Alternative Language Services Program Evaluation

Albuquerque Public Schools
2004-2005

RDA Staff
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Research,
Development &
Accountability

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EXECUTIVE SUMMARY

- **Demographics -** During the 2004-2005 school year, APS served approximately 87,339 students; 37,622 students reported having a primary or home language other than English. 8,413 of these students are LEP and 9,859 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 and 1st grades and then 9th through 12th grades. FEPm's and non-PHLOTE have the same pattern of increased retention for those grades. The retention rates for FEPe high school students are significantly lower than for non-PHLOTE students. Patterns of retention are similar year to year.
- **Kindergarten Developmental Progress Report (KDPR) -** For mathematics FEP ranged from 76% to 96% mastery as compared to non-PHLOTE students who ranged from 74% to 94%. For language arts, FEP students ranged from 84% to 98% mastery as compared to non-PHLOTE students who ranged from 82% to 95%. A similar pattern was evident in 2003-2004.
- **Developmental Reading Assessments -** The percentage of FEPm students scoring proficient or advanced on the Developmental Reading Assessments in English was 38% for 1st grade, 53% 2nd grade. Non-PHLOTE 1st and 2nd graders scored 64% and 75%. On the Spanish version 51% of LEP 1st graders and 56% of LEP 2nd scored proficient or advanced while the number of non-PHLOTE students was too small to report.
- **Standards Based Assessments -** As expected compared to all groups LEP students attain substantially lower percent proficient and advanced scores in both Math and Reading. A trend exists seeing FEPe students with greater percent proficient than their FEPm peers. That performance difference is more pronounced in later grades.
- **NM High School Competency Exam** - 456 FEPm's took the exam with a passing rate of 37%. 431 FEPe's took the exam with a passing rate of 56%. 2986 non-PHLOTEs took the exam with a passing rate of 76%. LEPb is the sole PHLOTE or non-PHLOTE classification showing gain from 2003-2004.
- **Graduation Rates (Senior Stability) -** The LEP rate increased to 81% from a low of 72%, FEPm rate decreased from 86% to 85%, for the third consecutive year the FEPe rate remained at 96%, the non-PHLOTE rate decreased to 78% from a high of 91%, also a three-year trend, and the total graduation rate decreased from 86% to 82%.
- **Program Evaluation -** The APS Alternative Language Services (ALS) provided English programs for 18,202 students and bilingual programs for 11,452 students as compared to 20,287 and 12,315 in 2003-2004. Data show reading and mathematics proficiency ratings from New Mexico's inaugural standards-referenced achievement tests 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 2004-2005 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;
♦ English Oral Language Proficiency Gains
♦ Grade Level Retentions for LEP, FEPm, FEPe, and non-PHLOTE
♦ Kindergarten Development Progress Report for LEP, FEP and non-PHLOTE
♦ Developmental Reading Assessments for LEP, FEPm/e and non-PHLOTE
♦ New Mexico Standards Based Assessments Results by Grade and Student Classification[1]
♦ New Mexico High School Competency Exam Passing Rates
♦ Graduation Rates (Senior Stability)
♦ High School Dropout Rates for LEP and non-LEP Students
♦ District-wide Alternative Language Service (ALS) Program Evaluation

This report refers to the 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. The district markers for progress are based on student academic improvement plans or grade point average. Any high school student receiving more than one grade of "F," or less than 2.0 grade point average (G.P.A.) is considered not progressing. In grades one through five, any student requiring an academic improvement plan (AIP) is considered not progressing. Following two years of progress during monitoring, FEPm students exit that category and are considered exited (FEPe). As this categorical distinction originated in 2003-2004, students are filling the categories in successive stages over time. These FEPe students are the best available comparison group for assessing bilingual student performance relative to their non-PHLOTE peers.

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[1] 2004-2005 was the first year New Mexico standards-referenced assessments were administered.

PHLOTE Student Demographics

During the 2004-2005 school year, APS served approximately 87,339 students in grades Kindergarten through 12. Of these students, 37,622 reported having a primary or home language other than English (PHLOTE). PHLOTE students may be either first language English or first language not English. Figure 1 on the following page shows PHLOTE students representing 40% of the total APS student population. Within the PHLOTE student population, students whose first language is English (26%) out-numbered students whose first language is not English (14%) by 12 percentage points; this is a 7% increase compared to 2003-2004 students. Figure 1 also indicates that 0.4% of parents (364) declined to complete a home language survey and 0.7% 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 14% and 12% being monitored or exited, respectively. The second largest group is LEP (limited English proficient) representing 22%, and 11% of PHLOTE students are NEP. Four percent of the PHLOTE students are not classified. While these ordinals follow the same pattern as those of 2003-2004, proportions of FEPm and FEPe are more equal 2004-2005 compared to those of the previous year (FEPm 19%, FEPe 6%). Elementary level FEP monitoring was not completed in 2004-2005. More than 50 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 (12,330). The next largest group reports speaking Vietnamese students (533), followed by Chinese (114). Navajo was the most commonly reported Native American language (97).

Figure 1

Home Language

2003-2004

- Other 2.3%
- First Lang Not ENGLISH 17.7%
- Declined 0.2%
- First Lang = ENGLISH 24.4%
- Non-PHLOTE 55.4%

2004-2005

- Other 0.7%
- First Lang Not ENGLISH 14.0%
- Declined 0.4%
- First Lang= ENGLISH 26.4%
- Non_PHLOTE 58.5%

Figure 2

Language Assessment Scale Level

2003-2004

- Blanks 4%
- FEPE 6%
- FEPM 19%
- NEP 11%
- LEP 23%
- FEP 37%

2004-2005

- Blanks 4%
- FEPE 12%
- FEPM 14%
- NEP 11%
- LEP 22%
- FEP 37%
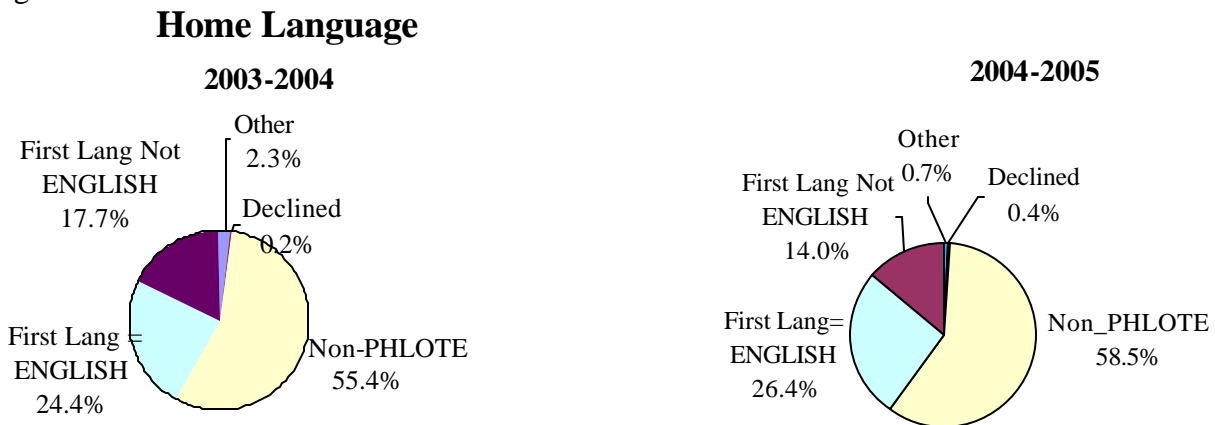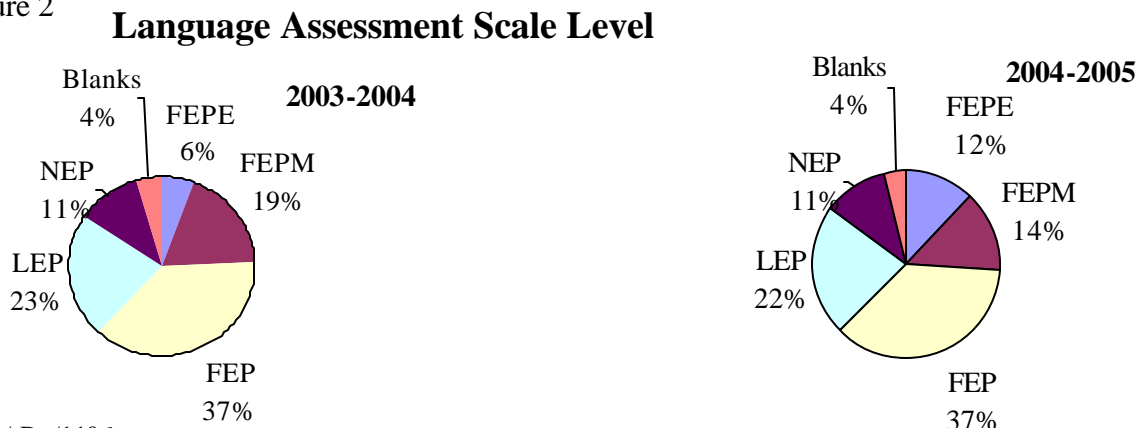
PHLOTE students new to the district are assessed with a standardized test of English proficiency within thirty days of enrollment. Returning PHLOTE students are assessed with a standardized test of English proficiency every year. Further, if a PHLOTE student achieves FEP status, that student will no longer be given an English proficiency test.

During the 2004-2005 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, 36,188 students took the LAS test and were classified. The remaining 1,434 PHLOTE students (blank) were not yet tested. This number of untested PHLOTE students for 2004-2005 was lower than any previous year since the LAS data have been collected. (Table 2).

Currently 36.4% 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 18.2% 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 (7.9%).

