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ABSTRACT

This first annual report describes student performance in reading and writing from the spring 1997 administration of the Colorado Student Assessment Program (CSAP). In this first administration of CSAP, all fourth grade students in Colorado were assessed. The report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's fourth grade students relative to the State Model Content Standards Reading and Writing. The first part of the report summarizes student performance in Reading; and part 2 summarizes student performance in Writing. Results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Contains numerous tables and figures of data; appendixes contain proficiency level descriptors for grade 4 Reading; a "mock-up" student report with proficiency level descriptors, grade 4 Reading; proficiency level descriptors for grade 4 Writing; and a "mock-up" student report with proficiency level descriptors, grade 4 Writing. (RS)

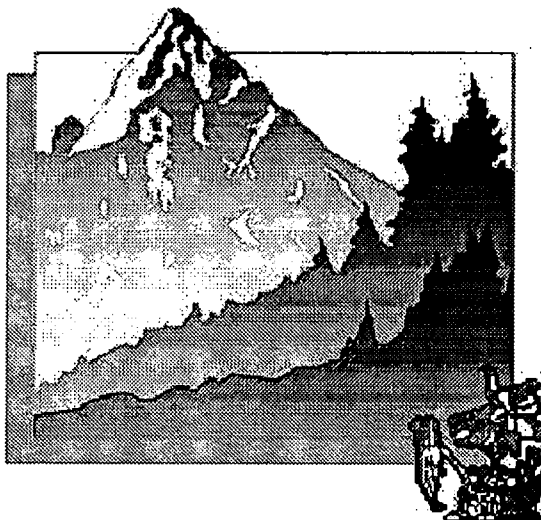
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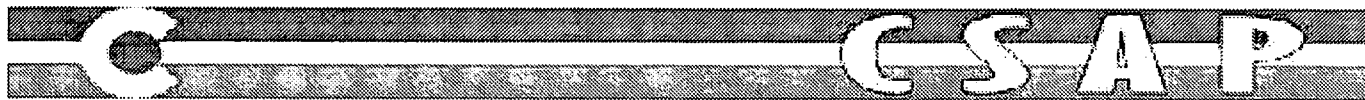
ED 429 267

STUDENT PERFORMANCE IN READING & WRITING GRADE 4 SPRING 1997



Annual Report to the Colorado General Assembly
by
The Colorado Department of Education
Dr. William J. Moloney, Commissioner
Dr. Richard A. Laughlin, Deputy Commissioner

January 1, 1998



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CS 013 511

**ANNUAL REPORT
ON THE
COLORADO STUDENT ASSESSMENT PROGRAM
STUDENT PERFORMANCE IN READING AND WRITING
FOURTH GRADE
SPRING 1997**

In Accordance with House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

Prepared for the Colorado General Assembly

by

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Dr. Richard A. Laughlin, Deputy Commissioner

January 1, 1998

Legal Basis for the Report Herein

House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

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

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Foreword

On behalf of the State Board of Education, the Colorado Department of Education (CDE) is pleased to present the first annual report on student performance in reading and writing from the Spring 1997 administration of the Colorado Student Assessment Program (CSAP). In this first administration of CSAP, all fourth grade students in Colorado were assessed.

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's fourth grade students relative to the State Model Content Standards in Reading and Writing. This report should raise awareness of the status of public education in Colorado as the public schools begin implementation of standards-based education reform state-wide. The results from this first assessment of fourth grade reading and writing are important to schools and districts, as well as for state accountability, because they provide the baseline against which future student progress toward meeting the state content standards in reading will be measured. Thus, this first *Annual Report* begins the evaluative process to assess the strengths and gaps in Colorado public education in these content areas and provides information for planning and improving instruction and delivery of educational services.

Standards-Based Education and Assessment in Colorado

With the passage of House Bill 93-1313, Colorado embarked on its path toward standards-based education reform. This legislation charged the State to develop model content standards that would guide student learning in Colorado public schools. Colorado Model Content Standards in the areas of reading, writing, geography, mathematics, science, and history were adopted by the State Board of Education in June 1995. As mandated by this legislation, each of the 176 school districts in Colorado also has written and adopted standards that meet or exceed those of the State. These standards are statements of the academic content each student is expected to learn; they describe what students should know and be able to do. Content standards focus the education system on common, well-defined goals. They establish the framework for ensuring that rigorous academic content is being taught, and they raise expectations for all students. The State Model Content Standards and District Content Standards present students and teachers with clear and challenging educational targets; serve as a focus on student learning and achievement; and provide the impetus for a measurement tool for judging students' academic learning and performance.

In accordance with House Bills 93-1313 and 97-1249, the Colorado Department of Education initiated the first statewide assessment of public school students relative to the State Model Content Standards with the Spring 1997 Colorado Student Assessment Program's assessment of all fourth grade students in reading and writing. These assessments were developed specifically to measure student performance relative to the State Model Content Standards.

Purpose of the Colorado Student Assessment Program

The purpose of the Colorado Student Assessment Program (CSAP) is to provide educators, policymakers, and the community with a picture of student performance and to determine the level at which Colorado students meet the State academic content standards. The results will provide a context for improving public education in Colorado. The fact that CSAP is based on the State's model content standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their children regardless of students' individual characteristics or whether they live in urban, suburban or rural areas.

Description of the 1997 Assessments

Between April 28 and May 9, 1997, 51,655 fourth grade students in Colorado were assessed in reading and writing by the first statewide assessment, the Colorado Student Assessment Program. The assessments were administered over the course of six 50-minute testing periods: three 50-minute sessions for reading and three 50-minute sessions for writing. Most students participated in the regular assessment. Some students with disabilities received accommodations in how the assessment was

administered similar to those they received in instruction. For example, large-print and Braille versions of the assessment were provided for visually impaired students. A few students did not participate in the Assessment because the severity of their disabilities precluded the statewide assessment as an appropriate measure of their achievement.

For the reading assessment, students were required to read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about the passages. For the writing assessment, each student responded to writing prompts, editing tasks, and selected-response and constructed-response questions.

Content and Organization of This Report

In accordance with House Bill 97-1249 (Colorado Revised Statutes 22-7-409(2)), State summary results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification also are provided.

This report is presented in two parts: Part 1 summarizes student performance in reading, while Part 2 summarizes student performance in writing. These sections are organized as follows:

Part 1: Student Performance in Reading

Section 1.1 provides the summary of the performance of all fourth grade students in reading; Section 1.2 presents a summary of student reading performance in each of the school districts; and Section 1.3 presents the reading results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 2: Student Performance in Writing

Section 2.1 provides the summary of the performance of all fourth grade students in writing; Section 2.2 presents a summary of student writing performance in each of the school districts; and Section 2.3 presents the writing results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 1

Student Performance in Reading

Grade 4

CSAP Spring 1997

Section 1.1. Performance of 4th Grade Students Statewide in Reading

Number of Students Assessed

In all, 50,324 of the 51,655 Colorado fourth grade students completed the assessment in reading during the Spring 1997 CSAP. Only three percent, or 1,331 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for reading due to the severity of a disability.

**Table 1. Student Assessment Status in Reading
CSAP Spring 1997**

| Student Assessment Status | Number | Percent |
|---|--------|---------|
| Students completing the assessment | 50,324 | 97.4 |
| Test incomplete or invalid | 734 | 1.4 |
| Not tested: Not literate in English or Spanish | 151 | 0.3 |
| Not tested: Working on individualized standards | 409 | 0.8 |
| Not tested: Parental/Guardian refusal | 37 | 0.1 |
| State Total | 51,655 | 100.0 |

The remainder of this section presents the results of the 1997 student performance in reading for the State as a whole. The following tables are presented in this section:

Table 2. Reading Performance of All 4th Grade Students: CSAP Spring 1997

Table 3. Reading Performance of 4th Grade Students by Gender: CSAP Spring 1997

Table 4. Reading Performance of 4th Grade Students by Race and Ethnicity:
CSAP Spring 1997

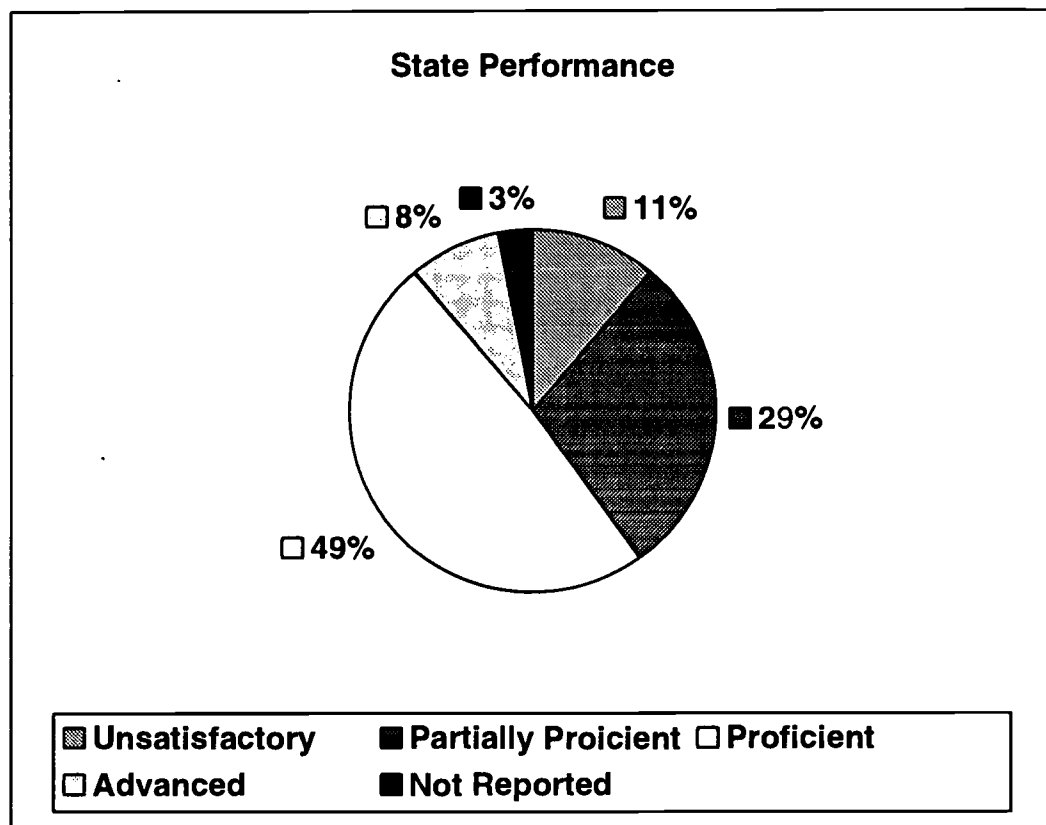
Table 5. Reading Performance of 4th Grade Students by Disabling Condition:
CSAP Spring 1997

Table 6. Reading Performance of 4th Grade Students by Test Accommodation:
CSAP Spring 1997

Table 7. Reading Performance of 4th Grade Students by District Size:
CSAP Spring 1997

Performance of Students Statewide in Reading

Figure 1. Reading Performance of All 4th Grade Students
CSAP Spring 1997



Four proficiency levels for describing the performance of students on the CSAP reading and writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP reading assessment is provided in Appendix A. Condensed descriptors that were reported with individual student reports to schools, along with a "mock-up" example of a student reading report is illustrated in Appendix B.

Table 2. Reading Performance of All 4th Grade Students
CSAP Spring 1997

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 11% | 29% | 49% | 8% | 3% | 100% |

Table 2 indicates that in 1997, 57 percent of Colorado fourth grade students were considered proficient or advanced in reading, while the performance of 11 percent was deemed unsatisfactory. To be classified as proficient, a student was considered as meeting the State Model Content Standards for reading.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only three percent of fourth grade students did not participate in the 1997 CSAP assessment of reading.

Student Performance in Reading by Gender

Table 3. Reading Performance of 4th Grade Students by Gender
CSAP Spring 1997

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 13% | 31% | 47% | 6% | 3% | 100% |
| Female | 9% | 27% | 52% | 9% | 2% | 100% |
| Data invalid or not provided* | 19% | 30% | 38% | 6% | 7% | 100% |
| State Total | 11% | 29% | 49% | 8% | 3% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

As illustrated in Table 3, the results of the 1997 CSAP indicate that fourth grade girls outperformed boys in reading: 61 percent of the girls and 53 percent of the boys were proficient or above in reading. The comparative performance of Colorado girls and boys in reading is consistent with that of students nationally.

