Subgroup Achievement and Gap Trends — Rhode Island

K-12 enrollment — 148,474

The raw data used to develop these state profiles, including data for additional grade levels and years before 2002, can be found on the CEP Web site at www.cep-dc.org. Click on the link on the left for State Testing Data. Below the name of the report, click on the link for View State Profiles and Worksheets. Scroll down the page, and click on the Worksheet links for any state.

Subgroup Achievement Trends and Gap Trends — Key Findings

Summary

This year the Center on Education Policy analyzed data on the achievement of different groups of students in two distinct ways. First, we looked at grade 4 test results to determine whether the performance of various groups improved at three achievement levels—basic and above, proficient and above, and advanced. Second, we looked at gaps between these groups at the proficient level across three grades (grade 4, grade 8 in most cases, and a high school grade). These two types of analyses show whether elementary school achievement has generally gone up for different groups of students and whether achievement gaps at different grade levels have narrowed, widened, or stayed the same.

Overall, test score trends in Rhode Island were in an upward direction, and progress has been made in closing achievement gaps.

Subgroup trends by achievement level at grade 4

- Main trend: Most subgroups made gains in reading and math at three achievement levels—basic-and-above, proficient-and-above, and advanced. Specifically, all 12 of the 12 trend lines analyzed across the three achievement levels in reading showed gains, as did 9 of 12 trend lines in math.

Gap trends at three grade levels

- Main trend: In all instances, gaps in the percentages of students scoring at the proficient level narrowed between African American or Latino students and white students, and between low-income and non-low-income students, at grades 4 and 8. Specifically, all 6 of the trend lines analyzed in reading showed evidence of gaps narrowing, as did all 6 trend lines in math.

Data notes

- Limited data: Rhode Island has made a number of changes to its testing program in recent years. As a result, comparable test data is only available for three years at the elementary and middle school levels, the minimum number of years necessary to identify a trend. At the high school level, trends could not be determined because Rhode Island began administering a new test in 2007-08.

- Subgroups analyzed: Trends were analyzed for white, African American, Latino, and low-income students. The Asian American and Native American subgroups are too small in Rhode Island to yield reliable trend data. Trends for students with disabilities, English language learners, and male and female students have not been summarized because they will be discussed in separate reports.

- Grades analyzed: Analyses of subgroup trends by three achievement levels are limited to one elementary grade because of the massive amounts of data involved and because this is the pilot year of a process that CEP hopes to extend to the middle and high school levels in future years. Analyses of achievement gap trends cover two grade levels: grade 4 and grade 8.

Data Limitations

Years of comparable percentage proficient data	2006–2008: Grades 3 through 8 2008: Grade 11 (the state switched to a new high school test in Fall 2007)
Years of comparable mean scale score data	2006–2008: Grades 3 through 8 2008, grade 11 (RI implemented a new high school assessment for grade 11 in Fall 2007)
Numbers of test-takers by subgroup	Available only for 2008 at grade 11

Test Characteristics

The characteristics highlighted below are for the state reading and mathematics tests used for accountability under the No Child Left Behind Act (NCLB).

Test(s) used for NCLB accountability	New England Common Assessment Program (NECAP) Rhode Island Alternate Assessment
Grades tested for NCLB accountability	3–8, 11
State labels for achievement levels	RI uses four achievement levels: Substantially Below Proficient, Partially Proficient, Proficient, and Proficient with Distinction. For our analyses we treated Partially Proficient as Basic, Proficient as Proficient, and Proficient with Distinction as Advanced.
High school NCLB test also used as an exit exam?	No
First year test used	2005–06: NECAP grades 3–8 2007: NECAP grade 11

Time of test administration	Fall
Major changes in testing system (2002–present)	2005–06: Implemented NECAP, a new assessment system developed in collaboration with Vermont and New Hampshire, in grades 3–8; replaced NSRE tests at elementary and middle school levels Fall 2006: Piloted NECAP grade 11 assessment Fall 2007: Administered NECAP grade 11 assessment, replaced NSRE for grade 11

Achievement by Subgroup — Trends at the Elementary Level

Note: The tables in this profile of subgroup achievement and gap trends begin with table 7. Tables 1 through 6 can be found in the companion state profile of general achievement trends.