Table 1 Percent of PHLOTE Students in LEP Classification Levels

Level	0203		03-04		04-05	
	N	%	N	%	N	%
NEP	4234	12.0	4212	11.4	4217	11.2
LEP	2413	7.0	2625	7.1	2652	7.0
LEPa	609	2.0	539	1.5	663	1.8
LEPb	1138	3.0	1121	3.0	1197	3.2
LEPc	726	2.0	714	1.9	707	1.9
LEPd	3667	10.0	3214	8.7	2980	7.9
LEPe	307	1.0	225	0.6	214	0.6
FEP	14718	41.0	13641	37.0	13699	36.4
FEPm	5158	14.0	6954	18.9	5380	14.3
FEPe	1339	4.0	2091	5.7	4479	11.9
Blank	1833	5.0	1487	4.0	1434	3.8
TOTAL	36142	100.0	36823	100.0	37622	100.0

Table 2 PHLOTE Students Not Tested with the LAS, by Year

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
8327	2231	1755	1833	1487	1434

English Oral Language Proficiency Gains

An analysis of students' LAS scores suggests that movement through the different categories of proficiency has association with 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 proficiency growth in terms of NCE change for each LAS level. LAS levels indicated are from the earlier assessment date. This year the growth in English language proficiency shows growth rates highest for FEP, then LEP. There is a curvilinear growth trend from NEP through LEPe and FEP. This pattern indicates that English oral language development requires more NCE growth for movement through the early LEP categories. It also seems to indicate that in the later stages of English oral language development, NCE growth flattens as students approach proficiency. While 2003-2004 also showed a curvilinear trend (Figure 4), LEP has greater gain in 2004-2005 reference.

Figure 3 Oral LAS One-year Proficiency Growth – 2004-2005 Reference

Oral LAS One Year Growth
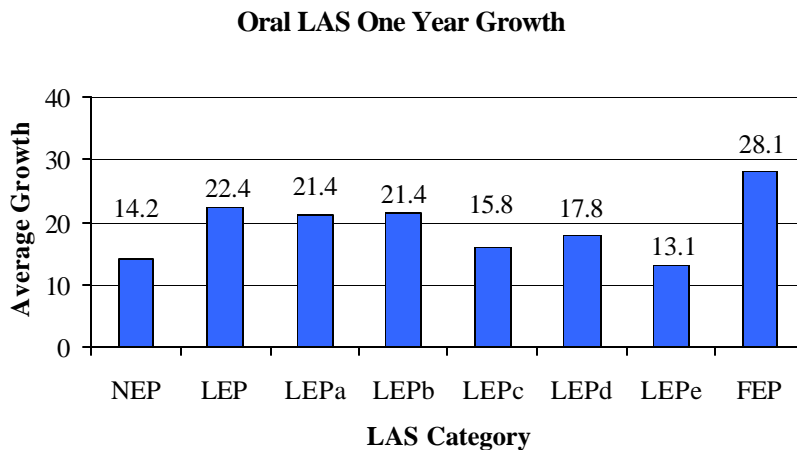
Figure 4 Oral LAS One-year Proficiency Growth - 2003-2004 Reference

Oral LAS One Year Growth
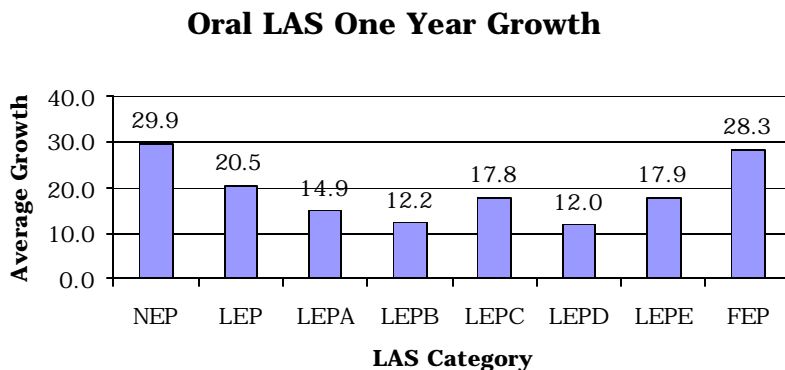
Grade Level Retentions for LEP, FEPm, FEPe, FEP and non-PHLOTE

To compare retention rates data were analyzed based on students who were in the same grade on the 40th day of the 2004-2005 year as compared to the 180th day of the 2003-2004 school year. Table 3 displays the percentages of retentions by grade level and by English language proficiency or non-PHLOTE status.

As can be seen in Table 3, retention rates are generally highest in the 9th through 12th grades, and then K and 1st grades. A similar pattern of retentions is present among FEP and non-PHLOTE students. Overall, retention patterns are similar year to year. The seemingly large changes in FEPm K and 1 compared to 2003-2004 (e.g., K has 73% retained 2003-04, 6% 2004-05) are the result of a small number of students in that FEPm category in those grades. High school retentions are higher than previous grades because total credit hours is the criterion for high school grade level status.

Table 3 Percent Student Retention by LAS Category, Non-PHLOTE by Grade 2004-2005

Grade 2004-2005	% LEP Retained	% FEP Retained	% FEPm Retained	% FEPe Retained	% Non PHLOTE Retained	Total % Retained	Total N Retained	Total N
K	4.9%	1.7%	6.0%	0.0%	2.6%	3.0%	217	7215
1	3.9%	1.3%	2.7%	0.0%	2.0%	2.3%	163	7177
2	3.0%	1.2%	0.5%	6.3%	1.0%	1.3%	93	6995
3	1.6%	0.8%	1.0%	1.4%	0.6%	0.9%	63	6819
4	1.4%	0.8%	0.0%	0.3%	0.4%	0.6%	42	6989
5	0.8%	0.4%	0.9%	0.5%	0.8%	0.8%	55	6980
6	0.3%	0.4%	0.8%	0.2%	0.4%	0.4%	25	6649
7	0.8%	0.8%	0.8%	0.0%	0.5%	0.5%	36	6719
8	0.7%	0.5%	1.5%	0.0%	0.8%	0.8%	50	6595
9	11.2%	5.9%	17.8%	2.3%	4.6%	6.3%	460	7267
10	21.8%	12.8%	34.6%	7.6%	12.6%	15.6%	1074	6902
11	17.6%	15.7%	28.0%	6.2%	12.1%	14.1%	797	5663
12	26.3%	12.0%	28.7%	7.5%	14.8%	16.1%	866	5369

Program Evaluation Data Sources 2004-2005

In order to conduct a meaningful evaluation of APS alternative language services across years, comparable data are required. Prompted by factors such as No Child Left Behind legislation (NCLB) and New Mexico Public Education Department (PED) content standards, testing instruments can change. Table 4 displays the outcome measures used in this report by language of administration. Results from assessments in English and the graduation rate (senior stability) show student LAS levels as of the 40th day of the 2004-2005 academic year. Results reported for assessments administered in Spanish may report LAS levels recorded later than the 40th day.

Table 4 2004-2005 Program Evaluation Data Sources

Grade	English Assessments	Content Area	
		Lang. Arts	Math
K	Kindergarten Developmental Progress Report	X	X
1	Developmental Reading Assessments	X	
2	Developmental Reading Assessments	X	
3	New Mexico Standards Based Assessments	X	X
4	New Mexico Standards Based Assessments	X	X
5	New Mexico Standards Based Assessments	X	X
6	New Mexico Standards Based Assessments	X	X
7	New Mexico Standards Based Assessments	X	X
8	New Mexico Standards Based Assessments	X	X
9	New Mexico Standards Based Assessments	X	X
10	New Mexico High School Competency Exam	X	X
11	New Mexico Standards Based Assessments	X	X
12	Graduation Rate (Senior Stability)	NA	NA
	Spanish Assessments		
1	Developmental Reading Assessments	X	
2	Developmental Reading Assessments	X	
3	New Mexico Standards Based Assessments	X	X
4	New Mexico Standards Based Assessments	X	X
5	New Mexico Standards Based Assessments	X	X
6	New Mexico Standards Based Assessments	X	X
7	New Mexico Standards Based Assessments	X	X
8	New Mexico Standards Based Assessments	X	X
9	New Mexico Standards Based Assessments	X	X
10	New Mexico High School Competency Exam	X	X

Kindergarten Development Progress Report - 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 most valid comparison is between the FEP and non-PHLOTE students who mastered the standardized tasks. A total of approximately 6737 students completed the KDPR in 2004-2005. For mathematics, the percentage of FEP who mastered various skills ranged from 76.3% to 96.2% (n = 678) as compared to that of non-PHLOTE students, which ranged from 73.8% to 93.7% (n = 4292, Table 5). For language arts (Table 5), the percentage of FEP students with mastery ranged from 84.3% to 98.2%, whereas that of non-PHLOTE students ranged from 81.7% to 95.3%. FEP's and non-PHLOTE's show comparable levels of mastery at the kindergarten level. A similar comparability pattern was seen in 2003-2004 KDPR data.

