Subgroup Achievement and Gap Trends — Oregon

K-12 enrollment — 566,067

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.

Because Oregon changed its test, too few years of data were available to determine trends at three achievement levels, including gap trends in terms of the percentage of students scoring proficient. Gaps in average test scores narrowed more often than they widened for all major student groups, but with clear differences by grade level—gaps narrowed for nearly all subgroups in middle and high school but widened for all in elementary school.

Gap trends according to average test scores at three grade levels

- Overall trend: Gaps in average (mean) test scores narrowed more often than they widened for the African American, Latino, Native American, and low-income subgroups. Specifically, 7 of the 12 trend lines analyzed in reading showed evidence of gaps narrowing, as did 8 of 12 trend lines in math. In the remaining instances, gaps widened or stayed the same.

- Differences by grade level: Gaps widened for all the subgroups studied at grade 4 in both reading and math. At grades 8 and 10, gaps narrowed for all major subgroups in both subjects, except for African American students in grade 10 reading.

Data notes

- Limited data: Trends through 2008 in the percentages of students scoring proficient could not be determined because Oregon changed the cut scores on its tests in 2006-07, causing a break in the trend line. The only trends analyzed were trends in achievement gaps using mean (average) test scores. Mean scale score data are available for 2006-2008 for grade 4 and 2005-2008 for grades 8 and 10.

- Subgroups analyzed: Gap trends were analyzed for the African American, Latino, and Native American subgroups (all compared with the white subgroup), and low-income students (compared with all tested students). 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 achievement gap trends cover grades 4, 8, and 10.

Data Limitations

Years of comparable percentage proficient data	2007 through 2008 (cut scores changed in 2006-07; also, some grades were not tested until 2005-06)
Years of comparable mean scale score data	Mean scale scores available from 2005 through 2008 for grades 8 and 10 and 2006 through 2008 for grade 4
Disaggregated data for all subgroups and comparison groups	Percentage proficient data available 2007 through 2008 Mean scale score data available 2005 through 2008 for grades 8 and 10; available 2006 through 2008 for grade 4 Mean scale score data were not available until 2007 for students who are *not* low-income, disabled, or English language learners (ELLs), so the subgroups of low-income students, students with disabilities, and ELLs are compared with all tested students in the state

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	Oregon Statewide Assessment
Grades tested for NCLB accountability	Reading and math: Grades 3–8 and 10 as of 2005–06 Writing: Grades 4, 7, and 10
State labels for achievement levels	OR uses five achievement levels: Very Low, Low, Nearly Meets

	Standard, Meets Standard, and Exceeds Standard. For our analyses we treated Nearly Meets Standard as Basic, Meets Standard as Proficient, and Exceeds Standard as Advanced.
High school NCLB test also used as an exit exam?	No
First year test used	1991; cut scores reset in 2006–07
Time of test administration	Available September–May (peak in April and May)
Major changes in testing system (2002–present)	September 2005: Performance standards set for grades 4, 6, and 7 in reading and math; these standards were not used to determine AYP until 2006–07. 2006–07: Cut scores changed for all previously tested grades, so data for 2006–07 and beyond are not comparable to those from previous years

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 OR-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						41%	40%	NA
Proficient and Above						79%	83%	NA
Basic and Above						91%	93%	NA
White								
Advanced						47%	46%	NA
Proficient and Above						84%	87%	NA
Basic and Above						93%	95%	NA
African American								
Advanced						24%	26%	NA
Proficient and Above						69%	76%	NA
Basic and Above						87%	89%	NA
Latino								
Advanced						18%	17%	NA
Proficient and Above						60%	66%	NA
Basic and Above						81%	84%	NA
Asian								
Advanced						45%	47%	NA
Proficient and Above						84%	87%	NA
Basic and Above						94%	95%	NA
Native American								
Advanced						27%	28%	NA
Proficient and Above						74%	77%	NA
Basic and Above						88%	90%	NA

