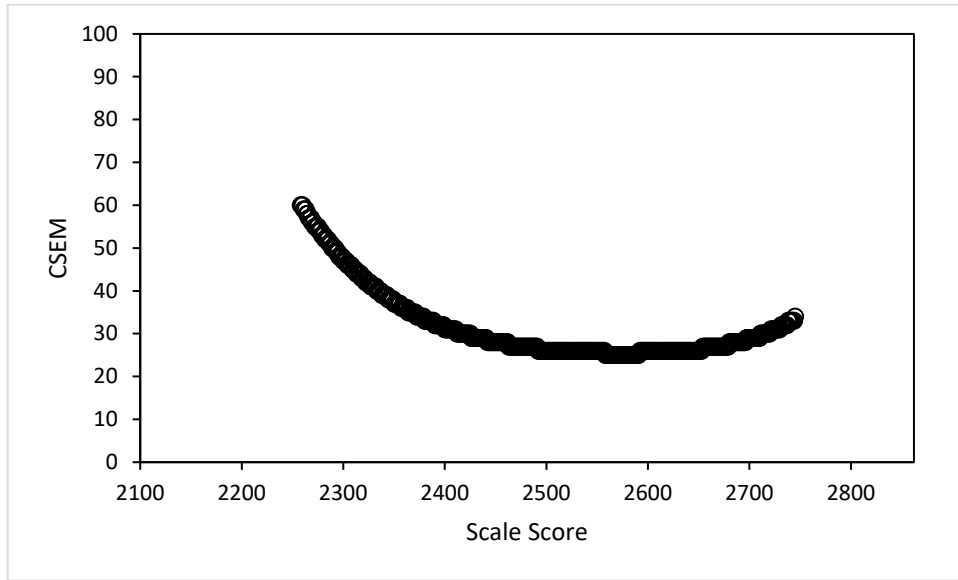
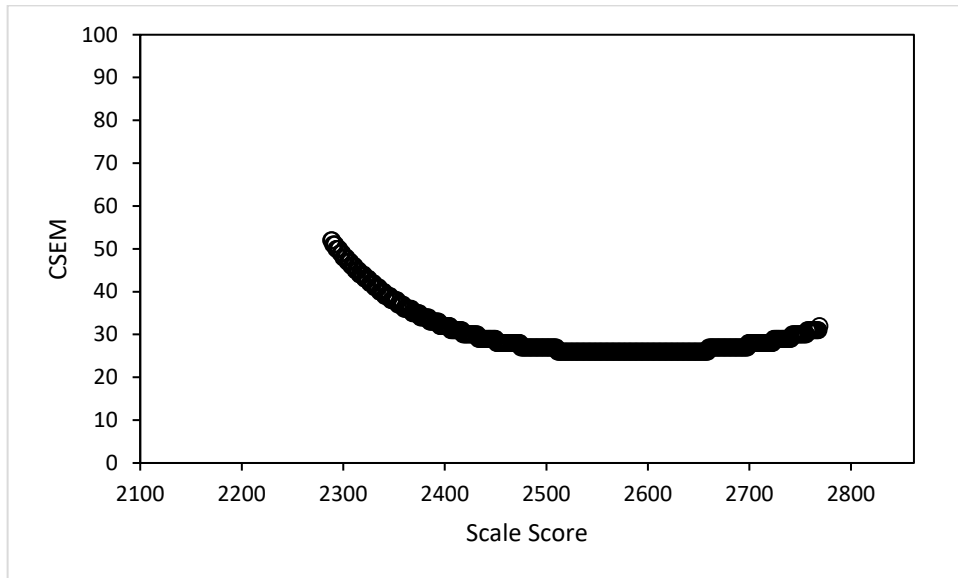


Figure 8.E.4 Scale Score CSEM Distribution Plots—ELA, Grade Six

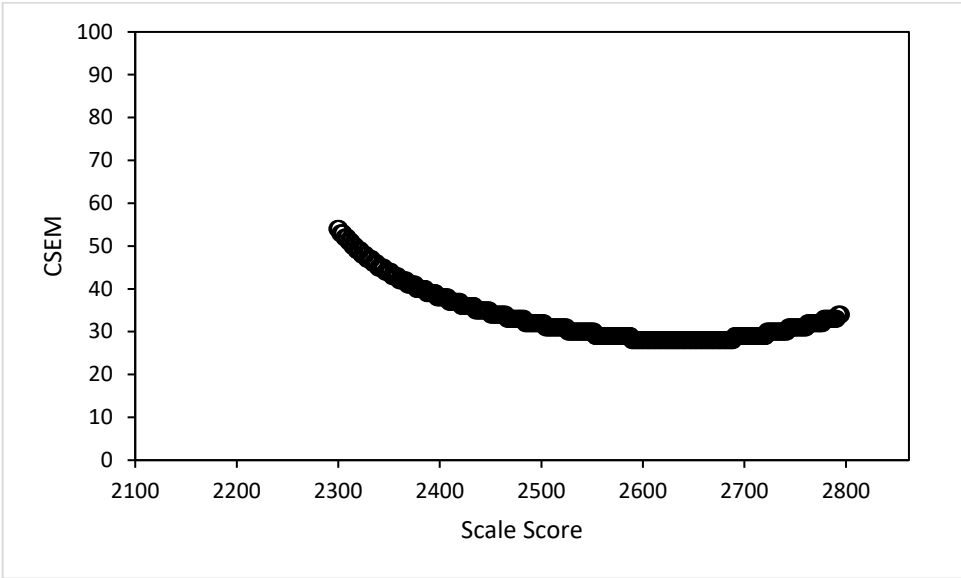




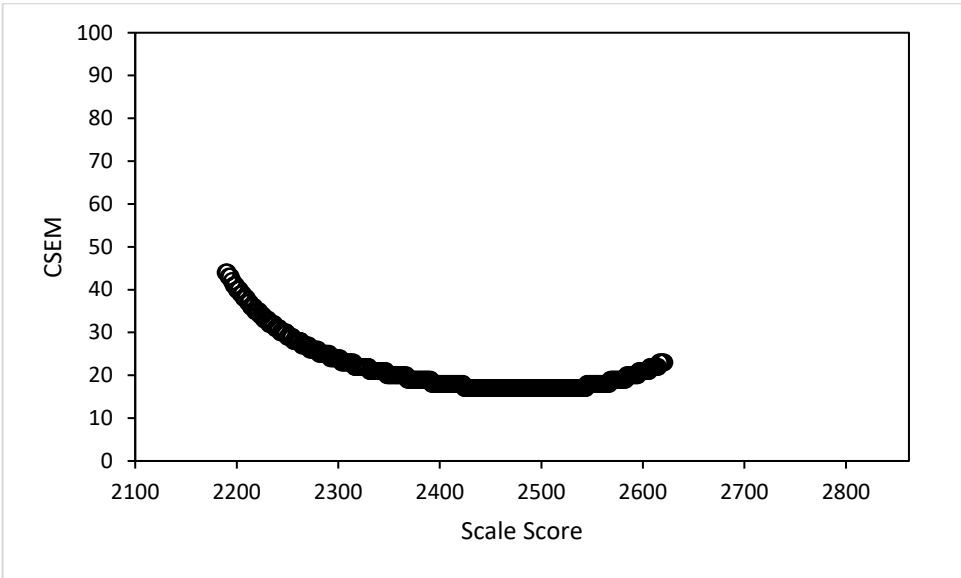
**Figure 8.E.5 Scale Score CSEM Distribution Plots—ELA, Grade Seven**



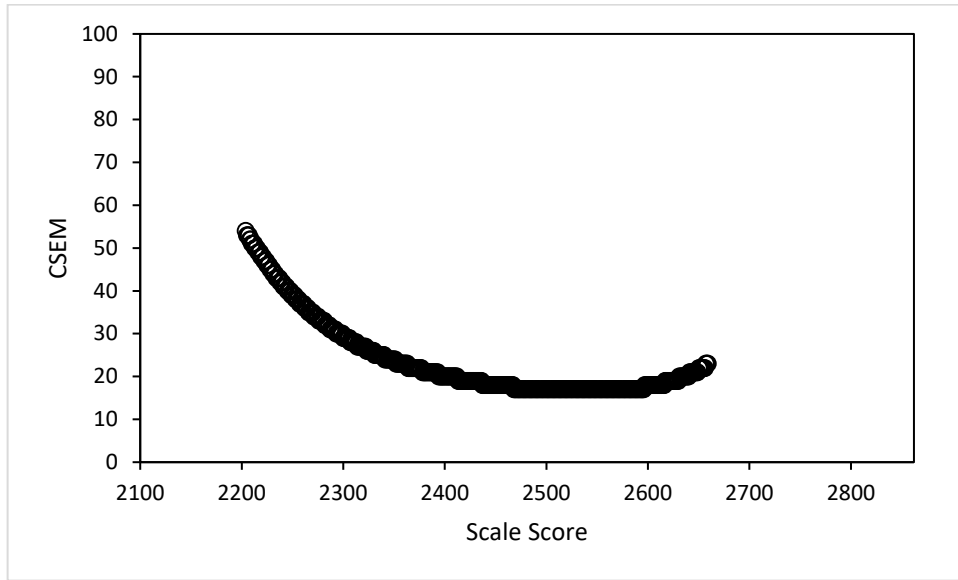
**Figure 8.E.6 Scale Score CSEM Distribution Plots—ELA, Grade Eight**



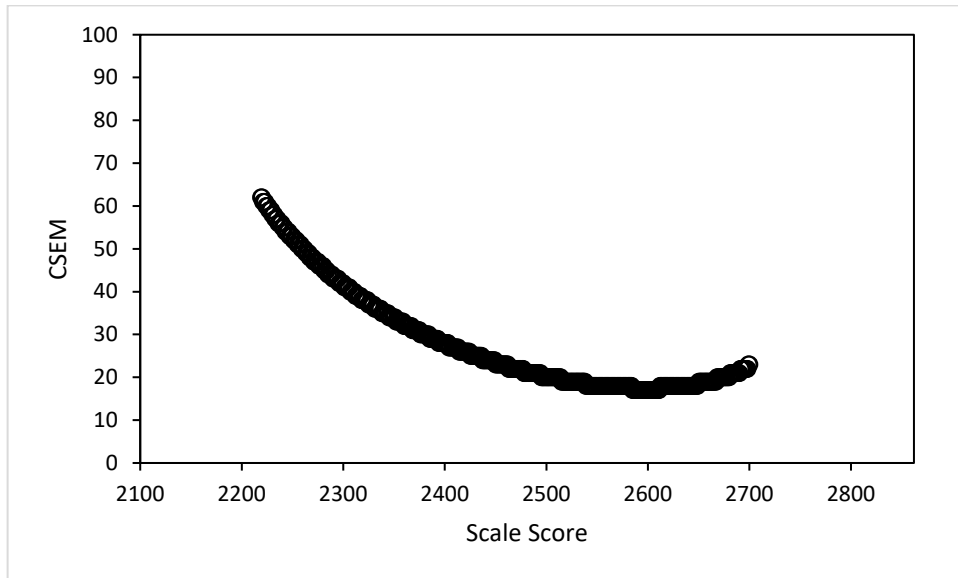
**Figure 8.E.7 Scale Score CSEM Distribution Plots—ELA, Grade Eleven**



**Figure 8.E.8 Scale Score CSEM Distribution Plots—Mathematics, Grade Three**



**Figure 8.E.9 Scale Score CSEM Distribution Plots—Mathematics, Grade Four**



**Figure 8.E.10 Scale Score CSEM Distribution Plots—Mathematics, Grade Five**

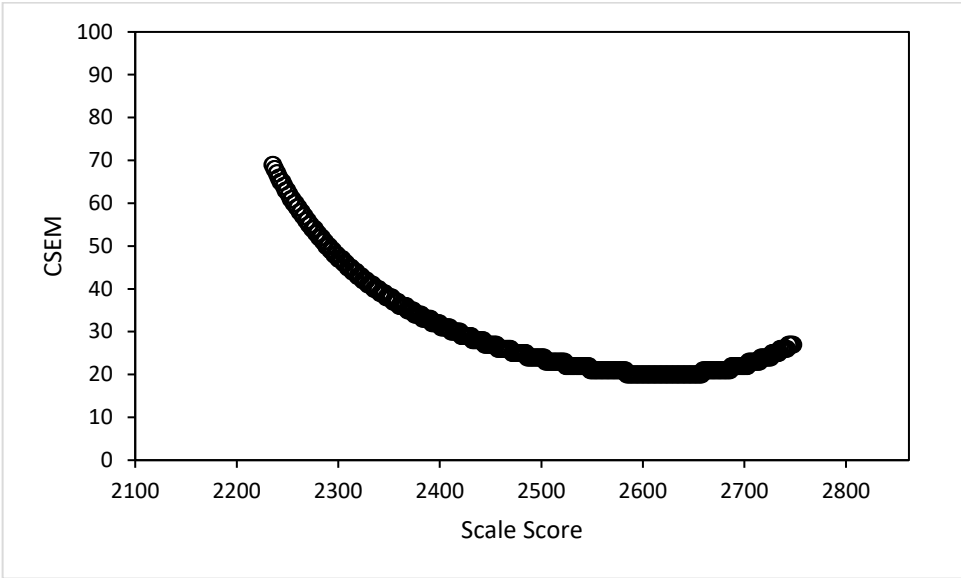


Figure 8.E.11 Scale Score CSEM Distribution Plots—Mathematics, Grade Six

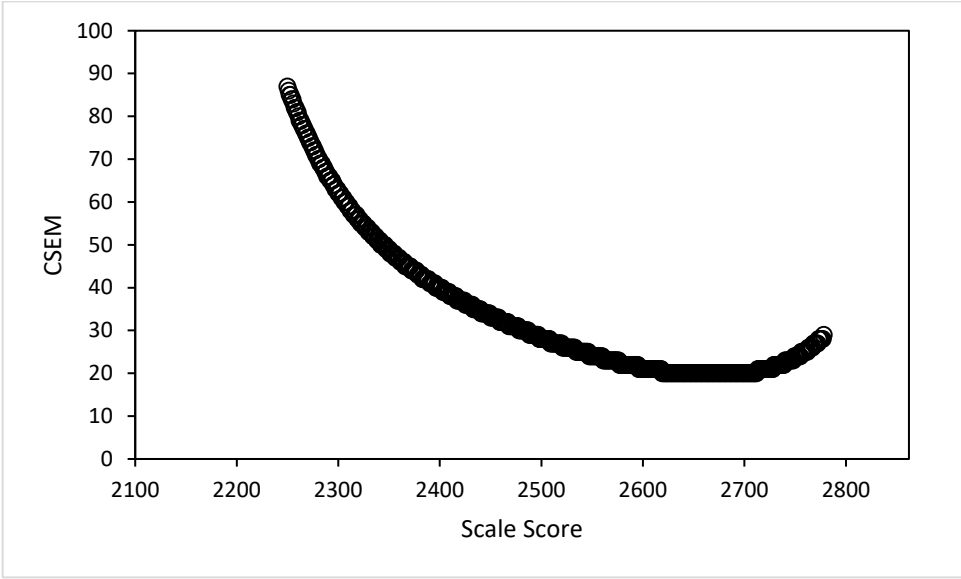
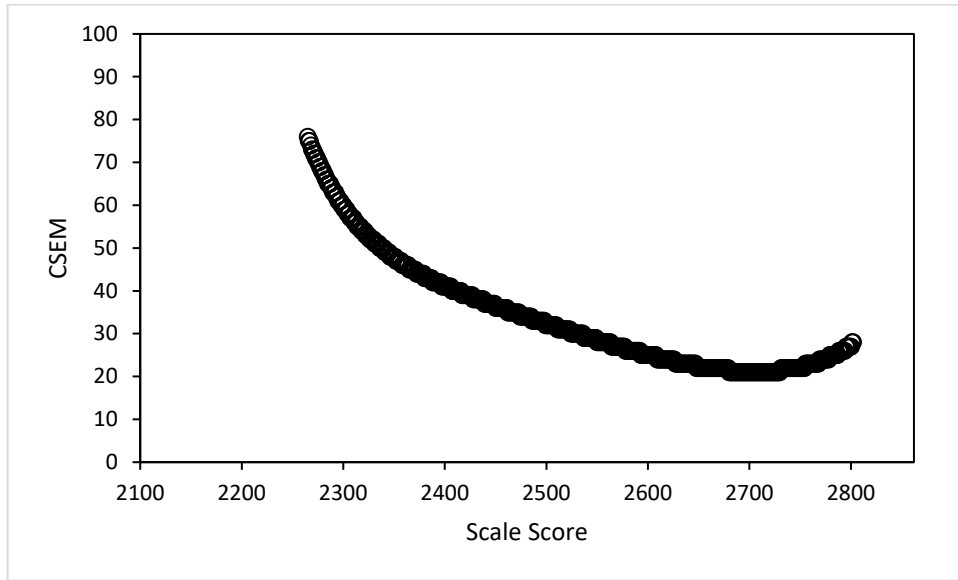
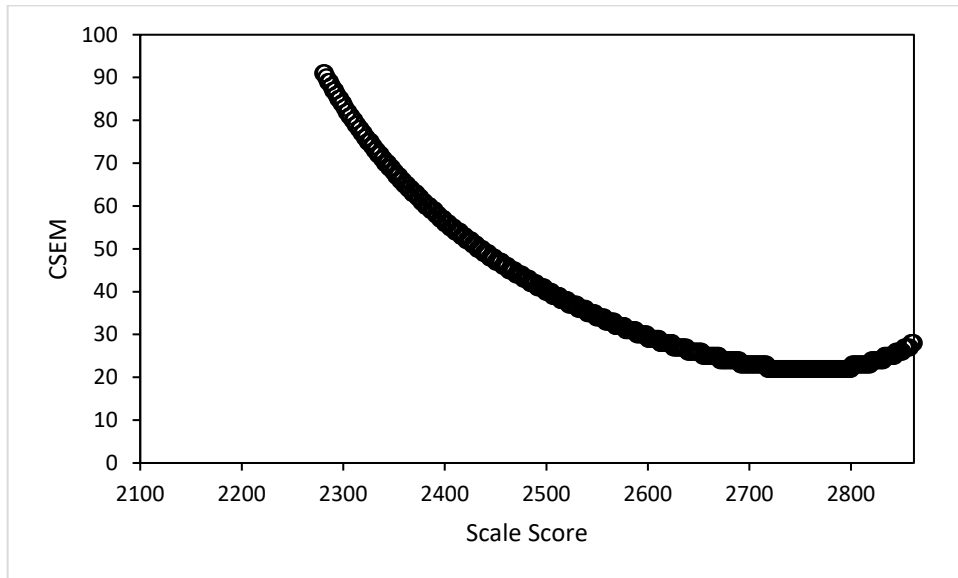


Figure 8.E.12 Scale Score CSEM Distribution Plots—Mathematics, Grade Seven



**Figure 8.E.13 Scale Score CSEM Distribution Plots—Mathematics, Grade Eight**



**Figure 8.E.14 Scale Score CSEM Distribution Plots—Mathematics, Grade Eleven**

## Appendix 8.F: Analyses of Classification

**Table 8.F.1 ELA, Grade Three: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2114–2366	0.28	0.04	0.00	0.00	0.32
2367–2431	0.04	0.17	0.04	0.00	0.24
2432–2489	0.00	0.04	0.14	0.03	0.21
2490–2623	0.00	0.00	0.03	0.20	0.23

All-Forms Average: Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Exceeded = 0.92

**Table 8.F.2 ELA, Grade Three: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2114–2366	0.27	0.05	0.00	0.00	0.32
2367–2431	0.05	0.14	0.05	0.00	0.24
2432–2489	0.00	0.05	0.11	0.04	0.21
2490–2623	0.00	0.00	0.04	0.19	0.23

Alternate Form: Estimated Proportion Consistently Classified: Total = 0.71 Standard Met and Exceeded = 0.89

**Table 8.F.3 ELA, Grade Four: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2131–2415	0.31	0.04	0.00	0.00	0.35
2416–2472	0.04	0.12	0.04	0.00	0.20
2473–2532	0.00	0.04	0.14	0.03	0.22
2533–2663	0.00	0.00	0.03	0.20	0.23

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.77 Standard Met and Exceeded = 0.91

**Table 8.F.4 ELA, Grade Four: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2131–2415	0.30	0.05	0.00	0.00	0.35
2416–2472	0.05	0.10	0.05	0.00	0.20
2473–2532	0.01	0.05	0.11	0.05	0.22
2533–2663	0.00	0.00	0.04	0.19	0.23

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.70 Standard Met and Exceeded = 0.88

**Table 8.F.5 ELA, Grade Five: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2201–2441	0.29	0.04	0.00	0.00	0.33
2442–2501	0.04	0.13	0.04	0.00	0.21
2502–2581	0.00	0.04	0.20	0.03	0.27
2582–2701	0.00	0.00	0.03	0.17	0.20

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Exceeded = 0.92

**Table 8.F. 6 ELA, Grade Five: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2201–2441	0.28	0.05	0.00	0.00	0.33
2442–2501	0.05	0.10	0.05	0.00	0.21
2502–2581	0.01	0.05	0.17	0.05	0.27
2582–2701	0.00	0.00	0.03	0.16	0.20

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.71 Standard Met and Exceeded = 0.88

**Table 8.F.7 ELA, Grade Six: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2210–2456	0.24	0.03	0.00	0.00	0.27
2457–2530	0.04	0.18	0.04	0.00	0.26
2531–2617	0.00	0.04	0.23	0.03	0.31
2618–2724	0.00	0.00	0.02	0.14	0.17

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Exceeded = 0.91

**Table 8.F.8 ELA, Grade Six: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2210–2456	0.22	0.04	0.00	0.00	0.27
2457–2530	0.05	0.15	0.06	0.00	0.26
2531–2617	0.00	0.06	0.20	0.04	0.31
2618–2724	0.00	0.00	0.03	0.13	0.17

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.71 Standard Met and Exceeded = 0.88

**Table 8.F.9 ELA, Grade Seven: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2258–2478	0.24	0.03	0.00	0.00	0.27
2479–2551	0.03	0.16	0.04	0.00	0.23
2552–2648	0.00	0.05	0.26	0.03	0.34
2649–2745	0.00	0.00	0.03	0.13	0.16

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Exceeded = 0.91



**Table 8.F.10 ELA, Grade Seven: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2258–2478	0.23	0.04	0.00	0.00	0.27
2479–2551	0.05	0.13	0.06	0.00	0.23
2552–2648	0.01	0.06	0.23	0.05	0.34
2649–2745	0.00	0.00	0.03	0.13	0.16

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.71 Standard Met and Exceeded = 0.88

**Table 8.F.11 ELA, Grade Eight: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2288–2486	0.22	0.04	0.00	0.00	0.25
2487–2566	0.03	0.18	0.04	0.00	0.26
2567–2667	0.00	0.04	0.26	0.03	0.33
2668–2769	0.00	0.00	0.03	0.13	0.15

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Exceeded = 0.91

**Table 8.F.12 ELA, Grade Eight: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2288–2486	0.21	0.05	0.00	0.00	0.25
2487–2566	0.05	0.15	0.06	0.00	0.26
2567–2667	0.00	0.06	0.23	0.04	0.33
2668–2769	0.00	0.00	0.03	0.12	0.15

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.71 Standard Met and Above = 0.88

**Table 8.F.13 ELA, Grade Eleven: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2299–2492	0.16	0.03	0.00	0.00	0.19
2493–2582	0.02	0.15	0.04	0.00	0.21
2583–2681	0.00	0.04	0.23	0.04	0.32
2682–2795	0.00	0.00	0.03	0.24	0.28

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.78 Standard Met and Above = 0.91

**Table 8.F.14 ELA, Grade Eleven: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2299–2492	0.15	0.04	0.00	0.00	0.19
2493–2582	0.04	0.12	0.06	0.00	0.21
2583–2681	0.01	0.06	0.19	0.06	0.32
2682–2795	0.00	0.00	0.04	0.23	0.28

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.70 Standard Met and Above = 0.88

**Table 8.F.15 Mathematics, Grade Three: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2189–2380	0.26	0.03	0.00	0.00	0.28
2381–2435	0.04	0.16	0.04	0.00	0.25
2436–2500	0.00	0.04	0.21	0.03	0.28
2501–2621	0.00	0.00	0.02	0.17	0.19

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.80 Standard Met and Above = 0.91

**Table 8.F.16 Mathematics, Grade Three: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2189–2380	0.25	0.04	0.00	0.00	0.28
2381–2435	0.05	0.14	0.06	0.00	0.25
2436–2500	0.00	0.05	0.18	0.05	0.28
2501–2621	0.00	0.00	0.03	0.17	0.19

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.73 Standard Met and Above = 0.89

**Table 8.F.17 Mathematics, Grade Four: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2204–2410	0.25	0.03	0.00	0.00	0.28
2411–2484	0.04	0.23	0.04	0.00	0.32
2485–2548	0.00	0.03	0.18	0.02	0.24
2549–2659	0.00	0.00	0.02	0.15	0.17

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.81 Standard Met and Above = 0.92

**Table 8.F.18 Mathematics, Grade Four: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2204–2410	0.24	0.04	0.00	0.00	0.28
2411–2484	0.05	0.20	0.06	0.01	0.32
2485–2548	0.00	0.05	0.15	0.04	0.24
2549–2659	0.00	0.00	0.02	0.14	0.17

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.74 Standard Met and Above = 0.89

**Table 8.F.19 Mathematics, Grade Five: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2219–2454	0.35	0.04	0.00	0.00	0.39
2455–2527	0.04	0.19	0.04	0.00	0.27
2528–2578	0.00	0.03	0.10	0.02	0.16
2579–2700	0.00	0.00	0.02	0.16	0.18

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.80 Standard Met and Above = 0.93

**Table 8.F.20 Mathematics, Grade Five: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2219–2454	0.34	0.05	0.00	0.00	0.39
2455–2527	0.05	0.16	0.05	0.01	0.27
2528–2578	0.00	0.04	0.08	0.03	0.16
2579–2700	0.00	0.00	0.03	0.15	0.18

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.73 Standard Met and Above = 0.90

**Table 8.F.21 Mathematics, Grade Six: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2235–2472	0.33	0.03	0.00	0.00	0.35
2473–2551	0.04	0.19	0.05	0.01	0.28
2552–2609	0.00	0.03	0.12	0.03	0.19
2610–2748	0.00	0.00	0.02	0.16	0.18

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.80 Standard Met and Above = 0.91

**Table 8.F.22 Mathematics, Grade Six: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2235–2472	0.32	0.04	0.00	0.00	0.35
2473–2551	0.06	0.16	0.06	0.01	0.28
2552–2609	0.00	0.05	0.10	0.04	0.19
2610–2748	0.00	0.00	0.02	0.16	0.18

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.73 Standard Met and Above = 0.89

**Table 8.F.23 Mathematics, Grade Seven: Decision Accuracy**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2250–2483	0.33	0.03	0.00	0.00	0.36
2484–2566	0.04	0.18	0.04	0.00	0.27
2567–2634	0.00	0.04	0.12	0.03	0.19
2635–2778	0.00	0.00	0.02	0.16	0.18

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.79 Standard Met and Above = 0.92

**Table 8.F.24 Mathematics, Grade Seven: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2250–2483	0.32	0.04	0.00	0.00	0.36
2484–2566	0.06	0.15	0.05	0.01	0.27
2567–2634	0.00	0.05	0.10	0.04	0.19
2635–2778	0.00	0.00	0.03	0.15	0.18

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.72 Standard Met and Above = 0.89

**Table 8.F.25 Mathematics, Grade Eight: Decision Accuracy**

Placement Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Category Total
2265–2503	0.37	0.04	0.00	0.00	0.40
2504–2585	0.04	0.15	0.04	0.00	0.23
2586–2652	0.00	0.03	0.10	0.03	0.16
2653–2802	0.00	0.00	0.02	0.18	0.20

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.80 Standard Met and Above = 0.92

**Table 8.F.26 Mathematics, Grade Eight: Decision Consistency**

Placement Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Category Total
2265–2503	0.35	0.05	0.00	0.00	0.40
2504–2585	0.06	0.12	0.05	0.01	0.23
2586–2652	0.00	0.04	0.08	0.04	0.16
2653–2802	0.00	0.00	0.03	0.17	0.20

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.73 Standard Met and Above = 0.90

**Table 8.F.27 Mathematics, Grade Eleven: Decision Accuracy**

Placement Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Category Total
2280–2542	0.40	0.04	0.00	0.00	0.44
2543–2627	0.04	0.15	0.04	0.00	0.24
2628–2717	0.00	0.04	0.14	0.02	0.19
2718–2862	0.00	0.00	0.02	0.11	0.13

All-Forms Average, Estimated Proportion Correctly Classified: Total = 0.80 Standard Met and Above = 0.92

**Table 8.F.28 Mathematics, Grade Eleven: Decision Consistency**

<b>Placement Score</b>	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Category Total</b>
2280–2542	0.39	0.05	0.00	0.00	0.44
2543–2627	0.06	0.12	0.05	0.00	0.24
2628–2717	0.00	0.05	0.11	0.03	0.19
2718–2862	0.00	0.00	0.03	0.10	0.13

Alternate Form, Estimated Proportion Consistently Classified: Total = 0.72 Standard Met and Above = 0.89

## Appendix 8.G: Interrater Reliability

**Table 8.G.1 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for English Language Arts/Literacy (ELA), Grade Three Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279380	2	3,748	3,748	0.31	0.44	67.6	30.1	97.7	0.38	0.59	0.39	0.59
2	VH279381	2	435	435	0.34	0.56	60.2	38.2	98.4	0.63	0.69	0.63	0.73
3	VH279383	2	3,408	3,408	0.38	0.52	72.5	25.4	97.9	0.36	0.60	0.35	0.58
4	VH279431	2	3,384	3,384	0.31	0.43	67.0	30.6	97.5	0.39	0.59	0.40	0.60
5	VH279435	2	3,787	3,787	0.32	0.43	67.7	29.7	97.4	0.39	0.59	0.39	0.60
6	VH281871	2	3,049	3,049	0.35	0.49	67.4	30.3	97.7	0.43	0.63	0.42	0.62
7	VH282383	2	89	89	0.47	0.72	77.5	22.5	100.0	0.30	0.61	0.39	0.65
8	VH282452	2	72	72	0.23	0.24	59.7	33.3	93.1	0.50	0.69	0.42	0.58
9	VH282903	2	95	95	0.30	0.48	66.3	32.6	98.9	0.40	0.61	0.39	0.59
10	VH295342	2	3,049	3,049	0.41	0.62	64.3	33.9	98.2	0.67	0.74	0.66	0.74
11	VH295915	2	3,039	3,039	0.44	0.61	72.1	27.0	99.1	0.42	0.63	0.43	0.63
NA	<b>AVERAGE</b>	NA	<b>2,196</b>	<b>2,196</b>	<b>0.35</b>	<b>0.50</b>	<b>67.5</b>	<b>30.3</b>	<b>97.8</b>	<b>0.44</b>	<b>0.63</b>	<b>0.44</b>	<b>0.63</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.



**Table 8.G.2 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Four Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH280382	2	471	471	0.32	0.45	60.1	35.9	96.0	0.62	0.69	0.60	0.69
2	VH280807	2	128	128	0.29	0.48	55.5	41.4	96.9	0.75	0.70	0.82	0.75
3	VH280846	2	801	801	0.30	0.43	59.6	36.3	95.9	0.57	0.68	0.60	0.68
4	VH281219	2	389	389	0.26	0.35	76.9	21.6	98.5	0.22	0.48	0.20	0.44
5	VH281222	2	378	378	0.34	0.47	66.9	29.6	96.6	0.43	0.65	0.43	0.64
6	VH281326	2	1,276	1,276	0.51	0.66	73.5	25.2	98.7	0.48	0.65	0.50	0.68
7	VH281496	2	282	282	0.40	0.62	80.9	18.8	99.6	0.24	0.52	0.23	0.50
8	VH281941	2	144	144	0.38	0.47	67.4	29.2	96.5	0.45	0.64	0.49	0.65
9	VH282451	2	257	257	0.37	0.55	64.6	34.2	98.8	0.55	0.67	0.53	0.65
10	VH282998	2	629	629	0.42	0.54	73.1	25.3	98.4	0.37	0.59	0.38	0.58
11	VH295256	2	2,432	2,432	0.45	0.60	68.1	30.5	98.6	0.58	0.68	0.58	0.67
NA	<b>AVERAGE</b>	NA	<b>653</b>	<b>653</b>	<b>0.37</b>	<b>0.51</b>	<b>67.9</b>	<b>29.8</b>	<b>97.7</b>	<b>0.48</b>	<b>0.63</b>	<b>0.49</b>	<b>0.63</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.3 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Five Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH288271	2	3,384	3,384	0.32	0.47	60.5	35.8	96.3	0.58	0.69	0.59	0.69
2	VH288465	2	799	799	0.28	0.45	53.4	40.6	94.0	0.78	0.76	0.81	0.76
3	VH288482	2	2,285	2,285	0.29	0.48	56.4	40.1	96.5	0.70	0.72	0.71	0.72
4	VH288539	2	254	254	0.30	0.46	58.3	37.0	95.3	0.67	0.72	0.59	0.72
5	VH288645	2	1,281	1,281	0.29	0.44	53.6	39.9	93.5	1.05	0.77	1.09	0.77
6	VH288746	2	97	97	0.28	0.45	54.6	41.2	95.9	0.73	0.70	0.88	0.74
7	VH288881	2	98	98	0.32	0.49	67.3	31.6	99.0	0.42	0.61	0.37	0.58
8	VH289122	2	92	92	0.41	0.51	69.6	25.0	94.6	0.50	0.70	0.45	0.69
9	VH289314	2	97	97	0.31	0.46	58.8	36.1	94.8	0.58	0.69	0.69	0.76
10	VH289482	2	110	110	0.34	0.43	63.6	31.8	95.5	0.55	0.67	0.50	0.66
11	VH295218	2	2,308	2,308	0.38	0.56	60.4	36.3	96.7	0.79	0.76	0.80	0.75
12	VH295918	2	2,293	2,293	0.43	0.64	63.0	35.7	98.7	0.98	0.74	0.96	0.76
NA	<b>AVERAGE</b>	NA	<b>1,092</b>	<b>1,092</b>	<b>0.33</b>	<b>0.49</b>	<b>60.0</b>	<b>35.9</b>	<b>95.9</b>	<b>0.69</b>	<b>0.71</b>	<b>0.70</b>	<b>0.72</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.4 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Six Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH296196	2	4,699	4,699	0.47	0.61	69.2	30.7	99.9	0.66	0.64	0.66	0.63
2	VH296308	2	486	486	0.42	0.56	67.7	32.1	99.8	0.75	0.62	0.77	0.61
3	VH296334	2	151	151	0.61	0.73	77.5	21.9	99.3	0.62	0.66	0.57	0.68
4	VH296362	2	422	422	0.44	0.61	66.6	33.2	99.8	0.80	0.67	0.76	0.65
5	VH296363	2	334	334	0.47	0.59	71.9	27.8	99.7	0.45	0.59	0.51	0.60
6	VH297147	2	4,324	4,324	0.56	0.65	83.7	16.2	99.9	0.26	0.49	0.26	0.49
7	VH297172	2	4,086	4,086	0.73	0.82	84.5	15.5	100.0	0.59	0.66	0.59	0.66
NA	<b>AVERAGE</b>	NA	<b>2,072</b>	<b>2,072</b>	<b>0.53</b>	<b>0.65</b>	<b>74.4</b>	<b>25.3</b>	<b>99.8</b>	<b>0.59</b>	<b>0.62</b>	<b>0.59</b>	<b>0.62</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.5 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Seven Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH296443	2	1,614	1,614	0.39	0.51	69.0	30.8	99.8	0.44	0.57	0.46	0.57
2	VH297497	2	3,097	3,097	0.35	0.50	64.3	35.6	99.9	0.75	0.60	0.74	0.60
3	VH297569	2	2,738	2,738	0.38	0.48	75.5	24.2	99.7	0.28	0.49	0.29	0.50
4	VH297780	2	1,908	1,908	0.47	0.65	67.0	32.7	99.6	0.87	0.71	0.88	0.70
5	VH297843	2	5,790	5,790	0.37	0.47	66.6	33.1	99.7	0.68	0.57	0.66	0.56
6	VH298062	2	113	113	0.57	0.65	78.8	21.2	100.0	0.41	0.51	0.41	0.59
7	VH298666	2	1,623	1,623	0.75	0.81	87.3	12.7	100.0	0.43	0.58	0.43	0.59
8	VH295371	2	2,331	2,331	0.48	0.60	77.0	22.9	99.9	0.35	0.54	0.34	0.54
NA	<b>AVERAGE</b>	NA	<b>2,402</b>	<b>2,402</b>	<b>0.47</b>	<b>0.58</b>	<b>73.2</b>	<b>26.7</b>	<b>99.8</b>	<b>0.53</b>	<b>0.57</b>	<b>0.53</b>	<b>0.58</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.6 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eight Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279694	2	428	428	0.50	0.67	85.7	14.0	99.8	0.19	0.46	0.21	0.49
2	VH279904	2	1,086	1,086	0.35	0.55	61.8	37.9	99.7	0.75	0.65	0.76	0.67
3	VH279941	2	357	357	0.49	0.58	72.0	27.2	99.2	0.66	0.58	0.71	0.62
4	VH280258	2	674	674	0.42	0.63	65.3	34.7	100.0	0.65	0.69	0.65	0.68
5	VH280491	2	165	165	0.40	0.58	64.2	35.2	99.4	1.04	0.68	1.01	0.66
6	VH280503	2	8,677	8,677	0.52	0.64	84.6	15.3	99.9	0.22	0.46	0.22	0.47
7	VH280521	2	5,086	5,086	0.58	0.71	75.2	24.6	99.7	0.69	0.66	0.68	0.66
8	VH280622	2	192	192	0.40	0.54	66.1	33.3	99.5	0.78	0.62	0.78	0.63
9	VH280847	2	471	471	0.62	0.75	76.9	23.1	100.0	0.81	0.66	0.85	0.70
10	VH295383	2	2,178	2,178	0.40	0.61	65.0	34.6	99.6	0.59	0.68	0.58	0.69
11	VH295489	2	2,216	2,216	0.41	0.57	69.6	29.5	99.1	0.46	0.63	0.44	0.62
12	VH295517	2	2,214	2,214	0.43	0.58	71.1	28.7	99.9	0.43	0.59	0.43	0.59
13	VH295622	2	2,196	2,196	0.37	0.59	65.6	33.9	99.5	0.51	0.67	0.53	0.66
NA	<b>AVERAGE</b>	NA	<b>1,995</b>	<b>1,995</b>	<b>0.45</b>	<b>0.62</b>	<b>71.0</b>	<b>28.6</b>	<b>99.6</b>	<b>0.60</b>	<b>0.62</b>	<b>0.60</b>	<b>0.63</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.7 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eleven Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH289614	2	109	109	0.39	0.56	62.4	35.8	98.2	0.73	0.69	0.84	0.71
2	VH289740	2	53	53	0.23	0.49	50.9	43.4	94.3	0.72	0.84	0.77	0.78
3	VH289859	2	480	480	0.51	0.59	73.8	24.8	98.5	0.48	0.61	0.50	0.61
4	VH289908	2	341	341	0.39	0.52	60.1	35.5	95.6	0.99	0.73	0.90	0.75
5	VH290189	2	253	253	0.29	0.52	57.7	41.9	99.6	1.10	0.66	1.13	0.68
6	VH290291	2	1,172	1,172	0.45	0.64	63.8	32.3	96.1	0.86	0.82	0.87	0.81
7	VH290305	2	385	385	0.43	0.58	71.7	27.3	99.0	0.41	0.62	0.42	0.60
8	VH290515	2	781	781	0.29	0.46	56.6	41.0	97.6	1.06	0.69	1.06	0.68
9	VH290631	2	143	143	0.46	0.67	64.3	35.0	99.3	1.01	0.77	0.97	0.75
10	VH290895	2	776	776	0.38	0.52	60.8	35.8	96.6	0.98	0.71	0.96	0.72
11	VH291113	2	1,024	1,024	0.45	0.61	68.6	30.0	98.5	0.58	0.68	0.56	0.67
12	VH291176	2	966	966	0.53	0.68	72.2	26.7	98.9	0.63	0.70	0.63	0.71
13	VH291428	2	993	993	0.51	0.72	68.7	30.7	99.4	0.79	0.76	0.79	0.76
14	VH291651	2	59	59	0.52	0.71	69.5	30.5	100.0	0.92	0.73	0.88	0.75
15	VH292261	2	64	64	0.43	0.53	73.4	23.4	96.9	0.31	0.56	0.45	0.67
16	VH292496	2	730	730	0.40	0.59	61.8	34.9	96.7	0.76	0.76	0.73	0.76
17	VH292592	2	888	888	0.48	0.63	70.8	27.4	98.2	0.53	0.68	0.53	0.68
18	VH293313	2	1,022	1,022	0.51	0.66	77.1	21.0	98.1	0.41	0.65	0.39	0.64
19	VH293796	2	920	920	0.48	0.67	66.3	33.2	99.5	0.96	0.73	0.92	0.74
20	VH294117	2	90	90	0.34	0.56	57.8	41.1	98.9	1.03	0.71	1.16	0.73
21	VH648736	2	316	316	0.48	0.64	69.6	29.1	98.7	0.61	0.70	0.59	0.68

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH648761	2	78	78	0.59	0.74	74.4	25.6	100.0	1.03	0.68	1.08	0.73
23	VH295362	2	1,763	1,763	0.45	0.64	63.5	34.5	98.0	1.02	0.77	1.03	0.77
24	VH295725	2	1,720	1,720	0.38	0.54	67.9	27.3	95.2	0.47	0.71	0.51	0.71
NA	<b>AVERAGE</b>	NA	<b>630</b>	<b>630</b>	<b>0.43</b>	<b>0.60</b>	<b>66.0</b>	<b>32.0</b>	<b>98.0</b>	<b>0.77</b>	<b>0.71</b>	<b>0.78</b>	<b>0.71</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.8 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Three Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299548	2	3,313	3,313	0.92	0.96	96.4	3.4	99.7	0.42	0.71	0.43	0.71
2	VH299061	1	2,989	2,989	0.82	0.82	92.8	7.2	100.0	0.28	0.45	0.28	0.45
3	VH299298	2	3,041	3,041	0.79	0.91	91.5	8.1	99.6	0.38	0.71	0.39	0.72
4	VH299352	2	73	73	0.77	0.91	89.0	11.0	100.0	0.49	0.80	0.47	0.77
5	VH299378	2	67	67	0.89	0.96	97.0	3.0	100.0	0.25	0.61	0.25	0.64
6	VH299380	1	67	67	0.94	0.94	97.0	3.0	100.0	0.46	0.50	0.46	0.50
7	VH299381	2	58	58	0.91	0.96	96.6	3.4	100.0	0.29	0.62	0.33	0.63
8	VH299420	2	3,040	3,040	0.84	0.94	90.8	9.0	99.8	0.68	0.87	0.68	0.87
9	VH299470	2	3,040	3,040	0.80	0.92	89.1	10.5	99.6	0.66	0.87	0.66	0.86
10	VH299544	1	66	66	0.72	0.72	87.9	12.1	100.0	0.29	0.46	0.35	0.48
11	VH299549	1	3,232	3,232	0.72	0.72	91.1	8.9	100.0	0.20	0.40	0.20	0.40
12	VH299560	2	76	76	0.54	0.83	88.2	11.8	100.0	0.21	0.57	0.25	0.61
13	VH299632	2	59	59	0.48	0.71	66.1	33.9	100.0	0.53	0.57	0.80	0.89
14	VH299647	2	3,143	3,143	0.70	0.83	88.0	11.9	99.9	0.32	0.60	0.31	0.59
15	VH299784	2	3,037	3,037	0.66	0.79	86.6	13.3	99.9	0.31	0.58	0.31	0.57
16	VH300001	1	2,970	2,970	0.81	0.81	92.0	8.0	100.0	0.31	0.46	0.31	0.46
17	VH300064	2	3,019	3,019	0.79	0.91	91.1	8.7	99.9	0.39	0.71	0.39	0.71
18	VH300267	1	3,106	3,106	0.71	0.71	92.1	7.9	100.0	0.16	0.37	0.17	0.37
19	VH300360	2	68	68	0.95	0.98	98.5	1.5	100.0	0.25	0.61	0.27	0.64
20	VH300364	1	67	67	0.83	0.83	92.5	7.5	100.0	0.31	0.47	0.36	0.48
21	VH300365	2	56	56	0.77	0.82	89.3	10.7	100.0	0.39	0.56	0.32	0.54



Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH299059	3	3,110	3,110	0.95	0.98	96.7	3.0	99.7	1.94	1.18	1.94	1.18
23	VH299379	3	3,269	3,269	0.92	0.98	94.4	5.3	99.7	1.90	1.18	1.91	1.18
24	VH299561	2	3,277	3,277	0.95	0.98	99.3	0.7	100.0	0.09	0.37	0.09	0.37
25	VH299646	2	3,257	3,257	0.89	0.96	94.2	5.6	99.9	0.61	0.85	0.62	0.85
26	VH299783	2	3,120	3,120	0.86	0.94	92.7	7.2	99.9	0.56	0.82	0.56	0.82
27	VH299999	3	3,102	3,102	0.93	0.97	95.2	4.2	99.4	1.85	1.21	1.85	1.21
28	VH300362	3	3,265	3,265	0.94	0.98	96.0	3.6	99.6	1.84	1.16	1.84	1.16
NA	<b>AVERAGE</b>	NA	<b>2,035</b>	<b>2,035</b>	<b>0.81</b>	<b>0.88</b>	<b>91.9</b>	<b>8.0</b>	<b>99.9</b>	<b>0.58</b>	<b>0.69</b>	<b>0.60</b>	<b>0.70</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.9 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Four Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299402	2	2,426	2,426	0.96	0.98	99.3	0.5	99.8	0.18	0.55	0.17	0.54
2	VH300007	2	2,342	2,342	0.96	0.98	99.0	0.9	99.9	0.21	0.58	0.21	0.58
3	VH299103	2	2,300	2,300	0.77	0.88	91.7	8.2	99.9	0.29	0.60	0.30	0.61
4	VH299105	2	2,285	2,285	0.49	0.71	92.1	7.6	99.7	0.11	0.39	0.11	0.40
5	VH299107	3	2,285	2,285	0.83	0.93	88.5	10.9	99.4	0.95	1.01	0.95	1.00
6	VH299112	2	2,318	2,318	0.87	0.93	94.9	5.1	100.0	0.32	0.60	0.33	0.60
7	VH299113	2	2,301	2,301	0.70	0.86	85.7	14.2	99.9	0.45	0.72	0.46	0.73
8	VH299181	2	2,294	2,294	0.80	0.91	89.8	10.1	99.9	0.54	0.79	0.53	0.78
9	VH299339	2	2,310	2,310	0.70	0.88	90.2	9.8	100.0	0.28	0.62	0.29	0.64
10	VH299340	2	2,307	2,307	0.82	0.94	92.5	7.5	100.0	0.43	0.76	0.43	0.77
11	VH299342	3	2,286	2,286	0.85	0.94	89.7	9.8	99.5	0.97	0.99	0.97	1.00
12	VH299405	2	2,351	2,351	0.89	0.96	95.0	4.5	99.4	0.58	0.88	0.58	0.88
13	VH299445	2	2,305	2,305	0.73	0.89	88.5	11.5	99.9	0.41	0.73	0.41	0.73
14	VH299446	2	2,304	2,304	0.88	0.96	95.8	4.2	100.0	0.37	0.73	0.37	0.74
15	VH299448	3	2,278	2,278	0.87	0.95	91.0	8.5	99.5	1.09	1.08	1.09	1.08
16	VH299474	1	2,316	2,316	0.61	0.61	83.7	16.3	100.0	0.30	0.46	0.29	0.46
17	VH299476	1	2,308	2,308	0.56	0.56	84.0	16.0	100.0	0.23	0.42	0.24	0.43
18	VH299504	1	2,421	2,421	0.69	0.69	86.5	13.5	100.0	0.33	0.47	0.33	0.47
19	VH299512	2	2,408	2,408	0.82	0.93	91.8	8.1	99.8	0.46	0.76	0.46	0.77
20	VH299776	2	2,424	2,424	0.79	0.90	87.3	12.7	99.9	0.68	0.80	0.68	0.80
21	VH300009	2	2,267	2,267	0.88	0.96	94.1	5.6	99.7	0.69	0.92	0.68	0.92

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH300038	2	2,370	2,370	0.73	0.83	87.9	11.9	99.8	0.36	0.61	0.37	0.61
23	VH300096	1	2,311	2,311	0.62	0.62	85.5	14.5	100.0	0.24	0.43	0.26	0.44
24	VH300098	1	2,302	2,302	0.58	0.58	86.0	14.0	100.0	0.21	0.41	0.21	0.41
25	VH300188	2	2,300	2,300	0.55	0.73	80.0	19.7	99.8	0.37	0.63	0.36	0.62
26	VH300210	2	2,292	2,292	0.73	0.85	92.2	7.6	99.9	0.22	0.52	0.22	0.52
27	VH300211	1	2,285	2,285	0.46	0.67	94.7	5.2	99.9	0.06	0.29	0.07	0.30
28	VH300213	3	2,286	2,286	0.80	0.92	88.2	11.2	99.4	0.69	0.93	0.70	0.95
29	VH300217	1	2,437	2,437	0.70	0.70	86.4	13.6	100.0	0.34	0.47	0.34	0.47
30	VH300219	2	50	50	1.00	1.00	100.0	0.0	100.0	0.40	0.73	0.40	0.73
31	VH300288	2	2,311	2,311	0.83	0.90	93.0	7.0	100.0	0.33	0.60	0.33	0.60
32	VH300290	2	2,297	2,297	0.76	0.88	87.6	12.4	100.0	0.50	0.73	0.51	0.74
33	VH299115	2	2,295	2,295	0.70	0.85	88.6	11.3	99.9	0.32	0.64	0.32	0.62
34	VH299477	2	2,343	2,343	0.92	0.96	95.0	5.0	100.0	0.74	0.80	0.73	0.80
35	VH300099	2	2,338	2,338	0.90	0.95	93.7	6.3	100.0	0.71	0.77	0.71	0.77
NA	<b>AVERAGE</b>	NA	<b>2,259</b>	<b>2,259</b>	<b>0.76</b>	<b>0.85</b>	<b>90.6</b>	<b>9.3</b>	<b>99.9</b>	<b>0.44</b>	<b>0.67</b>	<b>0.44</b>	<b>0.67</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.10 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Five Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299044	2	3,126	3,126	0.67	0.84	92.5	7.4	99.9	0.18	0.50	0.17	0.48
2	VH299046	2	3,128	3,128	0.93	0.98	96.9	3.1	100.0	0.53	0.86	0.53	0.86
3	VH299082	2	2,979	2,979	0.61	0.73	84.7	15.3	100.0	0.29	0.53	0.29	0.54
4	VH299151	2	3,113	3,113	0.69	0.85	93.2	6.8	100.0	0.17	0.49	0.17	0.48
5	VH299169	2	3,113	3,113	0.91	0.97	95.8	4.0	99.7	0.60	0.89	0.59	0.88
6	VH299190	1	3,077	3,077	0.86	0.86	94.2	5.8	100.0	0.30	0.46	0.29	0.46
7	VH299411	2	2,993	2,993	0.53	0.62	88.0	11.9	99.9	0.16	0.41	0.16	0.39
8	VH299412	3	2,970	2,970	0.51	0.72	83.4	12.0	95.4	0.35	0.78	0.36	0.77
9	VH299597	2	3,115	3,115	0.58	0.81	88.4	11.6	100.0	0.23	0.56	0.22	0.55
10	VH299687	2	3,097	3,097	0.66	0.78	95.5	4.0	99.5	0.09	0.38	0.10	0.39
11	VH299696	2	3,011	3,011	0.67	0.83	92.5	7.3	99.8	0.17	0.48	0.17	0.49
12	VH299699	2	3,007	3,007	0.91	0.97	96.0	3.7	99.7	0.57	0.87	0.57	0.87
13	VH299887	2	3,118	3,118	0.61	0.82	89.5	10.3	99.8	0.22	0.55	0.22	0.55
14	VH299891	3	3,093	3,093	0.55	0.78	83.3	13.9	97.3	0.35	0.77	0.36	0.77
15	VH299987	2	3,012	3,012	0.53	0.64	87.1	12.8	99.9	0.18	0.43	0.18	0.43
16	VH299989	3	2,987	2,987	0.52	0.72	83.9	11.5	95.4	0.33	0.75	0.34	0.76
17	VH300078	2	2,995	2,995	0.63	0.73	85.8	14.2	99.9	0.28	0.52	0.29	0.52
18	VH300307	2	3,012	3,012	0.67	0.82	92.1	7.8	99.9	0.18	0.48	0.18	0.48
19	VH300309	2	3,012	3,012	0.92	0.97	96.0	3.9	99.9	0.60	0.88	0.60	0.88
20	VH299043	2	3,184	3,184	0.86	0.94	94.7	5.3	100.0	0.32	0.64	0.32	0.64
21	VH299045	2	3,168	3,168	0.85	0.93	95.1	4.9	100.0	0.27	0.60	0.27	0.60

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH299143	2	3,163	3,163	0.87	0.94	94.8	5.2	100.0	0.36	0.69	0.36	0.68
23	VH299164	2	3,147	3,147	0.84	0.93	94.8	5.2	100.0	0.27	0.61	0.28	0.61
24	VH299188	3	3,121	3,121	0.98	0.99	99.3	0.6	99.9	0.34	0.62	0.34	0.62
25	VH299695	2	3,054	3,054	0.82	0.92	92.5	7.5	100.0	0.37	0.66	0.37	0.66
26	VH299697	2	3,039	3,039	0.82	0.92	94.2	5.8	100.0	0.26	0.58	0.26	0.58
27	VH299861	2	3,187	3,187	0.93	0.97	96.4	3.6	100.0	0.52	0.80	0.53	0.80
28	VH299995	2	3,114	3,114	0.93	0.95	95.7	4.3	100.0	0.75	0.67	0.75	0.67
29	VH300306	2	3,058	3,058	0.82	0.91	93.4	6.5	100.0	0.31	0.62	0.31	0.63
30	VH300308	2	3,042	3,042	0.79	0.89	93.9	6.0	100.0	0.22	0.53	0.23	0.54
NA	<b>AVERAGE</b>	NA	<b>3,075</b>	<b>3,075</b>	<b>0.75</b>	<b>0.86</b>	<b>92.1</b>	<b>7.4</b>	<b>99.5</b>	<b>0.33</b>	<b>0.62</b>	<b>0.33</b>	<b>0.62</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.11 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Six Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299455	1	3,776	3,776	0.83	0.83	96.3	3.7	100.0	0.13	0.34	0.13	0.33
2	VH299521	1	3,770	3,770	0.77	0.77	94.2	5.8	100.0	0.15	0.36	0.15	0.36
3	VH300125	1	3,936	3,936	0.82	0.82	95.6	4.4	100.0	0.15	0.36	0.15	0.35
4	VH300197	1	3,773	3,773	0.77	0.77	94.9	5.1	100.0	0.13	0.33	0.13	0.34
5	VH286172	2	6,225	6,225	0.69	0.87	80.7	18.5	99.2	0.91	0.91	0.91	0.91
6	VH299283	2	3,845	3,845	0.73	0.89	84.1	15.6	99.7	1.26	0.87	1.26	0.87
7	VH299285	2	3,836	3,836	0.71	0.85	83.1	16.7	99.8	0.62	0.77	0.62	0.77
8	VH299287	2	3,781	3,781	0.41	0.62	76.2	22.0	98.2	0.35	0.64	0.31	0.60
9	VH299454	2	3,684	3,684	0.59	0.78	79.7	18.6	98.3	0.50	0.77	0.48	0.75
10	VH299456	2	3,653	3,653	0.44	0.66	78.6	19.2	97.8	0.35	0.66	0.31	0.63
11	VH299484	2	3,683	3,683	0.70	0.86	81.0	18.5	99.6	1.24	0.84	1.25	0.84
12	VH299485	2	3,721	3,721	0.71	0.84	81.1	18.2	99.3	0.79	0.80	0.78	0.80
13	VH299486	2	3,640	3,640	0.46	0.69	78.6	20.0	98.6	0.35	0.66	0.32	0.63
14	VH299520	2	3,690	3,690	0.58	0.79	80.1	18.9	99.0	0.47	0.75	0.46	0.74
15	VH299522	2	3,715	3,715	0.62	0.81	90.9	8.0	98.9	0.22	0.58	0.20	0.55
16	VH299586	2	3,595	3,595	0.40	0.62	68.2	29.8	98.0	0.51	0.72	0.47	0.68
17	VH299652	2	3,686	3,686	0.60	0.81	81.2	17.7	98.9	0.48	0.76	0.45	0.74
18	VH299655	2	3,703	3,703	0.60	0.80	88.8	10.0	98.8	0.26	0.62	0.24	0.59
19	VH299790	2	3,672	3,672	0.57	0.74	72.1	27.5	99.6	0.86	0.75	0.86	0.75
20	VH299792	2	3,660	3,660	0.63	0.73	84.0	15.5	99.5	0.35	0.57	0.34	0.57
21	VH300109	2	74	74	0.50	0.63	86.5	12.2	98.6	0.23	0.54	0.16	0.44

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH300114	2	3,825	3,825	0.59	0.80	81.4	17.6	99.0	0.45	0.74	0.44	0.74
23	VH300126	2	3,843	3,843	0.63	0.81	91.5	7.6	99.1	0.20	0.56	0.20	0.55
24	VH300153	2	73	73	0.12	0.08	87.7	11.0	98.6	0.08	0.32	0.08	0.28
25	VH300155	2	3,829	3,829	0.57	0.78	79.4	19.1	98.6	0.48	0.76	0.47	0.75
26	VH300163	2	3,868	3,868	0.62	0.80	88.9	9.7	98.6	0.27	0.63	0.25	0.60
27	VH300196	2	3,671	3,671	0.58	0.78	80.7	17.6	98.3	0.47	0.76	0.44	0.74
28	VH300198	2	3,653	3,653	0.47	0.68	81.0	17.1	98.1	0.31	0.63	0.28	0.60
29	VH300205	2	3,711	3,711	0.55	0.72	71.6	27.8	99.4	0.85	0.73	0.85	0.73
30	VH300206	2	3,698	3,698	0.65	0.75	84.9	14.8	99.6	0.34	0.57	0.34	0.57
31	VH300397	2	3,774	3,774	0.40	0.60	68.7	28.6	97.4	0.50	0.71	0.47	0.69
32	VH299282	1	3,921	3,921	0.96	0.96	98.5	1.5	100.0	0.23	0.42	0.22	0.42
33	VH299482	1	3,791	3,791	0.95	0.95	98.3	1.7	100.0	0.21	0.41	0.21	0.41
34	VH299582	1	3,730	3,730	0.90	0.90	95.3	4.7	100.0	0.39	0.49	0.38	0.49
35	VH299585	1	3,725	3,725	0.87	0.87	95.0	5.0	100.0	0.26	0.44	0.26	0.44
36	VH299788	1	3,781	3,781	0.92	0.92	96.1	3.9	100.0	0.37	0.48	0.36	0.48
37	VH300202	1	3,797	3,797	0.87	0.87	95.4	4.6	100.0	0.23	0.42	0.23	0.42
38	VH300384	1	3,909	3,909	0.95	0.95	97.6	2.4	100.0	0.35	0.48	0.35	0.48
39	VH300390	1	3,887	3,887	0.87	0.87	94.9	5.1	100.0	0.27	0.44	0.27	0.44
NA	<b>AVERAGE</b>	NA	<b>3,631</b>	<b>3,631</b>	<b>0.66</b>	<b>0.78</b>	<b>85.7</b>	<b>13.5</b>	<b>99.2</b>	<b>0.42</b>	<b>0.60</b>	<b>0.41</b>	<b>0.59</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.12 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Seven Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299074	1	2,973	2,973	0.91	0.91	97.5	2.5	100.0	0.18	0.38	0.18	0.38
2	VH299871	1	2,787	2,787	0.85	0.85	97.2	2.8	100.0	0.10	0.30	0.10	0.30
3	VH299952	1	2,808	2,808	0.85	0.85	97.2	2.8	100.0	0.11	0.31	0.11	0.31
4	VH300022	1	2,855	2,855	0.89	0.89	96.4	3.6	100.0	0.19	0.40	0.19	0.39
5	VH299055	2	2,814	2,814	0.70	0.85	86.2	12.8	99.1	0.46	0.76	0.44	0.75
6	VH299242	2	2,788	2,788	0.55	0.66	76.5	23.2	99.7	0.48	0.60	0.46	0.60
7	VH299249	1	2,787	2,787	0.80	0.80	95.7	4.3	100.0	0.13	0.33	0.13	0.33
8	VH299577	2	2,774	2,774	0.74	0.79	85.5	14.2	99.7	0.57	0.62	0.57	0.61
9	VH300071	2	2,803	2,803	0.75	0.88	88.2	11.0	99.1	0.50	0.80	0.48	0.78
10	VH300092	1	2,761	2,761	0.72	0.72	93.8	6.2	100.0	0.13	0.33	0.13	0.34
11	VH300449	2	2,846	2,846	0.75	0.89	87.7	11.7	99.4	0.52	0.79	0.52	0.78
12	VH294180	2	58	58	0.45	0.44	87.9	10.3	98.3	0.12	0.42	0.16	0.37
13	VH294224	2	174	174	0.25	0.38	75.9	22.4	98.3	0.10	0.35	0.32	0.55
14	VH299212	1	62	62	-0.05	-0.05	90.3	9.7	100.0	0.07	0.25	0.03	0.18
15	VH299227	2	2,823	2,823	0.39	0.52	77.4	21.1	98.5	0.28	0.55	0.26	0.52
16	VH299240	1	2,616	2,616	0.48	0.71	88.6	10.6	99.2	0.18	0.50	0.16	0.47
17	VH299248	2	2,589	2,589	0.47	0.69	89.8	9.5	99.3	0.15	0.46	0.14	0.44
18	VH299574	1	2,593	2,593	0.46	0.67	90.6	8.4	99.0	0.14	0.44	0.13	0.42
19	VH299575	2	2,661	2,661	0.61	0.80	76.8	22.6	99.4	0.64	0.79	0.64	0.79
20	VH299765	1	2,705	2,705	0.46	0.69	90.4	9.0	99.3	0.14	0.44	0.13	0.42
21	VH299768	2	2,770	2,770	0.60	0.78	76.4	22.9	99.3	0.62	0.77	0.62	0.77



Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH299869	2	2,702	2,702	0.59	0.79	80.8	18.6	99.4	0.44	0.72	0.42	0.71
23	VH299872	2	2,724	2,724	0.47	0.71	84.7	14.4	99.1	0.24	0.57	0.22	0.54
24	VH299927	2	2,713	2,713	0.37	0.54	76.2	23.1	99.3	0.28	0.53	0.27	0.52
25	VH299950	2	2,722	2,722	0.62	0.81	81.8	17.7	99.4	0.45	0.73	0.44	0.72
26	VH299953	2	2,703	2,703	0.51	0.74	85.6	13.6	99.2	0.24	0.57	0.24	0.57
27	VH300070	2	2,706	2,706	0.76	0.89	89.4	9.9	99.3	0.47	0.78	0.44	0.76
28	VH300090	2	2,602	2,602	0.54	0.75	90.0	9.2	99.2	0.18	0.51	0.17	0.49
29	VH300091	2	2,648	2,648	0.64	0.80	79.7	19.6	99.2	0.59	0.76	0.58	0.75
30	VH300259	2	2,808	2,808	0.78	0.90	89.2	10.2	99.4	0.52	0.80	0.52	0.80
31	VH300318	1	2,749	2,749	0.43	0.67	90.6	8.7	99.3	0.13	0.43	0.11	0.40
32	VH300320	2	2,771	2,771	0.60	0.79	75.3	24.3	99.6	0.68	0.77	0.68	0.78
NA	<b>AVERAGE</b>	NA	<b>2,497</b>	<b>2,497</b>	<b>0.59</b>	<b>0.72</b>	<b>86.5</b>	<b>12.8</b>	<b>99.4</b>	<b>0.31</b>	<b>0.56</b>	<b>0.31</b>	<b>0.55</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.13 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Eight Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299320	1	3,828	3,828	0.90	0.90	96.3	3.7	100.0	0.22	0.42	0.23	0.42
2	VH299489	1	3,714	3,714	0.90	0.90	96.3	3.7	100.0	0.25	0.43	0.25	0.43
3	VH299712	1	3,708	3,708	0.92	0.92	96.7	3.3	100.0	0.30	0.46	0.30	0.46
4	VH299741	2	3,764	3,764	0.94	0.97	97.1	2.7	99.8	0.52	0.80	0.52	0.80
5	VH299807	1	3,824	3,824	0.89	0.89	96.1	3.9	100.0	0.23	0.42	0.23	0.42
6	VH299901	2	3,729	3,729	0.80	0.87	92.4	7.1	99.5	0.30	0.60	0.29	0.59
7	VH300055	2	3,754	3,754	0.95	0.98	97.4	2.5	100.0	0.53	0.80	0.53	0.80
8	VH300080	1	3,704	3,704	0.93	0.93	97.1	2.9	100.0	0.26	0.44	0.26	0.44
9	VH300246	1	3,703	3,703	0.92	0.92	96.6	3.4	100.0	0.30	0.46	0.29	0.46
10	VH300345	2	3,871	3,871	0.83	0.89	92.8	7.0	99.8	0.33	0.59	0.33	0.59
11	VH299087	2	3,648	3,648	0.66	0.83	85.5	14.3	99.8	0.36	0.65	0.36	0.66
12	VH299088	1	3,661	3,661	0.51	0.51	81.6	18.4	100.0	0.25	0.43	0.25	0.43
13	VH299314	2	74	74	0.68	0.81	93.2	6.8	100.0	0.15	0.43	0.14	0.42
14	VH299325	2	3,583	3,583	0.52	0.70	88.8	10.3	99.1	0.18	0.49	0.16	0.47
15	VH299494	2	3,519	3,519	0.47	0.66	86.3	13.0	99.3	0.19	0.49	0.18	0.48
16	VH299669	2	3,702	3,702	0.65	0.83	86.7	12.9	99.7	0.33	0.65	0.32	0.64
17	VH299670	1	3,735	3,735	0.57	0.57	82.0	18.0	100.0	0.29	0.46	0.29	0.45
18	VH299713	2	3,522	3,522	0.51	0.74	83.5	15.2	98.7	0.30	0.64	0.28	0.61
19	VH299739	2	3,637	3,637	0.71	0.88	87.5	12.1	99.7	0.43	0.74	0.42	0.74
20	VH299742	1	3,618	3,618	0.61	0.61	82.8	17.2	100.0	0.34	0.47	0.34	0.47
21	VH299806	2	77	77	0.46	0.46	92.2	7.8	100.0	0.08	0.27	0.08	0.27

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH299811	2	3,587	3,587	0.56	0.74	87.3	12.2	99.4	0.22	0.53	0.22	0.53
23	VH299900	2	3,579	3,579	0.68	0.84	86.5	13.3	99.8	0.38	0.67	0.37	0.66
24	VH299902	1	3,601	3,601	0.61	0.61	83.3	16.7	100.0	0.31	0.46	0.30	0.46
25	VH300054	2	3,612	3,612	0.72	0.88	88.9	11.0	99.9	0.37	0.70	0.37	0.69
26	VH300056	1	3,632	3,632	0.63	0.63	83.7	16.3	100.0	0.32	0.47	0.33	0.47
27	VH300081	2	3,494	3,494	0.52	0.70	85.7	13.5	99.1	0.24	0.54	0.22	0.53
28	VH300247	2	3,535	3,535	0.50	0.73	80.9	17.6	98.5	0.35	0.67	0.32	0.64
29	VH300337	2	3,703	3,703	0.61	0.80	87.2	12.6	99.8	0.26	0.58	0.27	0.59
30	VH300340	1	3,692	3,692	0.56	0.56	82.9	17.1	100.0	0.26	0.44	0.26	0.44
NA	<b>AVERAGE</b>	NA	<b>3,427</b>	<b>3,427</b>	<b>0.69</b>	<b>0.78</b>	<b>89.2</b>	<b>10.6</b>	<b>99.7</b>	<b>0.30</b>	<b>0.54</b>	<b>0.29</b>	<b>0.54</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.14 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for Mathematics, Grade Eleven Short Answer**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299385	1	3,587	3,587	0.97	0.97	98.8	1.2	100.0	0.25	0.43	0.24	0.43
2	VH299386	2	3,592	3,592	0.87	0.92	97.2	2.1	99.3	0.20	0.56	0.19	0.55
3	VH299660	2	3,541	3,541	0.73	0.89	96.5	3.3	99.8	0.11	0.43	0.11	0.43
4	VH299661	2	3,563	3,563	0.80	0.87	96.4	2.7	99.1	0.16	0.51	0.15	0.49
5	VH299835	1	3,597	3,597	0.94	0.94	98.4	1.6	100.0	0.17	0.38	0.17	0.38
6	VH299836	1	3,609	3,609	0.99	0.99	99.5	0.5	100.0	0.39	0.49	0.38	0.49
7	VH299910	2	3,747	3,747	0.92	0.96	97.5	2.0	99.5	0.30	0.66	0.29	0.65
8	VH299958	2	3,723	3,723	0.81	0.92	97.1	2.7	99.8	0.13	0.45	0.13	0.45
9	VH299961	2	3,728	3,728	0.93	0.96	97.9	1.7	99.7	0.29	0.64	0.28	0.64
10	VH300132	2	3,572	3,572	0.80	0.88	95.3	3.9	99.2	0.20	0.54	0.18	0.52
11	VH300176	1	3,583	3,583	0.97	0.97	98.7	1.3	100.0	0.26	0.44	0.25	0.44
12	VH300177	2	3,582	3,582	0.94	0.97	97.9	1.7	99.6	0.39	0.74	0.39	0.74
13	VH298849	2	2,187	2,187	0.57	0.74	74.6	25.1	99.7	0.61	0.71	0.61	0.71
14	VH298928	2	372	372	0.68	0.84	79.3	20.4	99.7	0.85	0.80	0.83	0.82
15	VH300032	1	289	289	0.47	0.47	79.9	20.1	100.0	0.24	0.43	0.27	0.45
16	VH300616	2	1,562	1,562	0.77	0.86	85.7	14.1	99.7	0.76	0.73	0.75	0.73
17	VH300897	2	307	307	0.49	0.72	68.1	30.3	98.4	0.75	0.82	0.71	0.81
18	VH301145	2	182	182	0.51	0.72	75.3	23.1	98.4	0.47	0.73	0.48	0.74
19	VH301904	2	213	213	0.34	0.62	59.2	39.0	98.1	0.66	0.78	0.72	0.79
20	VH301993	1	101	101	0.55	0.55	80.2	19.8	100.0	0.32	0.47	0.34	0.48
21	VH299022	1	43	43	0.00	0.00	100.0	0.0	100.0	0.00	0.00	0.00	0.00

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH299026	1	51	51	1.00	1.00	100.0	0.0	100.0	0.02	0.14	0.02	0.14
23	VH299032	2	3,546	3,546	0.68	0.86	87.0	12.7	99.7	0.38	0.70	0.38	0.69
24	VH299384	1	3,386	3,386	0.57	0.57	87.5	12.5	100.0	0.17	0.38	0.18	0.38
25	VH299387	3	117	117	0.51	0.69	81.2	13.7	94.9	0.36	0.78	0.46	0.89
26	VH299662	3	95	95	0.62	0.84	87.4	9.5	96.8	0.39	0.85	0.34	0.83
27	VH299912	3	180	180	0.52	0.83	88.9	10.0	98.9	0.27	0.75	0.23	0.68
28	VH299965	3	148	148	0.41	0.64	84.5	11.5	95.9	0.25	0.71	0.26	0.67
29	VH300133	3	117	117	0.49	0.81	84.6	12.8	97.4	0.35	0.84	0.29	0.73
30	VH300178	3	86	86	0.47	0.77	82.6	12.8	95.3	0.42	0.85	0.29	0.80
31	VH300222	2	42	42	0.45	0.72	85.7	14.3	100.0	0.14	0.47	0.24	0.53
32	VH300224	2	53	53	0.67	0.78	83.0	17.0	100.0	0.38	0.60	0.51	0.64
NA	<b>AVERAGE</b>	NA	<b>1,766</b>	<b>1,766</b>	<b>0.67</b>	<b>0.79</b>	<b>88.3</b>	<b>10.7</b>	<b>99.0</b>	<b>0.33</b>	<b>0.59</b>	<b>0.33</b>	<b>0.59</b>

**Notes:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

**Table 8.G.15 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Three Writing Extended Response (WER)**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295418	2	COV	2,390	2,390	0.33	0.55	57.3	40.8	98.2	1.04	0.73	1.03	0.74
2	VH295561	2	COV	1,789	1,789	0.34	0.54	58.5	39.6	98.0	1.02	0.72	1.05	0.72
3	VH295670	2	COV	2,191	2,191	0.32	0.51	56.6	40.8	97.4	1.07	0.73	1.05	0.72
4	VH295713	2	COV	1,736	1,736	0.31	0.51	56.6	41.1	97.7	1.03	0.72	1.04	0.72
5	VH295950	2	COV	875	875	0.30	0.51	56.0	42.4	98.4	1.13	0.70	1.13	0.71
6	VH295962	2	COV	1,753	1,753	0.29	0.49	55.5	42.0	97.5	1.11	0.71	1.11	0.72
7	VH295997	2	COV	2,337	2,337	0.35	0.54	58.7	39.1	97.7	1.06	0.72	1.09	0.72
8	VH296068	2	COV	1,143	1,143	0.37	0.58	60.5	38.4	99.0	1.10	0.71	1.11	0.72
9	VH295561	4	DVE	1,789	1,789	0.39	0.66	59.7	37.6	97.3	1.85	0.85	1.84	0.86
10	VH295950	4	DVE	875	875	0.33	0.61	56.5	40.2	96.7	1.85	0.83	1.86	0.82
11	VH296068	4	DVE	1,143	1,143	0.37	0.65	59.1	38.5	97.6	1.80	0.84	1.81	0.84
12	VH295418	4	EEL	2,390	2,390	0.39	0.60	62.8	34.5	97.3	1.68	0.76	1.68	0.76
13	VH295670	4	EEL	2,191	2,191	0.35	0.52	60.1	36.6	96.6	1.70	0.75	1.68	0.73
14	VH295713	4	EEL	1,736	1,736	0.38	0.57	62.4	34.3	96.7	1.68	0.75	1.69	0.76
15	VH295962	4	EEL	1,753	1,753	0.38	0.60	61.8	35.5	97.3	1.69	0.76	1.72	0.76
16	VH295997	4	EEL	2,337	2,337	0.38	0.59	62.4	34.8	97.2	1.68	0.75	1.68	0.75
17	VH295418	4	POR	2,390	2,390	0.41	0.62	64.3	33.4	97.7	1.65	0.75	1.64	0.76
18	VH295561	4	POR	1,789	1,789	0.38	0.65	58.5	38.8	97.3	1.90	0.85	1.89	0.85
19	VH295670	4	POR	2,191	2,191	0.35	0.54	60.8	35.9	96.7	1.66	0.75	1.66	0.73
20	VH295713	4	POR	1,736	1,736	0.37	0.57	61.2	35.6	96.8	1.69	0.74	1.70	0.77
21	VH295950	4	POR	875	875	0.34	0.60	56.5	40.2	96.7	1.90	0.83	1.87	0.82

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295962	4	POR	1,753	1,753	0.37	0.59	60.2	37.1	97.3	1.75	0.77	1.76	0.76
23	VH295997	4	POR	2,337	2,337	0.40	0.60	63.7	33.7	97.4	1.65	0.74	1.65	0.75
24	VH296068	4	POR	1,143	1,143	0.39	0.63	60.1	36.2	96.3	1.86	0.84	1.86	0.84
NA	<b>AVERAGE</b>	NA	NA	<b>1,777</b>	<b>1,777</b>	<b>0.36</b>	<b>0.58</b>	<b>59.6</b>	<b>37.8</b>	<b>97.4</b>	<b>1.52</b>	<b>0.76</b>	<b>1.53</b>	<b>0.76</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.16 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Four WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295258	2	COV	1,659	1,659	0.36	0.55	60.3	38.3	98.6	1.17	0.70	1.16	0.70
2	VH295351	2	COV	1,683	1,683	0.38	0.57	60.7	37.4	98.1	1.13	0.73	1.15	0.72
3	VH295426	2	COV	1,960	1,960	0.34	0.53	58.3	39.3	97.6	1.21	0.72	1.20	0.72
4	VH295459	2	COV	1,802	1,802	0.34	0.54	59.4	38.7	98.1	1.27	0.70	1.27	0.71
5	VH295493	2	COV	2,054	2,054	0.33	0.53	57.8	40.2	98.0	1.19	0.72	1.21	0.70
6	VH295522	2	COV	2,106	2,106	0.33	0.53	57.9	40.1	98.0	1.22	0.73	1.22	0.71
7	VH295587	2	COV	1,269	1,269	0.34	0.54	58.8	39.7	98.5	1.23	0.72	1.25	0.70
8	VH295631	2	COV	1,440	1,440	0.32	0.50	58.3	39.3	97.6	1.28	0.69	1.26	0.70
9	VH295644	2	COV	1,495	1,495	0.33	0.53	58.7	39.5	98.3	1.23	0.70	1.24	0.70
10	VH295707	2	COV	1,593	1,593	0.34	0.54	58.7	39.7	98.4	1.21	0.70	1.19	0.72
11	VH295731	2	COV	2,070	2,070	0.37	0.58	59.9	38.3	98.1	1.17	0.74	1.19	0.73
12	VH295775	2	COV	1,663	1,663	0.36	0.56	59.5	39.0	98.5	1.16	0.72	1.17	0.72
13	VH295781	2	COV	1,521	1,521	0.35	0.53	59.6	37.8	97.4	1.21	0.71	1.22	0.72
14	VH295787	2	COV	1,838	1,838	0.34	0.53	58.4	39.1	97.5	1.19	0.72	1.19	0.73
15	VH295858	2	COV	1,297	1,297	0.34	0.54	59.5	38.7	98.2	1.28	0.70	1.26	0.71
16	VH295865	2	COV	1,576	1,576	0.35	0.53	59.9	37.9	97.8	1.22	0.71	1.21	0.71
17	VH295892	2	COV	2,126	2,126	0.32	0.52	57.0	40.7	97.7	1.20	0.72	1.22	0.71
18	VH295956	2	COV	2,060	2,060	0.36	0.57	60.1	38.4	98.5	1.24	0.72	1.26	0.71
19	VH295258	4	DVE	1,659	1,659	0.36	0.63	55.9	40.1	96.0	2.16	0.88	2.11	0.86
20	VH295351	4	DVE	1,683	1,683	0.37	0.68	55.5	41.2	96.7	2.11	0.93	2.14	0.93
21	VH295587	4	DVE	1,269	1,269	0.34	0.66	53.3	43.1	96.4	2.28	0.94	2.26	0.92



Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295644	4	DVE	1,495	1,495	0.30	0.58	51.4	43.2	94.6	2.17	0.89	2.15	0.88
23	VH295775	4	DVE	1,663	1,663	0.38	0.67	56.8	40.2	97.1	2.07	0.91	2.07	0.90
24	VH295781	4	DVE	1,521	1,521	0.37	0.65	56.8	39.4	96.3	2.06	0.89	2.09	0.88
25	VH295858	4	DVE	1,297	1,297	0.31	0.61	51.9	43.8	95.7	2.23	0.89	2.22	0.89
26	VH295865	4	DVE	1,576	1,576	0.32	0.60	53.7	42.0	95.7	2.11	0.87	2.08	0.86
27	VH295426	4	EEL	1,960	1,960	0.35	0.59	56.3	39.2	95.5	1.89	0.84	1.93	0.85
28	VH295459	4	EEL	1,802	1,802	0.35	0.64	55.1	41.3	96.4	2.05	0.87	2.06	0.89
29	VH295493	4	EEL	2,054	2,054	0.37	0.62	58.2	37.9	96.1	1.93	0.86	1.92	0.83
30	VH295522	4	EEL	2,106	2,106	0.34	0.60	55.0	40.4	95.3	2.04	0.86	2.05	0.88
31	VH295631	4	EEL	1,440	1,440	0.34	0.59	55.6	39.9	95.6	2.02	0.86	1.99	0.84
32	VH295707	4	EEL	1,593	1,593	0.35	0.62	57.5	39.7	97.2	1.87	0.83	1.88	0.83
33	VH295731	4	EEL	2,070	2,070	0.37	0.62	57.4	38.2	95.6	1.92	0.87	1.92	0.86
34	VH295787	4	EEL	1,838	1,838	0.40	0.66	58.6	37.7	96.2	2.00	0.88	2.03	0.90
35	VH295892	4	EEL	2,126	2,126	0.37	0.62	57.2	38.7	95.9	2.02	0.86	2.04	0.86
36	VH295956	4	EEL	2,060	2,060	0.39	0.65	57.8	38.2	95.9	2.07	0.89	2.05	0.89
37	VH295258	4	POR	1,659	1,659	0.35	0.64	55.6	41.4	97.0	2.18	0.87	2.18	0.87
38	VH295351	4	POR	1,683	1,683	0.38	0.68	55.8	40.6	96.4	2.19	0.93	2.23	0.93
39	VH295426	4	POR	1,960	1,960	0.34	0.59	56.4	39.7	96.1	1.88	0.84	1.89	0.83
40	VH295459	4	POR	1,802	1,802	0.34	0.65	54.9	42.0	96.9	2.08	0.87	2.07	0.88
41	VH295493	4	POR	2,054	2,054	0.37	0.63	58.1	38.4	96.5	1.90	0.85	1.90	0.83
42	VH295522	4	POR	2,106	2,106	0.32	0.61	53.4	42.4	95.8	2.02	0.88	2.01	0.88
43	VH295587	4	POR	1,269	1,269	0.37	0.67	54.9	41.1	96.1	2.34	0.94	2.32	0.93
44	VH295631	4	POR	1,440	1,440	0.34	0.60	55.8	40.4	96.2	2.07	0.85	2.05	0.83

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
45	VH295644	4	POR	1,495	1,495	0.35	0.63	55.1	41.4	96.5	2.23	0.88	2.21	0.87
46	VH295707	4	POR	1,593	1,593	0.34	0.61	56.5	40.4	96.9	1.94	0.83	1.93	0.82
47	VH295731	4	POR	2,070	2,070	0.38	0.62	58.2	37.8	95.9	1.90	0.86	1.89	0.86
48	VH295775	4	POR	1,663	1,663	0.36	0.66	55.4	41.5	96.9	2.14	0.91	2.13	0.89
49	VH295781	4	POR	1,521	1,521	0.37	0.63	56.9	38.9	95.7	2.10	0.88	2.12	0.87
50	VH295787	4	POR	1,838	1,838	0.40	0.66	58.9	37.3	96.2	1.98	0.88	1.99	0.90
51	VH295858	4	POR	1,297	1,297	0.35	0.63	55.1	41.0	96.1	2.27	0.89	2.27	0.87
52	VH295865	4	POR	1,576	1,576	0.32	0.60	53.7	42.8	96.4	2.18	0.84	2.13	0.85
53	VH295892	4	POR	2,126	2,126	0.36	0.63	57.0	39.7	96.7	1.95	0.84	1.97	0.86
54	VH295956	4	POR	2,060	2,060	0.39	0.66	58.3	38.0	96.3	2.01	0.89	2.02	0.90
NA	<b>AVERAGE</b>	NA	NA	<b>1,734</b>	<b>1,734</b>	<b>0.35</b>	<b>0.60</b>	<b>57.0</b>	<b>39.8</b>	<b>96.8</b>	<b>1.78</b>	<b>0.82</b>	<b>1.78</b>	<b>0.82</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.17 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Five WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295215	2	COV	1,698	1,698	0.33	0.54	59.7	38.8	98.5	1.33	0.69	1.34	0.69
2	VH295230	2	COV	2,107	2,107	0.32	0.52	59.7	38.8	98.5	1.35	0.68	1.36	0.68
3	VH295238	2	COV	1,941	1,941	0.39	0.57	63.2	34.8	98.0	1.34	0.70	1.33	0.71
4	VH295406	2	COV	2,037	2,037	0.32	0.52	57.6	40.2	97.8	1.27	0.72	1.27	0.71
5	VH295431	2	COV	2,067	2,067	0.35	0.53	61.1	37.0	98.1	1.32	0.69	1.34	0.68
6	VH295452	2	COV	2,007	2,007	0.34	0.53	60.0	38.4	98.4	1.32	0.69	1.32	0.69
7	VH295480	2	COV	1,794	1,794	0.34	0.51	59.4	38.2	97.6	1.28	0.69	1.29	0.70
8	VH295543	2	COV	2,024	2,024	0.33	0.53	59.1	38.9	98.0	1.30	0.71	1.34	0.70
9	VH295740	2	COV	1,623	1,623	0.34	0.51	60.4	37.6	98.0	1.30	0.68	1.30	0.68
10	VH295793	2	COV	1,834	1,834	0.35	0.54	61.9	36.6	98.5	1.40	0.69	1.39	0.67
11	VH295810	2	COV	1,779	1,779	0.34	0.52	59.1	38.4	97.5	1.28	0.70	1.30	0.72
12	VH295835	2	COV	1,815	1,815	0.38	0.55	62.8	35.3	98.1	1.35	0.70	1.34	0.69
13	VH295900	2	COV	1,365	1,365	0.39	0.55	64.2	34.1	98.4	1.38	0.67	1.37	0.67
14	VH295920	2	COV	1,717	1,717	0.32	0.50	59.6	38.6	98.2	1.33	0.68	1.34	0.68
15	VH295971	2	COV	1,995	1,995	0.34	0.52	60.0	38.5	98.5	1.28	0.68	1.29	0.69
16	VH296033	2	COV	1,636	1,636	0.35	0.52	61.7	36.2	98.0	1.36	0.68	1.37	0.68
17	VH296047	2	COV	1,706	1,706	0.37	0.53	61.5	36.0	97.5	1.33	0.70	1.30	0.70
18	VH296072	2	COV	1,963	1,963	0.34	0.52	60.4	37.1	97.6	1.34	0.69	1.35	0.70
19	VH296081	2	COV	2,062	2,062	0.36	0.53	62.3	35.6	97.9	1.36	0.69	1.38	0.68
20	VH296090	2	COV	1,729	1,729	0.33	0.52	59.9	37.8	97.7	1.36	0.69	1.35	0.70
21	VH295215	4	DVE	1,698	1,698	0.33	0.62	52.5	42.7	95.2	2.40	0.90	2.37	0.92

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295480	4	DVE	1,794	1,794	0.38	0.65	56.1	39.2	95.3	2.37	0.92	2.35	0.91
23	VH295740	4	DVE	1,623	1,623	0.32	0.64	51.8	43.8	95.6	2.42	0.94	2.41	0.93
24	VH295810	4	DVE	1,779	1,779	0.32	0.63	51.7	43.3	94.9	2.39	0.94	2.41	0.93
25	VH295835	4	DVE	1,815	1,815	0.33	0.65	52.5	43.8	96.3	2.46	0.92	2.47	0.91
26	VH295900	4	DVE	1,365	1,365	0.33	0.62	53.0	41.8	94.8	2.50	0.89	2.48	0.92
27	VH295920	4	DVE	1,717	1,717	0.33	0.64	52.8	42.5	95.3	2.42	0.92	2.44	0.92
28	VH296047	4	DVE	1,706	1,706	0.35	0.65	53.9	42.3	96.2	2.42	0.91	2.45	0.92
29	VH296090	4	DVE	1,729	1,729	0.30	0.60	50.6	43.8	94.4	2.43	0.92	2.42	0.91
30	VH295230	4	EEL	2,107	2,107	0.37	0.65	55.8	39.9	95.7	2.25	0.90	2.27	0.91
31	VH295238	4	EEL	1,941	1,941	0.36	0.65	54.5	39.9	94.4	2.19	0.95	2.20	0.97
32	VH295406	4	EEL	2,037	2,037	0.36	0.63	55.0	39.9	94.8	2.14	0.92	2.13	0.92
33	VH295431	4	EEL	2,067	2,067	0.34	0.63	54.8	41.8	96.6	2.23	0.88	2.21	0.88
34	VH295452	4	EEL	2,007	2,007	0.34	0.65	53.5	42.4	95.8	2.20	0.91	2.20	0.92
35	VH295543	4	EEL	2,024	2,024	0.40	0.66	57.6	37.8	95.4	2.17	0.92	2.17	0.92
36	VH295793	4	EEL	1,834	1,834	0.35	0.64	54.1	41.7	95.8	2.29	0.90	2.30	0.91
37	VH295971	4	EEL	1,995	1,995	0.36	0.63	55.4	40.2	95.6	2.07	0.91	2.09	0.88
38	VH296033	4	EEL	1,636	1,636	0.38	0.68	55.7	40.2	95.9	2.32	0.94	2.32	0.94
39	VH296072	4	EEL	1,963	1,963	0.36	0.65	54.6	40.3	94.9	2.25	0.94	2.25	0.93
40	VH296081	4	EEL	2,062	2,062	0.34	0.62	53.2	41.7	94.9	2.22	0.93	2.22	0.92
41	VH295215	4	POR	1,698	1,698	0.30	0.63	50.7	45.1	95.8	2.41	0.91	2.45	0.92
42	VH295230	4	POR	2,107	2,107	0.40	0.68	57.9	38.3	96.2	2.22	0.92	2.24	0.93
43	VH295238	4	POR	1,941	1,941	0.39	0.66	56.3	38.1	94.4	2.19	0.94	2.19	0.97
44	VH295406	4	POR	2,037	2,037	0.36	0.65	55.0	40.5	95.5	2.16	0.92	2.15	0.92

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
45	VH295431	4	POR	2,067	2,067	0.32	0.63	53.2	43.3	96.5	2.17	0.88	2.17	0.89
46	VH295452	4	POR	2,007	2,007	0.35	0.67	54.4	42.4	96.7	2.21	0.92	2.20	0.93
47	VH295480	4	POR	1,794	1,794	0.37	0.64	55.3	40.4	95.7	2.43	0.91	2.41	0.91
48	VH295543	4	POR	2,024	2,024	0.42	0.70	59.0	37.5	96.5	2.14	0.92	2.13	0.93
49	VH295740	4	POR	1,623	1,623	0.30	0.63	50.8	45.5	96.3	2.45	0.91	2.47	0.92
50	VH295793	4	POR	1,834	1,834	0.38	0.66	55.9	40.1	96.0	2.31	0.91	2.33	0.93
51	VH295810	4	POR	1,779	1,779	0.33	0.63	52.5	42.6	95.1	2.41	0.93	2.45	0.92
52	VH295835	4	POR	1,815	1,815	0.35	0.65	53.9	42.1	96.0	2.48	0.92	2.49	0.90
53	VH295900	4	POR	1,365	1,365	0.29	0.59	50.2	44.2	94.4	2.52	0.89	2.53	0.91
54	VH295920	4	POR	1,717	1,717	0.33	0.64	53.1	42.9	96.0	2.48	0.91	2.49	0.90
55	VH295971	4	POR	1,995	1,995	0.35	0.64	54.6	41.7	96.3	2.19	0.90	2.17	0.89
56	VH296033	4	POR	1,636	1,636	0.41	0.69	58.3	38.2	96.5	2.35	0.93	2.33	0.92
57	VH296047	4	POR	1,706	1,706	0.35	0.65	54.2	42.4	96.7	2.46	0.90	2.51	0.90
58	VH296072	4	POR	1,963	1,963	0.39	0.66	56.4	38.6	95.0	2.25	0.94	2.26	0.93
59	VH296081	4	POR	2,062	2,062	0.35	0.66	53.4	42.6	96.0	2.21	0.94	2.23	0.93
60	VH296090	4	POR	1,729	1,729	0.34	0.62	53.6	41.8	95.3	2.51	0.91	2.47	0.89
NA	<b>AVERAGE</b>	NA	NA	<b>1,845</b>	<b>1,845</b>	<b>0.35</b>	<b>0.61</b>	<b>56.4</b>	<b>40.1</b>	<b>96.4</b>	<b>1.99</b>	<b>0.84</b>	<b>1.99</b>	<b>0.84</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.18 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Six WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295663	2	COV	2,485	2,485	0.39	0.55	73.7	24.7	98.5	1.65	0.59	1.67	0.58
2	VH295680	2	COV	2,963	2,963	0.44	0.62	72.8	26.2	99.1	1.59	0.63	1.59	0.62
3	VH295693	2	COV	2,896	2,896	0.43	0.59	74.3	24.6	98.9	1.64	0.59	1.64	0.60
4	VH295754	2	COV	3,023	3,023	0.41	0.58	72.3	26.3	98.6	1.60	0.62	1.62	0.60
5	VH295824	2	COV	2,949	2,949	0.44	0.59	75.8	23.3	99.0	1.66	0.58	1.66	0.58
6	VH295873	2	COV	2,197	2,197	0.36	0.52	74.1	24.4	98.5	1.70	0.56	1.69	0.57
7	VH295936	2	COV	2,882	2,882	0.45	0.58	77.4	21.8	99.2	1.69	0.55	1.69	0.54
8	VH296012	2	COV	2,843	2,843	0.44	0.59	74.5	24.4	98.9	1.63	0.59	1.63	0.59
9	VH295663	4	DVE	2,485	2,485	0.48	0.73	63.9	34.4	98.3	2.37	0.88	2.36	0.86
10	VH295873	4	DVE	2,197	2,197	0.46	0.74	62.1	36.4	98.5	2.42	0.91	2.43	0.90
11	VH295680	4	EEL	2,963	2,963	0.53	0.75	70.4	28.4	98.8	1.75	0.82	1.75	0.81
12	VH295693	4	EEL	2,896	2,896	0.46	0.68	64.2	33.7	97.9	1.95	0.82	1.95	0.81
13	VH295754	4	EEL	3,023	3,023	0.52	0.74	68.2	30.5	98.7	1.95	0.84	1.95	0.84
14	VH295824	4	EEL	2,949	2,949	0.48	0.67	67.1	31.4	98.5	1.90	0.76	1.90	0.74
15	VH295936	4	EEL	2,882	2,882	0.45	0.69	63.2	34.7	97.8	2.02	0.84	2.00	0.83
16	VH296012	4	EEL	2,843	2,843	0.50	0.71	67.4	30.9	98.3	1.91	0.80	1.92	0.81
17	VH295663	4	POR	2,485	2,485	0.48	0.73	64.3	34.1	98.5	2.37	0.88	2.36	0.85
18	VH295680	4	POR	2,963	2,963	0.52	0.73	68.9	30.0	98.9	1.82	0.80	1.82	0.80
19	VH295693	4	POR	2,896	2,896	0.48	0.69	65.3	32.6	97.9	1.95	0.82	1.95	0.82
20	VH295754	4	POR	3,023	3,023	0.51	0.74	67.6	31.2	98.8	1.97	0.83	1.96	0.83
21	VH295824	4	POR	2,949	2,949	0.48	0.67	67.1	31.5	98.6	1.91	0.76	1.90	0.74

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295873	4	POR	2,197	2,197	0.46	0.74	61.9	36.6	98.5	2.42	0.91	2.42	0.90
23	VH295936	4	POR	2,882	2,882	0.46	0.69	63.6	34.4	98.0	2.03	0.83	2.01	0.83
24	VH296012	4	POR	2,843	2,843	0.50	0.71	67.1	31.3	98.5	1.91	0.80	1.92	0.82
NA	<b>AVERAGE</b>	NA	NA	<b>2,780</b>	<b>2,780</b>	<b>0.46</b>	<b>0.67</b>	<b>68.6</b>	<b>29.9</b>	<b>98.6</b>	<b>1.91</b>	<b>0.75</b>	<b>1.91</b>	<b>0.74</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)



**Table 8.G.19 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Seven WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295266	2	COV	2,167	2,167	0.44	0.64	68.7	30.5	99.2	1.45	0.68	1.46	0.68
2	VH295271	2	COV	2,158	2,158	0.43	0.60	68.8	29.7	98.5	1.50	0.67	1.48	0.67
3	VH295309	2	COV	2,153	2,153	0.43	0.62	67.8	31.0	98.8	1.44	0.69	1.45	0.68
4	VH295321	2	COV	2,122	2,122	0.51	0.68	74.6	24.8	99.4	1.54	0.66	1.53	0.65
5	VH295334	2	COV	2,106	2,106	0.49	0.63	73.8	24.7	98.6	1.53	0.66	1.57	0.63
6	VH295372	2	COV	2,046	2,046	0.49	0.64	74.3	24.9	99.2	1.56	0.63	1.56	0.62
7	VH295398	2	COV	2,003	2,003	0.49	0.63	74.3	25.3	99.6	1.56	0.60	1.58	0.60
8	VH295410	2	COV	2,072	2,072	0.42	0.60	69.7	28.9	98.6	1.52	0.66	1.54	0.64
9	VH295508	2	COV	2,145	2,145	0.47	0.65	69.4	29.7	99.1	1.44	0.69	1.43	0.69
10	VH295528	2	COV	1,738	1,738	0.36	0.51	73.0	26.1	99.1	1.68	0.55	1.67	0.55
11	VH295576	2	COV	1,997	1,997	0.38	0.55	70.3	28.8	99.1	1.61	0.59	1.59	0.61
12	VH295610	2	COV	1,960	1,960	0.41	0.56	72.7	26.3	99.0	1.62	0.59	1.63	0.59
13	VH295636	2	COV	2,186	2,186	0.43	0.63	68.7	30.5	99.1	1.47	0.68	1.50	0.68
14	VH295719	2	COV	2,136	2,136	0.45	0.62	70.4	28.2	98.5	1.50	0.67	1.50	0.66
15	VH295761	2	COV	1,571	1,571	0.37	0.54	72.7	26.7	99.4	1.67	0.57	1.66	0.56
16	VH295906	2	COV	2,152	2,152	0.45	0.59	72.4	26.8	99.2	1.57	0.61	1.57	0.60
17	VH295943	2	COV	2,164	2,164	0.42	0.62	67.8	31.1	98.9	1.48	0.68	1.49	0.68
18	VH296104	2	COV	2,105	2,105	0.51	0.65	74.8	24.5	99.2	1.55	0.63	1.54	0.63
19	VH296117	2	COV	2,157	2,157	0.44	0.60	68.2	29.9	98.0	1.45	0.69	1.46	0.68
20	VH295528	4	DVE	1,738	1,738	0.45	0.70	63.4	35.2	98.6	2.19	0.83	2.19	0.83

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
21	VH295576	4	DVE	1,997	1,997	0.47	0.73	63.8	34.6	98.4	2.21	0.88	2.21	0.87
22	VH295610	4	DVE	1,960	1,960	0.40	0.68	60.2	38.5	98.7	2.29	0.83	2.31	0.83
23	VH295761	4	DVE	1,571	1,571	0.45	0.70	63.5	35.3	98.9	2.24	0.82	2.23	0.82
24	VH295266	4	EEL	2,167	2,167	0.60	0.75	75.9	23.4	99.3	1.67	0.72	1.67	0.73
25	VH295271	4	EEL	2,158	2,158	0.57	0.72	74.6	24.5	99.0	1.66	0.73	1.63	0.71
26	VH295309	4	EEL	2,153	2,153	0.58	0.75	74.5	24.8	99.4	1.71	0.74	1.68	0.74
27	VH295321	4	EEL	2,122	2,122	0.58	0.77	73.2	26.2	99.4	1.84	0.79	1.84	0.78
28	VH295334	4	EEL	2,106	2,106	0.57	0.74	72.8	26.8	99.7	1.85	0.74	1.84	0.74
29	VH295372	4	EEL	2,046	2,046	0.61	0.77	75.0	24.3	99.3	1.81	0.76	1.82	0.76
30	VH295398	4	EEL	2,003	2,003	0.58	0.75	74.3	25.2	99.5	1.73	0.73	1.74	0.73
31	VH295410	4	EEL	2,072	2,072	0.57	0.74	73.8	25.0	98.8	1.68	0.76	1.68	0.76
32	VH295508	4	EEL	2,145	2,145	0.56	0.73	73.5	25.7	99.2	1.66	0.73	1.65	0.73
33	VH295636	4	EEL	2,186	2,186	0.58	0.74	74.2	25.0	99.2	1.71	0.74	1.71	0.74
34	VH295719	4	EEL	2,136	2,136	0.59	0.75	75.0	24.7	99.7	1.70	0.72	1.70	0.72
35	VH295906	4	EEL	2,152	2,152	0.59	0.75	73.9	25.3	99.2	1.83	0.75	1.82	0.76
36	VH295943	4	EEL	2,164	2,164	0.59	0.73	75.3	24.2	99.5	1.65	0.70	1.64	0.69
37	VH296104	4	EEL	2,105	2,105	0.57	0.77	71.9	27.7	99.7	1.85	0.79	1.86	0.79
38	VH296117	4	EEL	2,157	2,157	0.61	0.75	77.2	22.3	99.6	1.58	0.68	1.60	0.70
39	VH295266	4	POR	2,167	2,167	0.60	0.75	75.4	23.9	99.3	1.68	0.73	1.68	0.73
40	VH295271	4	POR	2,158	2,158	0.57	0.72	74.3	24.7	99.0	1.66	0.73	1.65	0.71
41	VH295309	4	POR	2,153	2,153	0.58	0.75	74.0	25.5	99.5	1.73	0.74	1.70	0.75
42	VH295321	4	POR	2,122	2,122	0.58	0.77	73.0	26.5	99.5	1.86	0.79	1.86	0.78

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
43	VH295334	4	POR	2,106	2,106	0.59	0.76	74.4	25.5	99.8	1.87	0.75	1.86	0.74
44	VH295372	4	POR	2,046	2,046	0.62	0.78	75.7	23.8	99.4	1.83	0.76	1.84	0.77
45	VH295398	4	POR	2,003	2,003	0.59	0.76	74.7	25.0	99.7	1.77	0.74	1.78	0.74
46	VH295410	4	POR	2,072	2,072	0.56	0.74	73.1	25.9	99.0	1.69	0.76	1.69	0.77
47	VH295508	4	POR	2,145	2,145	0.56	0.73	73.4	25.7	99.2	1.67	0.73	1.66	0.73
48	VH295528	4	POR	1,738	1,738	0.43	0.71	60.6	37.6	98.2	2.13	0.87	2.13	0.87
49	VH295576	4	POR	1,997	1,997	0.46	0.73	62.9	35.3	98.2	2.21	0.88	2.20	0.88
50	VH295610	4	POR	1,960	1,960	0.39	0.68	59.3	39.4	98.7	2.28	0.83	2.30	0.83
51	VH295636	4	POR	2,186	2,186	0.57	0.74	73.5	25.7	99.2	1.71	0.74	1.72	0.75
52	VH295719	4	POR	2,136	2,136	0.58	0.75	74.3	25.4	99.7	1.71	0.72	1.72	0.72
53	VH295761	4	POR	1,571	1,571	0.44	0.69	62.7	35.8	98.5	2.23	0.83	2.21	0.83
54	VH295906	4	POR	2,152	2,152	0.59	0.76	74.0	25.5	99.5	1.85	0.76	1.84	0.77
55	VH295943	4	POR	2,164	2,164	0.59	0.74	75.4	24.1	99.5	1.65	0.70	1.65	0.70
56	VH296104	4	POR	2,105	2,105	0.57	0.77	72.0	27.7	99.7	1.90	0.79	1.90	0.79
57	VH296117	4	POR	2,157	2,157	0.61	0.75	77.1	22.5	99.7	1.60	0.68	1.62	0.70
NA	<b>AVERAGE</b>	NA	NA	<b>2,060</b>	<b>2,060</b>	<b>0.52</b>	<b>0.70</b>	<b>71.5</b>	<b>27.6</b>	<b>99.1</b>	<b>1.74</b>	<b>0.72</b>	<b>1.74</b>	<b>0.72</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.20 Interrater Reliability and Descriptive Statistics for the Ratings by Two Raters in Human-Scoring Items for ELA, Grade Eight WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater1 Item Score Mean	Rater1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295279	2	COV	2,107	2,107	0.47	0.58	84.2	15.2	99.5	1.80	0.46	1.80	0.45
2	VH295294	2	COV	2,093	2,093	0.52	0.60	85.8	13.7	99.5	1.81	0.44	1.80	0.45
3	VH295301	2	COV	1,507	1,507	0.44	0.51	84.7	14.8	99.5	1.83	0.42	1.83	0.41
4	VH295357	2	COV	2,053	2,053	0.43	0.57	71.7	26.6	98.3	1.59	0.62	1.57	0.62
5	VH295386	2	COV	2,048	2,048	0.45	0.52	81.1	17.8	98.9	1.77	0.48	1.76	0.48
6	VH295465	2	COV	2,011	2,011	0.43	0.59	72.9	25.4	98.4	1.61	0.61	1.60	0.63
7	VH295486	2	COV	2,142	2,142	0.47	0.53	86.6	13.1	99.7	1.84	0.40	1.84	0.39
8	VH295513	2	COV	2,054	2,054	0.40	0.55	72.5	26.0	98.5	1.63	0.59	1.63	0.59
9	VH295568	2	COV	2,033	2,033	0.45	0.60	75.0	23.7	98.7	1.64	0.60	1.63	0.60
10	VH295596	2	COV	1,522	1,522	0.41	0.51	84.8	14.8	99.7	1.84	0.40	1.83	0.41
11	VH295604	2	COV	2,119	2,119	0.40	0.49	81.6	17.5	99.1	1.79	0.47	1.80	0.45
12	VH295624	2	COV	2,102	2,102	0.44	0.57	82.1	17.6	99.6	1.78	0.47	1.78	0.47
13	VH295768	2	COV	2,166	2,166	0.39	0.52	81.3	18.1	99.4	1.80	0.46	1.79	0.47
14	VH295831	2	COV	2,045	2,045	0.42	0.57	70.7	28.2	98.9	1.57	0.62	1.58	0.61
15	VH295845	2	COV	2,115	2,115	0.46	0.55	83.6	16.2	99.8	1.81	0.44	1.80	0.43
16	VH295978	2	COV	2,003	2,003	0.43	0.56	70.9	27.5	98.4	1.55	0.63	1.57	0.61
17	VH296017	2	COV	2,030	2,030	0.37	0.53	68.4	30.0	98.5	1.59	0.62	1.56	0.63
18	VH296025	2	COV	1,987	1,987	0.44	0.58	73.2	25.4	98.6	1.60	0.61	1.60	0.61
19	VH296059	2	COV	1,880	1,880	0.45	0.56	78.4	21.1	99.5	1.72	0.52	1.72	0.51
20	VH296097	2	COV	1,951	1,951	0.44	0.54	80.6	18.6	99.2	1.76	0.49	1.76	0.48
21	VH295301	4	DVE	1,507	1,507	0.50	0.74	65.3	33.4	98.7	2.62	0.87	2.62	0.88

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater1 Item Score Mean	Rater1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295596	4	DVE	1,522	1,522	0.49	0.74	65.0	34.0	99.0	2.74	0.86	2.72	0.86
23	VH296059	4	DVE	1,880	1,880	0.51	0.78	65.5	33.6	99.1	2.37	0.92	2.37	0.93
24	VH296097	4	DVE	1,951	1,951	0.48	0.75	63.7	35.3	99.0	2.47	0.89	2.47	0.88
25	VH295279	4	EEL	2,107	2,107	0.58	0.78	72.0	27.4	99.5	2.08	0.81	2.11	0.82
26	VH295294	4	EEL	2,093	2,093	0.60	0.79	73.1	26.4	99.5	2.02	0.82	2.02	0.81
27	VH295357	4	EEL	2,053	2,053	0.52	0.72	68.9	29.8	98.7	1.95	0.78	1.97	0.79
28	VH295386	4	EEL	2,048	2,048	0.57	0.78	71.2	28.1	99.4	2.18	0.84	2.17	0.84
29	VH295465	4	EEL	2,011	2,011	0.51	0.72	67.9	31.0	98.9	1.99	0.78	2.01	0.79
30	VH295486	4	EEL	2,142	2,142	0.55	0.75	71.2	28.3	99.5	2.11	0.78	2.10	0.77
31	VH295513	4	EEL	2,054	2,054	0.51	0.71	68.5	30.1	98.6	2.00	0.78	1.99	0.78
32	VH295568	4	EEL	2,033	2,033	0.50	0.71	68.1	30.7	98.9	2.03	0.77	2.05	0.78
33	VH295604	4	EEL	2,119	2,119	0.61	0.80	73.7	26.1	99.8	2.11	0.82	2.12	0.81
34	VH295624	4	EEL	2,102	2,102	0.58	0.77	72.5	27.2	99.7	2.04	0.79	2.02	0.78
35	VH295768	4	EEL	2,166	2,166	0.61	0.80	73.6	26.0	99.7	2.17	0.82	2.19	0.83
36	VH295831	4	EEL	2,045	2,045	0.49	0.71	66.7	32.1	98.7	2.06	0.80	2.08	0.80
37	VH295845	4	EEL	2,115	2,115	0.57	0.77	72.1	27.5	99.6	2.03	0.79	2.01	0.78
38	VH295978	4	EEL	2,003	2,003	0.50	0.72	66.9	32.1	98.9	1.99	0.82	1.98	0.81
39	VH296017	4	EEL	2,030	2,030	0.50	0.72	66.7	32.0	98.8	2.00	0.81	2.01	0.81
40	VH296025	4	EEL	1,987	1,987	0.48	0.71	66.4	32.7	99.1	1.99	0.79	1.97	0.79
41	VH295279	4	POR	2,107	2,107	0.58	0.78	72.3	27.3	99.6	2.09	0.81	2.11	0.81
42	VH295294	4	POR	2,093	2,093	0.61	0.80	74.2	25.3	99.6	2.03	0.82	2.03	0.81
43	VH295301	4	POR	1,507	1,507	0.50	0.74	65.2	33.4	98.7	2.61	0.87	2.61	0.87
44	VH295357	4	POR	2,053	2,053	0.50	0.71	67.8	31.1	98.9	1.98	0.78	2.00	0.80

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater1 Item Score Mean	Rater1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
45	VH295386	4	POR	2,048	2,048	0.58	0.79	71.8	27.6	99.5	2.19	0.84	2.17	0.84
46	VH295465	4	POR	2,011	2,011	0.52	0.73	68.7	30.4	99.1	2.03	0.78	2.03	0.80
47	VH295486	4	POR	2,142	2,142	0.56	0.75	71.6	28.0	99.6	2.13	0.78	2.12	0.77
48	VH295513	4	POR	2,054	2,054	0.51	0.71	68.6	30.0	98.7	2.02	0.79	2.01	0.78
49	VH295568	4	POR	2,033	2,033	0.48	0.70	66.6	32.4	98.9	2.06	0.78	2.07	0.79
50	VH295596	4	POR	1,522	1,522	0.49	0.74	64.8	34.1	98.9	2.74	0.86	2.72	0.87
51	VH295604	4	POR	2,119	2,119	0.62	0.80	74.4	25.5	99.9	2.13	0.82	2.15	0.80
52	VH295624	4	POR	2,102	2,102	0.59	0.77	73.2	26.5	99.7	2.05	0.79	2.03	0.78
53	VH295768	4	POR	2,166	2,166	0.61	0.80	73.6	26.1	99.7	2.18	0.81	2.20	0.83
54	VH295831	4	POR	2,045	2,045	0.50	0.72	67.3	31.6	98.9	2.09	0.80	2.11	0.80
55	VH295845	4	POR	2,115	2,115	0.58	0.77	72.5	27.1	99.6	2.04	0.79	2.03	0.78
56	VH295978	4	POR	2,003	2,003	0.50	0.72	67.2	31.6	98.8	2.01	0.82	2.02	0.81
57	VH296017	4	POR	2,030	2,030	0.48	0.71	65.9	33.1	98.9	2.03	0.81	2.04	0.82
58	VH296025	4	POR	1,987	1,987	0.48	0.71	66.3	32.8	99.1	2.01	0.79	2.00	0.79
59	VH296059	4	POR	1,880	1,880	0.51	0.78	65.0	34.1	99.1	2.36	0.92	2.36	0.93
60	VH296097	4	POR	1,951	1,951	0.48	0.75	63.7	35.2	98.9	2.47	0.89	2.47	0.88
NA	<b>AVERAGE</b>	NA	NA	<b>1,998</b>	<b>1,998</b>	<b>0.50</b>	<b>0.68</b>	<b>72.2</b>	<b>27.0</b>	<b>99.1</b>	<b>2.01</b>	<b>0.72</b>	<b>2.01</b>	<b>0.72</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings.
- Rater 2 is the backup rater.

- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)



**Table 8.G.21 Agreement Statistics between Artificial Intelligence (AI) and Human Scoring of Short-Answer Items for ELA, Grade Three**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279259	2	4,072	4,072	0.58	0.73	74.5	25.0	99.6	0.65	0.68	0.64	0.72
2	VH279350	2	77	77	0.57	0.80	75.3	23.4	98.7	0.68	0.88	0.62	0.80
3	VH279357	2	3,829	3,829	0.54	0.72	72.7	26.7	99.3	0.67	0.74	0.55	0.69
4	VH279363	2	936	936	0.38	0.49	64.4	35.5	99.9	0.70	0.48	0.65	0.69
5	VH279373	2	1,130	1,130	0.36	0.49	73.6	24.9	98.5	0.28	0.53	0.34	0.56
6	VH279393	2	226	226	0.15	0.21	71.2	27.0	98.2	0.13	0.34	0.31	0.54
7	VH279425	2	4,317	4,317	0.54	0.72	70.8	28.1	98.9	0.74	0.78	0.69	0.73
8	VH279427	2	3,739	3,739	0.45	0.66	75.1	23.2	98.3	0.40	0.68	0.39	0.64
9	VH279519	2	4,382	4,382	0.57	0.74	73.1	25.7	98.8	0.80	0.80	0.64	0.72
10	VH279575	2	880	880	0.61	0.72	78.2	21.4	99.5	0.57	0.63	0.49	0.66
11	VH279600	2	916	916	0.47	0.60	70.1	28.6	98.7	0.59	0.67	0.49	0.62
12	VH279720	2	363	363	0.33	0.49	65.8	30.0	95.9	0.54	0.73	0.36	0.59
13	VH280293	2	3,401	3,401	0.45	0.62	83.6	15.6	99.2	0.17	0.45	0.25	0.53
14	VH280306	2	290	290	0.25	0.28	77.6	22.1	99.7	0.17	0.37	0.21	0.43
15	VH280475	2	97	97	0.50	0.60	73.2	25.8	99.0	0.46	0.58	0.54	0.65
16	VH280772	2	426	426	0.46	0.55	71.6	27.9	99.5	0.42	0.49	0.50	0.65
17	VH295225	2	3,004	3,004	0.51	0.67	75.0	24.4	99.4	0.42	0.63	0.45	0.64
18	VH295226	2	3,018	3,018	0.44	0.58	76.8	22.2	99.0	0.29	0.52	0.35	0.60
19	VH295343	2	3,052	3,052	0.47	0.63	71.8	27.6	99.4	0.46	0.63	0.51	0.64
20	VH295421	2	3,092	3,092	0.67	0.85	80.6	18.1	98.7	0.77	0.91	0.73	0.85
21	VH295564	2	3,062	3,062	0.51	0.66	70.6	28.3	99.0	0.64	0.67	0.66	0.71

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH295565	2	3,002	3,002	0.58	0.72	78.2	21.4	99.6	0.45	0.61	0.47	0.67
23	VH295657	2	3,055	3,055	0.43	0.64	65.8	33.3	99.1	0.60	0.75	0.62	0.68
24	VH295658	2	2,989	2,989	0.46	0.65	68.1	30.5	98.6	0.69	0.74	0.50	0.68
25	VH295674	2	3,032	3,032	0.52	0.71	68.5	28.8	97.3	0.87	0.83	0.77	0.80
26	VH295675	2	2,993	2,993	0.39	0.61	60.5	37.0	97.5	0.68	0.83	0.78	0.72
27	VH295688	2	3,105	3,105	0.36	0.55	70.6	26.7	97.4	0.26	0.52	0.50	0.71
28	VH295711	2	3,095	3,095	0.38	0.61	59.1	36.6	95.7	0.88	0.89	0.73	0.76
29	VH295712	2	3,077	3,077	0.44	0.61	69.7	28.4	98.1	0.51	0.70	0.50	0.67
30	VH295877	2	3,126	3,126	0.49	0.69	69.8	29.5	99.3	0.57	0.72	0.66	0.72
31	VH295878	2	3,090	3,090	0.30	0.48	55.9	39.8	95.7	0.81	0.77	0.66	0.70
32	VH295911	2	3,091	3,091	0.47	0.67	67.4	31.5	99.0	0.71	0.78	0.60	0.69
33	VH295947	2	3,090	3,090	0.36	0.57	58.3	38.9	97.2	0.93	0.77	0.78	0.73
34	VH295961	2	3,037	3,037	0.42	0.59	73.4	24.1	97.5	0.31	0.58	0.47	0.69
35	VH295966	2	3,012	3,012	0.42	0.59	79.1	19.2	98.2	0.25	0.54	0.31	0.59
36	VH295995	2	3,079	3,079	0.52	0.73	74.3	25.1	99.5	0.47	0.71	0.52	0.70
37	VH295996	2	3,071	3,071	0.27	0.42	71.6	25.5	97.1	0.17	0.46	0.39	0.61
38	VH296065	2	3,056	3,056	0.51	0.72	70.7	27.9	98.6	0.64	0.76	0.63	0.78
39	VH296067	2	3,085	3,085	0.43	0.60	69.8	26.9	96.7	0.43	0.70	0.53	0.70
NA	<b>AVERAGE</b>	NA	<b>2,549</b>	<b>2,549</b>	<b>0.45</b>	<b>0.61</b>	<b>71.2</b>	<b>27.2</b>	<b>98.4</b>	<b>0.53</b>	<b>0.66</b>	<b>0.53</b>	<b>0.67</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.22 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Four**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279392	2	2,297	2,297	0.43	0.49	71.8	27.8	99.6	0.42	0.50	0.41	0.58
2	VH279430	2	3,936	3,936	0.46	0.62	68.2	30.6	98.8	0.64	0.66	0.58	0.70
3	VH279438	2	2,897	2,897	0.41	0.58	63.0	35.5	98.5	0.80	0.67	0.87	0.73
4	VH279457	2	3,154	3,154	0.51	0.70	68.0	31.4	99.5	0.80	0.72	0.93	0.77
5	VH279487	2	2,698	2,698	0.37	0.56	61.0	37.2	98.3	0.77	0.70	0.70	0.71
6	VH279841	2	651	651	0.43	0.57	73.1	26.1	99.2	0.35	0.53	0.41	0.63
7	VH279845	2	543	543	0.44	0.63	63.9	33.5	97.4	0.84	0.78	0.73	0.75
8	VH279879	2	2,892	2,892	0.36	0.54	60.3	37.7	98.0	0.82	0.71	0.69	0.69
9	VH280353	2	429	429	0.37	0.56	61.1	36.1	97.2	0.57	0.71	0.76	0.73
10	VH280385	2	325	325	0.39	0.50	64.3	32.9	97.2	0.69	0.68	0.54	0.63
11	VH280394	2	1,372	1,372	0.48	0.70	66.6	32.3	98.9	0.74	0.78	0.78	0.79
12	VH280397	2	2,389	2,389	0.41	0.61	64.9	33.0	97.9	0.67	0.74	0.55	0.71
13	VH280429	2	651	651	0.41	0.63	63.6	35.2	98.8	0.63	0.70	0.69	0.77
14	VH280454	2	2,310	2,310	0.54	0.66	74.9	24.8	99.7	0.49	0.57	0.49	0.66
15	VH280527	2	1,776	1,776	0.48	0.62	71.6	27.3	98.8	0.52	0.66	0.51	0.64
16	VH280696	2	792	792	0.40	0.58	62.5	35.6	98.1	0.75	0.73	0.82	0.70
17	VH280803	2	4,183	4,183	0.53	0.71	70.9	28.3	99.2	0.74	0.73	0.71	0.74
18	VH280874	2	1,391	1,391	0.54	0.68	75.1	24.2	99.4	0.46	0.61	0.54	0.67
19	VH280910	2	4,651	4,651	0.53	0.70	71.0	28.4	99.3	0.78	0.73	0.57	0.68
20	VH280952	2	3,343	3,343	0.34	0.51	57.9	36.9	94.8	0.85	0.80	0.58	0.68
21	VH282151	2	672	672	0.43	0.58	65.9	31.4	97.3	0.69	0.71	0.58	0.69
22	VH282398	2	499	499	0.55	0.72	73.5	26.5	100.0	0.56	0.62	0.65	0.74

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH282489	2	2,952	2,952	0.39	0.58	64.4	33.6	98.0	0.49	0.67	0.65	0.72
24	VH282590	2	3,694	3,694	0.40	0.53	74.4	24.3	98.8	0.27	0.49	0.38	0.61
25	VH282756	2	637	637	0.46	0.63	69.5	29.4	98.9	0.54	0.69	0.55	0.66
26	VH295257	2	2,432	2,432	0.44	0.62	66.3	31.8	98.1	0.68	0.75	0.58	0.68
27	VH295349	2	2,456	2,456	0.54	0.75	69.3	29.8	99.1	1.00	0.84	0.95	0.79
28	VH295350	2	2,424	2,424	0.36	0.46	69.9	26.9	96.8	0.36	0.54	0.41	0.67
29	VH295423	2	2,420	2,420	0.54	0.73	72.4	26.2	98.7	0.64	0.74	0.66	0.80
30	VH295456	2	2,441	2,441	0.62	0.79	77.0	21.3	98.3	0.66	0.81	0.73	0.81
31	VH295458	2	2,442	2,442	0.35	0.56	59.1	35.3	94.4	0.83	0.84	0.63	0.75
32	VH295492	2	2,423	2,423	0.52	0.66	71.5	28.2	99.8	0.65	0.63	0.70	0.69
33	VH295496	2	2,443	2,443	0.50	0.68	68.5	30.3	98.7	0.71	0.78	0.70	0.72
34	VH295520	2	2,461	2,461	0.48	0.66	66.4	30.7	97.0	0.87	0.82	0.75	0.75
35	VH295521	2	2,562	2,562	0.50	0.69	67.8	29.5	97.3	0.75	0.78	0.84	0.83
36	VH295590	2	2,461	2,461	0.48	0.71	64.5	33.8	98.3	0.99	0.89	0.94	0.78
37	VH295591	2	2,452	2,452	0.40	0.59	64.6	31.9	96.5	0.45	0.63	0.73	0.80
38	VH295629	2	2,430	2,430	0.38	0.55	64.8	32.8	97.7	0.50	0.64	0.58	0.72
39	VH295630	2	2,450	2,450	0.46	0.63	77.2	19.2	96.4	0.28	0.62	0.45	0.71
40	VH295647	2	2,460	2,460	0.51	0.70	68.8	29.2	98.0	0.71	0.80	0.78	0.78
41	VH295704	2	2,457	2,457	0.48	0.70	65.9	32.7	98.5	0.77	0.80	0.94	0.80
42	VH295705	2	2,479	2,479	0.48	0.67	68.8	29.5	98.3	0.55	0.70	0.72	0.75
43	VH295730	2	2,438	2,438	0.61	0.79	76.3	22.7	99.0	0.67	0.81	0.66	0.78
44	VH295734	2	2,463	2,463	0.31	0.54	61.8	32.2	94.0	0.36	0.63	0.72	0.83
45	VH295772	2	2,454	2,454	0.55	0.75	72.8	26.5	99.3	0.63	0.77	0.69	0.75

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
46	VH295773	2	2,421	2,421	0.47	0.55	82.9	15.8	98.7	0.18	0.40	0.26	0.55
47	VH295779	2	2,445	2,445	0.50	0.67	71.5	26.7	98.2	0.56	0.72	0.58	0.70
48	VH295784	2	2,437	2,437	0.65	0.83	79.4	19.4	98.8	0.69	0.85	0.69	0.85
49	VH295786	2	2,459	2,459	0.46	0.66	67.4	30.9	98.3	0.63	0.75	0.67	0.73
50	VH295790	2	2,416	2,416	0.40	0.59	68.9	29.5	98.4	0.42	0.64	0.51	0.67
51	VH295856	2	2,470	2,470	0.45	0.65	64.0	33.2	97.3	0.88	0.83	0.81	0.75
52	VH295857	2	2,430	2,430	0.48	0.69	68.1	29.9	98.0	0.69	0.78	0.69	0.77
53	VH295863	2	2,436	2,436	0.48	0.65	70.4	26.7	97.1	0.44	0.69	0.65	0.75
54	VH295868	2	2,469	2,469	0.49	0.70	67.6	29.6	97.2	0.74	0.87	0.75	0.78
55	VH295895	2	2,463	2,463	0.42	0.62	62.4	35.1	97.5	0.74	0.78	0.87	0.74
56	VH295896	2	2,412	2,412	0.50	0.68	69.2	29.9	99.2	0.63	0.70	0.73	0.74
57	VH295954	2	2,442	2,442	0.49	0.66	70.2	26.9	97.2	0.55	0.73	0.65	0.75
58	VH295959	2	2,432	2,432	0.44	0.67	67.1	29.4	96.4	0.52	0.76	0.75	0.83
NA	<b>AVERAGE</b>	NA	<b>2,274</b>	<b>2,274</b>	<b>0.46</b>	<b>0.64</b>	<b>68.3</b>	<b>29.7</b>	<b>98.1</b>	<b>0.63</b>	<b>0.71</b>	<b>0.66</b>	<b>0.73</b>

**Note:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.23 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Five**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH288281	2	628	628	0.37	0.60	59.6	38.2	97.8	0.60	0.68	0.89	0.80
2	VH288299	2	4,112	4,112	0.43	0.60	63.5	34.9	98.4	0.95	0.66	0.88	0.76
3	VH288302	2	1,208	1,208	0.49	0.69	65.7	31.9	97.6	0.94	0.79	1.10	0.82
4	VH288307	2	4,794	4,794	0.44	0.60	64.1	34.5	98.6	0.97	0.65	0.92	0.76
5	VH288452	2	2,394	2,394	0.28	0.43	61.5	33.2	94.7	0.48	0.70	0.52	0.69
6	VH288454	2	732	732	0.34	0.61	55.2	41.8	97.0	0.92	0.78	1.29	0.79
7	VH288455	2	821	821	0.46	0.67	64.2	31.8	96.0	0.89	0.87	0.93	0.82
8	VH288476	2	2,948	2,948	0.33	0.48	58.6	38.6	97.2	0.83	0.63	0.89	0.75
9	VH288477	2	1,286	1,286	0.47	0.65	64.6	33.7	98.3	0.92	0.71	1.11	0.80
10	VH288479	2	1,037	1,037	0.52	0.72	68.2	30.5	98.7	0.91	0.79	0.98	0.81
11	VH288497	2	933	933	0.55	0.73	70.2	29.2	99.4	0.93	0.71	1.04	0.80
12	VH288518	2	2,325	2,325	0.50	0.70	67.8	31.7	99.5	0.83	0.72	0.94	0.76
13	VH288535	2	5,911	5,911	0.43	0.61	63.6	34.7	98.3	0.87	0.69	0.86	0.76
14	VH288548	2	3,387	3,387	0.37	0.53	59.7	37.3	97.0	0.87	0.73	0.84	0.72
15	VH288568	2	1,907	1,907	0.50	0.69	68.0	31.7	99.6	0.81	0.66	0.98	0.78
16	VH288667	2	3,069	3,069	0.37	0.53	67.0	30.3	97.3	0.36	0.53	0.56	0.75
17	VH288692	2	743	743	0.42	0.62	63.1	33.2	96.4	0.77	0.80	0.76	0.79
18	VH288730	2	107	107	0.45	0.61	67.3	31.8	99.1	0.55	0.63	0.70	0.70
19	VH288851	2	89	89	0.52	0.72	69.7	30.3	100.0	0.88	0.75	0.71	0.69
20	VH288868	2	318	318	0.44	0.58	70.8	27.0	97.8	0.31	0.50	0.58	0.73
21	VH288884	2	101	101	0.26	0.49	55.4	42.6	98.0	0.58	0.68	0.71	0.73
22	VH289008	2	107	107	0.27	0.46	57.0	41.1	98.1	0.54	0.62	0.71	0.70

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH289085	2	91	91	0.42	0.59	65.9	31.9	97.8	0.54	0.67	0.66	0.73
24	VH289191	2	104	104	0.24	0.35	65.4	33.7	99.0	0.25	0.52	0.41	0.53
25	VH289272	2	95	95	0.18	0.23	47.4	43.2	90.5	0.31	0.46	0.91	0.70
26	VH289358	2	78	78	0.32	0.44	60.3	37.2	97.4	0.72	0.74	0.53	0.53
27	VH289404	2	111	111	0.49	0.63	69.4	29.7	99.1	0.81	0.67	0.75	0.68
28	VH289454	2	96	96	0.13	0.33	45.8	47.9	93.8	0.58	0.71	0.77	0.75
29	VH289491	2	95	95	0.40	0.55	64.2	32.6	96.8	0.59	0.74	0.64	0.68
30	VH295219	2	2,310	2,310	0.53	0.73	68.4	30.1	98.6	0.93	0.79	1.03	0.83
31	VH295229	2	2,312	2,312	0.57	0.72	76.3	21.0	97.3	0.50	0.72	0.62	0.79
32	VH295236	2	2,289	2,289	0.63	0.75	83.2	14.9	98.1	0.33	0.63	0.45	0.69
33	VH295237	2	2,262	2,262	0.49	0.69	70.1	28.2	98.4	0.57	0.75	0.63	0.75
34	VH295403	2	2,302	2,302	0.50	0.71	69.2	29.3	98.5	0.56	0.75	0.76	0.78
35	VH295404	2	2,298	2,298	0.51	0.73	70.3	27.9	98.3	0.66	0.81	0.71	0.79
36	VH295430	2	2,301	2,301	0.42	0.65	60.7	37.5	98.2	0.96	0.86	1.04	0.74
37	VH295435	2	2,288	2,288	0.36	0.60	58.4	39.6	98.1	0.59	0.73	0.88	0.75
38	VH295449	2	2,321	2,321	0.51	0.69	71.2	26.5	97.6	0.53	0.76	0.66	0.76
39	VH295450	2	2,303	2,303	0.57	0.75	71.4	26.6	98.0	0.83	0.79	0.93	0.85
40	VH295477	2	2,280	2,280	0.52	0.68	72.6	23.1	95.7	0.52	0.76	0.69	0.82
41	VH295479	2	2,301	2,301	0.43	0.66	62.9	36.1	99.0	0.63	0.76	0.86	0.73
42	VH295541	2	5,420	5,420	0.23	0.30	53.0	29.2	82.3	0.36	0.70	0.87	0.83
43	VH295738	2	2,296	2,296	0.43	0.63	64.4	33.4	97.8	0.53	0.63	0.81	0.81
44	VH295739	2	2,298	2,298	0.38	0.61	60.5	38.2	98.7	0.60	0.69	0.89	0.75
45	VH295797	2	2,312	2,312	0.52	0.71	71.8	24.3	96.0	0.59	0.83	0.75	0.83

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
46	VH295798	2	2,343	2,343	0.43	0.63	62.3	35.5	97.8	0.76	0.78	0.94	0.76
47	VH295807	2	2,288	2,288	0.51	0.73	66.9	32.4	99.3	0.83	0.83	1.00	0.77
48	VH295808	2	2,300	2,300	0.62	0.76	77.3	21.1	98.4	0.61	0.74	0.67	0.77
49	VH295839	2	2,288	2,288	0.54	0.76	69.9	29.4	99.3	0.88	0.82	0.89	0.82
50	VH295840	2	2,336	2,336	0.52	0.72	68.1	30.8	98.9	0.76	0.79	0.96	0.78
51	VH295898	2	2,275	2,275	0.33	0.48	57.0	37.2	94.2	0.52	0.64	0.89	0.79
52	VH295968	2	2,301	2,301	0.38	0.61	59.9	37.2	97.1	0.62	0.72	0.92	0.79
53	VH295969	2	2,273	2,273	0.55	0.72	72.5	24.6	97.1	0.64	0.80	0.70	0.80
54	VH296030	2	2,269	2,269	0.56	0.70	78.8	18.7	97.5	0.39	0.67	0.46	0.70
55	VH296032	2	2,300	2,300	0.43	0.68	62.1	37.0	99.1	0.73	0.81	0.92	0.75
56	VH296044	2	2,286	2,286	0.55	0.77	69.9	29.8	99.7	0.85	0.85	0.95	0.77
57	VH296045	2	2,313	2,313	0.51	0.66	71.4	27.0	98.4	0.56	0.70	0.61	0.72
58	VH296076	2	2,330	2,330	0.61	0.76	75.2	22.9	98.1	0.73	0.82	0.76	0.79
59	VH296077	2	2,310	2,310	0.49	0.70	67.8	30.6	98.5	0.60	0.76	0.81	0.77
60	VH296080	2	2,325	2,325	0.40	0.61	60.3	37.1	97.4	1.14	0.81	1.16	0.74
61	VH296084	2	2,328	2,328	0.39	0.58	60.1	35.1	95.2	0.63	0.73	0.90	0.82
62	VH296087	2	2,321	2,321	0.44	0.66	64.3	34.4	98.7	0.70	0.78	0.79	0.74
63	VH296088	2	2,313	2,313	0.50	0.72	66.8	32.8	99.6	0.82	0.82	0.91	0.76
NA	<b>AVERAGE</b>	NA	<b>1,921</b>	<b>1,921</b>	<b>0.44</b>	<b>0.62</b>	<b>65.4</b>	<b>32.2</b>	<b>97.5</b>	<b>0.68</b>	<b>0.72</b>	<b>0.82</b>	<b>0.76</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.



