



**ALBUQUERQUE  
PUBLIC SCHOOLS**

# Alternative Language Services Program Evaluation

2006-2007

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## TABLE OF CONTENTS

Executive Summary .....	iii
Introduction.....	1
PHLOTE Student Demographics.....	2
Grade Level Retentions.....	5
Data Sources – 2005-2006.....	7
Kindergarten Developmental Progress Report .....	8
Developmental Reading Assessments – Grades 1 and 2 .....	10
New Mexico Standards Based Assessments by Student Classification.....	11
New Mexico High School Competency Exam – NMHSCE .....	16
Graduation Rates (Senior Stability).....	16
Certificates of Completion and Career Diplomas.....	17
District-wide Alternative Language Service - ALS - Program Evaluation .....	18

### TABLES

Table 1	Percent of PHLOTE Students in LEP Classification Levels .....	4
Table 2	PHLOTE students not tested with the LAS, by year .....	4
Table 3	Percent of Students at Each Grade Level Meeting AMAOs.....	5
Table 4	Percent Student Retention by English Proficiency and Non-PHLOTE by Grade.....	6
Table 5	2006-2007 Program Evaluation Data Sources .....	7
Table 6	Kindergarten Developmental Progress Report.....	9
Table 7	English Developmental Reading Assessment – Grades 1 and 2.....	10
Table 8	Spanish Developmental Reading Assessment – Grades 1 and 2 .....	10
Table 9	English Standards Based Assessment Results – Math.....	12
Table 10	English Standards Based Assessment Results – Reading.....	13
Table 11	Spanish Standards Based Assessment Results – Math .....	14
Table 12	Spanish Standards Based Assessment Results – Reading.....	15
Table 13	New Mexico High School Competency Exam – NMHCE.....	16
Table 14	Senior Stability Rate in Percent by Classification .....	17
Table 15	PHLOTE Students Receiving Certificates of Completion.....	17
Table 16	Number of ELL Students Receiving Bilingual & English Program Models .....	18
Table 17	Number of Students in ALS Bilingual Models.....	18

#### **ALS Bilingual Models by Language Category - 2005-2006 District Level**

Table 18	Kindergarten Developmental Progress Report Language Proficiency .....	19
Table 19	Kindergarten Developmental Progress Report Math Proficiency.....	19
Table 20	English Developmental Reading Assessments Reading Proficiency.....	20
Table 21	Spanish Developmental Reading Assessments Reading Proficiency .....	21
Table 22	English Developmental Reading Assessments Math Proficiency .....	22
Table 23	English Developmental Reading Assessments Reading Proficiency.....	23
Table 24	Spanish Developmental Reading Assessments Math Proficiency .....	24
Table 25	Spanish Developmental Reading Assessments Reading Proficiency .....	25

#### **ALS Program Models by Language Category - 2006-2007 District Level**

Table 26	Kindergarten Developmental Progress Report Language Proficiency .....	26
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Table 27	Kindergarten Developmental Progress Report Math Proficiency.....	26
Table 28	English Kindergarten Developmental Progress Report Reading Proficiency.....	27
Table 29	Spanish Developmental Reading Assessments Reading Proficiency .....	27
Table 30	English Standards Based Assessment Math Proficiency .....	28
Table 31	English Standards Based Assessment Reading Proficiency .....	29
Table 32	Spanish Standards Based Assessment Math Proficiency.....	30
Table 33	Spanish Standards Based Assessment Reading Proficiency.....	31

**FIGURES**

Figure 1–	Percent of Students with PHLOTE Status Over 3 Years .....	2
Figure 2 –	NMELPA Level Changes Over 2 Years .....	3

## EXECUTIVE SUMMARY

- **Demographics** - During the 2006-2007 school year, APS served approximately 88,358 students; 36,544 students reported having a primary or home language other than English (PHLOTE). 14,710 of these students are English Language Learners (ELL); 16,319 students are Full English Proficient (FEP); 2,931 are Full English Proficient Maintenance (FEPm) and 2,594 are Full English Proficient Exited (FEPe). For the purposes of this report, FEPm students are students that have scored as proficient on NMELPA for SY 2005-06 and/or SY 2006-07. FEPe students are students that scored proficient SY 2004-05 or previous to the aforementioned year.
- **Grade Level Retentions** - Retention rates are generally highest in the 9th through 12th grades, Kindergarten and 1st and 2nd grades. A similar pattern of retentions is present among FEP, FEPe and non-PHLOTE students. Overall, retention patterns are similar year to year.
- **Kindergarten Developmental Progress Report (KDPR)** - For mathematics FEP students ranged from 78.7% to 94.4% mastery as compared to non-PHLOTE students who ranged from 75.1% to 94.8%. For language arts, FEP students ranged from 79.4% to 93.4% mastery as compared to non-PHLOTE students who ranged from 77.8% to 91.3%. In general, all three groups scored low on the same skills.
- **Developmental Reading Assessments** - The percentage of ELL scoring proficient or advanced on the Developmental Reading Assessments in English was 17.8% for 1<sup>st</sup> grade, 12.7% for 2<sup>nd</sup> grade, a decrease of over five percentage points compared to 2005-06. Non-PHLOTE students scoring proficient or advanced increased from 48% in 1<sup>st</sup> grade to 58% in 2<sup>nd</sup> grade. FEP students remained approximately the same, decreasing only one percentage point from grade 1 to grade 2. On the Spanish version all groups of the PHLOTE students out performed the Non-PHLOTE students. Overall, PHLOTE students performed better on the Spanish version than they did on the English version with the exception of the FEP students in 1<sup>st</sup> grade. The DRA2 was used for the first time in 2006-07. In general, all student groups scored lower in 2007 on the revised assessment than in the previous year.
- **Standards Based Assessments** - As expected, compared to all groups ELL students attain substantially lower percent proficient and advanced scores in both Math and Reading. FEP students generally scored proficient or advanced as the same rate as FEPe students. More Non-PHLOTE students scored proficient and advanced compared to their FEP peers in both math and reading across all grades. The majority of students who take the SBA in Spanish score at the Nearing Proficiency level in math. There is not a clear trend in the Spanish reading SBA; however, a majority of ELLs score at the proficient or advanced levels in grades 7 and 8. The same is true for the non-ELLs in those grades as well.
- **NM High School Competency Exam** - 107 FEPm students took the exam with a passing rate of 38.3%; 53 FEPe students had a passing rate of 37.7%; while 3,303 non-PHLOTE students had a passing rate of 46.9%.
- **Graduation Rates (Senior Stability)** – The percentage of ELL students graduating was 68.2%, compared to 93.0% of FEPm students, 95.7% of FEPe students and 86.5% of non-PHLOTE students.
- **Program Evaluation** - The APS Alternative Language Services (ALS) provided English programs for 6,770 students and bilingual programs for 14,081 students. Data show reading and mathematics proficiency ratings from New Mexico's standards-based assessments by students' English language proficiency levels and the ALS services they receive.

## **Introduction**

This report is designed to provide summary information for students who are identified as being English language learners (ELL) in the Albuquerque Public Schools (APS). ELL 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 New Mexico English Language Placement Assessment (NMELPA) for grades 3 –12, for grades K-2 the NMELPA Screening. Some PHLOTE students initially demonstrate linguistic ability comparable to their grade level peers based on an initial NMELPA 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 ELL. Albuquerque Public Schools uses the NMELPA to assess English proficiency.

For the purposes of this report ELL status refers to students assessed to belong in NMELPA proficiency levels beginning, early intermediate, intermediate and early advanced. These students receive alternative language services (ALS).

This report presents 2006-2007 results to be used for Alternative Language Services program evaluation and program modifications. To this end, selected accountability measures are used to compare ELL students with FEP, FEPm, FEPE students as well as with non-PHLOTE students. The major sections of this report include the following:

- ◆ PHLOTE student demographics;
- ◆ Baseline English Proficiency and NMELPA data
- ◆ Grade Level Retentions for ELL and non-PHLOTE
- ◆ Kindergarten Development Progress Report for ELL, FEP and non-PHLOTE
- ◆ Developmental Reading Assessments for NMELPA categories and non-PHLOTE students
- ◆ New Mexico Standards Based Assessments Results by Grade and Student Classification
- ◆ New Mexico High School Competency Exam Passing Rates
- ◆ Graduation Rates (Senior Stability)
- ◆ High School Dropout Rates for ELL and non-ELL Students
- ◆ District-wide Alternative Language Service (ALS) Program Evaluation

This report refers to the English language proficiency as measured by the NMELPA. Students demonstrating English proficiency by receiving a score of “Advanced” are exited and monitored for two years and provided ALS services as needed. 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 (GPA) 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 students are exited and considered Exited Year 3+ Years (FEPE). 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 2006-2007 school year, APS served approximately 88,358 students in grades Pre-Kindergarten through grade 12. Of these students, 36,554 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 below shows PHLOTE students representing 41% of the total APS student population. Within the PHLOTE student population, students whose first language is English (19%) equals the number of students whose first language is not English (19%). Figure 1 does not show percents of less than one; however, 0.6% of parents (552) declined to complete a home language survey and 0.6% of students with special needs were exempt from taking the NMELPA.