Table RI-7. Percentages of Grade 4 Students by Racial or Ethnic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Reading

Subgroup	Reporting Year							Average Yearly Percentage Point Gain[1]
	2002	2003	2004	2005	2006	2007	2008	
All tested students								
Advanced					13%	14%	16%	1.5
Proficient and Above					60%	63%	64%	2.0
Basic and Above					82%	86%	85%	1.5
White								
Advanced					16%	18%	20%	2.0
Proficient and Above					70%	72%	72%	1.0
Basic and Above					89%	91%	90%	0.5
African American								
Advanced					4%	5%	8%	2.0
Proficient and Above					36%	45%	48%	6.0
Basic and Above					67%	78%	78%	5.5
Latino								
Advanced					3%	5%	5%	1.0
Proficient and Above					32%	39%	40%	4.0
Basic and Above					63%	73%	69%	3.0
Asian[2]								
Advanced					12%	16%	21%	4.5
Proficient and Above					59%	69%	64%	2.5
Basic and Above					82%	90%	89%	3.5
Native American[2]								
Advanced					6%	6%	4%	-1.0
Proficient and Above					56%	52%	43%	-6.5
Basic and Above					73%	83%	73%	0.0

Table reads: The percentage of white 4th graders who scored at the advanced level on the state reading test increased from 16% in 2006 to 20% in 2008. During this period, the average yearly gain in the percentage advanced in reading for white 4th graders was 2.0 percentage points per year.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table RI-8. Percentage of Grade 4 Students by Demographic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Reading

Subgroup	Reporting Year 2002	2003	2004	2005	2006	2007	2008	Average Yearly Percentage Point Gain[1]
All tested students								
Advanced					13%	14%	16%	1.5
Proficient and Above					60%	63%	64%	2.0
Basic and Above					82%	86%	85%	1.5
Low-income students								
Advanced					4%	6%	7%	1.5
Proficient and Above					40%	46%	46%	3.0
Basic and Above					70%	78%	74%	2.0
Students with disabilities[3]								
Advanced					3%	4%	4%	0.5
Proficient and Above					26%	31%	28%	1.0
Basic and Above					53%	62%	57%	2.0
English language learners[3]								
Advanced					1%	1%	1%	0.0
Proficient and Above					9%	14%	16%	3.5
Basic and Above					40%	53%	46%	3.0
Female								
Advanced					16%	18%	20%	2.0
Proficient and Above					66%	70%	69%	1.5
Basic and Above					87%	91%	89%	1.0
Male								
Advanced					10%	11%	13%	1.5
Proficient and Above					55%	58%	60%	2.5
Basic and Above					79%	83%	82%	1.5

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state reading test increased from 4% in 2006 to 7% in 2008. During this period, the average yearly gain in the percentage advanced in reading for low-income 4th graders was 1.5 percentage points per year.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2008 results.

Table RI-9. Percentages of Grade 4 Students by Racial or Ethnic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Mathematics

Subgroup	Reporting Year 2002	2003	2004	2005	2006	2007	2008	Average Yearly Percentage Point Gain[1]
All tested students								
Advanced					12%	10%	12%	0.0
Proficient and Above					52%	54%	54%	1.0
Basic and Above					75%	78%	79%	2.0
White								
Advanced					15%	13%	15%	0.0
Proficient and Above					62%	63%	63%	0.5
Basic and Above					84%	85%	86%	1.0
African American								
Advanced					3%	2%	5%	1.0
Proficient and Above					25%	30%	36%	5.5
Basic and Above					54%	61%	65%	5.5
Latino								
Advanced					3%	2%	2%	-0.5
Proficient and Above					26%	33%	29%	1.5
Basic and Above					53%	61%	60%	3.5
Asian[2]								
Advanced					13%	15%	17%	2.0
Proficient and Above					53%	62%	58%	2.5
Basic and Above					77%	83%	82%	2.5
Native American[2]								
Advanced					15%	4%	9%	-3.0
Proficient and Above					34%	37%	35%	0.5
Basic and Above					59%	69%	58%	-0.5