**Table 8.G.24 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Six**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH288262	2	620	620	0.53	0.63	74.0	25.8	99.8	0.55	0.58	0.59	0.62
2	VH288267	2	3,539	3,539	0.55	0.58	81.3	18.7	100.0	0.32	0.47	0.26	0.47
3	VH296166	2	6,004	6,004	0.55	0.69	73.1	26.6	99.7	0.78	0.73	0.63	0.59
4	VH296198	2	7,702	7,702	0.47	0.61	68.4	30.5	98.9	0.76	0.68	0.66	0.65
5	VH296306	2	1,086	1,086	0.31	0.46	58.3	39.2	97.5	0.82	0.69	0.62	0.63
6	VH296310	2	7,226	7,226	0.58	0.69	75.1	24.5	99.6	0.67	0.68	0.66	0.62
7	VH296354	2	276	276	0.55	0.67	73.9	26.1	100.0	0.67	0.67	0.72	0.58
8	VH296445	2	1,983	1,983	0.22	0.40	52.4	44.3	96.7	0.79	0.70	0.33	0.52
9	VH296446	2	244	244	0.37	0.53	63.9	34.8	98.8	0.59	0.65	0.55	0.66
10	VH296447	2	4,125	4,125	0.67	0.70	83.3	16.6	99.9	0.45	0.54	0.42	0.52
11	VH296451	2	557	557	0.54	0.67	73.4	26.4	99.8	0.63	0.60	0.64	0.67
12	VH296454	2	474	474	0.37	0.49	70.7	28.5	99.2	0.43	0.57	0.27	0.53
13	VH296504	2	794	794	0.32	0.47	60.2	38.7	98.9	0.84	0.70	0.80	0.56
14	VH296523	2	122	122	0.51	0.69	70.5	29.5	100.0	0.76	0.73	0.60	0.63
15	VH296527	2	2,245	2,245	0.62	0.78	74.8	24.6	99.4	0.90	0.82	0.74	0.73
16	VH296628	2	1,245	1,245	0.62	0.75	76.4	23.5	99.9	1.11	0.72	0.94	0.62
17	VH296651	2	141	141	0.42	0.60	65.2	34.8	100.0	0.65	0.68	0.84	0.61
18	VH296674	2	115	115	0.50	0.61	71.3	26.1	97.4	0.67	0.75	0.41	0.56
19	VH295314	2	3,182	3,182	0.40	0.55	71.7	25.9	97.6	0.44	0.65	0.35	0.59
20	VH295315	2	3,176	3,176	0.43	0.65	70.3	28.2	98.6	0.58	0.72	0.35	0.63
21	VH295437	2	3,202	3,202	0.55	0.74	75.8	23.2	99.0	0.49	0.71	0.54	0.73
22	VH295438	2	3,192	3,192	0.62	0.77	86.3	13.2	99.6	0.24	0.51	0.31	0.63

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH295555	2	3,181	3,181	0.51	0.70	69.0	28.9	97.9	0.79	0.80	0.66	0.75
24	VH295580	2	3,138	3,138	0.35	0.55	62.1	33.8	95.9	0.72	0.79	0.42	0.63
25	VH295581	2	3,173	3,173	0.61	0.79	84.7	14.5	99.2	0.32	0.65	0.34	0.63
26	VH295666	2	3,203	3,203	0.57	0.74	73.2	25.6	98.8	0.70	0.79	0.67	0.72
27	VH295667	2	3,184	3,184	0.59	0.76	76.1	23.0	99.1	0.68	0.77	0.52	0.72
28	VH295677	2	3,170	3,170	0.39	0.56	65.0	32.8	97.9	0.65	0.71	0.45	0.63
29	VH295678	2	3,113	3,113	0.41	0.55	74.5	23.4	97.9	0.34	0.57	0.35	0.61
30	VH295690	2	3,186	3,186	0.34	0.49	65.6	31.6	97.2	0.56	0.67	0.32	0.58
31	VH295691	2	3,210	3,210	0.50	0.66	71.8	27.8	99.5	0.53	0.66	0.55	0.66
32	VH295751	2	3,171	3,171	0.37	0.58	58.5	35.1	93.6	0.97	0.86	0.60	0.75
33	VH295752	2	3,160	3,160	0.48	0.66	69.1	28.8	97.8	0.71	0.76	0.48	0.70
34	VH295821	2	3,209	3,209	0.52	0.72	70.5	28.5	99.0	0.72	0.79	0.63	0.72
35	VH295822	2	3,189	3,189	0.61	0.78	92.1	7.4	99.5	0.14	0.45	0.16	0.47
36	VH295871	2	3,192	3,192	0.66	0.82	88.2	10.9	99.1	0.28	0.62	0.32	0.64
37	VH295872	2	3,144	3,144	0.52	0.71	68.9	29.9	98.7	0.91	0.82	0.69	0.71
38	VH295934	2	3,135	3,135	0.50	0.72	66.7	31.5	98.2	1.06	0.82	0.93	0.81
39	VH295935	2	3,139	3,139	0.33	0.55	59.3	36.7	96.0	0.78	0.77	0.41	0.66
40	VH295982	2	3,196	3,196	0.36	0.58	58.5	36.5	95.0	0.93	0.84	0.53	0.70
41	VH295983	2	3,179	3,179	0.51	0.72	67.4	31.4	98.8	1.03	0.80	0.85	0.79
42	VH296010	2	3,176	3,176	0.48	0.64	71.0	28.0	99.0	0.56	0.66	0.51	0.66

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
43	VH296011	2	3,157	3,157	0.45	0.61	68.5	31.1	99.6	0.49	0.53	0.65	0.74
44	VH296037	2	3,131	3,131	0.58	0.77	75.3	24.1	99.5	0.65	0.78	0.55	0.71
45	VH296039	2	3,183	3,183	0.45	0.62	69.5	29.1	98.6	0.58	0.69	0.48	0.65
NA	<b>AVERAGE</b>	NA	<b>2,759</b>	<b>2,759</b>	<b>0.48</b>	<b>0.64</b>	<b>71.0</b>	<b>27.6</b>	<b>98.6</b>	<b>0.65</b>	<b>0.69</b>	<b>0.54</b>	<b>0.64</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.25 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Seven**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH296211	2	1,945	1,945	0.44	0.58	67.6	32.1	99.6	0.84	0.70	0.70	0.54
2	VH297495	2	1,470	1,470	0.36	0.46	70.7	28.0	98.8	0.45	0.59	0.20	0.45
3	VH297599	2	1,449	1,449	0.48	0.56	72.1	27.6	99.7	0.64	0.61	0.66	0.53
4	VH297601	2	1,134	1,134	0.65	0.70	81.6	18.4	100.0	0.61	0.55	0.58	0.56
5	VH297700	2	543	543	0.67	0.73	82.0	18.0	100.0	0.59	0.58	0.52	0.57
6	VH297722	2	1,487	1,487	0.45	0.54	72.1	27.6	99.7	0.51	0.58	0.33	0.51
7	VH297723	2	1,327	1,327	0.65	0.69	81.6	18.4	100.0	0.53	0.54	0.40	0.54
8	VH297730	2	1,143	1,143	0.63	0.68	82.6	17.2	99.8	0.40	0.56	0.34	0.50
9	VH297739	2	116	116	0.43	0.63	64.7	34.5	99.1	0.86	0.75	0.67	0.66
10	VH297764	2	497	497	0.56	0.61	77.1	22.7	99.8	0.57	0.53	0.67	0.56
11	VH297772	2	295	295	0.38	0.54	62.0	36.3	98.3	1.06	0.72	0.97	0.65
12	VH297781	2	6,592	6,592	0.57	0.73	73.3	26.1	99.5	0.75	0.74	0.58	0.68
13	VH297802	2	1,421	1,421	0.58	0.66	77.6	22.1	99.6	0.84	0.62	0.74	0.55
14	VH297811	2	5,949	5,949	0.61	0.74	75.6	24.2	99.7	0.87	0.75	0.81	0.64
15	VH297840	2	2,591	2,591	0.57	0.63	81.1	18.8	99.9	0.36	0.51	0.30	0.50
16	VH297882	2	473	473	0.49	0.68	68.7	31.1	99.8	0.69	0.74	0.72	0.67
17	VH297884	2	363	363	0.67	0.78	79.9	20.1	100.0	1.12	0.70	1.04	0.65
18	VH298292	2	2,594	2,594	0.62	0.76	80.6	18.9	99.6	0.49	0.69	0.41	0.61
19	VH298382	2	2,134	2,134	0.54	0.69	73.7	25.8	99.5	0.65	0.71	0.45	0.58
20	VH295263	2	2,282	2,282	0.60	0.79	73.7	25.9	99.5	0.91	0.83	0.84	0.81
21	VH295264	2	2,292	2,292	0.54	0.75	73.9	25.3	99.2	0.62	0.77	0.53	0.74
22	VH295270	2	2,333	2,333	0.60	0.80	78.3	21.4	99.7	0.63	0.80	0.46	0.68

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH295274	2	2,312	2,312	0.54	0.72	74.0	25.1	99.1	0.54	0.71	0.55	0.72
24	VH295305	2	2,289	2,289	0.62	0.82	75.8	23.3	99.1	0.83	0.87	0.79	0.85
25	VH295306	2	2,275	2,275	0.54	0.72	72.7	26.2	98.9	0.67	0.76	0.55	0.71
26	VH295324	2	2,340	2,340	0.57	0.73	72.1	26.2	98.3	0.86	0.81	0.63	0.70
27	VH295325	2	2,315	2,315	0.57	0.75	72.7	26.6	99.3	0.75	0.77	0.69	0.77
28	VH295338	2	2,360	2,360	0.70	0.84	88.4	11.1	99.5	0.34	0.64	0.31	0.63
29	VH295339	2	2,333	2,333	0.54	0.75	69.7	29.7	99.4	0.90	0.79	0.87	0.81
30	VH295370	2	2,344	2,344	0.64	0.81	82.0	17.5	99.4	0.53	0.74	0.40	0.67
31	VH295397	2	2,338	2,338	0.60	0.76	74.9	24.8	99.6	0.78	0.78	0.69	0.70
32	VH295401	2	2,306	2,306	0.60	0.78	74.4	25.0	99.4	0.78	0.80	0.70	0.77
33	VH295414	2	2,333	2,333	0.63	0.78	79.0	20.3	99.3	0.61	0.74	0.50	0.71
34	VH295415	2	2,283	2,283	0.50	0.61	77.3	20.9	98.2	0.31	0.53	0.41	0.65
35	VH295505	2	2,292	2,292	0.52	0.72	68.8	30.0	98.9	0.87	0.81	0.72	0.76
36	VH295506	2	2,305	2,305	0.69	0.82	82.1	17.6	99.7	0.62	0.73	0.54	0.71
37	VH295526	2	2,391	2,391	0.50	0.68	74.2	24.0	98.2	0.48	0.68	0.47	0.71
38	VH295527	2	2,322	2,322	0.57	0.69	79.0	18.3	97.3	0.51	0.73	0.35	0.62
39	VH295574	2	2,325	2,325	0.49	0.67	70.0	28.3	98.2	0.60	0.69	0.62	0.76
40	VH295575	2	2,318	2,318	0.63	0.76	80.3	18.9	99.3	0.53	0.70	0.45	0.66
41	VH295608	2	2,306	2,306	0.61	0.76	77.7	21.5	99.2	0.60	0.75	0.50	0.67
42	VH295613	2	2,336	2,336	0.57	0.75	72.6	25.5	98.1	0.86	0.83	0.71	0.78
43	VH295635	2	2,296	2,296	0.56	0.75	75.0	24.2	99.2	0.61	0.75	0.50	0.71
44	VH295639	2	2,307	2,307	0.67	0.82	79.1	20.4	99.5	0.79	0.80	0.62	0.74
45	VH295717	2	2,293	2,293	0.48	0.66	71.2	27.3	98.5	0.59	0.71	0.45	0.66

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
46	VH295718	2	2,318	2,318	0.60	0.75	82.6	16.8	99.4	0.42	0.66	0.29	0.58
47	VH295758	2	2,321	2,321	0.52	0.71	71.3	26.8	98.1	0.72	0.79	0.57	0.74
48	VH295759	2	2,319	2,319	0.52	0.73	69.4	29.5	98.9	0.79	0.79	0.73	0.78
49	VH295909	2	2,347	2,347	0.44	0.66	66.1	31.5	97.7	0.75	0.80	0.54	0.71
50	VH295940	2	2,358	2,358	0.47	0.66	67.7	30.8	98.6	0.72	0.77	0.61	0.70
51	VH295941	2	2,315	2,315	0.54	0.74	72.7	26.6	99.3	0.70	0.78	0.53	0.69
52	VH296101	2	2,302	2,302	0.70	0.81	91.6	8.2	99.7	0.22	0.51	0.18	0.48
53	VH296102	2	2,317	2,317	0.58	0.75	74.9	23.8	98.7	0.66	0.77	0.57	0.73
54	VH296115	2	2,305	2,305	0.55	0.75	71.4	27.6	99.0	0.77	0.80	0.76	0.80
55	VH296116	2	2,290	2,290	0.46	0.66	66.4	31.4	97.9	0.76	0.78	0.60	0.73
NA	<b>AVERAGE</b>	NA	<b>2,126</b>	<b>2,126</b>	<b>0.56</b>	<b>0.71</b>	<b>75.0</b>	<b>24.1</b>	<b>99.2</b>	<b>0.66</b>	<b>0.71</b>	<b>0.57</b>	<b>0.67</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.26 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Eight**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279615	2	166	166	0.57	0.71	72.3	25.9	98.2	0.82	0.73	0.68	0.76
2	VH279674	2	494	494	0.45	0.62	65.8	33.0	98.8	0.73	0.71	0.86	0.69
3	VH279677	2	857	857	0.58	0.74	73.0	26.6	99.7	0.81	0.74	0.89	0.71
4	VH280208	2	1,403	1,403	0.62	0.72	78.7	21.2	99.9	0.60	0.63	0.53	0.61
5	VH280240	2	1,889	1,889	0.67	0.71	82.3	17.6	99.9	0.66	0.57	0.57	0.54
6	VH280246	2	733	733	0.58	0.62	78.7	21.3	100.0	0.72	0.48	0.59	0.56
7	VH280252	2	240	240	0.36	0.53	59.6	37.5	97.1	0.83	0.75	0.72	0.70
8	VH280255	2	2,568	2,568	0.56	0.64	75.7	24.2	99.9	0.57	0.62	0.63	0.55
9	VH280276	2	2,706	2,706	0.52	0.61	73.4	26.4	99.7	0.54	0.60	0.62	0.58
10	VH280408	2	2,384	2,384	0.18	0.35	43.5	48.2	91.8	1.10	0.82	0.66	0.60
11	VH280500	2	677	677	0.43	0.61	65.1	34.7	99.9	0.87	0.73	0.91	0.60
12	VH280507	2	363	363	0.37	0.50	66.1	33.6	99.7	0.58	0.60	0.29	0.50
13	VH280510	2	1,038	1,038	0.56	0.73	71.5	27.7	99.2	0.97	0.76	0.91	0.74
14	VH280515	2	4,799	4,799	0.60	0.74	74.6	24.8	99.4	0.76	0.75	0.80	0.70
15	VH280522	2	5,825	5,825	0.39	0.56	59.2	36.2	95.4	1.04	0.77	0.67	0.72
16	VH280871	2	443	443	0.45	0.55	67.3	29.1	96.4	0.70	0.70	0.47	0.64
17	VH281238	2	2,264	2,264	0.40	0.53	64.0	33.8	97.8	0.82	0.69	0.52	0.59
18	VH281341	2	675	675	0.18	0.31	50.4	40.9	91.3	0.79	0.73	0.23	0.49
19	VH281717	2	643	643	0.61	0.73	76.8	22.9	99.7	0.72	0.68	0.63	0.65
20	VH282579	2	3,717	3,717	0.42	0.57	73.4	25.2	98.6	0.48	0.65	0.22	0.48
21	VH282793	2	741	741	0.60	0.70	76.9	22.8	99.7	0.68	0.64	0.70	0.62
22	VH295277	2	2,118	2,118	0.53	0.72	68.6	30.2	98.8	0.99	0.79	0.92	0.79

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH295278	2	2,195	2,195	0.69	0.84	85.8	13.8	99.6	0.46	0.71	0.38	0.69
24	VH295291	2	11,021	11,021	0.06	0.07	45.8	40.3	86.0	0.09	0.36	0.72	0.71
25	VH295298	2	2,196	2,196	0.51	0.69	68.2	30.5	98.6	0.94	0.75	0.93	0.78
26	VH295299	2	2,157	2,157	0.59	0.78	73.9	25.8	99.6	0.80	0.80	0.68	0.75
27	VH295355	2	2,285	2,285	0.47	0.66	65.5	31.5	97.0	0.86	0.83	0.75	0.76
28	VH295384	2	2,142	2,142	0.60	0.75	77.5	22.2	99.6	0.53	0.67	0.53	0.72
29	VH295463	2	2,186	2,186	0.51	0.73	70.9	27.3	98.2	0.74	0.83	0.56	0.74
30	VH295464	2	2,173	2,173	0.55	0.75	72.0	27.3	99.3	0.73	0.77	0.67	0.78
31	VH295484	2	2,220	2,220	0.39	0.60	67.7	30.7	98.4	0.54	0.69	0.40	0.65
32	VH295512	2	2,214	2,214	0.58	0.76	74.3	24.7	98.9	0.67	0.78	0.65	0.76
33	VH295567	2	2,199	2,199	0.43	0.63	65.5	31.6	97.1	0.66	0.78	0.65	0.75
34	VH295571	2	2,193	2,193	0.68	0.83	80.2	19.4	99.5	0.77	0.82	0.66	0.76
35	VH295595	2	2,203	2,203	0.70	0.81	85.6	13.4	99.0	0.47	0.70	0.37	0.64
36	VH295599	2	2,179	2,179	0.60	0.79	74.5	25.1	99.6	0.79	0.79	0.77	0.82
37	VH295601	2	2,198	2,198	0.55	0.74	71.4	28.0	99.4	0.78	0.76	0.75	0.78
38	VH295602	2	2,195	2,195	0.57	0.72	74.5	24.7	99.2	0.66	0.71	0.57	0.71
39	VH295623	2	2,173	2,173	0.51	0.69	71.7	27.3	98.9	0.63	0.73	0.51	0.70
40	VH295765	2	2,212	2,212	0.65	0.83	77.0	22.7	99.7	0.97	0.84	0.90	0.82
41	VH295766	2	2,220	2,220	0.63	0.79	90.3	9.2	99.5	0.23	0.53	0.17	0.50
42	VH295828	2	2,188	2,188	0.56	0.77	71.3	28.2	99.5	0.86	0.81	0.76	0.80
43	VH295829	2	2,181	2,181	0.58	0.75	72.5	26.7	99.2	0.88	0.77	0.72	0.77
44	VH295843	2	2,203	2,203	0.56	0.76	72.5	26.2	98.7	0.77	0.83	0.64	0.76
45	VH295844	2	2,149	2,149	0.34	0.52	64.4	31.6	96.0	0.38	0.64	0.61	0.73



Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
46	VH295975	2	2,178	2,178	0.60	0.77	75.6	24.1	99.6	0.66	0.75	0.64	0.74
47	VH295977	2	2,142	2,142	0.52	0.71	72.4	26.3	98.7	0.66	0.77	0.49	0.70
48	VH296016	2	2,189	2,189	0.45	0.62	70.3	27.5	97.9	0.55	0.70	0.44	0.66
49	VH296021	2	2,173	2,173	0.54	0.74	70.7	27.2	98.0	0.81	0.83	0.76	0.80
50	VH296023	2	2,161	2,161	0.49	0.69	67.7	30.8	98.5	0.81	0.78	0.62	0.73
51	VH296028	2	2,185	2,185	0.49	0.70	66.0	31.6	97.5	0.97	0.86	0.69	0.75
52	VH296062	2	2,157	2,157	0.57	0.74	72.9	26.7	99.6	0.78	0.77	0.67	0.71
53	VH296063	2	2,141	2,141	0.53	0.73	71.1	27.7	98.8	0.71	0.78	0.66	0.77
54	VH296094	2	2,207	2,207	0.69	0.84	80.7	18.8	99.5	0.74	0.80	0.62	0.79
55	VH296095	2	2,173	2,173	0.56	0.76	71.6	27.4	99.0	0.84	0.80	0.70	0.79
NA	<b>AVERAGE</b>	NA	<b>2,141</b>	<b>2,141</b>	<b>0.52</b>	<b>0.67</b>	<b>71.1</b>	<b>27.3</b>	<b>98.3</b>	<b>0.72</b>	<b>0.73</b>	<b>0.63</b>	<b>0.69</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.27 Agreement Statistics between AI and Human Scoring of Short-Answer Items for ELA, Grade Eleven**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH279671	2	2,506	2,506	0.54	0.72	69.6	29.1	98.7	0.94	0.77	0.81	0.77
2	VH280370	2	430	430	0.63	0.78	76.3	23.7	100.0	0.77	0.68	0.79	0.79
3	VH289608	2	138	138	0.55	0.72	71.0	28.3	99.3	0.92	0.72	1.09	0.75
4	VH289615	2	1,267	1,267	0.62	0.77	75.6	24.2	99.8	0.78	0.72	0.80	0.77
5	VH289733	2	87	87	0.55	0.72	70.1	28.7	98.9	1.05	0.73	1.13	0.82
6	VH289738	2	112	112	0.53	0.72	68.8	31.3	100.0	0.80	0.66	1.01	0.81
7	VH289751	2	197	197	0.26	0.47	54.3	44.2	98.5	0.92	0.62	1.23	0.69
8	VH289752	2	2,273	2,273	0.37	0.57	61.2	37.9	99.0	0.99	0.68	0.91	0.71
9	VH289899	2	1,807	1,807	0.36	0.58	57.3	38.8	96.2	0.95	0.83	0.74	0.74
10	VH289907	2	1,896	1,896	0.41	0.61	60.8	37.1	97.8	1.06	0.79	0.99	0.72
11	VH290102	2	136	136	0.28	0.56	52.2	47.8	100.0	0.89	0.64	1.21	0.77
12	VH290293	2	1,212	1,212	0.53	0.72	69.4	30.3	99.7	0.96	0.73	1.10	0.77
13	VH290294	2	939	939	0.60	0.77	77.8	18.5	96.4	0.58	0.85	0.70	0.85
14	VH290295	2	135	135	0.49	0.63	68.1	30.4	98.5	0.76	0.64	0.94	0.74
15	VH290304	2	90	90	0.54	0.70	72.2	27.8	100.0	0.76	0.64	0.81	0.72
16	VH290316	2	133	133	0.40	0.59	63.9	36.1	100.0	0.68	0.56	0.91	0.72
17	VH290481	2	1,908	1,908	0.54	0.70	70.4	28.7	99.1	0.92	0.72	0.82	0.73
18	VH290483	2	2,349	2,349	0.50	0.69	66.4	31.8	98.1	0.99	0.78	0.91	0.82
19	VH290486	2	410	410	0.56	0.68	74.4	25.4	99.8	0.65	0.62	0.52	0.64
20	VH290487	2	139	139	0.42	0.59	63.3	34.5	97.8	0.91	0.73	0.77	0.71
21	VH290488	2	671	671	0.55	0.69	73.2	26.2	99.4	0.60	0.64	0.60	0.72
22	VH290517	2	2,306	2,306	0.33	0.55	56.0	42.1	98.0	1.03	0.79	0.96	0.69

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
23	VH290560	2	171	171	0.45	0.64	66.1	33.9	100.0	0.81	0.65	0.76	0.72
24	VH290625	2	1,329	1,329	0.54	0.69	72.1	27.5	99.5	0.77	0.68	0.76	0.71
25	VH290628	2	2,141	2,141	0.45	0.64	65.2	34.0	99.1	0.99	0.72	1.10	0.73
26	VH290844	2	2,526	2,526	0.50	0.68	67.7	31.6	99.2	0.96	0.74	0.80	0.73
27	VH290848	2	1,496	1,496	0.30	0.50	56.4	41.8	98.2	1.12	0.71	1.16	0.69
28	VH290894	2	2,329	2,329	0.29	0.48	53.6	42.6	96.3	1.09	0.78	1.09	0.71
29	VH290918	2	88	88	0.55	0.71	70.5	28.4	98.9	0.86	0.70	0.78	0.81
30	VH290919	2	797	797	0.64	0.75	79.3	20.5	99.7	0.60	0.64	0.52	0.66
31	VH290920	2	147	147	0.69	0.83	80.3	19.7	100.0	0.80	0.76	0.71	0.75
32	VH290940	2	106	106	0.34	0.48	63.2	35.8	99.1	0.70	0.54	0.93	0.66
33	VH290943	2	2,291	2,291	0.49	0.68	67.9	31.4	99.3	0.83	0.71	0.85	0.74
34	VH290944	2	900	900	0.28	0.48	54.9	42.6	97.4	1.05	0.69	1.00	0.73
35	VH290946	2	2,234	2,234	0.50	0.68	66.8	31.4	98.2	1.00	0.77	0.88	0.77
36	VH290947	2	197	197	0.19	0.33	49.7	47.7	97.5	0.94	0.52	0.98	0.77
37	VH290950	2	147	147	0.41	0.60	64.6	35.4	100.0	0.74	0.66	0.76	0.69
38	VH291067	2	3,569	3,569	0.58	0.75	74.6	24.7	99.4	0.69	0.74	0.63	0.74
39	VH291229	2	1,066	1,066	0.50	0.67	68.7	28.9	97.6	0.81	0.78	0.66	0.73
40	VH291542	2	1,338	1,338	0.44	0.60	67.4	30.3	97.8	0.61	0.71	0.54	0.69
41	VH292118	2	966	966	0.37	0.56	61.9	36.0	97.9	0.59	0.65	0.74	0.75
42	VH292234	2	993	993	0.61	0.77	75.5	24.5	100.0	0.73	0.72	0.75	0.76
43	VH292277	2	1,055	1,055	0.53	0.73	69.4	29.9	99.2	0.88	0.81	0.74	0.74
44	VH292620	2	1,000	1,000	0.48	0.67	67.2	31.9	99.1	0.71	0.68	0.89	0.75
45	VH292651	2	919	919	0.55	0.75	72.3	26.9	99.1	0.68	0.79	0.71	0.78

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
46	VH292763	2	946	946	0.50	0.68	67.7	31.6	99.3	0.90	0.74	0.86	0.74
47	VH292843	2	885	885	0.56	0.75	70.8	27.8	98.6	0.99	0.83	0.76	0.76
48	VH292858	2	942	942	0.37	0.57	60.7	36.0	96.7	0.77	0.77	0.60	0.72
49	VH293223	2	349	349	0.56	0.73	72.5	27.2	99.7	0.76	0.73	0.61	0.71
50	VH293243	2	879	879	0.50	0.68	69.7	29.7	99.4	0.65	0.70	0.64	0.72
51	VH293769	2	965	965	0.55	0.73	70.6	28.5	99.1	0.78	0.79	0.82	0.77
52	VH293784	2	958	958	0.55	0.71	71.9	27.7	99.6	0.74	0.70	0.69	0.73
53	VH293817	2	584	584	0.49	0.69	69.0	31.0	100.0	0.59	0.65	0.73	0.74
54	VH293930	2	96	96	0.61	0.76	77.1	21.9	99.0	0.65	0.73	0.57	0.75
55	VH294012	2	1,050	1,050	0.45	0.66	63.5	34.9	98.4	1.11	0.79	0.91	0.76
56	VH294090	2	1,112	1,112	0.41	0.61	62.5	35.1	97.6	0.83	0.78	0.59	0.70
57	VH295242	2	1,783	1,783	0.53	0.73	68.8	29.8	98.7	0.99	0.81	1.07	0.80
58	VH295243	2	1,754	1,754	0.58	0.75	72.5	26.3	98.8	1.16	0.79	1.09	0.78
59	VH295249	2	1,773	1,773	0.50	0.68	66.9	31.9	98.8	1.09	0.78	1.07	0.75
60	VH295250	2	1,756	1,756	0.44	0.64	62.7	34.7	97.4	0.93	0.80	0.97	0.77
61	VH295284	2	1,784	1,784	0.54	0.73	70.6	28.0	98.6	1.39	0.77	1.16	0.78
62	VH295285	2	1,767	1,767	0.34	0.54	55.9	39.2	95.1	0.66	0.73	1.00	0.80
63	VH295363	2	1,749	1,749	0.60	0.77	75.3	23.4	98.7	0.70	0.82	0.65	0.76
64	VH295377	2	1,754	1,754	0.60	0.78	73.5	25.9	99.4	0.96	0.81	0.99	0.80
65	VH295378	2	1,775	1,775	0.63	0.79	75.8	23.9	99.7	0.89	0.79	0.92	0.76
66	VH295390	2	1,753	1,753	0.55	0.73	69.8	28.4	98.1	0.86	0.82	1.03	0.81
67	VH295395	2	1,651	1,651	0.43	0.66	62.9	35.2	98.1	0.65	0.71	0.92	0.83
68	VH295470	2	1,782	1,782	0.54	0.75	69.2	30.2	99.4	1.25	0.81	1.07	0.77

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
69	VH295471	2	1,735	1,735	0.58	0.76	71.8	27.6	99.4	1.16	0.82	1.07	0.78
70	VH295498	2	1,750	1,750	0.46	0.68	77.5	21.3	98.8	0.36	0.64	0.34	0.63
71	VH295499	2	1,741	1,741	0.50	0.72	66.5	32.2	98.7	0.93	0.83	1.12	0.79
72	VH295537	2	1,746	1,746	0.45	0.65	64.5	34.4	98.9	0.83	0.74	0.99	0.74
73	VH295538	2	1,752	1,752	0.51	0.74	66.6	31.6	98.1	1.23	0.89	0.97	0.80
74	VH295547	2	1,736	1,736	0.31	0.52	52.8	42.6	95.4	0.75	0.70	1.14	0.79
75	VH295548	2	1,728	1,728	0.53	0.72	75.8	21.6	97.3	0.48	0.78	0.54	0.74
76	VH295615	2	1,741	1,741	0.58	0.77	72.0	27.6	99.6	0.85	0.82	0.89	0.78
77	VH295620	2	1,737	1,737	0.44	0.63	62.6	33.5	96.1	0.96	0.83	0.99	0.80
78	VH295649	2	1,744	1,744	0.51	0.73	67.1	32.0	99.1	0.95	0.83	1.02	0.80
79	VH295650	2	1,745	1,745	0.55	0.76	70.5	28.9	99.4	1.30	0.80	1.13	0.78
80	VH295697	2	1,754	1,754	0.59	0.79	72.9	26.8	99.7	1.14	0.84	1.13	0.80
81	VH295698	2	1,727	1,727	0.66	0.79	81.9	17.5	99.4	0.42	0.64	0.53	0.72
82	VH295724	2	1,757	1,757	0.40	0.62	59.6	37.5	97.2	0.82	0.77	1.05	0.81
83	VH295744	2	1,772	1,772	0.59	0.76	72.2	26.4	98.6	1.05	0.83	0.95	0.80
84	VH295745	2	1,767	1,767	0.52	0.72	68.0	29.9	98.0	0.78	0.82	0.95	0.81
85	VH295800	2	1,749	1,749	0.35	0.56	58.3	38.7	97.0	0.68	0.70	0.91	0.78
86	VH295802	2	1,771	1,771	0.57	0.75	71.5	28.1	99.6	0.94	0.76	1.00	0.78
87	VH295814	2	1,730	1,730	0.64	0.79	76.9	22.9	99.8	0.87	0.76	0.88	0.73
88	VH295819	2	1,725	1,725	0.48	0.68	65.2	32.8	97.9	0.89	0.79	1.06	0.81
89	VH295851	2	1,779	1,779	0.54	0.74	69.9	29.7	99.7	1.18	0.76	1.12	0.77
90	VH295887	2	1,765	1,765	0.56	0.75	70.7	28.6	99.3	0.92	0.76	1.06	0.80
91	VH295888	2	1,726	1,726	0.45	0.65	63.7	33.4	97.1	0.78	0.80	0.90	0.80

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
92	VH295930	2	1,743	1,743	0.49	0.70	66.5	32.2	98.7	0.83	0.79	0.89	0.79
93	VH295931	2	1,718	1,718	0.49	0.70	65.9	32.0	97.9	0.90	0.85	0.92	0.80
94	VH295988	2	1,771	1,771	0.50	0.70	66.9	32.2	99.0	0.95	0.76	1.06	0.78
95	VH295989	2	1,733	1,733	0.57	0.76	71.5	27.8	99.3	1.09	0.81	0.97	0.77
96	VH296002	2	1,766	1,766	0.54	0.74	69.5	28.8	98.3	1.09	0.86	1.17	0.79
97	VH296003	2	1,733	1,733	0.60	0.78	73.8	25.8	99.6	1.20	0.80	1.15	0.78
98	VH296052	2	1,727	1,727	0.57	0.76	71.4	27.9	99.3	0.85	0.82	0.92	0.79
99	VH296056	2	1,732	1,732	0.53	0.74	68.5	29.1	97.6	1.15	0.87	0.95	0.82
100	VH296109	2	1,740	1,740	0.59	0.77	73.0	26.7	99.7	1.10	0.79	1.10	0.78
101	VH296110	2	1,745	1,745	0.46	0.69	64.5	34.0	98.5	0.69	0.76	0.93	0.80
NA	<b>AVERAGE</b>	NA	<b>1,350</b>	<b>1,350</b>	<b>0.50</b>	<b>0.68</b>	<b>67.9</b>	<b>30.8</b>	<b>98.7</b>	<b>0.87</b>	<b>0.75</b>	<b>0.89</b>	<b>0.76</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.28 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Three**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299060	1	3,055	3,055	0.77	0.77	88.8	11.2	100.0	0.57	0.50	0.52	0.50
2	VH299294	2	3,103	3,103	0.67	0.83	79.5	19.7	99.2	1.27	0.80	1.31	0.83
3	VH299295	1	3,079	3,079	0.90	0.90	95.5	4.5	100.0	0.35	0.48	0.37	0.48
4	VH299297	2	3,092	3,092	0.87	0.95	92.7	6.9	99.6	0.69	0.86	0.69	0.87
5	VH299352	2	3,188	3,188	0.54	0.73	73.6	22.4	96.0	0.65	0.82	0.68	0.86
6	VH299378	2	3,060	3,060	0.83	0.94	92.3	7.5	99.8	0.49	0.80	0.51	0.82
7	VH299380	1	3,122	3,122	0.74	0.74	86.9	13.1	100.0	0.60	0.49	0.50	0.50
8	VH299381	2	3,006	3,006	0.67	0.80	84.0	15.0	99.0	0.47	0.70	0.40	0.68
9	VH299416	2	3,087	3,087	0.84	0.93	94.6	5.0	99.5	0.31	0.67	0.33	0.69
10	VH299417	2	3,064	3,064	0.78	0.89	86.3	13.5	99.7	0.78	0.79	0.71	0.81
11	VH299467	2	3,069	3,069	0.75	0.89	97.0	2.6	99.6	0.10	0.42	0.12	0.43
12	VH299468	2	3,058	3,058	0.80	0.89	87.6	11.9	99.5	0.71	0.79	0.72	0.81
13	VH299544	1	3,191	3,191	0.82	0.82	91.3	8.7	100.0	0.43	0.50	0.37	0.48
14	VH299560	2	3,184	3,184	0.58	0.78	77.6	20.1	97.6	0.58	0.81	0.59	0.83
15	VH299632	2	3,140	3,140	0.85	0.89	91.6	8.2	99.8	0.54	0.64	0.54	0.67
16	VH299781	2	3,057	3,057	0.84	0.89	91.7	7.7	99.4	0.47	0.67	0.45	0.67
17	VH300000	1	3,045	3,045	0.79	0.79	89.4	10.6	100.0	0.55	0.50	0.50	0.50
18	VH300060	2	3,059	3,059	0.54	0.75	69.8	29.4	99.2	1.11	0.77	1.32	0.83
19	VH300062	1	3,053	3,053	0.91	0.91	95.7	4.3	100.0	0.33	0.47	0.36	0.48
20	VH300063	2	3,063	3,063	0.85	0.91	92.1	6.3	98.4	0.62	0.86	0.58	0.84
21	VH300264	1	3,132	3,132	0.86	0.86	93.5	6.5	100.0	0.39	0.49	0.37	0.48

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH300360	2	3,057	3,057	0.67	0.86	81.5	18.4	99.9	0.54	0.74	0.67	0.89
23	VH300364	1	3,112	3,112	0.78	0.78	89.0	11.0	100.0	0.58	0.49	0.50	0.50
24	VH300365	2	3,003	3,003	0.66	0.80	81.9	17.6	99.5	0.54	0.70	0.43	0.68
NA	<b>AVERAGE</b>	NA	<b>3,087</b>	<b>3,087</b>	<b>0.76</b>	<b>0.85</b>	<b>87.7</b>	<b>11.8</b>	<b>99.4</b>	<b>0.57</b>	<b>0.66</b>	<b>0.56</b>	<b>0.67</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.



**Table 8.G.29 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Four**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299182	2	2,288	2,288	0.61	0.83	86.7	12.8	99.5	0.32	0.68	0.31	0.65
2	VH299400	1	2,383	2,383	0.79	0.79	91.6	8.4	100.0	0.28	0.45	0.27	0.44
3	VH299403	2	2,354	2,354	0.85	0.93	93.3	5.6	98.9	0.52	0.82	0.51	0.83
4	VH299506	2	2,358	2,358	0.79	0.89	89.1	9.8	99.0	0.54	0.79	0.56	0.82
5	VH299508	1	2,352	2,352	0.90	0.90	95.0	5.0	100.0	0.42	0.49	0.41	0.49
6	VH299775	2	2,371	2,371	0.71	0.88	81.4	18.3	99.7	0.89	0.86	0.93	0.92
7	VH299823	2	2,365	2,365	0.67	0.83	91.6	8.2	99.7	0.19	0.51	0.21	0.54
8	VH299934	2	2,350	2,350	0.77	0.90	91.4	8.4	99.8	0.36	0.70	0.33	0.68
9	VH300006	1	2,299	2,299	0.79	0.79	91.6	8.4	100.0	0.27	0.44	0.28	0.45
10	VH300008	2	2,290	2,290	0.83	0.91	91.4	6.8	98.1	0.65	0.89	0.60	0.87
11	VH300047	2	2,365	2,365	0.63	0.81	88.2	10.0	98.2	0.32	0.69	0.31	0.68
12	VH300185	2	2,300	2,300	0.81	0.92	88.5	11.3	99.7	0.87	0.89	0.85	0.90
13	VH300219	2	2,380	2,380	0.80	0.90	89.7	9.4	99.1	0.56	0.80	0.58	0.84
14	VH300414	1	2,315	2,315	0.48	0.61	73.3	14.7	88.0	0.72	0.89	0.60	0.91
<b>NA</b>	<b>AVERAGE</b>	<b>NA</b>	<b>2,341</b>	<b>2,341</b>	<b>0.75</b>	<b>0.85</b>	<b>88.8</b>	<b>9.8</b>	<b>98.6</b>	<b>0.49</b>	<b>0.71</b>	<b>0.48</b>	<b>0.72</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.30 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Five**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH299078	2	3,055	3,055	0.58	0.76	83.4	14.5	97.9	0.40	0.71	0.31	0.66
2	VH299080	2	3,021	3,021	0.51	0.71	85.3	13.7	99.0	0.21	0.50	0.26	0.60
3	VH299081	3	2,995	2,995	0.53	0.80	77.3	17.9	95.3	0.61	0.98	0.53	0.99
4	VH299409	2	3,028	3,028	0.62	0.80	78.1	21.8	99.8	0.54	0.73	0.63	0.76
5	VH299410	1	3,004	3,004	0.36	0.36	95.5	4.5	100.0	0.02	0.15	0.05	0.22
6	VH299433	1	3,091	3,091	0.65	0.65	92.5	7.5	100.0	0.13	0.34	0.11	0.31
7	VH299434	2	3,065	3,065	0.62	0.81	75.7	24.0	99.7	0.81	0.80	0.78	0.81
8	VH299438	2	3,072	3,072	0.72	0.81	88.9	10.6	99.4	0.33	0.60	0.30	0.57
9	VH299595	2	3,101	3,101	0.70	0.84	85.6	13.7	99.4	0.47	0.71	0.41	0.71
10	VH299601	3	3,058	3,058	0.47	0.75	71.9	22.8	94.7	0.67	0.97	0.54	0.98
11	VH299680	1	3,092	3,092	0.79	0.79	93.9	6.1	100.0	0.18	0.39	0.17	0.38
12	VH299683	2	3,074	3,074	0.63	0.81	76.6	23.1	99.7	0.73	0.79	0.76	0.80
13	VH299685	2	3,073	3,073	0.74	0.83	89.8	9.8	99.6	0.29	0.54	0.32	0.60
14	VH299855	2	3,142	3,142	0.62	0.76	95.4	4.5	99.9	0.09	0.33	0.07	0.31
15	VH299857	2	3,095	3,095	0.73	0.87	85.2	14.1	99.3	0.60	0.83	0.59	0.81
16	VH299860	1	3,097	3,097	0.84	0.84	96.4	3.6	100.0	0.14	0.34	0.11	0.32
17	VH299884	2	3,093	3,093	0.73	0.86	86.4	13.1	99.5	0.51	0.74	0.45	0.75
18	VH299985	2	3,003	3,003	0.65	0.82	77.0	22.8	99.8	0.80	0.82	0.84	0.82
19	VH299993	2	3,075	3,075	0.68	0.86	82.6	16.7	99.3	0.62	0.84	0.58	0.80
20	VH299994	2	3,052	3,052	0.77	0.92	90.1	9.6	99.7	0.48	0.80	0.46	0.80

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
21	VH300075	2	3,065	3,065	0.59	0.79	85.3	12.8	98.0	0.39	0.73	0.29	0.65
22	VH300076	2	3,037	3,037	0.51	0.71	85.3	13.9	99.2	0.23	0.52	0.24	0.58
23	VH300077	3	3,037	3,037	0.48	0.78	73.8	21.4	95.2	0.64	0.97	0.54	1.01
NA	<b>AVERAGE</b>	NA	<b>3,062</b>	<b>3,062</b>	<b>0.63</b>	<b>0.78</b>	<b>84.9</b>	<b>14.0</b>	<b>98.9</b>	<b>0.43</b>	<b>0.66</b>	<b>0.41</b>	<b>0.66</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.31 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Six**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH285918	2	4,061	4,061	0.55	0.77	72.1	24.4	96.4	0.93	0.93	0.94	0.89
2	VH286669	1	1,209	1,209	0.55	0.55	82.5	17.5	100.0	0.24	0.43	0.28	0.45
3	VH286670	1	3,177	3,177	0.52	0.52	90.9	9.1	100.0	0.08	0.26	0.14	0.34
4	VH299453	2	3,734	3,734	0.47	0.65	80.5	16.7	97.2	0.22	0.57	0.39	0.67
5	VH299518	2	3,721	3,721	0.44	0.64	75.3	22.1	97.4	0.28	0.60	0.48	0.71
6	VH299651	2	3,729	3,729	0.53	0.72	79.4	18.2	97.6	0.33	0.67	0.47	0.73
7	VH300109	2	3,793	3,793	0.50	0.66	79.7	15.9	95.6	0.27	0.64	0.46	0.73
8	VH300153	2	3,809	3,809	0.40	0.59	79.9	16.3	96.2	0.17	0.53	0.38	0.67
9	VH300195	2	3,717	3,717	0.37	0.52	76.2	19.2	95.3	0.20	0.53	0.41	0.68
NA	<b>AVERAGE</b>	NA	<b>3,439</b>	<b>3,439</b>	<b>0.48</b>	<b>0.62</b>	<b>79.6</b>	<b>17.7</b>	<b>97.3</b>	<b>0.30</b>	<b>0.57</b>	<b>0.44</b>	<b>0.65</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.32 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Seven**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH292675	2	1,250	1,250	0.48	0.58	81.8	16.1	97.9	0.19	0.41	0.33	0.62
2	VH294180	2	1,760	1,760	0.72	0.86	84.8	13.6	98.4	0.63	0.84	0.63	0.87
3	VH294202	2	1,945	1,945	0.55	0.77	71.1	26.7	97.8	0.89	0.87	0.93	0.88
4	VH294213	3	899	899	0.42	0.73	58.4	34.9	93.3	1.06	0.99	1.22	1.16
5	VH294224	2	6,947	6,947	0.51	0.68	70.4	27.1	97.5	0.67	0.75	0.65	0.78
6	VH294235	2	741	741	0.49	0.72	67.7	31.2	98.9	0.61	0.68	0.77	0.88
7	VH294236	2	648	648	0.48	0.69	68.8	27.3	96.1	0.70	0.84	0.70	0.83
8	VH294502	2	824	824	0.24	0.40	49.6	36.9	86.5	0.60	0.74	1.01	0.89
9	VH294540	1	115	115	0.71	0.71	87.0	13.0	100.0	0.32	0.47	0.37	0.48
10	VH294788	3	758	758	0.49	0.78	62.9	32.3	95.3	1.08	0.94	1.29	1.17
11	VH294789	3	792	792	0.28	0.57	47.1	43.2	90.3	1.34	0.94	1.58	1.05
12	VH299212	1	2,817	2,817	0.30	0.30	81.8	18.2	100.0	0.06	0.25	0.22	0.42
13	VH299923	1	2,736	2,736	0.29	0.29	81.9	18.1	100.0	0.06	0.23	0.22	0.42
<b>NA</b>	<b>AVERAGE</b>	<b>NA</b>	<b>1,710</b>	<b>1,710</b>	<b>0.46</b>	<b>0.62</b>	<b>70.3</b>	<b>26.0</b>	<b>96.3</b>	<b>0.63</b>	<b>0.69</b>	<b>0.76</b>	<b>0.80</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.33 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Eight**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH275810	1	3,652	3,652	0.83	0.83	91.3	8.7	100.0	0.45	0.50	0.48	0.50
2	VH275814	1	74	74	0.68	0.68	91.9	8.1	100.0	0.11	0.31	0.19	0.39
3	VH276365	1	4,909	4,909	0.53	0.53	76.9	23.1	100.0	0.44	0.50	0.42	0.49
4	VH276373	2	3,088	3,088	0.47	0.70	67.2	29.3	96.4	0.74	0.90	0.73	0.80
5	VH276375	1	89	89	0.57	0.57	82.0	18.0	100.0	0.24	0.43	0.35	0.48
6	VH276527	2	2,514	2,514	0.68	0.84	81.5	16.3	97.9	0.72	0.89	0.72	0.88
7	VH276633	1	653	653	0.73	0.73	91.6	8.4	100.0	0.19	0.40	0.19	0.39
8	VH276923	2	10,265	10,265	0.52	0.75	68.9	30.2	99.0	0.87	0.87	0.76	0.79
9	VH277006	2	5,181	5,181	0.71	0.88	81.8	17.9	99.6	0.96	0.89	1.03	0.92
10	VH299314	2	3,667	3,667	0.78	0.91	90.6	9.4	99.9	0.40	0.72	0.41	0.74
11	VH299493	2	3,649	3,649	0.49	0.76	64.9	34.9	99.8	1.10	0.79	0.78	0.88
12	VH299711	2	3,644	3,644	0.43	0.73	60.5	39.1	99.6	1.18	0.78	0.80	0.88
13	VH299806	2	3,681	3,681	0.72	0.87	88.6	10.9	99.5	0.37	0.70	0.40	0.71
14	VH300085	2	3,633	3,633	0.64	0.86	77.6	22.0	99.6	0.93	0.92	0.79	0.88
15	VH300245	2	3,640	3,640	0.45	0.74	62.0	37.6	99.6	1.17	0.77	0.82	0.88
NA	<b>AVERAGE</b>	NA	<b>3,489</b>	<b>3,489</b>	<b>0.62</b>	<b>0.76</b>	<b>78.5</b>	<b>20.9</b>	<b>99.4</b>	<b>0.66</b>	<b>0.69</b>	<b>0.59</b>	<b>0.71</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.

**Table 8.G.34 Agreement Statistics between AI and Human Scoring of Short-Answer Items for Mathematics, Grade Eleven**

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH301767	1	52	52	0.43	0.43	80.8	19.2	100.0	0.19	0.40	0.23	0.43
2	VH299079	2	597	597	0.67	0.83	86.4	11.1	97.5	0.45	0.81	0.44	0.77
3	VH299971	2	355	355	0.48	0.61	72.1	22.8	94.9	0.39	0.58	0.60	0.84
4	VH301325	2	360	360	0.53	0.66	76.7	19.4	96.1	0.44	0.67	0.49	0.76
5	VH301769	1	960	960	0.61	0.61	88.1	11.9	100.0	0.15	0.35	0.22	0.42
6	VH299022	1	3,592	3,592	0.81	0.81	95.0	5.0	100.0	0.15	0.36	0.17	0.37
7	VH299026	1	3,598	3,598	0.98	0.98	99.1	0.9	100.0	0.32	0.47	0.32	0.47
8	VH299387	3	3,253	3,253	0.52	0.81	86.1	12.3	98.3	0.28	0.71	0.29	0.71
9	VH299552	1	3,424	3,424	0.67	0.67	85.8	14.2	100.0	0.29	0.45	0.32	0.47
10	VH299555	2	3,360	3,360	0.65	0.81	90.4	8.4	98.8	0.26	0.61	0.22	0.58
11	VH299659	1	3,300	3,300	0.49	0.49	93.1	6.9	100.0	0.05	0.23	0.09	0.29
12	VH299662	3	3,189	3,189	0.55	0.85	87.9	10.9	98.7	0.26	0.72	0.29	0.73
13	VH299834	1	3,399	3,399	0.70	0.70	87.3	12.7	100.0	0.30	0.46	0.30	0.46
14	VH299838	2	3,370	3,370	0.43	0.62	85.5	12.5	98.0	0.26	0.58	0.14	0.45
15	VH299905	1	3,414	3,414	0.57	0.57	91.2	8.8	100.0	0.12	0.32	0.12	0.32
16	VH299912	3	3,255	3,255	0.52	0.82	86.0	12.1	98.1	0.32	0.80	0.29	0.73
17	VH299956	1	3,377	3,377	0.56	0.56	92.4	7.6	100.0	0.09	0.28	0.10	0.31
18	VH299965	3	3,295	3,295	0.52	0.83	87.3	10.7	98.0	0.29	0.78	0.29	0.76
19	VH299976	2	3,373	3,373	0.62	0.81	77.7	21.2	98.9	0.64	0.80	0.65	0.84
20	VH299977	2	3,418	3,418	0.50	0.57	69.4	26.8	96.3	0.60	0.62	0.82	0.74
21	VH299980	2	3,361	3,361	0.45	0.60	67.8	30.1	97.9	0.50	0.64	0.68	0.72

Prompt	Item ID	Score Points	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH300129	1	3,262	3,262	0.49	0.49	92.3	7.7	100.0	0.07	0.26	0.09	0.29
23	VH300133	3	3,210	3,210	0.54	0.82	86.8	11.6	98.4	0.27	0.71	0.30	0.74
24	VH300174	1	3,449	3,449	0.65	0.65	86.5	13.5	100.0	0.29	0.45	0.22	0.42
25	VH300178	3	3,278	3,278	0.55	0.84	86.6	11.5	98.1	0.33	0.81	0.30	0.74
26	VH300222	2	3,492	3,492	0.62	0.80	78.5	20.7	99.2	0.57	0.75	0.61	0.81
27	VH300224	2	3,543	3,543	0.51	0.63	69.9	28.1	98.0	0.69	0.64	0.83	0.74
28	VH300226	2	3,464	3,464	0.38	0.56	65.0	32.7	97.7	0.40	0.62	0.65	0.71
29	VH300237	2	3,498	3,498	0.65	0.78	77.5	22.0	99.4	1.08	0.72	1.06	0.75
30	VH300238	1	3,371	3,371	0.48	0.48	86.2	13.8	100.0	0.14	0.35	0.17	0.38
31	VH300239	2	3,351	3,351	0.51	0.63	85.7	13.7	99.4	0.24	0.49	0.15	0.44
NA	<b>AVERAGE</b>	NA	<b>2,910</b>	<b>2,910</b>	<b>0.57</b>	<b>0.69</b>	<b>83.9</b>	<b>14.9</b>	<b>98.8</b>	<b>0.34</b>	<b>0.56</b>	<b>0.37</b>	<b>0.59</b>

**Notes:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.



**Table 8.G.35 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Three WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295222	2	COV	2,534	2,534	0.21	0.39	49.3	45.5	94.9	1.06	0.74	1.06	0.74
2	VH295344	2	COV	2,732	2,732	0.27	0.46	53.9	43.1	97.0	1.11	0.68	1.00	0.73
3	VH295659	2	COV	2,549	2,549	0.34	0.53	59.4	39.3	98.6	1.17	0.64	1.06	0.72
4	VH295684	2	COV	2,400	2,400	0.28	0.40	53.3	40.5	93.8	0.84	0.74	1.01	0.72
5	VH295880	2	COV	1,963	1,963	0.26	0.48	50.3	45.3	95.6	1.25	0.78	1.00	0.73
6	VH295912	2	COV	2,082	2,082	0.26	0.48	51.7	44.8	96.5	1.22	0.74	0.97	0.72
7	VH295684	4	DVE	2,400	2,400	0.23	0.41	40.4	45.1	85.5	1.54	1.19	1.75	0.79
8	VH295880	4	DVE	1,963	1,963	0.23	0.55	43.8	48.4	92.2	1.90	1.11	1.80	0.82
9	VH295222	4	EEL	2,534	2,534	0.19	0.43	47.5	46.3	93.8	1.17	0.77	1.63	0.73
10	VH295344	4	EEL	2,732	2,732	0.33	0.50	58.2	38.0	96.2	1.52	0.76	1.66	0.75
11	VH295659	4	EEL	2,549	2,549	0.32	0.53	58.7	37.8	96.5	1.37	0.69	1.68	0.74
12	VH295912	4	EEL	2,082	2,082	0.24	0.45	52.5	42.9	95.5	1.33	0.74	1.61	0.71
13	VH295222	4	POR	2,534	2,534	0.17	0.39	47.0	45.4	92.5	1.08	0.73	1.60	0.73
14	VH295344	4	POR	2,732	2,732	0.33	0.52	58.0	38.5	96.5	1.52	0.77	1.64	0.74
15	VH295659	4	POR	2,549	2,549	0.38	0.56	60.9	35.6	96.5	1.54	0.79	1.65	0.72
16	VH295684	4	POR	2,400	2,400	0.21	0.40	38.2	45.4	83.5	1.62	1.26	1.77	0.79
17	VH295880	4	POR	1,963	1,963	0.26	0.57	46.3	46.1	92.4	1.92	1.11	1.85	0.83
18	VH295912	4	POR	2,082	2,082	0.26	0.49	53.8	42.6	96.4	1.33	0.77	1.57	0.71
<b>NA</b>	<b>AVERAGE</b>	<b>NA</b>	<b>NA</b>	<b>2,377</b>	<b>2,377</b>	<b>0.27</b>	<b>0.47</b>	<b>51.3</b>	<b>42.8</b>	<b>94.1</b>	<b>1.36</b>	<b>0.83</b>	<b>1.46</b>	<b>0.75</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.36 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Six WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent Adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295316	2	COV	2,918	2,918	0.27	0.49	51.5	44.3	95.9	1.07	0.72	1.50	0.70
2	VH295439	2	COV	2,452	2,452	0.27	0.46	53.8	41.6	95.4	1.15	0.73	1.59	0.63
3	VH295557	2	COV	2,342	2,342	0.34	0.51	60.8	34.1	94.9	1.25	0.79	1.59	0.62
4	VH295583	2	COV	2,884	2,884	0.32	0.52	57.3	35.9	93.2	1.12	0.83	1.53	0.68
5	VH295984	2	COV	2,988	2,988	0.38	0.58	63.4	33.2	96.6	1.27	0.78	1.56	0.65
6	VH296040	2	COV	3,028	3,028	0.35	0.54	59.0	35.4	94.5	1.16	0.82	1.48	0.69
7	VH295439	4	DVE	2,452	2,452	0.47	0.75	61.2	36.5	97.7	2.13	1.06	2.21	0.91
8	VH295557	4	DVE	2,342	2,342	0.49	0.77	62.1	35.5	97.7	2.36	1.13	2.37	0.92
9	VH295316	4	EEL	2,918	2,918	0.42	0.72	59.6	38.4	97.9	1.91	1.00	1.89	0.83
10	VH295583	4	EEL	2,884	2,884	0.33	0.67	53.0	44.6	97.6	1.53	0.93	1.89	0.82
11	VH295984	4	EEL	2,988	2,988	0.46	0.72	63.5	35.6	99.1	1.77	0.83	1.91	0.84
12	VH296040	4	EEL	3,028	3,028	0.43	0.64	60.6	36.2	96.8	1.74	0.91	1.87	0.81
13	VH295316	4	POR	2,918	2,918	0.40	0.71	58.5	39.3	97.8	1.85	0.99	1.88	0.82
14	VH295439	4	POR	2,452	2,452	0.45	0.75	59.2	38.3	97.6	2.19	1.10	2.21	0.91
15	VH295557	4	POR	2,342	2,342	0.48	0.77	61.6	35.8	97.4	2.34	1.14	2.37	0.92
16	VH295583	4	POR	2,884	2,884	0.41	0.72	58.0	40.1	98.1	1.74	1.02	1.89	0.82
17	VH295984	4	POR	2,988	2,988	0.47	0.74	63.9	35.1	99.0	1.94	0.90	1.92	0.83
18	VH296040	4	POR	3,028	3,028	0.43	0.65	60.6	36.3	96.8	1.69	0.92	1.87	0.81
<b>NA</b>	<b>AVERAGE</b>	<b>NA</b>	<b>NA</b>	<b>2,769</b>	<b>2,769</b>	<b>0.40</b>	<b>0.65</b>	<b>59.3</b>	<b>37.6</b>	<b>96.9</b>	<b>1.68</b>	<b>0.92</b>	<b>1.86</b>	<b>0.79</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)

**Table 8.G.37 Interrater Reliability and Descriptive Statistics for the Ratings between AI and Human-Scoring Items for ELA, Grade Eleven WER**

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
1	VH295245	2	COV	1,719	1,719	0.43	0.65	62.8	34.2	97.0	1.11	0.83	1.29	0.77
2	VH295252	2	COV	1,602	1,602	0.41	0.61	62.4	33.8	96.1	1.15	0.82	1.36	0.74
3	VH295286	2	COV	1,721	1,721	0.36	0.58	56.9	38.1	95.1	0.99	0.82	1.35	0.76
4	VH295365	2	COV	1,696	1,696	0.45	0.65	64.4	32.3	96.7	1.14	0.83	1.31	0.75
5	VH295379	2	COV	1,704	1,704	0.42	0.66	63.9	34.0	97.9	1.28	0.82	1.33	0.76
6	VH295391	2	COV	1,655	1,655	0.42	0.63	63.4	32.7	96.2	1.25	0.82	1.29	0.78
7	VH295473	2	COV	1,669	1,669	0.43	0.65	64.9	32.8	97.7	1.29	0.80	1.36	0.75
8	VH295501	2	COV	1,647	1,647	0.42	0.63	63.6	32.1	95.8	1.15	0.83	1.41	0.75
9	VH295533	2	COV	1,681	1,681	0.42	0.64	64.2	32.4	96.7	1.22	0.84	1.38	0.75
10	VH295550	2	COV	1,659	1,659	0.40	0.62	62.9	33.5	96.4	1.24	0.82	1.38	0.75
11	VH295617	2	COV	1,650	1,650	0.42	0.63	61.5	35.8	97.3	1.04	0.80	1.23	0.77
12	VH295652	2	COV	1,709	1,709	0.30	0.51	52.5	41.1	93.6	0.95	0.81	1.37	0.74
13	VH295700	2	COV	1,677	1,677	0.39	0.62	61.4	35.0	96.4	1.15	0.83	1.38	0.75
14	VH295726	2	COV	1,678	1,678	0.36	0.57	56.9	39.3	96.2	0.97	0.76	1.32	0.75
15	VH295747	2	COV	1,655	1,655	0.39	0.61	60.5	35.2	95.7	1.08	0.84	1.33	0.76
16	VH295803	2	COV	1,704	1,704	0.39	0.61	60.2	36.5	96.7	1.13	0.80	1.31	0.78
17	VH295816	2	COV	1,608	1,608	0.38	0.59	59.7	35.0	94.7	1.10	0.86	1.36	0.75
18	VH295852	2	COV	1,745	1,745	0.45	0.65	64.9	32.4	97.3	1.16	0.81	1.37	0.74
19	VH295884	2	COV	2,168	2,168	0.27	0.38	48.8	36.2	85.0	0.84	0.87	1.36	0.73
20	VH295927	2	COV	1,722	1,722	0.38	0.60	60.4	36.4	96.8	1.16	0.81	1.31	0.76
21	VH295990	2	COV	1,703	1,703	0.44	0.66	64.4	32.9	97.3	1.18	0.83	1.33	0.76

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
22	VH296004	2	COV	1,664	1,664	0.43	0.66	64.4	33.1	97.5	1.23	0.83	1.37	0.75
23	VH296053	2	COV	1,664	1,664	0.44	0.65	65.4	32.0	97.5	1.31	0.79	1.33	0.76
24	VH296111	2	COV	1,647	1,647	0.42	0.65	63.0	34.4	97.4	1.20	0.80	1.30	0.78
25	VH295245	4	EEL	1,719	1,719	0.42	0.77	56.8	41.1	98.0	2.05	1.09	2.16	0.99
26	VH295252	4	EEL	1,602	1,602	0.41	0.75	56.2	40.8	97.0	2.18	1.06	2.10	0.99
27	VH295286	4	EEL	1,721	1,721	0.41	0.75	56.2	40.2	96.5	2.11	1.06	2.20	1.02
28	VH295365	4	EEL	1,696	1,696	0.41	0.76	55.7	40.6	96.3	2.19	1.15	2.11	0.99
29	VH295379	4	EEL	1,704	1,704	0.42	0.74	57.9	40.4	98.4	2.31	0.95	2.18	0.96
30	VH295391	4	EEL	1,655	1,655	0.42	0.74	57.9	40.5	98.5	1.99	0.92	2.04	0.97
31	VH295473	4	EEL	1,669	1,669	0.41	0.73	57.5	40.4	97.9	2.04	0.94	2.09	0.97
32	VH295501	4	EEL	1,647	1,647	0.26	0.65	45.4	48.8	94.1	1.74	0.93	2.25	1.03
33	VH295533	4	EEL	1,681	1,681	0.46	0.76	61.3	36.9	98.2	2.20	0.93	2.19	0.98
34	VH295550	4	EEL	1,659	1,659	0.45	0.77	59.2	37.7	96.9	2.24	1.10	2.15	1.02
35	VH295617	4	EEL	1,650	1,650	0.40	0.76	55.3	42.5	97.8	1.99	1.11	2.08	0.97
36	VH295652	4	EEL	1,709	1,709	0.32	0.69	50.3	45.8	96.0	1.78	0.90	2.18	1.00
37	VH295700	4	EEL	1,677	1,677	0.44	0.74	58.1	38.5	96.5	2.23	1.09	2.24	1.01
38	VH295726	4	EEL	1,678	1,678	0.40	0.73	55.5	41.6	97.1	1.93	1.06	2.00	0.95
39	VH295747	4	EEL	1,655	1,655	0.37	0.75	52.8	43.9	96.7	1.94	1.16	2.06	0.99
40	VH295803	4	EEL	1,704	1,704	0.37	0.73	53.6	42.7	96.3	2.05	1.10	2.02	0.97
41	VH295816	4	EEL	1,608	1,608	0.40	0.79	54.5	43.7	98.1	1.97	1.15	2.19	1.01
42	VH295852	4	EEL	1,745	1,745	0.44	0.76	59.4	38.8	98.2	2.15	0.98	2.17	0.97
43	VH295884	4	EEL	2,168	2,168	0.28	0.41	41.8	39.2	81.0	1.55	1.27	2.23	1.00
44	VH295927	4	EEL	1,722	1,722	0.45	0.71	61.0	37.0	98.0	1.99	0.85	2.03	0.94

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
45	VH295990	4	EEL	1,703	1,703	0.40	0.76	55.1	42.3	97.4	2.10	1.10	2.16	1.01
46	VH296004	4	EEL	1,664	1,664	0.42	0.76	56.7	40.3	97.1	2.14	1.08	2.17	1.00
47	VH296053	4	EEL	1,664	1,664	0.38	0.77	52.9	44.2	97.1	2.19	1.20	2.18	1.00
48	VH296111	4	EEL	1,647	1,647	0.47	0.76	61.1	36.0	97.1	2.21	1.03	2.14	0.96
49	VH295245	4	POR	1,719	1,719	0.32	0.70	51.3	46.1	97.4	1.83	0.92	2.21	0.95
50	VH295252	4	POR	1,602	1,602	0.43	0.77	59.0	40.0	98.9	2.09	0.98	2.20	0.96
51	VH295286	4	POR	1,721	1,721	0.41	0.75	56.8	40.7	97.5	2.18	1.06	2.30	0.97
52	VH295365	4	POR	1,696	1,696	0.40	0.76	56.4	42.2	98.6	2.08	1.03	2.25	0.96
53	VH295379	4	POR	1,704	1,704	0.44	0.75	59.5	38.7	98.2	2.30	0.98	2.25	0.94
54	VH295391	4	POR	1,655	1,655	0.43	0.75	58.9	39.3	98.1	1.92	0.95	2.14	0.96
55	VH295473	4	POR	1,669	1,669	0.46	0.76	61.1	37.6	98.6	2.13	0.94	2.17	0.95
56	VH295501	4	POR	1,647	1,647	0.28	0.68	46.5	49.1	95.6	1.86	0.98	2.34	1.01
57	VH295533	4	POR	1,681	1,681	0.45	0.76	59.8	38.0	97.8	2.26	1.02	2.27	0.97
58	VH295550	4	POR	1,659	1,659	0.45	0.78	59.1	38.5	97.6	2.21	1.12	2.21	0.98
59	VH295617	4	POR	1,650	1,650	0.40	0.75	56.1	41.9	98.0	2.01	1.06	2.17	0.94
60	VH295652	4	POR	1,709	1,709	0.40	0.76	55.3	41.9	97.2	2.25	1.13	2.25	0.96
61	VH295700	4	POR	1,677	1,677	0.43	0.73	58.3	39.1	97.4	2.15	1.04	2.32	0.97
62	VH295726	4	POR	1,678	1,678	0.38	0.73	53.6	43.2	96.8	2.05	1.12	2.11	0.93
63	VH295747	4	POR	1,655	1,655	0.35	0.75	51.3	46.0	97.3	2.02	1.18	2.17	0.96
64	VH295803	4	POR	1,704	1,704	0.43	0.78	58.5	40.1	98.5	2.05	1.07	2.16	0.95
65	VH295816	4	POR	1,608	1,608	0.41	0.78	55.1	42.2	97.3	2.12	1.21	2.23	0.98
66	VH295852	4	POR	1,745	1,745	0.44	0.75	60.2	38.5	98.7	2.11	0.90	2.23	0.95
67	VH295884	4	POR	2,168	2,168	0.28	0.41	41.4	38.2	79.6	1.66	1.38	2.32	0.96

Prompt	Item ID	Score Points	Dimension Type	Rater 1 N	Rater 2 N	Kappa	Quadratic-Weighted Kappa	Percent Exact	Percent adjacent	Percent Exact + Adjacent	Rater 1 Item Score Mean	Rater 1 Item Score SD	Rater 2 Item Score Mean	Rater 2 Item Score SD
68	VH295927	4	POR	1,722	1,722	0.47	0.75	61.9	36.1	98.0	2.21	1.02	2.16	0.90
69	VH295990	4	POR	1,703	1,703	0.42	0.77	56.6	41.1	97.7	2.16	1.11	2.25	0.97
70	VH296004	4	POR	1,664	1,664	0.41	0.75	56.8	41.0	97.8	2.22	1.05	2.27	0.97
71	VH296053	4	POR	1,664	1,664	0.37	0.76	51.6	45.0	96.6	2.28	1.22	2.23	0.98
72	VH296111	4	POR	1,647	1,647	0.43	0.73	59.5	39.0	98.5	2.06	0.89	2.18	0.94
NA	<b>AVERAGE</b>	NA	NA	<b>1,698</b>	<b>1,698</b>	<b>0.40</b>	<b>0.69</b>	<b>57.6</b>	<b>38.9</b>	<b>96.5</b>	<b>1.76</b>	<b>0.98</b>	<b>1.90</b>	<b>0.90</b>

**Notes and Legend:**

- Numbers indicate students who received valid ratings from AI machine (Rater 1).
- Rater 2 is the human rater.
- Dimension types are as follows:
  - Organization/Purpose (POR)
  - Development/Elaboration (DEV)
  - Evidence/Elaboration (EEL)
  - Convention (COV)



## Appendix 8.H: Analyses in Support of Validity Evidence

**Table 8.H.1 Total Testing Time (In Minutes) at Each Ability Level, English Language Arts/Literacy (ELA)**

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
3	Q 1	110,765	178.72	112.42	3.73	1928.38	26.05	65.15	100.40	153.94	229.53	321.52	562.51
3	Q 2	110,257	225.51	119.29	10.39	1735.97	60.62	105.15	143.08	199.98	278.82	375.26	634.21
3	Q 3	111,989	239.20	119.82	20.52	1629.78	75.66	119.38	157.07	213.54	291.33	387.86	650.56
3	Q 4	111,752	243.53	120.40	34.33	1981.17	83.08	126.44	162.73	217.52	292.90	389.10	660.69
4	Q 1	111,389	196.08	119.90	3.73	1988.05	27.57	73.57	113.07	171.80	250.71	346.88	594.41
4	Q 2	112,686	245.63	125.07	19.05	1970.97	70.79	119.58	160.01	219.36	301.78	401.32	664.21
4	Q 3	113,419	257.92	127.65	24.63	2606.94	85.90	132.28	171.65	231.11	311.47	413.10	694.34
4	Q 4	113,062	257.74	124.38	26.93	2520.79	91.81	136.74	174.28	230.90	308.64	408.89	686.07
5	Q 1	115,344	191.52	113.86	2.79	1613.67	27.53	74.94	113.14	168.09	243.90	334.77	572.70
5	Q 2	117,232	240.53	120.68	18.12	1856.27	72.88	119.30	157.23	215.48	294.37	390.34	651.38
5	Q 3	117,337	251.35	122.64	29.41	1981.44	84.29	130.30	167.92	224.84	304.05	401.87	674.64
5	Q 4	116,912	251.63	119.08	36.62	1992.48	92.85	136.03	171.46	224.85	300.54	396.80	674.91
6	Q 1	113,416	197.13	119.70	3.25	1858.07	27.82	77.84	116.26	171.29	249.33	345.98	608.75
6	Q 2	113,585	247.97	127.42	14.78	1833.70	75.59	123.18	161.67	219.62	301.63	404.12	695.32
6	Q 3	113,799	264.21	127.82	41.75	1645.65	92.76	139.58	177.47	235.48	317.04	421.29	718.17
6	Q 4	114,631	268.83	125.86	33.62	2348.93	102.54	148.96	185.57	240.52	318.32	418.38	721.20
7	Q 1	111,816	168.63	98.38	3.06	1728.07	24.54	68.47	101.78	148.99	212.44	291.59	501.06
7	Q 2	113,027	216.30	104.85	17.96	2034.08	68.89	111.97	145.52	194.26	261.59	345.14	574.44
7	Q 3	113,065	233.02	107.39	30.99	2191.33	86.37	128.73	161.86	210.37	277.49	360.60	601.24
7	Q 4	113,712	249.27	111.80	28.82	2479.67	100.03	144.13	177.57	226.14	291.86	375.59	649.99

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
8	Q 1	111,382	163.74	95.67	2.28	1375.17	20.71	65.27	99.34	145.18	207.01	282.84	488.62
8	Q 2	113,314	211.23	100.98	21.40	1653.19	67.58	109.73	142.74	189.92	256.02	336.24	555.37
8	Q 3	112,489	228.62	103.06	38.12	1919.41	84.71	127.05	159.22	206.79	272.53	354.19	584.76
8	Q 4	112,417	242.33	103.82	42.83	1598.10	98.77	141.16	172.70	219.74	285.49	367.72	602.40
11	Q 1	108,786	121.00	75.33	1.63	1375.76	9.21	39.49	68.34	108.23	158.38	214.59	367.19
11	Q 2	108,473	174.68	79.55	12.16	1676.03	51.24	90.75	120.91	161.24	211.11	273.10	438.39
11	Q 3	108,788	196.92	81.37	21.44	1367.01	72.39	113.73	143.36	181.70	232.66	295.89	476.26
11	Q 4	110,263	202.93	78.30	42.41	1705.26	88.24	127.03	153.16	186.79	234.07	295.37	477.59

**Table 8.H.2 Total Testing Time (In Minutes) at Each Ability Level, Mathematics**

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
3	Q 1	112,079	104.86	66.19	2.67	945.20	18.49	42.44	61.36	89.24	129.90	185.71	340.15
3	Q 2	111,168	124.91	69.80	13.56	1282.87	37.95	59.90	78.76	107.81	151.66	209.06	370.96
3	Q 3	112,560	133.47	72.20	8.96	1572.47	43.59	66.20	85.33	115.67	161.33	221.39	391.06
3	Q 4	112,857	132.42	73.19	19.94	1671.44	44.03	65.82	84.43	114.20	159.28	219.91	393.26
4	Q 1	113,578	107.89	65.47	2.51	1382.83	18.79	45.21	64.85	92.91	133.58	187.82	340.97
4	Q 2	112,751	126.03	69.60	10.46	1848.19	39.23	61.40	79.97	109.05	152.75	210.18	368.87
4	Q 3	113,281	134.09	71.94	16.65	1666.80	44.61	67.12	86.18	116.61	161.98	220.78	387.39
4	Q 4	114,778	139.49	73.90	14.70	1848.39	48.32	71.32	90.78	121.34	167.66	228.19	400.30
5	Q 1	116,814	122.74	75.82	3.20	1014.90	17.95	48.95	72.62	105.99	153.30	215.70	391.36
5	Q 2	117,608	145.40	80.21	12.93	2264.13	42.16	69.38	91.80	126.18	176.68	243.95	429.74
5	Q 3	117,157	159.09	84.55	13.70	1423.93	50.95	78.98	102.10	138.40	192.74	264.00	461.07
5	Q 4	118,794	171.26	87.14	22.41	1575.15	59.82	88.87	112.95	149.98	205.76	278.75	481.23
6	Q 1	114,191	129.59	75.78	3.12	1479.23	19.96	54.19	79.82	114.36	160.76	220.72	395.24
6	Q 2	114,243	157.08	78.70	18.88	1264.26	51.98	81.65	104.88	139.35	188.22	251.72	437.51
6	Q 3	114,622	165.30	80.88	21.46	1335.69	60.44	88.54	111.46	146.36	196.69	262.79	460.04
6	Q 4	115,806	175.66	83.85	14.75	1816.32	67.43	96.70	120.18	156.07	207.66	276.24	478.77
7	Q 1	112,784	101.56	58.13	0.72	1009.97	14.89	42.28	63.13	90.98	126.85	170.82	299.65
7	Q 2	114,759	120.43	58.87	9.97	1088.17	39.18	63.42	81.83	108.37	144.23	189.69	327.66
7	Q 3	113,098	129.83	60.30	18.41	1414.87	48.22	71.58	90.01	116.89	154.01	201.14	342.37
7	Q 4	114,726	145.08	65.76	22.23	1599.31	57.11	82.60	102.48	131.36	170.38	221.03	380.34

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
8	Q 1	112,443	105.19	60.94	2.37	1052.06	13.05	41.44	64.24	94.38	132.95	179.13	310.04
8	Q 2	113,303	130.14	63.24	2.01	1172.62	39.84	67.13	87.92	117.50	156.99	206.59	346.55
8	Q 3	112,356	151.41	69.12	20.92	1484.86	54.66	83.14	105.11	137.12	180.26	235.14	389.33
8	Q 4	114,106	174.31	76.01	31.94	1334.63	69.53	100.34	123.99	157.99	205.48	265.62	443.07
11	Q 1	108,161	74.63	48.26	1.07	784.09	6.39	23.11	41.30	66.48	97.05	133.32	237.42
11	Q 2	109,584	100.43	49.43	4.62	869.81	25.10	49.36	67.44	91.71	122.45	160.02	269.24
11	Q 3	108,521	119.99	51.85	10.90	861.14	41.20	67.29	85.81	110.62	142.78	181.64	295.16
11	Q 4	109,812	141.32	53.90	19.11	1181.67	59.81	87.38	106.58	131.57	163.84	203.96	325.24

**Table 8.H.3 Computer Adaptive Test (CAT) Testing Time (In Minutes) at Each Ability Level, ELA**

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
3	Q 1	110,765	87.89	52.23	2.67	1548.52	15.28	35.76	52.99	77.20	110.31	151.16	267.82
3	Q 2	110,257	114.62	57.07	1.88	1241.48	35.83	59.04	76.83	102.77	138.13	182.37	313.83
3	Q 3	111,989	122.90	58.10	0.08	1072.11	45.30	67.67	84.99	110.25	145.83	191.02	325.83
3	Q 4	111,752	121.65	59.98	0.28	1409.10	47.07	68.00	84.32	108.66	142.77	187.36	329.14
4	Q 1	111,389	101.66	58.36	3.43	1388.60	16.36	41.81	62.53	90.78	127.61	172.22	296.69
4	Q 2	112,686	128.99	62.02	10.30	1349.43	41.54	67.80	87.90	116.59	154.81	202.92	341.91
4	Q 3	113,419	133.80	63.40	13.98	1480.43	49.94	74.18	92.80	120.68	158.27	206.45	355.43
4	Q 4	113,062	128.11	60.80	16.57	2025.57	50.49	71.86	89.34	115.09	150.46	196.81	338.50
5	Q 1	115,344	99.60	54.88	0.06	881.02	16.67	42.91	63.14	89.86	124.43	165.75	282.82
5	Q 2	117,232	124.75	58.34	1.51	971.99	42.45	67.18	86.14	112.99	149.28	194.24	324.94
5	Q 3	117,337	128.65	59.37	4.97	1149.15	49.21	72.32	90.36	116.24	151.59	196.48	339.87
5	Q 4	116,912	122.94	56.15	2.89	1197.53	49.84	70.78	86.91	110.74	143.83	186.37	327.24
6	Q 1	113,416	105.31	58.96	0.24	1079.78	15.77	44.52	66.33	94.64	131.63	176.11	305.16
6	Q 2	113,585	129.74	61.61	10.88	1057.15	42.77	69.43	89.16	117.45	155.11	202.38	346.68
6	Q 3	113,799	134.47	59.81	13.64	1010.23	51.63	76.18	94.92	122.17	158.69	205.43	346.56
6	Q 4	114,631	128.99	56.56	4.48	1387.22	53.28	75.54	92.45	117.10	150.67	193.85	330.71
7	Q 1	111,816	92.08	50.75	2.01	864.66	12.54	37.82	58.10	83.87	116.12	154.00	260.06
7	Q 2	113,027	115.74	51.85	5.66	1080.03	38.41	63.35	81.26	106.14	138.54	177.71	293.99
7	Q 3	113,065	120.00	51.20	9.92	1495.77	47.88	70.08	86.71	110.16	140.85	179.14	294.70
7	Q 4	113,712	121.68	51.55	10.64	1231.68	53.14	74.09	89.45	111.60	140.47	177.63	304.52

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
8	Q 1	111,382	88.48	49.16	0.14	763.11	10.24	35.58	55.67	80.61	111.91	148.46	252.07
8	Q 2	113,314	109.00	48.56	4.06	1093.06	36.06	59.47	76.39	100.15	131.00	167.50	271.61
8	Q 3	112,489	113.69	46.50	16.38	896.73	45.47	67.04	82.48	104.64	134.15	169.59	274.31
8	Q 4	112,417	112.27	44.03	6.32	724.14	49.35	68.93	82.98	103.25	130.77	164.94	265.95
11	Q 1	108,786	65.92	38.39	0.49	814.79	5.50	22.12	39.45	60.95	85.24	113.35	187.53
11	Q 2	108,473	88.48	35.96	0.08	603.03	28.69	50.15	64.55	82.79	105.54	132.90	205.01
11	Q 3	108,788	93.89	34.21	0.05	579.37	38.95	58.31	71.32	88.11	109.36	135.89	208.35
11	Q 4	110,263	92.44	30.85	0.28	562.60	44.44	61.27	72.47	86.82	105.32	129.80	197.61

**Table 8.H.4 CAT Testing Time (In Minutes) at Each Ability Level, Mathematics**

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
3	Q 1	112,079	65.96	41.65	0.39	922.83	11.63	26.88	38.73	56.00	81.59	116.80	214.70
3	Q 2	111,168	80.21	45.34	0.25	883.00	24.81	38.78	50.36	68.76	97.02	135.13	242.35
3	Q 3	112,560	87.08	47.83	6.84	1077.08	28.93	43.14	55.34	74.89	105.28	145.27	259.29
3	Q 4	112,857	88.08	50.42	5.51	1478.37	29.22	43.35	55.54	75.12	106.10	147.10	268.23
4	Q 1	113,578	70.17	43.18	1.90	880.75	12.19	29.24	42.13	60.08	86.61	122.40	223.58
4	Q 2	112,751	83.56	46.63	2.93	1231.51	26.04	40.76	52.88	71.83	101.11	140.09	247.10
4	Q 3	113,281	91.98	50.38	3.06	1222.31	30.42	45.77	58.75	79.42	111.41	152.26	270.37
4	Q 4	114,778	99.70	54.14	0.11	1561.13	34.12	50.48	64.41	86.30	119.78	163.97	291.65
5	Q 1	116,814	72.58	45.03	0.13	676.50	10.83	28.97	43.18	62.73	90.21	127.08	231.56
5	Q 2	117,608	86.13	47.44	0.65	1327.24	25.45	41.84	54.75	74.82	104.41	143.22	255.27
5	Q 3	117,157	94.53	49.51	0.27	822.51	31.54	48.11	61.55	82.37	114.05	154.89	270.12
5	Q 4	118,794	101.81	50.90	8.01	957.85	37.22	54.12	67.99	89.42	121.69	163.14	283.42
6	Q 1	114,191	85.40	50.39	1.20	738.97	12.69	34.74	52.37	75.60	106.38	145.40	260.92
6	Q 2	114,243	103.23	51.19	10.73	765.26	34.24	54.19	69.30	91.85	123.53	164.58	287.08
6	Q 3	114,622	107.12	51.23	12.17	709.42	39.64	58.34	73.02	95.48	127.27	168.44	291.89
6	Q 4	115,806	112.88	51.77	12.49	853.53	44.19	63.38	78.53	101.30	133.37	174.84	298.74
7	Q 1	112,784	74.44	43.39	0.12	751.75	9.23	29.53	45.76	66.98	93.75	126.01	219.99
7	Q 2	114,759	88.35	42.32	5.45	841.49	28.07	46.80	60.50	79.98	106.12	138.27	234.05
7	Q 3	113,098	95.30	42.89	0.17	794.10	35.71	53.45	66.93	86.36	113.19	146.17	244.02
7	Q 4	114,726	108.21	48.05	3.49	1201.88	42.84	62.14	76.94	98.08	127.35	164.03	276.75

Grade	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
8	Q 1	112,443	74.42	43.71	0.04	956.41	8.23	27.74	45.03	67.11	94.69	127.71	220.16
8	Q 2	113,303	92.07	43.92	1.95	883.15	27.62	47.89	62.67	83.58	111.58	145.17	240.27
8	Q 3	112,356	107.77	47.79	0.26	1025.93	38.71	60.03	75.61	98.33	128.53	165.49	272.52
8	Q 4	114,106	125.56	53.88	20.90	1095.57	50.44	73.04	89.71	114.60	147.90	189.34	314.72
11	Q 1	108,161	53.16	33.32	0.16	677.04	4.66	16.18	29.91	48.24	69.57	93.66	160.91
11	Q 2	109,584	71.49	32.96	3.30	583.94	18.41	36.49	49.50	66.23	86.66	111.56	179.36
11	Q 3	108,521	84.64	34.28	6.05	626.23	30.47	49.13	61.99	78.77	99.89	126.14	199.33
11	Q 4	109,812	100.41	36.65	0.23	670.21	43.47	63.34	76.83	94.06	115.59	144.17	222.64



**Table 8.H.5 Performance Task (PT) Testing Time (In Minutes) at Each Ability Level, ELA**

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
3	1	5	Q 1	39,573	91.37	76.58	0.26	993.51	4.37	19.41	37.20	70.91	123.91	189.22	359.80
3	1	5	Q 2	39,853	110.87	79.08	0.16	970.19	11.91	33.05	54.73	92.62	145.73	210.00	382.40
3	1	5	Q 3	39,534	115.52	77.51	0.33	1187.29	16.65	39.21	61.28	98.26	148.45	210.12	386.95
3	1	5	Q 4	39,902	121.27	76.09	1.10	1097.74	23.62	46.75	68.73	104.51	153.34	214.51	389.07
3	2	5	Q 1	39,367	91.41	75.87	0.29	1138.37	4.04	18.96	37.32	71.27	124.96	187.65	352.25
3	2	5	Q 2	39,553	111.27	79.01	0.12	829.18	12.25	33.62	55.03	92.88	145.92	211.20	383.14
3	2	5	Q 3	39,773	116.31	77.24	0.22	1297.50	17.71	40.36	62.47	98.64	149.11	213.11	379.51
3	2	5	Q 4	40,207	121.18	74.53	0.67	1083.01	23.42	47.75	69.75	104.96	152.61	213.44	376.10
3	3	4	Q 1	31,525	89.29	74.16	0.30	970.86	4.40	18.77	36.28	69.63	121.27	184.11	347.67
3	3	4	Q 2	31,522	110.60	78.84	0.26	1069.60	11.95	32.82	54.51	92.36	145.81	208.94	383.16
3	3	4	Q 3	32,149	117.21	78.04	0.51	997.53	17.50	40.23	62.18	99.61	151.12	213.76	389.58
3	3	4	Q 4	31,805	123.35	75.66	0.09	999.04	23.32	48.39	71.33	106.34	155.62	218.75	384.20
4	1	4	Q 1	24,937	93.99	77.21	0.40	895.78	4.38	21.00	39.92	73.73	125.78	190.58	365.25
4	1	4	Q 2	25,030	117.65	80.00	0.28	943.41	15.54	39.15	61.32	99.35	152.35	217.38	389.22
4	1	4	Q 3	24,985	124.13	78.83	0.24	1126.51	22.25	47.15	69.78	106.83	157.55	221.28	395.86
4	1	4	Q 4	25,158	128.75	76.47	0.15	1341.17	28.39	53.96	76.37	111.60	161.20	222.86	394.69
4	2	5	Q 1	30,989	95.60	78.72	0.31	978.42	4.46	21.19	40.34	75.04	128.56	194.55	368.01
4	2	5	Q 2	31,210	119.61	81.25	0.06	1053.94	15.51	39.78	62.59	100.98	155.29	221.13	401.16
4	2	5	Q 3	31,430	127.94	80.54	0.55	1107.55	22.92	48.58	71.98	110.16	162.28	228.06	403.96
4	2	5	Q 4	31,370	135.47	80.03	0.12	1036.42	30.04	57.37	80.69	118.10	168.81	232.26	407.33
4	3	5	Q 1	31,108	92.62	76.02	0.17	1106.81	4.61	20.66	39.14	72.77	124.41	190.19	355.69
4	3	5	Q 2	31,350	113.78	78.55	0.83	1069.23	14.42	36.83	58.82	95.50	148.16	212.37	380.85
4	3	5	Q 3	31,229	121.55	78.31	0.32	997.80	20.95	45.20	67.74	103.87	154.05	217.95	395.15

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
4	3	5	Q 4	31,652	126.25	75.34	0.63	984.04	27.79	52.40	74.83	109.37	158.15	218.94	384.06
4	4	4	Q 1	24,822	95.81	78.28	0.29	923.10	4.90	21.38	40.67	75.95	129.50	193.77	368.29
4	4	4	Q 2	25,127	115.96	79.44	0.48	923.58	15.21	38.43	60.38	97.56	150.41	215.64	389.34
4	4	4	Q 3	24,889	122.38	79.49	0.09	986.81	20.98	44.87	67.26	104.67	156.06	219.27	400.55
4	4	4	Q 4	25,270	127.46	77.10	0.07	1029.08	27.44	52.18	74.35	111.31	159.30	220.59	404.86
5	1	5	Q 1	29,251	89.69	71.46	0.47	925.63	4.30	21.40	39.23	70.71	121.21	181.37	340.55
5	1	5	Q 2	29,059	113.32	76.75	0.14	1144.46	15.71	39.05	60.30	95.69	146.21	205.57	380.53
5	1	5	Q 3	29,301	118.56	75.03	0.78	1179.06	20.47	44.93	66.58	101.39	151.37	210.94	376.46
5	1	5	Q 4	29,501	123.55	72.81	0.28	966.06	28.06	52.45	73.45	107.84	153.71	211.42	380.35
5	2	5	Q 1	29,007	94.51	75.06	0.08	1244.40	4.77	22.69	41.87	75.43	127.41	188.79	356.03
5	2	5	Q 2	28,794	118.80	79.17	0.53	1217.57	17.74	41.31	63.58	100.69	152.85	218.15	391.33
5	2	5	Q 3	29,113	128.66	80.62	2.33	1362.03	23.70	49.77	72.89	110.61	163.35	227.54	397.96
5	2	5	Q 4	29,428	135.60	79.68	0.78	1229.07	32.29	58.96	81.81	117.57	168.11	231.49	415.22
5	3	5	Q 1	28,951	92.50	73.49	0.08	1049.32	4.29	22.19	41.09	73.43	123.44	185.48	345.66
5	3	5	Q 2	29,159	117.05	77.17	0.09	1020.01	15.76	40.85	62.64	99.52	151.21	214.92	374.66
5	3	5	Q 3	29,466	124.14	77.92	0.61	1140.00	23.36	48.55	70.01	106.91	157.81	218.25	400.64
5	3	5	Q 4	29,267	129.64	76.78	1.35	919.42	30.53	56.18	77.50	112.16	160.37	223.06	405.43
5	4	5	Q 1	28,859	91.30	74.50	0.07	1152.44	4.64	21.44	39.65	71.63	123.12	184.11	348.37
5	4	5	Q 2	29,077	114.12	77.04	0.17	1523.55	16.01	39.47	60.29	96.08	147.62	209.29	377.47
5	4	5	Q 3	29,161	119.30	75.19	0.09	1081.82	22.61	45.72	66.86	101.96	151.73	212.42	380.67
5	4	5	Q 4	29,431	126.07	74.70	0.69	954.32	29.12	53.13	74.66	109.21	157.40	218.10	390.18

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
6	1	5	Q 1	40,277	92.41	75.49	0.21	867.15	4.22	22.12	41.16	71.77	122.26	187.25	361.25
6	1	5	Q 2	40,689	117.56	80.88	0.16	1372.75	16.74	41.79	62.76	97.45	150.03	216.32	401.23
6	1	5	Q 3	40,669	129.71	81.56	0.38	1071.07	26.08	52.81	74.77	110.38	161.47	229.69	426.90
6	1	5	Q 4	40,815	139.95	82.49	0.22	1477.52	35.25	63.38	85.45	120.86	171.21	238.33	438.85
6	2	5	Q 1	40,339	91.47	76.36	0.10	959.62	4.18	22.11	40.64	70.70	119.90	184.56	368.15
6	2	5	Q 2	40,820	118.73	82.43	0.13	966.71	17.06	42.23	63.39	97.33	151.30	218.82	416.93
6	2	5	Q 3	40,980	130.66	82.81	0.22	1175.53	26.27	53.08	74.97	110.53	163.38	229.68	430.73
6	2	5	Q 4	40,814	141.16	81.86	2.71	1182.17	36.53	63.90	86.51	122.49	172.50	238.50	441.93
6	3	4	Q 1	32,195	90.97	76.56	0.10	1092.05	4.12	21.65	39.92	69.78	118.66	185.69	374.90
6	3	4	Q 2	32,812	118.35	83.26	0.15	978.58	17.08	41.55	62.33	96.97	150.83	219.87	423.72
6	3	4	Q 3	32,181	128.89	81.99	0.26	1062.12	26.54	52.17	73.21	108.84	160.98	228.46	423.97
6	3	4	Q 4	32,840	138.02	80.91	4.45	1116.85	35.58	62.79	84.30	119.11	168.63	233.98	434.28
7	1	5	Q 1	29,656	76.85	62.78	0.06	895.00	3.15	18.57	34.86	60.45	100.84	153.94	302.60
7	1	5	Q 2	29,496	102.28	68.04	1.08	1107.76	14.20	37.62	56.68	85.77	129.24	187.13	343.23
7	1	5	Q 3	29,800	115.01	71.32	1.14	1228.07	24.52	49.67	68.70	98.13	141.97	197.34	371.90
7	1	5	Q 4	29,983	131.32	74.69	4.56	1230.39	34.34	62.01	83.02	114.70	159.32	216.71	401.23
7	2	4	Q 1	23,565	77.17	63.91	0.09	826.00	3.58	18.72	34.62	60.39	100.41	154.93	307.49
7	2	4	Q 2	23,634	99.69	66.85	0.12	847.05	13.77	35.85	54.79	83.36	126.67	181.90	336.39
7	2	4	Q 3	23,775	114.21	69.34	2.39	1043.47	24.32	48.50	67.93	98.21	141.97	197.70	352.21
7	2	4	Q 4	24,071	127.50	71.19	0.12	1442.14	35.68	61.42	81.23	111.58	154.93	208.75	380.68
7	3	5	Q 1	29,428	79.02	65.38	0.11	1444.08	3.27	19.18	35.06	61.65	103.36	160.72	312.82
7	3	5	Q 2	29,803	102.02	69.10	0.08	1194.38	14.66	37.57	56.03	84.92	129.52	185.65	347.11
7	3	5	Q 3	29,292	113.42	69.54	1.04	1324.88	24.43	48.06	67.52	96.89	141.77	195.29	360.26
7	3	5	Q 4	29,977	127.78	72.12	0.22	1306.38	33.88	60.86	80.97	111.46	155.71	210.76	385.72

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
7	4	5	Q 1	29,594	73.21	61.18	0.06	1049.90	2.84	17.06	32.42	57.08	95.89	148.31	292.54
7	4	5	Q 2	29,926	98.45	67.51	0.17	1110.01	13.29	34.51	53.19	82.06	125.03	180.69	337.33
7	4	5	Q 3	29,582	109.71	66.23	0.21	880.30	22.38	46.05	65.05	94.59	137.54	188.43	345.37
7	4	5	Q 4	30,038	123.75	69.56	2.94	1262.21	31.92	57.89	78.06	108.58	151.61	204.58	369.17
8	1	4	Q 1	22,525	74.65	61.57	0.23	898.78	2.46	17.98	34.48	59.09	97.39	148.36	298.36
8	1	4	Q 2	22,561	101.32	66.45	1.23	1221.97	14.99	38.70	57.25	86.13	127.29	182.18	341.75
8	1	4	Q 3	22,541	112.35	66.39	0.84	1093.27	25.64	49.18	67.96	96.53	139.40	191.84	351.26
8	1	4	Q 4	22,553	127.36	67.61	0.19	1043.97	35.52	62.76	82.32	112.16	155.40	208.76	367.07
8	2	5	Q 1	28,001	76.88	62.87	0.11	1215.44	2.54	17.69	35.29	61.39	99.97	153.36	300.00
8	2	5	Q 2	27,943	104.10	67.54	0.53	1050.94	14.21	39.19	58.56	88.39	131.94	187.32	335.59
8	2	5	Q 3	27,838	116.85	69.28	0.31	1155.49	24.22	50.97	70.76	101.17	144.87	200.39	363.11
8	2	5	Q 4	28,308	134.32	73.21	5.20	940.21	36.34	64.92	85.58	117.22	164.12	222.43	394.23
8	3	5	Q 1	27,908	73.97	59.90	0.06	864.86	2.83	17.56	34.14	58.90	96.46	147.99	291.18
8	3	5	Q 2	28,389	99.70	64.11	0.14	883.54	14.83	37.84	56.95	84.34	125.72	178.67	327.08
8	3	5	Q 3	27,982	113.04	66.76	1.67	1088.66	23.97	48.97	68.52	98.22	140.20	192.58	349.27
8	3	5	Q 4	28,330	127.78	69.04	0.24	969.93	35.16	62.45	82.33	111.90	155.61	210.24	369.07
8	4	4	Q 1	22,373	77.50	62.03	0.14	723.97	3.02	18.73	35.96	62.24	100.88	153.81	299.03
8	4	4	Q 2	22,403	105.84	68.17	0.77	780.24	14.99	39.96	59.83	89.92	133.94	189.53	342.96
8	4	4	Q 3	22,470	120.39	72.01	0.24	1566.71	25.83	53.15	73.03	103.36	148.15	205.68	372.52
8	4	4	Q 4	22,443	134.44	73.23	0.36	1136.25	38.41	65.22	85.88	117.76	162.85	222.02	397.73
8	5	2	Q 1	11,240	72.36	60.20	0.06	838.89	2.48	16.00	32.56	57.56	93.91	144.21	291.81
8	5	2	Q 2	11,195	98.73	64.64	0.44	1105.04	14.22	36.87	55.28	83.12	125.44	179.15	323.96
8	5	2	Q 3	11,291	108.76	65.31	1.47	696.05	23.58	47.19	65.69	93.30	133.71	186.94	350.92
8	5	2	Q 4	11,308	121.66	66.77	7.76	997.77	33.49	58.51	77.51	106.46	149.14	201.18	354.02

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
11	1	5	Q 1	22,538	55.20	47.81	0.06	635.66	0.99	8.23	21.20	44.48	75.45	113.58	219.03
11	1	5	Q 2	22,845	86.78	55.08	0.32	933.70	6.59	29.63	49.89	77.13	110.08	153.79	273.25
11	1	5	Q 3	22,624	106.52	58.71	0.08	816.86	19.12	48.47	68.78	95.01	130.65	177.13	311.25
11	1	5	Q 4	22,868	116.15	58.19	1.43	990.40	35.35	62.04	80.23	103.29	138.07	184.14	321.83
11	2	4	Q 1	18,152	52.40	46.39	0.09	638.65	0.95	7.45	19.27	41.58	72.11	108.25	211.97
11	2	4	Q 2	18,149	82.42	51.51	0.13	894.00	6.85	29.18	47.92	73.23	104.31	146.05	256.02
11	2	4	Q 3	18,279	97.60	53.05	0.12	1198.85	17.23	45.22	63.74	87.60	118.79	160.90	282.02
11	2	4	Q 4	18,460	103.11	51.87	1.28	1166.04	30.13	53.96	71.05	93.12	121.82	161.41	287.58
11	3	5	Q 1	22,629	56.28	48.70	0.18	975.38	1.03	8.81	21.91	44.93	76.91	114.09	228.79
11	3	5	Q 2	22,713	88.23	54.80	0.39	936.13	7.48	31.76	52.20	78.49	111.02	154.72	275.82
11	3	5	Q 3	22,582	103.97	55.81	0.46	891.89	20.38	48.57	68.30	93.32	126.53	169.91	304.26
11	3	5	Q 4	22,806	110.98	53.65	0.21	891.48	33.53	59.79	77.15	100.11	130.94	174.42	304.48
11	4	5	Q 1	22,594	53.92	46.88	0.09	618.73	0.94	7.85	20.24	43.22	74.44	110.99	219.81
11	4	5	Q 2	22,670	84.63	54.27	0.21	738.89	5.88	28.62	47.92	74.86	107.87	151.84	274.62
11	4	5	Q 3	22,795	102.15	56.76	0.46	813.94	17.10	46.19	65.83	91.16	124.90	169.07	304.66
11	4	5	Q 4	22,888	109.74	55.07	0.27	1184.38	32.12	58.19	76.05	98.42	129.72	172.95	304.41
11	5	5	Q 1	22,482	56.82	48.62	0.08	848.27	1.02	8.86	22.26	45.81	78.03	115.47	226.81
11	5	5	Q 2	22,699	87.97	55.71	0.07	1203.28	6.93	31.16	51.44	78.36	110.67	153.96	279.57
11	5	5	Q 3	22,724	104.04	56.74	0.39	742.84	18.68	47.84	67.78	92.92	127.00	172.03	303.71
11	5	5	Q 4	22,813	111.14	54.36	0.23	824.68	32.26	59.74	77.61	99.87	131.35	173.50	315.27

**Table 8.H.6 PT Testing Time (In Minutes) at Each Ability Level, Mathematics**

Grade	Classroom Activity	Number of PTs	Ability Level							Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
				N	Mean	SD	Minimum	Maximum								
3	1	4	Q 1	31,753	37.28	32.27	0.04	775.23	2.21	9.73	17.14	29.01	47.51	73.33	154.80	
3	1	4	Q 2	32,527	43.80	32.79	0.05	624.25	5.48	14.97	22.96	35.66	54.73	81.49	165.08	
3	1	4	Q 3	31,882	45.27	31.54	0.06	611.48	7.39	17.39	25.13	37.34	55.96	81.26	160.42	
3	1	4	Q 4	32,747	42.56	29.32	0.06	680.64	8.49	17.19	24.10	35.22	52.24	75.83	149.08	
3	2	6	Q 1	47,520	36.73	31.47	0.06	629.76	2.50	10.23	17.35	28.76	46.11	71.12	153.16	
3	2	6	Q 2	47,778	41.70	31.78	0.06	650.14	5.29	14.32	21.75	33.50	52.04	77.69	159.46	
3	2	6	Q 3	47,739	43.20	31.57	0.04	710.44	6.68	15.70	23.22	35.05	53.62	79.24	158.15	
3	2	6	Q 4	48,507	41.30	28.94	0.04	783.20	7.52	15.95	22.81	33.96	51.10	74.44	148.34	
3	3	4	Q 1	31,601	43.70	36.35	0.05	673.55	2.90	12.18	21.15	34.45	54.95	84.48	175.69	
3	3	4	Q 2	32,399	50.24	35.52	0.04	640.34	6.45	19.24	28.14	41.34	61.97	90.87	180.28	
3	3	4	Q 3	31,861	52.13	35.03	0.08	569.66	9.21	21.95	30.25	43.28	63.29	91.94	180.10	
3	3	4	Q 4	32,350	50.58	32.18	0.05	636.33	10.78	22.26	30.10	42.58	61.67	87.83	166.98	
4	1	6	Q 1	35,447	39.16	31.01	0.05	573.93	2.41	11.42	19.57	31.57	49.76	74.25	153.62	
4	1	6	Q 2	36,015	45.50	32.89	0.05	1097.08	6.35	17.43	25.29	37.26	56.29	81.69	164.59	
4	1	6	Q 3	35,357	46.10	31.15	0.06	1139.20	8.06	18.85	26.57	38.54	56.59	81.26	158.60	
4	1	6	Q 4	36,170	44.89	30.11	0.06	1058.57	8.99	18.86	26.06	37.62	54.86	78.42	156.71	
4	2	5	Q 1	29,879	37.05	29.22	0.06	491.44	2.70	10.94	18.41	29.66	47.07	71.10	146.87	
4	2	5	Q 2	29,990	41.82	30.91	0.07	1236.68	5.93	15.15	22.49	34.20	52.06	76.81	150.57	
4	2	5	Q 3	29,662	42.01	30.51	0.07	1089.13	7.21	16.36	23.24	34.57	52.00	75.44	151.12	
4	2	5	Q 4	30,283	40.59	27.52	0.05	723.35	8.43	16.83	23.17	33.49	49.60	71.94	142.85	
4	3	4	Q 1	23,597	37.46	29.54	0.06	462.04	2.49	10.96	18.63	30.00	47.43	71.74	149.87	
4	3	4	Q 2	23,734	41.16	30.05	0.03	992.77	6.03	15.31	22.39	33.76	51.19	74.41	152.18	

Grade	Classroom Activity	Number of PTs	Ability Level						Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
				N	Mean	SD	Minimum	Maximum							
4	3	4	Q 3	23,844	39.59	28.64	0.08	822.57	6.87	15.04	21.53	32.26	48.81	72.28	144.27
4	3	4	Q 4	23,976	36.30	25.68	0.06	492.38	6.79	13.68	19.59	29.45	45.34	66.70	132.43
4	4	4	Q 1	23,821	36.53	30.47	0.05	916.50	2.40	10.38	17.66	28.93	45.88	70.43	147.84
4	4	4	Q 2	24,286	40.02	30.35	0.05	970.78	4.95	13.98	20.85	32.09	50.24	74.92	148.72
4	4	4	Q 3	23,892	38.81	28.62	0.05	392.01	6.46	13.97	20.43	31.17	47.98	72.27	146.30
4	4	4	Q 4	24,435	34.73	25.15	0.05	558.19	6.05	12.71	18.42	27.74	43.37	64.89	126.58
5	1	4	Q 1	31,304	51.30	40.73	0.05	596.92	2.63	14.31	25.28	41.61	65.13	98.34	199.60
5	1	4	Q 2	31,048	60.99	43.10	0.04	779.70	6.77	22.36	33.54	50.38	75.65	111.42	217.32
5	1	4	Q 3	31,609	67.12	45.91	0.04	709.73	9.35	25.69	37.65	55.89	83.04	121.52	237.40
5	1	4	Q 4	31,470	73.87	47.78	0.04	719.10	12.57	30.42	43.01	62.09	90.43	131.21	247.37
5	2	3	Q 1	23,527	42.90	35.48	0.07	557.59	2.77	11.29	20.05	33.85	54.68	84.36	174.70
5	2	3	Q 2	23,581	49.76	36.64	0.05	486.49	5.37	16.75	25.85	40.12	62.60	93.88	185.39
5	2	3	Q 3	23,637	51.67	37.32	0.05	561.29	6.96	18.28	27.38	41.83	64.67	96.42	189.50
5	2	3	Q 4	23,689	49.61	35.55	0.04	714.24	7.95	18.18	26.53	40.18	61.43	91.71	185.28
5	3	4	Q 1	31,205	50.89	41.21	0.05	885.11	2.55	13.99	24.69	40.49	64.93	98.83	200.39
5	3	4	Q 2	31,289	61.80	45.20	0.03	665.01	6.79	21.49	32.76	50.32	77.02	115.47	228.49
5	3	4	Q 3	31,140	69.49	50.57	0.04	884.40	8.61	25.17	37.38	56.69	86.09	128.71	255.95
5	3	4	Q 4	31,616	78.44	52.68	0.04	817.02	12.11	31.84	45.11	65.00	96.09	141.05	269.28
5	4	4	Q 1	31,094	53.73	40.11	0.06	681.50	3.17	16.57	28.09	44.42	68.11	100.01	201.64
5	4	4	Q 2	31,216	62.05	41.96	0.04	936.89	7.78	24.25	35.20	52.06	76.68	111.44	211.99
5	4	4	Q 3	31,290	66.93	43.21	0.06	531.31	8.83	27.65	38.81	56.28	82.05	119.38	226.49
5	4	4	Q 4	31,658	71.09	43.31	0.06	739.45	12.97	31.64	43.32	60.56	86.28	124.31	226.99

Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
6	1	6	Q 1	57,035	44.24	34.28	0.05	805.89	2.36	12.24	22.56	36.50	56.10	83.50	168.63
6	1	6	Q 2	57,490	53.94	37.00	0.05	863.02	6.53	20.98	30.73	45.27	66.34	95.64	190.33
6	1	6	Q 3	56,753	59.25	40.83	0.04	793.16	8.72	24.26	34.17	49.25	72.28	104.26	213.36
6	1	6	Q 4	57,836	68.19	49.89	0.04	1065.08	11.94	27.80	38.24	55.10	81.45	121.92	265.00
6	2	6	Q 1	57,049	44.17	35.19	0.04	630.45	1.89	12.17	22.18	36.19	56.01	83.62	173.45
6	2	6	Q 2	57,727	53.70	37.72	0.05	582.06	5.85	20.36	30.15	44.65	66.31	96.69	192.61
6	2	6	Q 3	57,002	57.21	39.48	0.05	857.37	8.00	22.78	32.44	47.37	70.23	102.44	203.26
6	2	6	Q 4	57,970	57.39	37.19	0.05	776.43	10.54	24.69	34.04	48.18	69.62	100.32	193.02
7	1	6	Q 1	42,542	26.84	22.56	0.05	368.15	1.20	6.78	12.56	21.34	34.17	52.17	109.84
7	1	6	Q 2	42,775	31.05	24.47	0.05	948.47	3.28	10.03	15.96	25.14	38.58	57.96	121.16
7	1	6	Q 3	43,142	32.42	24.63	0.04	371.02	4.11	9.96	16.08	26.49	41.34	61.01	124.23
7	1	6	Q 4	42,938	34.63	27.17	0.05	645.55	4.25	8.81	15.78	29.16	45.32	65.47	132.79
7	2	6	Q 1	42,271	29.56	25.06	0.05	491.94	1.50	7.64	14.15	23.63	37.25	56.63	122.67
7	2	6	Q 2	42,485	35.32	26.60	0.05	670.13	3.75	12.36	19.06	28.91	43.89	64.36	134.10
7	2	6	Q 3	42,758	39.06	28.56	0.05	1020.62	5.25	14.99	21.64	32.14	47.87	70.01	141.73
7	2	6	Q 4	42,531	43.38	29.09	0.06	1028.42	7.93	18.69	25.70	36.60	52.90	74.76	146.02
7	3	4	Q 1	28,303	24.00	20.17	0.05	291.75	1.15	6.02	11.31	19.23	30.42	46.41	100.08
7	3	4	Q 2	28,582	28.75	21.19	0.05	471.70	2.91	10.13	15.56	23.54	35.72	52.76	106.54
7	3	4	Q 3	28,438	31.05	21.16	0.05	312.05	4.78	12.45	17.72	25.77	37.97	55.16	112.21
7	3	4	Q 4	28,602	30.45	19.59	0.06	309.06	6.98	13.60	18.36	25.56	36.67	52.70	103.42



Grade	Classroom Activity	Number of PTs	Ability Level	N	Mean	SD	Minimum	Maximum	Percentile Point 1	Percentile Point 10	Percentile Point 25	Percentile Point 50	Percentile Point 75	Percentile Point 90	Percentile Point 99
8	1	6	Q 1	56,762	29.03	25.16	0.05	456.87	0.87	6.10	12.85	23.20	37.53	57.39	122.94
8	1	6	Q 2	56,491	34.76	26.66	0.04	641.00	2.59	11.15	18.05	28.35	43.59	64.82	134.48
8	1	6	Q 3	57,303	38.95	28.24	0.05	567.71	4.24	14.27	21.31	31.90	48.19	70.53	145.90
8	1	6	Q 4	56,868	40.84	27.45	0.05	781.82	7.36	17.05	23.73	34.15	49.59	71.65	142.62
8	2	6	Q 1	55,681	32.54	26.02	0.05	503.79	1.20	8.01	15.54	26.59	42.14	62.72	129.14
8	2	6	Q 2	56,099	41.44	28.69	0.04	533.48	4.05	15.11	23.19	34.76	51.73	74.36	146.58
8	2	6	Q 3	56,321	48.39	31.57	0.03	739.53	7.30	19.65	28.25	41.11	59.73	84.23	163.71
8	2	6	Q 4	56,683	56.66	33.51	0.05	681.94	10.87	25.53	35.14	49.14	69.20	95.31	178.28
11	1	2	Q 1	18,215	23.70	21.98	0.06	384.75	0.76	3.09	8.69	18.50	32.20	49.79	102.16
11	1	2	Q 2	18,183	33.61	24.45	0.04	319.68	1.66	9.50	17.71	28.72	43.06	61.88	123.09
11	1	2	Q 3	18,315	41.10	25.36	0.06	351.12	3.21	16.77	25.23	36.17	50.97	69.22	133.45
11	1	2	Q 4	18,258	45.53	23.94	0.05	362.92	8.18	22.67	30.42	40.80	54.92	72.80	131.10
11	2	4	Q 1	36,276	19.78	19.63	0.06	356.66	0.60	2.79	6.85	14.52	26.28	41.84	95.03
11	2	4	Q 2	36,228	26.23	21.50	0.06	338.95	1.32	6.57	12.21	21.30	33.81	50.62	106.36
11	2	4	Q 3	36,266	31.81	22.82	0.04	373.74	2.45	10.63	17.38	26.93	40.03	57.10	114.55
11	2	4	Q 4	36,630	35.88	21.79	0.05	460.03	5.25	15.96	22.31	31.34	44.02	60.30	113.90
11	3	6	Q 1	54,084	21.87	21.21	0.05	454.81	0.68	2.89	7.52	16.56	29.44	46.05	102.14
11	3	6	Q 2	54,736	29.24	23.09	0.05	308.51	1.45	7.33	14.19	24.23	37.75	55.23	114.18
11	3	6	Q 3	54,454	35.81	24.64	0.03	438.45	2.65	12.21	20.05	30.83	45.24	63.41	124.90
11	3	6	Q 4	54,433	42.76	24.97	0.05	511.47	5.55	19.03	26.91	37.96	52.58	71.27	130.57

## Appendix 8.I: Correlations between Content Areas

### Notes for the tables in Appendix 8.I:

- Numbers in **bold** font are the sample sizes to calculate the correlations.
- R denotes the correlation coefficient.

**Table 8.I.1 Correlations for Gender**

<b>Grade/ Content Area</b>	<b>Male Sample Size</b>	<b>Male R and Sample Size</b>	<b>Female Sample Size</b>	<b>Female R and Sample Size</b>
ELA 3	<b>231,824</b>	0.82	<b>219,829</b>	0.82
Mathematics 3	231,283	<b>233,190</b>	219,381	<b>221,086</b>
ELA 4	<b>233,838</b>	0.82	<b>223,665</b>	0.82
Mathematics 4	233,313	<b>235,156</b>	223,184	<b>224,880</b>
ELA 5	<b>241,941</b>	0.82	<b>232,066</b>	0.82
Mathematics 5	241,373	<b>243,074</b>	231,600	<b>233,135</b>
ELA 6	<b>235,411</b>	0.84	<b>227,061</b>	0.83
Mathematics 6	234,688	<b>236,495</b>	226,487	<b>228,057</b>
ELA 7	<b>234,235</b>	0.83	<b>224,347</b>	0.82
Mathematics 7	233,279	<b>235,501</b>	223,541	<b>225,494</b>
ELA 8	<b>233,218</b>	0.82	<b>223,341</b>	0.81
Mathematics 8	231,921	<b>233,957</b>	222,173	<b>223,879</b>
ELA 11	<b>225,696</b>	0.80	<b>218,324</b>	0.79
Mathematics 11	222,491	<b>224,881</b>	215,501	<b>217,556</b>

Table 8.I.2 Correlations for Primary Ethnicity

Grade/ Content Area	American Indian or Alaska Native Sample Size	American Indian or Alaska Native R and Sample Size	Asian Sample Size	Asian R and Sample Size	Native Hawaiian or Other Pacific Islander Sample Size	Native Hawaiian or Other Pacific Islander R and Sample Size	Filipino Sample Size	Filipino R and Sample Size
ELA 3	<b>2,227</b>	0.79	<b>40,673</b>	0.80	<b>2,041</b>	0.80	<b>8,691</b>	0.79
Mathematics 3	2,221	<b>2,229</b>	40,618	<b>41,437</b>	2,039	<b>2,054</b>	8,679	<b>8,769</b>
ELA 4	<b>2,294</b>	0.78	<b>40,987</b>	0.80	<b>2,132</b>	0.79	<b>8,860</b>	0.79
Mathematics 4	2,286	<b>2,293</b>	40,937	<b>41,708</b>	2,125	<b>2,149</b>	8,846	<b>8,916</b>
ELA 5	<b>2,417</b>	0.78	<b>42,352</b>	0.80	<b>2,149</b>	0.79	<b>10,048</b>	0.79
Mathematics 5	2,404	<b>2,415</b>	42,321	<b>42,993</b>	2,138	<b>2,154</b>	10,035	<b>10,118</b>
ELA 6	<b>2,406</b>	0.81	<b>42,212</b>	0.82	<b>2,222</b>	0.81	<b>10,526</b>	0.81
Mathematics 6	2,392	<b>2,406</b>	42,182	<b>42,769</b>	2,216	<b>2,231</b>	10,507	<b>10,575</b>
ELA 7	<b>2,396</b>	0.78	<b>43,214</b>	0.80	<b>2,332</b>	0.79	<b>11,110</b>	0.80
Mathematics 7	2,377	<b>2,395</b>	43,160	<b>43,783</b>	2,322	<b>2,341</b>	11,088	<b>11,149</b>
ELA 8	<b>2,417</b>	0.78	<b>43,005</b>	0.80	<b>2,235</b>	0.79	<b>11,854</b>	0.79
Mathematics 8	2,384	<b>2,397</b>	42,898	<b>43,470</b>	2,224	<b>2,233</b>	11,818	<b>11,885</b>
ELA 11	<b>2,503</b>	0.77	<b>44,070</b>	0.76	<b>2,262</b>	0.77	<b>13,073</b>	0.77
Mathematics 11	2,464	<b>2,488</b>	43,747	<b>44,166</b>	2,213	<b>2,244</b>	12,979	<b>13,067</b>

**Table 8.I.3 Correlations for Primary Ethnicity (Continued)**

<b>Grade/ Content Area</b>	<b>Hispanic or Latino Sample Size</b>	<b>Hispanic or Latino R and Sample Size</b>	<b>Black or Black or African American Sample Size</b>	<b>Black or Black or African American R and Sample Size</b>	<b>White Sample Size</b>	<b>White R and Sample Size</b>	<b>Two or More Races Sample Size</b>	<b>Two or More Races R and Sample Size</b>
ELA 3	<b>250,649</b>	0.78	<b>24,431</b>	0.78	<b>101,356</b>	0.80	<b>21,585</b>	0.82
Mathematics 3	250,161	<b>252,001</b>	24,312	<b>24,423</b>	101,114	<b>101,658</b>	21,520	<b>21,705</b>
ELA 4	<b>253,047</b>	0.78	<b>24,946</b>	0.79	<b>104,486</b>	0.80	<b>20,751</b>	0.82
Mathematics 4	252,529	<b>254,391</b>	24,818	<b>24,905</b>	104,263	<b>104,795</b>	20,693	<b>20,879</b>
ELA 5	<b>263,044</b>	0.77	<b>25,646</b>	0.78	<b>108,135</b>	0.80	<b>20,216</b>	0.82
Mathematics 5	262,530	<b>264,200</b>	25,545	<b>25,654</b>	107,845	<b>108,370</b>	20,155	<b>20,305</b>
ELA 6	<b>253,874</b>	0.80	<b>24,939</b>	0.81	<b>107,618</b>	0.81	<b>18,675</b>	0.83
Mathematics 6	253,184	<b>255,073</b>	24,787	<b>24,921</b>	107,292	<b>107,791</b>	18,615	<b>18,786</b>
ELA 7	<b>247,329</b>	0.78	<b>25,139</b>	0.79	<b>109,042</b>	0.80	<b>18,020</b>	0.82
Mathematics 7	246,350	<b>248,783</b>	24,946	<b>25,126</b>	108,653	<b>109,291</b>	17,924	<b>18,127</b>
ELA 8	<b>245,013</b>	0.78	<b>25,497</b>	0.79	<b>110,153</b>	0.79	<b>16,385</b>	0.81
Mathematics 8	243,784	<b>245,975</b>	25,232	<b>25,394</b>	109,500	<b>110,069</b>	16,254	<b>16,413</b>
ELA 11	<b>232,435</b>	0.76	<b>24,826</b>	0.76	<b>109,555</b>	0.77	<b>15,296</b>	0.79
Mathematics 11	229,200	<b>231,645</b>	24,299	<b>24,603</b>	108,012	<b>108,959</b>	15,078	<b>15,265</b>

Table 8.I.4 Correlations for English Fluency

Grade/ Content Area	English Only Sample Size	English Only R and Sample Size	Initially Fluent English Proficient Sample Size	Initially Fluent English Proficient R and Sample Size	English Learner Sample Size	English Learner R and Sample Size	Reclassified Fluent English Proficient Sample Size	Reclassified Fluent English Proficient R and Sample Size
ELA 3	<b>265,341</b>	0.81	<b>16,714</b>	0.79	<b>122,198</b>	0.73	<b>46,542</b>	0.72
Mathematics 3	264,652	<b>265,026</b>	16,688	<b>16,702</b>	121,957	<b>124,727</b>	46,513	<b>46,543</b>
ELA 4	<b>264,753</b>	0.82	<b>17,160</b>	0.80	<b>109,277</b>	0.70	<b>65,530</b>	0.72
Mathematics 4	264,087	<b>264,482</b>	17,138	<b>17,157</b>	109,026	<b>111,663</b>	65,475	<b>65,519</b>
ELA 5	<b>268,292</b>	0.81	<b>19,127</b>	0.80	<b>98,148</b>	0.66	<b>87,754</b>	0.73
Mathematics 5	267,591	<b>267,984</b>	19,103	<b>19,129</b>	97,924	<b>100,337</b>	87,670	<b>87,711</b>
ELA 6	<b>257,796</b>	0.84	<b>19,005</b>	0.82	<b>77,706</b>	0.68	<b>107,307</b>	0.76
Mathematics 6	256,949	<b>257,455</b>	18,985	<b>19,018</b>	77,453	<b>79,824</b>	107,139	<b>107,257</b>
ELA 7	<b>252,754</b>	0.82	<b>21,113</b>	0.81	<b>65,327</b>	0.64	<b>118,716</b>	0.76
Mathematics 7	251,641	<b>252,470</b>	21,069	<b>21,123</b>	64,999	<b>67,669</b>	118,450	<b>118,654</b>
ELA 8	<b>249,190</b>	0.81	<b>22,476</b>	0.81	<b>53,659</b>	0.62	<b>130,702</b>	0.76
Mathematics 8	247,561	<b>248,304</b>	22,407	<b>22,446</b>	53,300	<b>55,693</b>	130,301	<b>130,506</b>
ELA 11	<b>238,538</b>	0.79	<b>32,767</b>	0.78	<b>42,474</b>	0.59	<b>129,559</b>	0.74
Mathematics 11	235,074	<b>236,897</b>	32,454	<b>32,631</b>	41,521	<b>43,113</b>	128,278	<b>128,970</b>

**Table 8.I.5 Correlations for English Fluency (Continued)**

<b>Grade/ Content Area</b>	<b>To Be Determined Sample Size</b>	<b>To Be Determined R and Sample Size</b>	<b>English Proficiency Unknown Sample Size</b>	<b>English Proficiency Unknown R and Sample Size</b>
ELA 3	<b>171</b>	0.83	<b>687</b>	0.80
Mathematics 3	170	<b>358</b>	684	<b>920</b>
ELA 4	<b>159</b>	0.79	<b>624</b>	0.73
Mathematics 4	154	<b>353</b>	617	<b>862</b>
ELA 5	<b>164</b>	0.79	<b>522</b>	0.79
Mathematics 5	164	<b>308</b>	521	<b>740</b>
ELA 6	<b>184</b>	0.78	<b>474</b>	0.81
Mathematics 6	178	<b>324</b>	471	<b>674</b>
ELA 7	<b>169</b>	0.76	<b>503</b>	0.79
Mathematics 7	167	<b>331</b>	494	<b>748</b>
ELA 8	<b>138</b>	0.80	<b>394</b>	0.73
Mathematics 8	137	<b>288</b>	388	<b>599</b>
ELA 11	<b>169</b>	0.71	<b>513</b>	0.67
Mathematics 11	164	<b>203</b>	501	<b>623</b>

**Table 8.I.6 Correlations for Economic Status**

<b>Grade/ Content Area</b>	<b>Not Economically Disadvantaged Sample Size</b>	<b>Not Economically Disadvantaged R and Sample Size</b>	<b>Economically Disadvantaged Sample Size</b>	<b>Economically Disadvantaged R and Sample Size</b>
ELA 3	<b>171,232</b>	0.80	<b>280,421</b>	0.77
Mathematics 3	170,927	<b>172,328</b>	279,737	<b>281,948</b>
ELA 4	<b>174,427</b>	0.80	<b>283,076</b>	0.78
Mathematics 4	174,096	<b>175,446</b>	282,401	<b>284,590</b>
ELA 5	<b>180,451</b>	0.80	<b>293,556</b>	0.76
Mathematics 5	180,103	<b>181,251</b>	292,870	<b>294,958</b>
ELA 6	<b>179,059</b>	0.82	<b>283,413</b>	0.80
Mathematics 6	178,674	<b>179,875</b>	282,501	<b>284,677</b>
ELA 7	<b>183,650</b>	0.81	<b>274,932</b>	0.78
Mathematics 7	183,123	<b>184,593</b>	273,697	<b>276,402</b>
ELA 8	<b>185,574</b>	0.80	<b>270,985</b>	0.78
Mathematics 8	184,678	<b>185,980</b>	269,416	<b>271,856</b>
ELA 11	<b>195,467</b>	0.78	<b>248,553</b>	0.76
Mathematics 11	193,120	<b>194,737</b>	244,872	<b>247,700</b>

**Table 8.I.7 Correlations for Special Education Services Status**

<b>Grade/ Content Area</b>	<b>No Special Education Services Sample Size</b>	<b>No Special Education Services R and Sample Size</b>	<b>With Special Education Services Sample Size</b>	<b>With Special Education Services R and Sample Size</b>
ELA 3	<b>402,484</b>	0.80	<b>49,169</b>	0.78
Mathematics 3	401,793	<b>405,257</b>	48,871	<b>49,019</b>
ELA 4	<b>404,628</b>	0.80	<b>52,875</b>	0.78
Mathematics 4	403,926	<b>407,315</b>	52,571	<b>52,721</b>
ELA 5	<b>418,133</b>	0.79	<b>55,874</b>	0.75
Mathematics 5	417,388	<b>420,468</b>	55,585	<b>55,741</b>
ELA 6	<b>409,406</b>	0.81	<b>53,066</b>	0.77
Mathematics 6	408,481	<b>411,640</b>	52,694	<b>52,912</b>
ELA 7	<b>408,310</b>	0.80	<b>50,272</b>	0.73
Mathematics 7	407,002	<b>410,857</b>	49,818	<b>50,138</b>
ELA 8	<b>407,761</b>	0.80	<b>48,798</b>	0.72
Mathematics 8	405,842	<b>409,304</b>	48,252	<b>48,532</b>
ELA 11	<b>404,688</b>	0.77	<b>39,332</b>	0.67
Mathematics 11	399,687	<b>403,628</b>	38,305	<b>38,809</b>



**Table 8.I.8 Correlations for Migrant Status**

<b>Grade/ Content Area</b>	<b>Change School or LEA Sample Size</b>	<b>Change School or LEA R and Sample Size</b>	<b>Remain in the Same School or LEA Sample Size</b>	<b>Remain in the Same School or LEA R and Sample Size</b>
ELA 3	<b>4,020</b>	0.74	<b>447,633</b>	0.81
Mathematics 3	4,010	<b>4,062</b>	446,654	<b>450,214</b>
ELA 4	<b>4,065</b>	0.75	<b>453,438</b>	0.82
Mathematics 4	4,059	<b>4,113</b>	452,438	<b>455,923</b>
ELA 5	<b>4,190</b>	0.73	<b>469,817</b>	0.81
Mathematics 5	4,185	<b>4,241</b>	468,788	<b>471,968</b>
ELA 6	<b>3,882</b>	0.77	<b>458,590</b>	0.83
Mathematics 6	3,869	<b>3,937</b>	457,306	<b>460,615</b>
ELA 7	<b>3,599</b>	0.76	<b>454,983</b>	0.82
Mathematics 7	3,587	<b>3,639</b>	453,233	<b>457,356</b>
ELA 8	<b>3,576</b>	0.76	<b>452,983</b>	0.81
Mathematics 8	3,563	<b>3,626</b>	450,531	<b>454,210</b>
ELA 11	<b>3,191</b>	0.75	<b>440,829</b>	0.79
Mathematics 11	3,153	<b>3,188</b>	434,839	<b>439,249</b>

## Chapter 9: Quality Control Procedures

---

The California Department of Education (CDE), Smarter Balanced Assessment Consortium, and Educational Testing Service (ETS) implemented rigorous quality control procedures throughout the test development, administration, scoring, and analyses processes. As part of this effort, ETS staff worked with its Office of Professional Standards Compliance, which publishes and maintains the *ETS Standards for Quality and Fairness* (ETS, 2014). These *Standards* support the goal of delivering technically sound, fair, and useful products and services; and assisting the public and auditors evaluate those products and services. Quality control procedures are outlined in this chapter.

### 9.1. Quality Control of Item Development

Item writers hired to develop Smarter Balanced assessment items were trained in Smarter Balanced policies on sensitivity and bias guidelines, and guidelines for accessibility to ensure that the items allow the widest possible range of students to demonstrate their content knowledge (Smarter Balanced, 2016). A group of educators reviewed the items and performance tasks for accessibility, bias/sensitivity, and content prior to their administration in the 2013–14 field test.

To further ensure the quality of Smarter Balanced assessment items, in early May 2013, Smarter Balanced recruited a panel of English language arts/literacy (ELA) and mathematics content experts and decision-makers with expertise in the needs of students with disabilities and students who were English learners. This panel reviewed item specifications, item types, items, and performance tasks, and made recommendations for item development and item-quality criteria.

After the 2012–13 pilot test, staff from the Smarter Balanced Assessment Consortium used statistical criteria to flag items that were potentially problematic due to content, bias, and/or accessibility.

For more information regarding the steps taken by the Smarter Balanced Assessment Consortium to ensure quality during item development, refer to Chapter 3 of the *2013–14 Smarter Balanced Technical Report* (Smarter Balanced, 2016).

### 9.2. Quality Control of Test Assembly and Delivery

The assembly of all test forms must conform to blueprints that represent a set of constraints and specifications. There were separate specifications for the ELA assessments and mathematics assessments. These blueprints are critical to the formation of valid assessments and can be found in [Appendix 2.A](#).

The Smarter Balanced Assessment Consortium conducted computer simulations to evaluate the test delivery system and the adaptive testing algorithm. Two sets of simulations studies were conducted:

1. the simulation study conducted prior to the 2013–14 Smarter Balanced field test that is described in Chapter 4 of the *2013–14 Technical Smarter Balanced Report* (Smarter Balanced, 2016); and
2. the simulation study conducted prior to the 2016–17 CAASPP operational administration that is described in [Chapter 4: Test Assembly](#) in this current technical report.

## 9.3. Quality Control of Test Materials

### 9.3.1 Developing Assessments

#### 9.3.1.1 Online Assessments

The steps taken to develop and ensure the quality of the online assessments is described in [5.2.2 Test Delivery](#).

#### 9.3.1.2 Paper-Pencil Forms

Test forms and response booklets received from the Smarter Balanced Assessment Consortium are carefully reviewed by ETS staff to ensure that they meet quality standards. Each document is reviewed for accuracy, completeness, and alignment with supporting materials.

Print-ready PDFs received for the paper versions of the Smarter Balanced summative assessments undergo a stringent quality control process to ensure that there is adequate space for student identification and demographic information in addition to a place for a student barcode label.

#### 9.3.1.3 Test Administration Manuals

ETS staff consult with internal subject matter experts and conduct validation checks to verify that test instruction manuals accurately match the test booklets and testing processes. Copy editors and content editors review each document for spelling, grammar, accuracy, and adherence to CDE style. Manuals received from Smarter Balanced are customized to fit the California Assessment of Student Performance and Progress (CAASPP) System specifications. Each document must be approved by the CDE before it can be published to the CAASPP Portal at <http://www.caaspp.org/>. Only nonsecure documents are posted to this Web site.

### 9.3.2 Collecting Test Materials

#### 9.3.2.1 Online Assessments

During the 2016–17 CAASPP administration, there were no collectable materials associated with online testing.

#### 9.3.2.2 Paper-Pencil Forms

Once the paper-pencil tests are administered at test sites whose local educational agencies (LEAs) had received prior approval from the CDE, LEAs must return scorable and nonscorable materials within five working days after the last day of each test administration period. The freight-return kits provided to LEAs contain color-coded labels identifying scorable and nonscorable materials and labels with bar-code information identifying the school and district. The LEAs pack all materials into cartons, apply the appropriate labels, and then number the cartons prior to returning the materials to the processing center by means of their assigned carrier. The use of the color-coded labels streamlines the return process.

### 9.3.3 Processing Test Materials

#### 9.3.3.1 Online Assessments

Online tests that were submitted by students were transmitted from the American Institutes for Research (AIR) to ETS each day. Each system checked for the completeness of the student record and stopped records that were identified as having an error. (For example, the system would identify a test part that is missing a content registration ID, a unique

identifier that matches the student’s opportunities—computer adaptive testing [CAT] and performance task [PT]—in final scoring.)

Test responses were separated for human scoring between ETS and Measurement Incorporated (MI) and the reader’s ratings were delivered to ETS scoring systems for merging with machine-scored items, final scoring, and scoring quality checks.

### **9.3.3.2 Paper-Pencil Forms**

Upon receipt of the test materials, ETS personnel examine each shipment for a number of conditions, including physical damage, shipping errors, and omission of materials. The number of students recorded on the student and grade identification (SGID) sheet is compared to the number of answer documents returned to ETS.

ETS’s image scanning process captures security information electronically and compares scorable material quantities reported on the SGIDs to actual documents scanned. LEAs are contacted by phone if there are any missing shipments or the quantity of materials returned appears to be less than expected.

## **9.4. Quality Control of Psychometric Processes**

### **9.4.1 Development of Scoring Specifications**

A number of measures are taken to ascertain that the scoring keys are applied to the student responses as intended and the student scores are computed accurately. ETS builds and reviews the scoring system models based on the Smarter Balanced Assessment Consortium scoring specifications and CDE requirements (Smarter Balanced, 2014; AIR, 2015). Machine-scored item responses and demographic information are collected and provided electronically to ETS in a master student data file. Human-scored item responses are sent electronically to the ETS Online Network for Evaluation or MI scoring centers for scoring by trained, qualified raters. Record counts are verified against the counts obtained during security check-in from the document processing staff to ensure all students are accounted for in the file.

Once the record counts are reviewed, the machine-scored item responses are scored against the appropriate answer key provided by the Smarter Balanced Assessment Consortium. In addition, the student’s original response string is stored for data verification and auditing purposes.

The Smarter Balanced Assessment Consortium provided the specifications for scoring the assessments well in advance of the receipt of student response data. These specifications contain detailed scoring procedures, along with the procedures for determining whether a student has attempted a test and whether that student response data should be included in the statistical analyses and calculations for computing summary data. Standard quality inspections are performed on all data files, including the evaluation of each student data record for correctness and completeness. Student results are kept confidential and secure at all times.

### **9.4.2 Development of Scoring Procedures**

ETS’s enterprise score key management system (eSKM) utilizes scoring procedures specified by psychometricians and provides scoring services. Following scoring, a series of quality control checks are carried out by ETS psychometricians to ensure the accuracy of each score.

### 9.4.2.1 Enterprise Score Key Management System (eSKM) Processing

ETS developed two independent and parallel scoring structures to produce students' scores: the eSKM<sup>78</sup> scoring system, which collects, scores, and delivers individual students' scores to the ETS reporting system; and the parallel scoring system developed by ETS Technology and Information Processing Services (TIPS), which scores individual students' responses. The two scoring systems independently apply the same scoring algorithms and specifications. ETS psychometricians verify the eSKM scoring by comparing all individual student scores from TIPS and resolving any discrepancies. This process redundancy is an internal quality control step and is in place to verify the accuracy of scoring. Students' scores are reported only when the two parallel systems produce identical results.

When scores do not match, the mismatch is investigated by ETS's Psychometrics, Statistics, and Data Science and eSKM teams and resolved. The mismatch could be a result of a Smarter Balanced and CDE decision not to score an item because a problem was identified in a particular item or rubric. ETS applies the problem item notification (PIN) not to score the item through the systematic process in eSKM and a mismatch is possible, if TIPS is still in the process of applying the PIN in the parallel system when the student score is being compared. This real-time scoring check is designed to continually detect mismatches and track remediation.

ETS's Centralized Repository Distribution System and Enterprise Service Bus departments collect and parse .xml files that contain student response data from AIR and send constructed-response (CR) item responses to ETS and MI for human scoring. After receiving the results of human scoring, eSKM merges student scores from the CAT and PT test components, calculates individual student scores, and generates student scores in the approved statistical extract format on a daily basis. These data extracts are sent to ETS's Data Quality Services for data validation. Following validation, the student response statistical extracts are made available to the psychometricians.

### 9.4.2.2 Psychometric Processing

Psychometricians verify the eSKM scoring by comparing the parallel scoring programs, conducting extensive analyses to resolve any discrepancies, and verifying the accuracy of all student scores and reported results. In particular, psychometricians check variables such as total scale scores, achievement levels, number of scored items, and performance levels of claims. To investigate discrepancies, theta scores and completeness are also checked; see [7.4 Student Test Scores](#) for definitions of these scores.

All scores must comply with the ETS scoring specifications and the parallel scoring process to ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system before student reports are generated. In addition to parallel scoring for both online and paper-pencil assessments, ETS provides verification of answer keys and item analysis for paper-pencil assessments.

## 9.5. Quality Control of Constructed-Response (CR) Scoring

Rater qualifications, rater certifications, and daily rater calibrations are all processes used to control the reliability of CR scoring. Raters are led through a training period by trained assessment development staff, content scoring leaders, group scoring leaders, and scoring leaders for an assigned grade level and specific prompt types prior to the annual scoring

---

<sup>78</sup> The eSKM system produces the ETS scores of record.

period. In the training period, raters are trained to appropriately apply the rubrics by using the Smarter Balanced–provided benchmark sample papers.

Trained raters are scheduled to score in four or eight hour shifts. Scoring leaders are qualified raters who have the responsibility of providing feedback to raters in order to provide additional content support and offer corrective mentoring for struggling raters.

Each rater is assigned a secure user ID and password to log on to the scoring system and is required to sign a confidentiality agreement. System access for the rater is restricted to the hours that he or she is scheduled to work.

Prior to starting a shift, a rater must take and pass a calibration test that demonstrates sufficient training in Smarter Balanced scoring criteria and ability to score accurately. Ten percent of responses are scored twice (i.e., “read behind”) in order to check agreement among raters. Scoring leaders read behind raters throughout a shift and enter their own scores on responses that raters have read. Results of interrater reliability are shown in [Appendix 8.G](#).

To ensure the quality of machine scoring with artificial intelligence (AI), ETS and MI maintain a quality assurance system through 10 percent of AI-scored items being scored by a human rater and used for agreement sample analysis. The results of the agreement analysis are presented in section [8.6.4.8 Interrater Agreement](#).

## 9.6. Quality Control of Paper-Pencil Scoring

If an LEA is approved to administer the paper-pencil version of the Smarter Balanced summative assessments, the completed student answer documents are routed for scoring. Quality control of paper-pencil tests is ensured by an independent group that signs into eSKM and checks scoring keys. This group must sign off and approve the keys in order for scoring to commence for the administration. This team also creates scoring stencils to be used during the administration to overlay on top of a student’s answer document to verify the score computed by eSKM is accurate.

## 9.7. Quality Control of Reporting

To ensure the quality of CAASPP Smarter Balanced online summative test results, for both individual student and summary reports, four general areas are evaluated:

1. Comparison of report formats with input sources from the CDE-approved samples;
2. Validation of the report data through quality control checks performed by ETS’s Data Quality Services and Resolutions teams, as well as running of all student score reports through ETS’s patented QC Integrator software;
3. Evaluation of the production of all printed reports by verifying the print quality, comparing number of report copies, sequence of report order, and offset characteristics to the CDE requirements; and
4. Proofreading of the pilot and production reports by the CDE and ETS prior to any LEA mailings.

All reports are required to include a single, accurate LEA code, a charter school number (if applicable), a school district name, and a school name. All elements conform to the CDE’s official county/district/school (CDS) code and naming records. From the start of processing through scoring and reporting, the CDS Master File is used to verify and confirm accurate

codes and names. CDE provides a revised LEA Master File to ETS throughout the year as updates become available.

After the reports are validated against the CDE's requirements, a set of reports for pilot districts are provided to the CDE and ETS for review and approval. Paper reports are sent on the actual report forms, organized as they are expected to look in production. The CDE and ETS review and approve the report package after a thorough examination.

Upon the CDE's approval of the reports generated for the pilot districts, ETS proceeds with the first batch of report production. The first production batch is selected to validate a subset of LEAs that contain key reporting characteristics (e.g., academic achievement) and demographics of the state. The first production batch incorporates CDE-selected LEAs and provides the final check prior to generating all reports and mailing them to the LEAs.

### **9.7.1 Exclusion of Student Scores from Summary Reports**

ETS provides specifications to the CDE that document when to exclude student scores from summary reports. These specifications include the logic for handling submitted tests and answer documents that, for example, indicate the student tested but responded to no items, was absent, was not tested due to parent/guardian request, or did not complete the test due to illness. The methods for handling other anomalies are also covered in the specifications. These anomalies are described in more detail in [7.6.2 Special Cases](#).

## **9.8. End-to-End Operational Tests**

ETS conducts end-to-end testing prior to the start of the test administration. The purpose of this testing is to verify that all systems, processes, and resources are ready for the operational administration.

### **9.8.1 Online Assessments**

ETS employs a number of strategies to verify ongoing systems performance, including monitoring of system availability and online system usage. Time is allotted for user acceptance testing to confirm that the systems meet requirements and to make identified corrections before final deployment. To accomplish system acceptance and sign-off, ETS deploys systems to a staging area, which mirrors the final production environment, for operational and user acceptance testing. Final approval by the CDE triggers final deployment of the system.

### **9.8.2. Paper-Pencil Tests**

To begin the quality control process for paper-pencil test administration, the ETS resolutions team members complete response documents by marking responses on response booklets for fictitious students in selected schools and across several LEAs. They mark response booklets with answers that are all correct, all incorrect, and other test response combinations. These response combinations are the expected results across achievement levels and score ranges. The response booklets are sent for processing, batching, and scanning. Once released from scanning, the test results are sent through the system for scoring and reporting. Student score reports are created along with data files for subject matter experts in the teams to review and verify.

Individual student score reports were generated based on the fictitious students and 100 percent quality control was demonstrated by ETS's Resolution staff.

## References

- American Institutes for Research. (2015). *Smarter Balanced scoring specification: 2014–2015 administration, version 7*. Retrieved from <http://www.smarterapp.org/documents/TestScoringSpecs2014-2015.pdf>
- Educational Testing Service. (2014). *ETS standards for quality and fairness*. Princeton, NJ: Author. Retrieved from <https://www.ets.org/s/about/pdf/standards.pdf>
- Smarter Balanced Assessment Consortium. (2014). *Hand-scoring rules*. Los Angeles, CA: Smarter Balanced Assessment Consortium. Retrieved from [http://www.smarterapp.org/documents/Smarter\\_Balanced\\_Hand\\_Scoring\\_Rules.pdf](http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf)
- Smarter Balanced Assessment Consortium. (2016). *Smarter Balanced Assessment Consortium: 2013–14 Technical report*. Retrieved from <https://portal.smarterbalanced.org/library/en/2013-14-technical-report.pdf>



# Chapter 10: Historical Comparisons

---

Historical comparisons are performed to identify the trends in student performance and test characteristics over time. Such comparisons were performed for the two most recent administration years of California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced test administration—2015–16 and 2016–17—as well as for the base school year of 2014–15. The comparisons include both cross-sectional comparisons for the same grades in different years (with different students) and longitudinal comparisons for the same students in different years (in different grades).

The indicators of student performance include the mean and standard deviation of scale scores and the percentage of students classified into achievement levels for an overall test and into performance levels for claims. Test characteristics are compared by examining the reliability and standard error of measurement (SEM) for each test.

