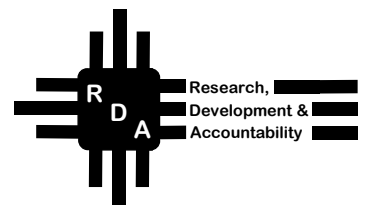


Alternative Language Services  
Program Evaluation

Albuquerque Public Schools  
2003-2004

RDA Staff.  
June, 2005



# ALBUQUERQUE PUBLIC SCHOOLS

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## EXECUTIVE SUMMARY

- **Demographics** - During the 2003-2004 school year, APS served approximately 87,348 students; 36,823 students reported having a primary or home language other than English. 12,650 of these students are LEP and 9,045 students are FEPm or FEPe.
- **English Language Proficiency Growth** - LEP students made consistent gains in oral English language proficiency.
- **Grade level retentions** - LEP retention rates are the highest in K-3<sup>rd</sup> grades and then 9<sup>th</sup> through 12<sup>th</sup> grades. FEPm's have the same pattern of increased retention for those grades. The retention rates for FEPe students is significantly lower than for non-PHLOTE students.
- **Kindergarten Developmental Progress Report (KDPR)** - For mathematics FEP ranged from 91.1% to 98.1% mastery as compared to non-PHLOTE students who ranged from 77.4% to 96.8%. For language arts, FEP students ranged from 80.3% to 96.4% mastery as compared to non-PHLOTE students who ranged from 58.1% to 96.8% mastery.
- **Second and Fourth Grade Reading Assessment** - The percentage of students scoring at or above grade level on the Second Grade Reading Assessment English version was 70.7% for FEPm and 65.1% for non-PHLOTE. On the Spanish version 73.1% of LEP's scored at or above grade level while the number of students in other groups was too small to report. The percentage of FEPe students scoring at or above grade level on the Fourth Grade Reading Assessment Spanish version was 54.2% and 65.1% for non-PHLOTE.
- **Terra Nova** - LEP students, as expected, are well below the 40<sup>th</sup> percentile at all grade levels. FEPm students are above the 40<sup>th</sup> percentile for 3<sup>rd</sup> and 5<sup>th</sup> grades. FEPe students are significantly above FEPm students in all grades except 3<sup>rd</sup>.
- **NM High School Competency Exam** - 429 FEPm's took the exam with a passing rate of 42%. 468 FEPe's took the exam with a passing rate of 68%. 2782 non-PHLOTEs took the exam with a passing rate of 77%.
- **Graduation Rates (Senior Stability)** - The LEP rate decreased to 74% from a high of 80%, the FEPm rate decreased from 89 to 86%, the FEPe rate remained at 96%, the non-PHLOTE rate decreased to 86% from a high of 91%, and the total graduation rate decreased from 88 to 86%.
- **Program Evaluation Baseline** - The APS Alternative Language Services (ALS) provided English programs for 20,287 students and bilingual programs for 12,315 students. Baseline data show reading and mathematics proficiency ratings by students' English language proficiency levels and the ALS service they receive.

## **Introduction**

This report is designed to provide summary information for students who are identified as being limited in English proficiency (LEP) in the Albuquerque Public Schools (APS). LEP students are a sub-population of students who upon registration are identified as having a primary or home language other than English (PHLOTE) and who are not proficient in English as measured by the Language Assessment Scale (LAS). Some PHLOTE students initially demonstrate linguistic ability comparable to their grade level peers based on the LAS and are considered fully English proficient (FEP). These first time FEP students are distinct from FEPm and FEPE students who obtained FEP status after being initially classified as LEP.

For the purposes of this report ELL status refers to students assessed to belong in NEP or LEP categories. These are the students who are receiving alternative language services (ALS).

This report presents baseline results to be used for Alternative Language Services program evaluation and modifications. To this end, selected accountability measures are used to compare LEP/PHLOTE students with FEPm and FEPE/PHLOTE students as well as with non-PHLOTE students. The major sections of this report include the following:

- ◆ PHLOTE student demographics;
- ◆ Kindergarten Development Progress Report (KDPR) for LEP, FEPm/e and non-PHLOTE;
- ◆ Second and Fourth Grade Reading Assessments for LEP, FEPm/e and non-PHLOTE;
- ◆ TerraNova Results by Grade and Student Classification
- ◆ Supera Achievement Grades Three Through Nine for ELL's and non-PHLOTE
- ◆ High School Dropout Rates for LEP and non-LEP Students
- ◆ Grade Level Retentions for LEP, FEPm/e, and non-LEP
- ◆ New Mexico High School Competency Exam Passing Rates
- ◆ Graduation Rates (Senior Stability)

This report refers to the newly implemented English language proficiency categories of FEP monitored (FEPm) and FEP exited (FEPE). Students demonstrating English proficiency receive an FEPm designation and their English proficiency is monitored for two years and provided ELL services as indicated. Following two years of monitoring, FEPm students exit the monitoring category and are considered FEPE. As this categorical distinction is new, students are filling the categories in successive stages over time. This year, 2003-2004, is the first year the FEPE category contains enough participants for evaluative purposes. The FEPE category will grow in subsequent years as students are exited the system of monitoring. These FEPE students are the best available comparison group for assessing bilingual student performance relative to their non-PHLOTE peers.

## **PHLOTE Student Demographics**

During the 2003-2004 school year, APS served approximately 87,348 students. Of these students, 36,823 reported having a primary or home language other than English (PHLOTE). PHLOTE students may be either first language not English or first language English. Figure 1 on the following page shows PHLOTE students representing 42% of the total APS student population. Within the PHLOTE student population, students whose first language is English (24.4%) out-numbered students whose first language is not English (17.7%) by nine percentage points. Figure 1 also indicates that 0.2% of parents (151) declined to complete a home language

survey and 2.3% of students with special needs were exempt from taking the LAS. Figure 2 breaks down the PHLOTE student population showing that the largest of the individual subgroups is FEP (fully English proficient) with 37%, with an additional 19 % and 6% being monitored or exited, respectively. The second largest group is LEP (limited English proficient) representing 23%, while the third largest is NEP at 11%. Four percent of the PHLOTE students are not classified. More than 100 different languages are represented among the students who speak a first language other than English. The greatest number of students who report that their first language is other than English speaks Spanish. The next largest group reports speaking Chinese (166), then Navajo (109). Vietnamese students no longer are the largest group of English language learners after Spanish as in previous years.

Figure 1

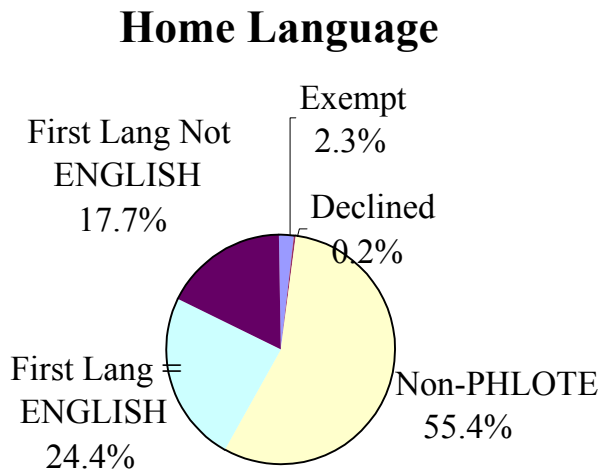
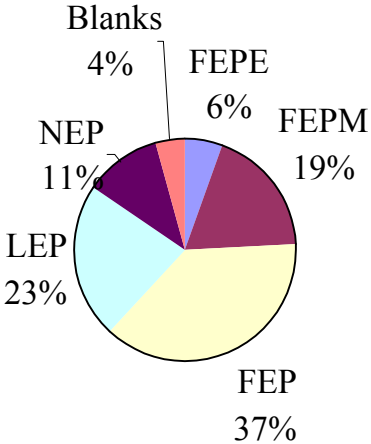


Figure 2

# Language Assessment Scale Level





PHLOTE students new to the district are assessed with a standardized test of English proficiency within thirty days of enrollment. Returning PHLOTE students are assessed with a standardized test of English proficiency every year. Further, if a PHLOTE student achieves FEP status, that student will no longer be given an English proficiency test.

During the 2003-2004 year APS used the Language Assessment Scale (LAS) as the standardized measure of English proficiency. LAS scores are used to assign PHLOTE students to English proficiency classification levels (NEP, LEP, LEPa, LEPb, LEPc, LEPd, LEPe, FEP). As Table 1 below indicates, 36,823 students took the LAS test and were classified. The remaining 1,487 PHLOTE students (blank) were not yet tested. This number of untested PHLOTE students for 2003-2004 was lower than any previous year since the LAS data have been collected. (Table 2).

Currently 37.0% of the PHLOTE students tested are FEP status based on combined oral, reading, and writing scores. As new procedures for monitoring and exiting FEP students begin to show results, these percents have risen dramatically relative to the previous year. An additional 18.5% earned scores that identify them as extremely limited (NEP and LEP) in their English proficiency. LEPd students make up the second largest group of LEP students (8.7%).