Figure 1

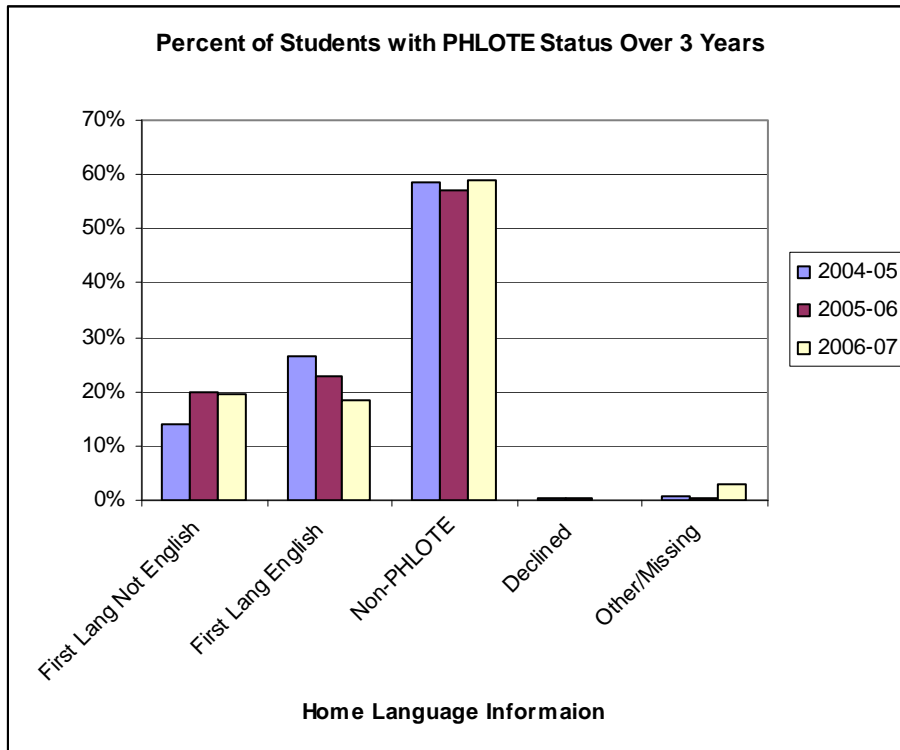
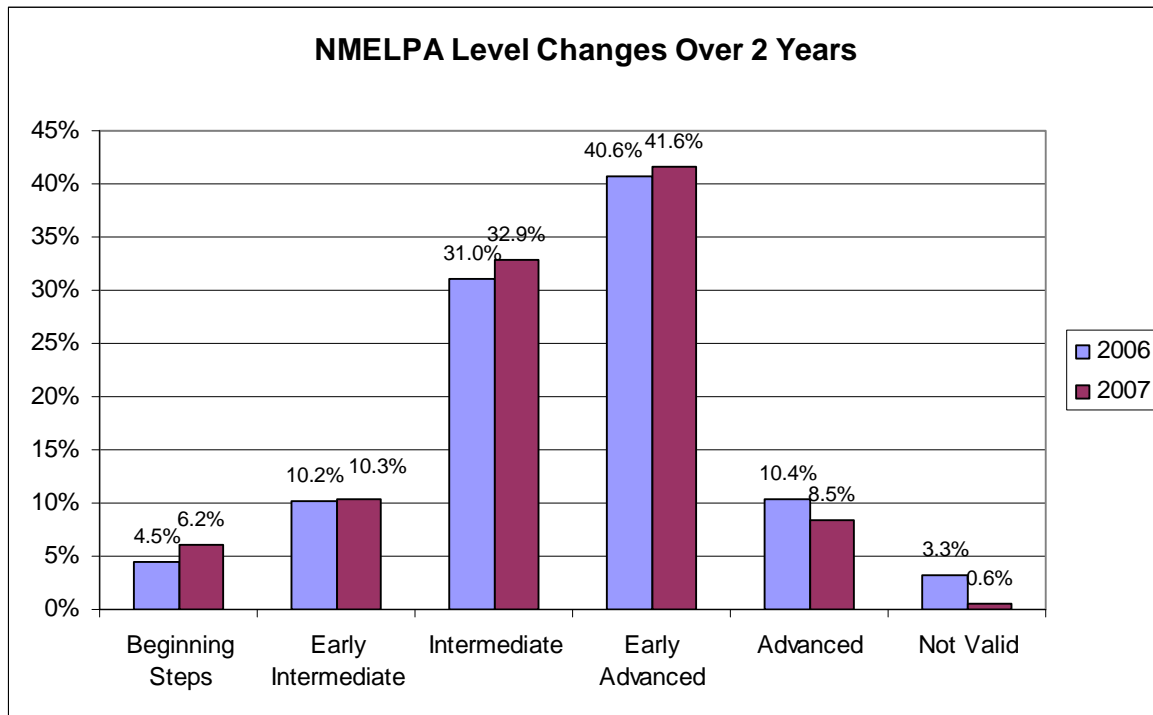


Figure 2 breaks down the PHLOTE student population showing that the largest of the ELL subgroups is Early Advanced at 41.6% in 2006-07. Students achieving an Advanced designation are not tested on the NMELPA in subsequent years. Nearly 50% of ELL students are Early Advanced or Advanced. More than 50 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 speak Spanish (15,513). The next largest group reports speaking Vietnamese students (472), followed by Chinese (157). Navajo was the most commonly reported Native American language (77).

Figure 2



PHLOTE students new to the district are assessed with the New Mexico English Language Proficiency Assessment (NMELPA) screening tool within thirty days of enrollment. Returning PHLOTE students are assessed with the NMELPA every year. When PHLOTE students achieve the Advanced level on the NMELPA, those students are no longer administered the NMELPA.

During the 2006-2007 school year APS used the NMELPA as the standardized measure of English proficiency. NMELPA scores are used to assign PHLOTE students to English proficiency classification levels. As PHLOTE students enroll in the district they are screened with the NMELPA Screening tool. Students who achieve a score of 5 are considered FEP and are not subsequently assessed with the NMELPA. Currently FEP students are classified as “Never ELL” if they score a 5 on the screening tool.

In 2006-07 44.6% of the PHLOTE students were FEP status. While the overall number of PHLOTE students has decreased slightly, the numbers of students scoring at the Advanced and



Early Advanced have increased as have the numbers of students Exited. At this point it is important to view these changes with some caution as only two years of data on the NMELPA are available and it is not possible to identify a trend.

Table 1. Percent of PHLOTE Students in ELL Classifications Levels 2006-07

Category	2006-07		2005-06	
	N	%	N	%
ELL-Beginning	828	2.3%	1,148	3.0%
ELL-Early Intermediate	1,330	3.6%	1,669	4.4%
ELL-Intermediate	4,238	11.6%	4,215	11.1%
ELL-Early Advanced	5,368	14.7%	5,743	15.1%
ELL-NMELPA score Not Valid	98	0.3%		
Advanced	1,087	3.0%		
Exited Year 1 & 2 (FEPm)	2,931	8.0%	6,498	17.0%
Exited 3 or more Years (FEPe)	2,594	7.1%	4,262	11.2%
FEP	16,319	44.6%	13,743	36.0%
Blanks	1,761	4.8%	845	2.2%
Total	36,554		38,123	

The number of PHLOTE students not tested each year has steadily decreased. Table 2 shows this decrease.

Table 2. ELL Students Not Tested with the NMELPA or LAS, by Year

Year	N	%
1999-2000	8,327	*
2000-2001	2,231	*
2001-2002	1,755	4.9%
2002-2003	1,833	5.1%
2003-2004	1,487	4.0%
2004-2005	1,434	3.8%
2005-2006	845	2.2%
2006-2007	258	1.8%

\* Data not available.

