



E&R Report No. 04.06

May, 2005

**A STUDY OF STUDENT MOBILITY:  
WAKE COUNTY PUBLIC SCHOOL SYSTEM  
2002-03**

Author: Glenda Haynie  
Contributing Staff: Chuck Dulaney, Karen E. Banks

***ABSTRACT***

*Eighty-seven percent of all Wake County Public School System (WCPSS) students instructed during 2002-03 were continuously enrolled (CE) in one school from the first week of the school year until the last day of school. Across grade levels CE percentages steadily increased from only 82% in kindergarten to 94% in grade 12, except for a dip to 83% in ninth grade that was primarily due to dropouts. A majority of the students who were not continuously enrolled from the first week (MOBILE) were African-American/Black or Hispanic/Latino, and students in the MOBILE group were much more likely to come from low-income families than were students in the CE group. Passing rates and average scale scores on 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade End-of-Grade (EOG) tests were lower for the MOBILE group than for the CE group in almost every comparison, even when controlling for ethnicity and family income differences.*

**SUMMARY**

**BACKGROUND**

Student mobility is a concern for many school administrators and teachers. Several types of student mobility are examined in this study including the movement of students from one school to another during the school year, late enrollments, defined as students who entered school after the first five days of the school year, and students with breaks in their enrollment.

Students who change schools frequently during the school year have been found to be at greater risk for academic and behavior problems (Hartman, 2002). The risk of dropping out is also higher among mobile student populations (Rumberger & Larson, 1998).

Some research indicates that the academic differences between mobile and non-mobile students can be explained by student characteristics such as ethnicity and poverty (Rumberger, 2002). One study in Chicago found that half of the academic performance differences between mobile and non-mobile students could be attributed to background characteristics while the remaining differences were presumably due to mobility or other factors (Temple and Reynolds, 1997).

These studies lead to the conclusion that it may be important to view mobility as one of several indicators of risk.

A related concern is that non-mobile students in schools may be negatively affected by the presence of mobile students. One study in California found that schools with high mobility rates (greater than 30 percent) showed lower achievement test scores for non-mobile students than schools with lower mobility rates (Rumberger, 1999).

The 2001 No Child Left Behind Act (NCLB) requires schools to report on the performance of students in ten demographic groups. However, students who are enrolled in a school less than the full school year can be omitted from performance calculations. In North Carolina, only students who attend a school for 140 or more days, and only student groups with more than 40 members are included in Adequate Yearly Progress (AYP) performance reports. Mobile students may be disproportionately represented in some demographic subgroups. All students present during testing are included in the Performance Composite of the ABCs Accountability report, but the scores are not disaggregated into subgroups, and students who have not been in school for at least 140 days are excluded from the ABCs Growth Composite. These reporting methods invite the question of whether the children who change schools are being left out of accountability models. Currently, NCLB holds school districts accountable only for non-mobile students and mobile students who enroll late but prior to the 25th day and then remain enrolled for the remainder of the school year.

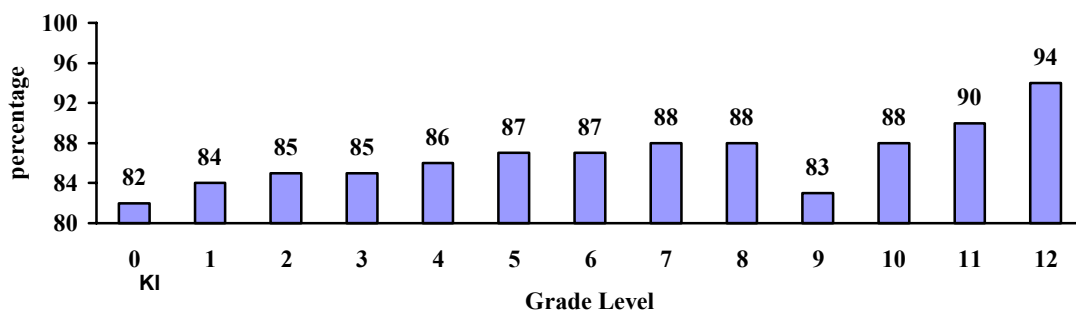
In order to study student mobility in Wake County Public Schools (WCPSS), all students, enrolled in WCPSS at any time during the 2002-03 school year, were analyzed for mobility. In addition, the academic performance of all 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students was analyzed in depth, comparing mobile sub-groups to continuously enrolled students, and high mobility schools with low mobility schools.

## **MAJOR FINDINGS**

### **Enrollment Distributions**

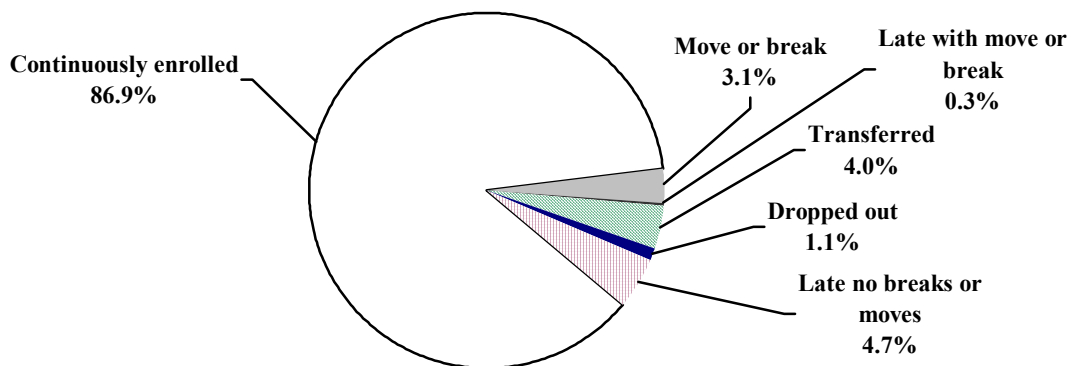
WCPSS enrolled and provided instruction for 109,546 students K-12 at some point during 2002-03. Of these students, 87% were continuously enrolled in one school all year from the first week of the school year. The percentages of continuous enrollment varied by grade level from only 82% in kindergarten to 94% in grade 12 with a steady increase throughout the grades except for 9<sup>th</sup> grade. In 9<sup>th</sup> grade, the percentage was only 83% (See Figure 1).

**Figure 1**  
**Percentage of 2002-03 WCPSS Students Continuously Enrolled in One School from the First Week of School by Grade Level**



Three percent of all students enrolled at the end of the school year (3,652) either moved at least once during the year within WCPSS or had a break in their enrollment. A portion of these students (298) had also entered school late (after the first week). Of the remaining 10% of students enrolled, 4% transferred out of WCPSS, 1% dropped out of WCPSS, and 5% enrolled late but stayed enrolled until the end of the school year with no additional movement or breaks (See Figure 2).

**Figure 2**  
**2002-03 Distribution of Students By Enrollment Status**

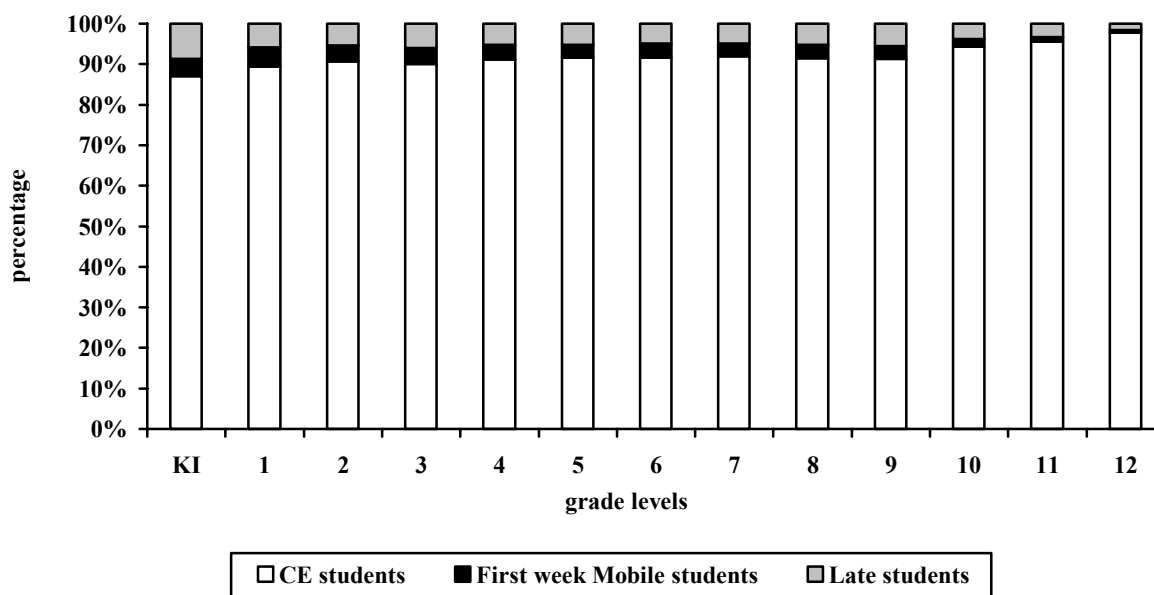


Six percent of all students began the school year late (6,349). Late enrollment was highest in kindergarten at 9% (877 students). Of the late students, 12% transferred out of WCPSS before the end of the school year compared to a transfer rate of 3% for students enrolled the first week. The late students had a dropout rate of 3% compared to 1% for first week students. At the high school level (grades 9 to 12), the dropout rate for late students was 13% compared to 3% for first week students.

Most school accountability measurements are based upon students who are in school at the end of the school year, and another way to consider the phenomenon of mobility is to look at students

who were enrolled on the last day of school. Of students who were enrolled at the end of the year the percentage who had been continuously enrolled in one school from the first week was 92%. This end-of-year percentage of CE students varied from 87% in kindergarten to 98% in 12<sup>th</sup> grade. Three percent of all students (3,354) had enrolled the first week and were also enrolled at the end of the school year, but had moved within WCPSS or had a break in their enrollment. Of this group, 78% (2,606 students) had one move with little to no break in WCPSS enrollment. Five percent of the students enrolled at the end of the year (5,408 students) had enrolled late. Ninety-four percent (5,110 students) of this late group had no moves or breaks within WCPSS. Figure 3 displays the makeup of end-of-year enrollments by grade level.

**Figure 3**  
**Distribution of End-of-Year Enrollments by Grade Level**



Five percent (5,623) of all students enrolled in WCPSS during 2002-03 did not finish the school year in WCPSS.

**NCLB Subgroups**

The ethnic makeup of the three largest groups of students enrolled on the last day of school was studied. In addition, family poverty, limited English language proficiency, and special education placement were analyzed for these students.

The three groups were:

- the total CE group (95,151)

- the students who enrolled the first week of school, moved one time, and were enrolled on the last day of school (1-MOVE: 2,606 students)
- the students who entered late, did not move, and were enrolled on the last day of school. (NO MOVE LATE: 5,110 students).

Figure 4 gives the proportions of ethnic groups present in these three groups. Note that the minority makeup of the ONE MOVE group is 74%, 53% in the LATE group, but only 31% in the CE group.

**Figure 4**  
**Ethnic Composition of the Largest End-of-Year Student Groups**

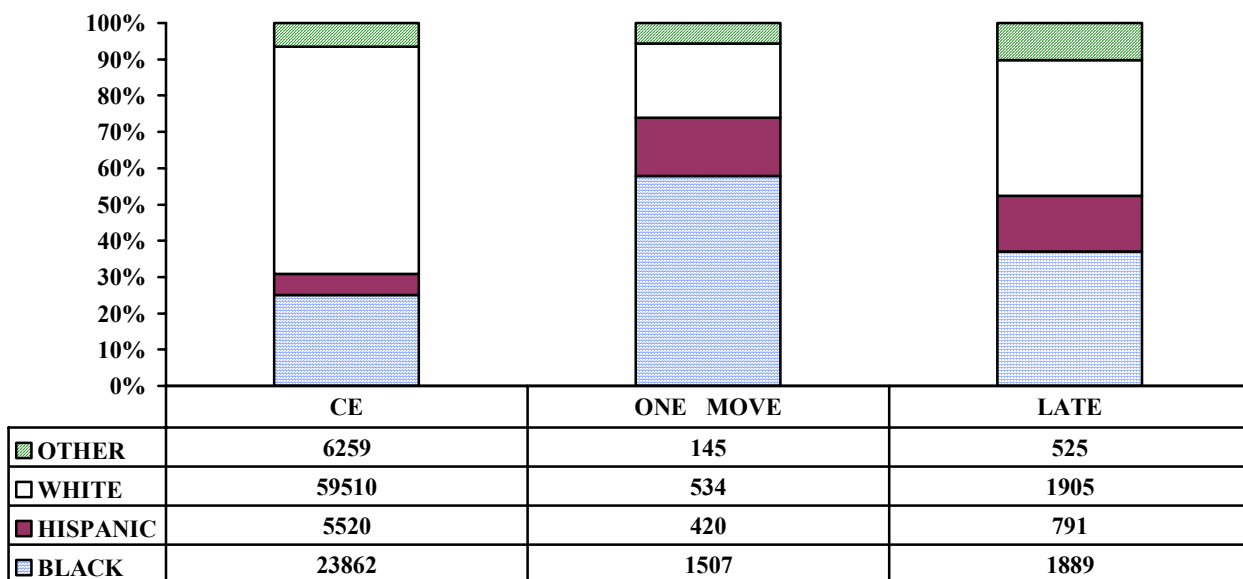
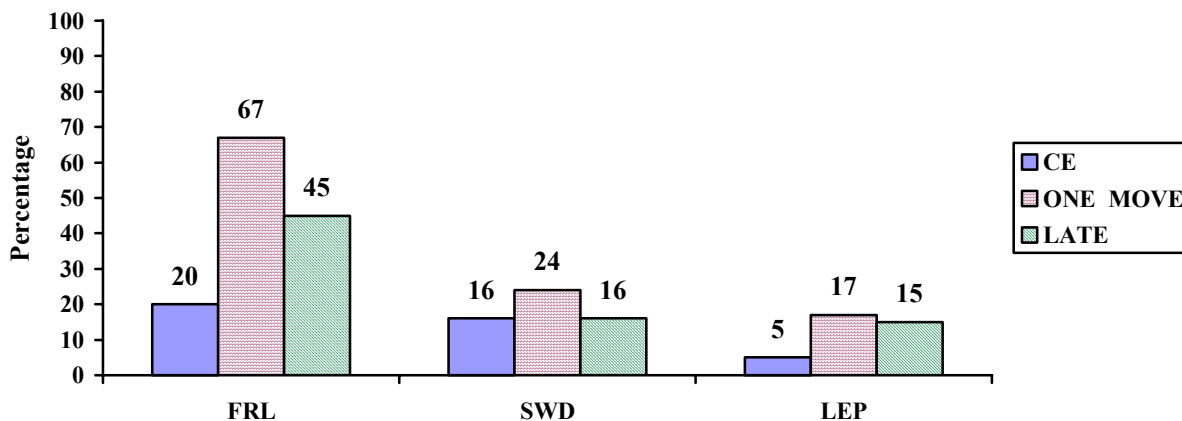


Figure 5 shows the NCLB subgroups of free or reduced-price lunch (FRL), students with disabilities (SWD), and limited English proficient (LEP) students for the same end-of-year groups. Sixty-seven percent of the ONE MOVE group is FRL students compared to only 20% of the CE group thus demonstrating a connection between family income and mobility.