## 10.1 Student Performances

### 10.1.1 Cross-Sectional Comparisons on the Overall Tests

In cross-sectional comparisons, cohorts of students from the base year of 2014–15 are compared to students in the same grades from the 2015–16 and 2016–17 CAASPP administrations. For example, students enrolled in grade three for the 2014–15 CAASPP administration are compared with students enrolled in grade three for the 2015–16 and 2016–17 CAASPP administrations. As noted in Table 7.6 on page 224 of [Chapter 7: Scoring and Reporting](#), the reporting scale ranges from 2114 to 2795 for ELA and from 2189 to 2862 for mathematics. The difference between the two adjacent years in average scale score and percentage of students meeting or exceeding standards is the later year's values minus the previous year's values for the same grade. For example, in comparing the values from the 2016–2017 and 2015–2016 administrations, a positive value indicates an increase from 2015–16 to 2016–17 and a negative value indicates a decrease. Individual achievement level percentages may not sum to exactly 100 or to exactly the combined achievement level percentage due to rounding.

#### 10.1.1.1 Summary Statistics

Table 10.A.1 on page 900 contains the number of students assessed, the number of students with valid scores, the means and standard deviations of students' scale scores in 2014–15, 2015–16, and 2016–17 for each test, as well as the differences in scale scores between 2014–15 and 2015–16 and between 2016–17 and 2015–2016.

#### 10.1.1.2 Achievement Levels of Overall Students

Scale cut scores are used to classify student results into one of four achievement levels: *Standard Not Met*, *Standard Nearly Met*, *Standard Met*, and *Standard Exceeded*. Refer to Table 7.8 in [Chapter 7: Scoring and Reporting](#) for the achievement level scale score ranges for each test. The percentages of students of each achievement level and qualifying for the *Standard Met* and *Standard Exceeded* levels, as well as the differences in the percentages of the students in *Standard Met* and *Standard Exceeded* between the base year and 2015–16 and between 2015–16 and 2016–17, are presented in Table 10.A.2; note that this information may differ slightly from information found on the California Department of Education (CDE) CAASPP Public Reporting Web site at <http://caaspp.cde.ca.gov/> due to different dates on which data were accessed.

### 10.1.1.3 Scale Score Distributions

Table 10.A.3 through Table 10.A.6 starting on page 902 show the distribution of scale scores observed in 2014–15, 2015–16, and 2016–17 for each grade and content area. Frequency counts are provided for each scale score interval of 30. A blank indicates that there are no obtainable scale scores beyond the scale score range. The scale score ranges for each grade on the vertical scale are those defined by the Smarter Balanced Assessment Consortium. Refer to Table 7.6 on page 224 of [Chapter 7](#) for the scale score ranges.

### 10.1.1.4 Achievement Levels of Selected Student Groups

Table 10.A.7 through Table 10.A.20, which start on page 910, provide statistics summarizing student achievement by content area and grade for selected student groups. In the tables, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, economic status (disadvantaged or not), need for special education services, migrant status, the use of designated supports (using designated supports or not), and the use of accommodations (using accommodations or not). The tables show, for each demographic student grouping, the numbers of students with a valid scale score, scale score means and standard deviations, and the percentages of students in each achievement level, for the base year 2014–15, 2015–16, and 2016–17, as well as the differences in the percentages of Standard Met or Standard Exceeded between 2014–15 and 2015–16, and between 2015–16 and 2016–17.

## 10.1.2 Cross-Sectional Comparisons on Claims

### 10.1.2.1 Summary Statistics

Table 10.B.1 through Table 10.B.4 in [Appendix 10.B](#) contain the number of students assessed, the number of students with valid scores, the means and standard deviations of students' scale scores in 2014–15, 2015–16, and 2016–17 on each claim by grade and content area. Also presented are the year-to-year differences in average scale scores. The claims are on the same scale as the total test in which the claims are included. Refer to the score ranges of the total test (Table 7.6) for the score ranges of claims.

### 10.1.2.2 Performance Levels of Overall Students

Table 10.B.5 through Table 10.B.8, which start on page 957, present the percentages of each performance level of each claim in 2014–15, 2015–16, and 2016–17. Student results on each claim are classified into one of three performance levels: Below Standard, Near Standard, and Above Standard. The year-to-year differences in the percentages of Near Standard or Above Standard are also presented. Refer to Table 7.8 in [Chapter 7](#) for the achievement level scale score ranges for each test. Refer to subsection [7.4.2.2 Performance Levels for Claims](#) for the details regarding the classification of performance levels on claims.

### 10.1.2.3 Performance Levels of Selected Student Groups

Table 10.B.9 through Table 10.B.57, which start on page 961, show the statistics summarizing performance by content area and grade for selected student groups. Table 10.B.9 through Table 10.B.36 show the statistics for the ELA assessments; Table 10.B.37 through Table 10.B.57 show the statistics for mathematics. In these tables, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, economic status (disadvantaged or not), need for special education services, migrant status, the use of designated supports (using designated supports or not), and the use of accommodations (using accommodations or not). The tables show, for each demographic student grouping, the number of students with a valid scale score, the scale

score mean and standard deviations, and the percentage of students in each claim performance level, for 2014–15, 2015–16, and 2016–17, as well as the year-to-year differences in the average scale scores and the percentages of Near Standard or Above Standard.

### 10.1.3 Longitudinal Comparisons on the Overall Tests

For longitudinal comparisons, the data are gathered and compared for the same students in 2016–17, 2015–16, and the base year 2014–15. Through vertical scaling, scores on tests at different grade levels of the same content area were placed on a common scale. For Smarter Balanced Summative Assessments, reporting scores on a vertical scale allows student progress to be tracked for a particular content area across grade levels. The difference in average scale scores or percentages of meeting or exceeding standards is the later year's (e.g., 2016–17) values minus the previous year's (2015–16) values for the same students. Therefore, a positive value indicates an increase in the later year (e.g., 2016–17) and a negative value indicates a decrease in the later year (e.g., 2016–17). Individual achievement level percentages may not sum to exactly 100 or the combined achievement level percentage due to rounding. For year-to-year comparisons, only the differences between 2016–17 and 2015–16 and the differences between 2015–16 and 2014–15 are presented. The statistics in these tables include only those students who advanced one grade each year and whose scores were available in all three years. Refer to the *2015–16 CAASPP Smarter Balanced Technical Report* (CDE, 2017) for the comparison between data from the 2015–16 and 2014–15 administrations.

#### 10.1.3.1 Summary Statistics

Table 10.C.1 in [Appendix 10.C](#) shows the number of students assessed, the number of students with valid scores, the means and standard deviations of students' scale scores in 2015–16 and 2016–17 for each test, as well as the differences in scale scores between 2015–16 and 2016–17. Table 10.C.2 presents the same set of statistics as in Table 10.C.1, but for all three administration years (2014–15, 2015–16, and 2016–17), as well as the year-to-year differences in scale scores.

#### 10.1.3.2 Achievement Levels of Overall Students

The percentages of students of each achievement level and qualifying for the Standard Met and Standard Exceeded levels, as well as the differences in the percentages of the students in Standard Met and Standard Exceeded between 2015–16 and 2016–17 are presented in Table 10.C.3 on page 1159. The same information is presented in Table 10.C.4 but for all three administration years (2014–15, 2015–16, and 2016–17).

#### 10.1.3.3 Scale Score Distributions

Table 10.C.5 and Table 10.C.7, which start on page 1161, show the distribution of scale scores observed in 2015–16 and 2016–17 on the same students per each grade and content area. Frequency counts are provided for each scale score interval of 30. The scale score distributions for 2014–15, 2015–16, and 2016–17 are presented in Table 10.C.6 and Table 10.C.8.

#### 10.1.3.4 Achievement Levels of Selected Groups

Table 10.C.9 through Table 10.C.18, which start on page 1169, provide statistics summarizing student performance by content area and grade for selected groups of students. In the tables, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, economic status (disadvantaged or not), need for special education services, migrant status, the use of designated supports (using

designated supports or not), and the use of accommodations (using accommodations or not). The tables show, for each demographic group, the numbers of students with valid scale scores in 2015–16 and 2016–17 as well as the scale score means and standard deviations, and the percentage of students in each achievement level, for these students. Additionally, the differences in the percentages of Standard Met and Standard Exceeded between 2015–16 and 2016–17 are shown. The statistics for three years 2014–15, 2015–16 and 2016–17 are presented in Table 10.C.19 through Table 10.C.26.

#### **10.1.4 Longitudinal Comparisons on Claims**

##### **10.1.4.1 Summary Statistics**

Table 10.D.1 through Table 10.D.4 in [Appendix 10.D](#) contain the number of students assessed, the number of students with valid scores, the means and standard deviations of students' scale scores in 2015–16 and 2016–17 on each claim by grade and content area, as well as the differences in the scale scores between 2015–16 and 2016–17. The statistics for each claim in 2014–15, 2015–16, and 2016–17 are presented in Table 10.D.5 through Table 10.D.8. The claims are on the same scale as the total test in which the claims are included. Refer to the score ranges of the total test (Table 7.6) for the score ranges of claims.

##### **10.1.4.2 Performance Levels of Overall Students**

Table 10.D.9 and Table 10.D.10 on page 1221 present the percentages of each performance level of each claim in 2015–16 and 2016–17. Student results on each claim are classified into one of three achievement levels: Below Standard, Near Standard, and Above Standard. Refer to Table 7.8 in [Chapter 7](#) for the achievement level scale score ranges for each test. The percentages of students of each performance level, as well as the differences in the percentages of Near Standard or Above Standard between 2016–17 and 2014–15. Refer to [7.4.2.2 Performance Levels for Claims](#) in [Chapter 7](#) for the details regarding the classification of achievement levels on claims. Table 10.D.11 through Table 10.D.14 on page 1223 present the percentages of each performance level of each claim in 2014–15, 2015–16, and 2016–17.

##### **10.1.4.3 Performance Levels of Selected Student Groups**

Table 10.D.15 through Table 10.D.49, which start on page 1227, show the statistics summarizing student performance by content area and grade for selected student groups. Data in Table 10.D.15 through Table 10.D.34 are calculated from the data for the ELA assessments; data in Table 10.D.35 through Table 10.D.49 are calculated from the data for mathematics. In these tables, students are grouped by demographic characteristics, including gender, ethnicity, English language fluency, economic status (disadvantaged or not), need for special education services, migrant status, the use of designated supports (using designated supports or not), and the use of accommodations (using accommodations or not). The tables show, for each demographic student grouping, the numbers of students with a valid scale score, scale score means and standard deviations, and the percentage of students in each performance level, for 2015–16 and 2016–17 respectively, as well as the differences in the percentages of Near Standard or Above Standard between 2015–16 and 2016–17. Table 10.D.50 through Table 10.D.77 starting on page 1297 present the percentages of each performance level of each claim in 2014–15, 2015–16, and 2016–17.

## 10.2 Test Characteristics

The marginal reliabilities and standard errors of measurement (SEM) expressed in theta score units for each test are presented in Table 10.E.1 in [Appendix 10.E](#).

The same statistics as in Table 10.E.1 for claims 1 and 2 appear in Table 10.E.2 on page 1410. Those for claims 3 and 4 are presented in Table 10.E.3. Reliabilities are affected by both item characteristics and student characteristics. Refer to subsections [8.5.2 Marginal Reliability](#) and [8.5.3 Standard Error of Measurement](#) for the methods used to calculate marginal reliability and SEM, respectively.

## Reference

California Department of Education. (2017). *2015–16 California Assessment of Student Performance and Progress Smarter Balanced technical report*. Retrieved from <https://www.cde.ca.gov/ta/tg/ca/documents/sb16sbtechrpt.pdf>

## **Appendix 10.A: Cross-Sectional Comparisons of the Overall Group and Student Groups on the Overall Tests**

### **Notes:**

1. The difference in scale score (SS) and percentage of meeting or exceeding standards is derived by using the later year's (e.g., 2016–17) values minus the previous year's (e.g., 2015–16) values for the same grade. Therefore, a positive value indicates an increase in the later year (e.g., 2016–17) and a negative value indicates a decrease in the later year (e.g., 2016–17).
2. The 2016–17 and 2014–15 results were based on P2 data, and 2015–16 results were based on P3 data.
3. Individual achievement level percentages may not sum to 100 or the combined achievement level percentage due to rounding.
4. To protect privacy when the number of students in a selected grouping is 10 or fewer, the summary statistics of performance are not reported and are presented as asterisks.

**Table 10.A.1 Summary Statistics of the Total Test Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison**

<b>Content Area/Grade</b>	<b>2016–17 N Tested</b>	<b>2016–17 N Valid</b>	<b>2016–17 SS Mean</b>	<b>2016–17 SS SD</b>	<b>2015–16 N Tested</b>	<b>2015–16 N Valid</b>	<b>2015–16 SS Mean</b>	<b>2015–16 SS SD</b>	<b>2014–15 N Tested</b>	<b>2014–15 N Valid</b>	<b>2014–15 SS Mean</b>	<b>2014–15 SS SD</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
ELA 3	451,913	451,653	2415	92	458,031	456,945	2414	90	474,570	472,364	2403	87	1	11
ELA 4	457,775	457,503	2456	97	473,979	472,959	2454	96	464,809	462,454	2446	93	2	8
ELA 5	474,267	474,007	2489	101	464,976	463,917	2496	97	462,145	459,957	2487	95	-7	9
ELA 6	462,885	462,472	2519	98	460,366	459,070	2519	97	459,185	455,906	2512	92	0	7
ELA 7	459,167	458,582	2542	103	458,838	457,087	2542	100	453,277	449,124	2532	96	0	10
ELA 8	456,997	456,559	2559	102	452,713	450,485	2559	99	455,428	450,776	2553	95	0	6
ELA 11	444,838	444,020	2602	115	439,624	434,063	2600	111	432,806	420,309	2592	109	2	8
Math 3	454,532	454,276	2428	83	460,390	459,080	2425	82	476,374	474,048	2415	80	3	10
Math 4	460,314	460,036	2463	86	476,185	474,921	2460	83	466,346	464,207	2454	81	3	6
Math 5	476,503	476,209	2486	95	466,952	465,708	2485	92	463,612	461,352	2480	89	1	5
Math 6	464,860	464,552	2509	110	462,233	460,683	2509	107	460,397	457,281	2504	102	0	5
Math 7	461,278	460,995	2525	115	460,576	458,405	2525	112	454,412	450,078	2518	109	0	7
Math 8	458,439	457,836	2540	124	454,080	451,603	2541	120	456,372	451,543	2534	116	-1	7
Math 11	443,191	442,437	2565	129	438,482	432,348	2568	125	430,210	418,474	2560	125	-3	8



**Table 10.A.2 Percentage of Each Achievement Level Across 2014–15, 2015–16, and 2016–17, Cross-Sectional Comparison**

<b>Content Area/Grade</b>	<b>Standard Not Met 2014–15</b>	<b>Standard Not Met 2015–16</b>	<b>Standard Not Met 2016–17</b>	<b>Standard Nearly Met 2014–15</b>	<b>Standard Nearly Met 2015–16</b>	<b>Standard Nearly Met 2016–17</b>	<b>Standard Met 2014–15</b>	<b>Standard Met 2015–16</b>	<b>Standard Met 2016–17</b>	<b>Standard Exceeded 2014–15</b>	<b>Standard Exceeded 2015–16</b>	<b>Standard Exceeded 2016–17</b>	<b>Standard Met/Exceeded 2014–15</b>	<b>Standard Met/Exceeded 2015–16</b>	<b>Standard Met/Exceeded 2016–17</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>
ELA 3	36	32	32	26	25	24	20	21	21	18	22	23	38	42	44	4.90	1.47
ELA 4	39	36	35	21	20	20	21	21	22	19	23	23	40	44	45	4.26	1.27
ELA 5	34	31	33	21	21	21	27	28	27	17	21	20	45	49	47	3.88	-2.14
ELA 6	28	26	27	29	26	26	29	31	31	13	17	17	43	47	47	4.46	-0.20
ELA 7	31	28	27	25	24	23	32	33	34	12	15	16	44	48	49	4.20	1.59
ELA 8	26	25	25	29	27	26	33	34	33	12	14	15	45	49	49	3.60	-0.20
ELA 11	20	19	19	24	22	21	33	33	32	23	26	28	56	59	60	3.14	0.80
Mathematics 3	33	29	28	27	26	25	26	28	28	14	18	19	40	45	47	5.24	1.35
Mathematics 4	31	28	28	35	33	32	22	23	24	13	15	17	35	38	40	3.59	2.20
Mathematics 5	41	39	39	29	28	27	15	16	16	15	17	18	30	33	34	2.65	0.81
Mathematics 6	36	35	35	31	30	28	18	18	19	15	17	18	33	35	36	2.53	1.06
Mathematics 7	37	34	36	29	30	27	19	19	19	15	17	18	34	36	37	2.52	0.60
Mathematics 8	41	39	40	26	25	23	17	17	16	16	19	20	33	36	36	2.53	0.61
Mathematics 11	45	43	44	25	25	24	18	20	19	11	13	13	30	32	32	2.66	-0.19

**Table 10.A.3 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Three through Five), Cross-Sectional Comparison**

<b>SS Distributions</b>	<b>Grade 3 2014–15</b>	<b>Grade 3 2015–16</b>	<b>Grade 3 2016–17</b>	<b>Grade 4 2014–15</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA
2760–2789	NA	NA	NA	NA	NA	NA	NA	NA	NA
2730–2759	NA	NA	NA	NA	NA	NA	NA	NA	NA
2700–2729	NA	NA	NA	NA	NA	NA	4,205	6,000	7,143
2670–2699	NA	NA	NA	NA	NA	NA	7,102	9,111	9,470
2640–2669	NA	NA	NA	8,016	11,276	11,584	14,055	17,151	16,337
2610–2639	3,723	6,283	6,358	10,476	13,811	13,459	23,360	27,438	25,882
2580–2609	6,452	9,467	9,248	19,054	23,321	23,028	33,778	38,336	37,767
2550–2579	13,775	18,185	18,423	28,864	34,115	33,445	43,268	46,271	44,942
2520–2549	23,775	28,457	29,553	39,714	44,668	44,168	49,680	51,003	48,718
2490–2519	35,494	37,670	39,354	47,733	50,301	50,813	50,458	50,384	50,577
2460–2489	45,172	45,632	46,959	51,418	52,096	51,648	49,661	47,735	49,240
2430–2459	52,464	51,686	51,763	51,939	51,144	48,405	48,146	45,886	46,334
2400–2429	57,165	54,223	50,757	51,702	48,298	45,312	45,522	42,295	41,790
2370–2399	58,238	52,397	49,498	47,551	44,386	40,986	38,664	34,313	34,619
2340–2369	55,088	49,455	45,838	42,237	38,838	35,364	26,580	22,959	25,173
2310–2339	47,863	42,791	39,897	32,267	29,414	26,997	14,898	13,481	17,464
2280–2309	37,335	32,176	31,918	18,812	18,409	17,755	6,673	6,942	10,636
2250–2279	22,197	18,042	19,829	8,447	8,390	9,181	2,535	2,948	4,919
2220–2249	9,467	7,213	8,481	2,915	3,089	3,629	861	1,023	1,936
2190–2219	2,877	2,331	2,706	912	985	1,201	511	641	1,060

<b>SS Distributions</b>	<b>Grade 3 2014–15</b>	<b>Grade 3 2015–16</b>	<b>Grade 3 2016–17</b>	<b>Grade 4 2014–15</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>
2160–2189	880	646	765	270	272	339	NA	NA	NA
2130–2159	257	178	206	127	146	189	NA	NA	NA
2100–2129	142	113	100	NA	NA	NA	NA	NA	NA

**Table 10.A.4 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Six through Eight and Grade Eleven), Cross-Sectional Comparison**

SS Distributions	Grade 6 2014–15	Grade 6 2015–16	Grade 6 2016–17	Grade 7 2014–15	Grade 7 2015–16	Grade 7 2016–17	Grade 8 2014–15	Grade 8 2015–16	Grade 8 2016–17	Grade 11 2014–15	Grade 11 2015–16	Grade 11 2016–17
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA	10,268	13,554	18,997
2760–2789	NA	NA	NA	NA	NA	NA	4,094	7,474	8,417	11,598	14,736	17,320
2730–2759	NA	NA	NA	6,638	11,102	12,140	6,908	9,443	10,321	20,594	24,693	26,544
2700–2729	7,144	11,001	12,739	9,217	13,144	14,140	14,906	17,393	18,897	30,485	34,249	35,717
2670–2699	10,928	14,050	14,179	18,189	23,053	23,341	25,253	28,592	30,582	37,785	41,172	41,403
2640–2669	20,478	24,965	24,056	29,433	33,648	34,092	36,781	39,622	39,958	42,392	45,418	44,299
2610–2639	31,641	36,637	36,120	38,941	42,735	44,139	45,256	47,071	45,359	43,781	44,761	43,920
2580–2609	41,371	45,495	45,176	46,809	48,360	50,237	49,290	49,433	47,777	41,755	41,168	40,977
2550–2579	48,924	50,805	51,861	49,933	49,775	51,766	49,912	47,665	46,881	38,224	36,453	35,800
2520–2549	55,392	53,534	52,824	48,676	48,392	48,000	50,551	46,316	45,719	33,747	31,911	31,041
2490–2519	56,219	51,173	51,571	46,236	44,503	42,088	47,839	42,804	42,619	29,010	27,764	26,468
2460–2489	50,808	45,776	45,927	43,424	40,107	36,142	40,936	36,959	37,507	24,342	23,335	22,790
2430–2459	43,752	39,561	38,742	38,818	34,504	30,616	31,648	29,695	29,840	19,898	19,416	19,107
2400–2429	34,776	31,207	30,563	31,344	27,944	25,310	22,346	21,502	22,095	15,716	15,311	15,614
2370–2399	24,997	23,316	24,165	21,613	19,975	20,280	13,910	14,027	14,680	10,738	10,194	11,405
2340–2369	15,828	15,274	17,182	11,853	11,486	13,462	6,888	7,403	8,617	5,866	5,678	6,886
2310–2339	8,225	8,780	10,522	5,174	5,368	7,739	2,756	3,238	4,328	2,665	2,577	3,404
2280–2309	3,501	4,481	4,572	1,872	1,968	3,296	1,502	1,848	2,962	1,445	1,673	2,328
2250–2279	1,209	1,924	1,615	954	1,023	1,794	NA	NA	NA	NA	NA	NA
2220–2249	448	698	473	NA	NA	NA	NA	NA	NA	NA	NA	NA
2190–2219	265	393	185	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>SS Distributions</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>	<b>Grade 11 2014–15</b>	<b>Grade 11 2015–16</b>	<b>Grade 11 2016–17</b>
2160–2189	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2130–2159	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2100–2129	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 10.A.5 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Three through Five), Cross-Sectional Comparison**

<b>SS Distributions</b>	<b>Grade 3 2014–15</b>	<b>Grade 3 2015–16</b>	<b>Grade 3 2016–17</b>	<b>Grade 4 2014–15</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>
2850–2879	NA	NA	NA	NA	NA	NA	NA	NA	NA
2820–2849	NA	NA	NA	NA	NA	NA	NA	NA	NA
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA
2760–2789	NA	NA	NA	NA	NA	NA	NA	NA	NA
2730–2759	NA	NA	NA	NA	NA	NA	NA	NA	NA
2700–2729	NA	NA	NA	NA	NA	NA	3,438	4,645	5,270
2670–2699	NA	NA	NA	NA	NA	NA	4,919	6,085	7,007
2640–2669	NA	NA	NA	5,940	8,709	9,866	10,333	12,177	14,086
2610–2639	3,861	5,230	6,652	8,020	10,692	11,430	19,208	21,888	24,020
2580–2609	6,102	8,275	9,398	16,914	20,396	21,679	29,895	32,757	34,089
2550–2579	11,802	15,378	17,018	27,290	31,704	33,091	39,106	41,473	41,717
2520–2549	22,427	26,855	28,741	39,368	43,400	45,151	46,222	48,002	48,170
2490–2519	38,246	42,877	43,606	53,452	56,455	54,659	53,364	53,121	52,225
2460–2489	55,094	57,199	56,831	62,998	63,755	61,095	56,288	54,791	54,124
2430–2459	66,862	66,479	63,732	67,095	65,193	59,377	58,069	55,213	54,404
2400–2429	69,177	65,233	63,611	62,981	60,765	53,769	53,967	50,924	50,654
2370–2399	67,336	59,788	56,237	52,623	48,856	44,955	39,757	38,023	38,969
2340–2369	55,207	46,239	44,290	34,310	33,000	31,110	23,691	23,124	24,960
2310–2339	35,540	29,221	28,572	18,013	17,757	16,914	12,646	12,596	14,150
2280–2309	20,011	16,184	16,309	8,756	8,433	8,799	6,135	6,159	7,187
2250–2279	10,729	9,280	9,334	3,950	3,626	4,357	2,584	2,714	3,146

<b>SS Distributions</b>	<b>Grade 3 2014–15</b>	<b>Grade 3 2015–16</b>	<b>Grade 3 2016–17</b>	<b>Grade 4 2014–15</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>
2220–2249	6,000	5,359	5,321	1,517	1,387	2,037	974	1,172	1,195
2190–2219	3,197	2,969	2,744	980	793	1,747	756	844	836
2160–2189	2,457	2,514	1,880	NA	NA	NA	NA	NA	NA

**Table 10.A.6 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Six through Eight and Grade Eleven), Cross-Sectional Comparison**

<b>SS Distributions</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>	<b>Grade 11 2014–15</b>	<b>Grade 11 2015–16</b>	<b>Grade 11 2016–17</b>
2850–2879	NA	NA	NA	NA	NA	NA	NA	NA	NA	4,655	4,923	6,163
2820–2849	NA	NA	NA	NA	NA	NA	NA	NA	NA	4,391	4,870	5,722
2790–2819	NA	NA	NA	NA	NA	NA	6,905	10,021	12,578	7,081	7,935	8,636
2760–2789	NA	NA	NA	5,126	6,337	9,196	6,048	7,461	8,147	10,168	11,777	12,320
2730–2759	5,317	7,970	8,925	5,496	6,975	7,771	9,871	11,754	12,732	14,229	16,707	16,422
2700–2729	5,790	7,538	7,777	10,432	12,842	13,327	15,432	17,239	18,206	18,729	21,403	21,287
2670–2699	11,380	13,748	13,474	16,979	19,915	20,685	21,162	22,991	24,080	23,770	26,928	26,652
2640–2669	18,567	20,768	21,507	23,920	26,512	26,955	27,577	28,376	29,077	28,564	31,200	31,379
2610–2639	27,333	29,405	31,496	32,135	34,113	34,375	32,967	33,715	33,123	33,373	36,630	34,929
2580–2609	38,276	40,322	41,471	39,387	40,191	39,646	37,691	37,262	35,345	36,936	38,672	36,676
2550–2579	47,119	46,697	48,173	44,080	46,523	43,173	42,030	40,525	36,576	37,643	36,915	37,818
2520–2549	53,579	51,973	51,831	47,911	52,314	46,554	44,739	43,585	40,346	37,026	36,294	36,867
2490–2519	55,159	52,637	50,071	48,724	47,870	44,689	44,039	43,342	43,523	35,574	35,311	35,059
2460–2489	50,473	47,807	44,105	43,808	38,723	40,714	40,555	39,166	39,398	33,567	32,550	33,717
2430–2459	41,601	38,694	36,967	37,842	33,106	35,167	34,621	33,488	33,607	28,661	28,583	29,711
2400–2429	31,923	30,069	29,631	30,069	26,246	29,065	28,856	26,977	28,580	22,870	22,285	23,650
2370–2399	24,376	23,119	24,855	22,611	22,235	23,903	22,550	21,027	21,871	16,275	16,307	17,713
2340–2369	17,834	17,833	19,488	16,146	17,796	18,380	15,655	14,612	17,078	10,492	10,354	11,752
2310–2339	11,907	12,730	14,202	10,660	12,451	12,712	9,799	9,019	11,228	6,127	5,886	7,292
2280–2309	7,329	8,379	8,895	6,180	7,378	7,225	5,234	5,020	6,373	8,343	6,818	8,672
2250–2279	4,126	4,976	5,200	8,572	6,878	7,458	5,812	6,023	5,968	NA	NA	NA



<b>SS Distributions</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>	<b>Grade 11 2014–15</b>	<b>Grade 11 2015–16</b>	<b>Grade 11 2016–17</b>
2220–2249	5,192	6,018	6,484	NA	NA	NA	NA	NA	NA	NA	NA	NA
2190–2219	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2160–2189	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 10.A.7 Summary Statistics and Percentage of Achievement Levels Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	451,653	2415	92	44	456,945	2414	90	42	472,364	2403	87	38	1	1.47	11	4.90
Male	231,824	2406	92	40	233,579	2405	90	39	241,400	2393	87	34	1	1.56	12	5.20
Female	219,829	2424	91	48	223,366	2423	89	46	230,964	2413	87	42	1	1.40	10	4.59
American Indian or Alaska Native	2,227	2389	88	33	2,349	2390	84	32	2,536	2379	82	27	-1	1.11	11	4.55
Asian	40,673	2473	89	70	40,110	2472	88	69	40,772	2460	86	65	1	1.04	12	4.26
Native Hawaiian or Other Pacific Islander	2,041	2403	84	37	2,163	2401	84	36	2,219	2395	80	33	2	1.21	6	2.93
Filipino	8,691	2456	83	64	9,574	2459	81	64	10,739	2446	79	59	-3	0.15	13	4.96
Hispanic or Latino	250,649	2392	85	33	253,025	2390	82	31	261,665	2379	78	25	2	2.07	11	5.28
Black or African American	24,431	2378	87	28	25,272	2379	84	27	26,399	2369	81	23	-1	1.00	10	3.92
White	101,356	2449	88	60	105,289	2450	87	60	109,712	2439	85	55	-1	0.65	11	4.45
Two or more races	21,585	2442	93	57	19,163	2444	91	57	18,322	2433	88	52	-2	0.03	11	4.54

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	122,198	2362	75	18	133,010	2364	73	18	151,215	2361	74	17	-2	0.16	3	0.68
English only	265,341	2428	92	50	266,408	2428	90	49	270,648	2417	88	44	0	0.79	11	4.83
Reclassified fluent English proficient	46,542	2459	70	66	40,022	2460	68	66	31,097	2447	66	59	-1	-0.29	13	7.22
Initially fluent English proficient	16,714	2481	83	74	16,550	2479	83	72	18,153	2466	82	67	2	1.67	13	5.05
Economically disadvantaged	280,421	2388	84	31	282,899	2386	81	29	294,442	2376	78	24	2	2.12	10	4.77
Not economically disadvantaged	171,232	2459	87	65	174,046	2459	86	64	177,922	2448	84	59	0	0.57	11	4.71
Migrant	4,020	2365	78	22	4,434	2361	75	18	4,647	2352	73	14	4	3.59	9	3.80
Not migrant	447,633	2415	92	44	452,511	2415	90	43	467,717	2403	87	38	0	1.43	12	4.90
Special education services	49,169	2346	86	17	47,542	2347	85	17	44,870	2339	83	15	-1	0.83	8	1.88
No special education services	402,484	2423	89	47	409,403	2422	88	45	427,494	2410	85	40	1	1.70	12	5.50

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	70,237	2355	80	18	61,349	2353	78	16	46,074	2338	75	12	2	1.34	15	4.42
No designated supports	381,416	2426	90	49	395,596	2424	88	46	426,290	2410	86	40	2	2.25	14	6.18
Using accommodations	16,470	2317	68	6	10,771	2319	67	7	4,022	2319	72	8	-2	-0.20	0	-1.02
No accommodations	435,183	2419	91	45	446,174	2416	89	43	468,342	2404	87	38	3	2.02	12	5.51

**Table 10.A.8 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	457,503	2456	97	45	472,959	2454	96	44	462,454	2446	93	40	2	1.27	8	4.26
Male	233,838	2446	98	41	241,634	2444	96	40	235,468	2435	93	35	2	1.63	9	4.20
Female	223,665	2466	95	49	231,325	2465	94	48	226,986	2457	91	44	1	0.90	8	4.34
American Indian or Alaska Native	2,294	2428	91	33	2,457	2427	91	32	2,450	2423	88	30	1	1.35	4	2.28
Asian	40,987	2519	93	72	41,580	2517	92	71	41,094	2510	91	68	2	1.06	7	2.85
Native Hawaiian or Other Pacific Islander	2,132	2441	89	38	2,196	2446	88	38	2,287	2435	84	33	-5	-0.86	11	5.46
Filipino	8,860	2502	87	66	10,781	2504	84	67	11,151	2491	84	61	-2	-0.77	13	5.89
Hispanic or Latino	253,047	2431	90	34	262,434	2429	88	32	252,820	2419	83	27	2	1.76	10	5.17
Black or African American	24,946	2415	92	28	25,991	2415	90	27	25,978	2407	86	23	0	0.68	8	3.86
White	104,486	2491	92	61	108,830	2492	91	61	109,878	2483	89	57	-1	0.43	9	3.62
Two or more races	20,751	2487	97	59	18,690	2486	96	58	16,796	2478	93	55	1	0.61	8	3.64

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	109,277	2388	77	14	122,647	2391	75	15	119,900	2384	71	11	-3	-0.51	7	3.45
English only	264,753	2469	96	51	269,488	2469	95	50	261,423	2460	93	47	0	0.83	9	3.91
Reclassified fluent English proficient	65,530	2496	72	64	61,382	2497	71	64	61,915	2484	71	56	-1	0.01	13	7.52
Initially fluent English proficient	17,160	2525	86	74	18,586	2523	86	73	18,131	2512	86	69	2	1.19	11	4.63
Economically disadvantaged	283,076	2427	89	32	293,396	2425	87	30	285,624	2416	83	26	2	1.50	9	4.71
Not economically disadvantaged	174,427	2503	90	66	179,563	2503	89	66	176,830	2493	88	62	0	0.75	10	3.78
Migrant	4,065	2403	87	23	4,609	2398	83	20	4,491	2392	77	16	5	2.93	6	3.89
Not migrant	453,438	2456	97	45	468,350	2455	96	44	457,963	2446	93	40	1	1.23	9	4.26
Special education services	52,875	2374	92	16	52,637	2373	90	15	48,751	2370	87	14	1	0.73	3	1.36
No special education services	404,628	2467	92	49	420,322	2465	92	47	413,703	2455	89	43	2	1.49	10	4.81

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	71,450	2384	87	16	65,472	2381	84	15	45,476	2366	77	10	3	1.43	15	5.24
No designated supports	386,053	2469	93	50	407,487	2466	92	48	416,978	2454	90	43	3	1.94	12	5.63
Using accommodations	19,359	2343	73	6	12,607	2343	71	5	4,370	2349	75	7	0	0.22	-6	-1.81
No accommodations	438,144	2461	95	47	460,352	2457	95	45	458,084	2447	93	40	4	1.96	10	5.00

**Table 10.A.9 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	474,007	2489	101	47	463,917	2496	97	49	459,957	2487	95	45	-7	-2.14	9	3.88
Male	241,941	2477	102	42	235,985	2482	98	43	234,796	2474	95	39	-5	-1.63	8	3.84
Female	232,066	2503	99	52	227,932	2509	95	54	225,161	2501	92	50	-6	-2.64	8	3.89
American Indian or Alaska Native	2,417	2457	99	34	2,409	2466	94	36	2,519	2452	89	29	-9	-1.98	14	6.41
Asian	42,352	2557	98	73	41,780	2561	93	75	42,192	2551	93	72	-4	-1.87	10	3.01
Native Hawaiian or Other Pacific Islander	2,149	2481	95	42	2,293	2482	91	43	2,392	2473	87	38	-1	-1.06	9	5.34
Filipino	10,048	2539	90	69	11,183	2543	85	70	11,781	2530	85	65	-4	-1.47	13	5.42
Hispanic or Latino	263,044	2464	93	35	254,218	2470	89	37	246,912	2461	85	32	-6	-2.01	9	4.81
Black or African American	25,646	2446	97	29	25,651	2452	93	31	26,381	2447	89	28	-6	-1.39	5	2.78
White	108,135	2527	96	63	109,284	2531	92	65	112,275	2523	91	62	-4	-2.09	8	3.30
Two or more races	20,216	2521	101	61	17,099	2526	97	63	15,505	2519	94	59	-5	-2.01	7	3.49



<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	98,148	2409	77	12	96,942	2419	74	13	100,224	2414	70	11	-10	-1.79	5	2.23
English only	268,292	2503	101	53	260,666	2509	97	55	257,439	2501	95	52	-6	-2.18	8	3.38
Reclassified fluent English proficient	87,754	2521	77	60	86,991	2526	74	63	81,061	2518	73	58	-5	-3.03	8	4.81
Initially fluent English proficient	19,127	2562	89	76	18,627	2564	86	77	20,243	2547	88	71	-2	-0.76	17	6.07
Economically disadvantaged	293,556	2459	93	33	284,775	2466	89	35	279,684	2457	85	31	-7	-2.00	9	4.37
Not economically disadvantaged	180,451	2539	94	68	179,142	2543	90	70	180,273	2534	90	66	-4	-1.88	9	3.64
Migrant	4,190	2433	88	23	4,522	2441	86	26	4,463	2433	80	21	-8	-3.20	8	5.19
Not migrant	469,817	2490	101	47	459,395	2496	97	49	455,494	2488	95	45	-6	-2.15	8	3.87
Special education services	55,874	2396	94	14	53,694	2404	89	15	50,498	2401	86	13	-8	-0.62	3	1.36
No special education services	418,133	2502	96	51	410,223	2508	92	53	409,459	2498	90	49	-6	-2.25	10	4.45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	73,719	2410	91	16	61,628	2413	86	16	44,554	2398	78	10	-3	0.10	15	5.46
No designated supports	400,288	2504	96	52	402,289	2508	92	54	415,403	2497	91	48	-4	-1.54	11	5.22
Using accommodations	20,835	2368	77	5	13,657	2375	74	6	4,625	2380	74	7	-7	-0.29	-5	-1.03
No accommodations	453,172	2495	99	48	450,260	2499	95	50	455,332	2488	94	45	-4	-1.56	11	4.80

**Table 10.A.10 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	462,472	2519	98	47	459,070	2519	97	47	455,906	2512	92	43	0	-0.20	7	4.46
Male	235,411	2505	99	42	234,572	2505	98	41	232,676	2499	93	37	0	0.17	6	4.14
Female	227,061	2533	95	53	224,498	2534	93	53	223,230	2525	89	49	-1	-0.64	9	4.80
American Indian or Alaska Native	2,406	2488	95	33	2,446	2484	94	32	2,499	2484	89	31	4	0.66	0	1.69
Asian	42,212	2587	93	75	42,585	2586	91	76	41,772	2577	89	72	1	-0.53	9	3.37
Native Hawaiian or Other Pacific Islander	2,222	2508	90	42	2,337	2508	90	41	2,300	2502	85	38	0	0.74	6	3.42
Filipino	10,526	2567	85	70	11,767	2568	84	69	12,423	2554	83	64	-1	0.20	14	5.61
Hispanic or Latino	253,874	2493	90	36	247,219	2494	89	35	243,331	2486	84	30	-1	0.10	8	5.16
Black or African American	24,939	2476	94	30	25,783	2476	94	30	26,372	2474	88	27	0	0.17	2	2.87
White	107,618	2554	91	63	110,425	2553	90	63	112,538	2545	86	59	1	-0.09	8	4.03
Two or more races	18,675	2550	96	61	16,508	2548	95	60	14,671	2538	91	56	2	1.07	10	4.10

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	77,706	2429	75	9	79,621	2434	76	10	76,123	2430	70	7	-5	-0.97	4	2.46
English only	257,796	2532	96	53	255,198	2532	96	53	253,149	2525	91	49	0	-0.21	7	4.24
Reclassified fluent English proficient	107,307	2540	78	55	102,957	2542	76	56	104,144	2529	74	48	-2	-0.93	13	7.73
Initially fluent English proficient	19,005	2585	87	74	20,516	2578	88	72	21,505	2566	86	67	7	2.46	12	5.43
Economically disadvantaged	283,413	2489	91	34	277,175	2490	90	34	275,549	2483	84	29	-1	-0.05	7	4.65
Not economically disadvantaged	179,059	2566	90	68	181,895	2565	89	68	180,357	2555	86	64	1	0.34	10	4.11
Migrant	3,882	2467	89	25	3,976	2465	87	24	3,927	2461	82	21	2	1.01	4	3.01
Not migrant	458,590	2519	98	47	455,094	2520	97	47	451,979	2512	92	43	-1	-0.22	8	4.47
Special education services	53,066	2420	87	11	50,892	2419	87	11	47,416	2420	82	10	1	0.39	-1	1.06
No special education services	409,406	2532	92	52	408,178	2532	91	52	408,490	2522	87	47	0	-0.10	10	5.17

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	60,204	2431	88	14	53,512	2431	88	13	36,490	2418	76	7	0	0.38	13	5.84
No designated supports	402,268	2532	92	52	405,558	2531	92	52	419,416	2520	89	46	1	0.31	11	5.87
Using accommodations	20,036	2396	74	5	15,878	2394	75	4	11,212	2398	69	4	2	0.32	-4	0.22
No accommodations	442,436	2524	95	49	443,192	2524	95	49	444,694	2515	91	44	0	0.18	9	5.02

**Table 10.A.11 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven**

Student Group	2016–17 N Valid Scores	2016–17 Grade 7 SS Mean	2016–17 Grade 7 SS SD	2016–17 Grade 7 Standard Met/Exceeded	2015–16 N Valid Scores	2015–16 Grade 7 SS Mean	2015–16 Grade 7 SS SD	2015–16 Grade 7 Standard Met/Exceeded	2014–15 N Valid Scores	2014–15 Grade 7 SS Mean	2014–15 Grade 7 SS SD	2014–15 Grade 7 Standard Met/Exceeded	2016–17, 2015–16 SS Difference	2016–17, 2015–16 % Standard Met/Standard Exceeded Difference	2015–16, 2014–15 SS Difference	2015–16, 2014–15 % Standard Met/Standard Exceeded Difference
All Students	458,582	2542	103	49	457,087	2542	100	48	449,124	2532	96	44	0	1.59	10	4.20
Male	234,235	2528	105	44	233,493	2527	101	42	228,703	2518	97	38	1	1.60	9	3.78
Female	224,347	2558	99	55	223,594	2557	96	54	220,421	2546	93	49	1	1.57	11	4.67
American Indian or Alaska Native	2,396	2508	100	35	2,459	2512	95	36	2,671	2502	92	31	-4	-0.40	10	4.29
Asian	43,214	2614	94	78	42,333	2612	93	76	40,437	2601	92	74	2	1.66	11	2.73
Native Hawaiian or Other Pacific Islander	2,332	2527	95	42	2,207	2529	92	41	2,334	2521	87	37	-2	0.36	8	3.96
Filipino	11,110	2592	87	71	12,438	2588	87	69	12,448	2576	85	65	4	2.49	12	4.26
Hispanic or Latino	247,329	2514	96	37	244,681	2513	92	35	240,077	2504	87	31	1	1.94	9	4.44
Black or African American	25,139	2495	101	31	25,951	2499	96	30	26,786	2491	90	27	-4	0.57	8	3.50
White	109,042	2580	94	66	111,549	2579	92	65	110,880	2568	90	61	1	1.10	11	4.04
Two or more races	18,020	2575	100	63	15,469	2570	99	61	13,491	2562	94	57	5	2.57	8	3.17

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	65,327	2439	78	8	64,103	2443	72	7	65,495	2438	68	6	-4	0.89	5	1.45
English only	252,754	2557	101	56	251,791	2556	98	54	246,806	2546	95	50	1	1.43	10	4.04
Reclassified fluent English proficient	118,716	2557	84	54	118,319	2554	82	51	115,252	2544	80	47	3	2.69	10	4.91
Initially fluent English proficient	21,113	2603	92	73	22,015	2599	92	71	20,517	2586	90	67	4	2.21	13	4.21
Economically disadvantaged	274,932	2510	96	36	272,131	2510	92	34	269,934	2501	88	30	0	1.67	9	4.07
Not economically disadvantaged	183,650	2591	93	70	184,956	2588	92	68	179,190	2577	90	64	3	1.82	11	3.90
Migrant	3,599	2484	95	26	3,703	2485	88	24	3,739	2477	85	21	-1	2.20	8	3.50
Not migrant	454,983	2543	103	50	453,384	2542	100	48	445,385	2532	96	44	1	1.58	10	4.20
Special education services	50,272	2437	91	12	48,803	2441	84	11	45,007	2437	81	9	-4	0.83	4	1.36
No special education services	408,310	2555	97	54	408,284	2554	94	52	404,117	2542	92	47	1	1.81	12	4.81

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	50,637	2445	91	13	45,038	2452	87	14	31,270	2434	76	8	-7	-0.36	18	5.84
No designated supports	407,945	2555	98	54	412,049	2551	96	52	417,854	2539	94	46	4	2.34	12	5.25
Using accommodations	18,951	2415	78	5	16,359	2419	71	4	9,593	2416	69	4	-4	0.91	3	0.23
No accommodations	439,631	2548	100	51	440,728	2546	98	49	439,531	2534	95	44	2	1.88	12	4.95



**Table 10.A.12 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	456,559	2559	102	49	450,485	2559	99	49	450,776	2553	95	45	0	-0.20	6	3.60
Male	233,218	2542	104	42	229,517	2543	101	42	229,904	2537	96	39	-1	-0.13	6	3.31
Female	223,341	2576	98	55	220,968	2576	95	56	220,872	2568	91	52	0	-0.25	8	3.88
American Indian or Alaska Native	2,417	2527	101	35	2,559	2531	96	37	2,593	2525	90	33	-4	-1.76	6	4.26
Asian	43,005	2630	95	77	41,115	2630	93	77	40,664	2619	91	74	0	-0.08	11	3.05
Native Hawaiian or Other Pacific Islander	2,235	2542	95	41	2,335	2547	90	43	2,305	2539	87	38	-5	-1.93	8	4.65
Filipino	11,854	2604	89	69	12,490	2605	86	70	12,952	2595	83	66	-1	-0.52	10	3.33
Hispanic or Latino	245,013	2531	95	37	241,502	2533	91	37	239,394	2527	86	33	-2	-0.19	6	4.15
Black or African American	25,497	2515	99	32	26,630	2517	96	32	27,785	2513	91	28	-2	-0.43	4	3.58
White	110,153	2593	96	64	109,734	2594	94	64	112,207	2586	90	61	-1	-0.65	8	3.03
Two or more races	16,385	2586	101	60	14,120	2585	99	60	12,876	2581	95	59	1	-0.02	4	1.98

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	53,659	2451	74	6	54,951	2457	71	7	58,050	2457	67	6	-6	-0.48	0	1.03
English only	249,190	2572	101	55	245,369	2573	99	55	246,299	2566	94	52	-1	-0.40	7	3.29
Reclassified fluent English proficient	130,702	2567	86	51	128,332	2569	83	51	124,490	2562	79	47	-2	-0.67	7	4.11
Initially fluent English proficient	22,476	2617	94	72	21,068	2615	91	72	20,995	2603	90	67	2	0.08	12	4.69
Economically disadvantaged	270,985	2528	95	36	266,997	2530	92	36	267,415	2524	87	32	-2	-0.40	6	3.81
Not economically disadvantaged	185,574	2604	95	68	183,488	2602	93	68	183,361	2594	90	64	2	0.15	8	3.25
Migrant	3,576	2502	95	26	3,821	2504	90	26	3,893	2502	85	23	-2	-0.36	2	3.05
Not migrant	452,983	2559	102	49	446,664	2560	99	49	446,883	2553	95	45	-1	-0.22	7	3.60
Special education services	48,798	2455	87	11	46,291	2457	84	11	44,300	2457	80	10	-2	0.50	0	0.92
No special education services	407,761	2571	97	53	404,194	2571	94	53	406,476	2563	90	49	0	-0.09	8	4.10

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	45,456	2463	89	13	41,300	2469	88	14	29,114	2454	77	8	-6	-1.21	15	6.08
No designated supports	411,103	2569	98	53	409,185	2569	95	52	421,662	2559	92	48	0	0.24	10	4.53
Using accommodations	18,350	2434	75	5	14,240	2435	72	5	8,954	2436	69	4	-1	0.24	-1	0.65
No accommodations	438,209	2564	100	50	436,245	2564	97	50	441,822	2555	94	46	0	0.18	9	4.20

**Table 10.A.13 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven , 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	444,020	2602	115	60	434,063	2600	111	59	420,309	2592	109	56	2	0.80	8	3.14
Male	225,696	2587	119	54	221,104	2585	115	53	213,274	2577	113	50	2	1.13	8	3.04
Female	218,324	2618	109	65	212,959	2616	104	65	207,035	2607	103	62	2	0.43	9	3.30
American Indian or Alaska Native	2,503	2572	114	49	2,562	2573	109	50	2,608	2571	108	48	-1	-1.34	2	1.45
Asian	44,070	2674	105	82	40,041	2668	103	81	38,588	2657	105	78	6	1.16	11	3.15
Native Hawaiian or Other Pacific Islander	2,262	2580	109	52	2,291	2577	106	51	2,372	2573	105	48	3	0.66	4	2.80
Filipino	13,073	2651	94	78	13,547	2648	91	78	13,736	2635	93	74	3	0.09	13	4.16
Hispanic or Latino	232,435	2575	109	50	226,583	2574	105	50	217,831	2566	102	46	1	0.38	8	3.79
Black or African American	24,826	2550	114	41	25,715	2549	110	40	25,304	2546	107	39	1	0.76	3	1.47
White	109,555	2637	109	72	110,343	2632	106	71	108,490	2624	105	68	5	1.30	8	2.45
Two or more races	15,296	2627	113	68	12,981	2624	110	68	11,380	2619	108	66	3	-0.04	5	2.22

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	42,474	2469	86	10	39,407	2471	80	9	39,312	2469	78	8	-2	1.11	2	1.19
English only	238,538	2616	114	65	238,971	2612	110	64	231,435	2604	109	61	4	1.21	8	2.60
Reclassified fluent English proficient	129,559	2609	98	63	121,017	2606	94	62	112,722	2596	92	57	3	0.89	10	4.39
Initially fluent English proficient	32,767	2654	103	77	33,905	2646	100	76	35,941	2633	100	71	8	1.66	13	4.41
Economically disadvantaged	248,553	2572	111	49	238,390	2571	107	48	230,770	2563	104	45	1	0.71	8	3.19
Not economically disadvantaged	195,467	2642	108	74	195,673	2636	105	72	189,539	2626	105	69	6	1.49	10	3.10
Migrant	3,191	2546	110	41	3,255	2545	104	38	3,368	2536	98	33	1	2.65	9	5.05
Not migrant	440,829	2603	115	60	430,808	2600	111	59	416,941	2592	109	56	3	0.78	8	3.12
Special education services	39,332	2481	100	17	37,834	2484	96	16	34,110	2480	94	14	-3	0.58	4	1.49
No special education services	404,688	2614	110	64	396,229	2611	106	63	386,199	2602	105	59	3	0.89	9	3.60

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	26,206	2499	109	23	26,724	2510	108	26	22,805	2495	101	20	-11	-3.02	15	6.07
No designated supports	417,814	2609	112	62	407,339	2606	108	61	397,504	2597	107	58	3	0.94	9	3.25
Using accommodations	7,050	2461	90	10	6,014	2463	87	10	4,319	2459	89	9	-2	0.27	4	0.66
No accommodations	436,970	2605	114	61	428,049	2602	110	60	415,990	2593	108	56	3	0.91	9	3.35

**Table 10.A.14 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	454,276	2428	83	47	459,080	2425	82	45	474,048	2415	80	40	3	1.35	10	5.24
Male	233,190	2429	86	48	234,705	2425	85	46	242,318	2415	83	41	4	1.45	10	5.26
Female	221,086	2427	81	46	224,375	2424	79	45	231,730	2415	77	39	3	1.25	9	5.23
American Indian or Alaska Native	2,229	2404	81	36	2,352	2400	78	34	2,531	2390	77	29	4	2.48	10	4.59
Asian	41,437	2492	79	77	40,790	2488	78	76	41,351	2478	78	72	4	0.90	10	3.99
Native Hawaiian or Other Pacific Islander	2,054	2418	76	41	2,163	2413	76	39	2,226	2409	73	36	5	2.13	4	3.40
Filipino	8,769	2463	73	66	9,625	2463	71	67	10,853	2452	70	62	0	-1.09	11	4.71
Hispanic or Latino	252,001	2407	76	36	254,040	2403	74	34	262,529	2393	71	28	4	2.09	10	6.02
Black or African American	24,423	2387	80	28	25,231	2385	79	26	26,394	2378	75	22	2	1.49	7	3.89
White	101,658	2456	79	62	105,475	2454	77	62	109,846	2445	76	58	2	-0.19	9	4.42
Two or more races	21,705	2451	85	59	19,404	2447	84	58	18,318	2440	80	54	4	1.34	7	3.40

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	124,727	2388	73	25	134,974	2387	72	24	152,814	2383	71	22	1	0.59	4	2.29
English only	265,026	2436	83	52	266,119	2434	82	51	270,333	2425	80	46	2	0.63	9	4.79
Reclassified fluent English proficient	46,543	2468	65	69	40,006	2467	62	69	31,069	2455	62	62	1	-0.57	12	7.56
Initially fluent English proficient	16,702	2488	76	75	16,537	2483	76	73	18,142	2473	76	69	5	1.83	10	4.18
Economically disadvantaged	281,948	2404	77	34	284,079	2400	75	32	295,403	2391	72	27	4	2.08	9	5.38
Not economically disadvantaged	172,328	2467	79	67	175,001	2464	77	67	178,645	2455	76	62	3	0.33	9	4.63
Migrant	4,062	2393	73	29	4,483	2386	70	25	4,715	2376	68	19	7	4.36	10	5.78
Not migrant	450,214	2428	83	47	454,597	2425	82	46	469,333	2415	80	40	3	1.31	10	5.23
Special education services	49,019	2362	91	21	47,356	2359	91	20	44,780	2353	89	18	3	0.99	6	2.25
No special education services	405,257	2436	79	50	411,724	2432	77	48	429,268	2422	76	43	4	1.55	10	5.83



<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	76,854	2375	83	23	67,527	2369	82	21	55,358	2360	81	17	6	2.13	9	3.68
No designated supports	377,422	2439	79	52	391,553	2434	78	50	418,690	2422	77	43	5	1.97	12	6.44
Using accommodations	5,502	2324	81	9	3,806	2318	81	8	3,301	2314	78	7	6	1.22	4	1.41
No accommodations	448,774	2429	83	47	455,274	2426	81	46	470,747	2416	79	40	3	1.50	10	5.32

**Table 10.A.15 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	460,036	2463	86	40	474,921	2460	83	38	464,207	2454	81	35	3	2.20	6	3.59
Male	235,156	2465	90	42	242,589	2462	86	40	236,373	2454	84	36	3	2.48	8	3.85
Female	224,880	2461	82	39	232,332	2459	79	37	227,834	2453	77	34	2	1.91	6	3.32
American Indian or Alaska Native	2,293	2437	83	28	2,456	2436	78	27	2,444	2433	78	25	1	0.84	3	2.53
Asian	41,708	2533	82	74	42,184	2530	81	72	41,639	2522	80	69	3	1.92	8	3.11
Native Hawaiian or Other Pacific Islander	2,149	2452	79	35	2,202	2453	75	34	2,280	2443	71	27	-1	0.61	10	7.49
Filipino	8,916	2502	76	61	10,836	2502	73	61	11,279	2490	73	54	0	-0.01	12	6.77
Hispanic or Latino	254,391	2439	77	28	263,450	2437	73	26	253,846	2430	71	22	2	2.65	7	3.84
Black or African American	24,905	2419	81	22	25,968	2421	76	20	25,943	2416	74	17	-2	1.56	5	2.72
White	104,795	2495	81	57	108,916	2493	79	56	109,959	2485	76	52	2	1.33	8	3.95
Two or more races	20,879	2490	88	54	18,909	2486	85	52	16,817	2481	82	49	4	2.15	5	3.62

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	111,663	2411	71	15	124,530	2413	68	14	121,514	2407	66	11	-2	0.57	6	2.60
English only	264,482	2473	86	46	269,111	2471	83	44	261,176	2464	81	40	2	1.79	7	3.68
Reclassified fluent English proficient	65,519	2497	69	56	61,348	2494	67	54	61,904	2486	65	49	3	2.09	8	5.24
Initially fluent English proficient	17,157	2525	81	69	18,589	2521	79	67	18,135	2511	79	63	4	1.86	10	4.63
Economically disadvantaged	284,590	2436	78	27	294,562	2434	74	25	286,647	2428	71	21	2	2.42	6	3.38
Not economically disadvantaged	175,446	2506	82	62	180,359	2503	80	61	177,560	2495	78	56	3	1.69	8	4.19
Migrant	4,113	2423	73	21	4,660	2418	68	16	4,528	2413	66	14	5	4.76	5	1.59
Not migrant	455,923	2463	87	41	470,261	2461	83	38	459,679	2454	81	35	2	2.16	7	3.62
Special education services	52,721	2392	90	16	52,451	2393	84	14	48,680	2389	84	13	-1	1.06	4	1.24
No special education services	407,315	2472	82	44	422,470	2469	79	41	415,527	2461	77	37	3	2.47	8	4.04

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	77,175	2402	82	16	71,267	2401	77	14	52,422	2390	75	10	1	1.79	11	3.59
No designated supports	382,861	2475	82	45	403,654	2471	80	43	411,785	2462	78	38	4	2.89	9	4.79
Using accommodations	18,550	2359	71	5	15,564	2360	66	4	11,518	2355	65	3	-1	0.68	5	0.82
No accommodations	441,486	2467	84	42	459,357	2464	81	39	452,689	2456	80	35	3	2.54	8	3.95

**Table 10.A.16 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	476,209	2486	95	34	465,708	2485	92	33	461,352	2480	89	30	1	0.81	5	2.65
Male	243,074	2486	98	35	236,950	2485	96	34	235,494	2480	93	31	1	0.93	5	2.90
Female	233,135	2485	90	32	228,758	2485	88	32	225,858	2481	85	29	0	0.67	4	2.40
American Indian or Alaska Native	2,415	2456	88	22	2,401	2460	88	23	2,510	2450	82	17	-4	-0.92	10	5.86
Asian	42,993	2564	91	68	42,323	2562	89	68	42,707	2555	89	65	2	0.64	7	2.87
Native Hawaiian or Other Pacific Islander	2,154	2478	88	30	2,295	2473	83	25	2,394	2467	81	23	5	4.40	6	2.43
Filipino	10,118	2532	84	55	11,233	2529	81	53	11,857	2520	81	48	3	2.34	9	4.36
Hispanic or Latino	264,200	2459	84	22	255,193	2458	81	20	247,821	2453	78	17	1	1.40	5	2.71
Black or African American	25,654	2438	86	16	25,620	2439	83	15	26,300	2436	81	14	-1	0.60	3	1.50
White	108,370	2521	90	50	109,349	2521	87	50	112,250	2515	84	46	0	0.23	6	3.60
Two or more races	20,305	2515	96	47	17,294	2514	94	47	15,513	2510	90	44	1	0.33	4	2.79

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	100,337	2422	74	8	98,702	2421	72	8	101,689	2419	69	7	1	0.82	2	1.11
English only	267,984	2497	95	39	260,332	2497	92	38	257,010	2492	89	36	0	0.49	5	2.72
Reclassified fluent English proficient	87,711	2511	79	41	86,981	2510	76	40	81,046	2507	74	38	1	1.24	3	2.42
Initially fluent English proficient	19,129	2554	90	63	18,627	2550	88	60	20,238	2537	88	54	4	2.23	13	6.13
Economically disadvantaged	294,958	2456	84	21	285,891	2455	81	19	280,563	2451	79	17	1	1.15	4	2.34
Not economically disadvantaged	181,251	2534	90	55	179,817	2532	88	55	180,789	2525	86	51	2	0.76	7	3.64
Migrant	4,241	2440	78	14	4,589	2439	77	14	4,513	2433	73	10	1	-0.09	6	3.95
Not migrant	471,968	2486	95	34	461,119	2486	92	33	456,839	2481	89	31	0	0.80	5	2.64
Special education services	55,741	2406	90	11	53,501	2407	88	10	50,363	2406	85	9	-1	0.53	1	0.81
No special education services	420,468	2496	90	37	412,207	2495	87	36	410,989	2489	86	33	1	0.91	6	3.04

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	78,867	2418	85	11	66,360	2415	82	10	50,726	2406	79	7	3	1.45	9	2.27
No designated supports	397,342	2499	90	38	399,348	2497	88	37	410,626	2489	86	33	2	1.44	8	3.70
Using accommodations	24,205	2377	71	3	18,926	2377	70	2	13,022	2375	66	2	0	0.36	2	0.35
No accommodations	452,004	2492	92	35	446,782	2490	90	34	448,330	2483	88	31	2	1.18	7	3.12

**Table 10.A.17 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	464,552	2509	110	36	460,683	2509	107	35	457,281	2504	102	33	0	1.06	5	2.53
Male	236,495	2504	114	36	235,430	2505	112	35	233,365	2500	106	32	-1	0.80	5	2.80
Female	228,057	2513	105	37	225,253	2512	102	36	223,916	2509	97	34	1	1.32	3	2.25
American Indian or Alaska Native	2,406	2473	107	24	2,448	2469	103	21	2,498	2475	96	22	4	2.66	-6	-0.09
Asian	42,769	2601	101	72	43,119	2599	100	71	42,228	2590	96	68	2	0.61	9	2.82
Native Hawaiian or Other Pacific Islander	2,231	2496	100	30	2,345	2495	97	28	2,300	2496	92	27	1	2.11	-1	1.28
Filipino	10,575	2561	92	58	11,804	2559	91	56	12,520	2548	90	51	2	2.10	11	4.63
Hispanic or Latino	255,073	2478	100	24	248,005	2477	97	22	244,068	2474	92	20	1	1.63	3	2.35
Black or African American	24,921	2453	105	18	25,717	2454	102	17	26,378	2456	97	16	-1	1.06	-2	1.25
White	107,791	2548	100	52	110,494	2548	98	52	112,675	2541	94	48	0	0.81	7	3.14
Two or more races	18,786	2542	108	50	16,751	2538	107	48	14,614	2532	100	45	4	1.84	6	3.23



<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	79,824	2419	91	7	81,308	2422	89	7	77,457	2421	85	6	-3	0.29	1	1.06
English only	257,455	2521	108	42	254,819	2521	106	41	252,908	2517	101	38	0	0.83	4	2.62
Reclassified fluent English proficient	107,257	2531	89	41	102,885	2532	86	40	104,096	2524	82	35	-1	1.29	8	4.35
Initially fluent English proficient	19,018	2585	101	65	20,522	2576	100	61	21,520	2566	98	56	9	3.97	10	4.11
Economically disadvantaged	284,677	2474	101	23	278,112	2474	98	22	276,443	2472	93	20	0	1.39	2	2.10
Not economically disadvantaged	179,875	2563	101	58	182,571	2561	100	56	180,838	2554	96	53	2	1.35	7	3.11
Migrant	3,937	2459	97	18	4,035	2453	93	15	3,978	2455	89	14	6	3.06	-2	0.95
Not migrant	460,615	2509	110	37	456,648	2509	107	36	453,303	2505	102	33	0	1.03	4	2.55
Special education services	52,912	2399	104	9	50,757	2398	103	8	47,302	2400	99	8	1	0.79	-2	0.27
No special education services	411,640	2523	102	40	409,926	2522	100	39	409,979	2516	95	36	1	1.22	6	3.02

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	64,137	2413	102	9	57,650	2414	100	9	42,671	2402	93	6	-1	0.41	12	3.16
No designated supports	400,415	2524	103	41	403,033	2522	101	39	414,610	2515	97	36	2	1.61	7	3.52
Using accommodations	23,279	2368	86	2	18,318	2365	85	2	12,527	2368	80	2	3	0.32	-3	0.49
No accommodations	441,273	2516	106	38	442,365	2514	104	37	444,754	2508	100	34	2	1.47	6	3.03

**Table 10.A.18 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	460,995	2525	115	37	458,405	2525	112	36	450,078	2518	109	34	0	0.60	7	2.52
Male	235,501	2522	119	37	234,224	2521	115	36	229,238	2515	113	34	1	0.91	6	2.39
Female	225,494	2528	111	37	224,181	2529	108	37	220,840	2522	105	34	-1	0.28	7	2.66
American Indian or Alaska Native	2,395	2489	106	24	2,456	2495	107	26	2,672	2489	101	22	-6	-1.81	6	3.68
Asian	43,783	2627	107	74	42,792	2623	104	73	40,903	2616	103	71	4	0.88	7	2.29
Native Hawaiian or Other Pacific Islander	2,341	2509	104	29	2,221	2514	101	31	2,333	2508	99	28	-5	-1.99	6	3.05
Filipino	11,149	2581	99	58	12,468	2578	96	58	12,549	2566	96	53	3	0.95	12	4.37
Hispanic or Latino	248,783	2489	103	23	245,424	2490	100	23	240,635	2485	97	20	-1	0.80	5	2.15
Black or African American	25,126	2466	105	18	25,867	2470	104	18	26,735	2466	100	16	-4	-0.26	4	1.75
White	109,291	2567	105	53	111,508	2567	101	53	110,744	2559	101	50	0	0.37	8	2.96
Two or more races	18,127	2560	114	50	15,669	2554	111	48	13,507	2552	107	47	6	1.92	2	1.32

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	67,669	2423	92	7	65,732	2423	91	6	66,813	2424	89	6	0	0.58	-1	0.45
English only	252,470	2539	113	42	251,222	2539	109	42	246,295	2532	108	39	0	0.52	7	2.75
Reclassified fluent English proficient	118,654	2540	99	38	118,179	2539	94	37	115,058	2533	92	35	1	1.19	6	2.34
Initially fluent English proficient	21,123	2598	110	62	21,999	2592	107	60	20,482	2583	107	57	6	1.81	9	2.85
Economically disadvantaged	276,402	2487	104	23	272,966	2489	102	22	270,568	2484	99	20	-2	0.62	5	1.86
Not economically disadvantaged	184,593	2581	108	58	185,439	2579	104	57	179,510	2570	104	54	2	0.93	9	3.03
Migrant	3,639	2467	99	16	3,769	2466	98	16	3,808	2467	94	14	1	0.13	-1	1.61
Not migrant	457,356	2525	115	37	454,636	2525	112	36	446,270	2519	109	34	0	0.60	6	2.53
Special education services	50,138	2411	101	8	48,589	2411	101	8	44,932	2411	99	7	0	-0.02	0	0.66
No special education services	410,857	2539	109	40	409,816	2538	105	40	405,146	2530	104	37	1	0.78	8	2.95

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	54,501	2422	101	9	48,879	2426	102	10	37,005	2415	97	7	-4	-0.58	11	2.65
No designated supports	406,494	2539	110	41	409,526	2537	107	39	413,073	2528	105	36	2	1.15	9	3.31
Using accommodations	20,794	2382	82	2	16,119	2381	82	2	10,441	2379	82	2	1	0.05	2	0.48
No accommodations	440,201	2532	112	39	442,286	2530	109	38	439,637	2522	108	35	2	0.99	8	3.00

**Table 10.A.19 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	457,836	2540	124	36	451,603	2541	120	36	451,543	2534	116	33	-1	0.61	7	2.53
Male	233,957	2534	128	35	230,169	2535	124	34	230,291	2528	121	32	-1	0.51	7	2.10
Female	223,879	2547	120	38	221,434	2547	115	37	221,252	2540	111	34	0	0.72	7	2.98
American Indian or Alaska Native	2,397	2504	114	24	2,559	2505	110	24	2,580	2500	107	21	-1	0.47	5	2.25
Asian	43,470	2652	118	73	41,521	2650	115	73	41,132	2639	113	70	2	0.02	11	2.93
Native Hawaiian or Other Pacific Islander	2,233	2525	112	29	2,335	2527	107	30	2,314	2519	106	26	-2	-0.13	8	3.28
Filipino	11,885	2597	111	56	12,524	2597	106	56	13,050	2587	104	53	0	0.09	10	3.45
Hispanic or Latino	245,975	2503	110	23	242,154	2506	105	23	239,910	2499	102	20	-3	0.55	7	2.61
Black or African American	25,394	2478	111	18	26,578	2481	106	17	27,642	2477	104	16	-3	0.80	4	1.09
White	110,069	2584	116	51	109,636	2583	112	51	112,063	2574	110	48	1	0.27	9	2.97
Two or more races	16,413	2572	124	47	14,296	2569	120	46	12,852	2567	116	45	3	1.60	2	0.23

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	55,693	2428	96	6	56,390	2437	95	7	59,312	2435	92	6	-9	-0.37	2	0.80
English only	248,304	2554	123	41	244,796	2554	118	40	245,653	2547	116	38	0	0.73	7	2.44
Reclassified fluent English proficient	130,506	2549	110	36	128,217	2552	105	36	124,346	2546	102	33	-3	0.17	6	2.51
Initially fluent English proficient	22,446	2614	123	59	21,049	2610	119	58	20,983	2597	117	54	4	1.16	13	4.60
Economically disadvantaged	271,856	2501	111	23	267,686	2504	107	22	267,934	2499	104	21	-3	0.49	5	1.91
Not economically disadvantaged	185,980	2598	119	56	183,917	2595	116	55	183,609	2585	114	52	3	0.87	10	3.38
Migrant	3,626	2479	106	17	3,878	2488	103	18	3,945	2481	100	15	-9	-1.35	7	3.15
Not migrant	454,210	2541	124	36	447,725	2542	120	36	447,598	2534	116	33	-1	0.61	8	2.52
Special education services	48,532	2420	102	7	46,094	2425	100	7	44,153	2422	98	7	-5	0.44	3	0.27
No special education services	409,304	2554	119	40	405,509	2554	114	39	407,390	2546	112	36	0	0.77	8	2.93

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	49,092	2431	104	9	45,203	2441	104	9	34,547	2426	99	7	-10	-0.55	15	2.35
No designated supports	408,744	2553	120	40	406,400	2552	116	39	416,996	2543	113	35	1	0.98	9	3.30
Using accommodations	19,419	2392	82	2	14,146	2397	82	2	9,984	2392	78	2	-5	0.13	5	0.40
No accommodations	438,417	2547	122	38	437,457	2546	118	37	441,559	2537	115	34	1	1.03	9	2.90



**Table 10.A.20 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	442,437	2565	129	32	432,348	2568	125	32	418,474	2560	125	30	-3	-0.19	8	2.66
Male	224,881	2561	135	32	220,371	2563	131	32	212,561	2555	131	29	-2	-0.11	8	2.59
Female	217,556	2569	122	33	211,977	2573	118	33	205,913	2565	117	30	-4	-0.28	8	2.73
American Indian or Alaska Native	2,488	2527	120	21	2,527	2539	112	22	2,557	2531	115	21	-12	-1.70	8	1.79
Asian	44,166	2683	123	70	40,143	2681	120	70	38,774	2672	124	67	2	0.27	9	3.34
Native Hawaiian or Other Pacific Islander	2,244	2545	116	24	2,268	2547	115	25	2,350	2541	114	21	-2	-1.07	6	4.06
Filipino	13,067	2617	111	49	13,528	2623	107	51	13,739	2610	110	46	-6	-2.21	13	5.08
Hispanic or Latino	231,645	2527	113	20	225,631	2533	110	20	216,870	2525	109	18	-6	-0.62	8	2.44
Black or African American	24,603	2501	114	15	25,499	2507	111	15	25,141	2502	110	14	-6	0.04	5	0.98
White	108,959	2604	124	45	109,797	2604	121	45	107,770	2596	123	41	0	-0.11	8	3.22
Two or more races	15,265	2590	130	41	12,955	2593	126	41	11,273	2588	127	39	-3	-0.07	5	2.06

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	43,113	2448	102	6	39,857	2451	97	5	39,673	2454	97	5	-3	0.47	-3	0.07
English only	236,897	2577	128	36	237,378	2578	124	36	229,654	2570	125	33	-1	0.04	8	2.84
Reclassified fluent English proficient	128,970	2568	115	30	120,465	2571	111	30	112,312	2563	111	27	-3	-0.23	8	2.83
Initially fluent English proficient	32,631	2625	129	50	33,731	2621	125	48	35,801	2608	128	44	4	1.30	13	4.68
Economically disadvantaged	247,700	2528	117	20	237,373	2532	113	21	229,866	2527	112	19	-4	-0.11	5	1.88
Not economically disadvantaged	194,737	2612	128	47	194,975	2612	125	47	188,608	2601	127	43	0	0.35	11	3.59
Migrant	3,188	2513	111	15	3,266	2511	107	15	3,370	2510	104	13	2	0.86	1	1.52
Not migrant	439,249	2565	129	32	429,082	2568	125	32	415,104	2561	125	30	-3	-0.20	7	2.66
Special education services	38,809	2437	100	5	37,393	2444	98	5	33,766	2445	97	5	-7	-0.12	-1	0.32
No special education services	403,628	2577	125	35	394,955	2580	121	35	384,708	2570	122	32	-3	-0.16	10	3.05

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Standard Met/Exceeded</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Standard Met/Exceeded</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
Using designated supports	29,584	2464	114	10	30,166	2475	114	11	27,727	2471	114	10	-11	-1.18	4	0.70
No designated supports	412,853	2572	127	34	402,182	2575	123	34	390,747	2567	123	31	-3	-0.19	8	2.88
Using accommodations	8,421	2418	88	2	6,897	2423	85	2	5,885	2423	84	2	-5	0.12	0	0.10
No accommodations	434,016	2568	128	33	425,451	2570	124	33	412,589	2562	124	30	-2	-0.10	8	2.75

## Appendix 10.B: Cross-Sectional Comparisons of the Overall Group and Student Groups on the Claims

### Notes:

1. The difference in SS and percentage of near or above standard is derived by using the later year's (e.g., 2016–17) values minus the previous year's (e.g., 2015–16) values for the same grade. Therefore, a positive value indicates an increase in the later year (e.g., 2016–17) and a negative value indicates a decrease in the later year (e.g., 2016–17).
2. The 2016–17 and 2014–15 results were based on P2 data, and 2015–16 results were based on P3 data.
3. Individual achievement level percentages may not sum to 100 or the combined performance level percentage due to rounding.

**Table 10.B.1 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison**

Content Area/Grade	2016–17 N Tested	2016–17 N Valid	2016–17 Mean	2016–17 SD	2015–16 N Tested	2015–16 N Valid	2015–16 Mean	2015–16 SD	2014–15 N Tested	2014–15 N Valid	2014–15 Mean	2014–15 SD	2017–16, 2015–16 SS Difference	2015–16, 2014–15 SS Difference
<b>ELA 3</b>	451,913	451,382	2407	103	458,031	456,661	2409	103	474,570	471,701	2398	100	-2	11
<b>ELA 4</b>	457,775	457,280	2450	110	473,979	472,748	2444	109	464,809	461,887	2437	109	6	7
<b>ELA 5</b>	474,267	473,774	2481	110	464,976	463,685	2479	110	462,145	459,460	2473	106	2	6
<b>ELA 6</b>	462,885	462,109	2506	110	460,366	458,741	2491	116	459,185	454,614	2485	115	15	6
<b>ELA 7</b>	459,167	458,189	2533	114	458,838	456,712	2527	115	453,277	447,509	2518	111	6	9
<b>ELA 8</b>	456,997	456,255	2551	112	452,713	450,115	2551	110	455,428	449,228	2545	108	0	6
<b>ELA 11</b>	444,838	443,367	2598	120	439,624	433,137	2591	117	432,806	418,743	2592	114	7	-1
<b>Mathematics 3</b>	454,532	454,135	2431	89	460,390	458,963	2428	87	476,374	473,765	2418	84	3	10
<b>Mathematics 4</b>	460,314	459,928	2464	92	476,185	474,843	2463	88	466,346	463,968	2455	85	1	8
<b>Mathematics 5</b>	476,503	476,113	2489	100	466,952	465,601	2488	97	463,612	461,109	2483	94	1	5
<b>Mathematics 6</b>	464,860	464,211	2512	117	462,233	460,410	2511	115	460,397	456,542	2508	109	1	3

Content Area/Grade	2016–17 N Tested	2016–17 N Valid	2016–17 Mean	2016–17 SD	2015–16 N Tested	2015–16 N Valid	2015–16 Mean	2015–16 SD	2014–15 N Tested	2014–15 N Valid	2014–15 Mean	2014–15 SD	2017–16, 2015–16 SS Difference	2015–16, 2014–15 SS Difference
<b>Mathematics 7</b>	461,278	460,556	2527	121	460,576	458,067	2529	116	454,412	448,882	2521	115	-2	8
<b>Mathematics 8</b>	458,439	457,372	2543	131	454,080	451,141	2543	127	456,372	450,413	2535	123	0	8
<b>Mathematics 11</b>	443,191	441,973	2568	133	438,482	431,999	2570	130	430,210	417,328	2563	132	-2	7

**Table 10.B.2 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison**

Content Area/Grade	2016–17 N Tested	2016–17 N Valid	2016–17 Mean	2016–17 SD	2015–16 N Tested	2015–16 N Valid	2015–16 Mean	2015–16 SD	2014–15 N Tested	2014–15 N Valid	2014–15 Mean	2014–15 SD	2017–16, 2015–16 SS Difference	2015–16, 2014–15 SS Difference
<b>ELA 3</b>	451,913	450,958	2414	102	458,031	456,101	2408	104	474,570	470,600	2395	102	6	13
<b>ELA 4</b>	457,775	456,928	2457	109	473,979	472,271	2456	107	464,809	461,022	2446	104	1	10
<b>ELA 5</b>	474,267	473,521	2498	113	464,976	463,329	2498	109	462,145	458,923	2489	107	0	9
<b>ELA 6</b>	462,885	461,727	2517	106	460,366	458,250	2520	106	459,185	453,643	2515	101	-3	5
<b>ELA 7</b>	459,167	457,532	2546	112	458,838	455,981	2548	110	453,277	446,705	2540	107	-2	8
<b>ELA 8</b>	456,997	455,655	2561	112	452,713	449,349	2563	112	455,428	447,191	2557	105	-2	6
<b>ELA 11</b>	444,838	442,829	2600	130	439,624	432,190	2598	128	432,806	415,315	2592	124	2	6
<b>Mathematics 3</b>	454,532	454,223	2416	99	460,390	459,036	2411	98	476,374	473,849	2405	94	5	6
<b>Mathematics 4</b>	460,314	459,946	2454	101	476,185	474,860	2447	103	466,346	464,003	2441	102	7	6
<b>Mathematics 5</b>	476,503	476,198	2463	126	466,952	465,693	2465	122	463,612	461,206	2459	122	-2	6
<b>Mathematics 6</b>	464,860	464,541	2495	124	462,233	460,681	2494	126	460,397	457,261	2484	125	1	10
<b>Mathematics 7</b>	461,278	460,926	2504	137	460,576	458,356	2505	133	454,412	449,920	2490	141	-1	15
<b>Mathematics 8</b>	458,439	457,699	2525	139	454,080	451,470	2506	156	456,372	451,080	2510	145	19	-4
<b>Mathematics 11</b>	443,191	441,801	2536	155	438,482	431,844	2538	155	430,210	416,653	2528	157	-2	10

**Table 10.B.3 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison**

Content Area/Grade	2016–17 N Tested	2016–17 N Valid	2016–17 Mean	2016–17 SD	2015–16 N Tested	2015–16 N Valid	2015–16 Mean	2015–16 SD	2014–15 N Tested	2014–15 N Valid	2014–15 Mean	2014–15 SD	2017–16, 2015–16 SS Difference	2015–16, 2014–15 SS Difference
<b>ELA 3</b>	451,913	451,437	2414	120	458,031	456,727	2419	120	474,570	471,966	2408	117	-5	11
<b>ELA 4</b>	457,775	457,175	2441	127	473,979	472,807	2460	125	464,809	462,110	2445	121	-19	15
<b>ELA 5</b>	474,267	473,847	2482	125	464,976	463,733	2478	131	462,145	459,576	2469	130	4	9
<b>ELA 6</b>	462,885	462,178	2529	123	460,366	458,790	2530	127	459,185	454,812	2520	127	-1	10
<b>ELA 7</b>	459,167	458,221	2534	124	458,838	456,710	2542	125	453,277	447,796	2529	123	-8	13
<b>ELA 8</b>	456,997	456,272	2560	125	452,713	450,189	2561	119	455,428	449,466	2548	122	-1	13
<b>ELA 11</b>	444,838	443,626	2596	135	439,624	433,426	2594	131	432,806	417,708	2575	135	2	19
<b>Mathematics 3</b>	454,532	454,099	2421	96	460,390	458,931	2418	98	476,374	473,653	2408	95	3	10
<b>Mathematics 4</b>	460,314	459,872	2456	99	476,185	474,805	2454	96	466,346	463,856	2447	93	2	7
<b>Mathematics 5</b>	476,503	476,068	2475	111	466,952	465,555	2474	110	463,612	461,024	2468	108	1	6
<b>Mathematics 6</b>	464,860	464,462	2503	119	462,233	460,612	2502	117	460,397	457,065	2498	115	1	4
<b>Mathematics 7</b>	461,278	460,805	2520	128	460,576	458,222	2518	125	454,412	449,466	2505	132	2	13
<b>Mathematics 8</b>	458,439	457,505	2536	136	454,080	451,299	2535	133	456,372	450,822	2529	129	1	6
<b>Mathematics 11</b>	443,191	442,210	2559	146	438,482	432,217	2564	143	430,210	417,633	2556	141	-5	8

**Table 10.B.4 Summary Statistics Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison**

<b>Content Area/Grade</b>	<b>2016–17 N Tested</b>	<b>2016–17 N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 N Tested</b>	<b>2015–16 N Valid</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>2014–15 N Tested</b>	<b>2014–15 N Valid</b>	<b>2014–15 Mean</b>	<b>2014–15 SD</b>	<b>2017–16, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
<b>ELA 3</b>	451,913	451,348	2408	124	458,031	456,620	2405	120	474,570	471,470	2392	118	3	13
<b>ELA 4</b>	457,775	457,227	2451	125	473,979	472,733	2444	126	464,809	437,269	2432	123	7	12
<b>ELA 5</b>	474,267	473,758	2480	126	464,976	463,917	2514	115	462,145	459,953	2502	114	-34	12
<b>ELA 6</b>	462,885	462,102	2516	127	460,366	458,967	2531	117	459,185	455,199	2516	113	-15	15
<b>ELA 7</b>	459,167	458,093	2540	129	458,838	456,584	2535	124	453,277	447,512	2525	120	5	10
<b>ELA 8</b>	456,997	456,076	2554	128	452,713	449,934	2553	124	455,428	448,799	2545	120	1	8
<b>ELA 11</b>	444,838	443,320	2603	137	439,624	433,007	2604	133	432,806	417,127	2593	133	-1	11



**Table 10.B.5 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 1, Cross-Sectional Comparison**

Content Area/Grade	Below Standard 2014–15	Below Standard 2015–16	Below Standard 2016–17	Near Standard 2014–15	Near Standard 2015–16	Near Standard 2016–17	Above Standard 2014–15	Above Standard 2015–16	Above Standard 2016–17	2015–16, 2014–15 % Near Standard or Above Standard Difference	2016–17, 2015–16 % Near Standard or Above Standard Difference
<b>ELA 3</b>	41	37	39	41	43	40	18	20	22	4.17	-1.89
<b>ELA 4</b>	39	37	30	43	42	47	18	21	22	1.44	6.81
<b>ELA 5</b>	39	36	33	42	42	45	20	22	22	2.51	3.14
<b>ELA 6</b>	38	36	32	46	46	48	16	17	20	1.35	4.08
<b>ELA 7</b>	37	34	32	45	45	44	18	22	24	3.36	1.58
<b>ELA 8</b>	32	31	32	46	45	44	22	24	24	0.90	-1.21
<b>ELA 11</b>	21	20	21	49	51	45	30	29	34	0.72	-1.43
<b>Mathematics 3</b>	40	35	34	35	35	34	25	30	32	4.71	1.02
<b>Mathematics 4</b>	47	44	42	32	32	31	21	24	27	3.31	1.51
<b>Mathematics 5</b>	51	49	49	30	29	28	19	22	23	1.86	0.71
<b>Mathematics 6</b>	47	46	45	33	31	31	20	23	24	1.33	1.21
<b>Mathematics 7</b>	46	45	45	33	32	29	22	24	25	1.24	-0.78
<b>Mathematics 8</b>	46	45	45	32	30	30	21	25	25	1.33	-0.34
<b>Mathematics 11</b>	48	49	51	33	30	27	19	21	22	-0.18	-2.49

**Note:** The difference presented in the table may not match the difference between the two years due to rounding.

**Table 10.B.6 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 2, Cross-Sectional Comparison**

<b>Content Area/Grade</b>	<b>Below Standard 2014–15</b>	<b>Below Standard 2015–16</b>	<b>Below Standard 2016–17</b>	<b>Near Standard 2014–15</b>	<b>Near Standard 2015–16</b>	<b>Near Standard 2016–17</b>	<b>Above Standard 2014–15</b>	<b>Above Standard 2015–16</b>	<b>Above Standard 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3</b>	38	34	32	44	45	44	17	21	24	4.44	1.39
<b>ELA 4</b>	35	32	32	47	46	45	18	22	23	3.10	0.36
<b>ELA 5</b>	34	31	29	43	42	43	23	27	28	2.99	1.54
<b>ELA 6</b>	32	31	32	47	45	44	20	24	24	1.50	-1.38
<b>ELA 7</b>	30	27	27	46	46	46	24	27	28	3.58	0.00
<b>ELA 8</b>	28	28	28	50	47	47	21	25	25	0.73	-0.22
<b>ELA 11</b>	23	22	23	46	44	41	31	35	36	1.22	-1.13
<b>Mathematics 3</b>	38	32	29	42	45	46	20	23	25	6.22	2.36
<b>Mathematics 4</b>	39	36	35	45	45	44	16	18	20	2.85	0.56
<b>Mathematics 5</b>	46	46	41	38	37	40	16	18	18	0.89	4.12
<b>Mathematics 6</b>	39	40	40	46	43	42	15	18	18	-0.83	-0.17
<b>Mathematics 7</b>	35	37	37	48	43	43	17	20	20	-2.65	0.06
<b>Mathematics 8</b>	32	31	42	51	49	37	18	20	22	0.55	-10.57
<b>Mathematics 11</b>	35	35	41	50	49	43	15	16	16	-0.12	-5.99

**Note:** The difference presented in the table may not match the difference between the two years due to rounding.

**Table 10.B.7 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 3, Cross-Sectional Comparison**

<b>Content Area/Grade</b>	<b>Below Standard 2014–15</b>	<b>Below Standard 2015–16</b>	<b>Below Standard 2016–17</b>	<b>Near Standard 2014–15</b>	<b>Near Standard 2015–16</b>	<b>Near Standard 2016–17</b>	<b>Above Standard 2014–15</b>	<b>Above Standard 2015–16</b>	<b>Above Standard 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3</b>	24	20	21	62	63	62	14	17	18	3.53	-0.39
<b>ELA 4</b>	23	19	26	62	65	57	15	16	16	4.27	-7.44
<b>ELA 5</b>	24	22	24	61	61	60	15	17	17	2.07	-1.67
<b>ELA 6</b>	19	17	20	68	68	64	13	15	16	2.20	-3.13
<b>ELA 7</b>	24	20	25	64	65	62	12	15	14	3.82	-4.87
<b>ELA 8</b>	23	19	18	65	67	66	12	15	15	3.76	0.40
<b>ELA 11</b>	21	17	16	62	62	59	17	21	25	4.15	0.53
<b>Mathematics 3</b>	28	22	25	52	53	49	20	25	26	5.76	-3.49
<b>Mathematics 4</b>	39	34	34	43	44	43	18	21	22	4.57	-0.08
<b>Mathematics 5</b>	41	40	40	45	44	43	14	16	17	1.15	0.28
<b>Mathematics 6</b>	34	31	38	50	51	43	16	18	20	3.16	-6.77
<b>Mathematics 7</b>	19	29	29	64	51	51	17	20	20	-9.73	-0.56
<b>Mathematics 8</b>	34	28	33	50	53	46	17	19	21	5.06	-4.59
<b>Mathematics 11</b>	30	28	29	55	56	54	15	17	17	2.23	-1.25

**Note:** The difference presented in the table may not match the difference between the two years due to rounding.

**Table 10.B.8 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 4, Cross-Sectional Comparison**

Content Area/Grade	Below Standard 2014–15	Below Standard 2015–16	Below Standard 2016–17	Near Standard 2014–15	Near Standard 2015–16	Near Standard 2016–17	Above Standard 2014–15	Above Standard 2015–16	Above Standard 2016–17	2015–16, 2014–15 % Near Standard or Above Standard Difference	2016–17, 2015–16 % Near Standard or Above Standard Difference
<b>ELA 3</b>	32	29	28	50	49	48	18	22	24	3.23	0.48
<b>ELA 4</b>	31	28	26	51	50	50	18	22	24	3.07	1.50
<b>ELA 5</b>	21	18	31	52	51	44	27	31	25	2.95	-12.79
<b>ELA 6</b>	19	17	25	59	53	48	23	29	28	1.41	-7.18
<b>ELA 7</b>	25	24	25	53	50	47	22	25	28	0.97	-0.71
<b>ELA 8</b>	23	23	25	55	51	47	22	25	27	-0.43	-1.77
<b>ELA 11</b>	16	15	18	51	48	44	33	37	37	1.31	-3.71

**Note:** The difference presented in the table may not match the difference between the two years due to rounding.

**Table 10.B.9 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three**

Student Group	2016–17 N Valid Scores	2016–17 Grade 3 SS Mean	2016–17 Grade 3 SS SD	2016–17 Grade 3 Below Standard	2016–17 Grade 3 Near Standard	2016–17 Grade 3 Above Standard	2015–16 N Valid Scores	2015–16 Grade 3 SS Mean	2015–16 Grade 3 SS SD	2015–16 Grade 3 Below Standard	2015–16 Grade 3 Near Standard	2015–16 Grade 3 Above Standard
All Students	451,382	2407	103	39	40	22	456,661	2409	103	37	43	20
Male	231,702	2398	103	42	38	19	233,433	2401	103	40	42	18
Female	219,680	2416	103	35	41	24	223,228	2417	103	33	45	22
American Indian or Alaska Native	2,225	2382	100	48	37	15	2,346	2388	95	44	44	12
Asian	40,654	2464	98	18	41	42	40,089	2464	100	17	44	39
Native Hawaiian or Other Pacific Islander	2,039	2393	94	42	43	15	2,160	2391	98	43	43	14
Filipino	8,684	2446	91	21	47	31	9,568	2450	94	20	50	31
Hispanic or Latino	250,501	2382	96	48	39	13	252,885	2383	95	46	43	11
Black or African American	24,418	2371	97	54	35	11	25,248	2375	96	50	39	10
White	101,289	2444	101	24	42	34	105,210	2449	101	22	45	33
Two or more races	21,572	2436	104	28	40	32	19,155	2441	104	25	44	31
English learner	122,112	2352	86	62	32	6	132,917	2356	86	58	37	5
English only	265,174	2421	103	33	41	26	266,244	2425	103	31	45	25
Reclassified fluent English proficient	46,530	2448	84	18	52	31	40,008	2451	84	16	57	28
Initially fluent English proficient	16,711	2473	95	15	40	45	16,539	2474	97	15	43	42
Economically disadvantaged	280,240	2379	95	50	38	12	282,712	2379	94	47	42	10
Not economically disadvantaged	171,142	2453	98	21	42	37	173,949	2456	99	19	46	35
Migrant	4,020	2355	89	61	32	7	4,434	2352	89	60	35	5
Not migrant	447,362	2407	103	38	40	22	452,227	2409	103	36	44	20

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Special education services	49,114	2345	96	67	25	8	47,486	2349	95	64	29	7
No special education services	402,268	2414	101	35	41	23	409,175	2416	102	34	45	21
Using designated supports	70,185	2348	91	65	28	7	61,288	2351	90	62	33	6
No designated supports	381,197	2418	102	34	42	25	395,373	2418	102	33	45	22
Using accommodations	16,448	2319	82	79	19	2	10,748	2328	81	73	24	2
No accommodations	434,934	2410	102	37	40	23	445,913	2411	103	36	44	20

**Table 10.B.9 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	471,701	2398	100	41	41	18	-2	-1.89	11	4.17
Male	241,106	2388	100	45	39	16	-3	-1.98	13	5.20
Female	230,595	2408	99	36	43	21	-1	-1.76	9	3.10
American Indian or Alaska Native	2,526	2374	96	51	38	12	-6	-4.29	14	6.40
Asian	40,744	2454	96	20	43	37	0	-0.10	10	2.31
Native Hawaiian or Other Pacific Islander	2,219	2387	92	43	44	13	2	0.86	4	0.02
Filipino	10,729	2440	92	22	48	30	-4	-1.49	10	2.64
Hispanic or Latino	261,320	2373	92	51	39	10	-1	-1.94	10	4.66
Black or African American	26,344	2363	95	56	35	9	-4	-3.30	12	5.47
White	109,531	2435	99	26	44	30	-5	-2.01	14	3.62
Two or more races	18,288	2429	101	29	43	28	-5	-2.62	12	3.36
English learner	151,026	2356	88	59	35	6	-4	-4.19	0	1.07
English only	270,228	2412	101	35	42	23	-4	-2.28	13	4.20
Reclassified fluent English proficient	31,066	2441	81	19	55	27	-3	-2.07	10	3.20
Initially fluent English proficient	18,132	2460	94	17	43	40	-1	-0.12	14	2.88

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	294,015	2370	92	52	38	10	0	-2.13	9	4.56
Not economically disadvantaged	177,686	2443	97	23	45	33	-3	-1.36	13	3.21
Migrant	4,641	2348	87	63	32	5	3	-1.17	4	2.90
Not migrant	467,060	2398	100	41	41	19	-2	-1.91	11	4.18
Special education services	44,772	2340	94	68	25	7	-4	-3.44	9	4.34
No special education services	426,929	2404	99	38	42	20	-2	-1.54	12	4.46
Using designated supports	45,987	2336	88	69	26	5	-3	-3.53	15	7.84
No designated supports	425,714	2404	99	38	42	20	0	-0.86	14	4.94
Using accommodations	4,008	2323	84	76	21	3	-9	-5.52	5	2.40
No accommodations	467,693	2398	100	41	41	19	-1	-1.25	13	4.75



**Table 10.B.10 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	450,958	2414	102	32	44	24	456,101	2408	104	34	45	21
Male	231,459	2403	102	36	44	20	233,132	2396	104	38	43	18
Female	219,499	2426	101	28	44	27	222,969	2420	102	29	46	25
American Indian or Alaska Native	2,219	2386	98	42	44	14	2,336	2381	99	42	45	13
Asian	40,644	2475	98	14	39	47	40,073	2471	99	14	41	45
Native Hawaiian or Other Pacific Islander	2,035	2408	95	33	48	19	2,156	2402	98	34	48	17
Filipino	8,682	2461	92	15	45	40	9,563	2459	94	15	46	38
Hispanic or Latino	250,229	2391	97	40	44	15	252,555	2383	97	42	45	13
Black or African American	24,385	2378	100	46	41	13	25,176	2373	100	47	41	12
White	101,213	2446	96	20	46	34	105,112	2442	98	21	47	32
Two or more races	21,551	2441	102	24	43	33	19,130	2437	104	24	45	31
English learner	121,966	2360	90	54	39	7	132,752	2356	92	54	40	7
English only	264,927	2426	101	28	45	27	265,878	2421	103	29	46	26
Reclassified fluent English proficient	46,510	2462	78	11	53	36	39,993	2459	79	11	55	34
Initially fluent English proficient	16,700	2481	91	11	41	48	16,532	2475	93	12	43	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	279,907	2387	97	42	44	14	282,291	2379	97	44	44	12
Not economically disadvantaged	171,051	2458	95	17	45	39	173,810	2454	97	17	46	37
Migrant	4,014	2362	94	52	40	8	4,428	2352	93	56	37	6
Not migrant	446,944	2414	102	32	44	24	451,673	2408	104	34	45	22
Special education services	49,027	2337	101	65	28	8	47,391	2329	103	66	27	7
No special education services	401,931	2423	98	29	46	25	408,710	2417	100	30	47	23
Using designated supports	70,086	2349	96	59	33	7	61,176	2340	97	62	32	6
No designated supports	380,872	2426	99	28	46	27	394,925	2418	101	30	47	24
Using accommodations	16,397	2303	86	79	19	2	10,722	2295	88	81	18	2
No accommodations	434,561	2418	100	31	45	24	445,379	2410	103	33	45	22

**Table 10.B.10 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	470,600	2395	102	38	44	17	6	1.39	13	4.44
Male	240,517	2383	101	43	43	14	7	1.82	13	4.63
Female	230,083	2407	101	34	46	20	6	0.98	13	4.24
American Indian or Alaska Native	2,516	2369	97	49	41	10	5	-0.11	12	6.88
Asian	40,693	2458	100	18	44	39	4	0.64	13	3.12
Native Hawaiian or Other Pacific Islander	2,212	2393	97	38	47	15	6	1.59	9	3.92
Filipino	10,704	2445	93	19	50	32	2	0.09	14	3.14
Hispanic or Latino	260,714	2370	95	48	43	9	8	1.88	13	5.37
Black or African American	26,246	2362	98	52	39	9	5	1.24	11	4.40
White	109,275	2430	97	24	49	27	4	0.92	12	3.03
Two or more races	18,240	2426	101	26	47	26	4	0.12	11	2.62
English learner	150,675	2352	92	56	38	6	4	-0.11	4	2.26
English only	269,543	2409	101	32	47	21	5	0.95	12	3.87
Reclassified fluent English proficient	31,032	2443	79	15	59	26	3	0.07	16	4.22
Initially fluent English proficient	18,111	2461	95	16	45	39	6	1.22	14	3.33

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	293,285	2367	95	49	42	9	8	1.90	12	4.98
Not economically disadvantaged	177,315	2441	97	21	48	31	4	0.69	13	3.25
Migrant	4,634	2340	92	60	35	4	10	4.16	12	3.84
Not migrant	465,966	2396	102	38	45	17	6	1.35	12	4.44
Special education services	44,592	2322	102	69	26	6	8	1.65	7	2.16
No special education services	426,008	2403	99	35	46	18	6	1.56	14	5.05
Using designated supports	45,833	2323	95	69	27	4	9	2.23	17	7.21
No designated supports	424,767	2403	100	35	46	19	8	2.04	15	5.44
Using accommodations	3,984	2301	94	77	20	3	8	1.20	-6	-3.49
No accommodations	466,616	2396	102	38	45	17	8	2.04	14	5.23

**Table 10.B.11 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	451,437	2414	120	21	62	18	456,727	2419	120	20	63	17
Male	231,731	2408	122	23	61	17	233,470	2412	123	23	61	16
Female	219,706	2421	118	19	62	19	223,257	2426	117	18	64	18
American Indian or Alaska Native	2,226	2391	123	26	61	13	2,346	2396	122	26	61	13
Asian	40,661	2468	111	10	57	33	40,095	2472	108	9	60	32
Native Hawaiian or Other Pacific Islander	2,039	2395	116	24	63	12	2,160	2402	117	23	66	11
Filipino	8,687	2449	109	12	63	25	9,570	2458	102	9	67	24
Hispanic or Latino	250,532	2390	117	26	63	11	252,918	2394	118	26	64	11
Black or African American	24,421	2375	121	31	59	10	25,253	2379	123	31	60	9
White	101,296	2453	112	12	61	27	105,229	2459	111	11	62	27
Two or more races	21,575	2444	118	15	59	26	19,156	2451	115	13	61	26
English learner	122,134	2357	113	35	60	5	132,944	2364	116	34	60	6
English only	265,204	2429	118	17	62	21	266,276	2434	118	16	63	21
Reclassified fluent English proficient	46,533	2457	98	8	68	24	40,010	2467	92	6	70	24
Initially fluent English proficient	16,711	2484	103	7	56	37	16,544	2486	99	6	59	35

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	280,277	2386	117	27	63	10	282,757	2389	118	27	63	10
Not economically disadvantaged	171,160	2461	110	10	60	30	173,970	2466	108	9	62	29
Migrant	4,020	2360	116	33	60	6	4,434	2360	119	37	57	6
Not migrant	447,417	2415	120	21	62	18	452,293	2419	120	20	63	17
Special education services	49,125	2337	125	44	49	7	47,501	2336	130	47	46	7
No special education services	402,312	2424	116	18	63	19	409,226	2428	115	17	64	18
Using designated supports	70,193	2346	119	40	54	6	61,302	2345	123	42	52	6
No designated supports	381,244	2427	116	17	63	20	395,425	2430	116	17	64	19
Using accommodations	16,452	2299	110	56	42	2	10,756	2296	117	61	37	3
No accommodations	434,985	2419	119	19	62	18	445,971	2422	119	19	63	17

**Table 10.B.11 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	471,966	2408	117	24	62	14	-5	-0.39	11	3.53
Male	241,220	2401	119	26	60	13	-4	0.15	11	3.60
Female	230,746	2415	115	21	63	15	-5	-0.93	11	3.45
American Indian or Alaska Native	2,528	2386	116	31	60	9	-5	-0.36	10	4.66
Asian	40,760	2463	108	10	61	28	-4	-1.22	9	1.69
Native Hawaiian or Other Pacific Islander	2,219	2396	112	25	66	10	-7	-1.31	6	2.01
Filipino	10,733	2447	103	11	69	20	-9	-3.02	11	2.17
Hispanic or Latino	261,459	2382	113	30	62	8	-4	0.00	12	4.60
Black or African American	26,364	2371	117	35	58	7	-4	0.18	8	4.00
White	109,599	2450	110	13	63	24	-6	-0.68	9	1.89
Two or more races	18,304	2442	113	15	62	23	-7	-1.48	9	2.01
English learner	151,099	2361	111	37	58	5	-7	-0.48	3	3.11
English only	270,394	2425	116	19	63	18	-5	-0.84	9	2.79
Reclassified fluent English proficient	31,080	2452	92	8	73	19	-10	-2.63	15	1.74
Initially fluent English proficient	18,144	2474	102	8	61	31	-2	-0.80	12	1.96

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	294,176	2379	113	32	61	7	-3	0.06	10	4.39
Not economically disadvantaged	177,790	2456	108	11	63	26	-5	-1.03	10	1.90
Migrant	4,643	2348	112	43	53	4	0	3.32	12	6.43
Not migrant	467,323	2409	117	24	62	14	-4	-0.43	10	3.50
Special education services	44,801	2331	125	51	43	6	1	3.05	5	4.22
No special education services	427,165	2416	113	21	64	15	-4	-0.65	12	3.75
Using designated supports	46,013	2330	118	51	45	4	1	2.71	15	8.52
No designated supports	425,953	2416	114	21	64	15	-3	-0.31	14	4.03
Using accommodations	4,010	2299	113	63	34	2	3	4.57	-3	2.77
No accommodations	467,956	2409	117	24	62	14	-3	-0.02	13	4.16



**Table 10.B.12 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	451,348	2408	124	28	48	24	456,620	2405	120	29	49	22
Male	231,684	2399	125	31	47	22	233,415	2396	121	32	48	20
Female	219,664	2418	121	25	49	26	223,205	2415	118	25	50	24
American Indian or Alaska Native	2,225	2375	125	38	46	16	2,345	2377	117	37	49	14
Asian	40,653	2470	115	13	42	45	40,088	2468	113	13	44	43
Native Hawaiian or Other Pacific Islander	2,039	2392	121	32	49	19	2,160	2389	117	32	51	17
Filipino	8,682	2456	113	14	47	38	9,568	2456	110	14	49	37
Hispanic or Latino	250,485	2386	120	34	49	17	252,862	2382	116	35	50	15
Black or African American	24,414	2362	123	43	44	13	25,246	2363	117	42	46	12
White	101,279	2442	118	18	48	34	105,198	2440	116	18	49	33
Two or more races	21,571	2434	124	21	46	33	19,153	2434	120	21	48	31
English learner	122,103	2354	114	45	46	9	132,904	2355	109	45	47	8
English only	265,155	2420	123	25	48	28	266,217	2418	120	25	49	26
Reclassified fluent English proficient	46,525	2462	102	10	53	37	40,008	2460	100	10	55	35
Initially fluent English proficient	16,710	2480	108	10	43	47	16,538	2475	109	11	44	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	280,216	2380	121	36	48	16	282,680	2377	115	37	49	14
Not economically disadvantaged	171,132	2454	115	15	47	38	173,940	2452	114	15	48	37
Migrant	4,020	2360	117	43	47	11	4,434	2352	112	46	46	9
Not migrant	447,328	2409	124	28	48	24	452,186	2406	120	29	49	22
Special education services	49,111	2334	122	55	36	9	47,481	2337	116	55	37	8
No special education services	402,237	2417	121	25	49	26	409,139	2413	118	26	50	24
Using designated supports	70,181	2347	118	49	42	9	61,281	2346	111	50	42	8
No designated supports	381,167	2420	122	24	49	27	395,339	2415	119	25	50	25
Using accommodations	16,447	2303	107	66	30	3	10,747	2310	103	65	32	3
No accommodations	434,901	2412	123	27	48	25	445,873	2408	120	28	49	23

**Table 10.B.12 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Three, 2015–16 ELA Grade Three, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	471,470	2392	118	32	50	18	3	0.48	13	3.23
Male	240,992	2383	119	35	49	16	3	0.50	13	3.60
Female	230,478	2402	117	28	52	20	3	0.48	13	2.85
American Indian or Alaska Native	2,525	2365	114	41	48	11	-2	-0.79	12	4.12
Asian	40,736	2454	115	15	48	37	2	-0.12	14	2.32
Native Hawaiian or Other Pacific Islander	2,219	2381	115	34	52	13	3	0.19	8	2.16
Filipino	10,724	2440	111	16	54	30	0	-0.48	16	2.09
Hispanic or Latino	261,190	2367	112	39	50	11	4	0.99	15	4.02
Black or African American	26,330	2354	113	45	45	9	-1	-0.77	9	2.82
White	109,465	2428	115	20	52	28	2	0.04	12	2.11
Two or more races	18,281	2423	118	23	51	27	0	-0.35	11	1.71
English learner	150,960	2349	108	46	47	7	-1	-0.64	6	1.77
English only	270,085	2406	118	27	51	21	2	-0.03	12	2.64
Reclassified fluent English proficient	31,047	2441	101	13	60	27	2	-0.12	19	2.84
Initially fluent English proficient	18,129	2460	112	13	48	39	5	1.03	15	2.36

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	293,864	2364	112	41	49	10	3	0.81	13	3.69
Not economically disadvantaged	177,606	2439	114	17	52	31	2	0.04	13	2.24
Migrant	4,638	2341	107	50	44	6	8	3.08	11	3.87
Not migrant	466,832	2392	118	32	50	18	3	0.44	14	3.23
Special education services	44,750	2329	113	57	36	7	-3	-0.37	8	2.30
No special education services	426,720	2399	117	29	52	19	4	0.74	14	3.62
Using designated supports	45,966	2328	109	56	38	5	1	0.93	18	6.43
No designated supports	425,504	2399	117	29	51	19	5	1.01	16	3.88
Using accommodations	4,004	2310	106	65	31	4	-7	-1.62	0	0.08
No accommodations	467,466	2393	118	32	50	18	4	1.05	15	3.82

**Table 10.B.13 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	457,280	2450	110	30	47	22	472,748	2444	109	37	42	21
Male	233,713	2442	111	34	46	21	241,519	2434	109	41	41	18
Female	223,567	2459	107	27	49	24	231,229	2455	108	33	43	24
American Indian or Alaska Native	2,292	2424	108	39	47	14	2,455	2418	105	46	40	13
Asian	40,978	2510	101	13	43	44	41,568	2506	103	17	41	42
Native Hawaiian or Other Pacific Islander	2,129	2433	102	34	51	15	2,196	2432	101	40	45	14
Filipino	8,859	2491	98	16	50	34	10,773	2490	97	19	48	33
Hispanic or Latino	252,922	2424	104	38	48	14	262,344	2418	102	47	41	12
Black or African American	24,933	2412	107	44	44	12	25,966	2404	105	52	37	11
White	104,426	2489	103	18	47	35	108,773	2485	105	22	44	33
Two or more races	20,741	2483	108	20	46	33	18,673	2478	109	25	43	32
English learner	109,219	2380	95	56	40	4	122,588	2379	89	64	32	4
English only	264,601	2465	108	25	48	27	269,347	2460	109	31	43	26
Reclassified fluent English proficient	65,521	2488	86	13	58	29	61,379	2486	87	17	55	28
Initially fluent English proficient	17,158	2518	96	11	43	46	18,580	2513	99	14	42	43

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	282,936	2420	104	40	47	13	293,258	2414	101	48	40	11
Not economically disadvantaged	174,344	2499	101	15	47	38	179,490	2495	102	19	44	37
Migrant	4,063	2396	101	50	43	7	4,606	2387	95	60	34	6
Not migrant	453,217	2451	110	30	47	23	468,142	2445	109	37	42	21
Special education services	52,818	2375	108	60	32	7	52,572	2369	101	69	24	6
No special education services	404,462	2460	106	27	49	24	420,176	2454	106	33	44	23
Using designated supports	71,392	2380	103	57	37	6	65,410	2374	96	67	28	5
No designated supports	385,888	2463	106	26	49	25	407,338	2456	106	32	44	23
Using accommodations	19,335	2349	95	71	27	2	12,585	2344	85	80	18	2
No accommodations	437,945	2455	108	29	48	23	460,163	2447	108	36	42	22

**Table 10.B.13 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	461,887	2437	109	39	43	18	6	6.81	7	1.44
Male	235,166	2427	109	43	41	16	8	7.36	7	1.74
Female	226,721	2448	107	34	44	21	4	6.23	7	1.15
American Indian or Alaska Native	2,447	2414	106	47	42	12	6	7.31	4	0.60
Asian	41,065	2501	103	18	43	39	4	3.73	5	0.46
Native Hawaiian or Other Pacific Islander	2,281	2422	102	42	45	13	1	6.34	10	1.61
Filipino	11,136	2482	98	21	49	29	1	2.59	8	2.45
Hispanic or Latino	252,549	2409	100	49	41	10	6	8.36	9	2.04
Black or African American	25,928	2398	103	54	37	9	8	8.27	6	1.26
White	109,717	2478	105	23	46	30	4	4.46	7	1.10
Two or more races	16,764	2470	109	27	44	29	5	4.87	8	1.58
English learner	119,739	2372	89	65	31	3	1	7.95	7	1.55
English only	261,062	2453	109	32	45	23	5	5.91	7	1.24
Reclassified fluent English proficient	61,888	2476	88	19	57	23	2	3.60	10	2.45
Initially fluent English proficient	18,117	2505	100	16	45	39	5	3.52	8	1.50

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	285,280	2406	100	50	41	9	6	8.40	8	1.67
Not economically disadvantaged	176,607	2487	103	21	46	33	4	4.11	8	1.28
Migrant	4,486	2382	93	61	35	4	9	10.19	5	1.00
Not migrant	457,401	2438	109	38	43	19	6	6.76	7	1.45
Special education services	48,615	2365	102	70	24	6	6	9.10	4	0.54
No special education services	413,272	2446	106	35	45	20	6	6.68	8	1.79
Using designated supports	45,358	2358	93	72	24	3	6	9.77	16	5.73
No designated supports	416,529	2446	107	35	45	20	7	6.98	10	2.50
Using accommodations	4,346	2346	92	77	21	3	5	9.65	-2	-3.38
No accommodations	457,541	2438	108	38	43	19	8	7.40	9	2.25



**Table 10.B.14 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	456,928	2457	109	32	45	23	472,271	2456	107	32	46	22
Male	233,522	2443	109	37	44	19	241,268	2441	108	37	45	18
Female	223,406	2473	107	27	46	27	231,003	2472	104	27	47	26
American Indian or Alaska Native	2,283	2427	104	43	43	14	2,445	2426	104	42	44	14
Asian	40,968	2526	104	13	39	48	41,550	2524	103	13	39	48
Native Hawaiian or Other Pacific Islander	2,131	2450	102	32	49	18	2,194	2454	101	31	50	20
Filipino	8,859	2512	99	15	43	42	10,765	2514	95	14	45	41
Hispanic or Latino	252,692	2432	103	39	46	14	262,048	2430	100	40	47	13
Black or African American	24,902	2416	106	47	40	12	25,922	2418	103	46	42	12
White	104,368	2491	103	20	47	33	108,685	2492	101	19	48	33
Two or more races	20,725	2487	108	22	44	33	18,662	2488	105	22	45	33
English learner	109,103	2389	93	58	38	5	122,434	2391	92	57	39	5
English only	264,401	2470	108	27	46	27	269,082	2470	106	27	47	26
Reclassified fluent English proficient	65,486	2501	84	13	56	32	61,333	2500	81	12	58	30
Initially fluent English proficient	17,157	2528	97	11	42	47	18,570	2525	95	11	43	46

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	282,650	2428	103	41	45	13	292,893	2426	100	42	46	12
Not economically disadvantaged	174,278	2505	101	16	45	39	179,378	2505	100	16	46	38
Migrant	4,059	2402	104	51	40	9	4,595	2396	99	54	39	7
Not migrant	452,869	2458	109	32	45	23	467,676	2456	107	32	46	22
Special education services	52,734	2365	107	68	26	6	52,470	2364	106	68	26	6
No special education services	404,194	2469	104	27	48	25	419,801	2467	102	28	48	24
Using designated supports	71,310	2379	103	62	32	6	65,307	2376	101	64	31	5
No designated supports	385,618	2472	104	26	48	26	406,964	2469	102	27	48	25
Using accommodations	19,300	2331	90	81	18	1	12,556	2329	91	82	17	1
No accommodations	437,628	2463	106	30	46	24	459,715	2459	105	31	47	23

**Table 10.B.14 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	461,022	2446	104	35	47	18	1	0.36	10	3.10
Male	234,706	2432	104	41	45	15	2	0.58	9	3.33
Female	226,316	2462	102	30	48	22	1	0.14	10	2.91
American Indian or Alaska Native	2,440	2423	100	44	44	12	1	-0.88	3	2.09
Asian	41,022	2514	100	15	43	42	2	0.04	10	1.42
Native Hawaiian or Other Pacific Islander	2,272	2443	96	34	51	15	-4	-1.52	11	3.29
Filipino	11,114	2497	96	17	50	33	-2	-1.32	17	3.49
Hispanic or Latino	252,083	2419	96	45	46	10	2	1.07	11	4.19
Black or African American	25,840	2408	99	50	41	9	-2	-1.19	10	3.92
White	109,512	2482	99	21	50	28	-1	-0.58	10	1.91
Two or more races	16,739	2479	102	23	48	28	-1	-0.66	9	1.65
English learner	119,490	2384	88	61	36	3	-2	-0.67	7	4.20
English only	260,551	2461	103	29	48	22	0	-0.34	9	2.64
Reclassified fluent English proficient	61,816	2486	81	16	60	24	1	-0.44	14	3.53
Initially fluent English proficient	18,093	2512	95	14	47	39	3	0.15	13	2.35

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	284,680	2417	96	46	45	9	2	0.69	9	3.78
Not economically disadvantaged	176,342	2494	98	18	49	33	0	-0.28	11	2.20
Migrant	4,477	2390	94	57	39	4	6	3.12	6	2.92
Not migrant	456,545	2447	104	35	47	18	2	0.32	9	3.11
Special education services	48,444	2361	103	70	25	5	1	0.68	3	1.67
No special education services	412,578	2456	99	31	49	20	2	0.52	11	3.55
Using designated supports	45,217	2360	95	71	26	3	3	1.84	16	7.42
No designated supports	415,805	2456	100	31	49	20	3	0.86	13	4.26
Using accommodations	4,325	2340	94	78	20	2	2	0.90	-11	-4.16
No accommodations	456,697	2447	104	35	47	18	4	1.18	12	4.06

**Table 10.B.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	457,175	2441	127	26	57	16	472,807	2460	125	19	65	16
Male	233,669	2437	129	28	56	16	241,553	2458	127	20	64	16
Female	223,506	2446	125	25	59	17	231,254	2463	123	18	66	16
American Indian or Alaska Native	2,289	2417	123	33	57	10	2,455	2432	125	25	65	10
Asian	40,973	2502	120	12	55	33	41,571	2516	116	9	61	30
Native Hawaiian or Other Pacific Islander	2,129	2418	122	32	58	11	2,196	2445	120	21	68	11
Filipino	8,857	2479	118	15	61	24	10,776	2498	114	10	67	23
Hispanic or Latino	252,864	2416	122	33	57	10	262,369	2436	122	24	66	10
Black or African American	24,928	2394	125	40	52	8	25,972	2417	127	30	61	9
White	104,398	2481	120	16	59	25	108,792	2501	117	11	64	25
Two or more races	20,737	2474	125	18	57	24	18,676	2493	121	13	64	23
English learner	109,195	2371	114	48	49	3	122,606	2397	117	34	62	4
English only	264,533	2456	126	22	58	19	269,383	2475	124	16	65	19
Reclassified fluent English proficient	65,508	2481	108	12	67	21	61,381	2502	102	7	72	21
Initially fluent English proficient	17,158	2512	114	10	56	35	18,583	2527	107	6	62	32

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	282,868	2411	122	34	57	9	293,291	2431	122	25	66	9
Not economically disadvantaged	174,307	2491	118	13	59	28	179,516	2508	115	9	64	27
Migrant	4,062	2389	121	42	51	6	4,606	2405	122	31	63	5
Not migrant	453,113	2442	127	26	57	16	468,201	2461	125	19	65	16
Special education services	52,793	2358	127	55	40	5	52,580	2375	131	44	50	6
No special education services	404,382	2452	123	23	60	18	420,227	2471	120	16	67	17
Using designated supports	71,364	2367	123	50	45	5	65,420	2384	125	40	55	5
No designated supports	385,811	2455	123	22	60	18	407,387	2473	121	16	67	18
Using accommodations	19,325	2324	113	66	32	2	12,588	2340	119	55	43	2
No accommodations	437,850	2446	125	25	58	17	460,219	2464	124	18	66	16

**Table 10.B.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	462,110	2445	121	23	62	15	-19	-7.44	15	4.27
Male	235,274	2441	123	25	61	14	-21	-8.16	17	4.97
Female	226,836	2450	118	21	63	15	-17	-6.68	13	3.55
American Indian or Alaska Native	2,447	2424	118	28	61	10	-15	-7.67	8	3.43
Asian	41,076	2507	113	10	58	31	-14	-3.30	9	1.37
Native Hawaiian or Other Pacific Islander	2,285	2427	116	27	64	9	-27	-10.98	18	6.11
Filipino	11,144	2483	110	13	66	22	-19	-4.93	15	2.64
Hispanic or Latino	252,651	2418	115	30	62	8	-20	-9.04	18	5.89
Black or African American	25,945	2403	120	35	58	7	-23	-10.60	14	5.24
White	109,785	2488	113	13	63	24	-20	-5.03	13	2.16
Two or more races	16,777	2479	117	15	62	23	-19	-5.58	14	2.73
English learner	119,801	2380	109	41	56	3	-26	-13.97	17	7.60
English only	261,202	2461	119	19	63	18	-19	-6.38	14	3.28
Reclassified fluent English proficient	61,902	2484	99	10	71	19	-21	-5.06	18	3.07
Initially fluent English proficient	18,123	2515	105	8	60	32	-15	-3.62	12	1.48

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	285,410	2415	116	31	62	8	-20	-9.51	16	5.69
Not economically disadvantaged	176,700	2495	112	11	62	26	-17	-4.15	13	2.08
Migrant	4,489	2386	113	40	56	4	-16	-11.08	19	8.13
Not migrant	457,621	2446	121	23	62	15	-19	-7.42	15	4.23
Special education services	48,661	2365	125	50	45	5	-17	-10.58	10	5.65
No special education services	413,449	2455	117	20	64	16	-19	-6.89	16	4.30
Using designated supports	45,406	2360	117	50	46	3	-17	-10.53	24	10.37
No designated supports	416,704	2455	117	20	64	16	-18	-6.36	18	4.68
Using accommodations	4,351	2337	117	58	39	3	-16	-11.41	3	3.75
No accommodations	457,759	2446	120	23	62	15	-18	-6.67	18	4.91



**Table 10.B.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Four, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	457,227	2451	125	26	50	24	472,733	2444	126	28	50	22
Male	233,692	2442	125	29	49	21	241,516	2434	126	31	50	19
Female	223,535	2462	123	23	50	26	231,217	2454	125	25	51	24
American Indian or Alaska Native	2,289	2420	122	35	50	15	2,455	2412	124	37	48	15
Asian	40,978	2517	114	11	44	45	41,568	2512	116	12	45	43
Native Hawaiian or Other Pacific Islander	2,129	2435	120	30	52	18	2,196	2432	124	30	53	17
Filipino	8,859	2503	114	13	48	39	10,773	2501	112	12	51	37
Hispanic or Latino	252,891	2427	121	33	51	16	262,334	2418	122	35	51	14
Black or African American	24,929	2405	123	40	47	12	25,965	2398	124	41	47	12
White	104,414	2486	118	16	50	33	108,770	2481	119	17	52	32
Two or more races	20,738	2482	122	18	48	33	18,672	2477	123	19	50	31
English learner	109,205	2381	112	48	46	6	122,582	2377	113	49	46	6
English only	264,569	2464	124	23	50	27	269,341	2458	125	24	51	25
Reclassified fluent English proficient	65,514	2499	103	10	56	33	61,375	2495	103	10	58	31
Initially fluent English proficient	17,158	2525	108	9	44	47	18,581	2518	111	10	46	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	282,898	2421	121	34	51	15	293,249	2413	122	36	51	13
Not economically disadvantaged	174,329	2500	115	13	49	38	179,484	2495	117	14	50	36
Migrant	4,063	2402	119	42	47	10	4,606	2386	119	46	46	8
Not migrant	453,164	2452	125	26	50	24	468,127	2445	126	28	50	22
Special education services	52,806	2367	120	55	37	8	52,571	2360	122	57	36	7
No special education services	404,421	2463	121	23	52	26	420,162	2455	123	24	52	24
Using designated supports	71,380	2378	118	50	42	8	65,410	2369	118	53	40	7
No designated supports	385,847	2465	121	22	51	27	407,323	2456	123	24	52	24
Using accommodations	19,329	2335	105	67	31	2	12,585	2330	108	68	29	2
No accommodations	437,898	2457	123	25	51	25	460,148	2447	125	27	51	22

**Table 10.B.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Four , 2015–16 ELA Grade Four, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	437,269	2432	123	31	51	18	7	1.50	12	3.07
Male	222,785	2422	123	34	50	16	8	1.43	12	3.48
Female	214,484	2443	122	28	52	20	8	1.58	11	2.65
American Indian or Alaska Native	2,340	2407	120	40	48	12	8	2.61	5	2.35
Asian	38,916	2501	116	13	48	39	5	0.81	11	1.53
Native Hawaiian or Other Pacific Islander	2,166	2418	121	35	51	15	3	0.55	14	4.62
Filipino	10,507	2483	114	16	53	31	2	-0.84	18	3.57
Hispanic or Latino	239,131	2405	117	39	50	11	9	2.16	13	3.97
Black or African American	24,470	2387	119	45	46	9	7	1.24	11	3.97
White	103,844	2469	118	19	55	27	5	0.50	12	1.93
Two or more races	15,895	2465	122	21	52	27	5	0.52	12	2.35
English learner	113,385	2368	109	53	43	4	4	0.82	9	4.27
English only	247,144	2446	123	26	53	21	6	1.05	12	2.58
Reclassified fluent English proficient	58,530	2478	104	14	61	25	4	0.05	17	3.38
Initially fluent English proficient	17,187	2504	112	12	50	39	7	0.89	14	2.02

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	270,187	2401	117	40	50	10	8	1.93	12	3.80
Not economically disadvantaged	167,082	2482	116	16	53	31	5	0.71	13	2.02
Migrant	4,279	2380	113	49	45	6	16	4.05	6	2.99
Not migrant	432,990	2433	123	31	51	18	7	1.46	12	3.07
Special education services	45,981	2355	117	60	34	6	7	1.99	5	2.55
No special education services	391,288	2441	121	28	53	19	8	1.60	14	3.35
Using designated supports	42,956	2351	111	61	35	4	9	2.67	18	7.88
No designated supports	394,313	2441	121	28	53	20	9	1.90	15	3.84
Using accommodations	4,137	2334	108	68	29	3	5	1.37	-4	0.06
No accommodations	433,132	2433	123	31	51	18	10	2.19	14	3.81

**Table 10.B.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	473,774	2481	110	33	45	22	463,685	2479	110	36	42	22
Male	241,807	2470	110	37	44	19	235,875	2466	110	41	40	19
Female	231,967	2494	109	29	46	25	227,810	2492	108	31	44	25
American Indian or Alaska Native	2,416	2453	109	43	42	14	2,407	2450	109	46	40	14
Asian	42,347	2544	105	15	41	44	41,773	2543	104	16	40	45
Native Hawaiian or Other Pacific Islander	2,148	2469	107	35	48	18	2,292	2462	103	41	43	16
Filipino	10,045	2525	99	17	50	33	11,177	2522	98	19	48	33
Hispanic or Latino	262,917	2455	103	41	46	13	254,105	2452	102	45	42	13
Black or African American	25,630	2441	106	48	41	11	25,622	2436	104	53	36	11
White	108,075	2522	106	20	46	35	109,228	2517	106	22	44	34
Two or more races	20,196	2514	109	23	45	33	17,081	2510	110	26	42	33
English learner	98,098	2402	89	64	33	3	96,892	2402	86	68	29	3
English only	268,133	2497	110	28	46	27	260,515	2493	110	31	43	26
Reclassified fluent English proficient	87,734	2509	90	19	57	24	86,966	2507	91	21	54	25
Initially fluent English proficient	19,125	2550	99	12	43	45	18,624	2546	99	14	41	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	293,402	2451	103	43	45	12	284,628	2448	102	47	41	12
Not economically disadvantaged	180,372	2531	104	17	45	38	179,057	2527	104	19	43	37
Migrant	4,190	2427	97	53	40	7	4,519	2425	98	56	37	7
Not migrant	469,584	2482	110	33	45	22	459,166	2479	109	36	42	22
Special education services	55,811	2400	101	66	28	6	53,639	2399	98	70	24	6
No special education services	417,963	2492	107	28	47	24	410,046	2489	107	32	44	24
Using designated supports	73,664	2408	99	62	32	6	61,577	2404	95	67	27	5
No designated supports	400,110	2495	107	28	48	25	402,108	2490	107	31	44	24
Using accommodations	20,812	2378	88	76	23	2	13,638	2377	84	80	18	2
No accommodations	452,962	2486	109	31	46	23	450,047	2482	109	35	43	23

**Table 10.B.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	459,460	2473	106	39	42	20	2	3.14	6	2.51
Male	234,520	2460	106	44	40	16	4	3.98	6	2.80
Female	224,940	2487	104	33	44	23	2	2.31	5	2.18
American Indian or Alaska Native	2,511	2441	101	51	38	11	3	2.65	9	4.98
Asian	42,163	2534	102	18	42	40	1	1.06	9	2.08
Native Hawaiian or Other Pacific Islander	2,388	2454	100	45	42	13	7	6.67	8	3.40
Filipino	11,774	2511	97	22	49	29	3	2.02	11	3.20
Hispanic or Latino	246,669	2446	98	48	40	11	3	3.81	6	3.56
Black or African American	26,323	2434	100	54	36	10	5	4.67	2	1.57
White	112,149	2512	103	24	45	31	5	2.73	5	1.53
Two or more races	15,483	2506	106	26	44	30	4	2.72	4	0.83
English learner	100,109	2399	82	71	27	2	0	4.05	3	2.85
English only	257,123	2488	106	33	43	24	4	3.07	5	1.85
Reclassified fluent English proficient	81,012	2502	88	23	55	22	2	2.35	5	1.80
Initially fluent English proficient	20,228	2532	100	18	44	38	4	2.04	14	3.39

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	279,346	2443	97	50	40	10	3	3.79	5	3.32
Not economically disadvantaged	180,114	2520	101	21	45	34	4	2.48	7	1.68
Migrant	4,456	2421	90	59	35	6	2	3.03	4	3.77
Not migrant	455,004	2474	106	38	42	20	3	3.13	5	2.50
Special education services	50,369	2396	94	73	22	5	1	4.01	3	2.83
No special education services	409,091	2483	103	34	44	22	3	3.12	6	2.74
Using designated supports	44,456	2390	88	75	21	3	4	5.54	14	7.93
No designated supports	415,004	2482	104	35	44	21	5	3.68	8	3.38
Using accommodations	4,601	2381	82	81	17	2	1	4.11	-4	0.87
No accommodations	454,859	2474	106	38	42	20	4	3.78	8	3.41



**Table 10.B.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	473,521	2498	113	29	43	28	463,329	2498	109	31	42	27
Male	241,666	2481	114	34	42	23	235,677	2479	109	37	42	22
Female	231,855	2516	110	23	43	33	227,652	2517	106	24	43	33
American Indian or Alaska Native	2,413	2461	113	40	43	17	2,404	2465	107	43	40	18
Asian	42,339	2570	107	12	32	56	41,765	2567	104	13	34	54
Native Hawaiian or Other Pacific Islander	2,146	2497	107	28	45	27	2,292	2491	104	32	45	23
Filipino	10,043	2556	101	12	39	48	11,174	2552	98	14	40	46
Hispanic or Latino	262,746	2472	106	36	46	18	253,887	2472	102	38	45	17
Black or African American	25,603	2454	112	43	41	16	25,593	2454	107	46	39	15
White	108,039	2534	108	18	41	40	109,141	2532	104	19	41	39
Two or more races	20,192	2530	112	20	40	40	17,073	2529	109	21	40	39
English learner	98,010	2416	95	57	38	5	96,789	2419	90	60	36	5
English only	268,001	2512	113	25	42	33	260,307	2511	109	26	42	32
Reclassified fluent English proficient	87,710	2532	88	14	52	34	86,931	2530	86	15	53	33
Initially fluent English proficient	19,116	2572	98	10	36	54	18,615	2567	98	11	37	52

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	293,181	2467	107	38	45	17	284,370	2467	102	40	44	16
Not economically disadvantaged	180,340	2549	105	15	39	46	178,959	2546	102	16	40	44
Migrant	4,190	2438	104	48	42	10	4,519	2442	102	49	40	10
Not migrant	469,331	2499	113	29	43	28	458,810	2498	109	30	42	27
Special education services	55,744	2393	109	68	26	7	53,545	2395	103	70	24	6
No special education services	417,777	2512	106	24	45	31	409,784	2511	103	25	45	30
Using designated supports	73,592	2411	108	60	32	7	61,491	2408	101	65	29	7
No designated supports	399,929	2514	107	23	45	32	401,838	2511	104	25	44	30
Using accommodations	20,786	2361	94	79	19	2	13,606	2362	88	82	16	2
No accommodations	452,735	2505	110	27	44	29	449,723	2502	107	29	43	28

**Table 10.B.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)**

Student Group	2014–15 N Valid Scores	2014–15 Grade 5 SS Mean	2014–15 Grade 5 SS SD	2014–15 Grade 5 Below Standard	2014–15 Grade 5 Near Standard	2014–15 Grade 5 Above Standard	2016–17, 2015–16 SS Difference	2016–17, 2015–16 % Near Standard or Above Standard Difference	2015–16, 2014–15 SS Difference	2015–16, 2014–15 % Near Standard or Above Standard Difference
All Students	458,923	2489	107	34	43	23	0	1.54	9	2.99
Male	234,214	2470	107	40	42	18	2	2.21	9	3.33
Female	224,709	2507	104	27	45	29	-1	0.90	10	2.58
American Indian or Alaska Native	2,497	2452	102	48	40	13	-4	2.65	13	5.06
Asian	42,142	2557	104	14	37	49	3	0.61	10	1.68
Native Hawaiian or Other Pacific Islander	2,386	2479	100	36	46	19	6	4.11	12	3.51
Filipino	11,758	2538	98	17	44	39	4	1.29	14	2.91
Hispanic or Latino	246,359	2462	98	42	44	14	0	2.12	10	4.06
Black or African American	26,280	2447	103	49	39	12	0	2.42	7	2.71
White	112,035	2523	103	21	44	35	2	0.92	9	1.95
Two or more races	15,466	2520	107	23	42	35	1	0.88	9	2.19
English learner	99,949	2415	86	63	34	3	-3	2.39	4	2.90
English only	256,808	2502	107	29	43	28	1	1.36	9	2.42
Reclassified fluent English proficient	80,968	2521	86	17	54	28	2	1.06	9	2.59
Initially fluent English proficient	20,213	2550	99	15	41	44	5	1.17	17	3.65

Student Group	2014–15 N Valid Scores	2014–15 Grade 5 SS Mean	2014–15 Grade 5 SS SD	2014–15 Grade 5 Below Standard	2014–15 Grade 5 Near Standard	2014–15 Grade 5 Above Standard	2016–17, 2015–16 SS Difference	2016–17, 2015–16 % Near Standard or Above Standard Difference	2015–16, 2014–15 SS Difference	2015–16, 2014–15 % Near Standard or Above Standard Difference
Economically disadvantaged	278,971	2458	98	44	43	13	0	2.09	9	3.84
Not economically disadvantaged	179,952	2536	102	18	42	40	3	1.00	10	2.03
Migrant	4,451	2433	96	53	39	8	-4	1.47	9	3.81
Not migrant	454,472	2489	107	33	43	24	1	1.53	9	2.98
Special education services	50,244	2393	101	72	23	6	-2	2.34	2	1.83
No special education services	408,679	2500	102	29	46	26	1	1.55	11	3.44
Using designated supports	44,358	2392	95	72	23	4	3	4.50	16	7.85
No designated supports	414,565	2499	103	29	45	26	3	2.06	12	4.04
Using accommodations	4,586	2368	92	81	17	2	-1	2.87	-6	-1.35
No accommodations	454,337	2490	106	33	43	24	3	2.29	12	4.08

**Table 10.B.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five**

Student Group	2016–17 N Valid Scores	2016–17 Grade 5 SS Mean	2016–17 Grade 5 SS SD	2016–17 Grade 5 Below Standard	2016–17 Grade 5 Near Standard	2016–17 Grade 5 Above Standard	2015–16 N Valid Scores	2015–16 Grade 5 SS Mean	2015–16 Grade 5 SS SD	2015–16 Grade 5 Below Standard	2015–16 Grade 5 Near Standard	2015–16 Grade 5 Above Standard
All Students	473,847	2482	125	24	60	17	463,733	2478	131	22	61	17
Male	241,846	2474	128	26	58	16	235,891	2474	131	23	61	16
Female	232,001	2489	122	21	61	18	227,842	2482	130	21	62	18
American Indian or Alaska Native	2,416	2454	125	31	59	11	2,408	2449	128	29	60	11
Asian	42,349	2543	120	11	54	34	41,776	2542	122	10	56	34
Native Hawaiian or Other Pacific Islander	2,148	2469	121	25	63	13	2,293	2455	128	27	61	12
Filipino	10,047	2524	115	13	62	25	11,180	2520	120	12	63	25
Hispanic or Latino	262,955	2455	120	30	60	10	254,130	2451	126	28	62	10
Black or African American	25,635	2439	124	35	56	9	25,626	2429	130	35	57	8
White	108,092	2521	118	14	61	26	109,236	2520	122	12	62	26
Two or more races	20,205	2516	122	16	59	25	17,084	2512	127	15	60	25
English learner	98,114	2398	109	48	50	2	96,904	2394	114	45	53	3
English only	268,183	2497	123	20	61	20	260,542	2494	129	18	62	20
Reclassified fluent English proficient	87,740	2512	107	12	69	19	86,972	2510	113	11	70	19
Initially fluent English proficient	19,125	2555	109	8	56	36	18,626	2550	115	7	57	35

Student Group	2016–17 N Valid Scores	2016–17 Grade 5 SS Mean	2016–17 Grade 5 SS SD	2016–17 Grade 5 Below Standard	2016–17 Grade 5 Near Standard	2016–17 Grade 5 Above Standard	2015–16 N Valid Scores	2015–16 Grade 5 SS Mean	2015–16 Grade 5 SS SD	2015–16 Grade 5 Below Standard	2015–16 Grade 5 Near Standard	2015–16 Grade 5 Above Standard
Economically disadvantaged	293,451	2451	121	31	60	9	284,658	2446	126	29	62	9
Not economically disadvantaged	180,396	2532	116	12	60	29	179,075	2529	120	11	61	28
Migrant	4,190	2419	119	41	54	5	4,520	2419	125	37	57	6
Not migrant	469,657	2482	125	23	60	17	459,213	2479	130	22	61	17
Special education services	55,826	2388	123	54	42	5	53,650	2383	127	51	45	5
No special education services	418,021	2494	120	20	62	18	410,083	2491	126	18	64	18
Using designated supports	73,678	2400	120	49	47	5	61,585	2390	124	47	48	4
No designated supports	400,169	2497	120	19	62	19	402,148	2492	126	18	63	19
Using accommodations	20,819	2357	110	64	35	2	13,638	2349	113	62	37	1
No accommodations	453,028	2487	123	22	61	17	450,095	2482	129	21	62	17

**Table 10.B.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	459,576	2469	130	24	61	15	4	-1.67	9	2.07
Male	234,574	2464	132	26	60	14	0	-2.88	10	2.42
Female	225,002	2474	129	22	62	16	7	-0.40	8	1.70
American Indian or Alaska Native	2,511	2432	127	33	59	8	5	-1.77	17	3.71
Asian	42,170	2533	124	11	57	31	1	-1.36	9	1.39
Native Hawaiian or Other Pacific Islander	2,389	2447	125	29	62	9	14	2.00	8	1.81
Filipino	11,775	2509	121	13	65	21	4	-0.99	11	1.86
Hispanic or Latino	246,732	2440	125	30	61	8	4	-1.85	11	2.69
Black or African American	26,339	2421	129	37	56	7	10	-0.58	8	1.84
White	112,171	2510	124	14	63	23	1	-1.45	10	1.69
Two or more races	15,489	2502	127	16	62	22	4	-1.07	10	1.20
English learner	100,139	2388	112	46	52	2	4	-3.51	6	1.75
English only	257,190	2484	130	20	62	18	3	-1.32	10	1.87
Reclassified fluent English proficient	81,028	2502	114	12	71	17	2	-1.19	8	1.38
Initially fluent English proficient	20,231	2534	119	10	60	30	5	-0.13	16	2.70

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	279,433	2436	125	32	61	8	5	-1.92	10	2.47
Not economically disadvantaged	180,143	2519	122	12	62	25	3	-0.99	10	1.73
Migrant	4,457	2410	120	39	56	4	0	-3.58	9	2.03
Not migrant	455,119	2469	130	24	61	15	3	-1.67	10	2.07
Special education services	50,400	2378	125	52	44	4	5	-2.77	5	1.32
No special education services	409,176	2480	127	21	63	16	3	-1.44	11	2.39
Using designated supports	44,481	2373	119	53	44	3	10	-1.21	17	6.10
No designated supports	415,095	2479	127	21	63	16	5	-0.97	13	2.81
Using accommodations	4,607	2354	116	60	39	2	8	-2.10	-5	-2.00
No accommodations	454,969	2470	130	24	61	15	5	-1.03	12	2.92