### **English Language Proficiency Gains**

Table 3 shows the percent of students who made improvements in the NMELPA scale scores according to the NM Public Education Department guidelines for Annual Measurable Achievement Objectives (AMAO). The guidelines for 2006-07 specified that 50% of students at each grade level make progress on the NMELPA based on the specified scale score differences. It is evident that students in elementary grades are more likely to make anticipated gains than students in subsequent grades. It is important to note the 50% target set by the New Mexico Public Education Department (PED) was based on assessments other than the NMELPA. The PED has revised its targets and the new target for SY 2007-08 is 20% rather than 50%.

**Table 3. Percent of Students at Each Grade Level Meeting the AMAOs 2006-07**

Grade	Required Scale Score Difference	N	Percent	Met AMAO
1	26	1,030	62.4	Yes
2	27	752	55.1	Yes
3	28	509	47.2	No
4	27	413	42.3	No
5	26	351	39.1	No
6	24	199	24.0	No
7	23	229	29.5	No
8	23	203	35.4	No
9	22	144	26.6	No
10	21	75	22.1	No
11	21	52	23.2	No
12	21	51	31.3	No
Total		4008	42.6	

### **Grade Level Retentions for ELL, FEPm, FEPE, FEP and non-PHLOTE**

To compare retention rates data were analyzed based on students who were in the same grade on the 120<sup>th</sup> day of the 2006-2007 year as compared to the 120<sup>th</sup> day of the 2005-2006 school year. Table 3 displays the percentages of retentions by grade level and by English language proficiency levels and non-PHLOTE status.

As can be seen in Table 3, retention rates are generally highest in the 9th through 12th grades, Kindergarten and 1<sup>st</sup> and 2<sup>nd</sup> grades. Retentions in grades 9 through 12 are higher due to the earning of credit hours that determine grade promotion. A similar pattern of retentions is present among FEP, FEPE and non-PHLOTE students. Overall, retention patterns are similar year to year.

Table 4. Percent Student Retention by English Proficiency and Non-PHLOTE by Grade 2006-07

<b>Grade 2006-07</b>	<b>ELL</b>	<b>Exited Years 1 &amp; 2 (FEPm)</b>	<b>Exited 3+ Years (FEPe)</b>	<b>FEP</b>	<b>Non- PHLOTE</b>	<b>Total Grade Percent</b>	<b>N Retained</b>	<b>N Grade</b>
K	3.1%	0.6%	NA	5.3%	3.1%	2.8%	185	6,527
1	4.2%	2.5%	2.1%	2.0%	2.7%	2.9%	195	6,638
2	3.6%	0.4%	2.0%	0.8%	1.5%	1.8%	113	6,320
3	3.0%	0.0%	1.6%	0.4%	0.7%	1.0%	66	6,402
4	1.2%	0.0%	0.6%	0.8%	0.8%	0.8%	50	6,213
5	0.7%	0.0%	0.5%	0.6%	0.7%	0.6%	38	5,904
6	2.3%	0.6%	0.0%	0.8%	0.7%	0.9%	54	5,916
7	1.5%	0.0%	0.5%	0.9%	0.5%	0.7%	44	5,945
8	1.0%	0.0%	0.0%	1.3%	0.6%	0.9%	48	5,573
9	13.6%	9.2%	8.3%	9.8%	9.3%	9.9%	544	5,468
10	16.6%	12.4%	17.0%	16.1%	11.5%	13.6%	712	5,220
11	18.0%	13.1%	19.2%	10.9%	9.2%	10.7%	479	4,473
12	15.7%	9.8%	4.3%	2.9%	9.6%	8.6%	447	5,188

**Program Evaluation Data Sources 2006-07**

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 and the graduation rate (senior stability) show student NMELPA levels reported from the spring assessment of the 2006-2007 academic year.

Table 5. Program Evaluation Data Sources 2006-2007

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

### **Kindergarten Development Progress Report (KDPR)**

The Kindergarten Development Progress Report (KDPR) 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 ELL and non-PHLOTE students.

For program evaluation purposes, the most valid comparison is among the FEP (PHLOTE students never ELL), ELL and non-PHLOTE students who mastered the standardized tasks. A total of 6385 students completed the KDPR in 2006-2007. For mathematics, the percentage of FEP who mastered various skills ranged from 78.7% to 94.4% (n = 713) as compared to that of non-PHLOTE students, which ranged from 75.1% to 94.8% (n = 4516). For language arts, the percentage of FEP students with mastery ranged from 79.4% to 93.4%, whereas that of non-PHLOTE students ranged from 77.8% to 91.3%. FEPs and non-PHLOTEs show comparable levels of mastery at the kindergarten level. A similar comparability pattern was seen in 2004-2005 and 2005-2006 KDPR data. In general, all three groups scored low on the same skills.

Table 6 Kindergarten Developmental Progress Report APS District – ELL, FEP, Non-PHLOTE 2006-07

<b>Math</b>	<b>Non- PHLOTE</b>	<b>ELL</b>	<b>FEP</b>
17. Rote counts to 20.	93.7%	84.5%	94.4%
19. Demonstrates 1 to 1 correspondence.	91.1%	78.9%	92.3%
20. Count with understanding.	91.1%	78.9%	92.3%
22. Reads numerals 0-20.	80.0%	68.1%	85.3%
23. Orders numbers from least to most.	82.8%	70.8%	85.8%
25. Demonstrates math operations.	75.1%	56.4%	78.7%
26. Sorts basic shapes according to common attributes.	87.0%	68.8%	86.7%
27. Names and draws basic shapes according to attributes.	90.2%	75.6%	91.4%
28. Creates and extends patterns.	87.9%	74.7%	90.6%
29. Responds to position words.	94.8%	80.8%	93.7%
30. Measures using judgment and direct comparison of objects.	82.1%	61.2%	81.3%

<b>Language Arts</b>	<b>Non- PHLOTE</b>	<b>ELL</b>	<b>FEP</b>
36. Is developing complexity of oral language.	81.1%	56.9%	82.0%
37. Sequences pictures and stories.	86.0%	65.8%	86.8%
38. Retells story in sequence.	80.5%	58.8%	84.6%
40. Is developing phonemic awareness of initial consonant sounds.	90.3%	77.9%	93.4%
41. Identifies initial consonant sounds in words.	87.4%	71.9%	90.0%
43. Demonstrates rhyming sounds.	77.8%	48.4%	79.4%
46 Uses book handling skills.	87.6%	72.3%	89.2%
48. Identifies letters of the alphabet.	91.3%	80.4%	93.4%
49. Uses pictures and written symbols to represent ideas and events.	80.2%	64.2%	85.0%
50. Attempts to read or retell what s/he has written or dictated.	78.8%	62.5%	83.2%
51. Reads and writes name.	88.7%	83.7%	91.7%

### **Developmental Reading Assessments - DRAs**

The Developmental Reading Assessments are district-mandated assessments aligned to competencies selected by the New Mexico PED. These assessments identify strengths and weaknesses in student reading performance to provide needed instruction for those students performing below proficiency level. The DRA2 was used for the first time in 2006-07. In general, all student groups scored lower in 2007 on the revised assessment than in the previous year. Table 6 reports the percentages of 1<sup>st</sup> and 2<sup>nd</sup> grade students reading at each proficiency level on the English version of the DRA2. Table 7 reports Spanish results.

Table 7. English Developmental Reading Assessments (DRAs) 2006-2007  
APS District Summary - ELL, FEP, FEPm, Non-PHLOTE

<b>Grade</b>	<b>Category</b>	<b>Beginning Steps</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>	<b>No Score</b>	<b>Total Grade Count</b>
<b>1</b>	ELL	43.3%	12.0%	14.5%	3.3%	27.0%	1803
	FEP	26.4%	17.4%	26.6%	14.5%	15.0%	1004
	Non-PHLOTE	28.9%	18.6%	33.1%	15.0%	4.4%	4638
<b>2</b>	ELL	42.9%	14.8%	11.2%	1.5%	29.6%	1480
	FEPm	19.2%	16.7%	37.3%	16.6%	10.1%	1208
	FEP	40.0%	8.3%	24.1%	15.9%	11.7%	145
	Non-PHLOTE	22.3%	14.8%	38.5%	19.5%	4.9%	4484

Table 8. Spanish Developmental Reading Assessments (DRAs) 2006-2007  
APS District Summary - ELL, FEP, FEPm, Non-PHLOTE

<b>Grade</b>	<b>Category</b>	<b>Beginning Steps</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Total Grade Count</b>
<b>1</b>	ELL	51.1%	24.1%	22.6%	2.1%	14
	FEP	45.5%	20.5%	26.5%	7.6%	605
	Exited	11.8%	17.6%	35.3%	35.3%	132
	Non-PHLOTE	57.1%	21.4%	14.3%	7.1%	17
<b>2</b>	ELL	43.9%	26.1%	26.1%	3.9%	25
	FEP	31.9%	24.4%	38.7%	5.0%	513
	FEPm	18.2%	9.1%	54.5%	18.2%	119
	Non-PHLOTE	60.0%	8.0%	28.0%	4.0%	33

### **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 assessments to all students in grades three through nine and eleven. Non-PHLOTE and FEPm and FEPE students taking the SBA are fully English proficient.