Table 1 Percent of PHLOTE Students in LEP Classification Levels

Classification	02-03		03-04	
	N	Percent	N	Percent
<b>NEP</b>	4234	12.0	4212	11.4
<b>LEP</b>	2413	7.0	2625	7.1
<b>LEPa</b>	609	2.0	539	1.5
<b>LEPb</b>	1138	3.0	1121	3.0
<b>LEPc</b>	726	2.0	714	1.9
<b>LEPd</b>	3667	10.0	3214	8.7
<b>LEPe</b>	307	1.0	225	0.6
<b>FEP</b>	14718	41.0	13641	37.0
<b>FEPm</b>	5158	14.0	6954	18.9
<b>FEPe</b>	1339	4.0	2091	5.7
<b>Blank</b>	1833	5.0	1487	4.0
<b>TOTAL</b>	<b>36142</b>	<b>100.0</b>	<b>36823</b>	<b>100.0</b>

Table 2 PHLOTE students not tested with the LAS, by year

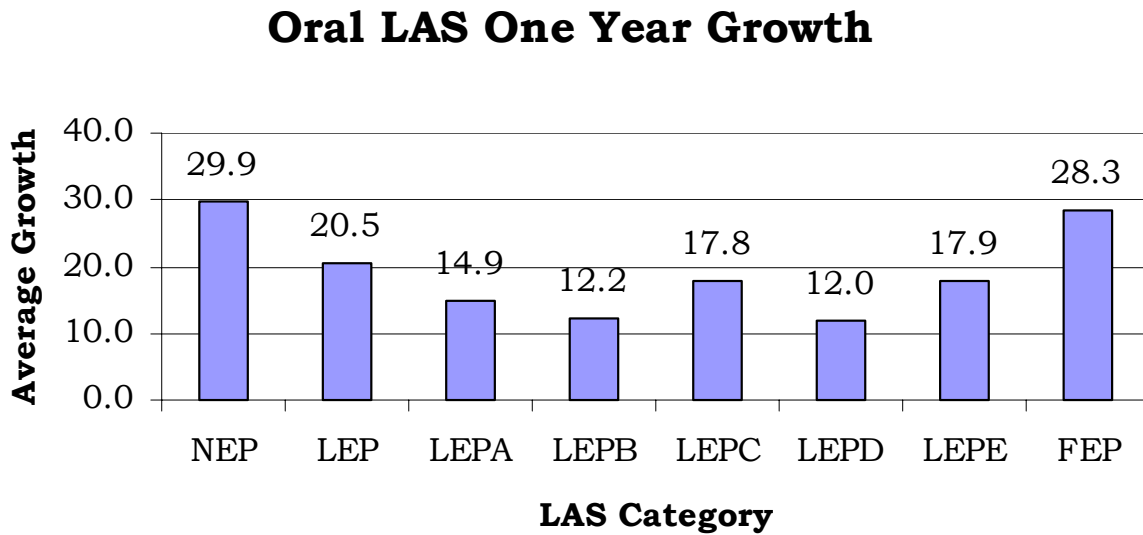
1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
8327	2231	1755	1833	1487

### **English Oral Language Proficiency Gains**

An analysis of students' LAS scores suggests that movement through the different categories of proficiency is somewhat dependent on initial proficiency. Students often move quickly from nearly fluent (LEPe) to fluent status (FEP). Changing a LAS level in a single year may require significant growth for some students and marginal growth for others.

Figure 3 below shows one-year oral language proficiency gains of PHLOTE students based on LAS testing. The study calculates the average Normal Curve Equivalent (NCE) growth scores for LEP students' most recent and next previous LAS Oral test. Figure 3 illustrates the growth for each LAS level. This year the growth in English language proficiency shows a curvilinear pattern with growth rates high for NEP and LEP, lower for LEPA through LEPe and then higher for FEP. This pattern indicates that English oral language development requires more NCE growth for movement through the NEP and LEP categories. It also seems to indicate that in the later stages of English oral language development, NCE growth becomes more rapid as students approach proficiency.

Figure 3 Oral LAS one-year proficiency growth



**Grade Level Retentions for LEP, FEPm, FEPE, FEP and non-LEP**

To compare retention rates data were analyzed based on students who were in the same grade on the 180<sup>th</sup> day of the 2003-2004 year as compared to the 40<sup>th</sup> day of the 2002-2003 school year. Table 3 displays the percentages of retentions by grade level and by English language proficiency or non-PHLOTE status.

Table 3 Percent Student Retention by LAS Category, Non-PHLOTE by Grade

<b>Grade</b>	<b>% LEP Retained</b>	<b>% FEPm Retained</b>	<b>% FEPE Retained</b>	<b>% FEP Retained</b>	<b>% Non PHLOTE Retained</b>	<b>Total % Retained</b>	<b>Total N Retained</b>	<b>Total N</b>
<b>K</b>	3.6%	73.3%	0.0%	1.0%	2.4%	2.7%	182	6752
<b>1</b>	5.2%	4.7%	0.0%	1.8%	2.3%	2.9%	195	6747
<b>2</b>	2.3%	2.9%	0.0%	1.3%	0.7%	1.2%	78	6423
<b>3</b>	2.9%	0.5%	1.3%	0.8%	0.5%	1.0%	65	6710
<b>4</b>	1.3%	0.7%	0.9%	0.5%	0.8%	0.8%	54	6598
<b>5</b>	1.4%	0.8%	1.1%	0.1%	0.8%	0.7%	50	6987
<b>6</b>	0.8%	1.5%	0.0%	0.6%	0.5%	0.6%	40	6302
<b>7</b>	0.6%	0.6%	0.0%	0.6%	0.3%	0.4%	24	6216
<b>8</b>	0.5%	0.5%	0.0%	0.3%	0.6%	0.5%	33	6462
<b>9</b>	6.4%	7.9%	0.4%	1.4%	2.9%	3.5%	232	6593
<b>10</b>	7.3%	7.2%	0.3%	6.7%	4.7%	5.3%	320	6053
<b>11</b>	4.2%	4.2%	1.2%	2.4%	2.5%	2.8%	137	5032
<b>12</b>	1.4%	3.5%	0.9%	1.7%	1.6%	1.7%	67	3818

As can be seen in Table 3, retention rates are generally highest in the 9th through 12th grades, and then K-3rd grades. A similar pattern of retentions is present among FEP and non-PHLOTE students. There are lower retention rates among FEP 8th through 12th grade students compared to their non-PHLOTE peers.

**KDPR**

The Kindergarten Development Progress Report is a district-developed assessment based on teacher observation of standardized tasks. Teachers administer the KDPR four times a year and submit the mid-year assessment results for district records. A Spanish version of the KDPR has been developed and the tasks can be translated into other languages. All languages are incorporated into a single report. Teachers may elect to rate a particular task as not assessed/not introduced and this rating may vary by task between LEP and non-PHLOTE students.

For program evaluation purposes, the valid comparison is between the FEP and non-PHLOTE students who mastered the standardized tasks. (Table 4). For mathematics, the percentage of FEP who mastered various skills ranged from 91.1% to 98.1% as compared to that of non-PHLOTE students, which ranged from 77.4% to 96.8%. For language arts, the percentage of FEP students with mastery ranged from 80.3% to 96.4% whereas that of non-PHLOTE students' ranged from 58.1% to 96.8%. FEP's and non-PHLOTE's show comparable levels of mastery that at the kindergarten level.

Table 4 Kindergarten Developmental Progress Report - 2003-04  
 APS District – LEP, FEP, Non-PHLOTE

MATHEMATICS ITEM	Mastered		
	LEP*	FEP*	Non-PHLOTE
17. Rote counts to 30.	96.4%	98.1%	96.8%
18. Demonstrates 1 to 1 correspondence.	88.8%	95.4%	87.1%
22. Reads numerals 0-20.	81.8%	91.8%	83.9%
24. Connects numerals with quantity.	81.8%	91.9%	77.4%
25. Names, sorts, draws basic shapes according to attributes.	76.6%	91.1%	77.4%
28. Creates and extends patterns.	86.7%	94.3%	83.9%

LANGUAGE ARTS ITEM	Mastered		
	LEP	FEP	Non-PHLOTE
33. Identifies/names opposites.	83.0%	93.7%	87.1%
35. Is developing complexity in oral language.	69.8%	88.0%	64.5%
36. Sequences pictures and stories.	74.6%	90.9%	58.1%
37. Retells the main parts of a story.	70.0%	86.6%	83.9%
39.1 Produces the sounds of at least 10 consonants.	77.4%	91.6%	83.9%
39.2 Identify initial sounds in spoken language	76.0%	91.1%	74.2%
40. Demonstrates rhyming skills.	52.1%	80.3%	71.0%
41. Follows two-step oral directions.	90.1%	96.4%	90.3%
43.1 Points to the name or title of a book.	85.3%	94.3%	96.8%
43.6 Points to the first word that I would read	80.8%	93.6%	90.3%
43.8 Points to the words from left to right and top to bottom	81.0%	95.1%	87.1%
43.10 Finds a picture or illustration in the book on request.	88.7%	94.0%	87.1%
43.11 Points to a word when asked.	73.7%	89.1%	74.2%
43.12 Points to a letter when asked.	84.6%	95.5%	77.4%
44. Demonstrates visual discrimination.	89.9%	95.8%	90.3%
45. Identifies at least 10 letters of the alphabet.	79.3%	91.7%	90.3%
46. Uses pictures & written symbols to represent ideas & events.	79.0%	88.5%	71.0%
47. Attempts to read or tell what s/he has written or dictated.	72.0%	86.0%	71.0%
48. Reads and writes name.	89.5%	93.5%	71.0%