**Table 10.B.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	473,758	2480	126	31	44	25	463,917	2514	115	18	51	31
Male	241,801	2466	128	35	43	22	235,985	2501	117	21	51	28
Female	231,957	2494	123	26	45	29	227,932	2527	111	15	50	35
American Indian or Alaska Native	2,416	2441	125	43	42	15	2,409	2483	117	25	53	21
Asian	42,346	2551	116	13	38	49	41,780	2578	102	7	37	56
Native Hawaiian or Other Pacific Islander	2,148	2466	123	34	45	20	2,293	2501	113	20	54	26
Filipino	10,045	2536	113	15	43	42	11,183	2564	98	7	44	49
Hispanic or Latino	262,901	2454	121	38	45	17	254,218	2489	112	23	55	22
Black or African American	25,628	2428	124	47	40	13	25,651	2470	116	29	53	18
White	108,077	2516	120	19	45	36	109,284	2548	106	10	46	43
Two or more races	20,197	2511	125	22	43	35	17,099	2544	111	12	46	42
English learner	98,089	2396	106	59	37	5	96,942	2434	104	39	54	7
English only	268,129	2492	126	27	44	29	260,666	2527	113	15	49	36
Reclassified fluent English proficient	87,732	2519	105	16	52	32	86,991	2549	91	7	54	40
Initially fluent English proficient	19,124	2557	109	11	39	50	18,627	2582	94	5	39	56

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	293,388	2448	121	40	44	16	284,775	2484	112	24	55	21
Not economically disadvantaged	180,370	2531	117	16	43	41	179,142	2561	103	8	44	48
Migrant	4,190	2423	118	48	41	10	4,522	2459	114	32	53	15
Not migrant	469,568	2480	126	31	44	26	459,395	2514	115	18	51	32
Special education services	55,808	2382	118	65	28	7	53,694	2417	116	48	43	9
No special education services	417,950	2493	121	26	46	28	410,223	2526	109	14	52	34
Using designated supports	73,658	2397	117	59	34	8	61,628	2428	114	43	48	9
No designated supports	400,100	2495	122	26	46	29	402,289	2527	109	14	51	35
Using accommodations	20,811	2353	101	75	23	2	13,657	2387	105	58	39	3
No accommodations	452,947	2486	124	29	45	27	450,260	2518	113	17	51	32

**Table 10.B.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	459,953	2502	114	21	52	27	-34	-12.79	12	2.95
Male	234,793	2490	116	24	52	23	-35	-13.73	11	3.22
Female	225,160	2515	111	17	52	30	-33	-11.79	12	2.65
American Indian or Alaska Native	2,519	2467	112	30	54	16	-42	-17.44	16	4.58
Asian	42,192	2567	104	8	41	51	-27	-6.40	11	1.49
Native Hawaiian or Other Pacific Islander	2,392	2493	108	22	56	22	-35	-14.54	8	2.91
Filipino	11,781	2549	102	9	49	42	-28	-8.10	15	2.37
Hispanic or Latino	246,909	2476	110	27	55	18	-35	-14.93	13	4.07
Black or African American	26,381	2460	114	32	53	15	-42	-18.42	10	3.40
White	112,275	2537	105	12	50	38	-32	-9.21	11	1.61
Two or more races	15,504	2533	109	13	49	37	-33	-10.08	11	1.62
English learner	100,224	2426	102	43	51	6	-38	-20.18	8	4.58
English only	257,435	2516	112	17	52	31	-35	-11.85	11	2.30
Reclassified fluent English proficient	81,061	2539	92	8	58	34	-30	-9.01	10	1.60
Initially fluent English proficient	20,243	2564	98	7	45	48	-25	-5.91	18	2.41

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	279,681	2472	110	28	55	17	-36	-15.56	12	3.93
Not economically disadvantaged	180,272	2549	103	10	48	42	-30	-8.05	12	1.67
Migrant	4,463	2446	111	36	52	11	-36	-16.01	13	4.19
Not migrant	455,490	2503	114	21	52	27	-34	-12.77	11	2.94
Special education services	50,497	2410	114	52	41	7	-35	-16.92	7	4.15
No special education services	409,456	2514	109	17	54	29	-33	-12.16	12	3.03
Using designated supports	44,553	2407	109	52	42	6	-31	-15.79	21	9.14
No designated supports	415,400	2512	110	18	53	29	-32	-11.47	15	3.43
Using accommodations	4,625	2386	106	61	36	4	-34	-17.15	1	2.77
No accommodations	455,328	2503	113	20	53	27	-32	-11.97	15	3.76

**Table 10.B.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	462,109	2506	110	32	48	20	458,741	2491	116	36	46	17
Male	235,202	2496	112	36	45	18	234,393	2480	118	41	44	16
Female	226,907	2516	107	28	50	22	224,348	2503	113	32	49	19
American Indian or Alaska Native	2,404	2480	106	41	47	13	2,446	2456	112	49	42	9
Asian	42,199	2572	104	14	43	43	42,567	2559	110	16	47	37
Native Hawaiian or Other Pacific Islander	2,222	2490	102	38	50	13	2,334	2472	112	43	44	13
Filipino	10,523	2550	99	17	52	32	11,762	2536	106	20	52	27
Hispanic or Latino	253,657	2478	104	41	47	12	247,053	2463	109	45	45	10
Black or African American	24,904	2465	106	46	44	10	25,750	2447	111	52	39	8
White	107,535	2545	103	19	50	31	110,333	2530	112	23	50	27
Two or more races	18,665	2539	108	21	48	30	16,496	2523	116	26	47	26
English learner	77,639	2414	89	68	30	2	79,540	2402	92	71	28	1
English only	257,588	2521	109	27	49	24	255,008	2506	116	31	48	21
Reclassified fluent English proficient	107,236	2523	94	23	57	20	102,911	2510	101	26	57	17
Initially fluent English proficient	18,989	2572	99	13	46	41	20,507	2551	109	17	49	34

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	283,141	2475	104	42	47	11	276,967	2459	109	47	44	9
Not economically disadvantaged	178,968	2554	103	17	49	35	181,774	2540	110	20	50	30
Migrant	3,877	2452	102	51	42	7	3,974	2436	104	56	39	5
Not migrant	458,232	2506	110	32	48	20	454,767	2491	116	36	46	17
Special education services	52,977	2416	100	68	28	4	50,820	2400	101	72	25	3
No special education services	409,132	2517	106	28	50	22	407,921	2502	113	32	49	19
Using designated supports	60,122	2423	99	65	31	4	53,436	2407	101	69	28	4
No designated supports	401,987	2518	107	27	50	23	405,305	2502	114	32	49	19
Using accommodations	20,010	2396	89	76	22	1	15,851	2380	90	80	19	1
No accommodations	442,099	2511	109	30	49	21	442,890	2495	115	35	47	18

**Table 10.B.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	454,614	2485	115	38	46	16	15	4.08	6	1.35
Male	231,996	2474	116	42	44	14	16	4.63	6	1.34
Female	222,618	2497	112	33	49	18	13	3.48	6	1.38
American Indian or Alaska Native	2,491	2459	110	46	44	9	24	8.21	-3	-2.65
Asian	41,677	2554	110	17	47	36	13	2.26	5	1.09
Native Hawaiian or Other Pacific Islander	2,291	2468	108	43	47	11	18	5.26	4	-0.33
Filipino	12,382	2527	107	22	53	25	14	3.52	9	2.14
Hispanic or Latino	242,587	2456	107	47	44	8	15	4.48	7	1.90
Black or African American	26,231	2445	108	52	40	8	18	6.05	2	0.02
White	112,324	2525	110	24	51	25	15	4.01	5	0.94
Two or more races	14,631	2516	115	27	49	24	16	4.91	7	1.14
English learner	75,877	2397	90	73	26	1	12	2.43	5	1.87
English only	252,487	2501	114	32	48	19	15	4.33	5	1.03
Reclassified fluent English proficient	103,827	2500	100	29	56	15	13	3.66	10	2.93
Initially fluent English proficient	21,441	2543	111	20	48	32	21	4.88	8	2.19

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,643	2454	107	48	44	8	16	4.73	5	1.47
Not economically disadvantaged	179,971	2534	110	21	51	28	14	3.67	6	1.16
Migrant	3,916	2429	104	58	37	5	16	4.61	7	1.95
Not migrant	450,698	2486	115	37	46	16	15	4.07	5	1.35
Special education services	47,179	2398	100	72	25	3	16	3.67	2	0.37
No special education services	407,435	2495	112	34	49	17	15	4.31	7	1.78
Using designated supports	36,338	2393	94	74	24	2	16	3.94	14	5.46
No designated supports	418,276	2493	113	35	48	17	16	4.68	9	2.45
Using accommodations	11,149	2381	89	79	20	1	16	3.57	-1	-0.79
No accommodations	443,465	2488	114	37	47	16	16	4.52	7	1.87



**Table 10.B.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	461,727	2517	106	32	44	24	458,250	2520	106	31	45	24
Male	234,990	2500	107	38	43	19	234,114	2502	107	37	44	19
Female	226,737	2535	102	26	45	29	224,136	2538	102	25	47	29
American Indian or Alaska Native	2,401	2482	105	45	42	14	2,438	2482	105	45	42	13
Asian	42,189	2587	100	13	36	52	42,559	2590	98	12	37	51
Native Hawaiian or Other Pacific Islander	2,220	2513	100	33	47	20	2,333	2514	100	32	48	20
Filipino	10,519	2570	91	14	44	42	11,759	2573	92	13	44	43
Hispanic or Latino	253,400	2492	99	40	46	14	246,741	2493	100	39	47	14
Black or African American	24,874	2472	105	49	40	12	25,686	2475	107	47	40	12
White	107,479	2551	100	20	45	35	110,265	2553	99	20	46	34
Two or more races	18,645	2549	104	22	43	35	16,469	2548	104	22	44	34
English learner	77,530	2427	89	69	29	2	79,409	2433	91	65	33	2
English only	257,392	2530	105	28	44	28	254,728	2533	105	27	46	28
Reclassified fluent English proficient	107,165	2539	85	20	55	24	102,850	2543	84	19	56	25
Initially fluent English proficient	18,985	2583	93	12	41	47	20,493	2579	95	13	42	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	282,838	2487	100	42	45	13	276,588	2489	100	41	46	13
Not economically disadvantaged	178,889	2565	98	17	43	40	181,662	2566	98	16	45	40
Migrant	3,865	2465	98	52	41	8	3,966	2462	99	51	42	7
Not migrant	457,862	2518	106	32	44	24	454,284	2520	106	31	46	24
Special education services	52,902	2411	100	75	21	4	50,694	2411	103	73	23	4
No special education services	408,825	2531	99	27	47	26	407,556	2533	99	26	48	26
Using designated supports	60,044	2426	100	69	27	5	53,300	2426	102	67	29	4
No designated supports	401,683	2531	100	27	47	26	404,950	2532	100	26	48	26
Using accommodations	19,975	2387	88	84	15	1	15,794	2384	92	84	15	1
No accommodations	441,752	2523	103	30	46	25	442,456	2524	103	29	47	24

**Table 10.B.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	453,643	2515	101	32	47	20	-3	-1.38	5	1.50
Male	231,462	2499	101	39	46	16	-2	-1.58	3	1.64
Female	222,181	2532	98	26	49	25	-3	-1.22	6	1.37
American Indian or Alaska Native	2,481	2483	101	45	44	11	0	0.27	-1	0.03
Asian	41,645	2582	96	13	41	47	-3	-1.19	8	1.03
Native Hawaiian or Other Pacific Islander	2,287	2510	96	32	51	17	-1	-0.96	4	-0.27
Filipino	12,370	2563	91	15	48	36	-3	-0.67	10	1.98
Hispanic or Latino	241,969	2489	94	41	48	11	-1	-1.46	4	2.12
Black or African American	26,131	2476	100	47	42	11	-3	-1.16	-1	-0.10
White	112,151	2546	95	21	50	30	-2	-0.93	7	1.00
Two or more races	14,609	2541	100	23	47	30	1	-0.01	7	1.33
English learner	75,666	2433	86	67	31	2	-6	-3.83	0	2.22
English only	251,993	2528	100	28	48	24	-3	-1.15	5	1.17
Reclassified fluent English proficient	103,617	2533	82	22	58	20	-4	-1.53	10	3.10
Initially fluent English proficient	21,391	2569	93	15	46	39	4	1.15	10	1.58

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	273,911	2486	94	42	47	11	-2	-1.47	3	1.66
Not economically disadvantaged	179,732	2559	94	17	48	35	-1	-0.66	7	1.25
Migrant	3,907	2463	93	53	41	6	3	-0.56	-1	1.49
Not migrant	449,736	2515	101	32	47	20	-2	-1.39	5	1.50
Special education services	46,959	2416	97	73	23	3	0	-1.63	-5	0.39
No special education services	406,684	2526	95	28	50	22	-2	-1.14	7	2.00
Using designated supports	36,182	2416	93	74	24	2	0	-1.43	10	6.64
No designated supports	417,461	2524	97	29	49	22	-1	-0.72	8	2.69
Using accommodations	11,074	2393	87	83	16	1	3	-0.37	-9	-0.61
No accommodations	442,569	2518	99	31	48	21	-1	-0.92	6	2.12

**Table 10.B.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	462,178	2529	123	20	64	16	458,790	2530	127	17	68	15
Male	235,238	2521	125	22	63	15	234,419	2520	130	19	67	14
Female	226,940	2538	121	17	65	17	224,371	2541	124	14	69	17
American Indian or Alaska Native	2,405	2504	123	26	64	11	2,446	2494	132	26	64	10
Asian	42,202	2590	114	9	60	31	42,569	2588	114	7	64	29
Native Hawaiian or Other Pacific Islander	2,222	2513	118	22	67	10	2,335	2514	126	20	69	12
Filipino	10,524	2572	109	9	67	23	11,763	2573	112	8	70	23
Hispanic or Latino	253,697	2502	120	26	64	10	247,075	2505	125	21	69	10
Black or African American	24,912	2490	122	30	61	9	25,754	2488	131	27	65	8
White	107,550	2569	114	11	65	24	110,351	2567	118	9	68	23
Two or more races	18,666	2565	118	12	64	24	16,497	2561	121	11	67	22
English learner	77,649	2430	110	49	49	2	79,546	2438	120	40	58	2
English only	257,634	2546	120	16	65	19	255,038	2545	124	14	68	18
Reclassified fluent English proficient	107,247	2551	106	11	72	16	102,922	2554	108	9	75	16
Initially fluent English proficient	18,991	2596	105	6	63	31	20,509	2587	110	6	66	28

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	283,193	2498	120	27	64	9	276,996	2501	126	22	68	9
Not economically disadvantaged	178,985	2578	112	9	64	26	181,794	2574	116	8	67	25
Migrant	3,877	2470	122	36	57	7	3,974	2476	127	29	65	6
Not migrant	458,301	2530	123	20	64	16	454,816	2531	127	17	68	16
Special education services	52,996	2423	121	53	43	4	50,827	2420	129	48	49	4
No special education services	409,182	2543	117	16	67	18	407,963	2544	120	13	70	17
Using designated supports	60,140	2434	121	49	47	4	53,444	2433	129	43	53	4
No designated supports	402,038	2544	117	16	67	18	405,346	2543	121	13	70	17
Using accommodations	20,018	2394	111	63	36	1	15,854	2387	119	58	40	1
No accommodations	442,160	2535	120	18	65	17	442,936	2535	124	15	69	16

**Table 10.B.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	454,812	2520	127	19	68	13	-1	-3.13	10	2.20
Male	232,088	2510	130	22	66	12	1	-3.08	10	2.38
Female	222,724	2531	124	16	69	15	-3	-3.20	10	2.02
American Indian or Alaska Native	2,494	2493	130	26	65	9	10	0.31	1	0.18
Asian	41,692	2579	117	8	65	27	2	-1.69	9	1.21
Native Hawaiian or Other Pacific Islander	2,291	2510	122	20	70	10	-1	-2.23	4	-0.18
Filipino	12,394	2558	115	10	71	19	-1	-1.73	15	2.11
Hispanic or Latino	242,694	2494	125	24	67	8	-3	-4.22	11	2.95
Black or African American	26,249	2481	129	29	64	7	2	-3.30	7	1.94
White	112,358	2558	118	11	69	20	2	-1.28	9	1.27
Two or more races	14,640	2548	123	13	68	19	4	-0.92	13	2.12
English learner	75,910	2426	118	44	54	2	-8	-9.15	12	4.86
English only	252,585	2536	125	15	68	16	1	-2.05	9	1.70
Reclassified fluent English proficient	103,880	2540	110	11	76	13	-3	-2.58	14	2.46
Initially fluent English proficient	21,455	2576	114	8	67	25	9	-0.04	11	1.67

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,781	2491	125	25	67	8	-3	-4.22	10	2.80
Not economically disadvantaged	180,031	2566	117	9	68	22	4	-1.07	8	1.27
Migrant	3,916	2466	126	33	61	6	-6	-6.59	10	3.58
Not migrant	450,896	2521	127	19	68	14	-1	-3.10	10	2.19
Special education services	47,205	2411	127	52	45	3	3	-5.26	9	3.69
No special education services	407,607	2533	121	15	70	15	-1	-2.70	11	2.30
Using designated supports	36,353	2409	123	52	46	2	1	-5.54	24	8.55
No designated supports	418,459	2530	123	16	69	14	1	-2.30	13	2.84
Using accommodations	11,152	2380	117	61	37	1	7	-4.62	7	3.01
No accommodations	443,660	2524	126	18	68	14	0	-2.67	11	2.62



**Table 10.B.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	462,102	2516	127	25	48	28	458,967	2531	117	17	53	29
Male	235,193	2499	129	29	47	23	234,515	2515	119	21	54	25
Female	226,909	2533	123	20	48	32	224,452	2547	113	14	52	34
American Indian or Alaska Native	2,404	2475	128	35	48	17	2,446	2494	118	25	57	18
Asian	42,199	2591	111	9	37	54	42,579	2599	103	6	38	56
Native Hawaiian or Other Pacific Islander	2,222	2502	127	28	48	24	2,336	2518	115	20	56	24
Filipino	10,523	2573	109	10	45	45	11,766	2584	101	7	46	48
Hispanic or Latino	253,654	2490	125	31	50	19	247,171	2506	115	22	57	20
Black or African American	24,903	2464	129	39	46	15	25,771	2486	120	28	56	16
White	107,532	2548	119	15	48	37	110,393	2561	108	10	51	39
Two or more races	18,665	2544	123	17	46	37	16,505	2556	112	12	51	38
English learner	77,636	2420	112	55	40	5	79,596	2445	109	41	54	6
English only	257,584	2527	126	21	48	31	255,132	2542	115	15	53	33
Reclassified fluent English proficient	107,235	2545	110	14	54	32	102,950	2559	99	8	57	35
Initially fluent English proficient	18,990	2588	109	8	40	51	20,513	2592	101	6	43	51

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	283,136	2485	125	32	49	18	277,106	2502	116	23	57	19
Not economically disadvantaged	178,966	2564	116	12	45	43	181,861	2575	105	8	47	44
Migrant	3,875	2466	123	40	46	14	3,976	2480	115	30	56	13
Not migrant	458,227	2516	127	24	48	28	454,991	2531	117	17	53	29
Special education services	52,976	2408	118	60	34	6	50,861	2429	114	48	46	6
No special education services	409,126	2530	122	20	50	31	408,106	2543	112	14	54	32
Using designated supports	60,119	2422	120	55	38	7	53,483	2443	115	43	50	7
No designated supports	401,983	2530	122	20	49	31	405,484	2542	113	14	54	32
Using accommodations	20,011	2385	106	69	29	2	15,863	2405	105	57	41	2
No accommodations	442,091	2522	125	23	49	29	443,104	2535	115	16	54	30

**Table 10.B.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	455,199	2516	113	19	59	23	-15	-7.18	15	1.41
Male	232,286	2503	114	22	59	19	-16	-8.15	12	1.31
Female	222,913	2531	110	15	58	26	-14	-6.21	16	1.53
American Indian or Alaska Native	2,497	2487	111	26	60	14	-19	-10.13	7	0.85
Asian	41,721	2582	103	7	46	47	-8	-2.81	17	0.70
Native Hawaiian or Other Pacific Islander	2,293	2505	112	21	62	18	-16	-8.34	13	1.02
Filipino	12,406	2561	102	9	54	37	-11	-3.47	23	2.28
Hispanic or Latino	242,906	2492	110	24	61	14	-16	-8.59	14	1.93
Black or African American	26,291	2479	113	28	59	12	-22	-11.09	7	0.45
White	112,429	2547	105	11	58	31	-13	-4.87	14	0.89
Two or more races	14,656	2542	108	13	57	30	-12	-5.18	14	1.09
English learner	75,970	2434	103	43	53	4	-25	-14.29	11	2.53
English only	252,784	2528	111	16	59	26	-15	-6.46	14	1.07
Reclassified fluent English proficient	103,984	2538	98	11	64	25	-14	-5.34	21	2.34
Initially fluent English proficient	21,477	2571	103	8	51	41	-4	-2.18	21	1.45

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	275,043	2488	110	25	61	14	-17	-8.98	14	1.74
Not economically disadvantaged	180,156	2559	103	9	55	36	-11	-3.99	16	0.89
Migrant	3,921	2468	111	32	59	10	-14	-9.25	12	1.34
Not migrant	451,278	2517	113	19	59	23	-15	-7.17	14	1.41
Special education services	47,270	2426	108	48	47	5	-21	-12.50	3	0.03
No special education services	407,929	2527	109	15	60	25	-13	-6.35	16	1.84
Using designated supports	36,397	2424	105	48	49	4	-21	-12.36	19	4.96
No designated supports	418,802	2524	110	16	59	24	-12	-5.96	18	2.24
Using accommodations	11,170	2407	101	55	43	2	-20	-12.36	-2	-2.08
No accommodations	444,029	2519	112	18	59	23	-13	-6.58	16	1.92

**Table 10.B.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	458,189	2533	114	32	44	24	456,712	2527	115	34	45	22
Male	234,031	2521	116	37	42	21	233,291	2514	116	38	43	19
Female	224,158	2545	110	27	46	26	223,421	2540	112	29	47	24
American Indian or Alaska Native	2,386	2505	109	41	44	15	2,455	2499	111	42	44	14
Asian	43,202	2604	106	13	38	49	42,316	2597	109	14	40	45
Native Hawaiian or Other Pacific Islander	2,329	2511	108	38	46	16	2,204	2508	110	40	45	16
Filipino	11,109	2577	101	16	48	36	12,434	2570	105	18	49	33
Hispanic or Latino	247,085	2503	106	41	45	14	244,465	2497	107	43	45	12
Black or African American	25,094	2490	107	47	41	12	25,899	2485	108	48	41	11
White	108,979	2574	106	19	45	36	111,484	2567	110	20	47	33
Two or more races	18,005	2568	111	21	44	35	15,455	2558	114	24	45	31
English learner	65,266	2430	84	72	26	2	64,022	2427	83	73	26	1
English only	252,523	2550	112	26	45	29	251,587	2543	114	28	46	26
Reclassified fluent English proficient	118,627	2543	100	25	53	22	118,243	2535	103	27	53	20
Initially fluent English proficient	21,105	2593	105	15	42	43	22,005	2586	109	16	44	40

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	274,632	2500	106	42	44	13	271,852	2494	107	44	44	12
Not economically disadvantaged	183,557	2583	106	17	44	39	184,860	2575	109	18	46	36
Migrant	3,598	2473	102	53	39	8	3,699	2468	100	55	38	7
Not migrant	454,591	2533	114	32	44	24	453,013	2527	115	33	45	22
Special education services	50,182	2439	97	69	26	5	48,711	2435	97	70	26	4
No special education services	408,007	2544	110	27	46	26	408,001	2538	112	29	47	24
Using designated supports	50,566	2443	96	67	28	4	44,959	2442	98	67	29	5
No designated supports	407,623	2544	111	28	46	26	411,753	2536	113	30	47	23
Using accommodations	18,915	2421	85	77	21	2	16,322	2417	84	77	21	1
No accommodations	439,274	2538	112	30	45	25	440,390	2531	114	32	46	22

**Table 10.B.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	447,509	2518	111	37	45	18	6	1.58	9	3.36
Male	227,887	2507	112	42	42	16	7	1.77	7	3.05
Female	219,622	2530	108	32	47	20	5	1.38	10	3.71
American Indian or Alaska Native	2,662	2492	108	46	42	12	6	1.01	7	4.19
Asian	40,368	2587	107	16	43	40	7	1.44	10	1.76
Native Hawaiian or Other Pacific Islander	2,321	2503	104	41	46	12	3	1.22	5	1.88
Filipino	12,408	2559	102	21	51	28	7	1.91	11	2.96
Hispanic or Latino	239,048	2489	103	47	43	10	6	1.73	8	4.12
Black or African American	26,616	2479	103	51	40	9	5	1.53	6	3.30
White	110,629	2559	106	22	49	28	7	1.37	8	2.31
Two or more races	13,457	2551	109	25	48	27	10	2.58	7	1.51
English learner	65,190	2421	82	78	21	1	3	0.41	6	4.88
English only	246,026	2535	110	31	47	22	7	1.64	8	2.71
Reclassified fluent English proficient	114,806	2528	97	30	53	16	8	2.52	7	3.00
Initially fluent English proficient	20,442	2574	105	19	47	34	7	1.75	12	2.25

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	268,742	2486	103	48	42	9	6	1.68	8	4.01
Not economically disadvantaged	178,767	2566	105	20	49	31	8	1.70	9	2.04
Migrant	3,729	2459	99	59	35	5	5	2.10	9	4.36
Not migrant	443,780	2519	111	37	45	18	6	1.57	8	3.35
Special education services	44,697	2427	95	74	22	3	4	0.60	8	4.40
No special education services	402,812	2528	108	33	47	20	6	1.83	10	3.55
Using designated supports	31,104	2423	90	76	22	2	1	-0.44	19	9.43
No designated supports	416,405	2525	109	34	47	19	8	2.32	11	4.04
Using accommodations	9,529	2409	83	82	16	1	4	0.69	8	4.82
No accommodations	437,980	2521	110	36	46	18	7	1.88	10	4.00



**Table 10.B.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	457,532	2546	112	27	46	28	455,981	2548	110	27	46	27
Male	233,696	2527	114	33	45	22	232,919	2529	111	32	46	22
Female	223,836	2566	106	20	46	34	223,062	2568	105	20	47	33
American Indian or Alaska Native	2,382	2508	112	38	45	17	2,451	2515	108	38	45	17
Asian	43,170	2620	100	10	33	57	42,291	2622	100	10	33	57
Native Hawaiian or Other Pacific Islander	2,322	2537	105	28	50	23	2,198	2544	102	26	51	23
Filipino	11,104	2602	93	10	43	47	12,415	2602	96	11	43	46
Hispanic or Latino	246,682	2518	107	34	49	17	243,973	2519	104	34	50	16
Black or African American	25,029	2496	115	43	43	14	25,846	2503	110	41	44	15
White	108,868	2582	102	16	44	40	111,371	2584	101	16	45	39
Two or more races	17,975	2577	108	18	42	40	15,436	2577	108	19	43	38
English learner	65,145	2443	98	63	34	2	63,864	2446	93	64	34	2
English only	252,166	2560	110	22	45	33	251,221	2562	108	22	45	32
Reclassified fluent English proficient	118,471	2562	92	18	54	28	118,068	2562	91	18	56	26
Initially fluent English proficient	21,084	2606	98	11	39	50	21,981	2606	98	11	40	48

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	274,186	2513	108	36	48	16	271,313	2516	104	36	49	16
Not economically disadvantaged	183,346	2595	100	13	42	45	184,668	2596	100	13	43	44
Migrant	3,588	2487	110	44	45	11	3,694	2489	103	44	47	9
Not migrant	453,944	2546	112	26	46	28	452,287	2548	110	26	46	27
Special education services	50,053	2432	107	68	28	5	48,562	2437	102	68	28	4
No special education services	407,479	2560	104	21	48	31	407,419	2561	103	22	48	30
Using designated supports	50,454	2442	107	64	31	5	44,834	2451	105	62	32	6
No designated supports	407,078	2559	106	22	47	31	411,147	2559	105	23	48	30
Using accommodations	18,852	2408	96	77	21	2	16,265	2412	91	78	21	1
No accommodations	438,680	2552	109	24	47	29	439,716	2553	107	25	47	28

**Table 10.B.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	446,705	2540	107	30	46	24	-2	0.00	8	3.58
Male	227,466	2521	108	36	45	19	-2	-0.07	8	4.00
Female	219,239	2559	103	24	47	29	-2	0.08	9	3.18
American Indian or Alaska Native	2,653	2506	106	42	43	14	-7	-0.92	9	4.72
Asian	40,355	2614	99	11	36	53	-2	0.24	8	1.21
Native Hawaiian or Other Pacific Islander	2,314	2536	100	28	53	19	-7	-2.02	8	2.07
Filipino	12,404	2592	95	13	45	42	0	0.97	10	2.31
Hispanic or Latino	238,480	2512	100	38	48	13	-1	0.17	7	4.40
Black or African American	26,533	2497	105	45	43	12	-7	-1.47	6	3.76
White	110,521	2574	101	19	46	35	-2	-0.09	10	2.78
Two or more races	13,445	2570	104	21	45	35	0	0.68	7	1.47
English learner	64,998	2444	89	68	30	2	-3	0.50	2	4.03
English only	245,612	2554	106	26	46	28	-2	-0.08	8	3.20
Reclassified fluent English proficient	114,640	2554	89	21	56	23	0	0.22	8	3.33
Initially fluent English proficient	20,419	2596	98	14	43	43	0	0.47	10	2.27

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	268,095	2509	101	40	47	13	-3	-0.05	7	4.16
Not economically disadvantaged	178,610	2586	100	16	45	40	-1	0.32	10	2.41
Migrant	3,722	2484	99	48	45	7	-2	-0.10	5	3.83
Not migrant	442,983	2540	107	30	46	24	-2	0.00	8	3.57
Special education services	44,507	2434	98	72	25	4	-5	0.14	3	3.68
No special education services	402,198	2551	102	26	49	26	-1	0.14	10	3.92
Using designated supports	30,971	2432	95	72	25	3	-9	-1.56	19	9.85
No designated supports	415,734	2548	104	27	48	25	0	0.73	11	4.35
Using accommodations	9,476	2409	89	81	17	1	-4	0.63	3	3.18
No accommodations	437,229	2542	106	29	47	24	-1	0.28	11	4.38

**Table 10.B.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	458,221	2534	124	25	62	14	456,710	2542	125	20	65	15
Male	234,052	2528	126	27	60	13	233,283	2536	126	22	64	14
Female	224,169	2540	122	23	63	15	223,427	2549	123	18	66	16
American Indian or Alaska Native	2,389	2505	122	33	59	8	2,457	2519	123	26	63	10
Asian	43,206	2595	113	10	63	27	42,316	2601	114	9	63	29
Native Hawaiian or Other Pacific Islander	2,330	2520	120	28	62	10	2,204	2523	121	24	66	10
Filipino	11,107	2573	110	12	68	19	12,432	2576	112	11	70	19
Hispanic or Latino	247,099	2505	120	32	60	8	244,459	2514	121	26	65	9
Black or African American	25,097	2491	124	38	54	7	25,901	2501	124	30	61	9
White	108,986	2576	115	13	65	21	111,485	2585	115	11	66	24
Two or more races	18,007	2567	118	16	64	20	15,456	2572	120	14	65	21
English learner	65,270	2427	106	62	37	1	64,023	2439	106	49	49	2
English only	252,544	2551	122	20	63	17	251,586	2559	123	16	65	19
Reclassified fluent English proficient	118,634	2547	109	17	70	12	118,242	2553	111	14	72	14
Initially fluent English proficient	21,104	2592	109	10	66	25	22,004	2596	112	8	65	26

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	274,657	2501	121	34	59	8	271,848	2511	121	27	64	9
Not economically disadvantaged	183,564	2582	113	12	66	23	184,862	2589	115	10	65	25
Migrant	3,598	2473	120	43	52	5	3,697	2484	120	35	59	6
Not migrant	454,623	2534	124	25	62	14	453,013	2543	124	20	65	15
Special education services	50,188	2431	117	61	36	3	48,711	2443	116	50	47	3
No special education services	408,033	2546	119	20	65	15	407,999	2554	120	16	67	17
Using designated supports	50,569	2437	117	58	39	3	44,956	2451	118	47	49	4
No designated supports	407,652	2546	120	21	64	15	411,754	2552	121	17	66	16
Using accommodations	18,916	2406	106	69	29	1	16,319	2417	106	58	40	1
No accommodations	439,305	2539	122	23	63	14	440,391	2547	123	19	66	16

**Table 10.B.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	447,796	2529	123	24	64	12	-8	-4.87	13	3.82
Male	228,015	2523	125	26	63	11	-8	-5.28	13	3.91
Female	219,781	2536	122	22	65	13	-9	-4.44	13	3.73
American Indian or Alaska Native	2,662	2503	121	30	62	8	-14	-6.65	16	3.60
Asian	40,384	2588	115	10	65	24	-6	-1.75	13	1.83
Native Hawaiian or Other Pacific Islander	2,325	2510	114	27	65	8	-3	-4.56	13	3.37
Filipino	12,421	2561	113	14	70	16	-3	-1.74	15	3.00
Hispanic or Latino	239,215	2501	119	31	62	7	-9	-6.28	13	4.63
Black or African American	26,642	2489	120	35	59	6	-10	-7.82	12	4.43
White	110,681	2571	117	13	67	20	-9	-2.80	14	2.71
Two or more races	13,466	2561	121	16	66	18	-5	-2.19	11	2.54
English learner	65,226	2431	102	54	45	1	-12	-12.29	8	4.94
English only	246,172	2545	122	20	65	15	-8	-3.84	14	3.36
Reclassified fluent English proficient	114,897	2540	111	18	71	11	-6	-3.29	13	3.52
Initially fluent English proficient	20,455	2582	113	11	67	22	-4	-1.28	14	2.65

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	268,935	2498	118	31	62	7	-10	-6.77	13	4.48
Not economically disadvantaged	178,861	2575	116	13	67	21	-7	-1.85	14	2.60
Migrant	3,730	2473	117	40	55	4	-11	-7.92	11	5.10
Not migrant	444,066	2530	123	24	64	12	-9	-4.85	13	3.80
Special education services	44,730	2434	113	54	43	3	-12	-10.90	9	4.84
No special education services	403,066	2540	120	20	66	13	-8	-4.02	14	3.95
Using designated supports	31,127	2431	110	55	42	2	-14	-11.21	20	8.64
No designated supports	416,669	2536	121	21	66	13	-6	-3.68	16	4.38
Using accommodations	9,538	2411	102	62	36	1	-11	-11.14	6	4.15
No accommodations	438,258	2532	123	23	65	13	-8	-4.37	15	4.39



**Table 10.B.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	458,093	2540	129	25	47	28	456,584	2535	124	24	50	25
Male	233,985	2521	132	30	47	23	233,231	2518	125	29	50	21
Female	224,108	2561	124	19	47	33	223,353	2552	119	19	51	30
American Indian or Alaska Native	2,385	2500	128	35	48	17	2,454	2502	121	34	50	16
Asian	43,196	2620	111	9	36	56	42,305	2611	108	8	39	52
Native Hawaiian or Other Pacific Islander	2,327	2521	125	29	49	21	2,203	2519	121	27	52	21
Filipino	11,107	2600	111	10	44	46	12,430	2587	108	10	49	40
Hispanic or Latino	247,027	2513	126	31	49	20	244,393	2507	120	31	53	17
Black or African American	25,089	2485	130	41	44	15	25,888	2486	123	38	48	13
White	108,965	2574	120	15	48	38	111,459	2568	115	14	51	35
Two or more races	17,997	2570	125	17	45	37	15,452	2561	121	17	49	34
English learner	65,252	2432	110	59	37	4	64,001	2432	104	58	39	3
English only	252,468	2552	128	21	47	32	251,513	2547	122	20	51	29
Reclassified fluent English proficient	118,603	2563	114	16	53	31	118,217	2553	110	16	57	27
Initially fluent English proficient	21,102	2606	114	10	41	50	22,000	2595	112	11	44	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	274,571	2507	127	33	48	18	271,762	2503	120	32	52	16
Not economically disadvantaged	183,522	2590	117	12	45	43	184,822	2581	113	12	48	40
Migrant	3,597	2486	126	40	46	14	3,697	2481	119	39	50	11
Not migrant	454,496	2541	129	25	47	28	452,887	2535	124	24	50	26
Special education services	50,161	2426	116	62	32	5	48,695	2429	111	60	35	5
No special education services	407,932	2554	124	20	49	31	407,889	2547	119	20	52	28
Using designated supports	50,550	2436	118	58	35	6	44,943	2441	114	55	39	6
No designated supports	407,543	2553	125	21	48	31	411,641	2545	120	21	52	28
Using accommodations	18,906	2404	104	70	28	2	16,313	2408	99	68	30	2
No accommodations	439,187	2546	127	23	48	29	440,271	2539	122	22	51	26

**Table 10.B.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	447,512	2525	120	25	53	22	5	-0.71	10	0.97
Male	227,899	2509	122	30	52	18	3	-1.19	9	1.08
Female	219,613	2542	116	20	55	25	9	-0.20	10	0.88
American Indian or Alaska Native	2,662	2492	117	33	55	12	-2	-1.01	10	-0.25
Asian	40,368	2600	109	9	44	47	9	-0.25	11	0.86
Native Hawaiian or Other Pacific Islander	2,323	2514	114	26	58	16	2	-2.43	5	-1.27
Filipino	12,409	2575	106	11	53	35	13	0.25	12	0.94
Hispanic or Latino	239,045	2498	116	32	55	13	6	-0.63	9	1.00
Black or African American	26,610	2482	117	38	51	11	-1	-2.73	4	-0.15
White	110,636	2558	114	15	54	30	6	-0.65	10	1.13
Two or more races	13,459	2554	117	18	52	30	9	0.27	7	0.04
English learner	65,186	2431	100	56	41	2	0	-1.22	1	-1.74
English only	246,035	2537	119	21	54	25	5	-0.87	10	1.00
Reclassified fluent English proficient	114,805	2542	109	17	60	22	10	0.04	11	1.45
Initially fluent English proficient	20,441	2582	113	12	49	40	11	0.68	13	1.24

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	268,741	2495	116	33	54	13	4	-0.96	8	0.80
Not economically disadvantaged	178,771	2570	112	13	52	35	9	-0.12	11	0.96
Migrant	3,729	2472	114	40	51	9	5	-1.15	9	1.14
Not migrant	443,783	2525	120	25	53	22	6	-0.71	10	0.96
Special education services	44,703	2431	106	58	38	4	-3	-2.05	-2	-2.21
No special education services	402,809	2535	117	21	55	24	7	-0.41	12	1.62
Using designated supports	31,106	2429	103	58	39	3	-5	-3.11	12	3.06
No designated supports	416,406	2532	118	23	54	23	8	0.05	13	1.88
Using accommodations	9,533	2413	96	65	33	2	-4	-1.64	-5	-3.11
No accommodations	437,979	2527	120	24	54	22	7	-0.40	12	1.73

**Table 10.B.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	456,255	2551	112	32	44	24	450,115	2551	110	31	45	24
Male	233,040	2537	114	38	42	21	229,329	2538	112	36	43	21
Female	223,215	2566	108	27	46	28	220,786	2564	107	26	47	27
American Indian or Alaska Native	2,414	2522	109	41	43	16	2,555	2526	108	40	44	16
Asian	42,992	2618	104	13	39	48	41,093	2619	103	13	38	49
Native Hawaiian or Other Pacific Islander	2,233	2531	107	38	45	17	2,333	2536	104	36	45	18
Filipino	11,851	2593	100	17	47	36	12,486	2594	99	16	47	37
Hispanic or Latino	244,833	2523	105	41	44	15	241,273	2524	103	39	46	15
Black or African American	25,459	2510	108	47	40	13	26,594	2510	106	46	42	13
White	110,099	2588	106	20	45	36	109,673	2588	105	19	45	36
Two or more races	16,374	2580	110	23	43	34	14,108	2578	109	22	44	33
English learner	53,607	2443	83	75	23	1	54,868	2448	82	72	26	1
English only	249,009	2566	111	27	44	29	245,191	2566	109	26	45	29
Reclassified fluent English proficient	130,640	2557	99	27	51	22	128,237	2559	97	25	53	22
Initially fluent English proficient	22,468	2607	103	15	42	42	21,056	2606	103	15	42	43

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	270,769	2520	106	42	43	14	266,734	2521	104	40	45	14
Not economically disadvantaged	185,486	2596	105	18	44	38	183,381	2594	104	18	44	39
Migrant	3,572	2493	103	53	38	9	3,817	2496	101	51	39	10
Not migrant	452,683	2551	112	32	44	24	446,298	2551	110	31	45	24
Special education services	48,723	2455	97	71	25	5	46,208	2456	95	69	27	4
No special education services	407,532	2562	108	28	46	26	403,907	2562	106	27	47	27
Using designated supports	45,399	2460	98	68	27	5	41,250	2465	98	65	30	5
No designated supports	410,856	2561	109	28	45	26	408,865	2560	107	28	46	26
Using accommodations	18,328	2436	85	78	20	2	14,215	2437	85	77	22	2
No accommodations	437,927	2556	110	30	45	25	435,900	2555	109	30	45	25

**Table 10.B.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	449,228	2545	108	32	46	22	0	-1.21	6	0.90
Male	229,080	2532	109	37	44	19	-1	-1.77	6	1.01
Female	220,148	2559	104	27	48	25	2	-0.60	5	0.77
American Indian or Alaska Native	2,585	2522	103	40	46	14	-4	-1.73	4	0.39
Asian	40,592	2610	100	13	42	45	-1	-0.51	9	0.41
Native Hawaiian or Other Pacific Islander	2,298	2530	101	36	48	16	-5	-1.97	6	0.24
Filipino	12,910	2586	96	17	50	33	-1	-0.64	8	0.38
Hispanic or Latino	238,423	2518	101	41	47	13	-1	-1.72	6	1.47
Black or African American	27,622	2507	104	46	42	12	0	-1.24	3	0.45
White	111,962	2582	102	19	48	33	0	-0.80	6	0.29
Two or more races	12,836	2575	106	23	46	32	2	-0.69	3	0.49
English learner	57,784	2447	82	73	26	1	-5	-3.29	1	0.48
English only	245,550	2560	107	27	47	26	0	-0.95	6	0.59
Reclassified fluent English proficient	124,034	2553	94	26	55	20	-2	-1.83	6	0.43
Initially fluent English proficient	20,931	2595	101	16	46	38	1	-0.33	11	1.46

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,353	2516	102	41	46	13	-1	-1.82	5	1.14
Not economically disadvantaged	182,875	2588	101	18	47	35	2	-0.27	6	0.53
Migrant	3,880	2493	99	51	42	8	-3	-2.20	3	-0.18
Not migrant	445,348	2546	108	32	46	22	0	-1.21	5	0.91
Special education services	44,028	2454	94	70	26	4	-1	-1.79	2	0.73
No special education services	405,200	2555	104	28	48	24	0	-0.94	7	1.13
Using designated supports	28,976	2450	90	71	26	3	-5	-3.22	15	6.31
No designated supports	420,252	2552	105	29	48	23	1	-0.66	8	1.61
Using accommodations	8,903	2435	84	77	21	2	-1	-1.54	2	0.39
No accommodations	440,325	2547	107	31	47	22	1	-0.77	8	1.48



**Table 10.B.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	455,655	2561	112	28	47	25	449,349	2563	112	28	47	25
Male	232,737	2540	113	35	46	20	228,903	2541	112	34	46	19
Female	222,918	2582	107	21	48	31	220,446	2585	106	21	48	31
American Indian or Alaska Native	2,409	2528	112	38	46	16	2,552	2530	109	37	47	15
Asian	42,971	2635	103	10	37	53	41,072	2638	104	10	37	53
Native Hawaiian or Other Pacific Islander	2,229	2548	106	30	51	20	2,329	2555	103	29	51	20
Filipino	11,842	2609	98	12	48	40	12,473	2614	97	12	47	41
Hispanic or Latino	244,458	2533	105	35	49	15	240,799	2536	104	35	50	15
Black or African American	25,391	2515	112	43	44	13	26,514	2518	111	43	44	14
White	110,006	2596	106	17	46	36	109,529	2597	106	17	47	36
Two or more races	16,349	2588	110	20	45	35	14,081	2589	111	20	46	34
English learner	53,505	2451	90	69	29	1	54,714	2456	90	68	30	2
English only	248,702	2575	111	24	46	30	244,809	2576	111	24	47	29
Reclassified fluent English proficient	130,479	2570	95	21	56	23	128,045	2574	94	21	56	23
Initially fluent English proficient	22,440	2619	103	13	43	45	21,032	2620	102	12	44	44

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	270,342	2529	106	37	48	15	266,176	2532	105	37	49	15
Not economically disadvantaged	185,313	2608	104	15	45	41	183,173	2608	105	15	45	40
Migrant	3,559	2504	105	46	45	9	3,806	2504	105	46	45	9
Not migrant	452,096	2561	112	28	47	25	445,543	2563	111	28	47	25
Special education services	48,601	2449	100	70	26	4	46,046	2449	100	71	26	3
No special education services	407,054	2574	106	23	49	28	403,303	2576	105	23	50	27
Using designated supports	45,300	2459	103	66	30	5	41,108	2463	106	65	30	5
No designated supports	410,355	2572	107	24	49	27	408,241	2573	107	24	49	27
Using accommodations	18,280	2426	89	79	20	1	14,150	2424	90	80	19	1
No accommodations	437,375	2567	109	26	48	26	435,199	2567	109	26	48	26

**Table 10.B.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	447,191	2557	105	28	50	21	-2	-0.22	6	0.73
Male	228,083	2538	105	35	49	16	-1	-0.09	3	0.60
Female	219,108	2577	100	22	52	27	-3	-0.31	8	0.86
American Indian or Alaska Native	2,572	2527	101	38	50	12	-2	-0.19	3	0.49
Asian	40,504	2627	101	11	41	48	-3	-0.30	11	0.98
Native Hawaiian or Other Pacific Islander	2,286	2547	98	30	53	17	-7	-1.10	8	1.41
Filipino	12,869	2603	93	13	53	34	-5	-0.44	11	0.81
Hispanic or Latino	237,095	2530	96	36	52	12	-3	-0.38	6	1.15
Black or African American	27,442	2516	103	43	46	11	-3	-0.23	2	0.01
White	111,629	2591	100	17	50	32	-1	-0.10	6	0.21
Two or more races	12,794	2587	105	20	48	32	-1	-0.42	2	-0.13
English learner	57,445	2461	83	68	31	1	-5	-1.03	-5	-0.63
English only	244,586	2571	105	24	50	26	-1	-0.11	5	0.31
Reclassified fluent English proficient	123,382	2567	88	21	60	19	-4	-0.88	7	0.81
Initially fluent English proficient	20,857	2608	99	14	48	38	-1	-0.51	12	1.81

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	264,889	2528	97	38	51	12	-3	-0.58	4	0.94
Not economically disadvantaged	182,302	2600	100	15	49	36	0	0.36	8	0.44
Migrant	3,857	2504	97	48	45	8	0	0.52	0	1.31
Not migrant	443,334	2558	105	28	50	21	-2	-0.24	5	0.73
Special education services	43,698	2454	94	70	26	3	0	0.88	-5	-0.45
No special education services	403,493	2568	100	24	53	23	-2	-0.12	8	1.12
Using designated supports	28,797	2453	92	71	27	2	-4	-0.96	10	5.83
No designated supports	418,394	2564	102	26	52	23	-1	0.22	9	1.56
Using accommodations	8,828	2431	86	80	19	1	2	1.13	-7	-0.48
No accommodations	438,363	2560	103	27	51	22	0	0.21	7	1.41

**Table 10.B.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	456,272	2560	125	18	66	15	450,189	2561	119	19	67	15
Male	233,051	2550	128	22	64	14	229,372	2550	122	22	65	13
Female	223,221	2571	121	15	68	17	220,817	2572	115	15	69	16
American Indian or Alaska Native	2,414	2533	125	25	65	10	2,556	2538	120	24	65	11
Asian	42,993	2622	116	7	61	32	41,099	2620	111	8	63	29
Native Hawaiian or Other Pacific Islander	2,233	2544	119	19	70	10	2,334	2544	114	20	70	10
Filipino	11,850	2595	112	9	71	20	12,486	2598	107	9	71	20
Hispanic or Latino	244,842	2534	122	24	68	9	241,322	2535	115	24	67	9
Black or African American	25,459	2521	126	28	63	9	26,598	2524	120	29	63	8
White	110,105	2596	119	11	66	23	109,685	2597	114	11	67	22
Two or more races	16,376	2588	123	13	66	22	14,109	2587	118	13	66	21
English learner	53,607	2453	109	50	49	1	54,879	2457	102	51	48	1
English only	249,021	2575	124	15	66	19	245,227	2575	118	16	67	18
Reclassified fluent English proficient	130,644	2567	112	13	74	13	128,262	2569	105	13	74	12
Initially fluent English proficient	22,469	2615	115	7	64	29	21,058	2613	108	7	66	26

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	270,777	2530	122	25	67	8	266,785	2532	116	25	67	8
Not economically disadvantaged	185,495	2604	118	9	65	25	183,404	2602	113	10	67	24
Migrant	3,572	2505	122	33	62	5	3,818	2506	115	34	61	5
Not migrant	452,700	2561	125	18	66	15	446,371	2561	119	19	67	15
Special education services	48,725	2461	120	49	48	3	46,222	2462	113	51	46	3
No special education services	407,547	2572	121	15	68	17	403,967	2572	115	15	69	16
Using designated supports	45,401	2466	120	47	50	3	41,259	2471	115	47	50	3
No designated supports	410,871	2571	122	15	68	17	408,930	2570	116	16	68	16
Using accommodations	18,327	2438	111	57	42	1	14,219	2438	103	59	40	1
No accommodations	437,945	2565	123	17	67	16	435,970	2565	118	17	68	15

**Table 10.B.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	449,466	2548	122	23	65	12	-1	0.40	13	3.76
Male	229,210	2537	125	26	63	11	0	0.52	13	4.19
Female	220,256	2560	118	19	68	14	-1	0.28	12	3.29
American Indian or Alaska Native	2,588	2520	120	30	62	8	-5	-0.70	18	6.47
Asian	40,614	2609	114	9	65	26	2	0.36	11	1.59
Native Hawaiian or Other Pacific Islander	2,300	2531	118	26	65	9	0	1.13	13	5.82
Filipino	12,922	2585	111	11	71	17	-3	-0.19	13	2.71
Hispanic or Latino	238,556	2522	117	29	65	7	-1	0.47	13	4.57
Black or African American	27,647	2509	122	34	60	7	-3	0.34	15	5.01
White	111,999	2584	117	13	68	19	-1	0.10	13	2.75
Two or more races	12,840	2577	121	16	66	18	1	0.39	10	2.85
English learner	57,819	2447	102	56	43	1	-4	0.65	10	4.98
English only	245,674	2562	122	19	66	15	0	0.26	13	3.48
Reclassified fluent English proficient	124,105	2559	108	16	73	11	-2	-0.06	10	2.90
Initially fluent English proficient	20,939	2599	114	10	67	23	2	0.04	14	2.99

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,518	2519	118	30	64	7	-2	0.41	13	4.55
Not economically disadvantaged	182,948	2590	116	12	67	20	2	0.41	12	2.58
Migrant	3,882	2495	116	38	58	4	-1	0.89	11	4.21
Not migrant	445,584	2548	122	22	65	12	0	0.38	13	3.75
Special education services	44,044	2449	114	57	41	2	-1	1.61	13	5.97
No special education services	405,422	2559	118	19	68	13	0	0.41	13	3.70
Using designated supports	28,985	2445	110	58	41	2	-5	0.20	26	10.62
No designated supports	420,481	2555	120	20	67	13	1	0.69	15	4.18
Using accommodations	8,904	2427	102	65	34	1	0	2.31	11	5.58
No accommodations	440,562	2550	121	22	66	13	0	0.69	15	4.22



**Table 10.B.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	456,076	2554	128	25	47	27	449,934	2553	124	23	51	25
Male	232,950	2534	130	31	47	22	229,237	2534	125	29	51	21
Female	223,126	2575	123	19	48	33	220,697	2573	119	18	52	30
American Indian or Alaska Native	2,412	2516	128	36	46	18	2,553	2520	122	32	51	17
Asian	42,984	2635	111	9	36	55	41,085	2630	109	8	40	51
Native Hawaiian or Other Pacific Islander	2,233	2537	125	29	51	21	2,333	2537	120	27	54	19
Filipino	11,845	2610	113	12	44	44	12,483	2606	109	10	49	41
Hispanic or Latino	244,720	2527	124	32	50	19	241,167	2528	120	29	53	17
Black or African American	25,441	2505	126	39	46	15	26,580	2506	122	37	49	14
White	110,071	2586	120	17	48	36	109,632	2584	118	15	51	34
Two or more races	16,370	2581	124	19	46	35	14,101	2578	122	17	50	33
English learner	53,575	2441	104	60	37	3	54,832	2448	101	58	39	3
English only	248,913	2565	126	22	47	31	245,103	2564	123	20	51	28
Reclassified fluent English proficient	130,599	2569	116	19	53	28	128,188	2568	113	17	57	26
Initially fluent English proficient	22,461	2618	116	11	41	48	21,048	2612	112	10	47	43

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	270,645	2523	125	33	49	18	266,610	2524	120	31	53	16
Not economically disadvantaged	185,431	2600	118	14	45	41	183,324	2596	116	13	49	38
Migrant	3,571	2500	124	41	45	14	3,814	2500	119	39	49	12
Not migrant	452,505	2555	128	25	47	28	446,120	2554	124	23	51	25
Special education services	48,684	2445	111	60	36	5	46,176	2448	107	59	37	4
No special education services	407,392	2567	124	21	49	30	403,758	2565	120	19	53	28
Using designated supports	45,367	2455	114	56	38	6	41,227	2462	113	54	40	6
No designated supports	410,709	2565	125	22	48	30	408,707	2562	121	20	52	27
Using accommodations	18,311	2425	99	66	32	2	14,205	2428	96	67	31	2
No accommodations	437,765	2560	126	24	48	28	435,729	2557	122	22	52	26

**Table 10.B.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Eight, and 2014–15 ELA Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference f</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	448,799	2545	120	23	55	22	1	-1.77	8	-0.43
Male	228,898	2528	120	28	54	18	0	-2.12	6	-0.75
Female	219,901	2563	116	18	56	26	2	-1.37	10	-0.11
American Indian or Alaska Native	2,584	2512	117	31	56	13	-4	-3.75	8	-1.20
Asian	40,562	2618	110	9	45	46	5	-0.38	12	0.31
Native Hawaiian or Other Pacific Islander	2,297	2529	117	26	57	16	0	-1.54	8	-1.14
Filipino	12,892	2593	108	11	55	34	4	-1.19	13	0.60
Hispanic or Latino	238,158	2520	114	29	57	14	-1	-2.26	8	-0.53
Black or African American	27,594	2501	116	35	54	11	-1	-1.91	5	-1.82
White	111,881	2576	115	15	56	30	2	-1.57	8	-0.13
Two or more races	12,831	2571	118	17	53	30	3	-1.35	7	-0.31
English learner	57,719	2450	97	54	44	2	-7	-2.56	-2	-4.04
English only	245,357	2556	119	20	55	24	1	-1.69	8	-0.38
Reclassified fluent English proficient	123,886	2559	109	17	61	22	1	-2.42	9	-0.14
Initially fluent English proficient	20,913	2599	113	11	51	38	6	-1.08	13	1.03

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference f</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,063	2517	115	30	57	13	-1	-2.31	7	-0.81
Not economically disadvantaged	182,736	2586	114	13	54	33	4	-0.94	10	0.10
Migrant	3,878	2498	112	36	54	9	0	-2.33	2	-2.50
Not migrant	444,921	2545	120	23	55	22	1	-1.77	9	-0.42
Special education services	43,974	2450	103	55	41	4	-3	-0.53	-2	-4.11
No special education services	404,825	2555	117	20	57	23	2	-1.73	10	0.17
Using designated supports	28,941	2448	101	56	41	3	-7	-2.39	14	1.70
No designated supports	419,858	2552	118	21	56	23	3	-1.41	10	0.39
Using accommodations	8,887	2433	94	62	37	1	-3	0.76	-5	-5.15
No accommodations	439,912	2547	119	22	56	22	3	-1.47	10	0.21

**Table 10.B.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	443,367	2598	120	21	45	34	433,137	2591	117	20	51	29
Male	225,354	2586	124	25	44	31	220,593	2582	121	23	50	27
Female	218,013	2610	115	17	46	37	212,544	2601	112	16	53	31
American Indian or Alaska Native	2,502	2576	120	26	47	27	2,549	2576	113	22	54	23
Asian	44,033	2659	111	10	34	57	39,987	2647	112	10	41	49
Native Hawaiian or Other Pacific Islander	2,259	2576	116	26	48	26	2,289	2565	114	26	54	20
Filipino	13,059	2636	103	10	45	45	13,527	2625	102	10	53	37
Hispanic or Latino	232,046	2571	116	27	49	24	226,021	2565	112	25	55	20
Black or African American	24,762	2552	119	34	46	20	25,631	2548	116	31	52	17
White	109,432	2634	114	13	40	47	110,179	2627	113	12	46	41
Two or more races	15,274	2625	117	15	41	43	12,954	2618	115	14	47	38
English learner	42,363	2468	95	64	34	3	39,269	2468	91	59	39	2
English only	238,214	2614	118	18	43	39	238,503	2606	116	17	50	34
Reclassified fluent English proficient	129,375	2600	106	17	53	31	120,766	2590	104	16	59	24
Initially fluent English proficient	32,735	2646	108	10	40	50	33,843	2631	108	10	49	41

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
Economically disadvantaged	248,115	2568	117	28	48	24	237,780	2562	113	26	55	19
Not economically disadvantaged	195,252	2636	113	13	40	47	195,357	2626	113	12	47	40
Migrant	3,188	2542	118	37	46	17	3,239	2536	111	34	53	13
Not migrant	440,179	2598	120	21	45	34	429,898	2591	117	20	51	29
Special education services	39,198	2487	110	57	36	7	37,659	2490	107	52	42	6
No special education services	404,169	2609	115	18	46	37	395,478	2601	113	17	52	31
Using designated supports	26,112	2501	116	52	38	10	26,600	2510	115	45	44	10
No designated supports	417,255	2604	118	19	45	36	406,537	2596	115	18	52	30
Using accommodations	7,029	2467	102	65	31	4	5,993	2470	97	60	37	3
No accommodations	436,338	2600	119	21	45	35	427,144	2593	117	19	51	29

**Table 10.B.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	418,743	2592	114	21	49	30	7	-1.43	-1	0.72
Male	212,457	2583	116	23	49	28	4	-1.99	-1	0.20
Female	206,286	2602	111	18	50	33	9	-0.87	-1	1.29
American Indian or Alaska Native	2,598	2579	112	24	50	26	0	-3.94	-3	1.27
Asian	38,508	2645	111	11	39	50	12	-0.11	2	1.14
Native Hawaiian or Other Pacific Islander	2,358	2574	110	25	51	24	11	0.05	-9	-0.93
Filipino	13,689	2623	100	11	50	39	11	-0.46	2	1.22
Hispanic or Latino	216,827	2567	108	26	53	21	6	-2.10	-2	0.95
Black or African American	25,172	2553	113	32	49	19	4	-2.77	-5	0.63
White	108,247	2627	110	13	44	43	7	-0.59	0	0.32
Two or more races	11,344	2620	112	14	45	41	7	-1.14	-2	-0.19
English learner	39,085	2474	87	60	38	2	0	-4.61	-6	1.02
English only	230,715	2607	113	17	47	36	8	-1.06	-1	0.60
Reclassified fluent English proficient	112,217	2591	99	17	58	25	10	-0.68	-1	0.55
Initially fluent English proficient	35,834	2629	106	11	47	42	15	0.12	2	0.85

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	229,742	2564	109	27	53	20	6	-2.12	-2	0.82
Not economically disadvantaged	189,001	2626	110	13	45	42	10	-0.23	0	0.61
Migrant	3,342	2538	104	35	52	13	6	-3.17	-2	1.57
Not migrant	415,401	2593	114	20	49	30	7	-1.42	-2	0.71
Special education services	33,867	2492	104	54	39	7	-3	-5.20	-2	2.01
No special education services	384,876	2601	110	18	50	32	8	-1.01	0	0.84
Using designated supports	22,673	2504	108	50	41	9	-9	-7.09	6	4.50
No designated supports	396,070	2597	112	19	50	31	8	-1.15	-1	0.71
Using accommodations	4,286	2473	99	62	33	5	-3	-5.12	-3	2.44
No accommodations	414,457	2593	113	20	49	30	7	-1.29	0	0.85



**Table 10.B.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	442,829	2600	130	23	41	36	432,190	2598	128	22	44	35
Male	225,087	2580	134	28	41	31	220,067	2577	132	27	44	29
Female	217,742	2622	122	17	41	42	212,123	2620	120	16	44	41
American Indian or Alaska Native	2,498	2561	128	32	44	24	2,542	2564	128	30	47	24
Asian	44,008	2684	115	8	26	66	39,937	2679	115	8	28	64
Native Hawaiian or Other Pacific Islander	2,259	2580	123	26	45	29	2,281	2580	125	25	47	28
Filipino	13,055	2663	107	8	35	57	13,511	2661	106	8	37	56
Hispanic or Latino	231,711	2570	124	29	46	25	225,465	2570	122	27	49	25
Black or African American	24,703	2539	128	39	42	19	25,523	2540	129	37	44	19
White	109,336	2635	123	15	38	47	110,010	2630	122	14	40	45
Two or more races	15,259	2625	128	18	37	45	12,921	2623	126	17	40	43
English learner	42,273	2460	103	66	31	3	39,098	2458	103	64	34	2
English only	237,979	2613	128	20	40	40	238,014	2610	127	19	42	39
Reclassified fluent English proficient	129,210	2609	114	17	48	35	120,531	2607	111	16	51	33
Initially fluent English proficient	32,688	2655	117	11	36	54	33,798	2649	115	11	39	51

<b>Student Group</b>	<b>2016--17 N Valid Scores</b>	<b>2016--17 Grade 11 SS Mean</b>	<b>2016--17 Grade 11 SS SD</b>	<b>2016--17 Grade 11 Below Standard</b>	<b>2016--17 Grade 11 Near Standard</b>	<b>2016--17 Grade 11 Above Standard</b>	<b>2015--16 N Valid Scores</b>	<b>2015--16 Grade 11 SS Mean</b>	<b>2015--16 Grade 11 SS SD</b>	<b>2015--16 Grade 11 Below Standard</b>	<b>2015--16 Grade 11 Near Standard</b>	<b>2015--16 Grade 11 Above Standard</b>
Economically disadvantaged	247,745	2567	126	30	45	25	237,147	2566	125	28	47	24
Not economically disadvantaged	195,084	2643	122	13	37	50	195,043	2637	121	13	39	48
Migrant	3,180	2540	123	37	45	18	3,239	2538	124	37	46	17
Not migrant	439,649	2601	130	23	41	36	428,951	2599	128	21	44	35
Special education services	39,095	2467	112	64	31	6	37,482	2465	113	62	33	5
No special education services	403,734	2613	124	19	42	39	394,708	2611	122	18	45	38
Using designated supports	26,041	2487	123	57	33	10	26,430	2498	128	51	37	12
No designated supports	416,788	2607	127	21	42	38	405,760	2605	125	20	44	36
Using accommodations	7,000	2443	103	72	24	3	5,969	2443	106	70	28	3
No accommodations	435,829	2603	129	22	42	37	426,221	2600	127	21	44	35

**Table 10.B.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	415,315	2592	124	23	46	31	2	-1.13	6	1.22
Male	210,703	2570	128	29	45	26	3	-1.02	7	1.59
Female	204,612	2614	116	17	47	37	2	-1.27	6	0.89
American Indian or Alaska Native	2,575	2564	124	30	47	23	-3	-2.24	0	0.16
Asian	38,321	2668	115	9	32	59	5	-0.14	11	1.00
Native Hawaiian or Other Pacific Islander	2,324	2577	121	25	49	26	0	-1.26	3	0.14
Filipino	13,599	2649	107	9	41	50	2	-0.21	12	1.27
Hispanic or Latino	214,691	2563	118	28	50	21	0	-1.85	7	1.77
Black or African American	24,888	2540	123	37	46	17	-1	-1.79	0	-0.12
White	107,673	2624	119	15	43	42	5	-0.28	6	0.80
Two or more races	11,244	2618	124	17	42	40	2	-1.00	5	0.47
English learner	38,595	2462	100	64	34	2	2	-1.91	-4	0.34
English only	229,090	2604	124	20	45	35	3	-0.64	6	0.97
Reclassified fluent English proficient	111,180	2598	107	17	54	28	2	-1.30	9	1.57
Initially fluent English proficient	35,574	2636	115	12	43	45	6	-0.10	13	1.62

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	227,498	2561	120	30	49	21	1	-1.56	5	1.15
Not economically disadvantaged	187,817	2629	120	15	42	44	6	-0.21	8	1.34
Migrant	3,301	2532	117	38	50	13	2	-0.62	6	0.91
Not migrant	412,014	2592	124	23	46	31	2	-1.14	7	1.22
Special education services	33,450	2467	110	63	32	5	2	-1.81	-2	1.36
No special education services	381,865	2603	120	19	47	34	2	-0.99	8	1.51
Using designated supports	22,425	2486	120	56	35	8	-11	-5.58	12	5.03
No designated supports	392,890	2598	122	21	47	33	2	-0.93	7	1.24
Using accommodations	4,243	2443	105	72	25	3	0	-2.80	0	2.25
No accommodations	411,072	2593	124	22	46	32	3	-1.01	7	1.39

**Table 10.B.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	443,626	2596	135	16	59	25	433,426	2594	131	17	62	21
Male	225,487	2588	138	18	58	23	220,735	2584	135	19	61	20
Female	218,139	2604	131	14	60	26	212,691	2603	127	13	65	22
American Indian or Alaska Native	2,502	2571	136	21	60	19	2,552	2571	131	20	64	15
Asian	44,055	2655	126	8	50	43	40,004	2648	124	8	55	37
Native Hawaiian or Other Pacific Islander	2,261	2569	134	21	61	18	2,289	2567	129	21	65	14
Filipino	13,064	2629	120	8	61	31	13,536	2628	119	8	64	28
Hispanic or Latino	232,203	2569	131	20	63	17	226,184	2570	128	20	65	15
Black or African American	24,777	2553	137	25	60	15	25,653	2552	133	26	61	12
White	109,477	2632	128	10	55	35	110,244	2626	127	11	60	29
Two or more races	15,287	2622	132	12	56	33	12,964	2617	129	12	61	27
English learner	42,410	2466	111	49	49	2	39,305	2470	106	50	48	1
English only	238,334	2611	133	13	58	29	238,652	2606	131	14	62	24
Reclassified fluent English proficient	129,454	2599	122	12	67	22	120,848	2598	120	12	69	18
Initially fluent English proficient	32,746	2644	123	8	55	37	33,863	2636	121	8	61	31

<b>Student Group</b>	<b>2016--17 N Valid Scores</b>	<b>2016--17 Grade 11 SS Mean</b>	<b>2016--17 Grade 11 SS SD</b>	<b>2016--17 Grade 11 Below Standard</b>	<b>2016--17 Grade 11 Near Standard</b>	<b>2016--17 Grade 11 Above Standard</b>	<b>2015--16 N Valid Scores</b>	<b>2015--16 Grade 11 SS Mean</b>	<b>2015--16 Grade 11 SS SD</b>	<b>2015--16 Grade 11 Below Standard</b>	<b>2015--16 Grade 11 Near Standard</b>	<b>2015--16 Grade 11 Above Standard</b>
Economically disadvantaged	248,287	2566	132	21	62	17	237,956	2566	129	22	64	14
Not economically disadvantaged	195,339	2634	128	10	55	35	195,470	2627	126	10	60	29
Migrant	3,189	2541	133	27	61	12	3,246	2543	126	28	63	10
Not migrant	440,437	2596	134	16	59	25	430,180	2594	131	16	62	21
Special education services	39,246	2486	125	44	50	6	37,696	2488	121	45	50	4
No special education services	404,380	2607	131	13	60	27	395,730	2604	128	14	64	23
Using designated supports	26,146	2498	130	41	52	7	26,636	2508	130	40	53	7
No designated supports	417,480	2602	132	14	60	26	406,790	2599	130	15	63	22
Using accommodations	7,039	2465	116	51	46	3	5,999	2463	114	54	44	2
No accommodations	436,587	2598	134	15	60	25	427,427	2595	131	16	63	21

**Table 10.B.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	417,708	2575	135	21	62	17	2	0.53	19	4.15
Male	211,947	2564	139	24	59	17	4	1.06	20	4.74
Female	205,761	2585	130	17	65	18	1	-0.02	18	3.57
American Indian or Alaska Native	2,594	2557	137	25	60	15	0	-0.33	14	4.95
Asian	38,446	2630	130	11	58	31	7	0.57	18	2.41
Native Hawaiian or Other Pacific Islander	2,349	2553	132	24	63	13	2	0.05	14	3.34
Filipino	13,664	2609	126	11	65	23	1	0.34	19	3.16
Hispanic or Latino	216,200	2551	131	25	63	12	-1	0.33	19	4.92
Black or African American	25,103	2536	134	31	59	10	1	0.92	16	4.39
White	108,048	2606	133	14	61	24	6	0.74	20	3.47
Two or more races	11,304	2601	135	16	60	24	5	0.47	16	3.47
English learner	38,961	2458	105	56	43	1	-4	1.38	12	5.24
English only	230,208	2587	136	18	62	20	5	0.81	19	3.86
Reclassified fluent English proficient	111,889	2578	125	17	69	15	1	0.34	20	4.32
Initially fluent English proficient	35,767	2614	128	12	63	25	8	0.59	22	3.49

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	229,126	2548	131	26	62	11	0	0.57	18	4.66
Not economically disadvantaged	188,582	2607	133	14	61	25	7	0.76	20	3.55
Migrant	3,324	2521	126	33	60	7	-2	0.76	22	5.25
Not migrant	414,384	2575	135	21	62	18	2	0.53	19	4.14
Special education services	33,748	2471	119	52	45	3	-2	0.94	17	6.61
No special education services	383,960	2584	133	18	63	19	3	0.55	20	4.15
Using designated supports	22,612	2481	124	49	47	5	-10	-1.44	27	8.98
No designated supports	395,096	2580	134	19	63	18	3	0.59	19	4.07
Using accommodations	4,274	2449	115	60	37	2	2	3.18	14	6.32
No accommodations	413,434	2576	135	20	62	18	3	0.57	19	4.27



**Table 10.B.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	443,320	2603	137	18	44	37	433,007	2604	133	15	48	37
Male	225,330	2585	141	23	45	33	220,533	2586	138	18	50	32
Female	217,990	2621	130	14	44	42	212,474	2624	126	11	47	42
American Indian or Alaska Native	2,502	2565	139	26	47	27	2,548	2574	134	20	52	28
Asian	44,029	2676	115	7	31	62	39,976	2674	112	5	33	61
Native Hawaiian or Other Pacific Islander	2,259	2580	134	21	51	28	2,288	2581	135	19	52	29
Filipino	13,058	2658	112	7	39	54	13,525	2659	109	6	41	54
Hispanic or Latino	232,023	2578	136	23	48	29	225,953	2582	132	18	53	29
Black or African American	24,763	2545	140	32	47	22	25,624	2549	137	25	53	22
White	109,411	2632	129	12	42	46	110,143	2630	127	10	44	45
Two or more races	15,275	2623	134	14	42	44	12,950	2624	131	12	44	44
English learner	42,354	2469	117	53	42	5	39,250	2477	117	42	53	5
English only	238,190	2612	135	16	44	40	238,440	2612	132	13	47	40
Reclassified fluent English proficient	129,367	2616	125	13	48	38	120,726	2618	121	10	52	38
Initially fluent English proficient	32,730	2654	121	9	38	54	33,835	2652	118	7	41	52

<b>Student Group</b>	<b>2016--17 N Valid Scores</b>	<b>2016--17 Grade 11 SS Mean</b>	<b>2016--17 Grade 11 SS SD</b>	<b>2016--17 Grade 11 Below Standard</b>	<b>2016--17 Grade 11 Near Standard</b>	<b>2016--17 Grade 11 Above Standard</b>	<b>2015--16 N Valid Scores</b>	<b>2015--16 Grade 11 SS Mean</b>	<b>2015--16 Grade 11 SS SD</b>	<b>2015--16 Grade 11 Below Standard</b>	<b>2015--16 Grade 11 Near Standard</b>	<b>2015--16 Grade 11 Above Standard</b>
Economically disadvantaged	248,096	2574	138	24	48	28	237,698	2578	134	19	53	28
Not economically disadvantaged	195,224	2639	127	11	40	48	195,309	2637	124	9	43	47
Migrant	3,186	2553	137	29	49	22	3,238	2557	132	23	56	21
Not migrant	440,134	2603	137	18	44	37	429,769	2605	133	15	48	37
Special education services	39,193	2477	125	51	41	8	37,640	2485	124	41	52	8
No special education services	404,127	2615	132	15	45	40	395,367	2616	128	12	48	40
Using designated supports	26,111	2498	134	45	42	12	26,589	2515	135	34	52	14
No designated supports	417,209	2609	135	17	45	39	406,418	2610	131	13	48	38
Using accommodations	7,028	2457	115	58	37	5	5,992	2467	117	46	50	5
No accommodations	436,292	2605	136	18	45	38	427,015	2606	132	14	48	37

**Table 10.B.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Cross-Sectional Comparison: 2016–17 ELA Grade Eleven, 2015–16 ELA Grade Eleven, and 2014–15 ELA Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	417,127	2593	133	16	51	33	-1	-3.71	11	1.31
Male	211,667	2576	137	20	52	29	-1	-4.24	10	1.48
Female	205,460	2612	126	12	51	37	-3	-3.18	12	1.16
American Indian or Alaska Native	2,591	2567	135	21	53	26	-9	-5.57	7	0.67
Asian	38,408	2662	117	7	37	56	2	-1.56	12	1.10
Native Hawaiian or Other Pacific Islander	2,345	2574	131	19	56	26	-1	-1.75	7	-0.47
Filipino	13,637	2643	113	7	46	47	-1	-1.37	16	1.47
Hispanic or Latino	215,889	2570	131	20	56	25	-4	-5.04	12	1.74
Black or African American	25,061	2542	135	26	55	19	-4	-6.29	7	0.90
White	107,905	2621	127	11	47	41	2	-1.90	9	0.90
Two or more races	11,291	2619	128	12	47	41	-1	-2.21	5	-0.14
English learner	38,905	2471	115	43	53	4	-8	-11.09	6	1.28
English only	229,910	2602	132	14	50	36	0	-2.90	10	1.08
Reclassified fluent English proficient	111,722	2605	121	12	56	32	-2	-2.92	13	1.51
Initially fluent English proficient	35,709	2636	121	9	45	46	2	-1.49	16	1.41

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	228,844	2567	133	20	55	24	-4	-5.01	11	1.45
Not economically disadvantaged	188,283	2626	126	11	46	43	2	-1.83	11	1.15
Migrant	3,321	2542	130	25	58	17	-4	-5.83	15	2.41
Not migrant	413,806	2594	133	16	51	33	-2	-3.70	11	1.30
Special education services	33,693	2477	123	42	51	7	-8	-10.66	8	1.73
No special education services	383,434	2604	129	14	51	35	-1	-2.99	12	1.46
Using designated supports	22,582	2496	129	38	52	10	-17	-11.79	19	4.13
No designated supports	394,545	2599	131	15	51	34	-1	-3.26	11	1.30
Using accommodations	4,268	2460	117	47	48	4	-10	-12.47	7	1.75
No accommodations	412,859	2595	132	16	51	33	-1	-3.51	11	1.42

**Table 10.B.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	454,135	2431	89	34	34	32	458,963	2428	87	35	35	30
Male	233,118	2434	92	33	33	33	234,649	2429	90	35	34	31
Female	221,017	2429	85	35	35	30	224,314	2427	83	35	36	28
American Indian or Alaska Native	2,224	2405	87	45	33	21	2,352	2402	84	47	34	19
Asian	41,432	2499	83	11	25	64	40,787	2494	81	12	27	62
Native Hawaiian or Other Pacific Islander	2,053	2422	80	37	37	25	2,162	2417	80	39	37	23
Filipino	8,768	2468	77	17	35	48	9,620	2467	74	16	37	47
Hispanic or Latino	251,923	2410	82	42	36	21	253,983	2407	80	44	37	19
Black or African American	24,414	2390	87	52	32	16	25,215	2388	84	53	33	14
White	101,620	2458	84	22	34	44	105,445	2456	82	22	36	43
Two or more races	21,701	2453	90	25	32	43	19,399	2450	88	26	34	40
English learner	124,680	2392	80	52	33	14	134,947	2392	78	53	34	14
English only	264,941	2439	89	30	34	35	266,037	2436	86	31	36	34
Reclassified fluent English proficient	46,537	2472	70	14	39	48	40,001	2472	68	13	40	47
Initially fluent English proficient	16,700	2491	81	13	29	59	16,537	2487	80	13	30	57

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	281,843	2407	83	44	35	21	283,992	2404	80	46	36	18
Not economically disadvantaged	172,292	2471	84	18	32	50	174,971	2468	82	18	34	48
Migrant	4,058	2398	79	48	35	16	4,481	2390	76	54	34	13
Not migrant	450,077	2432	89	34	34	32	454,482	2429	87	35	35	30
Special education services	48,991	2362	100	65	22	13	47,323	2359	98	66	22	12
No special education services	405,144	2440	83	30	36	34	411,640	2436	81	32	37	32
Using designated supports	76,818	2376	90	59	28	13	67,501	2371	89	61	27	11
No designated supports	377,317	2443	84	29	36	35	391,462	2438	82	31	37	33
Using accommodations	5,495	2318	89	81	14	5	3,802	2314	87	83	13	4
No accommodations	448,640	2433	88	34	34	32	455,161	2429	86	35	35	30

**Table 10.B.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	473,765	2418	84	40	35	25	3	1.02	10	4.71
Male	242,170	2418	88	39	34	26	5	1.42	11	4.62
Female	231,595	2417	80	40	36	23	2	0.61	10	4.81
American Indian or Alaska Native	2,529	2391	82	52	33	15	3	2.09	11	4.33
Asian	41,339	2483	81	14	30	56	5	0.65	11	2.58
Native Hawaiian or Other Pacific Islander	2,224	2413	76	40	39	21	5	1.91	4	0.79
Filipino	10,846	2455	73	20	39	41	1	-0.54	12	3.79
Hispanic or Latino	262,388	2396	76	50	35	15	3	1.70	11	5.88
Black or African American	26,370	2380	81	57	32	11	2	0.71	8	4.34
White	109,767	2447	80	25	38	38	2	-0.31	9	3.35
Two or more races	18,302	2442	84	28	36	36	3	0.83	8	1.88
English learner	152,745	2387	76	56	32	12	0	0.47	5	3.27
English only	270,146	2427	84	35	36	29	3	0.41	9	3.95
Reclassified fluent English proficient	31,058	2459	67	17	43	39	0	-0.80	13	4.60
Initially fluent English proficient	18,128	2475	79	16	33	51	4	0.64	12	2.96

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	295,223	2394	77	51	35	14	3	1.71	10	5.29
Not economically disadvantaged	178,542	2457	80	22	36	42	3	0.03	11	3.44
Migrant	4,714	2379	73	59	32	8	8	5.22	11	5.49
Not migrant	469,051	2418	84	40	35	25	3	0.97	11	4.70
Special education services	44,727	2352	96	68	21	10	3	1.15	7	2.70
No special education services	429,038	2425	80	37	37	26	4	1.19	11	5.25
Using designated supports	55,324	2361	88	67	24	9	5	2.34	10	5.59
No designated supports	418,441	2425	81	36	37	27	5	1.57	13	5.65
Using accommodations	3,291	2309	85	84	13	3	4	1.49	5	1.36
No accommodations	470,474	2418	84	40	36	25	4	1.20	11	4.80



**Table 10.B.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	454,223	2416	99	29	46	25	459,036	2411	98	32	45	23
Male	233,163	2418	100	29	45	26	234,688	2413	100	31	45	24
Female	221,060	2414	97	30	46	24	224,348	2409	96	32	46	22
American Indian or Alaska Native	2,227	2395	94	36	47	17	2,352	2389	94	40	46	15
Asian	41,433	2478	92	11	37	52	40,789	2474	91	12	38	50
Native Hawaiian or Other Pacific Islander	2,054	2403	95	33	48	20	2,163	2396	96	37	46	17
Filipino	8,768	2451	87	15	47	38	9,624	2450	86	16	48	36
Hispanic or Latino	251,974	2393	94	37	48	16	254,017	2387	93	40	46	14
Black or African American	24,420	2373	97	46	43	12	25,223	2369	95	49	41	10
White	101,642	2449	92	17	46	37	105,465	2447	91	18	46	36
Two or more races	21,705	2442	98	21	44	36	19,403	2438	97	22	44	34
English learner	124,712	2369	92	47	44	9	134,964	2367	91	49	43	8
English only	264,989	2427	98	25	46	29	266,089	2423	97	27	46	27
Reclassified fluent English proficient	46,542	2457	78	11	52	37	40,004	2456	76	11	53	36
Initially fluent English proficient	16,702	2481	86	10	39	51	16,537	2473	88	12	41	48

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	281,911	2390	94	38	47	15	284,045	2384	93	41	46	13
Not economically disadvantaged	172,312	2458	91	15	44	41	174,991	2455	90	16	44	40
Migrant	4,062	2374	92	45	46	10	4,481	2366	90	49	42	8
Not migrant	450,161	2416	99	29	46	25	454,555	2411	98	31	45	23
Special education services	49,009	2352	104	57	33	11	47,346	2347	103	60	31	10
No special education services	405,214	2424	95	26	47	27	411,690	2418	95	28	47	25
Using designated supports	76,841	2361	98	52	39	10	67,522	2354	97	55	36	8
No designated supports	377,382	2427	95	25	47	28	391,514	2421	95	28	47	26
Using accommodations	5,498	2319	95	71	24	5	3,806	2313	93	74	22	4
No accommodations	448,725	2417	98	29	46	25	455,230	2412	98	31	45	23

**Table 10.B.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	473,849	2405	94	38	42	20	5	2.36	6	6.22
Male	242,215	2406	96	37	42	21	5	2.54	7	5.98
Female	231,634	2404	91	38	42	19	5	2.16	5	6.47
American Indian or Alaska Native	2,529	2382	89	47	41	12	6	3.70	7	7.58
Asian	41,342	2468	89	15	38	47	4	0.75	6	3.10
Native Hawaiian or Other Pacific Islander	2,225	2395	89	41	43	16	7	4.14	1	4.24
Filipino	10,848	2444	83	20	48	33	1	0.45	6	3.89
Hispanic or Latino	262,438	2381	87	48	42	11	6	3.24	6	7.89
Black or African American	26,376	2365	90	55	36	8	4	2.84	4	6.74
White	109,787	2441	87	22	46	33	2	0.99	6	3.83
Two or more races	18,304	2434	92	26	43	31	4	1.43	4	3.55
English learner	152,765	2368	86	55	37	8	2	1.95	-1	5.72
English only	270,203	2417	93	32	44	24	4	1.76	6	5.23
Reclassified fluent English proficient	31,063	2447	73	16	53	30	1	0.30	9	4.95
Initially fluent English proficient	18,130	2466	86	15	41	44	8	2.15	7	3.21

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	295,280	2379	87	49	41	10	6	3.24	5	7.42
Not economically disadvantaged	178,569	2449	88	20	44	36	3	1.03	6	3.92
Migrant	4,714	2361	85	57	36	6	8	4.78	5	7.91
Not migrant	469,135	2405	94	38	42	20	5	2.32	6	6.20
Special education services	44,742	2345	98	65	26	9	5	3.06	2	5.38
No special education services	429,107	2411	91	35	44	21	6	2.44	7	6.61
Using designated supports	55,328	2349	93	62	31	7	7	3.57	5	6.95
No designated supports	418,521	2412	91	35	44	22	6	2.85	9	7.07
Using accommodations	3,291	2311	87	80	17	3	6	2.52	2	6.01
No accommodations	470,558	2406	93	38	42	20	5	2.52	6	6.28

**Table 10.B.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
All Students	454,099	2421	96	25	49	26	458,931	2418	98	22	53	25
Male	233,098	2419	98	26	47	26	234,636	2416	101	23	52	25
Female	221,001	2423	94	24	50	26	224,295	2420	96	21	55	25
American Indian or Alaska Native	2,223	2398	93	34	49	17	2,351	2392	94	30	55	15
Asian	41,429	2485	91	9	36	55	40,784	2483	92	8	38	54
Native Hawaiian or Other Pacific Islander	2,053	2408	92	29	51	19	2,161	2406	93	24	57	19
Filipino	8,768	2458	87	13	47	40	9,620	2459	87	10	50	41
Hispanic or Latino	251,899	2399	90	31	52	17	253,966	2395	93	27	57	15
Black or African American	24,410	2382	91	40	47	13	25,214	2378	94	35	53	12
White	101,616	2450	92	16	47	37	105,437	2449	92	13	50	37
Two or more races	21,701	2446	97	19	44	37	19,398	2442	99	16	48	36
English learner	124,661	2378	88	39	51	10	134,937	2376	91	33	57	10
English only	264,925	2430	95	23	48	29	266,019	2428	97	19	52	29
Reclassified fluent English proficient	46,537	2463	79	9	51	39	40,000	2463	79	7	54	40
Initially fluent English proficient	16,699	2483	88	9	39	52	16,535	2479	90	8	42	50

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 3 SS Mean</b>	<b>2016–17 Grade 3 SS SD</b>	<b>2016–17 Grade 3 Below Standard</b>	<b>2016–17 Grade 3 Near Standard</b>	<b>2016–17 Grade 3 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>
Economically disadvantaged	281,818	2396	91	33	51	16	283,969	2392	93	29	57	15
Not economically disadvantaged	172,281	2461	92	13	44	42	174,962	2460	92	11	47	42
Migrant	4,058	2384	88	36	53	11	4,480	2376	90	33	56	10
Not migrant	450,041	2421	96	25	49	26	454,451	2418	98	22	53	25
Special education services	48,987	2362	96	51	38	11	47,316	2357	100	46	44	10
No special education services	405,112	2428	94	22	50	28	411,615	2425	96	19	54	27
Using designated supports	76,810	2370	93	43	47	10	67,495	2363	95	38	53	9
No designated supports	377,289	2431	94	22	49	29	391,436	2427	96	19	53	28
Using accommodations	5,493	2333	84	64	32	4	3,800	2325	89	59	38	4
No accommodations	448,606	2422	96	25	49	26	455,131	2418	98	22	53	25

**Table 10.B.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Three, 2015–16 Mathematics Grade Three, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	473,653	2408	95	28	52	20	3	-3.49	10	5.76
Male	242,121	2406	97	29	51	20	3	-3.31	10	5.80
Female	231,532	2411	93	26	54	20	3	-3.66	9	5.72
American Indian or Alaska Native	2,529	2384	90	37	51	12	6	-4.31	8	7.37
Asian	41,331	2473	93	10	42	48	2	-1.49	10	2.68
Native Hawaiian or Other Pacific Islander	2,224	2399	90	30	54	16	2	-5.82	7	6.48
Filipino	10,844	2448	88	14	52	34	-1	-3.39	11	4.29
Hispanic or Latino	262,329	2386	88	34	54	11	4	-3.96	9	7.07
Black or African American	26,363	2372	89	43	48	9	4	-5.32	6	7.69
White	109,734	2440	91	17	51	32	1	-2.86	9	3.83
Two or more races	18,299	2435	94	19	50	30	4	-2.44	7	2.85
English learner	152,712	2374	88	39	53	9	2	-6.01	2	5.46
English only	270,072	2419	94	25	52	24	2	-3.45	9	5.24
Reclassified fluent English proficient	31,054	2451	79	10	57	32	0	-2.37	12	3.73
Initially fluent English proficient	18,128	2469	90	11	45	45	4	-1.05	10	2.79

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	295,157	2384	88	35	54	11	4	-4.09	8	6.85
Not economically disadvantaged	178,496	2449	91	15	49	36	1	-2.41	11	3.75
Migrant	4,713	2368	85	41	53	7	8	-2.71	8	7.26
Not migrant	468,940	2409	95	27	52	21	3	-3.50	9	5.74
Special education services	44,713	2354	95	52	39	9	5	-5.06	3	6.28
No special education services	428,940	2414	93	25	53	22	3	-3.15	11	5.96
Using designated supports	55,315	2355	92	45	48	7	7	-4.40	8	6.53
No designated supports	418,338	2416	93	25	53	22	4	-2.79	11	6.31
Using accommodations	3,291	2323	83	66	32	3	8	-5.16	2	6.68
No accommodations	470,362	2409	95	27	52	20	4	-3.32	9	5.80



**Table 10.B.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four , 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	459,928	2464	92	42	31	27	474,843	2463	88	44	32	24
Male	235,092	2467	96	41	30	29	242,544	2465	92	43	31	26
Female	224,836	2462	87	43	32	25	232,299	2460	84	45	33	22
American Indian or Alaska Native	2,291	2437	88	55	29	16	2,456	2437	83	54	32	14
Asian	41,702	2538	85	15	24	61	42,180	2534	85	16	27	58
Native Hawaiian or Other Pacific Islander	2,147	2455	85	46	33	21	2,202	2456	79	45	35	20
Filipino	8,916	2506	80	22	34	44	10,836	2506	78	22	36	42
Hispanic or Latino	254,338	2441	83	53	31	16	263,404	2438	79	55	32	14
Black or African American	24,903	2420	89	62	26	12	25,963	2422	82	62	27	11
White	104,760	2496	86	27	34	39	108,896	2495	83	27	36	37
Two or more races	20,871	2491	92	30	31	39	18,906	2488	89	32	33	36
English learner	111,643	2412	79	68	24	8	124,507	2415	75	68	25	7
English only	264,404	2474	91	37	32	31	269,061	2473	88	38	34	28
Reclassified fluent English proficient	65,512	2499	73	24	39	37	61,344	2497	72	25	41	34
Initially fluent English proficient	17,156	2527	85	18	29	53	18,589	2524	83	19	31	51

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	284,528	2437	84	54	30	15	294,512	2436	79	56	31	13
Not economically disadvantaged	175,400	2508	86	23	32	45	180,331	2506	84	23	34	42
Migrant	4,111	2425	79	61	28	11	4,659	2419	73	66	27	7
Not migrant	455,817	2465	92	42	31	27	470,184	2463	88	43	32	24
Special education services	52,693	2389	99	74	17	10	52,434	2391	93	75	17	9
No special education services	407,235	2474	86	38	33	29	422,409	2471	83	40	34	26
Using designated supports	77,152	2401	91	70	21	9	71,248	2401	85	72	21	7
No designated supports	382,776	2477	86	37	33	30	403,595	2473	84	39	34	27
Using accommodations	18,542	2353	82	88	9	2	15,557	2356	76	89	9	2
No accommodations	441,386	2469	89	40	32	28	459,286	2466	86	42	33	25

**Table 10.B.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference f</b>
All Students	463,968	2455	85	47	32	21	1	1.51	8	3.31
Male	236,250	2456	89	46	31	23	2	1.63	9	3.59
Female	227,718	2454	80	48	33	19	2	1.38	6	3.01
American Indian or Alaska Native	2,442	2434	82	56	31	12	0	-1.73	3	2.72
Asian	41,628	2526	84	18	29	53	4	0.98	8	2.01
Native Hawaiian or Other Pacific Islander	2,276	2446	75	51	34	15	-1	-1.20	10	5.39
Filipino	11,271	2493	76	26	39	35	0	-0.17	13	4.46
Hispanic or Latino	253,736	2431	75	59	30	11	3	2.08	7	4.18
Black or African American	25,923	2417	79	65	27	8	-2	0.62	5	2.41
White	109,888	2486	80	30	37	33	1	0.58	9	2.96
Two or more races	16,804	2482	86	33	35	32	3	1.57	6	1.54
English learner	121,453	2409	72	72	22	6	-3	0.21	6	3.96
English only	261,018	2465	85	41	34	25	1	0.99	8	3.05
Reclassified fluent English proficient	61,892	2488	69	28	43	29	2	0.85	9	3.62
Initially fluent English proficient	18,132	2513	83	22	33	45	3	1.06	11	3.28

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference f</b>
Economically disadvantaged	286,511	2430	76	60	30	11	1	1.80	6	3.59
Not economically disadvantaged	177,457	2497	82	27	36	38	2	0.90	9	3.08
Migrant	4,525	2414	72	69	25	6	6	4.69	5	2.73
Not migrant	459,443	2456	85	47	32	21	2	1.46	7	3.31
Special education services	48,631	2387	92	76	16	8	-2	1.09	4	1.32
No special education services	415,337	2463	81	44	34	23	3	1.72	8	3.76
Using designated supports	52,384	2388	84	77	17	6	0	1.77	13	5.88
No designated supports	411,584	2464	81	43	34	23	4	2.15	9	4.35
Using accommodations	11,507	2351	75	91	8	1	-3	0.62	5	1.83
No accommodations	452,461	2458	84	46	33	21	3	1.91	8	3.73

**Table 10.B.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	459,946	2454	101	35	44	20	474,860	2447	103	36	45	18
Male	235,102	2456	103	35	43	22	242,551	2448	105	36	44	20
Female	224,844	2452	98	36	45	19	232,309	2447	100	36	47	17
American Indian or Alaska Native	2,291	2430	98	45	43	12	2,456	2424	100	45	43	11
Asian	41,703	2522	94	13	39	47	42,180	2517	96	14	41	45
Native Hawaiian or Other Pacific Islander	2,148	2439	93	40	47	13	2,202	2437	97	39	47	14
Filipino	8,916	2491	88	19	50	31	10,836	2490	88	18	51	30
Hispanic or Latino	254,347	2429	94	45	44	11	263,412	2421	97	45	45	9
Black or African American	24,903	2409	95	54	39	8	25,966	2403	99	54	39	7
White	104,764	2490	94	21	47	32	108,901	2485	95	21	49	30
Two or more races	20,874	2483	100	25	45	31	18,907	2477	101	26	46	28
English learner	111,647	2395	90	60	35	4	124,510	2392	94	59	37	4
English only	264,414	2466	99	31	46	24	269,075	2460	101	31	47	22
Reclassified fluent English proficient	65,515	2490	80	18	56	27	61,344	2485	80	18	57	25
Initially fluent English proficient	17,156	2519	90	14	42	44	18,589	2513	90	14	45	41

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	284,540	2425	95	46	43	10	294,525	2419	97	47	44	9
Not economically disadvantaged	175,406	2500	93	18	46	36	180,335	2494	94	19	47	34
Migrant	4,111	2409	93	53	40	7	4,659	2399	96	55	40	5
Not migrant	455,835	2454	101	35	44	20	470,201	2448	103	36	46	19
Special education services	52,695	2382	103	67	26	7	52,436	2376	106	67	27	6
No special education services	407,251	2463	97	31	47	22	422,424	2456	99	32	48	20
Using designated supports	77,155	2390	98	62	32	6	71,250	2383	101	62	33	5
No designated supports	382,791	2467	96	30	47	23	403,610	2459	99	32	48	21
Using accommodations	18,542	2350	88	81	18	2	15,558	2345	92	79	19	1
No accommodations	441,404	2458	99	34	46	21	459,302	2451	101	35	46	19

**Table 10.B.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	464,003	2441	102	39	45	16	7	0.56	6	2.85
Male	236,267	2441	105	39	44	17	8	0.97	7	3.21
Female	227,736	2441	99	39	46	15	5	0.14	6	2.47
American Indian or Alaska Native	2,443	2419	103	47	42	11	6	0.19	5	1.88
Asian	41,630	2511	96	16	42	43	5	0.49	6	1.60
Native Hawaiian or Other Pacific Islander	2,277	2427	95	44	46	11	2	-0.11	10	4.41
Filipino	11,272	2479	90	22	52	25	1	-0.64	11	3.83
Hispanic or Latino	253,746	2414	96	49	43	8	8	0.77	7	3.84
Black or African American	25,927	2397	99	57	37	6	6	0.32	6	3.01
White	109,900	2479	93	23	50	27	5	0.02	6	1.89
Two or more races	16,808	2473	99	27	48	26	6	0.95	4	0.82
English learner	121,451	2385	94	63	34	3	3	-1.39	7	4.16
English only	261,047	2454	101	33	47	20	6	0.38	6	2.36
Reclassified fluent English proficient	61,899	2479	80	20	58	21	5	-0.02	6	2.70
Initially fluent English proficient	18,133	2504	92	17	46	37	6	0.26	9	2.99

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	286,533	2412	97	50	43	7	6	0.49	7	3.40
Not economically disadvantaged	177,470	2488	94	21	49	31	6	0.57	6	2.15
Migrant	4,526	2393	95	59	38	4	10	2.15	6	3.32
Not migrant	459,477	2442	102	39	45	16	6	0.53	6	2.84
Special education services	48,644	2371	107	68	26	6	6	-0.14	5	1.70
No special education services	415,359	2449	99	35	47	18	7	0.81	7	3.19
Using designated supports	52,382	2371	100	67	29	4	7	-0.29	12	5.71
No designated supports	411,621	2450	99	35	47	18	8	1.37	9	3.74
Using accommodations	11,511	2337	93	82	17	1	5	-1.22	8	2.63
No accommodations	452,492	2444	101	38	46	17	7	0.99	7	3.22



**Table 10.B.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	459,872	2456	99	34	43	22	474,805	2454	96	34	44	21
Male	235,058	2457	102	34	42	24	242,523	2454	98	35	43	22
Female	224,814	2456	96	34	45	21	232,282	2454	93	34	46	20
American Indian or Alaska Native	2,291	2430	93	45	42	13	2,456	2429	89	44	44	12
Asian	41,700	2528	92	12	36	52	42,178	2525	91	12	36	51
Native Hawaiian or Other Pacific Islander	2,146	2445	92	37	46	16	2,202	2445	89	37	46	17
Filipino	8,914	2497	90	18	45	37	10,836	2498	86	17	47	37
Hispanic or Latino	254,304	2432	92	43	44	13	263,386	2430	88	43	46	12
Black or African American	24,900	2413	93	52	38	9	25,960	2414	89	51	40	9
White	104,750	2489	93	21	45	34	108,884	2487	91	21	46	33
Two or more races	20,867	2484	100	25	42	34	18,903	2481	96	25	43	32
English learner	111,628	2402	86	57	38	5	124,498	2406	83	55	40	5
English only	264,368	2466	98	30	44	26	269,037	2465	95	30	45	25
Reclassified fluent English proficient	65,507	2491	83	18	51	31	61,342	2490	81	17	53	30
Initially fluent English proficient	17,156	2520	92	14	39	48	18,586	2517	91	14	40	46

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	284,486	2429	92	44	43	12	294,495	2428	88	44	45	11
Not economically disadvantaged	175,386	2500	93	18	43	39	180,310	2498	91	18	44	38
Migrant	4,111	2416	90	50	42	9	4,659	2411	85	51	42	7
Not migrant	455,761	2457	99	34	43	23	470,146	2455	96	34	45	21
Special education services	52,677	2390	97	64	28	8	52,427	2392	93	63	29	8
No special education services	407,195	2465	96	30	45	24	422,378	2462	93	31	46	23
Using designated supports	77,139	2397	94	60	33	7	71,241	2397	89	60	34	6
No designated supports	382,733	2468	96	29	45	26	403,564	2465	93	30	46	24
Using accommodations	18,536	2361	82	78	20	2	15,554	2363	77	77	22	1
No accommodations	441,336	2460	98	32	44	23	459,251	2457	95	33	45	22

**Table 10.B.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Four, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	463,856	2447	93	39	43	18	2	-0.08	7	4.57
Male	236,200	2447	95	39	42	19	3	0.28	7	4.65
Female	227,656	2448	90	38	44	18	2	-0.46	6	4.50
American Indian or Alaska Native	2,442	2426	89	48	40	12	1	-0.93	3	3.82
Asian	41,623	2517	89	15	38	47	3	0.31	8	2.26
Native Hawaiian or Other Pacific Islander	2,276	2435	84	43	44	12	0	-0.22	10	6.22
Filipino	11,269	2486	85	21	49	30	-1	-1.46	12	4.82
Hispanic or Latino	253,684	2423	85	48	42	9	2	-0.01	7	5.67
Black or African American	25,919	2409	86	56	37	7	-1	-1.24	5	5.24
White	109,845	2479	88	25	47	29	2	-0.24	8	3.64
Two or more races	16,798	2474	93	28	44	28	3	0.26	7	2.85
English learner	121,428	2400	80	61	35	4	-4	-2.18	6	5.93
English only	260,950	2457	92	34	44	21	1	-0.19	8	4.23
Reclassified fluent English proficient	61,880	2480	79	22	53	25	1	-0.40	10	4.25
Initially fluent English proficient	18,127	2507	90	17	42	41	3	-0.20	10	3.28

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	286,453	2421	85	49	42	9	1	-0.14	7	5.24
Not economically disadvantaged	177,403	2489	89	22	45	33	2	-0.11	9	3.69
Migrant	4,523	2406	81	56	39	5	5	1.05	5	5.62
Not migrant	459,333	2448	93	39	43	18	2	-0.11	7	4.56
Special education services	48,610	2389	90	66	27	6	-2	-1.13	3	3.00
No special education services	415,246	2454	91	36	45	20	3	0.20	8	4.96
Using designated supports	52,365	2386	87	68	28	4	0	-0.18	11	7.86
No designated supports	411,491	2455	91	35	45	20	3	0.57	10	5.41
Using accommodations	11,504	2361	75	80	19	1	-2	-1.23	2	3.47
No accommodations	452,352	2450	92	38	44	19	3	0.31	7	4.96

**Table 10.B.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	476,113	2489	100	49	28	23	465,601	2488	97	49	29	22
Male	243,025	2490	104	48	27	25	236,887	2489	101	48	28	24
Female	233,088	2487	95	49	29	21	228,714	2487	92	50	30	20
American Indian or Alaska Native	2,414	2458	94	60	27	13	2,400	2461	94	59	27	14
Asian	42,989	2570	95	18	26	56	42,320	2568	93	19	27	54
Native Hawaiian or Other Pacific Islander	2,153	2482	94	52	30	19	2,295	2476	88	54	30	16
Filipino	10,118	2536	89	27	34	39	11,233	2533	86	28	36	36
Hispanic or Latino	264,149	2462	90	60	27	13	255,139	2461	86	61	27	11
Black or African American	25,646	2439	93	69	22	9	25,609	2440	90	69	22	9
White	108,341	2523	95	33	32	35	109,316	2524	92	32	33	34
Two or more races	20,303	2517	101	36	29	34	17,289	2516	99	37	30	33
English learner	100,321	2426	83	77	18	5	98,680	2426	80	78	18	4
English only	267,917	2499	100	44	30	27	260,257	2499	97	44	30	26
Reclassified fluent English proficient	87,700	2515	85	37	36	28	86,972	2513	82	38	37	26
Initially fluent English proficient	19,127	2557	95	23	28	49	18,627	2552	93	24	30	46

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	294,901	2459	91	61	27	12	285,831	2458	87	62	27	11
Not economically disadvantaged	181,212	2537	95	28	31	41	179,770	2535	93	29	32	39
Migrant	4,240	2444	84	68	24	8	4,588	2444	84	69	24	7
Not migrant	471,873	2489	100	48	28	23	461,013	2488	97	49	29	22
Special education services	55,716	2406	98	80	13	7	53,478	2407	96	80	13	6
No special education services	420,397	2500	95	44	30	25	412,123	2498	92	45	31	24
Using designated supports	78,846	2420	93	76	18	7	66,336	2417	90	78	16	5
No designated supports	397,267	2502	95	43	30	26	399,265	2500	93	45	31	25
Using accommodations	24,194	2376	80	91	8	1	18,916	2375	79	92	7	1
No accommodations	451,919	2495	97	46	29	24	446,685	2493	95	47	30	23

**Table 10.B.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	461,109	2483	94	51	30	19	1	0.71	5	1.86
Male	235,350	2483	98	51	29	21	1	0.57	6	2.30
Female	225,759	2483	89	52	30	18	0	0.85	4	1.40
American Indian or Alaska Native	2,508	2452	88	65	25	10	-3	-0.73	9	5.81
Asian	42,699	2560	92	20	29	50	2	0.10	8	1.65
Native Hawaiian or Other Pacific Islander	2,391	2472	87	56	31	13	6	2.20	4	1.68
Filipino	11,851	2524	84	31	38	32	3	0.75	9	3.00
Hispanic or Latino	247,692	2456	83	64	27	9	1	1.67	5	2.30
Black or African American	26,288	2438	88	70	23	7	-1	0.70	2	0.91
White	112,175	2517	89	34	36	30	-1	-0.44	7	2.18
Two or more races	15,505	2512	94	38	33	29	1	0.13	4	1.32
English learner	101,639	2424	78	79	17	4	0	1.51	2	1.20
English only	256,858	2494	94	46	32	23	0	0.28	5	1.59
Reclassified fluent English proficient	81,014	2510	79	39	38	23	2	0.86	3	1.22
Initially fluent English proficient	20,231	2539	92	29	32	39	5	1.21	13	4.60

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	280,410	2454	84	64	27	9	1	1.33	4	1.93
Not economically disadvantaged	180,699	2527	91	31	34	35	2	0.19	8	2.23
Migrant	4,511	2438	80	72	23	5	0	1.32	6	2.73
Not migrant	456,598	2483	94	51	30	19	1	0.69	5	1.85
Special education services	50,317	2406	94	81	13	6	-1	0.53	1	0.82
No special education services	410,792	2492	90	47	32	21	2	0.82	6	2.21
Using designated supports	50,690	2408	88	81	14	4	3	2.26	9	3.28
No designated supports	410,419	2492	90	47	32	21	2	1.33	8	2.90
Using accommodations	13,008	2372	77	93	6	1	1	1.28	3	0.75
No accommodations	448,101	2486	93	50	30	20	2	1.16	7	2.46



**Table 10.B.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	476,198	2463	126	41	40	18	465,693	2465	122	46	37	18
Male	243,070	2462	129	42	40	19	236,939	2463	125	46	36	18
Female	233,128	2463	123	41	41	17	228,754	2466	118	46	38	17
American Indian or Alaska Native	2,415	2433	123	52	38	10	2,401	2438	121	54	36	10
Asian	42,992	2547	112	17	38	46	42,323	2548	108	19	36	45
Native Hawaiian or Other Pacific Islander	2,154	2453	121	43	43	14	2,295	2450	116	51	37	12
Filipino	10,118	2516	108	23	46	31	11,233	2515	104	25	45	29
Hispanic or Latino	264,197	2431	121	52	39	9	255,188	2433	116	57	34	9
Black or African American	25,653	2409	122	60	34	6	25,618	2409	119	66	28	6
White	108,364	2508	114	25	46	29	109,341	2510	108	28	44	28
Two or more races	20,305	2498	123	30	43	28	17,294	2501	117	32	41	27
English learner	100,336	2381	116	71	26	3	98,701	2382	112	77	20	2
English only	267,976	2478	124	36	43	21	260,319	2480	119	39	40	21
Reclassified fluent English proficient	87,709	2493	106	30	50	20	86,980	2496	99	33	47	20
Initially fluent English proficient	19,129	2541	108	17	41	41	18,627	2539	104	21	40	40

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	294,954	2428	121	53	38	9	285,887	2429	117	59	33	8
Not economically disadvantaged	181,244	2520	113	22	44	33	179,806	2521	108	25	42	33
Migrant	4,241	2405	118	62	33	5	4,589	2408	115	67	28	5
Not migrant	471,957	2463	126	41	41	18	461,104	2465	122	45	37	18
Special education services	55,738	2371	126	73	22	5	53,496	2372	124	77	18	5
No special education services	420,460	2475	121	37	43	20	412,197	2477	116	41	39	19
Using designated supports	78,866	2381	123	69	26	5	66,357	2379	120	76	20	4
No designated supports	397,332	2479	121	36	43	21	399,336	2479	116	41	40	20
Using accommodations	24,205	2339	111	84	15	1	18,925	2338	108	89	11	1
No accommodations	451,993	2469	124	39	42	19	446,768	2470	120	44	38	18

**Table 10.B.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	461,206	2459	122	46	38	16	-2	4.12	6	0.89
Male	235,402	2457	125	47	37	16	-1	4.09	6	1.28
Female	225,804	2461	118	46	39	15	-3	4.15	5	0.49
American Indian or Alaska Native	2,508	2427	116	58	35	7	-5	2.01	11	3.92
Asian	42,703	2541	110	20	38	42	-1	1.88	7	1.13
Native Hawaiian or Other Pacific Islander	2,393	2442	114	53	37	10	3	8.15	8	1.53
Filipino	11,852	2506	107	28	46	26	1	2.95	9	2.47
Hispanic or Latino	247,741	2426	115	59	34	7	-2	5.50	7	1.38
Black or African American	26,292	2407	117	66	29	5	0	5.65	2	-0.01
White	112,208	2504	109	29	46	25	-2	2.45	6	0.82
Two or more races	15,509	2495	116	33	43	24	-3	2.57	6	0.68
English learner	101,657	2380	110	77	21	2	-1	6.10	2	0.00
English only	256,919	2475	119	40	41	19	-2	3.53	5	0.69
Reclassified fluent English proficient	81,028	2492	101	33	49	18	-3	3.64	4	0.27
Initially fluent English proficient	20,235	2525	109	24	42	34	2	3.36	14	3.20

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	280,467	2424	116	60	34	7	-1	5.34	5	1.00
Not economically disadvantaged	180,739	2514	109	26	45	29	-1	2.63	7	1.23
Migrant	4,512	2399	113	69	27	4	-3	4.68	9	2.58
Not migrant	456,694	2459	122	46	38	16	-2	4.09	6	0.88
Special education services	50,331	2371	121	77	18	4	-1	4.37	1	0.00
No special education services	410,875	2470	117	43	40	17	-2	4.17	7	1.24
Using designated supports	50,699	2368	117	79	18	3	2	6.31	11	2.92
No designated supports	410,507	2470	117	43	40	17	0	4.66	9	1.93
Using accommodations	13,009	2339	105	88	11	1	1	4.59	-1	-0.15
No accommodations	448,197	2462	120	45	39	16	-1	4.57	8	1.50

**Table 10.B.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	476,068	2475	111	40	43	17	465,555	2474	110	40	44	16
Male	243,001	2475	113	40	43	17	236,861	2473	112	41	43	17
Female	233,067	2475	109	40	44	16	228,694	2475	107	39	45	16
American Indian or Alaska Native	2,414	2443	106	51	41	8	2,399	2449	105	49	41	10
Asian	42,987	2555	105	15	41	44	42,317	2554	103	15	42	43
Native Hawaiian or Other Pacific Islander	2,153	2467	105	42	45	13	2,295	2459	103	44	45	11
Filipino	10,118	2524	100	21	50	29	11,231	2521	100	22	52	27
Hispanic or Latino	264,124	2447	102	49	42	8	255,118	2445	101	50	42	8
Black or African American	25,641	2427	102	58	36	6	25,606	2428	102	58	37	6
White	108,329	2513	107	25	48	27	109,304	2512	105	25	49	26
Two or more races	20,302	2506	112	29	45	26	17,285	2505	110	29	45	25
English learner	100,308	2408	93	66	32	2	98,670	2407	93	67	30	2
English only	267,890	2487	111	35	45	20	260,230	2486	109	35	46	19
Reclassified fluent English proficient	87,697	2501	98	28	53	19	86,967	2500	96	28	54	18
Initially fluent English proficient	19,126	2547	104	17	43	40	18,625	2542	103	18	45	37

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	294,871	2444	102	50	41	8	285,809	2443	101	51	42	7
Not economically disadvantaged	181,197	2525	106	22	47	31	179,746	2524	104	22	48	30
Migrant	4,240	2426	97	58	38	5	4,588	2425	98	59	37	4
Not migrant	471,828	2475	111	40	44	17	460,967	2475	110	40	44	16
Special education services	55,708	2399	103	71	25	5	53,472	2399	103	71	25	4
No special education services	420,360	2485	108	36	46	18	412,083	2484	107	36	46	18
Using designated supports	78,832	2408	101	65	31	4	66,331	2405	99	67	29	3
No designated supports	397,236	2488	108	35	46	19	399,224	2486	107	35	46	18
Using accommodations	24,189	2372	87	82	18	1	18,914	2373	88	82	17	1
No accommodations	451,879	2480	110	37	45	18	446,641	2478	108	38	45	17

**Table 10.B.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	461,024	2468	108	41	45	14	1	0.28	6	1.15
Male	235,304	2466	111	42	44	14	2	0.71	7	1.41
Female	225,720	2470	106	40	46	14	0	-0.17	5	0.88
American Indian or Alaska Native	2,506	2437	103	53	40	7	-6	-1.52	12	3.81
Asian	42,693	2546	104	16	45	39	1	0.14	8	1.05
Native Hawaiian or Other Pacific Islander	2,390	2453	102	46	46	8	8	1.98	6	2.10
Filipino	11,851	2510	101	24	52	23	3	0.36	11	2.82
Hispanic or Latino	247,644	2438	99	52	42	6	2	0.85	7	1.81
Black or African American	26,285	2426	100	57	38	5	-1	-0.33	2	-0.57
White	112,153	2505	103	26	51	23	1	-0.18	7	0.96
Two or more races	15,502	2500	108	29	48	22	1	0.12	5	0.13
English learner	101,620	2403	92	68	30	2	1	1.35	4	0.57
English only	256,811	2481	108	36	47	17	1	-0.07	5	0.72
Reclassified fluent English proficient	81,002	2494	95	29	55	16	1	-0.16	6	1.05
Initially fluent English proficient	20,225	2527	106	21	47	31	5	1.08	15	3.21

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	280,357	2437	100	52	42	6	1	0.67	6	1.33
Not economically disadvantaged	180,667	2516	104	23	50	26	1	0.05	8	1.31
Migrant	4,511	2418	95	60	37	3	1	0.84	7	1.60
Not migrant	456,513	2468	108	41	45	14	0	0.25	7	1.15
Special education services	50,299	2399	101	70	26	4	0	0.30	0	-0.65
No special education services	410,725	2476	106	38	47	15	1	0.36	8	1.60
Using designated supports	50,672	2396	98	70	27	3	3	2.20	9	3.09
No designated supports	410,352	2477	106	37	47	15	2	0.78	9	2.08
Using accommodations	13,003	2373	86	81	18	1	-1	0.32	0	-0.37
No accommodations	448,021	2471	108	40	46	14	2	0.74	7	1.75



**Table 10.B.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	464,211	2512	117	45	31	24	460,410	2511	115	46	31	23
Male	236,303	2506	121	47	29	24	235,278	2506	119	48	30	22
Female	227,908	2517	112	43	33	24	225,132	2516	109	44	33	23
American Indian or Alaska Native	2,405	2474	115	58	29	13	2,447	2469	111	61	27	12
Asian	42,757	2607	105	16	26	58	43,108	2607	105	16	27	56
Native Hawaiian or Other Pacific Islander	2,228	2501	109	48	33	19	2,344	2499	105	51	33	16
Filipino	10,572	2567	98	24	36	40	11,799	2565	98	25	37	38
Hispanic or Latino	254,877	2480	108	56	30	13	247,877	2479	105	58	30	12
Black or African American	24,888	2455	114	64	26	10	25,679	2456	110	66	25	9
White	107,714	2551	105	29	36	35	110,418	2551	105	30	37	33
Two or more races	18,770	2545	114	32	33	35	16,738	2542	113	34	34	32
English learner	79,743	2419	100	80	16	4	81,244	2422	98	81	16	3
English only	257,263	2525	115	39	33	28	254,654	2524	113	40	33	26
Reclassified fluent English proficient	107,200	2536	97	36	38	26	102,849	2536	95	37	39	24
Initially fluent English proficient	19,009	2590	105	20	31	49	20,515	2581	107	24	32	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	284,418	2477	109	58	30	13	277,927	2476	106	59	29	12
Not economically disadvantaged	179,793	2567	106	25	34	41	182,483	2565	106	26	35	39
Migrant	3,935	2462	105	64	27	9	4,033	2454	102	68	24	7
Not migrant	460,276	2512	117	45	31	24	456,377	2512	115	46	31	23
Special education services	52,820	2398	113	82	13	5	50,689	2397	110	83	12	4
No special education services	411,391	2526	109	40	34	26	409,721	2525	107	41	34	25
Using designated supports	64,051	2413	111	79	16	5	57,582	2413	108	80	15	5
No designated supports	400,160	2527	110	39	34	27	402,828	2525	109	41	34	25
Using accommodations	23,228	2366	94	92	7	1	18,288	2362	92	93	6	1
No accommodations	440,983	2519	113	42	32	25	442,122	2517	111	44	32	23

**Table 10.B.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	456,542	2508	109	47	33	20	1	1.21	3	1.33
Male	232,946	2502	113	49	31	20	0	0.73	4	1.74
Female	223,596	2513	104	45	34	20	1	1.70	3	0.92
American Indian or Alaska Native	2,494	2476	104	60	28	12	5	3.71	-7	-1.59
Asian	42,186	2598	101	17	30	52	0	0.44	9	1.17
Native Hawaiian or Other Pacific Islander	2,296	2501	98	50	35	15	2	3.08	-2	-1.28
Filipino	12,502	2554	96	28	39	33	2	1.40	11	2.72
Hispanic or Latino	243,636	2476	100	60	30	10	1	1.81	3	1.48
Black or African American	26,305	2459	104	65	26	8	-1	1.59	-3	-0.36
White	112,532	2545	100	31	39	30	0	0.98	6	1.67
Two or more races	14,591	2536	107	36	36	28	3	1.68	6	1.86
English learner	77,289	2421	94	82	15	3	-3	0.68	1	1.16
English only	252,541	2520	107	42	35	23	1	0.93	4	1.50
Reclassified fluent English proficient	103,924	2529	89	40	40	21	0	1.13	7	2.40
Initially fluent English proficient	21,494	2571	104	26	34	40	9	3.87	10	2.16

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	275,941	2475	101	60	30	10	1	1.67	1	1.10
Not economically disadvantaged	180,601	2558	101	28	37	35	2	1.26	7	1.63
Migrant	3,977	2457	98	68	26	6	8	4.30	-3	-0.77
Not migrant	452,565	2508	109	47	33	20	0	1.18	4	1.35
Special education services	47,172	2399	107	84	12	4	1	1.34	-2	0.47
No special education services	409,370	2520	102	43	35	22	1	1.37	5	1.75
Using designated supports	42,562	2401	101	85	12	3	0	0.81	12	5.00
No designated supports	413,980	2519	104	44	35	22	2	1.86	6	2.31
Using accommodations	12,492	2365	88	94	6	1	4	1.70	-3	0.51
No accommodations	444,050	2512	107	46	33	20	2	1.72	5	1.98

**Table 10.B.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	464,541	2495	124	40	42	18	460,681	2494	126	40	43	18
Male	236,489	2493	128	41	41	19	235,428	2492	129	40	41	18
Female	228,052	2497	120	39	43	17	225,253	2496	122	39	44	17
American Indian or Alaska Native	2,406	2459	122	51	38	10	2,448	2453	125	53	38	9
Asian	42,769	2588	111	14	37	48	43,119	2587	112	14	38	48
Native Hawaiian or Other Pacific Islander	2,231	2479	116	44	44	12	2,345	2476	117	45	44	11
Filipino	10,575	2549	104	21	50	30	11,804	2546	107	21	50	29
Hispanic or Latino	255,063	2463	116	50	41	9	248,005	2460	118	50	41	8
Black or African American	24,920	2433	121	60	34	6	25,717	2433	124	60	34	6
White	107,791	2538	113	25	47	28	110,492	2537	114	25	48	27
Two or more races	18,786	2530	121	29	43	28	16,751	2526	123	30	44	26
English learner	79,820	2399	112	74	24	2	81,308	2398	115	73	24	2
English only	257,449	2509	122	35	44	21	254,817	2508	123	35	44	21
Reclassified fluent English proficient	107,257	2519	102	30	52	18	102,885	2520	103	30	52	18
Initially fluent English proficient	19,017	2574	109	17	42	41	20,522	2566	111	19	43	38

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	284,669	2459	117	51	40	8	278,112	2457	120	52	40	8
Not economically disadvantaged	179,872	2551	113	22	45	33	182,569	2549	114	22	46	32
Migrant	3,937	2442	116	58	36	6	4,035	2435	117	59	36	5
Not migrant	460,604	2495	124	40	42	18	456,646	2494	126	40	43	18
Special education services	52,910	2380	121	77	19	4	50,756	2374	124	78	18	3
No special education services	411,631	2510	116	35	45	20	409,925	2509	118	35	45	19
Using designated supports	64,136	2392	121	73	23	4	57,649	2389	125	73	24	3
No designated supports	400,405	2511	116	35	45	20	403,032	2509	119	35	45	20
Using accommodations	23,278	2347	104	87	12	1	18,317	2338	107	88	11	1
No accommodations	441,263	2503	120	37	44	19	442,364	2500	122	38	44	18

**Table 10.B.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	457,261	2484	125	39	46	15	1	-0.17	10	-0.83
Male	233,349	2482	129	40	45	15	1	-0.18	10	-0.43
Female	223,912	2487	121	38	48	14	1	-0.16	9	-1.25
American Indian or Alaska Native	2,498	2454	121	49	43	8	6	1.65	-1	-3.79
Asian	42,226	2574	114	15	42	43	1	-0.14	13	0.81
Native Hawaiian or Other Pacific Islander	2,300	2471	118	43	47	10	3	0.91	5	-2.11
Filipino	12,519	2532	110	22	54	24	3	0.45	14	1.03
Hispanic or Latino	244,058	2451	118	49	44	6	3	0.18	9	-1.08
Black or African American	26,377	2430	123	57	37	5	0	-0.80	3	-2.15
White	112,670	2527	114	24	52	24	1	-0.14	10	-0.39
Two or more races	14,613	2517	121	29	49	23	4	0.87	9	-1.32
English learner	77,451	2390	114	72	27	2	1	-0.67	8	-1.76
English only	252,898	2499	123	34	48	18	1	-0.28	9	-0.74
Reclassified fluent English proficient	104,093	2506	105	31	55	14	-1	-0.55	14	0.77
Initially fluent English proficient	21,520	2551	115	20	48	33	8	1.73	15	0.95

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	276,429	2449	119	50	43	6	2	0.07	8	-1.41
Not economically disadvantaged	180,832	2539	115	22	50	28	2	0.15	10	-0.01
Migrant	3,978	2429	118	57	40	4	7	0.79	6	-2.35
Not migrant	453,283	2485	125	39	46	15	1	-0.18	9	-0.82
Special education services	47,298	2372	123	76	21	3	6	0.69	2	-2.41
No special education services	409,963	2497	119	35	49	16	1	-0.10	12	-0.33
Using designated supports	42,667	2372	120	74	24	2	3	-0.45	17	1.47
No designated supports	414,594	2496	120	35	48	16	2	0.45	13	0.26
Using accommodations	12,526	2339	105	86	14	0	9	0.74	-1	-2.19
No accommodations	444,735	2489	124	38	47	15	3	0.33	11	-0.16



**Table 10.B.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	464,462	2503	119	38	43	20	460,612	2502	117	31	51	18
Male	236,442	2499	121	40	41	19	235,394	2499	120	33	50	18
Female	228,020	2508	116	36	44	20	225,218	2506	114	30	53	18
American Indian or Alaska Native	2,405	2469	114	50	39	11	2,447	2468	111	41	50	9
Asian	42,768	2595	113	14	36	50	43,118	2589	111	11	42	47
Native Hawaiian or Other Pacific Islander	2,230	2490	110	43	43	14	2,345	2488	108	35	53	12
Filipino	10,575	2556	106	20	47	33	11,803	2551	106	16	54	30
Hispanic or Latino	255,013	2472	109	47	42	10	247,972	2471	108	39	52	9
Black or African American	24,913	2452	109	56	36	7	25,708	2454	109	47	47	7
White	107,775	2543	112	24	47	29	110,475	2541	112	19	53	28
Two or more races	18,783	2538	119	27	43	29	16,744	2532	119	23	50	27
English learner	79,799	2417	96	70	28	2	81,286	2422	98	58	40	2
English only	257,411	2517	118	33	44	23	254,779	2516	117	27	52	21
Reclassified fluent English proficient	107,240	2523	106	29	51	21	102,878	2520	105	23	59	18
Initially fluent English proficient	19,014	2580	113	16	41	43	20,521	2568	113	15	47	38

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	284,601	2469	109	49	41	10	278,063	2469	108	40	51	8
Not economically disadvantaged	179,861	2557	113	21	44	35	182,549	2553	113	17	51	32
Migrant	3,937	2451	106	55	39	7	4,035	2447	104	48	48	4
Not migrant	460,525	2504	119	38	43	20	456,577	2503	117	31	51	18
Special education services	52,887	2408	104	74	22	4	50,736	2411	105	64	32	3
No special education services	411,575	2516	115	33	45	22	409,876	2514	114	27	53	20
Using designated supports	64,116	2418	104	68	28	4	57,629	2420	106	58	39	4
No designated supports	400,346	2517	115	33	45	22	402,983	2514	114	27	53	20
Using accommodations	23,265	2383	88	83	16	1	18,309	2386	92	74	25	1
No accommodations	441,197	2510	117	35	44	21	442,303	2507	116	29	52	19

**Table 10.B.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	457,065	2498	115	34	50	16	1	-6.77	4	3.16
Male	233,237	2493	118	36	48	16	0	-6.91	6	3.55
Female	223,828	2502	111	32	52	16	2	-6.65	4	2.75
American Indian or Alaska Native	2,497	2470	108	43	49	9	1	-8.62	-2	1.94
Asian	42,220	2583	110	13	43	44	6	-2.67	6	1.79
Native Hawaiian or Other Pacific Islander	2,298	2487	107	38	51	12	2	-8.42	1	2.97
Filipino	12,513	2541	106	20	54	26	5	-3.84	10	3.62
Hispanic or Latino	243,944	2467	105	43	49	7	1	-8.13	4	3.92
Black or African American	26,356	2452	107	50	44	6	-2	-9.57	2	3.39
White	112,631	2535	110	22	53	25	2	-4.41	6	2.26
Two or more races	14,606	2526	115	25	51	24	6	-4.23	6	2.40
English learner	77,416	2418	96	63	35	2	-5	-12.07	4	5.36
English only	252,794	2511	114	30	51	19	1	-6.10	5	2.79
Reclassified fluent English proficient	104,049	2513	102	26	58	16	3	-5.99	7	3.64
Initially fluent English proficient	21,512	2559	113	18	48	34	12	-1.33	9	2.87

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	276,302	2466	106	44	49	7	0	-8.32	3	3.73
Not economically disadvantaged	180,763	2547	110	19	51	29	4	-3.78	6	2.25
Migrant	3,978	2447	100	51	45	4	4	-7.16	0	3.12
Not migrant	453,087	2498	115	34	50	16	1	-6.77	5	3.16
Special education services	47,262	2408	104	68	28	3	-3	-9.60	3	4.01
No special education services	409,803	2508	112	30	52	17	2	-6.25	6	3.34
Using designated supports	42,637	2406	101	66	31	2	-2	-10.67	14	8.75
No designated supports	414,428	2507	112	31	52	17	3	-5.69	7	3.65
Using accommodations	12,514	2382	90	78	21	0	-3	-9.49	4	4.42
No accommodations	444,551	2501	114	33	51	16	3	-6.15	6	3.69

**Table 10.B.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	460,556	2527	121	45	29	25	458,067	2529	116	45	32	24
Male	235,268	2525	125	46	28	26	234,039	2526	120	46	30	24
Female	225,288	2530	116	44	31	25	224,028	2532	111	43	33	24
American Indian or Alaska Native	2,391	2490	113	57	29	14	2,450	2497	112	54	32	14
Asian	43,768	2633	111	15	23	63	42,780	2630	108	15	25	60
Native Hawaiian or Other Pacific Islander	2,338	2512	109	51	31	18	2,218	2518	105	47	34	19
Filipino	11,143	2585	104	24	34	42	12,465	2582	100	24	37	39
Hispanic or Latino	248,515	2492	109	58	29	14	245,226	2494	105	57	31	12
Black or African American	25,088	2468	111	66	24	10	25,832	2474	109	64	26	10
White	109,206	2570	109	29	34	37	111,445	2570	105	28	37	36
Two or more races	18,107	2563	118	32	31	36	15,651	2557	115	33	33	34
English learner	67,586	2423	100	83	13	4	65,672	2426	97	84	13	3
English only	252,228	2542	118	39	31	29	251,028	2543	114	38	34	28
Reclassified fluent English proficient	118,557	2544	104	40	35	25	118,117	2544	98	39	38	23
Initially fluent English proficient	21,109	2601	114	23	29	48	21,986	2596	111	24	31	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	276,094	2489	111	59	28	13	272,735	2492	107	58	30	12
Not economically disadvantaged	184,462	2584	112	26	32	43	185,332	2583	108	25	34	41
Migrant	3,635	2468	107	67	24	9	3,768	2469	105	67	26	8
Not migrant	456,921	2528	121	45	29	25	454,299	2529	116	44	32	24
Special education services	50,044	2409	109	84	12	5	48,508	2412	107	83	12	4
No special education services	410,512	2542	114	41	32	28	409,559	2542	109	40	34	26
Using designated supports	54,417	2421	109	81	14	5	48,802	2427	108	80	15	5
No designated supports	406,139	2542	115	41	32	28	409,265	2541	111	40	34	26
Using accommodations	20,744	2378	91	92	7	1	16,092	2381	88	93	6	1
No accommodations	439,812	2535	117	43	31	26	441,975	2534	113	43	33	25

**Table 10.B.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	448,882	2521	115	46	33	22	-2	-0.78	8	1.24
Male	228,629	2518	119	47	31	22	-1	-0.58	8	1.39
Female	220,253	2524	110	45	34	21	-2	-0.98	8	1.09
American Indian or Alaska Native	2,664	2492	106	56	32	12	-7	-3.13	5	1.88
Asian	40,866	2622	108	16	27	58	3	0.01	8	0.78
Native Hawaiian or Other Pacific Islander	2,328	2510	104	48	36	15	-6	-3.60	8	1.03
Filipino	12,524	2571	102	26	38	36	3	0.05	11	2.35
Hispanic or Latino	239,868	2488	103	58	31	11	-2	-0.69	6	1.03
Black or African American	26,622	2467	107	65	27	8	-6	-1.51	7	0.29
White	110,537	2562	105	29	38	33	0	-1.08	8	1.68
Two or more races	13,473	2555	112	33	35	32	6	1.05	2	-0.04
English learner	66,571	2425	97	83	14	3	-3	0.79	1	-1.00
English only	245,710	2535	113	40	35	25	-1	-0.97	8	1.61
Reclassified fluent English proficient	114,741	2538	98	40	39	21	0	-0.83	6	0.68
Initially fluent English proficient	20,443	2586	111	25	33	42	5	0.67	10	1.55

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	269,700	2487	105	58	31	11	-3	-0.81	5	0.69
Not economically disadvantaged	179,182	2573	109	27	36	37	1	-0.39	10	1.61
Migrant	3,793	2469	102	65	28	7	-1	0.01	0	-1.55
Not migrant	445,089	2522	115	46	33	22	-1	-0.79	7	1.25
Special education services	44,730	2411	106	83	13	4	-3	-0.22	1	-0.29
No special education services	404,152	2533	109	42	35	23	0	-0.71	9	1.71
Using designated supports	36,865	2413	105	83	13	4	-6	-0.93	14	3.04
No designated supports	412,017	2531	111	42	34	23	1	-0.23	10	2.13
Using accommodations	10,389	2377	89	93	6	1	-3	0.42	4	-0.16
No accommodations	438,493	2525	113	45	33	22	1	-0.31	9	1.88



**Table 10.B.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	460,926	2504	137	37	43	20	458,356	2505	133	37	43	20
Male	235,471	2503	139	38	42	20	234,193	2504	134	38	42	20
Female	225,455	2505	135	37	44	20	224,163	2506	131	37	43	20
American Indian or Alaska Native	2,394	2470	128	47	42	11	2,455	2478	125	44	44	12
Asian	43,780	2611	124	13	35	53	42,792	2607	122	13	34	53
Native Hawaiian or Other Pacific Islander	2,340	2483	128	41	46	13	2,220	2486	126	42	44	14
Filipino	11,149	2561	123	19	48	32	12,468	2560	119	20	47	34
Hispanic or Latino	248,739	2466	126	48	43	10	245,390	2467	123	48	43	9
Black or African American	25,117	2440	125	57	36	7	25,863	2444	123	56	37	7
White	109,282	2554	126	22	47	31	111,502	2554	120	22	47	31
Two or more races	18,125	2545	135	26	44	30	15,666	2539	130	28	43	29
English learner	67,653	2397	113	71	26	2	65,722	2396	111	74	23	2
English only	252,430	2521	135	32	44	24	251,192	2522	130	32	45	24
Reclassified fluent English proficient	118,643	2517	124	32	49	19	118,173	2517	118	31	50	18
Initially fluent English proficient	21,121	2582	129	18	41	41	21,997	2577	126	19	41	41

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	276,347	2463	127	49	42	10	272,933	2465	123	49	42	9
Not economically disadvantaged	184,579	2566	128	20	44	36	185,423	2564	123	20	44	36
Migrant	3,638	2442	121	55	39	6	3,769	2441	119	56	39	5
Not migrant	457,288	2505	137	37	43	20	454,587	2505	133	37	43	20
Special education services	50,121	2392	119	73	23	4	48,573	2391	118	75	21	4
No special education services	410,805	2518	133	33	45	22	409,783	2518	128	33	45	22
Using designated supports	54,485	2400	120	70	27	3	48,862	2405	119	71	25	4
No designated supports	406,441	2518	133	33	45	22	409,494	2517	129	33	45	22
Using accommodations	20,785	2366	102	82	17	1	16,114	2362	99	85	14	1
No accommodations	440,141	2511	135	35	44	21	442,242	2510	131	35	44	21

**Table 10.B.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	449,920	2490	141	35	48	17	-1	0.06	15	-2.65
Male	229,155	2489	143	35	47	18	-1	0.16	15	-2.62
Female	220,765	2492	139	34	49	17	-1	-0.05	14	-2.69
American Indian or Alaska Native	2,671	2457	134	42	49	9	-8	-3.13	21	-2.60
Asian	40,902	2596	128	12	39	49	4	0.26	11	-0.86
Native Hawaiian or Other Pacific Islander	2,333	2477	133	37	52	11	-3	0.78	9	-5.11
Filipino	12,545	2543	128	20	52	28	1	0.59	17	0.11
Hispanic or Latino	240,530	2452	132	44	48	8	-1	0.40	15	-3.76
Black or African American	26,718	2431	131	51	44	6	-4	-0.73	13	-5.57
White	110,717	2539	130	21	52	27	0	-0.60	15	-0.78
Two or more races	13,504	2530	136	24	50	26	6	1.79	9	-3.41
English learner	66,779	2385	121	67	31	2	1	2.86	11	-7.78
English only	246,221	2507	139	30	50	21	-1	-0.28	15	-2.07
Reclassified fluent English proficient	115,014	2503	128	29	55	16	0	-0.36	14	-2.35
Initially fluent English proficient	20,478	2562	134	19	45	36	5	0.94	15	0.06

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	270,455	2451	132	45	48	8	-2	0.15	14	-4.17
Not economically disadvantaged	179,465	2550	132	19	49	32	2	0.22	14	-0.77
Migrant	3,804	2432	127	49	47	4	1	0.80	9	-6.64
Not migrant	446,116	2491	141	34	48	17	0	0.05	14	-2.63
Special education services	44,896	2380	126	68	28	3	1	2.02	11	-7.34
No special education services	405,024	2503	137	31	50	19	0	-0.05	15	-1.84
Using designated supports	36,985	2382	125	68	29	3	-5	1.06	23	-3.00
No designated supports	412,935	2500	138	32	50	19	1	0.42	17	-1.63
Using accommodations	10,427	2349	109	78	22	1	4	3.03	13	-7.64
No accommodations	439,493	2494	140	34	49	18	1	0.43	16	-1.93

**Table 10.B.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	460,805	2520	128	29	51	20	458,222	2518	125	29	51	20
Male	235,406	2515	130	31	50	19	234,123	2511	129	31	49	20
Female	225,399	2525	125	27	53	20	224,099	2525	121	26	54	21
American Indian or Alaska Native	2,394	2484	117	39	51	10	2,453	2487	123	37	51	12
Asian	43,777	2622	117	9	39	52	42,787	2618	114	8	38	54
Native Hawaiian or Other Pacific Islander	2,340	2506	119	31	55	13	2,219	2509	116	30	55	15
Filipino	11,148	2576	114	14	54	33	12,468	2573	110	13	53	34
Hispanic or Latino	248,666	2485	118	37	53	10	245,315	2484	116	37	53	10
Black or African American	25,108	2465	118	45	48	7	25,845	2466	118	44	48	8
White	109,253	2560	121	18	53	29	111,473	2558	117	17	52	31
Two or more races	18,119	2555	126	21	50	29	15,662	2547	124	21	50	29
English learner	67,641	2426	106	56	41	3	65,703	2421	107	59	39	3
English only	252,352	2533	126	26	51	23	251,109	2532	124	25	51	24
Reclassified fluent English proficient	118,616	2533	117	23	58	19	118,147	2532	112	22	59	19
Initially fluent English proficient	21,117	2591	124	14	46	40	21,994	2585	120	14	46	41

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	276,264	2483	119	38	52	10	272,844	2482	117	38	52	10
Not economically disadvantaged	184,541	2575	122	16	50	34	185,378	2571	118	15	49	36
Migrant	3,636	2465	115	42	51	7	3,769	2461	113	43	51	6
Not migrant	457,169	2520	128	29	51	20	454,453	2519	125	28	51	20
Special education services	50,092	2417	109	63	34	3	48,539	2410	112	66	31	4
No special education services	410,713	2532	124	25	53	22	409,683	2531	121	24	54	22
Using designated supports	54,458	2427	111	55	41	4	48,829	2424	114	56	40	4
No designated supports	406,347	2532	125	26	53	22	409,393	2529	122	25	52	22
Using accommodations	20,765	2395	95	70	29	1	16,101	2383	95	75	24	1
No accommodations	440,040	2526	126	27	52	21	442,121	2523	124	27	52	21