Student Performance in Reading by Race and Ethnicity

Table 4. Reading Performance of 4th Grade Students by Race and Ethnicity
CSAP Spring 1997

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 12% | 28% | 46% | 9% | 6% | 100% |
| Black | 24% | 39% | 30% | 2% | 4% | 100% |
| Hispanic | 24% | 39% | 30% | 2% | 5% | 100% |
| Native Amer./ Alaska Native | 20% | 38% | 36% | 2% | 5% | 100% |
| White | 7% | 26% | 56% | 10% | 2% | 100% |
| Other | 11% | 30% | 51% | 5% | 3% | 100% |
| Data invalid or not provided* | 20% | 32% | 41% | 6% | 1% | 100% |
| State Total | 11% | 29% | 49% | 8% | 3% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.

The 1997 CSAP results shown in Table 4 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students.

Student Performance in Reading by Disabling Condition

**Table 5. Reading Performance of 4th Grade Students by Disabling Condition
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 8% | 29% | 54% | 8% | 1% | 100% |
| Signif. limited intellec. capacity | 47% | 8% | 2% | 0% | 43% | 100% |
| Emotional disability | 30% | 33% | 19% | 1% | 18% | 100% |
| Percept./communi- cative disability | 50% | 34% | 9% | 0% | 7% | 100% |
| Hearing disability | 20% | 39% | 24% | 2% | 14% | 100% |
| Visual disability | 32% | 37% | 18% | 8% | 5% | 100% |
| Physical disability | 39% | 31% | 22% | 1% | 7% | 100% |
| Autism | 19% | 19% | 10% | 10% | 43% | 100% |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 39% | 38% | 16% | 1% | 6% | 100% |
| Deaf-blind | 13% | 31% | 48% | 4% | 5% | 100% |
| Multiple handicaps | 25% | 11% | 2% | 0% | 62% | 100% |
| Data invalid or not provided* | 13% | 29% | 47% | 8% | 2% | 100% |
| State Total | 11% | 29% | 49% | 8% | 3% | 100% |
| *Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

The results on student performance by separate disabling condition shown in Table 5 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

Student Performance in Reading by Test Accommodation

Table 6. Reading Performance of 4th Grade Students by Test Accommodation
CSAP Spring 1997

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 9% | 29% | 52% | 8% | 2% | 100% |
| Braille | X | X | X | X | X | |
| Large print | 62% | 23% | 8% | 0% | 8% | 100% |
| Audiotaped directions only | 58% | 33% | 5% | 0% | 4% | 100% |
| Audiotaped entire test | 31% | 44% | 14% | 2% | 10% | 100% |
| Scribe | 50% | 27% | 15% | 2% | 6% | 100% |
| Signing of presentation or response | 44% | 28% | 6% | 0% | 22% | 100% |
| Assistive communication device for response | 18% | 18% | 24% | 0% | 41% | 100% |
| Extended/modified timing/scheduling | 37% | 36% | 17% | 1% | 8% | 100% |
| Data invalid or not provided* | 19% | 29% | 42% | 7% | 3% | 100% |
| State Total | 11% | 29% | 50% | 8% | 3% | 100% |

*Data on student's test accommodation was invalid or was not provided by test administrator.

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

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. Results of accommodated and non-accommodated assessments are shown in Table 6. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Reading by District Size

Table 7. Reading Performance of 4th Grade Students by District Size
CSAP Spring 1997

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 9% | 31% | 51% | 7% | 2% | 100% |
| 301-600 | 9% | 30% | 51% | 8% | 2% | 100% |
| 601-1200 | 12% | 32% | 47% | 7% | 2% | 100% |
| 1201-6000 | 10% | 31% | 51% | 7% | 2% | 100% |
| 6001-24999 | 10% | 27% | 52% | 8% | 3% | 100% |
| 25000 or more | 13% | 29% | 47% | 8% | 3% | 100% |
| State Total | 11% | 29% | 49% | 8% | 3% | 100% |

The results of CSAP in Table 7 indicate that, in general, student performance in reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly fewer students in the largest districts (25,000 or more students) or districts with enrollments between 601 and 1,200 were proficient or advanced in reading.

Section 1.2 District Performance Levels in Reading

While only three percent of fourth grade students, on average, were not tested or had invalid tests in reading, this percentage ranged from zero percent to 11 percent within school districts. Nine districts reported not testing (or invalid tests) for six to 11 percent of their fourth grade students, two to four times the state average.

A summary of results of the 1997 CSAP assessment of student performance in reading for each school district is provided in Table 8 below.

District Summaries of Student Performance in Reading

Table 8. Reading Performance of 4th Grade Students in Colorado School Districts
CSAP Spring 1997

| SCHOOL DISTRICT | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not Tested | |
| ACADEMY | 4% | 20% | 61% | 14% | 1% | 100% |
| ADAMS ARAPAHOE | 18% | 33% | 42% | 4% | 3% | 100% |
| ADAMS COUNTY 14 | 18% | 47% | 26% | 1% | 8% | 100% |
| AGATE | X | X | X | X | X | |
| AGUILAR REORGANIZED | X | X | X | X | X | |
| AKRON | X | X | X | X | X | |
| ALAMOSA | 17% | 43% | 32% | 6% | 1% | 100% |
| ARCHULETA COUNTY | 14% | 36% | 46% | 2% | 3% | 100% |
| ARICKAREE | X | X | X | X | X | |
| ARRIBA-FLAGLER | X | X | X | X | X | |
| ASPEN | 2% | 26% | 66% | 3% | 3% | 100% |
| AULT HIGHLAND | 9% | 37% | 44% | 6% | 4% | 100% |
| BAYFIELD | 2% | 30% | 58% | 11% | 0% | 100% |
| BENNETT | 9% | 35% | 50% | 5% | 1% | 100% |
| BETHUNE | X | X | X | X | X | |
| BIG SANDY | 12% | 48% | 32% | 4% | 4% | 100% |
| BOULDER VALLEY | 7% | 21% | 57% | 14% | 2% | 100% |
| BRANSON REORGANIZED | X | X | X | X | X | |

| | | | | | | |
|---------------------|-----|-----|-----|-----|----|------|
| BRIGGSDALE | X | X | X | X | X | |
| BRIGHTON | 13% | 37% | 42% | 7% | 1% | 100% |
| BRUSH | 14% | 48% | 30% | 2% | 7% | 100% |
| BUENA VISTA | 3% | 23% | 61% | 9% | 4% | 100% |
| BUFFALO | 10% | 10% | 55% | 25% | 0% | 100% |
| BURLINGTON | 19% | 28% | 43% | 7% | 3% | 100% |
| BYERS | 4% | 28% | 56% | 8% | 4% | 100% |
| CALHAN | 2% | 36% | 60% | 2% | 0% | 100% |
| CAMPO | X | X | X | X | X | |
| CANON CITY | 9% | 31% | 54% | 6% | 0% | 100% |
| CENTENNIAL | 8% | 46% | 31% | 12% | 4% | 100% |
| CENTER | 36% | 30% | 30% | 1% | 1% | 100% |
| CHERAW | X | X | X | X | X | |
| CHERRY CREEK | 5% | 21% | 57% | 14% | 3% | 100% |
| CHEYENNE COUNTY | 20% | 24% | 52% | 4% | 0% | 100% |
| CHEYENNE MOUNTAIN | 2% | 12% | 69% | 17% | 0% | 100% |
| CLEAR CREEK | 6% | 27% | 58% | 9% | 0% | 100% |
| COLORADO SPRINGS 11 | 10% | 29% | 49% | 9% | 3% | 100% |
| CONSOLIDATED | 7% | 25% | 57% | 4% | 7% | 100% |
| COTOPAXI | 8% | 25% | 63% | 4% | 0% | 100% |
| CREEDE CONSOLIDATED | X | X | X | X | X | |
| CRIPPLE CREEK | 5% | 60% | 36% | 0% | 0% | 100% |
| CROWLEY COUNTY | 4% | 38% | 53% | 4% | 0% | 100% |
| DE BEQUE | 0% | 41% | 47% | 12% | 0% | 100% |
| DEER TRAIL | X | X | X | X | X | |
| DEL NORTE | 13% | 46% | 41% | 0% | 0% | 100% |
| DELTA COUNTY | 10% | 31% | 52% | 6% | 1% | 100% |
| DENVER COUNTY | 28% | 34% | 30% | 3% | 5% | 100% |
| DOLORES | 11% | 19% | 64% | 6% | 0% | 100% |
| DOLORES COUNTY | 0% | 28% | 68% | 4% | 0% | 100% |
| DOUGLAS COUNTY | 3% | 21% | 63% | 11% | 2% | 100% |

| | | | | | | |
|--------------------|-----|-----|-----|-----|-----|------|
| DURANGO | 7% | 29% | 52% | 9% | 2% | 100% |
| EADS | X | X | X | X | X | |
| EAGLE COUNTY | 6% | 25% | 55% | 12% | 2% | 100% |
| EAST GRAND | 4% | 18% | 64% | 11% | 2% | 100% |
| EAST OTERO | 11% | 28% | 55% | 4% | 3% | 100% |
| EAST YUMA COUNTY | 13% | 23% | 59% | 5% | 0% | 100% |
| EATON | 5% | 28% | 62% | 2% | 3% | 100% |
| EDISON | X | X | X | X | X | |
| ELBERT | 0% | 15% | 85% | 0% | 0% | 100% |
| ELIZABETH | 2% | 27% | 56% | 14% | 1% | 100% |
| ELLCOTT | 24% | 13% | 55% | 0% | 8% | 100% |
| ENGLEWOOD | 11% | 36% | 50% | 3% | 0% | 100% |
| FALCON | 6% | 35% | 53% | 4% | 1% | 100% |
| FLORENCE | 14% | 35% | 46% | 1% | 4% | 100% |
| FORT LUPTON | 17% | 39% | 38% | 2% | 4% | 100% |
| FORT MORGAN | 24% | 41% | 31% | 2% | 1% | 100% |
| FOUNTAIN | 14% | 37% | 44% | 4% | 0% | 100% |
| FOWLER | 3% | 30% | 60% | 7% | 0% | 100% |
| FRENCHMAN | X | X | X | X | X | 100% |
| GARFIELD RE-2 | 16% | 27% | 49% | 7% | 1% | 100% |
| GARFIELD 16 | 7% | 35% | 49% | 9% | 0% | 100% |
| GENOA HUGO | 4% | 33% | 48% | 4% | 11% | 100% |
| GILCREST | 17% | 43% | 36% | 3% | 1% | 100% |
| GILPIN COUNTY | 14% | 29% | 54% | 3% | 0% | 100% |
| GRANADA | 5% | 32% | 55% | 5% | 5% | 100% |
| GREELEY | 19% | 31% | 41% | 6% | 3% | 100% |
| GUNNISON WATERSHED | 6% | 26% | 62% | 5% | 1% | 100% |
| HANOVER | 18% | 29% | 47% | 0% | 6% | 100% |
| HARRISON | 18% | 37% | 38% | 4% | 2% | 100% |
| HAXTUN | 0% | 14% | 77% | 9% | 0% | 100% |
| HAYDEN | 5% | 31% | 59% | 5% | 0% | 100% |