Consistent with New Mexico PED guidelines, ELL 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 ELL student in the home language if that testing will result in more valid and accurate results.

The data presented in Tables 8 and 9 summarize Math and Reading achievement percentages in the three performance levels for ELL, FEP, Exited, and non-PHLOTE students by grade levels in English. As expected, ELL students attain substantially lower percent proficient and advanced scores compared to all groups across all grades in both math and reading.

FEP students have not shown greater performance proficiency compared to FEPm and FEPE across SBA assessed grades as they have in previous years. At the lower grades, Exited students perform better than their FEP and Non-PHLOTE peers. Non-PHLOTE students had greater performance proficiency compared to FEP students in both math and reading from 5<sup>th</sup> grade on.



Table 9. English SBA Math Performance Level Grades 3-9, 11 by ELL Category 2006-07

Grade 2006- 2007	Category	Beginning Steps	Nearing Proficiency	Proficient	Advanced	Total Count
<b>3</b>	ELL	20.1%	62.7%	16.2%		916
	FEPm		41.4%	51.4%	3.8%	210
	FEPe		54.3%	35.6%	2.5%	562
	FEP	7.9%	46.9%	42.0%	3.2%	683
	Non-PHLOTE	7.8%	43.6%	43.1%	5.5%	4010
<b>4</b>	ELL	25.9%	56.6%	16.4%		891
	FEPm		44.5%	40.4%	13.4%	344
	FEPe		40.2%	41.8%	10.7%	122
	FEP	7.9%	48.8%	33.5%	9.8%	1195
	Non-PHLOTE	8.3%	39.5%	37.8%	14.4%	4029
<b>5</b>	ELL	32.3%	57.8%	9.4%		790
	FEPm	5.6%	53.9%	34.0%	6.5%	321
	FEPe	3.7%	48.1%	39.5%	8.6%	162
	FEP	11.7%	50.5%	31.2%	6.6%	1290
	Non-PHLOTE	10.2%	44.8%	35.4%	9.6%	3848
<b>6</b>	ELL	57.1%	40.0%	2.5%		788
	FEPm	16.2%	66.4%	15.9%		277
	FEPe	16.4%	63.9%	18.0%		183
	FEP	24.1%	52.7%	19.0%	4.2%	1346
	Non-PHLOTE	17.6%	49.6%	25.5%	7.3%	3578
<b>7</b>	ELL	58.9%	38.4%	2.4%		713
	FEPm		62.2%	14.0%		164
	FEPe		59.3%	20.1%	3.0%	199
	FEP	22.4%	53.0%	20.5%	4.2%	1563
	Non-PHLOTE	20.4%	44.9%	26.5%	8.1%	3487
<b>8</b>	ELL	50.0%	45.1%	4.5%		536
	FEPm		53.9%	24.8%		141
	FEPe	12.5%	66.3%	17.8%		208
	FEP	16.4%	55.8%	24.2%	3.5%	1864
	Non-PHLOTE	13.3%	43.0%	34.9%	8.9%	3407
<b>9</b>	ELL	37.1%	53.9%	7.8%		625
	FEPm	7.9%	47.2%	37.1%		89
	FEPe	17.5%	58.8%	16.5%		97
	FEP	11.0%	52.7%	30.7%	5.6%	1801
	Non-PHLOTE	8.7%	35.6%	41.4%	14.3%	3578
<b>11</b>	ELL	55.8%	34.5%	8.2%		328
	FEPm		47.9%	28.8%		73
	FEPe	31.3%	43.8%	17.9%		112
	FEP	19.0%	48.5%	25.3%	7.2%	1195
	Non-PHLOTE	13.1%	33.2%	37.9%	15.7%	2624

Table 10. SBA English Reading Performance Level Grades 3-9, 11 by ELL Category 2006-07

<b>Grade</b>		<b>Beginning Steps</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Total Count</b>
<b>3</b>	ELL	44.8%	33.7%	21.2%		916
	FEPm	7.6%	23.3%	62.4%	6.7%	210
	FEPe	16.8%	32.4%	47.9%	2.8%	564
	FEP	13.9%	26.6%	54.1%	5.4%	684
	Non-PHLOTE	13.8%	23.4%	54.7%	8.1%	4004
<b>4</b>	ELL	40.3%	41.5%	17.4%		891
	FEPm		32.8%	55.8%	9.6%	344
	FEPe		27.9%	50.0%	16.4%	122
	FEP	9.8%	33.7%	46.3%	10.2%	1195
	Non-PHLOTE	10.2%	27.0%	49.0%	13.9%	4034
<b>5</b>	ELL	30.5%	50.4%	18.4%		784
	FEPm		28.7%	57.3%	13.7%	321
	FEPe		16.0%	59.9%	22.2%	162
	FEP	7.2%	28.2%	49.3%	15.3%	1285
	Non-PHLOTE	6.1%	24.4%	48.7%	20.8%	3842
<b>6</b>	ELL	49.4%	46.9%	3.7%		784
	FEPm	4.3%	63.2%	30.3%		277
	FEPe	7.1%	57.7%	34.6%		182
	FEP	12.9%	50.5%	32.8%	3.8%	1350
	Non-PHLOTE	10.5%	43.4%	39.9%	6.2%	3584
<b>7</b>	ELL	33.1%	57.8%	8.6%		701
	FEPm		42.9%	46.6%		163
	FEPe		45.7%	45.7%	5.0%	199
	FEP	8.8%	38.0%	46.2%	7.0%	1562
	Non-PHLOTE	7.6%	33.1%	47.1%	12.1%	3486
<b>8</b>	ELL	34.4%	50.8%	14.8%		535
	FEPm		33.3%	61.7%		141
	FEPe	4.9%	39.8%	53.4%		206
	FEP	6.2%	34.6%	57.2%	2.0%	1874
	Non-PHLOTE	6.6%	25.3%	62.4%	5.6%	3403
<b>9</b>	ELL	66.2%	27.5%	6.3%		615
	FEPm	22.5%	31.5%	46.1%		89
	FEPe	25.8%	41.2%	33.0%		97
	FEP	22.5%	34.1%	42.0%	1.4%	1799
	Non-PHLOTE	16.3%	22.4%	58.6%	2.8%	3593
<b>11</b>	ELL	56.9%	32.4%	10.0%		339
	FEPm		39.4%	47.9%		71
	FEPe	22.3%	49.1%	24.1%		112
	FEP	11.8%	39.6%	43.6%	5.0%	1213
	Non-PHLOTE	8.5%	25.7%	52.7%	13.1%	2637

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 all students who scored at proficiency levels Beginning, Early Intermediate, Intermediate and Early Advanced on the NMELPA. Non-ELLs include students who scored at the Advanced proficiency level on the NMELPA or those who carried a previous designation of FEP and non-PHLOTE. Non-ELLs attending dual language programs took the Spanish Assessment.

The Spanish version of the SBA is not a translated version of the English SBA. The Spanish version also has unique scaling and cut scores from the English. Therefore, no comparisons can be made between the Spanish and English versions of the SBA as per the NMSBA Technical Manual.