**Table 10.B.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Seven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	449,466	2505	132	19	64	17	2	-0.56	13	-9.73
Male	228,910	2499	136	21	62	17	4	0.28	12	-10.32
Female	220,556	2513	128	17	66	17	0	-1.45	12	-9.10
American Indian or Alaska Native	2,670	2471	128	25	65	9	-3	-1.50	16	-11.67
Asian	40,888	2606	123	6	46	48	4	-0.47	12	-2.28
Native Hawaiian or Other Pacific Islander	2,331	2496	124	20	68	12	-3	-1.75	13	-10.01
Filipino	12,534	2555	119	10	63	27	3	-0.59	18	-3.27
Hispanic or Latino	240,231	2472	123	24	68	8	1	-0.41	12	-13.00
Black or African American	26,680	2455	124	28	66	6	-1	-0.93	11	-16.03
White	110,639	2544	127	12	62	26	2	-0.79	14	-5.17
Two or more races	13,493	2538	132	14	61	25	8	0.53	9	-7.33
English learner	66,683	2419	114	37	61	2	5	2.16	2	-21.88
English only	246,009	2518	132	17	63	20	1	-0.77	14	-8.29
Reclassified fluent English proficient	114,888	2518	122	15	69	16	1	-1.29	14	-7.46
Initially fluent English proficient	20,465	2572	130	9	56	35	6	0.16	13	-4.34

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 7 SS Mean</b>	<b>2014–15 Grade 7 SS SD</b>	<b>2014–15 Grade 7 Below Standard</b>	<b>2014–15 Grade 7 Near Standard</b>	<b>2014–15 Grade 7 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	270,115	2471	124	24	68	8	1	-0.48	11	-13.40
Not economically disadvantaged	179,351	2557	128	11	59	30	4	-0.46	14	-4.51
Migrant	3,797	2457	118	26	69	5	4	0.89	4	-17.57
Not migrant	445,669	2506	132	19	64	17	1	-0.58	13	-9.67
Special education services	44,826	2410	119	41	56	3	7	2.82	0	-24.99
No special education services	404,640	2516	130	16	65	19	1	-0.85	15	-7.75
Using designated supports	36,917	2414	117	39	59	3	3	0.61	10	-17.22
No designated supports	412,549	2514	131	17	65	18	3	-0.32	15	-8.24
Using accommodations	10,412	2385	107	47	52	1	12	5.10	-2	-28.16
No accommodations	439,054	2508	132	18	64	17	3	-0.33	15	-8.70



**Table 10.B.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	457,372	2543	131	45	30	25	451,141	2543	127	45	30	25
Male	233,718	2537	134	48	28	24	229,924	2538	131	47	29	24
Female	223,654	2549	126	43	31	26	221,217	2549	123	43	32	25
American Indian or Alaska Native	2,394	2505	121	57	28	14	2,558	2506	117	56	29	15
Asian	43,448	2657	123	15	23	62	41,500	2657	121	15	23	61
Native Hawaiian or Other Pacific Islander	2,233	2527	118	49	33	18	2,331	2530	115	46	35	18
Filipino	11,878	2602	117	25	34	41	12,515	2602	113	24	35	41
Hispanic or Latino	245,665	2505	117	57	29	14	241,872	2508	114	56	30	14
Black or African American	25,363	2479	119	66	24	10	26,537	2481	114	66	25	10
White	109,993	2586	122	30	34	36	109,550	2585	119	30	34	36
Two or more races	16,398	2574	130	35	32	34	14,278	2570	127	36	32	32
English learner	55,620	2430	106	83	13	4	56,308	2438	104	81	14	4
English only	248,086	2556	129	40	31	28	244,562	2556	126	40	32	28
Reclassified fluent English proficient	130,353	2552	117	42	34	24	128,094	2555	114	41	35	24
Initially fluent English proficient	22,429	2616	129	25	29	46	21,033	2613	126	26	29	45

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	271,521	2503	119	58	28	14	267,366	2506	115	57	29	14
Not economically disadvantaged	185,851	2601	125	27	32	41	183,775	2598	123	28	32	41
Migrant	3,621	2482	115	64	26	10	3,875	2491	111	61	28	11
Not migrant	453,751	2543	131	45	30	25	447,266	2544	127	45	30	25
Special education services	48,460	2420	110	83	12	4	46,006	2425	106	83	12	4
No special education services	408,912	2557	125	41	32	27	405,135	2557	122	41	32	27
Using designated supports	49,025	2432	113	80	14	5	45,143	2441	111	79	16	6
No designated supports	408,347	2556	126	41	31	27	405,998	2555	124	41	32	27
Using accommodations	19,385	2391	91	92	7	1	14,117	2397	88	92	7	1
No accommodations	437,987	2549	128	43	31	26	437,024	2548	125	44	31	25

**Table 10.B.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	450,413	2535	123	46	32	21	0	-0.34	8	1.33
Male	229,758	2529	128	49	30	21	-1	-0.34	9	1.24
Female	220,655	2541	118	44	34	22	0	-0.33	8	1.42
American Indian or Alaska Native	2,572	2499	114	59	30	12	-1	-1.30	7	2.38
Asian	41,081	2644	118	16	27	57	0	-0.43	13	1.02
Native Hawaiian or Other Pacific Islander	2,306	2520	114	51	33	16	-3	-2.75	10	4.27
Filipino	13,017	2590	111	26	38	36	0	-1.10	12	1.48
Hispanic or Latino	239,210	2500	110	58	31	11	-3	-0.64	8	1.49
Black or African American	27,553	2477	112	67	25	8	-2	-0.43	4	1.14
White	111,857	2575	116	32	37	31	1	-0.19	10	1.52
Two or more races	12,817	2568	123	35	34	31	4	1.19	2	-0.62
English learner	59,120	2436	102	82	14	4	-8	-1.43	2	0.69
English only	245,092	2547	122	42	34	25	0	-0.03	9	1.32
Reclassified fluent English proficient	124,038	2548	109	42	37	21	-3	-1.22	7	0.58
Initially fluent English proficient	20,923	2599	124	28	33	39	3	0.54	14	2.10

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	267,171	2500	112	58	30	11	-3	-0.79	6	1.09
Not economically disadvantaged	183,242	2587	120	29	35	36	3	0.40	11	1.64
Migrant	3,934	2483	108	64	28	8	-9	-2.71	8	2.66
Not migrant	446,479	2536	123	46	32	22	-1	-0.33	8	1.32
Special education services	43,966	2422	106	84	12	4	-5	-0.02	3	0.37
No special education services	406,447	2547	119	42	34	23	0	-0.19	10	1.64
Using designated supports	34,448	2426	107	83	13	4	-9	-1.83	15	4.00
No designated supports	415,965	2544	120	43	34	23	1	0.14	11	2.06
Using accommodations	9,951	2392	86	93	6	1	-6	0.00	5	1.23
No accommodations	440,462	2538	122	45	33	22	1	0.20	10	1.78

**Table 10.B.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	457,699	2525	139	42	37	22	451,470	2506	156	31	49	20
Male	233,877	2522	141	44	35	21	230,096	2504	158	32	48	20
Female	223,822	2528	138	40	39	22	221,374	2509	153	30	51	19
American Indian or Alaska Native	2,395	2492	128	52	35	12	2,558	2475	144	37	52	11
Asian	43,465	2637	133	15	30	55	41,513	2622	146	11	36	52
Native Hawaiian or Other Pacific Islander	2,233	2505	131	46	40	15	2,334	2486	145	34	54	13
Filipino	11,884	2581	129	23	42	35	12,523	2562	146	18	50	32
Hispanic or Latino	245,875	2485	127	53	36	11	242,079	2466	144	39	51	10
Black or African American	25,386	2464	124	61	31	8	26,563	2444	141	46	47	7
White	110,051	2574	130	26	42	32	109,609	2558	147	19	50	31
Two or more races	16,410	2561	137	30	39	30	14,291	2542	154	23	49	28
English learner	55,662	2405	109	81	17	2	56,368	2391	128	61	36	2
English only	248,238	2542	137	36	39	25	244,723	2524	154	27	50	23
Reclassified fluent English proficient	130,472	2531	128	38	42	19	128,185	2512	147	28	55	18
Initially fluent English proficient	22,441	2602	136	21	36	42	21,046	2583	152	16	45	39

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	271,754	2484	128	54	35	11	267,594	2464	145	40	51	10
Not economically disadvantaged	185,945	2586	134	24	39	37	183,876	2568	150	18	47	34
Migrant	3,623	2455	124	61	33	6	3,878	2444	141	44	50	6
Not migrant	454,076	2526	139	41	37	22	447,592	2507	156	31	49	20
Special education services	48,511	2408	113	81	16	4	46,062	2391	130	62	34	3
No special education services	409,188	2539	136	37	39	24	405,408	2520	153	27	51	22
Using designated supports	49,070	2413	118	77	19	4	45,179	2400	136	59	37	4
No designated supports	408,629	2539	136	37	39	24	406,291	2518	153	28	51	21
Using accommodations	19,408	2382	95	89	10	1	14,135	2365	114	70	29	1
No accommodations	438,291	2531	138	39	38	22	437,335	2511	155	30	50	20

**Table 10.B.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	451,080	2510	145	32	51	18	19	-10.57	-4	0.55
Male	230,059	2508	147	33	49	18	18	-11.41	-4	0.47
Female	221,021	2511	143	30	52	17	19	-9.69	-2	0.63
American Indian or Alaska Native	2,580	2478	137	39	51	10	17	-15.34	-3	2.16
Asian	41,118	2617	140	12	39	49	15	-3.15	5	0.54
Native Hawaiian or Other Pacific Islander	2,311	2489	137	35	54	11	19	-11.95	-3	1.59
Filipino	13,040	2560	134	18	54	28	19	-5.28	2	0.08
Hispanic or Latino	239,620	2471	133	40	52	8	19	-13.72	-5	0.90
Black or African American	27,601	2452	131	46	48	6	20	-15.63	-8	0.44
White	111,975	2558	137	20	53	28	16	-6.61	0	0.15
Two or more races	12,835	2548	142	23	51	27	19	-7.05	-6	-0.89
English learner	59,247	2401	121	63	35	2	14	-19.50	-10	1.24
English only	245,399	2526	143	27	52	21	18	-9.27	-2	0.36
Reclassified fluent English proficient	124,228	2517	134	27	57	16	19	-10.67	-5	-0.26
Initially fluent English proficient	20,959	2578	143	17	48	35	19	-5.03	5	0.89

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	267,622	2471	135	40	51	8	20	-14.00	-7	0.63
Not economically disadvantaged	183,458	2566	140	19	50	31	18	-5.50	2	0.39
Migrant	3,938	2449	131	46	49	5	11	-16.70	-5	1.86
Not migrant	447,142	2510	145	31	51	18	19	-10.53	-3	0.53
Special education services	44,073	2399	125	64	33	3	17	-18.21	-8	1.53
No special education services	407,007	2521	142	28	53	19	19	-9.51	-1	0.61
Using designated supports	34,502	2396	128	64	33	3	13	-18.14	4	4.84
No designated supports	416,578	2519	142	29	52	19	21	-9.41	-1	0.99
Using accommodations	9,971	2370	108	73	26	1	17	-18.80	-5	2.89
No accommodations	441,109	2513	144	31	51	18	20	-9.74	-2	0.87



**Table 10.B.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
All Students	457,505	2536	136	33	46	21	451,299	2535	133	28	53	19
Male	233,779	2525	140	37	44	20	230,003	2527	137	31	50	18
Female	223,726	2547	131	29	49	22	221,296	2545	128	25	55	20
American Indian or Alaska Native	2,394	2496	130	43	45	12	2,558	2495	125	40	50	10
Asian	43,458	2648	127	11	34	55	41,506	2645	126	9	38	53
Native Hawaiian or Other Pacific Islander	2,233	2523	127	35	49	16	2,333	2523	124	31	56	14
Filipino	11,881	2593	123	17	49	34	12,520	2591	120	14	54	31
Hispanic or Latino	245,745	2500	124	41	48	11	241,980	2501	121	36	55	9
Black or African American	25,372	2477	123	50	42	8	26,544	2479	121	44	49	7
White	110,018	2575	131	22	48	30	109,574	2575	127	19	53	28
Two or more races	16,404	2566	136	25	46	29	14,284	2562	133	22	52	26
English learner	55,635	2430	110	65	32	3	56,339	2437	113	56	41	3
English only	248,151	2548	135	30	47	24	244,637	2548	132	26	53	22
Reclassified fluent English proficient	130,402	2544	125	28	52	19	128,140	2545	122	24	58	18
Initially fluent English proficient	22,432	2608	135	17	42	41	21,037	2604	132	15	47	38

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 8 SS Mean</b>	<b>2015–16 Grade 8 SS SD</b>	<b>2015–16 Grade 8 Below Standard</b>	<b>2015–16 Grade 8 Near Standard</b>	<b>2015–16 Grade 8 Above Standard</b>
Economically disadvantaged	271,616	2497	125	43	47	11	267,472	2499	122	37	54	10
Not economically disadvantaged	185,889	2591	132	19	45	36	183,827	2588	130	17	51	33
Migrant	3,621	2479	120	47	46	7	3,877	2485	119	39	54	7
Not migrant	453,884	2536	136	33	46	21	447,422	2536	133	28	53	19
Special education services	48,483	2420	112	71	26	3	46,031	2425	115	63	34	3
No special education services	409,022	2549	132	29	49	23	405,268	2548	129	25	55	21
Using designated supports	49,046	2432	116	63	33	4	45,166	2439	119	53	43	4
No designated supports	408,459	2548	133	29	48	23	406,133	2546	130	26	54	21
Using accommodations	19,396	2395	96	79	20	1	14,125	2400	101	71	29	1
No accommodations	438,109	2542	134	31	47	22	437,174	2540	131	27	53	20

**Table 10.B.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Eight, and 2014–15 Mathematics Grade Eight (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	450,822	2529	129	34	50	17	1	-4.59	6	5.06
Male	229,941	2521	132	36	47	16	-2	-5.30	6	4.99
Female	220,881	2538	124	30	52	18	2	-3.82	7	5.14
American Indian or Alaska Native	2,576	2495	120	43	48	9	1	-3.46	0	3.26
Asian	41,105	2634	124	11	40	49	3	-1.61	11	2.21
Native Hawaiian or Other Pacific Islander	2,308	2516	120	36	52	12	0	-4.64	7	5.27
Filipino	13,030	2582	117	17	55	28	2	-2.77	9	3.20
Hispanic or Latino	239,462	2496	117	42	50	8	-1	-5.78	5	6.14
Black or African American	27,585	2477	117	50	44	6	-2	-6.00	2	6.07
White	111,927	2566	124	23	52	25	0	-3.56	9	4.19
Two or more races	12,829	2561	129	25	50	25	4	-3.32	1	2.86
English learner	59,201	2435	109	63	35	3	-7	-9.36	2	6.90
English only	245,287	2541	128	30	50	19	0	-3.96	7	4.68
Reclassified fluent English proficient	124,146	2541	117	28	56	16	-1	-4.56	4	4.39
Initially fluent English proficient	20,942	2593	128	19	48	34	4	-2.31	11	3.72

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 8 SS Mean</b>	<b>2014–15 Grade 8 SS SD</b>	<b>2014–15 Grade 8 Below Standard</b>	<b>2014–15 Grade 8 Near Standard</b>	<b>2014–15 Grade 8 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	267,450	2496	118	42	49	8	-2	-6.06	3	5.93
Not economically disadvantaged	183,372	2579	127	21	50	29	3	-2.39	9	3.77
Migrant	3,937	2477	114	48	46	6	-6	-8.23	8	9.06
Not migrant	446,885	2530	129	33	50	17	0	-4.57	6	5.03
Special education services	44,031	2423	111	69	28	3	-5	-7.89	2	6.31
No special education services	406,791	2541	125	30	52	18	1	-4.02	7	5.11
Using designated supports	34,480	2427	113	62	35	3	-7	-10.12	12	9.11
No designated supports	416,342	2538	126	31	51	18	2	-3.70	8	5.43
Using accommodations	9,964	2397	95	78	22	1	-5	-8.74	3	6.90
No accommodations	440,858	2532	128	33	50	17	2	-3.90	8	5.43

**Table 10.B.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	441,973	2568	133	51	27	22	431,999	2570	130	49	30	21
Male	224,629	2563	139	53	25	22	220,188	2564	135	51	28	21
Female	217,344	2574	127	49	29	22	211,811	2576	123	46	32	22
American Indian or Alaska Native	2,488	2529	125	65	23	13	2,526	2540	116	59	28	13
Asian	44,113	2690	127	17	23	59	40,120	2687	124	16	25	58
Native Hawaiian or Other Pacific Islander	2,241	2550	120	56	30	14	2,268	2551	122	53	33	14
Filipino	13,063	2623	115	31	34	34	13,525	2627	111	27	38	35
Hispanic or Latino	231,384	2530	118	63	25	11	225,423	2535	116	60	29	11
Black or African American	24,550	2505	119	70	21	8	25,461	2510	117	68	24	8
White	108,892	2606	127	38	31	31	109,731	2606	124	36	34	30
Two or more races	15,242	2593	134	43	28	29	12,945	2595	131	40	32	28
English learner	43,027	2450	110	87	9	4	39,790	2451	106	87	10	3
English only	236,681	2580	132	47	28	24	237,206	2580	129	45	31	24
Reclassified fluent English proficient	128,847	2573	120	51	30	20	120,387	2575	116	48	33	19
Initially fluent English proficient	32,598	2629	133	34	28	38	33,707	2624	129	33	32	35

<b>Student Group</b>	<b>2016--17 N Valid Scores</b>	<b>2016--17 Grade 11 SS Mean</b>	<b>2016--17 Grade 11 SS SD</b>	<b>2016--17 Grade 11 Below Standard</b>	<b>2016--17 Grade 11 Near Standard</b>	<b>2016--17 Grade 11 Above Standard</b>	<b>2015--16 N Valid Scores</b>	<b>2015--16 Grade 11 SS Mean</b>	<b>2015--16 Grade 11 SS SD</b>	<b>2015--16 Grade 11 Below Standard</b>	<b>2015--16 Grade 11 Near Standard</b>	<b>2015--16 Grade 11 Above Standard</b>
Economically disadvantaged	247,385	2531	122	63	25	12	237,155	2534	119	60	28	12
Not economically disadvantaged	194,588	2616	132	36	30	34	194,844	2614	128	35	32	33
Migrant	3,185	2515	117	68	22	9	3,261	2512	113	67	25	8
Not migrant	438,788	2569	133	51	27	22	428,738	2571	130	48	30	22
Special education services	38,734	2437	106	89	8	3	37,341	2442	106	88	9	3
No special education services	403,239	2581	129	47	29	24	394,658	2582	125	45	32	23
Using designated supports	29,524	2466	121	81	13	6	30,107	2475	121	78	15	6
No designated supports	412,449	2576	131	49	28	23	401,892	2577	127	46	31	23
Using accommodations	8,403	2417	95	94	5	1	6,890	2420	93	93	6	1
No accommodations	433,570	2571	132	50	27	22	425,109	2573	129	48	30	22

**Table 10.B.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	417,328	2563	132	48	33	19	-2	-2.49	7	-0.18
Male	211,977	2556	139	51	30	19	-1	-2.17	8	0.22
Female	205,351	2570	124	46	35	19	-2	-2.84	6	-0.58
American Indian or Alaska Native	2,545	2532	123	58	30	11	-11	-5.13	8	-1.31
Asian	38,686	2679	130	17	29	54	3	-0.97	8	0.99
Native Hawaiian or Other Pacific Islander	2,338	2545	122	53	34	13	-1	-2.43	6	-0.74
Filipino	13,702	2614	116	29	42	29	-4	-4.19	13	2.49
Hispanic or Latino	216,194	2528	117	59	32	9	-5	-3.27	7	-0.70
Black or African American	25,039	2505	120	66	26	7	-5	-2.77	5	-1.44
White	107,579	2597	130	37	36	27	0	-1.80	9	0.73
Two or more races	11,245	2590	133	40	35	26	-2	-2.90	5	-0.54
English learner	39,523	2455	109	84	13	3	-1	-0.51	-4	-2.83
English only	229,089	2572	132	45	34	21	0	-2.14	8	0.18
Reclassified fluent English proficient	111,978	2567	119	47	37	16	-2	-3.17	8	-0.51
Initially fluent English proficient	35,709	2612	134	34	35	31	5	-1.00	12	1.62

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	229,158	2529	120	59	31	10	-3	-2.73	5	-1.28
Not econ. disadvantaged	188,170	2604	134	36	35	30	2	-1.57	10	1.15
Migrant	3,364	2513	112	65	29	6	3	-0.92	-1	-2.66
Not migrant	413,964	2563	132	48	33	19	-2	-2.51	8	-0.17
Special education services	33,609	2443	108	86	11	2	-5	-1.35	-1	-1.46
No special education services	383,719	2573	129	45	34	20	-1	-2.55	9	0.21
Using designated supports	27,639	2471	123	76	17	6	-9	-2.79	4	-1.59
No designated supports	389,689	2569	130	46	34	20	-1	-2.57	8	0.04
Using accommodations	5,861	2418	95	93	6	1	-3	-0.31	2	-0.73
No accommodations	411,467	2565	131	48	33	19	-2	-2.39	8	-0.08



**Table 10.B.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	441,801	2536	155	41	43	16	431,844	2538	155	35	49	16
Male	224,545	2537	160	41	42	17	220,102	2538	160	36	47	17
Female	217,256	2535	150	41	45	14	211,742	2537	150	34	51	14
American Indian or Alaska Native	2,487	2501	147	51	39	9	2,524	2509	147	42	48	10
Asian	44,098	2654	148	15	41	44	40,104	2652	148	13	43	44
Native Hawaiian or Other Pacific Islander	2,239	2507	148	48	44	9	2,268	2508	146	41	50	9
Filipino	13,058	2585	142	26	52	22	13,521	2591	141	21	56	23
Hispanic or Latino	231,294	2496	142	51	42	7	225,342	2499	142	43	49	7
Black or African American	24,532	2464	139	61	34	5	25,450	2467	140	53	43	5
White	108,857	2582	150	29	48	23	109,697	2581	151	24	52	23
Two or more races	15,236	2566	157	34	44	22	12,938	2568	155	28	51	21
English learner	43,003	2413	124	76	22	2	39,767	2415	125	68	30	2
English only	236,597	2551	155	37	45	18	237,130	2551	155	32	50	18
Reclassified fluent English proficient	128,800	2536	145	40	47	13	120,347	2537	145	34	53	13
Initially fluent English proficient	32,583	2599	154	26	46	28	33,693	2594	153	23	51	26

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
Economically disadvantaged	247,280	2497	145	51	41	8	237,072	2498	145	44	48	8
Not econ. disadvantaged	194,521	2587	154	28	46	25	194,772	2585	154	24	51	25
Migrant	3,183	2481	139	55	40	5	3,257	2477	140	51	44	5
Not migrant	438,618	2537	155	41	43	16	428,587	2538	155	35	49	16
Special education services	38,716	2410	123	78	20	2	37,311	2414	125	69	29	2
No special education services	403,085	2548	153	38	45	17	394,533	2549	152	32	51	17
Using designated supports	29,507	2432	139	69	27	4	30,089	2442	142	61	35	5
No designated supports	412,294	2544	154	39	44	17	401,755	2545	153	33	50	16
Using accommodations	8,400	2390	111	83	16	1	6,882	2395	114	74	25	1
No accommodations	433,401	2539	155	40	44	16	424,962	2540	154	35	50	16

**Table 10.B.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	416,653	2528	157	35	50	15	-2	-5.99	10	-0.12
Male	211,651	2528	162	36	48	16	-1	-5.67	10	-0.05
Female	205,002	2528	153	34	52	14	-2	-6.32	9	-0.17
American Indian or Alaska Native	2,544	2502	149	40	51	9	-8	-9.35	7	-1.78
Asian	38,628	2643	152	14	44	42	2	-1.95	9	0.39
Native Hawaiian or Other Pacific Islander	2,334	2497	153	42	48	10	-1	-6.30	11	0.81
Filipino	13,669	2578	146	22	56	21	-6	-5.43	13	1.55
Hispanic or Latino	215,820	2489	144	43	50	7	-3	-7.60	10	-0.18
Black or African American	25,002	2461	142	51	45	5	-3	-8.35	6	-1.95
White	107,436	2571	154	25	53	22	1	-4.17	10	0.31
Two or more races	11,220	2562	157	27	52	21	-2	-5.88	6	-0.67
English learner	39,468	2412	128	66	32	2	-2	-7.90	3	-2.33
English only	228,764	2541	157	32	51	17	0	-5.29	10	-0.06
Reclassified fluent English proficient	111,737	2526	148	34	54	12	-1	-6.41	11	-0.04
Initially fluent English proficient	35,657	2578	159	24	51	25	5	-3.47	16	1.67

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	228,788	2490	147	43	49	8	-1	-7.27	8	-0.84
Not econ. disadvantaged	187,865	2573	158	25	51	23	2	-3.88	12	0.76
Migrant	3,359	2467	140	49	47	4	4	-4.04	10	-2.05
Not migrant	413,294	2528	157	35	50	15	-1	-6.01	10	-0.11
Special education services	33,567	2409	127	66	32	2	-4	-9.18	5	-2.53
No special education services	383,086	2538	156	32	52	16	-1	-5.63	11	0.33
Using designated supports	27,610	2431	145	60	35	5	-10	-8.18	11	-0.09
No designated supports	389,043	2535	156	33	51	15	-1	-5.92	10	-0.02
Using accommodations	5,856	2387	114	73	26	1	-5	-9.11	8	-0.99
No accommodations	410,797	2530	157	34	51	15	-1	-5.80	10	-0.03

**Table 10.B.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven**

<b>Student Group</b>	<b>2016–17 N Valid Scores</b>	<b>2016–17 Grade 11 SS Mean</b>	<b>2016–17 Grade 11 SS SD</b>	<b>2016–17 Grade 11 Below Standard</b>	<b>2016–17 Grade 11 Near Standard</b>	<b>2016–17 Grade 11 Above Standard</b>	<b>2015–16 N Valid Scores</b>	<b>2015–16 Grade 11 SS Mean</b>	<b>2015–16 Grade 11 SS SD</b>	<b>2015–16 Grade 11 Below Standard</b>	<b>2015–16 Grade 11 Near Standard</b>	<b>2015–16 Grade 11 Above Standard</b>
All Students	442,210	2559	146	29	54	17	432,217	2564	143	28	56	17
Male	224,756	2556	150	31	52	17	220,292	2559	148	30	53	17
Female	217,454	2563	141	27	57	16	211,925	2568	138	25	59	16
American Indian or Alaska Native	2,488	2524	139	37	54	9	2,527	2532	136	33	57	10
Asian	44,133	2676	139	9	43	48	40,139	2677	138	9	43	48
Native Hawaiian or Other Pacific Islander	2,243	2537	136	33	57	10	2,268	2543	132	31	59	10
Filipino	13,065	2610	131	15	60	25	13,525	2617	131	14	60	26
Hispanic or Latino	231,523	2522	132	36	56	8	225,549	2529	130	34	58	8
Black or African American	24,572	2501	129	43	52	6	25,485	2509	128	41	54	6
White	108,935	2596	144	21	55	24	109,771	2598	142	20	56	24
Two or more races	15,251	2584	149	24	53	23	12,953	2589	146	23	55	23
English learner	43,065	2461	121	53	45	3	39,827	2465	119	51	46	2
English only	236,793	2570	146	27	54	19	237,313	2574	143	26	56	19
Reclassified fluent English proficient	128,910	2559	138	27	58	14	120,440	2563	135	26	60	14
Initially fluent English proficient	32,620	2616	148	18	52	30	33,726	2614	146	18	54	28

<b>Student Group</b>	<b>2016--17 N Valid Scores</b>	<b>2016--17 Grade 11 SS Mean</b>	<b>2016--17 Grade 11 SS SD</b>	<b>2016--17 Grade 11 Below Standard</b>	<b>2016--17 Grade 11 Near Standard</b>	<b>2016--17 Grade 11 Above Standard</b>	<b>2015--16 N Valid Scores</b>	<b>2015--16 Grade 11 SS Mean</b>	<b>2015--16 Grade 11 SS SD</b>	<b>2015--16 Grade 11 Below Standard</b>	<b>2015--16 Grade 11 Near Standard</b>	<b>2015--16 Grade 11 Above Standard</b>
Economically disadvantaged	247,535	2524	135	36	55	9	237,287	2529	132	34	57	9
Not econ. disadvantaged	194,675	2605	146	20	54	27	194,930	2606	145	19	54	26
Migrant	3,185	2511	131	37	57	6	3,264	2512	126	38	56	5
Not migrant	439,025	2560	146	29	54	17	428,953	2564	143	28	56	17
Special education services	38,768	2454	117	58	40	2	37,370	2460	117	56	42	2
No special education services	403,442	2570	144	26	56	18	394,847	2573	142	25	57	18
Using designated supports	29,545	2476	131	45	50	4	30,138	2485	131	43	52	5
No designated supports	412,665	2565	145	28	55	18	402,079	2570	142	26	56	18
Using accommodations	8,411	2439	109	62	37	1	6,896	2446	109	60	39	1
No accommodations	433,799	2562	146	28	55	17	425,321	2566	143	27	56	17

**Table 10.B.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Cross-Sectional Comparison: 2016–17 Mathematics Grade Eleven, 2015–16 Mathematics Grade Eleven, and 2014–15 Mathematics Grade Eleven (Continued)**

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	417,633	2556	141	30	55	15	-5	-1.25	8	2.23
Male	212,133	2552	145	32	53	15	-3	-0.89	7	2.02
Female	205,500	2560	136	28	58	14	-5	-1.63	8	2.46
American Indian or Alaska Native	2,547	2526	132	37	54	8	-8	-4.13	6	4.30
Asian	38,719	2665	138	10	46	44	-1	-0.25	12	1.21
Native Hawaiian or Other Pacific Islander	2,340	2539	131	33	57	10	-6	-1.81	4	2.65
Filipino	13,716	2603	132	17	60	23	-7	-1.06	14	3.33
Hispanic or Latino	216,362	2522	128	36	57	7	-7	-1.85	7	2.44
Black or African American	25,066	2504	126	43	52	5	-8	-2.28	5	2.20
White	107,634	2588	141	22	56	22	-2	-0.52	10	2.21
Two or more races	11,249	2582	144	24	55	20	-5	-1.18	7	1.50
English learner	39,558	2467	117	52	46	2	-4	-1.39	-2	0.29
English only	229,219	2564	142	28	55	17	-4	-1.01	10	2.44
Reclassified fluent English proficient	112,087	2555	133	28	59	13	-4	-1.38	8	2.36
Initially fluent English proficient	35,739	2602	145	21	54	25	2	0.14	12	2.53

<b>Student Group</b>	<b>2014–15 N Valid Scores</b>	<b>2014–15 Grade 11 SS Mean</b>	<b>2014–15 Grade 11 SS SD</b>	<b>2014–15 Grade 11 Below Standard</b>	<b>2014–15 Grade 11 Near Standard</b>	<b>2014–15 Grade 11 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	229,351	2524	130	36	56	8	-5	-1.62	5	1.98
Not econ. disadvantaged	188,282	2595	144	22	55	24	-1	-0.40	11	2.53
Migrant	3,366	2506	126	40	55	5	-1	1.19	6	1.90
Not migrant	414,267	2556	141	30	55	15	-4	-1.27	8	2.23
Special education services	33,644	2461	115	56	42	2	-6	-1.79	-1	0.34
No special education services	383,989	2564	140	27	57	16	-3	-1.16	9	2.60
Using designated supports	27,663	2482	130	44	51	5	-9	-1.95	3	0.85
No designated supports	389,970	2561	140	29	56	16	-5	-1.25	9	2.39
Using accommodations	5,869	2447	107	61	39	1	-7	-2.25	-1	0.67
No accommodations	411,764	2557	141	29	56	15	-4	-1.13	9	2.32



## Appendix 10.C: Longitudinal Comparison of the Overall Group and Student Groups on the Overall Tests

**Table 10.C.1 Number of Students, Scale Score (SS) Means, and Standard Deviations (SDs) Across 2016–17 and 2015–16, Longitudinal Comparison**

Content Area/Grade	N Tested	N Valid	2016–17 Mean	2016–17 SD	2015–16 Mean	2015–16 SD	SS Difference
<b>ELA 3 to 4</b>	440,090	439,928	2457	96	2415	90	42
<b>ELA 4 to 5</b>	457,700	457,532	2491	101	2455	96	36
<b>ELA 5 to 6</b>	445,990	445,709	2520	97	2496	97	24
<b>ELA 6 to 7</b>	441,657	441,241	2544	102	2520	96	23
<b>ELA 7 to 8</b>	440,565	440,230	2560	102	2543	99	18
<b>Mathematics 3 to 4</b>	441,418	441,328	2464	86	2426	81	38
<b>Mathematics 4 to 5</b>	458,867	458,753	2487	94	2461	83	26
<b>Mathematics 5 to 6</b>	446,918	446,757	2510	109	2485	91	24
<b>Mathematics 6 to 7</b>	442,535	442,354	2526	115	2510	107	17
<b>Mathematics 7 to 8</b>	440,730	440,454	2542	124	2526	111	16

**Notes:**

1. The difference in SS and percentage of meeting or exceeding standards is derived by using the current year’s (2016–17) values minus the previous year’s (2015–16) values for the same students. Therefore, a positive value indicates an increase in 2016–17 and a negative value indicates a decrease in 2016–17.
2. The 2016–17 and 2015–16 results were based on P2 data. Students who have scores for both 2015–16 and 2016–17 and advanced one grade each year were included in the analysis.

**Table 10.C.2 Number of Students, SS Means, and SDs Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>2014–15 Mean</b>	<b>2014–15 SD</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
<b>ELA 3 to 5</b>	442,000	441,851	2491100	2456	95	2404	87	35	52	
<b>ELA 4 to 6</b>	431,777	431,512	2520 97	2497	96	2446	92	24	50	
<b>ELA 5 to 7</b>	427,244	426,847	2544102	2521	96	2488	94	23	33	
<b>ELA 6 to 8</b>	425,061	424,748	2561101	2544	99	2513	91	17	31	
<b>Mathematics 3 to 5</b>	442,340	442,239	2487 94	2462	82	2416	79	25	45	
<b>Mathematics 4 to 6</b>	432,178	432,033	2510109	2486	91	2454	80	24	32	
<b>Mathematics 5 to 7</b>	427,266	427,101	2527114	2510	106	2481	89	16	29	
<b>Mathematics 6 to 8</b>	424,429	424,181	2543123	2528	110	2506	101	15	21	

**Notes:**

1. The difference in SS and percentage of meeting or exceeding standards is derived by using the current year’s (2016–17) values minus the previous year’s (2015–16) values for the same students. Therefore, a positive value indicates an increase in 2016–17 and a negative value indicates a decrease in 2016–17.
2. The 2016–17 and 2015–16 results were based on P2 data. Students who have scores for both 2015–16 and 2016–17 and advanced one grade each year were included in the analysis.

**Table 10.C.3 Percentage of Each Achievement Level Across 2016–17 and 2015–16, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Standard Not Met 2015–16</b>	<b>Standard Not Met 2016–17</b>	<b>Standard Nearly Met 2015–16</b>	<b>Standard Nearly Met 2016–17</b>	<b>Standard Met 2015–16</b>	<b>Standard Met 2016–17</b>	<b>Standard Exceeded 2015–16</b>	<b>Standard Exceeded 2016–17</b>	<b>Standard Met/ Exceeded 2015–16</b>	<b>Standard Met/ Exceeded 2016–17</b>	<b>% Standard Met/ Standard Exceeded Difference</b>
<b>ELA 3 to 4</b>	32	34	25	20	21	22	22	23	43	45	2.68
<b>ELA 4 to 5</b>	36	32	21	21	21	27	23	20	44	47	2.87
<b>ELA 5 to 6</b>	31	26	21	26	28	31	20	17	49	47	-1.43
<b>ELA 6 to 7</b>	26	27	26	24	31	34	17	16	48	50	2.23
<b>ELA 7 to 8</b>	27	25	24	26	33	33	15	16	48	49	0.91
<b>Mathematics 3 to 4</b>	28	28	26	32	28	24	18	17	46	41	-5.13
<b>Mathematics 4 to 5</b>	28	39	33	27	23	16	15	18	38	34	-4.40
<b>Mathematics 5 to 6</b>	39	35	28	28	16	19	17	18	33	37	3.65
<b>Mathematics 6 to 7</b>	35	36	30	27	18	19	17	18	36	37	1.53
<b>Mathematics 7 to 8</b>	34	40	30	24	20	16	17	20	37	37	0.05

**Notes:**

1. The difference in SS and percentage of meeting or exceeding standards is derived by using the current year’s (2016–17) values minus the previous year’s (2015–16) values for the same students. Therefore, a positive value indicates an increase in 2016–17 and a negative value indicates a decrease in 2016–17.
2. The 2016–17 and 2015–16 results were based on P2 data. Students who have scores for both 2015–16 and 2016–17 and advanced one grade each year were included in the analysis.

**Table 10.C.4 Percentage of Each Achievement Level Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison**

Content Area/Grade	Standard Not Met 2014–15	Standard Not Met 2015–16	Standard Not Met 2016–17	Standard Nearly Met 2014–15	Standard Nearly Met 2015–16	Standard Nearly Met 2016–17	Standard Met 2014–15	Standard Met 2015–16	Standard Met 2016–17	Standard Exceeded 2014–15	Standard Exceeded 2015–16	Standard Exceeded 2016–17	Standard Met/Exceeded 2014–15	Standard Met/Exceeded 2015–16	Standard Met/Exceeded 2016–17	% Standard Met/Standard Exceeded Difference 2015–16, 2014–15	% Standard Met/Standard Exceeded Difference 2016–17, 2015–16
<b>ELA 3 to 5</b>	36	35	32	27	21	21	20	21	27	18	23	20	38	44	47	6.37	2.81
<b>ELA 4 to 6</b>	39	30	26	22	21	26	21	28	31	19	21	17	40	49	47	9.36	-1.49
<b>ELA 5 to 7</b>	33	26	27	22	27	24	28	31	34	17	17	16	45	48	50	2.74	2.13
<b>ELA 6 to 8</b>	28	27	24	29	25	26	30	33	34	13	16	16	43	49	49	5.23	0.88
<b>Mathematics 3 to 5</b>	33	28	39	27	34	27	27	23	16	14	15	18	41	39	34	-2.05	-4.50
<b>Mathematics 4 to 6</b>	30	39	35	35	28	28	22	16	19	13	17	18	35	33	37	-1.63	3.61
<b>Mathematics 5 to 7</b>	41	34	35	29	30	27	16	18	19	15	17	18	30	36	37	5.28	1.45
<b>Mathematics 6 to 8</b>	35	33	39	31	30	24	18	20	17	15	17	20	33	37	37	3.55	0.02

**Notes:**

1. The 2016–17, 2015–16, and 2014–15 results were based on P2 data. Students who have scores for both 2016–17, 2015–16, and 2014–15 and advanced one grade each year were included in the analysis.
2. Individual achievement level percentages may not sum to 100 or the combined achievement level percentage due to rounding.

**Table 10.C.5 SS Distributions Across 2015–16 and 2016–17 for ELA (Grades Four through Eight), Longitudinal Comparison**

<b>SS Distributions</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2760–2789	NA	NA	NA	NA	NA	NA	NA	NA	NA	8,264
2730–2759	NA	NA	NA	NA	NA	NA	NA	11,810	10,846	10,139
2700–2729	NA	NA	NA	6,957	5,678	12,337	10,633	13,711	12,801	18,484
2670–2699	NA	NA	NA	9,229	8,662	13,738	13,600	22,658	22,395	29,803
2640–2669	NA	11,206	10,941	15,863	16,364	23,311	24,128	33,118	32,716	38,921
2610–2639	6,083	13,005	13,436	25,165	26,341	35,014	35,410	42,791	41,561	44,145
2580–2609	9,157	22,315	22,647	36,655	36,855	43,777	43,993	48,644	46,926	46,521
2550–2579	17,597	32,319	33,095	43,620	44,591	50,305	49,177	50,123	48,218	45,481
2520–2549	27,539	42,751	43,431	47,350	49,265	51,244	51,793	46,459	46,818	44,277
2490–2519	36,458	49,185	48,909	49,140	48,714	50,041	49,418	40,736	42,990	41,266
2460–2489	44,178	50,036	50,581	47,832	46,135	44,509	44,060	34,813	38,576	36,103
2430–2459	50,041	46,785	49,624	44,893	44,371	37,463	37,964	29,461	33,003	28,506
2400–2429	52,502	43,762	46,920	40,397	40,809	29,360	29,805	24,131	26,419	20,819
2370–2399	50,766	39,476	42,936	33,360	32,884	22,973	22,056	19,010	18,695	13,535
2340–2369	47,603	33,882	37,457	24,013	21,790	16,025	14,297	12,337	10,630	7,702
2310–2339	40,915	25,581	28,104	16,306	12,621	9,579	8,060	6,974	4,876	3,741
2280–2309	30,409	16,461	17,362	9,745	6,417	4,061	4,066	2,939	1,766	2,523
2250–2279	16,883	8,377	7,869	4,380	2,676	1,410	1,717	1,526	994	NA
2220–2249	6,704	3,269	2,858	1,710	906	410	617	NA	NA	NA
2190–2219	2,134	1,060	919	917	630	152	447	NA	NA	NA

<b>SS Distributions</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2160–2189	604	293	244	NA	NA	NA	NA	NA	NA	NA
2130–2159	171	165	199	NA	NA	NA	NA	NA	NA	NA
2100–2129	184	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 10.C.6 SS Distributions Across 2014–15, 2015–16, and 2016–17 for ELA (Grades Five through Eight), Longitudinal Comparison**

<b>SS Distributions</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2760–2789	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	8,036
2730–2759	NA	NA	NA	NA	NA	NA	NA	NA	11,430	NA	10,563	9,816
2700–2729	NA	NA	6,722	NA	5,521	11,995	3,833	10,308	13,231	6,739	12,447	17,949
2670–2699	NA	NA	8,900	NA	8,442	13,340	6,505	13,183	21,936	10,283	21,748	28,859
2640–2669	NA	10,595	15,310	7,353	15,932	22,619	12,991	23,388	32,053	19,398	31,694	37,793
2610–2639	3,492	13,025	24,315	9,734	25,614	34,024	21,626	34,367	41,418	29,820	40,355	42,793
2580–2609	6,086	21,941	35,539	17,665	35,821	42,507	31,456	42,699	47,192	38,995	45,635	45,171
2550–2579	12,886	32,095	42,261	26,931	43,431	48,882	40,433	47,831	48,702	46,098	46,781	44,108
2520–2549	22,349	42,154	45,941	37,194	47,873	49,813	46,459	50,352	45,191	52,063	45,472	42,905
2490–2519	33,446	47,504	47,640	44,805	47,374	48,629	47,329	48,099	39,582	52,743	41,673	39,879
2460–2489	42,582	49,056	46,348	48,357	44,901	43,288	46,498	42,779	33,796	47,484	37,278	34,844
2430–2459	49,556	48,101	43,483	48,952	43,126	36,344	45,054	36,853	28,605	40,673	31,801	27,361
2400–2429	54,056	45,610	39,089	48,696	39,603	28,308	42,461	28,792	23,223	32,084	25,200	19,755
2370–2399	54,977	41,568	32,172	44,545	31,718	22,030	35,735	21,156	18,101	22,515	17,504	12,689
2340–2369	51,717	36,091	23,025	39,392	20,742	15,196	24,146	13,446	11,675	13,981	9,734	7,136
2310–2339	44,487	26,797	15,496	29,656	11,775	8,994	13,208	7,452	6,564	7,102	4,412	3,409
2280–2309	34,140	16,270	9,162	16,960	5,870	3,740	5,765	3,683	2,740	2,978	1,589	2,245
2250–2279	19,992	7,239	4,057	7,483	2,414	1,290	2,128	1,532	1,408	985	862	NA
2220–2249	8,338	2,606	1,568	2,547	817	377	726	544	NA	356	NA	NA
2190–2219	2,519	832	823	800	538	136	494	383	NA	451	NA	NA

<b>SS Distributions</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2160–2189	759	213	NA	234	NA	NA	NA	NA	NA	NA	NA	NA
2130–2159	221	154	NA	208	NA	NA	NA	NA	NA	NA	NA	NA
2100–2129	248	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



**Table 10.C.7 SS Distributions Across 2015–16 and 2016–17 for Mathematics (Grades Four through Eight), Longitudinal Comparison**

<b>SS Distributions</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2850–2879	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2820–2849	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA	12,266
2760–2789	NA	NA	NA	NA	NA	NA	NA	8,891	6,162	7,949
2730–2759	NA	NA	NA	NA	NA	8,585	7,674	7,529	6,798	12,439
2700–2729	NA	NA	NA	5,109	4,382	7,518	7,275	12,935	12,469	17,727
2670–2699	NA	NA	NA	6,800	5,745	12,990	13,295	20,080	19,328	23,452
2640–2669	NA	9,476	8,393	13,634	11,585	20,744	20,085	26,077	25,773	28,314
2610–2639	5,019	11,011	10,310	23,256	20,918	30,448	28,479	33,227	33,070	32,192
2580–2609	7,994	20,904	19,793	33,054	31,502	40,122	39,022	38,301	38,992	34,323
2550–2579	14,818	31,992	30,844	40,348	39,849	46,661	45,169	41,654	45,080	35,474
2520–2549	26,038	43,632	42,127	46,749	46,279	50,167	50,218	44,917	50,581	39,045
2490–2519	41,539	52,838	54,831	50,663	51,277	48,476	50,758	43,194	46,186	42,114
2460–2489	55,459	59,039	61,945	52,458	52,939	42,637	46,056	39,206	37,216	37,907
2430–2459	64,408	57,214	63,190	52,643	53,289	35,640	37,173	33,771	31,744	32,199
2400–2429	62,949	51,747	58,778	48,715	49,026	28,425	28,810	27,743	25,012	27,167
2370–2399	57,529	43,039	47,088	37,295	36,381	23,716	22,001	22,634	21,017	20,622
2340–2369	44,353	29,487	31,530	23,622	21,858	18,456	16,813	17,195	16,617	15,905
2310–2339	27,756	15,742	16,788	13,204	11,764	13,365	11,888	11,755	11,481	10,289
2280–2309	15,233	8,059	7,864	6,586	5,663	8,259	7,700	6,565	6,677	5,764
2250–2279	8,557	3,866	3,302	2,827	2,430	4,766	4,537	6,680	6,251	5,306

<b>SS Distributions</b>	<b>Grade 4 2015–16</b>	<b>Grade 4 2016–17</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2220–2249	4,851	1,786	1,241	1,063	1,048	5,782	5,401	NA	NA	NA
2190–2219	2,586	1,496	729	727	822	NA	NA	NA	NA	NA
2160–2189	2,239	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 10.C.8 SS Distributions Across 2014–15, 2015–16, and 2016–17 for Mathematics (Grades Five through Eight), Longitudinal Comparison**

<b>SS Distributions</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2850–2879	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2820–2849	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2790–2819	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	11,882
2760–2789	NA	NA	NA	NA	NA	NA	NA	NA	8,528	NA	5,983	7,682
2730–2759	NA	NA	NA	NA	NA	8,307	NA	7,392	7,220	4,962	6,608	12,019
2700–2729	NA	NA	4,878	NA	4,262	7,287	3,127	7,012	12,443	5,449	12,096	17,134
2670–2699	NA	NA	6,518	NA	5,584	12,577	4,500	12,808	19,299	10,760	18,710	22,711
2640–2669	NA	8,066	13,150	5,377	11,248	20,078	9,503	19,367	25,193	17,520	24,961	27,445
2610–2639	3,575	9,959	22,429	7,364	20,278	29,498	17,737	27,542	32,134	25,687	32,054	31,187
2580–2609	5,722	19,150	31,919	15,706	30,561	38,870	27,739	37,803	37,081	36,010	37,814	33,317
2550–2579	11,092	29,826	39,019	25,498	38,671	45,306	36,527	43,807	40,379	44,297	43,741	34,336
2520–2549	21,059	40,810	45,267	36,859	44,944	48,707	43,089	48,817	43,602	50,259	49,013	37,760
2490–2519	36,074	53,146	49,004	50,084	49,779	47,065	49,816	49,276	41,927	51,605	44,737	40,776
2460–2489	51,935	60,037	50,814	59,178	51,384	41,367	52,615	44,671	38,063	47,032	35,936	36,565
2430–2459	63,099	61,200	50,952	63,109	51,719	34,494	54,274	35,979	32,704	38,548	30,538	30,970
2400–2429	65,131	56,780	46,938	59,023	47,385	27,447	50,056	27,821	26,767	29,368	23,964	25,989
2370–2399	63,282	45,281	35,813	49,001	35,031	22,882	36,571	21,155	21,750	22,224	19,967	19,578
2340–2369	51,354	30,126	22,543	31,652	20,881	17,671	21,427	16,042	16,454	15,877	15,616	15,029
2310–2339	32,658	15,826	12,534	16,171	11,119	12,751	11,169	11,240	11,135	10,476	10,665	9,587
2280–2309	18,095	7,292	6,196	7,657	5,263	7,842	5,228	7,227	6,166	6,330	6,109	5,319
2250–2279	9,463	3,008	2,634	3,292	2,259	4,484	2,164	4,221	6,256	3,423	5,669	4,895

<b>SS Distributions</b>	<b>Grade 5 2014–15</b>	<b>Grade 5 2015–16</b>	<b>Grade 5 2016–17</b>	<b>Grade 6 2014–15</b>	<b>Grade 6 2015–16</b>	<b>Grade 6 2016–17</b>	<b>Grade 7 2014–15</b>	<b>Grade 7 2015–16</b>	<b>Grade 7 2016–17</b>	<b>Grade 8 2014–15</b>	<b>Grade 8 2015–16</b>	<b>Grade 8 2016–17</b>
2220–2249	5,076	1,104	971	1,218	945	5,400	810	4,921	NA	4,354	NA	NA
2190–2219	2,604	628	660	844	720	NA	749	NA	NA	NA	NA	NA
2160–2189	2,020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 10.C.9 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	439,928	2457	96	34	20	22	23	45	2415	90	32	25	21	22	43	42	2.68
Male	224,535	2447	97	39	20	21	21	42	2406	90	36	25	19	20	39	41	2.59
Female	215,393	2467	94	30	21	23	26	49	2424	89	28	26	22	25	46	43	2.79
American Indian or Alaska Native	2,179	2428	90	46	21	20	13	33	2389	84	41	28	19	12	31	39	1.88
Asian	38,654	2522	90	13	13	24	49	73	2472	88	13	18	23	46	69	50	3.96
Native Hawaiian or Other Pacific Islander	2,014	2443	88	39	23	22	17	38	2402	84	35	29	20	16	36	41	2.48
Filipino	8,416	2504	86	16	17	27	40	67	2458	81	14	22	27	37	64	46	3.27
Hispanic or Latino	246,340	2432	89	43	23	20	14	34	2391	82	41	28	19	12	31	41	3.21
Black or African American	23,462	2416	92	52	20	17	12	28	2381	83	47	26	16	11	27	35	0.78

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
White	99,379	2493	91	20	18	26	36	62	2451	87	18	22	25	36	60	42	1.54
Two or more races	19,484	2488	96	23	17	24	35	59	2447	90	20	22	23	34	58	41	1.49
English learner	103,896	2389	76	64	22	11	3	14	2348	65	63	27	8	2	10	41	4.22
English only	254,739	2470	96	29	19	24	28	51	2429	90	26	24	23	27	50	41	1.70
Reclassified fluent English proficient	65,092	2496	72	13	23	33	31	64	2449	68	11	30	32	27	59	47	4.26
Initially fluent English proficient	16,182	2525	87	12	14	24	50	74	2480	83	10	18	24	48	72	45	2.03
Economically disadvantaged	274,102	2428	89	45	22	20	13	32	2387	81	42	28	18	11	29	41	3.09
Not econ. disadvantaged	165,826	2505	89	16	17	26	41	67	2461	85	15	20	25	40	65	44	2.03
Migrant	3,852	2407	86	55	21	16	8	24	2362	77	56	25	13	6	19	45	4.67
Not migrant	436,076	2457	96	34	20	22	23	46	2415	90	32	25	21	22	43	42	2.67

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Special education services	50,583	2374	92	71	14	9	7	16	2341	82	69	17	8	6	14	33	1.52
No special education services	389,345	2468	92	30	21	24	25	49	2424	86	27	26	22	24	46	44	2.84
Using designated supports	68,020	2385	87	66	17	11	6	17	2347	77	65	21	9	5	14	38	2.50
No designated supports	371,908	2470	92	29	21	24	26	51	2427	87	26	26	23	25	48	43	2.72
Using accommodations	18,340	2343	73	84	10	4	1	6	2313	63	83	13	3	1	5	30	0.92
No accommodations	421,588	2462	94	32	21	23	24	47	2419	88	30	26	21	23	44	43	2.76

**Table 10.C.10 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Not Met</b>	<b>2016–17 Grade 5 Standard Nearly Met</b>	<b>2016–17 Grade 5 Standard Met</b>	<b>2016–17 Grade 5 Standard Exceeded</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Not Met</b>	<b>2015–16 Grade 4 Standard Nearly Met</b>	<b>2015–16 Grade 4 Standard Met</b>	<b>2015–16 Grade 4 Standard Exceeded</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	457,532	2491	101	32	21	27	20	47	2455	96	36	21	21	23	44	36	2.87
Male	233,345	2478	101	37	21	25	17	42	2444	96	40	20	20	20	40	34	2.09
Female	224,187	2504	98	27	21	29	23	52	2466	94	31	21	22	26	48	38	3.69
American Indian or Alaska Native	2,297	2458	99	46	20	22	12	34	2428	90	45	23	20	12	32	30	1.87
Asian	40,237	2560	96	13	13	28	46	75	2518	92	15	14	23	48	71	42	3.35
Native Hawaiian or Other Pacific Islander	2,044	2482	94	34	23	28	15	43	2448	87	36	25	22	17	39	34	3.37
Filipino	9,652	2541	88	14	17	34	35	70	2503	84	16	18	28	39	67	38	3.05
Hispanic or Latino	256,581	2465	92	41	24	25	11	36	2429	88	45	23	19	13	32	36	3.26
Black or African American	24,323	2447	97	49	21	20	9	30	2416	90	51	21	17	11	28	31	2.05



<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016--17 Grade 5 SS Mean</b>	<b>2016--17 Grade 5 SS SD</b>	<b>2016--17 Grade 5 Standard Not Met</b>	<b>2016--17 Grade 5 Standard Nearly Met</b>	<b>2016--17 Grade 5 Standard Met</b>	<b>2016--17 Grade 5 Standard Exceeded</b>	<b>2016--17 Grade 5 Standard Met/Exceeded</b>	<b>2015--16 Grade 4 SS Mean</b>	<b>2015--16 Grade 4 SS SD</b>	<b>2015--16 Grade 4 Standard Not Met</b>	<b>2015--16 Grade 4 Standard Nearly Met</b>	<b>2015--16 Grade 4 Standard Met</b>	<b>2015--16 Grade 4 Standard Exceeded</b>	<b>2015--16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
White	103,295	2528	96	19	18	32	32	64	2493	90	20	18	26	36	62	35	2.00
Two or more races	19,103	2523	100	22	17	30	31	61	2488	95	23	18	24	35	59	35	2.41
English learner	93,128	2411	76	67	22	10	2	12	2374	68	74	18	6	2	8	37	3.61
English only	258,951	2504	101	27	20	29	24	53	2470	95	29	20	23	28	51	34	2.13
Reclassified fluent English proficient	87,214	2521	77	15	25	38	22	60	2483	73	18	26	31	25	56	38	4.34
Initially fluent English proficient	18,216	2562	90	11	13	31	45	76	2523	86	12	14	24	49	73	39	2.71
Economically disadvantaged	285,022	2460	92	43	23	24	10	34	2425	87	47	23	19	12	30	35	3.29
Not econ. disadvantaged	172,510	2541	94	15	16	32	36	68	2504	88	17	17	26	41	66	37	2.19
Migrant	3,982	2437	87	53	23	19	5	24	2398	83	60	20	14	6	20	39	4.15
Not migrant	453,550	2491	101	32	21	27	20	47	2455	96	35	21	21	23	44	36	2.86

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016--17 Grade 5 SS Mean</b>	<b>2016--17 Grade 5 SS SD</b>	<b>2016--17 Grade 5 Standard Not Met</b>	<b>2016--17 Grade 5 Standard Nearly Met</b>	<b>2016--17 Grade 5 Standard Met</b>	<b>2016--17 Grade 5 Standard Exceeded</b>	<b>2016--17 Grade 5 Standard Met/Exceeded</b>	<b>2015--16 Grade 4 SS Mean</b>	<b>2015--16 Grade 4 SS SD</b>	<b>2015--16 Grade 4 Standard Not Met</b>	<b>2015--16 Grade 4 Standard Nearly Met</b>	<b>2015--16 Grade 4 Standard Met</b>	<b>2015--16 Grade 4 Standard Exceeded</b>	<b>2015--16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Special education services	53,685	2397	94	72	14	10	5	14	2367	86	75	13	7	5	13	30	1.44
No special education services	403,847	2503	95	27	22	29	22	51	2467	91	30	22	23	25	48	36	3.07
Using designated supports	70,466	2411	91	66	18	12	4	16	2378	83	70	16	9	5	14	33	2.38
No designated supports	387,066	2505	95	26	21	30	23	52	2469	91	29	21	24	26	49	36	2.96
Using accommodations	19,887	2368	76	84	11	5	1	5	2340	68	87	9	3	1	4	28	0.97
No accommodations	437,645	2496	98	30	21	28	21	49	2460	93	33	21	22	24	46	36	2.96

**Table 10.C.11 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	445,709	2520	97	26	26	31	17	47	2496	97	31	21	28	20	49	24	-1.43
Male	226,442	2506	98	31	27	28	14	42	2483	97	36	21	26	17	43	23	-1.55
Female	219,267	2534	94	21	26	34	20	53	2510	94	25	21	30	24	54	24	-1.29
American Indian or Alaska Native	2,295	2489	94	37	29	25	9	33	2467	94	42	22	24	12	36	22	-2.84
Asian	40,094	2590	90	9	15	34	42	76	2561	93	12	13	29	47	75	29	1.12
Native Hawaiian or Other Pacific Islander	2,103	2510	90	28	29	31	12	43	2484	91	34	23	29	14	44	26	-0.71
Filipino	10,033	2570	83	10	19	41	30	71	2542	85	13	17	36	35	70	28	0.27
Hispanic or Latino	247,635	2494	90	34	30	28	8	36	2471	89	39	24	26	11	37	23	-1.56
Black or African American	23,559	2476	94	42	28	23	7	30	2454	92	47	22	22	9	31	22	-1.28
White	102,448	2555	90	15	22	37	26	63	2532	91	17	17	33	32	65	23	-2.23
Two or more races	17,542	2552	95	16	22	35	26	61	2528	96	20	17	31	32	63	24	-1.65

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
English learner	73,102	2430	73	64	27	8	1	9	2403	67	73	19	6	1	7	27	1.77
English only	247,950	2533	96	22	25	33	20	53	2510	96	25	19	30	25	55	23	-1.87
Reclassified fluent English proficient	106,670	2540	78	14	31	39	16	55	2516	75	17	26	38	19	58	24	-2.47
Initially fluent English proficient	17,976	2585	87	8	17	36	39	75	2563	86	10	14	31	45	77	22	-2.14
Economically disadvantaged	275,093	2490	90	35	30	26	8	34	2466	88	41	24	25	10	36	24	-1.38
Not econ. disadvantaged	170,616	2568	89	12	20	38	31	69	2544	90	14	16	33	37	70	24	-1.49
Migrant	3,685	2471	88	45	30	21	5	26	2441	85	52	23	20	5	25	30	0.63
Not migrant	442,024	2520	97	26	26	31	17	47	2496	97	30	21	28	21	49	24	-1.45
Special education services	50,920	2420	87	69	20	9	3	11	2398	84	74	14	9	3	12	22	-0.46
No special education services	394,789	2533	91	21	27	34	18	52	2509	91	25	22	31	23	54	24	-1.55

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Using designated supports	57,440	2432	87	63	23	11	3	14	2407	83	70	16	10	3	13	25	0.35
No designated supports	388,269	2533	92	21	27	34	19	52	2509	91	25	21	31	23	54	24	-1.69
Using accommodations	19,168	2397	73	79	16	4	1	4	2374	70	85	11	4	1	5	23	-0.09
No accommodations	426,541	2525	94	24	27	32	17	49	2501	94	28	21	29	21	51	24	-1.48

**Table 10.C.12 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	441,241	2544	102	27	24	34	16	50	2520	96	26	26	31	17	48	24	2.23
Male	224,956	2529	104	32	24	31	13	44	2506	98	31	27	28	14	42	23	2.28
Female	216,285	2559	98	21	23	37	19	56	2535	93	21	26	34	20	54	24	2.18
American Indian or Alaska Native	2,289	2509	99	38	27	27	8	35	2487	94	37	30	25	8	34	22	1.83
Asian	41,148	2618	91	8	12	38	42	79	2587	90	9	15	34	42	76	31	3.28
Native Hawaiian or Other Pacific Islander	2,203	2529	94	30	28	33	10	42	2509	90	29	30	30	12	41	20	1.14
Filipino	10,636	2594	86	10	17	44	28	72	2567	84	11	21	39	30	69	27	3.49
Hispanic or Latino	240,525	2516	95	35	28	30	8	38	2495	89	33	31	28	8	36	21	1.87
Black or African American	23,697	2496	101	44	25	25	6	31	2478	94	42	28	23	7	30	18	1.14
White	103,916	2581	93	14	19	41	25	66	2554	90	15	22	38	26	63	27	2.63
Two or more races	16,827	2577	99	17	19	39	25	64	2551	94	17	22	34	26	61	26	3.18

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
English learner	60,538	2441	76	69	23	7	0	8	2420	70	70	25	5	0	5	21	2.49
English only	242,880	2558	101	22	22	37	19	56	2534	95	22	25	34	20	54	24	2.21
Reclassified fluent English proficient	117,801	2558	84	17	29	40	14	54	2534	77	16	32	38	14	52	24	2.25
Initially fluent English proficient	20,010	2604	92	10	16	39	35	74	2578	87	9	19	36	36	72	26	1.49
Economically disadvantaged	266,119	2512	96	36	27	29	7	36	2490	90	35	31	26	8	34	22	2.07
Not econ. disadvantaged	175,122	2593	92	12	18	41	29	71	2566	88	12	20	38	30	68	27	2.46
Migrant	3,396	2490	93	44	28	24	4	28	2466	88	45	31	21	3	24	24	3.48
Not migrant	437,845	2544	102	27	23	34	16	50	2521	96	26	26	31	17	48	23	2.22
Special education services	48,203	2438	90	70	18	10	2	12	2416	84	71	19	8	2	10	22	2.05
No special education services	393,038	2557	96	21	24	37	18	54	2533	90	21	27	34	18	52	24	2.25

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Using designated supports	48,001	2446	90	66	21	11	2	13	2424	85	67	22	9	2	11	22	2.38
No designated supports	393,240	2556	97	22	24	37	18	54	2532	91	21	27	34	18	52	24	2.21
Using accommodations	18,079	2416	78	80	15	5	0	5	2394	73	81	15	3	0	4	22	1.50
No accommodations	423,162	2549	100	24	24	35	17	52	2526	94	24	27	32	17	49	23	2.25



**Table 10.C.13 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Not Met</b>	<b>2016–17 Grade 8 Standard Nearly Met</b>	<b>2016–17 Grade 8 Standard Met</b>	<b>2016–17 Grade 8 Standard Exceeded</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Not Met</b>	<b>2015–16 Grade 7 Standard Nearly Met</b>	<b>2015–16 Grade 7 Standard Met</b>	<b>2015–16 Grade 7 Standard Exceeded</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	440,230	2560	102	25	26	33	16	49	2543	99	27	24	33	15	48	17	0.91
Male	224,499	2544	103	31	26	30	12	43	2529	100	33	25	30	13	42	15	0.35
Female	215,731	2578	97	19	26	37	19	56	2558	96	22	24	36	18	54	20	1.52
American Indian or Alaska Native	2,270	2528	100	35	30	27	8	36	2515	95	37	26	29	8	37	13	-1.37
Asian	41,288	2634	92	8	14	38	41	78	2613	93	10	14	36	40	77	21	1.83
Native Hawaiian or Other Pacific Islander	2,096	2545	94	28	30	32	10	42	2529	93	30	28	31	10	41	16	0.52
Filipino	11,413	2606	88	10	20	45	25	70	2588	87	12	19	43	26	69	18	1.38
Hispanic or Latino	238,110	2533	94	32	31	30	8	37	2515	91	36	29	29	7	36	18	1.73
Black or African American	24,091	2517	99	40	28	25	7	32	2501	95	43	26	25	7	31	16	0.70
White	105,564	2595	95	14	22	40	24	64	2580	91	15	20	41	24	65	15	-1.02
Two or more races	15,398	2589	99	17	22	38	23	62	2574	97	18	20	38	24	62	15	-0.52

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016--17 Grade 8 SS Mean</b>	<b>2016--17 Grade 8 SS SD</b>	<b>2016--17 Grade 8 Standard Not Met</b>	<b>2016--17 Grade 8 Standard Nearly Met</b>	<b>2016--17 Grade 8 Standard Met</b>	<b>2016--17 Grade 8 Standard Exceeded</b>	<b>2016--17 Grade 8 Standard Met/Exceeded</b>	<b>2015--16 Grade 7 SS Mean</b>	<b>2015--16 Grade 7 SS SD</b>	<b>2015--16 Grade 7 Standard Not Met</b>	<b>2015--16 Grade 7 Standard Nearly Met</b>	<b>2015--16 Grade 7 Standard Met</b>	<b>2015--16 Grade 7 Standard Exceeded</b>	<b>2015--16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
English learner	48,980	2453	72	69	25	6	0	6	2430	66	78	18	4	0	4	23	2.23
English only	240,118	2573	101	21	24	36	19	55	2558	98	22	23	36	19	55	15	-0.18
Reclassified fluent English proficient	129,607	2568	86	18	31	38	13	51	2548	83	21	31	37	12	48	20	2.50
Initially fluent English proficient	21,517	2618	94	10	18	39	33	72	2599	92	11	18	38	33	71	19	0.67
Economically disadvantaged	261,887	2530	95	34	30	29	7	36	2511	92	37	28	27	7	34	19	1.84
Not econ. disadvantaged	178,343	2605	94	12	20	40	28	68	2590	91	13	19	41	28	69	15	-0.44
Migrant	3,346	2508	93	41	32	23	4	27	2485	88	48	28	22	3	25	23	2.57
Not migrant	436,884	2561	101	25	26	34	16	49	2543	99	27	24	33	16	48	18	0.90
Special education services	46,652	2456	87	68	21	9	2	11	2440	83	72	18	8	2	10	16	1.14
No special education services	393,578	2573	96	20	27	36	17	54	2555	94	22	25	36	17	53	18	0.89

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Not Met</b>	<b>2016–17 Grade 8 Standard Nearly Met</b>	<b>2016–17 Grade 8 Standard Met</b>	<b>2016–17 Grade 8 Standard Exceeded</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Not Met</b>	<b>2015–16 Grade 7 Standard Nearly Met</b>	<b>2015–16 Grade 7 Standard Met</b>	<b>2015–16 Grade 7 Standard Exceeded</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Using designated supports	42,897	2464	89	64	23	11	2	13	2445	83	70	19	9	2	11	19	2.13
No designated supports	397,333	2571	97	21	26	36	17	53	2553	95	23	25	35	17	52	18	0.79
Using accommodations	17,548	2434	75	77	18	4	0	5	2418	69	82	14	4	0	4	16	1.04
No accommodations	422,682	2566	99	23	26	35	16	51	2548	97	25	25	34	16	50	18	0.92

**Table 10.C.14 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	441,328	2464	86	28	32	24	17	41	2426	81	28	26	28	18	46	38	-5.13
Male	225,323	2466	90	27	30	24	19	42	2426	84	29	25	28	19	47	40	-4.35
Female	216,005	2462	82	28	33	24	15	39	2425	78	28	27	28	16	45	37	-5.94
American Indian or Alaska Native	2,178	2436	82	39	33	19	9	28	2399	78	40	27	24	9	33	37	-5.28
Asian	39,215	2535	81	8	17	28	47	75	2488	77	9	15	31	46	77	47	-1.52
Native Hawaiian or Other Pacific Islander	2,011	2454	77	29	36	25	11	35	2414	75	32	29	27	12	39	40	-4.03
Filipino	8,456	2504	75	11	28	33	29	62	2461	70	12	22	37	30	66	43	-4.69
Hispanic or Latino	247,082	2440	77	36	36	20	8	29	2404	74	36	29	25	9	34	36	-5.61
Black or African American	23,367	2421	81	46	32	16	6	22	2387	78	45	28	20	7	27	34	-4.88
White	99,533	2496	81	15	28	31	27	58	2456	76	15	21	35	28	63	40	-5.59
Two or more races	19,486	2492	87	18	27	28	28	55	2451	82	19	21	32	28	60	41	-4.50

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
English learner	105,722	2411	70	51	35	11	3	14	2374	67	53	29	14	3	17	37	-2.85
English only	254,276	2473	86	24	31	26	20	46	2435	81	24	24	31	21	52	38	-5.63
Reclassified fluent English proficient	65,136	2497	69	10	34	34	23	56	2457	63	10	27	40	24	63	40	-7.02
Initially fluent English proficient	16,173	2524	81	9	22	28	40	69	2483	76	9	18	31	42	73	41	-4.58
Economically disadvantaged	275,086	2437	78	37	36	20	8	27	2401	75	38	29	24	9	33	36	-5.39
Not econ. disadvantaged	166,242	2508	81	12	25	31	32	63	2466	76	13	20	35	33	68	42	-4.68
Migrant	3,947	2425	73	44	35	16	5	21	2386	71	46	29	20	5	25	39	-3.45
Not migrant	437,381	2464	86	27	32	24	17	41	2426	81	28	26	28	18	46	38	-5.14
Special education services	50,317	2393	90	62	22	10	6	16	2355	88	64	19	12	6	18	38	-2.11
No special education services	391,011	2473	81	23	33	26	18	44	2435	76	24	27	30	19	49	38	-5.51

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Standard Not Met</b>	<b>2016–17 Grade 4 Standard Nearly Met</b>	<b>2016–17 Grade 4 Standard Met</b>	<b>2016–17 Grade 4 Standard Exceeded</b>	<b>2016–17 Grade 4 Standard Met/Exceeded</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Standard Not Met</b>	<b>2015–16 Grade 3 Standard Nearly Met</b>	<b>2015–16 Grade 3 Standard Met</b>	<b>2015–16 Grade 3 Standard Exceeded</b>	<b>2015–16 Grade 3 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Using designated supports	72,542	2403	82	56	29	11	5	16	2365	80	58	24	14	5	18	38	-2.61
No designated supports	368,786	2476	82	22	32	26	19	46	2437	76	23	26	31	20	51	39	-5.62
Using accommodations	17,503	2360	71	79	17	4	1	5	2321	72	81	14	5	1	6	39	-0.89
No accommodations	423,825	2468	84	25	32	25	18	42	2430	79	26	26	29	18	47	38	-5.30

**Table 10.C.15 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Not Met</b>	<b>2016–17 Grade 5 Standard Nearly Met</b>	<b>2016–17 Grade 5 Standard Met</b>	<b>2016–17 Grade 5 Standard Exceeded</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Not Met</b>	<b>2015–16 Grade 4 Standard Nearly Met</b>	<b>2015–16 Grade 4 Standard Met</b>	<b>2015–16 Grade 4 Standard Exceeded</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	458,753	2487	94	39	27	16	18	34	2461	83	28	33	23	15	38	26	-4.40
Male	233,902	2487	98	39	26	16	19	35	2463	86	28	32	23	17	40	24	-4.33
Female	224,851	2486	90	39	29	16	17	33	2459	79	28	35	23	14	37	27	-4.47
American Indian or Alaska Native	2,297	2458	87	50	27	13	9	22	2436	77	38	34	20	7	28	22	-5.27
Asian	40,735	2566	90	13	18	20	49	69	2530	81	8	19	28	44	72	36	-3.18
Native Hawaiian or Other Pacific Islander	2,044	2479	88	40	30	17	13	30	2455	75	28	37	24	11	35	24	-4.74
Filipino	9,700	2534	83	18	26	24	32	56	2501	72	11	29	34	26	60	33	-4.40
Hispanic or Latino	257,339	2460	83	49	29	13	9	22	2437	73	37	38	19	7	26	23	-4.03
Black or African American	24,259	2439	86	59	25	10	6	16	2422	76	45	35	15	5	20	17	-4.33

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016--17 Grade 5 SS Mean</b>	<b>2016--17 Grade 5 SS SD</b>	<b>2016--17 Grade 5 Standard Not Met</b>	<b>2016--17 Grade 5 Standard Nearly Met</b>	<b>2016--17 Grade 5 Standard Met</b>	<b>2016--17 Grade 5 Standard Exceeded</b>	<b>2016--17 Grade 5 Standard Met/Exceeded</b>	<b>2015--16 Grade 4 SS Mean</b>	<b>2015--16 Grade 4 SS SD</b>	<b>2015--16 Grade 4 Standard Not Met</b>	<b>2015--16 Grade 4 Standard Nearly Met</b>	<b>2015--16 Grade 4 Standard Met</b>	<b>2015--16 Grade 4 Standard Exceeded</b>	<b>2015--16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
White	103,299	2523	89	23	27	22	29	51	2494	78	14	29	31	25	56	29	-5.54
Two or more races	19,080	2517	95	27	26	19	29	48	2490	83	18	29	28	25	54	27	-5.63
English learner	94,949	2422	73	70	22	6	2	8	2401	63	58	33	8	2	9	21	-1.07
English only	258,383	2497	94	34	27	18	21	39	2472	83	23	32	26	18	44	25	-5.21
Reclassified fluent English proficient	87,184	2511	79	25	34	21	21	41	2483	68	14	39	30	17	47	28	-5.53
Initially fluent English proficient	18,211	2554	90	15	22	20	43	63	2521	79	9	24	29	38	67	33	-4.80
Economically disadvantaged	286,041	2457	84	51	29	12	8	21	2435	74	38	37	18	7	25	22	-3.91
Not econ. disadvantaged	172,712	2535	89	19	25	22	34	56	2505	79	12	27	31	30	61	30	-5.22
Migrant	4,087	2442	78	58	27	10	5	14	2417	68	47	37	13	3	16	25	-1.69
Not migrant	454,666	2487	94	39	27	16	18	34	2461	83	28	33	23	15	39	26	-4.43



<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016--17 Grade 5 SS Mean</b>	<b>2016--17 Grade 5 SS SD</b>	<b>2016--17 Grade 5 Standard Not Met</b>	<b>2016--17 Grade 5 Standard Nearly Met</b>	<b>2016--17 Grade 5 Standard Met</b>	<b>2016--17 Grade 5 Standard Exceeded</b>	<b>2016--17 Grade 5 Standard Met/Exceeded</b>	<b>2015--16 Grade 4 SS Mean</b>	<b>2015--16 Grade 4 SS SD</b>	<b>2015--16 Grade 4 Standard Not Met</b>	<b>2015--16 Grade 4 Standard Nearly Met</b>	<b>2015--16 Grade 4 Standard Met</b>	<b>2015--16 Grade 4 Standard Exceeded</b>	<b>2015--16 Grade 4 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Special education services	53,430	2407	90	74	15	6	5	11	2388	81	66	22	8	4	12	19	-1.53
No special education services	405,323	2497	89	34	29	17	20	37	2471	78	23	35	25	17	42	26	-4.78
Using designated supports	74,526	2419	85	69	20	7	4	11	2398	75	59	28	9	3	13	21	-1.61
No designated supports	384,227	2500	90	33	29	18	21	38	2473	78	22	35	26	18	43	27	-4.94
Using accommodations	23,135	2378	71	87	10	2	1	3	2360	63	81	16	3	1	3	18	-0.59
No accommodations	435,618	2492	92	36	28	17	19	36	2466	80	25	34	24	16	40	26	-4.60

**Table 10.C.16 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	446,757	2510	109	35	28	19	18	37	2485	91	39	28	16	17	33	25	3.65
Male	227,026	2506	113	37	27	18	18	36	2486	95	39	27	16	18	34	20	1.60
Female	219,731	2514	104	33	29	20	18	37	2485	87	39	30	16	16	32	29	5.76
American Indian or Alaska Native	2,292	2474	107	46	29	15	9	25	2462	87	48	28	14	10	24	12	1.00
Asian	40,567	2603	99	10	17	21	51	72	2562	89	13	19	21	47	67	41	4.87
Native Hawaiian or Other Pacific Islander	2,106	2499	100	38	31	18	13	31	2475	83	43	31	14	12	26	24	5.18
Filipino	10,076	2564	91	15	27	27	32	59	2528	81	18	29	24	28	52	36	6.28
Hispanic or Latino	248,264	2479	99	45	31	16	8	24	2459	80	50	30	13	8	20	20	3.89
Black or African American	23,485	2454	104	55	27	12	6	18	2440	83	59	26	10	6	15	14	2.99
White	102,440	2549	99	20	27	25	28	53	2522	86	22	28	23	28	50	27	2.65
Two or more races	17,527	2544	107	23	26	22	28	51	2517	92	26	27	20	27	48	27	2.83

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
English learner	74,727	2419	89	72	21	5	2	7	2410	67	77	18	4	1	5	9	1.76
English only	247,420	2522	108	30	28	21	21	42	2497	91	33	28	18	20	39	25	3.32
Reclassified fluent English proficient	106,622	2531	89	24	35	23	18	41	2501	77	29	36	19	16	35	30	5.69
Initially fluent English proficient	17,973	2585	101	13	23	22	42	64	2549	88	15	25	21	39	60	36	4.06
Economically disadvantaged	275,933	2476	100	46	30	15	8	23	2456	81	51	29	12	7	20	20	3.71
Not econ. disadvantaged	170,824	2564	100	17	25	24	34	58	2533	87	19	26	22	32	55	31	3.56
Migrant	3,781	2461	96	52	29	13	5	18	2439	76	60	26	10	4	14	22	4.47
Not migrant	442,976	2510	109	35	28	19	18	37	2486	91	39	28	16	17	33	24	3.64
Special education services	50,665	2400	104	76	15	5	4	9	2401	83	77	15	5	3	8	-1	0.75
No special education services	396,092	2524	101	30	30	20	20	40	2496	87	34	30	18	19	36	28	4.02

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Not Met</b>	<b>2016–17 Grade 6 Standard Nearly Met</b>	<b>2016–17 Grade 6 Standard Met</b>	<b>2016–17 Grade 6 Standard Exceeded</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Not Met</b>	<b>2015–16 Grade 5 Standard Nearly Met</b>	<b>2015–16 Grade 5 Standard Met</b>	<b>2015–16 Grade 5 Standard Exceeded</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Using designated supports	60,281	2414	101	71	19	6	3	9	2409	79	75	18	5	3	8	5	1.51
No designated supports	386,476	2524	102	29	30	21	20	41	2497	87	33	30	18	19	37	27	3.98
Using accommodations	22,224	2369	86	87	10	2	0	2	2376	67	89	9	2	0	2	-7	0.42
No accommodations	424,533	2517	105	32	29	20	19	38	2491	89	36	29	17	18	35	26	3.82

**Table 10.C.17 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	442,354	2526	115	36	27	19	18	37	2510	107	35	30	18	17	36	16	1.53
Male	225,561	2524	118	37	26	19	19	37	2506	111	36	29	18	18	35	18	1.97
Female	216,793	2529	111	34	29	19	18	37	2513	102	33	31	19	17	36	16	1.06
American Indian or Alaska Native	2,284	2490	106	47	29	16	9	24	2473	102	48	30	14	8	22	17	2.02
Asian	41,658	2630	106	10	15	22	53	75	2599	99	11	18	22	49	71	31	3.73
Native Hawaiian or Other Pacific Islander	2,204	2511	103	39	31	18	12	30	2496	96	38	34	18	11	28	15	1.86
Filipino	10,667	2583	98	15	25	28	31	59	2558	91	16	28	26	30	55	25	3.91
Hispanic or Latino	241,124	2491	102	46	30	16	8	24	2478	96	45	32	15	8	23	13	1.20
Black or African American	23,620	2468	104	56	26	12	6	18	2457	102	54	28	12	6	18	11	0.32

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
White	103,998	2569	104	20	27	26	28	54	2549	97	19	29	25	27	52	20	1.41
Two or more races	16,799	2564	112	23	26	23	29	51	2544	103	23	28	22	27	50	20	1.49
English learner	62,229	2423	90	76	18	5	2	6	2409	85	77	19	3	1	4	14	1.90
English only	242,369	2540	113	30	27	21	21	43	2523	105	29	29	21	21	41	17	1.20
Reclassified fluent English proficient	117,725	2540	99	29	33	21	17	38	2524	88	27	37	21	16	36	16	2.10
Initially fluent English proficient	20,017	2598	110	16	23	22	39	62	2576	100	15	25	23	38	61	22	0.79
Economically disadvantaged	267,003	2489	104	48	29	15	8	23	2475	97	46	32	14	7	22	14	1.43
Not econ. disadvantaged	175,351	2583	107	17	24	25	34	58	2562	98	17	26	24	32	57	21	1.66
Migrant	3,495	2469	99	55	28	12	5	17	2453	93	56	29	11	4	15	16	1.83
Not migrant	438,859	2527	115	35	27	19	18	37	2510	107	34	30	18	17	36	17	1.52

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Not Met</b>	<b>2016–17 Grade 7 Standard Nearly Met</b>	<b>2016–17 Grade 7 Standard Met</b>	<b>2016–17 Grade 7 Standard Exceeded</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Not Met</b>	<b>2015–16 Grade 6 Standard Nearly Met</b>	<b>2015–16 Grade 6 Standard Met</b>	<b>2015–16 Grade 6 Standard Exceeded</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Special education services	47,989	2412	101	78	14	5	3	8	2395	99	79	15	4	3	7	17	1.29
No special education services	394,365	2540	108	30	29	21	20	41	2524	99	29	31	20	19	39	16	1.55
Using designated supports	50,618	2422	100	74	17	6	3	9	2405	97	75	18	5	2	7	17	1.74
No designated supports	391,736	2540	109	31	29	21	20	41	2523	100	29	31	20	19	39	17	1.50
Using accommodations	19,823	2383	82	88	9	2	0	2	2365	84	89	9	1	0	2	18	0.51
No accommodations	422,531	2533	112	33	28	20	19	39	2516	103	32	31	19	18	37	17	1.57

**Table 10.C.18 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17 and 2015–16, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Not Met</b>	<b>2016–17 Grade 8 Standard Nearly Met</b>	<b>2016–17 Grade 8 Standard Met</b>	<b>2016–17 Grade 8 Standard Exceeded</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Not Met</b>	<b>2015–16 Grade 7 Standard Nearly Met</b>	<b>2015–16 Grade 7 Standard Met</b>	<b>2015–16 Grade 7 Standard Exceeded</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
All Students	440,454	2542	124	40	24	16	20	37	2526	111	34	30	20	17	37	16	0.05
Male	224,673	2536	127	42	22	15	20	35	2523	115	35	28	19	17	36	13	-1.04
Female	215,781	2548	119	37	25	18	21	38	2530	107	32	31	20	17	37	18	1.18
American Indian or Alaska Native	2,248	2506	114	51	24	14	11	25	2498	106	43	31	16	10	26	8	-1.34
Asian	41,654	2655	117	12	14	18	56	74	2624	103	10	17	23	51	73	31	0.56
Native Hawaiian or Other Pacific Islander	2,102	2527	111	42	28	16	14	30	2515	100	36	33	20	11	31	12	-1.33
Filipino	11,431	2600	110	20	23	23	35	58	2577	95	16	27	29	29	57	23	0.34
Hispanic or Latino	238,506	2505	109	51	25	14	10	24	2492	100	44	33	16	7	23	13	0.86
Black or African American	23,927	2480	111	60	22	11	7	18	2473	103	52	30	13	6	18	7	-0.56



<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Not Met</b>	<b>2016–17 Grade 8 Standard Nearly Met</b>	<b>2016–17 Grade 8 Standard Met</b>	<b>2016–17 Grade 8 Standard Exceeded</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Not Met</b>	<b>2015–16 Grade 7 Standard Nearly Met</b>	<b>2015–16 Grade 7 Standard Met</b>	<b>2015–16 Grade 7 Standard Exceeded</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
White	105,261	2586	115	24	24	22	30	52	2569	100	18	28	27	27	53	17	-1.57
Two or more races	15,325	2577	122	28	23	20	29	49	2561	108	22	27	24	26	50	16	-1.77
English learner	50,627	2427	93	82	12	4	2	6	2411	87	80	16	3	1	4	16	1.28
English only	238,981	2556	122	35	24	18	23	42	2541	108	28	30	22	20	42	15	-0.90
Reclassified fluent English proficient	129,364	2549	110	36	28	18	18	36	2533	95	29	36	21	14	35	16	1.39
Initially fluent English proficient	21,473	2614	123	20	20	19	41	60	2592	107	15	25	23	37	60	22	-0.32
Economically disadvantaged	262,363	2502	111	52	25	14	10	23	2490	101	45	32	15	7	23	12	0.65
Not econ. disadvantaged	178,091	2600	118	21	22	21	36	56	2580	103	16	26	26	32	57	20	-0.84
Migrant	3,449	2483	106	58	24	12	6	18	2465	98	55	30	11	4	15	18	2.43
Not migrant	437,005	2542	124	40	24	16	20	37	2527	111	33	30	20	17	37	15	0.03

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Not Met</b>	<b>2016–17 Grade 8 Standard Nearly Met</b>	<b>2016–17 Grade 8 Standard Met</b>	<b>2016–17 Grade 8 Standard Exceeded</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Not Met</b>	<b>2015–16 Grade 7 Standard Nearly Met</b>	<b>2015–16 Grade 7 Standard Met</b>	<b>2015–16 Grade 7 Standard Exceeded</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>SS Difference</b>	<b>% Standard Met/Standard Exceeded Difference</b>
Special education services	46,322	2421	102	81	11	4	3	7	2409	99	78	15	5	3	7	12	0.07
No special education services	394,132	2556	118	35	25	18	22	40	2540	104	28	32	21	19	40	16	0.04
Using designated supports	45,512	2431	103	78	13	5	3	9	2418	99	75	18	5	2	8	13	0.74
No designated supports	394,942	2555	119	35	25	18	22	40	2539	106	29	31	21	19	40	16	-0.03
Using accommodations	18,504	2393	82	91	7	2	1	2	2381	81	89	9	2	0	2	12	0.22
No accommodations	421,950	2549	121	37	24	17	21	38	2533	108	31	31	20	18	38	16	0.04

**Table 10.C.19 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015-16 SS Difference</b>	<b>2016–17, 2015-16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014-15 SS Difference</b>	<b>2015–16, 2014-15 % Standard Met/Standard Exceeded Difference</b>
All Students	441,851	2491	100	47	2456	95	44	2404	87	38	35	2.81	52	6.37
Male	225,107	2478	101	42	2445	95	40	2394	87	34	33	2.02	51	6.21
Female	216,744	2504	98	52	2467	94	48	2414	86	42	37	3.63	53	6.53
American Indian or Alaska Native	2,197	2458	98	35	2429	89	32	2383	81	28	29	2.19	46	3.87
Asian	38,229	2561	94	75	2521	90	72	2461	86	65	40	3.01	60	7.07
Native Hawaiian or Other Pacific Islander	1,942	2484	94	43	2449	87	40	2397	80	34	35	3.40	52	5.87
Filipino	9,194	2543	88	70	2505	83	67	2447	78	59	38	3.02	58	8.07
Hispanic or Latino	250,284	2466	92	36	2430	87	33	2380	78	26	36	3.25	50	6.74
Black or African American	23,038	2447	97	30	2417	90	28	2371	80	24	30	2.06	46	4.19
White	98,739	2529	95	64	2494	90	62	2441	84	56	35	1.90	53	5.63
Two or more races	18,228	2524	100	61	2489	95	59	2435	88	53	35	2.33	54	5.94

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015-16 SS Difference</b>	<b>2016–17, 2015-16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014-15 SS Difference</b>	<b>2015–16, 2014-15 % Standard Met/Standard Exceeded Difference</b>
English learner	88,800	2411	75	11	2375	67	8	2331	59	5	36	3.41	44	3.24
English only	249,566	2504	100	53	2470	95	51	2419	87	45	34	2.10	51	5.78
Reclassified fluent English proficient	86,128	2521	77	60	2483	73	56	2424	68	45	38	4.29	59	11.32
Initially fluent English proficient	17,340	2562	90	76	2523	86	73	2466	82	67	39	2.62	57	6.12
Economically disadvantaged	276,470	2461	92	34	2426	87	31	2377	78	24	35	3.26	49	6.39
Not econ. disadvantaged	165,381	2541	93	69	2505	88	67	2449	83	60	36	2.06	56	6.32
Migrant	3,735	2440	86	25	2401	82	21	2351	72	15	39	4.18	50	5.75
Not migrant	438,116	2492	100	47	2456	95	44	2404	87	38	36	2.80	52	6.37
Special education services	51,475	2397	93	14	2368	86	13	2327	77	10	29	1.42	41	2.24
No special education services	390,376	2503	94	51	2467	90	48	2414	83	41	36	3.00	53	6.91
Using designated supports	67,602	2411	90	16	2379	83	14	2335	73	11	32	2.32	44	3.37
No designated supports	374,249	2505	95	53	2470	90	50	2416	83	43	35	2.90	54	6.91
Using accommodations	18,991	2368	76	5	2340	68	4	2303	61	3	28	0.95	37	0.94
No accommodations	422,860	2497	98	49	2461	93	46	2408	85	39	36	2.89	53	6.61

**Table 10.C.20 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	431,512	2520	97	47	2497	96	49	2446	92	40	23	-1.49	51	9.36
Male	219,049	2507	98	42	2483	97	44	2436	93	36	24	-1.63	47	8.00
Female	212,463	2534	93	53	2510	94	55	2457	91	44	24	-1.35	53	10.77
American Indian or Alaska Native	2,206	2490	94	34	2468	93	37	2425	87	30	22	-2.99	43	6.76
Asian	38,303	2592	88	77	2564	90	76	2510	90	68	28	0.86	54	8.08
Native Hawaiian or Other Pacific Islander	2,018	2511	90	43	2485	91	44	2438	84	34	26	-0.94	47	9.76
Filipino	9,585	2571	82	71	2544	84	71	2491	82	61	27	0.05	53	9.53
Hispanic or Latino	241,938	2495	89	36	2471	88	38	2420	83	27	24	-1.60	51	10.51
Black or African American	22,474	2477	94	30	2454	92	31	2409	85	24	23	-1.24	45	7.59
White	98,205	2556	90	64	2533	91	66	2485	88	58	23	-2.28	48	7.78
Two or more races	16,783	2553	94	62	2529	95	63	2481	92	56	24	-1.71	48	7.58

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	69,287	2431	72	9	2404	66	7	2356	60	3	27	1.63	48	4.02
English only	239,633	2533	96	53	2510	96	55	2462	92	47	23	-1.88	48	8.29
Reclassified fluent English proficient	105,510	2540	77	55	2516	75	58	2460	74	42	24	-2.51	56	15.49
Initially fluent English proficient	17,071	2586	87	74	2564	86	77	2512	85	68	22	-2.31	52	8.30
Economically disadvantaged	267,282	2491	89	34	2467	88	36	2416	83	26	24	-1.43	51	10.14
Not econ. disadvantaged	164,230	2568	89	69	2545	89	70	2494	87	62	23	-1.58	51	8.11
Migrant	3,417	2475	86	27	2446	83	26	2393	78	16	29	0.29	53	10.04
Not migrant	428,095	2521	97	48	2497	96	49	2447	92	40	24	-1.50	50	9.36
Special education services	49,041	2421	87	11	2398	84	12	2357	77	9	23	-0.46	41	3.10
No special education services	382,471	2533	90	52	2509	90	54	2458	88	44	24	-1.62	51	10.17
Using designated supports	55,116	2433	87	14	2408	83	13	2364	77	9	25	0.33	44	3.99
No designated supports	376,396	2533	91	52	2510	91	54	2458	88	44	23	-1.76	52	10.15
Using accommodations	18,383	2397	73	4	2374	70	5	2335	63	3	23	-0.09	39	1.34
No accommodations	413,129	2526	94	49	2502	93	51	2451	90	41	24	-1.55	51	9.72

**Table 10.C.21 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	426,847	2544	102	50	2521	96	48	2488	94	45	23	2.13	33	2.74
Male	217,255	2529	104	44	2507	97	42	2475	94	40	22	2.18	32	2.15
Female	209,592	2559	97	56	2535	92	54	2501	92	50	24	2.08	34	3.34
American Indian or Alaska Native	2,194	2509	99	35	2487	93	33	2457	90	31	22	1.83	30	2.09
Asian	39,236	2620	89	80	2589	88	77	2551	92	73	31	2.99	38	4.41
Native Hawaiian or Other Pacific Islander	2,109	2530	93	43	2510	90	42	2474	86	39	20	1.04	36	3.32
Filipino	10,171	2596	85	73	2569	83	70	2531	84	65	27	3.25	38	4.43
Hispanic or Latino	235,091	2516	95	38	2496	88	36	2462	85	33	20	1.82	34	3.22
Black or African American	22,522	2497	101	31	2479	94	30	2449	88	29	18	1.01	30	1.93
White	99,482	2581	93	66	2555	89	64	2524	90	62	26	2.53	31	1.26
Two or more races	16,042	2577	99	64	2551	94	61	2521	93	60	26	3.08	30	0.85

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	57,104	2441	75	8	2421	69	5	2388	59	3	20	2.22	33	2.07
English only	234,177	2558	101	56	2534	95	54	2503	94	52	24	2.15	31	1.81
Reclassified fluent English proficient	116,560	2558	84	54	2534	77	52	2497	76	47	24	2.20	37	5.11
Initially fluent English proficient	19,000	2604	92	73	2579	88	72	2547	87	71	25	1.29	32	1.52
Economically disadvantaged	258,768	2512	95	36	2491	89	34	2458	85	31	21	2.01	33	3.13
Not econ. disadvantaged	168,079	2593	92	71	2567	88	68	2534	88	66	26	2.32	33	2.13
Migrant	3,153	2495	92	29	2472	84	26	2436	81	22	23	3.52	36	3.93
Not migrant	423,694	2545	102	50	2521	96	48	2488	94	45	24	2.12	33	2.73
Special education services	46,461	2438	90	12	2416	84	10	2390	76	9	22	2.02	26	0.86
No special education services	380,386	2557	95	55	2534	89	52	2500	89	49	23	2.15	34	2.96
Using designated supports	45,862	2446	90	13	2425	84	11	2395	76	9	21	2.27	30	1.57
No designated supports	380,985	2556	97	54	2533	90	52	2499	90	49	23	2.12	34	2.87
Using accommodations	17,375	2416	78	5	2394	73	4	2369	64	3	22	1.47	25	0.46
No accommodations	409,472	2550	99	52	2526	93	50	2493	92	47	24	2.16	33	2.83



**Table 10.C.22 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	424,748	2561	101	49	2544	99	49	2513	91	43	17	0.88	31	5.23
Male	216,264	2545	103	43	2530	100	43	2500	92	38	15	0.30	30	4.98
Female	208,484	2578	96	56	2559	95	55	2527	89	49	19	1.48	32	5.49
American Indian or Alaska Native	2,142	2529	100	35	2515	95	37	2487	88	31	14	-1.21	28	5.37
Asian	39,529	2636	90	79	2616	90	78	2577	88	73	20	1.65	39	4.82
Native Hawaiian or Other Pacific Islander	2,007	2547	94	43	2531	92	42	2504	85	39	16	0.55	27	3.39
Filipino	10,963	2608	87	71	2589	86	70	2556	82	64	19	1.27	33	5.20
Hispanic or Latino	231,777	2534	93	38	2516	91	36	2488	83	31	18	1.71	28	5.19
Black or African American	22,804	2518	99	32	2502	95	31	2477	87	28	16	0.72	25	3.94
White	100,887	2595	95	65	2581	91	66	2547	85	60	14	-1.08	34	5.80
Two or more races	14,639	2590	99	62	2575	96	62	2542	90	57	15	-0.62	33	5.28

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	45,240	2453	70	6	2432	65	4	2408	62	2	21	1.98	24	1.45
English only	231,091	2574	101	55	2558	97	55	2527	90	50	16	-0.19	31	5.17
Reclassified fluent English proficient	127,953	2568	86	51	2548	83	48	2517	76	42	20	2.47	31	6.72
Initially fluent English proficient	20,458	2618	95	72	2600	91	72	2566	86	67	18	0.53	34	4.98
Economically disadvantaged	253,321	2531	94	36	2512	91	35	2484	84	30	19	1.80	28	5.14
Not econ. disadvantaged	171,427	2606	94	69	2590	91	69	2556	85	64	16	-0.48	34	5.35
Migrant	3,109	2514	90	28	2491	86	26	2461	82	20	23	2.35	30	6.04
Not migrant	421,639	2562	101	50	2544	99	49	2514	91	43	18	0.87	30	5.22
Special education services	44,662	2456	87	11	2440	82	10	2415	77	8	16	1.16	25	2.25
No special education services	380,086	2574	95	54	2556	93	53	2525	86	47	18	0.85	31	5.58
Using designated supports	40,759	2465	89	13	2446	83	11	2420	78	9	19	2.08	26	2.66
No designated supports	383,989	2571	97	53	2554	94	52	2523	87	47	17	0.75	31	5.50
Using accommodations	16,806	2435	74	5	2419	69	4	2394	66	3	16	1.04	25	1.30
No accommodations	407,942	2566	99	51	2549	96	50	2518	89	45	17	0.87	31	5.39

**Table 10.C.23 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	442,239	2487	94	34	2462	82	39	2416	79	41	25	-4.50	46	-2.05
Male	225,277	2488	97	36	2463	85	40	2417	82	42	25	-4.44	46	-1.57
Female	216,962	2486	90	33	2460	79	37	2416	76	40	26	-4.56	44	-2.56
American Indian or Alaska Native	2,196	2459	87	23	2437	76	28	2394	76	30	22	-5.28	43	-2.33
Asian	38,630	2567	89	69	2531	80	73	2479	77	73	36	-3.57	52	0.39
Native Hawaiian or Other Pacific Islander	1,936	2480	88	31	2456	74	35	2412	72	38	24	-4.64	44	-2.38
Filipino	9,216	2536	82	57	2503	71	61	2453	68	63	33	-4.61	50	-1.44
Hispanic or Latino	250,500	2461	83	22	2438	73	26	2395	71	28	23	-4.11	43	-2.26
Black or African American	22,932	2440	86	16	2422	76	21	2380	75	23	18	-4.40	42	-2.60
White	98,658	2524	89	51	2495	78	57	2448	75	59	29	-5.61	47	-2.53
Two or more races	18,171	2518	95	48	2490	83	54	2443	80	55	28	-5.81	47	-1.37

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Standard Met/Exceeded</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Standard Met/Exceeded</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	89,944	2421	72	8	2401	62	9	2358	62	10	20	-1.33	43	-0.65
English only	248,766	2498	94	39	2472	82	44	2427	79	47	26	-5.25	45	-2.55
Reclassified fluent English proficient	86,201	2511	79	41	2483	68	47	2436	63	49	28	-5.56	47	-2.10
Initially fluent English proficient	17,311	2553	90	62	2521	79	67	2473	75	69	32	-4.95	48	-2.02
Economically disadvantaged	276,890	2458	84	21	2436	73	25	2392	71	27	22	-4.01	44	-2.21
Not econ. disadvantaged	165,349	2536	89	56	2505	78	61	2457	75	63	31	-5.31	48	-1.79
Migrant	3,835	2444	77	15	2420	67	17	2376	67	19	24	-1.98	44	-2.46
Not migrant	438,404	2487	94	34	2462	82	39	2417	79	41	25	-4.53	45	-2.05
Special education services	51,154	2408	89	11	2389	80	12	2343	81	13	19	-1.56	46	-0.48
No special education services	391,085	2497	89	37	2471	78	42	2426	73	44	26	-4.89	45	-2.26
Using designated supports	71,039	2419	84	11	2399	75	13	2354	75	14	20	-1.73	45	-0.84
No designated supports	371,200	2500	90	39	2474	78	44	2428	74	46	26	-5.03	46	-2.29
Using accommodations	22,113	2378	71	3	2361	63	3	2315	67	4	17	-0.60	46	-0.42
No accommodations	420,126	2493	91	36	2467	80	40	2422	76	43	26	-4.71	45	-2.14

**Table 10.C.24 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	432,033	2510	109	37	2486	91	33	2454	80	35	24	3.61	32	-1.63
Male	219,334	2506	113	36	2486	95	34	2455	83	36	20	1.56	31	-1.46
Female	212,699	2514	104	38	2486	87	32	2454	76	34	28	5.73	32	-1.80
American Indian or Alaska Native	2,204	2475	107	25	2462	87	24	2436	77	26	13	0.82	26	-1.91
Asian	38,689	2604	98	73	2563	88	68	2522	80	69	41	4.67	41	-0.87
Native Hawaiian or Other Pacific Islander	2,015	2500	99	31	2476	83	26	2445	72	28	24	4.87	31	-1.44
Filipino	9,622	2565	90	59	2530	80	53	2491	70	54	35	6.09	39	-1.00
Hispanic or Latino	242,283	2480	99	24	2459	80	20	2431	70	22	21	3.88	28	-1.58
Black or African American	22,383	2454	104	19	2441	83	16	2418	73	18	13	3.00	23	-2.34
White	98,110	2550	99	53	2523	86	51	2486	75	52	27	2.58	37	-1.88
Two or more races	16,727	2546	106	51	2518	91	48	2484	81	50	28	2.77	34	-1.85

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Standard Met/Exceeded</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Standard Met/Exceeded</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	70,411	2417	87	6	2409	66	4	2386	58	5	8	1.45	23	-0.14
English only	238,982	2523	107	42	2498	91	39	2465	80	41	25	3.31	33	-1.99
Reclassified fluent English proficient	105,566	2531	89	41	2501	77	35	2466	66	37	30	5.67	35	-1.69
Initially fluent English proficient	17,063	2585	101	64	2550	88	60	2511	79	63	35	4.00	39	-2.28
Economically disadvantaged	267,762	2476	100	23	2457	81	20	2429	71	21	19	3.68	28	-1.57
Not econ. disadvantaged	164,271	2565	99	58	2534	86	55	2496	76	57	31	3.51	38	-1.73
Migrant	3,509	2464	95	19	2442	76	14	2413	65	14	22	4.50	29	0.35
Not migrant	428,524	2510	109	37	2486	91	33	2455	80	35	24	3.60	31	-1.64
Special education services	48,753	2401	104	9	2402	83	8	2378	75	9	-1	0.80	24	-0.58
No special education services	383,280	2524	101	40	2497	86	36	2464	75	38	27	3.97	33	-1.76
Using designated supports	57,442	2414	101	9	2409	79	8	2386	71	9	5	1.44	23	-0.76
No designated supports	374,591	2525	102	41	2498	87	37	2465	76	39	27	3.94	33	-1.76
Using accommodations	21,371	2369	86	2	2376	67	2	2354	61	2	-7	0.48	22	-0.42
No accommodations	410,662	2517	105	39	2492	88	35	2460	77	36	25	3.78	32	-1.69

**Table 10.C.25 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	427,101	2527	114	37	2510	106	36	2481	89	30	17	1.45	29	5.28
Male	217,364	2524	118	37	2507	110	35	2481	92	32	17	1.91	26	3.71
Female	209,737	2529	110	37	2514	101	36	2481	85	29	15	0.99	33	6.90
American Indian or Alaska Native	2,183	2490	105	24	2473	101	22	2455	82	19	17	1.97	18	3.57
Asian	39,591	2630	105	75	2601	98	72	2555	88	65	29	3.34	46	6.78
Native Hawaiian or Other Pacific Islander	2,099	2513	103	31	2498	94	29	2468	81	23	15	2.00	30	5.39
Filipino	10,184	2584	97	60	2560	90	56	2521	79	48	24	3.74	39	7.80
Hispanic or Latino	235,240	2492	102	24	2479	96	23	2454	77	18	13	1.19	25	4.99
Black or African American	22,387	2469	104	18	2458	101	18	2439	80	14	11	0.25	19	3.87
White	99,420	2570	104	54	2550	96	52	2517	83	47	20	1.37	33	5.57
Two or more races	15,997	2565	112	51	2545	103	50	2512	89	45	20	1.46	33	4.50

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Standard Met/Exceeded</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Standard Met/Exceeded</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	58,117	2421	87	5	2408	83	4	2399	61	2	13	1.53	9	1.46
English only	233,450	2540	113	43	2524	105	41	2493	88	36	16	1.20	31	5.30
Reclassified fluent English proficient	116,529	2540	98	38	2523	88	36	2488	76	29	17	2.07	35	6.97
Initially fluent English proficient	18,998	2597	110	61	2576	100	60	2537	88	54	21	0.75	39	6.29
Economically disadvantaged	259,036	2490	103	23	2476	97	22	2452	78	17	14	1.38	24	4.76
Not econ. disadvantaged	168,065	2583	106	59	2563	98	57	2526	85	51	20	1.58	37	6.07
Migrant	3,241	2473	98	17	2458	91	16	2433	73	10	15	1.76	25	5.06
Not migrant	423,860	2527	114	37	2511	106	36	2481	89	31	16	1.46	30	5.28
Special education services	46,178	2412	100	8	2396	99	7	2396	77	6	16	1.29	0	0.88
No special education services	380,923	2540	108	41	2524	98	39	2491	84	33	16	1.48	33	5.81
Using designated supports	47,824	2422	99	9	2406	96	7	2400	73	5	16	1.59	6	1.72
No designated supports	379,277	2540	109	41	2523	100	39	2491	85	34	17	1.44	32	5.73
Using accommodations	18,970	2383	82	2	2366	83	2	2374	64	2	17	0.50	-8	0.36
No accommodations	408,131	2533	111	39	2517	102	37	2486	87	32	16	1.50	31	5.51



**Table 10.C.26 Summary Statistics and Percentage of Achievement Level for Selected Groups Across 2016–17, 2015–16, and 2014–15, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
All Students	424,181	2543	123	37	2528	110	37	2506	101	33	15	0.02	22	3.55
Male	215,961	2537	127	36	2525	114	37	2502	105	33	12	-1.09	23	3.98
Female	208,220	2549	119	38	2531	107	37	2511	96	34	18	1.17	20	3.09
American Indian or Alaska Native	2,119	2506	114	25	2499	105	26	2479	95	23	7	-1.32	20	3.63
Asian	39,793	2656	115	74	2626	102	74	2591	95	69	30	0.37	35	5.54
Native Hawaiian or Other Pacific Islander	2,009	2529	110	30	2517	99	32	2497	92	28	12	-1.35	20	3.64
Filipino	10,975	2602	110	58	2579	95	58	2550	87	52	23	0.12	29	6.10
Hispanic or Latino	231,593	2506	109	24	2493	99	23	2476	91	20	13	0.87	17	2.81
Black or African American	22,615	2482	111	18	2475	103	19	2460	96	17	7	-0.56	15	2.01
White	100,541	2587	114	52	2570	99	54	2544	92	50	17	-1.66	26	4.41
Two or more races	14,536	2578	122	49	2563	107	51	2538	98	47	15	-1.78	25	4.45

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Standard Met/Exceeded</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Standard Met/Exceeded</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Standard Met/Exceeded</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Standard Met/Standard Exceeded Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Standard Met/Standard Exceeded Difference</b>
English learner	46,161	2424	89	5	2410	84	4	2398	78	2	14	1.05	12	1.48
English only	229,845	2557	122	42	2542	108	43	2520	100	39	15	-0.90	22	3.43
Reclassified fluent English proficient	127,758	2550	110	36	2533	95	35	2511	85	30	17	1.38	22	4.51
Initially fluent English proficient	20,411	2615	123	60	2593	107	60	2567	97	57	22	-0.45	26	3.55
Economically disadvantaged	253,227	2504	111	24	2491	101	23	2474	92	20	13	0.63	17	3.13
Not econ. disadvantaged	170,954	2601	118	57	2581	102	58	2555	94	53	20	-0.90	26	4.18
Migrant	3,193	2488	105	19	2471	97	16	2453	90	13	17	2.67	18	2.91
Not migrant	420,988	2543	123	37	2528	110	37	2507	101	34	15	0.00	21	3.55
Special education services	44,242	2421	102	7	2410	99	7	2395	94	6	11	0.07	15	1.50
No special education services	379,939	2557	117	40	2541	103	40	2519	94	37	16	0.01	22	3.79
Using designated supports	42,659	2432	103	8	2419	98	8	2403	93	6	13	0.68	16	1.68
No designated supports	381,522	2555	119	40	2540	105	40	2518	95	36	15	-0.06	22	3.76
Using accommodations	17,628	2393	82	2	2382	81	2	2367	78	1	11	0.22	15	0.74
No accommodations	406,553	2549	120	38	2534	107	38	2512	98	35	15	0.01	22	3.67

## Appendix 10.D: Longitudinal Comparison of the Overall Group and Student Groups on Claims

**Table 10.D.1 Number of Students, Scale Score (SS) Means, and Standard Deviations (SDs) Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>SS Difference</b>
<b>English Language Arts/Literacy (ELA) 3 to 4</b>	440,090	439,408	2451	109	2409	103	42
<b>ELA 4 to 5</b>	457,700	457,058	2482	110	2445	109	37
<b>ELA 5 to 6</b>	445,990	445,124	2506	110	2479	109	27
<b>ELA 6 to 7</b>	441,657	440,490	2534	113	2492	116	42
<b>ELA 7 to 8</b>	440,565	439,563	2552	111	2528	115	24
<b>Mathematics 3 to 4</b>	441,418	441,065	2465	91	2429	86	36
<b>Mathematics 4 to 5</b>	458,867	458,549	2490	99	2463	87	27
<b>Mathematics 5 to 6</b>	446,918	446,282	2513	116	2488	96	25
<b>Mathematics 6 to 7</b>	442,535	441,641	2529	120	2513	114	16
<b>Mathematics 7 to 8</b>	440,730	439,664	2544	130	2530	115	14

**Table 10.D.2 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>SS Difference</b>
<b>ELA 3 to 4</b>	440,090	438,557	2459	108	2409	103	50
<b>ELA 4 to 5</b>	457,700	456,397	2500	112	2457	107	43
<b>ELA 5 to 6</b>	445,990	444,465	2519	105	2498	109	21
<b>ELA 6 to 7</b>	441,657	439,443	2548	111	2521	105	27
<b>ELA 7 to 8</b>	440,565	438,382	2563	111	2549	109	14
<b>Mathematics 3 to 4</b>	441,418	441,146	2455	100	2412	98	43
<b>Mathematics 4 to 5</b>	458,867	458,643	2464	126	2448	103	16
<b>Mathematics 5 to 6</b>	446,918	446,659	2496	123	2465	121	31
<b>Mathematics 6 to 7</b>	442,535	442,202	2506	136	2495	125	11
<b>Mathematics 7 to 8</b>	440,730	440,203	2527	139	2506	132	21

**Table 10.D.3 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>SS Difference</b>
<b>ELA 3 to 4</b>	440,090	439,372	2442	126	2419	120	23
<b>ELA 4 to 5</b>	457,700	457,197	2483	125	2461	125	22
<b>ELA 5 to 6</b>	445,990	445,232	2530	122	2479	130	51
<b>ELA 6 to 7</b>	441,657	440,567	2535	123	2531	127	4
<b>ELA 7 to 8</b>	440,565	439,581	2562	125	2544	124	18
<b>Mathematics 3 to 4</b>	441,418	440,989	2457	99	2418	98	39
<b>Mathematics 4 to 5</b>	458,867	458,473	2476	111	2455	96	21
<b>Mathematics 5 to 6</b>	446,918	446,467	2504	118	2474	109	30
<b>Mathematics 6 to 7</b>	442,535	442,036	2521	127	2503	117	18
<b>Mathematics 7 to 8</b>	440,730	439,912	2537	136	2520	125	17

**Table 10.D.4 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison**

Content Area/Grade	N Tested	N Valid	2016–17 Mean	2016–17 SD	2015–16 Mean	2015–16 SD	SS Difference
ELA 3 to 4	440,090	439,317	2453	124	2406	120	47
ELA 4 to 5	457,700	457,022	2481	126	2445	126	36
ELA 5 to 6	445,990	445,310	2517	127	2514	114	3
ELA 6 to 7	441,657	440,576	2542	129	2532	117	10
ELA 7 to 8	440,565	439,299	2556	127	2536	123	20

**Table 10.D.5 Number of Students, SS Means, and SDs Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison**

Content Area/Grade	N Tested	N Valid	2016–17 Mean	2016–17 SD	2015–16 Mean	2015–16 SD	2014–15 Mean	2014–15 SD	2016–17, 2015–16 SS Difference	2015–16, 2014–15 SS Difference
ELA 3 to 5	442,000	440,747	2483	109	2446	108	2399	100	37	47
ELA 4 to 6	431,777	430,429	2507	110	2479	109	2438	108	28	41
ELA 5 to 7	427,244	425,692	2534	113	2492	116	2474	105	42	18
ELA 6 to 8	425,061	422,790	2553	111	2529	115	2487	114	24	42
Mathematics 3 to 5	442,340	441,730	2490	99	2464	87	2419	83	26	45
Mathematics 4 to 6	432,178	431,326	2513	116	2489	96	2456	84	24	33
Mathematics 5 to 7	427,266	426,116	2529	119	2513	113	2484	93	16	29
Mathematics 6 to 8	424,429	422,686	2546	129	2532	115	2510	108	14	22

**Table 10.D.6 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>2014–15 Mean</b>	<b>2014–15 SD</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
<b>ELA 3 to 5</b>	442,000	439,204	2501	112	2458	106	2396	101	43	62
<b>ELA 4 to 6</b>	431,777	429,087	2519	105	2499	108	2447	103	20	52
<b>ELA 5 to 7</b>	427,244	424,275	2548	110	2522	105	2490	106	26	32
<b>ELA 6 to 8</b>	425,061	420,888	2564	110	2551	108	2517	100	13	34
<b>Mathematics 3 to 5</b>	442,340	441,897	2464	125	2449	102	2406	93	15	43
<b>Mathematics 4 to 6</b>	432,178	431,709	2497	123	2466	121	2442	102	31	24
<b>Mathematics 5 to 7</b>	427,266	426,713	2506	136	2496	125	2460	121	10	36
<b>Mathematics 6 to 8</b>	424,429	423,786	2528	139	2507	132	2486	125	21	21

**Table 10.D.7 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>2014–15 Mean</b>	<b>2014–15 SD</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
<b>ELA 3 to 5</b>	442,000	441,103	2483	124	2462	124	2409	116	21	53
<b>ELA 4 to 6</b>	431,777	430,722	2531	122	2479	130	2446	120	52	33
<b>ELA 5 to 7</b>	427,244	425,864	2535	123	2532	126	2469	130	3	63
<b>ELA 6 to 8</b>	425,061	422,980	2563	124	2545	124	2522	126	18	23
<b>Mathematics 3 to 5</b>	442,340	441,568	2476	111	2455	95	2409	95	21	46
<b>Mathematics 4 to 6</b>	432,178	431,406	2505	118	2475	109	2448	92	30	27
<b>Mathematics 5 to 7</b>	427,266	426,399	2521	127	2504	117	2469	108	17	35
<b>Mathematics 6 to 8</b>	424,429	423,358	2538	135	2521	124	2500	114	17	21

**Table 10.D.8 Number of Students, SS Means, and SDs Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>N Tested</b>	<b>N Valid</b>	<b>2016–17 Mean</b>	<b>2016–17 SD</b>	<b>2015–16 Mean</b>	<b>2015–16 SD</b>	<b>2014–15 Mean</b>	<b>2014–15 SD</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2015–16, 2014–15 SS Difference</b>
<b>ELA 3 to 5</b>	442,000	440,501	2481	125	2445	126	2393	118	36	52
<b>ELA 4 to 6</b>	431,777	407,796	2517	127	2515	114	2433	123	2	82
<b>ELA 5 to 7</b>	427,244	426,165	2542	129	2532	117	2503	113	10	29
<b>ELA 6 to 8</b>	425,061	423,055	2557	127	2537	123	2518	112	20	19



**Table 10.D.9 Percentage of Each Performance Level Across 2015–16 and 2016–17 on Claims 1 and 2, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 1: Below Standard 2015–16</b>	<b>Claim 1: Below Standard 2016–17</b>	<b>Claim 1: Near Standard 2015–16</b>	<b>Claim 1: Near Standard 2016–17</b>	<b>Claim 1: Above Standard 2015–16</b>	<b>Claim 1: Above Standard 2016–17</b>	<b>% Near Standard or Above Standard Difference</b>	<b>Claim 2: Below Standard 2015–16</b>	<b>Claim 2: Below Standard 2016–17</b>	<b>Claim 2: Near Standard 2015–16</b>	<b>Claim 2: Near Standard 2016–17</b>	<b>Claim 2: Above Standard 2015–16</b>	<b>Claim 2: Above Standard 2016–17</b>	<b>% Near Standard or Above Standard Difference</b>
<b>ELA 3 to 4</b>	36	30	44	47	20	23	6.33	33	31	45	46	22	23	2.20
<b>ELA 4 to 5</b>	37	33	42	45	21	22	4.44	32	28	46	43	22	28	3.33
<b>ELA 5 to 6</b>	36	32	42	48	22	20	3.97	30	32	43	44	27	24	-1.56
<b>ELA 6 to 7</b>	36	32	47	44	17	24	4.32	30	26	46	46	24	28	4.53
<b>ELA 7 to 8</b>	33	32	45	44	22	24	1.52	26	27	46	47	28	26	-1.23
<b>Mathematics 3 to 4</b>	35	42	35	31	30	27	-7.05	31	35	45	45	23	20	-3.88
<b>Mathematics 4 to 5</b>	43	48	32	28	24	23	-4.91	36	41	46	41	19	18	-5.37
<b>Mathematics 5 to 6</b>	49	45	29	31	22	24	4.62	45	40	37	42	18	18	5.79
<b>Mathematics 6 to 7</b>	46	45	32	30	23	25	0.78	39	37	43	43	18	20	2.69
<b>Mathematics 7 to 8</b>	44	45	32	30	24	25	-0.86	37	41	43	37	20	22	-4.34

**Table 10.D.10 Percentage of Each Performance Level Across 2015–16 and 2016–17 on Claims 3 and 4, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 3: Below Standard 2015–16</b>	<b>Claim 3: Below Standard 2016–17</b>	<b>Claim 3: Near Standard 2015–16</b>	<b>Claim: Near Standard 2016–17</b>	<b>Claim: Above Standard 2015–16</b>	<b>Claim: Above Standard 2016–17</b>	<b>% Near Standard or Above Standard Difference</b>	<b>Claim 4: Below Standard 2015–16</b>	<b>Claim 4: Below Standard 2016–17</b>	<b>Claim 4: Near Standard 2015–16</b>	<b>Claim 4: Near Standard 2016–17</b>	<b>Claim 4: Above Standard 2015–16</b>	<b>Claim 4: Above Standard 2016–17</b>	<b>% Near Standard or Above Standard Difference</b>
<b>ELA 3 to 4</b>	20	26	63	58	17	16	-6.05	28	26	49	50	22	24	2.41
<b>ELA 4 to 5</b>	19	23	65	60	16	17	-4.44	28	30	50	44	22	26	-2.75
<b>ELA 5 to 6</b>	22	20	62	65	17	16	2.29	18	24	51	48	31	28	-6.45
<b>ELA 6 to 7</b>	16	24	68	62	15	14	-7.96	17	24	53	47	29	29	-7.24
<b>ELA 7 to 8</b>	20	18	65	67	15	16	1.79	24	25	51	47	26	28	-1.12
<b>Mathematics 3 to 4</b>	22	34	53	44	25	23	-12.38	NA	NA	NA	NA	NA	NA	NA
<b>Mathematics 4 to 5</b>	34	39	45	44	21	17	-5.41	NA	NA	NA	NA	NA	NA	NA
<b>Mathematics 5 to 6</b>	40	38	44	43	16	20	2.24	NA	NA	NA	NA	NA	NA	NA
<b>Mathematics 6 to 7</b>	31	29	51	51	18	20	1.99	NA	NA	NA	NA	NA	NA	NA
<b>Mathematics 7 to 8</b>	28	33	51	46	21	21	-4.51	NA	NA	NA	NA	NA	NA	NA

**Table 10.D.11 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 1, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 1: Below Standard 2014–15</b>	<b>Claim 1: Below Standard 2015–16</b>	<b>Claim 1: Below Standard 2016–17</b>	<b>Claim 1: Near Standard 2014–15</b>	<b>Claim 1: Near Standard 2015–16</b>	<b>Claim 1: Near Standard 2016–17</b>	<b>Claim 1: Above Standard 2014–15</b>	<b>Claim 1: Above Standard 2015–16</b>	<b>Claim 1: Above Standard 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3 to 5</b>	40	37	32	41	42	46	18	21	22	3.70	4.37
<b>ELA 4 to 6</b>	38	36	32	43	42	48	18	22	20	2.80	3.92
<b>ELA 5 to 7</b>	38	36	32	42	47	45	20	17	24	2.49	4.24
<b>ELA 6 to 8</b>	37	33	31	47	45	44	16	22	25	4.24	1.50
<b>Mathematics 3 to 5</b>	39	43	48	36	32	29	25	24	23	-3.84	-5.05
<b>Mathematics 4 to 6</b>	47	49	44	32	29	32	21	22	24	-2.33	4.59
<b>Mathematics 5 to 7</b>	51	46	45	30	32	30	19	23	25	5.33	0.71
<b>Mathematics 6 to 8</b>	47	44	45	33	32	30	20	24	25	3.06	-0.94

**Table 10.D.12 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 2, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 2: Below Standard 2014–15</b>	<b>Claim 2: Below Standard 2015–16</b>	<b>Claim 2: Below Standard 2016–17</b>	<b>Claim 2: Near Standard 2014–15</b>	<b>Claim 2: Near Standard 2015–16</b>	<b>Claim 2: Near Standard 2016–17</b>	<b>Claim 2: Above Standard 2014–15</b>	<b>Claim 2: Above Standard 2015–16</b>	<b>Claim 2: Above Standard 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3 to 5</b>	38	31	28	45	46	43	17	22	29	6.31	3.24
<b>ELA 4 to 6</b>	35	30	32	47	43	45	18	27	24	5.00	-1.63
<b>ELA 5 to 7</b>	33	30	26	43	46	46	24	24	28	2.89	4.44
<b>ELA 6 to 8</b>	32	25	27	48	47	47	21	28	26	6.18	-1.33
<b>Mathematics 3 to 5</b>	37	36	41	42	46	41	20	19	18	1.73	-5.47
<b>Mathematics 4 to 6</b>	39	45	40	45	37	43	16	18	18	-6.68	5.74
<b>Mathematics 5 to 7</b>	46	39	37	38	43	43	16	18	20	6.96	2.59
<b>Mathematics 6 to 8</b>	38	36	41	47	43	37	15	20	22	1.97	-4.39

**Table 10.D.13 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 3, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 3: Below Standard 2014–15</b>	<b>Claim 3: Below Standard 2015–16</b>	<b>Claim 3: Below Standard 2016–17</b>	<b>Claim 3: Near Standard 2014–15</b>	<b>Claim 3: 2015–16</b>	<b>Claim 3: 2016–17</b>	<b>Claim 3: Above Standard 2014–15</b>	<b>Claim 3: 2015–16</b>	<b>Claim 3: 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3 to 5</b>	23	19	23	62	65	60	14	16	17	4.85	-4.52
<b>ELA 4 to 6</b>	23	21	19	62	62	65	15	17	16	1.54	2.23
<b>ELA 5 to 7</b>	24	16	24	62	68	62	15	16	14	7.55	-8.09
<b>ELA 6 to 8</b>	18	19	18	68	65	67	14	15	16	-0.94	1.76
<b>Mathematics 3 to 5</b>	27	34	39	52	45	44	21	21	17	-6.61	-5.54
<b>Mathematics 4 to 6</b>	38	40	37	43	44	43	18	16	20	-1.14	2.19
<b>Mathematics 5 to 7</b>	41	31	29	45	51	51	14	18	20	10.24	1.88
<b>Mathematics 6 to 8</b>	34	28	32	50	52	47	16	21	21	5.89	-4.52

**Table 10.D.14 Percentage of Each Performance Level Across 2014–15, 2015–16, and 2016–17 on Claim 4, Longitudinal Comparison**

<b>Content Area/Grade</b>	<b>Claim 4: Below Standard 2014–15</b>	<b>Claim 4: Below Standard 2015–16</b>	<b>Claim 4: Below Standard 2016–17</b>	<b>Claim 4: Near Standard 2014–15</b>	<b>Claim 4: Near Standard 2015–16</b>	<b>Claim 4: Near Standard 2016–17</b>	<b>Claim 4: Above Standard 2014–15</b>	<b>Claim 4: Above Standard 2015–16</b>	<b>Claim 4: Above Standard 2016–17</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>
<b>ELA 3 to 5</b>	32	27	30	50	51	44	18	22	26	4.18	-2.81
<b>ELA 4 to 6</b>	31	17	24	51	51	48	18	32	28	13.15	-6.50
<b>ELA 5 to 7</b>	21	17	24	53	54	47	27	30	29	3.67	-7.30
<b>ELA 6 to 8</b>	18	23	24	59	51	48	23	26	28	-4.89	-1.21

**Table 10.D.15 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three**

Student Group	N Valid Scores	2016–17 Grade 4 SS Mean	2016–17 Grade 4 SS SD	2016–17 Grade 4 Below Standard	2016–17 Grade 4 Near Standard	2016–17 Grade 4 Above Standard	2015–16 Grade 3 SS Mean	2015–16 Grade 3 SS SD	2015–16 Grade 3 Below Standard	2015–16 Grade 3 Near Standard	2015–16 Grade 3 Above Standard	SS Difference	% Near Standard or Above Standard Difference
All Students	439,408	2451	109	30	47	23	2409	103	36	44	20	42	6.33
Male	224,263	2443	111	33	46	21	2401	103	40	42	18	42	6.51
Female	215,145	2459	107	27	49	24	2418	102	33	45	22	41	6.14
American Indian or Alaska Native	2,174	2424	108	39	47	14	2386	95	45	43	12	38	6.12
Asian	38,620	2513	99	12	43	44	2465	100	17	44	39	48	4.86
Native Hawaiian or Other Pacific Islander	2,008	2434	101	33	52	15	2391	98	43	43	14	43	9.71
Filipino	8,409	2493	97	15	50	35	2449	94	20	50	30	44	4.21
Hispanic or Latino	246,053	2425	104	38	48	14	2384	95	46	43	11	41	7.78
Black or African American	23,429	2412	107	44	44	12	2376	96	50	40	11	36	5.81
White	99,246	2490	103	18	47	35	2450	101	21	45	33	40	3.95
Two or more races	19,469	2484	107	20	46	34	2443	103	24	45	31	41	4.29
English learner	103,740	2381	94	56	41	4	2340	79	66	32	2	41	10.53
English only	254,431	2466	108	25	48	27	2426	103	30	45	25	40	4.91
Reclassified fluent English proficient	65,048	2488	86	13	58	29	2439	85	19	58	23	49	5.90
Initially fluent English proficient	16,170	2518	96	11	43	46	2475	96	14	43	42	43	3.34

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>		<b>2016–17 Grade 4 SS SD</b>		<b>2016–17 Grade 4 Below Standard</b>		<b>2016–17 Grade 4 Near Standard</b>		<b>2016–17 Grade 4 Above Standard</b>		<b>2015–16 Grade 3 SS Mean</b>		<b>2015–16 Grade 3 SS SD</b>		<b>2015–16 Grade 3 Below Standard</b>		<b>2015–16 Grade 3 Near Standard</b>		<b>2015–16 Grade 3 Above Standard</b>		<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	273,755	2421	104	39	48	13	2380	94	47	42	11	41	7.80										
Not econ. disadvantaged	165,653	2500	100	15	47	38	2458	99	19	46	35	42	3.89										
Migrant	3,851	2399	101	48	44	8	2354	89	60	35	5	45	11.27										
Not migrant	435,557	2451	109	30	47	23	2410	103	36	44	20	41	6.29										
Special education services	50,454	2375	108	60	33	7	2344	93	66	27	6	31	6.34										
No special education services	388,954	2461	105	26	49	24	2418	101	33	46	22	43	6.33										
Using designated supports	67,877	2381	103	57	37	6	2345	88	65	30	5	36	8.25										
No designated supports	371,531	2464	105	25	49	25	2421	101	31	46	23	43	5.98										
Using accommodations	18,271	2349	95	71	27	2	2320	78	77	21	2	29	6.69										
No accommodations	421,137	2455	108	28	48	23	2413	102	35	45	21	42	6.31										



**Table 10.D.16 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	438,557	2459	108	31	46	23	2409	103	33	45	22	50	2.20
Male	223,816	2444	109	36	44	19	2397	104	38	44	19	47	1.55
Female	214,741	2474	106	26	47	27	2421	101	29	46	25	53	2.88
American Indian or Alaska Native	2,156	2427	103	43	44	13	2381	99	42	45	12	46	-0.70
Asian	38,598	2529	101	12	39	49	2472	98	14	41	45	57	2.30
Native Hawaiian or Other Pacific Islander	2,007	2452	102	32	49	19	2403	97	34	49	18	49	1.74
Filipino	8,403	2515	97	14	44	42	2459	94	16	46	38	56	1.79
Hispanic or Latino	245,524	2434	102	39	47	15	2384	97	42	45	13	50	3.03
Black or African American	23,330	2418	106	47	41	13	2375	100	46	42	12	43	-0.31
White	99,104	2492	102	19	47	34	2443	98	20	47	33	49	1.12
Two or more races	19,435	2490	107	22	44	34	2441	102	22	45	32	49	0.63
English learner	103,484	2390	92	57	38	5	2339	86	62	35	3	51	5.17
English only	253,912	2471	108	27	46	27	2423	102	28	46	26	48	1.17
Reclassified fluent English proficient	64,981	2501	84	13	56	32	2447	79	14	57	28	54	1.79
Initially fluent English proficient	16,161	2528	97	11	41	47	2476	93	12	43	45	52	0.93

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	273,089	2429	102	41	46	14	2380	97	43	44	12	49	2.74
Not econ. disadvantaged	165,468	2507	100	16	45	39	2455	96	17	46	37	52	1.30
Migrant	3,838	2407	102	49	41	10	2353	94	55	38	7	54	5.89
Not migrant	434,719	2459	108	31	46	23	2409	103	33	45	22	50	2.17
Special education services	50,260	2366	107	67	26	6	2323	101	69	25	6	43	1.79
No special education services	388,297	2471	103	27	48	25	2420	98	29	47	24	51	2.25
Using designated supports	67,656	2381	103	61	32	6	2333	96	65	30	5	48	3.49
No designated supports	370,901	2473	103	26	48	26	2422	98	28	48	25	51	1.96
Using accommodations	18,188	2332	90	81	18	1	2291	85	83	16	1	41	1.59
No accommodations	420,369	2464	106	29	47	24	2414	101	31	46	23	50	2.22

**Table 10.D.17 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,372	2442	126	26	58	16	2419	120	20	63	17	23	-6.05
Male	224,256	2438	128	28	56	16	2412	123	22	61	16	26	-5.52
Female	215,116	2446	125	24	59	17	2427	116	18	64	18	19	-6.61
American Indian or Alaska Native	2,172	2417	122	33	57	10	2397	120	26	62	12	20	-7.09
Asian	38,621	2504	118	11	55	33	2473	107	9	60	32	31	-2.90
Native Hawaiian or Other Pacific Islander	2,008	2421	122	31	58	11	2403	115	22	67	11	18	-8.72
Filipino	8,408	2481	117	14	61	24	2457	102	9	68	23	24	-4.95
Hispanic or Latino	246,029	2417	122	32	58	10	2395	118	26	64	11	22	-6.85
Black or African American	23,429	2395	125	40	52	8	2381	122	30	60	9	14	-9.88
White	99,238	2482	120	15	59	25	2460	111	11	62	27	22	-4.56
Two or more races	19,467	2476	124	18	58	25	2454	114	12	61	26	22	-5.23
English learner	103,739	2373	113	47	50	3	2345	112	40	57	3	28	-6.99
English only	254,398	2456	125	22	59	19	2436	117	16	63	21	20	-6.07
Reclassified fluent English proficient	65,041	2481	108	12	67	21	2458	93	7	72	21	23	-4.96
Initially fluent English proficient	16,175	2511	114	10	56	34	2486	99	6	60	35	25	-4.10

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	273,732	2412	122	34	57	9	2390	118	27	63	10	22	-7.21
Not econ. disadvantaged	165,640	2492	118	13	59	28	2468	107	9	62	29	24	-4.13
Migrant	3,850	2393	121	41	52	6	2361	120	37	57	6	32	-4.49
Not migrant	435,522	2443	126	26	58	16	2420	120	20	63	17	23	-6.06
Special education services	50,440	2358	127	54	40	5	2330	128	49	45	6	28	-5.50
No special education services	388,932	2453	122	22	60	18	2431	114	16	65	19	22	-6.12
Using designated supports	67,862	2368	122	50	45	5	2340	122	44	51	5	28	-5.88
No designated supports	371,510	2456	122	22	60	18	2434	114	16	65	19	22	-6.08
Using accommodations	18,269	2324	113	66	32	2	2292	114	62	37	2	32	-4.52
No accommodations	421,103	2447	125	24	59	17	2425	117	18	64	18	22	-6.12

**Table 10.D.18 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Four and 2015–16 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,317	2453	124	26	50	24	2406	120	28	49	22	47	2.41
Male	224,227	2443	125	29	50	22	2397	121	32	48	20	46	2.63
Female	215,090	2462	123	23	51	26	2416	118	25	50	25	46	2.18
American Indian or Alaska Native	2,171	2420	122	35	50	15	2376	117	38	48	14	44	3.04
Asian	38,619	2520	112	10	44	46	2468	113	13	44	43	52	2.27
Native Hawaiian or Other Pacific Islander	2,008	2436	119	29	52	18	2390	118	32	51	17	46	3.04
Filipino	8,409	2506	113	12	48	40	2455	110	14	50	37	51	1.40
Hispanic or Latino	246,000	2428	121	32	51	16	2382	115	35	50	15	46	2.85
Black or African American	23,422	2406	123	40	48	13	2365	117	42	46	12	41	1.96
White	99,224	2488	118	16	50	34	2442	115	18	50	33	46	1.62
Two or more races	19,464	2484	121	18	48	34	2437	119	20	48	32	47	1.95
English learner	103,714	2382	111	47	47	6	2337	103	51	44	4	45	4.17
English only	254,375	2465	123	22	50	27	2420	120	24	49	26	45	1.85
Reclassified fluent English proficient	65,040	2499	103	10	56	33	2447	102	12	58	30	52	1.98
Initially fluent English proficient	16,169	2525	108	9	44	47	2475	109	11	44	45	50	1.58

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	273,692	2423	121	34	51	15	2377	115	37	50	14	46	2.78
Not econ. disadvantaged	165,625	2502	114	13	49	38	2454	113	15	48	37	48	1.80
Migrant	3,851	2405	119	41	48	11	2353	113	46	45	9	52	5.43
Not migrant	435,466	2453	124	26	50	24	2407	120	28	49	23	46	2.38
Special education services	50,437	2367	121	55	37	8	2330	114	57	36	7	37	1.97
No special education services	388,880	2464	121	22	52	26	2416	117	25	51	24	48	2.47
Using designated supports	67,860	2379	118	50	42	8	2337	111	53	40	7	42	3.09
No designated supports	371,457	2466	121	22	51	27	2419	117	24	51	25	47	2.28
Using accommodations	18,263	2335	105	67	31	2	2302	100	68	29	2	33	1.49
No accommodations	421,054	2458	123	24	51	25	2411	119	27	50	23	47	2.45

**Table 10.D.19 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	457,058	2482	110	33	45	22	2445	109	37	42	21	37	4.44
Male	233,077	2471	110	37	44	19	2435	108	41	41	18	36	4.00
Female	223,981	2494	108	28	46	25	2456	108	33	43	24	38	4.90
American Indian or Alaska Native	2,296	2453	108	43	43	14	2419	104	46	41	13	34	2.66
Asian	40,217	2547	103	14	41	45	2507	102	17	41	42	40	2.98
Native Hawaiian or Other Pacific Islander	2,043	2471	107	34	48	18	2435	100	39	46	15	36	4.99
Filipino	9,644	2526	98	16	50	34	2489	97	19	49	32	37	2.50
Hispanic or Latino	256,326	2456	103	41	46	13	2418	101	46	41	13	38	5.63
Black or African American	24,280	2442	106	48	41	12	2405	104	52	37	11	37	4.37
White	103,184	2523	105	19	46	35	2486	104	22	44	34	37	2.66
Two or more races	19,068	2515	109	22	45	33	2479	108	25	43	32	36	2.31
English learner	93,006	2403	88	63	34	3	2363	83	72	26	2	40	8.85
English only	258,651	2497	110	28	46	27	2461	108	31	43	26	36	3.25
Reclassified fluent English proficient	87,170	2509	90	18	57	24	2471	89	22	55	23	38	3.75
Initially fluent English proficient	18,209	2550	99	12	43	45	2513	98	14	42	43	37	2.15

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	284,694	2452	103	42	45	12	2414	101	48	41	11	38	5.76
Not econ. disadvantaged	172,364	2532	103	16	45	38	2496	101	19	44	37	36	2.26
Migrant	3,979	2430	97	51	42	7	2387	96	60	34	6	43	8.72
Not migrant	453,079	2483	110	32	45	22	2445	109	37	42	21	38	4.40
Special education services	53,549	2401	101	66	28	6	2363	98	72	23	5	38	5.87
No special education services	403,509	2493	106	28	48	24	2456	105	32	45	23	37	4.25
Using designated supports	70,330	2409	99	62	33	6	2370	96	69	26	5	39	7.21
No designated supports	386,728	2496	106	27	48	25	2459	105	31	45	24	37	3.94
Using accommodations	19,832	2377	88	76	23	2	2338	83	83	16	1	39	7.30
No accommodations	437,226	2487	108	31	46	23	2450	107	35	43	22	37	4.31