Table reads: The percentage of white 4th graders who scored at the advanced level on the state reading test decreased from 47% in 2007 to 46% in 2008. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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 OR-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							Average Yearly Percentage Point Gain[1]
	2002	2003	2004	2005	2006	2007	2008	
All tested students								
Advanced						41%	40%	NA
Proficient and Above						79%	83%	NA
Basic and Above						91%	93%	NA
Low-income students								
Advanced						26%	25%	NA
Proficient and Above						69%	74%	NA
Basic and Above						86%	88%	NA
Students with disabilities[3]								
Advanced						17%	17%	NA
Proficient and Above						47%	52%	NA
Basic and Above						73%	77%	NA
English language learners[3]								
Advanced						10%	8%	NA
Proficient and Above						50%	53%	NA
Basic and Above						75%	77%	NA
Female								
Advanced						44%	42%	NA
Proficient and Above						82%	85%	NA
Basic and Above						92%	94%	NA
Male								
Advanced						38%	38%	NA
Proficient and Above						76%	81%	NA
Basic and Above						89%	91%	NA

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state reading test decreased from 26% in 2007 to 25% in 2008. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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 OR-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							Average Yearly Percentage Point Gain[1]
	2002	2003	2004	2005	2006	2007	2008	
All tested students								
Advanced						25%	23%	NA
Proficient and Above						71%	77%	NA
Basic and Above						82%	87%	NA
White								
Advanced						29%	26%	NA
Proficient and Above						76%	82%	NA
Basic and Above						86%	90%	NA
African American								
Advanced						12%	11%	NA
Proficient and Above						56%	64%	NA
Basic and Above						70%	78%	NA
Latino								
Advanced						11%	9%	NA
Proficient and Above						52%	59%	NA
Basic and Above						67%	75%	NA
Asian								
Advanced						39%	37%	NA
Proficient and Above						79%	83%	NA
Basic and Above						87%	90%	NA
Native American								
Advanced						15%	16%	NA
Proficient and Above						61%	69%	NA
Basic and Above						74%	81%	NA

Table reads: The percentage of white 4th graders who scored at the advanced level on the state math test decreased from 29% in 2007 to 26% in 2008. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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 OR-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						25%	23%	NA
Proficient and Above						71%	77%	NA
Basic and Above						82%	87%	NA
Low-income students								
Advanced						15%	12%	NA
Proficient and Above						60%	67%	NA
Basic and Above						74%	80%	NA
Students with disabilities[3]								
Advanced						11%	10%	NA
Proficient and Above						43%	49%	NA
Basic and Above						59%	67%	NA
English language learners[3]								
Advanced						8%	5%	NA
Proficient and Above						44%	49%	NA
Basic and Above						60%	67%	NA
Female								
Advanced						23%	21%	NA
Proficient and Above						70%	76%	NA
Basic and Above						81%	86%	NA
Male								
Advanced						27%	24%	NA
Proficient and Above						72%	78%	NA
Basic and Above						82%	87%	NA

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state math test decreased from 15% in 2007 to 12% in 2008. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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 OR-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 10				
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	07-08	79%	83%	NA		07-08	68%	65%	NA		07-08	65%	65%	NA	
White	07-08	84%	87%	NA		07-08	74%	71%	NA		07-08	71%	71%	NA	
African American	07-08	69%	76%	NA	NA	07-08	53%	50%	NA	NA	07-08	41%	40%	NA	NA
Latino	07-08	60%	66%	NA	NA	07-08	44%	40%	NA	NA	07-08	39%	39%	NA	NA
Asian	07-08	84%	87%	NA	NA	07-08	75%	72%	NA	NA	07-08	68%	67%	NA	NA
Native American	07-08	74%	77%	NA	NA	07-08	56%	54%	NA	NA	07-08	53%	53%	NA	NA
Not low-income	07-08	88%	91%	NA		07-08	79%	77%	NA		07-08	74%	74%	NA	
Low-income	07-08	69%	74%	NA	NA	07-08	54%	50%	NA	NA	07-08	48%	48%	NA	NA
Not disabled	07-08	85%	89%	NA		07-08	74%	72%	NA		07-08	71%	70%	NA	
Students with disabilities[3]	07-08	47%	52%	NA	NA	07-08	28%	25%	NA	NA	07-08	24%	22%	NA	NA
Not ELL	07-08	83%	87%	NA		07-08	72%	69%	NA		07-08	68%	68%	NA	
English language learners[3]	07-08	50%	53%	NA	NA	07-08	24%	17%	NA	NA	07-08	15%	14%	NA	NA
Female	07-08	82%	85%	NA		07-08	71%	69%	NA		07-08	69%	68%	NA	
Male	07-08	76%	81%	NA	NA	07-08	65%	62%	NA	NA	07-08	62%	62%	NA	NA