**Second and Fourth Grade Reading Assessment**

The Second and Fourth Grade Reading Assessments are district-mandated assessments aligned to competencies selected by the State of New Mexico. These assessments identify strengths and weaknesses in student reading performance to provide needed instruction for those students performing below grade level. Table 5 reports the percentages of 2<sup>nd</sup> grade students reading at or above grade level on the English and Spanish versions of the Second Grade Reading Assessment. All FEPm and FEPe students must take the English version of the assessments while LEP students may take either the English or Spanish versions. In 2003-2004, more LEP students (n=663) took the English version as compared to LEP students (n=296) taking the Spanish version of the Second Grade Reading Assessment. Fewer than 10 FEPe students were reported taking the Second Grade Reading assessment. The percentage of LEP students scoring at or above grade level on the English version was 47.1% and non-PHLOTE students, 65.1%. On the Spanish version 78.0% of LEP students scored at or above grade level while fewer than 10 non-PHLOTE students took the test.

Table 5 Second Grade Reading Assessment – 2003 - 2004  
 APS District Summary - LEP, FEP, FEPm, FEPe, PHLOTE, Non-PHLOTE

**English**

Category	Below Grade Level		At or Above Grade Level		Total
	Number	Percent	Number	Percent	
LEP	351	52.9	312	47.1	663
FEP	271	23.9	865	76.1	1136
FEPm	98	29.3	237	70.7	335
FEPe	*	*	*	*	*
PHLOTE	633	34.6	1194	65.4	1827
NON-PHLOTE	44	34.9	82	65.1	126

**Spanish**

Category	Below Grade Level		At or Above Grade Level		Total
	Number	Percent	Number	Percent	
LEP	65	22.0	231	78.0	296
FEP	4	7.1	52	92.9	56
FEPm	2	6.3	30	93.8	32
FEPe	*	*	*	*	*
PHLOTE	69	19.4	286	80.6	355
NON-PHLOTE	*	*	*	*	*

\* Fewer than 10 students.

Table 6 reports the percentages of 4<sup>th</sup> grade students reading at or above grade level on the English and Spanish versions of the Second Grade Reading Assessment. The assessment is optional for LEP students. Nonetheless, in 2003-2004 more LEP students took the English version (n=568) as compared to LEP students taking the Spanish version (n=104) of the Fourth Grade Reading Assessment.

The percentage of LEP students scoring at or above grade level on the English version was 26.9% and that of the non-PHLOTE, 65.1%. On the Spanish version, 73.1% of LEP students scored at or above grade level. Because of low numbers of students taking the Spanish version in the FEPE, FEPm and other categories, no other comparison can be made.

Table 6 Fourth Grade Reading Assessment - 2003-04  
 APS District Summary - LEP, FEP, FEPm, FEPE, PHLOTE, Non-PHLOTE

<b>English</b>					
<b>Category</b>	<b>Below Grade Level</b>		<b>At or Above Grade Level</b>		<b>Total</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	
LEP	415	73.1	153	26.9	568
FEP	197	44.9	242	55.1	439
FEPm	44	44.9	54	55.1	98
FEPE	22	45.8	26	54.2	48
PHLOTE	583	60.0	372	38.3	1827
NON-PHLOTE	44	34.9	82	65.1	126

<b>Spanish</b>					
<b>Category</b>	<b>Below Grade Level</b>		<b>At or Above Grade Level</b>		<b>Total</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	
LEP	28	26.9	76	73.1	104
FEP	*	*	*	*	*
FEPm	*	*	*	*	*
FEPE	*	*	*	*	*
PHLOTE	28	24.6	86	75.4	114
NON-PHLOTE	*	*	*	*	*

\* Fewer than 10 students

### **TerraNova Results by Student Classification**

State mandates require districts to participate in the New Mexico Achievement Assessment Program. APS staff members administered the TerraNova norm referenced achievement test to all English speaking students in grades three through nine. Non-PHLOTE and FEPm/FEPe students taking the TerraNova are fully English proficient.

Per New Mexico Public Education Department guidelines, LEP students may be exempt from being tested in English if they have been in school in the U.S. for less than 3 consecutive years. In addition, the district may request a waiver to test an LEP student in the home language if that testing will result in more valid and accurate results.

Table 7 2003-04 Terra Nova CAT Results in Median Percentiles

<b>Grade</b>	<b>LEP</b>	<b>FEP</b>	<b>FEPm</b>	<b>FEPe</b>	<b>Non-PHLOTE</b>
<b>3</b>	29	54	46	44	61
<b>5</b>	27	54	41	54	65
<b>6</b>	18	52	37	52	65
<b>7</b>	21	54	39	56	65
<b>9</b>	20	59	37	52	65

The data presented in Table 7 summarizes the composite median percentiles for LEP, FEP, FEPm, FEPe, and non-PHLOTE students by grade level. Median percentile ranks range from 1 to 99 with the national median at the 50<sup>th</sup> percentile. LEP students, as expected, are well below the 40<sup>th</sup> percentile at all grade levels. FEP students are well above the 40<sup>th</sup> percentile in all grades, FEPm students are above the 40<sup>th</sup> percentile in grades 3 and 5, and near the 40<sup>th</sup> percentile for all other grades. FEPe students are significantly above FEPm students for most grades. Because 2003-2004 is the third year of full implementation of the monitoring and exiting categories, we expect to see the gap between FEPe's and non-PHLOTE decrease in upcoming years.

Since the fourth and eighth grades were not tested with the TerraNova in 2003-04, they are not reported here. Fourth and eighth grade students were tested with the Standards Based Assessment; results are reported elsewhere in this document.

**Supera Achievement Grades Three Through Nine**

Students who score a 1 or 2 on the LAS-Oral may be exempt from the English TerraNova achievement testing. However, students in this group who are fluent Spanish speakers are expected to participate in Supera. This achievement test provides measures of reading, language, and math. Table 8 shows the percentages of English Language Learners (ELLs) at or above the 40<sup>th</sup> percentile on the reading and math subtests as compared to Non-ELLs. English language learners include NEP, LEP, and LEPa-LEPe, FEPm and FEPe. Non-ELLs include FEP and non-PHLOTE. Percentages were derived by grade and category, e.g., 89.5% of 3<sup>rd</sup> grade ELL students were below the 40<sup>th</sup> percentile in Reading.

Testing guidelines from the New Mexico Public Education Department changed this year as a result of NCLB. Testing in Spanish has changed significantly as a result and many fewer students participated in Spanish testing during the 2003-04 academic school year.

Table 8 2003-2004 Supera Percent of ELL’s and non-ELL’s At/Above the 40th Percentile

Grade	READING		MATH	
	ELLs	Non-ELLs	ELLs	Non-ELLs
<b>3</b>	10.5% n=39	10.5% *	3.2% n=12	5.3% *
<b>4</b>	38.1% n=127	36.5% *	14.4% n=48	36.4% *
<b>5</b>	50.4% n=143	58.3% *	32.0% n=91	25.0% *
<b>6</b>	19.7% n=46	33.3% *	4.3% n=10	33.3% *
<b>7</b>	37.5% n=109	40.0% *	12.0% n=35	20.0% *
<b>8</b>	44.9% n=96	33.3% *	29.4% n=63	50.0% *
<b>9</b>	29.5% n=62	66.7% *	12.9% n=27	33.3% *

\* Fewer than 10 students.



**New Mexico High School Competency Exam (NMHSCE)**

In order to obtain a high school diploma in New Mexico, students must take and pass the high school competency examination. The exam consists of six sub-tests, one of which is a written composition. The reported passing rates are generally based on the numbers of tenth graders who take and pass all six sub-tests. Students who do not pass one or more sub-tests on their attempt may retake the individual sub-test in their junior year and twice during their senior year. A student who has not passed all six sub-tests may obtain a certificate of completion and retake the tests for up to five more years after graduation.

Table 9 shows that 2,782 non-PHLOTE students took the NMHSCE in 2003-2004 with a passing rate of 77%, and 1,845 PHLOTE students took the exam with a passing rate of 55%. Of PHLOTE students, FEP students obtained the highest passing rate of 80%, while FEPe students obtained the next highest with a passing rate of 68%. FEPm students obtained a passing rate of 42%. The difference between the passing rates of FEPm and FEPe students demonstrates the district’s effectiveness of the 2 monitoring years. In 2003-04, 99 NEP students took the exam with a passing rate of 9 compared to 13 students in 2002-2003. The total number of LEP students taking the exam dropped from 388 in 2002-2003 to 247 in 2003-2004. The 247 LEP students obtained a passing rate of 19%, up slightly from the 2002-2003 rate of 13%. Passing rates increased in all LEP categories except LEPa, which remained zero.