**Figure 5**  
**Percentage of Students in NCLB categories**



**Achievement**

In order to study the impact of mobility on academic performance of WCPSS students, the end-of-year test performance of all the students in 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade was analyzed. Grades 5, 8, and 10 were chosen in order to have a representative group of students with test scores for the three school levels (elementary, middle, and high). Of the 24,868 WCPSS students enrolled in 5<sup>th</sup>, 8<sup>th</sup>, or 10<sup>th</sup> grade during 2002-03, 88% (21,870) were continuously enrolled in one school from the first week of school until the start of end-of-year testing. This was slightly higher than the overall rate for all grade levels across the district. These students are referred to as the CE group. The other 12% (2,998 students) were not continuously enrolled in one school from the first week, and are referred to in this report as the MOBILE group.

Only 61% of the MOBILE group finished the school year in WCPSS. The other 39% either transferred out of the district or dropped out before testing. The percentage of MOBILE students scoring at level III or IV (grade level) on End-of-Grade reading and math tests was lower for all ethnic subgroups in all three grades than the peer subgroup of CE students (ranging from 6 to 38 percentage points lower). In addition, the average scale score performance for the large group of students that moved one time without a significant break in enrollment were lower than the CE group in all NCLB subgroups. The students who entered school 6 to 25 days late also had average scale scores lower than their CE peers.

**Impact on Other Students**

Twenty-three WCPSS schools in which 20% or more of their students were MOBILE were labeled as high mobility schools, compared to twenty-eight low mobility schools (those with 9% or less MOBILE students). CE students had better academic performance at low mobility schools than their CE peers at high mobility schools at all grade levels. This may be related to higher poverty rates in high mobility schools. In fifth grade, little to no difference was seen

when level III and IV were combined, but the low mobility schools had larger percentages of students scoring at level IV (in reading 63% compared to 52% and in math 82% compared to 71%). In eighth grade, the differences between low mobility schools and high mobility schools were larger, but again most evident among level IV students (in reading 72% compared to 53% and in math 76% compared to 55%). The 10<sup>th</sup> grade results showed large differences in the passing rates (in reading 83% compared to 62% and in math 84% compared to 67%) as well as level IV rates (in reading 39% compared to 13% and in math 54% compared to 23%).

### **CONCLUSION: A PROBLEM THAT IS EASY TO OVERLOOK**

The number of students who were instructed in WCPSS but were **not** continuously enrolled in one school from the first week during 2002-03 was large (14,385 in grades K-12), yet the percentage of the total population was relatively small, and students were spread among 120 schools. Only a small percentage of the MOBILE students were enrolled for 140 days at one school, and therefore few were included in school AYP performance reports or ABCs growth reports. However, mobility does seem to have an impact on both the mobile students and non-mobile students, and mobility disproportionately impacts poor and minority students, which has implications for efforts to close achievement gaps.

“This page intentionally left blank for front and back printing.”



## **A STUDY OF STUDENT MOBILITY WAKE COUNTY PUBLIC SCHOOL SYSTEM 2002-03**

In 2002-03, WCPSS enrolled and provided instruction to 109,546 students. Of these students, 87% were continuously enrolled in one school (CE group) all year from the first week of school until the last day of school. The other 13% of the students (the MOBILE group) did not stay enrolled in one school for an entire school year. The MOBILE group included students who moved from one school to another in WCPSS, enrolled after the first week of school, and/or had breaks in their enrollment, yet finished the school year in WCPSS. There are other students in the MOBILE group who transferred out or dropped out of WCPSS before the end of the school year.

For this study of mobility in WCPSS, students were divided into two groups; those who entered school the first week and those who enrolled late. Each of these two groups was further divided into students who finished the school year in WCPSS, or students who transferred out or dropped out of WCPSS. Students who had only one enrollment in a school were separated from those students who had multiple enrollments in WCPSS (in different schools or in the same school). Numbers and percentages were calculated by grade level. Figure 6 shows the numbers in each subgroup and percentages of each subgroup of the total number of students served. A more detailed table can be found in Attachment 1, pg. 23.

Note that the percentage of students continuously enrolled in WCPSS all year from the first week steadily increased from 82% in kindergarten to 94% in grade 12 except for 9<sup>th</sup> grade where the percentage dropped to 83%. There were 3,364 students (3% of all students served) who enrolled the first week and were enrolled on the last day of school with multiple enrollments in WCPSS indicating that they had moves and/or breaks from WCPSS' schools during the school year.

The percentage of students enrolling late goes from a high of 9% in kindergarten to a low of 2% in 12<sup>th</sup> grade. The system percentage was 6% (6,349 students). Of these late arriving students, 5,110 students (5% of all students served) stayed in the school they enrolled in until the last school day.

The percentage of dropouts was highest in 9<sup>th</sup> grade at 5%, and 5% of 9<sup>th</sup> grade students transferred out of the system. The system K-12 transfer percentage was also 5%, but only 1% of all students dropped out, see Figure 6.

**Figure 6  
The Mobility of Students Served in WCPSS during 2002-03**

Grade Level	CE	MOBILE							TOTAL STUDENTS SERVED
	1-ENR EOY	Entered First Week of School			Entered Late				
		MULT* EOY	MULT* TRANS OR DRP	1-ENR* TRANS OR DRP	1-ENR* EOY	MULT* EOY	MULT* TRANS OR DRP	1-ENR* TRANS OR DRP	
<b>K</b>	7645 <b>81.6%</b>	385 <b>4.1%</b>	10 <b>0.1%</b>	453 <b>4.8%</b>	703 <b>7.5%</b>	55 <b>0.6%</b>	6 <b>0.1%</b>	113 <b>1.2%</b>	<b>9370</b>
<b>1</b>	7716 <b>85.1%</b>	401 <b>4.4%</b>	19 <b>0.2%</b>	358 <b>4.0%</b>	481 <b>5.3%</b>	27 <b>0.3%</b>	2 <b>0.02%</b>	64 <b>0.7%</b>	<b>9068</b>
<b>2</b>	7595 <b>86.6%</b>	334 <b>3.8%</b>	9 <b>0.1%</b>	309 <b>3.6%</b>	424 <b>4.8%</b>	28 <b>0.3%</b>	5 <b>0.1%</b>	66 <b>0.7%</b>	<b>8770</b>
<b>3</b>	7655 <b>86.2%</b>	327 <b>3.7%</b>	7 <b>0.1%</b>	310 <b>3.5%</b>	482 <b>5.4%</b>	31 <b>0.4%</b>	4 <b>0.1%</b>	66 <b>0.7%</b>	<b>8882</b>
<b>4</b>	7624 <b>87.8%</b>	310 <b>3.6%</b>	6 <b>0.1%</b>	258 <b>3.0%</b>	407 <b>4.7%</b>	25 <b>0.3%</b>	3 <b>0.03%</b>	55 <b>0.6%</b>	<b>8688</b>
<b>5</b>	7601 <b>88.0%</b>	269 <b>3.1%</b>	3 <b>0.03%</b>	279 <b>3.2%</b>	394 <b>4.6%</b>	33 <b>0.4%</b>	2 <b>0.02%</b>	58 <b>0.7%</b>	<b>8639</b>
<b>6</b>	7835 <b>87.7%</b>	290 <b>3.2%</b>	13 <b>0.1%</b>	308 <b>3.4%</b>	400 <b>4.5%</b>	25 <b>0.3%</b>	4 <b>0.04%</b>	63 <b>0.7%</b>	<b>8938</b>
<b>7</b>	7893 <b>88.0%</b>	273 <b>3.0%</b>	16 <b>0.2%</b>	310 <b>3.4%</b>	399 <b>4.5%</b>	23 <b>0.3%</b>	4 <b>0.04%</b>	56 <b>0.6%</b>	<b>8974</b>
<b>8</b>	7577 <b>87.6%</b>	268 <b>3.1%</b>	12 <b>0.1%</b>	296 <b>3.4%</b>	411 <b>4.8%</b>	21 <b>0.2%</b>	2 <b>0.02%</b>	59 <b>0.7%</b>	<b>8646</b>
<b>9</b>	7682 <b>82.9%</b>	265 <b>2.9%</b>	44 <b>0.4%</b>	661 <b>7.2%</b>	445 <b>4.8%</b>	17 <b>0.2%</b>	1 <b>0.01%</b>	155 <b>1.7%</b>	<b>9270</b>
<b>10</b>	6692 <b>88.3%</b>	133 <b>1.8%</b>	17 <b>0.3%</b>	404 <b>5.3%</b>	266 <b>3.5%</b>	6 <b>0.1%</b>	5 <b>0.1%</b>	60 <b>0.8%</b>	<b>7583</b>
<b>11</b>	6018 <b>89.7%</b>	62 <b>0.9%</b>	13 <b>0.2%</b>	345 <b>5.2%</b>	208 <b>3.1%</b>	4 <b>0.1%</b>	6 <b>0.1%</b>	51 <b>0.8%</b>	<b>6707</b>
<b>12</b>	5618 <b>93.6%</b>	37 <b>0.6%</b>	4 <b>0.1%</b>	218 <b>3.6%</b>	90 <b>1.5%</b>	3 <b>0.1%</b>	0 <b>0%</b>	31 <b>0.5%</b>	<b>6001</b>
<b>Total</b>	95151 <b>86.9%</b>	3354 <b>3.1%</b>	173 <b>0.2%</b>	4509 <b>4.1%</b>	5110 <b>4.7%</b>	298 <b>0.3%</b>	44 <b>0.04%</b>	897 <b>0.8%</b>	<b>109536</b>

Note:

EOY – Enrolled on the Last Day of School

1-ENR – One enrollment in W

CE – Continuous Enrollment from the First Week through the Last Day of School

TRANS – Transferred out of WCPSS before the Last Day

MULT – More then one enrollment into WPCSS schools

DRP – Dropped out of WCPSS before the Last Day

### STUDENTS WITH MULTIPLE ENROLLMENTS

Four percent (3,879) of all students served in 2002-03 had multiple enrollments in WCPSS. Of these students, 3,662 were enrolled in WCPSS on the last day of school while the other 217 transferred or dropped out of WCPSS.

The largest portion of students (3,354) with multiple enrollments had enrolled during the first week of school and were also enrolled on the last day of school. Of these students (78%, 2,606 students) made one move during the school year with little to no break in their WCPSS enrollment. The other 22% (748) had more than one move and/or breaks in their enrollments. Figure 7 shows the breakdown by grade level of these students.

**Figure 7  
Detail of Mobile Students Enrolled the First Week of School and Also on the Last Day**

	<b>1 MOVE</b>	<b>2 MOVES</b>	<b>ONE BREAK FROM A SCHOOL</b>	<b>ALL OTHERS</b>	<b>TOTAL</b>
K	311 <b>80.8%</b>	18 <b>4.7%</b>	23 <b>6.0%</b>	33 <b>8.6%</b>	<b>385</b>
1	323 <b>80.5%</b>	18 <b>4.5%</b>	25 <b>6.2%</b>	35 <b>8.7%</b>	<b>401</b>
2	259 <b>77.5%</b>	29 <b>8.7%</b>	20 <b>6.0%</b>	26 <b>7.8%</b>	<b>334</b>
3	276 <b>84.4%</b>	17 <b>5.2%</b>	25 <b>7.6%</b>	9 <b>2.8%</b>	<b>327</b>
4	241 <b>77.7%</b>	21 <b>6.8%</b>	20 <b>6.5%</b>	28 <b>9.0%</b>	<b>310</b>
5	220 <b>81.8%</b>	16 <b>5.9%</b>	16 <b>5.9%</b>	17 <b>6.3%</b>	<b>269</b>
6	243 <b>83.8%</b>	10 <b>3.4%</b>	20 <b>6.9%</b>	17 <b>5.9%</b>	<b>290</b>
7	212 <b>77.7%</b>	19 <b>7.0%</b>	27 <b>9.9%</b>	15 <b>5.5%</b>	<b>273</b>
8	202 <b>75.4%</b>	17 <b>6.3%</b>	31 <b>11.6%</b>	18 <b>6.7%</b>	<b>268</b>
9	180 <b>67.9%</b>	14 <b>5.3%</b>	42 <b>15.8%</b>	29 <b>10.9%</b>	<b>265</b>
10	83 <b>62.4%</b>	6 <b>4.5%</b>	37 <b>27.8%</b>	7 <b>5.3%</b>	<b>133</b>
11	36 <b>58.1%</b>	4 <b>6.5%</b>	17 <b>27.4%</b>	5 <b>8.1%</b>	<b>62</b>
12	20 <b>54.1%</b>	0 <b>0.0%</b>	12 <b>32.4%</b>	5 <b>13.5%</b>	<b>37</b>
<b>TOTAL</b>	<b>2606 77.7%</b>	<b>189 5.6%</b>	<b>315 9.4%</b>	<b>244 7.3%</b>	<b>3354</b>

More than half of the students who moved one time were in grades K to 4 (1,410, 54%). Only 5% (139) were in grades 10 to 12. Figure 8 gives the number of these one-move students by grade.