Table reads: The percentage of white 4th graders who scored at the advanced level on the state math test was 15% in 2006 and in 2008. During this period, the average yearly gain in the percentage advanced in reading for white 4th graders was 0.0 percentage points per year.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table RI-10. Percentage of Grade 4 Students by Demographic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Mathematics

Subgroup	Reporting Year 2002	2003	2004	2005	2006	2007	2008	Average Yearly Percentage Point Gain[1]
All tested students								
Advanced					12%	10%	12%	0.0
Proficient and Above					52%	54%	54%	1.0
Basic and Above					75%	78%	79%	2.0
Low-income students								
Advanced					4%	3%	4%	0.0
Proficient and Above					32%	37%	36%	2.0
Basic and Above					59%	66%	66%	3.5
Students with disabilities[3]								
Advanced					3%	3%	4%	0.5
Proficient and Above					25%	30%	26%	0.5
Basic and Above					47%	56%	52%	2.5
English language learners[3]								
Advanced					1%	1%	1%	0.0
Proficient and Above					11%	18%	14%	1.5
Basic and Above					32%	42%	40%	4.0
Female								
Advanced					11%	9%	11%	0.0
Proficient and Above					52%	52%	54%	1.0
Basic and Above					76%	77%	80%	2.0
Male								
Advanced					13%	10%	13%	0.0
Proficient and Above					53%	55%	54%	0.5
Basic and Above					75%	78%	78%	1.5

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state math test was 4% in 2006 and in 2008. During this period, the average yearly gain in the percentage advanced in reading for low-income 4th graders was 0.0 percentage points per year.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2008 results.

Achievement by Subgroup — Gap Trends (Percentages Proficient)

Table RI-11. Subgroup Achievement Trends in Reading by Percentages Proficient

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.
If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

	Grade 4					Grade 8					Grade 11				
Subgroup	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group
All tested students	06-08	60%	64%	2.0		06-08	55%	61%	3.0		08	61%		NA	
White	06-08	70%	72%	1.0		06-08	66%	70%	2.0		08	68%		NA	
African American	06-08	36%	48%	6.0	L	06-08	30%	41%	5.5	L	08	41%		NA	NA
Latino	06-08	32%	40%	4.0	L	06-08	24%	38%	7.0	L	08	40%		NA	NA
Asian	06-08	59%	64%	2.5[2]	L	06-08	49%	62%	6.5[2]	L	08	67%		NA	NA
Native American	06-08	56%	43%	-6.5[2]	S	06-08	46%	56%	5.0[2]	L	08	38%		NA	NA
Not low-income	06-08	74%	77%	1.5		06-08	67%	73%	3.0		08	69%		NA	
Low-income	06-08	40%	46%	3.0	L	06-08	33%	43%	5.0	L	08	44%		NA	NA
Not disabled	06-08	68%	71%	1.5		06-08	63%	71%	4.0		08	69%		NA	
Students with disabilities[3]	06-08	26%	28%	1.0	S	06-08	21%	23%	1.0	S	08	24%		NA	NA
Not ELL	06-08	64%	67%	1.5		06-08	58%	63%	2.5		08	64%		NA	
English language learners[3]	06-08	9%	16%	3.5	L	06-08	6%	8%	1.0[2]	S	08	6%		NA	NA
Female	06-08	66%	69%	1.5		06-08	61%	69%	4.0		08	68%		NA	
Male	06-08	55%	60%	2.5	L	06-08	51%	55%	2.0	S	08	55%		NA	NA

Table reads: In 2006, 70% of white 4th graders and 36% of African American 4th graders scored at the proficient level on the state reading test. In 2008, 72% of white 4th graders and 48% of African American 4th graders scored at the proficient level in reading. Between 2006 and 2008, the percentage proficient improved at

an average rate of 1.0 percentage point per year for white students and 6.0 percentage points per year for African American students, indicating a larger rate of gain and a narrowing of the achievement gap for African American 4th graders.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table RI-12. Subgroup Achievement Trends in Mathematics by Percentages Proficient