Table 9 2003-2004 New Mexico High School Competency Exam – 10<sup>th</sup> Grade

	<b>Failing</b>	<b>Passing</b>	<b>Grand Total</b>	<b>% Passing</b>
<b>Non-PHLOTE</b>	639	2143	2782	77
<b>LAS Category (PHLOTE)</b>				
<b>NEP</b>	90	9	99	9
<b>LEP</b>	25	4	29	14
<b>LEPa</b>	10	0	10	0
<b>LEPb</b>	36	4	40	10
<b>LEPc</b>	15	3	18	17
<b>LEPd</b>	105	28	133	21
<b>LEPe</b>	10	7	17	41
<b>FEPm</b>	249	180	429	42
<b>FEPe</b>	150	318	468	68
<b>FEP</b>	115	449	564	80
<b>No LAS category reported</b>	10	28	38	74
<b>All PHLOTE Total</b>	815	1030	1845	56

Two other options are open to students wishing to earn a diploma. Students may take the Spanish version of the exam or request a waiver. Students who have satisfactory performance in class work may use this evidence with teacher recommendation to appeal to the state superintendent of instruction for a waiver. Upon the superintendents’ approval, the student may earn a diploma through this waiver process.

In addition to student performance, a variety of student outcome measures can be examined by LEP or PHLOTE status. These outcome measures are gathered as part of the school district report card and are presented in an accountability report that is published annually.

**Graduation Rates (Senior Stability)**

The senior stability rate is a reporting requirement of the New Mexico Public Education Department for each district. Senior stability is the total number of students who began the school year as seniors divided into the total number of students from that group who actually graduated. This formula yields the percentage of that senior class that graduated. It does not include students who enrolled as seniors after the first 20 days of the reporting year; therefore it does not reflect the total percentage of seniors who graduated.

Senior stability is somewhat indicative of overall mobility rates, dropout rates, and the rate of “fifth-year students.” A high senior stability rate suggests that students who achieve senior standing are successful at graduating that same school year.

Table 10 indicates that in 2003-2004, LEP students had the lowest graduation rate at 74 %. It is noteworthy that the graduation rates for students in two of the three FEP categories were better than those among the non-PHLOTE and total students.

Table 10 2003-2004 Senior Stability Rate in Percent by Classification

Status	2001/2002 RATE	2002/2003 RATE	Enrolled on the 20 <sup>th</sup> Day (2003/2004)	Number Graduating (2003/2004)	2003/2004 RATE
<b>Non-PHLOTE</b>	91	87	3137	2686	86
<b>LEP</b>	72	80	267	197	74
<b>FEP</b>			698	639	92
<b>FEPm</b>	85	89	256	220	86
<b>FEPe</b>	*	96	257	248	96
<b>TOTAL</b>	84	88	4615	3990	86
<b>No LAS Category (PHLOTE)</b>	91	82	0	0	0

\*New designation in 2002-2003.

**Certificates of Completion**

Twenty-five PHLOTE students received a certificate of completion in 2003-2004 (Table 11). These students had completed all other requirements for graduating from high school except one; they did not pass all sub-tests in the New Mexico High School Competency Exam (NMHCE).

Table 11 PHLOTE Students Receiving Certificates of Completion

Status	Certificate of Completion
<b>LEP</b>	10
<b>NEP</b>	15
<b>TOTAL</b>	25

**District-wide Alternative Language Service (ALS) Program Evaluation Design**

In order to conduct a meaningful evaluation of APS alternative language service status data are required. This year, 2003-2004, students were identified as receiving a bilingual or English ALS model based on the recipients' hours of daily program participation. Students in the English model received zero (0) ALS service hours. Bilingual service model participants received 1, 2, or 3 daily ALS service hours. Table 12 displays baseline data sources by grade, language, and content area assessed.

Table 12 2003-2004 Baseline Data Sources

Grade	Language	Assessment	Content Area	
			LangArts	Math
K	English	Kindergarten Developmental Progress Report (KDPR)	Yes	Yes
1	English	Analytical Reading Inventory (ARI)	Yes	No
2	English	Analytical Reading Inventory (ARI)	Yes	No
3	English	Analytical Reading Inventory (ARI)	Yes	No
3	English	TerraNova	Yes	Yes
3	Spanish	Supera	Yes	Yes
4	English	Standards Based Assessment (SBA)	Yes	Yes
4	Spanish	Supera	Yes	Yes
5	English	TerraNova	Yes	Yes
5	Spanish	Supera	Yes	Yes
6	English	TerraNova	Yes	Yes
6	Spanish	Supera	Yes	Yes
7	English	TerraNova	Yes	Yes
7	Spanish	Supera	Yes	Yes
8	English	Standards Based Assessment (SBA)	Yes	Yes
8	Spanish	Supera	Yes	Yes
9	English	TerraNova	Yes	Yes
9	Spanish	Supera	Yes	Yes

Table 13 reports the number of ELL students by program model. Table 14 shows the number of students in bilingual model ALS programs by content area. Table 15 shows the number students in English model ALS programs by content area. In 2003-04 there were 12,315 ALS program recipients.

Table 13 Number of ELL Students Receiving Bilingual and English Program Models

<b>Bilingual</b>	5930
<b>English</b>	4281
<b>Total</b>	10211

Table 14 Number of Students in ALS Bilingual Models by Content Area

<b>BILINGUAL ALS SERVICE</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Maintenance Bilingual Education (MBE)</b>	7018	7167	7173	7383
<b>Transitional Bilingual Education (TBE)</b>	223	213	213	213
<b>Two-way Bilingual Education (TWBE)</b>	2287	2160	2162	2105
<b>Total</b>	9528	9540	9548	9701

Table 15 Number of Students in ALS English Models by Content Area

<b>ENGLISH ALS SERVICE</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>English Language Development (ELD)</b>	2042	2081	2068	1920
<b>English As a Second Language (ESL)</b>	745	694	699	694
<b>Total</b>	2787	2775	2767	2614

The following tables show percentages of students' reading and mathematics proficiency by ALS program model and English language proficiency. English proficiency was determined by scores on the Language Assessment Scales (LAS). Tables are presented by the reading or mathematics assessment administered and ALS program model participation. Tables 16 – 24 show ALS bilingual models. Tables 25-33 present each ALS program model.

Table 16 KDPR Language Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
<b>K</b>	Priority	0	0	3	1	0	0	0	0	1	2
	Beginning steps	0	0	5	5	0	0	0	0	2	2
	Nearing Proficient	0	0	13	8	0	0	0	0	8	5
	Proficient	0	0	79	86	0	0	0	0	89	90
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
	<i>Total Count</i>	<i>0</i>	<i>0</i>	<i>431</i>	<i>133</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>505</i>	<i>261</i>

\*Count < 11

Table 17 KDPR Math Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
<b>K</b>	Priority	0	0	1	1	0	0	0	0	0	1
	Beginning steps	0	0	3	2	0	0	0	0	2	0
	Nearing Proficient	0	0	5	5	0	0	0	0	4	3
	Proficient	0	0	91	92	0	0	0	0	94	95
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
	<i>Total Count</i>	<i>0</i>	<i>0</i>	<i>431</i>	<i>133</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>505</i>	<i>261</i>

\*Count < 11

Table 18 ARI Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
<b>1</b>	Below grade level	0	0	38	67	0	0	0	0	34	30
	At grade level	0	0	31	17	0	0	0	0	34	22
	Above grade level	0	0	31	17	0	0	0	0	32	48
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>2</b>	Below grade level	0	0	52	26	0	0	0	0	22	24
	At grade level	0	0	25	26	24	0	0	0	21	23
	Above grade level	0	0	23	48	76	100	0	0	57	53
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>3</b>	Below grade level	0	0	58	38	29	0	27	13	8	21
	At grade level	0	0	29	38	0	60	36	25	11	18
	Above grade level	0	0	13	23	71	40	36	63	81	61
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>4</b>	Below grade level	0	0	69	66	0	0	0	0	49	34
	At grade level	0	0	18	27	50	0	0	0	26	28
	Above grade level	0	0	13	8	50	0	0	0	26	38
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>5</b>	Below grade level	0	0	77	0	18	0	11	0	28	0
	At grade level	0	0	23	0	82	100	89	100	72	100
	Above grade level	0	0	0	0	0	0	0	0	0	0
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<i>Counts</i>										
	<i>Below grade level</i>	<i>0</i>	<i>0</i>	<i>550</i>	<i>107</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>*</i>	<i>317</i>	<i>161</i>
	<i>At grade level</i>	<i>0</i>	<i>0</i>	<i>203</i>	<i>74</i>	<i>14</i>	<i>*</i>	<i>20</i>	<i>*</i>	<i>268</i>	<i>151</i>
	<i>Above grade level</i>	<i>0</i>	<i>0</i>	<i>158</i>	<i>96</i>	<i>19</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>518</i>	<i>297</i>
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>911</b>	<b>277</b>	<b>37</b>	<b>15</b>	<b>29</b>	<b>12</b>	<b>1103</b>	<b>609</b>