**Table 10.D.20 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	456,397	2500	112	28	43	28	2457	107	32	46	22	43	3.33
Male	232,723	2483	113	34	43	23	2442	107	37	45	18	41	3.11
Female	223,674	2517	109	23	44	34	2472	104	26	47	26	45	3.57
American Indian or Alaska Native	2,283	2462	113	40	42	18	2428	103	41	45	14	34	1.53
Asian	40,195	2573	104	11	32	57	2525	102	13	39	48	48	1.79
Native Hawaiian or Other Pacific Islander	2,040	2499	107	27	46	27	2456	100	30	50	20	43	2.99
Filipino	9,637	2558	99	12	39	49	2513	95	13	45	41	45	1.69
Hispanic or Latino	255,889	2474	106	35	46	18	2430	100	40	47	13	44	4.84
Black or African American	24,221	2456	112	43	41	16	2420	103	45	43	12	36	2.44
White	103,080	2536	107	18	41	41	2493	100	19	48	33	43	0.97
Two or more races	19,052	2533	111	20	40	40	2490	105	21	45	34	43	1.43
English learner	92,800	2418	94	57	39	5	2374	87	65	32	2	44	8.56
English only	258,293	2513	112	25	42	33	2472	105	26	47	27	41	1.73
Reclassified fluent English proficient	87,092	2532	88	14	52	34	2486	83	17	59	25	46	2.88
Initially fluent English proficient	18,190	2572	98	10	36	55	2525	95	11	43	46	47	1.59

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	284,165	2469	106	37	45	17	2426	100	42	46	12	43	4.66
Not econ. disadvantaged	172,232	2551	104	14	39	46	2507	98	15	46	39	44	1.14
Migrant	3,971	2443	102	46	43	11	2395	98	55	39	7	48	8.16
Not migrant	452,426	2500	112	28	43	29	2457	107	32	46	22	43	3.29
Special education services	53,393	2394	109	67	26	7	2359	103	71	24	5	35	3.46
No special education services	403,004	2514	105	23	45	31	2470	100	27	49	24	44	3.32
Using designated supports	70,156	2412	107	60	33	8	2373	100	65	30	5	39	5.50
No designated supports	386,241	2516	106	23	45	32	2472	100	26	49	25	44	2.94
Using accommodations	19,764	2362	93	79	19	2	2327	88	83	16	1	35	4.00
No accommodations	436,633	2506	109	26	44	30	2463	104	29	47	23	43	3.30

**Table 10.D.21 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	457,197	2483	125	23	60	17	2461	125	19	65	16	22	-4.44
Male	233,150	2476	127	26	58	16	2459	127	20	64	16	17	-5.84
Female	224,047	2490	122	21	62	18	2463	123	18	66	16	27	-2.98
American Indian or Alaska Native	2,296	2455	125	31	59	11	2434	123	24	66	10	21	-6.23
Asian	40,221	2547	117	10	55	35	2517	116	9	61	30	30	-1.50
Native Hawaiian or Other Pacific Islander	2,043	2471	120	24	63	13	2446	121	20	68	11	25	-3.96
Filipino	9,648	2525	114	12	62	26	2498	114	10	67	23	27	-1.92
Hispanic or Latino	256,407	2457	120	29	61	10	2436	122	24	66	10	21	-5.60
Black or African American	24,289	2440	124	35	56	9	2418	126	29	62	9	22	-5.73
White	103,212	2523	117	13	61	26	2502	116	10	65	25	21	-2.87
Two or more races	19,081	2517	121	15	59	25	2493	121	12	64	23	24	-3.01
English learner	93,038	2399	108	47	50	2	2379	113	39	58	2	20	-8.33
English only	258,735	2498	123	19	61	20	2476	123	16	65	19	22	-3.70
Reclassified fluent English proficient	87,191	2512	107	12	69	19	2490	105	9	73	18	22	-3.09
Initially fluent English proficient	18,211	2555	110	8	56	36	2527	107	6	62	32	28	-1.44

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	284,788	2452	120	31	60	9	2431	122	25	66	9	21	-5.72
Not econ. disadvantaged	172,409	2533	115	11	60	29	2510	114	9	64	27	23	-2.33
Migrant	3,979	2424	117	39	55	6	2403	122	32	63	5	21	-7.21
Not migrant	453,218	2483	125	23	60	17	2461	125	19	65	16	22	-4.41
Special education services	53,573	2389	123	53	42	5	2370	128	46	49	5	19	-7.83
No special education services	403,624	2495	119	19	62	18	2473	119	15	67	17	22	-3.99
Using designated supports	70,353	2401	120	48	47	5	2381	124	41	54	5	20	-7.28
No designated supports	386,844	2497	120	19	62	19	2475	119	15	67	18	22	-3.92
Using accommodations	19,841	2357	110	64	35	2	2338	116	55	43	2	19	-8.52
No accommodations	437,356	2488	122	21	61	17	2467	122	17	66	17	21	-4.25

**Table 10.D.22 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five and 2015–16 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	457,022	2481	126	30	44	26	2445	126	28	50	22	36	-2.75
Male	233,067	2468	127	34	43	23	2435	126	30	50	20	33	-4.06
Female	223,955	2495	123	26	45	29	2455	125	25	51	24	40	-1.38
American Indian or Alaska Native	2,296	2442	125	42	42	16	2414	123	36	49	15	28	-5.92
Asian	40,216	2555	115	12	37	50	2513	115	12	45	43	42	-0.67
Native Hawaiian or Other Pacific Islander	2,043	2467	122	34	46	21	2435	125	29	53	18	32	-4.89
Filipino	9,644	2538	112	14	43	42	2500	112	12	51	37	38	-2.20
Hispanic or Latino	256,296	2456	120	37	45	17	2419	122	35	51	14	37	-2.75
Black or African American	24,278	2429	124	47	40	14	2399	124	41	47	12	30	-5.46
White	103,181	2517	120	19	45	36	2483	119	16	52	32	34	-2.75
Two or more races	19,068	2512	124	21	43	35	2479	122	18	50	32	33	-3.29
English learner	92,994	2397	106	58	37	5	2358	107	56	41	3	39	-2.48
English only	258,639	2493	126	27	44	29	2459	125	23	51	26	34	-3.36
Reclassified fluent English proficient	87,158	2519	105	16	52	32	2480	106	14	60	26	39	-1.59
Initially fluent English proficient	18,209	2558	110	11	39	50	2518	111	10	46	45	40	-0.89

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	284,667	2450	121	39	45	16	2413	121	36	51	13	37	-2.98
Not econ. disadvantaged	172,355	2532	117	16	43	41	2496	116	13	50	37	36	-2.36
Migrant	3,979	2428	117	47	42	11	2387	120	46	46	8	41	-1.03
Not migrant	453,043	2481	126	30	44	26	2445	126	27	50	22	36	-2.76
Special education services	53,544	2382	118	64	29	7	2353	119	60	34	6	29	-4.55
No special education services	403,478	2494	121	26	46	28	2457	122	23	53	24	37	-2.51
Using designated supports	70,321	2398	117	58	34	8	2364	118	55	39	6	34	-3.27
No designated supports	386,701	2496	121	25	46	29	2459	122	23	52	25	37	-2.65
Using accommodations	19,831	2353	101	75	23	2	2324	105	71	28	2	29	-4.28
No accommodations	437,191	2487	124	28	45	27	2450	124	26	51	23	37	-2.68

**Table 10.D.23 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	445,124	2506	110	32	48	20	2479	109	36	42	22	27	3.97
Male	226,119	2497	112	36	46	19	2466	109	41	41	19	31	5.01
Female	219,005	2516	107	28	50	22	2492	107	31	44	25	24	2.89
American Indian or Alaska Native	2,291	2481	106	40	47	13	2451	109	45	40	14	30	5.19
Asian	40,073	2575	102	13	44	44	2543	103	16	40	44	32	3.07
Native Hawaiian or Other Pacific Islander	2,102	2491	101	37	50	13	2463	104	41	43	16	28	4.00
Filipino	10,024	2552	98	16	52	32	2521	98	19	48	33	31	3.16
Hispanic or Latino	247,297	2479	104	40	48	12	2453	102	45	42	13	26	4.21
Black or African American	23,499	2466	106	46	44	10	2437	104	52	37	11	29	5.53
White	102,320	2546	103	19	50	31	2518	105	22	44	34	28	3.38
Two or more races	17,518	2541	107	21	49	31	2511	110	25	42	33	30	4.28
English learner	72,988	2415	88	68	30	2	2387	80	76	23	1	28	7.43
English only	247,601	2522	108	27	49	24	2493	109	31	43	26	29	3.88
Reclassified fluent English proficient	106,565	2523	94	23	57	20	2496	92	25	54	21	27	2.22
Initially fluent English proficient	17,959	2572	100	13	46	41	2546	99	14	41	45	26	1.59

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,677	2476	103	42	47	11	2449	102	46	41	12	27	4.64
Not econ. disadvantaged	170,447	2556	102	16	49	35	2527	103	19	44	37	29	2.89
Migrant	3,679	2455	101	50	43	7	2424	97	57	36	7	31	6.52
Not migrant	441,445	2507	110	32	48	20	2479	109	36	42	22	28	3.95
Special education services	50,780	2416	100	68	28	4	2392	93	73	22	4	24	5.06
No special education services	394,344	2518	106	27	50	22	2490	106	31	45	24	28	3.83
Using designated supports	57,297	2424	99	64	31	4	2398	93	71	25	4	26	6.28
No designated supports	387,827	2519	106	27	50	23	2491	106	31	45	24	28	3.63
Using accommodations	19,109	2396	88	76	22	1	2373	81	82	17	1	23	5.25
No accommodations	426,015	2511	108	30	49	21	2484	108	34	43	23	27	3.91



**Table 10.D.24 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	444,465	2519	105	32	44	24	2498	109	30	43	27	21	-1.56
Male	225,759	2501	106	38	43	19	2480	108	36	42	22	21	-1.66
Female	218,706	2536	101	25	46	29	2517	106	24	43	33	19	-1.45
American Indian or Alaska Native	2,283	2483	105	44	42	14	2467	107	42	40	18	16	-2.45
Asian	40,057	2591	97	12	36	52	2567	104	13	34	54	24	0.98
Native Hawaiian or Other Pacific Islander	2,100	2515	100	32	47	21	2493	104	31	45	23	22	-0.48
Filipino	10,020	2573	89	13	44	42	2552	98	14	40	46	21	0.60
Hispanic or Latino	246,860	2493	98	40	46	14	2473	101	38	45	17	20	-2.18
Black or African American	23,451	2473	105	48	40	12	2456	106	45	40	15	17	-3.03
White	102,199	2552	99	20	45	35	2533	104	19	42	39	19	-1.06
Two or more races	17,495	2551	102	21	43	36	2532	107	21	40	40	19	-0.77
English learner	72,814	2429	87	68	30	2	2403	85	68	30	2	26	-0.66
English only	247,245	2531	104	27	45	28	2512	108	26	42	32	19	-1.54
Reclassified fluent English proficient	106,450	2539	84	20	55	24	2520	87	18	54	28	19	-2.28
Initially fluent English proficient	17,945	2584	94	12	40	48	2566	97	11	37	52	18	-1.15

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,158	2489	99	42	45	13	2468	102	39	44	16	21	-2.18
Not econ. disadvantaged	170,307	2567	96	16	43	41	2547	102	15	40	45	20	-0.56
Migrant	3,666	2470	96	50	42	8	2441	100	50	40	10	29	0.44
Not migrant	440,799	2519	105	32	45	24	2499	109	30	43	27	20	-1.57
Special education services	50,623	2412	99	74	22	4	2389	98	73	22	5	23	-1.50
No special education services	393,842	2532	98	26	47	26	2512	102	25	45	30	20	-1.56
Using designated supports	57,144	2427	100	68	27	5	2401	99	68	26	6	26	-0.24
No designated supports	387,321	2532	99	26	47	26	2513	103	25	45	30	19	-1.75
Using accommodations	19,035	2388	88	84	15	1	2362	85	83	15	1	26	-0.31
No accommodations	425,430	2524	102	29	46	25	2504	106	28	44	28	20	-1.61

**Table 10.D.25 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	445,232	2530	122	20	65	16	2479	130	22	62	17	51	2.29
Male	226,167	2522	124	22	63	15	2475	131	23	61	16	47	1.15
Female	219,065	2539	120	17	66	17	2482	129	21	62	17	57	3.47
American Indian or Alaska Native	2,292	2504	122	25	64	11	2451	128	29	61	11	53	3.18
Asian	40,079	2593	111	8	61	32	2542	121	10	56	34	51	2.07
Native Hawaiian or Other Pacific Islander	2,103	2515	117	21	68	11	2455	129	26	62	12	60	4.90
Filipino	10,028	2574	108	9	68	24	2519	119	12	64	25	55	2.81
Hispanic or Latino	247,357	2503	119	25	65	10	2452	126	27	62	10	51	2.32
Black or African American	23,510	2490	122	30	62	9	2431	130	34	57	8	59	4.46
White	102,341	2570	113	10	65	24	2521	122	12	62	26	49	1.62
Two or more races	17,522	2566	117	11	64	24	2514	126	14	61	25	52	2.56
English learner	73,006	2432	109	48	50	2	2376	109	51	48	1	56	2.82
English only	247,669	2546	119	16	65	19	2495	128	18	62	20	51	2.30
Reclassified fluent English proficient	106,583	2551	106	11	72	16	2499	115	13	70	16	52	2.07
Initially fluent English proficient	17,963	2596	105	6	63	31	2550	115	7	57	35	46	1.23

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,755	2500	119	26	65	9	2447	126	29	62	9	53	2.76
Not econ. disadvantaged	170,477	2580	111	9	65	27	2530	120	10	61	28	50	1.52
Migrant	3,680	2475	120	34	59	7	2418	126	37	57	6	57	3.10
Not migrant	441,552	2531	122	19	65	16	2479	130	22	62	17	52	2.28
Special education services	50,806	2424	121	53	43	4	2376	123	53	44	4	48	-0.19
No special education services	394,426	2544	116	15	67	18	2492	125	18	64	18	52	2.61
Using designated supports	57,322	2435	120	48	48	4	2384	122	49	47	4	51	1.23
No designated supports	387,910	2544	116	15	67	18	2493	125	18	64	19	51	2.44
Using accommodations	19,120	2395	110	63	36	1	2349	111	62	37	1	46	-1.03
No accommodations	426,112	2536	119	18	66	17	2484	128	20	63	17	52	2.44

**Table 10.D.26 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six and 2015–16 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	445,310	2517	127	24	48	28	2514	114	18	51	31	3	-6.45
Male	226,205	2500	129	29	48	24	2502	117	21	51	28	-2	-7.85
Female	219,105	2534	123	20	48	32	2527	111	15	50	35	7	-5.01
American Indian or Alaska Native	2,292	2476	129	35	48	17	2483	116	24	54	21	-7	-10.47
Asian	40,078	2594	108	8	37	55	2578	102	7	37	56	16	-1.51
Native Hawaiian or Other Pacific Islander	2,103	2505	127	27	48	25	2502	113	19	54	27	3	-7.66
Filipino	10,030	2575	108	10	45	46	2564	97	7	44	49	11	-2.79
Hispanic or Latino	247,396	2492	124	30	50	20	2490	112	23	55	22	2	-7.79
Black or African American	23,517	2465	128	39	46	15	2472	115	28	53	19	-7	-10.83
White	102,361	2550	118	15	48	37	2549	105	10	47	43	1	-4.63
Two or more races	17,533	2547	122	16	46	38	2545	110	11	46	43	2	-5.05
English learner	73,020	2421	111	55	41	5	2416	100	45	51	4	5	-9.67
English only	247,723	2528	125	21	48	31	2527	112	15	49	36	1	-6.20
Reclassified fluent English proficient	106,593	2545	110	14	54	32	2539	94	8	56	35	6	-5.30
Initially fluent English proficient	17,963	2588	109	8	40	52	2581	94	5	39	56	7	-3.62

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,796	2486	125	32	50	18	2485	112	24	55	21	1	-8.00
Not econ. disadvantaged	170,514	2566	115	12	45	43	2562	102	8	44	48	4	-3.96
Migrant	3,680	2470	123	38	47	15	2458	113	32	53	14	12	-5.95
Not migrant	441,630	2517	127	24	48	28	2515	114	18	51	32	2	-6.46
Special education services	50,820	2409	118	60	34	6	2410	112	50	43	7	-1	-10.24
No special education services	394,490	2531	121	20	50	31	2528	108	14	52	35	3	-5.96
Using designated supports	57,338	2423	120	55	38	7	2420	112	46	46	8	3	-8.95
No designated supports	387,972	2531	122	20	49	31	2528	108	14	51	35	3	-6.08
Using accommodations	19,135	2385	106	69	29	2	2384	102	60	38	3	1	-9.11
No accommodations	426,175	2523	125	22	49	29	2520	111	16	51	33	3	-6.33

**Table 10.D.27 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	440,490	2534	113	32	44	24	2492	116	36	47	17	42	4.32
Male	224,558	2522	115	36	42	21	2481	118	40	44	16	41	4.13
Female	215,932	2546	110	27	47	27	2503	113	31	49	19	43	4.52
American Indian or Alaska Native	2,277	2506	109	41	44	15	2459	112	47	44	9	47	6.32
Asian	41,123	2607	103	12	38	50	2559	110	16	47	37	48	4.04
Native Hawaiian or Other Pacific Islander	2,195	2512	108	38	46	16	2473	112	43	44	13	39	4.51
Filipino	10,631	2579	100	16	48	36	2535	106	21	52	27	44	4.76
Hispanic or Latino	240,092	2504	106	41	45	14	2463	109	45	45	10	41	4.27
Black or African American	23,618	2490	107	46	41	12	2448	111	52	40	8	42	5.41
White	103,763	2575	106	18	46	36	2531	111	22	50	27	44	4.15
Two or more races	16,791	2570	111	21	44	35	2526	115	25	48	27	44	4.68
English learner	60,397	2431	83	72	26	1	2389	87	77	22	1	42	4.79
English only	242,446	2550	112	26	45	29	2508	115	31	48	21	42	4.33
Reclassified fluent English proficient	117,641	2543	100	25	53	22	2501	102	29	56	15	42	4.30
Initially fluent English proficient	19,994	2594	106	15	42	44	2552	109	17	49	34	42	2.77

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	265,576	2501	106	42	45	14	2459	109	47	44	9	42	4.75
Not econ. disadvantaged	174,914	2584	105	16	44	40	2541	109	20	50	30	43	3.66
Migrant	3,386	2477	101	51	41	8	2436	104	56	39	5	41	5.11
Not migrant	437,104	2534	113	32	44	24	2492	116	36	47	18	42	4.31
Special education services	48,043	2439	97	69	26	5	2397	99	73	24	3	42	4.01
No special education services	392,447	2546	109	27	47	26	2503	113	31	49	19	43	4.35
Using designated supports	47,867	2443	96	67	29	5	2401	99	71	26	3	42	4.66
No designated supports	392,623	2545	110	27	46	26	2503	113	32	49	19	42	4.28
Using accommodations	18,017	2421	85	77	22	2	2379	89	80	19	1	42	3.76
No accommodations	422,473	2539	112	30	45	25	2497	115	34	48	18	42	4.34



**Table 10.D.28 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,443	2548	111	26	46	28	2521	105	30	46	24	27	4.53
Male	224,006	2529	113	32	45	23	2504	107	36	45	19	25	4.48
Female	215,437	2567	105	20	46	34	2538	101	24	47	29	29	4.58
American Indian or Alaska Native	2,263	2509	112	38	45	17	2486	104	43	44	13	23	5.35
Asian	41,088	2624	96	8	33	59	2590	98	12	37	51	34	3.13
Native Hawaiian or Other Pacific Islander	2,187	2539	105	27	50	23	2515	100	32	48	21	24	4.12
Filipino	10,621	2604	91	9	43	48	2573	92	13	44	42	31	3.95
Hispanic or Latino	239,431	2520	105	33	49	17	2495	99	38	48	14	25	5.28
Black or African American	23,510	2498	114	42	44	15	2477	106	47	41	12	21	4.76
White	103,600	2583	101	15	44	40	2554	98	19	46	35	29	3.51
Two or more races	16,743	2580	107	18	42	41	2552	103	21	44	35	28	3.45
English learner	60,193	2446	96	62	35	2	2418	88	72	26	1	28	10.00
English only	241,865	2561	109	22	45	33	2534	104	26	46	28	27	3.83
Reclassified fluent English proficient	117,411	2563	92	18	55	28	2535	85	21	56	22	28	3.55
Initially fluent English proficient	19,962	2607	98	11	39	50	2579	95	13	42	45	28	2.15

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	264,808	2516	107	35	49	17	2490	100	40	46	13	26	5.59
Not econ. disadvantaged	174,635	2597	98	12	42	46	2567	96	15	45	40	30	2.92
Migrant	3,372	2494	107	42	47	11	2464	99	50	43	7	30	8.33
Not migrant	436,071	2548	111	26	46	28	2521	105	30	46	24	27	4.50
Special education services	47,801	2433	106	68	28	5	2408	100	74	22	3	25	6.87
No special education services	391,642	2562	103	21	48	31	2534	98	25	49	26	28	4.24
Using designated supports	47,658	2444	107	63	32	5	2418	100	71	26	3	26	7.34
No designated supports	391,785	2560	104	21	48	31	2533	99	26	48	26	27	4.19
Using accommodations	17,905	2409	96	77	21	2	2384	91	84	15	1	25	6.40
No accommodations	421,538	2554	107	24	47	29	2527	102	28	47	25	27	4.45

**Table 10.D.29 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	440,567	2535	123	24	62	14	2531	127	16	68	15	4	-7.96
Male	224,602	2529	125	27	61	13	2521	129	19	67	14	8	-7.78
Female	215,965	2541	121	22	63	15	2542	123	14	69	17	-1	-8.15
American Indian or Alaska Native	2,280	2505	121	33	59	8	2499	130	24	66	10	6	-9.21
Asian	41,129	2599	110	9	63	28	2588	114	7	64	29	11	-2.53
Native Hawaiian or Other Pacific Islander	2,197	2522	118	28	62	10	2514	127	20	68	12	8	-7.65
Filipino	10,629	2575	109	12	69	19	2572	111	8	70	22	3	-4.28
Hispanic or Latino	240,126	2507	120	32	60	8	2506	125	21	69	10	1	-10.58
Black or African American	23,626	2492	124	38	55	7	2490	130	26	66	9	2	-12.04
White	103,787	2577	114	13	66	21	2568	117	9	68	23	9	-4.02
Two or more races	16,793	2570	117	15	65	20	2564	120	10	67	23	6	-4.76
English learner	60,406	2428	105	61	38	1	2421	116	45	53	1	7	-15.81
English only	242,496	2551	121	20	64	17	2546	124	13	68	18	5	-6.62
Reclassified fluent English proficient	117,659	2547	109	17	70	12	2547	110	10	76	14	0	-7.45
Initially fluent English proficient	19,994	2592	109	10	66	25	2587	110	6	66	28	5	-3.55

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	265,624	2503	120	33	59	8	2502	125	22	69	9	1	-10.85
Not econ. disadvantaged	174,943	2584	112	11	66	23	2576	115	8	67	25	8	-3.58
Migrant	3,387	2479	118	41	54	5	2477	126	29	66	5	2	-12.13
Not migrant	437,180	2536	123	24	62	14	2532	126	16	68	16	4	-7.93
Special education services	48,056	2432	117	60	37	3	2417	127	49	48	3	15	-11.77
No special education services	392,511	2548	118	20	65	15	2545	119	13	70	17	3	-7.50
Using designated supports	47,876	2438	117	58	40	3	2425	127	46	51	3	13	-11.95
No designated supports	392,691	2547	119	20	65	15	2544	120	13	70	17	3	-7.48
Using accommodations	18,020	2407	106	69	29	1	2388	117	58	41	1	19	-11.51
No accommodations	422,547	2541	121	22	63	14	2537	123	15	69	16	4	-7.81

**Table 10.D.30 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven and 2015–16 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	440,576	2542	129	24	47	29	2532	117	17	53	29	10	-7.24
Male	224,610	2522	131	30	47	24	2516	119	21	55	25	6	-8.94
Female	215,966	2562	123	19	47	34	2548	113	13	52	34	14	-5.46
American Indian or Alaska Native	2,276	2501	128	34	48	18	2497	118	24	57	19	4	-10.33
Asian	41,126	2623	108	8	36	57	2600	102	6	38	56	23	-1.48
Native Hawaiian or Other Pacific Islander	2,195	2523	124	29	50	22	2519	116	19	56	25	4	-9.43
Filipino	10,632	2602	109	10	44	47	2583	102	7	46	47	19	-2.78
Hispanic or Latino	240,128	2514	126	31	49	20	2507	115	22	58	21	7	-8.98
Black or African American	23,631	2487	130	40	44	15	2488	119	27	56	17	-1	-12.92
White	103,798	2576	119	15	47	38	2563	107	10	51	39	13	-4.75
Two or more races	16,790	2573	124	17	45	38	2560	111	11	50	39	13	-5.85
English learner	60,422	2433	109	59	37	4	2429	105	46	50	3	4	-12.33
English only	242,494	2553	127	21	47	32	2543	114	14	53	33	10	-6.84
Reclassified fluent English proficient	117,653	2564	114	16	53	31	2551	101	10	59	32	13	-6.03
Initially fluent English proficient	19,995	2607	114	10	40	50	2592	101	6	43	51	15	-3.77

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	265,622	2509	127	33	49	19	2503	116	23	57	19	6	-9.38
Not econ. disadvantaged	174,954	2592	116	12	44	44	2576	104	8	47	45	16	-3.98
Migrant	3,388	2491	125	39	47	15	2481	115	30	56	14	10	-8.88
Not migrant	437,188	2542	129	24	47	29	2532	117	17	53	30	10	-7.22
Special education services	48,051	2426	116	62	33	5	2426	112	49	46	5	0	-12.98
No special education services	392,525	2556	123	20	49	31	2545	111	13	54	32	11	-6.53
Using designated supports	47,874	2437	118	58	36	6	2434	113	46	48	6	3	-12.09
No designated supports	392,702	2555	124	20	48	31	2544	112	14	54	32	11	-6.64
Using accommodations	18,014	2405	104	70	28	2	2405	103	57	41	2	0	-12.95
No accommodations	422,562	2548	127	22	48	30	2537	114	15	54	31	11	-6.99

**Table 10.D.31 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,563	2552	111	32	44	24	2528	115	33	45	22	24	1.52
Male	224,125	2538	113	37	42	21	2515	116	38	43	19	23	1.02
Female	215,438	2567	107	26	46	28	2541	112	28	47	25	26	2.04
American Indian or Alaska Native	2,265	2523	109	41	43	17	2502	111	41	44	15	21	0.18
Asian	41,259	2622	101	12	39	49	2598	109	14	40	45	24	2.04
Native Hawaiian or Other Pacific Islander	2,091	2533	107	37	46	17	2508	110	40	45	16	25	2.73
Filipino	11,407	2595	100	16	47	36	2570	105	18	49	32	25	2.03
Hispanic or Latino	237,715	2525	105	40	45	15	2498	107	42	45	13	27	2.22
Black or African American	24,016	2511	108	46	40	13	2488	108	47	41	12	23	0.93
White	105,442	2589	106	20	45	36	2569	109	20	47	33	20	-0.04
Two or more races	15,368	2582	109	22	44	34	2561	113	23	46	31	21	0.68
English learner	48,858	2444	82	75	23	1	2416	78	78	21	1	28	2.72
English only	239,747	2566	111	27	44	29	2545	114	27	46	26	21	0.56
Reclassified fluent English proficient	129,451	2557	99	27	51	22	2529	103	30	52	18	28	2.92
Initially fluent English proficient	21,499	2608	104	15	42	43	2586	109	16	44	40	22	1.10

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	261,418	2522	105	42	44	15	2495	107	44	44	12	27	2.22
Not econ. disadvantaged	178,145	2597	104	17	44	39	2577	109	18	46	36	20	0.50
Migrant	3,338	2498	102	51	39	10	2467	99	55	39	7	31	3.36
Not migrant	436,225	2553	111	32	44	25	2528	115	33	45	22	25	1.51
Special education services	46,478	2455	96	71	25	5	2433	95	71	26	4	22	0.08
No special education services	393,085	2564	107	27	46	27	2539	112	29	47	24	25	1.69
Using designated supports	42,754	2461	97	68	27	5	2435	95	70	27	4	26	2.00
No designated supports	396,809	2562	108	28	46	26	2538	112	29	47	24	24	1.47
Using accommodations	17,481	2436	85	78	20	2	2414	83	79	20	1	22	0.57
No accommodations	422,082	2557	110	30	45	25	2533	114	31	46	23	24	1.56



**Table 10.D.32 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	438,382	2563	111	27	47	26	2549	109	26	46	28	14	-1.23
Male	223,528	2543	112	34	46	20	2531	110	32	46	22	12	-2.02
Female	214,854	2584	106	20	48	31	2569	105	20	47	33	15	-0.41
American Indian or Alaska Native	2,255	2530	112	37	47	16	2519	107	36	46	18	11	-0.84
Asian	41,218	2639	100	9	37	54	2622	100	10	33	57	17	0.34
Native Hawaiian or Other Pacific Islander	2,082	2552	104	28	51	20	2543	103	26	50	23	9	-2.07
Filipino	11,381	2612	96	12	48	40	2601	95	11	43	46	11	-0.53
Hispanic or Latino	236,934	2535	104	35	50	16	2521	103	33	50	16	14	-1.23
Black or African American	23,907	2518	111	42	44	14	2507	110	40	45	15	11	-2.23
White	105,266	2598	105	17	46	37	2586	100	15	45	40	12	-1.63
Two or more races	15,339	2592	109	19	45	36	2581	106	18	43	39	11	-1.65
English learner	48,645	2454	89	68	30	1	2433	90	70	29	1	21	1.26
English only	239,156	2576	111	23	47	30	2564	107	22	46	33	12	-1.79
Reclassified fluent English proficient	129,119	2570	95	21	56	23	2556	92	20	56	24	14	-1.16
Initially fluent English proficient	21,454	2620	103	12	42	45	2607	98	11	40	48	13	-1.17

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	260,538	2531	105	36	49	15	2517	104	35	49	16	14	-1.28
Not econ. disadvantaged	177,844	2610	103	14	45	41	2597	99	13	42	45	13	-1.16
Migrant	3,320	2511	102	43	47	10	2490	102	44	47	9	21	1.11
Not migrant	435,062	2563	111	27	47	26	2550	109	26	46	28	13	-1.25
Special education services	46,235	2450	100	70	27	4	2436	100	69	27	4	14	-1.05
No special education services	392,147	2576	104	22	50	28	2563	102	21	49	30	13	-1.25
Using designated supports	42,553	2461	103	65	30	5	2443	102	66	30	5	18	0.51
No designated supports	395,829	2574	106	23	49	28	2561	104	22	48	30	13	-1.42
Using accommodations	17,372	2427	89	79	20	1	2412	90	78	21	1	15	-0.59
No accommodations	421,010	2569	108	25	48	27	2555	106	24	48	29	14	-1.26

**Table 10.D.33 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,581	2562	125	18	67	16	2544	124	20	65	15	18	1.79
Male	224,130	2552	128	21	65	14	2537	126	21	64	14	15	0.35
Female	215,451	2572	120	15	69	17	2550	122	18	66	16	22	3.29
American Indian or Alaska Native	2,265	2533	125	25	65	10	2523	123	25	64	11	10	0.66
Asian	41,261	2625	113	7	61	32	2601	113	9	63	29	24	1.95
Native Hawaiian or Other Pacific Islander	2,091	2547	119	19	71	11	2522	121	24	66	10	25	5.31
Filipino	11,405	2597	111	8	71	21	2575	112	11	70	19	22	2.24
Hispanic or Latino	237,722	2536	121	23	68	9	2515	121	26	65	9	21	2.62
Black or African American	24,019	2522	126	28	63	9	2504	124	30	62	9	18	1.75
White	105,447	2598	119	10	66	24	2586	115	10	66	24	12	-0.09
Two or more races	15,371	2590	122	12	66	22	2575	119	13	66	22	15	0.85
English learner	48,861	2455	108	49	49	1	2426	101	54	45	1	29	5.04
English only	239,756	2576	124	15	66	19	2561	122	16	65	19	15	0.81
Reclassified fluent English proficient	129,457	2568	112	13	74	13	2547	112	16	72	13	21	2.52
Initially fluent English proficient	21,499	2616	115	7	64	29	2596	112	8	65	26	20	1.00

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	261,423	2532	121	24	68	9	2512	120	27	65	9	20	2.60
Not econ. disadvantaged	178,158	2605	117	9	65	26	2590	114	10	65	25	15	0.61
Migrant	3,337	2509	121	31	63	5	2483	119	35	59	5	26	4.29
Not migrant	436,244	2562	125	18	67	16	2544	124	20	65	15	18	1.77
Special education services	46,479	2461	120	49	48	3	2441	115	50	47	3	20	1.37
No special education services	393,102	2574	120	14	69	17	2556	119	16	67	17	18	1.84
Using designated supports	42,755	2468	120	46	50	3	2445	115	49	48	3	23	2.58
No designated supports	396,826	2572	121	15	68	17	2554	120	17	67	17	18	1.71
Using accommodations	17,478	2438	111	57	42	1	2418	104	58	40	1	20	1.74
No accommodations	422,103	2567	123	16	68	16	2549	122	18	66	16	18	1.80

**Table 10.D.34 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight and 2015–16 ELA Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,299	2556	127	25	47	28	2536	123	24	51	26	20	-1.12
Male	223,999	2536	129	30	47	23	2519	125	28	50	22	17	-1.98
Female	215,300	2577	122	19	48	33	2553	119	19	51	30	24	-0.22
American Indian or Alaska Native	2,262	2517	128	35	46	19	2505	119	32	52	16	12	-3.32
Asian	41,244	2639	109	8	36	56	2612	108	8	39	52	27	0.25
Native Hawaiian or Other Pacific Islander	2,091	2540	124	28	51	21	2520	121	27	53	21	20	-1.48
Filipino	11,400	2613	112	11	44	45	2587	108	10	49	40	26	-0.68
Hispanic or Latino	237,553	2529	124	31	50	19	2508	120	30	53	17	21	-0.74
Black or African American	23,989	2507	126	38	46	15	2489	123	37	49	14	18	-1.34
White	105,398	2587	120	16	48	36	2570	114	14	51	36	17	-2.37
Two or more races	15,362	2584	123	18	46	36	2565	119	16	49	35	19	-1.61
English learner	48,816	2442	103	60	37	3	2418	98	64	35	2	24	3.63
English only	239,597	2567	126	22	47	31	2549	121	20	51	29	18	-2.02
Reclassified fluent English proficient	129,390	2569	116	19	53	28	2547	112	18	57	25	22	-1.32
Initially fluent English proficient	21,488	2619	116	11	41	48	2596	112	10	44	45	23	-0.67

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	261,226	2525	124	32	49	18	2504	120	32	52	16	21	-0.69
Not econ. disadvantaged	178,073	2602	118	13	45	42	2583	112	12	48	40	19	-1.75
Migrant	3,336	2505	124	39	47	14	2480	119	41	49	11	25	1.41
Not migrant	435,963	2556	127	25	47	28	2536	123	23	51	26	20	-1.14
Special education services	46,429	2446	111	59	36	5	2427	109	61	35	4	19	1.45
No special education services	392,870	2569	123	21	49	31	2549	118	19	53	28	20	-1.42
Using designated supports	42,714	2456	114	56	38	6	2433	111	58	37	5	23	2.42
No designated supports	396,585	2567	124	21	48	30	2547	119	20	52	28	20	-1.50
Using accommodations	17,456	2426	99	66	32	2	2405	97	69	29	2	21	2.85
No accommodations	421,843	2561	126	23	48	29	2541	121	22	52	27	20	-1.28

**Table 10.D.35 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	441,065	2465	91	42	31	27	2429	86	35	35	30	36	-7.05
Male	225,179	2468	95	40	30	29	2431	89	34	34	31	37	-6.13
Female	215,886	2463	86	43	32	25	2428	82	35	37	28	35	-8.01
American Indian or Alaska Native	2,176	2436	88	56	29	16	2402	83	47	34	18	34	-8.23
Asian	39,205	2540	84	14	24	62	2495	81	12	27	62	45	-2.28
Native Hawaiian or Other Pacific Islander	2,008	2457	83	45	33	22	2419	79	38	38	24	38	-7.02
Filipino	8,450	2508	79	21	35	44	2466	74	17	37	47	42	-4.47
Hispanic or Latino	246,940	2442	83	52	31	16	2408	79	44	37	20	34	-8.65
Black or African American	23,349	2421	89	61	26	13	2390	83	52	34	15	31	-9.50
White	99,462	2497	85	26	34	40	2458	81	21	36	43	39	-5.03
Two or more races	19,475	2494	91	29	31	39	2454	86	24	34	42	40	-4.84
English learner	105,649	2413	78	68	24	8	2379	74	60	31	9	34	-7.92
English only	254,105	2475	91	37	32	31	2438	86	30	36	34	37	-6.74
Reclassified fluent English proficient	65,120	2499	73	24	39	37	2462	68	16	42	41	37	-7.45
Initially fluent English proficient	16,171	2526	84	18	29	53	2487	80	13	30	57	39	-4.63

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,903	2439	84	54	31	16	2405	80	45	36	19	34	-8.58
Not econ. disadvantaged	166,162	2510	84	22	32	46	2469	80	17	34	48	41	-4.52
Migrant	3,942	2427	79	61	28	12	2391	77	53	34	13	36	-7.46
Not migrant	437,123	2466	91	42	31	27	2430	86	35	35	30	36	-7.05
Special education services	50,240	2391	99	73	17	10	2355	94	69	21	11	36	-4.73
No special education services	390,825	2475	85	38	33	29	2439	80	30	37	32	36	-7.35
Using designated supports	72,463	2402	90	70	21	9	2367	86	64	26	10	35	-5.59
No designated supports	368,602	2478	86	36	33	31	2441	80	29	37	34	37	-7.34
Using accommodations	17,474	2354	82	88	9	2	2319	78	85	13	2	35	-3.35
No accommodations	423,591	2470	88	40	32	28	2434	83	33	36	31	36	-7.20



**Table 10.D.36 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	441,146	2455	100	35	45	20	2412	98	31	45	23	43	-3.88
Male	225,222	2457	103	35	44	22	2414	100	31	45	24	43	-3.89
Female	215,924	2453	98	36	46	19	2410	96	32	46	22	43	-3.87
American Indian or Alaska Native	2,176	2429	98	45	43	11	2388	95	41	45	15	41	-4.60
Asian	39,208	2525	92	13	39	48	2475	91	12	38	50	50	-0.73
Native Hawaiian or Other Pacific Islander	2,010	2442	92	39	48	14	2397	96	36	46	18	45	-2.54
Filipino	8,453	2494	87	18	50	31	2448	86	16	48	35	46	-1.99
Hispanic or Latino	246,981	2430	94	44	45	11	2388	92	40	47	14	42	-4.62
Black or African American	23,355	2410	95	53	39	8	2370	94	48	42	10	40	-5.48
White	99,481	2491	93	21	47	32	2448	90	17	46	36	43	-3.24
Two or more races	19,482	2486	99	24	45	31	2442	95	21	44	35	44	-3.17
English learner	105,668	2396	89	60	36	4	2352	87	56	39	5	44	-4.05
English only	254,160	2466	99	31	46	24	2424	96	26	46	28	42	-4.13
Reclassified fluent English proficient	65,127	2490	80	18	56	27	2445	78	15	55	31	45	-3.05
Initially fluent English proficient	16,171	2518	90	14	42	44	2473	88	12	41	48	45	-2.21

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,962	2427	94	46	44	11	2385	93	41	46	13	42	-4.75
Not econ. disadvantaged	166,184	2501	92	18	46	36	2457	89	15	45	40	44	-2.45
Migrant	3,942	2412	92	52	41	7	2366	91	49	42	8	46	-2.64
Not migrant	437,204	2455	100	35	45	20	2412	98	31	46	23	43	-3.89
Special education services	50,263	2383	103	66	26	7	2342	101	62	29	8	41	-4.16
No special education services	390,883	2464	96	31	47	22	2421	94	27	48	25	43	-3.85
Using designated supports	72,486	2391	98	62	32	6	2349	96	58	35	7	42	-3.65
No designated supports	368,660	2467	96	30	47	23	2424	93	26	48	26	43	-3.93
Using accommodations	17,482	2350	88	81	18	2	2309	87	77	21	2	41	-4.05
No accommodations	423,664	2459	98	33	46	21	2416	96	29	46	24	43	-3.88

**Table 10.D.37 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Four and 2015–16 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	440,989	2457	99	34	44	23	2418	98	22	53	25	39	-12.38
Male	225,142	2458	101	34	42	24	2417	100	23	52	25	41	-11.24
Female	215,847	2456	96	34	45	21	2420	95	20	55	25	36	-13.56
American Indian or Alaska Native	2,175	2430	93	45	42	13	2391	94	30	55	15	39	-15.40
Asian	39,200	2530	90	11	36	53	2484	91	8	38	54	46	-3.81
Native Hawaiian or Other Pacific Islander	2,006	2447	91	36	47	17	2407	93	24	57	19	40	-12.71
Filipino	8,449	2500	89	17	45	38	2458	87	10	50	40	42	-7.39
Hispanic or Latino	246,893	2433	92	42	45	13	2395	92	27	58	15	38	-15.48
Black or African American	23,346	2414	93	52	39	10	2380	94	34	54	12	34	-17.35
White	99,449	2490	93	21	45	34	2451	92	13	50	38	39	-7.96
Two or more races	19,471	2487	99	24	42	34	2446	98	15	48	37	41	-8.75
English learner	105,626	2403	86	57	38	5	2362	87	38	56	6	41	-18.48
English only	254,060	2467	98	30	44	26	2429	97	19	52	29	38	-11.08
Reclassified fluent English proficient	65,114	2491	83	18	52	31	2452	81	9	57	34	39	-9.03
Initially fluent English proficient	16,169	2520	92	14	39	47	2479	90	8	42	50	41	-6.33

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 4 SS Mean</b>	<b>2016–17 Grade 4 SS SD</b>	<b>2016–17 Grade 4 Below Standard</b>	<b>2016–17 Grade 4 Near Standard</b>	<b>2016–17 Grade 4 Above Standard</b>	<b>2015–16 Grade 3 SS Mean</b>	<b>2015–16 Grade 3 SS SD</b>	<b>2015–16 Grade 3 Below Standard</b>	<b>2015–16 Grade 3 Near Standard</b>	<b>2015–16 Grade 3 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	274,843	2430	92	44	44	12	2392	93	28	57	15	38	-15.58
Not econ. disadvantaged	166,146	2502	93	17	43	39	2461	91	10	47	42	41	-7.08
Migrant	3,942	2418	89	49	42	9	2377	91	32	57	10	41	-16.49
Not migrant	437,047	2457	99	34	44	23	2419	98	21	53	25	38	-12.34
Special education services	50,223	2391	97	64	28	8	2352	98	48	43	9	39	-16.13
No special education services	390,766	2466	95	30	45	24	2427	95	18	55	27	39	-11.89
Using designated supports	72,446	2398	93	59	34	7	2358	94	42	50	8	40	-17.75
No designated supports	368,543	2469	95	29	45	26	2430	94	18	54	29	39	-11.32
Using accommodations	17,468	2361	81	78	20	2	2321	84	60	38	2	40	-17.59
No accommodations	423,521	2461	97	32	44	23	2422	96	20	54	26	39	-12.16

**Table 10.D.38 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	458,549	2490	99	48	28	23	2463	87	43	32	24	27	-4.91
Male	233,795	2491	104	47	27	25	2466	91	42	31	26	25	-5.19
Female	224,754	2488	95	49	29	21	2461	83	45	33	22	27	-4.62
American Indian or Alaska Native	2,297	2459	93	60	27	13	2437	83	53	33	14	22	-6.62
Asian	40,727	2572	94	18	26	56	2535	84	15	27	58	37	-2.38
Native Hawaiian or Other Pacific Islander	2,043	2482	94	52	30	19	2458	79	44	36	20	24	-7.39
Filipino	9,700	2538	88	26	34	40	2505	77	22	37	41	33	-4.06
Hispanic or Latino	257,224	2463	89	59	28	13	2439	78	55	32	14	24	-4.85
Black or African American	24,244	2441	93	68	22	10	2424	82	62	27	11	17	-6.34
White	103,241	2525	94	32	32	36	2496	82	27	36	37	29	-5.62
Two or more races	19,073	2520	100	36	29	35	2492	87	30	33	37	28	-5.57
English learner	94,895	2426	81	77	19	5	2403	71	75	21	4	23	-1.79
English only	258,253	2499	100	44	30	27	2474	87	38	34	28	25	-5.78
Reclassified fluent English proficient	87,167	2515	85	37	36	28	2485	72	31	41	29	30	-5.85
Initially fluent English proficient	18,208	2557	95	23	28	49	2524	83	19	31	51	33	-4.48

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	285,903	2460	90	61	27	13	2437	79	56	31	13	23	-4.85
Not econ. disadvantaged	172,646	2538	94	28	31	41	2507	83	23	34	43	31	-5.03
Migrant	4,082	2446	84	67	25	8	2418	74	66	27	7	28	-1.42
Not migrant	454,467	2490	99	48	28	23	2464	87	43	32	25	26	-4.95
Special education services	53,372	2407	97	80	14	7	2387	89	77	15	7	20	-2.15
No special education services	405,177	2500	94	44	30	25	2473	82	39	35	27	27	-5.28
Using designated supports	74,465	2421	93	76	18	7	2398	83	74	19	7	23	-1.89
No designated supports	384,084	2503	95	43	31	27	2476	83	37	35	28	27	-5.50
Using accommodations	23,107	2376	80	91	8	1	2356	73	90	9	1	20	-0.79
No accommodations	435,442	2496	97	46	30	24	2469	84	41	34	26	27	-5.13

**Table 10.D.39 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	458,643	2464	126	41	41	18	2448	103	36	46	19	16	-5.37
Male	233,843	2463	129	41	40	19	2449	105	36	45	20	14	-5.51
Female	224,800	2464	123	41	42	17	2447	100	36	47	17	17	-5.22
American Indian or Alaska Native	2,297	2434	123	52	38	10	2423	100	45	43	11	11	-6.36
Asian	40,730	2550	110	16	38	46	2517	95	14	41	45	33	-2.09
Native Hawaiian or Other Pacific Islander	2,044	2455	121	43	43	14	2439	97	38	47	14	16	-4.26
Filipino	9,700	2519	106	22	47	32	2489	88	19	52	30	30	-3.19
Hispanic or Latino	257,278	2432	120	52	39	9	2422	96	45	45	10	10	-6.46
Black or African American	24,253	2410	122	60	34	6	2404	99	53	40	7	6	-6.14
White	103,265	2510	113	25	46	29	2487	94	21	49	30	23	-4.17
Two or more races	19,076	2500	121	29	43	28	2480	99	24	47	29	20	-4.31
English learner	94,913	2381	115	71	26	2	2377	92	66	32	2	4	-5.60
English only	258,320	2479	123	36	43	22	2461	101	31	47	22	18	-5.01
Reclassified fluent English proficient	87,174	2493	106	29	50	20	2473	83	23	57	20	20	-6.60
Initially fluent English proficient	18,210	2541	108	17	41	41	2513	90	14	45	41	28	-3.43

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	285,965	2429	121	53	38	9	2419	97	46	44	9	10	-6.44
Not econ. disadvantaged	172,678	2522	112	22	44	34	2496	93	18	48	34	26	-3.60
Migrant	4,083	2407	118	61	34	5	2399	95	56	39	5	8	-5.54
Not migrant	454,560	2464	126	41	41	18	2448	102	36	46	19	16	-5.37
Special education services	53,394	2372	126	73	22	5	2370	104	69	25	5	2	-3.58
No special education services	405,249	2476	121	37	43	20	2458	98	31	48	20	18	-5.61
Using designated supports	74,488	2382	123	69	26	5	2379	100	64	31	5	3	-4.94
No designated supports	384,155	2480	120	36	43	21	2461	98	30	49	21	19	-5.45
Using accommodations	23,118	2339	111	84	15	1	2342	91	81	18	1	-3	-2.92
No accommodations	435,525	2470	123	39	42	19	2454	100	33	47	19	16	-5.50



**Table 10.D.40 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five and 2015–16 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	458,473	2476	111	39	44	17	2455	96	34	45	21	21	-5.41
Male	233,754	2476	113	39	43	18	2455	98	34	43	22	21	-5.09
Female	224,719	2476	109	39	44	16	2455	93	34	46	20	21	-5.75
American Indian or Alaska Native	2,297	2444	106	50	41	8	2430	89	44	44	12	14	-6.44
Asian	40,724	2557	103	15	41	45	2525	90	12	36	51	32	-2.26
Native Hawaiian or Other Pacific Islander	2,043	2468	105	42	45	13	2448	89	36	47	17	20	-5.43
Filipino	9,700	2526	99	20	50	30	2497	85	17	47	36	29	-3.58
Hispanic or Latino	257,182	2448	102	49	43	9	2431	88	43	46	12	17	-6.23
Black or African American	24,236	2428	102	58	36	6	2415	89	50	41	9	13	-7.26
White	103,220	2514	106	25	48	27	2488	90	20	46	33	26	-4.42
Two or more races	19,071	2508	111	28	45	27	2484	95	23	44	33	24	-4.99
English learner	94,877	2408	92	66	32	2	2394	80	61	36	3	14	-5.13
English only	258,207	2487	111	35	45	20	2466	95	30	45	25	21	-5.47
Reclassified fluent English proficient	87,159	2501	98	28	53	19	2477	83	22	53	25	24	-5.96
Initially fluent English proficient	18,204	2547	104	17	43	40	2517	91	14	40	46	30	-3.51

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	285,854	2445	102	50	42	8	2428	88	44	45	11	17	-6.16
Not econ. disadvantaged	172,619	2527	106	22	47	32	2499	90	17	44	38	28	-4.18
Migrant	4,082	2428	97	57	38	5	2410	85	51	42	6	18	-5.90
Not migrant	454,391	2476	111	39	44	17	2455	96	34	45	22	21	-5.41
Special education services	53,359	2399	103	70	25	5	2387	90	66	28	6	12	-4.62
No special education services	405,114	2486	108	35	46	19	2464	93	30	47	23	22	-5.52
Using designated supports	74,446	2408	100	65	31	4	2394	88	61	33	6	14	-3.60
No designated supports	384,027	2489	108	34	46	19	2467	92	29	47	24	22	-5.76
Using accommodations	23,099	2372	87	81	18	1	2362	76	78	21	1	10	-3.65
No accommodations	435,374	2481	109	37	45	18	2460	94	32	46	22	21	-5.51

**Table 10.D.41 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	446,282	2513	116	45	31	24	2488	96	49	29	22	25	4.62
Male	226,749	2508	120	47	30	24	2490	101	48	28	24	18	1.53
Female	219,533	2518	111	42	33	24	2487	92	50	30	20	31	7.81
American Indian or Alaska Native	2,289	2475	115	57	29	13	2463	93	59	27	14	12	1.62
Asian	40,551	2609	103	15	26	59	2567	93	19	27	54	42	3.50
Native Hawaiian or Other Pacific Islander	2,103	2504	108	47	34	19	2478	88	53	30	17	26	6.13
Filipino	10,071	2569	96	23	37	41	2532	85	28	36	36	37	5.32
Hispanic or Latino	248,001	2481	107	56	31	13	2461	86	61	27	11	20	5.19
Black or African American	23,438	2456	114	64	26	10	2442	90	69	23	9	14	4.79
White	102,326	2553	105	28	36	36	2524	91	32	34	35	29	3.69
Two or more races	17,503	2548	112	31	33	35	2519	97	35	31	34	29	4.02
English learner	74,618	2419	99	81	16	3	2414	76	83	14	3	5	2.55
English only	247,138	2525	114	39	33	28	2499	96	44	30	26	26	4.58
Reclassified fluent English proficient	106,546	2536	96	36	38	26	2504	82	42	36	22	32	6.16
Initially fluent English proficient	17,965	2590	106	20	31	49	2552	92	24	30	45	38	4.51

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	275,583	2478	109	57	30	13	2459	87	62	27	11	19	4.96
Not econ. disadvantaged	170,699	2568	105	24	34	42	2536	92	28	32	39	32	4.05
Migrant	3,778	2464	104	63	27	10	2444	83	69	24	7	20	5.85
Not migrant	442,504	2513	116	44	31	24	2489	96	49	29	22	24	4.61
Special education services	50,545	2399	113	82	13	5	2402	91	83	12	5	-3	1.16
No special education services	395,737	2527	108	40	34	26	2499	91	45	31	24	28	5.06
Using designated supports	60,164	2414	110	79	16	5	2411	87	81	14	5	3	2.02
No designated supports	386,118	2528	109	39	34	27	2500	92	44	31	25	28	5.02
Using accommodations	22,161	2366	94	91	7	1	2375	77	93	6	1	-9	1.06
No accommodations	424,121	2520	112	42	33	25	2494	93	47	30	23	26	4.80

**Table 10.D.42 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	446,659	2496	123	40	42	18	2465	121	45	37	18	31	5.79
Male	226,963	2494	127	40	41	19	2464	125	45	36	18	30	5.29
Female	219,696	2498	119	39	44	17	2466	118	45	38	17	32	6.31
American Indian or Alaska Native	2,291	2460	122	51	39	10	2440	120	54	36	10	20	2.58
Asian	40,564	2590	109	14	38	49	2547	108	19	36	45	43	4.82
Native Hawaiian or Other Pacific Islander	2,105	2482	115	43	44	12	2452	116	50	38	12	30	6.98
Filipino	10,074	2551	103	20	50	30	2514	103	26	46	29	37	5.81
Hispanic or Latino	248,216	2464	116	50	42	9	2433	116	57	34	9	31	7.46
Black or African American	23,476	2434	121	60	34	6	2411	119	65	29	6	23	4.94
White	102,410	2540	112	25	47	28	2511	108	27	44	28	29	2.87
Two or more races	17,523	2533	119	28	44	28	2503	115	31	41	28	30	2.91
English learner	74,700	2399	110	74	24	2	2366	109	83	16	1	33	8.62
English only	247,360	2510	121	35	44	21	2481	118	39	40	21	29	4.27
Reclassified fluent English proficient	106,612	2519	102	30	52	18	2484	103	38	45	17	35	7.75
Initially fluent English proficient	17,972	2574	109	17	42	40	2539	104	21	40	39	35	3.25

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	275,864	2461	117	51	40	8	2430	117	58	33	8	31	7.40
Not econ. disadvantaged	170,795	2553	112	21	45	33	2522	107	24	43	33	31	3.19
Migrant	3,780	2444	115	58	37	6	2407	115	67	28	5	37	9.76
Not migrant	442,879	2496	123	40	42	18	2465	121	45	37	18	31	5.76
Special education services	50,636	2381	121	77	19	4	2364	120	80	16	4	17	3.13
No special education services	396,023	2511	116	35	45	20	2478	116	41	40	19	33	6.13
Using designated supports	60,251	2393	121	73	23	4	2371	118	79	18	3	22	5.61
No designated supports	386,408	2512	116	34	45	20	2480	115	40	40	20	32	5.82
Using accommodations	22,214	2347	104	87	12	1	2336	107	90	10	1	11	2.18
No accommodations	424,445	2504	119	37	44	19	2472	118	43	38	18	32	5.98

**Table 10.D.43 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six and 2015–16 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	446,467	2504	118	38	43	20	2474	109	40	44	16	30	2.24
Male	226,851	2500	121	39	42	19	2473	112	40	43	16	27	1.15
Female	219,616	2509	116	36	44	20	2475	107	39	45	15	34	3.36
American Indian or Alaska Native	2,288	2470	114	49	40	11	2452	103	48	42	10	18	-1.44
Asian	40,557	2597	112	13	36	51	2553	103	15	42	43	44	2.14
Native Hawaiian or Other Pacific Islander	2,104	2493	110	42	44	15	2460	103	43	46	11	33	1.66
Filipino	10,072	2558	105	19	47	34	2520	99	22	52	26	38	2.50
Hispanic or Latino	248,112	2473	109	47	43	10	2446	101	50	43	8	27	2.71
Black or African American	23,457	2453	109	56	37	7	2429	101	57	37	6	24	1.33
White	102,367	2544	112	23	47	30	2513	104	25	49	26	31	1.49
Two or more races	17,510	2540	118	26	44	30	2508	109	28	46	26	32	1.72
English learner	74,663	2417	95	70	28	2	2395	89	73	26	1	22	2.77
English only	247,245	2517	118	33	44	23	2487	109	35	46	19	30	1.79
Reclassified fluent English proficient	106,578	2523	106	29	51	21	2489	97	32	53	16	34	2.97
Initially fluent English proficient	17,966	2580	114	16	41	43	2541	103	18	45	37	39	1.74

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	275,727	2471	109	48	42	10	2443	101	51	42	7	28	2.61
Not econ. disadvantaged	170,740	2559	112	20	44	35	2524	104	22	48	30	35	1.63
Migrant	3,780	2453	106	54	39	7	2424	97	59	38	4	29	4.34
Not migrant	442,687	2505	118	37	43	20	2475	109	40	44	16	30	2.22
Special education services	50,595	2408	105	74	22	4	2393	99	73	23	3	15	-0.30
No special education services	395,872	2517	114	33	45	22	2485	106	35	47	18	32	2.56
Using designated supports	60,216	2418	104	68	28	4	2399	97	70	27	3	19	2.11
No designated supports	386,251	2518	115	33	45	22	2486	107	35	47	18	32	2.26
Using accommodations	22,192	2383	88	83	16	1	2371	87	83	17	1	12	-0.69
No accommodations	424,275	2511	116	35	44	21	2480	108	38	46	17	31	2.39



**Table 10.D.44 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	441,641	2529	120	45	30	25	2513	114	46	32	23	16	0.78
Male	225,163	2526	124	46	29	26	2508	118	47	30	22	18	1.55
Female	216,478	2532	115	44	31	25	2517	109	44	33	23	15	-0.01
American Indian or Alaska Native	2,278	2491	112	57	29	14	2473	110	60	27	12	18	3.42
Asian	41,628	2635	110	14	23	63	2607	105	16	27	57	28	1.83
Native Hawaiian or Other Pacific Islander	2,200	2514	109	50	32	18	2500	104	51	33	16	14	0.82
Filipino	10,658	2588	102	23	34	43	2564	98	25	37	38	24	2.36
Hispanic or Latino	240,713	2493	108	57	29	14	2480	104	58	30	12	13	0.60
Black or African American	23,551	2470	111	65	24	10	2459	109	65	25	10	11	-0.38
White	103,841	2571	109	28	34	38	2553	103	29	37	34	18	0.86
Two or more races	16,772	2567	117	31	31	37	2548	110	32	35	34	19	0.67
English learner	62,078	2423	98	84	13	3	2408	94	85	12	2	15	1.92
English only	241,971	2543	118	39	32	29	2526	112	40	34	27	17	0.50
Reclassified fluent English proficient	117,581	2544	104	40	35	25	2528	96	41	37	22	16	0.83
Initially fluent English proficient	19,997	2602	114	23	29	48	2582	106	23	32	45	20	0.43

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,503	2491	110	58	28	14	2477	106	59	29	12	14	0.90
Not econ. disadvantaged	175,138	2587	111	25	32	43	2567	105	26	35	39	20	0.60
Migrant	3,489	2471	106	66	25	9	2455	101	68	25	7	16	2.18
Not migrant	438,152	2529	120	45	30	26	2513	114	46	32	23	16	0.77
Special education services	47,825	2410	109	84	12	5	2394	107	85	11	4	16	1.37
No special education services	393,816	2543	113	40	32	28	2527	106	41	34	25	16	0.71
Using designated supports	50,476	2421	108	81	14	5	2404	105	83	13	4	17	2.07
No designated supports	391,165	2543	114	40	32	28	2527	107	41	34	25	16	0.62
Using accommodations	19,739	2379	91	92	7	1	2362	90	94	6	1	17	1.29
No accommodations	421,902	2536	116	43	31	27	2520	110	43	33	24	16	0.76

**Table 10.D.45 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	442,202	2506	136	37	43	20	2495	125	39	43	18	11	2.69
Male	225,474	2505	139	37	42	21	2493	129	40	42	18	12	2.81
Female	216,728	2506	134	36	44	20	2496	122	39	44	17	10	2.57
American Indian or Alaska Native	2,282	2472	127	47	42	11	2457	123	52	39	9	15	4.86
Asian	41,650	2613	123	12	35	53	2587	112	14	38	48	26	2.11
Native Hawaiian or Other Pacific Islander	2,203	2486	128	40	46	13	2477	116	45	44	11	9	4.77
Filipino	10,666	2563	122	19	48	33	2545	107	21	50	29	18	2.73
Hispanic or Latino	241,033	2467	126	47	43	10	2462	118	50	42	8	5	2.79
Black or African American	23,605	2441	125	56	37	7	2435	124	59	35	6	6	2.62
White	103,969	2555	125	22	47	31	2539	113	24	48	28	16	2.53
Two or more races	16,794	2548	133	25	44	31	2532	120	28	44	28	16	3.23
English learner	62,181	2396	112	72	26	2	2383	112	78	20	1	13	6.31
English only	242,290	2522	135	32	44	24	2510	123	34	45	21	12	2.48
Reclassified fluent English proficient	117,702	2517	124	32	49	19	2511	105	33	51	16	6	1.48
Initially fluent English proficient	20,015	2582	130	18	41	41	2566	111	19	43	38	16	1.23

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,891	2465	127	48	42	10	2458	119	51	41	8	7	3.09
Not econ. disadvantaged	175,311	2568	127	19	44	36	2551	113	22	46	32	17	2.09
Migrant	3,494	2444	121	54	40	6	2434	117	60	35	5	10	5.61
Not migrant	438,708	2506	136	37	43	20	2495	125	39	43	18	11	2.67
Special education services	47,949	2393	119	73	23	4	2370	122	80	18	3	23	6.16
No special education services	394,253	2519	132	32	45	22	2510	117	35	46	20	9	2.27
Using designated supports	50,578	2400	119	70	27	3	2380	121	77	21	2	20	6.57
No designated supports	391,624	2519	133	32	45	22	2510	118	35	46	20	9	2.19
Using accommodations	19,800	2366	102	82	17	1	2338	106	89	10	1	28	6.74
No accommodations	422,402	2512	134	35	44	21	2502	121	37	44	19	10	2.50

**Table 10.D.46 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven and 2015–16 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	442,036	2521	127	29	51	20	2503	117	31	51	18	18	1.99
Male	225,383	2516	130	31	50	20	2500	120	32	50	18	16	1.58
Female	216,653	2526	125	27	53	20	2507	114	29	53	18	19	2.42
American Indian or Alaska Native	2,281	2484	117	39	51	11	2471	110	40	52	9	13	1.10
Asian	41,646	2624	116	9	39	53	2590	111	11	42	47	34	2.43
Native Hawaiian or Other Pacific Islander	2,203	2508	119	31	55	14	2489	107	34	54	12	19	2.86
Filipino	10,666	2578	113	13	54	33	2549	106	16	54	29	29	3.01
Hispanic or Latino	240,934	2487	117	37	53	10	2472	108	39	52	9	15	2.34
Black or African American	23,593	2467	118	44	48	8	2456	109	46	47	7	11	1.27
White	103,928	2561	120	18	53	30	2542	111	19	53	28	19	1.10
Two or more races	16,785	2558	125	20	50	30	2537	116	21	51	28	21	1.88
English learner	62,158	2425	105	57	41	2	2411	94	62	37	1	14	5.18
English only	242,189	2534	126	25	52	23	2517	116	27	52	22	17	1.18
Reclassified fluent English proficient	117,665	2533	117	23	58	19	2512	106	25	58	16	21	2.13
Initially fluent English proficient	20,010	2591	124	14	46	40	2568	112	15	48	38	23	1.19

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	266,772	2485	118	38	52	10	2469	108	40	51	8	16	2.45
Not econ. disadvantaged	175,264	2577	121	15	50	35	2554	112	17	51	33	23	1.31
Migrant	3,492	2467	115	42	51	7	2448	103	47	49	4	19	5.13
Not migrant	438,544	2522	127	29	51	20	2504	117	31	51	18	18	1.97
Special education services	47,908	2418	109	62	34	3	2408	103	65	32	3	10	3.04
No special education services	394,128	2534	124	25	53	22	2515	113	27	54	20	19	1.87
Using designated supports	50,545	2427	110	56	41	4	2413	102	62	36	3	14	5.77
No designated supports	391,491	2533	124	25	53	22	2515	114	27	53	20	18	1.51
Using accommodations	19,777	2395	95	70	29	1	2386	91	74	26	1	9	3.79
No accommodations	422,259	2527	126	27	52	21	2509	115	29	52	19	18	1.91

**Table 10.D.47 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,664	2544	130	45	30	25	2530	115	44	32	24	14	-0.86
Male	224,255	2539	134	47	28	25	2528	120	45	31	24	11	-2.13
Female	215,409	2550	126	43	31	26	2533	111	43	33	24	17	0.45
American Indian or Alaska Native	2,241	2507	121	57	28	15	2500	110	53	32	14	7	-3.48
Asian	41,620	2660	121	15	23	62	2631	108	15	25	61	29	-0.27
Native Hawaiian or Other Pacific Islander	2,099	2530	118	48	33	19	2519	104	47	35	18	11	-1.05
Filipino	11,422	2605	116	25	34	42	2581	100	24	37	39	24	-0.46
Hispanic or Latino	237,994	2507	117	56	30	14	2495	104	57	31	12	12	0.12
Black or African American	23,861	2481	119	65	24	11	2477	108	64	26	10	4	-1.83
White	105,130	2588	121	30	34	36	2573	104	27	37	36	15	-2.83
Two or more races	15,297	2579	128	33	32	35	2565	111	31	34	35	14	-2.63
English learner	50,490	2429	103	83	13	3	2413	93	87	10	2	16	4.05
English only	238,591	2558	128	40	31	29	2545	113	38	34	28	13	-2.17
Reclassified fluent English proficient	129,133	2553	117	42	34	24	2538	100	42	36	22	15	-0.21
Initially fluent English proficient	21,441	2617	129	25	29	46	2596	111	23	31	45	21	-1.78

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	261,783	2505	118	57	29	14	2494	106	57	30	13	11	-0.16
Not econ. disadvantaged	177,881	2603	124	26	32	42	2584	107	25	34	41	19	-1.90
Migrant	3,443	2485	115	63	27	10	2468	105	67	26	7	17	3.78
Not migrant	436,221	2545	130	45	30	25	2531	115	44	32	24	14	-0.90
Special education services	46,167	2421	110	83	12	5	2411	105	84	12	4	10	1.07
No special education services	393,497	2559	124	40	32	28	2544	108	39	34	26	15	-1.09
Using designated supports	45,360	2432	111	80	15	5	2420	105	82	14	4	12	1.78
No designated supports	394,304	2557	126	41	32	28	2543	110	40	34	26	14	-1.17
Using accommodations	18,426	2392	91	92	7	1	2381	87	93	6	1	11	1.34
No accommodations	421,238	2551	127	43	31	26	2537	112	42	33	25	14	-0.96



**Table 10.D.48 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	440,203	2527	139	41	37	22	2506	132	37	43	20	21	-4.34
Male	224,524	2524	141	43	35	22	2505	133	37	42	20	19	-5.84
Female	215,679	2530	137	39	39	22	2507	131	36	44	20	23	-2.79
American Indian or Alaska Native	2,246	2494	129	52	35	13	2481	125	43	45	12	13	-8.64
Asian	41,648	2640	131	14	30	56	2608	121	13	34	53	32	-1.21
Native Hawaiian or Other Pacific Islander	2,101	2507	131	45	40	15	2487	126	41	45	14	20	-3.71
Filipino	11,429	2584	128	22	42	36	2559	119	20	47	33	25	-2.48
Hispanic or Latino	238,331	2487	126	52	37	11	2468	122	47	43	10	19	-4.77
Black or African American	23,906	2465	124	61	31	8	2447	123	55	37	8	18	-5.62
White	105,226	2576	130	25	42	33	2556	119	21	47	32	20	-4.55
Two or more races	15,316	2566	136	29	39	31	2545	127	26	44	30	21	-3.68
English learner	50,561	2404	106	82	16	2	2384	106	79	20	1	20	-3.05
English only	238,860	2544	137	36	39	25	2524	129	31	45	24	20	-4.72
Reclassified fluent English proficient	129,309	2532	128	38	42	19	2510	120	34	49	17	22	-4.40
Initially fluent English proficient	21,464	2603	136	21	36	42	2577	125	19	41	41	26	-2.91

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	262,172	2485	127	53	36	11	2466	123	48	42	10	19	-4.94
Not econ. disadvantaged	178,031	2588	133	23	39	38	2566	122	20	44	36	22	-3.47
Migrant	3,445	2459	124	60	34	7	2440	119	56	38	6	19	-3.69
Not migrant	436,758	2527	139	41	37	22	2507	132	37	43	20	20	-4.35
Special education services	46,265	2409	113	81	16	4	2388	116	76	20	3	21	-4.16
No special education services	393,938	2541	135	36	40	24	2520	127	32	46	22	21	-4.37
Using designated supports	45,453	2414	117	77	19	4	2396	116	74	23	3	18	-3.77
No designated supports	394,750	2540	135	37	39	24	2519	128	32	45	22	21	-4.41
Using accommodations	18,473	2383	95	89	10	1	2362	99	85	14	1	21	-3.57
No accommodations	421,730	2533	137	39	38	23	2513	130	35	44	21	20	-4.38

**Table 10.D.49 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17 and 2015–16 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight and 2015–16 Mathematics Grade Seven**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
All Students	439,912	2537	136	33	46	21	2520	125	28	51	21	17	-4.51
Male	224,378	2527	140	36	44	20	2513	128	31	49	20	14	-5.56
Female	215,534	2548	131	29	49	22	2527	121	25	54	21	21	-3.41
American Indian or Alaska Native	2,243	2499	130	42	45	12	2489	123	36	52	12	10	-6.46
Asian	41,637	2651	125	10	34	56	2619	113	8	38	54	32	-1.71
Native Hawaiian or Other Pacific Islander	2,100	2525	127	35	49	16	2510	116	29	55	16	15	-5.57
Filipino	11,426	2596	122	16	49	35	2573	110	13	53	34	23	-3.25
Hispanic or Latino	238,144	2501	123	41	48	11	2485	116	36	54	10	16	-4.74
Black or African American	23,880	2479	123	49	43	8	2469	118	43	49	8	10	-6.25
White	105,173	2577	130	22	48	31	2560	116	17	52	31	17	-4.76
Two or more races	15,309	2570	134	24	46	30	2554	121	19	50	30	16	-4.64
English learner	50,524	2429	108	66	32	2	2410	103	63	36	2	19	-3.35
English only	238,713	2550	135	29	47	24	2534	123	24	51	24	16	-4.89
Reclassified fluent English proficient	129,215	2545	125	28	52	19	2526	113	24	58	18	19	-4.43
Initially fluent English proficient	21,451	2608	135	17	42	41	2586	120	14	46	41	22	-3.58

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>	<b>SS Difference</b>	<b>% Near Standard or Above Standard Difference</b>
Economically disadvantaged	261,964	2499	125	42	47	11	2483	117	37	53	10	16	-5.00
Not econ. disadvantaged	177,948	2594	131	19	45	36	2573	117	15	49	36	21	-3.80
Migrant	3,443	2481	120	47	46	7	2460	113	43	51	6	21	-3.17
Not migrant	436,469	2538	136	32	46	21	2520	125	28	51	21	18	-4.52
Special education services	46,213	2421	112	71	26	3	2408	110	66	30	3	13	-4.42
No special education services	393,699	2551	132	28	49	23	2533	120	24	54	23	18	-4.52
Using designated supports	45,405	2432	115	64	32	4	2417	111	61	36	3	15	-3.20
No designated supports	394,507	2550	133	29	48	23	2532	121	24	53	23	18	-4.66
Using accommodations	18,446	2396	96	79	20	1	2382	94	75	24	1	14	-3.74
No accommodations	421,466	2544	134	30	48	22	2526	123	26	53	21	18	-4.55

**Table 10.D.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	440,747	2483	109	32	46	22	2446	108	37	42	21
Male	224,573	2471	110	36	45	19	2435	108	40	41	18
Female	216,174	2495	108	28	47	25	2456	108	33	43	24
American Indian or Alaska Native	2,190	2454	108	43	43	14	2420	103	46	41	13
Asian	38,188	2548	102	13	41	45	2509	101	16	41	43
Native Hawaiian or Other Pacific Islander	1,940	2472	107	34	48	18	2436	99	39	47	15
Filipino	9,178	2528	97	16	50	34	2491	95	18	49	33
Hispanic or Latino	249,669	2457	103	40	46	13	2419	101	46	41	13
Black or African American	22,948	2442	106	47	41	12	2405	104	52	37	11
White	98,469	2523	105	19	46	35	2487	104	22	44	34
Two or more races	18,165	2515	109	22	45	33	2480	108	24	43	32
English learner	88,561	2403	88	63	34	3	2363	82	72	26	2
English only	248,868	2497	109	27	46	27	2461	108	31	43	26
Reclassified fluent English proficient	85,986	2509	90	18	57	24	2471	89	22	55	23
Initially fluent English proficient	17,315	2549	99	12	43	45	2513	99	15	42	43

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	275,743	2453	102	42	46	12	2415	101	48	41	12
Not econ. disadvantaged	165,004	2533	102	16	45	38	2497	101	18	44	37
Migrant	3,729	2433	96	50	42	8	2390	96	59	35	7
Not migrant	437,018	2483	109	32	46	22	2446	108	37	42	21
Special education services	51,202	2401	101	66	28	6	2363	98	72	23	5
No special education services	389,545	2493	106	28	48	24	2456	105	32	45	23
Using designated supports	67,323	2410	99	61	33	6	2371	96	69	26	5
No designated supports	373,424	2496	106	27	48	25	2459	105	31	45	24
Using accommodations	18,872	2377	87	76	23	2	2338	83	83	16	1
No accommodations	421,875	2487	108	30	47	23	2450	107	35	43	22

**Table 10.D.50 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2399	100	40	41	18	37	4.37	47	3.70
Male	2389	100	45	39	16	36	3.93	46	4.37
Female	2409	99	36	43	21	39	4.83	47	3.01
American Indian or Alaska Native	2377	96	49	39	13	34	2.51	43	3.15
Asian	2455	96	19	43	38	39	2.70	54	3.33
Native Hawaiian or Other Pacific Islander	2389	92	42	45	13	36	4.69	47	3.92
Filipino	2440	91	22	48	30	37	2.24	51	3.76
Hispanic or Latino	2374	92	50	40	10	38	5.60	45	4.05
Black or African American	2365	94	55	36	9	37	4.38	40	3.21
White	2437	98	25	45	31	36	2.53	50	3.10
Two or more races	2430	100	28	43	29	35	2.17	50	3.56
English learner	2326	76	75	24	1	40	8.65	37	3.04
English only	2414	101	34	43	23	36	3.22	47	3.25
Reclassified fluent English proficient	2418	83	28	53	19	38	3.72	53	5.85
Initially fluent English proficient	2460	94	17	43	40	36	2.19	53	2.88

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2371	92	52	39	10	38	5.67	44	4.01
Not econ. disadvantaged	2445	96	22	45	33	36	2.19	52	3.18
Migrant	2346	87	63	32	5	43	8.47	44	4.72
Not migrant	2399	100	40	41	19	37	4.33	47	3.69
Special education services	2328	89	74	21	5	38	5.87	35	1.92
No special education services	2408	98	36	44	20	37	4.17	48	3.93
Using designated supports	2333	87	71	25	4	39	7.15	38	2.58
No designated supports	2411	97	35	44	21	37	3.87	48	3.90
Using accommodations	2307	77	84	15	1	39	7.35	31	0.79
No accommodations	2403	99	38	42	19	37	4.24	47	3.83



**Table 10.D.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	439,204	2501	112	28	43	29	2458	106	31	46	22
Male	223,761	2484	113	34	43	24	2443	106	37	45	18
Female	215,443	2518	109	23	44	34	2473	103	26	47	26
American Indian or Alaska Native	2,169	2464	113	39	43	18	2429	103	41	45	14
Asian	38,129	2575	103	11	32	57	2528	100	12	39	49
Native Hawaiian or Other Pacific Islander	1,932	2500	106	27	46	27	2457	99	30	50	20
Filipino	9,153	2560	98	11	39	50	2516	94	13	45	42
Hispanic or Latino	248,714	2474	105	35	46	19	2431	99	40	47	13
Black or African American	22,828	2457	111	43	41	16	2421	103	45	43	12
White	98,168	2537	106	18	41	41	2494	100	18	48	34
Two or more races	18,111	2534	110	19	40	41	2491	104	21	45	34
English learner	88,141	2419	93	57	39	5	2376	86	65	33	2
English only	247,974	2514	112	24	42	33	2472	105	26	47	27
Reclassified fluent English proficient	85,795	2532	88	14	52	34	2486	83	17	59	25
Initially fluent English proficient	17,277	2572	98	10	36	55	2525	95	11	43	46

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	274,612	2470	106	37	46	18	2428	99	41	46	12
Not econ. disadvantaged	164,592	2551	103	14	39	47	2508	98	15	46	39
Migrant	3,719	2446	101	45	44	11	2400	97	53	40	7
Not migrant	435,485	2501	112	28	43	29	2458	106	31	46	22
Special education services	50,875	2395	109	67	26	7	2359	103	71	24	5
No special education services	388,329	2514	105	23	46	31	2471	99	26	49	25
Using designated supports	66,948	2413	107	59	33	8	2374	100	65	30	5
No designated supports	372,256	2516	106	23	45	32	2473	100	25	49	25
Using accommodations	18,740	2362	93	79	19	2	2328	88	83	16	1
No accommodations	420,464	2507	109	26	44	30	2464	103	29	48	23

**Table 10.D.51 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2396	101	38	45	17	43	3.24	62	6.31
Male	2385	101	42	43	14	41	3.00	58	5.68
Female	2409	100	33	46	21	45	3.48	64	6.96
American Indian or Alaska Native	2373	96	47	43	11	35	1.71	56	5.81
Asian	2459	99	17	44	39	47	1.40	69	5.20
Native Hawaiian or Other Pacific Islander	2396	96	37	47	16	43	3.16	61	7.25
Filipino	2446	92	18	50	32	44	1.47	70	5.15
Hispanic or Latino	2371	94	47	43	9	43	4.76	60	7.33
Black or African American	2365	97	51	40	9	36	2.34	56	5.51
White	2433	96	23	49	28	43	0.87	61	4.72
Two or more races	2428	100	26	47	27	43	1.29	63	4.83
English learner	2319	81	72	27	1	43	8.26	57	7.24
English only	2411	100	32	47	21	42	1.71	61	5.48
Reclassified fluent English proficient	2419	82	25	57	18	46	2.84	67	8.22
Initially fluent English proficient	2461	94	15	46	39	47	1.56	64	3.97

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2368	94	48	43	9	42	4.55	60	7.23
Not econ. disadvantaged	2444	95	20	49	32	43	1.06	64	4.77
Migrant	2341	91	60	36	4	46	7.66	59	7.04
Not migrant	2397	101	38	45	18	43	3.20	61	6.30
Special education services	2310	96	74	22	4	36	3.52	49	3.66
No special education services	2408	96	33	48	19	43	3.20	63	6.66
Using designated supports	2321	93	70	26	4	39	5.41	53	5.31
No designated supports	2410	97	32	48	20	43	2.85	63	6.49
Using accommodations	2282	83	85	14	1	34	4.03	46	1.97
No accommodations	2401	99	36	46	18	43	3.20	63	6.50

**Table 10.D.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	441,103	2483	124	23	60	17	2462	124	19	65	16
Male	224,735	2476	127	25	58	16	2459	126	20	64	16
Female	216,368	2490	121	21	62	18	2464	122	18	66	16
American Indian or Alaska Native	2,192	2456	125	30	59	11	2435	123	24	66	10
Asian	38,206	2548	116	10	55	36	2519	114	8	61	31
Native Hawaiian or Other Pacific Islander	1,941	2473	119	24	63	13	2447	121	20	68	12
Filipino	9,187	2527	113	12	62	26	2500	113	10	67	23
Hispanic or Latino	249,869	2457	120	29	61	10	2437	121	23	67	10
Black or African American	22,971	2441	124	35	56	9	2418	126	29	62	9
White	98,549	2523	117	13	61	26	2503	116	10	65	25
Two or more races	18,188	2518	121	15	59	25	2494	120	12	64	23
English learner	88,622	2399	108	47	50	2	2380	113	39	59	2
English only	249,087	2498	123	19	61	20	2477	123	16	65	19
Reclassified fluent English proficient	86,049	2512	107	12	69	19	2490	105	9	73	18
Initially fluent English proficient	17,328	2554	110	8	56	36	2527	107	6	62	32

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	275,963	2453	120	30	60	9	2433	122	24	66	9
Not econ. disadvantaged	165,140	2534	115	11	60	29	2511	113	9	64	27
Migrant	3,728	2428	117	38	56	6	2408	121	30	64	6
Not migrant	437,375	2484	124	23	60	17	2462	124	18	65	16
Special education services	51,256	2389	123	53	42	5	2370	128	45	50	5
No special education services	389,847	2495	119	19	62	18	2474	119	15	67	18
Using designated supports	67,385	2402	119	48	48	5	2382	124	40	55	5
No designated supports	373,718	2498	119	19	62	19	2476	119	15	67	18
Using accommodations	18,892	2357	109	64	35	1	2338	116	55	43	2
No accommodations	422,211	2489	122	21	61	17	2467	122	17	66	17

**Table 10.D.52 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2409	116	23	62	14	21	-4.52	53	4.85
Male	2403	118	26	61	13	17	-5.94	56	6.17
Female	2416	114	21	64	15	26	-3.05	48	3.47
American Indian or Alaska Native	2390	114	28	62	10	21	-6.43	45	4.33
Asian	2464	107	10	61	29	29	-1.67	55	1.85
Native Hawaiian or Other Pacific Islander	2398	112	24	66	10	26	-3.66	49	3.55
Filipino	2447	101	11	69	20	27	-2.11	53	1.34
Hispanic or Latino	2383	112	30	62	8	20	-5.67	54	6.64
Black or African American	2373	117	34	58	7	23	-5.72	45	5.03
White	2452	109	12	63	25	20	-2.93	51	2.23
Two or more races	2443	113	15	63	23	24	-2.95	51	2.44
English learner	2327	104	50	48	1	19	-8.73	53	11.82
English only	2427	115	19	63	18	21	-3.72	50	3.06
Reclassified fluent English proficient	2430	95	13	74	13	22	-3.13	60	3.55
Initially fluent English proficient	2474	101	8	62	31	27	-1.40	53	1.37

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2380	112	31	62	7	20	-5.80	53	6.59
Not econ. disadvantaged	2458	106	11	63	26	23	-2.38	53	1.94
Migrant	2349	112	42	54	3	20	-7.73	59	12.34
Not migrant	2410	116	23	62	14	22	-4.49	52	4.78
Special education services	2318	120	56	40	4	19	-7.97	52	10.66
No special education services	2421	111	19	65	16	21	-4.07	53	4.08
Using designated supports	2329	116	51	45	4	20	-7.44	53	10.54
No designated supports	2424	110	18	65	16	22	-4.00	52	3.82
Using accommodations	2286	107	68	31	1	19	-8.69	52	12.56
No accommodations	2415	114	21	64	15	22	-4.34	52	4.50



**Table 10.D.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	440,501	2481	125	30	44	26	2445	126	27	51	22
Male	224,463	2468	127	34	43	23	2436	126	30	50	20
Female	216,038	2495	122	26	45	29	2456	125	24	51	25
American Indian or Alaska Native	2,189	2443	125	42	42	16	2415	122	36	49	15
Asian	38,182	2556	113	12	37	51	2515	114	11	45	44
Native Hawaiian or Other Pacific Islander	1,940	2468	123	33	46	21	2437	124	28	54	18
Filipino	9,173	2539	111	14	43	43	2502	111	12	51	38
Hispanic or Latino	249,520	2456	120	37	45	18	2420	121	34	51	14
Black or African American	22,933	2429	124	46	40	14	2400	124	41	47	12
White	98,408	2518	119	19	45	36	2484	118	16	52	32
Two or more races	18,156	2513	124	21	43	36	2480	122	18	50	32
English learner	88,507	2397	105	58	37	4	2359	107	56	42	3
English only	248,729	2493	125	26	44	29	2459	124	23	51	26
Reclassified fluent English proficient	85,936	2519	105	16	52	32	2480	106	14	60	26
Initially fluent English proficient	17,312	2557	110	11	39	50	2517	111	10	46	44

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	275,587	2451	121	39	45	16	2415	121	36	51	13
Not econ. disadvantaged	164,914	2533	116	16	43	41	2497	115	13	50	37
Migrant	3,728	2431	117	45	43	11	2390	120	44	47	9
Not migrant	436,773	2482	125	30	44	26	2446	125	27	51	22
Special education services	51,167	2383	118	64	29	7	2353	119	60	34	6
No special education services	389,334	2494	121	26	46	28	2458	121	23	53	24
Using designated supports	67,279	2399	117	58	34	8	2365	118	55	39	6
No designated supports	373,222	2496	121	25	46	29	2460	121	22	53	25
Using accommodations	18,861	2353	101	75	23	2	2324	105	70	28	2
No accommodations	421,640	2487	123	28	45	27	2451	124	25	52	23

**Table 10.D.53 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Five, 2015–16 ELA Grade Four, and 2014–15 ELA Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2393	118	32	50	18	36	-2.81	52	4.18
Male	2384	118	35	49	16	32	-4.12	52	4.91
Female	2403	117	28	52	20	39	-1.44	53	3.42
American Indian or Alaska Native	2367	115	41	48	12	28	-5.76	48	4.61
Asian	2455	114	15	48	37	41	-0.93	60	3.73
Native Hawaiian or Other Pacific Islander	2382	114	34	52	14	31	-5.05	55	5.57
Filipino	2440	110	16	54	30	37	-2.30	62	4.07
Hispanic or Latino	2368	112	39	50	11	36	-2.80	52	4.71
Black or African American	2356	113	44	46	10	29	-5.49	44	3.33
White	2431	114	19	53	28	34	-2.78	53	3.24
Two or more races	2425	118	22	51	27	33	-3.26	55	3.93
English learner	2316	97	60	38	2	38	-2.74	43	4.61
English only	2408	118	27	52	22	34	-3.39	51	3.53
Reclassified fluent English proficient	2417	104	20	61	19	39	-1.61	63	5.81
Initially fluent English proficient	2460	111	13	48	39	40	-0.77	57	3.19

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2364	111	40	50	10	36	-3.04	51	4.59
Not econ. disadvantaged	2441	113	17	52	31	36	-2.41	56	3.50
Migrant	2340	107	51	44	6	41	-1.10	50	6.25
Not migrant	2394	118	31	51	18	36	-2.82	52	4.16
Special education services	2315	108	62	33	5	30	-4.57	38	2.60
No special education services	2403	115	27	53	20	36	-2.58	55	4.39
Using designated supports	2323	106	58	37	4	34	-3.36	42	3.97
No designated supports	2406	115	27	53	20	36	-2.71	54	4.22
Using accommodations	2292	97	72	26	2	29	-4.39	32	1.42
No accommodations	2398	117	30	52	19	36	-2.74	53	4.31

**Table 10.D.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	430,429	2507	110	32	48	20	2479	109	36	42	22
Male	218,472	2497	112	36	46	19	2467	109	41	41	19
Female	211,957	2517	107	28	50	22	2493	107	31	44	25
American Indian or Alaska Native	2,196	2482	105	40	48	13	2452	109	45	40	15
Asian	38,269	2577	101	12	44	44	2545	102	15	40	45
Native Hawaiian or Other Pacific Islander	2,012	2492	102	37	50	13	2464	104	41	43	17
Filipino	9,568	2553	97	16	52	32	2522	97	19	48	33
Hispanic or Latino	241,320	2480	103	40	48	12	2453	102	44	42	13
Black or African American	22,375	2466	106	46	44	10	2438	104	52	37	11
White	97,962	2546	103	18	50	31	2518	105	22	44	34
Two or more races	16,727	2541	107	21	49	31	2512	110	25	42	33
English learner	69,091	2415	87	68	30	2	2387	80	75	23	1
English only	238,970	2522	108	27	49	24	2494	109	30	43	26
Reclassified fluent English proficient	105,312	2523	94	23	57	20	2496	92	25	54	22
Initially fluent English proficient	17,045	2572	100	13	46	42	2547	99	14	41	45

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	266,539	2477	103	41	47	11	2449	101	46	42	12
Not econ. disadvantaged	163,890	2556	102	16	49	35	2528	103	19	44	38
Migrant	3,406	2459	100	49	44	8	2428	97	55	38	7
Not migrant	427,023	2507	110	32	48	20	2480	109	35	42	22
Special education services	48,764	2416	100	68	28	4	2392	93	73	22	4
No special education services	381,665	2519	105	27	51	22	2491	106	31	45	24
Using designated supports	54,851	2424	99	64	31	4	2398	93	71	25	4
No designated supports	375,578	2519	106	27	50	23	2491	106	31	45	24
Using accommodations	18,258	2396	88	76	22	1	2373	81	82	17	1
No accommodations	412,171	2512	108	30	49	21	2484	108	34	44	23

**Table 10.D.54 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2438	108	38	43	18	28	3.92	41	2.80
Male	2427	108	42	42	16	30	4.97	40	1.84
Female	2448	107	34	45	21	24	2.84	45	3.80
American Indian or Alaska Native	2417	103	46	42	12	30	5.42	35	1.00
Asian	2502	103	17	44	39	32	2.84	43	2.46
Native Hawaiian or Other Pacific Islander	2425	101	41	46	13	28	4.03	39	0.15
Filipino	2482	97	21	50	29	31	3.08	40	2.25
Hispanic or Latino	2410	100	48	42	10	27	4.16	43	3.91
Black or African American	2400	102	53	38	9	28	5.55	38	1.25
White	2480	104	23	47	30	28	3.37	38	1.06
Two or more races	2473	107	26	45	29	29	4.27	39	0.78
English learner	2345	80	79	20	1	28	7.21	42	3.92
English only	2455	108	32	45	23	28	3.90	39	1.52
Reclassified fluent English proficient	2449	92	30	54	16	27	2.20	47	5.18
Initially fluent English proficient	2505	100	16	45	39	25	1.51	42	1.59

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2407	100	50	41	9	28	4.59	42	3.74
Not econ. disadvantaged	2488	102	20	47	33	28	2.83	40	1.29
Migrant	2382	95	60	35	4	31	6.31	46	5.52
Not migrant	2438	108	38	43	19	27	3.90	42	2.78
Special education services	2351	94	76	21	3	24	5.13	41	2.65
No special education services	2449	105	34	46	20	28	3.77	42	2.82
Using designated supports	2356	93	73	23	3	26	6.31	42	2.81
No designated supports	2450	105	33	46	21	28	3.57	41	2.80
Using accommodations	2331	82	85	14	1	23	5.31	42	2.90
No accommodations	2442	107	36	44	19	28	3.86	42	2.80



**Table 10.D.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	429,087	2519	105	32	45	24	2499	108	30	43	27
Male	217,765	2502	105	38	43	19	2481	108	36	42	22
Female	211,322	2537	101	25	46	29	2518	105	24	43	33
American Indian or Alaska Native	2,178	2485	104	43	42	14	2469	106	41	40	18
Asian	38,222	2594	95	11	36	53	2570	102	12	34	55
Native Hawaiian or Other Pacific Islander	2,001	2516	100	32	47	21	2494	104	31	45	24
Filipino	9,551	2574	89	13	45	43	2554	97	13	40	47
Hispanic or Latino	240,494	2494	98	39	46	14	2474	101	37	45	18
Black or African American	22,267	2474	104	48	40	12	2457	106	45	40	15
White	97,693	2553	98	20	45	35	2535	103	19	42	40
Two or more races	16,681	2552	102	21	43	36	2533	107	20	40	40
English learner	68,796	2430	86	68	30	2	2405	84	67	30	2
English only	238,214	2532	104	27	45	28	2513	108	26	42	32
Reclassified fluent English proficient	105,058	2539	84	20	55	25	2520	87	18	54	28
Initially fluent English proficient	17,008	2584	94	12	40	48	2567	97	11	37	52

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	265,553	2490	98	41	45	13	2469	101	39	45	17
Not econ. disadvantaged	163,534	2568	96	16	43	41	2548	101	15	40	45
Migrant	3,389	2475	94	48	44	9	2447	98	48	41	10
Not migrant	425,698	2520	105	31	45	24	2500	108	30	43	27
Special education services	48,462	2413	99	74	22	4	2390	98	73	22	5
No special education services	380,625	2533	97	26	48	26	2513	101	24	45	30
Using designated supports	54,586	2428	100	68	27	5	2403	99	68	27	6
No designated supports	374,501	2533	98	26	47	27	2514	102	24	45	30
Using accommodations	18,125	2388	88	84	15	1	2362	85	83	15	1
No accommodations	410,962	2525	101	29	46	25	2506	105	28	44	28

**Table 10.D.55 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2447	103	35	47	18	20	-1.63	52	5.00
Male	2433	103	40	45	15	21	-1.73	48	4.36
Female	2462	101	29	49	22	19	-1.52	56	5.66
American Indian or Alaska Native	2425	99	43	45	12	16	-2.07	44	1.88
Asian	2515	100	14	43	42	24	0.73	55	2.61
Native Hawaiian or Other Pacific Islander	2446	96	33	51	16	22	-0.55	48	1.70
Filipino	2499	94	16	50	34	20	0.57	55	3.17
Hispanic or Latino	2420	96	44	46	10	20	-2.22	54	7.01
Black or African American	2410	98	49	42	9	17	-3.18	47	4.15
White	2484	98	21	51	29	18	-1.09	51	1.99
Two or more races	2483	101	22	49	29	19	-0.86	50	2.06
English learner	2354	81	76	23	1	25	-1.02	51	8.63
English only	2463	102	29	49	23	19	-1.54	50	3.14
Reclassified fluent English proficient	2462	84	25	58	17	19	-2.29	58	7.19
Initially fluent English proficient	2512	95	14	47	39	17	-1.24	55	2.86

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2417	96	46	45	9	21	-2.27	52	6.64
Not econ. disadvantaged	2496	97	17	49	33	20	-0.59	52	2.34
Migrant	2392	93	56	39	5	28	0.44	55	7.85
Not migrant	2448	103	35	47	18	20	-1.65	52	4.98
Special education services	2348	95	76	21	3	23	-1.47	42	3.24
No special education services	2460	97	30	50	20	20	-1.65	53	5.22
Using designated supports	2358	95	72	25	3	25	-0.28	45	4.50
No designated supports	2460	98	29	50	20	19	-1.83	54	5.07
Using accommodations	2323	84	86	14	1	26	-0.31	39	2.25
No accommodations	2453	101	33	48	19	19	-1.69	53	5.12

**Table 10.D.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	430,722	2531	122	19	65	16	2479	130	21	62	17
Male	218,602	2523	124	22	64	15	2476	130	23	61	16
Female	212,120	2539	119	17	66	17	2483	129	20	62	18
American Indian or Alaska Native	2,197	2505	122	25	64	11	2453	127	28	61	11
Asian	38,282	2595	109	7	61	32	2545	119	9	56	35
Native Hawaiian or Other Pacific Islander	2,017	2516	117	21	68	11	2457	128	26	62	12
Filipino	9,576	2576	107	8	68	24	2521	118	11	64	25
Hispanic or Latino	241,476	2504	119	25	65	10	2453	126	27	63	10
Black or African American	22,399	2491	122	29	62	9	2432	130	34	58	8
White	98,032	2571	113	10	65	24	2522	121	12	62	26
Two or more races	16,743	2567	116	11	65	24	2515	125	14	61	25
English learner	69,137	2433	108	48	50	2	2378	108	50	49	1
English only	239,150	2546	119	16	66	19	2495	128	18	62	20
Reclassified fluent English proficient	105,372	2551	106	11	72	16	2499	115	13	70	16
Initially fluent English proficient	17,052	2596	105	6	62	31	2550	115	7	57	36

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	266,733	2501	119	26	65	9	2448	126	28	62	9
Not econ. disadvantaged	163,989	2580	110	9	65	27	2531	119	10	61	29
Migrant	3,408	2480	119	32	60	7	2425	123	35	59	6
Not migrant	427,314	2531	122	19	65	16	2480	130	21	62	17
Special education services	48,828	2424	121	53	43	4	2377	123	53	44	4
No special education services	381,894	2545	115	15	67	18	2493	125	18	64	18
Using designated supports	54,918	2436	120	48	48	4	2385	122	49	47	4
No designated supports	375,804	2545	116	15	67	18	2493	125	17	64	19
Using accommodations	18,288	2395	110	63	36	1	2349	111	62	37	1
No accommodations	412,434	2537	119	17	66	17	2485	127	20	63	17

**Table 10.D.56 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2446	120	23	62	15	52	2.23	33	1.54
Male	2442	122	25	61	14	47	1.07	34	2.05
Female	2450	117	21	63	15	56	3.43	33	1.01
American Indian or Alaska Native	2426	116	27	63	10	52	2.50	27	-0.68
Asian	2507	112	10	58	31	50	1.92	38	1.20
Native Hawaiian or Other Pacific Islander	2430	118	26	64	10	59	5.01	27	-0.50
Filipino	2484	109	12	66	22	55	2.78	37	1.41
Hispanic or Latino	2419	115	29	62	8	51	2.27	34	2.19
Black or African American	2405	120	34	58	7	59	4.42	27	0.31
White	2489	112	12	63	24	49	1.57	33	0.62
Two or more races	2482	116	14	62	23	52	2.62	33	0.60
English learner	2350	103	53	46	1	55	2.52	28	2.58
English only	2463	119	19	63	18	51	2.29	32	0.94
Reclassified fluent English proficient	2460	103	16	71	13	52	2.08	39	2.43
Initially fluent English proficient	2515	104	8	60	32	46	1.11	35	0.21

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2415	115	30	62	8	53	2.70	33	2.00
Not econ. disadvantaged	2496	110	11	63	26	49	1.46	35	0.80
Migrant	2388	113	40	56	4	55	2.82	37	4.84
Not migrant	2446	120	23	62	15	51	2.22	34	1.52
Special education services	2352	119	54	43	4	47	-0.26	25	1.19
No special education services	2458	115	19	65	16	52	2.55	35	1.59
Using designated supports	2359	116	51	46	3	51	1.09	26	1.64
No designated supports	2459	115	19	64	17	52	2.40	34	1.53
Using accommodations	2327	109	62	37	1	46	-1.21	22	0.64
No accommodations	2451	118	21	63	15	52	2.38	34	1.58



**Table 10.D.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	407,796	2517	127	24	48	28	2515	114	17	51	32
Male	207,110	2501	129	28	48	24	2503	116	21	51	28
Female	200,686	2535	122	19	48	32	2528	110	14	50	35
American Indian or Alaska Native	2,098	2477	129	35	48	17	2484	116	24	55	21
Asian	36,303	2596	107	8	37	56	2581	99	6	37	57
Native Hawaiian or Other Pacific Islander	1,918	2505	127	27	48	25	2502	113	19	54	27
Filipino	9,029	2576	107	9	45	46	2566	96	7	44	50
Hispanic or Latino	228,661	2492	124	30	50	20	2491	111	22	55	22
Black or African American	21,159	2465	128	39	46	15	2473	115	28	54	19
White	92,814	2550	118	14	48	38	2550	105	10	46	44
Two or more races	15,814	2548	121	16	46	38	2546	109	11	46	43
English learner	65,516	2421	110	54	41	5	2418	99	44	52	4
English only	226,437	2528	125	21	48	31	2528	112	15	49	36
Reclassified fluent English proficient	99,656	2545	110	14	54	32	2539	94	8	56	36
Initially fluent English proficient	16,176	2588	110	8	40	52	2582	94	5	39	56

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	252,584	2487	124	32	50	18	2486	112	23	55	21
Not econ. disadvantaged	155,212	2566	114	12	45	43	2563	101	8	44	49
Migrant	3,240	2474	121	36	49	15	2464	112	30	55	15
Not migrant	404,556	2518	127	24	48	28	2515	114	17	51	32
Special education services	46,233	2409	118	60	34	6	2410	112	50	43	7
No special education services	361,563	2531	121	19	50	31	2528	107	13	52	35
Using designated supports	51,920	2423	120	55	38	7	2421	112	45	47	8
No designated supports	355,876	2531	122	20	50	31	2529	108	13	52	35
Using accommodations	17,308	2385	105	69	29	2	2383	102	60	38	3
No accommodations	390,488	2523	124	22	49	29	2521	111	16	52	33

**Table 10.D.57 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Six, 2015–16 ELA Grade Five, and 2014–15 ELA Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2433	123	31	51	18	2	-6.50	82	13.15
Male	2423	123	34	50	16	-2	-7.89	80	13.24
Female	2443	122	27	52	20	7	-5.06	85	13.06
American Indian or Alaska Native	2410	120	39	49	12	-7	-10.49	74	14.59
Asian	2502	116	13	48	39	15	-1.67	79	7.18
Native Hawaiian or Other Pacific Islander	2421	121	33	52	15	3	-7.87	81	14.03
Filipino	2485	112	15	54	31	10	-2.72	81	8.74
Hispanic or Latino	2406	117	38	51	11	1	-7.83	85	16.16
Black or African American	2388	119	45	47	9	-8	-10.80	85	16.92
White	2471	117	18	55	27	0	-4.60	79	8.27
Two or more races	2469	121	20	52	27	2	-5.09	77	9.21
English learner	2338	99	66	33	1	3	-10.02	80	21.51
English only	2447	122	26	53	21	0	-6.21	81	11.11
Reclassified fluent English proficient	2451	109	22	60	18	6	-5.30	88	13.30
Initially fluent English proficient	2504	112	12	50	38	6	-3.72	78	7.04

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2402	117	40	50	10	1	-8.02	84	16.49
Not econ. disadvantaged	2484	115	15	54	31	3	-4.03	79	7.71
Migrant	2383	113	48	45	7	10	-5.99	81	18.15
Not migrant	2433	123	30	51	18	3	-6.50	82	13.11
Special education services	2340	110	66	31	4	-1	-10.27	70	15.84
No special education services	2445	119	26	54	20	3	-6.02	83	12.81
Using designated supports	2347	110	63	34	4	2	-9.08	74	17.24
No designated supports	2445	120	26	54	20	2	-6.12	84	12.55
Using accommodations	2318	99	75	24	1	2	-8.94	65	15.20
No accommodations	2438	121	29	53	19	2	-6.39	83	13.06

**Table 10.D.58 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	425,692	2534	113	32	45	24	2492	116	36	47	17
Male	216,643	2522	115	36	42	21	2481	118	40	44	16
Female	209,049	2546	109	27	47	27	2504	112	31	50	19
American Indian or Alaska Native	2,175	2505	109	41	44	15	2458	111	47	43	9
Asian	39,187	2609	102	11	38	50	2562	108	15	47	38
Native Hawaiian or Other Pacific Islander	2,097	2514	107	38	46	17	2474	112	42	45	13
Filipino	10,159	2580	100	15	48	37	2536	105	20	53	27
Hispanic or Latino	234,422	2504	106	40	45	14	2464	108	45	46	10
Black or African American	22,409	2491	107	46	41	12	2449	111	51	40	9
White	99,251	2575	106	18	46	36	2532	111	22	50	27
Two or more races	15,992	2570	110	21	44	35	2526	115	25	48	27
English learner	56,910	2431	83	72	26	1	2389	86	77	23	1
English only	233,503	2550	112	26	45	29	2508	115	31	48	21
Reclassified fluent English proficient	116,305	2543	100	25	53	22	2501	102	29	56	15
Initially fluent English proficient	18,968	2594	106	15	42	44	2552	109	17	48	34

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	257,948	2502	106	42	45	14	2460	108	46	45	9
Not econ. disadvantaged	167,744	2584	105	16	44	40	2542	109	20	50	30
Migrant	3,143	2481	101	49	42	9	2441	103	54	40	5
Not migrant	422,549	2535	113	31	45	24	2493	116	36	47	18
Special education services	46,194	2439	97	69	26	5	2397	99	73	24	3
No special education services	379,498	2546	109	27	47	26	2504	112	31	50	19
Using designated supports	45,633	2444	96	67	29	4	2401	99	71	26	3
No designated supports	380,059	2545	110	27	46	26	2503	113	31	49	19
Using accommodations	17,259	2421	85	77	22	2	2379	89	81	19	1
No accommodations	408,433	2539	111	30	46	25	2497	114	34	48	18

**Table 10.D.58 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2474	105	38	42	20	42	4.24	18	2.49
Male	2461	105	43	40	17	41	4.04	20	3.29
Female	2487	104	33	44	23	42	4.45	17	1.67
American Indian or Alaska Native	2446	102	49	39	12	47	6.62	12	1.84
Asian	2535	102	18	42	40	47	3.85	27	2.64
Native Hawaiian or Other Pacific Islander	2455	100	44	43	13	40	4.39	19	2.10
Filipino	2512	96	22	49	29	44	4.57	24	1.76
Hispanic or Latino	2447	97	48	41	11	40	4.22	17	3.33
Black or African American	2436	99	53	37	10	42	5.26	13	1.93
White	2513	102	23	45	31	43	4.06	19	1.07
Two or more races	2508	104	25	44	30	44	4.56	18	0.10
English learner	2375	72	84	16	1	42	4.44	14	6.86
English only	2490	106	32	44	24	42	4.28	18	1.52
Reclassified fluent English proficient	2480	91	32	52	17	42	4.29	21	2.69
Initially fluent English proficient	2532	99	17	44	38	42	2.77	20	0.15

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2443	97	50	40	10	42	4.66	17	3.43
Not econ. disadvantaged	2521	101	21	45	34	42	3.58	21	1.06
Migrant	2424	90	59	35	6	40	5.25	17	4.77
Not migrant	2474	105	38	42	20	42	4.23	19	2.48
Special education services	2384	86	78	18	3	42	4.05	13	5.16
No special education services	2485	102	33	45	22	42	4.26	19	2.17
Using designated supports	2387	86	77	20	3	43	4.60	14	5.68
No designated supports	2484	103	34	45	22	42	4.19	19	2.11
Using accommodations	2367	76	87	12	1	42	3.84	12	5.94
No accommodations	2478	104	36	43	20	42	4.26	19	2.35



**Table 10.D.59 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	424,275	2548	110	26	46	28	2522	105	30	46	24
Male	215,884	2530	113	32	46	23	2505	106	36	45	19
Female	208,391	2568	104	20	47	34	2539	100	24	47	29
American Indian or Alaska Native	2,153	2509	112	38	45	17	2487	103	43	44	13
Asian	39,137	2626	94	8	33	59	2593	95	11	37	52
Native Hawaiian or Other Pacific Islander	2,088	2541	104	27	50	23	2517	99	31	48	21
Filipino	10,140	2605	90	9	43	48	2575	90	13	44	43
Hispanic or Latino	233,543	2521	105	33	50	18	2496	98	38	48	14
Black or African American	22,279	2499	114	42	44	15	2478	106	46	41	12
White	98,998	2584	100	15	44	41	2555	98	19	46	35
Two or more races	15,937	2581	106	17	42	41	2552	103	21	44	35
English learner	56,633	2446	95	62	36	2	2420	86	72	27	1
English only	232,698	2561	109	22	45	33	2535	104	26	46	28
Reclassified fluent English proficient	116,015	2563	92	18	55	28	2536	85	21	56	22
Initially fluent English proficient	18,923	2607	98	11	39	50	2580	95	13	42	45

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	256,937	2517	106	34	49	17	2491	99	40	47	13
Not econ. disadvantaged	167,338	2597	98	12	42	46	2568	96	15	45	40
Migrant	3,126	2499	104	40	49	12	2471	95	47	45	8
Not migrant	421,149	2549	110	26	46	28	2522	105	30	46	24
Special education services	45,881	2434	106	67	28	5	2409	100	74	22	3
No special education services	378,394	2562	102	21	48	31	2535	97	25	49	26
Using designated supports	45,353	2445	107	63	32	5	2419	100	70	26	4
No designated supports	378,922	2561	104	21	48	31	2534	98	25	48	26
Using accommodations	17,110	2409	96	77	21	2	2384	91	84	15	1
No accommodations	407,165	2554	107	24	47	29	2527	101	28	47	25

**Table 10.D.59 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2490	106	33	43	24	26	4.44	32	2.89
Male	2472	106	39	42	19	25	4.38	33	3.37
Female	2508	103	26	45	29	29	4.50	31	2.39
American Indian or Alaska Native	2457	102	45	41	14	22	5.06	30	2.04
Asian	2557	103	14	37	49	33	2.80	36	3.50
Native Hawaiian or Other Pacific Islander	2480	100	36	46	19	24	4.02	37	5.12
Filipino	2539	97	16	44	39	30	3.66	36	3.42
Hispanic or Latino	2463	97	41	45	14	25	5.20	33	3.41
Black or African American	2450	102	48	40	12	21	4.75	28	1.29
White	2525	102	21	44	35	29	3.45	30	1.93
Two or more races	2523	106	22	42	36	29	3.49	29	1.52
English learner	2387	79	76	23	1	26	9.70	33	4.50
English only	2504	106	28	44	28	26	3.80	31	2.15
Reclassified fluent English proficient	2500	88	25	54	21	27	3.54	36	3.83
Initially fluent English proficient	2550	99	14	41	44	27	2.11	30	1.44

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2459	98	43	44	13	26	5.50	32	3.24
Not econ. disadvantaged	2537	100	17	43	40	29	2.82	31	2.36
Migrant	2437	96	52	39	9	28	7.74	34	5.02
Not migrant	2490	106	33	44	24	27	4.41	32	2.88
Special education services	2382	92	77	20	3	25	6.87	27	2.73
No special education services	2503	100	28	46	26	27	4.15	32	2.91
Using designated supports	2389	92	74	23	3	26	7.22	30	3.86
No designated supports	2502	101	28	46	26	27	4.11	32	2.78
Using accommodations	2360	82	86	13	1	25	6.46	24	2.28
No accommodations	2495	103	31	45	24	27	4.35	32	2.92

**Table 10.D.60 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	425,864	2535	123	24	62	14	2532	126	16	68	16
Male	216,730	2530	125	26	61	13	2522	128	18	67	14
Female	209,134	2541	121	22	63	15	2542	122	14	69	17
American Indian or Alaska Native	2,179	2505	121	33	59	8	2499	130	24	66	10
Asian	39,198	2601	109	9	63	28	2591	111	6	64	30
Native Hawaiian or Other Pacific Islander	2,100	2524	118	27	63	10	2516	126	20	69	12
Filipino	10,159	2576	109	12	69	20	2574	111	7	70	23
Hispanic or Latino	234,513	2507	119	31	61	8	2507	124	21	69	10
Black or African American	22,430	2492	124	38	55	7	2491	130	25	66	9
White	99,288	2577	114	13	66	21	2569	116	9	68	23
Two or more races	15,997	2570	117	15	65	20	2564	120	10	67	23
English learner	56,931	2428	104	61	38	1	2423	115	44	54	1
English only	233,605	2551	121	20	64	17	2547	123	13	68	18
Reclassified fluent English proficient	116,351	2547	109	17	70	12	2547	110	10	76	14
Initially fluent English proficient	18,971	2591	110	10	65	25	2587	110	6	66	28

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	258,066	2504	120	33	60	8	2503	125	22	69	9
Not econ. disadvantaged	167,798	2584	112	11	66	23	2576	114	8	67	25
Migrant	3,144	2485	118	39	56	5	2485	123	26	68	6
Not migrant	422,720	2536	123	24	62	14	2532	126	16	68	16
Special education services	46,231	2432	117	60	37	3	2417	127	48	48	3
No special education services	379,633	2548	118	20	65	15	2546	118	12	71	17
Using designated supports	45,664	2439	117	57	40	3	2426	126	45	52	3
No designated supports	380,200	2547	119	20	65	15	2545	120	13	70	17
Using accommodations	17,271	2407	106	69	29	1	2389	117	58	41	1
No accommodations	408,593	2541	121	22	63	14	2538	123	14	69	16

**Table 10.D.60 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2469	130	24	62	15	3	-8.09	63	7.55
Male	2465	131	25	61	14	8	-7.92	57	6.69
Female	2474	128	22	62	15	-1	-8.26	68	8.44
American Indian or Alaska Native	2437	127	31	60	9	6	-9.09	62	7.30
Asian	2533	123	11	58	31	10	-2.59	58	4.80
Native Hawaiian or Other Pacific Islander	2446	126	29	62	9	8	-7.57	70	9.38
Filipino	2509	120	13	65	21	2	-4.20	65	5.80
Hispanic or Latino	2441	125	30	62	8	0	-10.69	66	9.21
Black or African American	2423	128	36	57	7	1	-12.20	68	10.42
White	2512	123	13	64	23	8	-4.10	57	4.64
Two or more races	2504	126	15	63	22	6	-4.86	60	4.82
English learner	2359	102	57	42	1	5	-16.58	64	12.99
English only	2486	129	20	63	18	4	-6.70	61	6.33
Reclassified fluent English proficient	2479	117	18	69	13	0	-7.45	68	7.93
Initially fluent English proficient	2534	119	10	60	30	4	-3.62	53	3.93

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2437	125	31	61	8	1	-10.97	66	9.57
Not econ. disadvantaged	2520	121	12	63	25	8	-3.65	56	4.44
Migrant	2413	122	38	57	5	0	-12.53	72	12.12
Not migrant	2470	130	24	62	15	4	-8.06	62	7.52
Special education services	2366	117	56	42	3	15	-11.99	51	7.46
No special education services	2482	126	20	64	16	2	-7.61	64	7.56
Using designated supports	2370	116	54	44	2	13	-12.38	56	9.04
No designated supports	2481	126	20	64	16	2	-7.57	64	7.37
Using accommodations	2342	107	64	35	1	18	-11.89	47	6.54
No accommodations	2475	128	22	63	15	3	-7.93	63	7.59



**Table 10.D.61 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	426,165	2542	129	24	47	29	2532	117	17	54	30
Male	216,899	2523	131	29	47	24	2517	119	20	55	25
Female	209,266	2563	123	19	48	34	2549	112	13	52	34
American Indian or Alaska Native	2,181	2500	128	34	48	18	2497	118	24	57	19
Asian	39,211	2625	107	7	35	57	2602	100	6	37	57
Native Hawaiian or Other Pacific Islander	2,100	2525	124	28	50	22	2520	115	19	56	25
Filipino	10,166	2603	109	9	43	47	2584	101	7	46	48
Hispanic or Latino	234,668	2515	126	31	50	20	2508	115	22	58	21
Black or African American	22,460	2487	130	40	44	15	2489	119	27	56	17
White	99,370	2576	119	14	47	38	2563	107	10	51	40
Two or more races	16,009	2573	124	17	45	38	2561	111	11	50	39
English learner	56,985	2432	109	59	38	4	2430	104	46	51	3
English only	233,788	2553	127	21	47	32	2543	114	14	53	33
Reclassified fluent English proficient	116,404	2564	114	16	53	31	2551	101	10	58	32
Initially fluent English proficient	18,982	2607	114	10	40	50	2592	101	6	42	51

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	258,254	2510	126	32	49	19	2504	115	23	58	20
Not econ. disadvantaged	167,911	2592	116	12	44	44	2577	104	8	47	45
Migrant	3,145	2495	125	37	48	15	2486	114	28	58	15
Not migrant	423,020	2543	129	24	47	29	2533	117	17	53	30
Special education services	46,303	2426	116	62	33	5	2426	112	49	46	5
No special education services	379,862	2556	123	20	49	31	2545	110	13	54	33
Using designated supports	45,729	2437	118	58	36	6	2435	113	45	48	6
No designated supports	380,436	2555	124	20	49	31	2544	111	13	54	32
Using accommodations	17,308	2405	104	70	28	2	2405	103	57	41	2
No accommodations	408,857	2548	126	22	48	30	2538	114	15	54	31

**Table 10.D.61 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Seven, 2015–16 ELA Grade Six, and 2014–15 ELA Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2503	113	21	53	27	10	-7.30	29	3.67
Male	2491	115	24	53	23	6	-9.00	26	3.52
Female	2516	110	17	53	30	14	-5.54	33	3.82
American Indian or Alaska Native	2472	113	29	54	17	3	-10.41	25	4.49
Asian	2567	103	8	41	51	23	-1.66	35	2.46
Native Hawaiian or Other Pacific Islander	2493	108	23	55	22	5	-9.19	27	4.10
Filipino	2551	100	9	49	42	19	-2.75	33	2.23
Hispanic or Latino	2477	110	26	56	18	7	-9.01	31	4.79
Black or African American	2463	113	31	54	15	-2	-12.97	26	3.94
White	2539	104	11	50	38	13	-4.79	24	1.77
Two or more races	2535	108	13	49	38	12	-5.89	26	2.37
English learner	2395	95	56	42	2	2	-12.88	35	9.79
English only	2517	111	17	52	31	10	-6.85	26	2.60
Reclassified fluent English proficient	2517	97	13	60	27	13	-6.02	34	3.26
Initially fluent English proficient	2564	98	7	45	48	15	-3.85	28	0.86

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2473	110	28	56	17	6	-9.44	31	4.89
Not econ. disadvantaged	2549	102	10	48	42	15	-4.01	28	1.79
Migrant	2448	110	35	54	11	9	-9.41	38	7.54
Not migrant	2503	113	20	53	27	10	-7.28	30	3.64
Special education services	2397	107	57	39	5	0	-13.05	29	7.71
No special education services	2516	107	16	54	30	11	-6.60	29	3.17
Using designated supports	2403	107	54	41	5	2	-12.37	32	8.37
No designated supports	2515	108	17	54	29	11	-6.69	29	3.10
Using accommodations	2374	99	66	33	2	0	-13.07	31	8.87
No accommodations	2509	111	19	53	28	10	-7.05	29	3.45

**Table 10.D.62 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	422,790	2553	111	31	44	25	2529	115	33	45	22
Male	215,215	2539	113	37	42	21	2516	116	38	43	19
Female	207,575	2567	107	26	46	28	2542	112	28	47	25
American Indian or Alaska Native	2,128	2523	109	41	42	16	2502	111	41	44	15
Asian	39,406	2624	100	12	39	50	2601	107	13	40	46
Native Hawaiian or Other Pacific Islander	1,997	2535	106	36	46	18	2510	110	39	45	16
Filipino	10,915	2596	99	16	47	37	2571	104	18	49	33
Hispanic or Latino	230,601	2526	105	40	45	15	2499	107	42	45	13
Black or African American	22,588	2512	108	46	41	14	2488	109	47	41	12
White	100,587	2589	105	19	45	36	2570	109	19	47	33
Two or more races	14,568	2583	108	22	44	34	2563	112	22	46	32
English learner	44,927	2444	81	76	23	1	2417	78	78	21	1
English only	230,096	2567	110	27	44	29	2545	114	27	46	26
Reclassified fluent English proficient	127,388	2558	99	27	51	22	2529	103	30	52	18
Initially fluent English proficient	20,373	2609	103	15	42	43	2587	109	16	44	40

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	251,931	2523	105	41	44	15	2496	107	43	45	12
Not econ. disadvantaged	170,859	2598	104	17	44	39	2577	108	18	46	36
Migrant	3,091	2503	101	49	41	10	2473	99	52	41	7
Not migrant	419,699	2553	111	31	44	25	2529	115	33	45	22
Special education services	44,255	2455	96	71	25	5	2433	95	71	26	4
No special education services	378,535	2564	107	27	46	27	2540	111	28	47	24
Using designated supports	40,448	2462	97	67	27	5	2436	95	69	27	4
No designated supports	382,342	2563	108	28	46	27	2539	112	29	47	24
Using accommodations	16,647	2436	85	78	20	2	2414	82	79	20	1
No accommodations	406,143	2558	109	29	45	25	2533	113	31	46	23

**Table 10.D.62 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2487	114	37	47	16	24	1.50	42	4.24
Male	2476	116	41	44	14	23	0.99	40	3.89
Female	2498	112	33	49	18	25	2.02	44	4.61
American Indian or Alaska Native	2462	110	46	44	10	21	0.05	40	4.70
Asian	2555	110	17	47	36	23	1.87	46	3.55
Native Hawaiian or Other Pacific Islander	2471	108	42	47	12	25	2.85	39	2.80
Filipino	2528	106	22	53	25	25	1.91	43	4.10
Hispanic or Latino	2458	107	47	45	8	27	2.19	41	4.53
Black or African American	2448	108	52	41	8	24	1.07	40	4.51
White	2527	109	23	51	26	19	-0.05	43	3.91
Two or more races	2520	113	26	50	24	20	0.53	43	3.55
English learner	2378	82	81	18	0	27	2.43	39	3.50
English only	2503	114	31	49	20	22	0.57	42	3.95
Reclassified fluent English proficient	2486	103	35	53	12	29	2.91	43	5.16
Initially fluent English proficient	2544	110	19	49	32	22	1.09	43	3.32

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2455	107	48	44	8	27	2.17	41	4.69
Not econ. disadvantaged	2534	109	21	51	28	21	0.50	43	3.58
Migrant	2429	104	59	36	5	30	3.30	44	6.34
Not migrant	2487	114	37	47	16	24	1.48	42	4.22
Special education services	2393	96	75	23	2	22	0.09	40	3.93
No special education services	2498	111	33	50	18	24	1.66	42	4.28
Using designated supports	2396	96	73	25	2	26	1.92	40	3.74
No designated supports	2496	112	33	49	18	24	1.45	43	4.29
Using accommodations	2375	85	82	17	1	22	0.61	39	3.75
No accommodations	2491	113	35	48	17	25	1.53	42	4.26



**Table 10.D.63 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	420,888	2564	110	27	47	26	2551	108	25	47	28
Male	214,240	2544	112	33	47	20	2533	110	31	47	22
Female	206,648	2585	105	20	48	32	2570	104	20	47	33
American Indian or Alaska Native	2,111	2531	111	37	47	16	2520	106	36	47	18
Asian	39,344	2642	98	8	36	55	2626	96	9	33	58
Native Hawaiian or Other Pacific Islander	1,984	2553	104	28	51	21	2545	101	25	51	24
Filipino	10,884	2614	95	11	48	41	2603	94	10	43	46
Hispanic or Latino	229,326	2537	103	34	50	16	2522	102	33	50	17
Black or African American	22,416	2519	111	42	44	14	2508	110	39	45	16
White	100,294	2598	104	16	46	37	2587	100	15	45	40
Two or more races	14,529	2593	108	19	45	36	2583	105	17	43	40
English learner	44,614	2455	87	68	30	1	2435	88	69	30	1
English only	229,151	2577	110	23	47	30	2565	107	21	46	33
Reclassified fluent English proficient	126,829	2571	95	21	56	23	2556	92	20	56	24
Initially fluent English proficient	20,288	2621	103	12	42	46	2608	98	11	40	49

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	250,514	2533	104	36	49	15	2519	103	34	50	16
Not econ. disadvantaged	170,374	2611	102	14	45	42	2598	98	12	43	45
Migrant	3,071	2518	99	41	49	10	2498	98	41	49	10
Not migrant	417,817	2565	110	27	47	26	2551	108	25	47	28
Special education services	43,858	2451	100	69	27	4	2437	100	68	28	4
No special education services	377,030	2577	104	22	50	28	2564	101	20	49	31
Using designated supports	40,132	2462	103	65	31	5	2445	102	65	31	5
No designated supports	380,756	2575	106	23	49	28	2562	103	21	48	30
Using accommodations	16,474	2428	89	79	20	1	2413	90	78	21	1
No accommodations	404,414	2570	107	25	49	27	2557	105	23	48	29

**Table 10.D.63 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2517	100	32	48	21	13	-1.33	34	6.18
Male	2501	100	38	46	16	11	-2.14	32	6.41
Female	2533	97	25	49	25	15	-0.50	37	5.94
American Indian or Alaska Native	2487	100	43	45	12	11	-1.04	33	7.63
Asian	2584	95	12	41	47	16	0.12	42	3.73
Native Hawaiian or Other Pacific Islander	2512	96	31	51	18	8	-2.22	33	5.90
Filipino	2565	89	15	49	37	11	-0.60	38	4.36
Hispanic or Latino	2491	93	40	48	11	15	-1.33	31	7.34
Black or African American	2480	99	46	43	11	11	-2.27	28	6.51
White	2549	94	20	50	31	11	-1.71	38	4.84
Two or more races	2546	98	22	48	31	10	-1.74	37	4.39
English learner	2411	81	78	21	1	20	0.74	24	9.17
English only	2530	99	27	49	25	12	-1.83	35	5.25
Reclassified fluent English proficient	2521	84	27	56	17	15	-1.17	35	7.23
Initially fluent English proficient	2570	93	14	47	39	13	-1.36	38	3.61

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2488	94	42	47	11	14	-1.40	31	7.48
Not econ. disadvantaged	2560	93	17	48	35	13	-1.24	38	4.28
Migrant	2463	92	52	43	6	20	0.55	35	10.42
Not migrant	2517	100	32	48	21	14	-1.35	34	6.15
Special education services	2412	93	76	22	2	14	-1.15	25	7.48
No special education services	2529	93	27	51	23	13	-1.36	35	6.03
Using designated supports	2418	93	73	24	3	17	0.31	27	8.14
No designated supports	2527	95	27	50	22	13	-1.51	35	5.97
Using accommodations	2390	85	85	14	1	15	-0.66	23	6.84
No accommodations	2522	97	29	49	21	13	-1.36	35	6.15

**Table 10.D.64 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	422,980	2563	124	18	67	16	2545	124	19	65	15
Male	215,301	2553	127	21	65	14	2539	125	21	65	14
Female	207,679	2573	120	14	69	17	2551	122	18	66	17
American Indian or Alaska Native	2,131	2533	124	24	66	10	2523	123	25	64	11
Asian	39,421	2627	112	6	61	33	2604	111	8	63	29
Native Hawaiian or Other Pacific Islander	1,997	2548	118	18	71	11	2524	120	23	66	10
Filipino	10,923	2598	110	8	71	21	2577	111	10	70	19
Hispanic or Latino	230,702	2537	120	23	68	9	2516	120	25	65	9
Black or African American	22,605	2523	126	28	64	9	2505	123	29	62	9
White	100,619	2598	118	10	66	24	2587	114	10	66	24
Two or more races	14,582	2591	122	12	66	22	2576	118	13	66	22
English learner	44,950	2455	108	49	50	1	2427	100	54	45	1
English only	230,185	2576	124	15	66	19	2561	122	16	65	19
Reclassified fluent English proficient	127,453	2568	112	13	74	13	2547	112	16	72	13
Initially fluent English proficient	20,386	2616	115	7	64	29	2597	111	8	65	27

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	252,059	2533	121	24	68	9	2513	120	26	65	9
Not econ. disadvantaged	170,921	2606	117	9	65	26	2591	114	9	65	25
Migrant	3,093	2515	119	29	66	6	2489	118	33	61	6
Not migrant	419,887	2563	124	17	67	16	2545	124	19	65	16
Special education services	44,274	2462	120	49	48	3	2441	114	50	47	3
No special education services	378,706	2574	119	14	69	17	2557	119	16	67	17
Using designated supports	40,465	2469	120	46	51	3	2446	115	48	48	3
No designated supports	382,515	2573	120	15	69	17	2555	120	16	67	17
Using accommodations	16,651	2439	110	57	42	1	2418	104	58	41	1
No accommodations	406,329	2568	122	16	68	16	2550	122	18	66	16

**Table 10.D.64 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2522	126	18	68	14	18	1.76	23	-0.94
Male	2512	129	21	67	12	14	0.31	27	-0.17
Female	2532	123	16	69	15	22	3.25	19	-1.74
American Indian or Alaska Native	2497	128	25	66	9	10	0.94	26	-0.38
Asian	2580	116	8	65	27	23	1.77	24	0.07
Native Hawaiian or Other Pacific Islander	2512	122	20	69	11	24	5.16	12	-3.66
Filipino	2559	114	9	72	19	21	2.11	18	-0.91
Hispanic or Latino	2496	124	24	68	8	21	2.60	20	-1.41
Black or African American	2485	128	27	65	8	18	1.65	20	-2.00
White	2561	117	10	69	21	11	-0.10	26	0.00
Two or more races	2552	120	12	69	19	15	0.77	24	-0.86
English learner	2399	111	54	45	1	28	4.73	28	0.52
English only	2539	123	15	69	16	15	0.83	22	-1.06
Reclassified fluent English proficient	2527	113	14	75	11	21	2.52	20	-1.31
Initially fluent English proficient	2576	113	8	68	25	19	0.87	21	-0.46

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2492	124	25	67	8	20	2.55	21	-1.37
Not econ. disadvantaged	2566	116	9	69	22	15	0.58	25	-0.31
Migrant	2466	127	33	62	5	26	4.27	23	0.00
Not migrant	2523	126	18	68	14	18	1.74	22	-0.95
Special education services	2407	124	53	45	2	21	1.43	34	2.68
No special education services	2536	120	14	71	15	17	1.79	21	-1.36
Using designated supports	2414	124	50	47	3	23	2.54	32	1.75
No designated supports	2534	121	15	70	15	18	1.67	21	-1.22
Using accommodations	2379	113	62	37	1	21	1.76	39	3.92
No accommodations	2528	123	17	69	14	18	1.76	22	-1.14



**Table 10.D.65 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	423,055	2557	127	24	48	28	2537	123	23	51	26
Male	215,350	2537	129	30	47	23	2521	125	28	50	22
Female	207,705	2578	122	19	48	33	2554	118	18	51	30
American Indian or Alaska Native	2,130	2517	129	36	46	19	2505	119	32	52	16
Asian	39,439	2641	107	8	36	57	2615	106	8	39	53
Native Hawaiian or Other Pacific Islander	1,999	2542	123	27	51	21	2522	120	26	54	21
Filipino	10,930	2614	111	11	44	46	2588	107	10	49	41
Hispanic or Latino	230,734	2530	123	31	50	19	2510	119	30	53	17
Black or African American	22,611	2508	126	38	46	16	2490	123	37	49	14
White	100,626	2588	119	16	48	37	2571	114	13	51	36
Two or more races	14,586	2585	123	18	46	37	2566	118	16	49	35
English learner	44,953	2442	102	60	37	2	2419	98	63	35	2
English only	230,203	2567	126	22	47	31	2550	121	20	51	30
Reclassified fluent English proficient	127,495	2569	116	19	53	28	2547	112	18	57	25
Initially fluent English proficient	20,398	2620	116	11	40	49	2597	112	10	44	46

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	252,107	2526	124	32	49	19	2506	120	31	53	16
Not econ. disadvantaged	170,948	2603	117	13	45	42	2584	112	11	48	40
Migrant	3,096	2511	122	37	48	15	2486	118	38	51	12
Not migrant	419,959	2557	127	24	48	28	2538	123	23	51	26
Special education services	44,282	2446	111	59	36	5	2427	109	61	35	4
No special education services	378,773	2570	122	20	49	31	2550	118	19	53	28
Using designated supports	40,467	2457	114	56	38	6	2434	111	58	37	5
No designated supports	382,588	2568	124	21	49	30	2548	119	20	52	28
Using accommodations	16,648	2426	99	66	32	2	2406	97	69	29	2
No accommodations	406,407	2562	125	23	48	29	2543	121	21	52	27

**Table 10.D.65 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 4, Longitudinal Comparison: 2016–17 ELA Grade Eight, 2015–16 ELA Grade Seven, and 2014–15 ELA Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2518	112	18	59	23	20	-1.21	19	-4.89
Male	2505	114	22	59	19	16	-2.10	16	-6.12
Female	2532	109	15	58	27	24	-0.29	22	-3.61
American Indian or Alaska Native	2493	107	24	62	15	12	-3.80	12	-7.98
Asian	2583	102	7	46	47	26	0.01	32	-0.54
Native Hawaiian or Other Pacific Islander	2508	110	20	62	18	20	-1.80	14	-5.30
Filipino	2562	101	9	54	37	26	-0.81	26	-1.23
Hispanic or Latino	2493	110	24	62	15	20	-0.81	17	-6.28
Black or African American	2481	112	27	60	13	18	-1.39	9	-9.19
White	2549	104	11	57	32	17	-2.47	22	-2.91
Two or more races	2546	107	12	56	32	19	-1.72	20	-3.85
English learner	2411	97	52	46	1	23	3.20	8	-10.96
English only	2530	110	15	59	26	17	-2.04	20	-4.58
Reclassified fluent English proficient	2525	102	14	65	21	22	-1.34	22	-3.65
Initially fluent English proficient	2572	102	8	51	42	23	-0.70	25	-2.78

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2490	110	25	61	14	20	-0.80	16	-6.53
Not econ. disadvantaged	2560	103	9	55	36	19	-1.81	24	-2.47
Migrant	2468	110	31	60	9	25	1.20	18	-6.78
Not migrant	2518	112	18	59	23	19	-1.23	20	-4.88
Special education services	2420	105	50	47	4	19	1.39	7	-10.74
No special education services	2529	108	15	60	25	20	-1.51	21	-4.21
Using designated supports	2425	106	47	48	4	23	2.25	9	-10.28
No designated supports	2528	109	15	60	25	20	-1.58	20	-4.32
Using accommodations	2401	98	58	41	1	20	2.81	5	-11.33
No accommodations	2523	110	17	60	24	19	-1.37	20	-4.63

**Table 10.D.66 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	441,730	2490	99	48	29	23	2464	87	43	32	24
Male	225,016	2492	103	47	28	25	2466	91	42	32	26
Female	216,714	2488	94	49	30	21	2461	83	44	33	22
American Indian or Alaska Native	2,195	2461	93	60	27	13	2438	82	53	33	14
Asian	38,610	2573	93	18	26	57	2536	83	15	27	58
Native Hawaiian or Other Pacific Islander	1,934	2484	94	51	30	19	2460	79	43	36	20
Filipino	9,208	2540	87	25	34	41	2507	76	21	37	42
Hispanic or Latino	250,229	2464	89	59	28	13	2440	78	54	32	14
Black or African American	22,898	2441	93	68	22	10	2424	82	61	28	11
White	98,507	2526	94	32	32	36	2497	82	26	36	38
Two or more races	18,149	2520	100	35	30	35	2493	87	30	33	37
English learner	89,839	2425	80	77	18	4	2403	69	75	21	4
English only	248,432	2500	99	43	30	27	2474	87	38	34	29
Reclassified fluent English proficient	86,149	2515	85	37	36	28	2485	72	31	41	29
Initially fluent English proficient	17,293	2557	95	23	28	49	2523	83	19	31	50

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	276,562	2461	90	60	27	13	2437	79	55	31	13
Not econ. disadvantaged	165,168	2539	94	28	31	41	2508	82	22	35	43
Migrant	3,833	2448	83	67	25	8	2421	72	65	28	8
Not migrant	437,897	2490	99	48	29	23	2464	87	43	32	25
Special education services	51,036	2408	97	79	14	7	2387	89	77	15	7
No special education services	390,694	2501	94	44	31	25	2474	82	39	35	27
Using designated supports	70,916	2421	92	76	18	7	2399	82	74	20	7
No designated supports	370,814	2503	95	43	31	27	2476	82	37	35	28
Using accommodations	22,052	2377	80	91	8	1	2357	72	90	9	1
No accommodations	419,678	2496	96	46	30	24	2469	84	41	34	26

**Table 10.D.66 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2419	83	39	36	25	26	-5.05	45	-3.84
Male	2420	86	39	35	26	26	-5.34	46	-3.15
Female	2418	79	40	37	24	27	-4.74	43	-4.56
American Indian or Alaska Native	2395	81	50	34	16	23	-6.65	43	-2.73
Asian	2484	80	14	30	56	37	-2.75	52	-0.88
Native Hawaiian or Other Pacific Islander	2417	76	38	39	22	24	-7.81	43	-5.12
Filipino	2457	71	19	40	41	33	-4.22	50	-1.94
Hispanic or Latino	2398	75	49	36	15	24	-4.96	42	-4.89
Black or African American	2383	80	56	33	12	17	-6.38	41	-5.64
White	2449	78	24	38	38	29	-5.72	48	-2.33
Two or more races	2445	83	27	36	37	27	-5.74	48	-2.58
English learner	2362	69	71	25	4	22	-2.25	41	-4.27
English only	2429	83	34	37	29	26	-5.80	45	-3.71
Reclassified fluent English proficient	2440	68	27	44	29	30	-5.87	45	-3.98
Initially fluent English proficient	2476	79	16	33	51	34	-4.60	47	-2.67

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2395	76	50	35	14	24	-4.98	42	-4.95
Not econ. disadvantaged	2459	78	20	36	43	31	-5.15	49	-1.97
Migrant	2379	72	60	32	9	27	-1.75	42	-5.19
Not migrant	2419	83	39	36	25	26	-5.07	45	-3.83
Special education services	2343	88	75	18	7	21	-2.15	44	-2.34
No special education services	2429	77	35	38	27	27	-5.42	45	-4.04
Using designated supports	2355	82	70	23	7	22	-2.05	44	-3.09
No designated supports	2431	77	33	38	29	27	-5.62	45	-3.98
Using accommodations	2312	75	88	11	1	20	-0.80	45	-2.02
No accommodations	2425	80	37	37	26	27	-5.27	44	-3.94



**Table 10.D.67 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	441,897	2464	125	41	41	18	2449	102	36	46	19
Male	225,103	2464	128	41	40	19	2450	105	35	45	20
Female	216,794	2464	123	41	42	17	2447	100	36	47	17
American Indian or Alaska Native	2,195	2435	123	51	39	10	2425	99	44	44	12
Asian	38,616	2551	109	16	38	47	2519	93	13	41	46
Native Hawaiian or Other Pacific Islander	1,935	2456	121	42	43	15	2441	96	38	48	15
Filipino	9,210	2521	105	21	47	32	2491	87	18	52	30
Hispanic or Latino	250,330	2433	120	51	39	9	2423	96	45	46	10
Black or African American	22,909	2411	122	59	34	7	2405	99	53	40	7
White	98,549	2510	113	24	46	29	2487	94	20	49	31
Two or more races	18,153	2501	121	28	43	29	2481	98	24	47	29
English learner	89,871	2380	114	72	26	2	2378	91	66	32	2
English only	248,549	2479	123	36	43	22	2461	101	31	47	22
Reclassified fluent English proficient	86,164	2493	106	30	50	20	2473	83	23	57	20
Initially fluent English proficient	17,296	2541	108	17	42	41	2513	90	14	45	41

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	276,671	2430	120	53	39	9	2420	97	46	45	9
Not econ. disadvantaged	165,226	2522	111	22	44	34	2496	93	18	48	34
Migrant	3,834	2410	117	60	35	5	2402	94	55	40	5
Not migrant	438,063	2465	125	41	41	18	2449	102	35	46	19
Special education services	51,069	2372	126	73	22	5	2370	104	69	25	5
No special education services	390,828	2476	120	37	43	20	2459	97	31	49	20
Using designated supports	70,957	2383	123	69	26	4	2380	99	64	31	5
No designated supports	370,940	2480	120	36	44	21	2462	97	30	49	21
Using accommodations	22,071	2339	111	84	15	1	2342	91	81	18	1
No accommodations	419,826	2471	123	39	42	19	2454	100	33	47	20