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.
If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

	Grade 4					Grade 8					Grade 11				
Subgroup	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain[1]	Gain Larger or Smaller Than Comparison Group
All tested students	06-08	52%	54%	1.0		06-08	48%	48%	0.0		08	22%		NA	
White	06-08	62%	63%	0.5		06-08	56%	57%	0.5		08	27%		NA	
African American	06-08	25%	36%	5.5	L	06-08	20%	25%	2.5	L	08	6%		NA	NA
Latino	06-08	26%	29%	1.5	L	06-08	19%	24%	2.5	L	08	6%		NA	NA
Asian	06-08	53%	58%	2.5[2]	L	06-08	49%	52%	1.5[2]	L	08	32%		NA	NA
Native American	06-08	34%	35%	0.5[2]	E	06-08	32%	44%	6.0[2]	L	08	14%		NA	NA
Not low-income	06-08	65%	68%	1.5		06-08	59%	61%	1.0		08	27%		NA	
Low-income	06-08	32%	36%	2.0	L	06-08	26%	29%	1.5	L	08	9%		NA	NA
Not disabled	06-08	58%	60%	1.0		06-08	55%	55%	0.0		08	25%		NA	
Students with disabilities[3]	06-08	25%	26%	0.5	S	06-08	14%	13%	-0.5	S	08	3%		NA	NA
Not ELL	06-08	56%	57%	0.5		06-08	49%	50%	0.5		08	23%		NA	
English language learners[3]	06-08	11%	14%	1.5	L	06-08	5%	6%	0.5[2]	E	08	3%		NA	NA
Female	06-08	52%	54%	1.0		06-08	47%	48%	0.5		08	20%		NA	
Male	06-08	53%	54%	0.5	S	06-08	48%	48%	0.0	S	08	23%		NA	NA

Table reads: In 2006, 62% of white 4th graders and 25% of African American 4th graders scored at the proficient level on the state math test. In 2008, 63% of white 4th graders and 36% of African American 4th graders scored at the proficient level in math. Between 2006 and 2008, the percentage proficient improved at an average rate of 0.5 percentage point per year for white students and 5.5 percentage points per year for African American students, indicating a larger rate of gain and a narrowing of the achievement gap for African American 4th graders.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Achievement by Subgroup — Gap Trends (Mean Scale Scores)

Table RI-13. Achievement Gap Trends in Reading by Mean Scale Scores

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.
If the average gain for the subgroup of interest, such as African American students, is larger than the average gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

		Grade 4					Grade 8					Grade 11				
Subgroup	Statistic	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group
All tested students	Mean SS	06-08	442	444	1		06-08	842	844	1		2008	1143	NA	NA	
	SD	06-08	13.6	13.5			06-08	14.0	14.0			2008	11.8	NA		
White	Mean SS	06-08	445	446	0.5		06-08	845	846	0.5		2008	1145	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
African American	Mean SS	06-08	435	439	2	L	06-08	834	837	1.5	L	2008	1137	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Latino	Mean SS	06-08	433	436	1.5	L	06-08	831	836	2.5	L	2008	1137	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Asian	Mean SS	06-08	442	445	1.5[2]	L	06-08	840	844	2[2]	L	2008	1143	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Native American	Mean SS	06-08	438	436	-1[2]	S	06-08	839	842	1.5[2]	L	2008	1136	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not Low-income	Mean SS	06-08	446	448	1		06-08	846	848	1		2008	1145	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Low-income	Mean SS	06-08	436	438	1	E	06-08	834	837	1.5	L	2008	1138	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not disabled	Mean SS	06-08	445	446	0.5		06-08	844	847	1.5		2008	1145	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Students with disabilities[3]	Mean SS	06-08	430	432	1	L	06-08	830	831	0.5	S	2008	1132	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not ELLs	Mean SS	06-08	443	445	1		06-08	842	844	1		2008	1143	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
English language learners[3]	Mean SS	06-08	426	429	1.5	L	06-08	823	824	0.5[2]	S	2008	1128	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Female	Mean SS	06-08	444	446	1		06-08	844	846	1		2008	1145	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		