\*Count < 11

Table 19 SBA Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
<b>Grade</b>		%	%	%	%	%	%	%	%	%	%
<b>4</b>	Beginning steps	0	0	48	44	0	0	0	0	17	19
	Nearing proficiency	0	0	38	39	33	100	0	0	32	32
	Proficient	0	0	13	17	67	0	0	0	46	43
	Advanced	0	0	1	0	0	0	0	0	5	5
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>8</b>	Beginning steps	0	0	62	54	0	50	0	0	10	11
	Nearing proficiency	0	0	32	39	43	25	0	0	27	40
	Proficient	0	0	7	7	43	25	0	0	52	44
	Advanced	0	0	0	0	14	0	0	0	11	4
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
	<i>Counts</i>										
	<i>Beginning steps</i>	0	0	439	103	0	*	0	0	346	155
	<i>Nearing proficiency</i>	0	0	298	83	*	*	0	0	812	336
	<i>Proficient</i>	0	0	91	26	*	*	0	0	1360	416
	<i>Advanced</i>	0	0	*	0	*	0	0	0	229	46
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>833</b>	<b>212</b>	<b>13</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>2747</b>	<b>953</b>

\*Count < 11

Table 20 SBA Math Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
<b>Grade</b>		%	%	%	%	%	%	%	%	%	%
<b>4</b>	Beginning steps	0	0	42	40	33	0	0	0	18	20
	Nearing proficiency	0	0	25	25	0	0	0	0	23	21
	Proficient	0	0	30	32	67	100	0	0	45	48
	Advanced	0	0	3	3	0	0	0	0	15	11
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>8</b>	Beginning steps	0	0	70	75	14	25	0	0	23	30
	Nearing proficiency	0	0	19	11	29	50	0	0	24	30
	Proficient	0	0	11	14	43	25	0	0	44	38
	Advanced	0	0	0	0	14	0	0	0	9	2
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
	<i>Counts</i>										
	<i>Beginning steps</i>	0	0	443	109	*	*	0	0	577	223
	<i>Nearing proficiency</i>	0	0	194	39	*	*	0	0	650	229
	<i>Proficient</i>	0	0	196	49	*	*	0	0	1211	416
	<i>Advanced</i>	0	0	19	*	*	0	0	0	317	72
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>852</b>	<b>201</b>	<b>13</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>2755</b>	<b>940</b>

\*Count < 11



Table 21 TerraNova Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
<b>Grade</b>		%	%	%	%	%	%	%	%	%	%
<b>3</b>	1 <sup>st</sup> Quartile	0	0	28	23	9	11	7	10	8	11
	2 <sup>nd</sup> Quartile	0	0	62	66	54	64	60	66	43	47
	3 <sup>rd</sup> Quartile	0	0	10	11	35	22	30	22	39	34
	4 <sup>th</sup> Quartile	0	0	1	1	2	4	4	2	9	7
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>5</b>	1 <sup>st</sup> Quartile	0	0	28	28	6	9	9	6	7	6
	2 <sup>nd</sup> Quartile	0	0	61	65	52	50	64	59	45	40
	3 <sup>rd</sup> Quartile	0	0	11	7	37	38	25	34	39	50
	4 <sup>th</sup> Quartile	0	0	1	0	6	3	2	1	9	5
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>6</b>	1 <sup>st</sup> Quartile	0	0	39	45	4	5	12	5	7	9
	2 <sup>nd</sup> Quartile	0	0	58	54	51	59	67	73	46	46
	3 <sup>rd</sup> Quartile	0	0	3	1	41	35	21	20	41	43
	4 <sup>th</sup> Quartile	0	0	0	0	4	1	0	2	7	2
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>7</b>	1 <sup>st</sup> Quartile	0	0	44	40	3	4	10	5	7	5
	2 <sup>nd</sup> Quartile	0	0	51	60	50	47	63	77	46	47
	3 <sup>rd</sup> Quartile	0	0	4	0	43	47	26	17	37	45
	4 <sup>th</sup> Quartile	0	0	0	0	4	3	1	0	9	3
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>9</b>	1 <sup>st</sup> Quartile	0	0	42	31	1	4	9	9	6	5
	2 <sup>nd</sup> Quartile	0	0	52	65	48	58	63	68	35	39
	3 <sup>rd</sup> Quartile	0	0	6	4	45	31	26	23	50	46
	4 <sup>th</sup> Quartile	0	0	0	0	5	7	2	0	10	10
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Counts</b>	1 <sup>st</sup> Quartile	0	0	595	172	42	26	196	51	314	92
	2 <sup>nd</sup> Quartile	0	0	984	339	570	208	1283	495	1943	516
	3 <sup>rd</sup> Quartile	0	0	126	30	471	136	506	165	1836	503
	4 <sup>th</sup> Quartile	0	0	*	*	51	13	36	*	386	67
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>1714</b>	<b>542</b>	<b>1134</b>	<b>383</b>	<b>2021</b>	<b>719</b>	<b>4479</b>	<b>1178</b>

1<sup>st</sup> Quartile: 0 – 25%ile

2<sup>nd</sup> Quartile: 26 – 50%ile

3<sup>rd</sup> Quartile: 51 – 75%ile

4<sup>th</sup> Quartile: 76 – 100%ile

\*Count < 11

Table 22 TerraNova Math Proficiency – ALS Bilingual Models by LAS Category – APS District 2003-2004

Grade		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
<b>3</b>	1st Quartile	0	0	22	13	6	4	8	9	6	9
	2nd Quartile	0	0	53	52	46	57	43	50	44	46
	3rd Quartile	0	0	22	35	39	35	41	34	41	37
	4th Quartile	0	0	3	1	10	4	8	6	9	8
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>5</b>	1st Quartile	0	0	33	34	14	8	17	8	12	7
	2nd Quartile	0	0	59	53	45	53	56	69	50	50
	3rd Quartile	0	0	7	13	35	33	24	21	31	37
	4th Quartile	0	0	1	0	7	6	4	2	7	6
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>6</b>	1st Quartile	0	0	49	40	12	7	20	12	14	11
	2nd Quartile	0	0	46	57	44	55	59	63	43	53
	3rd Quartile	0	0	3	2	35	36	19	22	35	34
	4th Quartile	0	0	2	0	9	3	2	2	8	2
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>7</b>	1st Quartile	0	0	51	52	5	1	16	10	13	7
	2nd Quartile	0	0	44	45	50	48	60	69	48	58
	3rd Quartile	0	0	5	3	38	46	23	21	33	35
	4th Quartile	0	0	0	0	7	5	1	1	6	0
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>9</b>	1st Quartile	0	0	46	32	6	11	16	14	8	7
	2nd Quartile	0	0	47	56	48	57	57	59	36	44
	3rd Quartile	0	0	6	12	41	30	27	26	47	41
	4th Quartile	0	0	1	0	5	2	1	1	10	8
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<i>Counts</i>										
	<i>1st Quartile</i>	0	0	656	166	94	21	327	77	498	97
	<i>2nd Quartile</i>	0	0	881	280	536	204	1140	437	2004	577
	<i>3rd Quartile</i>	0	0	177	85	428	142	515	182	1631	433
	<i>4th Quartile</i>	0	0	25	*	78	16	49	19	352	69
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>1739</b>	<b>532</b>	<b>1136</b>	<b>383</b>	<b>2031</b>	<b>715</b>	<b>4485</b>	<b>1176</b>

1st Quartile: 0 - 25%ile

2nd Quartile: 26 - 50%ile

3rd Quartile: 51 - 75%ile

4th Quartile: 76 - 100%ile

\*Count < 11

Table 23 Supera Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
<b>3</b>	1 <sup>st</sup> Quartile	0	0	3	3	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	47	31	0	0	50	0	17	27
	3 <sup>rd</sup> Quartile	0	0	47	52	100	60	50	0	50	73
	4 <sup>th</sup> Quartile	0	0	3	14	0	40	0	0	33	0
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>4</b>	1 <sup>st</sup> Quartile	0	0	7	3	0	0	0	0	0	33
	2 <sup>nd</sup> Quartile	0	0	28	32	0	0	0	0	50	0
	3 <sup>rd</sup> Quartile	0	0	40	42	0	0	0	0	0	33
	4 <sup>th</sup> Quartile	0	0	25	23	0	100	0	0	50	33
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>5</b>	1 <sup>st</sup> Quartile	0	0	3	1	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	33	26	0	0	0	0	0	20
	3 <sup>rd</sup> Quartile	0	0	52	62	0	0	0	0	100	70
	4 <sup>th</sup> Quartile	0	0	12	11	100	100	0	0	0	10
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>6</b>	1 <sup>st</sup> Quartile	0	0	7	0	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	27	27	0	0	0	0	0	0
	3 <sup>rd</sup> Quartile	0	0	53	63	0	0	0	0	0	75
	4 <sup>th</sup> Quartile	0	0	13	10	0	100	0	0	100	25
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>7</b>	1 <sup>st</sup> Quartile	0	0	0	4	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	36	28	0	0	0	0	100	0
	3 <sup>rd</sup> Quartile	0	0	45	46	50	50	100	0	0	33
	4 <sup>th</sup> Quartile	0	0	18	23	50	50	0	0	0	67
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>8</b>	1 <sup>st</sup> Quartile	0	0	0	3	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	38	40	0	0	0	0	0	0
	3 <sup>rd</sup> Quartile	0	0	25	43	0	0	0	0	0	100
	4 <sup>th</sup> Quartile	0	0	38	14	0	100	0	0	0	0
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>