Table 5 Kindergarten Developmental Progress Report – 2004-05
APS District – LEP, FEP, Non-PHLOTE

Mathematics Item		Mastered 2004-2005		
		LEP	FEP	Non-PHLOTE
17.	Rote counts to 30.	82.8%	92.4%	90.3%
18.	Demonstrates 1 to 1 correspondence.	89.2%	95.9%	93.7%
22.	Reads numerals 0-20.	67.6%	76.3%	73.9%
24.	Connects numerals with quantity.	83.9%	92.6%	88.8%
25.	Names, sorts, draws basic shapes according to attributes.	85.8%	92.9%	89.7%
28.	Creates and extends patterns.	88.5%	96.2%	92.5%

Language Arts Item		Mastered 2004-2005		
		LEP	FEP	Non-PHLOTE
33.	Identifies/names opposites.	87.7%	94.6%	95.2%
35.	Is developing complexity in oral language.	79.3%	87.7%	85.3%
36.	Sequences pictures and stories.	82.1%	92.6%	89.1%
37.	Retells the main parts of a story.	77.5%	88.5%	84.1%
39.1	Produces the sounds of at least 10 consonants.	88.4%	93.8%	89.9%
39.2	Identify initial sounds in spoken language	84.3%	94.3%	89.1%
40.	Demonstrates rhyming skills.	67.3%	84.3%	81.7%
41.	Follows two-step oral directions.	89.5%	95.9%	93.6%
43.1	Points to the name or title of a book.	90.7%	96.8%	93.5%
43.6	Points to the first word that I would read	87.0%	93.2%	90.8%
43.8	Points to the words from left to right and top to bottom	88.2%	94.4%	91.5%
43.10	Finds a picture or illustration in the book on request.	91.8%	96.5%	94.3%
43.11	Points to a word when asked.	85.3%	90.6%	88.5%
43.12	Points to a letter when asked.	91.4%	98.2%	93.3%
44.	Demonstrates visual discrimination.	92.0%	96.7%	95.3%
45.	Identifies at least 10 letters of the alphabet.	86.8%	94.3 %	91.9%
46.	Uses pictures & written symbols to represent ideas & events.	81.3%	91.3%	85.9%
47.	Attempts to read or tell what s/he has written or dictated.	75.3%	85.9%	82.8%
48.	Reads and writes name.	88.6%	94.4%	91.3%

Developmental Reading Assessments - DRAs

The Developmental 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 proficiency level. Table 6 reports the percentages of 1st and 2nd grade students reading at each proficiency level on the English version of the DRAs. Table 7 reports Spanish results. 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 2004-2005, more LEP students took the English version (n=510) as compared to Spanish version (n=351). The percentage of LEP students scoring proficient or advanced on the English version was: 1st grade 38.5%; and 2nd grade 52.9%; compared to non-PHLOTE students, 63.7% and 75.2% respectively. On the Spanish version 51.5% of 1st grade LEP students and 55.6% of 2nd graders scored proficient or advanced while fewer than 10 non-PHLOTE students took the test. Prior norm-referenced scaling precludes multi-year comparisons with 2004-2005 criterion-referenced scales.

Table 6 English Developmental Reading Assessments (DRAs) – 2004-2005
APS District Summary - LEP, FEP, FEPm, FEPe, PHLOTE, Non-PHLOTE

Grade	Category	Beginning Steps Percent	Nearing Proficiency Percent	Proficient Percent	Advanced Percent	Total Grade Count
1	LEP	39.6	22.0	26.7	11.8	510
	FEP	20.9	18.6	30.1	30.4	803
	FEPm	30.1	20.9	31.0	17.9	435
	FEPe	0.0	0.0	0.0	0.0	0
	PHLOTE	33.0	20.6	27.0	19.4	2182
	Non-PHLOTE	21.3	15.0	32.3	31.4	3966
2	LEP	27.7	19.4	33.2	19.7	650
	FEP	11.9	13.4	41.4	33.2	915
	FEPm	15.2	17.7	38.4	28.8	396
	FEPe	43.8	31.3	25.0	0.0	*
	PHLOTE	20.8	17.4	35.8	25.9	2346
	Non-PHLOTE	12.7	12.1	38.3	36.9	3865

 *Grade total not reported due to cell counts <11

Table 7 Spanish Developmental Reading Assessments (DRAs) – 2004-2005
APS District Summary - LEP, FEP, FEPm, FEPe, PHLOTE, Non-PHLOTE

Grade		Beginning Steps Percent	Nearing Proficiency Percent	Proficient Percent	Advanced Percent	Total Grade Count*
1	LEP	26.9	21.6	34.5	17.0	
	FEP	13.6	24.7	37.0	24.7	
	FEPm	38.9	22.2	16.7	22.2	
	FEPe	50.0	50.0	0.0	0.0	
	PHLOTE	29.0	21.5	30.7	18.8	491
	Non-PHLOTE	33.3	8.3	50.0	8.3	
2	LEP	26.1	18.3	32.8	22.8	
	FEP	4.0	4.0	56.0	36.0	
	FEPm	0.0	50.0	33.3	16.7	
	FEPe	0.0	0.0	0.0	100.0	
	PHLOTE	21.6	20.1	35.3	23.1	331
	Non-PHLOTE	0.0	50.0	50.0	0.0	

*Grade totals reported due to cell counts <11

New Mexico Standards Based Assessments by Student Classification
State mandates require districts to participate in the New Mexico Standards Based Assessments (NMSBA) Program. APS staff members administered the SBA Math and Reading achievement tests to all students in grades three through nine and eleven. Non-PHLOTE and FEPm / FEPe students taking the SBA are fully English proficient.

Consistent with 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 fewer 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.

The 2004-2005 SBA is the first year test content aligned with state content standards. Consequently, comparisons in APS testing history among the current standards-referenced assessments and previous criterion- and norm-referenced assessments are not warranted.

The data presented in Tables 8 and 9 summarize Math and Reading achievement percentages in the four performance levels for LEP, FEP, FEPm, FEPe, and non-PHLOTE students by grade level in English. As expected, LEP students attain substantially lower percent proficient and advanced scores compared to all groups across all grades in both math and reading, with the exception of 11th grade math.

A trend exists in both math and reading where FEP students have greater performance proficiency compared to FEPm and FEPe across SBA assessed grades. Performance proficiency equals the combined Proficient and Advanced categories. FEP and FEPe have similar proficiency percentages in grades 3 and 4. From grade 6 and up, FEPe students remarkably outperform their FEPm peers.

Counter to the trend however, grade 8 FEPe had greater performance proficiency compared to FEP in both math and reading (29% v. 28%, 64% v. 58% respectively). Further, FEPe and FEP had equal reading performance proficiency in grade 7 (52%).

Table 8 English SBA Math Performance Level Grades 3-9, 11 by LAS Category

Grade 2004-05	Category	Percent Beginning Steps	Percent Nearing Proficient	Percent Proficient	Percent Advanced	Total Count
3	LEP	15.8	62.4	20.7	1.1	753
	FEP	6.1	47.5	41.3	5.0	951
	FEPm	11.2	52.1	33.5	3.2	188
	FEPe	8.5	55.1	33.6	2.8	283
	Non-PHLOTE	6.0	43.1	45.6	5.3	3678
4	LEP	23.3	61.5	13.4	1.7	751
	FEP	9.2	51.7	31.2	8.0	1069
	FEPm	8.2	54.5	31.8	5.5	292
	FEPe	10.7	53.4	26.9	9.0	335
	Non-PHLOTE	7.0	43.3	37.5	12.2	3696
5	LEP	35.7	58.5	5.7	0.1	670
	FEP	12.6	57.0	25.3	5.1	1243
	FEPm	12.6	64.5	22.0	0.9	318
	FEPe	11.4	59.3	23.3	6.1	378
	Non-PHLOTE	11.2	47.9	32.7	8.2	3585
6	LEP	50.5	45.1	3.6	0.8	521
	FEP	20.8	60.8	15.8	2.7	1320
	FEPm	29.4	63.0	6.7	0.9	343
	FEPe	21.8	64.4	11.2	2.6	427
	Non-PHLOTE	17.9	49.2	26.1	6.7	3282
7	LEP	67.5	31.1	0.7	0.7	428
	FEP	29.4	49.6	18.3	2.7	1303
	FEPm	47.6	47.0	5.5	0.0	492
	FEPe	22.2	60.5	15.8	1.5	481
	Non-PHLOTE	18.6	45.3	30.2	5.9	3176
8	LEP	60.3	35.7	3.4	0.6	468
	FEP	19.3	52.9	22.8	5.0	1044
	FEPm	34.2	57.5	7.8	0.6	360
	FEPe	12.2	58.9	25.5	3.4	616
	Non-PHLOTE	13.5	44.1	32.7	9.7	3286
9	LEP	48.2	46.5	5.1	0.3	355
	FEP	14.4	42.2	36.9	6.5	1000
	FEPm	25.7	58.2	14.4	1.7	409
	FEPe	10.3	51.7	34.1	4.0	505
	Non-PHLOTE	11.5	30.7	44.9	12.9	3229
11	LEP	58.7	29.1	9.9	2.2	223
	FEP	11.9	46.0	30.2	11.9	530
	FEPm	40.9	52.0	6.4	0.7	423
	FEPe	16.4	54.2	24.6	4.8	456
	Non-PHLOTE	14.7	33.3	34.5	17.4	2747

Table 9 SBA English Reading Performance Level Grades 3-9, 11 by LAS Category

Grade 2004-05	Category	Percent Beginning Steps	Percent Nearing Proficient	Percent Proficient	Percent Advanced	Total Count
3	LEP	41.4	33.0	25.3	0.3	742
	FEP	13.2	24.3	58.1	4.3	929
	FEPm	21.5	29.6	46.2	2.7	186
	FEPe	20.3	26.8	50.7	2.2	276
	Non-PHLOTE	12.9	21.2	58.6	7.3	3615
4	LEP	32.1	51.2	15.8	1.0	735
	FEP	9.3	35.3	45.6	9.8	1056
	FEPm	7.8	40.5	48.3	3.4	294
	FEPe	15.4	38.6	36.4	9.6	332
	Non-PHLOTE	6.5	28.4	49.4	15.7	3673
5	LEP	31.3	52.6	15.0	1.0	667
	FEP	7.0	29.3	44.3	19.4	1239
	FEPm	6.9	39.8	48.0	5.3	319
	FEPe	7.4	32.5	48.3	11.9	379
	Non-PHLOTE	6.2	23.0	42.7	28.1	3593
6	LEP	38.0	55.5	6.2	0.4	519
	FEP	6.5	54.7	35.6	3.2	1322
	FEPm	7.3	70.4	22.3	0.0	341
	FEPe	8.7	59.0	31.1	1.2	424
	Non-PHLOTE	7.3	38.9	47.0	6.9	3277
7	LEP	41.2	49.2	9.6	0.0	417
	FEP	8.3	39.9	46.3	5.5	1297
	FEPm	12.9	63.9	22.1	1.0	488
	FEPe	5.4	42.1	48.3	4.1	484
	Non-PHLOTE	7.3	29.3	50.5	12.9	3168
8	LEP	40.7	45.5	13.8	0.0	464
	FEP	8.4	34.0	54.2	3.4	1045
	FEPm	11.7	55.6	32.8	0.0	360
	FEPe	3.2	33.3	61.9	1.6	616
	Non-PHLOTE	6.8	24.6	61.2	7.4	3282
9	LEP	76.7	18.9	4.4	0.0	365
	FEP	19.0	28.8	48.4	3.7	999
	FEPm	34.7	40.9	24.4	0.0	406
	FEPe	14.1	36.1	48.6	1.2	498
	Non-PHLOTE	14.6	19.7	59.2	6.5	3231
11	LEP	47.0	37.2	14.4	1.4	215
	FEP	5.8	18.0	58.0	18.2	533
	FEPm	17.2	51.4	29.5	1.9	424
	FEPe	5.3	31.0	55.4	8.2	451
	Non-PHLOTE	7.9	18.7	50.8	22.6	2763