Table reads: In 2007, 84% of white 4th graders and 69% of African American 4th graders scored at the proficient level on the state reading test. In 2008, 87% of white 4th graders and 76% of African American 4th graders scored at the proficient level in reading. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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]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 OR-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 10				
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	07-08	71%	77%	NA		07-08	70%	69%	NA		07-08	55%	52%	NA	
White	07-08	76%	82%	NA		07-08	75%	74%	NA		07-08	60%	57%	NA	
African American	07-08	56%	64%	NA	NA	07-08	51%	48%	NA	NA	07-08	28%	25%	NA	NA
Latino	07-08	52%	59%	NA	NA	07-08	50%	49%	NA	NA	07-08	33%	30%	NA	NA
Asian	07-08	79%	83%	NA	NA	07-08	82%	81%	NA	NA	07-08	70%	68%	NA	NA
Native American	07-08	61%	69%	NA	NA	07-08	60%	57%	NA	NA	07-08	39%	36%	NA	NA
Not low-income	07-08	82%	87%	NA		07-08	79%	79%	NA		07-08	64%	62%	NA	
Low-income	07-08	60%	67%	NA	NA	07-08	57%	55%	NA	NA	07-08	38%	35%	NA	NA
Not disabled	07-08	77%	82%	NA		07-08	76%	75%	NA		07-08	60%	57%	NA	
Students with disabilities[3]	07-08	43%	49%	NA	NA	07-08	31%	28%	NA	NA	07-08	17%	14%	NA	NA
Not ELL	07-08	75%	81%	NA		07-08	73%	72%	NA		07-08	57%	55%	NA	
English language learners[3]	07-08	44%	49%	NA	NA	07-08	36%	33%	NA	NA	07-08	18%	16%	NA	NA
Female	07-08	70%	76%	NA		07-08	69%	69%	NA		07-08	54%	52%	NA	
Male	07-08	72%	78%	NA	NA	07-08	70%	69%	NA	NA	07-08	56%	53%	NA	NA

Table reads: In 2007, 76% of white 4th graders and 56% of African American 4th graders scored at the proficient level on the state math test. In 2008, 82% of white 4th graders and 64% of African American 4th graders scored at the proficient level in math. Average yearly gains have not been calculated because fewer than three consecutive years of data are available, too short a period to constitute a trend.