Table 11. Spanish SBA Math Performance Level Grades 3-9 by ELL Category 2006-07

<b>Grade 2006- 2007</b>	<b>Category</b>	<b>Beginning Steps</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Total Count</b>
<b>3</b>	Non-ELL	4.9%	27.2%	45.7%	22.2%	81
	ELL	4.2%	39.6%	43.3%	12.9%	379
<b>4</b>	Non-ELL	3.0%	69.7%	24.2%	3.0%	33
	ELL	11.9%	65.3%	21.9%	1.0%	311
<b>5</b>	Non-ELL	21.7%	47.8%	26.1%	4.3%	23
	ELL	21.8%	62.1%	15.4%	0.7%	285
<b>6</b>	Non-ELL	28.0%	60.0%	8.0%	4.0%	25
	ELL	34.6%	58.0%	6.8%	0.5%	205
<b>7</b>	Non-ELL	31.8%	63.6%	4.5%		22
	ELL	36.4%	57.3%	6.2%		225
<b>8</b>	Non-ELL	16.7%	77.8%	5.6%		18
	ELL	25.1%	59.7%	15.2%		211
<b>9</b>	Non-ELL	29.2%	58.3%	12.5%		24
	ELL	23.5%	65.9%	10.0%	0.6%	170
<b>11</b>	Non-ELL	16.7%	83.3%			6
	ELL	46.6%	46.6%	6.8%		88

Table 12. Spanish SBA Reading Performance Level Grades 3-9 by ELL Category 2006-07

<b>Grade 2006- 2007</b>	<b>Category</b>	<b>Beginning Steps</b>	<b>Nearing Proficiency</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Total Count</b>
3	Non-ELL	6.3%	42.5%	40.0%	11.3%	80
	ELL	6.6%	59.8%	27.0%	6.6%	378
4	Non-ELL	3.1%	46.9%	40.6%	9.4%	32
	ELL	9.4%	60.2%	28.2%	2.3%	309
5	Non-ELL	9.1%	45.5%	36.4%	9.1%	22
	ELL	15.3%	56.2%	24.9%	3.6%	281
6	Non-ELL		36.0%	56.0%	8.0%	25
	ELL	10.3%	55.4%	33.8%	0.5%	204
7	Non-ELL		23.8%	71.4%	4.8%	21
	ELL	0.9%	30.6%	59.5%	9.0%	222
8	Non-ELL		31.3%	62.5%	6.3%	16
	ELL	4.3%	27.5%	62.6%	5.7%	211
9	Non-ELL	16.7%	37.5%	45.8%		24
	ELL	8.2%	57.3%	34.5%		171
11	Non-ELL		16.7%	83.3%		6
	ELL	31.8%	31.8%	29.5%	6.8%	88

### **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 10<sup>th</sup> 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. The data in Table 13 are only for the standardized administration (ELL, Special Education and 504 students with modifications are not included).

Table 13 shows that 3115 non-PHLOTE students took the NMHSCE in 2006-2007 in 10<sup>th</sup> grade with a passing rate of 68.7%. Of PHLOTE students, FEP, FEPm and FEPe students obtained the highest passing rates. Passing rates decrease sharply for ELL students at the Beginning through Early Advanced levels; there are also fewer students at these levels. The Advanced students should be considered FEPm as they no longer require ALS. There is an additional category of ELL students that did not have proficiency levels as measured by the NMELPA. It is not possible to determine which proficiency levels these students should be included in as they had no NMELPA scores.

Table 13. New Mexico High School Competency Exam – 10<sup>th</sup> Grade 2006-07

<b>Category</b>	<b>Failing</b>	<b>Passing</b>	<b>Grand Total</b>	<b>% Passing</b>
Non-PHLOTE	975	2140	3115	68.7%
ELL	89	46	135	34.1%
ELL-Beginning Steps			27	11.1%
ELL-Early Intermediate				0.0%
ELL-Intermediate			56	3.6%
ELL-Early Advanced	100	10	110	9.1%
Advanced	17	15	32	46.9%
Exited Yr 1 & 2 (FEPm)	52	51	103	49.5%
Exited 3+ Years (FEPe)	21	28	49	57.1%
FEP	643	760	1403	54.2%
	1984	3055	5039	60.6%

Cells with fewer than 10 students are empty.

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 along with teacher recommendation to appeal to the NM Secretary of Education for a waiver. Upon the Secretary’s approval, the student may earn a diploma through this waiver process.

### **Graduation Rates (Senior Stability)**

The senior stability rate has been a reporting requirement of the New Mexico PED 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. It also does not include 11<sup>th</sup> grade students who were re-classified during the 2006-07 school year but did not begin as seniors. Table 14 also includes students who earned a Career Diploma.

Senior stability may be 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 2006-2007, ELL students had the lowest graduation rate at 68.2%. It is noteworthy that the graduation rates for students in all three FEP categories are higher than those among the non-PHLOTE students.

Table 14. Senior Stability Rate in Percent by Classification 2006-07

Category	2005-06 Rate	2006-07 Rate	2006-07	
			Enrolled 40th Day	Number Graduating
ELL	68.3%	68.2%	403	275
Exited Yr 1 & Yr 2	75.5%	93.0%	57	53
Exited 3+ Years	92.3%	95.7%	92	88
FEP	86.3%	94.8%	1306	1238
Non-PHLOTE	82.3%	86.5%	2760	2388
Totals		87.5%	4618	4042

### **Certificates of Completion and Career Diplomas**

Table 15 shows the number of students who received a certificate of completion in 2006-2007. These students had completed all requirements for graduating from high school except one; they did not pass all sub-tests in the New Mexico High School Competency Exam (NMHCE). These students may re-take any of the failed subtests to earn a diploma during the next five years.

Table 15. Students Receiving Certificates of Completion 2006-07

Category	Certificate of Completion
ELL	62
Exited Yr 1 & Yr 2	4
Exited 3+ Years	2
FEP	25
Non-PHLOTE	38
Totals	131

### **District-wide Alternative Language Service Program Evaluation**

In 2006-2007, students were identified as receiving a bilingual or English ALS models based on the number of hours of daily program participation. Students in the English model received two 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.

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

<b>Program Model</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Bilingual Model</b>	5,930	6,505	7,197	7,825
<b>English Model</b>	4,281	4,701	4,913	6,744
<b>Totals</b>	10,211	11,206	12,110	14,569

Table 17. Number of Students in ALS Bilingual Models

<b>Bilingual Service</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Maintenance Bilingual Education (MBE)</b>	7,018	8,856	5,379	3,710
<b>Transitional Bilingual Education (TBE)</b>	223	188	102	268
<b>Two-way Bilingual Education (TWBE)</b>	2,287	2,408	3,919	3,774
<b>Totals</b>	9,528	11,452	9,400	7,752

The New Mexico PED introduced assessments aligned to state content standards in Math and Reading for end of year testing in 2005. Standards-referenced assessments 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 NMELPA. Tables are presented by the reading or mathematics assessment administered and ALS program model participation. Tables 17 through 24 present ALS bilingual models. Tables 25 through 32 present each ALS program model.

Table 18. KDPR Language Proficiency - ALS Bilingual Models by ELL Category - APS District 2006-07

	Non-	FEP	ELL	
	PHLOTE		Bilingual	English
<b>Area of Need</b>	0.4%	0.0%	2.1%	2.1%
<b>Emergent</b>	2.5%	0.0%	5.7%	5.3%
<b>Nearing Proficiency</b>	10.3%	7.8%	17.9%	18.6%
<b>Proficient</b>	86.8%	92.2%	74.3%	74.0%
<b>Total Count</b>	243	307	1299	570

Table 19. KDPR Math Proficiency - ALS Bilingual Models by ELL Category - APS District 2006-07

	Non-	FEP	ELL	
	PHLOTE		Bilingual	English
<b>Area of Need</b>	0.8%	0.0%	2.8%	1.8%
<b>Emergent</b>	4.5%	0.3%	7.1%	6.8%
<b>Nearing Proficiency</b>	12.7%	7.8%	22.1%	27.4%
<b>Proficient</b>	82.0%	91.9%	68.0%	64.0%
<b>Total Count</b>	244	307	1301	570



Table 20. English DRA2 Reading Proficiency - ALS Bilingual Models by ELL Category - APS District 2006-07

	ELL		Exited Yr 1 & Yr 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP	
	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English
<b>Grade 1</b>								
Beginning Steps	62.6%	57.0%	30.8%				39.5%	
Nearing Proficiency	15.8%	16.4%	22.9%				16.3%	
Proficient	18.1%	20.8%	31.2%				27.9%	
Advanced	3.6%	5.8%	15.0%				16.3%	
<b>Grade 1 Totals</b>	759	605	253	0	10	0	43	0
<b>Grade 2</b>								
Beginning Steps	57.5%	50.1%	25.8%		25.3%		65.1%	
Nearing Proficiency	19.8%	23.6%	12.9%		21.2%			
Proficient	19.3%	21.6%	44.7%		37.8%			
Advanced	3.4%	4.6%	16.7%		15.8%			
<b>Grade Totals</b>	703	499	132	0	241	0	43	0
Beginning Steps	879	595	112	0	65	0	45	0
Nearing Proficiency	259	217	75	0	53	0	14	0
Proficient	273	234	138	0	94	0	18	0
Advanced	51	58	60	0	39	0	9	0
<b>Total Count</b>	1462	1104	385	0	251	0	86	0