Students exempt from the NM Standards Based Assessments in English who are fluent Spanish speakers are expected to participate in the NMSBA in Spanish. This achievement test aligns with New Mexico standards and provides measures of math and reading. Tables 10 and 11 show the percentages of English Language Learners (ELLs) proficiency levels on the math and reading 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.

Table 10 Spanish SBA Math Performance Level Grades 3-9 by LAS Category

Grade 2004-05	Category	Percent Beginning Steps	Percent Nearing Proficient	Percent Proficient	Percent Advanced	Total Count*
3	ELLs	0.0	17.5	75.3	7.2	469
	Non-ELLs	5.6	38.7	44.6	11.0	
4	ELLs	5.0	33.8	58.8	2.5	421
	Non-ELLs	13.2	56.0	29.0	1.8	
5	ELLs	1.6	45.3	51.6	1.6	314
	Non-ELLs	23.5	62.3	13.9	0.3	
6	ELLs	26.7	53.3	20.0	0.0	246
	Non-ELLs	17.3	72.7	10.0	0.0	
7	ELLs	46.7	40.0	13.3	0.0	292
	Non-ELLs	32.5	58.5	9.0	0.0	
8	ELLs	29.4	64.7	5.9	0.0	254
	Non-ELLs	28.7	59.1	11.4	0.8	
9	ELLs	30.0	56.7	13.3	0.0	216
	Non-ELLs	15.1	72.6	11.3	1.1	

*Grade totals reported due to cell counts <11

Table 11 Spanish SBA Reading Performance Level Grades 3-9 by LAS Category

Grade 2004-05	Category	Percent Beginning Steps	Percent Nearing Proficient	Percent Proficient	Percent Advanced	Total Count*
3	ELLs	1.5	26.1	70.9	1.5	502
	Non-ELLs	6.3	63.0	26.9	3.8	
4	ELLs	2.8	25.9	67.6	3.7	460
	Non-ELLs	11.6	51.7	31.8	4.8	
5	ELLs	1.1	34.5	64.4	0.0	404
	Non-ELLs	18.3	55.8	25.6	0.3	
6	ELLs	6.0	26.0	68.0	0.0	291
	Non-ELLs	8.7	53.9	34.9	2.5	
7	ELLs	2.6	28.2	69.2	0.0	327
	Non-ELLs	1.7	36.8	55.9	5.6	
8	ELLs	0.0	38.1	61.9	0.0	285
	Non-ELLs	6.2	39.5	51.0	3.3	
9	ELLs	3.6	53.6	42.9	0.0	219
	Non-ELLs	5.8	53.9	38.2	2.1	

*Grade totals reported due to cell counts <11

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 first 10th grade 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 rather than a diploma and retake the tests for up to five more years after graduation.

Table 12 shows that 2,986 non-PHLOTE students took the NMHSCE in 2004-2005 in 10th grade with a passing rate of 76%, and 2,069 PHLOTE students took the exam with a passing rate of 52%. Of PHLOTE students, FEP students obtained the highest passing rate of 70%, while FEPe students obtained the next highest with a passing rate of 56%. FEPm students obtained a passing rate of 37%. The difference between the passing rates of FEPm and FEPe students is evidence supporting the district's effectiveness of the 3 monitoring years. As seen in Table 13, the total number of LEP students taking the exam increased from 247 in 2003-2004 to 286 in 2004-2005. The 286 LEP students obtained a passing rate of 14%, down from the 2003-2004 rate of 19%. Passing rates decreased marginally in all LEP categories except LEPb which increased to 15% from 10%. LEPa, remained zero.

Table 12 2004-2005 New Mexico High School Competency Exam – 10th Grade

Status	Failing	Passing	Grand Total	% Passing
Non-PHLOTE	722	2264	2986	76
All PHLOTE Total	1002	1067	2069	52
LAS Category (PHLOTE)				
NEP	101	7	108	6
LEP	40	6	46	13
LEPa	5	0	5	0
LEPb	35	6	41	15
LEPc	28	2	30	7
LEPd	131	20	151	13
LEPe	8	5	13	38
FEPm	286	170	456	37
FEPe	188	243	431	56
FEP	256	600	856	70
None reported	25	15	40	38

Table 13 New Mexico High School Competency Exam Comparisons 2002-03 through-2004-05

Status	2002-03		2003-04		2004-05	
	Total	% Passing	Total	% Passing	Total	% Passing
Non-PHLOTE	3368	73	2782	77	2986	76
PHLOTE Total	2344	58	1845	55	2069	52
LAS Category (PHLOTE)						
NEP	13	0	99	9	108	6
LEP	27	7	29	14	46	13
LEPa	8	0	10	0	5	0
LEPb	39	3	40	10	41	15
LEPc	25	12	18	17	30	7
LEPd	274	14	133	21	151	13
LEPe	15	33	17	41	13	38
FEPm	624	44	429	42	456	37
FEPe	177	68	468	68	431	56
FEP	NR	NR	38	80	856	70
None reported	149	75	38	74	40	38

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 on assessments, a variety of student outcome measures can be examined by LEP or PHLOTE status. These outcome measures are gathered for 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 40 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 14 indicates that in 2004-2005, LEP students had the lowest graduation rate at 73%. 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 14 2004-2005 Senior Stability Rate in Percent by Classification

Status	2001-02 Rate	2002-03 Rate	2003-04 Rate	2004-05 Rate	Enrolled on the 40th Day (2004-05)	Number Graduating (2004-05)
Non-PHLOTE	91	87	86	81	3056	2476
LEP	72	80	74	73	141	103
FEP	NR	NR	92	91	940	856
FEPm	85	89	86	85	329	280
FEPe	*	96	96	97	235	226
TOTAL	84	88	86	84	4702	3940
No Category (PHLOTE)	91	82	0	0	0	0

*New designation in 2002-2003.

Certificates of Completion

Fifty-one PHLOTE students received a certificate of completion in 2004-2005 (Table 15). 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 15 PHLOTE Students Receiving Certificates of Completion

Status	2003-04	2004-05
LEP	10	28
NEP	24	26
TOTAL	25	54

District-wide Alternative Language Service Program Evaluation

This year, 2004-2005, 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 2 ALS service hours. Bilingual service model participants received 2 or 3 daily ALS service hours.

Table 16 reports the number of ELL students by program model. Table 17 shows the number of students in bilingual programs. Including non-ELL students, in 2004-05 there were 18,202 ALS and bilingual program recipients compared to 12,315 in 2003-2004.

Table 16 Number of ELL Students Receiving Bilingual and English Program Models

Program Model	2003-04	2004-05
Bilingual	5,930	6,505
English	4,281	4,701
Total	10,211	11,206

Table 17 Number of Students in ALS Bilingual Models

Bilingual Service	2003-04	2004-05
Maintenance Bilingual Education (MBE)	7,018	8,856
Transitional Bilingual Education (TBE)	223	188
Two-way Bilingual Education (TWBE)	2,287	2,408
Total	9,528	11,452

New Mexico Public Education Department (PED) introduced assessments aligned to state content standards in Math and Reading for end of year testing in 2005. While not comparable against norm- nor criterion-referenced instruments, New Mexico's standards-referenced assessments are designed to offer defensible multi-year comparisons of academic progress. Standards-referenced tests were administered in grades three through nine and eleven.

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 18 – 25 show ALS bilingual models. Tables 26-33 present each ALS program model.