[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]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 OR-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 10				
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	218.8	220.5	0.9		05-08	232.5	233.6	0.4		05-08	238.3	238.5	0.1	
	SD	06-08	10.5	11.1			05-08	10.1	9.2			05-08	10.1	9.2		
White	Mean SS	06-08	220.3	222.2	1.0		05-08	233.7	234.9	0.4		05-08	239.4	239.7	0.1	
	SD	06-08	10.4	10.9			05-08	9.8	8.9			05-08	9.7	8.9		
African American	Mean SS	06-08	215.4	216.7	0.7	S	05-08	228.3	229.7	0.5	L	05-08	232.7	232.9	0.1	S
	SD	06-08	9.6	9.8			05-08	9.7	8.9			05-08	10.2	8.5		
Latino	Mean SS	06-08	212.6	214.2	0.8	S	05-08	226.3	228.1	0.6	L	05-08	231.6	232.9	0.4	L
	SD	06-08	9.1	9.5			05-08	9.8	8.4			05-08	10.1	8.4		
Asian	Mean SS	06-08	220.8	222.5	0.9	S	05-08	234.4	235.1	0.2	S	05-08	239.0	238.9	0.0	S
	SD	06-08	10.8	11.3			05-08	9.8	9.3			05-08	9.6	9.2		
Native American	Mean SS	06-08	216.7	217.6	0.5	S	05-08	229.0	230.9	0.6	L	05-08	234.6	236.2	0.5	L
	SD	06-08	9.5	10.3			05-08	9.9	8.8			05-08	10.0	8.7		
All tested students	Mean SS	06-08	218.8	220.5	0.9		05-08	232.5	233.6	0.4		05-08	238.3	238.5	0.1	
	SD	06-08	10.5	11.1			05-08	10.1	9.2			05-08	10.1	9.2		
Low-income	Mean SS	06-08	215.2	216.6	0.7	S	05-08	228.6	230.0	0.5	L	05-08	234.2	234.8	0.2	L
	SD	06-08	9.5	10.0			05-08	9.8	8.6			05-08	10.1	8.7		
All tested students	Mean SS	06-08	218.8	220.5	0.9		06-08	233.3	233.6	0.2		06-08	238.5	238.5	0.0	
	SD	06-08	10.5	11.1			06-08	10.1	9.2			06-08	10.4	9.2		
Students with disabilities[3]	Mean SS	06-08	212.3	213.4	0.6	S	06-08	223.0	225.2	1.1	L	06-08	227.5	230.1	1.3	L
	SD	06-08	10.8	11.4			06-08	11.0	8.7			06-08	11.4	8.2		
All tested students	Mean SS	06-08	218.8	220.5	0.9		06-08	233.3	233.6	0.2		06-08	238.5	238.5	0.0	
	SD	06-08	10.5	11.1			06-08	10.1	9.2			06-08	10.4	9.2		
English language learners[3]	Mean SS	06-08	210.8	210.9	0.1	S	06-08	224.1	223.4	-0.4	S	06-08	227.9	227.8	-0.1	S
	SD	06-08	8.4	8.6			06-08	8.9	7.3			06-08	8.9	7.3		
Female	Mean SS	06-08	219.7	221.0	0.7		05-08	233.6	234.3	0.2		05-08	239.4	239.2	-0.1	
	SD	06-08	10.4	11.0			05-08	9.7	9.1			05-08	9.4	8.9		

		Grade 4					Grade 8					Grade 10				
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	218.0	220.0	1.0	L	05-08	231.5	232.9	0.5	L	05-08	237.2	237.7	0.2	L
	SD	06-08	10.6	11.1			05-08	10.4	9.4			05-08	10.6	9.4		

Table reads: In 2006, the mean scale score on the state 4th grade reading test was 220.3 for white students and 215.4 for African American students. In 2008, the mean scale score in 4th grade reading was 222.2 for white students and 216.7 for African American students. Between 2006 and 2008, the mean scale score improved at an average yearly rate of 1.0 points for white students and 0.7 points for African American students, indicating a widening of the achievement gap for African Americans.

Note: The Oregon Statewide Assessment is scored on a scale of 150-300.