Table 21. Spanish DRA2 Reading Proficiency - ALS Bilingual Models by ELL Category - APS District 2006-07

Grade 1	ELL		Exited Yr 1 & Yr 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP	
	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English
Beginning Steps	49.7%		37.5%					
Nearing Proficiency	24.7%		25.0%					
Proficient	22.6%		28.1%					
Advanced	3.1%		9.4%					
<b>Grade 1 Totals</b>	<b>584</b>	<b>15</b>	<b>96</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>
Grade 2 Beginning Steps	41.9%				28.6%			
Nearing Proficiency	26.8%				26.2%			
Proficient	26.8%		51.3%		40.5%			
Advanced	4.6%							
<b>Grade Totals</b>	<b>504</b>	<b>11</b>	<b>39</b>	<b>0</b>	<b>84</b>	<b>0</b>	<b>9</b>	<b>0</b>
Beginning Steps	501	18	44	0	24	0	9	0
Nearing Proficiency	279	1	31	0	22	0	1	0
Proficient	267	7	47	0	34	0	4	0
Advanced	41	0	13	0	4	0	1	0
<b>Subtotal</b>	<b>1088</b>	<b>26</b>	<b>135</b>	<b>0</b>	<b>84</b>	<b>0</b>	<b>15</b>	<b>0</b>

Table 22. English SBA Math Proficiency Grades 3, 4, 5, 6, 7, 8, 9, 11 - ALS Bilingual Models by ELL Category – APS District 2006-07

Grade		ELL		Exited Yr 1 & 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP	
		Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English
3	Beginning Steps	13.4%	18.5%			8.8%		7.9%	
	Nearing Proficiency	49.7%	65.7%	35.5%		47.4%		47.7%	
	Proficient	30.5%	14.1%	55.5%		39.0%		41.2%	
	Advanced	6.4%				4.8%			
	Subtotal	798	481	110	1	249	0	279	1
4	Beginning Steps	21.2%	24.1%					8.2%	
	Nearing Proficiency	59.3%	58.3%	47.9%		34.2%		52.1%	
	Proficient	18.7%	16.5%	42.3%		47.4%		32.7%	
	Advanced			7.0%				7.1%	
	Subtotal	670	515	142	0	38	0	453	1
5	Beginning Steps	25.8%	34.5%					10.8%	
	Nearing Proficiency	59.4%	57.9%	61.3%		47.3%		52.1%	
	Proficient	14.0%	7.4%	26.8%		38.2%		31.6%	
	Advanced			7.7%				5.5%	
	Subtotal	593	470	142	0	55	0	491	0
6	Beginning Steps	47.5%	56.3%	13.0%				25.1%	
	Nearing Proficiency	49.1%	40.2%	74.0%		78.6%		57.9%	
	Proficient	2.9%	3.2%	13.0%				14.5%	
	Advanced								
	Subtotal	383	590	77	0	42	0	235	1
7	Beginning Steps	46.3%	58.3%					16.9%	
	Nearing Proficiency	49.1%	38.9%	73.3%		54.1%		59.2%	
	Proficient	4.7%	2.4%					20.4%	
	Advanced								
	Subtotal	387	542	30	0	37	0	142	1
8	Beginning Steps	33.3%	50.5%					13.5%	
	Nearing Proficiency	57.2%	43.0%	65.8%		73.1%		55.1%	
	Proficient	9.5%	6.0%					26.6%	
	Advanced							4.8%	
	Subtotal	327	416	38	0	52	0	207	1
9	Beginning Steps	25.4%	39.3%					10.8%	
	Nearing Proficiency	65.9%	50.9%	57.9%		52.6%		55.0%	
	Proficient	8.4%	8.3%					28.5%	
	Advanced							5.6%	
	Subtotal	299	483	19	0	19	0	249	0
11	Beginning Steps	45.0%	58.9%					13.6%	
	Nearing Proficiency	47.9%	31.5%			53.8%		59.6%	
	Proficient	7.1%	7.8%					23.2%	
	Advanced							3.6%	
	Subtotal	140	270	16	0	26	0	302	0

Cells with fewer than 10 students are empty.

Table 23. English SBA Reading Proficiency Grades 3, 4, 5, 6, 7, 8, 9, 11 - ALS Bilingual Models by LAS Category – APS District 2006-07

Grade	ELL		Exited Yr 1 & Yr 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP		
	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English	
3	Beginning Steps	43.2%	45.7%			18.9%		12.1%	
	Nearing Proficiency	34.2%	33.5%	25.0%		30.4%		25.7%	
	Proficient	22.2%	20.7%	59.8%		46.5%		57.4%	
	Advanced							4.9%	
	Grade Total	442	460	92	1	217	0	265	1
4	Beginning Steps	41.1%	39.2%					9.7%	
	Nearing Proficiency	42.9%	41.3%	34.8%		35.1%		37.7%	
	Proficient	15.5%	18.5%	56.7%		40.5%		45.1%	
	Advanced							7.4%	
	Grade Total	401	475	141	0	37	0	443	1
5	Beginning Steps	25.2%	35.2%					5.2%	
	Nearing Proficiency	53.9%	46.9%	27.3%		20.4%		29.4%	
	Proficient	20.3%	17.0%	58.3%		59.3%		52.0%	
	Advanced			14.4%				13.5%	
	Grade Total	345	429	139	0	54	0	483	0
6	Beginning Steps	46.3%	50.8%					12.4%	
	Nearing Proficiency	51.5%	45.2%	72.6%		56.8%		51.9%	
	Proficient		3.9%	24.7%		43.2%		32.6%	
	Advanced							3.0%	
	Grade Total	231	533	73	0	37	0	233	1
7	Beginning Steps	26.0%	35.8%						
	Nearing Proficiency	64.0%	55.3%	53.3%		45.9%		38.1%	
	Proficient	9.0%	8.5%	43.3%		45.9%		55.4%	
	Advanced								
	Grade Total	200	492	30	0	37	0	139	1
8	Beginning Steps	24.8%	38.8%					4.8%	
	Nearing Proficiency	59.9%	47.1%	34.2%		39.6%		38.5%	
	Proficient	15.3%	14.2%	63.2%		56.3%		53.4%	
	Advanced								
	Grade Total	157	374	38	0	48	0	208	1
9	Beginning Steps	65.3%	66.1%					16.3%	
	Nearing Proficiency	30.7%	26.6%					35.5%	
	Proficient		7.3%					47.3%	
	Advanced								
	Grade Total	150	451	19	0	18	0	245	0
11	Beginning Steps	62.0%	55.7%					11.6%	
	Nearing Proficiency	32.4%	32.8%			48.1%		38.7%	
	Proficient		11.1%					47.4%	
	Advanced								
	Grade Total	71	262	14	0	27	0	302	0
Subtotal	Beginning Steps	39.2%	45.5%	3.3%		12.8%		9.4%	
	Nearing Proficiency	46.0%	41.6%	37.5%		35.6%		36.0%	
	Proficient	14.4%	12.5%	52.2%		45.7%		48.6%	
	Advanced		0.4%	7.0%		5.9%		6.0%	
	District Totals	1997	3476	546	1	475	0	2318	5

Cells with fewer than 10 students are empty.

Table 24. Spanish SBA Math Proficiency Grades 3, 4, 5, 6, 7, 8, 9 - ALS Bilingual Models by ELL Category - APS District 2006-07

Grade	ELL		Exited Yr 1 & Yr 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP	
	Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English
3	Beginning Steps	3.9%						
	Nearing Proficiency	38.9%	55.0%					
	Proficient	43.4%			50.0%			
	Advanced	13.7%						
	Grade Total	357	20	18	0	32	0	14
4	Beginning Steps	11.1%						
	Nearing Proficiency	63.5%	76.3%					
	Proficient	24.4%						
	Advanced							
	Grade Total	271	38	1	0	1	0	11
5	Beginning Steps	20.6%	31.4%					
	Nearing Proficiency	62.1%	60.0%					
	Proficient	16.5%						
	Advanced							
	Grade Total	248	35	3	0	1	0	7
6	Beginning Steps	35.1%	33.3%					
	Nearing Proficiency	59.1%	54.9%					
	Proficient							
	Advanced							
	Grade Total	154	51	4	0	4	0	3
7	Beginning Steps	34.4%	45.2%					
	Nearing Proficiency	58.5%	52.4%					
	Proficient	7.1%						
	Advanced	0.0%						
	Grade Total	183	42	0	0	0	0	3
8	Beginning Steps	25.7%						
	Nearing Proficiency	58.5%	65.0%					
	Proficient	15.8%						
	Advanced							
	Grade Total	171	40	0	0	3	0	1
9	Beginning Steps	22.7%						
	Nearing Proficiency	66.0%	65.0%					
	Proficient	10.7%						
	Advanced							
	Grade Total	150	20	0	0	1	0	2
11	Beginning Steps	45.8%						
	Nearing Proficiency	45.8%						
	Proficient							
	Advanced							
	Grade Total	72	16	1	0	0	0	1
Subtotal	Beginning Steps	20.1%	29.8%					
	Nearing Proficiency	55.7%	60.3%			28.6%		57.1%
	Proficient	20.7%	9.9%	51.9%		40.5%		23.8%
	Advanced	3.5%						
	District Totals	1606	262	27	0	42	0	42

Cells with fewer than 10 students are empty.