Table 18 KDPR Language Proficiency - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
K	Priority	15	10	3	5	0	0	0	0	0	0
	Beginning steps	6	6	4	4	0	2	0	0	0	0
	Nearing Proficient	21	15	9	10	0	8	0	33	0	0
	Proficient	58	69	83	80	0	90	0	67	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	0
	Total Count	*248*	*777*	*204*	*315*	*0*	*298*	*0*	***	*0*	*0*

*Count < 11

Table 19 KDPR Math Proficiency - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
K	Priority	7	7	1	3	0	0	0	0	0	0
	Beginning steps	9	7	3	5	0	2	0	0	0	0
	Nearing Proficient	20	12	10	16	0	4	0	50	0	0
	Proficient	64	74	86	76	0	94	0	50	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	0
	Total Count	*248*	*777*	*204*	*315*	*0*	*298*	*0*	***	*0*	*0*

*Count < 11

Table 20 English DRAs Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
1	Beginning steps	56	58	38	42	0	22	0	34	0	0
	Nearing Proficient	20	21	24	21	0	18	0	24	0	0
	Proficient	19	15	27	26	0	27	0	27	0	0
	Advanced	5	6	11	11	0	32	0	14	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	0
2	Beginning steps	51	34	22	30	100	15	0	16	0	100
	Nearing Proficient	27	27	20	17	0	14	0	19	0	0
	Proficient	16	25	37	33	0	42	0	39	0	0
	Advanced	5	15	22	20	0	29	0	26	0	0
	Grade Total	100	100	100	100	100	100	0	100	0	100
	Counts										
	Beginning steps	*136*	*154*	*142*	*188*	***	*109*	*0*	*74*	*0*	*2*
	Nearing Proficient	*59*	*80*	*104*	*101*	*0*	*97*	*0*	*62*	*0*	*0*
	Proficient	*45*	*65*	*155*	*156*	*0*	*204*	*0*	*94*	*0*	*0*
	Advanced	*13*	*34*	*81*	*84*	*0*	*180*	*0*	*57*	*0*	*0*
	Total Count	*253*	*333*	*482*	*529*	***	*590*	*0*	*287*	*0*	*2*

*Count < 11

Table 21 Spanish DRAs Reading Proficiency - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
1	Beginning steps	75	35	100	26	0	14	0	33	0	0
	Nearing Proficient	0	21	0	22	0	26	0	27	0	100
	Proficient	25	27	0	35	0	35	0	20	0	0
	Advanced	0	17	0	17	0	25	0	20	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
2	Beginning steps	14	21	67	26	0	5	0	0	0	0
	Nearing Proficient	7	27	0	18	0	5	0	60	0	0
	Proficient	57	31	33	33	0	59	0	20	0	0
	Advanced	21	20	0	23	0	32	0	20	0	100
	Grade Total	100	100	100	100	0	100	0	100	0	100
3	Beginning steps	0	24	0	24	0	4	0	0	0	0
	Nearing Proficient	0	29	0	14	0	26	0	0	0	0
	Proficient	100	23	0	33	0	22	0	100	0	100
	Advanced	0	24	100	30	0	48	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
	Counts										
	Beginning steps	*	*105*	*	*119*	*0*	*12*	*0*	*	*0*	*0*
	Nearing Proficient	*	*86*	*0*	*86*	*0*	*25*	*0*	*	*0*	*
	Proficient	*	*99*	*	*157*	*0*	*42*	*0*	*	*0*	*
	Advanced	*	*69*	*	*106*	*0*	*35*	*0*	*	*0*	*
	Total Count	*19*	*359*	*	*468*	*0*	*114*	*0*	*21*	*0*	*

*Count < 11

Table 22 English SBA Math Proficiency Grades 3, 4, 5, 6, 7, 8, 9, 11 - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
3	Beginning steps	27	31	12	20	0	8	0	9	0	10
	Nearing Proficient	57	66	67	60	0	48	0	45	0	58
	Proficient	17	3	20	19	0	40	0	45	0	30
	Advanced	0	0	1	1	0	4	0	2	0	2
	Grade Total	100	100	100	100	0	100	0	100	0	100
4	Beginning steps	22	75	25	22	0	9	0	8	0	9
	Nearing Proficient	44	8	62	62	0	54	0	56	0	57
	Proficient	33	17	12	14	0	29	0	31	0	28
	Advanced	0	0	1	2	0	7	0	6	0	6
	Grade Total	100	100	100	100	0	100	0	100	0	100
5	Beginning steps	57	64	44	34	0	13	0	10	0	7
	Nearing Proficient	43	36	52	61	0	59	0	59	0	65
	Proficient	0	0	4	5	0	23	0	31	0	27
	Advanced	0	0	0	0	0	5	0	0	0	2
	Grade Total	100	100	100	100	0	100	0	100	0	100
6	Beginning steps	56	50	56	60	0	9	0	0	0	23
	Nearing Proficient	28	40	42	37	0	69	0	57	0	70
	Proficient	17	10	2	2	0	18	0	43	0	7
	Advanced	0	0	0	0	0	4	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
7	Beginning steps	55	67	69	69	0	24	0	50	0	21
	Nearing Proficient	32	29	29	30	0	59	0	25	0	64
	Proficient	11	4	1	1	0	17	0	25	0	15
	Advanced	3	0	0	0	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
8	Beginning steps	46	67	64	61	0	8	0	100	0	13
	Nearing Proficient	46	33	32	39	0	63	0	0	0	63
	Proficient	8	0	3	1	0	29	0	0	0	21
	Advanced	0	0	1	0	0	0	0	0	0	3
	Grade Total	100	100	100	100	0	100	0	100	0	100

		NEP		LEP		FEP		FEPm		FEPe	
		English	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**
Grade		%	%	%	%	%	%	%	%	%	%
9	Beginning steps	48	23	56	29	0	7	0	0	0	10
	Nearing Proficient	26	46	41	67	0	27	0	0	0	54
	Proficient	13	31	3	5	0	58	0	0	0	37
	Advanced	13	0	0	0	0	9	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	0	0	100
11	Beginning steps	49	49	64	56	0	7	0	0	0	19
	Nearing Proficient	24	49	24	38	0	40	0	0	0	61
	Proficient	17	1	9	5	0	45	0	0	0	18
	Advanced	10	1	4	0	0	9	0	0	0	2
	Grade Total	100	100	100	100	0	100	0	0	0	100
	Counts										
	Beginning steps	*88*	*96*	*918*	*543*	*0*	*163*	*0*	*26*	*0*	*135*
	Nearing Proficient	*69*	*84*	*892*	*833*	*0*	*819*	*0*	*147*	*0*	*615*
	Proficient	*27*	***	*139*	*146*	*0*	*456*	*0*	*94*	*0*	*230*
	Advanced	***	***	*16*	*13*	*0*	*74*	*0*	***	*0*	*21*
	Total Count	*192*	*191*	*1965*	*1535*	*0*	*1512*	*0*	*274*	*0*	*1001*

*Count < 11

Table 23 English SBA Reading Proficiency Grades 3, 4, 5, 6, 7, 8, 9, 11 - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
3	Beginning steps	59	86	45	42	0	13	0	20	0	18
	Nearing Proficient	26	10	34	33	0	24	0	31	0	30
	Proficient	15	3	20	25	0	59	0	45	0	51
	Advanced	0	0	1	0	0	4	0	5	0	2
	Grade Total	100	100	100	100	0	100	0	100	0	100
4	Beginning steps	33	64	33	33	0	10	0	10	0	15
	Nearing Proficient	67	36	52	51	0	39	0	45	0	40
	Proficient	0	0	13	15	0	43	0	44	0	36
	Advanced	0	0	1	1	0	7	0	2	0	9
	Grade Total	100	100	100	100	0	100	0	100	0	100
5	Beginning steps	86	73	34	33	0	8	0	6	0	3
	Nearing Proficient	14	27	53	53	0	29	0	41	0	33
	Proficient	0	0	13	14	0	45	0	48	0	53
	Advanced	0	0	0	0	0	17	0	6	0	12
	Grade Total	100	100	100	100	0	100	0	100	0	100
6	Beginning steps	57	60	49	46	0	1	0	0	0	7
	Nearing Proficient	36	30	47	51	0	43	0	57	0	66
	Proficient	7	10	4	2	0	51	0	43	0	28
	Advanced	0	0	0	0	0	5	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
7	Beginning steps	50	58	44	44	0	5	0	0	0	3
	Nearing Proficient	35	38	48	50	0	28	0	25	0	44
	Proficient	15	4	8	7	0	63	0	75	0	49
	Advanced	0	0	0	0	0	3	0	0	0	4
	Grade Total	100	100	100	100	0	100	0	100	0	100
8	Beginning steps	43	40	46	40	0	3	0	0	0	4
	Nearing Proficient	52	60	43	51	0	22	0	100	0	37
	Proficient	4	0	11	9	0	73	0	0	0	59
	Advanced	0	0	0	0	0	3	0	0	0	1
	Grade Total	100	100	100	100	0	100	0	100	0	100

		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
Grade		%	%	%	%	%	%	%	%	%	%
9	Beginning steps	70	67	82	72	0	9	0	0	0	12
	Nearing Proficient	5	17	16	26	0	20	0	0	0	43
	Proficient	25	8	2	2	0	65	0	0	0	45
	Advanced	0	8	0	0	0	7	0	0	0	1
	Grade Total	100	100	100	100	0	100	0	0	0	100
11	Beginning steps	46	79	51	49	0	2	0	0	0	4
	Nearing Proficient	28	19	34	44	0	10	0	0	0	35
	Proficient	26	2	13	8	0	67	0	0	0	58
	Advanced	0	0	1	0	0	22	0	0	0	4
	Grade Total	100	100	100	100	0	100	0	0	0	100
	Counts										
	Beginning steps	92	123	920	602	0	123	0	28	0	79
	Nearing Proficient	55	45	812	701	0	445	0	110	0	396
	Proficient	26	*	207	215	0	796	0	124	0	478
	Advanced	0	*	*	*	0	134	0	*	0	43
	Total Count	173	174	1946	1521	0	1498	0	272	0	996