**Figure 8**  
**Distribution of MULT EOY Students Who Moved One Time in 2002-03**

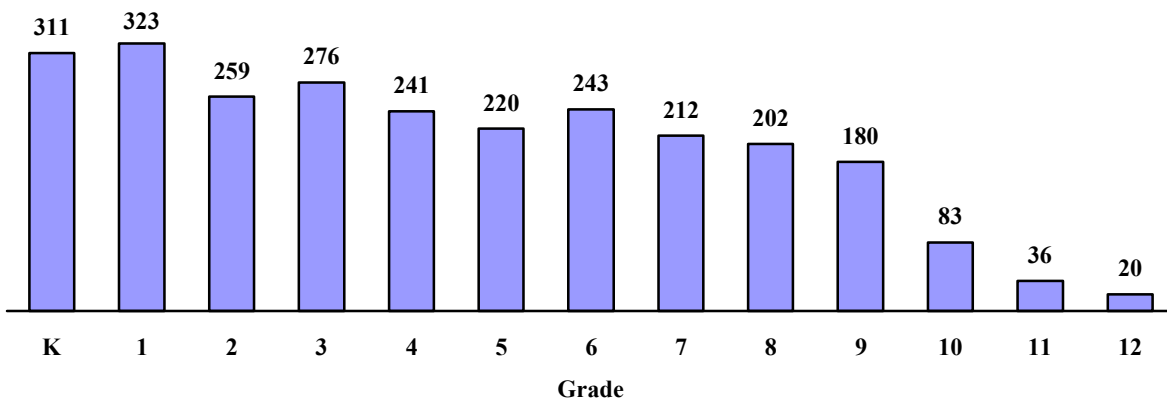


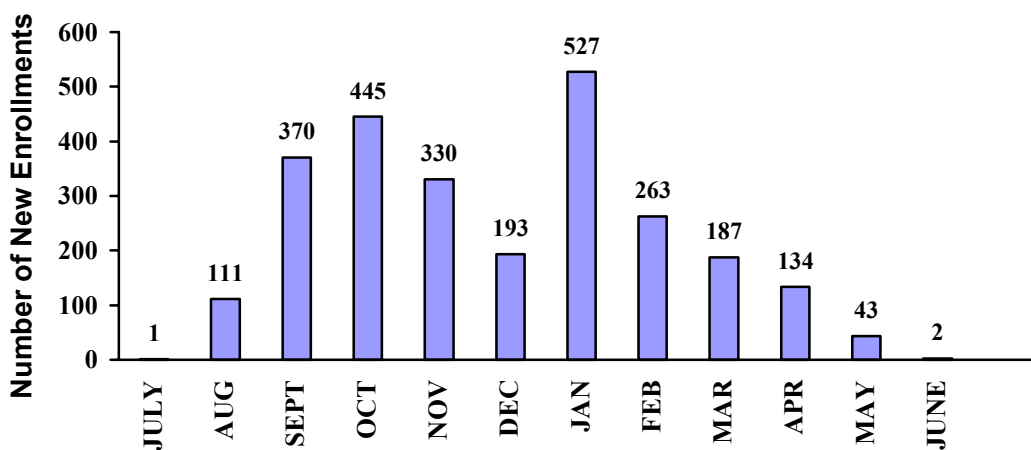
Figure 9 gives the number of these one-move students by NCLB subgroups. The NCLB subgroups: Asian, American Indian, and Multiracial are combined into the Other category because of small numbers. Note that these students were 74% minority and 67% free or reduced-price lunch students.

**Figure 9**  
**NCLB Subgroups of MULT EOY Students Who Moved One Time in 2002-03**

	BLACK	HISPANIC	WHITE	OTHER	FRL	SWD	LEP	TOTAL
K	150 48.2%	84 27.0%	48 15.4%	29 9.3%	226 72.7%	50 16.1%	96 30.9%	311
1	163 50.5%	89 27.6%	62 19.2%	9 2.8%	242 74.9%	73 22.6%	89 27.6%	323
2	140 54.1%	59 22.8%	59 22.8%	1 0.4%	196 75.7%	58 22.4%	61 23.6%	259
3	159 57.6%	50 18.1%	57 20.7%	10 3.6%	196 71.0%	72 26.1%	53 19.2%	276
4	155 64.3%	27 11.2%	45 18.7%	14 5.8%	187 77.6%	66 27.4%	36 14.9%	241
5	132 60.0%	20 9.1%	44 20.0%	24 10.9%	139 63.2%	40 18.2%	16 7.3%	220
6	160 65.8%	24 9.9%	47 19.3%	12 4.9%	174 71.6%	71 29.2%	26 10.7%	243
7	137 64.6%	18 8.5%	47 22.2%	10 4.7%	140 66.0%	58 27.4%	18 8.5%	212
8	131 64.9%	21 10.4%	38 18.8%	12 5.9%	120 59.4%	57 28.2%	13 6.4%	202
9	110 61.1%	18 10.0%	44 24.4%	8 4.4%	93 51.7%	48 26.7%	21 11.7%	180
10	43 51.8%	7 8.4%	26 31.3%	7 8.4%	25 30.1%	14 16.9%	8 9.6%	83
11	20 55.6%	1 2.8%	10 27.8%	5 13.9%	9 25.0%	5 13.9%	2 5.6%	36
12	7 35.0%	2 10.0%	7 35.0%	4 20.0%	0 0.0%	2 10.0%	3 15.0%	20
Total	1507 57.8%	420 16.1%	534 20.5%	145 5.6%	1747 67.0%	614 23.6%	442 17.0%	2606

Twenty percent of the moves into a new school occurred in January with 17% in October. Figure 10 gives the distribution of moves for the total system. The detail by grade and month is in Attachment 1.

**Figure 10**  
**Distribution of Enrollment Months for**  
**MULT EOY Students Who Moved One Time in 2002-03**



**STUDENTS WITH LATE ENROLLMENT**

Six percent (6,349) of all students enrolled in 2002-03 enrolled after the first week of school. Eighty percent (5,110) of these late enrollees continued in the school of their enrollment until the last day of school. The distribution of these students by grade is shown in Figure 11. Note that kindergarten had far more late enrollees than any other grade level and the number took a sharp drop in 10<sup>th</sup> to 12<sup>th</sup> grade.

**Figure 11**  
**Distribution of 1-ENR EOY Late Students**

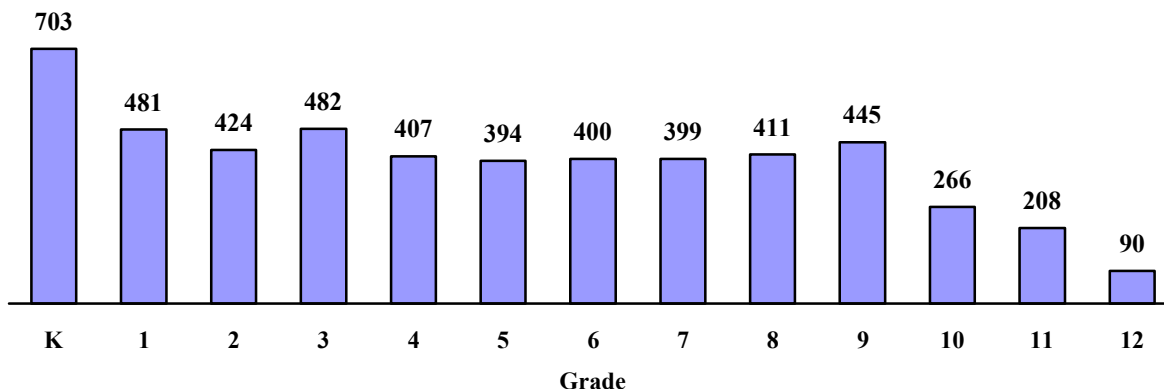


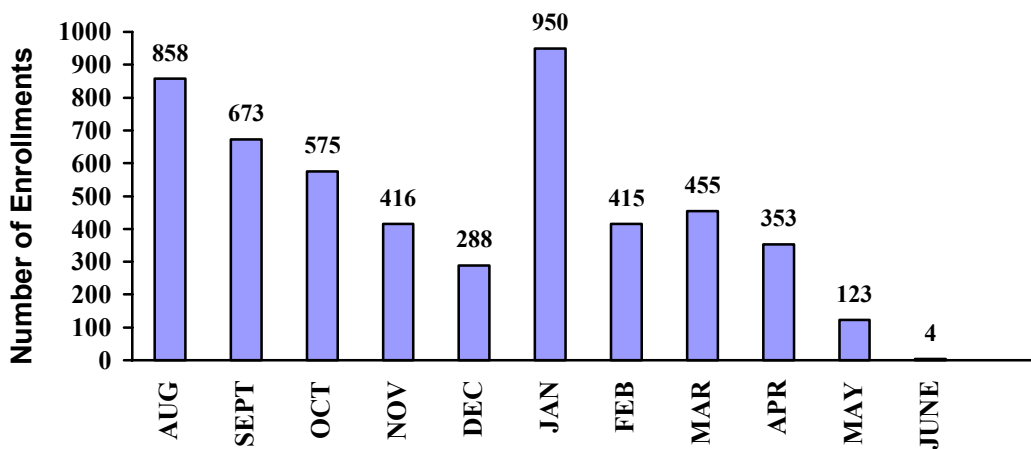
Figure 12 gives the number of these late students by NCLB subgroups. The NCLB subgroups: Asian, American Indian and Multiracial are combined into the Other category because of small numbers. Note these students were 53% minority and 45% free or reduced lunch students.

**Figure 12  
NCLB Subgroups of 1-ENR EOY 2002-03 Late Students**

	BLACK	HISPANIC	WHITE	OTHER	FRL	SWD	LEP	TOTAL
K	256 <b>36.4%</b>	121 <b>17.2%</b>	282 <b>40.1%</b>	44 <b>6.3%</b>	371 <b>52.8%</b>	87 <b>12.4%</b>	148 <b>21.1%</b>	703
1	163 <b>33.9%</b>	91 <b>18.9%</b>	208 <b>43.2%</b>	19 <b>4.0%</b>	229 <b>47.6%</b>	67 <b>13.9%</b>	88 <b>18.3%</b>	481
2	131 <b>30.9%</b>	90 <b>21.2%</b>	160 <b>37.7%</b>	43 <b>10.1%</b>	207 <b>48.8%</b>	71 <b>16.7%</b>	92 <b>21.7%</b>	424
3	172 <b>35.7%</b>	71 <b>14.7%</b>	176 <b>36.5%</b>	63 <b>13.1%</b>	237 <b>49.2%</b>	71 <b>14.7%</b>	5 <b>1.0%</b>	482
4	138 <b>33.9%</b>	83 <b>20.4%</b>	147 <b>36.1%</b>	39 <b>9.6%</b>	214 <b>52.6%</b>	59 <b>14.5%</b>	74 <b>18.2%</b>	407
5	144 <b>36.5%</b>	71 <b>18.0%</b>	149 <b>37.8%</b>	30 <b>7.6%</b>	202 <b>51.3%</b>	72 <b>18.3%</b>	64 <b>16.2%</b>	394
6	153 <b>38.3%</b>	64 <b>16.0%</b>	145 <b>36.3%</b>	38 <b>9.5%</b>	179 <b>44.8%</b>	82 <b>20.5%</b>	61 <b>15.3%</b>	400
7	157 <b>39.3%</b>	49 <b>12.3%</b>	157 <b>39.3%</b>	36 <b>9.0%</b>	190 <b>47.6%</b>	68 <b>17.0%</b>	57 <b>14.3%</b>	399
8	154 <b>37.5%</b>	62 <b>15.1%</b>	152 <b>37.0%</b>	43 <b>10.5%</b>	169 <b>41.1%</b>	60 <b>14.6%</b>	61 <b>14.8%</b>	411
9	197 <b>44.3%</b>	40 <b>9.0%</b>	89 <b>20.0%</b>	119 <b>26.7%</b>	164 <b>36.9%</b>	93 <b>20.9%</b>	36 <b>8.1%</b>	445
10	101 <b>38.0%</b>	24 <b>9.0%</b>	114 <b>42.9%</b>	27 <b>10.2%</b>	70 <b>26.3%</b>	38 <b>14.3%</b>	34 <b>12.8%</b>	266
11	86 <b>41.3%</b>	19 <b>9.1%</b>	87 <b>41.8%</b>	16 <b>7.7%</b>	45 <b>21.6%</b>	35 <b>16.8%</b>	22 <b>10.6%</b>	208
12	37 <b>41.1%</b>	6 <b>6.7%</b>	39 <b>43.3%</b>	8 <b>8.9%</b>	0 <b>0.0%</b>	10 <b>11.1%</b>	7 <b>7.8%</b>	90
Total	1889 <b>37.0%</b>	791 <b>15.5%</b>	1905 <b>37.3%</b>	525 <b>10.3%</b>	2277 <b>44.6%</b>	813 <b>15.9%</b>	749 <b>14.7%</b>	5110

January had the highest number of late students followed by August and September. Kindergarten and 9<sup>th</sup> grade had the most students enroll late in January with 115 and 106 students respectively. Kindergarten also had a large number late in September and October (163). Figure 13 shows the number per month for the entire system. A detailed table by grade level and month is in Attachment 1.2 and 1.3, pg. 24.