| | | | | | | |
|--------------------|-----|-----|-----|-----|----|------|
| HI PLAINS | X | X | X | X | X | |
| HINSDALE COUNTY | X | X | X | X | X | |
| HOEHNE REORGANIZED | 0% | 29% | 52% | 14% | 5% | 100% |
| HOLLY | 20% | 30% | 47% | 3% | 0% | 100% |
| HOLYOKE | 2% | 27% | 56% | 16% | 0% | 100% |
| HUERFANO | 21% | 49% | 26% | 3% | 0% | 100% |
| IGNACIO | 27% | 31% | 37% | 3% | 1% | 100% |
| JEFFERSON COUNTY | 7% | 29% | 55% | 8% | 2% | 100% |
| JOHNSTOWN-MILLIKEN | 9% | 42% | 43% | 4% | 2% | 100% |
| JULESBURG | 0% | 25% | 31% | 44% | 0% | 100% |
| KARVAL | X | X | X | X | X | |
| KEENESBURG | 15% | 36% | 44% | 4% | 1% | 100% |
| KIM REORGANIZED | X | X | X | X | X | |
| KIOWA | 20% | 32% | 44% | 4% | 0% | 100% |
| KIT CARSON | 0% | 33% | 56% | 11% | 0% | 100% |
| LA VETA | 0% | 0% | 20% | 75% | 5% | 100% |
| LAKE COUNTY | 18% | 33% | 40% | 3% | 5% | 100% |
| LAMAR | 10% | 25% | 53% | 12% | 1% | 100% |
| LAS ANIMAS | 8% | 46% | 35% | 8% | 2% | 100% |
| LEWIS PALMER | 3% | 18% | 60% | 18% | 1% | 100% |
| LIMON | 2% | 32% | 55% | 6% | 4% | 100% |
| LITTLETON | 5% | 21% | 59% | 12% | 3% | 100% |
| LONE STAR | X | X | X | X | X | |
| MANCOS | 2% | 26% | 64% | 6% | 2% | 100% |
| MANITOU SPRINGS | 1% | 25% | 61% | 11% | 2% | 100% |
| MANZANOLA | X | X | X | X | X | 100% |
| MAPLETON | 13% | 41% | 40% | 4% | 2% | 100% |
| MC CLAVE | 5% | 45% | 36% | 14% | 0% | 100% |
| MEEKER | 7% | 19% | 46% | 29% | 0% | 100% |
| MESA COUNTY VALLEY | 10% | 31% | 52% | 6% | 2% | 100% |
| MIAMI YODER | 8% | 29% | 58% | 0% | 4% | 100% |

| | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|------|
| MOFFAT | 10% | 29% | 57% | 5% | 0% | 100% |
| MOFFAT COUNTY | 9% | 27% | 56% | 6% | 2% | 100% |
| MONTE VISTA | 10% | 36% | 51% | 2% | 1% | 100% |
| MONTEZUMA-CORTEZ | 17% | 37% | 41% | 2% | 2% | 100% |
| MONTROSE COUNTY | 13% | 29% | 50% | 7% | 1% | 100% |
| MOUNTAIN VALLEY | 12% | 41% | 35% | 12% | 0% | 100% |
| NORTH CONEJOS | 8% | 25% | 57% | 7% | 2% | 100% |
| NORTH PARK | 14% | 14% | 62% | 10% | 0% | 100% |
| NORTHGLENN-THORNTON | 13% | 35% | 44% | 5% | 3% | 100% |
| NORWOOD | 4% | 30% | 52% | 13% | 0% | 100% |
| OTIS | 17% | 17% | 44% | 11% | 11% | 100% |
| OURAY | 0% | 30% | 70% | 0% | 0% | 100% |
| PARK ESTES PARK | 5% | 15% | 75% | 3% | 1% | 100% |
| PARK COUNTY | 17% | 38% | 42% | 4% | 0% | 100% |
| PAWNEE | X | X | X | X | X | |
| PEYTON | 14% | 44% | 38% | 2% | 2% | 100% |
| PLAINVIEW | X | X | X | X | X | |
| PLATEAU | X | X | X | X | X | |
| PLATEAU VALLEY | 10% | 13% | 61% | 10% | 6% | 100% |
| PLATTE CANYON | 2% | 13% | 71% | 14% | 1% | 100% |
| PLATTE VALLEY RE-7 (Weld) | 7% | 38% | 46% | 8% | 0% | 100% |
| PLATTE VALLEY RE-3 (Sedgwick) | X | X | X | X | X | |
| POUDRE | 6% | 22% | 58% | 12% | 3% | 100% |
| PRAIRIE | X | X | X | X | X | |
| PRIMERO | X | X | X | X | X | |
| PRITCHETT | X | X | X | X | X | 100% |
| PUEBLO CITY 60 | 17% | 36% | 40% | 4% | 3% | 100% |
| PUEBLO COUNTY 70 | 9% | 27% | 55% | 9% | 0% | 100% |
| RANGELY | 3% | 39% | 47% | 8% | 2% | 100% |
| RIDGWAY | 0% | 9% | 68% | 18% | 5% | 100% |

| | | | | | | |
|-------------------|-----|-----|-----|-----|----|------|
| ROARING FORK | 11% | 29% | 52% | 4% | 2% | 100% |
| ROCKY FORD | 26% | 31% | 40% | 3% | 0% | 100% |
| SALIDA | 6% | 34% | 49% | 10% | 1% | 100% |
| SANFORD | 19% | 27% | 50% | 4% | 0% | 100% |
| SANGRE DE CRISTO | 23% | 45% | 32% | 0% | 0% | 100% |
| SARGENT | 8% | 28% | 60% | 0% | 5% | 100% |
| SHERIDAN | 19% | 47% | 33% | 1% | 0% | 100% |
| SIERRA GRANDE | 43% | 32% | 21% | 0% | 4% | 100% |
| SILVERTON | X | X | X | X | X | |
| SOUTH CONEJOS | 25% | 36% | 28% | 8% | 3% | 100% |
| SOUTH ROUTT | 8% | 38% | 55% | 0% | 0% | 100% |
| SPRINGFIELD | 0% | 24% | 52% | 21% | 3% | 100% |
| ST. VRAIN VALLEY | 10% | 25% | 53% | 10% | 2% | 100% |
| STEAMBOAT SPRINGS | 4% | 18% | 66% | 8% | 4% | 100% |
| STRASBURG | 5% | 25% | 59% | 9% | 2% | 100% |
| STRATTON | 9% | 30% | 52% | 9% | 0% | 100% |
| SUMMIT | 6% | 18% | 68% | 6% | 1% | 100% |
| SWINK | 0% | 20% | 64% | 16% | 0% | 100% |
| TELLURIDE | 5% | 21% | 55% | 17% | 2% | 100% |
| THOMPSON | 8% | 25% | 57% | 9% | 2% | 100% |
| TRINIDAD | 12% | 38% | 41% | 5% | 3% | 100% |
| VALLEY | 9% | 27% | 52% | 10% | 1% | 100% |
| VILAS | X | X | X | X | X | |
| WALSH | 4% | 35% | 52% | 9% | 0% | 100% |
| WELDON VALLEY | X | X | X | X | X | |
| WEST END | 15% | 45% | 33% | 5% | 3% | 100% |
| WEST GRAND | 4% | 28% | 58% | 2% | 8% | 100% |
| WEST YUMA COUNTY | 4% | 11% | 65% | 16% | 5% | 100% |
| WESTMINSTER | 17% | 32% | 41% | 3% | 7% | 100% |
| WIDEFIELD | 11% | 27% | 53% | 7% | 2% | 100% |
| WIGGINS | 13% | 35% | 46% | 4% | 2% | 100% |

| | | | | | | |
|--|-----|-----|-----|-----|----|------|
| WILEY | 8% | 20% | 56% | 12% | 4% | 100% |
| WINDSOR | 6% | 20% | 64% | 11% | 0% | 100% |
| WOODLAND PARK | 8% | 23% | 58% | 11% | 0% | 100% |
| WOODLIN | X | X | X | X | X | |
| STATE TOTAL | 11% | 29% | 49% | 8% | 3% | 100% |
| X: Number tested fewer than 16; no district summaries reported | | | | | | |

Section 1.3. Performance of Schools Classified by Socioeconomic Status

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

- Level 1: None (0%) receiving free or reduced-cost lunch
- Level 2: 1-14 % receiving free or reduced-cost lunch
- Level 3: 15-29% receiving free or reduced-cost lunch
- Level 4: 30-44% receiving free or reduced-cost lunch
- Level 5: 45-59% receiving free or reduced-cost lunch
- Level 6: 60% or more receiving free or reduced-cost lunch.

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

Tables 9A-F present the overall summary of results by school SES classification for the state as a whole.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None (0%)

**Table 9A. Reading Performance of all 4th Grade Students
in Schools at SES Level 1
CSAP Spring 1997**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 3% | 18% | 62% | 16% | 2% | 100% |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 9B. Reading Performance of all 4th Grade Students
in Schools at SES Level 2
CSAP Spring 1997**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 9C. Reading Performance of all 4th Grade Students

in Schools at SES Level 3
CSAP Spring 1997

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 9% | 29% | 52% | 7% | 2% | 100% |

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 9D. Reading Performance of all 4th Grade Students
in Schools at SES Level 4
CSAP Spring 1997

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 13% | 32% | 46% | 6% | 3% | 100% |

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 9E. Reading Performance of all 4th Grade Students
in Schools at SES Level 5
CSAP Spring 1997

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

**Table 9F. Reading Performance of all 4th Grade Students
in Schools at SES Level 6
CSAP Spring 1997**

| State | Reading Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |

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

School SES summaries are reported by gender in Tables 10A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

**Table 10A. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 1
CSAP Spring 1997**

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 3% | 19% | 63% | 13% | 2% | 100% |
| Female | 2% | 16% | 62% | 19% | 1% | 100% |
| Data invalid or not provided* | 3% | 27% | 51% | 13% | 6% | 100% |
| Total | 3% | 17% | 62% | 16% | 2% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 10B. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 2
CSAP Spring 1997**

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 6% | 26% | 57% | 9% | 2% | 100% |
| Female | 4% | 21% | 61% | 13% | 1% | 100% |
| Data invalid or not provided* | 8% | 29% | 47% | 8% | 8% | 100% |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

**Table 10C. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 3
CSAP Spring 1997**

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 11% | 32% | 49% | 5% | 3% | 100% |
| Female | 7% | 27% | 56% | 9% | 1% | 100% |
| Data invalid or not provided* | 14% | 31% | 45% | 5% | 4% | 100% |
| Total | 10% | 29% | 52% | 7% | 2% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 10D. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 4
CSAP Spring 1997

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 16% | 33% | 43% | 5% | 3% | 100% |
| Female | 10% | 31% | 49% | 7% | 3% | 100% |
| Data invalid or not provided* | 20% | 30% | 38% | 7% | 6% | 100% |
| Total | 13% | 32% | 46% | 6% | 3% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 10E. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 5
CSAP Spring 1997

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 2% | 38% | 35% | 2% | 4% | 100% |
| Female | 15% | 38% | 41% | 4% | 2% | 100% |
| Data invalid or not provided* | 29% | 39% | 24% | 3% | 5% | 100% |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 10F. Reading Performance of 4th Grade Students by Gender
in Schools at SES Level 6
CSAP Spring 1997

| Gender | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 31% | 38% | 24% | 1% | 6% | 100% |
| Female | 24% | 40% | 31% | 2% | 3% | 100% |
| Data invalid or not provided* | 50% | 32% | 13% | 0% | 5% | 100% |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

**Reading Performance of Students by Race and Ethnicity in Schools
Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch**

School SES summaries are reported by race and ethnicity in Tables 11A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 11A. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 1
CSAP Spring 1997

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 5% | 18% | 53% | 23% | 1% | 100% |
| Black | 0% | 38% | 54% | 5% | 3% | 100% |
| Hispanic | 12% | 26% | 46% | 6% | 10% | 100% |
| Native Amer./ Alaska Native | X | X | X | X | X | |
| White | 3% | 16% | 63% | 17% | 2% | 100% |
| Other | 4% | 28% | 65% | 3% | 0% | 100% |
| Data invalid or not provided* | 5% | 28% | 59% | 8% | 0% | 100% |
| Total | 3% | 18% | 62% | 16% | 2% | 100% |
| *Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator. | | | | | | |
| X: Number tested was fewer than 16; no summaries reported | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 11B. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 2
CSAP Spring 1997**

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 6% | 24% | 54% | 14% | 3% | 100% |
| Black | 12% | 37% | 44% | 5% | 2% | 100% |
| Hispanic | 12% | 34% | 47% | 4% | 2% | 100% |
| Native Amer./ Alaskan Native | 9% | 34% | 49% | 2% | 6% | 100% |
| White | 4% | 22% | 60% | 11% | 1% | 100% |
| Other | 4% | 24% | 60% | 10% | 1% | 100% |
| Data invalid or not provided* | 9% | 32% | 52% | 7% | 1% | 100% |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

**Table 11C. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 3
CSAP Spring 1997**

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 11% | 27% | 48% | 7% | 7% | 100% |
| Black | 18% | 36% | 40% | 3% | 3% | 100% |
| Hispanic | 17% | 39% | 38% | 2% | 4% | 100% |
| Native Amer./ Alaskan Native | 14% | 38% | 45% | 2% | 1% | 100% |
| White | 7% | 27% | 56% | 8% | 2% | 100% |
| Other | 12% | 28% | 50% | 9% | 1% | 100% |
| Data invalid or not provided* | 11% | 33% | 49% | 7% | 1% | 100% |
| Total | 9% | 29% | 52% | 7% | 2% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