*Count < 11

Table 24 Spanish SBA Math Proficiency Grades 3, 4, 5, 6, 7, 8, 9 - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP English %	NEP Bilingual %	LEP English %	LEP Bilingual %	FEP English %	FEP Bilingual %	FEPm English %	FEPm Bilingual %	FEPe English %	FEPe Bilingual %
3	Beginning steps	24	8	0	2	0	0	0	0	0	0
	Nearing Proficient	49	46	38	32	0	13	0	0	0	25
	Proficient	27	40	62	50	0	81	0	100	0	75
	Advanced	0	7	0	17	0	6	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
4	Beginning steps	16	20	0	11	0	0	0	0	0	14
	Nearing Proficient	59	55	93	53	0	24	0	22	0	14
	Proficient	25	23	7	34	0	71	0	78	0	71
	Advanced	0	2	0	2	0	6	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
5	Beginning steps	29	26	19	22	0	0	0	0	0	0
	Nearing Proficient	69	60	65	61	0	42	0	50	0	33
	Proficient	3	14	15	17	0	55	0	50	0	67
	Advanced	0	0	0	1	0	3	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
6	Beginning steps	15	19	27	13	0	100	0	0	0	0
	Nearing Proficient	78	70	67	78	0	0	0	0	0	0
	Proficient	7	11	7	10	0	0	0	0	0	0
	Advanced	0	0	0	0	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	0	0	0
7	Beginning steps	18	36	0	33	0	0	0	0	0	0
	Nearing Proficient	64	59	71	53	0	0	0	0	0	0
	Proficient	18	5	29	14	0	0	0	0	0	0
	Advanced	0	0	0	0	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	0	0	0	0	0
8	Beginning steps	38	28	14	30	0	0	0	0	0	100
	Nearing Proficient	46	63	43	56	0	0	0	0	0	0
	Proficient	17	9	43	12	0	0	0	0	0	0
	Advanced	0	1	0	2	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	0	0	0	0	100

		NEP		LEP		FEP		FEPm		FEPe	
		English	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**	**English**	**Bilingual**
Grade		%	%	%	%	%	%	%	%	%	%
	Beginning steps	0	18	10	9	0	0	0	0	0	0
	Nearing Proficient	100	72	60	70	0	0	0	0	0	0
9	Proficient	0	8	30	21	0	0	0	0	0	0
	Advanced	0	1	0	0	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	0	0	0	0	0
	Counts										
	Beginning steps	*43*	*204*	*11*	*105*	*0*	***	*0*	*0*	*0*	***
	Nearing Proficient	*126*	*551*	*59*	*382*	*0*	*30*	*0*	***	*0*	***
	Proficient	*30*	*130*	*22*	*220*	*0*	*95*	*0*	*15*	*0*	***
	Advanced	*0*	*13*	*0*	*39*	*0*	***	*0*	*0*	*0*	*0*
	Total Count	*199*	*898*	*92*	*746*	*0*	*133*	*0*	*19*	*0*	*15*

*Count < 11

Table 25 Spanish SBA Reading Proficiency Grades 3, 4, 5, 6, 7, 8, 9 - ALS Bilingual Models by LAS Category - APS District 2004-2005

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
3	Beginning steps	17	5	15	5	0	1	0	0	0	0
	Nearing Proficient	69	73	46	57	0	28	0	0	0	13
	Proficient	11	21	38	33	0	70	0	100	0	88
	Advanced	3	2	0	6	0	1	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
4	Beginning steps	13	19	14	9	0	0	0	0	0	11
	Nearing Proficient	61	50	57	50	0	22	0	12	0	11
	Proficient	23	29	29	35	0	74	0	88	0	78
	Advanced	3	2	0	6	0	4	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
5	Beginning steps	18	18	12	19	0	0	0	0	0	0
	Nearing Proficient	62	56	50	56	0	38	0	0	0	25
	Proficient	21	25	38	25	0	63	0	100	0	75
	Advanced	0	0	0	1	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
6	Beginning steps	5	9	20	8	0	0	0	0	0	0
	Nearing Proficient	54	57	33	53	0	33	0	0	0	22
	Proficient	37	31	47	39	0	67	0	100	0	78
	Advanced	5	3	0	0	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	100	0	100
7	Beginning steps	0	2	0	1	0	0	0	0	0	0
	Nearing Proficient	24	37	14	43	0	43	0	0	0	0
	Proficient	62	57	57	50	0	57	0	0	0	100
	Advanced	14	4	29	5	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	0	0	100
8	Beginning steps	0	6	0	10	0	0	0	0	0	0
	Nearing Proficient	41	40	29	38	0	25	0	0	0	26
	Proficient	59	51	57	48	0	75	0	0	0	74
	Advanced	0	3	14	5	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	100	0	0	0	100

Grade		NEP		LEP		FEP		FEPm		FEPe	
		English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual
		%	%	%	%	%	%	%	%	%	%
9	Beginning steps	13	5	18	3	0	0	0	0	0	0
	Nearing Proficient	63	53	45	59	0	0	0	0	0	0
	Proficient	25	41	36	31	0	0	0	0	0	0
	Advanced	0	1	0	6	0	0	0	0	0	0
	Grade Total	100	100	100	100	0	0	0	0	0	0
	Counts										
	Beginning steps	*19*	*70*	*12*	*71*	*0*	***	*0*	*0*	*0*	***
	Nearing Proficient	*105*	*455*	*40*	*414*	*0*	*61*	*0*	***	*0*	***
	Proficient	*61*	*353*	*38*	*278*	*0*	*144*	*0*	*33*	*0*	*46*
	Advanced	***	*21*	***	*34*	*0*	***	*0*	*0*	*0*	*0*
	Total Count	*192*	*899*	*93*	*797*	*0*	*209*	*0*	*35*	*0*	*57*

*Count < 11

Table 26 KDPR Language Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Kindergarten	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Priority	15	0	12	0	7	3	0	5	100	6	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Beginning steps	6	0	8	0	2	4	0	5	0	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	21	0	19	17	7	9	0	12	0	3	0	0	5	0	15	0	0	40	0	0	0	0	0	0	0
Proficient	58	0	61	83	84	83	0	78	0	91	0	0	95	100	79	0	0	60	0	100	0	0	0	0	0
Grade Total	100	0	100	100	100	100	0	100	100	100	0	0	100	100	100	0	0	100	0	100	0	0	0	0	0
Total Count	*248*	*0*	*523*	***	*248*	*204*	*0*	*250*	***	*64*	*0*	*0*	*200*	***	*97*	*0*	*0*	***	*0*	***	*0*	*0*	*0*	*0*	*0*

*Count < 11

Table 27 KDPR Math Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Kindergarten	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Priority	7	0	7	0	6	1	0	2	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beginning steps	9	0	8	0	3	3	0	6	0	2	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	20	0	15	0	6	10	0	16	100	13	0	0	4	0	5	0	0	60	0	0	0	0	0	0	0
Proficient	64	0	69	100	84	86	0	75	0	80	0	0	95	100	91	0	0	40	0	100	0	0	0	0	0
Grade Total	100	0	100	100	100	100	0	100	100	100	0	0	100	100	100	0	0	100	0	100	0	0	0	0	0
Total Count	*248*	*0*	*523*	***	*248*	*204*	*0*	*250*	***	*64*	*0*	*0*	*200*	***	*97*	*0*	*0*	***	*0*	***	*0*	*0*	*0*	*0*	*0*

*Count < 11

Table 28 English DRAs* Reading Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 1	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	56	0	57	65	60	38	50	43	83	28	0	0	21	50	22	0	0	32	0	43	0	0	0	0	0
Nearing Proficient	20	0	24	12	7	24	0	21	17	20	0	0	18	0	20	0	0	27	0	15	0	0	0	0	0
Proficient	19	0	14	6	33	27	50	25	0	40	0	0	26	25	30	0	0	27	0	28	0	0	0	0	0
Advanced	5	0	5	18	0	11	0	11	0	12	0	0	34	25	28	0	0	14	0	15	0	0	0	0	0
Grade Total	100	0	100	100	100	100	100	100	100	100	0	0	100	100	100	0	0	100	0	100	0	0	0	0	0
Grade2	56	9	39	0	16	23	20	32	0	17	0	100	16	0	15	0	0	16	20	15	0	0	100	0	0
Beginning steps	27	27	29	100	19	20	20	20	0	5	0	0	13	0	18	0	0	21	20	11	0	0	0	0	0
Nearing Proficient	12	55	25	0	24	38	36	31	100	39	0	0	43	86	37	0	0	38	60	41	0	0	0	0	0
Proficient	5	9	7	0	41	19	24	17	0	39	0	0	28	14	30	0	0	26	0	33	0	0	0	0	0
Advanced	100	100	100	100	100	100	100	100	100	100	0	100	100	100	100	0	0	100	100	100	0	0	100	0	0
Grade Total	56	0	57	65	60	38	50	43	83	28	0	0	21	50	22	0	0	32	0	43	0	0	0	0	0
Counts																									
Beginning steps	135	*	128	11	15	114	28	169	*	14	0	*	74	*	33	0	0	52	*	21	0	0	*	0	0
Nearing Proficient	56	*	69	*	*	78	26	93	*	7	0	0	63	0	34	0	0	52	*	*	0	0	0	0	0
Proficient	39	*	50	*	14	106	49	129	*	26	0	0	136	*	61	0	0	69	*	22	0	0	0	0	0
Advanced	12	*	16	*	15	49	32	65	0	19	0	0	125	*	53	0	0	42	0	15	0	0	0	0	0
Total Count	242	11	263	18	52	347	135	456	*	66	0	*	398	11	181	0	0	215	*	67	0	0	*	0	0