[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 OR-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 10				
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	218.8	217.8	-0.5		05-08	234.8	235.0	0.1		05-08	236.9	235.6	-0.4	
	SD	06-08	10.1	10.0			05-08	12.5	11.3			05-08	11.6	10.3		
White	Mean SS	06-08	219.9	219.1	-0.4		05-08	235.9	236.2	0.1		05-08	238.0	236.7	-0.4	
	SD	06-08	9.8	9.6			05-08	12.3	11.1			05-08	11.3	10.0		
African American	Mean SS	06-08	214.8	213.8	-0.5	S	05-08	228.2	229.3	0.4	L	05-08	230.0	229.0	-0.3	L
	SD	06-08	9.4	9.5			05-08	11.3	9.6			05-08	10.8	9.1		
Latino	Mean SS	06-08	213.9	212.9	-0.5	S	05-08	227.9	229.4	0.5	L	05-08	230.3	230.3	0.0	L
	SD	06-08	9.1	9.1			05-08	10.9	9.4			05-08	10.2	9.0		
Asian	Mean SS	06-08	222.5	221.4	-0.6	S	05-08	240.4	241.0	0.2	L	05-08	240.9	239.9	-0.3	L
	SD	06-08	11.4	11.5			05-08	13.2	13.5			05-08	12.2	11.4		
Native American	Mean SS	06-08	216.4	215.2	-0.6	S	05-08	230.2	231.0	0.3	L	05-08	232.2	232.3	0.0	L
	SD	06-08	9.5	10.0			05-08	11.4	9.9			05-08	11.0	9.6		
All tested students	Mean SS	06-08	218.8	217.8	-0.5		05-08	234.8	235.0	0.1		05-08	236.9	235.6	-0.4	
	SD	06-08	10.1	10.0			05-08	12.5	11.3			05-08	11.6	10.3		
Low-income	Mean SS	06-08	215.7	214.6	-0.6	S	05-08	230.0	230.8	0.3	L	05-08	232.5	231.7	-0.3	L
	SD	06-08	9.3	9.2			05-08	11.4	9.7			05-08	10.9	9.3		
All tested students	Mean SS	06-08	218.8	217.8	-0.5		06-08	234.6	235.0	0.2		06-08	236.1	235.6	-0.3	
	SD	06-08	10.1	10.0			06-08	11.6	11.3			06-08	11.2	10.3		
Students with disabilities[3]	Mean SS	06-08	213.4	212.3	-0.6	S	06-08	223.5	225.4	1.0	L	06-08	224.8	226.5	0.9	L
	SD	06-08	10.8	10.8			06-08	11.4	9.7			06-08	11.5	8.8		
All tested students	Mean SS	06-08	218.8	217.8	-0.5		06-08	234.6	235.0	0.2		06-08	236.1	235.6	-0.3	
	SD	06-08	10.1	10.0			06-08	11.6	11.3			06-08	11.2	10.3		
English language learners[3]	Mean SS	06-08	213.0	210.8	-1.1	S	06-08	226.8	226.0	-0.4	S	06-08	228.1	226.8	-0.7	S
	SD	06-08	9.2	9.1			06-08	9.8	9.0			06-08	9.8	8.9		
Female	Mean SS	06-08	218.4	217.3	-0.6		05-08	234.5	234.5	0.0		05-08	236.6	235.2	-0.5	

		Grade 4					Grade 8					Grade 10				
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	9.8	9.6			05-08	12.0	10.9			05-08	11.0	9.7		
Male	Mean SS	06-08	219.2	218.3	-0.5	L	05-08	235.0	235.4	0.1	L	05-08	237.2	236.0	-0.4	L
	SD	06-08	10.3	10.3			05-08	12.9	11.7			05-08	12.1	10.8		

Table reads: In 2006, the mean scale score on the state 4th grade math test was 219.9 for white students and 214.8 for African American students. In 2008, the mean scale score in 4th grade math was 219.1 for white students and 213.8 for African American students. Between 2006 and 2008, the mean scale score declined at an average yearly rate of 0.4 points for white students and 0.5 points for African American students, indicating a widening of the achievement gap for African Americans.

Note: The Oregon Statewide Assessment is scored on a scale of 150-300.