**Table 11D. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 4
CSAP Spring 1997**

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 13% | 30% | 45% | 5% | 8% | 100% |
| Black | 21% | 41% | 32% | 2% | 4% | 100% |
| Hispanic | 22% | 38% | 34% | 2% | 5% | 100% |
| Native Amer./ Alaskan Native | 23% | 38% | 30% | 3% | 6% | 100% |
| White | 10% | 30% | 51% | 8% | 2% | 100% |
| Other | 20% | 33% | 39% | 2% | 7% | 100% |
| Data invalid or not provided* | 14% | 30% | 44% | 13% | 0% | 100% |
| Total | 13% | 32% | 46% | 6% | 3% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

**Table 11E. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 5
CSAP Spring 1997**

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 28% | 35% | 31% | 2% | 3% | 100% |
| Black | 25% | 46% | 24% | 2% | 3% | 100% |
| Hispanic | 25% | 42% | 28% | 1% | 4% | 100% |
| Native Amer./ Alaskan Native | 30% | 38% | 25% | 1% | 5% | 100% |
| White | 13% | 35% | 45% | 4% | 3% | 100% |
| Other | 14% | 41% | 36% | 2% | 7% | 100% |
| Data invalid or not provided* | 22% | 36% | 33% | 5% | 4% | 100% |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

**Table 11F. Reading Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 6
CSAP Spring 1997**

| Race/Ethnicity | Reading Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 27% | 31% | 27% | 4% | 11% | 100% |
| Black | 35% | 39% | 21% | 0% | 5% | 100% |
| Hispanic | 31% | 41% | 21% | 1% | 5% | 100% |
| Native Amer./ Alaskan Native | 23% | 42% | 30% | 1% | 6% | 100% |
| White | 16% | 36% | 43% | 3% | 3% | 100% |
| Other | 20% | 36% | 40% | 0% | 4% | 100% |
| Data invalid or not provided* | 47% | 35% | 14% | 2% | 2% | 100% |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

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

School SES summaries are reported by student's disabling condition in Tables 12A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

**Table 12A. Reading Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 2% | 16% | 66% | 17% | 0% | 100% |
| Signif. limited intellec. capacity | X | X | X | X | X | |
| Emotional disability | 13% | 31% | 44% | 0% | 13% | 100% |
| Percept./communicative disability | 24% | 50% | 21% | 0% | 5% | 100% |
| Hearing disability | X | X | X | X | X | |
| Visual disability | X | X | X | X | X | |
| Physical disability | X | X | X | X | X | |
| Autism | X | X | X | X | X | |
| Speech/language disability | 15% | 39% | 30% | 4% | 11% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | X | X | X | X | X | |
| Data invalid or not provided* | 2% | 15% | 59% | 22% | 1% | 100% |
| Total | 3% | 18% | 62% | 16% | 2% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

**Table 12B. Reading Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 2
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|------------|------------|-------------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 3% | 22% | 63% | 12% | 1% | 100% |
| Signif. limited intellec. capacity | 32% | 9% | 2% | 0% | 57% | 100% |
| Emotional disability | 18% | 41% | 20% | 0% | 20% | 100% |
| Percept./communicative disability | 37% | 43% | 16% | 0% | 4% | 100% |
| Hearing disability | 13% | 58% | 25% | 0% | 4% | 100% |
| Visual disability | X | X | X | X | X | |
| Physical disability | 25% | 44% | 21% | 4% | 7% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 29% | 45% | 19% | 2% | 5% | 100% |
| Deaf-Blind | 6% | 24% | 58% | 9% | 3% | 100% |
| Multiple handicaps | 12% | 5% | 2% | 0% | 80% | 100% |
| Data invalid or not provided* | 6% | 27% | 56% | 8% | 2% | 100% |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |
| *Data provided on student's disabling condition was invlaid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

**Table 12C. Reading Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 3
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 5% | 29% | 57% | 8% | 1% | 100% |
| Signif. limited intellec. capacity | 51% | 16% | 2% | 0% | 32% | 100% |
| Emotional disability | 29% | 30% | 21% | 2% | 19% | 100% |
| Percept./communicative disability | 49% | 35% | 8% | 0% | 7% | 100% |
| Hearing disability | 29% | 38% | 24% | 5% | 5% | 100% |
| Visual disability | X | X | X | X | X | |
| Physical disability | 37% | 32% | 24% | 0% | 7% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 39% | 39% | 17% | 0% | 5% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | 27% | 23% | 0% | 0% | 50% | 100% |
| Data invalid or not provided* | 9% | 29% | 53% | 8% | 2% | 100% |
| Total | 9% | 29% | 52% | 7% | 2% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

**Table 12D. Reading Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 4
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 9% | 33% | 50% | 7% | 2% | 100% |
| Signif. limited intellec. capacity | 46% | 13% | 0% | 0% | 41% | 100% |
| Emotional disability | 34% | 27% | 18% | 0% | 21% | 100% |
| Percept./communicative disability | 53% | 30% | 7% | 0% | 10% | 100% |
| Hearing disability | 33% | 29% | 24% | 5% | 10% | |
| Visual disability | X | X | X | X | X | 100% |
| Physical disability | 34% | 28% | 25% | 0% | 13% | 100% |
| Autism | 25% | 25% | 0% | 0% | 50% | 100% |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 39% | 41% | 16% | 1% | 4% | 100% |
| Deaf-Blind | 16% | 28% | 56% | 0% | 0% | 100% |
| Multiple handicaps | 28% | 11% | 11% | 0% | 50% | 100% |
| Data invalid or not provided* | 14% | 31% | 45% | 9% | 1% | 100% |
| Total | 13% | 32% | 46% | 6% | 3% | 100% |

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

**Table 12E. Reading Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 5
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 13% | 40% | 42% | 3% | 2% | 100% |
| Signif. limited intellec. capacity | 36% | 0% | 0% | 0% | 64% | 100% |
| Emotional disability | 48% | 25% | 13% | 2% | 12% | 100% |
| Percept./communicative disability | 65% | 24% | 1% | 0% | 9% | 100% |
| Hearing disability | X | X | X | X | X | |
| Visual disability | X | X | X | X | X | |
| Physical disability | 62% | 14% | 10% | 0% | 14% | 100% |
| Autism | X | X | X | X | X | |
| Speech/language disability | 51% | 30% | 8% | 0% | 11% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | 56% | 13% | 6% | 0% | 25% | 100% |
| Data invalid or not provided* | 19% | 36% | 37% | 5% | 3% | 100% |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

**Table 12F. Reading Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 6
CSAP Spring 1997**

| Disabling Condition | Reading Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 23% | 41% | 31% | 2% | 4% | 100% |
| Signif. limited intellec. capacity | 68% | 5% | 1% | 0% | 25% | 100% |
| Emotional disability | 31% | 40% | 8% | 0% | 21% | 100% |
| Percept./communicative disability | 67% | 23% | 1% | 0% | 9% | 100% |
| Hearing disability | X | X | X | X | X | |
| Visual disability | X | X | X | X | X | |
| Physical disability | 65% | 23% | 12% | 0% | 0% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 0% | 27% | 11% | 0% | 5% | 100% |
| Deaf-Blind | 18% | 47% | 29% | 0% | 6% | 100% |
| Multiple handicaps | X | X | X | X | X | |
| Data invalid or not provided* | 40% | 36% | 19% | 2% | 4% | 100% |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

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

School SES summaries are reported by student's testing accommodation in Tables 13A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

**Table 13A. Reading Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 2% | 16% | 64% | 16% | 1% | 100% |
| Audiotaped (directions only) | 23% | 59% | 18% | 0% | 0% | 100% |
| Scribe | X | X | X | X | X | 100% |
| Signing of presentation or response | X | X | X | X | X | 100% |
| Assistive communication device for response | X | X | X | X | X | 100% |
| Extended/modified timing/scheduling | 14% | 46% | 34% | 4% | 2% | 100% |
| Data invalid or not provided* | 2% | 15% | 59% | 22% | 2% | 100% |
| Total | 3% | 18% | 62% | 16% | 2% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

**Table 13B. Reading Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 2
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 4% | 23% | 60% | 11% | 1% | 100% |
| Braille | X | X | X | X | X | |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | 40% | 51% | 7% | 0% | 2% | 100% |
| Audio taped (entire test) | 19% | 56% | 19% | 0% | 6% | 100% |
| Scribe | 59% | 14% | 19% | 0% | 8% | 100% |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 27% | 39% | 27% | 3% | 5% | 100% |
| Data invalid or not provided* | 6% | 27% | 56% | 8% | 4% | 100% |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

**Table 13C. Reading Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 3
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 8% | 29% | 54% | 7% | 2% | 100% |
| Braille | X | X | X | X | X | |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | 67% | 25% | 4% | 0% | 4% | 100% |
| Audio taped (entire test) | X | X | X | X | X | |
| Scribe | 38% | 41% | 10% | 3% | 7% | 100% |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 42% | 34% | 16% | 1% | 8% | 100% |
| Data invalid or not provided* | 10% | 29% | 52% | 7% | 2% | 100% |
| Total | 9% | 29% | 52% | 7% | 2% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

**Table 13D. Reading Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 4
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 11% | 32% | 48% | 6% | 3% | 100% |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | 64% | 26% | 2% | 0% | 8% | 100% |
| Audio taped (entire test) | 50% | 38% | 13% | 0% | 0% | 100% |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 42% | 35% | 12% | 0% | 12% | 100% |
| Data invalid or not provided* | 13% | 30% | 44% | 11% | 2% | 100% |
| Total | 13% | 32% | 46% | 6% | 3% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

**Table 13E. Reading Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 5
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 16% | 39% | 39% | 3% | 3% | 100% |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | X | X | X | X | X | |
| Audio taped (entire test) | X | X | X | X | X | |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 48% | 32% | 11% | 1% | 7% | 100% |
| Data invalid or not provided* | 16% | 33% | 41% | 5% | 5% | 100% |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

**Table 13F. Reading Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 6
CSAP Spring 1997**

| Test Accommodation | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 24% | 41% | 30% | 2% | 4% | 100% |
| Braille | X | X | X | X | X | |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | X | X | X | X | X | |
| Audio taped (entire test) | X | X | X | X | X | |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 41% | 36% | 11% | 0% | 12% | 100% |
| Data invalid or not provided* | 39% | 34% | 23% | 2% | 2% | 100% |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

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

School SES summaries are reported by district size in Tables 14A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

**Table 14A. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 1
CSAP Spring 1997**

| District Enrollment | Reading Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 4% | 21% | 50% | 21% | 4% | 100% |
| 301-600 | X | X | X | X | X | |
| 1201-6000 | 3% | 20% | 62% | 14% | 1% | 100% |
| 6001-24999 | 2% | 18% | 63% | 14% | 3% | 100% |
| 25000 or more | 3% | 16% | 62% | 18% | 1% | 100% |
| Total | 3% | 18% | 62% | 16% | 2% | 100% |
| X: Number tested was fewer than 16; no summaries reported | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 14B. Reading Performance of 4th Grade Students by District Size in Schools at SES Level 2
CSAP Spring 1997**

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | | 33% | 67% | | | 100% |
| 301-600 | 7% | 29% | 56% | 7% | 1% | 100% |
| 601-1200 | 5% | 35% | 51% | 7% | 1% | 100% |
| 1201-6000 | 5% | 23% | 60% | 11% | 1% | 100% |
| 6001-24999 | 4% | 21% | 61% | 12% | 2% | 100% |
| 25000 or more | 6% | 25% | 57% | 10% | 1% | 100% |
| Total | 5% | 24% | 59% | 11% | 1% | 100% |

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

**Table 14C. Reading Performance of 4th Grade Students by District Size
in Schools at SES Level 3
CSAP Spring 1997**

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 6% | 29% | 55% | 7% | 3% | 100% |
| 301-600 | 8% | 29% | 54% | 5% | 3% | 100% |
| 601-1200 | 5% | 32% | 49% | 12% | 1% | 100% |
| 1201-6000 | 9% | 31% | 52% | 6% | 1% | 100% |
| 6001-24999 | 10% | 27% | 53% | 8% | 2% | 100% |
| 25000 or more | 10% | 30% | 51% | 7% | 2% | 100% |
| Total | 9% | 29% | 52% | 7% | 2% | 100% |