**Table 10.D.67 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2406	93	37	42	20	15	-5.47	43	1.73
Male	2408	95	36	42	21	14	-5.61	42	1.05
Female	2405	91	38	43	19	17	-5.31	42	2.43
American Indian or Alaska Native	2386	88	46	41	13	10	-6.51	39	1.59
Asian	2469	89	15	38	47	32	-2.44	50	1.79
Native Hawaiian or Other Pacific Islander	2398	89	39	44	17	15	-4.55	43	1.65
Filipino	2445	81	19	48	33	30	-3.09	46	1.15
Hispanic or Latino	2382	86	47	42	11	10	-6.55	41	2.40
Black or African American	2367	89	54	37	9	6	-6.02	38	1.13
White	2443	86	21	46	33	23	-4.19	44	0.39
Two or more races	2437	91	25	43	32	20	-4.32	44	0.67
English learner	2339	78	69	28	2	2	-6.01	39	3.83
English only	2419	92	31	44	25	18	-5.01	42	0.71
Reclassified fluent English proficient	2426	77	26	53	22	20	-6.64	47	2.64
Initially fluent English proficient	2466	85	15	42	44	28	-3.42	47	0.88

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2379	87	48	41	10	10	-6.55	41	2.33
Not econ. disadvantaged	2451	86	19	45	37	26	-3.65	45	0.71
Migrant	2360	84	58	36	6	8	-5.61	42	3.03
Not migrant	2407	93	37	43	20	16	-5.46	42	1.72
Special education services	2332	93	72	23	6	2	-3.56	38	2.31
No special education services	2416	89	33	45	22	17	-5.71	43	1.65
Using designated supports	2341	89	67	28	5	3	-5.10	39	3.00
No designated supports	2419	89	32	45	23	18	-5.54	43	1.48
Using accommodations	2304	79	84	15	1	-3	-2.90	38	2.87
No accommodations	2411	91	35	44	21	17	-5.60	43	1.67

**Table 10.D.68 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
All Students	441,568	2476	111	39	44	17	2455	95	34	45	21
Male	224,938	2476	113	39	43	18	2456	97	34	44	22
Female	216,630	2476	109	39	45	16	2455	93	33	46	21
American Indian or Alaska Native	2,195	2446	106	50	42	9	2431	89	43	44	12
Asian	38,599	2558	103	14	41	45	2527	89	12	36	52
Native Hawaiian or Other Pacific Islander	1,934	2470	105	41	45	14	2449	89	36	47	17
Filipino	9,207	2528	99	20	50	30	2499	84	16	47	37
Hispanic or Latino	250,141	2448	102	49	43	9	2431	88	42	46	12
Black or African American	22,886	2429	102	58	36	6	2416	89	50	41	9
White	98,465	2515	106	25	48	27	2489	90	20	46	34
Two or more races	18,141	2509	111	28	45	27	2485	95	23	44	33
English learner	89,796	2407	92	66	31	2	2394	79	61	36	3
English only	248,334	2488	111	35	45	20	2466	95	29	45	25
Reclassified fluent English proficient	86,132	2501	98	28	53	19	2477	83	22	53	25
Initially fluent English proficient	17,289	2546	104	17	43	39	2517	91	14	40	46

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 5 SS Mean</b>	<b>2016–17 Grade 5 SS SD</b>	<b>2016–17 Grade 5 Below Standard</b>	<b>2016–17 Grade 5 Near Standard</b>	<b>2016–17 Grade 5 Above Standard</b>	<b>2015–16 Grade 4 SS Mean</b>	<b>2015–16 Grade 4 SS SD</b>	<b>2015–16 Grade 4 Below Standard</b>	<b>2015–16 Grade 4 Near Standard</b>	<b>2015–16 Grade 4 Above Standard</b>
Economically disadvantaged	276,459	2446	102	50	42	8	2429	88	44	45	11
Not econ. disadvantaged	165,109	2527	105	21	47	32	2500	90	17	44	38
Migrant	3,832	2429	97	57	38	5	2413	85	50	43	7
Not migrant	437,736	2477	111	39	44	17	2456	95	34	45	22
Special education services	51,010	2400	103	70	25	5	2388	90	65	28	6
No special education services	390,558	2486	108	35	46	19	2464	92	30	47	23
Using designated supports	70,879	2409	100	65	31	4	2394	87	61	33	6
No designated supports	370,689	2489	108	34	46	19	2467	92	28	47	25
Using accommodations	22,040	2372	87	81	18	1	2362	76	78	21	1
No accommodations	419,528	2482	109	37	45	18	2460	94	31	46	23

**Table 10.D.68 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Five, 2015–16 Mathematics Grade Four, and 2014–15 Mathematics Grade Three (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–1 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2409	95	27	52	21	21	-5.54	46	-6.61
Male	2407	97	28	51	21	20	-5.23	49	-5.75
Female	2412	92	26	54	20	21	-5.86	43	-7.50
American Indian or Alaska Native	2387	90	36	52	12	15	-6.20	44	-7.88
Asian	2474	92	10	42	48	31	-2.52	53	-1.65
Native Hawaiian or Other Pacific Islander	2402	89	29	55	16	21	-5.33	47	-7.14
Filipino	2448	87	13	52	35	29	-3.79	51	-2.67
Hispanic or Latino	2387	88	34	55	12	17	-6.35	44	-8.51
Black or African American	2374	89	42	49	9	13	-7.32	42	-8.32
White	2442	90	16	52	32	26	-4.47	47	-4.09
Two or more races	2437	95	19	50	31	24	-5.11	48	-4.29
English learner	2348	80	50	47	3	13	-5.57	46	-10.64
English only	2421	94	24	52	24	22	-5.51	45	-5.63
Reclassified fluent English proficient	2429	82	16	61	23	24	-5.99	48	-5.89
Initially fluent English proficient	2469	90	10	45	45	29	-3.62	48	-3.38

<b>Student Group</b>	<b>2014–15 Grade 3 SS Mean</b>	<b>2014–15 Grade 3 SS SD</b>	<b>2014–15 Grade 3 Below Standard</b>	<b>2014–15 Grade 3 Near Standard</b>	<b>2014–15 Grade 3 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2384	88	35	54	11	17	-6.29	45	-8.54
Not econ. disadvantaged	2452	90	14	50	36	27	-4.28	48	-3.38
Migrant	2368	86	41	52	7	16	-6.73	45	-9.37
Not migrant	2410	95	27	52	21	21	-5.53	46	-6.59
Special education services	2342	90	57	37	6	12	-4.67	46	-8.24
No special education services	2418	92	23	54	22	22	-5.65	46	-6.40
Using designated supports	2349	87	51	44	5	15	-3.82	45	-10.18
No designated supports	2421	92	23	54	23	22	-5.87	46	-5.93
Using accommodations	2319	78	68	31	1	10	-3.73	43	-10.16
No accommodations	2414	93	25	53	22	22	-5.63	46	-6.42



**Table 10.D.69 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	431,326	2513	116	44	32	24	2489	96	49	29	22
Male	218,944	2508	120	46	30	24	2491	100	48	28	24
Female	212,382	2518	111	42	33	24	2487	91	50	30	20
American Indian or Alaska Native	2,200	2476	114	57	29	14	2463	93	59	27	15
Asian	38,666	2610	102	15	26	59	2569	92	18	27	54
Native Hawaiian or Other Pacific Islander	2,007	2505	108	47	34	19	2480	88	52	31	17
Filipino	9,613	2571	95	22	37	41	2533	84	27	36	36
Hispanic or Latino	241,902	2482	107	56	31	14	2462	86	61	28	12
Black or African American	22,315	2457	113	64	26	10	2443	89	68	23	9
White	97,928	2554	104	28	36	36	2525	91	32	34	35
Two or more races	16,695	2549	112	31	33	36	2521	96	35	31	34
English learner	70,263	2418	97	81	16	3	2414	75	84	14	2
English only	238,544	2526	114	39	33	28	2500	96	44	30	26
Reclassified fluent English proficient	105,456	2536	96	36	38	26	2504	82	42	36	22
Initially fluent English proficient	17,052	2589	106	20	31	49	2552	93	24	30	46

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	267,286	2479	108	57	30	13	2460	87	62	27	11
Not econ. disadvantaged	164,040	2569	105	24	34	42	2537	91	28	33	39
Migrant	3,505	2467	103	62	28	10	2446	82	68	25	7
Not migrant	427,821	2513	116	44	32	24	2489	96	49	29	22
Special education services	48,576	2400	112	82	13	5	2402	91	83	12	5
No special education services	382,750	2527	108	40	34	26	2500	91	45	31	24
Using designated supports	57,272	2414	109	79	16	5	2411	87	81	14	5
No designated supports	374,054	2528	109	39	34	27	2501	92	44	31	25
Using accommodations	21,280	2367	94	92	7	1	2375	76	93	6	1
No accommodations	410,046	2521	111	42	33	25	2495	93	47	30	23

**Table 10.D.69 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2456	84	47	32	21	24	4.59	33	-2.33
Male	2458	88	46	32	23	17	1.48	33	-2.23
Female	2455	80	48	33	19	31	7.79	32	-2.44
American Indian or Alaska Native	2437	81	56	31	13	13	1.36	26	-2.82
Asian	2526	83	17	29	53	41	3.39	43	-0.69
Native Hawaiian or Other Pacific Islander	2448	76	49	34	16	25	5.68	32	-2.84
Filipino	2494	74	26	39	35	38	5.09	39	-1.64
Hispanic or Latino	2432	75	59	31	11	20	5.17	30	-2.36
Black or African American	2420	78	64	28	9	14	4.81	23	-4.59
White	2488	79	29	38	33	29	3.68	37	-2.30
Two or more races	2485	84	32	35	33	28	3.89	36	-3.13
English learner	2387	66	83	15	2	4	2.26	27	-0.18
English only	2467	83	41	34	25	26	4.60	33	-2.99
Reclassified fluent English proficient	2469	70	40	39	21	32	6.13	35	-2.30
Initially fluent English proficient	2513	82	22	33	45	37	4.40	39	-2.23

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2430	76	59	30	11	19	4.93	30	-2.42
Not econ. disadvantaged	2498	80	26	36	38	32	4.02	39	-2.19
Migrant	2414	71	68	26	6	21	5.76	32	0.34
Not migrant	2456	84	46	32	21	24	4.58	33	-2.35
Special education services	2377	83	82	13	5	-2	1.22	25	-0.96
No special education services	2466	78	42	35	23	27	5.01	34	-2.51
Using designated supports	2385	79	80	16	4	3	1.98	26	-1.17
No designated supports	2467	79	42	35	24	27	4.99	34	-2.51
Using accommodations	2351	71	92	7	1	-8	1.10	24	-0.22
No accommodations	2462	81	44	34	22	26	4.77	33	-2.44

**Table 10.D.70 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	431,709	2497	123	40	43	18	2466	121	45	37	18
Male	219,156	2495	127	40	41	19	2464	124	45	37	18
Female	212,553	2498	119	39	44	17	2467	118	45	38	17
American Indian or Alaska Native	2,202	2461	122	50	39	10	2440	119	53	36	11
Asian	38,678	2591	108	13	38	49	2549	106	18	36	46
Native Hawaiian or Other Pacific Islander	2,009	2482	115	43	44	12	2452	116	50	38	12
Filipino	9,617	2552	102	20	50	30	2517	102	25	46	29
Hispanic or Latino	242,118	2465	115	49	42	9	2434	116	57	34	9
Black or African American	22,353	2435	121	60	34	6	2412	119	65	29	6
White	98,015	2540	111	24	47	28	2512	107	27	44	29
Two or more races	16,717	2534	119	28	44	28	2505	115	31	41	28
English learner	70,331	2398	109	75	23	2	2366	108	83	16	1
English only	238,781	2510	121	35	44	21	2481	118	39	40	21
Reclassified fluent English proficient	105,526	2519	102	30	52	18	2484	103	38	45	17
Initially fluent English proficient	17,060	2573	109	18	42	40	2539	104	21	40	40

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	267,565	2461	116	51	41	9	2431	116	58	34	8
Not econ. disadvantaged	164,144	2554	111	21	46	33	2522	106	24	43	33
Migrant	3,507	2448	114	57	37	6	2411	114	66	29	5
Not migrant	428,202	2497	123	39	43	18	2466	121	45	37	18
Special education services	48,666	2381	121	77	19	4	2364	120	80	16	4
No special education services	383,043	2511	115	35	45	20	2478	115	41	40	19
Using designated supports	57,359	2393	120	73	23	4	2372	117	79	18	3
No designated supports	374,350	2512	115	34	45	20	2480	115	40	40	20
Using accommodations	21,333	2347	104	87	12	1	2336	106	90	10	1
No accommodations	410,376	2504	119	37	44	19	2472	118	43	39	18

**Table 10.D.70 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2442	102	39	45	16	31	5.74	24	-6.68
Male	2442	104	39	44	17	31	5.23	22	-6.43
Female	2442	99	38	46	15	31	6.27	25	-6.93
American Indian or Alaska Native	2421	101	46	43	10	21	2.72	19	-6.90
Asian	2511	95	15	42	42	42	4.47	38	-2.55
Native Hawaiian or Other Pacific Islander	2430	95	43	46	11	30	6.67	22	-7.42
Filipino	2480	88	22	53	25	35	5.47	37	-3.48
Hispanic or Latino	2415	96	49	44	8	31	7.45	19	-8.17
Black or African American	2399	98	56	38	6	23	4.80	13	-8.63
White	2481	92	22	51	27	28	2.80	31	-4.70
Two or more races	2475	99	25	48	27	29	2.88	30	-5.31
English learner	2358	89	75	24	1	32	8.31	8	-7.89
English only	2455	100	33	47	20	29	4.28	26	-6.13
Reclassified fluent English proficient	2456	85	31	54	15	35	7.76	28	-7.53
Initially fluent English proficient	2504	91	17	46	37	34	3.15	35	-3.99

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2413	96	50	43	7	30	7.33	18	-8.26
Not econ. disadvantaged	2489	92	20	49	31	32	3.16	33	-4.10
Migrant	2394	92	59	37	4	37	9.47	17	-7.33
Not migrant	2442	102	38	45	16	31	5.71	24	-6.67
Special education services	2357	101	74	22	4	17	3.24	7	-5.91
No special education services	2452	97	34	48	18	33	6.06	26	-6.77
Using designated supports	2364	98	71	26	3	21	5.54	8	-7.60
No designated supports	2453	97	34	48	18	32	5.77	27	-6.53
Using accommodations	2334	90	84	15	1	11	2.28	2	-5.55
No accommodations	2447	99	36	47	17	32	5.92	25	-6.74



**Table 10.D.71 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
All Students	431,406	2505	118	37	43	20	2475	109	40	44	16
Male	219,000	2501	121	39	42	19	2474	112	40	43	17
Female	212,406	2509	116	36	44	20	2476	107	39	45	16
American Indian or Alaska Native	2,198	2470	114	49	40	11	2452	104	48	42	10
Asian	38,668	2599	111	13	36	51	2555	102	15	42	43
Native Hawaiian or Other Pacific Islander	2,008	2494	109	41	44	15	2462	103	43	45	11
Filipino	9,613	2560	105	19	47	34	2522	98	21	52	27
Hispanic or Latino	241,961	2474	109	47	43	10	2447	101	49	43	8
Black or African American	22,327	2453	109	56	37	8	2430	101	57	37	6
White	97,931	2545	111	23	47	30	2513	104	25	50	26
Two or more races	16,700	2542	117	26	43	30	2509	109	28	46	26
English learner	70,288	2416	93	71	28	2	2395	89	73	26	1
English only	238,586	2518	117	33	44	23	2487	109	35	46	19
Reclassified fluent English proficient	105,472	2523	106	29	51	20	2489	97	32	53	16
Initially fluent English proficient	17,049	2580	114	17	40	43	2542	103	18	45	37

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 6 SS Mean</b>	<b>2016–17 Grade 6 SS SD</b>	<b>2016–17 Grade 6 Below Standard</b>	<b>2016–17 Grade 6 Near Standard</b>	<b>2016–17 Grade 6 Above Standard</b>	<b>2015–16 Grade 5 SS Mean</b>	<b>2015–16 Grade 5 SS SD</b>	<b>2015–16 Grade 5 Below Standard</b>	<b>2015–16 Grade 5 Near Standard</b>	<b>2015–16 Grade 5 Above Standard</b>
Economically disadvantaged	267,371	2471	109	48	42	10	2444	101	51	42	7
Not econ. disadvantaged	164,035	2560	112	20	45	35	2525	104	22	48	30
Migrant	3,506	2455	106	53	40	7	2426	97	58	38	4
Not migrant	427,900	2505	118	37	43	20	2475	109	39	44	16
Special education services	48,602	2409	105	74	22	4	2393	99	73	23	3
No special education services	382,804	2517	114	33	46	22	2485	106	35	47	18
Using designated supports	57,307	2418	104	68	28	4	2399	97	70	27	3
No designated supports	374,099	2518	115	33	45	22	2486	106	35	47	18
Using accommodations	21,298	2383	88	83	16	1	2371	87	83	17	1
No accommodations	410,108	2511	116	35	44	21	2480	108	37	46	17

**Table 10.D.71 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Six, 2015–16 Mathematics Grade Five, and 2014–15 Mathematics Grade Four (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2448	92	38	43	18	30	2.19	27	-1.14
Male	2448	95	39	42	19	27	1.09	26	-1.18
Female	2448	90	38	45	17	33	3.33	28	-1.10
American Indian or Alaska Native	2428	89	48	39	13	18	-1.18	24	-0.32
Asian	2517	89	15	38	47	44	1.99	38	-0.26
Native Hawaiian or Other Pacific Islander	2437	85	42	45	13	32	1.79	25	-0.85
Filipino	2486	83	21	50	30	38	2.12	36	-0.06
Hispanic or Latino	2424	84	48	43	9	27	2.68	23	-1.42
Black or African American	2411	85	55	38	7	23	1.42	19	-1.84
White	2480	87	24	47	29	32	1.44	33	-0.72
Two or more races	2477	92	26	45	29	33	1.59	32	-1.37
English learner	2380	74	72	27	1	21	2.43	15	-1.25
English only	2459	92	34	45	22	31	1.82	28	-1.17
Reclassified fluent English proficient	2459	82	31	51	18	34	2.97	30	-0.96
Initially fluent English proficient	2507	89	17	43	41	38	1.67	35	-1.45

<b>Student Group</b>	<b>2014–15 Grade 4 SS Mean</b>	<b>2014–15 Grade 4 SS SD</b>	<b>2014–15 Grade 4 Below Standard</b>	<b>2014–15 Grade 4 Near Standard</b>	<b>2014–15 Grade 4 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2422	85	49	42	9	27	2.57	22	-1.44
Not econ. disadvantaged	2490	88	21	46	33	35	1.58	35	-0.65
Migrant	2406	81	56	39	5	29	4.36	20	-1.25
Not migrant	2448	92	38	43	18	30	2.17	27	-1.14
Special education services	2378	84	72	24	4	16	-0.28	15	-1.17
No special education services	2457	89	34	46	20	32	2.51	28	-1.14
Using designated supports	2383	82	70	27	3	19	1.90	16	-0.76
No designated supports	2458	90	34	46	20	32	2.24	28	-1.20
Using accommodations	2357	73	82	17	1	12	-0.66	14	-0.36
No accommodations	2453	91	36	45	19	31	2.34	27	-1.18

**Table 10.D.72 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	426,116	2529	119	45	30	25	2513	113	46	32	23
Male	216,806	2527	124	46	29	26	2509	118	47	31	22
Female	209,310	2532	115	44	31	25	2518	108	44	33	23
American Indian or Alaska Native	2,173	2492	111	56	29	14	2474	109	60	28	12
Asian	39,554	2636	109	14	23	63	2609	103	16	27	57
Native Hawaiian or Other Pacific Islander	2,093	2516	109	49	32	19	2502	103	50	34	16
Filipino	10,169	2589	102	22	34	43	2566	98	25	37	38
Hispanic or Latino	234,655	2494	108	57	29	14	2481	104	57	30	12
Black or African American	22,311	2471	111	65	25	10	2460	109	65	26	10
White	99,198	2572	108	28	34	38	2553	103	29	37	34
Two or more races	15,963	2568	116	31	32	37	2549	109	32	35	34
English learner	57,944	2421	95	84	13	3	2408	92	86	12	2
English only	232,879	2543	117	39	32	29	2527	112	40	34	27
Reclassified fluent English proficient	116,312	2544	103	40	35	25	2528	96	41	37	22
Initially fluent English proficient	18,974	2601	114	23	29	48	2581	106	24	32	45

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	258,349	2492	110	58	28	14	2478	105	59	30	12
Not econ. disadvantaged	167,767	2587	111	25	32	43	2567	104	25	35	40
Migrant	3,233	2475	105	64	26	10	2460	100	66	26	8
Not migrant	422,883	2530	119	45	30	26	2514	113	45	32	23
Special education services	45,957	2411	108	83	12	5	2394	106	85	11	4
No special education services	380,159	2544	112	40	32	28	2528	105	41	34	25
Using designated supports	47,636	2421	107	81	14	5	2404	104	83	13	3
No designated supports	378,480	2543	114	40	32	28	2527	107	41	34	25
Using accommodations	18,857	2379	90	92	7	1	2363	90	94	6	1
No accommodations	407,259	2536	116	43	31	27	2520	109	43	33	24

**Table 10.D.72 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2484	93	51	30	19	16	0.71	29	5.33
Male	2485	97	50	29	21	18	1.50	24	3.11
Female	2483	89	52	31	18	14	-0.11	35	7.62
American Indian or Alaska Native	2457	88	63	27	11	18	3.18	17	3.31
Asian	2560	91	20	30	50	27	1.55	49	4.41
Native Hawaiian or Other Pacific Islander	2472	87	55	32	13	14	0.57	30	4.78
Filipino	2525	83	30	38	32	23	2.39	41	5.35
Hispanic or Latino	2457	83	63	27	9	13	0.56	24	5.71
Black or African American	2441	87	69	23	8	11	-0.43	19	4.84
White	2518	87	34	36	30	19	0.79	35	5.01
Two or more races	2515	94	37	33	30	19	0.64	34	5.01
English learner	2403	72	88	11	1	13	1.56	5	1.84
English only	2495	93	45	32	23	16	0.47	32	5.39
Reclassified fluent English proficient	2492	81	48	35	18	16	0.82	36	6.95
Initially fluent English proficient	2539	92	29	32	39	20	0.38	42	5.33

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2455	84	64	27	9	14	0.82	23	5.43
Not econ. disadvantaged	2528	89	31	35	35	20	0.54	39	5.17
Migrant	2438	79	72	22	5	15	2.10	22	5.91
Not migrant	2484	93	51	30	19	16	0.70	30	5.33
Special education services	2396	86	86	11	3	17	1.39	-2	1.05
No special education services	2495	88	47	32	21	16	0.63	33	5.85
Using designated supports	2402	82	85	12	3	17	1.97	2	1.71
No designated supports	2494	89	47	32	21	16	0.55	33	5.79
Using accommodations	2372	74	94	5	1	16	1.30	-9	0.15
No accommodations	2489	91	49	31	20	16	0.68	31	5.57



**Table 10.D.73 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	426,713	2506	136	37	43	20	2496	125	39	43	18
Male	217,133	2505	138	37	42	21	2494	128	40	42	18
Female	209,580	2506	134	36	44	20	2497	121	39	44	17
American Indian or Alaska Native	2,178	2471	127	47	43	11	2457	123	52	39	9
Asian	39,577	2614	122	12	35	54	2589	110	14	38	48
Native Hawaiian or Other Pacific Islander	2,097	2488	127	40	46	14	2479	116	44	45	11
Filipino	10,176	2564	121	18	48	33	2547	106	21	50	29
Hispanic or Latino	235,001	2468	126	47	43	10	2463	117	50	42	8
Black or African American	22,363	2442	125	56	37	7	2436	124	59	35	6
White	99,335	2556	125	22	47	32	2540	112	24	48	28
Two or more races	15,986	2549	133	25	44	31	2532	120	28	44	28
English learner	58,043	2394	109	73	25	2	2383	111	79	20	1
English only	233,221	2522	134	32	45	24	2510	122	34	45	21
Reclassified fluent English proficient	116,448	2517	123	32	49	19	2511	105	33	51	16
Initially fluent English proficient	18,994	2581	130	18	41	41	2565	111	19	43	37

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	258,763	2465	126	48	42	10	2459	119	51	41	8
Not econ. disadvantaged	167,950	2568	126	19	44	36	2552	112	21	46	33
Migrant	3,238	2448	121	53	40	6	2439	115	59	36	5
Not migrant	423,475	2506	136	37	43	20	2496	125	39	43	18
Special education services	46,074	2393	119	73	23	4	2370	122	79	18	3
No special education services	380,639	2520	132	32	46	22	2511	116	34	46	20
Using designated supports	47,738	2400	118	70	26	3	2380	121	77	21	2
No designated supports	378,975	2519	132	32	45	22	2510	117	35	46	20
Using accommodations	18,918	2366	102	82	17	1	2338	106	89	11	1
No accommodations	407,795	2512	134	35	44	21	2503	121	37	44	19

**Table 10.D.73 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2460	121	46	38	16	10	2.59	36	6.96
Male	2458	124	47	37	16	11	2.71	36	6.81
Female	2461	117	46	39	15	9	2.46	36	7.11
American Indian or Alaska Native	2432	116	56	37	7	14	5.00	25	4.27
Asian	2541	110	20	39	42	25	1.81	48	5.81
Native Hawaiian or Other Pacific Islander	2443	114	52	38	10	9	4.15	36	8.01
Filipino	2506	105	28	47	26	17	2.47	41	7.22
Hispanic or Latino	2427	115	58	35	7	5	2.70	36	8.72
Black or African American	2409	117	65	30	5	6	2.54	27	6.41
White	2506	107	28	47	25	16	2.49	34	3.91
Two or more races	2499	114	32	43	25	17	3.14	33	3.76
English learner	2353	103	87	13	1	11	5.88	30	7.80
English only	2477	118	39	42	19	12	2.42	33	5.39
Reclassified fluent English proficient	2468	108	43	43	13	6	1.48	43	10.06
Initially fluent English proficient	2525	109	24	42	34	16	1.32	40	4.70

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2424	116	59	34	7	6	2.95	35	8.49
Not econ. disadvantaged	2514	108	26	45	29	16	2.03	38	4.60
Migrant	2400	113	69	28	3	9	5.28	39	10.10
Not migrant	2460	121	46	38	16	10	2.57	36	6.94
Special education services	2358	114	83	15	3	23	6.15	12	3.05
No special education services	2472	116	42	41	17	9	2.16	39	7.43
Using designated supports	2361	112	82	17	2	20	6.27	19	5.05
No designated supports	2472	116	42	41	17	9	2.12	38	7.20
Using accommodations	2334	103	90	9	1	28	6.68	4	1.26
No accommodations	2465	119	44	40	16	9	2.40	38	7.22

**Table 10.D.74 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
All Students	426,399	2521	127	29	51	20	2504	117	31	51	18
Male	216,962	2516	130	31	50	20	2500	120	32	50	18
Female	209,437	2526	124	27	53	20	2507	114	29	53	18
American Indian or Alaska Native	2,175	2484	116	38	51	10	2472	109	39	52	9
Asian	39,562	2625	115	8	39	53	2591	110	11	42	48
Native Hawaiian or Other Pacific Islander	2,094	2510	119	31	55	14	2492	107	33	55	12
Filipino	10,175	2579	113	13	53	34	2551	106	16	54	30
Hispanic or Latino	234,817	2487	117	36	53	10	2473	107	39	53	9
Black or African American	22,347	2467	118	44	48	8	2457	109	45	48	7
White	99,258	2562	120	18	53	30	2543	111	19	53	28
Two or more races	15,971	2559	125	20	50	30	2538	116	21	51	28
English learner	58,001	2423	102	58	40	2	2411	93	62	37	1
English only	233,033	2534	126	25	52	23	2517	116	27	52	22
Reclassified fluent English proficient	116,378	2533	117	23	58	19	2512	105	25	58	16
Initially fluent English proficient	18,980	2591	125	14	46	40	2568	113	15	47	38

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 7 SS Mean</b>	<b>2016–17 Grade 7 SS SD</b>	<b>2016–17 Grade 7 Below Standard</b>	<b>2016–17 Grade 7 Near Standard</b>	<b>2016–17 Grade 7 Above Standard</b>	<b>2015–16 Grade 6 SS Mean</b>	<b>2015–16 Grade 6 SS SD</b>	<b>2015–16 Grade 6 Below Standard</b>	<b>2015–16 Grade 6 Near Standard</b>	<b>2015–16 Grade 6 Above Standard</b>
Economically disadvantaged	258,550	2485	118	37	52	10	2470	108	40	52	9
Not econ. disadvantaged	167,849	2577	121	15	50	35	2555	111	16	51	33
Migrant	3,236	2470	115	41	52	7	2451	103	46	50	4
Not migrant	423,163	2522	127	29	51	20	2504	117	30	51	18
Special education services	46,014	2418	109	62	34	3	2408	103	65	32	3
No special education services	380,385	2534	124	25	54	22	2515	113	26	54	20
Using designated supports	47,681	2427	110	56	40	3	2414	102	62	36	3
No designated supports	378,718	2533	124	25	53	22	2515	114	27	53	20
Using accommodations	18,881	2395	94	70	29	1	2386	91	74	26	1
No accommodations	407,518	2527	125	27	53	21	2509	115	29	53	19

**Table 10.D.74 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Seven, 2015–16 Mathematics Grade Six, and 2014–15 Mathematics Grade Five (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2469	108	41	45	14	17	1.88	35	10.24
Male	2467	110	42	44	14	16	1.46	33	9.54
Female	2470	106	40	46	14	19	2.31	37	10.96
American Indian or Alaska Native	2442	102	51	42	7	12	1.01	30	11.45
Asian	2546	103	16	45	39	34	2.12	45	5.58
Native Hawaiian or Other Pacific Islander	2455	102	45	47	8	18	2.24	37	12.18
Filipino	2510	100	24	53	23	28	2.88	41	8.15
Hispanic or Latino	2439	99	51	43	6	14	2.24	34	12.62
Black or African American	2428	99	56	39	5	10	1.05	29	11.08
White	2507	102	26	52	23	19	1.05	36	6.90
Two or more races	2502	109	28	49	23	21	1.74	36	7.21
English learner	2383	86	77	23	0	12	4.63	28	14.39
English only	2482	107	35	48	17	17	1.13	35	8.76
Reclassified fluent English proficient	2474	98	37	51	12	21	2.13	38	11.76
Initially fluent English proficient	2527	105	21	48	31	23	1.14	41	6.27

<b>Student Group</b>	<b>2014–15 Grade 5 SS Mean</b>	<b>2014–15 Grade 5 SS SD</b>	<b>2014–15 Grade 5 Below Standard</b>	<b>2014–15 Grade 5 Near Standard</b>	<b>2014–15 Grade 5 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2438	99	52	42	6	15	2.31	32	12.41
Not econ. disadvantaged	2516	103	23	50	26	22	1.22	39	6.89
Migrant	2417	96	61	36	3	19	4.88	34	14.74
Not migrant	2469	108	41	45	14	18	1.86	35	10.20
Special education services	2388	95	75	23	2	10	3.00	20	9.46
No special education services	2478	105	37	48	15	19	1.75	37	10.33
Using designated supports	2391	93	73	25	2	13	5.34	23	11.80
No designated supports	2478	106	37	48	16	18	1.45	37	10.04
Using accommodations	2371	85	83	17	0	9	3.77	15	8.82
No accommodations	2473	107	39	47	15	18	1.79	36	10.30



**Table 10.D.75 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	422,686	2546	129	45	30	25	2532	115	44	32	24
Male	215,149	2540	133	47	29	25	2529	119	45	31	25
Female	207,537	2551	125	42	32	26	2534	110	43	33	24
American Indian or Alaska Native	2,108	2508	120	56	29	15	2501	109	53	33	14
Asian	39,717	2661	120	15	23	63	2633	106	14	25	61
Native Hawaiian or Other Pacific Islander	2,004	2532	117	47	33	19	2521	102	46	35	18
Filipino	10,951	2606	116	24	34	42	2583	99	23	37	40
Hispanic or Latino	230,664	2508	116	56	30	14	2497	104	56	31	13
Black or African American	22,487	2482	118	65	24	11	2479	108	63	26	10
White	100,272	2589	120	29	34	37	2574	103	26	37	37
Two or more races	14,483	2581	128	33	32	35	2567	111	30	34	36
English learner	45,934	2426	99	84	13	3	2413	90	88	10	2
English only	229,108	2559	128	40	32	29	2546	112	37	34	28
Reclassified fluent English proficient	127,286	2553	117	42	34	24	2538	100	42	36	22
Initially fluent English proficient	20,352	2617	129	25	29	46	2597	111	23	31	45

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	252,175	2506	118	57	29	14	2495	105	57	30	13
Not econ. disadvantaged	170,511	2604	123	26	32	42	2585	106	24	34	41
Migrant	3,181	2490	114	61	28	11	2474	103	65	27	8
Not migrant	419,505	2546	129	44	30	25	2532	115	43	32	24
Special education services	43,949	2422	110	83	12	5	2411	105	84	12	4
No special education services	378,737	2560	124	40	32	28	2545	107	39	34	27
Using designated supports	42,407	2432	111	80	15	5	2421	104	82	14	4
No designated supports	380,279	2558	125	41	32	28	2544	109	39	34	27
Using accommodations	17,503	2393	91	92	7	1	2382	87	93	6	1
No accommodations	405,183	2552	127	43	31	26	2538	111	42	33	25

**Table 10.D.75 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 1, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2510	108	47	33	20	14	-0.94	22	3.06
Male	2505	112	49	31	20	11	-2.21	24	4.10
Female	2515	103	45	35	21	17	0.38	19	1.98
American Indian or Alaska Native	2480	103	58	29	13	7	-3.61	21	5.41
Asian	2599	100	17	30	53	28	-0.47	34	3.05
Native Hawaiian or Other Pacific Islander	2502	99	49	35	15	11	-1.25	19	2.94
Filipino	2556	94	27	40	33	23	-0.76	27	3.51
Hispanic or Latino	2479	99	59	31	10	11	0.05	18	2.85
Black or African American	2463	103	64	27	9	3	-1.86	16	1.12
White	2548	98	30	39	31	15	-2.92	26	3.83
Two or more races	2541	104	33	37	30	14	-2.56	26	3.31
English learner	2398	87	90	9	1	13	3.70	15	1.47
English only	2523	106	41	35	24	13	-2.16	23	3.14
Reclassified fluent English proficient	2516	92	46	37	17	15	-0.25	22	3.61
Initially fluent English proficient	2572	103	26	34	40	20	-1.95	25	2.30

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2477	100	60	30	10	11	-0.26	18	2.97
Not econ. disadvantaged	2559	100	27	37	35	19	-1.95	26	3.19
Migrant	2456	98	68	25	6	16	3.68	18	3.08
Not migrant	2510	108	47	33	20	14	-0.97	22	3.06
Special education services	2393	102	86	10	3	11	1.18	18	2.23
No special education services	2523	100	42	36	22	15	-1.18	22	3.15
Using designated supports	2402	101	84	13	3	11	1.65	19	2.41
No designated supports	2522	102	42	35	22	14	-1.23	22	3.13
Using accommodations	2363	86	94	5	0	11	1.38	19	1.49
No accommodations	2516	104	45	34	21	14	-1.04	22	3.13

**Table 10.D.76 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	423,786	2528	139	41	37	22	2507	132	36	43	20
Male	215,725	2525	140	43	35	22	2507	133	37	43	21
Female	208,061	2531	137	39	39	22	2508	131	36	44	20
American Indian or Alaska Native	2,116	2494	128	52	35	13	2482	124	43	45	12
Asian	39,781	2642	130	14	30	56	2610	120	12	34	54
Native Hawaiian or Other Pacific Islander	2,007	2509	131	44	41	15	2488	126	40	45	14
Filipino	10,970	2586	128	22	42	36	2562	117	19	47	34
Hispanic or Latino	231,341	2489	126	52	37	11	2469	122	47	43	10
Black or African American	22,578	2467	124	60	31	8	2448	123	55	38	8
White	100,471	2577	129	25	42	33	2557	119	21	47	32
Two or more races	14,522	2568	135	29	39	32	2547	127	25	44	31
English learner	46,074	2403	103	83	16	2	2382	104	79	19	1
English only	229,644	2544	136	36	39	26	2525	129	31	45	24
Reclassified fluent English proficient	127,663	2532	128	38	42	20	2510	120	34	49	17
Initially fluent English proficient	20,399	2603	137	21	36	42	2578	125	18	41	41

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	252,937	2487	127	53	36	11	2467	123	48	42	10
Not econ. disadvantaged	170,849	2589	132	23	39	38	2567	122	19	44	36
Migrant	3,188	2465	123	58	35	7	2445	118	55	40	6
Not migrant	420,598	2528	139	41	37	22	2508	132	36	43	21
Special education services	44,145	2409	113	80	16	4	2389	116	76	20	3
No special education services	379,641	2542	135	36	40	24	2521	127	32	46	22
Using designated supports	42,574	2415	116	77	19	4	2396	116	73	23	3
No designated supports	381,212	2541	135	37	39	24	2520	128	32	45	22
Using accommodations	17,583	2383	95	89	10	1	2362	99	85	14	1
No accommodations	406,203	2534	137	39	38	23	2514	130	34	44	21

**Table 10.D.76 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 2, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2486	125	38	47	15	21	-4.39	21	1.97
Male	2484	128	39	45	16	18	-5.89	23	2.43
Female	2489	121	37	48	15	23	-2.83	19	1.48
American Indian or Alaska Native	2459	120	48	43	9	12	-8.84	23	5.29
Asian	2575	113	15	42	43	32	-1.30	35	2.59
Native Hawaiian or Other Pacific Islander	2472	120	43	46	11	21	-3.64	16	2.59
Filipino	2534	108	22	54	24	24	-2.66	28	2.24
Hispanic or Latino	2453	118	48	45	7	20	-4.80	16	1.43
Black or African American	2434	122	56	38	6	19	-5.77	14	1.49
White	2530	113	24	52	24	20	-4.57	27	2.99
Two or more races	2522	119	27	50	23	21	-3.66	25	1.71
English learner	2365	107	80	19	1	21	-3.35	17	0.73
English only	2503	122	33	49	18	19	-4.73	22	2.17
Reclassified fluent English proficient	2491	110	36	52	12	22	-4.37	19	2.14
Initially fluent English proficient	2552	114	20	48	33	25	-2.93	26	1.38

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2450	118	50	44	6	20	-5.00	17	1.75
Not econ. disadvantaged	2540	114	22	50	28	22	-3.49	27	2.29
Migrant	2427	118	58	39	3	20	-3.39	18	3.23
Not migrant	2487	125	38	47	15	20	-4.40	21	1.96
Special education services	2366	119	78	20	2	20	-4.22	23	1.87
No special education services	2500	117	34	50	17	21	-4.41	21	1.98
Using designated supports	2374	118	75	23	2	19	-3.94	22	1.76
No designated supports	2499	119	34	49	17	21	-4.44	21	1.99
Using accommodations	2337	104	87	13	0	21	-3.62	25	1.61
No accommodations	2493	121	36	48	16	20	-4.42	21	1.98



**Table 10.D.77 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six**

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
All Students	423,358	2538	135	32	47	21	2521	124	28	52	21
Male	215,501	2528	139	36	44	20	2514	128	30	49	20
Female	207,857	2549	130	28	49	22	2527	120	25	54	21
American Indian or Alaska Native	2,113	2500	130	42	45	13	2490	122	35	52	12
Asian	39,766	2652	124	10	34	56	2621	112	8	38	54
Native Hawaiian or Other Pacific Islander	2,005	2527	126	34	50	16	2512	115	29	55	16
Filipino	10,961	2597	122	16	49	35	2575	109	12	53	34
Hispanic or Latino	231,071	2503	123	40	49	11	2487	115	36	54	10
Black or African American	22,542	2480	123	49	43	8	2471	118	42	49	9
White	100,393	2578	130	21	48	31	2561	115	16	52	32
Two or more races	14,507	2572	133	23	46	30	2556	121	19	50	31
English learner	46,027	2426	105	67	31	2	2409	101	64	35	1
English only	229,425	2551	135	29	47	24	2535	122	24	52	24
Reclassified fluent English proficient	127,521	2545	125	28	53	19	2526	113	24	58	18
Initially fluent English proficient	20,379	2609	136	17	42	41	2587	120	13	46	41

<b>Student Group</b>	<b>N Valid Scores</b>	<b>2016–17 Grade 8 SS Mean</b>	<b>2016–17 Grade 8 SS SD</b>	<b>2016–17 Grade 8 Below Standard</b>	<b>2016–17 Grade 8 Near Standard</b>	<b>2016–17 Grade 8 Above Standard</b>	<b>2015–16 Grade 7 SS Mean</b>	<b>2015–16 Grade 7 SS SD</b>	<b>2015–16 Grade 7 Below Standard</b>	<b>2015–16 Grade 7 Near Standard</b>	<b>2015–16 Grade 7 Above Standard</b>
Economically disadvantaged	252,636	2500	124	42	48	11	2485	116	37	53	10
Not econ. disadvantaged	170,722	2595	131	18	45	36	2574	116	15	49	36
Migrant	3,184	2487	119	45	47	8	2464	112	43	51	6
Not migrant	420,174	2539	135	32	47	21	2521	124	28	52	21
Special education services	44,075	2422	112	70	26	3	2409	110	66	31	3
No special education services	379,283	2552	131	28	49	23	2534	119	23	54	23
Using designated supports	42,517	2432	115	64	32	4	2417	110	61	36	3
No designated supports	380,841	2550	132	29	48	23	2532	120	24	53	23
Using accommodations	17,550	2396	96	79	20	1	2383	94	75	24	1
No accommodations	405,808	2545	133	30	48	22	2527	122	26	53	22

**Table 10.D.77 Summary Statistics and Percentage of Performance Levels for Selected Groups Across 2016–17, 2015–16, and 2014–15 on Claim 3, Longitudinal Comparison: 2016–17 Mathematics Grade Eight, 2015–16 Mathematics Grade Seven, and 2014–15 Mathematics Grade Six (Continued)**

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
All Students	2500	114	34	50	16	17	-4.52	21	5.89
Male	2496	117	35	48	16	14	-5.55	18	5.04
Female	2504	111	32	52	16	22	-3.45	23	6.77
American Indian or Alaska Native	2474	107	42	49	10	10	-6.86	16	6.39
Asian	2584	109	13	43	44	31	-1.73	37	4.64
Native Hawaiian or Other Pacific Islander	2490	107	37	51	13	15	-5.54	22	7.88
Filipino	2542	104	19	55	26	22	-3.39	33	6.47
Hispanic or Latino	2469	105	43	50	7	16	-4.73	18	6.79
Black or African American	2456	107	48	45	6	9	-6.41	15	6.04
White	2538	109	21	54	26	17	-4.74	23	4.33
Two or more races	2532	113	24	52	25	16	-4.58	24	4.81
English learner	2400	90	71	29	1	17	-3.41	9	7.15
English only	2514	113	29	52	20	16	-4.86	21	4.92
Reclassified fluent English proficient	2500	104	31	56	13	19	-4.44	26	7.45
Initially fluent English proficient	2559	112	18	48	34	22	-3.71	28	4.23

<b>Student Group</b>	<b>2014–15 Grade 6 SS Mean</b>	<b>2014–15 Grade 6 SS SD</b>	<b>2014–15 Grade 6 Below Standard</b>	<b>2014–15 Grade 6 Near Standard</b>	<b>2014–15 Grade 6 Above Standard</b>	<b>2016–17, 2015–16 SS Difference</b>	<b>2016–17, 2015–16 % Near Standard or Above Standard Difference</b>	<b>2015–16, 2014–15 SS Difference</b>	<b>2015–16, 2014–15 % Near Standard or Above Standard Difference</b>
Economically disadvantaged	2467	105	43	49	7	15	-5.00	18	6.90
Not econ. disadvantaged	2548	110	19	52	29	21	-3.80	26	4.40
Migrant	2446	101	51	46	4	23	-2.45	18	8.20
Not migrant	2500	114	33	50	16	18	-4.53	21	5.87
Special education services	2403	100	70	27	2	13	-4.34	6	4.41
No special education services	2511	111	29	53	18	18	-4.54	23	6.06
Using designated supports	2408	100	67	31	2	15	-3.25	9	6.57
No designated supports	2510	111	30	52	18	18	-4.66	22	5.81
Using accommodations	2381	89	79	21	0	13	-3.65	2	3.24
No accommodations	2505	113	32	51	17	18	-4.55	22	6.00

## Appendix 10.E: Comparisons of Test Characteristics

**Table 10.E.1 Marginal Reliability and Standard Error of the Measurement (SEM) Across 2015–16 and 2016–17**

<b>Content Area/Grade</b>	<b>Reliability 2014–15</b>	<b>Reliability 2015–16</b>	<b>Reliability 2016–17</b>	<b>SEM 2014–15</b>	<b>SEM 2015–16</b>	<b>SEM 2016–17</b>
<b>English Language Arts/Literacy (ELA) 3</b>	0.92	0.92	0.93	0.29	0.29	0.28
<b>ELA 4</b>	0.92	0.92	0.92	0.31	0.31	0.31
<b>ELA 5</b>	0.92	0.92	0.93	0.30	0.30	0.31
<b>ELA 6</b>	0.91	0.92	0.92	0.32	0.32	0.30
<b>ELA 7</b>	0.91	0.92	0.93	0.32	0.33	0.31
<b>ELA 8</b>	0.91	0.92	0.92	0.32	0.32	0.32
<b>ELA 11</b>	0.91	0.91	0.92	0.36	0.37	0.35
<b>Mathematics 3</b>	0.94	0.94	0.94	0.24	0.25	0.25
<b>Mathematics 4</b>	0.94	0.94	0.94	0.25	0.25	0.25
<b>Mathematics 5</b>	0.92	0.93	0.93	0.30	0.29	0.30
<b>Mathematics 6</b>	0.92	0.93	0.94	0.34	0.33	0.32
<b>Mathematics 7</b>	0.91	0.94	0.94	0.40	0.34	0.35
<b>Mathematics 8</b>	0.91	0.91	0.93	0.41	0.41	0.38
<b>Mathematics 11</b>	0.89	0.92	0.93	0.49	0.43	0.42

**Table 10.E.2 Marginal Reliability and Standard Error of the Measurement (SEM) on Claims 1 and 2 Across 2014–15, 2015–16, and 2016–17**

<b>Content Area/Grade</b>	<b>Claim 1: Reliability 2014–15</b>	<b>Claim 1: Reliability 2015–16</b>	<b>Claim 1: Reliability 2016–17</b>	<b>Claim 1: SEM 2014–15</b>	<b>Claim 1: SEM 2015–16</b>	<b>Claim 1: SEM 2016–17</b>	<b>Claim 2: Reliability 2014–15</b>	<b>Claim 2: Reliability 2015–16</b>	<b>Claim 2: Reliability 2016–17</b>	<b>Claim 2: SEM 2014–15</b>	<b>Claim 2: SEM 2015–16</b>	<b>Claim 2: SEM 2016–17</b>
<b>ELA 3</b>	0.75	0.72	0.77	0.54	0.57	0.53	0.76	0.78	0.79	0.55	0.54	0.52
<b>ELA 4</b>	0.73	0.76	0.71	0.60	0.57	0.62	0.76	0.77	0.77	0.55	0.55	0.56
<b>ELA 5</b>	0.76	0.75	0.72	0.57	0.59	0.61	0.79	0.80	0.79	0.53	0.53	0.56
<b>ELA 6</b>	0.68	0.69	0.71	0.71	0.69	0.64	0.77	0.79	0.80	0.53	0.53	0.51
<b>ELA 7</b>	0.72	0.72	0.75	0.63	0.66	0.61	0.76	0.76	0.78	0.56	0.57	0.56
<b>ELA 8</b>	0.73	0.75	0.76	0.61	0.60	0.60	0.74	0.76	0.77	0.57	0.58	0.58
<b>ELA 11</b>	0.71	0.68	0.74	0.66	0.71	0.65	0.74	0.74	0.76	0.66	0.67	0.65
<b>Mathematics 3</b>	0.89	0.89	0.89	0.33	0.34	0.34	0.75	0.71	0.72	0.51	0.53	0.54
<b>Mathematics 4</b>	0.89	0.89	0.90	0.34	0.34	0.35	0.69	0.70	0.73	0.56	0.56	0.54
<b>Mathematics 5</b>	0.87	0.88	0.89	0.41	0.40	0.40	0.67	0.70	0.67	0.60	0.57	0.60
<b>Mathematics 6</b>	0.87	0.89	0.89	0.46	0.45	0.44	0.63	0.70	0.72	0.70	0.62	0.65
<b>Mathematics 7</b>	0.85	0.89	0.89	0.52	0.45	0.46	0.59	0.70	0.66	0.76	0.74	0.77
<b>Mathematics 8</b>	0.84	0.86	0.88	0.57	0.55	0.53	0.55	0.55	0.73	0.86	0.84	0.75
<b>Mathematics 11</b>	0.82	0.88	0.89	0.65	0.54	0.52	0.47	0.52	0.57	1.05	1.04	1.00

**Table 10.E.3 Marginal Reliability and Standard Error of the Measurement (SEM) on Claims 3 and 4 Across 2014–15, 2015–16, and 2016–17**

<b>Content Area/Grade</b>	<b>Claim 3: Reliability 2014–15</b>	<b>Claim 3: Reliability 2015–16</b>	<b>Claim 3: Reliability 2016–17</b>	<b>Claim 3: SEM 2014–15</b>	<b>Claim 3: SEM 2015–16</b>	<b>Claim 3: SEM 2016–17</b>	<b>Claim 4: Reliability 2014–15</b>	<b>Claim 4: Reliability 2015–16</b>	<b>Claim 4: Reliability 2016–17</b>	<b>Claim 4: SEM 2014–15</b>	<b>Claim 4: SEM 2015–16</b>	<b>Claim 4: SEM 2016–17</b>
<b>ELA 3</b>	0.50	0.47	0.51	0.81	0.81	0.84	0.61	0.65	0.68	0.73	0.72	0.70
<b>ELA 4</b>	0.51	0.44	0.57	0.87	0.96	0.86	0.61	0.64	0.66	0.78	0.76	0.75
<b>ELA 5</b>	0.47	0.48	0.54	0.97	0.96	0.88	0.64	0.64	0.74	0.68	0.67	0.66
<b>ELA 6</b>	0.40	0.38	0.47	0.97	0.98	0.89	0.56	0.62	0.70	0.77	0.75	0.74
<b>ELA 7</b>	0.42	0.41	0.50	0.95	0.96	0.89	0.60	0.66	0.69	0.80	0.76	0.74
<b>ELA 8</b>	0.44	0.42	0.37	0.93	0.93	0.99	0.60	0.65	0.67	0.80	0.77	0.75
<b>ELA 11</b>	0.44	0.43	0.47	1.03	1.01	0.98	0.60	0.61	0.66	0.85	0.83	0.82
<b>Mathematics 3</b>	0.63	0.64	0.70	0.63	0.62	0.59	NA	NA	NA	NA	NA	NA
<b>Mathematics 4</b>	0.71	0.71	0.72	0.58	0.59	0.59	NA	NA	NA	NA	NA	NA
<b>Mathematics 5</b>	0.60	0.65	0.67	0.73	0.69	0.70	NA	NA	NA	NA	NA	NA
<b>Mathematics 6</b>	0.62	0.61	0.71	0.79	0.80	0.73	NA	NA	NA	NA	NA	NA
<b>Mathematics 7</b>	0.44	0.67	0.63	0.93	0.82	0.87	NA	NA	NA	NA	NA	NA
<b>Mathematics 8</b>	0.64	0.59	0.66	0.87	0.90	0.89	NA	NA	NA	NA	NA	NA
<b>Mathematics 11</b>	0.50	0.52	0.51	1.10	1.09	1.11	NA	NA	NA	NA	NA	NA

# Chapter 11: Paper-Pencil Versions of Smarter Balanced Summative Assessments

---

## 11.1. Background

Paper-pencil versions of the Smarter Balanced Summative Assessments are made available to local educational agencies (LEAs) that either do not have the necessary computer network infrastructure to administer the online tests or do not include computers as a part of their curricula. The paper-pencil versions contain a fixed set of questions that includes components of the online assessment such as constructed-response (CR) items and performance tasks. Paper-pencil versions exist for all grade levels and content areas assessed by Smarter Balanced and were administered to approximately 1,780 students across California in 2016–17. There were more than 500 students who took the English language arts/literacy (ELA) and mathematics paper-pencil tests in grades three and four. For all other tests, there were fewer.

Paper-pencil versions were available only with prior permission from the California Department of Education (CDE).

## 11.2. Test Window

The window for 2016–17 testing was the same as for the online tests: January 9 through July 17, 2017. Specific test administration schedules within that window were determined locally pursuant to the *California Code of Regulations*, Title 5 (5 CCR), Sections 855(b)(1) and 855(b)(2) and proposed emergency regulations 5 CCR, Sections 855(a)(1), 855(a)(2), 855(b), and 855(c).

## 11.3. Test Assembly

Paper-pencil test versions are composed of performance task (PT) items, which are based on an optional classroom-based activity (refer to section [1.3.2 Performance Tasks](#) for more details), and items that are not based on performance tasks (non-PTs).

During the test development process, efforts were made to ensure that paper-pencil test items and online test items were comparable to the greatest extent possible. The paper-pencil test development involved evaluating the test blueprint and identifying which items can be successfully assessed in paper-pencil format. The paper-pencil item development process starts with looking at each technology-enhanced item that needs a replacement or modification.

A preliminary calibration report provided by the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) found that no more than three items per grade level and content area from the online test item pool that appeared on paper-pencil tests without modifications were identified as functioning differently across the two modes (CRESST, 2015).

## 11.4. Test Administration

The *2016–17 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Paper-Pencil Test Administration Manuals* (CDE, 2017a) provide an overview of the summative assessment administration and supplement the *2016–17 CAASPP Smarter Balanced Online Test Administration Manual* (CDE, 2017b). The *Paper-*



*Pencil Test Administration Manuals*, available for each grade, are intended to familiarize test administrators with general rules for testing, how to prepare for the assessment, and what students experience in participating in the assessment.

Test preparation, administration, and security procedures must be followed so that all students will have an equal opportunity to demonstrate their academic achievement. Refer to [Chapter 5: Test Administration](#) for more information on procedures followed in 2016–17. Additionally, refer to subsection [5.4 Procedures to Maintain Standardization](#) for additional information about the staff involved with administering CAASPP assessments.

## 11.5. Universal Tools, Designated Supports, and Accommodations

Consistent with the online tests, designated supports, accommodations (subsection [2.5 Universal Tools, Designated Supports and Accommodations](#)) and unlisted resources (subsection [2.5.3 Unlisted Resources](#)) are assigned to individual students based on student needs. [Appendix 11.A](#) presents counts and percentages of students using designated supports, accommodations, or unlisted resources. Note that “NA” indicates that the designated support/accommodation/unlisted resource is not available for that test. The majority of students do not use any designated supports, accommodations, or unlisted resources.

## 11.6. Calibration and Scaling

Post-test calibration, equating, and scaling of the Smarter Balanced paper-pencil summative tests are conducted by CRESST by using data from paper-pencil tests administered by two member states of the Smarter Balanced Assessment Consortium. To produce scores for the paper-pencil tests that are on the same scale as the online tests, separate calibrations of the paper-pencil response data were conducted and then scaled to the online item bank. The “new” calibrations for the paper-pencil versions were established by calibrating samples of item response data from the paper-pencil administration; the “reference” calibrations were based on the CAASPP Smarter Balanced Online summative assessment item bank which was established during the field test.

For the purpose of linking the paper-pencil forms to the official reporting scale which was derived from the online test mode, the paper-pencil test item parameter estimates are placed on the reference scale by using a set of anchor items that were not modified. Specifically, these unmodified items indicate these items may appear in either test delivery mode as-is without it altering the construct; that is, the items parameter estimates should be invariant across the delivery mode.

The procedure used for equating the Smarter Balanced paper-pencil summative tests involves three parts: initial item calibration, anchor item evaluation, and final item calibration. Each of those procedures, as described below, is applied to all tests. The calibrations were performed with the flexMIRT<sup>®</sup> item response modeling software (Cai, 2015).

### 11.6.1 Initial Calibration

The following steps are involved in the initial calibration to obtain item parameter estimates and model goodness-of-fit indices. The generalized partial credit (GPC) model was applied to both multiple-choice items and polytomously scored items. Refer to subsection [7.4.1 Total Test Scores](#) in [Chapter 7: Scoring and Reporting](#) of this report for the mathematical formula of the GPC model.

1. The parameters of all unmodified items are fixed to the parameter values obtained from the online item pool.
2. The parameters of all modified items are freely estimated.
3. The latent variable density is estimated as an empirical histogram (see, e.g., Woods, 2007; Houts & Cai, 2013) with estimated mean and variance from the “all” student population, including students taking online tests.

### 11.6.2 Anchor Item Evaluation

The purpose of anchor item evaluation is to select items that function similarly across both online and paper-pencil modes as anchors. By linking tests through these anchor items, paper-pencil test results are placed onto the online test scale, and scores from the two modes should be comparable.

A series of calibrations identical to the “initial” calibration are performed but with the parameters of one unmodified item at a time freely estimated. The parameters of all other unmodified items are fixed to their prior estimates from the online item pool. As in the initial calibration, the parameters of all modified items are freely estimated, along with the population distribution’s mean, variance, and shape.

To decide whether each unmodified item should be retained or rejected as an anchor in the final calibration for the paper-pencil forms, the parameter estimates from the online item pool administration and the parameter estimates from the initial calibration are used to compute the expected score functions for the two modes of test administration. The two expected score functions—for the computer-based and paper-pencil administrations—are plotted, and differences in item functioning across the two modes are quantified by computing a weighted Area Between the Curves (wABC; see Hansen, Cai, Stucky, Tucker, Shadel, & Edelen, 2014). Any items with a wABC value greater than 0.150 were rejected as anchors.

### 11.6.3 Final Calibration

For tests in which any unmodified item is rejected as an anchor, a final calibration is conducted using the approach described in subsection 11.6.1, except that the parameters of all rejected anchor items are freely estimated. Parameters of the modified items also are freely estimated. The latent variable density is estimated as an empirical histogram. The parameter estimates from this final calibration are used in scoring the paper-pencil forms. In this way, paper-pencil version scores are placed on the online test scale.

## 11.7. Scoring

Like the CAASPP Smarter Balanced online assessments, student item responses in the paper-pencil forms are scored and individual student scores are calculated (i.e., overall scale scores and claims/subscores) based on the scored item responses. The same scoring specifications and procedures as in the online assessments are followed except that all the CR items in the paper-pencil versions are human-scored; no artificial intelligence machine scoring is used. However, due to the small student sample sizes in the upper grades and certain student groups, caution should be taken when interpreting some of the summary statistics.

### 11.7.1 Total Score Distributions and Achievement Levels

Summary statistics that describe student performance on each test are presented in Table 11.1. Included in the table are the number of students administered each test and the

means and standard deviations of student scores expressed in terms of both scale scores and theta scores. Only students with valid scores are included in this table. “Valid score” means the student records were not flagged as “not scored” or the students were enrolled in the same grade as they were tested.

**Table 11.1 Mean and Standard Deviation of Total Theta and Scale Scores for CAASPP Smarter Balanced Paper-Pencil Summative Assessments**

<b>Content Area/Grade</b>	<b>No. of Students</b>	<b>Scale Score Mean</b>	<b>Scale Score Standard Dev.</b>	<b>Theta Score Mean</b>	<b>Theta Score SD</b>
ELA 3	570	2426	90	-0.96	1.05
ELA 4	562	2477	87	-0.36	1.01
ELA 5	385	2517	82	0.11	0.96
ELA 6	93	2543	95	0.40	1.11
ELA 7	81	2575	87	0.78	1.01
ELA 8	49	2610	93	1.19	1.08
ELA 11	20	2682	99	2.02	1.16
Mathematics 3	569	2405	72	-1.38	0.90
Mathematics 4	562	2471	77	-0.56	0.97
Mathematics 5	388	2495	73	-0.25	0.92
Mathematics 6	93	2536	82	0.27	1.04
Mathematics 7	83	2583	97	0.86	1.23
Mathematics 8	50	2569	109	0.69	1.38
Mathematics 11	20	2607	157	1.16	1.97

The number and the percentage of students in each achievement level and the numbers and the percentages which meet or exceed the standard are shown in Table 11.2.

**Table 11.2 Percentages and Counts of Students in Achievement Levels for CAASPP Smarter Balanced Paper-Pencil Summative Assessments**

Content Area/Grade	Standard Not Met N	Standard Not Met %	Standard Nearly Met N	Standard Nearly Met %	Standard Met N	Standard Met %	Standard Exceeded N	Standard Exceeded %	Standard Met/	Standard Met/
ELA 3	148	26%	139	24%	125	22%	158	28%	283	50%
ELA 4	144	26%	105	19%	154	27%	159	28%	313	56%
ELA 5	65	17%	83	22%	153	40%	84	22%	237	62%
ELA 6	18	19%	20	22%	31	33%	24	26%	55	59%
ELA 7	9	11%	24	30%	31	38%	17	21%	48	59%
ELA 8	5	10%	12	24%	16	33%	16	33%	32	65%
ELA 11	0	0%	3	15%	8	40%	9	45%	17	85%
Mathematics 3	189	33%	182	32%	141	25%	57	10%	198	35%
Mathematics 4	112	20%	200	36%	172	31%	78	14%	250	44%
Mathematics 5	120	31%	150	39%	66	17%	52	13%	118	30%
Mathematics 6	15	16%	37	40%	25	27%	16	17%	41	44%
Mathematics 7	14	17%	17	20%	26	31%	26	31%	52	63%
Mathematics 8	15	30%	9	18%	14	28%	12	24%	26	52%
Mathematics 11	8	40%	4	20%	2	10%	6	30%	8	40%

\* May not exactly match the sum of percent Standard Met and percent Standard Exceeded due to rounding

Detailed score distribution information is available in [Appendix 11.B](#). Table 11.B.1 and Table 11.B.2 show the estimated distributions of theta scores for each test. Table 11.B.3 and Table 11.B.4 present selected percentiles of the ELA and mathematics scale score distributions. Table 11.B.5 through Table 11.B.18 present frequency distributions of scale scores for each test.

### 11.7.2 Claim Score Distributions and Performance Levels

Table 11.C.1 through Table 11.C.4 in [Appendix 11.C](#) show the range of the number of items presented within each claim, number of students with valid scores in each claim, and the means and standard deviations of student scores expressed in terms of both scale scores and theta scores. The number of students in each claim performance level as well as the percentage of students in that claim performance level are reported in Table 11.C.5 through Table 11.C.8. Note that the percentage is shown as “NA” when there are no students in a performance level for a claim.

### 11.7.3 Group Scores

Statistics summarizing student performance by content area and grade for selected demographic groups of students are provided in [Appendix 11.D](#), in Table 11.D.1 through Table 11.D.14 for each test, and for each test claim in Table 11.D.15 through Table 11.D.28. Note that statistics are reported only for samples that are comprised of 11 or more students; statistics are presented in the tables as “NA” for samples fewer than 11. The percentage is shown as “NA” when there are no students in a performance level for a claim.

## 11.8. Analyses

This section summarizes the item-parameter values, reliability and conditional standard error of measurement (CSEM) and correlations between content areas calculated for the Smarter Balanced paper-pencil Summative Assessments. Note that statistics should be interpreted with caution due to small numbers of students in some tests and student groups. Due to small sample sizes in paper-pencil tests, some analyses that were reported in online summative tests are not implemented for paper-pencil tests. These analyses include but are not limited to reliability of performance classifications and interrater reliability and agreement.

### 11.8.1 IRT Parameter Values

Parameter estimates for the 2016–17 CAASPP Smarter Balanced operational items of the paper-pencil versions were obtained using the procedure described in subsection [11.6 Calibration and Scaling](#). Summary statistics of these parameter estimates are calculated to show the difficulty and discrimination of the overall test, as well as the difficulty and discrimination of claims; distributions of *b*-value and *a*-value parameter estimates are created to provide more detail. The step parameters for all polytomous items are also provided.

Table 11.E.1 through Table 11.E.14 in [Appendix 11.E](#) present univariate statistics (mean, standard deviation, minimum, and maximum) of the scaled item response theory (IRT) *a*-values. For each test, the results are presented for all items in the test and for the items in each claim. Table 11.E.15 through Table 11.E.28 present the univariate statistics of the IRT *b*-values for all items in the test and for the items in each claim.

Table 11.E.29 and Table 11.E.30 show the distributions of *a*-values of non-PT items in each test across 10 intervals. Table 11.E.31 and Table 11.E.32 present the distributions of non-PT items across 16 intervals of *b*-values. The mode of each distribution is highlighted. Table 11.E.33 and Table 11.E.34 show the distribution of *a*-values for the PT items. Table 11.E.35 and Table 11.E.36 show the distribution of *b*-values for the PT items. Parameter values of all PT items are presented in Table 11.E.37 through Table 11.E.50.

### 11.8.2 Reliability Analyses

This subsection presents results of the reliability analyses of test scores and claim scores for the population as a whole and for selected student groups. Refer to subsection [8.5.2 Marginal Reliability](#) for the description and calculation of reliability. Similar to the reliability analyses conducted for the CAASPP online test, students assigned to the lowest or highest obtainable scale score were excluded.

Table 11.3 gives the total score reliability for theta, the mean, standard deviation, and standard error of measurement (SEM) for the theta and scale scores for each of the 14 tests. Only students with complete records were included in this table. A student's record for the test is not considered complete unless the student completed at least 10 non-PT items and at least one PT item.

**Table 11.3 Summary Statistics for Scale Scores and Theta Scores, Reliabilities, and SEMs**

Grade	No. of Students	Reliab	Scale Score Mean	Scale Score SD	Scale Score SEM	Theta Score Mean	Theta Score SD	Theta Score SEM
ELA 3	568	0.92	2426	89	25.68	-0.95	1.03	0.30
ELA 4	555	0.91	2475	85	26.15	-0.39	0.99	0.30
ELA 5	379	0.89	2515	80	26.50	0.07	0.93	0.31
ELA 6	92	0.91	2541	94	28.61	0.38	1.09	0.33
ELA 7	79	0.88	2571	84	28.44	0.73	0.98	0.33
ELA 8	48	0.90	2607	91	28.25	1.15	1.06	0.33
ELA 11	16	0.88	2654	91	31.44	1.69	1.06	0.37
Mathematics 3	567	0.91	2405	71	21.05	-1.38	0.89	0.27
Mathematics 4	556	0.90	2469	74	23.06	-0.58	0.94	0.29
Mathematics 5	386	0.88	2494	72	25.40	-0.26	0.91	0.32
Mathematics 6	92	0.87	2539	77	27.65	0.31	0.97	0.35
Mathematics 7	82	0.90	2581	96	29.64	0.83	1.21	0.37
Mathematics 8	48	0.86	2571	96	36.39	0.71	1.21	0.46
Mathematics 11	19	0.91	2594	149	43.92	0.99	1.87	0.55

Intercorrelations, reliability estimates and theta-based SEMs for the claims are presented in Table 11.F.1 through Table 11.F.14 in [Appendix 11.F](#). The reliability estimates across claims vary significantly according to the number of items as well as the types of content standards that are included in each claim.

Reliabilities and theta-based SEMs for the total test scores and the claim scores are reported for each student group analysis. Table 11.F.15 through Table 11.F.20 present the overall test reliabilities for student group defined by student gender, economic status, special education services status, English language fluency, primary ethnicity, and migrant status. Table 11.F.21 and Table 11.F.22 present the reliabilities for the student groups based on primary ethnicity within economic status.

The next set of tables, Table 11.F.23 through Table 11.F.92, present the claim-level reliabilities for the student groups. Table 11.F.23 through Table 11.F.36 present the claim-level reliabilities for the student groups based on gender, economic status, and migrant status. Table 11.F.37 through Table 11.F.50 show the same analyses for the student groups based on special education services status and English language fluency. Table 11.F.51 through Table 11.F.64 present results for the student groups based on primary ethnicity of the students. The last set of tables, Table 11.F.65 through Table 11.F.92, present the claim-level reliabilities for the student groups based on primary ethnicity within economic status.

Note that the reliabilities are reported only for samples that are comprised of 11 or more students. In cases where the sample size is smaller than 11, reliabilities are presented in the tables as “NA.” The reliability estimates for some of the student groups are negative due to small variation in scale scores and large CSEMs for extreme score values. These negative reliabilities and their associated SEMs are presented as “NA.”

### 11.8.3 CSEM Distributions

This subsection presents CSEM distributions for the total test scores and the mean CSEM for each achievement level. Table 11.4 presents the scale score CSEMs at the lowest score required for a student to be classified in the *Standard Nearly Met*, *Standard Met*, and *Standard Exceeded* achievement levels for each test. The CSEM is presented as “NA” if there are no students at the cut point for a certain achievement level.

**Table 11.4 Scale Score CSEM at Achievement-level Cut Points**

Content Area/Grade	Standard Nearly Met Min SS	Standard Nearly Met CSEM	Standard Met Min SS	Standard Met CSEM	Standard Exceeded Min SS	Standard Exceeded CSEM
ELA 3	2367	24	2432	22	2490	23
ELA 4	2416	25	2473	24	2533	25
ELA 5	NA	NA	2502	24	2582	25
ELA 6	NA	NA	NA	NA	2618	26
ELA 7	NA	NA	NA	NA	NA	NA
ELA 8	NA	NA	2567	26	NA	NA
ELA 11	NA	NA	NA	NA	NA	NA
Mathematics 3	NA	NA	2436	17	2501	17
Mathematics 4	2411	20	2485	17	NA	NA
Mathematics 5	2455	23	2528	19	NA	NA
Mathematics 6	2473	25	NA	NA	NA	NA
Mathematics 7	NA	NA	NA	NA	2635	20
Mathematics 8	NA	NA	NA	NA	NA	NA
Mathematics 11	NA	NA	NA	NA	NA	NA

Table 11.5 presents the average CSEMs in each achievement level by content area and grade level. The average CSEM is presented as “NA” in the achievement levels where there are no students.

**Table 11.5 Average CSEM of Scale Scores in Each Achievement Level**

Content Area/Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA 3	28	23	22	24
ELA 4	28	25	25	26
ELA 5	27	24	24	26
ELA 6	31	26	25	27
ELA 7	30	26	26	28
ELA 8	30	26	26	28
ELA 11	NA	31	28	32
Mathematics 3	22	18	17	17
Mathematics 4	23	18	17	18
Mathematics 5	27	21	18	18
Mathematics 6	32	23	21	21
Mathematics 7	39	25	21	20
Mathematics 8	36	31	24	22
Mathematics 11	48	31	25	23

Scale score CSEM distributions are shown in Table 11.G.1 through Table 11.G.14 of [Appendix 11.G](#). The plots of the CSEMs conditional for scale scores are also presented in this appendix, in Figure 11.G.1 through Figure 11.G.14 which start on page 1679. In the figures, the vertical axis is defined as the CSEMs and the horizontal axis is designated as scale scores, which is a common metric for tests within the same content area. Each data point represents an individual student.

#### 11.8.4 Correlations between Content Area Test Scores

Table 11.6 provides the correlations between scores on the 2016–17 ELA and mathematics paper-pencil tests and the numbers of students on which these correlations are based. Sample sizes for individual tests are shown on the left; the numbers of students on which the correlations are based are shown on the lower right in bold font. The correlations are provided in the upper right. Results are based on all students with valid scale scores and are provided by grade. In general, students' ELA scores correlated moderately with their mathematics scores. Due to very small test volumes in many demographic groups, the correlations are not presented between content areas for student groups.

**Table 11.6 Correlations between Content Areas for All Students with Paper-Pencil Tests**

Content Area/Grade	Sample Size	R and Sample Size
ELA 3	570	0.75
Mathematics 3	569	<b>568</b>
ELA 4	562	0.73
Mathematics 4	562	<b>561</b>
ELA 5	385	0.65
Mathematics 5	388	<b>385</b>



<b>Content Area/Grade</b>	<b>Sample Size</b>	<b>R and Sample Size</b>
ELA 6	93	0.75
Mathematics 6	93	<b>93</b>
ELA 7	81	0.79
Mathematics 7	83	<b>81</b>
ELA 8	49	0.81
Mathematics 8	50	<b>49</b>
ELA 11	20	0.76
Mathematics 11	20	<b>20</b>

**Notes:**

- Numbers in **bold** font are the sample sizes to calculate the correlations.
- R denotes the correlation coefficient.

## References

- Cai, L. (2015). *FlexMIRT: Flexible multilevel item factor analysis and test scoring* [Computer software]. Seattle, WA: Vector Psychometric Group.
- California Department of Education. (2017a). *2016–17 CAASPP Smarter Balanced paper-pencil test administration manual*. Sacramento, CA. Retrieved from <http://www.caaspp.org/rsc/pdfs/CAASPP.gr5-sb-ppt-tam.2016-17.pdf>
- California Department of Education. (2017b). *2016–17 CAASPP Smarter Balanced Online test administration manual*. Sacramento, CA. Retrieved from [http://www.caaspp.org/rsc/pdfs/CAASPP.online\\_tam.2016-17.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016-17.pdf)
- CRESST. (August, 2015). *Initial report on the calibration of paper and pencil forms*. Los Angeles, CA.
- Hansen, M., Cai, L., Stucky, B. D., Tucker, J. S., Shadel, W. S., & Edelen, M. O. (2014). Methodology for developing and evaluating the PROMIS smoking item banks. *Nicotine and Tobacco Research, 16, Supplement 3*, S175-S189.
- Houts, C. R., & Cai, L. (2013). *FlexMIRT user's manual version 2: Flexible multilevel multidimensional item analysis and test scoring*. Chapel Hill, NC: Vector Psychometric Group.
- Woods, C. M. (2007). Empirical histograms in item response theory with ordinal data. *Educational and psychological measurement, 67*, 73–87.

## Appendix 11.A: Special Services Summaries for Paper-Pencil Tests

**Table 11.A.1 Special Services Summary for ELA Paper-pencil Tests (PPTs): Grades Three through Six—All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	4	0.70	1	0.18	1	0.26	0	0.00
Non-Embedded Accommodation—Braille	9	1.58	8	1.42	4	1.04	7	7.53
Non-Embedded Accommodation—Large Print	3	0.53	0	0.00	2	0.52	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	7	1.23	2	0.36	4	1.04	0	0.00
Non-Embedded Accommodation—Speech-to-Text	1	0.18	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	29	5.09	29	5.16	13	3.38	2	2.15
Non-Embedded Designated Support—Scribe	4	0.70	2	0.36	2	0.52	1	1.08
Non-Embedded Designated Support—Separate Setting	29	5.09	19	3.38	18	4.68	5	5.38
Non-Embedded Designated Support—Simplified Test Directions	4	0.70	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	32	5.61	26	4.63	18	4.68	9	9.68
Other—Designated support or accommodation is in Section 504 plan	3	0.53	2	0.36	4	1.04	0	0.00

**Table 11.A.2 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	6	7.41	4	8.16	7	35.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	3	15.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	1	5.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	1	2.04	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud(Except Passages)	1	1.23	0	0.00	2	10.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	3	3.70	1	2.04	7	35.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	5.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	6	7.41	5	10.20	10	50.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.3 Special Services Summary for ELA PPTs: Grades Three through Six—  
Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	1	0.21	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	1	0.21	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	10	2.06	11	2.32	1	0.31	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	12	2.47	7	1.47	6	1.85	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	1	0.21	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	1	0.21	1	0.21	4	1.23	0	0.00

**Table 11.A.4 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	1	1.64	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.5 Special Services Summary for ELA PPTs: Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	4	4.76	1	1.15	1	1.67	0	0.00
Non-Embedded Accommodation—Braille	9	10.71	8	9.20	4	6.67	7	26.92
Non-Embedded Accommodation—Large Print	2	2.38	0	0.00	2	3.33	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	6	7.14	2	2.30	4	6.67	0	0.00
Non-Embedded Accommodation—Speech-to-Text	1	1.19	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	19	22.62	18	20.69	12	20.00	2	7.69
Non-Embedded Designated Support—Scribe	4	4.76	2	2.30	2	3.33	1	3.85
Non-Embedded Designated Support—Separate Setting	17	20.24	12	13.79	12	20.00	5	19.23
Non-Embedded Designated Support—Simplified Test Directions	3	3.57	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	32	38.10	26	29.89	18	30.00	9	34.62
Other—Designated support or accommodation is in Section 504 plan	2	2.38	1	1.15	0	0.00	0	0.00

**Table 11.A.6 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	6	30.00	4	40.00	7	50.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	3	21.43
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	1	7.14
Non-Embedded Accommodation—Speech-to-Text	0	0.00	1	10.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	0	0.00	0	0.00	2	14.29
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	3	15.00	1	10.00	7	50.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	7.14
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	6	30.00	5	50.00	10	71.43
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00



**Table 11.A.7 Special Services Summary for ELA PPTs: Grades Three through Six—English-Only Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	3	0.59	1	0.20	1	0.29	0	0.00
Non-Embedded Accommodation—Braille	5	0.98	8	1.57	3	0.86	3	3.85
Non-Embedded Accommodation—Large Print	3	0.59	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	6	1.17	2	0.39	2	0.57	0	0.00
Non-Embedded Accommodation—Speech-to-Text	1	0.20	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	22	4.31	26	5.11	11	3.14	2	2.56
Non-Embedded Designated Support—Scribe	3	0.59	2	0.39	2	0.57	1	1.28
Non-Embedded Designated Support—Separate Setting	22	4.31	18	3.54	15	4.29	3	3.85
Non-Embedded Designated Support—Simplified Test Directions	4	0.78	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	26	5.09	23	4.52	13	3.71	5	6.41
Other—Designated support or accommodation is in Section 504 plan	3	0.59	2	0.39	4	1.14	0	0.00

**Table 11.A.8 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—English-Only Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	3	4.11	3	6.67	3	27.27
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	2	18.18
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	1	2.22	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	1	1.37	0	0.00	1	9.09
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	2	2.74	1	2.22	4	36.36
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	3	4.11	4	8.89	5	45.45
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.9 Special Services Summary for ELA PPTs: Grades Three through Six—Initially Fluent English Proficient (IFEP) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	1	25.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	1	12.50	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	1	12.50	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	1	12.50	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	1	12.50	0	0.00	0	0.00	1	25.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.10 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	1	25.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	1	25.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	1	25.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.11 Special Services Summary for ELA PPTs: Grades Three through Six—English Learner (EL) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	1	2.86	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	3	8.57	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	5.88	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	2	11.76	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	5	14.29	3	9.38	2	11.76	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	4	11.43	1	3.13	2	11.76	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	4	11.43	3	9.38	3	17.65	0	0.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.12 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	2	66.67
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	33.33
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	1	33.33
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other—Unlisted Resources	0	0.00	0	0.00	0	0.00
Other—Designated support or accommodation is in IEP	0	0.00	0	0.00	3	100.00
Other—Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.13 Special Services Summary for ELA PPTs: Grades Three through Six—Reclassified Fluent English Proficient (RFEP) Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	1	6.25	0	0.00	1	8.33	3	42.86
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	8.33	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	1	6.25	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	1	6.25	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	2	12.50	0	0.00	1	8.33	2	28.57
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	1	6.25	0	0.00	2	16.67	3	42.86
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.14 Special Services Summary for ELA PPTs: Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	3	60.00	1	33.33	1	50.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Read Aloud (Passages)	0	0.00	0	0.00	1	50.00
Non-Embedded Accommodation—Speech-to-Text	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Bilingual Dictionary	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud (Except Passages)	0	0.00	0	0.00	1	50.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	1	20.00	0	0.00	1	50.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	50.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	3	60.00	1	33.33	1	50.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00



**Table 11.A.15 Special Services Summary for Mathematics PPTs: Grades Three through Six—All Tested**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	3	0.53	0	0.00	1	0.26	2	2.15
Non-Embedded Accommodation—Alternate Response Options	4	0.70	0	0.00	1	0.26	0	0.00
Non-Embedded Accommodation—Braille	9	1.58	8	1.42	3	0.77	7	7.53
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00	2	2.15
Non-Embedded Accommodation—Large Print	3	0.53	0	0.00	2	0.52	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	9	1.60	6	1.55	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	31	5.45	29	5.16	11	2.84	2	2.15
Non-Embedded Designated Support—Scribe	4	0.70	0	0.00	1	0.26	1	1.08
Non-Embedded Designated Support—Separate Setting	28	4.92	19	3.38	16	4.12	3	3.23
Non-Embedded Designated Support—Simplified Test Directions	4	0.70	0	0.00	0	0.00	1	1.08
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	1	0.26	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	1	0.26	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	29	5.10	26	4.63	17	4.38	9	9.68
Other Designated support or accommodation is in Section 504 plan	3	0.53	2	0.36	4	1.03	0	0.00

**Table 11.A.16 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—All Tested**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Abacus	2	2.41	1	2.00	0	0.00
Non-Embedded Accommodations Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodations Braille	7	8.43	4	8.00	8	40.00
Non-Embedded Accommodations Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodations Large Print	0	0.00	0	0.00	3	15.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	1	1.20	0	0.00	1	5.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	4	4.82	1	2.00	6	30.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	5.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	7	8.43	4	8.00	11	55.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.17 Special Services Summary for Mathematics PPTs: Grades Three through Six—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	1	0.21	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	12	2.48	12	2.53	1	0.30	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	13	2.69	8	1.69	6	1.83	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	1	0.21	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in Section 504 plan	1	0.21	1	0.21	4	1.22	0	0.00

**Table 11.A.18 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—Students with No Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
N Non-Embedded Accommodation—Abacus	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	1	1.61	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.19 Special Services Summary for Mathematics PPTs: Grades Three through Six—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	3	3.53	0	0.00	1	1.67	2	7.69
Non-Embedded Accommodation—Alternate Response Options	4	4.71	0	0.00	1	1.67	0	0.00
Non-Embedded Accommodation—Braille	9	10.59	8	9.09	3	5.00	7	26.92
Non-Embedded Accommodations Calculator	0	0.00	0	0.00	0	0.00	2	7.69
Non-Embedded Accommodation—Large Print	2	2.35	0	0.00	2	3.33	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	9	10.23	6	10.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	19	22.35	17	19.32	10	16.67	2	7.69
Non-Embedded Designated Support—Scribe	4	4.71	0	0.00	1	1.67	1	3.85
Non-Embedded Designated Support—Separate Setting	15	17.65	11	12.50	10	16.67	3	11.54
Non-Embedded Designated Support—Simplified Test Directions	3	3.53	0	0.00	0	0.00	1	3.85
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	1	1.67	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	1	1.67	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	29	34.12	26	29.55	17	28.33	9	34.62
Other Designated support or accommodation is in Section 504 plan	2	2.35	1	1.14	0	0.00	0	0.00

**Table 11.A.20 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—Students with Special Education Services**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Abacus	2	9.52	1	9.09	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	7	33.33	4	36.36	8	57.14
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	3	21.43
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	0	0.00	0	0.00	1	7.14
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	4	19.05	1	9.09	6	42.86
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	7.14
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	7	33.33	4	36.36	11	78.57
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.21 Special Services Summary for Mathematics PPTs: Grades Three through Six—English-Only Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	2	0.39	0	0.00	1	0.28	1	1.28
Non-Embedded Accommodation—Alternate Response Options	3	0.59	0	0.00	1	0.28	0	0.00
Non-Embedded Accommodation—Braille	5	0.98	8	1.57	2	0.57	3	3.85
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00	2	2.56
Non-Embedded Accommodation—Large Print	3	0.59	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	8	1.57	5	1.42	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	24	4.71	26	5.11	9	2.55	2	2.56
Non-Embedded Designated Support—Scribe	2	0.39	0	0.00	1	0.28	1	1.28
Non-Embedded Designated Support—Separate Setting	21	4.12	18	3.54	13	3.68	1	1.28
Non-Embedded Designated Support—Simplified Test Directions	4	0.78	0	0.00	0	0.00	1	1.28
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	1	0.28	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	1	0.28	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	23	4.51	23	4.52	12	3.40	5	6.41
Other Designated support or accommodation is in Section 504 plan	3	0.59	2	0.39	4	1.13	0	0.00

**Table 11.A.22 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—English-Only Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Abacus	1	1.33	1	2.22	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	4	5.33	3	6.67	3	27.27
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	2	18.18
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	1	1.33	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	3	4.00	1	2.22	3	27.27
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	4	5.33	3	6.67	5	45.45
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00



**Table 11.A.23 Special Services Summary for Mathematics PPTs: Grades Three through Six—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	0	0.00	1	25.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	1	12.50	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	1	12.50	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	1	12.50	0	0.00	0	0.00	1	25.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.24 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—IFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodations Abacus	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodations Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	2	50.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	1	25.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	0	0.00	0	0.00	2	50.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.25 Special Services Summary for Mathematics PPTs: Grades Three through Six—EL Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	1	2.86	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	1	2.86	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	3	8.57	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	5.88	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	1	3.13	1	5.88	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	5	14.29	3	9.38	2	11.76	0	0.00
Non-Embedded Designated Support—Scribe	1	2.86	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	4	11.43	1	3.13	2	11.76	0	0.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	4	11.43	3	9.38	3	17.65	0	0.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.26 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—EL Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Abacus	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	0	0.00	0	0.00	2	66.67
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	33.33
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	0	0.00	0	0.00	1	33.33
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	0	0.00	0	0.00	3	100.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

**Table 11.A.27 Special Services Summary for Mathematics PPTs: Grades Three through Six—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 3 Number</b>	<b>Grade 3 Pct of Total</b>	<b>Grade 4 Number</b>	<b>Grade 4 Pct of Total</b>	<b>Grade 5 Number</b>	<b>Grade 5 Pct of Total</b>	<b>Grade 6 Number</b>	<b>Grade 6 Pct of Total</b>
Non-Embedded Accommodation—Abacus	0	0.00	0	0.00	0	0.00	1	14.29
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	1	6.25	0	0.00	1	8.33	3	42.86
Non-Embedded Accommodations Calculator	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	1	8.33	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	1	6.25	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Scribe	1	6.25	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	2	12.50	0	0.00	1	8.33	2	28.57
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	1	6.25	0	0.00	2	16.67	3	42.86
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00	0	0.00

**Table 11.A.28 Special Services Summary for Mathematics PPTs: Grades Seven, Eight, and Eleven—RFEP Students**

<b>Accessibility Resource</b>	<b>Grade 7 Number</b>	<b>Grade 7 Pct of Total</b>	<b>Grade 8 Number</b>	<b>Grade 8 Pct of Total</b>	<b>Grade 11 Number</b>	<b>Grade 11 Pct of Total</b>
Non-Embedded Accommodation—Abacus	1	20.00	0	0.00	0	0.00
Non-Embedded Accommodation—Alternate Response Options	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Braille	3	60.00	1	33.33	1	50.00
Non-Embedded Accommodation—Calculator	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Large Print	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—Multiplication Table	0	0.00	0	0.00	0	0.00
Non-Embedded Accommodation—100s Number Table	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Read Aloud	0	0.00	0	0.00	1	50.00
Non-Embedded Designated Support—Scribe	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Separate Setting	1	20.00	0	0.00	1	50.00
Non-Embedded Designated Support—Simplified Test Directions	0	0.00	0	0.00	1	50.00
Non-Embedded Designated Support—Spanish Stacked Translation	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translated Test Directions	0	0.00	0	0.00	0	0.00
Non-Embedded Designated Support—Translations (glossary)	0	0.00	0	0.00	0	0.00
Other Unlisted Resources	0	0.00	0	0.00	0	0.00
Other Designated support or accommodation is in IEP	3	60.00	1	33.33	1	50.00
Other Designated support or accommodation is in Section 504 plan	0	0.00	0	0.00	0	0.00

## Appendix 11.B: Score Distributions for Paper-Pencil Tests

**Note:** An expression that opens with a parenthesis and closes with a bracket indicates that a value is greater than the first number and is less than or equal to the second number. For example, “(0.5, 2]” indicates a value greater than 0.5 but less than or equal to 2.

**Table 11.B.1 Frequency Distribution of Theta for Overall Scores—ELA**

Theta Score	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
(-5.0,-4.5]	1	NA	NA	NA	NA	NA	NA
(-4.5,-4.0]	1	1	NA	NA	NA	NA	NA
(-4.0,-3.5]	4	1	NA	NA	NA	NA	NA
(-3.5,-3.0]	11	1	1	NA	NA	NA	NA
(-3.0,-2.5]	23	4	NA	1	NA	NA	NA
(-2.5,-2.0]	60	34	10	NA	1	NA	NA
(-2.0,-1.5]	70	44	11	2	1	NA	NA
(-1.5,-1.0]	97	63	23	11	2	1	NA
(-1.0,-0.5]	93	79	47	7	3	3	NA
(-0.5,0.0]	105	107	68	13	10	4	NA
(0.0,0.5]	64	116	95	9	16	3	3
(0.5,1.0]	31	72	67	20	16	8	NA
(1.0,1.5]	10	29	41	15	15	8	5
(1.5,2.0]	NA	11	12	11	7	8	3
(2.0,2.5]	NA	NA	10	3	6	9	NA
(2.5,3.0]	NA	NA	NA	1	4	4	3
(3.0,3.5]	NA	NA	NA	NA	NA	1	6

**Table 11.B.2 Frequency Distribution of Theta for Overall Scores—Mathematics**

Theta Score	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
(-4.5,-4.0]	1	NA	NA	NA	NA	NA	NA
(-4.0,-3.5]	7	NA	NA	1	NA	NA	NA
(-3.5,-3.0]	22	2	NA	NA	NA	1	NA
(-3.0,-2.5]	33	8	NA	1	2	NA	NA
(-2.5,-2.0]	65	38	8	2	1	NA	NA
(-2.0,-1.5]	117	43	22	2	1	2	1
(-1.5,-1.0]	126	88	47	2	2	2	2
(-1.0,-0.5]	114	112	84	8	6	3	3
(-0.5,0.0]	52	111	91	14	4	11	1
(0.0,0.5]	25	87	60	23	12	4	2
(0.5,1.0]	5	41	37	19	13	4	1
(1.0,1.5]	2	19	25	13	15	8	2
(1.5,2.0]	NA	13	6	6	14	6	1
(2.0,2.5]	NA	NA	8	2	8	4	1
(2.5,3.0]	NA	NA	NA	NA	3	3	NA
(3.0,3.5]	NA	NA	NA	NA	2	1	3
(3.5,4.0]	NA	NA	NA	NA	NA	1	1
(4.0,4.5]	NA	NA	NA	NA	NA	NA	2



**Table 11.B.3 Percentiles of Scale Scores for Paper-Pencil Tests—ELA**

<b>Percentile</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
p1	2205	2289	2311	2287	2335	2389	2518
p10	2306	2351	2409	2405	2475	2473	2527
p20	2344	2394	2450	2462	2507	2528	2603
p30	2381	2439	2482	2483	2528	2563	2626
p40	2407	2464	2507	2523	2546	2595	2635
p50	2431	2486	2520	2558	2579	2616	2660
p60	2453	2510	2539	2580	2593	2659	2759
p70	2482	2529	2565	2605	2627	2675	2771
p80	2506	2551	2586	2628	2650	2688	2788
p90	2537	2580	2618	2655	2685	2735	2795
p99	2613	2663	2701	2724	2745	2769	2795

**Table 11.B.4 Percentiles of Scale Scores for Paper-Pencil Tests—Mathematics**

<b>Percentile</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
p1	2233	2296	2331	2235	2309	2265	2390
p10	2310	2365	2406	2442	2450	2448	2412
p20	2349	2411	2436	2489	2519	2480	2456
p30	2373	2432	2452	2503	2546	2503	2482
p40	2391	2451	2473	2530	2578	2522	2538
p50	2407	2470	2488	2541	2596	2589	2597
p60	2426	2493	2505	2562	2624	2614	2631
p70	2444	2511	2529	2575	2638	2631	2718
p80	2463	2531	2554	2597	2655	2660	2783
p90	2501	2570	2597	2629	2692	2709	2829
p99	2563	2659	2693	2702	2778	2802	2862

**Table 11.B.5 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Three**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2114, 2119]	1	1	0%	0%
[2120, 2129]	NA	NA	NA	NA
[2130, 2139]	1	2	0%	0%
[2140, 2149]	NA	NA	NA	NA
[2150, 2159]	NA	NA	NA	NA
[2160, 2169]	NA	NA	NA	NA
[2170, 2179]	NA	NA	NA	NA
[2180, 2189]	1	3	0%	1%
[2190, 2199]	1	4	0%	1%
[2200, 2209]	2	6	0%	1%
[2210, 2219]	1	7	0%	1%
[2220, 2229]	3	10	1%	2%
[2230, 2239]	2	12	0%	2%
[2240, 2249]	5	17	1%	3%
[2250, 2259]	4	21	1%	4%
[2260, 2269]	4	25	1%	4%
[2270, 2279]	4	29	1%	5%
[2280, 2289]	7	36	1%	6%
[2290, 2299]	11	47	2%	8%
[2300, 2309]	16	63	3%	11%
[2310, 2319]	10	73	2%	13%
[2320, 2329]	15	88	3%	15%
[2330, 2339]	18	106	3%	19%
[2340, 2349]	19	125	3%	22%
[2350, 2359]	13	138	2%	24%
[2360, 2369]	15	153	3%	27%
[2370, 2379]	17	170	3%	30%
[2380, 2389]	15	185	3%	32%
[2390, 2399]	23	208	4%	36%
[2400, 2409]	26	234	5%	41%
[2410, 2419]	24	258	4%	45%
[2420, 2429]	25	283	4%	50%
[2430, 2439]	26	309	5%	54%
[2440, 2449]	24	333	4%	58%
[2450, 2459]	17	350	3%	61%
[2460, 2469]	23	373	4%	65%
[2470, 2479]	20	393	4%	69%
[2480, 2489]	19	412	3%	72%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2490, 2499]	24	436	4%	76%
[2500, 2509]	33	469	6%	82%
[2510, 2519]	13	482	2%	85%
[2520, 2529]	23	505	4%	89%
[2530, 2539]	10	515	2%	90%
[2540, 2549]	14	529	2%	93%
[2550, 2559]	7	536	1%	94%
[2560, 2569]	9	545	2%	96%
[2570, 2579]	9	554	2%	97%
[2580, 2589]	4	558	1%	98%
[2590, 2599]	3	561	1%	98%
[2600, 2609]	NA	NA	NA	NA
[2610, 2619]	7	568	1%	100%
[2620, 2623]	2	570	0%	100%

**Table 11.B.6 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Four**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2131, 2139]	NA	NA	NA	NA
[2140, 2149]	NA	NA	NA	NA
[2150, 2159]	1	1	0%	0%
[2160, 2169]	NA	NA	NA	NA
[2170, 2179]	NA	NA	NA	NA
[2180, 2189]	1	2	0%	0%
[2190, 2199]	NA	NA	NA	NA
[2200, 2209]	NA	NA	NA	NA
[2210, 2219]	NA	NA	NA	NA
[2220, 2229]	NA	NA	NA	NA
[2230, 2239]	NA	NA	NA	NA
[2240, 2249]	1	3	0%	1%
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	1	4	0%	1%
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	2	6	0%	1%
[2290, 2299]	5	11	1%	2%
[2300, 2309]	5	16	1%	3%
[2310, 2319]	6	22	1%	4%
[2320, 2329]	10	32	2%	6%
[2330, 2339]	10	42	2%	7%
[2340, 2349]	12	54	2%	10%
[2350, 2359]	12	66	2%	12%
[2360, 2369]	5	71	1%	13%
[2370, 2379]	14	85	2%	15%
[2380, 2389]	15	100	3%	18%
[2390, 2399]	19	119	3%	21%
[2400, 2409]	15	134	3%	24%
[2410, 2419]	11	145	2%	26%
[2420, 2429]	10	155	2%	28%
[2430, 2439]	14	169	2%	30%
[2440, 2449]	21	190	4%	34%
[2450, 2459]	22	212	4%	38%
[2460, 2469]	27	239	5%	43%
[2470, 2479]	28	267	5%	48%
[2480, 2489]	29	296	5%	53%
[2490, 2499]	20	316	4%	56%
[2500, 2509]	19	335	3%	60%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2510, 2519]	27	362	5%	64%
[2520, 2529]	33	395	6%	70%
[2530, 2539]	27	422	5%	75%
[2540, 2549]	24	446	4%	79%
[2550, 2559]	16	462	3%	82%
[2560, 2569]	20	482	4%	86%
[2570, 2579]	23	505	4%	90%
[2580, 2589]	14	519	2%	92%
[2590, 2599]	6	525	1%	93%
[2600, 2609]	9	534	2%	95%
[2610, 2619]	5	539	1%	96%
[2620, 2629]	7	546	1%	97%
[2630, 2639]	6	552	1%	98%
[2640, 2649]	2	554	0%	99%
[2650, 2659]	1	555	0%	99%
[2660, 2663]	7	562	1%	100%

**Table 11.B.7 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Five**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2201, 2209]	NA	NA	NA	NA
[2210, 2219]	1	1	0%	0%
[2220, 2229]	NA	NA	NA	NA
[2230, 2239]	NA	NA	NA	NA
[2240, 2249]	NA	NA	NA	NA
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	1	2	0%	1%
[2310, 2319]	3	5	1%	1%
[2320, 2329]	3	8	1%	2%
[2330, 2339]	3	11	1%	3%
[2340, 2349]	4	15	1%	4%
[2350, 2359]	5	20	1%	5%
[2360, 2369]	1	21	0%	5%
[2370, 2379]	1	22	0%	6%
[2380, 2389]	3	25	1%	6%
[2390, 2399]	7	32	2%	8%
[2400, 2409]	7	39	2%	10%
[2410, 2419]	6	45	2%	12%
[2420, 2429]	4	49	1%	13%
[2430, 2439]	12	61	3%	16%
[2440, 2449]	16	77	4%	20%
[2450, 2459]	12	89	3%	23%
[2460, 2469]	9	98	2%	25%
[2470, 2479]	16	114	4%	30%
[2480, 2489]	15	129	4%	34%
[2490, 2499]	14	143	4%	37%
[2500, 2509]	22	165	6%	43%
[2510, 2519]	26	191	7%	50%
[2520, 2529]	23	214	6%	56%
[2530, 2539]	18	232	5%	60%
[2540, 2549]	21	253	5%	66%
[2550, 2559]	15	268	4%	70%
[2560, 2569]	10	278	3%	72%
[2570, 2579]	19	297	5%	77%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2580, 2589]	18	315	5%	82%
[2590, 2599]	13	328	3%	85%
[2600, 2609]	8	336	2%	87%
[2610, 2619]	12	348	3%	90%
[2620, 2629]	9	357	2%	93%
[2630, 2639]	6	363	2%	94%
[2640, 2649]	5	368	1%	96%
[2650, 2659]	3	371	1%	96%
[2660, 2669]	2	373	1%	97%
[2670, 2679]	2	375	1%	97%
[2680, 2689]	3	378	1%	98%
[2690, 2699]	1	379	0%	98%
[2700, 2701]	6	385	2%	100%

**Table 11.B.8 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Six**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2210, 2219]	NA	NA	NA	NA
[2220, 2229]	NA	NA	NA	NA
[2230, 2239]	NA	NA	NA	NA
[2240, 2249]	NA	NA	NA	NA
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	1	1	1%	1%
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	1	2	1%	2%
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	1	3	1%	3%
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	2	5	2%	5%
[2390, 2399]	1	6	1%	6%
[2400, 2409]	5	11	5%	12%
[2410, 2419]	3	14	3%	15%
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	NA	NA	NA	NA
[2440, 2449]	3	17	3%	18%
[2450, 2459]	1	18	1%	19%
[2460, 2469]	6	24	6%	26%
[2470, 2479]	3	27	3%	29%
[2480, 2489]	2	29	2%	31%
[2490, 2499]	4	33	4%	35%
[2500, 2509]	1	34	1%	37%
[2510, 2519]	2	36	2%	39%
[2520, 2529]	2	38	2%	41%
[2530, 2539]	2	40	2%	43%
[2540, 2549]	3	43	3%	46%
[2550, 2559]	5	48	5%	52%
[2560, 2569]	2	50	2%	54%
[2570, 2579]	5	55	5%	59%
[2580, 2589]	6	61	6%	66%



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2590, 2599]	3	64	3%	69%
[2600, 2609]	2	66	2%	71%
[2610, 2619]	4	70	4%	75%
[2620, 2629]	6	76	6%	82%
[2630, 2639]	2	78	2%	84%
[2640, 2649]	4	82	4%	88%
[2650, 2659]	2	84	2%	90%
[2660, 2669]	2	86	2%	92%
[2670, 2679]	1	87	1%	94%
[2680, 2689]	2	89	2%	96%
[2690, 2699]	1	90	1%	97%
[2700, 2709]	1	91	1%	98%
[2710, 2719]	1	92	1%	99%
[2720, 2724]	1	93	1%	100%

**Table 11.B.9 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Seven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2258, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	1	1	1%	1%
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	1	2	1%	2%
[2380, 2389]	NA	NA	NA	NA
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	2	4	2%	5%
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	1	5	1%	6%
[2440, 2449]	NA	NA	NA	NA
[2450, 2459]	1	6	1%	7%
[2460, 2469]	2	8	2%	10%
[2470, 2479]	1	9	1%	11%
[2480, 2489]	4	13	5%	16%
[2490, 2499]	1	14	1%	17%
[2500, 2509]	3	17	4%	21%
[2510, 2519]	2	19	2%	23%
[2520, 2529]	6	25	7%	31%
[2530, 2539]	5	30	6%	37%
[2540, 2549]	3	33	4%	41%
[2550, 2559]	1	34	1%	42%
[2560, 2569]	2	36	2%	44%
[2570, 2579]	5	41	6%	51%
[2580, 2589]	6	47	7%	58%
[2590, 2599]	2	49	2%	60%
[2600, 2609]	4	53	5%	65%
[2610, 2619]	3	56	4%	69%
[2620, 2629]	2	58	2%	72%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2630, 2639]	6	64	7%	79%
[2640, 2649]	NA	NA	NA	NA
[2650, 2659]	2	66	2%	81%
[2660, 2669]	3	69	4%	85%
[2670, 2679]	2	71	2%	88%
[2680, 2689]	2	73	2%	90%
[2690, 2699]	1	74	1%	91%
[2700, 2709]	1	75	1%	93%
[2710, 2719]	2	77	2%	95%
[2720, 2729]	1	78	1%	96%
[2730, 2739]	1	79	1%	98%
[2740, 2745]	2	81	2%	100%

**Table 11.B.10 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Eight**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2288, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	NA	NA	NA	NA
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	1	1	2%	2%
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	NA	NA	NA	NA
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	2	3	4%	6%
[2440, 2449]	1	4	2%	8%
[2450, 2459]	NA	NA	NA	NA
[2460, 2469]	NA	NA	NA	NA
[2470, 2479]	1	5	2%	10%
[2480, 2489]	NA	NA	NA	NA
[2490, 2499]	2	7	4%	14%
[2500, 2509]	1	8	2%	16%
[2510, 2519]	NA	NA	NA	NA
[2520, 2529]	2	10	4%	20%
[2530, 2539]	1	11	2%	22%
[2540, 2549]	NA	NA	NA	NA
[2550, 2559]	2	13	4%	27%
[2560, 2569]	5	18	10%	37%
[2570, 2579]	1	19	2%	39%
[2580, 2589]	NA	NA	NA	NA
[2590, 2599]	2	21	4%	43%
[2600, 2609]	2	23	4%	47%
[2610, 2619]	2	25	4%	51%
[2620, 2629]	NA	NA	NA	NA
[2630, 2639]	3	28	6%	57%
[2640, 2649]	NA	NA	NA	NA
[2650, 2659]	2	30	4%	61%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2660, 2669]	3	33	6%	67%
[2670, 2679]	2	35	4%	71%
[2680, 2689]	5	40	10%	82%
[2690, 2699]	3	43	6%	88%
[2700, 2709]	NA	NA	NA	NA
[2710, 2719]	1	44	2%	90%
[2720, 2729]	NA	NA	NA	NA
[2730, 2739]	2	46	4%	94%
[2740, 2749]	1	47	2%	96%
[2750, 2759]	1	48	2%	98%
[2760, 2769]	1	49	2%	100%

**Table 11.B.11 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
ELA, Grade Eleven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2299, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	NA	NA	NA	NA
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	NA	NA	NA	NA
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	NA	NA	NA	NA
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	NA	NA	NA	NA
[2440, 2449]	NA	NA	NA	NA
[2450, 2459]	NA	NA	NA	NA
[2460, 2469]	NA	NA	NA	NA
[2470, 2479]	NA	NA	NA	NA
[2480, 2489]	NA	NA	NA	NA
[2490, 2499]	NA	NA	NA	NA
[2500, 2509]	NA	NA	NA	NA
[2510, 2519]	2	2	10%	10%
[2520, 2529]	NA	NA	NA	NA
[2530, 2539]	1	3	5%	15%
[2540, 2549]	NA	NA	NA	NA
[2550, 2559]	NA	NA	NA	NA
[2560, 2569]	NA	NA	NA	NA
[2570, 2579]	NA	NA	NA	NA
[2580, 2589]	NA	NA	NA	NA
[2590, 2599]	NA	NA	NA	NA
[2600, 2609]	2	5	10%	25%
[2610, 2619]	NA	NA	NA	NA
[2620, 2629]	2	7	10%	35%
[2630, 2639]	1	8	5%	40%
[2640, 2649]	1	9	5%	45%
[2650, 2659]	1	10	5%	50%
[2660, 2669]	1	11	5%	55%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2670, 2679]	NA	NA	NA	NA
[2680, 2689]	NA	NA	NA	NA
[2690, 2699]	NA	NA	NA	NA
[2700, 2709]	NA	NA	NA	NA
[2710, 2719]	NA	NA	NA	NA
[2720, 2729]	NA	NA	NA	NA
[2730, 2739]	NA	NA	NA	NA
[2740, 2749]	NA	NA	NA	NA
[2750, 2759]	1	12	5%	60%
[2760, 2769]	2	14	10%	70%
[2770, 2779]	NA	NA	NA	NA
[2780, 2789]	2	16	10%	80%
[2790, 2795]	4	20	20%	100%

**Table 11.B.12 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Three**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2189, 2189]	1	1	0%	0%
[2190, 2199]	NA	NA	NA	NA
[2200, 2209]	1	2	0%	0%
[2210, 2219]	2	4	0%	1%
[2220, 2229]	1	5	0%	1%
[2230, 2239]	6	11	1%	2%
[2240, 2249]	2	13	0%	2%
[2250, 2259]	6	19	1%	3%
[2260, 2269]	7	26	1%	5%
[2270, 2279]	6	32	1%	6%
[2280, 2289]	8	40	1%	7%
[2290, 2299]	7	47	1%	8%
[2300, 2309]	9	56	2%	10%
[2310, 2319]	14	70	2%	12%
[2320, 2329]	16	86	3%	15%
[2330, 2339]	19	105	3%	18%
[2340, 2349]	9	114	2%	20%
[2350, 2359]	21	135	4%	24%
[2360, 2369]	24	159	4%	28%
[2370, 2379]	27	186	5%	33%
[2380, 2389]	33	219	6%	38%
[2390, 2399]	38	257	7%	45%
[2400, 2409]	35	292	6%	51%
[2410, 2419]	27	319	5%	56%
[2420, 2429]	38	357	7%	63%
[2430, 2439]	29	386	5%	68%
[2440, 2449]	32	418	6%	73%
[2450, 2459]	29	447	5%	79%
[2460, 2469]	25	472	4%	83%
[2470, 2479]	17	489	3%	86%
[2480, 2489]	16	505	3%	89%
[2490, 2499]	7	512	1%	90%
[2500, 2509]	16	528	3%	93%
[2510, 2519]	14	542	2%	95%
[2520, 2529]	9	551	2%	97%
[2530, 2539]	3	554	1%	97%
[2540, 2549]	8	562	1%	99%
[2550, 2559]	NA	NA	NA	NA



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2560, 2569]	3	565	1%	99%
[2570, 2579]	1	566	0%	99%
[2580, 2589]	1	567	0%	100%
[2590, 2599]	1	568	0%	100%
[2600, 2609]	NA	NA	NA	NA
[2610, 2619]	NA	NA	NA	NA
[2620, 2621]	1	569	0%	100%

**Table 11.B.13 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Four**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2204, 2209]	NA	NA	NA	NA
[2210, 2219]	NA	NA	NA	NA
[2220, 2229]	NA	NA	NA	NA
[2230, 2239]	NA	NA	NA	NA
[2240, 2249]	NA	NA	NA	NA
[2250, 2259]	1	1	0%	0%
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	1	2	0%	0%
[2280, 2289]	3	5	1%	1%
[2290, 2299]	1	6	0%	1%
[2300, 2309]	3	9	1%	2%
[2310, 2319]	3	12	1%	2%
[2320, 2329]	7	19	1%	3%
[2330, 2339]	6	25	1%	4%
[2340, 2349]	9	34	2%	6%
[2350, 2359]	16	50	3%	9%
[2360, 2369]	9	59	2%	10%
[2370, 2379]	13	72	2%	13%
[2380, 2389]	10	82	2%	15%
[2390, 2399]	11	93	2%	17%
[2400, 2409]	18	111	3%	20%
[2410, 2419]	21	132	4%	23%
[2420, 2429]	26	158	5%	28%
[2430, 2439]	38	196	7%	35%
[2440, 2449]	24	220	4%	39%
[2450, 2459]	25	245	4%	44%
[2460, 2469]	35	280	6%	50%
[2470, 2479]	25	305	4%	54%
[2480, 2489]	20	325	4%	58%
[2490, 2499]	36	361	6%	64%
[2500, 2509]	30	391	5%	70%
[2510, 2519]	26	417	5%	74%
[2520, 2529]	27	444	5%	79%
[2530, 2539]	22	466	4%	83%
[2540, 2549]	18	484	3%	86%
[2550, 2559]	8	492	1%	88%
[2560, 2569]	13	505	2%	90%
[2570, 2579]	14	519	2%	92%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2580, 2589]	10	529	2%	94%
[2590, 2599]	4	533	1%	95%
[2600, 2609]	6	539	1%	96%
[2610, 2619]	6	545	1%	97%
[2620, 2629]	1	546	0%	97%
[2630, 2639]	6	552	1%	98%
[2640, 2649]	3	555	1%	99%
[2650, 2659]	7	562	1%	100%

**Table 11.B.14 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Five**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2219, 2219]	NA	NA	NA	NA
[2220, 2229]	NA	NA	NA	NA
[2230, 2239]	NA	NA	NA	NA
[2240, 2249]	NA	NA	NA	NA
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	1	1	0%	0%
[2330, 2339]	4	5	1%	1%
[2340, 2349]	3	8	1%	2%
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	3	11	1%	3%
[2370, 2379]	3	14	1%	4%
[2380, 2389]	11	25	3%	6%
[2390, 2399]	8	33	2%	9%
[2400, 2409]	8	41	2%	11%
[2410, 2419]	10	51	3%	13%
[2420, 2429]	14	65	4%	17%
[2430, 2439]	16	81	4%	21%
[2440, 2449]	28	109	7%	28%
[2450, 2459]	18	127	5%	33%
[2460, 2469]	21	148	5%	38%
[2470, 2479]	23	171	6%	44%
[2480, 2489]	25	196	6%	51%
[2490, 2499]	22	218	6%	56%
[2500, 2509]	24	242	6%	62%
[2510, 2519]	20	262	5%	68%
[2520, 2529]	12	274	3%	71%
[2530, 2539]	16	290	4%	75%
[2540, 2549]	16	306	4%	79%
[2550, 2559]	13	319	3%	82%
[2560, 2569]	8	327	2%	84%
[2570, 2579]	9	336	2%	87%
[2580, 2589]	8	344	2%	89%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2590, 2599]	6	350	2%	90%
[2600, 2609]	5	355	1%	91%
[2610, 2619]	9	364	2%	94%
[2620, 2629]	6	370	2%	95%
[2630, 2639]	4	374	1%	96%
[2640, 2649]	NA	NA	NA	NA
[2650, 2659]	2	376	1%	97%
[2660, 2669]	4	380	1%	98%
[2670, 2679]	2	382	1%	98%
[2680, 2689]	2	384	1%	99%
[2690, 2699]	2	386	1%	99%
[2700, 2700]	2	388	1%	100%

**Table 11.B.15 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Six**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2235, 2239]	1	1	1%	1%
[2240, 2249]	NA	NA	NA	NA
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	1	2	1%	2%
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	2	4	2%	4%
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	1	5	1%	5%
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	1	6	1%	6%
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	1	7	1%	8%
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	2	9	2%	10%
[2440, 2449]	1	10	1%	11%
[2450, 2459]	2	12	2%	13%
[2460, 2469]	2	14	2%	15%
[2470, 2479]	2	16	2%	17%
[2480, 2489]	3	19	3%	20%
[2490, 2499]	5	24	5%	26%
[2500, 2509]	4	28	4%	30%
[2510, 2519]	7	35	8%	38%
[2520, 2529]	2	37	2%	40%
[2530, 2539]	9	46	10%	49%
[2540, 2549]	4	50	4%	54%
[2550, 2559]	3	53	3%	57%
[2560, 2569]	12	65	13%	70%
[2570, 2579]	3	68	3%	73%
[2580, 2589]	4	72	4%	77%
[2590, 2599]	4	76	4%	82%
[2600, 2609]	1	77	1%	83%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2610, 2619]	4	81	4%	87%
[2620, 2629]	3	84	3%	90%
[2630, 2639]	2	86	2%	92%
[2640, 2649]	1	87	1%	94%
[2650, 2659]	NA	NA	NA	NA
[2660, 2669]	3	90	3%	97%
[2670, 2679]	1	91	1%	98%
[2680, 2689]	NA	NA	NA	NA
[2690, 2699]	1	92	1%	99%
[2700, 2709]	1	93	1%	100%
[2710, 2719]	NA	NA	NA	NA
[2720, 2729]	NA	NA	NA	NA
[2730, 2739]	NA	NA	NA	NA
[2740, 2748]	NA	NA	NA	NA

**Table 11.B.16 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Seven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2250, 2259]	NA	NA	NA	NA
[2260, 2269]	NA	NA	NA	NA
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	2	2	2%	2%
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	1	3	1%	4%
[2330, 2339]	NA	NA	NA	NA
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	1	4	1%	5%
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	NA	NA	NA	NA
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	1	5	1%	6%
[2430, 2439]	1	6	1%	7%
[2440, 2449]	2	8	2%	10%
[2450, 2459]	1	9	1%	11%
[2460, 2469]	2	11	2%	13%
[2470, 2479]	1	12	1%	14%
[2480, 2489]	3	15	4%	18%
[2490, 2499]	1	16	1%	19%
[2500, 2509]	NA	NA	NA	NA
[2510, 2519]	1	17	1%	20%
[2520, 2529]	4	21	5%	25%
[2530, 2539]	2	23	2%	28%
[2540, 2549]	4	27	5%	33%
[2550, 2559]	2	29	2%	35%
[2560, 2569]	3	32	4%	39%
[2570, 2579]	2	34	2%	41%
[2580, 2589]	6	40	7%	48%
[2590, 2599]	2	42	2%	51%
[2600, 2609]	2	44	2%	53%
[2610, 2619]	5	49	6%	59%
[2620, 2629]	4	53	5%	64%



<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2630, 2639]	6	59	7%	71%
[2640, 2649]	4	63	5%	76%
[2650, 2659]	5	68	6%	82%
[2660, 2669]	1	69	1%	83%
[2670, 2679]	2	71	2%	86%
[2680, 2689]	3	74	4%	89%
[2690, 2699]	2	76	2%	92%
[2700, 2709]	2	78	2%	94%
[2710, 2719]	NA	NA	NA	NA
[2720, 2729]	2	80	2%	96%
[2730, 2739]	1	81	1%	98%
[2740, 2749]	NA	NA	NA	NA
[2750, 2759]	1	82	1%	99%
[2760, 2769]	NA	NA	NA	NA
[2770, 2778]	1	83	1%	100%

**Table 11.B.17 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Eight**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2265, 2269]	1	1	2%	2%
[2270, 2279]	NA	NA	NA	NA
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	NA	NA	NA	NA
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	1	2	2%	4%
[2380, 2389]	1	3	2%	6%
[2390, 2399]	NA	NA	NA	NA
[2400, 2409]	NA	NA	NA	NA
[2410, 2419]	NA	NA	NA	NA
[2420, 2429]	1	4	2%	8%
[2430, 2439]	1	5	2%	10%
[2440, 2449]	NA	NA	NA	NA
[2450, 2459]	NA	NA	NA	NA
[2460, 2469]	2	7	4%	14%
[2470, 2479]	3	10	6%	20%
[2480, 2489]	3	13	6%	26%
[2490, 2499]	1	14	2%	28%
[2500, 2509]	4	18	8%	36%
[2510, 2519]	2	20	4%	40%
[2520, 2529]	1	21	2%	42%
[2530, 2539]	2	23	4%	46%
[2540, 2549]	NA	NA	NA	NA
[2550, 2559]	NA	NA	NA	NA
[2560, 2569]	1	24	2%	48%
[2570, 2579]	NA	NA	NA	NA
[2580, 2589]	1	25	2%	50%
[2590, 2599]	3	28	6%	56%
[2600, 2609]	1	29	2%	58%
[2610, 2619]	3	32	6%	64%
[2620, 2629]	3	35	6%	70%
[2630, 2639]	1	36	2%	72%

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2640, 2649]	NA	NA	NA	NA
[2650, 2659]	4	40	8%	80%
[2660, 2669]	1	41	2%	82%
[2670, 2679]	1	42	2%	84%
[2680, 2689]	1	43	2%	86%
[2690, 2699]	1	44	2%	88%
[2700, 2709]	1	45	2%	90%
[2710, 2719]	2	47	4%	94%
[2720, 2729]	NA	NA	NA	NA
[2730, 2739]	1	48	2%	96%
[2740, 2749]	NA	NA	NA	NA
[2750, 2759]	1	49	2%	98%
[2760, 2769]	NA	NA	NA	NA
[2770, 2779]	NA	NA	NA	NA
[2780, 2789]	NA	NA	NA	NA
[2790, 2799]	NA	NA	NA	NA
[2800, 2802]	1	50	2%	100%

**Table 11.B.18 Frequency Distribution of Overall Scale Scores for Paper-Pencil Tests—  
Mathematics, Grade Eleven**

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2280, 2289]	NA	NA	NA	NA
[2290, 2299]	NA	NA	NA	NA
[2300, 2309]	NA	NA	NA	NA
[2310, 2319]	NA	NA	NA	NA
[2320, 2329]	NA	NA	NA	NA
[2330, 2339]	NA	NA	NA	NA
[2340, 2349]	NA	NA	NA	NA
[2350, 2359]	NA	NA	NA	NA
[2360, 2369]	NA	NA	NA	NA
[2370, 2379]	NA	NA	NA	NA
[2380, 2389]	NA	NA	NA	NA
[2390, 2399]	1	1	5%	5%
[2400, 2409]	1	2	5%	10%
[2410, 2419]	1	3	5%	15%
[2420, 2429]	NA	NA	NA	NA
[2430, 2439]	NA	NA	NA	NA
[2440, 2449]	NA	NA	NA	NA
[2450, 2459]	2	5	10%	25%
[2460, 2469]	NA	NA	NA	NA
[2470, 2479]	1	6	5%	30%
[2480, 2489]	NA	NA	NA	NA
[2490, 2499]	1	7	5%	35%
[2500, 2509]	NA	NA	NA	NA
[2510, 2519]	NA	NA	NA	NA
[2520, 2529]	NA	NA	NA	NA
[2530, 2539]	1	8	5%	40%
[2540, 2549]	1	9	5%	45%
[2550, 2559]	NA	NA	NA	NA
[2560, 2569]	NA	NA	NA	NA
[2570, 2579]	NA	NA	NA	NA
[2580, 2589]	NA	NA	NA	NA
[2590, 2599]	1	10	5%	50%
[2600, 2609]	1	11	5%	55%
[2610, 2619]	1	12	5%	60%
[2620, 2629]	NA	NA	NA	NA
[2630, 2639]	NA	NA	NA	NA
[2640, 2649]	1	13	5%	65%
[2650, 2659]	NA	NA	NA	NA

<b>Scale Score</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[2660, 2669]	NA	NA	NA	NA
[2670, 2679]	1	14	5%	70%
[2680, 2689]	NA	NA	NA	NA
[2690, 2699]	NA	NA	NA	NA
[2700, 2709]	NA	NA	NA	NA
[2710, 2719]	NA	NA	NA	NA
[2720, 2729]	NA	NA	NA	NA
[2730, 2739]	NA	NA	NA	NA
[2740, 2749]	NA	NA	NA	NA
[2750, 2759]	NA	NA	NA	NA
[2760, 2769]	1	15	5%	75%
[2770, 2779]	1	16	5%	80%
[2780, 2789]	1	17	5%	85%
[2790, 2799]	NA	NA	NA	NA
[2800, 2809]	NA	NA	NA	NA
[2810, 2819]	NA	NA	NA	NA
[2820, 2829]	1	18	5%	90%
[2830, 2839]	1	19	5%	95%
[2840, 2849]	NA	NA	NA	NA
[2850, 2859]	NA	NA	NA	NA
[2860, 2862]	1	20	5%	100%

## Appendix 11.C: Claim Scores for Paper-Pencil Tests

**Table 11.C.1 Mean and Standard Deviation (SD) of Theta and Scale Scores for Claim 1 of Paper-pencil Tests**

<b>Content Area/Grade</b>	<b>No. of Items</b>	<b>No. of Examinees</b>	<b>Scale Score Mean</b>	<b>Scale Score SD</b>	<b>Theta Score Mean</b>	<b>Theta Score SD</b>
English Language Arts/Literacy (ELA) 3	19	566	2437	98	-0.83	1.14
ELA 4	20	559	2485	87	-0.27	1.02
ELA 5	19	384	2534	86	0.30	1.01
ELA 6	21	93	2554	101	0.53	1.18
ELA 7	20	81	2577	86	0.80	1.00
ELA 8	21	49	2621	101	1.32	1.18
ELA 11	19	20	2689	107	2.10	1.25
Mathematics 3	20	561	2394	75	-1.52	0.95
Mathematics 4	21	562	2459	81	-0.71	1.02
Mathematics 5	20	386	2476	83	-0.49	1.05
Mathematics 6	19	93	2542	89	0.34	1.12
Mathematics 7	20	83	2580	101	0.82	1.28
Mathematics 8	20	49	2579	106	0.80	1.34
Mathematics 11	21	20	2588	157	0.93	1.98

**Note:** The LEAs contributing to means may vary across grade levels, which can lead to mean scale scores and theta scores that do not uniformly increase from one grade to the next higher grade.

**Table 11.C.2 Mean and Standard Deviation of Theta and Scale Scores for Claim 2 of Paper-pencil Tests**

Content Area/Grade	No. of Items	No. of Examinees	Scale Score Mean	Scale Score SD	Theta Score Mean	Theta Score SD
ELA 3	12	565	2395	114	-1.32	1.33
ELA 4	12	557	2451	110	-0.67	1.28
ELA 5	12	383	2506	99	-0.03	1.16
ELA 6	12	93	2529	120	0.25	1.40
ELA 7	12	81	2579	118	0.82	1.37
ELA 8	12	49	2596	111	1.03	1.30
ELA 11	12	20	2668	114	1.86	1.32
Mathematics 3	12	565	2422	86	-1.17	1.08
Mathematics 4	10	562	2488	95	-0.34	1.20
Mathematics 5	11	388	2519	84	0.05	1.05
Mathematics 6	11	92	2500	143	-0.19	1.81
Mathematics 7	11	83	2543	157	0.35	1.98
Mathematics 8	10	49	2543	170	0.36	2.15
Mathematics 11	11	20	2629	178	1.44	2.25

**Note:** The LEAs contributing to means may vary across grade levels, which can lead to mean scale scores and theta scores that do not uniformly increase from one grade to the next higher grade.

**Table 11.C.3 Mean and Standard Deviation of Theta and Scale Scores for Claim 3 of Paper-pencil Tests**

Content Area/Grade	No. of Items	No. of Examinees	Scale Score Mean	Scale Score SD	Theta Score Mean	Theta Score SD
ELA 3	9	568	2447	117	-0.71	1.37
ELA 4	9	561	2500	112	-0.10	1.31
ELA 5	9	384	2529	107	0.25	1.24
ELA 6	8	91	2566	116	0.68	1.35
ELA 7	9	80	2575	125	0.78	1.46
ELA 8	9	48	2605	121	1.13	1.41
ELA 11	9	20	2675	113	1.94	1.32
Mathematics 3	9	569	2397	95	-1.48	1.20
Mathematics 4	10	562	2477	95	-0.48	1.20
Mathematics 5	10	385	2495	92	-0.25	1.15
Mathematics 6	10	93	2491	142	-0.30	1.79
Mathematics 7	10	83	2596	114	1.02	1.44
Mathematics 8	9	49	2545	138	0.38	1.74
Mathematics 11	10	20	2577	198	0.78	2.50

**Note:** The LEAs contributing to means may vary across grade levels, which can lead to mean scale scores and theta scores that do not uniformly increase from one grade to the next higher grade.



**Table 11.C.4 Mean and Standard Deviation of Theta and Scale Scores for Claim 4 of Paper-pencil Tests**

Content Area/Grade	No. of Items	No. of Examinees	Scale Score Mean	Scale Score SD	Theta Score Mean	Theta Score SD
ELA 3	11	556	2424	117	-0.98	1.37
ELA 4	9	552	2478	120	-0.36	1.39
ELA 5	11	381	2503	104	-0.06	1.21
ELA 6	11	93	2520	129	0.14	1.51
ELA 7	10	81	2557	112	0.57	1.30
ELA 8	10	49	2604	116	1.12	1.36
ELA 11	10	19	2708	95	2.33	1.11

**Note:** The LEAs contributing to means may vary across grade levels, which can lead to mean scale scores and theta scores that do not uniformly increase from one grade to the next higher grade.