*Count < 11

Table 29 DRAW Spanish* Reading Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 1	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	75	0	37	0	33	100	0	35	0	19	0	0	13	0	15	0	0	25	0	36	0	0	0	0	0
Nearing Proficient	0	0	18	0	23	0	0	17	100	26	0	0	25	0	26	0	0	25	0	27	0	0	0	0	100
Proficient	25	0	26	0	28	0	0	30	0	40	0	0	50	0	33	0	0	25	0	18	0	0	0	0	0
Advanced	0	0	18	0	16	0	0	18	0	16	0	0	13	0	26	0	0	25	0	18	0	0	0	0	0
Grade Total	100	0	100	0	100	100	0	100	100	100	0	0	100	0	100	0	0	100	0	100	0	0	0	0	100
Grade2																									
Beginning steps	14	0	27	0	16	67	0	38	0	15	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	7	0	30	0	25	0	0	14	0	22	0	0	20	0	0	0	0	0	0	60	0	0	0	0	0
Proficient	57	0	16	0	44	33	0	24	0	40	0	0	40	0	65	0	0	0	0	20	0	0	0	0	0
Advanced	21	0	27	0	15	0	0	23	0	23	0	0	40	0	29	0	0	0	0	20	0	0	100	0	0
Grade Total	100	0	100	0	100	100	0	100	0	100	0	0	100	0	100	0	0	0	0	100	0	0	100	0	0
Grade3																									
Beginning steps	0	0	23	0	25	0	0	28	0	21	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	0	0	23	0	34	0	0	16	0	12	0	0	0	0	27	0	0	0	0	0	0	0	0	0	0
Proficient	100	0	20	0	25	0	0	28	0	36	0	0	0	0	23	0	0	100	0	0	0	0	0	0	100
Advanced	0	0	33	0	16	100	0	28	0	32	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	0	100	0	100	0	0	100	0	100	0	0	100	0	0	0	0	0	0	100
Counts																									
Beginning steps	*	0	51	0	54	*	0	73	0	46	0	0	*	0	*	0	0	*	0	*	0	0	0	0	0
Nearing Proficient	*	0	36	0	50	0	0	33	*	52	0	0	*	0	22	0	0	*	0	*	0	0	0	0	*
Proficient	*	0	36	0	63	*	0	58	0	99	0	0	*	0	36	0	0	*	0	*	0	0	0	0	*
Advanced	*	0	38	0	31	*	0	47	0	59	0	0	*	0	32	0	0	*	0	*	0	0	*	0	0
Total Count	19	0	161	0	198	*	0	211	*	256	0	0	14	0	100	0	0	*	0	16	0	0	*	0	*

*Count < 11

Table 30 English SBA Math Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 3	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	29	17	32	0	0	18	9	19	0	28	0	0	8	0	9	0	0	7	0	14	0	0	11	0	9
Nearing Proficient	54	67	68	0	0	67	67	61	100	48	0	0	51	43	36	0	0	51	0	32	0	0	54	0	71
Proficient	17	17	0	0	100	15	22	19	0	24	0	0	38	57	47	0	0	42	0	50	0	0	36	0	15
Advanced	0	0	0	0	0	0	1	1	0	0	0	0	4	0	8	0	0	0	0	5	0	0	0	0	6
Grade Total	100	100	100	0	100	100	100	100	100	100	0	0	100	100	100	0	0	100	0	100	0	0	100	0	100
Grade4																									
Beginning steps	17	33	75	0	0	35	23	24	33	10	0	0	10	33	5	0	0	8	33	3	0	0	10	25	7
Nearing Proficient	50	33	8	0	0	51	64	60	67	75	0	0	56	67	43	0	0	59	67	45	0	0	62	25	50
Proficient	33	33	17	0	0	10	13	14	0	14	0	0	27	0	41	0	0	27	0	45	0	0	26	0	35
Advanced	0	0	0	0	0	4	0	3	0	2	0	0	6	0	11	0	0	5	0	7	0	0	3	50	7
Grade Total	100	100	100	0	0	100	100	100	100	100	0	0	100	100	100	0	0	100	100	100	0	0	100	100	100
Grade5																									
Beginning steps	50	100	67	0	50	48	43	37	21	21	0	0	13	8	16	0	0	14	0	0	0	0	10	0	0
Nearing Proficient	50	0	33	0	50	41	53	57	79	73	0	0	60	75	52	0	0	59	50	61	0	0	63	67	68
Proficient	0	0	0	0	0	11	3	6	0	5	0	0	23	17	24	0	0	27	50	39	0	0	25	33	30
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	4	0	8	0	0	0	0	0	0	0	2	0	3
Grade Total	100	100	100	0	100	100	100	100	100	100	0	0	100	100	100	0	0	100	100	100	0	0	100	100	100
Grade 6																									
Beginning steps	59	0	50	0	0	56	56	62	0	0	0	0	11	0	0	0	0	0	0	0	0	0	29	0	5
Nearing Proficient	29	0	40	0	0	40	42	35	100	0	0	0	67	60	100	0	0	33	75	0	0	0	67	0	85
Proficient	12	100	10	0	0	4	1	3	0	0	0	0	19	30	0	0	0	67	25	0	0	0	4	100	10
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	4	10	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	100	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	100	100	0	0	0	100	100	100
Grade 7																									
Beginning steps	58	0	67	0	0	59	72	68	100	0	0	0	24	33	17	0	0	0	50	0	0	0	23	50	5
Nearing Proficient	31	50	29	0	0	39	27	31	0	0	0	0	60	67	33	0	0	0	25	0	0	0	64	25	74
Proficient	11	0	4	0	0	0	1	1	0	0	0	0	16	0	50	0	0	0	25	0	0	0	13	25	21
Advanced	0	50	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	100	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	0	100	0	0	0	100	100	100

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 8																									
Beginning steps	48	33	67	0	0	60	65	61	33	0	0	0	8	0	14	0	0	0	100	0	0	0	16	0	6
Nearing Proficient	43	67	33	0	0	33	31	38	67	0	0	0	66	67	29	0	0	0	0	0	0	0	60	50	73
Proficient	9	0	0	0	0	5	3	1	0	0	0	0	25	33	57	0	0	0	0	0	0	0	20	50	19
Advanced	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	2
Grade Total	100	100	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	0	100	0	0	0	100	100	100
Grade 9																									
Beginning steps	52	0	23	0	0	56	56	29	0	0	0	0	7	0	0	0	0	0	0	0	0	0	10	0	0
Nearing Proficient	29	0	46	0	0	38	41	67	0	0	0	0	27	0	0	0	0	0	0	0	0	0	54	0	0
Proficient	5	100	31	0	0	6	3	5	0	0	0	0	58	0	0	0	0	0	0	0	0	0	36	0	100
Advanced	14	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	100	100	0	0	100	100	100	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100	0	100
Grade 11																									
Beginning steps	50	0	49	0	0	31	74	56	0	0	0	0	7	0	0	0	0	0	0	0	0	0	19	0	0
Nearing Proficient	23	100	49	0	0	37	19	38	0	0	0	0	40	0	0	0	0	0	0	0	0	0	61	0	0
Proficient	18	0	1	0	0	29	3	5	0	0	0	0	45	0	0	0	0	0	0	0	0	0	18	0	0
Advanced	10	0	1	0	0	3	4	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	2	0	0
Grade Total	100	100	100	0	0	100	100	100	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100	0	0
Counts																									
Beginning steps	84	*	95	0	*	168	750	511	*	25	0	0	136	*	22	0	0	18	*	*	0	0	120	*	12
Nearing Proficient	60	*	83	0	*	172	720	719	21	93	0	0	687	30	102	0	0	106	*	34	0	0	462	11	142
Proficient	22	*	*	0	*	36	103	129	0	17	0	0	360	11	85	0	0	58	*	33	0	0	171	*	51
Advanced	*	*	*	0	0	*	11	12	0	*	0	0	55	*	18	0	0	*	0	*	0	0	11	*	*
Total Count	173	19	188	0	*	381	1584	1371	28	136	0	0	1238	47	227	0	0	186	14	74	0	0	764	24	213

*Count < 11

Table 31 English SBA Reading Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 3	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	71	17	89	0	0	60	39	43	0	29	0	0	14	0	11	0	0	21	0	18	0	0	16	0	21
Nearing Proficient	14	67	11	0	0	29	36	33	50	29	0	0	24	43	24	0	0	30	0	32	0	0	22	0	48
Proficient	14	17	0	0	100	11	24	23	50	43	0	0	58	57	61	0	0	44	0	45	0	0	60	0	27
Advanced	0	0	0	0	0	0	1	0	0	0	0	0	4	0	4	0	0	5	0	5	0	0	1	0	3
Grade Total	100	100	100	0	100	100	100	100	100	100	0	0	100	100	100	0	0	100	0	100	0	0	100	0	100
Grade4																									
Beginning steps	20	50	60	0	100	28	34	34	0	23	0	0	10	17	10	0	0	8	67	7	0	0	17	25	11
Nearing Proficient	80	50	40	0	0	62	50	48	100	69	0	0	40	83	33	0	0	48	33	38	0	0	39	0	46
Proficient	0	0	0	0	0	9	14	16	0	8	0	0	42	0	52	0	0	42	0	52	0	0	39	50	30
Advanced	0	0	0	0	0	2	1	1	0	0	0	0	8	0	5	0	0	1	0	3	0	0	5	25	13
Grade Total	100	100	100	0	100	100	100	100	100	100	0	0	100	100	100	0	0	100	100	100	0	0	100	100	100
Grade5																									
Beginning steps	83	100	78	0	50	44	32	35	43	23	0	0	8	8	10	0	0	8	0	0	0	0	4	0	0
Nearing Proficient	17	0	22	0	50	48	54	54	43	48	0	0	31	15	27	0	0	48	50	18	0	0	35	44	24
Proficient	0	0	0	0	0	7	13	11	14	29	0	0	45	69	41	0	0	39	50	73	0	0	53	22	59
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	17	8	22	0	0	5	0	9	0	0	8	33	16
Grade Total	100	100	100	0	100	100	100	100	100	100	0	0	100	100	100	0	0	100	100	100	0	0	100	100	100
Grade 6																									
Beginning steps	57	0	60	0	0	50	49	46	50	0	0	0	1	0	0	0	0	0	0	0	0	0	9	0	0
Nearing Proficient	36	0	30	0	0	46	48	51	50	0	0	0	40	80	44	0	0	33	75	0	0	0	67	0	65
Proficient	7	0	10	0	0	4	3	3	0	0	0	0	54	20	56	0	0	67	25	0	0	0	25	100	35
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	100	100	0	0	0	100	100	100
Grade 7																									
Beginning steps	53	0	58	0	0	24	49	44	50	0	0	0	4	17	17	0	0	0	0	0	0	0	4	0	0
Nearing Proficient	38	0	38	0	0	70	42	50	0	0	0	0	29	17	17	0	0	0	25	0	0	0	45	50	37
Proficient	9	100	4	0	0	7	8	6	50	0	0	0	64	50	67	0	0	0	75	0	0	0	48	25	58
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	3	17	0	0	0	0	0	0	0	0	3	25	5
Grade Total	100	100	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	0	100	0	0	0	100	100	100