**Figure 13**  
**Distribution of Enrollment Months for**  
**1-ENR EOY Students Who Enrolled Late in 2002-03**

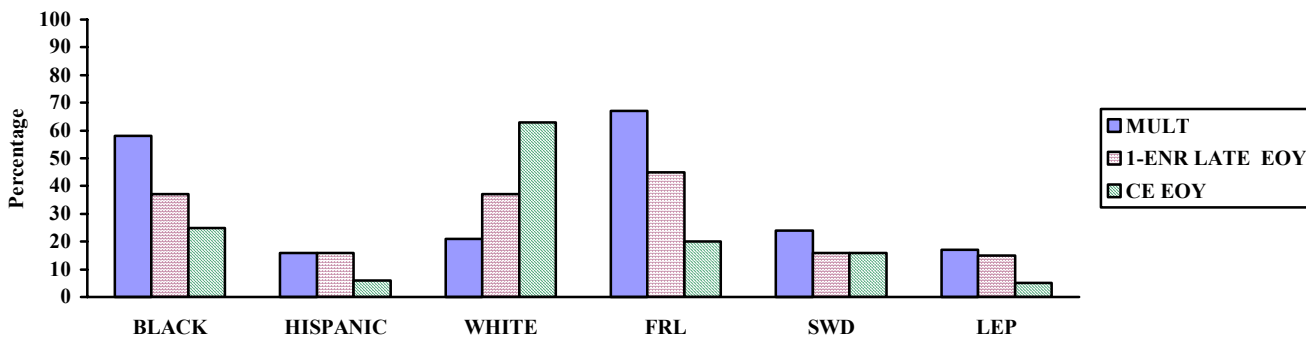


**CE STUDENTS COMPARED TO MOBILE STUDENTS**

The percentage of students in NCLB subgroups was very different for CE students compared to MOBILE students. For example, only 20% of the CE group was in the FRL group, but 67% of the MULT EOY group was FRL and 45% of the 1-ENR LATE EOY group was FRL.

Figure 14 compares the two largest MOBILE groups (Multiple Enrollments group and One Enrollment Late group) with the CE group by the largest NCLB subgroups. A detailed table of CE subgroups by grade level is in Attachment 1.4, pg. 25.

**Figure 14**  
**Percentage of Students in NCLB categories**



It is important to note that 8,762 students were enrolled at the end of the 2002-03 school year in a school in which they had not been continuously enrolled since the first week of school. Figure 15 includes only those students enrolled in WCPSS at the end of the 2002-03 school year. It gives the breakdown of those students continuously enrolled all year in one school (which might be called the “stable” population) compared to those students who were not continuously enrolled in one school. The percentage of the group that was **not** stable was highest in kindergarten, 1<sup>st</sup>, and 3<sup>rd</sup> grades, and lowest in grade 12. Ninth grade had a 9% **not** stable group much larger than the **not** stable groups of grades 10 through 12.

**Figure 15**  
**Stability in WCPSS 2002-03 End-of-Year Enrollment**

<b>Grade Level</b>	<b>CE EOY</b>	<b>MOBILE group enrolled in WCPSS at end of year</b>	<b>Total END-of-YEAR enrollment</b>
<b>K</b>	7645 <b>87%</b>	1143 <b>13%</b>	<b>8788</b>
<b>1</b>	7716 <b>90%</b>	900 <b>10%</b>	<b>8616</b>
<b>2</b>	7595 <b>91%</b>	786 <b>9%</b>	<b>8381</b>
<b>3</b>	7655 <b>90%</b>	840 <b>10%</b>	<b>8495</b>
<b>4</b>	7624 <b>91%</b>	742 <b>9%</b>	<b>8366</b>
<b>5</b>	7601 <b>92%</b>	696 <b>8%</b>	<b>8297</b>
<b>6</b>	7835 <b>92%</b>	715 <b>8%</b>	<b>8550</b>
<b>7</b>	7893 <b>92%</b>	695 <b>8%</b>	<b>8588</b>
<b>8</b>	7577 <b>92%</b>	700 <b>8%</b>	<b>8277</b>
<b>9</b>	7682 <b>91%</b>	727 <b>9%</b>	<b>8409</b>
<b>10</b>	6692 <b>94%</b>	405 <b>6%</b>	<b>7097</b>
<b>11</b>	6018 <b>96%</b>	274 <b>4%</b>	<b>6292</b>
<b>12</b>	5618 <b>98%</b>	130 <b>2%</b>	<b>5748</b>
<b>Total</b>	95151 <b>92%</b>	8762 <b>8%</b>	<b>103913</b>

It is also important to note that 5,623 students (5% of all students enrolled during the year) did not finish the school year in WCPSS.



**ACADEMIC PERFORMANCE**

In order to analyze the impact of mobility on the academic performance of WCPSS students, the test scores of all 2002-03 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students were studied in detail. These three grades gave roughly proportional representation at the elementary, middle, and high school level. In 2002-03, WCPSS enrolled and provided instruction to 8,639 5<sup>th</sup> grade students, 8,646 8<sup>th</sup> grade students, and 7,583 10<sup>th</sup> grade students. Of these students, 88% were continuously enrolled in one school from the first week (the CE group). The other 12% (2,989) were not continuously enrolled in one school (the MOBILE group) in WCPSS the entire school year.

The ethnic and gender makeup of each of these subgroups was studied. In addition, family poverty, limited English language proficiency, and special education placement were analyzed for those students who were tested.

Figure 16 gives the percentages by ethnicity of MOBILE students who were enrolled at the time of testing compared to those who transferred or dropped out of WCPSS. Overall for these three grades, only 60% of the students, who were not continuously enrolled in one school, finished the school year in WCPSS. Note that the Hispanic/Latino group had the lowest percentage of students who were enrolled continuously from the first week (73%), but the largest percentage who were tested from the MOBILE group (66%). Once enrolled, Hispanic/Latino students comprised the subgroup most likely to stay enrolled.

**Figure 16**  
**Percentage of MOBILE Students Enrolled for Testing**  
**Compared to Transferred Students (W1) or Drop-out Students (W2)**

MOBILE	5 <sup>TH</sup>			8 <sup>TH</sup>			10 <sup>TH</sup>			TOTAL		
	enrolled for testing	W1	W2	enrolled for testing	W1	W2	enrolled for testing	W1	W2	enrolled for testing	W1	W2
ASIAN	56%	44%	0%	62%	32%	6%	57%	19%	24%	57%	33%	10%
BLACK	69%	31%	0.2%	71%	21%	8%	48%	20%	32%	64%	24%	12%
AM.INDIAN	60%	40%	0%	40%	60%	0%	25%	75%	0%	43%	57%	0%
HISPANIC/LATINO	72%	28%	0.6%	68%	26%	6%	48%	26%	26%	66%	26%	8%
WHITE	54%	46%	0%	54%	39%	7%	41%	32%	27%	50%	39%	11%
MULTIRACIAL	0%	100%	0%	70%	27%	3%	44%	28%	28%	58%	31%	11%
TOTAL	67%	33%	0.2%	65%	28%	7%	45%	26%	29%	60%	29%	11%

The academic performance on reading and math End-of-Grade exams (EOGs) taken by 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students was analyzed in order to compare CE students to MOBILE students. The 10<sup>th</sup> grade exam was the High School Comprehensive Test (a test given statewide in NC for accountability reporting in 2002-03). In addition to the multiple-choice tests taken by most students, the Alternate Assessment Academic Inventories (AAAI) and Alternate Assessment Portfolios (AAP) of reading and math were analyzed for this report. Alternate assessments were used, along with EOG tests in grades 3-8, to calculate Adequate Yearly Progress (AYP), as required by federal NCLB legislation. Note that most of the MOBILE group of students was not reported in the AYP academic results since they attended the testing school for less than 140 days, although they were part of the North Carolina ABCs Performance Composite. In addition

to the six ethnic groups, free or reduced-price lunch, students with disabilities, and limited English proficient groups are reported here.

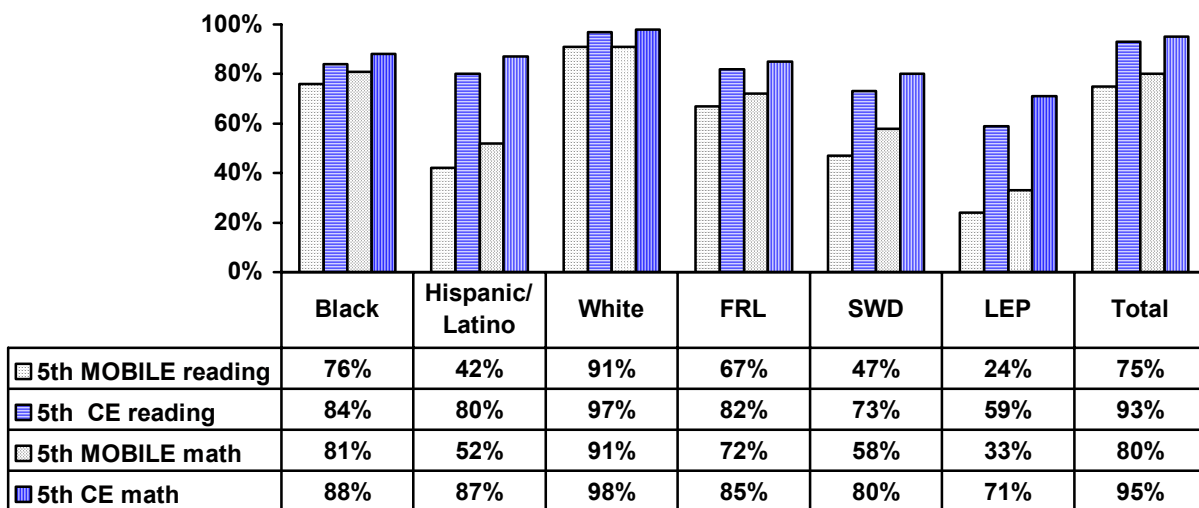
Tables of the performance data are in Attachment 2 and 4. The size of each group is noted since the reliability of performance composites is lower for smaller groups. The CE group and the total group are also included in the tables for comparison purposes. The percent passing includes AAAI and AA Portfolio performance.

Figures 17-19 give the percentage of students scoring at level III or IV on end of year tests comparing the CE students to the MOBILE students. The performance of the MOBILE group was lower in all subgroups at all grade levels. Only subgroups composed of 30 or more students are graphed.

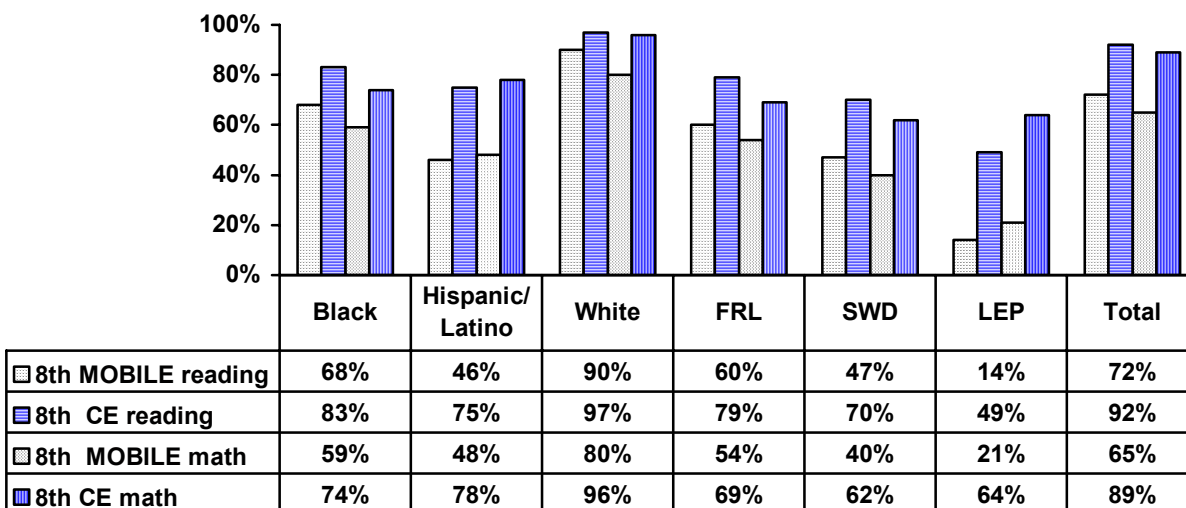
The MOBILE group’s poor performance had little impact on the overall district performance composite at each grade level. Large differences in performance between the CE and MOBILE groups were hidden by the large size of the CE groups.

In grades 5, 8, and 10, there were 790 African-American/Black students, 243 Hispanic/Latino students, and 562 White students tested in reading who had not been continuously enrolled in one school. Their performance ranged from 6 to 38 percentage points lower than the matched CE group.