		Grade 4					Grade 8					Grade 11				
Subgroup	Statistic	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group
Male	Mean SS	06-08	440	442	1.0	E	06-08	840	841	0.5	S	2008	1141	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		

Table reads: In 2006, the mean scale score on the state 4th grade reading test was 445 for white students and 435 for African American students. In 2008, the mean scale score in 4th grade reading was 446 for white students and 439 for African American students. Between 2006 and 2008, the mean scale score improved at an average yearly rate of 0.5 points for white students and 2.0 for African American students, indicating the achievement gap narrowed for African Americans.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table RI-14. Subgroup Achievement Trends in Mathematics by Mean Scale Scores

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.
If the average gain for the subgroup of interest, such as African American students, is larger than the average gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

		Grade 4					Grade 8					Grade 11				
Subgroup	Statistic	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score)[1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score)[1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score)[1]	Gain Larger or Smaller than Comparison Group
All tested students	Mean SS	06-08	440	441	0.5		06-08	838	839	0.5		2008	1132	NA	NA	
	SD	06-08	13.3	12.7			06-08	12.4	11.7			2008	10.8	NA		
White	Mean SS	06-08	443	443	0		06-08	841	841	0		2008	1134	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
African American	Mean SS	06-08	432	435	1.5	L	06-08	830	833	1.5	L	2008	1126	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Latino	Mean SS	06-08	432	433	0.5	L	06-08	830	832	1	L	2008	1126	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Asian	Mean SS	06-08	441	442	0.5[2]	L	06-08	839	840	0.5[2]	L	2008	1135	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Native American	Mean SS	06-08	436	435	-0.5[2]	S	06-08	835	836	0.5[2]	L	2008	1128	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not Low-income	Mean SS	06-08	444	445	0.5		06-08	841	842	0.5		2008	1134	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Low-income	Mean SS	06-08	434	435	0.5	E	06-08	832	834	1	L	2008	1128	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not disabled	Mean SS	06-08	442	443	0.5		06-08	840	841	0.5		2008	1134	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Students with disabilities[3]	Mean SS	06-08	430	431	0.5	E	06-08	827	828	0.5	E	2008	1123	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Not ELLs	Mean SS	06-08	441	442	0.5		06-08	839	839	0		2008	1133	NA	NA	
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
English language learners[3]	Mean SS	06-08	426	428	1	L	06-08	822	825	1.5[2]	L	2008	1120	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Female	Mean SS	06-08	440	441	0.5		06-08	838	839	0.5		2008	1132	NA	NA	

		Grade 4					Grade 8					Grade 11				
Subgroup	Statistic	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) [1]	Gain Larger or Smaller than Comparison Group
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		
Male	Mean SS	06-08	440	441	0.5	E	06-08	838	838	0	S	2008	1132	NA	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			2008	NA	NA		

Table reads: In 2006, the mean scale score on the state 4th grade math test was 443 for white students and 432 for African American students. In 2008, the mean scale score in 4th grade math was 443 for white students and 435 for African American students. Between 2006 and 2008, the mean scale score improved at an average yearly rate of 0 points for white students and 1.5 points for African American students, indicating a narrowing of the achievement gap for African Americans.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table RI-15. Numbers of Test-Takers