Continued Table 23 Next Page

Grade	Table 23 Cont.	NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
<b>9</b>		%	%	%	%	%	%	%	%	%	%
	1 <sup>st</sup> Quartile	0	0	0	6	0	0	0	0	0	50
	2 <sup>nd</sup> Quartile	0	0	60	25	0	0	0	0	0	50
	3 <sup>rd</sup> Quartile	0	0	20	58	100	50	0	0	100	0
	4 <sup>th</sup> Quartile	0	0	20	10	0	50	0	0	0	0
	<b>Grade Total</b>	0	0	100	100	100	100	0	0	100	100
	<i>Counts</i>										
	1 <sup>st</sup> Quartile	0	0	*	15	0	0	0	0	0	*
	2 <sup>nd</sup> Quartile	0	0	58	164	0	0	*	0	*	*
	3 <sup>rd</sup> Quartile	0	0	74	286	*	*	*	0	*	23
	4 <sup>th</sup> Quartile	0	0	30	85	*	*	0	0	*	*
	Total Count	0	0	170	550	*	13	*	0	16	36

1st Quartile: 0 - 25%ile

2nd Quartile: 26 - 50%ile

3rd Quartile: 51 - 75%ile

4th Quartile: 76 - 100%ile

\*Count < 11

Table 24 Supera Math Proficiency - ALS Bilingual Models by LAS Category - APS District 2003-2004

		NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
<b>3</b>	1 <sup>st</sup> Quartile	0	0	7	3	0	0	0	0	0	9
	2 <sup>nd</sup> Quartile	0	0	37	25	0	20	50	0	0	27
	3 <sup>rd</sup> Quartile	0	0	27	44	100	20	0	0	50	45
	4 <sup>th</sup> Quartile	0	0	30	28	0	60	50	0	50	18
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>4</b>	1 <sup>st</sup> Quartile	0	0	6	5	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	25	30	0	0	0	0	50	0
	3 <sup>rd</sup> Quartile	0	0	41	46	0	0	0	0	17	33
	4 <sup>th</sup> Quartile	0	0	28	19	0	100	0	0	33	67
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>5</b>	1 <sup>st</sup> Quartile	0	0	0	3	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	24	26	0	0	0	0	0	10
	3 <sup>rd</sup> Quartile	0	0	64	46	0	0	0	0	100	60
	4 <sup>th</sup> Quartile	0	0	12	26	100	100	0	0	0	30
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>6</b>	1 <sup>st</sup> Quartile	0	0	11	7	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	17	30	0	0	0	0	50	0
	3 <sup>rd</sup> Quartile	0	0	33	52	0	0	0	0	0	33
	4 <sup>th</sup> Quartile	0	0	39	11	0	100	0	0	50	67
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>7</b>	1 <sup>st</sup> Quartile	0	0	0	2	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	10	38	0	50	100	0	100	33
	3 <sup>rd</sup> Quartile	0	0	80	36	100	0	0	0	0	33
	4 <sup>th</sup> Quartile	0	0	10	24	0	50	0	0	0	33
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>8</b>	1 <sup>st</sup> Quartile	0	0	0	0	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	11	24	0	0	0	0	0	0
	3 <sup>rd</sup> Quartile	0	0	67	62	0	0	0	0	0	33
	4 <sup>th</sup> Quartile	0	0	22	15	0	100	0	0	0	67
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>

Continued Table 24 Next Page

Grade	Table 24 Cont.	NEP		LEP		FEPm		FEPe		FEP	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
<b>9</b>		%	%	%	%	%	%	%	%	%	%
	1 <sup>st</sup> Quartile	0	0	25	4	0	0	0	0	0	0
	2 <sup>nd</sup> Quartile	0	0	25	25	0	0	0	0	0	0
	3 <sup>rd</sup> Quartile	0	0	50	50	100	100	0	0	0	100
	4 <sup>th</sup> Quartile	0	0	0	21	0	0	0	0	100	0
	<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
	<i>Counts</i>										
	1 <sup>st</sup> Quartile	0	0	*	18	0	0	0	0	0	*
	2 <sup>nd</sup> Quartile	0	0	42	151	0	*	*	0	*	*
	3 <sup>rd</sup> Quartile	0	0	79	253	*	*	0	0	*	17
	4 <sup>th</sup> Quartile	0	0	42	126	*	*	*	0	*	12
	<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>172</b>	<b>548</b>	<b>*</b>	<b>13</b>	<b>*</b>	<b>0</b>	<b>17</b>	<b>35</b>

1st Quartile: 0 - 25%ile

2nd Quartile: 26 - 50%ile

3rd Quartile: 51 - 75%ile

4th Quartile: 76 - 100%ile

\*Count < 11

Table 25 KDPR Language Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP									
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE					
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%					
Priority	0	0	0	0	0	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	0	2
Beginning steps	0	0	0	0	0	5	5	2	14	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	6
Nearing Proficient	0	0	0	0	0	14	13	15	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	4	0	9
Proficient	0	0	0	0	0	76	79	82	86	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	89	100	93	0	83
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>
<i>Total Count</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>59</i>	<i>372</i>	<i>55</i>	<i>*</i>	<i>71</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>501</i>	<i>*</i>	<i>196</i>	<i>0</i>	<i>65</i>

\*Count < 11

Table 26 KDPR Math Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP									
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE					
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%					
Priority	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Beginning steps	0	0	0	0	0	5	2	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0
Nearing Proficient	0	0	0	0	0	3	5	7	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	3	0	6
Proficient	0	0	0	0	0	92	91	91	100	93	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	94	100	95	0	94
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>
<i>Total Count</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>59</i>	<i>372</i>	<i>55</i>	<i>*</i>	<i>71</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>501</i>	<i>*</i>	<i>196</i>	<i>0</i>	<i>65</i>

\*Count < 11

Table 27 ARI Reading Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 1</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Below grade level	0	0	0	0	0	50	36	67	0	0	0	0	0	0	0	0	0	0	0	0	34	0	30	0	0
At grade level	0	0	0	0	0	0	36	17	0	0	0	0	0	0	0	0	0	0	0	0	34	0	22	0	0
Above grade level	0	0	0	0	0	50	29	17	0	0	0	0	0	0	0	0	0	0	0	0	32	0	48	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade2</b>																									
Below grade level	0	0	0	0	0	46	62	32	73	14	0	0	0	0	0	0	0	0	0	0	22	0	28	13	9
At grade level	0	0	0	0	0	26	23	37	18	18	24	0	0	0	0	0	0	0	0	0	21	0	23	38	20
Above grade level	0	0	0	0	0	28	15	31	9	68	76	0	100	0	100	0	0	0	0	0	57	100	49	50	71
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 3</b>																									
Below grade level	0	0	0	0	0	53	86	0	0	83	29	0	0	0	0	27	0	13	0	0	8	0	24	0	0
At grade level	0	0	0	0	0	31	14	57	0	17	0	0	60	0	0	36	0	25	0	0	11	0	16	0	33
Above grade level	0	0	0	0	0	16	0	43	0	0	71	0	40	0	0	36	0	63	0	0	81	0	60	0	67
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 4</b>																									
Below grade level	0	0	0	0	0	64	93	67	80	61	0	0	0	0	0	0	0	0	0	0	49	0	33	50	100
At grade level	0	0	0	0	0	21	4	28	20	25	50	0	0	0	0	0	0	0	0	0	26	0	28	50	0
Above grade level	0	0	0	0	0	15	3	4	0	14	50	0	0	0	0	0	0	0	0	0	26	0	39	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 5</b>																									
Below grade level	0	0	0	0	0	75	100	0	0	0	18	0	0	0	0	11	0	0	0	0	28	0	0	0	0
At grade level	0	0	0	0	0	25	0	0	0	0	82	0	100	0	0	89	0	100	0	0	72	0	100	0	0
Above grade level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<i>Counts</i>																									
<i>Below grade level</i>	0	0	0	0	0	373	177	60	12	35	*	0	0	0	0	*	0	*	0	0	317	0	150	*	*
<i>At grade level</i>	0	0	0	0	0	156	47	47	*	24	14	0	*	0	0	20	0	*	0	0	268	0	133	*	14
<i>Above grade level</i>	0	0	0	0	0	127	31	30	*	65	19	0	*	0	*	*	0	*	0	0	516	*	245	*	48
<b>Total Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>656</b>	<b>255</b>	<b>137</b>	<b>16</b>	<b>124</b>	<b>37</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>*</b>	<b>29</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>1101</b>	<b>*</b>	<b>528</b>	<b>*</b>	<b>71</b>