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

**Table 14D. Reading Performance of 4th Grade Students by District Size
in Schools at SES Level 4
CSAP Spring 1997**

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 11% | 30% | 52% | 6% | 1% | 100% |
| 301-600 | 8% | 26% | 49% | 16% | 1% | 100% |
| 601-1200 | 11% | 27% | 52% | 7% | 3% | 100% |
| 1201-6000 | 14% | 35% | 44% | 5% | 2% | 100% |
| 6001-24999 | 13% | 30% | 47% | 7% | 3% | 100% |
| 25000 or more | 14% | 34% | 43% | 5% | 4% | 100% |
| State Total | 13% | 32% | 46% | 6% | 3% | 100% |

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 14E. Reading Performance of 4th Grade Students by District Size
in Schools at SES Level 5
CSAP Spring 1997

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 12% | 38% | 42% | 8% | 1% | 100% |
| 301-600 | 17% | 40% | 40% | 2% | 1% | 100% |
| 601-1200 | 27% | 31% | 37% | 3% | 1% | 100% |
| 1201-6000 | 17% | 38% | 40% | 4% | 2% | 100% |
| 6001-24999 | 17% | 38% | 38% | 3% | 3% | 100% |
| 25000 or more | 19% | 38% | 36% | 3% | 4% | 100% |
| Total | 18% | 38% | 38% | 3% | 3% | 100% |

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or More

Table 14F. Reading Performance of 4th Grade Students by District Size
in Schools at SES Level 6
CSAP Spring 1997

| District Enrollment | Reading Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 14% | 38% | 40% | 7% | 2% | 100% |
| 301-600 | 26% | 38% | 27% | 7% | 2% | 100% |
| 601-1200 | 20% | 40% | 36% | 3% | 1% | 100% |
| 1201-6000 | 19% | 43% | 35% | 0% | 2% | 100% |
| 6001-24999 | 23% | 42% | 30% | 1% | 5% | 100% |
| 25000 or more | 33% | 37% | 24% | 1% | 5% | 100% |
| Total | 28% | 39% | 27% | 2% | 4% | 100% |

Part 2

Student Performance in Writing

Grade 4

CSAP Spring 1997

Section 2.1. Performance of 4th Grade Students Statewide in Writing

Number of Students Assessed

In all, 49,715 of the 51,655 Colorado fourth grade students completed the assessment in writing during the Spring 1997 CSAP. Only four percent, or 1,938 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for writing due to the severity of a disability.

**Table 15. Student Assessment Status in Writing
CSAP Spring 1997**

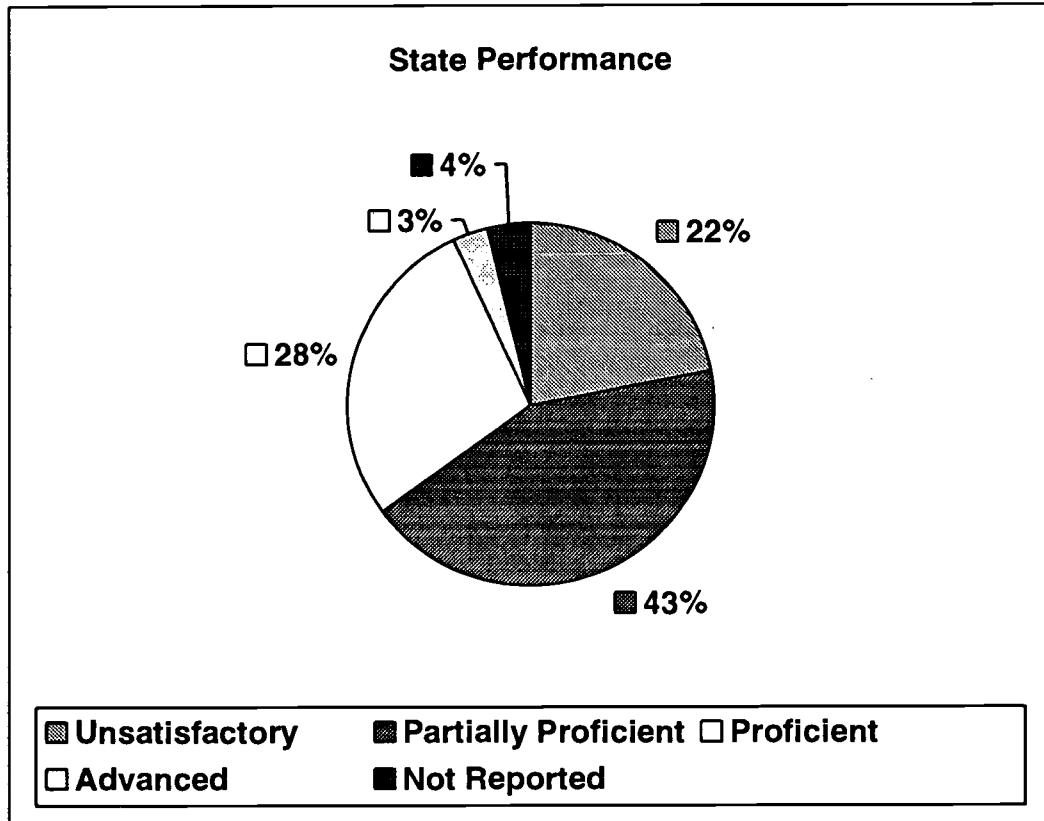
| Student Assessment Status | Number | Percent |
|---|--------|---------|
| Students completing the assessment | 49,715 | 96.2 |
| Test incomplete or invalid | 1,323 | 2.6 |
| Not tested: Not literate in English or Spanish | 147 | 0.3 |
| Not tested: Working on individualized standards | 434 | 0.8 |
| Not tested: Parental/Guardian refusal | 34 | 0.1 |
| State Total | 51,655 | 100.0 |

The remainder of this section presents the results of the 1997 student performance in writing for the State as a whole. The following tables are presented in this section:

- Table 16. Writing Performance of All 4th Grade Students: CSAP Spring 1997
- Table 17. Writing Performance of 4th Grade Students by Gender: CSAP Spring 1997
- Table 18. Writing Performance of 4th Grade Students by Race and Ethnicity:
CSAP Spring 1997
- Table 19. Writing Performance of 4th Grade Students by Disabling Condition:
CSAP Spring 1997
- Table 20. Writing Performance of 4th Grade Students by Test Accommodation:
CSAP Spring 1997
- Table 21. Writing Performance of 4th Grade Students by District Size:
CSAP Spring 1997

Performance of Students Statewide in Writing

Figure 2. Writing Performance of All 4th Grade Students
CSAP Spring 1997



Four proficiency levels for describing the performance of students on the CSAP reading and writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP writing assessment is provided in Appendix C. Condensed descriptors that were reported with individual student reports to schools, along with a “mock-up” example of a student writing report is illustrated in Appendix D.

Table 16. Writing Performance of All 4th Grade Students
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 22% | 43% | 28% | 3% | 4% | 100% |

Table 16 indicates that in 1997, only 31 percent of Colorado fourth grade students were considered proficient or advanced in writing, while the performance of 22 percent and 43 percent was deemed unsatisfactory or partially proficient, respectively. To be classified as proficient, a student was considered as meeting the State Model Content Standards for writing.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for writing. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only four percent of fourth grade students did not participate in the 1997 CSAP assessment of writing.

Student Performance in Writing by Gender

Table 17. Writing Performance of 4th Grade Students by Gender
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 26% | 44% | 23% | 2% | 4% | 100% |
| Female | 18% | 41% | 33% | 5% | 3% | 100% |
| Data invalid or not provided* | 25% | 40% | 25% | 3% | 8% | 100% |
| State Total | 22% | 43% | 28% | 3% | 4% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

As illustrated in Table 17 the results of the 1997 CSAP indicate that fourth grade girls outperformed boys in writing: 38 percent of the girls and 25 percent of the boys were proficient or above in writing. The comparative performance of Colorado girls and boys in writing is consistent with that of students nationally.

Student Performance in Writing by Race and Ethnicity

Table 18. Writing Performance of 4th Grade Students by Race and Ethnicity
CSAP Spring 1997

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 20% | 40% | 28% | 5% | 7% | 100% |
| Black | 41% | 41% | 13% | 1% | 5% | 100% |
| Hispanic | 40% | 40% | 12% | 1% | 8% | 100% |
| Native Amer./ Alaska Native | 39% | 35% | 18% | 1% | 7% | 100% |
| White | 16% | 44% | 33% | 4% | 2% | 100% |
| Other | 22% | 42% | 28% | 4% | 4% | 100% |
| Data invalid or not provided* | 26% | 43% | 24% | 1% | 7% | 100% |
| State Total | 22% | 43% | 28% | 3% | 4% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

The 1997 CSAP results shown in Table 18 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students.

Student Performance in Writing by Disabling Condition

Table 19. Writing Performance of 4th Grade Students by Disabling Condition
CSAP Spring 1997

| Disabling Condition | Writing Performance Level | | | | | Total |
|------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 18% | 45% | 31% | 4% | 2% | 100% |
| Signif. limited intellec. capacity | 49% | 4% | 1% | 0% | 47% | 100% |
| Emotional disability | 45% | 28% | 6% | 1% | 20% | 100% |
| Percept./communi-cative disability | 69% | 22% | 1% | 0% | 8% | 100% |
| Hearing disability | 39% | 36% | 9% | 1% | 15% | 100% |
| Visual disability | 35% | 38% | 15% | 3% | 10% | 100% |
| Physical disability | 50% | 32% | 6% | 1% | 12% | 100% |
| Autism | 20% | 25% | 15% | 0% | 40% | 100% |
| Traumatic brain injury | 56% | 25% | 6% | 0% | 13% | 100% |
| Speech/language disability | 61% | 29% | 4% | 0% | 6% | 100% |
| Deaf-blind | 27% | 34% | 30% | 3% | 5% | 100% |
| Multiple handicaps | 33% | 3% | 2% | 0% | 63% | 100% |
| Data invalid or not provided* | 22% | 42% | 28% | 3% | 6% | 100% |
| State Total | 22% | 43% | 28% | 3% | 4% | 100% |

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

The results on student performance by separate disabling condition shown in Table 19 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

Student Performance in Writing by Test Accommodation

Table 20. Writing Performance of 4th Grade Students by Test Accommodation
CSAP Spring 1997

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 20% | 44% | 30% | 3% | 3% | 100% |
| Braille | X | X | X | X | X | |
| Large print | 44% | 28% | 3% | 0% | 25% | 100% |
| Audiotaped directions only | 69% | 26% | 1% | 0% | 4% | 100% |
| Audiotaped entire test | 74% | 21% | 0% | 0% | 4% | 100% |
| Scribe | 54% | 30% | 9% | 3% | 4% | 100% |
| Signing of presentation or response | 39% | 35% | 4% | 0% | 22% | 100% |
| Assistive communication device for response | 28% | 41% | 20% | 1% | 10% | 100% |
| Extended/modified timing/scheduling | 51% | 30% | 11% | 1% | 8% | 100% |
| Data invalid or not provided* | 26% | 40% | 24% | 3% | 8% | 100% |
| State Total | 22% | 43% | 28% | 3% | 4% | 100% |

*Data on student's test accommodation was invalid or was not provided by test administrator.

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

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in writing. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in writing. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. On the other hand, reading the writing test to the student is allowed because that accommodation does not change the constructs being measured in the same way that reading the reading test does. Results of accommodated and non-accommodated

assessments are shown in Table 20 above. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Writing by District Size

Table 21. Writing Performance of 4th Grade Students by District Size
CSAP Spring 1997

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 22% | 47% | 25% | 2% | 3% | 100% |
| 301-600 | 20% | 48% | 27% | 3% | 2% | 100% |
| 601-1200 | 26% | 43% | 25% | 2% | 3% | 100% |
| 1201-6000 | 23% | 45% | 27% | 3% | 2% | 100% |
| 6001-24999 | 20% | 43% | 30% | 4% | 4% | 100% |
| 25000 or more | 23% | 41% | 27% | 3% | 5% | 100% |
| State Total | 22% | 43% | 28% | 3% | 4% | 100% |

The results of CSAP in Table 21 indicate that, in general, student performance in writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, students in districts with enrollments between 6,001 and 25,000 students performed slightly better than students in other districts; 34 percent were proficient or advanced in writing, compared to 31 percent statewide.