Subgroup	Subject	Grade 4					Grade 8					Grade 11				
		Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup in End Year	Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup in End Year	Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup
All tested students	Reading	06-08	11,311	11,193	-1.0%	100.0%	06-08	12,305	12,190	-0.9%	100.0%	08	11,661	NA	NA	95.7%
	Math	06-08	11,384	11,193	-1.7%	100.0%	06-08	12,351	12,190	-1.3%	100.0%	08	11,661	NA	NA	95.7%
White	Reading	06-08	7,970	7,559	-5.2%	67.5%	06-08	8,870	8,468	-4.5%	69.5%	08	8,464	NA	NA	69.4%
	Math	06-08	7,971	7,559	-5.2%	67.5%	06-08	8,860	8,468	-4.4%	69.5%	08	8,464	NA	NA	69.4%
African American	Reading	06-08	953	979	2.7%	8.7%	06-08	994	1,072	7.8%	8.8%	08	994	NA	NA	8.2%
	Math	06-08	959	979	2.1%	8.7%	06-08	1,002	1,072	7.0%	8.8%	08	994	NA	NA	8.2%
Latino	Reading	06-08	1,978	2,234	12.9%	20.0%	06-08	1,968	2,192	11.4%	18.0%	08	1,800	NA	NA	14.8%
	Math	06-08	2,036	2,234	9.7%	20.0%	06-08	2,015	2,192	8.8%	18.0%	08	1,800	NA	NA	14.8%
Asian	Reading	06-08	354	**334**	-5.6%	3.0%	06-08	393	**387**	-1.5%	3.2%	08	**324**	NA	NA	2.7%
	Math	06-08	362	**334**	-7.7%	3.0%	06-08	396	**387**	-2.3%	3.2%	08	**324**	NA	NA	2.7%
Native American	Reading	06-08	48	**73**	52.1%	0.7%	06-08	69	**66**	-4.3%	0.5%	08	**73**	NA	NA	0.6%
	Math	06-08	48	**73**	52.1%	0.7%	06-08	68	**66**	-2.9%	0.5%	08	**73**	NA	NA	0.6%
Low-income	Reading	06-08	4,501	4,834	7.4%	43.2%	06-08	4,272	4,778	11.8%	39.2%	08	3,367	NA	NA	27.6%
	Math	06-08	4,555	4,834	6.1%	43.2%	06-08	4,320	4,778	10.6%	39.2%	08	3,367	NA	NA	27.6%
Students w/ disabilities	Reading	06-08	2,133	2,011	-5.7%	18.0%	06-08	2,294	2,370	3.3%	19.4%	08	2,040	NA	NA	16.7%
	Math	06-08	2,132	2,011	-5.7%	18.0%	06-08	2,287	2,370	3.6%	19.4%	08	2,040	NA	NA	16.7%
English language learners	Reading	06-08	679	727	7.1%	6.5%	06-08	355	**439**	23.7%	3.6%	08	**308**	NA	NA	2.5%
	Math	06-08	761	727	-4.5%	6.5%	06-08	429	**439**	2.3%	3.6%	08	**308**	NA	NA	2.5%
Female	Reading	06-08	5,410	5,403	-0.1%	48.3%	06-08	5,917	5,803	-1.9%	47.6%	08	5,788	NA	NA	47.5%
	Math	06-08	5,438	5,403	-0.6%	48.3%	06-08	5,943	5,803	-2.4%	47.6%	08	5,788	NA	NA	47.5%
Male	Reading	06-08	5,822	5,786	-0.6%	51.7%	06-08	6,287	6,385	1.6%	52.4%	08	5,870	NA	NA	48.2%
	Math	06-08	5,858	5,786	-1.2%	51.7%	06-08	6,305	6,385	1.3%	52.4%	08	5,870	NA	NA	48.2%

Table reads: In 2006, 7,970 students in the white subgroup took the state 4th grade reading test. By 2008, the number of white test-takers had fallen to 7,559 students, a decrease of 5.2%. In 2008, the white subgroup made up 67.5% of the 11,193 4th graders taking the reading test that year.

Note: **Bold** type indicates that the number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data.

Key Terms

Percentage proficient (and above) — The percentage of students in a group who score at and above the cut score for "proficient" performance on the state test used to determine progress under NCLB. The Act requires states to report student test performance in terms of at least three achievement levels: basic, proficient, and advanced. Adequate yearly progress determinations are based on the percentage of students scoring at the proficient level and above.

Percentage basic (and above) — The percentage of students in a group who score at and above the cut score for "basic" performance on the state test used to determine progress under NCLB.

Percentage advanced — The percentage of students in a group who reach or exceed the cut score for "advanced" performance on the state test used to determine progress under NCLB.

Moderate-to-large gain — For the percentage basic, proficient, or advanced, an average gain of 1 or more percentage points per year. For effect size, an average gain of 0.02 or greater per year.