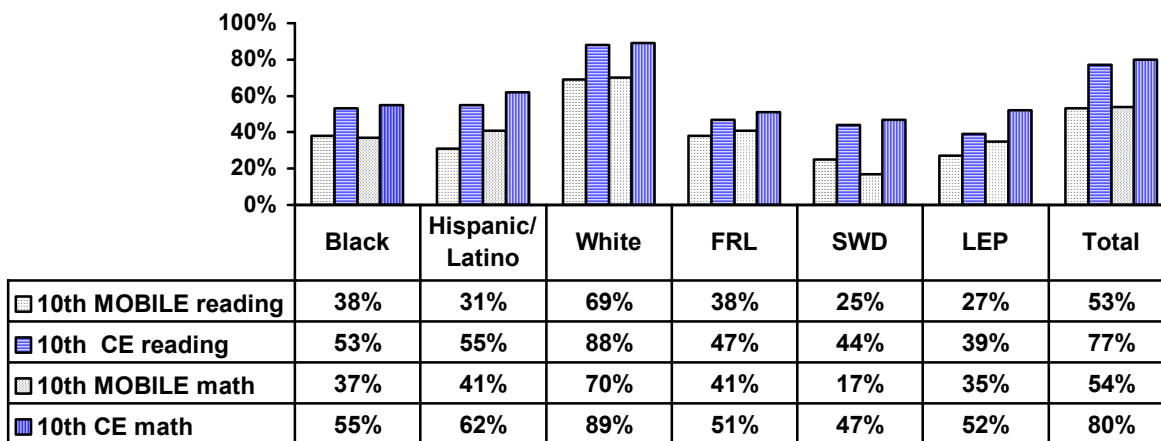
**Figure 17**  
**Percentage of 5<sup>th</sup> grade students scoring at level III or IV on 2002-03 EOG exams**



**Figure 18**  
**Percentage of 8<sup>th</sup> grade students scoring at level III or IV on 2002-03 EOG exams**



**Figure 19**  
**Percentage of 10<sup>th</sup> grade students scoring at level III or IV on 2002-03 EOG exams**



Another measure of student performance on EOG exams is the average scale score of a group. Figure 20 gives the average scale scores for the CE group compared to the MOBILE students who moved once (ONE MOVE) and the late students who enrolled from day 6 to 25 and were continuously enrolled for 140 + days (at time of testing) in one school and therefore counted in both NC ABCs composite scores and in AYP reports. Details are in Attachment 4. As shown, average scale scores were 5-12 points higher for CE students than for the two mobile groups.

**Figure 20  
Average Scale Scores on 2002-03 EOG Exams**

	ONE MOVE GROUP	6-25 DAY GROUP	CE GROUP
5 <sup>th</sup> reading	255	254	260
5 <sup>th</sup> math	260	259	266
8 <sup>th</sup> reading	259	260	267
8 <sup>th</sup> math	264	267	275
10 <sup>th</sup> reading	162	162	169
10 <sup>th</sup> math	173	174	185

**Effect of Mobility on Performance of CE Students**

All WCPSS schools had MOBILE students enrolled in 2002-03. Tables in Attachment 3 show the numbers and percentages per school. The proportion of MOBILE students per school varied greatly between schools (from 1% to 27%, except for two alternative schools at 31% and 74%). In order to study the impact of MOBILE students at a school, each school was labeled as having high, middle, or low mobility in comparison to other schools in WCPSS. All the students enrolled in the school in the representative grades (5<sup>th</sup>, 8<sup>th</sup>, or 10<sup>th</sup>) during 2002-03 were included as the total enrollment. The high mobility label was assigned to schools where 20% or more of the students were MOBILE. Low mobility was 9% or less and middle mobility was 10% through 19%. Using this labeling convention, 23 schools received the high mobility label (13 elementary schools, 7 middle schools, and 3 high schools). Twenty-eight schools were labeled as low (20 elementary schools, 5 middle schools, and 3 high schools). Seventy schools had middle mobility (47 elementary schools, 12 middle schools, and 11 high schools). The percentage of high mobility schools was highest at the middle school level with 29% labeled high.

The performance of the CE students was studied at schools in each of the three mobility groups. At the 5<sup>th</sup> grade level, the overall percentage of students scoring at level III or IV (at or above grade level) showed little to no difference in reading or math between the mobility levels. **Yet the percentage of students at level IV steadily increased from high mobility to low mobility schools, as shown in Figures 21 and 22.** The difference from high to low was 11 percentage

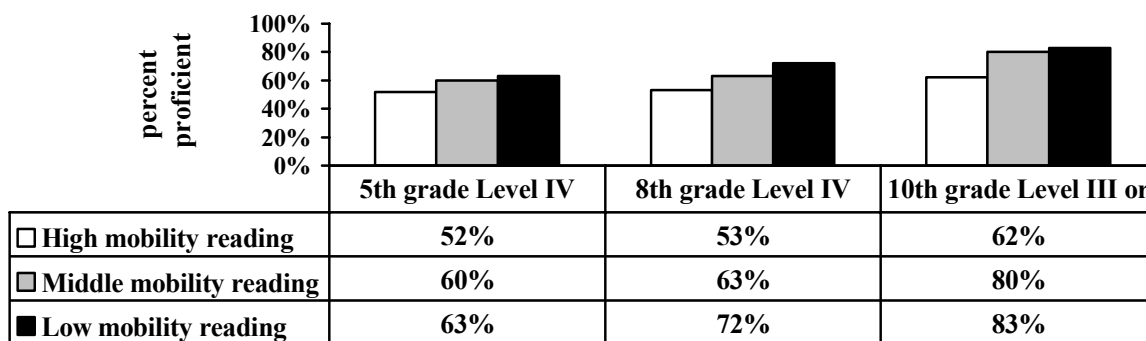
points in both reading and math performance at level IV. The breakout of performance by ethnicity has the same general pattern, but there were some variations.

Differences between performance of 8<sup>th</sup> grade CE students were larger between mobility levels than those at 5<sup>th</sup> grade. The overall percentage of CE students at level IV in reading varied from 53% for high mobility to 63% for middle mobility to 72% for low mobility (nineteen percentage points). The overall percentages at level IV in math varied from 55% to 64% to 76% (21 percentage points). At 8<sup>th</sup> grade, these differences between student performance at high and low mobility schools were present in all ethnic subgroups.

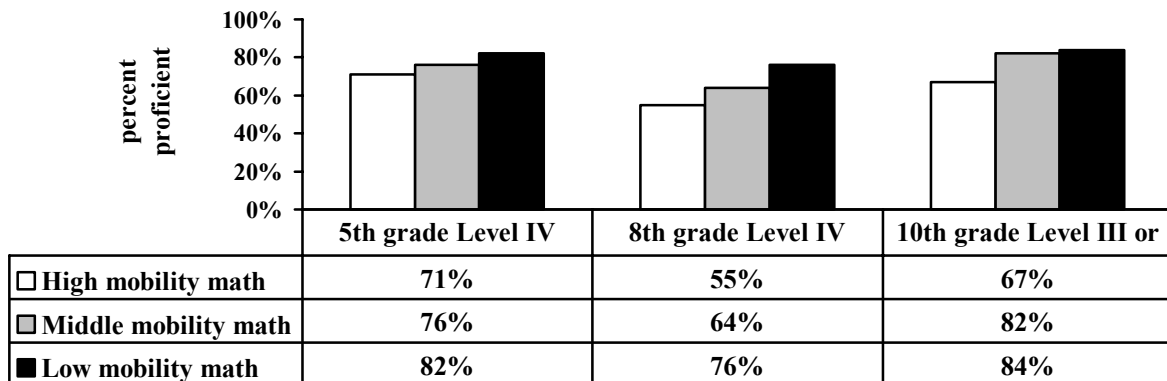
The performance of CE students in 10<sup>th</sup> grade showed the same pattern from high to low mobility schools. The differences were present in the percentage of students scoring at levels III or IV and also for students scoring at level IV.

Tables in Attachment 3 give the performance percentages as well as the mean scale scores for each group and the standard deviation of the scale scores. Subgroups with small membership were removed from the tables, but were included in the total. Figures 21 and 22 show the reading and math performance of CE students in low, middle, and high mobility schools

**Figure 21**  
**Reading Performance of CE students by Mobility Level of School**



**Figure 22**  
**Math Performance of CE students by Mobility Level of School**



**FINAL CONCLUSIONS AND RECOMMENDATIONS**

There are a large number of students enrolled and receiving instruction in WCPSS who entered late, moved, had breaks, will withdraw, or will transfer. The academic performance of these students is much lower than the students who are continuously enrolled in one school from the first week. Since the percentage of these students is small, their poor academic results are hidden within the larger group. Continuously enrolled (CE) students at schools with larger populations of MOBILE students perform poorer academically than CE students at schools with lower numbers of MOBILE students.

Since the numbers of MOBILE students are spread throughout the WCPSS school system, it is recommended that systemwide strategies be developed to meet the needs of these students. There is a need for implementing systemwide procedures of enrollment and instruction for these students that increase their success rate and lessen the negative impact on CE students and their teachers. The instructional strategies should address the differences between the needs of subgroups within the MOBILE group and also within the CE group.

## References

- Hartman, C. (2002). *High Classroom Turnover: How Children Get Left Behind*, in Dianne M. Piche, W.L.Taylor, and R.A. Reed, Eds. *Rights at Risk: Equality in an Age of Terrorism*, (pp.227-244). Citizen's Commission on Civil Rights.
- Kerbow, D. (1996). Patterns of Urban Student Mobility and Local School Reform. *Journal of Education for Students Placed at Risk*, 1(2).
- Rumberger, R.W. (1999). *The Educational Consequences of Mobility for California Students and Schools*, (1 pp. 1-12). Policy Analysis for California Education.
- Rumberger, R.W. (2002). *Student Mobility and Academic Achievement*. ERIC Digest, (EDO-PS-02-1).
- Rumberger, R.W. and Larson, K.A., (1998). Student Mobility and the Increased Risk of High School Dropout. *American Journal of Education*, 107(1), (pp. 1-35).
- Temple, J., and Reynolds, A. J. (1997, April). *Predictors and consequences of school mobility for urban black children from low-income families*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- The U.S. Census Bureau, (2001). *Geographical Mobility: Population Characteristics March 1999 to March 2000*.

**Attachment 1**  
**Figure 1.1**  
**2002-03 WCPSS Student Mobility Detail**

Grade Level	CE	MOBILE											TOTAL STUDENTS
	1-ENR EOY	Entered First Week of School					Entered Late						
		MULT EOY	MULT TRANS	MULT DRP	1-ENR TRANS	1-ENR DRP	1-ENR EOY	MULT EOY	MULT TRANS	MULT DRP	1-ENR TRANS	1-ENR DRP	
<b>K</b>	7645 81.6%	385 4.1%	10 0.1%	0 0%	449 4.8%	4 0.04%	703 7.5%	55 0.6%	6 0.1%	0 0%	112 1.2%	1 0.01%	<b>9370</b>
<b>1</b>	7716 85.1%	401 4.4%	19 0.2%	0 0%	358 4.0%	0 0%	481 5.3%	27 0.3%	2 0.02%	0 0%	63 0.7%	1 0.01%	<b>9068</b>
<b>2</b>	7595 86.6%	334 3.8%	9 0.1%	0 0%	305 3.5%	4 0.1%	424 4.8%	28 0.3%	5 0.1%	0 0%	65 0.7%	1 0.01%	<b>8770</b>
<b>3</b>	7655 86.2%	327 3.7%	7 0.1%	0 0%	307 3.5%	3 0.03%	482 5.4%	31 0.4%	4 0.1%	0 0%	66 0.7%	0 0%	<b>8882</b>
<b>4</b>	7624 87.8%	310 3.6%	6 0.1%	0 0%	254 2.9%	4 0.1%	407 4.7%	25 0.3%	3 0.03%	0 0%	55 0.6%	0 0%	<b>8688</b>
<b>5</b>	7601 88.0%	269 3.1%	3 0.03%	0 0%	277 3.2%	2 0.02%	394 4.6%	33 0.4%	2 0.02%	0 0%	58 0.7%	0 0%	<b>8639</b>
<b>6</b>	7835 87.7%	290 3.2%	12 0.1%	1 0.01%	292 3.3%	16 0.2%	400 4.5%	25 0.3%	4 0.04%	0 0%	62 0.7%	1 0.01%	<b>8938</b>
<b>7</b>	7893 88.0%	273 3.0%	16 0.2%	0 0%	308 3.4%	2 0.02%	399 4.5%	23 0.3%	3 0.03%	1 0.01%	48 0.5%	8 0.1%	<b>8974</b>
<b>8</b>	7577 88.5%	268 3.2%	8 0.1%	4 0.1%	246 2.8%	50 0.6%	411 4.8%	21 0.2%	1 0.01%	1 0.01%	47 0.5%	12 0.1%	<b>8646</b>
<b>9</b>	7682 82.9%	265 2.9%	13 0.1%	31 0.3%	323 3.5%	338 3.7%	445 4.8%	17 0.2%	1 0.01%	0 0%	70 0.8%	85 0.9%	<b>9270</b>
<b>10</b>	6692 88.3%	133 1.8%	5 0.1%	12 0.2%	199 2.6%	205 2.7%	266 3.5%	6 0.1%	2 0.03%	3 0.04%	28 0.4%	32 0.4%	<b>7583</b>
<b>11</b>	6018 89.7%	62 0.9%	1 0.01%	12 0.2%	164 2.5%	181 2.7%	208 3.1%	4 0.1%	1 0.01%	5 0.1%	24 0.4%	27 0.4%	<b>6707</b>
<b>12</b>	5618 93.6%	37 0.6%	1 0.02%	3 0.1%	73 1.2%	145 2.4%	90 1.5%	3 0.1%	0 0%	0 0%	13 0.2%	18 0.3%	<b>6001</b>
<b>Total</b>	95151 86.9%	3354 3.1%	110 0.1%	63 0.1%	3555 3.3%	954 0.9%	5110 4.7%	298 0.3%	34 0.03%	10 0.01%	711 0.7%	186 0.2%	<b>109536</b>



**Figure 1.2  
Distribution of Enrollment Months for  
MULT EOY Students Who Moved One Time in 2002-03**

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
K	1	15	54	55	38	26	50	24	24	19	5	0	311
1	0	12	44	46	50	23	76	24	28	8	11	1	323
2	0	17	35	37	30	27	39	34	19	15	6	0	259
3	0	11	50	49	38	18	49	18	21	15	6	1	276
4	0	10	30	40	31	24	43	25	23	11	4	0	241
5	0	6	35	37	31	20	36	26	19	6	4	0	220
6	0	9	40	46	31	21	43	20	17	14	2	0	243
7	0	8	23	40	24	13	44	28	15	14	3	0	212
8	0	8	31	33	23	9	49	30	8	9	2	0	202
9	0	6	15	37	21	7	53	15	11	15	0	0	180
10	0	4	6	15	9	3	25	13	1	7	0	0	83
11	0	3	4	6	1	1	13	6	1	1	0	0	36
12	0	2	3	4	3	1	7	0	0	0	0	0	20
TOTAL	1	111	370	445	330	193	527	263	187	134	43	2	2606
	0.04%	4.26%	14.20%	17.08%	12.66%	7.41%	20.22%	10.09%	7.18%	5.14%	1.65%	0.08%	