Section 2.2. District Performance Levels in Writing

While only four percent of fourth grade students, on average, were not tested or had invalid tests in writing, this percentage ranged from zero percent to 17 percent within school districts. Sixteen districts reported not testing (or invalid tests) for six to 17 percent of their fourth grade students, one-and-a-half to over four times the state average.

A summary of results of the 1997 CSAP assessment of student performance in writing for each school district is provided in Table 22 below.

District Summaries of Student Performance in Writing

**Table 22. Writing Performance of 4th Grade Students in Colorado School Districts
CSAP Spring 1997**

| SCHOOL DISTRICT | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactorily | Partially proficient | Proficient | Advanced | Not Tested | |
| ACADEMY | 11% | 40% | 41% | 6% | 2% | 100% |
| ADAMS ARAPAHOE | 33% | 43% | 19% | 1% | 4% | 100% |
| ADAMS COUNTY 14 | 41% | 43% | 9% | 0% | 6% | 100% |
| AGATE | X | X | X | X | X | |
| AGUILAR REORGANIZED | X | X | X | X | X | |
| AKRON | 17% | 64% | 19% | 0% | 0% | 100% |
| ALAMOSA | 36% | 44% | 15% | 2% | 3% | 100% |
| ARCHULETA COUNTY | 33% | 37% | 24% | 2% | 5% | 100% |
| ARICKAREE | X | X | X | X | X | |
| ARRIBA-FLAGLER | X | X | X | X | X | |
| ASPEN | 3% | 52% | 30% | 5% | 10% | 100% |
| AULT HIGHLAND | 21% | 50% | 20% | 4% | 4% | 100% |
| BAYFIELD | 14% | 41% | 41% | 5% | 0% | 100% |
| BENNETT | 24% | 42% | 30% | 1% | 2% | 100% |
| BETHUNE | X | X | X | X | X | |
| BIG SANDY | 24% | 48% | 20% | 4% | 4% | 100% |
| BOULDER VALLEY | 14% | 38% | 37% | 6% | 5% | 100% |
| BRANSON REORGANIZED | X | X | X | X | X | |

| | | | | | | |
|---------------------|-----|-----|-----|-----|-----|------|
| BRIGGSDALE | X | X | X | X | X | |
| BRIGHTON | 26% | 49% | 21% | 2% | 2% | 100% |
| BRUSH | 37% | 44% | 11% | 0% | 8% | 100% |
| BUENA VISTA | 23% | 45% | 30% | 0% | 3% | 100% |
| BUFFALO | 30% | 20% | 45% | 5% | 0% | 100% |
| BURLINGTON | 31% | 48% | 17% | 0% | 3% | 100% |
| BYERS | 24% | 36% | 36% | 0% | 4% | 100% |
| CALHAN | 20% | 49% | 31% | 0% | 0% | 100% |
| CAMPO | X | X | X | X | X | |
| CANON CITY | 22% | 50% | 25% | 1% | 1% | 100% |
| CENTENNIAL | 23% | 46% | 15% | 4% | 12% | 100% |
| CENTER | 42% | 32% | 9% | 0% | 17% | 100% |
| CHERAW | X | X | X | X | X | |
| CHERRY CREEK | 13% | 39% | 38% | 7% | 3% | 100% |
| CHEYENNE COUNTY | 32% | 40% | 28% | 0% | 0% | 100% |
| CHEYENNE MOUNTAIN | 5% | 34% | 53% | 6% | 1% | 100% |
| CLEAR CREEK | 17% | 59% | 21% | 3% | 0% | 100% |
| COLORADO SPRINGS 11 | 22% | 44% | 27% | 3% | 4% | 100% |
| CONSOLIDATED | 18% | 54% | 25% | 0% | 4% | 100% |
| COTOPAXI | 42% | 25% | 33% | 0% | 0% | 100% |
| CREEDE CONSOLIDATED | X | X | X | X | X | |
| CRIPPLE CREEK | 17% | 60% | 21% | 0% | 2% | 100% |
| CROWLEY COUNTY | 28% | 32% | 40% | 0% | 0% | 100% |
| DE BEQUE | 18% | 65% | 6% | 12% | 0% | 100% |
| DEER TRAIL | X | X | X | X | X | |
| DEL NORTE | 41% | 44% | 13% | 2% | 0% | 100% |
| DELTA COUNTY | 19% | 47% | 29% | 4% | 1% | 100% |
| DENVER COUNTY | 39% | 36% | 13% | 1% | 10% | 100% |
| DOLORES | 19% | 42% | 38% | 2% | 0% | 100% |
| DOLORES COUNTY | 16% | 48% | 32% | 4% | 0% | 100% |
| DOUGLAS COUNTY | 10% | 42% | 41% | 5% | 3% | 100% |

| | | | | | | |
|--------------------|-----|-----|-----|----|----|------|
| DURANGO | 17% | 43% | 34% | 3% | 3% | 100% |
| EADS | X | X | X | X | X | |
| EAGLE COUNTY | 19% | 42% | 29% | 7% | 3% | 100% |
| EAST GRAND | 14% | 38% | 42% | 4% | 1% | 100% |
| EAST OTERO | 21% | 43% | 28% | 4% | 3% | 100% |
| EAST YUMA COUNTY | 13% | 44% | 42% | 2% | 0% | 100% |
| EATON | 20% | 41% | 31% | 3% | 4% | 100% |
| EDISON | X | X | X | X | X | |
| ELBERT | 10% | 50% | 40% | 0% | 0% | 100% |
| ELIZABETH | 10% | 54% | 34% | 1% | 1% | 100% |
| ELLICOTT | 32% | 37% | 24% | 0% | 8% | 100% |
| ENGLEWOOD | 24% | 48% | 26% | 2% | 0% | 100% |
| FALCON | 20% | 48% | 28% | 2% | 2% | 100% |
| FLORENCE | 25% | 47% | 22% | 1% | 5% | 100% |
| FORT LUPTON | 31% | 48% | 17% | 0% | 4% | 100% |
| FORT MORGAN | 38% | 36% | 18% | 3% | 5% | 100% |
| FOUNTAIN | 31% | 46% | 20% | 1% | 1% | 100% |
| FOWLER | 23% | 53% | 20% | 3% | 0% | 100% |
| FRENCHMAN | X | X | X | X | X | |
| GARFIELD RE-2 | 29% | 44% | 23% | 2% | 2% | 100% |
| GARFIELD 16 | 23% | 51% | 26% | 0% | 0% | 100% |
| GENOA HUGO | 26% | 48% | 19% | 4% | 4% | 100% |
| GILCREST | 30% | 48% | 19% | 1% | 2% | 100% |
| GILPIN COUNTY | 29% | 49% | 17% | 6% | 0% | 100% |
| GRANADA | 23% | 41% | 32% | 0% | 5% | 100% |
| GREELEY | 35% | 41% | 19% | 2% | 3% | 100% |
| GUNNISON WATERSHED | 18% | 55% | 25% | 1% | 1% | 100% |
| HANOVER | 29% | 59% | 6% | 0% | 6% | 100% |
| HARRISON | 36% | 44% | 15% | 1% | 3% | 100% |
| HAXTUN | 5% | 64% | 32% | 0% | 0% | 100% |
| HAYDEN | 13% | 59% | 26% | 3% | 0% | 100% |

| | | | | | | |
|--------------------|-----|-----|-----|-----|-----|------|
| HI PLAINS | X | X | X | X | X | |
| HINSDALE COUNTY | X | X | X | X | X | |
| HOEHNE REORGANIZED | 5% | 62% | 24% | 5% | 5% | 100% |
| HOLLY | 30% | 47% | 20% | 3% | 0% | 100% |
| HOLYOKE | 9% | 30% | 45% | 16% | 0% | 100% |
| HUERFANO | 56% | 33% | 9% | 0% | 1% | 100% |
| IGNACIO | 43% | 36% | 20% | 0% | 1% | 100% |
| JEFFERSON COUNTY | 16% | 44% | 34% | 4% | 3% | 100% |
| JOHNSTOWN-MILLIKEN | 41% | 44% | 13% | 0% | 2% | 100% |
| JULESBURG | 0% | 38% | 56% | 6% | 0% | 100% |
| KARVAL | X | X | X | X | X | |
| KEENESBURG | 24% | 50% | 23% | 1% | 3% | 100% |
| KIM REORGANIZED | X | X | X | X | X | |
| KIOWA | 36% | 44% | 20% | 0% | 0% | 100% |
| KIT CARSON | 22% | 50% | 22% | 6% | 0% | 100% |
| LA VETA | 0% | 5% | 50% | 40% | 5% | 100% |
| LAKE COUNTY | 38% | 37% | 20% | 0% | 6% | 100% |
| LAMAR | 24% | 45% | 26% | 4% | 2% | 100% |
| LAS ANIMAS | 42% | 38% | 19% | 2% | 0% | 100% |
| LEWIS PALMER | 11% | 39% | 42% | 5% | 2% | 100% |
| LIMON | 14% | 45% | 25% | 2% | 14% | 100% |
| LITTLETON | 10% | 40% | 42% | 5% | 3% | 100% |
| LONE STAR | X | X | X | X | X | |
| MANCOS | 8% | 38% | 48% | 2% | 4% | 100% |
| MANITOU SPRINGS | 12% | 40% | 42% | 2% | 3% | 100% |
| MANZANOLA | X | X | X | X | X | |
| MAPLETON | 28% | 39% | 28% | 4% | 2% | 100% |
| MC CLAVE | 9% | 68% | 23% | 0% | 0% | 100% |
| MEEKER | 17% | 47% | 31% | 5% | 0% | 100% |
| MESA COUNTY VALLEY | 22% | 47% | 26% | 2% | 3% | 100% |
| MIAMI YODER | 21% | 42% | 33% | 0% | 4% | 100% |

| | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|------|
| MOFFAT | 23% | 59% | 18% | 0% | 0% | 100% |
| MOFFAT COUNTY | 22% | 53% | 22% | 1% | 2% | 100% |
| MONTE VISTA | 18% | 49% | 30% | 2% | 2% | 100% |
| MONTEZUMA-CORTEZ | 38% | 40% | 15% | 2% | 5% | 100% |
| MONTROSE COUNTY | 26% | 47% | 23% | 3% | 1% | 100% |
| MOUNTAIN VALLEY | 41% | 47% | 0% | 6% | 6% | 100% |
| NORTH CONEJOS | 13% | 36% | 46% | 2% | 2% | 100% |
| NORTH PARK | 10% | 55% | 31% | 3% | 0% | 100% |
| NORTHGLENN-THORNTON | 28% | 45% | 22% | 2% | 3% | 100% |
| NORWOOD | 13% | 61% | 26% | 0% | 0% | 100% |
| OTIS | 28% | 33% | 28% | 0% | 11% | 100% |
| OURAY | 10% | 40% | 35% | 15% | 0% | 100% |
| PARK ESTES PARK | 14% | 49% | 35% | 1% | 0% | 100% |
| PARK COUNTY | 34% | 43% | 21% | 2% | 0% | 100% |
| PAWNEE | X | X | X | X | X | |
| PEYTON | 36% | 46% | 12% | 2% | 4% | 100% |
| PLAINVIEW | X | X | 43% | X | X | |
| PLATEAU | X | X | X | X | X | |
| PLATEAU VALLEY | 13% | 42% | 39% | 0% | 6% | 100% |
| PLATTE CANYON | 6% | 41% | 43% | 8% | 2% | 100% |
| PLATTE VALLEY RE-7 (Weld) | 15% | 59% | 23% | 3% | 0% | 100% |
| PLATTE VALLEY RE-3 (Sedgwick) | X | X | X | X | X | |
| POUDRE | 12% | 40% | 37% | 7% | 3% | 100% |
| PRAIRIE | X | X | X | X | X | |
| PRIMERO | X | X | X | X | X | |
| PRITCHETT | X | X | X | X | X | |
| PUEBLO CITY 60 | 30% | 47% | 18% | 1% | 3% | 100% |
| PUEBLO COUNTY 70 | 18% | 49% | 29% | 3% | 1% | 100% |
| RANGELY | 17% | 49% | 25% | 7% | 2% | 100% |
| RIDGWAY | 5% | 36% | 45% | 9% | 5% | 100% |