Slight gain — For the percentage basic, proficient, or advanced, an average gain of less than 1 percentage point per year. For effect size, an average gain of less than 0.02 per year.

Moderate-to-large decline — For the percentage basic, proficient, or advanced, an average decline of 1 or more percentage points per year. For effect size, an average decline of 0.02 or greater per year.

Slight decline — For the percentage basic, proficient, or advanced, an average decline of less than 1 percentage points per year. For effect size, an average decline of less than 0.02 per year.

Effect size — A statistical tool that conveys the amount of difference between test results using a common unit of measurement which does not depend on the scoring scale for a particular test.

Accumulated annual effect size — The cumulative gain in effect size over a range of years.

Mean scale score — The arithmetical average of a group of test scores, expressed on a common scale for a particular state's test. The mean is calculated by adding the scores and dividing the sum by the number of scores.

Standard deviation — A measure of how much test scores tend to deviate from the mean—in other words, how spread out or bunched together test scores are. If students' scores are bunched together, with many scores close to the mean, then the standard deviation will be small. If scores are spread out, with many students scoring at the high or low ends of the scale, then the standard deviation will be large.

Cautions and Explanations

Different labels for achievement levels — For consistency, all of the state profiles developed for this report use a common set of labels (basic, proficient, and advanced) for the main achievement levels required by NCLB. In practice, however, some states may use different labels, such as "meets standard" instead of proficient, and some states have established additional achievement levels beyond those required by NCLB.

Different names for subgroups — For the sake of consistency and ease of data tabulation, all of the state profiles developed for this report use a common set of names for the major student subgroups. In practice, however, states use various names for subgroups that may differ from those used here (such as using "Hispanic" instead of "Latino," or "special education students" instead of "students with disabilities"). Moreover, a few states separately track the performance of subgroups not included in the analyses for this report.

Special caution for students with disabilities and English language learners — Trends for students with disabilities and English language learners should be interpreted with caution because changes in federal guidance and state accountability plans may have altered which students in these subgroups are tested for accountability purposes, how they are tested, and when their test scores are counted as proficient under NCLB. These factors could affect the year-to-year comparability of test results.

Inclusion of former English language learners — In many states, the subgroup of English language learners (also known as limited English proficient students) includes students who were formerly English language learners but who have achieved English language proficiency or fluency in the last two years. Federal NCLB regulations permit states to include these formerly ELL students (sometimes referred to as "redesignated fluent English proficient" students) in the ELL subgroup for up to two years for purposes of NCLB accountability.

Limitations of percentage proficient measure — The percentage proficient, the main gauge of student performance under NCLB, can be easily understood and gives a snapshot of how many students have met their state's performance expectations. But it also has several limitations as a measure of student achievement. Users of percentage proficient data should keep in mind these limitations, particularly the following:

* "Proficient" means different things across different states. States vary widely in curriculum, learning expectations, and tests, and state tests differ considerably in their difficulty and cut scores for proficient performance.
* Although this study has taken steps to avoid comparing test data where there have been "breaks" in comparability resulting from new tests, changes in content standards, revised cut scores, or other major changes in testing programs, the year-to-year comparability of test results in the same state may still be affected by less obvious policy and demographic changes.
* Changes in student performance may occur that are not reflected in percentage proficient data, such as an increase in the number of students reaching performance levels below and above proficient (such as the basic or advanced levels).
* The size of the achievement gaps between various subgroups depends in part on where a state sets its cut score for proficiency. For example, if a proficiency cut score is set so high that almost nobody reaches it or so low that almost everyone reaches it, there will be little apparent achievement gap. By contrast, if the cut score is closer to the mean test score, the gaps between subgroups will be more apparent.

Difficulty of attributing causes — Although the tables above show trends in test scores since the enactment of NCLB, one cannot assume that these trends have occurred *because* of NCLB. It is always difficult to determine a cause-and-effect relationship between test score trends and any specific education policy or program due to the many federal, state, and local reforms undertaken in recent years and due to the lack of an appropriate "control" group of students not affected by NCLB.