Table 25. Spanish SBA Reading Proficiency Grades 3, 4, 5, 6, 7, 8, 9 - ALS Bilingual Models by ELL Category - APS District 2006-07

Grade		ELL		Exited Yr 1 & Yr 2 (FEPm)		Exited 3+ Yrs (FEPe)		FEP	
		Bilingual	English	Bilingual	English	Bilingual	English	Bilingual	English
3	Beginning Steps	5.6%							
	Nearing Proficiency	59.6%	65.0%			40.6%			
	Proficient	28.1%		55.6%		43.8%			
	Advanced	6.7%							
	Grade Total	356	20	18	0	32	0	14	0
4	Beginning Steps	8.1%							
	Nearing Proficiency	60.4%	56.8%						
	Proficient	28.9%							
	Advanced								
	Grade Total	270	37	1	0	1	0	11	0
5	Beginning Steps	14.5%							
	Nearing Proficiency	57.3%	48.4%						
	Proficient	25.0%							
	Advanced								
	Grade Total	248	31	3	0	1	0	7	0
6	Beginning Steps	9.8%							
	Nearing Proficiency	56.2%	52.9%						
	Proficient	33.3%	35.3%						
	Advanced								
	Grade Total	153	51	4	0	4	0	3	0
7	Beginning Steps								
	Nearing Proficiency	30.4%	31.7%						
	Proficient	59.7%	58.5%						
	Advanced	9.4%							
	Grade Total	181	41	0	0	0	0	3	0
8	Beginning Steps								
	Nearing Proficiency	29.2%							
	Proficient	62.6%	62.5%						
	Advanced								
	Grade Total	171	40	0	0	3	0	1	0
9	Beginning Steps	7.9%							
	Nearing Proficiency	57.6%	55.0%						
	Proficient	34.4%							
	Advanced								
	Grade Total	151	20	0	0	1	0	2	0
11	Beginning Steps	27.8%							
	Nearing Proficiency	31.9%							
	Proficient	31.9%							
	Advanced								
	Grade Total	72	16	1	0	0	0	1	0
Subtotal	Beginning Steps	8.2%	15.2%						
	Nearing Proficiency	51.1%	44.1%			35.7%		50.0%	
	Proficient	36.3%	36.7%	59.3%		52.4%		40.5%	
	Advanced	4.4%	3.9%						
	District Total	1602	256	27	0	42	0	42	0

Cells with fewer than 10 students are empty.

Table 26. KDPR Language Proficiency - ALS Program Models by ELL Category - APS District 2006-07

Area of Need	ELL					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Emergent	5.5%		3.6%		2.4%					
Nearing Proficiency	28.2%	25.3%	24.9%	27.7%	18.5%					11.0%
Proficient	65.0%	61.4%	61.4%	70.8%	74.0%	62.5%				87.4%
Total Count	451	83	554	65	655	24	9	16	0	182

Cells with fewer than 10 students are empty.

Table 27. KDPR Math Proficiency - ALS Program Models by ELL Category - APS District 2006-07

Area of Need	ELL					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
Emergent	5.1%		2.5%		2.1%					
Nearing Proficiency	18.2%	19.3%	22.4%		14.4%					9.3%
Proficient	75.2%	72.3%	67.9%	87.7%	78.9%	70.8%				89.6%
Total Count	451	83	554	65	654	24	9	15	0	183

Cells with fewer than 10 students are empty.

Table 28. English DRA2 Reading Proficiency - ALS Program Models by ELL Category - APS District 2006-06

	ELL					Exited Yr 1 & 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
<b>Grade 1</b>																				
Beginning Steps	66.6%	44.2%	61.3%	54.7%	52.0%					25.9%										
Nearing Proficiency	15.1%	18.1%	15.6%		20.9%					27.1%										
Proficient	15.7%	27.7%	19.5%	20.3%	24.3%					32.9%										
Advanced		10.0%	3.6%							14.1%										
Grade Total	344	261	413	64	260	0	0	0	0	103	0	0	0	0	2	0	0	0	0	12
<b>Grade 2</b>																				
Beginning Steps	71.2%	36.7%	57.9%	31.7%	55.2%									10.5%						
Nearing Proficiency	17.3%	27.2%	17.4%	43.3%	23.8%									21.1%						
Proficient	7.9%	30.8%	20.5%	25.0%	15.2%					61.9%				50.0%						
Advanced		5.2%	4.2%																	
Grade Total	192	307	442	60	170	0	0	0	0	29	0	0	0	0	61	0	0	0	0	7
<b>District Totals</b>																				
Beginning Steps	381	267	561	54	152					25				11						
Nearing Proficiency	86	145	148	36	66					29				14						
Proficient	71	170	175	28	62					41				27						
Advanced	16	46	41	6						20										
	536	568	855	124	430	0	0	0	0	132	0	0	0	0	63	0	0	0	0	19

Cells with fewer than 10 students are empty.

Table 29. DRA2 Spanish Reading Proficiency - ALS Program Models by ELL Category - APS District 2006-07

	ELL					Exited Yr 1 & 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
<b>Grade 1</b>																				
Beginning Steps			57.6%		47.9%					28.8%										
Nearing Proficiency			16.7%		25.6%					26.3%										
Proficient			22.7%		23.3%					33.8%										
Advanced					3.2%															
Subtotal	12	3	66	1	513	0	0	0	0	94	0	0	0	0	0	0	0	0	0	5
<b>Grade 2</b>																				
Beginning Steps			52.6%		36.8%									16.4%						
Nearing Proficiency			24.7%		28.2%									29.9%						
Proficient			16.5%		30.6%					60.0%				47.8%						
Advanced					4.4															
Subtotal	8	3	98	0	401	0	0	0	0	35	0	0	0	0	82	0	0	0	0	7
<b>Grand Totals</b>																				
Beginning Steps	14	4	91		428					29				12						
Nearing Proficiency			43		288					27				25						
Proficient			38		281					48				37						
Advanced			10		52					18				11						
	20	6	164	1	914	0	0	0	0	129	0	0	0	0	82	0	0	0	0	12

Cells with fewer than 10 students are empty.



Table 30. English SBA Math Proficiency - ALS Program Models by ELL Category - APS District 2006-07