**Figure 1.3  
Distribution of Enrollment Months for  
1-ENR EOY Students Who Entered Late in 2002-03**

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
K	183	99	64	51	34	115	48	59	39	11	0	703
1	60	63	59	45	33	74	41	51	34	19	2	481
2	54	59	42	32	23	77	33	49	36	17	2	424
3	64	53	61	45	34	88	27	53	42	15	0	482
4	54	52	57	29	25	68	38	37	33	14	0	407
5	56	56	37	30	30	78	35	31	34	7	0	394
6	60	56	48	32	25	59	33	36	43	8	0	400
7	56	44	50	37	25	75	37	38	27	10	0	399
8	62	54	50	38	29	67	33	37	28	13	0	411
9	74	56	50	43	19	106	45	29	16	7	0	445
10	56	33	25	15	5	79	26	15	12	0	0	266
11	40	35	27	16	4	48	16	13	7	2	0	208
12	39	13	5	3	2	16	3	7	2	0	0	90
TOTAL	858	673	575	416	288	950	415	455	353	123	4	5110
	16.79%	13.17%	11.25%	8.14%	5.64%	18.59%	8.12%	8.90%	6.91%	2.41%	0.08%	

**Figure 1.4  
NCLB Subgroups for CE EOY group 2002-03**

	BLACK	HISPANIC	WHITE	OTHER	FRL	SWD	LEP	TOTAL
K	1824 <b>23.9%</b>	782 <b>10.2%</b>	4502 <b>58.9%</b>	537 <b>7.0%</b>	2154 <b>28.2%</b>	941 <b>12.3%</b>	766 <b>10.0%</b>	7645
1	1841 <b>23.9%</b>	704 <b>9.1%</b>	4655 <b>60.3%</b>	516 <b>6.7%</b>	2080 <b>27.0%</b>	1102 <b>14.3%</b>	649 <b>8.4%</b>	7716
2	1836 <b>24.2%</b>	564 <b>7.4%</b>	4573 <b>60.2%</b>	622 <b>8.2%</b>	1907 <b>25.1%</b>	1301 <b>17.1%</b>	581 <b>7.6%</b>	7595
3	1944 <b>25.4%</b>	516 <b>6.7%</b>	4577 <b>59.8%</b>	618 <b>8.1%</b>	1912 <b>25.0%</b>	1256 <b>16.4%</b>	81 <b>1.1%</b>	7655
4	1967 <b>25.8%</b>	435 <b>5.7%</b>	4657 <b>61.1%</b>	565 <b>7.4%</b>	1789 <b>23.5%</b>	1313 <b>17.2%</b>	449 <b>5.9%</b>	7624
5	1945 <b>25.6%</b>	432 <b>5.7%</b>	4702 <b>61.9%</b>	522 <b>6.9%</b>	1718 <b>22.6%</b>	1325 <b>17.4%</b>	426 <b>5.6%</b>	7601
6	2132 <b>27.2%</b>	415 <b>5.3%</b>	4781 <b>61.0%</b>	507 <b>6.5%</b>	1792 <b>22.9%</b>	2592 <b>33.1%</b>	364 <b>4.6%</b>	7835
7	2316 <b>29.3%</b>	358 <b>4.5%</b>	4865 <b>61.6%</b>	354 <b>4.5%</b>	1689 <b>21.4%</b>	1496 <b>19.0%</b>	292 <b>3.7%</b>	7893
8	1909 <b>25.2%</b>	352 <b>4.6%</b>	4869 <b>64.3%</b>	447 <b>5.9%</b>	1338 <b>17.7%</b>	1205 <b>15.9%</b>	268 <b>3.5%</b>	7577
9	2045 <b>26.6%</b>	395 <b>5.1%</b>	4779 <b>62.2%</b>	463 <b>6.0%</b>	1242 <b>16.2%</b>	1181 <b>15.4%</b>	321 <b>4.2%</b>	7682
10	1598 <b>23.9%</b>	282 <b>4.2%</b>	4404 <b>65.8%</b>	408 <b>6.1%</b>	841 <b>12.6%</b>	811 <b>12.1%</b>	215 <b>3.2%</b>	6692
11	1340 <b>22.3%</b>	154 <b>2.6%</b>	4145 <b>68.9%</b>	379 <b>6.3%</b>	528 <b>8.8%</b>	686 <b>11.4%</b>	150 <b>2.5%</b>	6018
12	1165 <b>20.7%</b>	131 <b>2.3%</b>	4001 <b>71.2%</b>	321 <b>5.7%</b>	2 <b>0.0%</b>	345 <b>6.1%</b>	134 <b>2.4%</b>	5618
Total	23862 <b>25.1%</b>	5520 <b>5.8%</b>	59510 <b>62.5%</b>	6259 <b>6.6%</b>	18992 <b>20.0%</b>	15554 <b>16.3%</b>	4696 <b>4.9%</b>	95151

## Attachment 2

### ACADEMIC PERFORMANCE OF CE AND MOBILE STUDENTS

**Figure 2.1**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance Comparing**  
**the MOBILE group to the CE group**

5 <sup>TH</sup> READING	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	75	24	3	96	331	4	95	355	4
Black	76	323	46	84	1941	26	83	2264	28
Am. Indian	67	3	0.4	100	14	0.2	94	17	0.2
Hispanic/Latino	42	119	17	80	422	6	72	541	7
White	91	209	30	97	4661	62	97	4870	59
Multiracial	94	17	2	96	155	2	96	172	2
FRL	67	407	59	82	1693	23	79	2100	26
SWD	47	116	17	73	1277	17	71	1393	17
LEP	24	84	12	59	190	3	48	274	3
TOTAL	75	695	8	93	7524	92	91	8219	100

**Figure 2.2**  
**2002-03 5<sup>th</sup> grade EOG Math Performance Comparing**  
**the MOBILE group to the CE group**

5 <sup>TH</sup> MATH	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	79	24	4	98	331	4	97	355	4
Black	81	313	47	88	1941	26	87	2254	28
Am. Indian	67	3	0.4	100	14	0.2	94	17	0.2
Hispanic/Latino	52	113	17	87	422	6	80	535	7
White	91	202	30	98	4661	62	98	4873	59
Multiracial	100	17	3	95	155	2	95	172	0.2
FRL	72	408	61	85	1741	23	83	2149	26
SWD	58	117	17	80	1277	17	78	1394	17
LEP	33	84	13	71	190	3	59	274	3
TOTAL	80	672	8	95	7524	92	94	8196	100

**Figure 2.3**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance Comparing the MOBILE group to the CE**  
**group**

8 <sup>TH</sup> READING	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	61	28	4	94	290	4	91	318	4
Black	68	317	47	83	1900	25	81	2217	27
Am. Indian	100	2	0.2	100	21	0.2	100	23	0.2
Hispanic/Latino	46	92	14	75	344	5	69	436	5
White	90	209	31	97	4866	65	97	5075	62
Multiracial	84	25	4	98	108	1	95	133	2
FRL	60	347	52	79	1394	19	75	1741	21
SWD	47	130	19	70	1196	16	68	1326	16
LEP	14	62	9	49	151	2	39	213	3
TOTAL	72	673	8	92	7529	92	90	8202	100

**Figure 2.4**  
**2002-03 8<sup>th</sup> grade EOG Math Performance Comparing**  
**the MOBILE group to the CE group**

8 <sup>TH</sup> MATH	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	<b>61</b>	28	4	<b>96</b>	290	4	<b>93</b>	318	4
Black	<b>59</b>	311	47	<b>74</b>	1898	25	<b>72</b>	2209	27
Am. Indian	<b>100</b>	2	0.3	<b>90</b>	21	0.2	<b>91</b>	23	0.2
Hispanic/Latino	<b>48</b>	89	14	<b>78</b>	344	5	<b>72</b>	433	5
White	<b>80</b>	207	31	<b>96</b>	4866	65	<b>95</b>	5073	62
Multiracial	<b>77</b>	22	3	<b>95</b>	108	1	<b>92</b>	130	2
FRL	<b>54</b>	347	53	<b>69</b>	1410	19	<b>66</b>	1757	21
SWD	<b>40</b>	130	20	<b>62</b>	1193	16	<b>60</b>	1323	16
LEP	<b>21</b>	62	9	<b>64</b>	151	2	<b>51</b>	213	3
TOTAL	<b>65</b>	659	8	<b>89</b>	7527	92	<b>87</b>	8186	100

**Figure 2.5**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance Comparing**  
**the MOBILE group to the CE group**

10 <sup>TH</sup> READING	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	<b>58</b>	19	5	<b>84</b>	290	4	<b>82</b>	309	4
Black	<b>38</b>	150	42	<b>53</b>	1537	23	<b>52</b>	1687	24
Am. Indian	<b>100</b>	1	0.2	<b>75</b>	12	0.2	<b>77</b>	13	0.2
Hispanic/Latino	<b>31</b>	32	9	<b>55</b>	269	4	<b>52</b>	301	4
White	<b>69</b>	144	40	<b>88</b>	4351	67	<b>87</b>	4495	65
Multiracial	<b>90</b>	10	3	<b>70</b>	81	1	<b>72</b>	91	1
FRL	<b>38</b>	105	29	<b>47</b>	813	12	<b>46</b>	918	13
SWD	<b>25</b>	53	15	<b>44</b>	771	12	<b>43</b>	824	12
LEP	<b>27</b>	53	15	<b>39</b>	192	3	<b>36</b>	245	4
TOTAL	<b>53</b>	356	5	<b>77</b>	6541	95	<b>76</b>	6897	100

**Figure 2.6**  
**2002-03 10<sup>th</sup> grade EOG Math Performance Comparing**  
**the MOBILE group to the CE group**

10 <sup>TH</sup> MATH	MOBILE GROUP			CE GROUP			TOTAL		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of Total
Asian	<b>89</b>	19	5	<b>92</b>	289	4	<b>92</b>	308	4
Black	<b>37</b>	146	41	<b>55</b>	1537	24	<b>53</b>	1683	24
Am. Indian	<b>100</b>	1	0.2	<b>67</b>	12	0.2	<b>70</b>	13	0.2
Hispanic/Latino	<b>41</b>	34	10	<b>62</b>	271	4	<b>60</b>	305	4
White	<b>70</b>	142	40	<b>89</b>	4347	66	<b>88</b>	4489	65
Multiracial	<b>64</b>	11	3	<b>84</b>	81	1	<b>82</b>	92	1
FRL	<b>41</b>	106	30	<b>51</b>	815	12	<b>50</b>	921	13
SWD	<b>17</b>	53	15	<b>47</b>	770	12	<b>45</b>	823	12
LEP	<b>35</b>	55	16	<b>52</b>	192	3	<b>48</b>	247	4
TOTAL	<b>54</b>	353	5	<b>80</b>	6537	95	<b>79</b>	6890	100

### Attachment 3

## SCHOOL MOBILITY LEVELS AND PERFORMANCE OF CE STUDENTS BY SCHOOL MOBILITY LEVEL

**Figure 3.1**  
**School Mobility Levels**

5 <sup>TH</sup> GRADE SCHOOL #	# CE STUDENTS ENROLLED AT TESTING	# MOBILE STUDENTS ENROLLED AT TESTING	W1	W2	TOTAL	% MOBILITY OF TOTAL ENROLLMENT	% OF TESTED THAT ARE MOBILE	LEVEL OF MOBILITY
304	93	8	4		105	11%	8%	M
308	133	10	5		148	10%	7%	M
320	56	11	10		77	27%	16%	H
326	80	5	10		95	16%	6%	M
327	40	9	1	1	51	22%	8%	H
328	128	6	4		138	7%	4%	L
334	99	12	4		115	14%	11%	M
336	91	9	3		103	12%	9%	M
340	79	7	3		89	11%	8%	M
344	57	8	7		72	21%	12%	H
352	68	1	0		69	1%	1%	L
362	95	17	9		121	21%	15%	H
364	104	17	11		132	21%	14%	H
376	83	4	5		92	10%	5%	M
380	73	4	5		82	11%	5%	M
384	106	27	12		145	27%	20%	H
390	167	11	15		193	13%	6%	M
393	89	14	10		113	21%	14%	H
396	67	10			77	14%	13	M
398	191	2	1		194	2%	1%	L
414	102	9	1		112	16%	8%	M
415	143	17	11		171	12%	11%	M
416	69	9			78	19%	12%	M
420	88	13	3		104	17%	13%	M
439	100	5	7		112	7%	5%	L
440	113	1	5		119	5%	1%	L
442	86	4	2		92	16%	4%	M
446	113	6	5		124	7%	5%	L
447	126	12	12		150	9%	9%	L
448	120	3	3		126	5%	2%	L
452	86	12	1		99	13%	12%	M
454	155	3	3		161	4%	2%	L
456	70	4	1		75	12%	5%	M
460	45	9	3		57	26%	17%	H
464	112	4	6		122	7%	3%	L
468	72	2	7		81	10%	3%	M
469	110	7	5		122	7%	6%	L