\*Count < 11



Table 28 SBA Reading Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 4</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	0	0	0	0	0	44	73	51	36	38	0	0	0	0	0	0	0	0	0	0	17	0	20	18	16
Nearing proficiency	0	0	0	0	0	41	18	36	43	42	33	0	0	0	100	0	0	0	0	0	32	0	33	24	27
Proficient	0	0	0	0	0	14	9	13	21	20	67	0	0	0	0	0	0	0	0	0	46	0	42	53	48
Advanced	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	6	8
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 8</b>																									
Beginning steps	0	0	0	0	0	61	64	52	0	73	0	0	0	0	100	0	0	0	0	0	10	0	11	0	10
Nearing proficiency	0	0	0	0	0	31	33	41	0	27	43	0	50	0	0	0	0	0	0	0	27	0	39	0	53
Proficient	0	0	0	0	0	7	3	7	0	0	43	0	50	0	0	0	0	0	0	0	52	0	45	0	37
Advanced	0	0	0	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	11	0	4	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<i>Counts</i>																									
<i>Beginning steps</i>	0	0	0	0	0	150	44	21	*	*	0	0	0	0	0	0	0	0	0	0	101	0	58	*	*
<i>Nearing proficiency</i>	0	0	0	0	0	111	*	*	*	*	*	0	0	0	0	0	0	0	0	0	95	0	52	0	*
<i>Proficient</i>	0	0	0	0	0	22	*	*	0	*	*	0	0	0	0	0	0	0	0	0	54	0	25	0	0
<i>Advanced</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*	0	0	0	0
<b>Group Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>283</b>	<b>54</b>	<b>35</b>	<b>*</b>	<b>15</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>252</b>	<b>0</b>	<b>135</b>	<b>*</b>	<b>*</b>

\*Count < 11

Table 29 SBA Math Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 4</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	0	0	0	0	0	40	58	41	43	38	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing proficiency	0	0	0	0	0	26	19	28	21	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	0	0	0	0	0	31	22	28	36	36	67	0	0	0	100	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	0	0	0	4	1	3	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 8</b>																									
Beginning steps	0	0	0	0	0	71	56	75	0	0	14	0	25	0	0	0	0	0	0	0	0	0	0	0	0
Nearing proficiency	0	0	0	0	0	20	16	11	0	0	29	0	50	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	0	0	0	0	0	9	25	14	0	0	43	0	25	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	0	0	0	0	3	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<i>Counts</i>																									
<i>Beginning steps</i>	0	0	0	0	0	385	58	86	6	17	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0
<i>Nearing proficiency</i>	0	0	0	0	0	176	18	26	3	10	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
<i>Proficient</i>	0	0	0	0	0	173	23	28	5	16	7	0	1	0	1	0	0	0	0	0	0	0	0	0	0
<i>Advanced</i>	0	0	0	0	0	17	2	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Group Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>751</b>	<b>101</b>	<b>142</b>	<b>14</b>	<b>45</b>	<b>13</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>838</b>	<b>17</b>	<b>85</b>

\*Count < 11

Table 30 TerraNova Reading Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 3</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	26	37	17	31	26	9	0	12	0	9	7	0	11	0	7	8	0	11	0	14
2nd Quartile	0	0	0	0	0	62	59	73	62	61	54	100	60	0	73	59	100	65	67	70	43	0	47	67	48
3rd Quartile	0	0	0	0	0	11	4	8	8	13	35	0	23	0	18	30	0	22	33	23	39	0	35	33	33
4th Quartile	0	0	0	0	0	1	0	2	0	0	2	0	6	0	0	4	0	2	0	0	9	0	8	0	5
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 5</b>																									
1st Quartile	0	0	0	0	0	27	36	28	63	23	6	0	7	100	15	9	0	4	0	12	7	0	4	13	13
2nd Quartile	0	0	0	0	0	61	59	60	38	73	52	0	47	0	69	64	0	57	0	69	45	0	40	50	36
3rd Quartile	0	0	0	0	0	11	5	12	0	3	37	0	42	0	15	25	0	38	100	19	39	0	51	38	44
4th Quartile	0	0	0	0	0	1	0	0	0	0	6	0	4	0	0	2	0	1	0	0	9	0	4	0	7
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 6</b>																									
1st Quartile	0	0	0	0	0	42	22	48	0	35	4	0	5	0	7	12	0	4	0	7	7	0	9	0	11
2nd Quartile	0	0	0	0	0	55	75	52	0	61	51	0	58	0	60	67	0	74	0	69	46	0	44	0	78
3rd Quartile	0	0	0	0	0	3	3	0	0	4	41	0	35	0	33	21	0	19	0	22	41	0	44	0	11
4th Quartile	0	0	0	0	0	0	0	0	0	0	4	0	2	0	0	0	0	2	0	2	7	0	2	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 7</b>																									
1st Quartile	0	0	0	0	0	44	47	40	0	0	3	0	4	0	0	10	0	5	0	0	7	0	5	0	0
2nd Quartile	0	0	0	0	0	52	49	60	0	0	50	0	47	0	0	63	0	77	0	0	46	0	47	0	0
3rd Quartile	0	0	0	0	0	4	4	0	0	0	43	0	47	0	0	26	0	17	0	0	37	0	45	0	0
4th Quartile	0	0	0	0	0	0	0	0	0	0	4	0	3	0	0	1	0	0	0	0	9	0	3	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 9</b>																									
1st Quartile	0	0	0	0	0	42	46	31	0	0	1	0	4	0	0	9	0	9	0	0	6	0	5	0	0
2nd Quartile	0	0	0	0	0	53	42	65	0	0	48	0	58	0	0	63	0	68	0	0	35	0	39	0	0
3rd Quartile	0	0	0	0	0	5	12	4	0	0	45	0	31	0	0	26	0	23	0	0	50	0	46	0	0
4th Quartile	0	0	0	0	0	0	0	0	0	0	5	0	7	0	0	2	0	0	0	0	10	0	10	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

Continued Table 30 Next Page

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Table 30 cont.</b>																					314	0	76	*	15
<b>Counts</b>																					1943	0	459	*	51
<i>1st Quartile</i>	0	0	0	0	0	515	80	119	*	44	42	0	20	*	*	196	0	42	0	*	314	0	76	*	15
<i>2nd Quartile</i>	0	0	0	0	0	866	118	217	11	111	569	*	174	0	34	1282	*	414	*	79	1943	0	459	*	51
<i>3rd Quartile</i>	0	0	0	0	0	116	*	15	*	14	471	0	125	0	11	506	0	138	*	25	1836	0	459	*	40
<i>4th Quartile</i>	0	0	0	0	0	*	0	*	0	0	51	0	13	0	0	36	0	*	0	*	386	0	61	0	*
<b>Group Total</b>	0	0	0	0	0	1506	208	352	21	169	1133	*	332	*	50	2020	*	601	*	114	4479	0	1055	11	112

1st Quartile: 0 - 25%ile;    2nd Quartile: 26-50%ile;    3rd Quartile: 51-75%ile;    4th Quartile: 76-100%ile

\*Count < 11

Table 31 TerraNova Math Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 3</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	20	33	10	23	13	6	0	6	0	0	8	0	11	0	7	6	0	9	0	10
2nd Quartile	0	0	0	0	0	55	40	61	54	45	46	0	54	0	64	43	0	48	100	53	44	0	47	67	36
3rd Quartile	0	0	0	0	0	21	25	28	23	42	38	100	37	0	32	41	100	37	0	28	41	0	36	0	45
4th Quartile	0	0	0	0	0	3	3	2	0	0	10	0	4	0	5	8	0	5	0	12	9	0	8	33	9
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 5</b>																									
1st Quartile	0	0	0	0	0	32	55	31	75	33	14	0	7	0	15	17	0	6	0	15	12	0	7	13	9
2nd Quartile	0	0	0	0	0	60	36	54	25	55	45	0	51	100	62	56	0	71	100	62	50	0	49	75	53
3rd Quartile	0	0	0	0	0	7	9	15	0	13	35	0	35	0	23	24	0	21	0	23	31	0	39	13	29
4th Quartile	0	0	0	0	0	1	0	0	0	0	7	0	7	0	0	4	0	2	0	0	7	0	6	0	9
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Grade 6</b>																									
1st Quartile	0	0	0	0	0	53	20	41	0	33	12	0	6	0	20	20	0	11	0	23	14	0	11	0	0
2nd Quartile	0	0	0	0	0	43	73	57	0	67	44	0	54	0	60	59	0	64	0	55	43	0	53	0	50
3rd Quartile	0	0	0	0	0	3	7	2	0	0	35	0	37	0	20	19	0	22	0	23	35	0	34	0	50
4th Quartile	0	0	0	0	0	2	0	0	0	0	9	0	3	0	0	2	0	2	0	0	8	0	2	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 7</b>																									
1st Quartile	0	0	0	0	0	50	54	52	0	0	5	0	1	0	0	16	0	10	0	0	13	0	7	0	0
2nd Quartile	0	0	0	0	0	43	46	45	0	0	50	0	48	0	0	60	0	69	0	0	48	0	58	0	0
3rd Quartile	0	0	0	0	0	6	0	3	0	0	38	0	46	0	0	23	0	21	0	0	33	0	35	0	0
4th Quartile	0	0	0	0	0	0	0	0	0	0	7	0	5	0	0	1	0	1	0	0	6	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 9</b>																									
1st Quartile	0	0	0	0	0	45	60	32	0	0	6	0	11	0	0	16	0	14	0	0	8	0	7	0	0
2nd Quartile	0	0	0	0	0	49	24	56	0	0	48	0	57	0	0	57	0	59	0	0	36	0	44	0	0
3rd Quartile	0	0	0	0	0	6	12	12	0	0	41	0	30	0	0	27	0	26	0	0	47	0	41	0	0
4th Quartile	0	0	0	0	0	0	4	0	0	0	5	0	2	0	0	1	0	1	0	0	10	0	8	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