**Table 11.C.5 Percentages of Examinees in Performance Levels for Claim 1 of Paper-pencil Tests**

Content Area/Grade	Standard Not Met N	Standard Not Met %	Standard Nearly Met N	Standard Nearly Met %	Standard Met N	Standard Met %
ELA 3	161	28%	231	41%	174	31%
ELA 4	121	22%	241	43%	197	35%
ELA 5	58	15%	178	46%	148	39%
ELA 6	22	24%	28	30%	43	46%
ELA 7	13	16%	37	46%	31	38%
ELA 8	5	10%	16	33%	28	57%
ELA 11	1	5%	8	40%	11	55%
Mathematics 3	277	49%	244	43%	40	7%
Mathematics 4	244	43%	220	39%	98	17%
Mathematics 5	223	58%	119	31%	44	11%
Mathematics 6	25	27%	50	54%	18	19%
Mathematics 7	17	20%	30	36%	36	43%
Mathematics 8	17	35%	17	35%	15	31%
Mathematics 11	11	55%	4	20%	5	25%

**Table 11.C.6 Percentages of Examinees in Performance Levels for Claim 2 of Paper-pencil Tests**

<b>Content Area/Grade</b>	<b>Standard Not Met N</b>	<b>Standard Not Met %</b>	<b>Standard Nearly Met N</b>	<b>Standard Nearly Met %</b>	<b>Standard Met N</b>	<b>Standard Met %</b>
ELA 3	188	33%	269	48%	108	19%
ELA 4	173	31%	308	55%	76	14%
ELA 5	81	21%	210	55%	92	24%
ELA 6	24	26%	53	57%	16	17%
ELA 7	14	17%	39	48%	28	35%
ELA 8	11	22%	24	49%	14	29%
ELA 11	2	10%	5	25%	13	65%
Mathematics 3	192	34%	242	43%	131	23%
Mathematics 4	119	21%	320	57%	123	22%
Mathematics 5	83	21%	236	61%	69	18%
Mathematics 6	26	28%	46	50%	20	22%
Mathematics 7	16	19%	34	41%	33	40%
Mathematics 8	11	22%	24	49%	14	29%
Mathematics 11	2	10%	10	50%	8	40%

**Table 11.C.7 Percentages of Examinees in Performance Levels for Claim 3 of Paper-pencil Tests**

<b>Content Area/Grade</b>	<b>Standard Not Met N</b>	<b>Standard Not Met %</b>	<b>Standard Nearly Met N</b>	<b>Standard Nearly Met %</b>	<b>Standard Met N</b>	<b>Standard Met %</b>
ELA 3	47	8%	374	66%	147	26%
ELA 4	64	11%	353	63%	144	26%
ELA 5	42	11%	265	69%	77	20%
ELA 6	11	12%	67	74%	13	14%
ELA 7	13	16%	49	61%	18	23%
ELA 8	2	4%	34	71%	12	25%
ELA 11	0	0%	13	65%	7	35%
Mathematics 3	68	12%	430	76%	71	12%
Mathematics 4	107	19%	338	60%	117	21%
Mathematics 5	83	22%	254	66%	48	12%
Mathematics 6	19	20%	58	62%	16	17%
Mathematics 7	4	5%	43	52%	36	43%
Mathematics 8	5	10%	37	76%	7	14%
Mathematics 11	5	25%	8	40%	7	35%

**Table 11.C.8 Percentages of Examinees in Performance Levels for Claim 4 of Paper-pencil Tests**

<b>Content Area/Grade</b>	<b>Standard Not Met N</b>	<b>Standard Not Met %</b>	<b>Standard Nearly Met N</b>	<b>Standard Nearly Met %</b>	<b>Standard Met N</b>	<b>Standard Met %</b>
ELA 3	136	24%	272	49%	148	27%
ELA 4	93	17%	322	58%	137	25%
ELA 5	63	17%	249	65%	69	18%
ELA 6	19	20%	52	56%	22	24%
ELA 7	6	7%	53	65%	22	27%
ELA 8	6	12%	24	49%	19	39%
ELA 11	0	0%	7	37%	12	63%

## Appendix 11.D: Demographic Summary for Paper-Pencil Tests

**Table 11.D.1 Demographic Summary for Paper-pencil Tests—ELA, Grade Three**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	570	2426	90	26%	24%	22%	28%	50%
Male	290	2416	88	28%	28%	22%	23%	45%
Female	280	2436	90	24%	21%	22%	33%	55%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA
Asian	18	2406	95	33%	28%	11%	28%	39%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	108	2406	98	32%	25%	20%	22%	43%
Black or African American	16	2360	88	56%	25%	6%	13%	19%
White	365	2435	85	23%	24%	22%	30%	52%
Two or more races	57	2436	87	19%	25%	25%	32%	56%
English only	511	2431	88	25%	23%	23%	30%	52%
Initially fluent English proficient	8	NA	NA	NA	NA	NA	NA	NA
English learner	35	2343	84	57%	29%	14%	NA	14%
Reclassified fluent English proficient	16	2456	73	6%	38%	25%	31%	56%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	486	2432	86	23%	25%	22%	29%	52%
Special education services	84	2392	105	42%	21%	19%	18%	37%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Not economically disadvantaged	372	2441	87	21%	22%	25%	32%	57%
Economically disadvantaged	198	2398	89	36%	28%	17%	19%	36%
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	570	2426	90	26%	24%	22%	28%	50%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	13	2413	94	31%	23%	15%	31%	46%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	60	2416	101	30%	25%	20%	25%	45%
Black or African American (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	264	2446	82	19%	23%	25%	33%	58%
Two or more races (Primary ethnicity—not economically disadvantaged)	30	2460	86	13%	13%	33%	40%	73%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	48	2393	95	35%	25%	21%	19%	40%
Black or African American (Primary ethnicity—economically disadvantaged)	14	2352	86	57%	29%	7%	7%	14%
White (Primary ethnicity—economically disadvantaged)	101	2407	86	35%	28%	17%	21%	38%
Two or more races (Primary ethnicity—economically disadvantaged)	27	2408	82	26%	37%	15%	22%	37%

**Table 11.D.2 Demographic Summary for Paper-pencil Tests—ELA, Grade Four**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	562	2477	87	26%	19%	27%	28%	56%
Male	280	2469	88	28%	21%	25%	26%	51%
Female	282	2486	85	23%	17%	29%	31%	60%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA
Asian	14	2516	86	14%	21%	21%	43%	64%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA
Filipino	5	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	105	2435	87	45%	15%	23%	17%	40%
Black or African American	14	2455	83	29%	7%	43%	21%	64%
White	364	2488	83	21%	21%	27%	32%	59%
Two or more races	54	2487	93	22%	15%	33%	30%	63%
English only	509	2481	87	24%	19%	28%	29%	57%
Initially fluent English proficient	10	2518	45	NA	10%	50%	40%	90%
English learner	32	2413	83	63%	16%	6%	16%	22%
Reclassified fluent English proficient	9	NA	NA	NA	NA	NA	NA	NA
To be determined	1	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA
No special education services	475	2487	83	22%	19%	29%	31%	60%
Special education services	87	2427	93	47%	18%	21%	14%	34%
Not economically disadvantaged	350	2494	82	20%	17%	30%	33%	63%
Economically disadvantaged	212	2450	89	35%	21%	24%	20%	44%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	562	2477	87	26%	19%	27%	28%	56%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	12	2527	88	17%	17%	17%	50%	67%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	44	2470	79	30%	11%	36%	23%	59%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	249	2495	81	18%	20%	28%	34%	62%
Two or more races (Primary ethnicity—not economically disadvantaged)	33	2507	90	18%	9%	33%	39%	73%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	61	2410	85	56%	18%	13%	13%	26%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	115	2473	85	25%	23%	25%	27%	52%
Two or more races (Primary ethnicity—economically disadvantaged)	21	2455	91	29%	24%	33%	14%	48%

**Table 11.D.3 Demographic Summary for Paper-pencil Tests—ELA, Grade Five**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	385	2517	82	17%	22%	40%	22%	62%
Male	205	2505	79	19%	27%	38%	17%	54%
Female	180	2532	84	14%	16%	42%	28%	70%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA
Asian	11	2451	77	45%	27%	27%	NA	27%
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	76	2509	95	25%	26%	26%	22%	49%
Black or African American	9	NA	NA	NA	NA	NA	NA	NA
White	247	2524	78	14%	18%	45%	23%	68%
Two or more races	40	2502	77	15%	30%	43%	13%	55%
English only	350	2522	82	15%	22%	40%	23%	63%
Initially Fluent English Proficient	6	NA	NA	NA	NA	NA	NA	NA
English learner	17	2443	62	47%	41%	12%	NA	12%
Reclassified fluent English proficient	12	2490	71	33%	NA	67%	NA	67%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	325	2527	78	12%	20%	43%	24%	67%
Special education services	60	2467	87	42%	28%	20%	10%	30%
Not economically disadvantaged	265	2529	74	12%	21%	42%	25%	66%
Economically disadvantaged	120	2491	93	27%	23%	36%	15%	51%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	385	2517	82	17%	22%	40%	22%	62%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	39	2528	78	15%	28%	28%	28%	56%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	191	2533	73	11%	17%	47%	25%	72%
Two or more races (Primary ethnicity—not economically disadvantaged)	20	2506	67	10%	45%	30%	15%	45%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	37	2489	107	35%	24%	24%	16%	41%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	56	2495	87	23%	21%	38%	18%	55%
Two or more races (Primary ethnicity—economically disadvantaged)	20	2498	87	20%	15%	55%	10%	65%

**Table 11.D.4 Demographic Summary for Paper-pencil Tests—ELA, Grade Six**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	93	2543	95	19%	22%	33%	26%	59%
Male	48	2510	93	27%	31%	29%	13%	42%
Female	45	2578	85	11%	11%	38%	40%	78%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA
Asian	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	1	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	16	2478	88	44%	31%	13%	13%	25%
Black or African American	0	NA	NA	NA	NA	NA	NA	NA
White	58	2554	86	12%	21%	41%	26%	67%
Two or more races	12	2570	125	25%	17%	8%	50%	58%
English only	78	2547	94	18%	21%	35%	27%	62%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA
English learner	4	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	7	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	67	2566	80	9%	24%	37%	30%	67%
Special education services	26	2484	105	46%	15%	23%	15%	38%
Not economically disadvantaged	50	2575	80	6%	16%	44%	34%	78%
Economically disadvantaged	43	2505	98	35%	28%	21%	16%	37%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	93	2543	95	19%	22%	33%	26%	59%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	34	2575	75	6%	12%	50%	32%	82%
Two or more races (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	13	2478	98	54%	15%	15%	15%	31%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	24	2525	92	21%	33%	29%	17%	46%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.5 Demographic Summary for Paper-pencil Tests—ELA, Grade Seven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	81	2575	87	11%	30%	38%	21%	59%
Male	42	2550	68	10%	40%	43%	7%	50%
Female	39	2602	97	13%	18%	33%	36%	69%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA
Asian	4	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2532	70	17%	67%	NA	17%	17%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	54	2592	84	7%	26%	39%	28%	67%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA
English only	73	2585	82	8%	29%	40%	23%	63%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA
English learner	2	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	5	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	61	2593	77	3%	28%	43%	26%	69%
Special education services	20	2520	94	35%	35%	25%	5%	30%
Not economically disadvantaged	40	2598	79	5%	25%	40%	30%	70%
Economically disadvantaged	41	2552	89	17%	34%	37%	12%	49%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	81	2575	87	11%	30%	38%	21%	59%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	27	2606	83	4%	26%	33%	37%	70%
Two or more races (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA

---

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	27	2578	84	11%	26%	44%	19%	63%
Two or more races (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA

---

**Table 11.D.6 Demographic Summary for Paper-pencil Tests—ELA, Grade Eight**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	49	2610	93	10%	24%	33%	33%	65%
Male	27	2637	90	7%	15%	33%	44%	78%
Female	22	2578	87	14%	36%	32%	18%	50%
American Indian or Alaska Native	2	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	11	2587	98	18%	27%	27%	27%	55%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	27	2625	86	7%	19%	37%	37%	74%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA
English only	45	2617	90	9%	22%	36%	33%	69%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA
English learner	0	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	3	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	39	2635	76	3%	23%	33%	41%	74%
Special education services	10	NA	NA	NA	NA	NA	NA	NA
Not economically disadvantaged	21	2615	84	10%	29%	33%	29%	62%
Economically disadvantaged	28	2607	100	11%	21%	32%	36%	68%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	49	2610	93	10%	24%	33%	33%	65%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	11	2598	86	9%	36%	36%	18%	55%
Two or more races (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	16	2644	83	6%	6%	38%	50%	88%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.7 Demographic Summary for Paper-pencil Tests—ELA, Grade Eleven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	20	2682	99	NA	15%	40%	45%	85%
Male	9	NA	NA	NA	NA	NA	NA	NA
Female	11	2697	111	NA	18%	27%	55%	82%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	9	NA	NA	NA	NA	NA	NA	NA
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	8	NA	NA	NA	NA	NA	NA	NA
Two or more races	1	NA	NA	NA	NA	NA	NA	NA
English only	11	2693	94	NA	9%	45%	45%	91%
Initially Fluent English Proficient	4	NA	NA	NA	NA	NA	NA	NA
English learner	3	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	2	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	6	NA	NA	NA	NA	NA	NA	NA
Special education services	14	2648	94	NA	21%	50%	29%	79%
Not economically disadvantaged	12	2698	94	NA	8%	42%	50%	92%
Economically disadvantaged	8	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	20	2682	99	NA	15%	40%	45%	85%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA



**Table 11.D.8 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Three**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	569	2405	72	33%	32%	25%	10%	35%
Male	290	2407	74	31%	31%	27%	11%	37%
Female	279	2403	69	35%	33%	23%	9%	32%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA
Asian	18	2396	71	39%	28%	22%	11%	33%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	108	2394	71	41%	32%	20%	6%	27%
Black or African American	16	2322	61	81%	19%	NA	NA	NA
White	364	2413	69	29%	33%	27%	11%	38%
Two or more races	57	2407	77	32%	26%	30%	12%	42%
English only	510	2408	70	31%	33%	26%	10%	36%
Initially fluent English proficient	8	NA	NA	NA	NA	NA	NA	NA
English learner	35	2341	68	71%	17%	11%	NA	11%
Reclassified fluent English proficient	16	2431	62	25%	25%	31%	19%	50%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	484	2409	68	31%	33%	26%	10%	36%
Special education services	85	2383	87	48%	25%	18%	9%	27%
Not economically disadvantaged	371	2418	66	25%	35%	28%	12%	40%
Economically disadvantaged	198	2380	75	48%	27%	19%	6%	24%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	569	2405	72	33%	32%	25%	10%	35%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	13	2398	72	31%	31%	31%	8%	38%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	60	2400	71	32%	35%	28%	5%	33%
Black or African American (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	263	2422	64	24%	34%	28%	14%	42%
Two or more races (Primary ethnicity—not economically disadvantaged)	30	2432	68	20%	30%	30%	20%	50%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	48	2385	71	52%	29%	10%	8%	19%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	14	2313	60	86%	14%	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	101	2388	76	43%	29%	24%	5%	29%
Two or more races (Primary ethnicity—economically disadvantaged)	27	2379	79	44%	22%	30%	4%	33%

**Table 11.D.9 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Four**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	562	2471	77	20%	36%	31%	14%	44%
Male	281	2476	77	20%	33%	30%	17%	47%
Female	281	2466	76	20%	38%	31%	11%	42%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA
Asian	14	2505	73	NA	43%	21%	36%	57%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA
Filipino	5	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	104	2439	80	36%	33%	24%	8%	32%
Black or African American	14	2460	63	21%	29%	50%	NA	50%
White	365	2479	73	16%	38%	32%	15%	47%
Two or more races	54	2473	83	20%	30%	35%	15%	50%
English only	509	2474	75	19%	35%	32%	14%	46%
Initially fluent English proficient	10	2498	60	NA	50%	40%	10%	50%
English learner	32	2410	88	47%	34%	16%	3%	19%
Reclassified fluent English proficient	9	NA	NA	NA	NA	NA	NA	NA
To be determined	1	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA
No special education services	474	2481	71	14%	37%	33%	16%	49%
Special education services	88	2414	79	51%	26%	18%	5%	23%
Not economically disadvantaged	350	2484	75	15%	34%	33%	18%	51%
Economically disadvantaged	212	2448	75	28%	38%	26%	8%	33%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	562	2471	77	20%	36%	31%	14%	44%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	12	2518	71	NA	33%	25%	42%	67%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	44	2464	78	23%	34%	32%	11%	43%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	249	2485	72	12%	38%	32%	17%	49%
Two or more races (Primary ethnicity—not economically disadvantaged)	33	2489	90	21%	15%	42%	21%	64%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	60	2421	77	45%	32%	18%	5%	23%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	116	2464	74	22%	37%	30%	10%	41%
Two or more races (Primary ethnicity—economically disadvantaged)	21	2447	65	19%	52%	24%	5%	29%

**Table 11.D.10 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Five**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	388	2495	73	31%	39%	17%	13%	30%
Male	207	2498	78	32%	35%	18%	14%	33%
Female	181	2492	67	29%	43%	15%	12%	28%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA
Asian	11	2467	46	45%	45%	9%	NA	9%
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	76	2478	75	45%	30%	11%	14%	25%
Black or African American	9	NA	NA	NA	NA	NA	NA	NA
White	249	2502	74	26%	40%	19%	14%	34%
Two or more races	41	2492	63	29%	46%	17%	7%	24%
English only	353	2498	74	29%	39%	18%	14%	32%
Initially fluent English proficient	6	NA	NA	NA	NA	NA	NA	NA
English learner	17	2446	45	65%	35%	NA	NA	NA
Reclassified fluent English proficient	12	2508	74	25%	33%	17%	25%	42%
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	328	2504	71	27%	40%	19%	15%	34%
Special education services	60	2450	71	55%	33%	7%	5%	12%
Not economically disadvantaged	267	2503	73	26%	40%	18%	15%	33%
Economically disadvantaged	121	2477	72	41%	35%	15%	9%	24%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	388	2495	73	31%	39%	17%	13%	30%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	39	2490	80	36%	36%	10%	18%	28%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	192	2507	71	23%	41%	20%	15%	35%
Two or more races (Primary ethnicity—not economically disadvantaged)	21	2504	71	29%	43%	14%	14%	29%
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	37	2465	69	54%	24%	11%	11%	22%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Black or African American (Primary ethnicity—economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	57	2486	81	35%	37%	16%	12%	28%
Two or more races (Primary ethnicity—economically disadvantaged)	20	2480	52	30%	50%	20%	NA	20%

**Table 11.D.11 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Six**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	93	2536	82	16%	40%	27%	17%	44%
Male	48	2523	72	21%	46%	25%	8%	33%
Female	45	2550	91	11%	33%	29%	27%	56%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA
Asian	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	1	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	16	2494	81	31%	38%	31%	NA	31%
Black or African American	0	NA	NA	NA	NA	NA	NA	NA
White	58	2546	81	12%	43%	21%	24%	45%
Two or more races	12	2535	90	25%	25%	42%	8%	50%
English only	78	2538	83	15%	41%	24%	19%	44%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA
English learner	4	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	7	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	67	2555	76	6%	43%	28%	22%	51%
Special education services	26	2486	78	42%	31%	23%	4%	27%
Not economically disadvantaged	50	2559	71	8%	36%	32%	24%	56%
Economically disadvantaged	43	2509	88	26%	44%	21%	9%	30%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	93	2536	82	16%	40%	27%	17%	44%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	34	2563	67	9%	38%	24%	29%	53%
Two or more races (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	13	2483	85	38%	38%	23%	NA	23%
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	24	2522	94	17%	50%	17%	17%	33%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.12 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Seven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	83	2583	97	17%	20%	31%	31%	63%
Male	44	2582	91	14%	27%	30%	30%	59%
Female	39	2585	106	21%	13%	33%	33%	67%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA
Asian	4	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2554	92	17%	50%	17%	17%	33%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	55	2603	83	13%	15%	35%	38%	73%
Two or more races	8	NA	NA	NA	NA	NA	NA	NA
English only	75	2594	90	15%	20%	31%	35%	65%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA
English learner	2	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	5	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	62	2614	72	5%	23%	34%	39%	73%
Special education services	21	2493	108	52%	14%	24%	10%	33%
Not economically disadvantaged	40	2599	84	10%	23%	35%	33%	68%
Economically disadvantaged	43	2569	107	23%	19%	28%	30%	58%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	83	2583	97	17%	20%	31%	31%	63%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	27	2617	63	4%	19%	37%	41%	78%
Two or more races (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	28	2590	98	21%	11%	32%	36%	68%
Two or more races (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.13 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Eight**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	50	2569	109	30%	18%	28%	24%	52%
Male	28	2598	111	21%	11%	39%	29%	68%
Female	22	2533	97	41%	27%	14%	18%	32%
American Indian or Alaska Native	2	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2538	119	58%	8%	8%	25%	33%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	27	2588	108	19%	19%	41%	22%	63%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA
English only	45	2577	105	24%	20%	31%	24%	56%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA
English learner	1	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	3	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	39	2599	92	18%	21%	31%	31%	62%
Special education services	11	2465	103	73%	9%	18%	NA	18%
Not economically disadvantaged	21	2579	99	29%	14%	33%	24%	57%
Economically disadvantaged	29	2562	117	31%	21%	24%	24%	48%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	50	2569	109	30%	18%	28%	24%	52%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	11	2588	102	27%	9%	45%	18%	64%
Two or more races (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	16	2588	115	13%	25%	38%	25%	63%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.14 Demographic Summary for Paper-pencil Tests—Mathematics, Grade Eleven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
All valid scores	20	2607	157	40%	20%	10%	30%	40%
Male	9	NA	NA	NA	NA	NA	NA	NA
Female	11	2599	179	55%	9%	NA	36%	36%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	9	NA	NA	NA	NA	NA	NA	NA
Black or African American	1	NA	NA	NA	NA	NA	NA	NA
White	8	NA	NA	NA	NA	NA	NA	NA
Two or more races	1	NA	NA	NA	NA	NA	NA	NA
English only	11	2663	137	18%	36%	NA	45%	45%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA
English learner	3	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	2	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA
No special education services	6	NA	NA	NA	NA	NA	NA	NA
Special education services	14	2544	131	57%	21%	14%	7%	21%
Not economically disadvantaged	12	2644	166	33%	25%	NA	42%	42%
Economically disadvantaged	8	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA
Not migrant	20	2607	157	40%	20%	10%	30%	40%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Standard Not Met</b>	<b>Percent in Standard Nearly Met</b>	<b>Percent in Standard Met</b>	<b>Percent in Standard Exceeded</b>	<b>Percent in Standard Met/Exceeded</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.15 Ethnicity Summary by Economic Status for Claims—ELA, Grade Three**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	570	2426	90	28%	41%	31%	33%	48%	19%	8%	66%	26%	24%	49%	27%
Male	290	2416	88	31%	41%	28%	36%	51%	13%	9%	69%	22%	25%	53%	22%
Female	280	2436	90	26%	40%	34%	31%	44%	25%	8%	63%	30%	24%	44%	32%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	18	2406	95	44%	39%	17%	39%	44%	17%	17%	67%	17%	35%	35%	29%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	108	2406	98	33%	42%	25%	39%	44%	17%	12%	69%	19%	26%	50%	24%
Black or African American	16	2360	88	50%	44%	6%	56%	31%	13%	13%	75%	13%	40%	53%	7%
White	365	2435	85	26%	40%	34%	31%	48%	21%	7%	64%	29%	23%	51%	26%
Two or more races	57	2436	87	23%	42%	35%	30%	58%	12%	7%	65%	28%	20%	39%	41%
English only	511	2431	88	26%	41%	33%	32%	48%	20%	7%	65%	28%	24%	48%	28%
Initially fluent English proficient	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	35	2343	84	58%	42%	NA	67%	30%	3%	29%	65%	6%	40%	60%	NA
Reclassified fluent English proficient	16	2456	73	25%	44%	31%	19%	44%	38%	13%	69%	19%	6%	56%	38%
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	486	2432	86	26%	43%	32%	32%	49%	20%	7%	66%	26%	23%	49%	28%
Special education services	84	2392	105	45%	30%	25%	43%	41%	16%	15%	62%	23%	32%	51%	18%
Not economically disadvantaged	372	2441	87	23%	42%	35%	27%	51%	22%	6%	62%	32%	20%	50%	30%
Economically disadvantaged	198	2398	89	39%	39%	22%	45%	40%	14%	12%	73%	15%	32%	47%	21%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	570	2426	90	28%	41%	31%	33%	48%	19%	8%	66%	26%	24%	49%	27%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	13	2413	94	31%	54%	15%	38%	46%	15%	15%	69%	15%	38%	31%	31%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	60	2416	101	31%	41%	28%	31%	50%	19%	10%	60%	30%	22%	53%	24%
Black or African American (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	50%	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	264	2446	82	22%	41%	37%	26%	51%	23%	5%	62%	32%	20%	52%	28%
Two or more races (Primary ethnicity—not economically disadvantaged)	30	2460	86	13%	40%	47%	20%	63%	17%	3%	60%	37%	17%	30%	53%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	48	2393	95	36%	43%	21%	49%	36%	15%	15%	81%	4%	30%	46%	24%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	14	2352	86	57%	36%	7%	57%	36%	7%	14%	79%	7%	46%	46%	8%
White (Primary ethnicity—economically disadvantaged)	101	2407	86	37%	39%	25%	43%	40%	17%	10%	69%	21%	33%	48%	19%
Two or more races (Primary ethnicity—economically disadvantaged)	27	2408	82	33%	44%	22%	41%	52%	7%	11%	70%	19%	23%	50%	27%

**Table 11.D.16 Ethnicity Summary by Economic Status for Claims—ELA, Grade Four**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	562	2477	87	22%	43%	35%	31%	55%	14%	11%	63%	26%	17%	58%	25%
Male	280	2469	88	27%	42%	32%	35%	55%	10%	13%	62%	26%	18%	59%	23%
Female	282	2486	85	17%	44%	39%	28%	56%	17%	10%	64%	26%	16%	58%	26%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	14	2516	86	14%	43%	43%	29%	50%	21%	NA	57%	43%	7%	57%	36%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	105	2435	87	37%	38%	25%	47%	43%	10%	22%	60%	18%	28%	57%	15%
Black or African American	14	2455	83	29%	50%	21%	29%	71%	NA	7%	71%	21%	21%	71%	7%
White	364	2488	83	17%	44%	39%	28%	58%	15%	9%	64%	28%	15%	58%	28%
Two or more races	54	2487	93	17%	47%	36%	23%	60%	17%	15%	59%	26%	12%	58%	31%
English only	509	2481	87	21%	42%	37%	30%	56%	14%	11%	63%	26%	17%	58%	25%
Initially fluent English proficient	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	32	2413	83	48%	35%	16%	58%	32%	10%	31%	53%	16%	34%	52%	14%
Reclassified fluent English proficient	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	475	2487	83	19%	44%	38%	26%	60%	14%	9%	63%	28%	16%	57%	27%
Special education services	87	2427	93	38%	40%	22%	58%	32%	11%	24%	64%	12%	23%	63%	14%
Not economically disadvantaged	350	2494	82	16%	44%	40%	26%	58%	16%	7%	62%	31%	13%	57%	29%
Economically disadvantaged	212	2450	89	31%	42%	27%	39%	50%	11%	19%	64%	16%	23%	60%	17%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	562	2477	87	22%	43%	35%	31%	55%	14%	11%	63%	26%	17%	58%	25%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	12	2527	88	17%	33%	50%	25%	50%	25%	NA	50%	50%	8%	50%	42%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	44	2470	79	20%	48%	32%	36%	50%	14%	5%	66%	30%	17%	63%	20%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	249	2495	81	15%	44%	42%	26%	60%	15%	7%	62%	31%	13%	57%	30%
Two or more races (Primary ethnicity—not economically disadvantaged)	33	2507	90	18%	39%	42%	21%	58%	21%	9%	55%	36%	12%	48%	39%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	61	2410	85	48%	32%	20%	55%	38%	7%	35%	55%	10%	35%	53%	12%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	115	2473	85	23%	44%	32%	32%	54%	14%	12%	67%	21%	18%	59%	23%
Two or more races (Primary ethnicity—economically disadvantaged)	21	2455	91	15%	60%	25%	26%	63%	11%	24%	67%	10%	11%	74%	16%

**Table 11.D.17 Ethnicity Summary by Economic Status for Claims—ELA, Grade Five**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	385	2517	82	15%	46%	39%	21%	55%	24%	11%	69%	20%	17%	65%	18%
Male	205	2505	79	18%	50%	32%	26%	57%	17%	14%	66%	20%	18%	67%	16%
Female	180	2532	84	12%	42%	46%	15%	53%	32%	8%	73%	20%	15%	64%	21%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	11	2451	77	36%	45%	18%	45%	55%	NA	36%	55%	9%	27%	73%	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	76	2509	95	19%	51%	31%	20%	57%	23%	12%	68%	20%	21%	59%	20%
Black or African American	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	247	2524	78	13%	45%	42%	20%	53%	27%	10%	67%	23%	14%	66%	19%
Two or more races	40	2502	77	18%	50%	33%	25%	63%	13%	13%	80%	8%	18%	73%	10%
English only	350	2522	82	14%	46%	40%	20%	55%	26%	11%	68%	21%	16%	65%	19%
Initially fluent English proficient	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	17	2443	62	41%	53%	6%	53%	47%	NA	24%	71%	6%	29%	71%	NA
Reclassified fluent English proficient	12	2490	71	17%	67%	17%	25%	67%	8%	8%	75%	17%	17%	83%	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	325	2527	78	11%	47%	42%	18%	56%	26%	9%	69%	22%	14%	67%	19%
Special education services	60	2467	87	37%	45%	18%	41%	47%	12%	20%	68%	12%	31%	57%	12%
Not economically disadvantaged	265	2529	74	11%	46%	43%	17%	56%	27%	6%	71%	23%	11%	68%	20%
Economically disadvantaged	120	2491	93	25%	46%	29%	29%	53%	18%	21%	66%	13%	28%	59%	13%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	385	2517	82	15%	46%	39%	21%	55%	24%	11%	69%	20%	17%	65%	18%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	39	2528	78	10%	56%	33%	13%	62%	26%	8%	69%	23%	15%	59%	26%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	191	2533	73	10%	44%	46%	16%	55%	29%	6%	68%	26%	11%	70%	20%
Two or more races (Primary ethnicity—not economically disadvantaged)	20	2506	67	10%	55%	35%	30%	60%	10%	5%	90%	5%	15%	70%	15%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	37	2489	107	28%	44%	28%	28%	53%	19%	17%	67%	17%	28%	58%	14%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	56	2495	87	21%	48%	30%	34%	46%	20%	21%	64%	14%	27%	55%	18%
Two or more races (Primary ethnicity—economically disadvantaged)	20	2498	87	25%	45%	30%	20%	65%	15%	20%	70%	10%	20%	75%	5%

**Table 11.D.18 Ethnicity Summary by Economic Status for Claims—ELA, Grade Six**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	93	2543	95	24%	30%	46%	26%	57%	17%	12%	74%	14%	20%	56%	24%
Male	48	2510	93	31%	35%	33%	40%	52%	8%	19%	72%	9%	27%	58%	15%
Female	45	2578	85	16%	24%	60%	11%	62%	27%	5%	75%	20%	13%	53%	33%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	16	2478	88	50%	31%	19%	38%	50%	13%	19%	75%	6%	38%	56%	6%
Black or African American	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	58	2554	86	16%	29%	55%	24%	64%	12%	11%	74%	16%	21%	57%	22%
Two or more races	12	2570	125	25%	25%	50%	25%	33%	42%	NA	73%	27%	8%	50%	42%
English only	78	2547	94	22%	29%	49%	26%	56%	18%	9%	75%	16%	21%	59%	21%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	67	2566	80	13%	33%	54%	16%	61%	22%	6%	77%	17%	18%	55%	27%
Special education services	26	2484	105	50%	23%	27%	50%	46%	4%	28%	64%	8%	27%	58%	15%
Not economically disadvantaged	50	2575	80	12%	30%	58%	16%	58%	26%	6%	73%	21%	12%	56%	32%
Economically disadvantaged	43	2505	98	37%	30%	33%	37%	56%	7%	19%	74%	7%	30%	56%	14%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	93	2543	95	24%	30%	46%	26%	57%	17%	12%	74%	14%	20%	56%	24%
American Indian or Alaska Native (Primary ethnicity— not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity— not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity— not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	34	2575	75	9%	26%	65%	21%	59%	21%	6%	70%	24%	12%	62%	26%
Two or more races (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	13	2478	98	54%	23%	23%	46%	38%	15%	23%	69%	8%	31%	62%	8%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	24	2525	92	25%	33%	42%	29%	71%	NA	17%	79%	4%	33%	50%	17%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.19 Ethnicity Summary by Economic Status for Claims—ELA, Grade Seven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	81	2575	87	16%	46%	38%	17%	48%	35%	16%	61%	23%	7%	65%	27%
Male	42	2550	68	17%	64%	19%	19%	60%	21%	17%	73%	10%	12%	69%	19%
Female	39	2602	97	15%	26%	59%	15%	36%	49%	15%	49%	36%	3%	62%	36%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2532	70	33%	50%	17%	17%	67%	17%	27%	64%	9%	8%	83%	8%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	54	2592	84	11%	43%	46%	15%	48%	37%	13%	57%	30%	7%	57%	35%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	73	2585	82	14%	44%	42%	15%	48%	37%	14%	62%	25%	5%	66%	29%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	61	2593	77	10%	44%	46%	11%	48%	41%	10%	64%	26%	5%	66%	30%
Special education services	20	2520	94	35%	50%	15%	35%	50%	15%	37%	53%	11%	15%	65%	20%
Not economically disadvantaged	40	2598	79	13%	43%	45%	8%	48%	45%	18%	55%	28%	3%	65%	33%
Economically disadvantaged	41	2552	89	20%	49%	32%	27%	49%	24%	15%	68%	18%	12%	66%	22%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	81	2575	87	16%	46%	38%	17%	48%	35%	16%	61%	23%	7%	65%	27%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	27	2606	83	15%	37%	48%	4%	52%	44%	19%	48%	33%	4%	56%	41%
Two or more races (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	27	2578	84	7%	48%	44%	26%	44%	30%	7%	67%	26%	11%	59%	30%
Two or more races (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.20 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eight**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	49	2610	93	10%	33%	57%	22%	49%	29%	4%	71%	25%	12%	49%	39%
Male	27	2637	90	7%	22%	70%	15%	52%	33%	4%	63%	33%	7%	52%	41%
Female	22	2578	87	14%	45%	41%	32%	45%	23%	5%	81%	14%	18%	45%	36%
American Indian or Alaska Native	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	11	2587	98	18%	27%	55%	36%	45%	18%	10%	70%	20%	9%	55%	36%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	27	2625	86	7%	30%	63%	15%	52%	33%	4%	70%	26%	15%	37%	48%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	45	2617	90	9%	31%	60%	20%	49%	31%	2%	70%	27%	11%	49%	40%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	39	2635	76	3%	31%	67%	13%	51%	36%	3%	66%	32%	8%	46%	46%
Special education services	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not economically disadvantaged	21	2615	84	10%	29%	62%	24%	52%	24%	5%	75%	20%	14%	38%	48%
Economically disadvantaged	28	2607	100	11%	36%	54%	21%	46%	32%	4%	68%	29%	11%	57%	32%
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	49	2610	93	10%	33%	57%	22%	49%	29%	4%	71%	25%	12%	49%	39%
American Indian or Alaska Native (Primary ethnicity— not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity— not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity— not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	11	2598	86	9%	45%	45%	18%	64%	18%	9%	91%	NA	27%	18%	55%
Two or more races (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	100%	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	16	2644	83	6%	19%	75%	13%	44%	44%	NA	56%	44%	6%	50%	44%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.21 Ethnicity Summary by Economic Status for Claims—ELA, Grade Eleven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
All valid scores	20	2682	99	5%	40%	55%	10%	25%	65%	NA	65%	35%	NA	37%	63%
Male	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Female	11	2697	111	9%	36%	55%	NA	36%	64%	NA	55%	45%	NA	27%	73%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	11	2693	94	NA	55%	45%	NA	18%	82%	NA	73%	27%	NA	36%	64%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
No special education services	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special education services	14	2648	94	7%	50%	43%	14%	36%	50%	NA	71%	29%	NA	46%	54%
Not economically disadvantaged	12	2698	94	8%	33%	58%	NA	25%	75%	NA	58%	42%	NA	33%	67%
Economically disadvantaged	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	20	2682	99	5%	40%	55%	10%	25%	65%	NA	65%	35%	NA	37%	63%
American Indian or Alaska Native (Primary ethnicity— not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity— not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity— not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>	<b>Percent in Claim 4 Not Met</b>	<b>Percent in Claim 4 Nearly Met</b>	<b>Percent in Claim 4 Met</b>
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



**Table 11.D.22 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Three**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	569	2405	72	49%	43%	7%	34%	43%	23%	12%	76%	12%
Male	290	2407	74	48%	44%	8%	32%	43%	25%	13%	73%	14%
Female	279	2403	69	51%	43%	6%	36%	43%	21%	10%	78%	11%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	18	2396	71	56%	44%	NA	39%	44%	17%	33%	50%	17%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	108	2394	71	59%	38%	4%	41%	41%	19%	12%	77%	11%
Black or African American	16	2322	61	94%	6%	NA	75%	25%	NA	31%	69%	NA
White	364	2413	69	45%	46%	9%	30%	44%	26%	10%	77%	13%
Two or more races	57	2407	77	43%	50%	7%	34%	43%	23%	16%	70%	14%
English only	510	2408	70	48%	44%	8%	33%	43%	24%	11%	75%	13%
Initially fluent English proficient	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	35	2341	68	84%	16%	NA	68%	29%	3%	29%	69%	3%
Reclassified fluent English proficient	16	2431	62	38%	56%	6%	19%	44%	38%	NA	88%	13%
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	484	2409	68	47%	46%	7%	32%	45%	23%	11%	76%	13%
Special education services	85	2383	87	61%	31%	8%	48%	30%	22%	16%	72%	12%
Not economically disadvantaged	371	2418	66	42%	49%	9%	28%	45%	27%	10%	76%	14%
Economically disadvantaged	198	2380	75	64%	32%	4%	46%	39%	15%	16%	75%	9%

Student Group	Number Tested	Mean Scale Score	SD of Scale Scores	Percent in Claim 1 Not Met	Percent in Claim 1 Nearly Met	Percent in Claim 1 Met	Percent in Claim 2 Not Met	Percent in Claim 2 Nearly Met	Percent in Claim 2 Met	Percent in Claim 3 Not Met	Percent in Claim 3 Nearly Met	Percent in Claim 3 Met
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	569	2405	72	49%	43%	7%	34%	43%	23%	12%	76%	12%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	13	2398	72	54%	46%	NA	31%	54%	15%	31%	46%	23%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	60	2400	71	51%	46%	3%	32%	47%	22%	10%	80%	10%
Black or African American (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	263	2422	64	39%	50%	11%	27%	44%	29%	8%	77%	14%
Two or more races (Primary ethnicity—not economically disadvantaged)	30	2432	68	30%	60%	10%	23%	47%	30%	13%	67%	20%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	48	2385	71	69%	27%	4%	52%	33%	15%	15%	73%	13%
Black or African American (Primary ethnicity—economically disadvantaged)	14	2313	60	93%	7%	NA	71%	29%	NA	36%	64%	NA
White (Primary ethnicity—economically disadvantaged)	101	2388	76	59%	37%	4%	39%	43%	18%	13%	77%	10%
Two or more races (Primary ethnicity—economically disadvantaged)	27	2379	79	58%	38%	4%	46%	38%	15%	19%	74%	7%

**Table 11.D.23 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Four**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	562	2471	77	43%	39%	17%	21%	57%	22%	19%	60%	21%
Male	281	2476	77	42%	37%	22%	20%	56%	24%	19%	59%	22%
Female	281	2466	76	45%	42%	13%	23%	58%	20%	19%	62%	19%
American Indian or Alaska Native	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	14	2505	73	21%	43%	36%	7%	57%	36%	14%	50%	36%
Native Hawaiian or Other Pacific Islander	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	104	2439	80	56%	36%	9%	37%	50%	13%	28%	62%	11%
Black or African American	14	2460	63	50%	43%	7%	14%	64%	21%	21%	79%	NA
White	365	2479	73	41%	39%	20%	18%	59%	23%	16%	61%	23%
Two or more races	54	2473	83	39%	46%	15%	20%	54%	26%	19%	57%	24%
English only	509	2474	75	42%	40%	18%	20%	57%	23%	17%	61%	21%
Initially fluent English proficient	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	32	2410	88	66%	31%	3%	50%	34%	16%	50%	41%	9%
Reclassified fluent English proficient	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	474	2481	71	40%	41%	19%	16%	60%	24%	14%	63%	23%
Special education services	88	2414	79	64%	30%	7%	49%	41%	10%	48%	45%	7%
Not economically disadvantaged	350	2484	75	37%	41%	22%	17%	58%	25%	14%	60%	26%
Economically disadvantaged	212	2448	75	53%	36%	10%	28%	55%	17%	27%	60%	13%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	562	2471	77	43%	39%	17%	21%	57%	22%	19%	60%	21%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	12	2518	71	17%	42%	42%	8%	50%	42%	17%	42%	42%
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	44	2464	78	43%	43%	14%	30%	52%	18%	20%	64%	16%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	249	2485	72	39%	39%	22%	16%	61%	24%	12%	63%	25%
Two or more races (Primary ethnicity—not economically disadvantaged)	33	2489	90	30%	48%	21%	15%	52%	33%	15%	48%	36%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	60	2421	77	65%	30%	5%	42%	48%	10%	33%	60%	7%
Black or African American (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	116	2464	74	46%	39%	16%	22%	55%	22%	26%	55%	19%
Two or more races (Primary ethnicity—economically disadvantaged)	21	2447	65	52%	43%	5%	29%	57%	14%	24%	71%	5%

**Table 11.D.24 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Five**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	388	2495	73	58%	31%	11%	21%	61%	18%	22%	66%	12%
Male	207	2498	78	56%	30%	14%	22%	58%	20%	22%	62%	15%
Female	181	2492	67	59%	32%	8%	21%	64%	15%	21%	70%	9%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	11	2467	46	73%	27%	NA	36%	64%	NA	36%	64%	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	76	2478	75	66%	26%	8%	29%	55%	16%	32%	58%	9%
Black or African American	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	249	2502	74	54%	33%	13%	19%	61%	20%	17%	69%	14%
Two or more races	41	2492	63	59%	34%	7%	20%	71%	10%	24%	68%	7%
English only	353	2498	74	57%	31%	12%	21%	61%	19%	20%	67%	13%
Initially fluent English proficient	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	17	2446	45	81%	19%	NA	35%	65%	NA	50%	50%	NA
Reclassified fluent English proficient	12	2508	74	50%	33%	17%	25%	50%	25%	17%	58%	25%
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	328	2504	71	55%	33%	13%	16%	64%	20%	18%	68%	14%
Special education services	60	2450	71	75%	20%	5%	50%	42%	8%	41%	55%	3%
Not economically disadvantaged	267	2503	73	55%	33%	12%	20%	59%	21%	18%	68%	14%
Economically disadvantaged	121	2477	72	64%	27%	9%	25%	64%	11%	31%	61%	8%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	388	2495	73	58%	31%	11%	21%	61%	18%	22%	66%	12%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	39	2490	80	62%	28%	10%	28%	51%	21%	28%	62%	10%
Black or African American (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	192	2507	71	53%	34%	13%	17%	60%	22%	16%	69%	15%
Two or more races (Primary ethnicity—not economically disadvantaged)	21	2504	71	52%	33%	14%	19%	67%	14%	19%	67%	14%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	37	2465	69	71%	23%	6%	30%	59%	11%	37%	54%	9%
Black or African American (Primary ethnicity—economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	57	2486	81	58%	26%	16%	25%	61%	14%	21%	68%	11%
Two or more races (Primary ethnicity—economically disadvantaged)	20	2480	52	65%	35%	NA	20%	75%	5%	30%	70%	NA

**Table 11.D.25 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Six**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	93	2536	82	27%	54%	19%	28%	50%	22%	20%	62%	17%
Male	48	2523	72	31%	56%	13%	35%	54%	10%	25%	63%	13%
Female	45	2550	91	22%	51%	27%	20%	45%	34%	16%	62%	22%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	16	2494	81	44%	56%	NA	40%	53%	7%	31%	69%	NA
Black or African American	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	58	2546	81	22%	52%	26%	24%	53%	22%	19%	59%	22%
Two or more races	12	2535	90	25%	58%	17%	33%	33%	33%	25%	58%	17%
English only	78	2538	83	27%	51%	22%	29%	49%	22%	21%	62%	18%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	67	2555	76	16%	58%	25%	18%	52%	30%	9%	69%	22%
Special education services	26	2486	78	54%	42%	4%	54%	46%	NA	50%	46%	4%
Not economically disadvantaged	50	2559	71	18%	60%	22%	20%	47%	33%	12%	62%	26%
Economically disadvantaged	43	2509	88	37%	47%	16%	37%	53%	9%	30%	63%	7%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	93	2536	82	27%	54%	19%	28%	50%	22%	20%	62%	17%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	34	2563	67	18%	56%	26%	21%	50%	29%	15%	56%	29%
Two or more races (Primary ethnicity—not economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	13	2483	85	46%	54%	NA	46%	54%	NA	38%	62%	NA
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	24	2522	94	29%	46%	25%	29%	58%	13%	25%	63%	13%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.26 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Seven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	83	2583	97	20%	36%	43%	19%	41%	40%	5%	52%	43%
Male	44	2582	91	16%	48%	36%	16%	50%	34%	5%	59%	36%
Female	39	2585	106	26%	23%	51%	23%	31%	46%	5%	44%	51%
American Indian or Alaska Native	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2554	92	42%	42%	17%	25%	58%	17%	8%	67%	25%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	55	2603	83	13%	33%	55%	15%	38%	47%	2%	47%	51%
Two or more races	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	75	2594	90	16%	36%	48%	17%	40%	43%	3%	51%	47%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	62	2614	72	6%	39%	55%	8%	44%	48%	3%	45%	52%
Special education services	21	2493	108	62%	29%	10%	52%	33%	14%	10%	71%	19%
Not economically disadvantaged	40	2599	84	10%	48%	43%	10%	50%	40%	5%	43%	53%
Economically disadvantaged	43	2569	107	30%	26%	44%	28%	33%	40%	5%	60%	35%

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	83	2583	97	20%	36%	43%	19%	41%	40%	5%	52%	43%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	27	2617	63	4%	41%	56%	4%	48%	48%	4%	37%	59%
Two or more races (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	28	2590	98	21%	25%	54%	25%	29%	46%	NA	57%	43%
Two or more races (Primary ethnicity—economically disadvantaged)	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.27 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eight**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	50	2569	109	35%	35%	31%	22%	49%	29%	10%	76%	14%
Male	28	2598	111	22%	37%	41%	15%	48%	37%	4%	78%	19%
Female	22	2533	97	50%	32%	18%	32%	50%	18%	18%	73%	9%
American Indian or Alaska Native	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	12	2538	119	58%	17%	25%	33%	33%	33%	33%	50%	17%
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	27	2588	108	19%	38%	42%	19%	58%	23%	NA	85%	15%
Two or more races	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	45	2577	105	30%	39%	32%	18%	52%	30%	9%	75%	16%
Initially fluent English proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	39	2599	92	26%	38%	36%	15%	49%	36%	5%	79%	15%
Special education services	11	2465	103	70%	20%	10%	50%	50%	NA	30%	60%	10%
Not economically disadvantaged	21	2579	99	33%	38%	29%	10%	67%	24%	14%	71%	14%
Economically disadvantaged	29	2562	117	36%	32%	32%	32%	36%	32%	7%	79%	14%



<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	50	2569	109	35%	35%	31%	22%	49%	29%	10%	76%	14%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	11	2588	102	27%	36%	36%	18%	73%	9%	NA	91%	9%
Two or more races (Primary ethnicity—not economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	16	2588	115	13%	40%	47%	20%	47%	33%	NA	80%	20%
Two or more races (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.D.28 Ethnicity Summary by Economic Status for Claims—Mathematics, Grade Eleven**

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
All valid scores	20	2607	157	55%	20%	25%	10%	50%	40%	25%	40%	35%
Male	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Female	11	2599	179	64%	9%	27%	9%	45%	45%	18%	45%	36%
American Indian or Alaska Native	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English only	11	2663	137	45%	18%	36%	NA	36%	64%	18%	36%	45%
Initially fluent English proficient	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English learner	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reclassified fluent English proficient	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
To be determined	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English proficiency unknown	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
No special education services	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special education services	14	2544	131	71%	21%	7%	14%	64%	21%	36%	50%	14%
Not economically disadvantaged	12	2644	166	50%	17%	33%	8%	33%	58%	25%	33%	42%
Economically disadvantaged	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
Migrant	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Not migrant	20	2607	157	55%	20%	25%	10%	50%	40%	25%	40%	35%
American Indian or Alaska Native (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—not economically disadvantaged)	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—not economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—not economically disadvantaged)	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—not economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<b>Student Group</b>	<b>Number Tested</b>	<b>Mean Scale Score</b>	<b>SD of Scale Scores</b>	<b>Percent in Claim 1 Not Met</b>	<b>Percent in Claim 1 Nearly Met</b>	<b>Percent in Claim 1 Met</b>	<b>Percent in Claim 2 Not Met</b>	<b>Percent in Claim 2 Nearly Met</b>	<b>Percent in Claim 2 Met</b>	<b>Percent in Claim 3 Not Met</b>	<b>Percent in Claim 3 Nearly Met</b>	<b>Percent in Claim 3 Met</b>
American Indian or Alaska Native (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Filipino (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino (Primary ethnicity—economically disadvantaged)	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American (Primary ethnicity—economically disadvantaged)	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White (Primary ethnicity—economically disadvantaged)	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races (Primary ethnicity—economically disadvantaged)	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

## Appendix 11.E: IRT Parameter Estimates

**Table 11.E.1 IRT  $a$ -values for ELA, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.73	0.25	0.32	1.13
Claim 2	12	0.62	0.20	0.28	0.99
Claim 3	9	0.58	0.17	0.36	0.85
Claim 4	11	0.67	0.22	0.31	1.09
<b>All items</b>	<b>51</b>	<b>0.67</b>	<b>0.22</b>	<b>0.28</b>	<b>1.13</b>

**Table 11.E.2 IRT  $a$ -values for ELA, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.69	0.30	0.24	1.41
Claim 2	12	0.55	0.22	0.25	1.06
Claim 3	9	0.58	0.21	0.27	0.81
Claim 4	9	0.59	0.06	0.44	0.64
<b>All items</b>	<b>50</b>	<b>0.62</b>	<b>0.24</b>	<b>0.24</b>	<b>1.41</b>

**Table 11.E.3 IRT  $a$ -values for ELA, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.65	0.24	0.28	1.16
Claim 2	12	0.72	0.18	0.53	1.06
Claim 3	9	0.55	0.16	0.31	0.76
Claim 4	11	0.54	0.18	0.32	0.89
<b>All items</b>	<b>51</b>	<b>0.63</b>	<b>0.21</b>	<b>0.28</b>	<b>1.16</b>

**Table 11.E.4 IRT  $a$ -values for ELA, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.60	0.20	0.27	1.00
Claim 2	12	0.55	0.12	0.30	0.71
Claim 3	8	0.54	0.20	0.22	0.85
Claim 4	11	0.51	0.18	0.24	0.79
<b>All items</b>	<b>52</b>	<b>0.56</b>	<b>0.18</b>	<b>0.22</b>	<b>1.00</b>

**Table 11.E.5 IRT a-values for ELA, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.55	0.18	0.21	0.80
Claim 2	12	0.51	0.20	0.22	0.90
Claim 3	9	0.53	0.22	0.18	0.82
Claim 4	10	0.47	0.14	0.19	0.68
<b>All items</b>	<b>51</b>	<b>0.52</b>	<b>0.18</b>	<b>0.18</b>	<b>0.90</b>

**Table 11.E.6 IRT a-values for ELA, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.56	0.21	0.15	0.85
Claim 2	12	0.60	0.27	0.15	1.24
Claim 3	9	0.40	0.15	0.18	0.61
Claim 4	10	0.57	0.25	0.23	1.01
<b>All items</b>	<b>52</b>	<b>0.54</b>	<b>0.23</b>	<b>0.15</b>	<b>1.24</b>

**Table 11.E.7 IRT a-values for ELA, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.54	0.20	0.17	0.90
Claim 2	12	0.46	0.15	0.19	0.69
Claim 3	9	0.43	0.18	0.23	0.78
Claim 4	10	0.50	0.23	0.12	0.79
<b>All items</b>	<b>50</b>	<b>0.49</b>	<b>0.19</b>	<b>0.12</b>	<b>0.90</b>

**Table 11.E.8 IRT a-values for Mathematics, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.91	0.28	0.48	1.38
Claim 2	12	0.87	0.26	0.41	1.26
Claim 3	9	0.81	0.34	0.35	1.28
<b>All items</b>	<b>41</b>	<b>0.87</b>	<b>0.29</b>	<b>0.35</b>	<b>1.38</b>

**Table 11.E.9 IRT a-values for Mathematics, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.83	0.22	0.35	1.39
Claim 2	10	0.64	0.24	0.30	1.03
Claim 3	10	0.74	0.29	0.41	1.37
<b>All items</b>	<b>41</b>	<b>0.76</b>	<b>0.25</b>	<b>0.30</b>	<b>1.39</b>

**Table 11.E.10 IRT a-values for Mathematics, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.70	0.28	0.37	1.34
Claim 2	11	0.59	0.22	0.27	1.02
Claim 3	10	0.62	0.25	0.26	1.05
<b>All items</b>	<b>41</b>	<b>0.65</b>	<b>0.25</b>	<b>0.26</b>	<b>1.34</b>

**Table 11.E.11 IRT a-values for Mathematics, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.79	0.30	0.22	1.33
Claim 2	11	0.96	0.21	0.59	1.31
Claim 3	10	0.75	0.29	0.18	1.25
<b>All items</b>	<b>40</b>	<b>0.83</b>	<b>0.28</b>	<b>0.18</b>	<b>1.33</b>

**Table 11.E.12 IRT a-values for Mathematics, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.77	0.29	0.25	1.27
Claim 2	11	0.93	0.26	0.52	1.46
Claim 3	10	0.69	0.42	0.14	1.68
<b>All items</b>	<b>41</b>	<b>0.80</b>	<b>0.32</b>	<b>0.14</b>	<b>1.68</b>

**Table 11.E.13 IRT a-values for Mathematics, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.56	0.26	0.12	1.08
Claim 2	10	0.57	0.22	0.25	0.86
Claim 3	9	0.45	0.16	0.18	0.66
<b>All items</b>	<b>39</b>	<b>0.54</b>	<b>0.23</b>	<b>0.12</b>	<b>1.08</b>

**Table 11.E.14 IRT a-values for Mathematics, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.46	0.22	0.11	0.89
Claim 2	11	0.47	0.18	0.10	0.69
Claim 3	10	0.48	0.28	0.15	1.09
<b>All items</b>	<b>42</b>	<b>0.47</b>	<b>0.22</b>	<b>0.10</b>	<b>1.09</b>



**Table 11.E.15 IRT *b*-values for ELA, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	-0.74	1.09	-2.08	1.35
Claim 2	12	-1.01	0.63	-2.02	-0.03
Claim 3	9	-0.27	0.52	-0.83	0.51
Claim 4	11	-0.74	0.89	-2.03	0.86
<b>All items</b>	<b>51</b>	<b>-0.72</b>	<b>0.88</b>	<b>-2.08</b>	<b>1.35</b>

**Table 11.E.16 IRT *b*-values for ELA, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	-0.12	1.23	-1.73	2.64
Claim 2	12	-0.99	0.98	-2.32	1.17
Claim 3	9	-0.00	1.42	-1.68	2.87
Claim 4	9	-0.45	0.91	-1.74	0.91
<b>All items</b>	<b>50</b>	<b>-0.37</b>	<b>1.19</b>	<b>-2.32</b>	<b>2.87</b>

**Table 11.E.17 IRT *b*-values for ELA, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.47	1.23	-1.58	3.85
Claim 2	12	-0.63	1.22	-2.10	1.62
Claim 3	9	0.31	1.31	-1.12	2.55
Claim 4	11	0.59	1.49	-1.30	4.14
<b>All items</b>	<b>51</b>	<b>0.21</b>	<b>1.35</b>	<b>-2.10</b>	<b>4.14</b>

**Table 11.E.18 IRT *b*-values for ELA, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.57	1.49	-1.05	4.69
Claim 2	12	-0.22	0.94	-1.38	1.68
Claim 3	8	-0.04	0.70	-0.82	1.38
Claim 4	11	0.32	0.70	-0.93	1.66
<b>All items</b>	<b>52</b>	<b>0.24</b>	<b>1.15</b>	<b>-1.38</b>	<b>4.69</b>

**Table 11.E.19 IRT *b*-values for ELA, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	0.69	1.30	-1.84	3.83
Claim 2	12	1.20	1.51	-0.34	5.35
Claim 3	9	0.54	1.26	-1.02	2.32
Claim 4	10	1.78	0.98	0.52	3.57
<b>All items</b>	<b>51</b>	<b>1.00</b>	<b>1.33</b>	<b>-1.84</b>	<b>5.35</b>

**Table 11.E.20 IRT *b*-values for ELA, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	0.94	1.02	-0.54	2.69
Claim 2	12	0.42	1.61	-3.01	2.34
Claim 3	9	1.32	1.13	-0.01	3.33
Claim 4	10	1.24	1.21	-0.45	3.57
<b>All items</b>	<b>52</b>	<b>0.94</b>	<b>1.24</b>	<b>-3.01</b>	<b>3.57</b>

**Table 11.E.21 IRT *b*-values for ELA, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	1.92	2.01	-0.39	7.25
Claim 2	12	1.67	1.15	0.06	4.24
Claim 3	9	1.28	1.89	-0.93	4.30
Claim 4	10	1.24	1.00	0.33	3.64
<b>All items</b>	<b>50</b>	<b>1.61</b>	<b>1.62</b>	<b>-0.93</b>	<b>7.25</b>

**Table 11.E.22 IRT *b*-values for Mathematics, Grade Three**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	-1.96	0.74	-3.15	-0.07
Claim 2	12	-1.28	0.99	-2.68	0.72
Claim 3	9	-0.09	0.99	-1.08	2.32
<b>All items</b>	<b>41</b>	<b>-1.35</b>	<b>1.13</b>	<b>-3.15</b>	<b>2.32</b>

**Table 11.E.23 IRT *b*-values for Mathematics, Grade Four**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	-0.67	0.87	-2.69	0.67
Claim 2	10	-0.32	1.36	-1.51	2.66
Claim 3	10	-0.25	0.57	-1.17	0.38
<b>All items</b>	<b>41</b>	<b>-0.48</b>	<b>0.95</b>	<b>-2.69</b>	<b>2.66</b>

**Table 11.E.24 IRT *b*-values for Mathematics, Grade Five**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	-0.20	0.69	-1.99	0.82
Claim 2	11	0.23	0.90	-1.14	2.04
Claim 3	10	0.70	1.15	-1.22	2.20
<b>All items</b>	<b>41</b>	<b>0.14</b>	<b>0.93</b>	<b>-1.99</b>	<b>2.20</b>

**Table 11.E.25 IRT *b*-values for Mathematics, Grade Six**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	19	0.78	0.76	-0.31	2.83
Claim 2	11	1.24	0.88	-0.18	2.44
Claim 3	10	1.76	0.82	0.18	3.37
<b>All items</b>	<b>40</b>	<b>1.15</b>	<b>0.89</b>	<b>-0.31</b>	<b>3.37</b>

**Table 11.E.26 IRT *b*-values for Mathematics, Grade Seven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	1.14	1.07	-2.24	2.72
Claim 2	11	1.61	0.76	0.31	2.57
Claim 3	10	2.34	2.48	-0.00	8.70
<b>All items</b>	<b>41</b>	<b>1.56</b>	<b>1.52</b>	<b>-2.24</b>	<b>8.70</b>

**Table 11.E.27 IRT *b*-values for Mathematics, Grade Eight**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	20	1.27	1.23	-0.42	4.70
Claim 2	10	2.61	1.06	1.14	4.78
Claim 3	9	2.39	1.45	0.51	5.44
<b>All items</b>	<b>39</b>	<b>1.87</b>	<b>1.36</b>	<b>-0.42</b>	<b>5.44</b>

**Table 11.E.28 IRT *b*-values for Mathematics, Grade Eleven**

<b>Claim</b>	<b>Number of Items</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Claim 1	21	2.24	2.40	-1.78	7.22
Claim 2	11	3.47	2.71	0.65	11.00
Claim 3	10	3.55	1.32	1.77	5.89
<b>All items</b>	<b>42</b>	<b>2.88</b>	<b>2.32</b>	<b>-1.78</b>	<b>11.00</b>

**Table 11.E.29 Distribution of IRT  $\alpha$ -values for Non-PT Items—ELA, All Grades**

IRT $\alpha$ -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
0 –< 0.2	NA	NA	NA	NA	2	3	3
0.2 –< 0.4	8	11	9	9	11	9	<b>*16</b>
0.4 –< 0.6	10	12	13	<b>*18</b>	<b>*20</b>	<b>*16</b>	14
0.6 –< 0.8	<b>*13</b>	<b>*14</b>	<b>*15</b>	15	13	15	10
0.8 –< 1.0	12	5	6	4	1	3	3
1.0 –< 1.2	3	3	3	1	NA	1	NA
1.2 –< 1.4	NA	NA	NA	NA	NA	1	NA
1.4 –< 1.6	NA	1	NA	NA	NA	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.30 Distribution of IRT  $\alpha$ -values for Non-PT Items—Mathematics, All Grades**

IRT $\alpha$ -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
0 –< 0.2	NA	NA	NA	1	1	2	5
0.2 –< 0.4	1	2	5	2	3	9	<b>*11</b>
0.4 –< 0.6	6	6	<b>*14</b>	5	7	<b>*14</b>	9
0.6 –< 0.8	<b>*10</b>	<b>*11</b>	7	6	7	6	10
0.8 –< 1.0	7	10	4	<b>*10</b>	<b>*9</b>	1	1
1.0 –< 1.2	4	4	4	5	6	2	NA
1.2 –< 1.4	7	2	1	5	1	NA	NA
1.4 –< 1.6	NA	NA	NA	NA	1	NA	NA
1.6 –< 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 –< 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.31 Distribution of IRT *b*-values for Non-PT Items—ELA, All Grades**

IRT <i>b</i> -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	NA	NA	NA	NA	NA	1	NA
-3.0 <- -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	3	2	2	NA	NA	NA	NA
-2.0 <- -1.5	6	5	3	NA	1	NA	NA
-1.5 <- -1.0	10	9	4	3	1	NA	NA
-1.0 <- -0.5	<b>*12</b>	<b>*10</b>	7	11	5	2	2
-0.5 <- 0	8	3	6	<b>*12</b>	4	<b>*10</b>	2
0 <- 0.5	3	9	4	6	5	6	8
0.5 <- 1.0	2	2	<b>*10</b>	5	<b>*9</b>	6	<b>*10</b>
1.0 <- 1.5	2	3	4	4	5	7	8
1.5 <- 2.0	NA	NA	3	3	8	5	1
2.0 <- 2.5	NA	NA	1	1	4	8	2
2.5 <- 3.0	NA	3	1	1	2	2	4
3.0 <- 3.5	NA	NA	NA	NA	NA	1	2
>= 3.5	NA	NA	1	1	3	NA	7

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.32 Distribution of IRT *b*-values for Non-PT Items—Mathematics, All Grades**

IRT <i>b</i> -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	1	NA	NA	NA	NA	NA	NA
-3.0 <- -2.5	5	1	NA	NA	NA	NA	NA
-2.5 <- -2.0	7	1	NA	NA	1	NA	NA
-2.0 <- -1.5	<b>*9</b>	2	1	NA	NA	NA	1
-1.5 <- -1.0	2	<b>*9</b>	2	NA	NA	NA	NA
-1.0 <- -0.5	2	8	7	NA	1	NA	1
-0.5 <- 0	6	6	8	3	1	4	1
0 <- 0.5	1	6	<b>*9</b>	6	2	1	2
0.5 <- 1.0	1	2	5	4	4	3	3
1.0 <- 1.5	NA	NA	1	<b>*10</b>	<b>*10</b>	<b>*7</b>	5
1.5 <- 2.0	NA	NA	1	6	7	4	3
2.0 <- 2.5	1	NA	1	3	5	<b>*7</b>	2
2.5 <- 3.0	NA	NA	NA	1	3	3	3
3.0 <- 3.5	NA	NA	NA	1	NA	NA	3
>= 3.5	NA	NA	NA	NA	1	5	<b>*12</b>

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.33 Distribution of IRT  $a$ -values for PT Items—ELA, All Grades**

IRT $a$ -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
0 < 0.2	NA	NA	NA	NA	NA	NA	NA
0.2 < 0.4	NA	NA	NA	NA	NA	NA	NA
0.4 < 0.6	<b>*3</b>	<b>*3</b>	<b>*3</b>	<b>*4</b>	1	1	<b>*2</b>
0.6 < 0.8	2	1	2	1	1	<b>*3</b>	<b>*2</b>
0.8 < 1.0	NA	NA	NA	NA	<b>*2</b>	NA	NA
1.0 < 1.2	NA	NA	NA	NA	NA	NA	NA
1.2 < 1.4	NA	NA	NA	NA	NA	NA	NA
1.4 < 1.6	NA	NA	NA	NA	NA	NA	NA
1.6 < 1.8	NA	NA	NA	NA	NA	NA	NA
1.8 < 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.34 Distribution of IRT  $a$ -values for PT Items—Mathematics, All Grades**

IRT $a$ -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
0 < 0.2	NA	NA	NA	NA	NA	NA	NA
0.2 < 0.4	NA	1	1	NA	NA	NA	2
0.4 < 0.6	1	1	<b>*4</b>	1	1	1	NA
0.6 < 0.8	NA	<b>*2</b>	NA	<b>*3</b>	1	<b>*3</b>	<b>*3</b>
0.8 < 1.0	<b>*2</b>	<b>*2</b>	1	2	<b>*3</b>	1	NA
1.0 < 1.2	1	NA	NA	NA	NA	NA	1
1.2 < 1.4	<b>*2</b>	NA	NA	NA	NA	NA	NA
1.4 < 1.6	NA	NA	NA	NA	NA	NA	NA
1.6 < 1.8	NA	NA	NA	NA	1	NA	NA
1.8 < 2.0	NA	NA	NA	NA	NA	NA	NA

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.35 Distribution of IRT *b*-values for PT Items—ELA, All Grades**

IRT <i>b</i> -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	NA	NA	NA	NA	NA	NA	NA
-3.0 <- -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	NA	NA	NA	NA	NA	NA	NA
-2.0 <- -1.5	NA	NA	NA	NA	NA	NA	NA
-1.5 <- -1.0	1	1	1	NA	NA	NA	NA
-1.0 <- -0.5	1	1		*1	NA	*1	NA
-0.5 <- 0	1	NA	1	*1	*1	NA	NA
0 <- 0.5	NA	NA	NA	*1	*1	NA	NA
0.5 <- 1.0	*2	*2	*2	*1	*1	*1	NA
1.0 <- 1.5	NA	NA	NA	NA	*1	NA	*2
1.5 <- 2.0	NA	NA	NA	*1	NA	*1	1
2.0 <- 2.5	NA	NA	NA	NA	NA	NA	1
2.5 <- 3.0	NA	NA	NA	NA	NA	NA	NA
3.0 <- 3.5	NA	NA	NA	NA	NA	NA	NA
>= 3.5	NA	NA	1	NA	NA	*1	NA

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.36 Distribution of IRT *b*-values for PT Items—Mathematics, All Grades**

IRT <i>b</i> -value	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
< -3.5	NA	NA	NA	NA	NA	NA	NA
-3.5 <- -3.0	NA	NA	NA	NA	NA	NA	NA
-3.0 <- -2.5	NA	NA	NA	NA	NA	NA	NA
-2.5 <- -2.0	NA	NA	NA	NA	NA	NA	NA
-2.0 <- -1.5	*2	NA	NA	NA	NA	NA	NA
-1.5 <- -1.0	*2	1	1	NA	NA	NA	NA
-1.0 <- -0.5	NA	NA	NA	NA	NA	NA	NA
-0.5 <- 0	1	NA	NA	1	NA	NA	NA
0 <- 0.5	1	*3	NA	1	*1	NA	NA
0.5 <- 1.0	NA	1	*3	1	NA	1	NA
1.0 <- 1.5	NA	NA	NA	*2	*1	1	NA
1.5 <- 2.0	NA	NA	NA	NA	*1	NA	NA
2.0 <- 2.5	NA	NA	2	1	*1	*2	NA
2.5 <- 3.0	NA	1	NA	NA	*1	1	*2
3.0 <- 3.5	NA	NA	NA	NA	NA	NA	*2
>= 3.5	NA	NA	NA	NA	*1	NA	*2

**Note:** The mode of the distribution is **highlighted** and indicated using an asterisk.

**Table 11.E.37 PT Item Statistics—ELA, Grade Three**

Item ID	Score			
	Points	A	B	D
VH314036	2	0.69	0.86	0.74, -0.74
VH314060	2	0.55	0.80	-0.04, 0.04
VH314074	1	0.49	-0.80	NA
VH315611	4	0.52	-0.39	2.59, 0.69, -0.73, -2.55
VH315632	2	0.67	-1.04	0.85, -0.85

**Table 11.E.38 PT Item Statistics—ELA, Grade Four**

Item ID	Score			
	Points	A	B	D
VH295954	2	0.59	0.91	0.2, -0.2
VH295959	2	0.61	0.53	0.55, -0.55
VH295957	3	0.55	-0.96	2.1, 0.11, -2.21
VH295958	2	0.56	-1.42	0.35, -0.35

**Table 11.E.39 PT Item Statistics—ELA, Grade Five**

Item ID	Score			
	Points	A	B	D
VH303290	1	0.48	4.14	NA
VH295807	2	0.62	0.58	1, -1
VH295808	2	0.57	0.76	0.32, -0.32
VH295811	4	0.59	-0.48	1.61, 2.05, -0.51, -3.15
VH295812	2	0.68	-1.08	1.12, -1.12

**Table 11.E.40 PT Item Statistics—ELA, Grade Six**

Item ID	Score			
	Points	A	B	D
VH295934	2	0.48	0.54	0.57, -0.57
VH303079	1	0.65	-0.42	NA
VH295935	2	0.50	1.66	0.36, -0.36
VH295937	4	0.52	0.33	2.86, 1.36, -1.14, -3.08
VH295938	2	0.41	-0.78	-0.06, 0.06



**Table 11.E.41 PT Item Statistics—ELA, Grade Seven**

Item ID	Score			
	Points	A	B	D
VH295397	2	0.64	0.86	1.09, -1.09
VH295401	2	0.53	1.14	0.51, -0.51
VH295399	3	0.90	0.35	1.91, -0.13, -1.79
VH295400	2	0.82	-0.34	0.24, -0.24

**Table 11.E.42 PT Item Statistics—ELA, Grade Eight**

Item ID	Score			
	Points	A	B	D
VH295291	2	0.69	1.74	0.88, -0.88
VH295293	1	0.51	3.57	NA
VH295295	4	0.69	0.71	2.39, 1.15, -1.01, -2.53
VH295296	2	0.73	-0.98	0.11, -0.11

**Table 11.E.43 PT Item Statistics—ELA, Grade Eleven**

Item ID	Score			
	Points	A	B	D
VH295615	2	0.64	2.12	0.27, -0.27
VH295620	2	0.41	1.40	0.04, -0.04
VH295618	4	0.56	1.72	2.2, 0.84, -0.99, -2.04
VH295619	2	0.61	1.13	0.09, -0.09

**Table 11.E.44 PT Item Statistics—Mathematics, Grade Three**

Item ID	Score			
	Points	A	B	D
VH310918	1	1.26	-1.58	NA
VH310926	1	1.14	-1.15	NA
VH299378	2	0.89	-0.30	-0.44, 0.44
VH299379	3	0.55	-1.54	-0.63, 0.61, 0.02
VH299380	1	1.28	-1.08	NA
VH299381	2	0.93	0.09	0.1, -0.1

**Table 11.E.45 PT Item Statistics—Mathematics, Grade Four**

Item ID	Score Points	A	B	D
VH303281	1	0.71	-1.46	NA
VH299400	1	0.98	0.27	NA
VH299402	1	0.32	2.66	NA
VH299403	2	0.69	0.35	-0.67, 0.67
VH299405	2	0.82	0.04	-1.44, 1.44
VH310718	2	0.43	0.92	-2.59, 2.59

**Table 11.E.46 PT Item Statistics—Mathematics, Grade Five**

Item ID	Score Points	A	B	D
VH299850	1	0.56	-1.14	NA
VH303289	2	0.51	0.63	-2.79, 2.79
VH299855	2	0.87	2.02	-0.3, 0.3
VH299857	2	0.39	0.95	-0.53, 0.53
VH299860	1	0.53	2.20	NA
VH299861	2	0.54	0.92	-0.79, 0.79

**Table 11.E.47 PT Item Statistics—Mathematics, Grade Six**

Item ID	Score Points	A	B	D
VH303296	1	0.79	0.65	NA
VH310938	1	0.89	-0.18	NA
VH300153	2	0.59	2.14	-0.84, 0.84
VH300155	2	0.73	1.36	-0.25, 0.25
VH310939	1	0.96	0.25	NA
VH300163	2	0.71	1.47	-0.74, 0.74

**Table 11.E.48 PT Item Statistics—Mathematics, Grade Seven**

Item ID	Score Points	A	B	D
VH310947	1	0.83	0.31	NA
VH310950	1	0.96	1.12	NA
VH299212	1	1.68	2.54	NA
VH303301	2	0.77	2.42	0.1, -0.1
VH303302	1	0.99	1.73	NA
VH299227	2	0.53	3.75	1.14, -1.14

**Table 11.E.49 PT Item Statistics—Mathematics, Grade Eight**

Item ID	Score Points	Score		
		A	B	D
VH303305	1	0.75	2.14	NA
VH303306	1	0.86	2.31	NA
VH300085	2	0.47	0.51	-0.32, 0.32
VH300080	1	0.70	1.14	NA
VH300081	2	0.78	2.95	-0.02, 0.02

**Table 11.E.50 PT Item Statistics—Mathematics, Grade Eleven**

Item ID	Score Points	Score		
		A	B	D
VH311067	1	0.31	11.00	NA
VH299905	1	1.09	3.26	NA
VH303311	2	0.61	3.61	-1.27, 1.27
VH299910	2	0.39	2.77	-1.54, 1.54
VH299912	3	0.67	3.08	-1.04, 0.57, 0.48
VH303312	3	0.60	2.82	0.68, -2.65, 1.98

## Appendix 11.F: Reliability Analyses for Paper-Pencil Tests

**Table 11.F.1 Reliabilities of Claims and Intercorrelations for English Language Arts/Literacy (ELA), Grade Three**

Claim	N of Items					Reliab	Standard Error of Measurement (SEM)
		1	2	3	4		
Claim 1	19	1.00	NA	NA	NA	0.78	0.50
Claim 2	12	0.71	1.00	NA	NA	0.74	0.63
Claim 3	9	0.66	0.58	1.00	NA	0.42	0.80
Claim 4	11	0.70	0.70	0.54	1.00	0.67	0.68

**Table 11.F.2 Reliabilities of Claims and Intercorrelations for ELA, Grade Four**

Claim	N of Items					Reliab	SEM
		1	2	3	4		
Claim 1	20	1.00	NA	NA	NA	0.78	0.46
Claim 2	12	0.66	1.00	NA	NA	0.68	0.65
Claim 3	9	0.65	0.55	1.00	NA	0.46	0.83
Claim 4	9	0.70	0.65	0.56	1.00	0.61	0.77

**Table 11.F.3 Reliabilities of Claims and Intercorrelations for ELA, Grade Five**

Claim	N of Items					Reliab	SEM
		1	2	3	4		
Claim 1	19	1.00	NA	NA	NA	0.73	0.50
Claim 2	12	0.68	1.00	NA	NA	0.71	0.58
Claim 3	9	0.54	0.49	1.00	NA	0.41	0.88
Claim 4	11	0.69	0.67	0.51	1.00	0.56	0.77

**Table 11.F.4 Reliabilities of Claims and Intercorrelations for ELA, Grade Six**

Claim	N of Items					Reliab	SEM
		1	2	3	4		
Claim 1	21	1.00	NA	NA	NA	0.80	0.51
Claim 2	12	0.74	1.00	NA	NA	0.66	0.73
Claim 3	8	0.63	0.55	1.00	NA	0.33	0.98
Claim 4	11	0.67	0.63	0.49	1.00	0.62	0.80

**Table 11.F.5 Reliabilities of Claims and Intercorrelations for ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	20	1.00	NA	NA	NA	0.71	0.53
Claim 2	12	0.64	1.00	NA	NA	0.67	0.64
Claim 3	9	0.61	0.48	1.00	NA	0.44	0.91
Claim 4	10	0.53	0.62	0.49	1.00	0.45	0.89

**Table 11.F.6 Reliabilities of Claims and Intercorrelations for ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	21	1.00	NA	NA	NA	0.79	0.52
Claim 2	12	0.65	1.00	NA	NA	0.71	0.63
Claim 3	9	0.74	0.61	1.00	NA	0.22	1.08
Claim 4	10	0.56	0.61	0.57	1.00	0.62	0.79

**Table 11.F.7 Reliabilities of Claims and Intercorrelations for ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	19	1.00	NA	NA	NA	0.71	0.60
Claim 2	12	0.57	1.00	NA	NA	0.60	0.67
Claim 3	9	0.78	0.63	1.00	NA	NA	NA
Claim 4	10	0.85	0.71	0.71	1.00	0.55	0.79

**Table 11.F.8 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	20	1.00	NA	NA	0.80	0.40
Claim 2	12	0.75	1.00	NA	0.78	0.47
Claim 3	9	0.58	0.59	1.00	0.23	0.63

**Table 11.F.9 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	21	1.00	NA	NA	0.83	0.40
Claim 2	10	0.73	1.00	NA	0.59	0.65
Claim 3	10	0.74	0.71	1.00	0.58	0.62

**Table 11.F.10 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	20	1.00	NA	NA	0.75	0.49
Claim 2	11	0.72	1.00	NA	0.65	0.58
Claim 3	10	0.66	0.65	1.00	0.45	0.80

**Table 11.F.11 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	19	1.00	NA	NA	0.77	0.46
Claim 2	11	0.67	1.00	NA	0.61	0.50
Claim 3	10	0.67	0.61	1.00	0.23	0.65

**Table 11.F.12 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	20	1.00	NA	NA	0.83	0.49
Claim 2	11	0.84	1.00	NA	0.65	0.48
Claim 3	10	0.70	0.60	1.00	0.49	0.70

**Table 11.F.13 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	20	1.00	NA	NA	0.72	0.71
Claim 2	10	0.67	1.00	NA	0.50	0.91
Claim 3	9	0.68	0.53	1.00	0.33	0.99

**Table 11.F.14 Reliabilities of Claims and Intercorrelations for Mathematics, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reliab</b>	<b>SEM</b>
Claim 1	21	1.00	NA	NA	0.79	0.77
Claim 2	11	0.81	1.00	NA	0.66	0.95
Claim 3	10	0.67	0.82	1.00	0.53	0.93

**Table 11.F.15 Reliabilities and SEMs for Paper-pencil Tests by Gender**

<b>Content Area/Grade</b>	<b>Male N</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female N</b>	<b>Female Reliability</b>	<b>Female SEM</b>
<b>ELA 3</b>	289	0.91	0.31	279	0.92	0.29
<b>ELA 4</b>	279	0.91	0.31	276	0.90	0.30
<b>ELA 5</b>	202	0.88	0.30	177	0.89	0.32
<b>ELA 6</b>	47	0.90	0.33	45	0.88	0.34
<b>ELA 7</b>	42	0.83	0.32	37	0.90	0.34
<b>ELA 8</b>	26	0.89	0.33	22	0.90	0.33
<b>ELA 11</b>	9	NA	NA	7	NA	NA
<b>Mathematics 3</b>	290	0.92	0.27	277	0.90	0.26
<b>Mathematics 4</b>	277	0.91	0.29	279	0.90	0.29
<b>Mathematics 5</b>	205	0.89	0.32	181	0.86	0.32
<b>Mathematics 6</b>	48	0.85	0.35	44	0.87	0.35
<b>Mathematics 7</b>	43	0.89	0.35	39	0.91	0.39
<b>Mathematics 8</b>	26	0.85	0.41	22	0.83	0.51
<b>Mathematics 11</b>	9	NA	NA	10	NA	NA

**Table 11.F.16 Reliabilities and SEMs for Paper-pencil Tests by Economic Status**

<b>Content Area/Grade</b>	<b>Not Economically Disadvantaged N</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged N</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>
<b>ELA 3</b>	370	0.91	0.30	198	0.91	0.31
<b>ELA 4</b>	343	0.89	0.30	212	0.91	0.31
<b>ELA 5</b>	261	0.87	0.31	118	0.91	0.31
<b>ELA 6</b>	49	0.87	0.33	43	0.91	0.33
<b>ELA 7</b>	38	0.85	0.33	41	0.90	0.33
<b>ELA 8</b>	20	0.88	0.32	28	0.92	0.33
<b>ELA 11</b>	9	NA	NA	7	NA	NA
<b>Mathematics 3</b>	370	0.90	0.26	197	0.91	0.28
<b>Mathematics 4</b>	345	0.90	0.29	211	0.90	0.30
<b>Mathematics 5</b>	265	0.88	0.32	121	0.87	0.33
<b>Mathematics 6</b>	50	0.88	0.31	42	0.84	0.39
<b>Mathematics 7</b>	40	0.90	0.33	42	0.90	0.41
<b>Mathematics 8</b>	20	0.84	0.45	28	0.87	0.47
<b>Mathematics 11</b>	11	0.93	0.52	8	NA	NA



**Table 11.F.17 Reliabilities and SEMs for Paper-pencil Tests by Special Education Services Status**

<b>Content Area/Grade</b>	<b>No Special Education Services N</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services N</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>
<b>ELA 3</b>	485	0.92	0.29	83	0.91	0.36
<b>ELA 4</b>	468	0.90	0.30	87	0.91	0.33
<b>ELA 5</b>	320	0.88	0.31	59	0.90	0.30
<b>ELA 6</b>	66	0.87	0.33	26	0.92	0.34
<b>ELA 7</b>	60	0.86	0.33	19	0.87	0.34
<b>ELA 8</b>	38	0.86	0.33	10	NA	NA
<b>ELA 11</b>	3	NA	NA	13	0.88	0.36
<b>Mathematics 3</b>	482	0.90	0.26	85	0.93	0.30
<b>Mathematics 4</b>	468	0.89	0.28	88	0.89	0.32
<b>Mathematics 5</b>	327	0.87	0.31	59	0.80	0.35
<b>Mathematics 6</b>	66	0.87	0.30	26	0.79	0.45
<b>Mathematics 7</b>	61	0.89	0.28	21	0.83	0.56
<b>Mathematics 8</b>	38	0.85	0.42	10	NA	NA
<b>Mathematics 11</b>	6	NA	NA	13	0.75	0.61

**Table 11.F.18 Reliabilities and SEMs for Paper-pencil Tests by English Language Fluency**

<b>Content Area/Grade</b>	<b>English Only N</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>Initially Desig. Fluent N</b>	<b>Initially Desig. Fluent Reliability</b>	<b>Initially Desig. Fluent SEM</b>
<b>ELA 3</b>	510	0.92	0.30	8	NA	NA
<b>ELA 4</b>	502	0.90	0.31	10	NA	NA
<b>ELA 5</b>	344	0.89	0.31	6	NA	NA
<b>ELA 6</b>	77	0.90	0.33	4	NA	NA
<b>ELA 7</b>	71	0.87	0.33	1	NA	NA
<b>ELA 8</b>	44	0.90	0.33	1	NA	NA
<b>ELA 11</b>	8	NA	NA	4	NA	NA
<b>Mathematics 3</b>	508	0.91	0.26	8	NA	NA
<b>Mathematics 4</b>	504	0.90	0.29	10	NA	NA
<b>Mathematics 5</b>	351	0.88	0.32	6	NA	NA
<b>Mathematics 6</b>	77	0.87	0.35	4	NA	NA
<b>Mathematics 7</b>	74	0.91	0.34	1	NA	NA
<b>Mathematics 8</b>	43	0.85	0.44	1	NA	NA
<b>Mathematics 11</b>	11	0.93	0.45	4	NA	NA

**Table 11.F.18 Reliabilities and SEMs for Paper-pencil Tests by English Language Fluency (Continued)**

<b>Content Area/Grade</b>	<b>English Learner N</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>Reclassified Fluent N</b>	<b>Reclassified Fluent Reliability</b>	<b>Reclassified Fluent SEM</b>
<b>ELA 3</b>	34	0.85	0.34	16	0.90	0.28
<b>ELA 4</b>	32	0.90	0.31	9	NA	NA
<b>ELA 5</b>	17	0.83	0.30	12	0.87	0.30
<b>ELA 6</b>	4	NA	NA	7	NA	NA
<b>ELA 7</b>	2	NA	NA	5	NA	NA
<b>ELA 8</b>	0	NA	NA	3	NA	NA
<b>ELA 11</b>	3	NA	NA	1	NA	NA
<b>Mathematics 3</b>	35	0.88	0.30	16	0.89	0.25
<b>Mathematics 4</b>	31	0.88	0.33	9	NA	NA
<b>Mathematics 5</b>	17	0.65	0.33	12	0.89	0.31
<b>Mathematics 6</b>	4	NA	NA	7	NA	NA
<b>Mathematics 7</b>	2	NA	NA	5	NA	NA
<b>Mathematics 8</b>	1	NA	NA	3	NA	NA
<b>Mathematics 11</b>	3	NA	NA	1	NA	NA

**Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity**

<b>Content Area/Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
<b>ELA 3</b>	3	NA	NA	18	0.93	0.30
<b>ELA 4</b>	3	NA	NA	13	0.89	0.30
<b>ELA 5</b>	1	NA	NA	11	0.89	0.30
<b>ELA 6</b>	0	NA	NA	5	NA	NA
<b>ELA 7</b>	1	NA	NA	4	NA	NA
<b>ELA 8</b>	2	NA	NA	1	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	3	NA	NA	18	0.92	0.26
<b>Mathematics 4</b>	3	NA	NA	14	0.90	0.29
<b>Mathematics 5</b>	1	NA	NA	11	0.70	0.31
<b>Mathematics 6</b>	0	NA	NA	5	NA	NA
<b>Mathematics 7</b>	1	NA	NA	4	NA	NA
<b>Mathematics 8</b>	2	NA	NA	1	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA

**Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
<b>ELA 3</b>	3	NA	NA	0	NA	NA
<b>ELA 4</b>	3	NA	NA	5	NA	NA
<b>ELA 5</b>	0	NA	NA	1	NA	NA
<b>ELA 6</b>	1	NA	NA	1	NA	NA
<b>ELA 7</b>	0	NA	NA	2	NA	NA
<b>ELA 8</b>	0	NA	NA	0	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	3	NA	NA	0	NA	NA
<b>Mathematics 4</b>	3	NA	NA	5	NA	NA
<b>Mathematics 5</b>	0	NA	NA	0	NA	NA
<b>Mathematics 6</b>	1	NA	NA	1	NA	NA
<b>Mathematics 7</b>	0	NA	NA	2	NA	NA
<b>Mathematics 8</b>	0	NA	NA	0	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA

**Table 11.F.19 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity (Continued)**

<b>Content Area/Grade</b>	<b>Hispanic or Latino N</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American N</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White N</b>	<b>White Reliability</b>	<b>White SEM</b>
<b>ELA 3</b>	107	0.91	0.33	16	0.90	0.32	364	0.91	0.29
<b>ELA 4</b>	105	0.91	0.30	14	0.91	0.30	359	0.90	0.30
<b>ELA 5</b>	73	0.90	0.32	9	NA	NA	244	0.88	0.31
<b>ELA 6</b>	16	0.90	0.33	0	NA	NA	57	0.88	0.33
<b>ELA 7</b>	12	0.85	0.32	1	NA	NA	52	0.87	0.33
<b>ELA 8</b>	11	0.92	0.33	1	NA	NA	26	0.88	0.33
<b>ELA 11</b>	9	NA	NA	1	NA	NA	5	NA	NA
<b>Mathematics 3</b>	108	0.91	0.27	16	0.83	0.32	362	0.91	0.26
<b>Mathematics 4</b>	103	0.90	0.31	14	0.88	0.28	360	0.90	0.28
<b>Mathematics 5</b>	76	0.88	0.33	9	NA	NA	248	0.88	0.32
<b>Mathematics 6</b>	16	0.79	0.46	0	NA	NA	57	0.88	0.30
<b>Mathematics 7</b>	12	0.91	0.35	1	NA	NA	54	0.91	0.31
<b>Mathematics 8</b>	12	0.88	0.52	1	NA	NA	25	0.83	0.41
<b>Mathematics 11</b>	9	NA	NA	1	NA	NA	8	NA	NA

**Table 11.F.20 Reliabilities and SEMs for Paper-pencil Tests by Migrant Status**

<b>Content Area/Grade</b>	<b>Migrant N</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Non-migrant N</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
<b>ELA 3</b>	0	NA	NA	568	0.92	0.30
<b>ELA 4</b>	0	NA	NA	555	0.91	0.30
<b>ELA 5</b>	0	NA	NA	379	0.89	0.31
<b>ELA 6</b>	0	NA	NA	92	0.91	0.33
<b>ELA 7</b>	0	NA	NA	79	0.88	0.33
<b>ELA 8</b>	0	NA	NA	48	0.90	0.33
<b>ELA 11</b>	0	NA	NA	16	0.88	0.37
<b>Mathematics 3</b>	0	NA	NA	567	0.91	0.27
<b>Mathematics 4</b>	0	NA	NA	556	0.90	0.29
<b>Mathematics 5</b>	0	NA	NA	386	0.88	0.32
<b>Mathematics 6</b>	0	NA	NA	92	0.87	0.35
<b>Mathematics 7</b>	0	NA	NA	82	0.90	0.37
<b>Mathematics 8</b>	0	NA	NA	48	0.86	0.46
<b>Mathematics 11</b>	0	NA	NA	19	0.91	0.55

**Table 11.F.21 Reliabilities and SEMs for Paper–pencil Tests by Primary Ethnicity for Not Economically Disadvantaged**

<b>Content Area/Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
<b>ELA 3</b>	0	NA	NA	13	0.93	0.30
<b>ELA 4</b>	2	NA	NA	11	0.89	0.31
<b>ELA 5</b>	1	NA	NA	8	NA	NA
<b>ELA 6</b>	0	NA	NA	5	NA	NA
<b>ELA 7</b>	1	NA	NA	1	NA	NA
<b>ELA 8</b>	2	NA	NA	1	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	0	NA	NA	13	0.92	0.26
<b>Mathematics 4</b>	2	NA	NA	12	0.89	0.30
<b>Mathematics 5</b>	1	NA	NA	8	NA	NA
<b>Mathematics 6</b>	0	NA	NA	5	NA	NA
<b>Mathematics 7</b>	1	NA	NA	1	NA	NA
<b>Mathematics 8</b>	2	NA	NA	1	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA



**Table 11.F.21 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
<b>ELA 3</b>	3	NA	NA	0	NA	NA
<b>ELA 4</b>	3	NA	NA	2	NA	NA
<b>ELA 5</b>	0	NA	NA	1	NA	NA
<b>ELA 6</b>	1	NA	NA	0	NA	NA
<b>ELA 7</b>	0	NA	NA	2	NA	NA
<b>ELA 8</b>	0	NA	NA	0	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	3	NA	NA	0	NA	NA
<b>Mathematics 4</b>	3	NA	NA	2	NA	NA
<b>Mathematics 5</b>	0	NA	NA	0	NA	NA
<b>Mathematics 6</b>	1	NA	NA	0	NA	NA
<b>Mathematics 7</b>	0	NA	NA	2	NA	NA
<b>Mathematics 8</b>	0	NA	NA	0	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA

**Table 11.F.21 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged (continued)**

<b>Content Area/Grade</b>	<b>Hispanic or Latino N</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American N</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White N</b>	<b>White Reliability</b>	<b>White SEM</b>
<b>ELA 3</b>	59	0.90	0.34	2	NA	NA	263	0.91	0.29
<b>ELA 4</b>	44	0.90	0.30	5	NA	NA	244	0.89	0.30
<b>ELA 5</b>	38	0.87	0.31	5	NA	NA	188	0.86	0.31
<b>ELA 6</b>	3	NA	NA	0	NA	NA	33	0.84	0.33
<b>ELA 7</b>	3	NA	NA	1	NA	NA	25	0.86	0.33
<b>ELA 8</b>	5	NA	NA	0	NA	NA	10	NA	NA
<b>ELA 11</b>	4	NA	NA	0	NA	NA	4	NA	NA
<b>Mathematics 3</b>	60	0.91	0.27	2	NA	NA	262	0.90	0.26
<b>Mathematics 4</b>	43	0.90	0.29	5	NA	NA	245	0.89	0.28
<b>Mathematics 5</b>	39	0.89	0.33	5	NA	NA	191	0.87	0.31
<b>Mathematics 6</b>	3	NA	NA	0	NA	NA	34	0.89	0.28
<b>Mathematics 7</b>	3	NA	NA	1	NA	NA	27	0.88	0.27
<b>Mathematics 8</b>	5	NA	NA	0	NA	NA	10	NA	NA
<b>Mathematics 11</b>	4	NA	NA	0	NA	NA	6	NA	NA

**Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged**

<b>Content Area/Grade</b>	<b>American Indian or Alaska Native N</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian N</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>
<b>ELA 3</b>	3	NA	NA	5	NA	NA
<b>ELA 4</b>	1	NA	NA	2	NA	NA
<b>ELA 5</b>	0	NA	NA	3	NA	NA
<b>ELA 6</b>	0	NA	NA	0	NA	NA
<b>ELA 7</b>	0	NA	NA	3	NA	NA
<b>ELA 8</b>	0	NA	NA	0	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	3	NA	NA	5	NA	NA
<b>Mathematics 4</b>	1	NA	NA	2	NA	NA
<b>Mathematics 5</b>	0	NA	NA	3	NA	NA
<b>Mathematics 6</b>	0	NA	NA	0	NA	NA
<b>Mathematics 7</b>	0	NA	NA	3	NA	NA
<b>Mathematics 8</b>	0	NA	NA	0	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA

**Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged (Continued)**

<b>Content Area/Grade</b>	<b>Native Hawaiian or Other Pacific Islander N</b>	<b>Native Hawaiian or Other Pacific Islander Reliability</b>	<b>Native Hawaiian or Other Pacific Islander SEM</b>	<b>Filipino N</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>
<b>ELA 3</b>	0	NA	NA	0	NA	NA
<b>ELA 4</b>	0	NA	NA	3	NA	NA
<b>ELA 5</b>	0	NA	NA	0	NA	NA
<b>ELA 6</b>	0	NA	NA	1	NA	NA
<b>ELA 7</b>	0	NA	NA	0	NA	NA
<b>ELA 8</b>	0	NA	NA	0	NA	NA
<b>ELA 11</b>	0	NA	NA	0	NA	NA
<b>Mathematics 3</b>	0	NA	NA	0	NA	NA
<b>Mathematics 4</b>	0	NA	NA	3	NA	NA
<b>Mathematics 5</b>	0	NA	NA	0	NA	NA
<b>Mathematics 6</b>	0	NA	NA	1	NA	NA
<b>Mathematics 7</b>	0	NA	NA	0	NA	NA
<b>Mathematics 8</b>	0	NA	NA	0	NA	NA
<b>Mathematics 11</b>	0	NA	NA	0	NA	NA

**Table 11.F.22 Reliabilities and SEMs for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged (Continued)**

Content Area/Grade	Hispanic or Latino N	Hispanic or Latino Reliability	Hispanic or Latino SEM	Black or African American N	Black or African American Reliability	Black or African American SEM	White N	White Reliability	White SEM
ELA 3	48	0.91	0.33	14	0.89	0.33	101	0.91	0.29
ELA 4	61	0.90	0.31	9	NA	NA	115	0.91	0.30
ELA 5	35	0.91	0.33	4	NA	NA	56	0.91	0.31
ELA 6	13	0.92	0.33	0	NA	NA	24	0.91	0.33
ELA 7	9	NA	NA	0	NA	NA	27	0.88	0.33
ELA 8	6	NA	NA	1	NA	NA	16	0.88	0.33
ELA 11	5	NA	NA	1	NA	NA	1	NA	NA
Mathematics 3	48	0.91	0.26	14	0.81	0.33	100	0.91	0.27
Mathematics 4	60	0.89	0.32	9	NA	NA	115	0.90	0.29
Mathematics 5	37	0.85	0.33	4	NA	NA	57	0.89	0.34
Mathematics 6	13	0.78	0.50	0	NA	NA	23	0.87	0.34
Mathematics 7	9	NA	NA	0	NA	NA	27	0.91	0.34
Mathematics 8	7	NA	NA	1	NA	NA	15	0.84	0.40
Mathematics 11	5	NA	NA	1	NA	NA	2	NA	NA

**Table 11.F.23 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Three**

Claim	N of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged Reliability	Not Economically Disadvantaged SEM	Economically Disadvantaged Reliability	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Nonmigrant Reliability	Nonmigrant SEM
Claim 1	19	0.76	0.51	0.79	0.50	0.75	0.50	0.79	0.50	NA	NA	0.78	0.50
Claim 2	12	0.71	0.63	0.77	0.63	0.73	0.60	0.73	0.68	NA	NA	0.74	0.63
Claim 3	9	0.41	0.80	0.43	0.80	0.40	0.78	0.33	0.83	NA	NA	0.42	0.80
Claim 4	11	0.63	0.68	0.70	0.69	0.66	0.66	0.66	0.72	NA	NA	0.67	0.68

**Table 11.F.24 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not E Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	20	0.79	0.47	0.78	0.45	0.76	0.45	0.79	0.48	NA	NA	0.78	0.46
Claim 2	12	0.67	0.64	0.69	0.66	0.66	0.65	0.69	0.64	NA	NA	0.68	0.65
Claim 3	9	0.47	0.83	0.46	0.83	0.39	0.83	0.50	0.83	NA	NA	0.46	0.83
Claim 4	9	0.62	0.76	0.60	0.77	0.60	0.77	0.60	0.75	NA	NA	0.61	0.77

**Table 11.F.25 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	19	0.73	0.50	0.73	0.51	0.70	0.50	0.76	0.51	NA	NA	0.73	0.50
Claim 2	12	0.70	0.57	0.70	0.60	0.65	0.59	0.77	0.58	NA	NA	0.71	0.58
Claim 3	9	0.46	0.88	0.33	0.87	0.32	0.87	0.50	0.88	NA	NA	0.41	0.88
Claim 4	11	0.51	0.76	0.59	0.79	0.53	0.76	0.56	0.80	NA	NA	0.56	0.77

**Table 11.F.26 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	21	0.79	0.51	0.79	0.52	0.71	0.51	0.82	0.52	NA	NA	0.80	0.51
Claim 2	12	0.70	0.71	0.45	0.75	0.55	0.74	0.70	0.71	NA	NA	0.66	0.73
Claim 3	8	0.36	0.93	0.15	1.04	0.04	1.03	0.40	0.94	NA	NA	0.33	0.98
Claim 4	11	0.60	0.85	0.60	0.74	0.60	0.77	0.60	0.84	NA	NA	0.62	0.80

**Table 11.F.27 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	20	0.62	0.51	0.75	0.54	0.66	0.52	0.74	0.53	NA	NA	0.71	0.53
Claim 2	12	0.59	0.61	0.71	0.66	0.50	0.64	0.71	0.64	NA	NA	0.67	0.64
Claim 3	9	0.41	0.90	0.49	0.93	0.51	0.91	0.35	0.90	NA	NA	0.44	0.91
Claim 4	10	0.37	0.92	0.51	0.86	0.46	0.84	0.36	0.94	NA	NA	0.45	0.89

**Table 11.F.28 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	21	0.78	0.51	0.79	0.53	0.76	0.51	0.80	0.53	NA	NA	0.79	0.52
Claim 2	12	0.69	0.64	0.71	0.61	0.66	0.62	0.74	0.63	NA	NA	0.71	0.63
Claim 3	9	NA	NA	0.14	1.10	0.16	1.07	0.28	1.08	NA	NA	0.22	1.08
Claim 4	10	0.60	0.77	0.64	0.80	0.65	0.82	0.59	0.76	NA	NA	0.62	0.79

**Table 11.F.29 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.71	0.60
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.60	0.67
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.55	0.79



**Table 11.F.30 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	20	0.81	0.40	0.80	0.40	0.78	0.41	0.82	0.39	NA	NA	0.80	0.40
Claim 2	12	0.78	0.46	0.78	0.48	0.77	0.46	0.77	0.48	NA	NA	0.78	0.47
Claim 3	9	0.29	0.63	0.15	0.64	0.23	0.61	0.17	0.68	NA	NA	0.23	0.63

**Table 11.F.31 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	21	0.83	0.40	0.82	0.40	0.83	0.40	0.82	0.41	NA	NA	0.83	0.40
Claim 2	10	0.58	0.65	0.59	0.65	0.55	0.65	0.61	0.65	NA	NA	0.59	0.65
Claim 3	10	0.59	0.62	0.58	0.62	0.59	0.60	0.55	0.64	NA	NA	0.58	0.62

**Table 11.F.32 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Five**

Claim	N of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged Reliability	Not Economically Disadvantaged SEM	Economically Disadvantaged Reliability	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Nonmigrant Reliability	Nonmigrant SEM
Claim 1	20	0.77	0.49	0.72	0.49	0.75	0.48	0.73	0.51	NA	NA	0.75	0.49
Claim 2	11	0.66	0.58	0.63	0.57	0.66	0.58	0.58	0.57	NA	NA	0.65	0.58
Claim 3	10	0.49	0.81	0.40	0.78	0.45	0.76	0.41	0.86	NA	NA	0.45	0.80

**Table 11.F.33 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Six**

Claim	N of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged Reliability	Not Economically Disadvantaged SEM	Economically Disadvantaged Reliability	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Nonmigrant Reliability	Nonmigrant SEM
Claim 1	19	0.77	0.47	0.76	0.46	0.78	0.45	0.75	0.48	NA	NA	0.77	0.46
Claim 2	11	0.52	0.52	0.62	0.47	0.66	0.51	0.47	0.48	NA	NA	0.61	0.50
Claim 3	10	0.25	0.69	0.18	0.62	0.29	0.61	0.01	0.71	NA	NA	0.23	0.65

**Table 11.F.34 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	20	0.81	0.47	0.85	0.51	0.82	0.47	0.84	0.51	NA	NA	0.83	0.49
Claim 2	11	0.69	0.50	0.57	0.45	0.60	0.48	0.70	0.48	NA	NA	0.65	0.48
Claim 3	10	0.49	0.72	0.50	0.68	0.48	0.65	0.48	0.75	NA	NA	0.49	0.70

**Table 11.F.35 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>Male Reliability</b>	<b>Male SEM</b>	<b>Female Reliability</b>	<b>Female SEM</b>	<b>Not Economically Disadvantaged Reliability</b>	<b>Not Economically Disadvantaged SEM</b>	<b>Economically Disadvantaged Reliability</b>	<b>Economically Disadvantaged SEM</b>	<b>Migrant Reliability</b>	<b>Migrant SEM</b>	<b>Nonmigrant Reliability</b>	<b>Nonmigrant SEM</b>
Claim 1	20	0.67	0.73	0.74	0.68	0.73	0.59	0.72	0.78	NA	NA	0.72	0.71
Claim 2	10	0.57	0.92	0.32	0.88	0.27	0.87	0.60	0.94	NA	NA	0.50	0.91
Claim 3	9	0.42	0.96	0.11	1.02	0.28	0.95	0.37	1.01	NA	NA	0.33	0.99

**Table 11.F.36 Claim Reliabilities and SEM for Paper-pencil Tests by Gender/Economic Status/Migrant Status—Mathematics, Grade Eleven**

Claim	N of Items	Male Reliability	Male SEM	Female Reliability	Female SEM	Not Economically Disadvantaged Reliability	Not Economically Disadvantaged SEM	Economically Disadvantaged Reliability	Economically Disadvantaged SEM	Migrant Reliability	Migrant SEM	Nonmigrant Reliability	Nonmigrant SEM
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.79	0.77
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.66	0.95
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.53	0.93

**Table 11.F.37 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Three**

Claim	N of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	Initially Fluent English Proficient (IFEP) Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	Reclassified Fluent English Proficient (RFEP)	RFEP SEM
Claim 1	19	0.78	0.49	0.75	0.58	0.78	0.50	NA	NA	0.55	0.64	0.70	0.47
Claim 2	12	0.74	0.62	0.71	0.66	0.74	0.62	NA	NA	0.63	0.76	0.70	0.55
Claim 3	9	0.41	0.79	0.45	0.85	0.40	0.79	NA	NA	0.18	0.96	0.50	0.81
Claim 4	11	0.67	0.66	0.65	0.77	0.68	0.68	NA	NA	0.43	0.71	0.52	0.57

**Table 11.F.38 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Four**

Claim	N of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	20	0.77	0.45	0.77	0.53	0.79	0.47	NA	NA	0.72	0.46	NA	NA
Claim 2	12	0.64	0.64	0.74	0.68	0.68	0.65	NA	NA	0.72	0.67	NA	NA
Claim 3	9	0.43	0.83	0.49	0.83	0.46	0.83	NA	NA	0.54	0.84	NA	NA
Claim 4	9	0.61	0.76	0.55	0.79	0.61	0.77	NA	NA	0.55	0.82	NA	NA

**Table 11.F.39 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Five**

Claim	N of Items	No Special Education Services Reliability	No Special Education Services SEM	With Special Education Services Reliability	With Special Education Services SEM	English Only Reliability	English Only SEM	IFEP Reliability	IFEP SEM	English Learner Reliability	English Learner SEM	RFEP Reliability	RFEP SEM
Claim 1	19	0.69	0.50	0.79	0.52	0.73	0.50	NA	NA	0.66	0.50	0.66	0.49
Claim 2	12	0.67	0.59	0.76	0.56	0.69	0.59	NA	NA	0.65	0.53	0.80	0.58
Claim 3	9	0.39	0.88	0.48	0.87	0.40	0.88	NA	NA	0.36	0.85	0.47	0.86
Claim 4	11	0.55	0.75	0.53	0.89	0.56	0.77	NA	NA	0.05	0.76	0.43	0.73

**Table 11.F.40 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	21	0.75	0.51	0.82	0.52	0.80	0.52	NA	NA	NA	NA	NA	NA
Claim 2	12	0.55	0.74	0.69	0.70	0.64	0.72	NA	NA	NA	NA	NA	NA
Claim 3	8	0.13	1.00	0.46	0.93	0.27	0.99	NA	NA	NA	NA	NA	NA
Claim 4	11	0.63	0.79	0.61	0.84	0.63	0.82	NA	NA	NA	NA	NA	NA

**Table 11.F.41 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	20	0.64	0.52	0.77	0.54	0.68	0.52	NA	NA	NA	NA	NA	NA
Claim 2	12	0.64	0.63	0.68	0.65	0.63	0.63	NA	NA	NA	NA	NA	NA
Claim 3	9	0.41	0.92	0.45	0.87	0.44	0.92	NA	NA	NA	NA	NA	NA
Claim 4	10	0.45	0.87	0.38	0.96	0.45	0.88	NA	NA	NA	NA	NA	NA

**Table 11.F.42 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	21	0.63	0.49	NA	NA	0.76	0.51	NA	NA	NA	NA	NA	NA
Claim 2	12	0.65	0.64	NA	NA	0.71	0.63	NA	NA	NA	NA	NA	NA
Claim 3	9	0.09	1.06	NA	NA	0.20	1.07	NA	NA	NA	NA	NA	NA
Claim 4	10	0.57	0.78	NA	NA	0.61	0.79	NA	NA	NA	NA	NA	NA



**Table 11.F.43 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	19	NA	NA	0.73	0.59	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	12	NA	NA	0.62	0.67	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 4	10	NA	NA	0.58	0.79	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.44 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	20	0.79	0.40	0.84	0.44	0.80	0.40	NA	NA	0.77	0.39	0.76	0.44
Claim 2	12	0.77	0.46	0.79	0.53	0.78	0.47	NA	NA	0.65	0.51	0.76	0.44
Claim 3	9	0.22	0.63	0.27	0.65	0.25	0.63	NA	NA	NA	NA	0.18	0.66

**Table 11.F.45 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	21	0.81	0.39	0.82	0.45	0.83	0.40	NA	NA	0.76	0.44	NA	NA
Claim 2	10	0.54	0.65	0.66	0.68	0.58	0.65	NA	NA	0.62	0.68	NA	NA
Claim 3	10	0.58	0.60	0.38	0.71	0.58	0.61	NA	NA	0.54	0.71	NA	NA

**Table 11.F.46 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	20	0.75	0.48	0.65	0.54	0.75	0.49	NA	NA	0.46	0.51	0.80	0.48
Claim 2	11	0.63	0.57	0.58	0.62	0.65	0.58	NA	NA	0.35	0.59	0.63	0.55
Claim 3	10	0.46	0.76	0.15	0.96	0.45	0.78	NA	NA	0.15	1.09	0.56	0.73

**Table 11.F.47 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	19	0.75	0.44	0.73	0.52	0.78	0.46	NA	NA	NA	NA	NA	NA
Claim 2	11	0.64	0.49	0.22	0.52	0.61	0.49	NA	NA	NA	NA	NA	NA
Claim 3	10	0.28	0.65	NA	NA	0.24	0.66	NA	NA	NA	NA	NA	NA

**Table 11.F.48 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	20	0.78	0.43	0.71	0.65	0.83	0.48	NA	NA	NA	NA	NA	NA
Claim 2	11	0.65	0.48	NA	NA	0.65	0.48	NA	NA	NA	NA	NA	NA
Claim 3	10	0.49	0.67	0.41	0.79	0.49	0.69	NA	NA	NA	NA	NA	NA

**Table 11.F.49 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	20	0.72	0.57	0.51	1.04	0.70	0.71	NA	NA	NA	NA	NA	NA
Claim 2	10	0.44	0.79	NA	NA	0.49	0.91	NA	NA	NA	NA	NA	NA
Claim 3	9	0.35	0.94	NA	NA	0.33	0.96	NA	NA	NA	NA	NA	NA

**Table 11.F.50 Claim Reliabilities and SEM for Paper-pencil Tests by Special Education Services Status/English Fluency—Mathematics, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>No Special Education Services Reliability</b>	<b>No Special Education Services SEM</b>	<b>With Special Education Services Reliability</b>	<b>With Special Education Services SEM</b>	<b>English Only Reliability</b>	<b>English Only SEM</b>	<b>IFEP Reliability</b>	<b>IFEP SEM</b>	<b>English Learner Reliability</b>	<b>English Learner SEM</b>	<b>RFEP Reliability</b>	<b>RFEP SEM</b>
Claim 1	21	NA	NA	0.44	0.76	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	11	NA	NA	0.36	1.06	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.51 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	0.81	0.48	NA	NA	NA	NA	0.74	0.55	0.73	0.48	0.78	0.49
Claim 2	12	NA	NA	0.78	0.65	NA	NA	NA	NA	0.74	0.67	0.74	0.74	0.74	0.61
Claim 3	9	NA	NA	0.49	0.86	NA	NA	NA	NA	0.41	0.81	0.35	0.84	0.42	0.79
Claim 4	11	NA	NA	0.71	0.65	NA	NA	NA	NA	0.63	0.69	0.33	0.69	0.67	0.67

**Table 11.F.52 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	0.79	0.47	NA	NA	NA	NA	0.79	0.46	0.81	0.46	0.77	0.46
Claim 2	12	NA	NA	0.64	0.66	NA	NA	NA	NA	0.73	0.66	0.64	0.62	0.64	0.64
Claim 3	9	NA	NA	0.33	0.83	NA	NA	NA	NA	0.52	0.84	0.47	0.80	0.43	0.83
Claim 4	9	NA	NA	0.52	0.71	NA	NA	NA	NA	0.58	0.82	0.59	0.72	0.60	0.76

**Table 11.F.53 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	0.74	0.49	NA	NA	NA	NA	0.72	0.50	NA	NA	0.72	0.50
Claim 2	12	NA	NA	0.73	0.54	NA	NA	NA	NA	0.72	0.58	NA	NA	0.70	0.59
Claim 3	9	NA	NA	0.55	0.92	NA	NA	NA	NA	0.48	0.88	NA	NA	0.37	0.87
Claim 4	11	NA	NA	0.36	0.78	NA	NA	NA	NA	0.61	0.80	NA	NA	0.55	0.77

**Table 11.F.54 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	0.76	0.51	NA	NA	0.76	0.51
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.70	0.70	NA	NA	0.58	0.73
Claim 3	8	NA	NA	NA	NA	NA	NA	NA	NA	0.18	0.86	NA	NA	0.27	0.98
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	0.36	0.76	NA	NA	0.64	0.83



**Table 11.F.55 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.78	0.53	NA	NA	0.61	0.52
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.62	0.61	NA	NA	0.63	0.63
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.21	0.83	NA	NA	0.47	0.92
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	0.31	0.89	NA	NA	0.51	0.90

**Table 11.F.56 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	0.84	0.56	NA	NA	0.73	0.50
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.69	0.64
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.22	1.08
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.65	0.82

**Table 11.F.57 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.58 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	0.80	0.38	NA	NA	NA	NA	0.79	0.38	0.77	0.44	0.79	0.41
Claim 2	12	NA	NA	0.77	0.45	NA	NA	NA	NA	0.79	0.49	0.27	0.45	0.78	0.47
Claim 3	9	NA	NA	0.22	0.59	NA	NA	NA	NA	0.21	0.67	NA	NA	0.22	0.62

**Table 11.F.59 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	0.82	0.39	NA	NA	NA	NA	0.83	0.43	0.78	0.38	0.82	0.39
Claim 2	10	NA	NA	0.52	0.63	NA	NA	NA	NA	0.62	0.66	0.58	0.66	0.56	0.65
Claim 3	10	NA	NA	0.59	0.57	NA	NA	NA	NA	0.50	0.64	0.47	0.56	0.59	0.61

**Table 11.F.60 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	0.37	0.44	NA	NA	NA	NA	0.77	0.52	NA	NA	0.76	0.49
Claim 2	11	NA	NA	0.41	0.55	NA	NA	NA	NA	0.64	0.59	NA	NA	0.65	0.58
Claim 3	10	NA	NA	0.15	0.90	NA	NA	NA	NA	0.47	0.88	NA	NA	0.43	0.76

**Table 11.F.61 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	0.68	0.53	NA	NA	0.78	0.45
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	0.41	0.52	NA	NA	0.63	0.50
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.33	0.64

**Table 11.F.62 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.78	0.49	NA	NA	0.83	0.46
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.65	0.47
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.46	0.68



**Table 11.F.63 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.82	0.67	NA	NA	0.64	0.74
Claim 2	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.53	0.93
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.33	1.01

**Table 11.F.64 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity—Mathematics, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.65 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	0.79	0.47	NA	NA	NA	NA	0.72	0.59	NA	NA	0.75	0.48
Claim 2	12	NA	NA	0.80	0.68	NA	NA	NA	NA	0.75	0.65	NA	NA	0.73	0.59
Claim 3	9	NA	NA	0.52	0.87	NA	NA	NA	NA	0.38	0.77	NA	NA	0.41	0.79
Claim 4	11	NA	NA	0.67	0.60	NA	NA	NA	NA	0.62	0.70	NA	NA	0.66	0.66

**Table 11.F.66 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	0.80	0.47	NA	NA	NA	NA	0.73	0.43	NA	NA	0.75	0.45
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.72	0.65	NA	NA	0.64	0.65
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.42	0.82	NA	NA	0.39	0.83
Claim 4	9	NA	NA	0.57	0.72	NA	NA	NA	NA	0.57	0.87	NA	NA	0.60	0.77

**Table 11.F.67 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	0.71	0.50	NA	NA	0.69	0.50
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.64	0.58	NA	NA	0.64	0.59
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.37	0.89	NA	NA	0.31	0.88
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	0.60	0.73	NA	NA	0.52	0.77

**Table 11.F.68 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.67	0.51
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.58	0.75
Claim 3	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.08	1.00
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.60	0.78

**Table 11.F.69 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.58	0.52
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.56	0.64
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.56	0.92
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.55	0.87

**Table 11.F.70 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.70	0.63
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.18	1.08
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



**Table 11.F.71 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.72 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	0.81	0.38	NA	NA	NA	NA	0.80	0.39	NA	NA	0.77	0.41
Claim 2	12	NA	NA	0.78	0.45	NA	NA	NA	NA	0.79	0.49	NA	NA	0.77	0.46
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.13	0.65	NA	NA	0.21	0.60

**Table 11.F.73 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	0.80	0.40	NA	NA	NA	NA	0.84	0.41	NA	NA	0.82	0.39
Claim 2	10	NA	NA	NA	NA	NA	NA	NA	NA	0.60	0.65	NA	NA	0.53	0.65
Claim 3	10	NA	NA	0.60	0.58	NA	NA	NA	NA	0.58	0.61	NA	NA	0.58	0.59

**Table 11.F.74 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.80	0.54	NA	NA	0.74	0.47
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	0.70	0.59	NA	NA	0.65	0.58
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	0.51	0.80	NA	NA	0.43	0.75

**Table 11.F.75 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.77	0.44
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.68	0.51
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.36	0.61

**Table 11.F.76 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.79	0.43
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.56	0.47
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.44	0.62

**Table 11.F.77 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.78 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Not Economically Disadvantaged—Mathematics, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



**Table 11.F.79 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	0.77	0.51	0.74	0.49	0.80	0.50
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.73	0.69	0.67	0.70	0.75	0.68
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.31	0.86	0.27	0.83	0.34	0.81
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	0.65	0.68	0.27	0.71	0.69	0.71

**Table 11.F.80 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.77	0.48	NA	NA	0.79	0.47
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.72	0.68	NA	NA	0.65	0.63
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.49	0.85	NA	NA	0.48	0.83
Claim 4	9	NA	NA	NA	NA	NA	NA	NA	NA	0.58	0.78	NA	NA	0.60	0.75

**Table 11.F.81 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	0.72	0.50	NA	NA	0.76	0.51
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.75	0.57	NA	NA	0.79	0.59
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.54	0.88	NA	NA	0.45	0.87
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	0.56	0.88	NA	NA	0.62	0.78

**Table 11.F.82 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	0.80	0.52	NA	NA	0.81	0.52
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.75	0.72	NA	NA	0.56	0.70
Claim 3	8	NA	NA	NA	NA	NA	NA	NA	NA	0.31	0.87	NA	NA	0.39	0.97
Claim 4	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.67	0.89

**Table 11.F.83 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.65	0.52
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.67	0.62
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.23	0.92
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.45	0.94

**Table 11.F.84 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.75	0.51
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.69	0.65
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.22	1.07
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.54	0.77

**Table 11.F.85 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—ELA, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 4	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Table 11.F.86 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Three**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.75	0.36	0.76	0.45	0.81	0.39
Claim 2	12	NA	NA	NA	NA	NA	NA	NA	NA	0.79	0.49	0.30	0.46	0.78	0.48
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	0.30	0.69	NA	NA	0.23	0.67



**Table 11.F.87 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Four**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	0.81	0.44	NA	NA	0.82	0.40
Claim 2	10	NA	NA	NA	NA	NA	NA	NA	NA	0.62	0.66	NA	NA	0.60	0.65
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	0.38	0.67	NA	NA	0.61	0.65

**Table 11.F.88 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Five**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	0.72	0.51	NA	NA	0.77	0.55
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	0.47	0.58	NA	NA	0.66	0.58
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	0.40	0.97	NA	NA	0.45	0.79

**Table 11.F.89 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Six**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	19	NA	NA	NA	NA	NA	NA	NA	NA	0.69	0.57	NA	NA	0.78	0.45
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.48	0.46
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.26	0.70

**Table 11.F.90 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Seven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.85	0.49
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.71	0.47
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.44	0.73

**Table 11.F.91 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eight**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.62	0.83
Claim 2	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.64	0.99
Claim 3	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.43	1.03

**Table 11.F.92 Claim Reliabilities and SEM for Paper-pencil Tests by Primary Ethnicity for Economically Disadvantaged—Mathematics, Grade Eleven**

<b>Claim</b>	<b>N of Items</b>	<b>American Indian or Alaska Native Reliability</b>	<b>American Indian or Alaska Native SEM</b>	<b>Asian Reliability</b>	<b>Asian SEM</b>	<b>Hawaiian Native or Other Pacific Islander Reliability</b>	<b>Hawaiian Native or Other Pacific Islander SEM</b>	<b>Filipino Reliability</b>	<b>Filipino SEM</b>	<b>Hispanic or Latino Reliability</b>	<b>Hispanic or Latino SEM</b>	<b>Black or African American Reliability</b>	<b>Black or African American SEM</b>	<b>White Reliability</b>	<b>White SEM</b>
Claim 1	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 2	11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Claim 3	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

## Appendix 11.G: Scale Score CSEM Distribution for Paper-Pencil Tests

**Note:** An expression that opens with a bracket and closes with a parenthesis indicates that a value is greater than the first number and is less than or equal to the second number. For example, “[20, 25)” indicates a value greater than or equal to 20 but less than 25.

**Table 11.G.1 Scale Score Conditional Standard Error of Measurement (CSEM) Distribution of Paper-Pencil Tests—English Language Arts/Literacy (ELA), Grade Three**

CSEM range	N	Cumulative Frequency	Percent	Cumulative Percent
[20, 25)	422	422	74%	74%
[25, 30)	117	539	21%	95%
[30, 35)	16	555	3%	97%
[35, 40)	7	562	1%	99%
[40, 45)	4	566	1%	99%
[45, 50)	2	568	0%	100%
[65, 70)	1	569	0%	100%
[70, 75)	1	570	0%	100%

**Table 11.G.2 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Four**

CSEM range	N	Cumulative Frequency	Percent	Cumulative Percent
[20, 25)	76	76	14%	14%
[25, 30)	453	529	81%	94%
[30, 35)	29	558	5%	99%
[35, 40)	1	559	0%	99%
[40, 45)	1	560	0%	100%
[55, 60)	1	561	0%	100%
[60, 65)	1	562	0%	100%

**Table 11.G.3 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Five**

CSEM range	N	Cumulative Frequency	Percent	Cumulative Percent
[20, 25)	173	173	45%	45%
[25, 30)	190	363	49%	94%
[30, 35)	21	384	5%	100%
[55, 60)	1	385	0%	100%

**Table 11.G.4 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Six**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	80	80	86%	86%
[30, 35)	11	91	12%	98%
[35, 40)	1	92	1%	99%
[45, 50)	1	93	1%	100%

**Table 11.G.5 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Seven**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	72	72	89%	89%
[30, 35)	8	80	10%	99%
[40, 45)	1	81	1%	100%

**Table 11.G.6 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Eight**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	45	45	92%	92%
[30, 35)	4	49	8%	100%

**Table 11.G.7 Scale Score CSEM Distribution of Paper-Pencil Tests—ELA, Grade Eleven**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[25, 30)	8	8	40%	40%
[30, 35)	12	20	60%	100%

**Table 11.G.8 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Three**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	413	413	73%	73%
[20, 25)	114	527	20%	93%
[25, 30)	29	556	5%	98%
[30, 35)	9	565	2%	99%
[35, 40)	3	568	1%	100%
[40, 45)	1	569	0%	100%



**Table 11.G.9 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Four**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	429	429	76%	76%
[20, 25)	108	537	19%	96%
[25, 30)	19	556	3%	99%
[30, 35)	5	561	1%	100%
[35, 40)	1	562	0%	100%

**Table 11.G.10 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Five**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[15, 20)	127	127	33%	33%
[20, 25)	183	310	47%	80%
[25, 30)	60	370	15%	95%
[30, 35)	12	382	3%	98%
[35, 40)	6	388	2%	100%

**Table 11.G.11 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Six**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	76	76	82%	82%
[25, 30)	10	86	11%	92%
[30, 35)	2	88	2%	95%
[35, 40)	1	89	1%	96%
[40, 45)	2	91	2%	98%
[45, 50)	1	92	1%	99%
[65, 70)	1	93	1%	100%

**Table 11.G.12 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Seven**

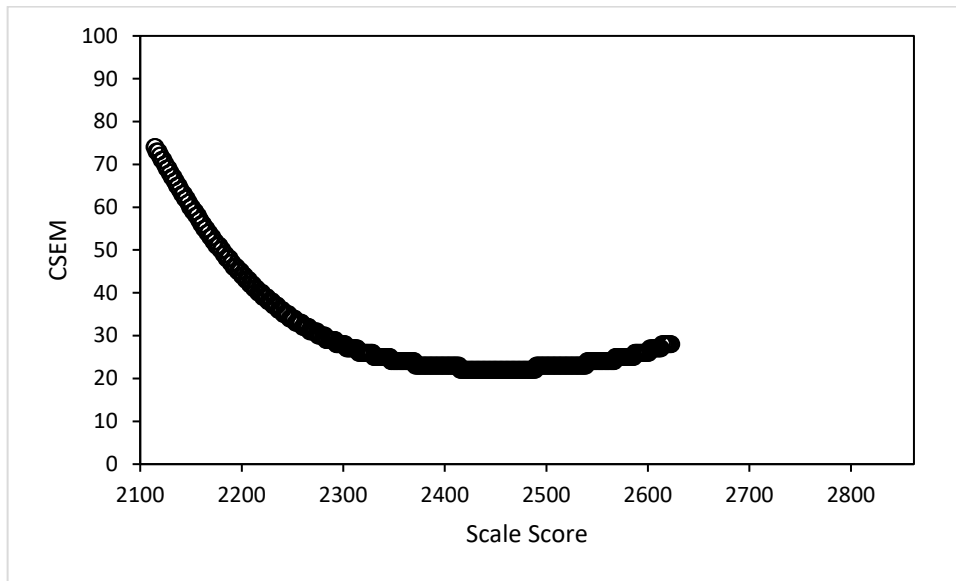
<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	56	56	67%	67%
[25, 30)	12	68	14%	82%
[30, 35)	9	77	11%	93%
[35, 40)	2	79	2%	95%
[40, 45)	1	80	1%	96%
[55, 60)	3	83	4%	100%

**Table 11.G.13 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Eight**

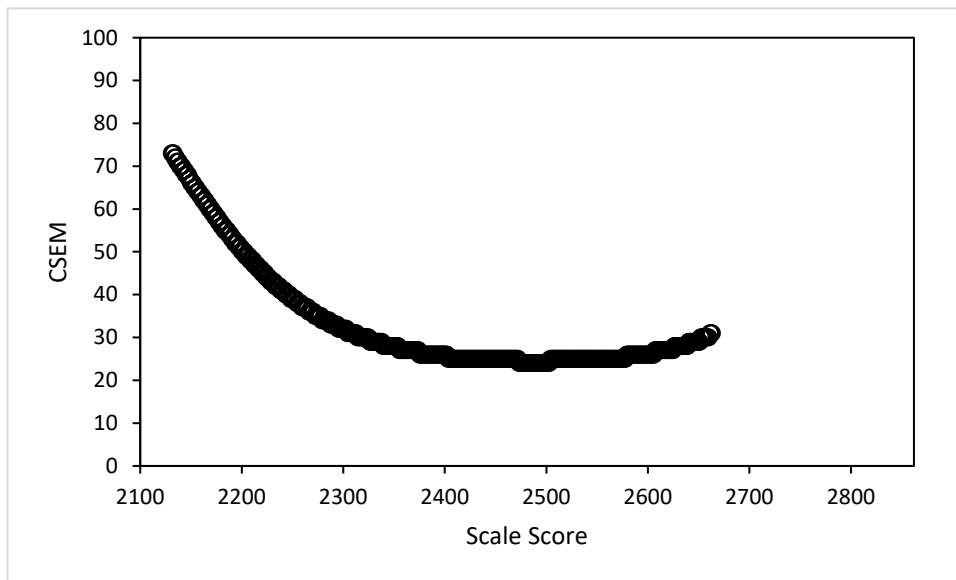
<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	20	20	40%	40%
[25, 30)	8	28	16%	56%
[30, 35)	14	42	28%	84%
[35, 40)	5	47	10%	94%
[40, 45)	2	49	4%	98%
[75, 80)	1	50	2%	100%

**Table 11.G.14 Scale Score CSEM Distribution of Paper-Pencil Tests—Mathematics, Grade Eleven**

<b>CSEM range</b>	<b>N</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
[20, 25)	5	5	25%	25%
[25, 30)	5	10	25%	50%
[30, 35)	1	11	5%	55%
[35, 40)	2	13	10%	65%
[40, 45)	2	15	10%	75%
[45, 50)	2	17	10%	85%
[50, 55)	1	18	5%	90%
[55, 60)	2	20	10%	100%



**Figure 11.G.1 Scale Score CSEM Distribution Plots—ELA, Grade Three**



**Figure 11.G.2 Scale Score CSEM Distribution Plots—ELA, Grade Four**

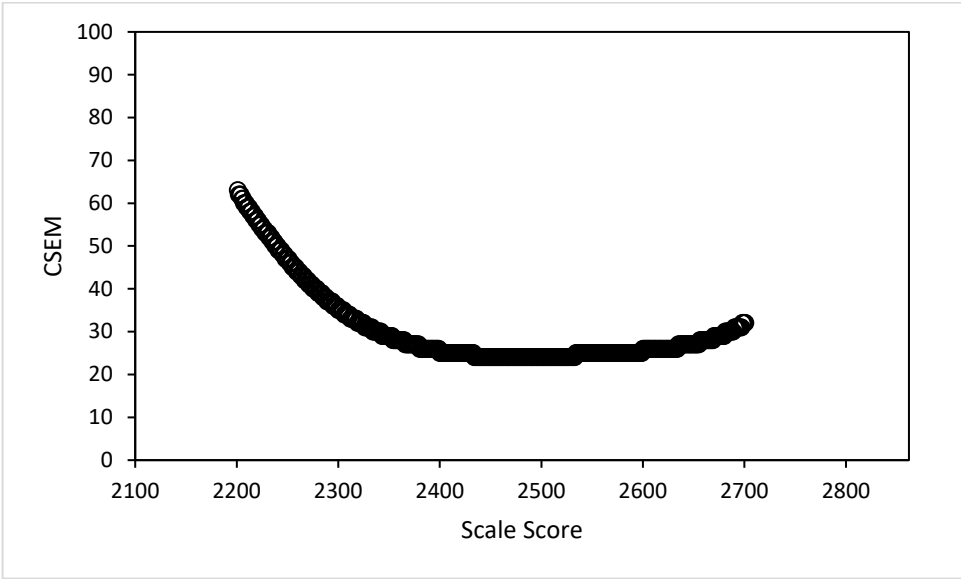


Figure 11.G.3 Scale Score CSEM Distribution Plots—ELA, Grade Five

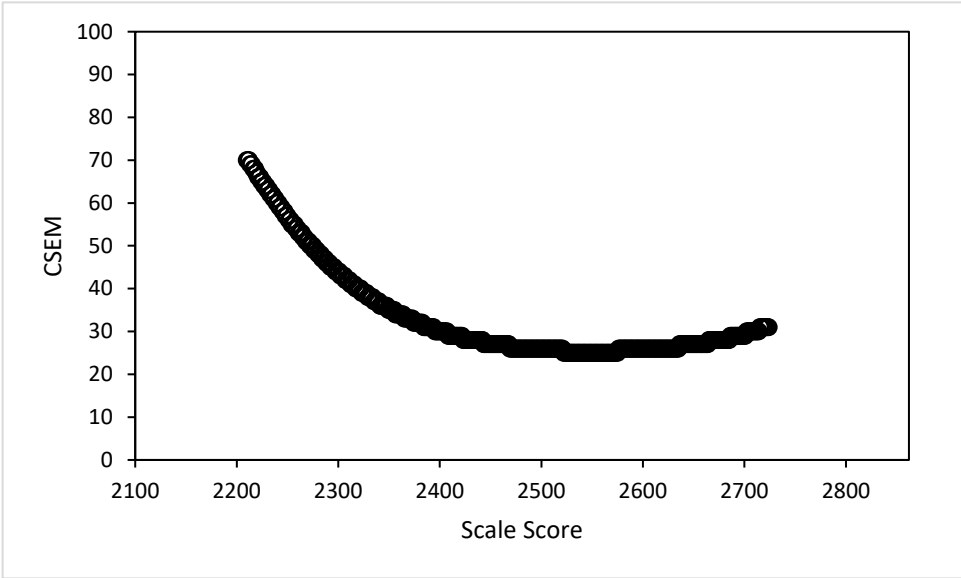
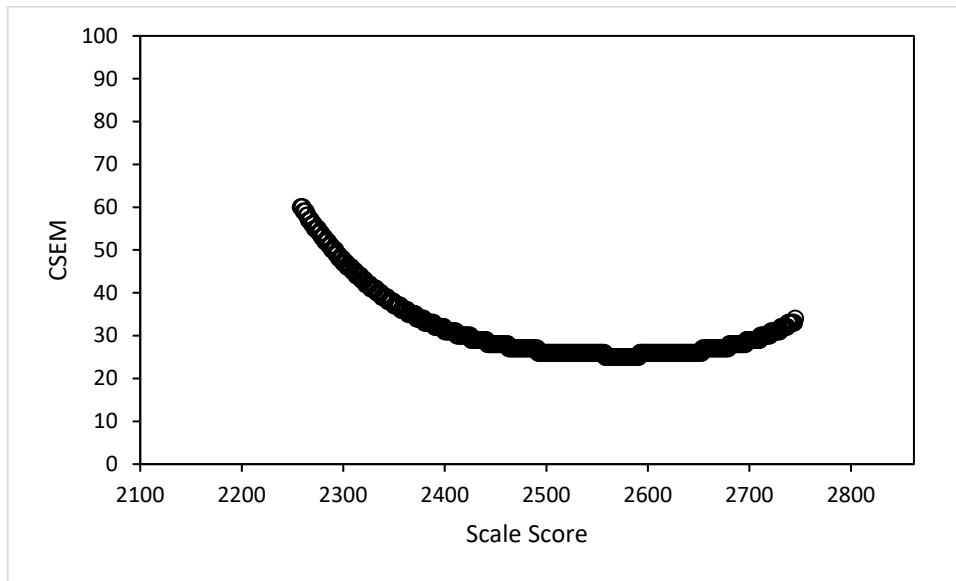
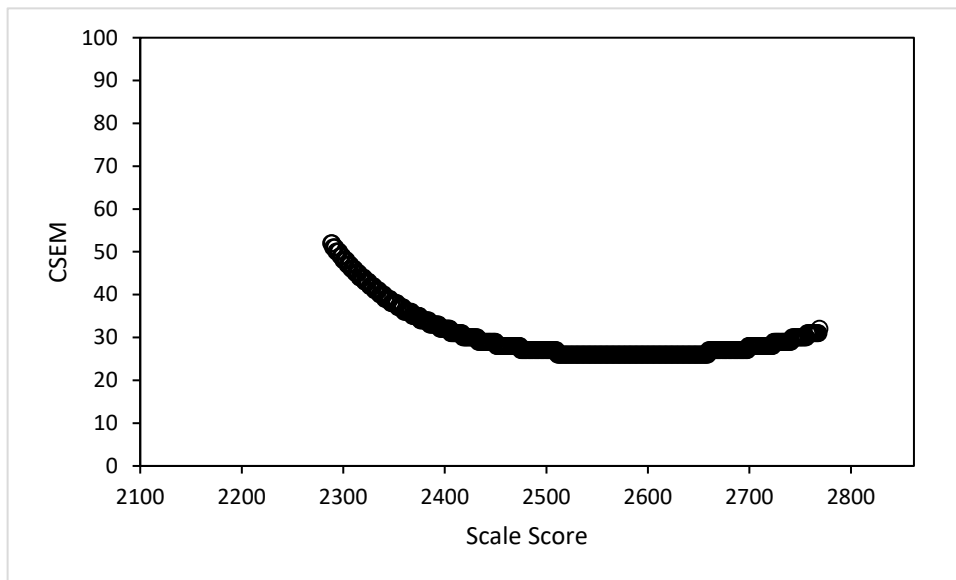


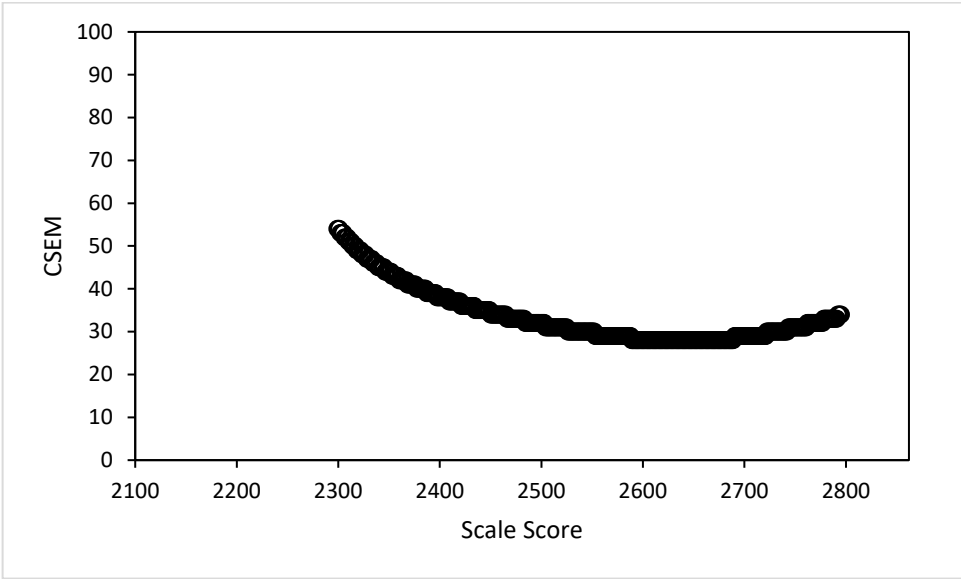
Figure 11.G.4 Scale Score CSEM Distribution Plots—ELA, Grade Six



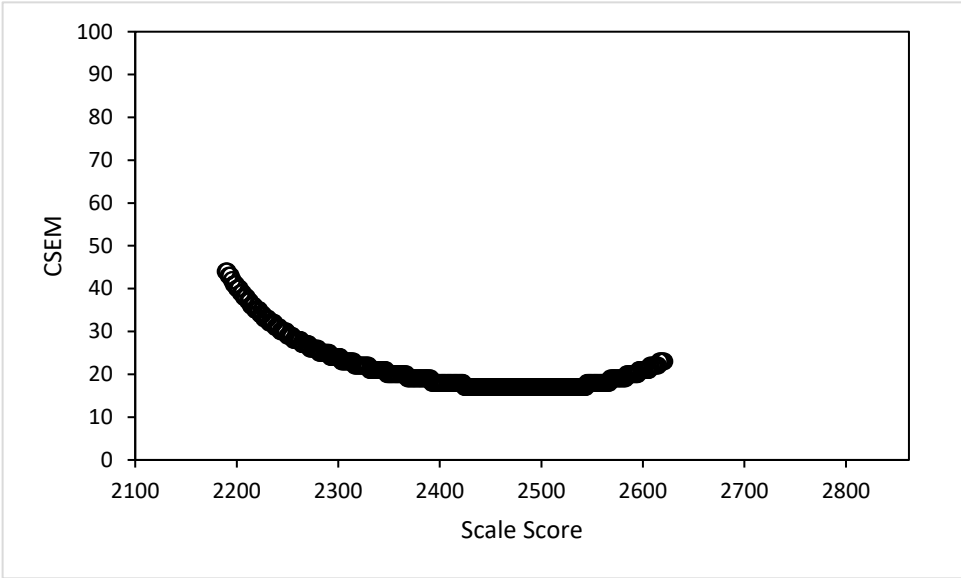
**Figure 11.G.5 Scale Score CSEM Distribution Plots—ELA, Grade Seven**



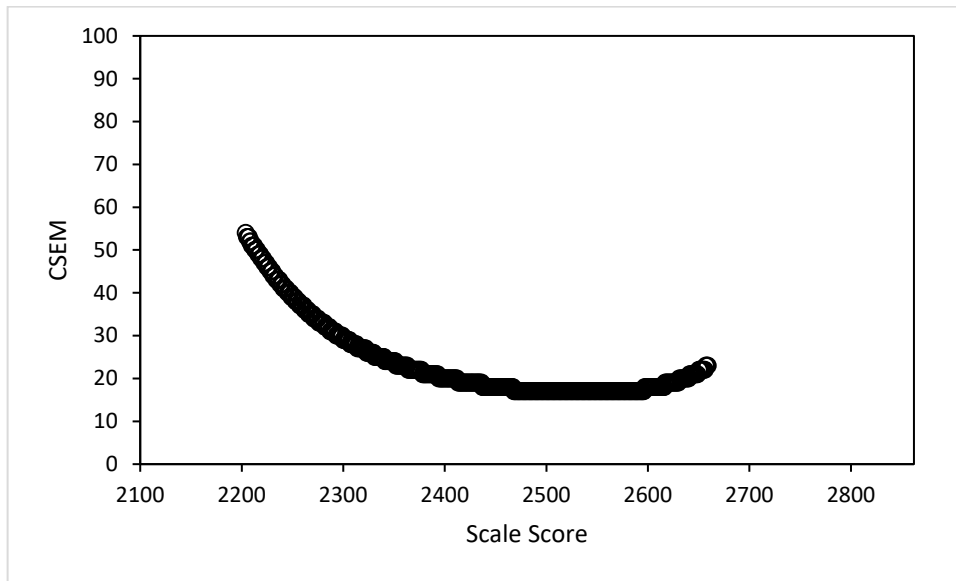
**Figure 11.G.6 Scale Score CSEM Distribution Plots—ELA, Grade Eight**



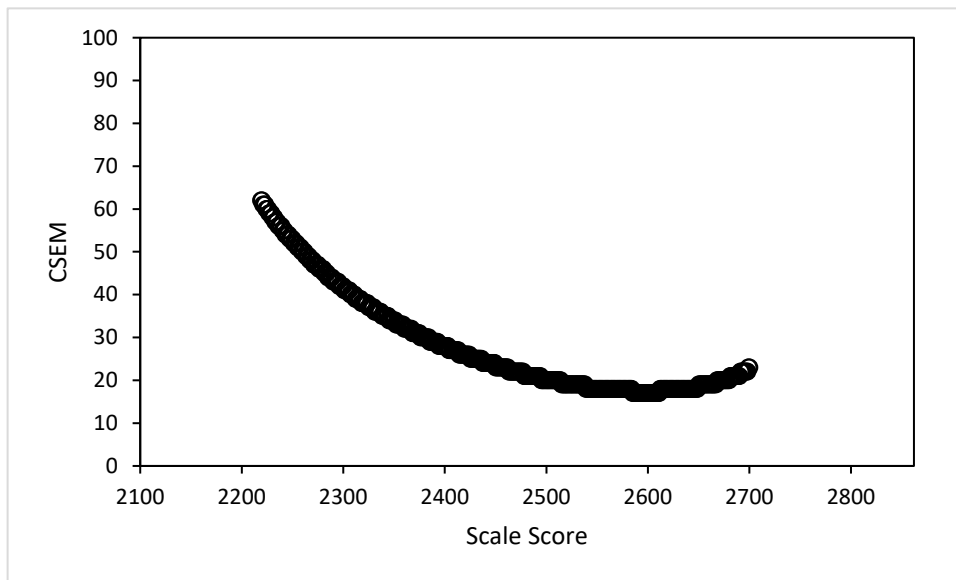
**Figure 11.G.7 Scale Score CSEM Distribution Plots—ELA, Grade Eleven**



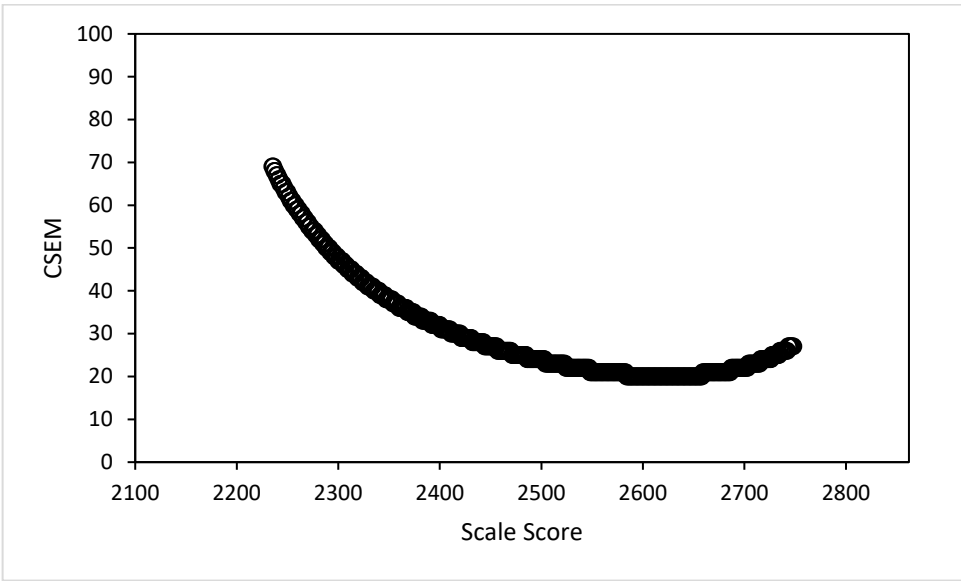
**Figure 11.G.8 Scale Score CSEM Distribution Plots—Mathematics, Grade Three**



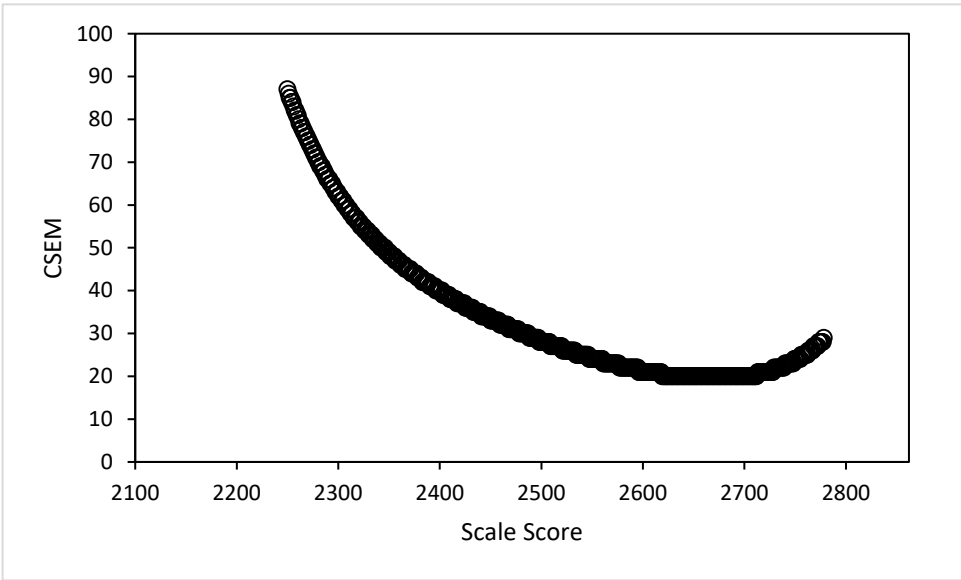
**Figure 11.G.9 Scale Score CSEM Distribution Plots—Mathematics, Grade Four**



**Figure 11.G.10 Scale Score CSEM Distribution Plots—Mathematics, Grade Five**

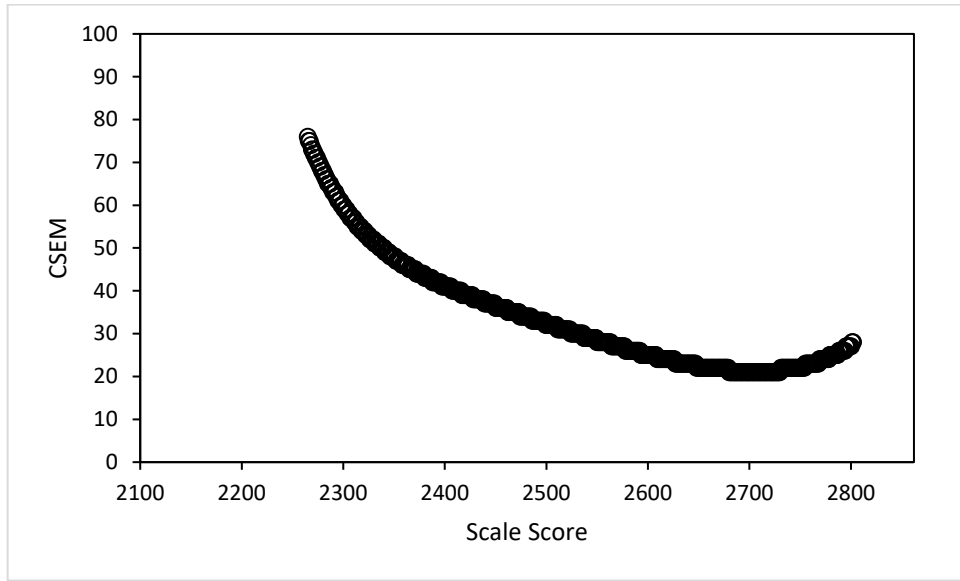


**Figure 11.G.11 Scale Score CSEM Distribution Plots—Mathematics, Grade Six**

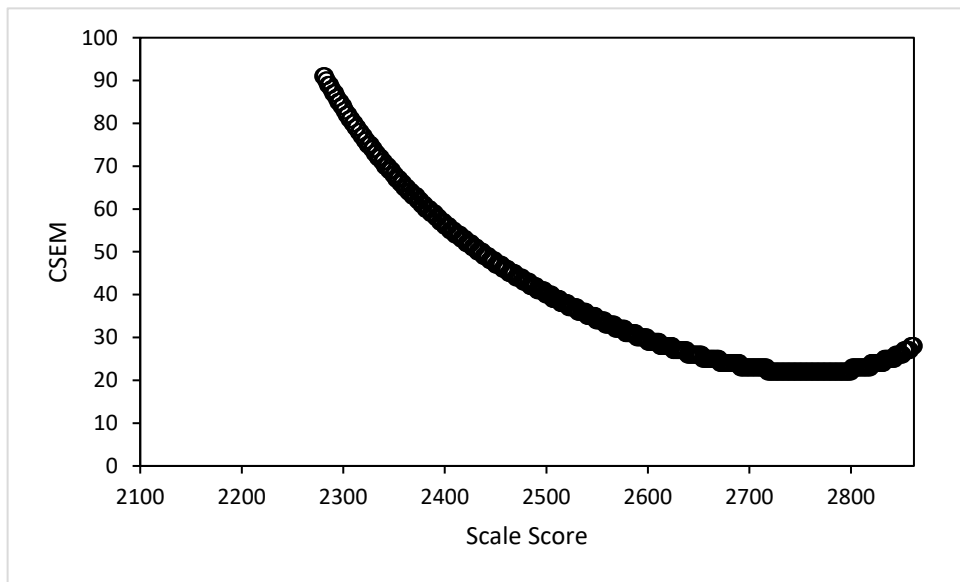


**Figure 11.G.12 Scale Score CSEM Distribution Plots—Mathematics, Grade Seven**





**Figure 11.G.13 Scale Score CSEM Distribution Plots—Mathematics, Grade Eight**



**Figure 11.G.14 Scale Score CSEM Distribution Plots—Mathematics, Grade Eleven**