5 <sup>TH</sup> GRADE SCHOOL #	# CE STUDENTS ENROLLED AT TESTING	# MOBILE STUDENTS ENROLLED AT TESTING	W1	W2	TOTAL	% MOBILITY OF TOTAL ENROLLMENT	% OF TESTED THAT ARE MOBILE	LEVEL OF MOBILITY
470	87	7	6		100	11%	7%	M
476	69	9	1		79	19%	12%	M
480	93	11	4		108	15%	11%	M
488	76	8	7		91	16%	10%	M
494	76	6	5		87	10%	7%	M
496	65	9	7		81	13%	12%	M
504	160	2	2		164	9%	1%	L
508	5	7	1		13	74%	58%	H
516	103	16	14		133	17%	13%	M
520	120	23	7		150	18%	16%	M
522	169	7	5		181	5%	4%	L
523	127	2	4		133	6%	2%	L
524	45	2			47	13%	4%	M
525	44	3	2		49	8%	6%	L
530	101	21	6		128	18%	17%	M
531	86	7	5		98	14%	8%	M
532	47	2	1		50	18%	4%	M
536	83	5	1		89	9%	6%	L
540	69	7	7		83	14%	9%	M
542	112	13	8		133	12%	10%	M
544	77	12	3		92	23%	13%	H
548	60	5	4		69	13%	8%	M
550	102	1	2	1	106	5%	1%	L
560	92	8	11		111	13%	8%	M
564	82	13	4		99	15%	14%	M
568	82	4	3		89	11%	5%	M
570	131	5	6		142	10%	4%	M
572	54	3	1		58	17%	5%	M
576	83	8	6		97	13%	9%	M
580	72	12	10		94	18%	14%	M
584	126	15	8		149	15%	11%	M
593	126	12	4		142	11%	9%	M
596	98	4	4		106	10%	4%	M
598	103	17	8		128	20%	14%	H
600	81	11	4		96	14%	12%	M
606	218	5	7		230	3%	2%	L
616	143	34	16		193	21%	19%	H
618	85	11	2		98	14%	11%	M
620	53	4	2		59	15%	7%	M
624	87	2	3		92	7%	2%	L
626	43	9	3		55	22%	17%	H
628	87	15	5		107	15%	15%	M
632	109	9	5		123	8	8	L

8 <sup>TH</sup> GRADE SCHOOL #	# CE STUDENTS ENROLLED AT TESTING	# MOBILE STUDENTS ENROLLED AT TESTING	W1	W2	TOTAL	% MOBILITY OF TOTAL ENROLLMENT	% OF TESTED THAT ARE MOBILE	LEVEL OF MOBILITY
312	316	31	11	1	359	12%	9%	M
356	335	45	15		395	15%	12%	M
360	254	61	19	5	339	25%	19%	H
370	190	32	12		234	19%	14%	M
388	286	63	17	2	368	22%	18%	H
391	386	33	8	1	428	10%	8%	M
394	325	45	10	2	382	15%	12%	M
399	490	14	8		512	4%	3%	L
400	296	53	15	8	372	20%	15%	H
404	242	46	9	7	304	20%	16%	H
408	305	63	22	4	394	23%	17%	H
410	265	55	20	2	342	23%	17%	H
424	386	55	24	6	471	18%	12%	M
471	327	52	12		391	16%	14%	M
472	270	20	2		292	8%	7%	L
484	302	12	8		322	6%	4%	L
492	386	25	7	6	424	9%	6%	L
512	247	40	21	18	326	24%	14%	H
592	331	58	14	3	406	18%	15%	M
594	263	32	17		312	16%	11%	M
604	293	53	8	3	357	18%	15%	M
607	428	20	10		458	7%	4%	L
608	326	55	20	2	403	19%	14%	M
636	294	28	12	5	339	13%	9%	M

10 <sup>TH</sup> GRADE SCHOOL #	# CE STUDENTS ENROLLED AT TESTING	# MOBILE STUDENTS ENROLLED AT TESTING	W1	W2	TOTAL	% MOBILITY OF TOTAL ENROLLMENT	% OF TESTED THAT ARE MOBILE	LEVEL OF MOBILITY
316	485	25	13	15	538	10%	5%	M
318	387	34	14	6	441	12%	8%	M
348	499	36	20	15	570	12%	7%	M
368	471	45	22	13	551	15%	9%	M
411	391	51	21	37	500	22%	12%	H
412	556	26	3	17	602	8%	4%	L
428	321	25	7	15	368	13%	7%	M
436	332	45	14	32	423	22%	12%	H
441	495	27	11	9	542	9%	5%	L
473	480	45	16	9	550	13%	9%	M
495	234	24	13	10	281	17%	9%	M
500	455	51	15	24	545	17%	10%	M
528	49	9	0	13	71	31%	16%	H
552	354	39	20	17	430	18%	10%	M
562	488	25	10	7	530	8%	5%	L
588	299	21	15	11	346	14%	7%	M
595	396	38	14	9	457	14%	9%	M



**Figure 3.2**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance of the CE group**  
**Comparing Schools by Mobility Level**

5 <sup>th</sup> reading	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Asian	98	<b>74</b>	262	6.8	98	<b>71</b>	262	6.7	99	<b>77</b>	264	6.7
Black	88	<b>24</b>	254	6.8	84	<b>30</b>	254	7.5	87	<b>29</b>	255	7.3
Hispanic/Latino	89	<b>31</b>	256	6.4	83	<b>30</b>	255	7.8	88	<b>35</b>	256	7.9
White	98	<b>69</b>	261	6.6	98	<b>76</b>	263	6.5	98	<b>75</b>	262	6.4
Multiracial	100	<b>64</b>	260	6.1	96	<b>66</b>	261	6.9	96	<b>63</b>	261	6.8
Total	94	<b>52</b>	259	8.5	94	<b>60</b>	260	7.9	96	<b>63</b>	261	7.4

**Figure 3.3**  
**2002-03 5<sup>th</sup> grade EOG Math Performance of the CE group**  
**Comparing Schools by Mobility Level**

5 <sup>th</sup> math	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Asian	100	<b>94</b>	272	7.1	99	<b>89</b>	271	8.4	100	<b>95</b>	274	8.0
Black	91	<b>46</b>	259	7.0	89	<b>49</b>	259	8.1	91	<b>54</b>	260	7.8
Hispanic/Latino	95	<b>55</b>	261	7.2	92	<b>61</b>	261	8.1	91	<b>62</b>	262	8.7
White	99	<b>86</b>	268	7.9	99	<b>89</b>	269	7.8	99	<b>91</b>	269	7.6
Multiracial	92	<b>64</b>	262	8.5	96	<b>80</b>	265	8.2	100	<b>77</b>	267	8.1
Total	96	<b>71</b>	265	8.2	96	<b>76</b>	266	9.0	97	<b>82</b>	267	8.7

**Figure 3.4**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance of the CE group**  
**Comparing Schools by Mobility Level**

8 <sup>th</sup> reading	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Asian	93	<b>54</b>	266	8.3	98	<b>74</b>	270	7.7	98	<b>85</b>	271	7.5
Black	83	<b>29</b>	261	8.0	83	<b>31</b>	261	8.4	88	<b>35</b>	262	8.1
Hispanic/Latino	67	<b>27</b>	256	6.4	90	<b>45</b>	264	8.4	81	<b>45</b>	264	12.4
White	97	<b>71</b>	269	7.3	97	<b>74</b>	269	7.2	98	<b>81</b>	271	6.7
Multiracial	100	<b>63</b>	269	6.7	96	<b>60</b>	267	7.5	100	<b>76</b>	270	7.7
Total	91	<b>53</b>	265	8.8	94	<b>63</b>	267	8.4	96	<b>72</b>	269	7.9

**Figure 3.5**  
**2002-03 8<sup>th</sup> grade EOG Math Performance of the CE group**  
**Comparing Schools by Mobility Level**

8 <sup>th</sup> math	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Ethnicity												
Asian	93	<b>69</b>	276	10.8	96	<b>79</b>	282	10.8	100	<b>92</b>	287	9.0
Black	72	<b>27</b>	266	8.9	75	<b>31</b>	267	9.3	79	<b>40</b>	269	9.6
Hispanic/Latino	82	<b>35</b>	268	8.7	84	<b>51</b>	272	10.7	86	<b>58</b>	273	12.1
White	96	<b>74</b>	277	9.4	96	<b>75</b>	278	9.5	97	<b>84</b>	281	9.4
Multiracial	97	<b>58</b>	276	11.0	94	<b>57</b>	274	10.5	94	<b>65</b>	278	10.4
Total	87	<b>55</b>	273	10.7	90	<b>64</b>	275	10.8	94	<b>76</b>	279	10.7

**Figure 3.6**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance of the CE group**  
**Comparing Schools by Mobility Level**

10 <sup>th</sup> reading	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Ethnicity												
Black	<b>45</b>	5	161	8.2	<b>54</b>	8	163	9.1	<b>59</b>	10	164	9.2
Hispanic/Latino	<b>50</b>	5	161	8.8	<b>57</b>	11	163	9.8	<b>66</b>	16	165	10.2
White	<b>75</b>	19	168	8.4	<b>78</b>	35	171	8.0	<b>94</b>	52	174	7.7
Total	<b>62</b>	13	165	8.9	<b>80</b>	29	169	9.0	<b>83</b>	39	171	9.5

**Figure 3.7**  
**2002-03 10<sup>th</sup> grade EOG Math Performance of the CE group**  
**Comparing Schools by Mobility Level**

10 <sup>th</sup> math	High mobility				Middle Mobility				Low mobility			
	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score	% level 3 or 4	% level 4	Mean scale score	Std. Dev. scale score
Ethnicity												
Black	<b>49</b>	9	172	12.3	<b>56</b>	12	174	12.3	<b>61</b>	19	176	13.2
Hispanic/Latino	<b>64</b>	7	174	12.3	<b>60</b>	20	176	13.9	<b>75</b>	22	179	14.1
White	<b>79</b>	35	182	12.6	<b>90</b>	52	189	13.1	<b>94</b>	68	194	12.7
Total	<b>67</b>	23	176	13.5	<b>82</b>	43	185	14.4	<b>84</b>	54	189	15.6

### Attachment 4

#### ACADEMIC PERFORMANCE OF MOBILE SUBGROUPS

##### One Move Students

**Figure 4.1**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the One Move group**

5 <sup>TH</sup> READING	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	84	1941	26	85	122	64	255	7	253	7
Hispanic/Latino	80	422	6	72	18	9	255	7	253	8
White	97	4661	62	95	39	20	262	7	258	6
FRL	82	1693	23	82	136	71	254	9	253	7
SWD	73	1277	17	68	31	16	254	9	250	7
LEP	39	192	3	50	8	4	251	7	249	7
TOTAL	93	7524		87	192		260	7	255	7

**Figure 4.2**  
**2002-03 5<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the One Move group**

5 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	88	1941	26	92	122	64	259	7	258	7
Hispanic/Latino	87	422	6	83	18	9	262	7	260	8
White	98	4661	62	95	39	20	270	7	264	6
FRL	85	1741	23	90	136	71	259	9	258	7
SWD	80	1277	17	87	31	16	259	9	257	7
LEP	71	190	3	63	8	4	259	7	256	7
TOTAL	95	7524	99	92	192		266	7	260	7

**Figure 4.3**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the One Move group**

8 <sup>TH</sup> READING	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	83	1900	25	74	118	66	261	11	257	13
Hispanic/Latino	75	344	5	58	19	11	262	11	259	10
White	97	4866	65	83	36	20	270	9	262	10
FRL	79	1394	19	67	119	66	260	13	257	13
SWD	70	1196	16	47	51	28	259	10	252	14
LEP	49	151	2	20	10	6	255	11	249	8
TOTAL	92	7529		74	179		267	9	259	12

**Figure 4.4**  
**2002-03 8<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the One Move group**

8 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	74	1898	25	59	118	66	267	11	262	13
Hispanic/Latino	78	344	5	68	19	11	270	11	268	10
White	96	4866	65	73	37	21	279	9	268	10
FRL	69	1410	19	60	119	66	267	13	263	13
SWD	62	1193	16	35	51	28	266	10	258	14
LEP	64	151	2	40	10	6	267	11	262	8
TOTAL	89	7527		64	180		275	9	264	12

**Figure 4.5**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the One Move group**

10 <sup>TH</sup> READING	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	53	1537	23	42	36	52	163	8	160	9
Hispanic/Latino	55	269	4	67	6	9	163	8	160	7
White	88	4351	66	65	23	33	172	8	165	6
FRL	47	813	12	43	10	14	161	10	161	9
SWD	44	771	12	9	11	16	161	9	154	10
LEP	39	192	3	44	9	13	159	7	157	5
TOTAL	77	6541		36	69		169	6	162	8

**Figure 4.6**  
**2002-03 10<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the One Move group**

10 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			CE GROUP		ONE MOVE	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	55	1537	24	39	36	52	174	8	168	9
Hispanic/Latino	62	271	4	50	6	9	176	8	171	7
White	89	4347	66	74	23	33	189	8	180	6
FRL	51	815	12	36	22	32	173	10	170	9
SWD	47	770	12	9	11	16	172	9	162	10
LEP	52	192	3	33	9	13	173	7	166	5
TOTAL	80	6537	99	53	69		185	6	173	8

**Students Enrolled from Day 6 to Day 25**

**Figure 4.7**  
**2002-03 WCPSS Students Enrolled from Day 6 through Day 25**  
**in Grades 5, 8, and 10**

DAY 6 THROUGH 26	ASIAN		BLACK		AM.IN.		HISP/LAT		WHITE		MULTI		TOTAL
	#	%	#	%	#	%	#	%	#	%	#	%	
5 <sup>th</sup> Female	3	7	19	43	0	0	8	18	14	32	0	0	44
5 <sup>th</sup> Male	6	12	23	46	0	0	8	16	13	26	0	0	50
5 <sup>th</sup> Total	9	10	42	45	0	0	16	17	27	29	0	0	94
8 <sup>th</sup> Female	2	4	19	39	0	0	9	18	17	35	2	4	49
8 <sup>th</sup> Male	5	12	18	42	0	0	8	19	11	26	1	2	43
8 <sup>th</sup> Total	7	8	37	40	0	0	17	18	28	30	3	3	92
10 <sup>th</sup> Female	4	11	18	50	0	0	6	17	6	17	2	6	36
10 <sup>th</sup> Male	3	7	25	57	0	0	3	7	13	30	0	0	44
10 <sup>th</sup> Total	7	9	43	54	0	0	9	15	19	24	2	3	80
5 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> Female	9	7	56	43	0	0	23	18	37	29	4	3	129
5 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> Male	14	10	66	48	0	0	19	14	37	27	1	1	137
5 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> Total	23	9	122	46	0	0	42	16	74	28	5	2	266