Continued Table 31 Next Page

	NEP					LEP					FEPm					FEPe					FEP									
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE					
<b>Table 31 Cont.</b>																														
<b>Counts</b>																														
<i>1st Quartile</i>	0	0	0	0	0	515	80	62	*	44	42	0	*	*	*	196	0	11	0	*	314	0	26	*	15					
<i>2nd Quartile</i>	0	0	0	0	0	866	118	117	11	111	569	*	93	0	34	1282	*	187	*	79	1943	0	187	*	51					
<i>3rd Quartile</i>	0	0	0	0	0	116	*	*	*	14	471	0	63	0	11	506	0	57	*	25	1836	0	179	*	40					
<i>4th Quartile</i>	0	0	0	0	0	*	0	*	0	0	51	0	*	0	0	36	0	*	0	*	386	0	12	0	*					
<b>Group Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1506</b>	<b>208</b>	<b>190</b>	<b>21</b>	<b>169</b>	<b>1133</b>	<b>*</b>	<b>171</b>	<b>*</b>	<b>50</b>	<b>2020</b>	<b>*</b>	<b>259</b>	<b>*</b>	<b>114</b>	<b>4479</b>	<b>0</b>	<b>404</b>	<b>11</b>	<b>112</b>					

1st Quartile: 0 - 25%ile; 2nd Quartile: 26-50%ile; 3rd Quartile: 51-75%ile; 4th Quartile: 76-100%ile

\*Count < 11

Table 32 Supera Reading Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 3</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	0	8	2	40	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	41	54	33	40	30	0	0	0	0	0	50	0	0	0	0	17	0	0	0	27
3rd Quartile	0	0	0	0	0	53	38	43	20	57	100	0	33	0	100	50	0	0	0	0	50	0	0	0	73
4th Quartile	0	0	0	0	0	6	0	21	0	11	0	0	67	0	0	0	0	0	0	0	33	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>
<b>Grade 4</b>																									
1st Quartile	0	0	0	0	0	10	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50
2nd Quartile	0	0	0	0	0	23	40	41	0	29	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0
3rd Quartile	0	0	0	0	0	44	30	26	0	48	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
4th Quartile	0	0	0	0	0	23	30	33	0	20	0	0	100	0	0	0	0	0	0	0	50	0	0	0	50
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 5</b>																									
1st Quartile	0	0	0	0	0	0	14	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	31	43	25	0	27	0	0	0	0	0	0	0	0	0	0	0	0	100	0	11
3rd Quartile	0	0	0	0	0	58	29	59	100	63	0	0	0	0	0	0	0	0	0	0	0	100	0	0	78
4th Quartile	0	0	0	0	0	12	14	13	0	11	100	0	0	0	100	0	0	0	0	0	0	0	0	0	11
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 6</b>																									
1st Quartile	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	22	33	28	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	78	17	60	0	80	0	0	0	0	0	0	0	0	0	0	0	0	75	0	0
4th Quartile	0	0	0	0	0	0	33	12	0	0	0	0	100	0	0	0	0	0	0	0	100	0	25	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

Continued Table 32 Next Page

	NEP					LEP					FEPm					FEPe					FEP									
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE					
<b>Table 32 Cont.</b>																														
<b>Grade 7</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	33	38	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0
3rd Quartile	0	0	0	0	0	33	50	46	0	0	50	0	50	0	0	100	0	0	0	0	0	0	0	0	0	0	0	33	0	0
4th Quartile	0	0	0	0	0	33	13	23	0	0	50	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 8</b>																														
1st Quartile	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	33	40	41	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	67	0	41	0	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
4th Quartile	0	0	0	0	0	0	60	16	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 9</b>																														
1st Quartile	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
2nd Quartile	0	0	0	0	0	100	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
3rd Quartile	0	0	0	0	0	0	50	58	0	0	100	0	50	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0
4th Quartile	0	0	0	0	0	0	50	10	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Counts</b>																														
<i>1st Quartile</i>	0	0	0	0	0	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*	0	*
<i>2nd Quartile</i>	0	0	0	0	0	33	25	81	*	81	0	0	0	0	0	0	*	0	0	0	0	*	0	*	0	0	*	*	0	*
<i>3rd Quartile</i>	0	0	0	0	0	55	19	126	*	157	*	0	*	0	0	*	*	0	0	0	0	*	*	*	0	15	*	*	0	15
<i>4th Quartile</i>	0	0	0	0	0	16	14	48	0	37	*	0	*	0	0	*	0	0	0	0	0	*	0	*	0	0	*	*	0	*
<b>Group Total</b>	0	0	0	0	0	109	61	263	*	280	*	0	*	0	0	*	*	0	0	0	0	15	*	14	0	0	*	14	0	22

1st Quartile: 0 - 25%ile; 2nd Quartile: 26-50%ile; 3rd Quartile: 51-75%ile; 4th Quartile: 76-100%ile

\*Count < 11



Table 33 Supera Math Proficiency - ALS Program Models by LAS Category - APS District 2003-2004

	NEP					LEP					FEPm					FEPe					FEP				
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE
<b>Grade 3</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	6	8	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	29	46	17	40	27	0	0	33	0	0	50	0	0	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	35	15	50	20	43	100	0	0	0	50	0	0	0	0	0	50	0	0	0	45
4th Quartile	0	0	0	0	0	29	31	29	40	27	0	0	67	0	50	50	0	0	0	0	50	0	0	0	18
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>
<b>Grade 4</b>																									
1st Quartile	0	0	0	0	0	4	10	7	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	23	30	30	0	30	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0
3rd Quartile	0	0	0	0	0	42	40	37	0	49	0	0	0	0	0	0	0	0	0	0	17	0	0	0	50
4th Quartile	0	0	0	0	0	31	20	26	0	17	0	0	100	0	0	0	0	0	0	0	33	0	100	0	50
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 5</b>																									
1st Quartile	0	0	0	0	0	0	0	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	19	43	22	50	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
3rd Quartile	0	0	0	0	0	69	43	44	50	47	0	0	0	0	0	0	0	0	0	0	0	100	100	0	56
4th Quartile	0	0	0	0	0	12	14	28	0	25	100	0	0	0	100	0	0	0	0	0	0	0	0	0	33
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>
<b>Grade 6</b>																									
1st Quartile	0	0	0	0	0	14	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	7	50	28	0	50	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0
3rd Quartile	0	0	0	0	0	43	0	52	0	50	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0
4th Quartile	0	0	0	0	0	36	50	12	0	0	0	0	100	0	0	0	0	0	0	0	50	0	67	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>

Continued Table 33 Next Page

	NEP					LEP					FEPm					FEPe					FEP									
	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE	ELD	ESL	MBE	TBE	TWBE					
<b>Table 33 cont.</b>																														
<b>Grade 7</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1st Quartile	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	17	0	38	0	0	0	0	50	0	0	100	0	0	0	0	100	0	33	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	83	75	36	0	0	100	0	0	0	0	0	0	0	0	0	0	0	33	0	0	0	0	0	0	0
4th Quartile	0	0	0	0	0	0	25	24	0	0	0	0	50	0	0	0	0	0	0	0	0	0	33	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 8</b>																														
1st Quartile	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	17	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	83	33	62	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	0	0	0	0	0
4th Quartile	0	0	0	0	0	0	67	15	0	0	0	0	100	0	0	0	0	0	0	0	0	0	67	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 9</b>																														
1st Quartile	0	0	0	0	0	33	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd Quartile	0	0	0	0	0	33	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd Quartile	0	0	0	0	0	33	100	50	0	0	100	0	100	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0
4th Quartile	0	0	0	0	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0
<b>Grade Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Counts</b>																														
<i>1st Quartile</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>*</i>	<i>11</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>*</i>
<i>2nd Quartile</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>25</i>	<i>17</i>	<i>71</i>	<i>*</i>	<i>77</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>
<i>3rd Quartile</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>61</i>	<i>18</i>	<i>124</i>	<i>*</i>	<i>127</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>*</i>	<i>*</i>	<i>0</i>	<i>11</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>4th Quartile</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>28</i>	<i>14</i>	<i>60</i>	<i>*</i>	<i>64</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>*</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>	<i>0</i>	<i>*</i>
<b>Group Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>	<b>52</b>	<b>266</b>	<b>*</b>	<b>275</b>	<b>*</b>	<b>0</b>	<b>*</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>*</b>	<b>13</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

1st Quartile: 0 - 25%ile; 2nd Quartile: 26-50%ile; 3rd Quartile: 51-75%ile; 4th Quartile: 76-100%ile

\*Count < 11