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 8																									
Beginning steps	45	33	40	0	0	36	48	40	33	0	0	0	3	0	0	0	0	0	0	0	0	0	4	0	4
Nearing Proficient	50	67	60	0	0	52	41	50	67	0	0	0	20	67	0	0	0	0	100	0	0	0	40	17	33
Proficient	5	0	0	0	0	12	11	10	0	0	0	0	73	33	100	0	0	0	0	0	0	0	56	67	63
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	17	0
Grade Total	100	100	100	0	0	100	100	100	100	0	0	0	100	100	100	0	0	0	100	0	0	0	100	100	100
Grade 9																									
Beginning steps	72	50	67	0	0	87	82	72	0	0	0	0	9	0	0	0	0	0	0	0	0	0	12	0	0
Nearing Proficient	6	0	17	0	0	10	17	26	0	0	0	0	20	0	0	0	0	0	0	0	0	0	42	0	100
Proficient	22	50	8	0	0	3	2	2	0	0	0	0	65	0	0	0	0	0	0	0	0	0	45	0	0
Advanced	0	0	8	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	1	0	0
Grade Total	100	100	100	0	0	100	100	100	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100	0	100
Grade 11																									
Beginning steps	46	0	79	0	0	26	60	49	0	0	0	0	2	0	0	0	0	0	0	0	0	0	4	0	0
Nearing Proficient	28	0	19	0	0	50	29	44	0	0	0	0	10	0	0	0	0	0	0	0	0	0	35	0	0
Proficient	26	0	2	0	0	21	11	8	0	0	0	0	67	0	0	0	0	0	0	0	0	0	58	0	0
Advanced	0	0	0	0	0	3	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	4	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100	0	0
Counts																									
Beginning steps	86	*	121	0	*	169	751	559	*	33	0	0	99	*	21	0	0	20	*	*	0	0	63	*	15
Nearing Proficient	47	*	44	0	*	172	640	616	14	71	0	0	361	23	61	0	0	81	*	22	0	0	302	*	87
Proficient	22	*	*	0	*	33	174	179	*	32	0	0	655	20	121	0	0	78	*	41	0	0	373	*	95
Advanced	0	0	*	0	0	*	*	*	0	0	0	0	112	*	20	0	0	*	0	*	0	0	22	*	15
Total Count	155	18	170	0	*	376	1570	1357	28	136	0	0	1227	48	223	0	0	185	14	73	0	0	760	24	212

*Count < 11

Table 32 Spanish SBA Math Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 3	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	24	0	12	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	49	0	55	0	31	44	25	39	0	26	0	0	0	0	14	0	0	0	0	0	0	0	0	0	25
Proficient	27	0	28	0	60	56	75	38	0	59	0	0	100	0	80	0	0	0	0	100	0	0	0	0	75
Advanced	0	0	5	0	9	0	0	20	0	15	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	0	100	0	0	100	0	100	0	0	0	0	100	0	0	0	0	100
Grade4																									
Beginning steps	16	0	27	0	6	0	0	14	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
Nearing Proficient	59	0	54	0	58	100	83	46	0	59	0	0	0	0	24	0	0	0	0	22	0	0	0	0	14
Proficient	25	0	20	0	29	0	17	38	0	30	0	0	0	0	71	0	0	0	0	78	0	0	0	0	71
Advanced	0	0	0	0	6	0	0	1	0	3	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Grade5																									
Beginning steps	29	0	28	0	19	15	23	24	67	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	69	0	59	0	62	69	62	60	33	63	0	0	100	0	38	0	0	0	0	50	0	0	0	0	33
Proficient	3	0	13	0	19	15	15	16	0	17	0	0	0	0	59	0	0	0	0	50	0	0	0	0	67
Advanced	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	100	100	0	0	100	0	100	0	0	0	0	100	0	0	0	0	100
Grade 6																									
Beginning steps	15	0	19	0	0	30	20	13	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	78	0	70	0	0	60	80	78	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	7	0	11	0	0	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	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
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7																									
Beginning steps	18	0	36	0	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	64	0	59	0	0	71	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	18	0	5	0	0	29	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	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
Grade Total	100	0	100	0	0	100	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 8																									
Beginning steps	38	0	28	0	0	20	0	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
Nearing Proficient	46	0	63	0	0	40	50	56	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	17	0	9	0	0	40	50	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
Grade 9																									
Beginning steps	0	0	18	0	0	0	25	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	100	0	72	0	0	50	75	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	0	0	8	0	0	50	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Counts																									
Beginning steps	*43*	*0*	*197*	*0*	***	***	***	*78*	***	*25*	*0*	*0*	***	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	***	*0*	***
Nearing Proficient	*126*	*0*	*503*	*0*	*48*	*37*	*22*	*234*	***	*147*	*0*	*0*	***	*0*	*28*	*0*	*0*	*0*	*0*	***	*0*	*0*	*0*	*0*	***
Proficient	*30*	*0*	*89*	*0*	*41*	*15*	***	*104*	*0*	*116*	*0*	*0*	***	*0*	*92*	*0*	*0*	*0*	*0*	*15*	*0*	*0*	*0*	*0*	***
Advanced	*0*	*0*	***	*0*	***	*0*	*0*	*18*	*0*	*21*	*0*	*0*	*0*	*0*	***	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Total Count	*199*	*0*	*796*	*0*	*102*	*58*	*34*	*434*	***	*309*	*0*	*0*	***	*0*	*127*	*0*	*0*	*0*	*0*	*19*	*0*	*0*	***	*0*	*14*

*Count < 11

Table 33 Spanish SBA Reading Proficiency - ALS Program Models by LAS Category - APS District 2004-2005

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 3	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Beginning steps	17	0	7	0	2	11	25	7	0	3	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	69	0	77	0	66	44	50	61	0	54	0	0	33	0	27	0	0	0	0	0	0	0	0	0	14
Proficient	11	0	14	0	32	44	25	26	0	38	0	0	50	0	72	0	0	100	0	100	0	0	100	0	86
Advanced	3	0	3	0	0	0	0	6	0	5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	0	100	0	0	100	0	100	0	0	100	0	100	0	0	100	0	100
Grade4																									
Beginning steps	13	0	19	0	17	0	33	10	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Nearing Proficient	61	0	49	0	52	63	50	47	0	53	0	0	0	0	22	0	0	0	0	12	0	0	0	0	11
Proficient	23	0	30	0	28	38	17	35	0	35	0	0	0	0	74	0	0	0	0	88	0	0	0	0	78
Advanced	3	0	2	0	3	0	0	9	0	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100
Grade5																									
Beginning steps	18	0	24	0	4	8	15	20	33	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	62	0	52	0	67	46	54	58	67	53	0	0	100	0	35	0	0	0	0	0	0	0	0	0	25
Proficient	21	0	24	0	29	46	31	22	0	28	0	0	0	0	65	0	0	0	0	100	0	0	0	0	75
Advanced	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	100	100	100	100	100	100	0	0	100	0	100	0	0	0	0	100	0	0	0	0	100
Grade 6																									
Beginning steps	5	0	9	0	0	10	40	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	54	0	57	0	0	40	20	53	0	0	0	0	100	0	20	0	0	0	0	0	0	0	0	0	22
Proficient	37	0	31	0	0	50	40	39	0	0	0	0	0	0	80	0	0	0	0	100	0	0	0	0	78
Advanced	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	100	0	100	0	0	0	0	100	0	0	0	0	100
Grade 7																									
Beginning steps	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	24	0	37	0	0	14	0	43	0	0	0	0	0	0	43	0	0	0	0	0	0	0	0	0	0
Proficient	62	0	57	0	0	57	0	50	0	0	0	0	0	0	57	0	0	0	0	0	0	0	0	0	100
Advanced	14	0	4	0	0	29	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	0	100	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100

	NEP					LEP					FEP					FEPm					FEPe				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Grade 8																									
Beginning steps	0	0	6	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	41	0	40	0	0	40	0	38	0	0	0	0	0	0	25	0	0	0	0	0	0	0	100	0	22
Proficient	59	0	51	0	0	60	50	48	0	0	0	0	0	0	75	0	0	0	0	0	0	0	0	0	78
Advanced	0	0	3	0	0	0	50	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	0	0	100	0	0	0	0	0	0	0	100	0	100
Grade 9																									
Beginning steps	13	0	5	0	0	17	20	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nearing Proficient	63	0	53	0	0	17	80	59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	25	0	41	0	0	67	0	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	1	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade Total	100	0	100	0	0	100	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Counts																									
Beginning steps	19	0	63	0	*	*	*	41	*	29	0	0	*	0	0	0	0	0	0	0	0	0	0	0	*
Nearing Proficient	105	0	395	0	60	23	17	235	*	177	0	0	*	0	56	0	0	0	0	*	0	0	*	0	*
Proficient	61	0	324	0	29	29	*	165	0	113	0	0	*	0	141	0	0	*	0	32	0	0	*	0	45
Advanced	*	0	20	0	*	*	*	22	0	12	0	0	0	0	*	0	0	0	0	0	0	0	0	0	0
Total Count	192	0	802	0	97	58	35	463	*	331	0	0	*	0	200	0	0	*	0	34	0	0	*	0	55

*Count < 11