| | | | | | | |
|-------------------|-----|-----|-----|----|-----|------|
| ROARING FORK | 29% | 43% | 24% | 1% | 3% | 100% |
| ROCKY FORD | 33% | 50% | 14% | 1% | 3% | 100% |
| SALIDA | 24% | 42% | 31% | 2% | 2% | 100% |
| SANFORD | 31% | 50% | 19% | 0% | 0% | 100% |
| SANGRE DE CRISTO | 23% | 59% | 18% | 0% | 0% | 100% |
| SARGENT | 15% | 59% | 23% | 0% | 3% | 100% |
| SHERIDAN | 38% | 38% | 23% | 0% | 0% | 100% |
| SIERRA GRANDE | 50% | 36% | 11% | 0% | 4% | 100% |
| SILVERTON | X | X | X | X | X | |
| SOUTH CONEJOS | 47% | 44% | 8% | 0% | 0% | 100% |
| SOUTH ROUTT | 15% | 55% | 25% | 5% | 0% | 100% |
| SPRINGFIELD | 10% | 55% | 28% | 3% | 3% | 100% |
| ST. VRAIN VALLEY | 16% | 40% | 36% | 5% | 4% | 100% |
| STEAMBOAT SPRINGS | 6% | 46% | 37% | 5% | 6% | 100% |
| STRASBURG | 11% | 52% | 34% | 0% | 2% | 100% |
| STRATTON | 17% | 48% | 30% | 4% | 0% | 100% |
| SUMMIT | 12% | 35% | 45% | 6% | 2% | 100% |
| SWINK | 4% | 40% | 52% | 4% | 0% | 100% |
| TELLURIDE | 12% | 40% | 38% | 7% | 2% | 100% |
| THOMPSON | 16% | 45% | 32% | 3% | 4% | 100% |
| TRINIDAD | 24% | 60% | 13% | | 3% | 100% |
| VALLEY | 19% | 46% | 29% | 3% | 2% | 100% |
| VILAS | X | X | X | X | X | |
| WALSH | 17% | 61% | 17% | 4% | 0% | 100% |
| WELDON VALLEY | X | X | X | X | X | |
| WEST END | 33% | 48% | 15% | 3% | 3% | 100% |
| WEST GRAND | 11% | 47% | 30% | 4% | 8% | 100% |
| WEST YUMA COUNTY | 18% | 35% | 38% | 4% | 5% | 100% |
| WESTMINSTER | 28% | 43% | 19% | 0% | 10% | 100% |
| WIDFIELD | 20% | 44% | 31% | 1% | 4% | 100% |

| | | | | | | |
|--|-----|-----|-----|----|----|------|
| WIGGINS | 29% | 49% | 20% | 0% | 2% | 100% |
| WILEY | 8% | 64% | 28% | 0% | 0% | 100% |
| WINDSOR | 15% | 48% | 33% | 4% | 0% | 100% |
| WOODLAND PARK | 16% | 47% | 32% | 3% | 1% | 100% |
| WOODLIN | X | X | X | X | X | |
| STATE TOTAL | 22% | 43% | 28% | 3% | 4% | 100% |
| X: Number tested fewer than 16; no district summaries reported | | | | | | |

Section 2.3. Performance of Schools Classified by Socioeconomic Status

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

- Level 1: None (0%) receiving free or reduced-cost lunch
- Level 2: 1-14 % receiving free or reduced-cost lunch
- Level 3: 15-29% receiving free or reduced-cost lunch
- Level 4: 30-44% receiving free or reduced-cost lunch
- Level 5: 45-59% receiving free or reduced-cost lunch
- Level 6: 60% or more receiving free or reduced-cost lunch.

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

Tables 23A-F present the overall summary of results by school SES classification for the state as a whole.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

Table 23A. Reading Performance of all 4th Grade Students
in Schools at SES Level 1
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 23B. Writing Performance of all 4th Grade Students
in Schools at SES Level 2
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 23C. Writing Performance of all 4th Grade Students
in Schools at SES Level 3
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 23D. Writing Performance of all 4th Grade Students
in Schools at SES Level 4
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 23E. Writing Performance of all 4th Grade Students
in Schools at SES Level 5
CSAP Spring 1997

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

**Table 23F. Writing Performance of all 4th Grade Students
in Schools at SES Level 6
CSAP Spring 1997**

| State | Writing Performance Level | | | | | Total |
|-------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |

Writing Performance of Students by Gender in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by gender in Tables 24A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

**Table 24A. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 1
CSAP Spring 1997**

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 11% | 42% | 41% | 4% | 3% | 100% |
| Female | 7% | 33% | 49% | 9% | 2% | 100% |
| Data invalid or not provided* | 12% | 40% | 41% | 3% | 5% | 100% |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

Table 24B. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 2
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 16% | 47% | 32% | 3% | 2% | 100% |
| Female | 9% | 39% | 43% | 7% | 1% | 100% |
| Data invalid or not provided* | 14% | 42% | 32% | 6% | 5% | 100% |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 24C. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 3
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 25% | 47% | 22% | 2% | 3% | 100% |
| Female | 15% | 44% | 35% | 4% | 2% | 100% |
| Data invalid or not provided* | 20% | 44% | 30% | 1% | 5% | 100% |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 24D. Writing Performance of all 4th Grade Students by Gender
in Schools at SES Level 4
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 32% | 44% | 19% | 1% | 4% | 100% |
| Female | 20% | 45% | 28% | 3% | 3% | 100% |
| Data invalid or not provided* | 31% | 47% | 14% | 2% | 7% | 100% |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 24E. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 5
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 38% | 43% | 12% | 1% | 6% | 100% |
| Female | 28% | 44% | 22% | 2% | 4% | 100% |
| Data invalid or not provided* | 47% | 35% | 8% | 0% | 11% | 100% |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 24F. Writing Performance of 4th Grade Students by Gender
in Schools at SES Level 6
CSAP Spring 1997

| Gender | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Male | 50% | 35% | 7% | 0% | 8% | 100% |
| Female | 39% | 40% | 14% | 1% | 6% | 100% |
| Data invalid or not provided* | 46% | 29% | 11% | 1% | 14% | 100% |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

**Writing Performance of Students by Race and Ethnicity in Schools
Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch**

School SES summaries are reported by race and ethnicity in Tables 25A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

**Table 25A. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 1
CSAP Spring 1997**

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 6% | 29% | 53% | 9% | 3% | 100% |
| Black | 11% | 57% | 27% | 3% | 3% | 100% |
| Hispanic | 19% | 43% | 26% | 4% | 9% | 100% |
| Native Amer./ Alaska Native | X | X | X | X | X | 100% |
| White | 9% | 37% | 45% | 7% | 2% | 100% |
| Other | 11% | 45% | 36% | 7% | 1% | 100% |
| Data invalid or not provided* | 13% | 45% | 41% | 1% | 0% | 100% |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |
| *Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator. | | | | | | |
| X: Number tested was fewer than 16; no summaries reported | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 25B. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 2
CSAP Spring 1997**

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 13% | 42% | 34% | 9% | 3% | 100% |
| Black | 26% | 45% | 25% | 2% | 3% | 100% |
| Hispanic | 22% | 51% | 22% | 2% | 3% | 100% |
| Native Amer./ Alaskan Native | 27% | 34% | 31% | 3% | 4% | 100% |
| White | 12% | 43% | 39% | 5% | 2% | 100% |
| Other | 10% | 40% | 40% | 9% | 1% | 100% |
| Data invalid or not provided* | 15% | 47% | 33% | 2% | 3% | 100% |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

**Table 25C. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 3
CSAP Spring 1997**

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 18% | 42% | 30% | 2% | 8% | 100% |
| Black | 30% | 46% | 18% | 2% | 4% | 100% |
| Hispanic | 34% | 44% | 17% | 1% | 5% | 100% |
| Native Amer./ Alaskan Native | 24% | 47% | 20% | 3% | 6% | 100% |
| White | 17% | 46% | 31% | 3% | 2% | 100% |
| Other | 24% | 42% | 28% | 3% | 3% | 100% |
| Data invalid or not provided* | 23% | 49% | 25% | 0% | 2% | 100% |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

**Table 25D. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 4
CSAP Spring 1997**

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 17% | 48% | 22% | 2% | 10% | 100% |
| Black | 39% | 44% | 12% | 0% | 5% | 100% |
| Hispanic | 38% | 42% | 13% | 0% | 7% | 100% |
| Native Amer./ Alaskan Native | 44% | 29% | 21% | 0% | 6% | 100% |
| White | 22% | 46% | 27% | 3% | 3% | 100% |
| Other | 26% | 42% | 22% | 1% | 9% | 100% |
| Data invalid or not provided* | 24% | 37% | 31% | 2% | 6% | 100% |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

Table 25E. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 5
CSAP Spring 1997

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 31% | 49% | 14% | 0% | 5% | 100% |
| Black | 47% | 40% | 8% | 0% | 5% | 100% |
| Hispanic | 42% | 41% | 11% | 0% | 6% | 100% |
| Native Amer./ Alaskan Native | 55% | 32% | 7% | 1% | 4% | 100% |
| White | 27% | 45% | 22% | 2% | 4% | 100% |
| Other | 37% | 43% | 11% | 1% | 9% | 100% |
| Data invalid or not provided* | 14% | 54% | 18% | 0% | 14% | 100% |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or more

Table 25F. Writing Performance of 4th Grade Students by Race and Ethnicity
in Schools at SES Level 6
CSAP Spring 1997

| Race/Ethnicity | Writing Performance Level | | | | | Total |
|-------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| Asian or Pacific Islander | 43% | 28% | 16% | 1% | 11% | 100% |
| Black | 51% | 36% | 7% | 0% | 6% | 100% |
| Hispanic | 49% | 34% | 7% | 0% | 9% | 100% |
| Native Amer./ Alaskan Native | 45% | 33% | 10% | 0% | 12% | 100% |
| White | 33% | 46% | 17% | 1% | 3% | 100% |
| Other | 38% | 32% | 23% | 2% | 5% | 100% |
| Data invalid or not provided* | 52% | 28% | 6% | 1% | 14% | 100% |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.

Writing Performance of Students by Disabling Condition in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's disabling condition in Tables 26A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

**Table 26A. Writing Performance of 4th Grade Students by Disabling Condition in Schools at SES Level 1
CSAP Spring 1997**

| Disabling Condition | Writing Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 7% | 38% | 48% | 7% | 1% | 100% |
| Signif. limited intellec. capacity | X | X | X | X | X | |
| Emotional disability | 24% | 53% | 6% | 0% | 18% | 100% |
| Percept./communicative disability | 49% | 41% | 3% | 0% | 8% | 100% |
| Hearing disability | X | X | X | X | X | |
| Visual disability | X | X | X | X | X | |
| Physical disability | X | X | X | X | X | |
| Autism | X | X | X | X | X | |
| Speech/language disability | 28% | 52% | 7% | 2% | 11% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | X | X | X | X | X | |
| Data invalid or not provided* | 9% | 36% | 48% | 7% | 1% | 100% |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

**Table 26B. Writing Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 2
CSAP Spring 1997**

| Disabling Condition | Writing Performance Level | | | | | Total |
|------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 9% | 44% | 40% | 6% | 1% | 100% |
| Signif. limited intellec. capacity | 33% | 7% | 0% | 0% | 60% | 100% |
| Emotional disability | 29% | 41% | 8% | 2% | 20% | 100% |
| Percept./communicative disability | 59% | 34% | 2% | 0% | 5% | 100% |
| Hearing disability | 42% | 48% | 10% | 0% | 0% | 100% |
| Visual disability | X | X | X | X | X | |
| Physical disability | 40% | 42% | 7% | 2% | 9% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 56% | 36% | 5% | 0% | 3% | 100% |
| Deaf-Blind | 18% | 35% | 39% | 4% | 4% | 100% |
| Multiple handicaps | 20% | 2% | 0% | 0% | 77% | 100% |
| Data invalid or not provided* | 12% | 44% | 37% | 3% | 4% | 100% |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