[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 OR-15. Numbers of Test-Takers

Subgroup	Subject	Grade 4					Grade 8					Grade 10				
		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 in End Year
All tested students	Reading	06-08	41,278	40,982	-0.7%	100.0%	05-08	43,716	41,177	-5.8%	100.0%	05-08	41,657	41,731	0.2%	100.0%
	Math	06-08	41,290	41,133	-0.4%	100.0%	05-08	43,698	41,184	-5.8%	100.0%	05-08	41,287	41,451	0.4%	100.0%
White	Reading	06-08	29,005	27,800	-4.2%	67.8%	05-08	33,391	29,178	-12.6%	70.9%	05-08	32,422	30,788	-5.0%	73.8%
	Math	06-08	29,000	27,871	-3.9%	67.8%	05-08	33,196	29,184	-12.1%	70.9%	05-08	32,157	30,574	-4.9%	73.8%
African American	Reading	06-08	1,238	1,168	-5.7%	2.9%	05-08	1,261	1,199	-4.9%	2.9%	05-08	1,167	1,162	-0.4%	2.8%
	Math	06-08	1,237	1,168	-5.6%	2.8%	05-08	1,248	1,199	-3.9%	2.9%	05-08	1,132	1,161	2.6%	2.8%
Latino	Reading	06-08	6,766	7,355	8.7%	17.9%	05-08	5,382	6,425	19.4%	15.6%	05-08	4,265	5,721	34.1%	13.7%
	Math	06-08	6,788	7,412	9.2%	18.0%	05-08	5,383	6,424	19.3%	15.6%	05-08	4,246	5,696	34.1%	13.7%
Asian	Reading	06-08	1,906	1,925	1.0%	4.7%	05-08	1,734	1,892	9.1%	4.6%	05-08	1,805	1,939	7.4%	4.6%
	Math	06-08	1,910	1,925	0.8%	4.7%	05-08	1,708	1,895	10.9%	4.6%	05-08	1,792	1,932	7.8%	4.7%
Native American	Reading	06-08	857	865	0.9%	2.1%	05-08	1,051	894	-14.9%	2.2%	05-08	929	866	-6.8%	2.1%
	Math	06-08	856	865	1.1%	2.1%	05-08	1,033	897	-13.2%	2.2%	05-08	916	858	-6.3%	2.1%
Low-income	Reading	06-08	19,866	20,073	1.0%	49.0%	05-08	17,511	17,527	0.1%	42.6%	05-08	13,365	14,787	10.6%	35.4%
	Math	06-08	19,876	20,200	1.6%	49.1%	05-08	17,507	17,535	0.2%	42.6%	05-08	13,260	14,715	11.0%	35.5%
Students w/ disabilities	Reading	06-08	6,911	5,842	-15.5%	14.3%	06-08	5,733	4,742	-17.3%	11.5%	06-08	5,014	4,101	-18.2%	9.8%
	Math	06-08	6,847	6,014	-12.2%	14.6%	06-08	5,731	4,750	-17.1%	11.5%	06-08	4,941	4,068	-17.7%	9.8%
English language learners	Reading	06-08	5,451	5,008	-8.1%	12.2%	06-08	3,814	3,098	-18.8%	7.5%	06-08	2,736	2,509	-8.3%	6.0%
	Math	06-08	5,463	5,069	-7.2%	12.3%	06-08	3,826	3,109	-18.7%	7.5%	06-08	2,751	2,519	-8.4%	6.1%
Female	Reading	06-08	20,120	20,248	0.6%	49.4%	05-08	21,241	20,115	-5.3%	48.9%	05-08	20,347	20,499	0.7%	49.1%
	Math	06-08	20,125	20,272	0.7%	49.3%	05-08	21,230	20,114	-5.3%	48.8%	05-08	20,177	20,361	0.9%	49.1%
Male	Reading	06-08	21,158	20,734	-2.0%	50.6%	05-08	22,475	21,062	-6.3%	51.1%	05-08	21,310	21,232	-0.4%	50.9%
	Math	06-08	21,165	20,861	-1.4%	50.7%	05-08	22,468	21,070	-6.2%	51.2%	05-08	21,110	21,090	-0.1%	50.9%

Table reads: In 2006, 29,005 students in the white subgroup took the state 4th grade reading test. By 2008, the number of white test-takers had fallen to 27,800 students, a decrease of 4.2%. In 2008, the white subgroup made up 67.8% of the 40,982 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.