**Figure 4.8**  
**FRL, LEP, and SWD Students Enrolled from Day 6 through Day 25**  
**Compared to the CE group**

DAY 6 THROUGH DAY 26	FRL		LEP		SWD		TOTAL
	#	%	#	%	#	%	
5 <sup>th</sup> Total, Day 6 –Day 25	47	50	16	17	23	24	94
5 <sup>th</sup> Total CE group	1643	22	190	3	1162	15	7543
8 <sup>th</sup> Total, Day 6 –Day 25	43	47	13	14	18	20	92
8 <sup>th</sup> Total CE group	1352	18	151	2	1128	15	7566
10 <sup>th</sup> Total, Day 6 –Day 25	31	39	10	13	11	14	80
10 <sup>th</sup> Total CE group	787	12	194	3	723	11	6700
5 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> Total, Day 6 –Day 25	121	45	39	15	52	20	266
5 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> Total CE group	3782	17	535	2	3013	14	21809

**Figure 4.9**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

5 <sup>TH</sup> READING	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	<b>84</b>	1941	26	<b>66</b>	41	45	<b>255</b>	7	<b>252</b>	10
Hispanic/Latino	<b>80</b>	422	6	<b>56</b>	16	18	<b>255</b>	7	<b>255</b>	8
White	<b>97</b>	4661	62	<b>84</b>	25	27	<b>262</b>	7	<b>257</b>	11
FRL	<b>82</b>	1693	23	<b>66</b>	47	52	<b>254</b>	9	<b>253</b>	10
SWD	<b>73</b>	1277	17	<b>48</b>	23	25	<b>254</b>	9	<b>251</b>	10
LEP	<b>39</b>	192	3	<b>44</b>	16	18	<b>251</b>	7	<b>253</b>	8
TOTAL	<b>93</b>	7524	99	<b>64</b>	91	1	<b>260</b>	7	<b>254</b>	9

**Figure 4.10**  
**2002-03 5<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

5 <sup>TH</sup> MATH	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	<b>88</b>	1941	26	<b>85</b>	41	45	<b>259</b>	7	<b>257</b>	10
Hispanic/Latino	<b>87</b>	422	6	<b>69</b>	16	18	<b>262</b>	7	<b>259</b>	8
White	<b>98</b>	4661	62	<b>92</b>	25	27	<b>270</b>	7	<b>261</b>	11
FRL	<b>85</b>	1741	23	<b>74</b>	47	52	<b>259</b>	9	<b>257</b>	10
SWD	<b>80</b>	1277	17	<b>65</b>	23	25	<b>259</b>	9	<b>257</b>	10
LEP	<b>71</b>	190	3	<b>56</b>	16	18	<b>259</b>	7	<b>259</b>	8
TOTAL	<b>95</b>	7524	99	<b>80</b>	91	1	<b>266</b>	7	<b>259</b>	9

**Figure 4.11**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

8 <sup>TH</sup> READING	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	<b>83</b>	1900	25	<b>51</b>	35	40	<b>261</b>	11	<b>256</b>	18
Hispanic/Latino	<b>75</b>	344	5	<b>53</b>	17	20	<b>262</b>	11	<b>261</b>	13
White	<b>97</b>	4866	65	<b>92</b>	25	29	<b>270</b>	9	<b>263</b>	15
FRL	<b>79</b>	1394	19	<b>55</b>	42	48	<b>260</b>	13	<b>258</b>	15
SWD	<b>70</b>	1196	16	<b>35</b>	17	20	<b>259</b>	10	<b>251</b>	24
LEP	<b>49</b>	151	2	<b>38</b>	13	15	<b>255</b>	11	<b>263</b>	11
TOTAL	<b>92</b>	7529		<b>68</b>	87		<b>267</b>	9	<b>260</b>	15

**Figure 4.12**  
**2002-03 8<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

8 <sup>TH</sup> MATH	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	74	1898	25	54	35	40	267	11	262	18
Hispanic/Latino	78	344	5	53	17	20	270	11	268	13
White	96	4866	65	76	25	29	279	9	270	15
FRL	69	1410	19	55	42	48	267	13	264	15
SWD	62	1193	16	29	17	20	266	10	257	24
LEP	64	151	2	38	13	15	267	11	278	11
TOTAL	89	7527		63	87		275	9	267	15

**Figure 4.13**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

10 <sup>TH</sup> READING	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Reading scale score	AVG absences	AVG_Reading scale score	AVG absences
Black	53	1537	23	38	37	52	163	8	160	13
Hispanic/Latino	55	269	4	13	8	11	163	8	152	9
White	88	4351	66	78	18	25	172	8	167	15
FRL	47	813	12	35	26	37	161	10	160	16
SWD	44	771	12	30	10	14	161	9	158	14
LEP	39	192	3	33	9	13	159	7	152	9
TOTAL	77	6541	99	48	71	1	169	6	162	13

**Figure 4.14**  
**2002-03 10<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late Day 6 – Day 25 group**

10 <sup>TH</sup> MATH	CE GROUP			DAY 6-25			CE GROUP		DAY 6-25	
	% passing	n	% of group	% passing	n	% of group	AVG_Math scale score	AVG absences	AVG_Math scale score	AVG absences
Black	55	1537	24	47	36	51	174	8	173	13
Hispanic/Latino	62	271	4	22	9	13	176	8	160	9
White	89	4347	66	83	18	25	189	8	181	15
FRL	51	815	12	54	26	37	173	10	170	16
SWD	47	770	12	27	11	38	172	9	167	14
LEP	52	192	3	56	9	13	173	7	162	9
TOTAL	80	6537	99	56	71	1	185	6	174	13

Students Enrolled Late

**Figure 4.15**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late groups**

5 <sup>TH</sup> READING	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	84	1941	26	71	45	35	77	35	36	68	25	31
Hispanic/Latino	80	422	6	42	19	15	42	12	13	20	30	38
White	97	4661	62	95	60	46	95	44	46	85	20	25
FRL	82	1693	23	62	47	36	74	54	56	38	48	60
SWD	73	1277	17	38	16	12	30	10	10	33	6	8
LEP	39	192	3	22	9	7	20	5	5	10	29	36
TOTAL	93	7524		79	130		81	96		54	80	

**Figure 4.16**  
**2002-03 5<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late groups**

5 <sup>TH</sup> MATH	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	88	1941	26	73	45	35	80	35	36	68	25	31
Hispanic/Latino	87	422	6	53	19	15	67	12	13	17	30	38
White	98	4661	62	92	60	46	95	44	46	90	20	25
FRL	85	1741	23	66	47	36	81	54	56	38	48	60
SWD	80	1277	17	31	16	12	70	10	10	25	8	10
LEP	71	190	3	33	9	7	20	5	5	14	29	36
TOTAL	95	7524	99	80	130		85	96		55	80	

**Figure 4.17**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late groups**

8 <sup>TH</sup> READING	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	83	1900	25	67	36	31	65	46	48	63	27	26
Hispanic/Latino	75	344	5	75	8	7	60	5	5	13	31	30
White	97	4866	65	93	59	51	95	37	39	94	34	33
FRL	79	1394	19	62	37	32	63	40	42	32	47	46
SWD	70	1196	16	60	15	13	40	10	10	67	9	9
LEP	49	151	2	0	4	3	0	1	1	0	29	28
TOTAL	92	7529		80	115		78	96		58	102	



**Figure 4.18**  
**2002-03 8<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late groups**

8 <sup>TH</sup> MATH	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	N	% of group	% passing	n	% of group	% passing	n	% of group
Black	74	1898	25	69	36	32	69	46	48	52	27	26
Hispanic/Latino	78	344	5	75	7	6	80	5	5	16	31	30
White	96	4866	65	90	59	52	78	37	39	85	34	33
FRL	69	1410	19	57	37	32	33	40	42	32	47	46
SWD	62	1193	16	60	15	13	50	10	10	44	9	9
LEP	64	151	2	25	4	4	0	1	1	3	29	28
TOTAL	89	7527		78	114		73	96		53	102	

**Figure 4.19**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Late groups**

10 <sup>TH</sup> READING	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	N	% of group	% passing	n	% of group	% passing	n	% of group
Black	53	1537	23	32	22	32	46	13	30	42	12	26
Hispanic/Latino	55	269	4	75	4	5	0	2	5	20	5	11
White	88	4351	66	65	34	50	62	26	60	79	24	51
FRL	47	813	12	33	9	13	60	15	35	38	8	17
SWD	44	771	12	17	6	9	57	7	16	33	6	13
LEP	39	192	3	14	7	10	0	1	2	23	13	28
TOTAL	77	6541		57	68		56	43		49	47	

**Figure 4.20**  
**2002-03 10<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Late group**

10 <sup>TH</sup> MATH	CE GROUP			LATE OUT OF STATE			LATE NC			LATE?		
	% passing	n	% of group	% passing	N	% of group	% passing	n	% of group	% passing	n	% of group
Black	55	1537	24	21	19	29	54	13	30	25	12	25
Hispanic/Latino	62	271	4	40	5	8	50	2	5	40	5	10
White	89	4347	66	69	33	51	59	26	60	54	24	50
FRL	51	815	12	38	8	12	63	16	37	33	9	19
SWD	47	770	12	20	5	8	29	7	16	0	6	13
LEP	52	192	3	25	8	12	50	2	5	54	13	27
TOTAL	80	6537	99	56	65		59	43		50	48	

**Figure 4.21**  
**2002-03 5<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the Mobile group.**

5 <sup>TH</sup> READING	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	<b>84</b>	1941	26	<b>85</b>	122	64	<b>84</b>	143	61
Hispanic/Latino	<b>80</b>	422	6	<b>72</b>	18	9	<b>69</b>	29	12
White	<b>97</b>	4661	62	<b>95</b>	39	20	<b>94</b>	47	20
FRL	<b>82</b>	1693	23	<b>82</b>	136	71	<b>79</b>	166	71
SWD	<b>73</b>	1277	17	<b>68</b>	31	16	<b>62</b>	44	19
LEP	<b>39</b>	192	3	<b>50</b>	8	4	<b>38</b>	13	6
TOTAL	<b>93</b>	7524		<b>87</b>	192		<b>85</b>	233	

**Figure 4.22**  
**2002-03 5<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Mobile group**

5 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	<b>88</b>	1941	26	<b>92</b>	122	64	<b>90</b>	144	61
Hispanic/Latino	<b>87</b>	422	6	<b>83</b>	18	9	<b>83</b>	29	12
White	<b>98</b>	4661	62	<b>95</b>	39	20	<b>94</b>	47	20
FRL	<b>85</b>	1741	23	<b>90</b>	136	71	<b>87</b>	167	71
SWD	<b>80</b>	1277	17	<b>87</b>	31	16	<b>78</b>	45	19
LEP	<b>71</b>	190	3	<b>63</b>	8	4	<b>62</b>	13	6
TOTAL	<b>95</b>	7524	99	<b>92</b>	192		<b>90</b>	234	

**Figure 4.23**  
**2002-03 8<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the One Mobile group**

8 <sup>TH</sup> READING	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	<b>83</b>	1900	25	<b>74</b>	118	66	<b>74</b>	149	63
Hispanic/Latino	<b>75</b>	344	5	<b>58</b>	19	11	<b>59</b>	28	12
White	<b>97</b>	4866	65	<b>83</b>	36	20	<b>83</b>	53	22
FRL	<b>79</b>	1394	19	<b>67</b>	119	66	<b>68</b>	156	66
SWD	<b>70</b>	1196	16	<b>47</b>	51	28	<b>49</b>	65	27
LEP	<b>49</b>	151	2	<b>20</b>	10	6	<b>25</b>	12	5
TOTAL	<b>92</b>	7529		<b>74</b>	179		<b>75</b>	238	

**Figure 4.24**  
**2002-03 8<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the Mobile group**

8 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	74	1898	25	59	118	66	58	149	63
Hispanic/Latino	78	344	5	68	19	11	71	28	12
White	96	4866	65	73	37	21	72	53	22
FRL	69	1410	19	60	119	66	60	156	66
SWD	62	1193	16	35	51	28	34	65	27
LEP	64	151	2	40	10	6	42	12	5
TOTAL	89	7527		64	180		64	238	

**Figure 4.25**  
**2002-03 10<sup>th</sup> grade EOG Reading Performance Comparing**  
**the CE group to the One Move group**

10 <sup>TH</sup> READING	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	53	1537	23	42	36	52	38	53	49
Hispanic/Latino	55	269	4	67	6	9	46	11	10
White	88	4351	66	65	23	33	65	40	37
FRL	47	813	12	43	10	14	27	20	18
SWD	44	771	12	9	11	16	14	22	20
LEP	39	192	3	44	9	13	39	18	17
TOTAL	77	6541		36	69		39	109	

**Figure 4.26**  
**2002-03 10<sup>th</sup> grade EOG Math Performance Comparing**  
**the CE group to the One Mobile group**

10 <sup>TH</sup> MATH	CE GROUP			ONE MOVE			ALL MOBILE		
	% passing	n	% of group	% passing	n	% of group	% passing	n	% of group
Black	55	1537	24	39	36	52	34	53	48
Hispanic/Latino	62	271	4	50	6	9	45	11	10
White	89	4347	66	74	23	33	73	40	36
FRL	51	815	12	36	10	32	23	20	18
SWD	47	770	12	9	11	16	14	22	13
LEP	52	192	3	33	9	13	33	18	30
TOTAL	80	6537	99	53	69		51	110	