**Table 26C. Writing Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 3
CSAP Spring 1997**

| Disabling Condition | Writing Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 16% | 48% | 31% | 3% | 2% | 100% |
| Signif. limited intellec. capacity | 59% | 9% | 0% | 0% | 33% | 100% |
| Emotional disability | 48% | 25% | 6% | 1% | 20% | 100% |
| Percept./communicative disability | 69% | 24% | 1% | 0% | 6% | 100% |
| Hearing disability | 59% | 32% | 5% | 0% | 5% | 100% |
| Visual disability | X | X | X | X | X | |
| Physical disability | 57% | 34% | 2% | 0% | 6% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 54% | 35% | 2% | 1% | 8% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | 48% | 0% | 4% | 0% | 48% | 100% |
| Data invalid or not provided* | 18% | 44% | 31% | 3% | 4% | 100% |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

**Table 26D. Writing Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 4
CSAP Spring 1997**

| Disabling Condition | Writing Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 22% | 48% | 26% | 2% | 3% | 100% |
| Signif. limited intellec. capacity | 51% | 5% | 0% | 0% | 44% | 100% |
| Emotional disability | 47% | 30% | 4% | 0% | 20% | 100% |
| Percept./communicative disability | 73% | 14% | 1% | 0% | 11% | 100% |
| Hearing disability | 35% | 35% | 15% | 0% | 15% | 100% |
| Visual disability | X | X | X | X | X | |
| Physical disability | 45% | 29% | 6% | 0% | 19% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 67% | 21% | 5% | 1% | 6% | 100% |
| Deaf-Blind | 44% | 28% | 28% | 0% | 0% | 100% |
| Multiple handicaps | 38% | 0% | 13% | 0% | 50% | 100% |
| Data invalid or not provided* | 25% | 42% | 26% | 3% | 5% | 100% |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

**Table 26E. Writing Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 5
CSAP Spring 1997**

| Disabling Condition | Writing Performance Level | | | | | Total |
|------------------------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 29% | 47% | 19% | 1% | 4% | 100% |
| Signif. limited intellec. capacity | 47% | 0% | 3% | 0% | 50% | 100% |
| Emotional disability | 53% | 24% | 3% | 0% | 19% | 100% |
| Percept./communicative disability | 80% | 10% | 0% | 0% | 10% | 100% |
| Hearing disability | X | X | X | X | X | 100% |
| Visual disability | X | X | X | X | X | 100% |
| Physical disability | 67% | 19% | 0% | 0% | 14% | 100% |
| Autism | X | X | X | X | X | 100% |
| Traumatic brain injury | X | X | X | X | X | 100% |
| Speech/language disability | 71% | 10% | 0% | 0% | 19% | 100% |
| Deaf-Blind | X | X | X | X | X | 100% |
| Multiple handicaps | 56% | 13% | 0% | 0% | 31% | 100% |
| Data invalid or not provided* | 20% | 52% | 18% | 0% | 11% | 100% |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |

*Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.

X: Number tested fewer than 16; no summaries provided.

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

Table 26F. Writing Performance of 4th Grade Students by Disabling Condition
in Schools at SES Level 6
CSAP Spring 1997

| Disabling Condition | Writing Performance Level | | | | | Total |
|--|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No disability | 41% | 41% | 12% | 1% | 6% | 100% |
| Signif. limited intellec. capacity | 66% | 0% | 1% | 0% | 32% | 100% |
| Emotional disability | 60% | 15% | 4% | 0% | 22% | 100% |
| Percept./communicative disability | 84% | 8% | 0% | 0% | 8% | 100% |
| Hearing disability | X | X | X | X | X | |
| Visual disability | X | X | X | X | X | |
| Physical disability | 69% | 15% | 4% | 0% | 12% | 100% |
| Autism | X | X | X | X | X | |
| Traumatic brain injury | X | X | X | X | X | |
| Speech/language disability | 78% | 16% | 2% | 0% | 4% | 100% |
| Deaf-Blind | X | X | X | X | X | |
| Multiple handicaps | X | X | X | X | X | |
| Data invalid or not provided* | 48% | 30% | 7% | 1% | 13% | 100% |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |
| *Data provided on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Writing Performance of Students by Test Accommodation in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by student's testing accommodation in Tables 27A-F below.

Level 1: Percent of Students Receiving Free/Reduced Lunch = None

**Table 27A. Writing Performance of 4th Grade Students by Test Accommodation in Schools at SES Level 1
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 8% | 37% | 46% | 7% | 2% | 100% |
| Large Print | X | X | X | X | X | |
| Audiotaped (directions only) | X | X | X | X | X | |
| Audiotaped (entire test) | 48% | 48% | 0% | 0% | 4% | 100% |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 27% | 42% | 23% | 4% | 4% | 100% |
| Data invalid or not provided* | 8% | 37% | 47% | 7% | 1% | 100% |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced Lunch = 1-14%

**Table 27B. Writing Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 2
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 11% | 43% | 38% | 5% | 2% | 100% |
| Large print | X | X | X | X | X | 100% |
| Audiotaped (directions only) | 60% | 38% | 1% | 0% | 1% | 100% |
| Audio taped (entire test) | 64% | 31% | 0% | 2% | 4% | 100% |
| Scribe | 54% | 32% | 14% | 0% | 0% | 100% |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | 23% | 47% | 26% | 2% | 2% | 100% |
| Extended/modified timing/scheduling | 36% | 41% | 17% | 2% | 4% | 100% |
| Data invalid or not provided* | 13% | 42% | 37% | 4% | 5% | 100% |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 3: Percent of Students Receiving Free/Reduced Lunch = 15-29%

**Table 27C. Writing Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 3
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 19% | 47% | 29% | 3% | 2% | 100% |
| Braille | X | X | X | X | X | |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | 71% | 25% | 0% | 0% | 4% | 100% |
| Audio taped (entire test) | 79% | 15% | 0% | 0% | 6% | 100% |
| Scribe | 57% | 29% | 7% | 4% | 4% | 100% |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 58% | 27% | 8% | 1% | 6% | 100% |
| Data invalid or not provided* | 21% | 44% | 29% | 2% | 3% | 100% |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 4: Percent of Students Receiving Free/Reduced Lunch = 30-44%

**Table 27D. Writing Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 4
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 24% | 46% | 24% | 2% | 3% | 100% |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | 76% | 18% | 0% | 0% | 6% | 100% |
| Audiotaped (entire test) | 84% | 15% | 0% | 0% | 1% | 100% |
| Scribe | 33% | 33% | 17% | 0% | 17% | 100% |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 59% | 23% | 9% | 1% | 8% | 100% |
| Data invalid or not provided* | 24% | 38% | 27% | 4% | 8% | 100% |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 5: Percent of Students Receiving Free/Reduced Lunch = 45-59%

**Table 27E. Writing Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 5
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 33% | 44% | 18% | 1% | 4% | 100% |
| Large print | 57% | 14% | 14% | 0% | 14% | 100% |
| Audiotaped (directions only) | X | X | X | X | X | |
| Audiotaped (entire test) | X | X | X | X | X | |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 58% | 24% | 9% | 1% | 9% | 100% |
| Data invalid or not provided* | 24% | 47% | 18% | 1% | 9% | 100% |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Level 6: Percent of Students Receiving Free/Reduced Lunch = 60% or More

**Table 27F. Writing Performance of 4th Grade Students by Test Accommodation
in Schools at SES Level 6
CSAP Spring 1997**

| Test Accommodation | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| No accommodation | 44% | 40% | 11% | 0% | 5% | 100% |
| Braille | X | X | X | X | X | |
| Large print | X | X | X | X | X | |
| Audiotaped (directions only) | X | X | X | X | X | |
| Audiotaped (entire test) | X | X | X | X | X | |
| Scribe | X | X | X | X | X | |
| Signing of presentation or response | X | X | X | X | X | |
| Assistive communication device for response | X | X | X | X | X | |
| Extended/modified timing/scheduling | 63% | 23% | 3% | 0% | 12% | 100% |
| Data invalid or not provided* | 46% | 32% | 11% | 2% | 10% | 100% |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |
| *Data provided on student's test accommodation was invalid (e.g., more than one category marked) or was not provided by test administrator. | | | | | | |
| X: Number tested fewer than 16; no summaries provided. | | | | | | |

Writing Performance of Students by District Size in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

School SES summaries are reported by district size in Tables 28A-F below.

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = None

**Table 28A. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 1
CSAP Spring 1997**

| District Enrollment | Writing Performance Level | | | | | Total |
|---|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 21% | 29% | 46% | 0% | 4% | 100% |
| 301-600 | X | X | X | X | X | |
| 1201-6000 | 11% | 39% | 42% | 4% | 3% | 100% |
| 6001-24999 | 10% | 39% | 43% | 4% | 4% | 100% |
| 25000 or more | 8% | 36% | 46% | 9% | 1% | 100% |
| Total | 9% | 38% | 44% | 6% | 2% | 100% |
| X: Number tested was fewer than 16; no summaries reported | | | | | | |

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 1-14%

**Table 28B. Writing Performance of 4th Grade Students by District Size in Schools at SES Level 2
CSAP Spring 1997**

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 13% | 37% | 41% | 9% | 0% | 100% |
| 301-600 | 16% | 50% | 29% | 4% | 1% | 100% |
| 601-1200 | 19% | 45% | 32% | 4% | 1% | 100% |
| 1201-6000 | 13% | 45% | 36% | 4% | 2% | 100% |
| 6001-24999 | 10% | 41% | 41% | 6% | 2% | 100% |
| 25000 or more | 14% | 44% | 36% | 5% | 2% | 100% |
| Total | 13% | 43% | 37% | 5% | 2% | 100% |

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 15-29%

Table 28C. Writing Performance of 4th Grade Students by District Size
in Schools at SES Level 3
CSAP Spring 1997

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 21% | 52% | 22% | 3% | 2% | 100% |
| 301-600 | 19% | 48% | 28% | 1% | 3% | 100% |
| 601-1200 | 19% | 51% | 26% | 2% | 1% | 100% |
| 1201-6000 | 22% | 45% | 27% | 3% | 2% | 100% |
| 6001-24999 | 18% | 46% | 29% | 3% | 3% | 100% |
| 25000 or more | 21% | 45% | 29% | 3% | 3% | 100% |
| Total | 20% | 46% | 28% | 3% | 3% | 100% |

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 30-44%

Table 28D. Writing Performance of 4th Grade Students by District Size
in Schools at SES Level 4
CSAP Spring 1997

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 24% | 43% | 31% | 1% | 2% | 100% |
| 301-600 | 19% | 46% | 28% | 5% | 1% | 100% |
| 601-1200 | 21% | 43% | 27% | 4% | 5% | 100% |
| 1201-6000 | 29% | 45% | 22% | 2% | 3% | 100% |
| 6001-24999 | 25% | 44% | 24% | 3% | 4% | 100% |
| 25000 or more | 28% | 44% | 22% | 1% | 6% | 100% |
| Total | 26% | 44% | 23% | 2% | 4% | 100% |

Level 5: Percent of Students Receiving Free/Reduced-Cost Lunch = 45-59%

**Table 28E. Writing Performance of 4th Grade Students by District Size
in Schools at SES Level 5
CSAP Spring 1997**

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 22% | 51% | 20% | 2% | 5% | 100% |
| 301-600 | 27% | 49% | 21% | 2% | 1% | 100% |
| 601-1200 | 43% | 36% | 20% | 0% | 1% | 100% |
| 1201-6000 | 32% | 43% | 20% | 2% | 3% | 100% |
| 6001-24999 | 31% | 44% | 19% | 1% | 4% | 100% |
| 25000 or more | 35% | 43% | 15% | 1% | 7% | 100% |
| Total | 33% | 43% | 17% | 1% | 5% | 100% |

Level 6: Percent of Students Receiving Free/Reduced-Cost Lunch = 60% or More

**Table 28F. Writing Performance of 4th Grade Students by District Size
in Schools at SES Level 6
CSAP Spring 1997**

| District Enrollment | Writing Performance Level | | | | | Total |
|---------------------|---------------------------|----------------------|------------|----------|------------|-------|
| | Unsatisfactory | Partially proficient | Proficient | Advanced | Not tested | |
| 300 or less | 33% | 48% | 12% | 2% | 5% | 100% |
| 301-600 | 42% | 43% | 11% | 1% | 3% | 100% |
| 601-1200 | 41% | 39% | 16% | 1% | 4% | 100% |
| 1201-6000 | 41% | 40% | 14% | 0% | 4% | 100% |
| 6001-24999 | 43% | 42% | 11% | 0% | 5% | 100% |
| 25000 or more | 47% | 34% | 9% | 1% | 9% | 100% |
| Total | 45% | 37% | 10% | 1% | 7% | 100% |



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