	ELL					Exited Yr 1 & 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
<b>Grade 3</b>																				
Beginning Steps	29.5%	15.3%	20.7%		33.3%															
Nearing Proficiency	60.7%	68.1%	58.4%	71.4%	50.0%									56.7%						47.3%
Proficient		14.7%	20.4%											32.8%						41.9%
Advanced																				
<b>Grade Total Count</b>	122	339	334	21	54	0	1	0	0	16	0	0	0	0	67	0		0	0	93
<b>Grade 4</b>																				
Beginning Steps	40.2%	19.2%	29.5%	34.5%	16.4%									10.0%						10.4%
Nearing Proficiency	45.9%	60.6%	54.4%	51.7%	68.5%					40.9%				10.0%						38.1%
Proficient	13.9%	18.6%	15.7%							52.3%				80.0%						43.3%
Advanced																				
<b>Grade Total Count</b>	122	355	281	29	73	0	0	0	0	44	0	0	0	0	0	0	0	0	0	134
<b>Grade 5</b>																				
Beginning Steps	51.2%	28.3%	32.9%	41.2%	18.5%															12.8%
Nearing Proficiency	44.6%	62.7%	53.9%	58.8%	66.7%					56.4%										44.4%
Proficient		8.9%	11.8%		14.8%					29.1%										35.3%
Advanced																				
<b>Grade Total Count</b>	121	314	228	17	81	0	0	0	0	55	0	0	0	0	13	0	0	0	0	133
<b>Grade 6</b>																				
Beginning Steps	85.7%	53.4%	14.3%		57.2%															16.1%
Nearing Proficiency		43.5%	85.7%		41.0%					68.2%				86.7%						51.8%
Proficient	1.2%	2.6%																		28.6%
Advanced	8.0%																			3.6%
<b>Grade Total Count</b>	84	455		0	222	0	0	0	0	22	0	0	0	0	15	0		0	0	56
<b>Grade 7</b>																				
Beginning Steps	71.0%	56.8%			56.9%															
Nearing Proficiency	26.9%	40.3%			40.7%															47.7%
Proficient																				36.4%
Advanced																				
<b>Grade Total Count</b>	93	407	0	0	204	0	0	0	0		0	0	0	0	14	0		0	0	44
<b>Grade 8</b>																				
Beginning Steps	63.1%	51.4%			41.6%															
Nearing Proficiency	32.3%	42.4%			55.8%															48.4%
Proficient		5.5%																		30.6%
Advanced																				
<b>Grade Total Count</b>	65	311	0	0	154	0	0	0	0	14	0	0	0	0	17	0		0	0	62
<b>Grade 9</b>																				
Beginning Steps		40.3%	29.4%																	
Nearing Proficiency	58.1%	49.8%	65.4%																	
Proficient		8.3%																		
Advanced																				
<b>Grade Total Count</b>	31	432	136	0		0	0	0	0		0	0	0	0	0	0	0	0	0	0
<b>Grade 11</b>																				
Beginning Steps	93.8%	57.1%	45.8%																	
Nearing Proficiency	6.3%	31.9%	47.5%																	
Proficient		8.8%																		
Advanced																				
<b>Grade Total Count</b>	16	238	59	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Beginning Steps</i>	341	1153	294	0	352	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31
<i>Nearing Proficient</i>	248	1428	588	30	391	0	0	0	0	64	0	0	0	0	51	0	0	0	0	234
<i>Proficient</i>	17	230	139	0	12	0	0	0	0	39	0	0	0	0	22	0	0	0	0	195
<i>Advanced</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total count</b>	607	2181	843	67	788	0	0	0	0	151	0	0	0	0	126	0	0	0	0	522

Cells with fewer than 10 students are empty.

Table 31. English SBA Reading Proficiency - ALS Program Models by ELL Category - APS District 2006-07

	ELL					Exited Yr 1 & 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
<b>Grade 3</b>																				
Beginning Steps	71.1%	36.6%	43.9%		44.4%										22.4%					
Nearing Proficiency	23.1%	37.2%	36.7%		27.8%										25.4%					22.6%
Proficient		26.3%	19.4%		24.1%										43.3%					60.2%
Advanced																				
<b>Grade Total Count</b>	121	339	335	21	54	0	0	0	0	16	0	0	0	0	67	0	0	0	0	93
<b>Grade 4</b>																				
Beginning Steps	65.3%	29.9%	41.3%		39.7%															
Nearing Proficiency	25.0%	47.0%	43.1%	41.4%	45.2%					34.1%										34.3%
Proficient		21.9%	14.8%							59.1%										49.3%
Advanced																				10.4%
<b>Grade Total Count</b>	124	351	283	29	73	0	0	0	0	44	0	0	0	0	0	0	0	0	0	134
<b>Grade 5</b>																				
Beginning Steps	64.5%	23.7%	28.1%		18.5%															
Nearing Proficiency	31.4%	52.9%	53.5%		55.6%					23.6%										24.1%
Proficient		22.7%	18.0%		24.7%					65.5%										53.4%
Advanced	1.7%																			19.5%
<b>Grade Total Count</b>	121	308	228	17	81	0	0	0	0	55	0	0	0	0	13	0	0	0	0	133
<b>Grade 6</b>																				
Beginning Steps	82.9%	45.0%			46.9%															
Nearing Proficiency	15.9%	50.6%			51.3%					59.1%										41.1%
Proficient		4.4%																		41.1%
Advanced																				
<b>Grade Total Count</b>	82	451		0	224	0	0	0	0	22	0	0	0	0	15	0	0	0	0	56
<b>Grade 7</b>																				
Beginning Steps	54.4%	31.6%			26.0%															
Nearing Proficiency	42.2%	58.2%			64.0%															31.8%
Proficient		9.7%			9.0%															61.4%
Advanced		0.5%																		
<b>Grade Total Count</b>	90	402	0	0	200	0	0	0	0		0	0	0	0	14	0	0	0	0	44
<b>Grade 8</b>																				
Beginning Steps	56.3%	35.2%			25.2%															
Nearing Proficiency	40.6%	48.4%			59.4%															32.3%
Proficient		16.5%			15.5%															56.5%
Advanced																				
<b>Grade Total Count</b>	64	310	0	0	155	0	0	0	0	14	0	0	0	0	17	0	0	0	0	62
<b>Grade 9</b>																				
Beginning Steps	75.9%	65.4%	67.9%																	
Nearing Proficiency		27.0%	29.2%																	
Proficient		7.6%																		
Advanced																				
<b>Grade Total Count</b>	29	422	137	0		0	0	0	0		0	0	0	0	0	0	0	0	0	0
<b>Grade 11</b>																				
Beginning Steps	100.0%	52.8%	61.3%																	
Nearing Proficiency		35.0%	32.3%																	
Proficient		11.8%																		
Advanced		0.4%																		
<b>Grade Total Count</b>	16	246	62	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beginning Steps	436	1147	461	21	269	0	0	0	0	5	0	0	0	0	16	0	3	0	0	34
Nearing Proficiency	180	1266	431	26	431	0	0	0	0	56	0	0	0	0	40	0	1	0	0	158
Proficient	27	407	157	20	91	0	1	0	0	91	0	0	0	0	69	0	1	0	0	280
Advanced	4	9	3	0	5	0	0	0	0	12	0	0	0	0	13	0	0	0	0	54
<b>Subtotal</b>	647	2829	1045	67	787	0	0	0	0	151	0	0	0	0	126	0	0	0	0	522

Cells with fewer than 10 students are empty.

Table 32. Spanish SBA Math Proficiency - ALS Program Models by ELL Category - APS District 2006-07

	ELL					Exited Yr 1 & 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBET	TWBE	ESL	ELD	MBE	TBET	TWBE	ESL	ELD	MBE	TBET	TWBE	ESL	ELD	MBE	TBET	TWBE
<b>Grade 3</b>																				
Beginning Steps																				
Nearing Proficiency			43.4%		34.7%															
Proficient			37.7%		47.6%										53.6%					
Advanced			13.1%		13.8%															
<b>Grade Total Count</b>	5	15	122	5	223	0	0	0	0	15	0	0	0	0	28	0	0	0	0	10
<b>Grade 4</b>																				
Beginning Steps					9.6%															
Nearing Proficiency	81.8%		71.0%		61.1%															
Proficient					27.3%															
Advanced																				
<b>Grade Total Count</b>	22	16	69	1	197	0	0	0	0	1	0	0	0	0	1	0	0	0	0	11
<b>Grade 5</b>																				
Beginning Steps			32.8%		16.0%															
Nearing Proficiency		66.7%	60.3%		62.4%															
Proficient					20.4%															
Advanced																				
<b>Grade Total Count</b>	17	18	58	2	181	0	0	0	0	3	0	0	0	0	1	0	0	0	0	4
<b>Grade 6</b>																				
Beginning Steps					36.0%															
Nearing Proficiency	50.0%	57.7%			58.0%															
Proficient																				
Advanced																				
<b>Grade Total Count</b>	25	26	0	0	149	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0
<b>Grade 7</b>																				
Beginning Steps					33.7%															
Nearing Proficiency		62.5%			57.2%															
Proficient					7.0%															
Advanced																				
<b>Grade Total Count</b>	18	24	0	0	183	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>Grade 8</b>																				
Beginning Steps					24.9%															
Nearing Proficiency	60.0%	66.7%			58.6%															
Proficient					15.4%															
Advanced																				
<b>Grade Total Count</b>	19	21	0	0	167	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
<b>Grade 9</b>																				
Beginning Steps			21.9%																	
Nearing Proficiency			63.5%																	
Proficient			10.9%																	
Advanced																				
<b>Grade Total Count</b>	13	7	133	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade 11</b>																				
Beginning Steps			45.5%																	
Nearing Proficiency			45.5%																	
Proficient																				
Advanced																				
<b>Grade Total Count</b>	14	2	65	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Beginning Steps</i>	44	34	97	1	216	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1
<i>Nearing Proficiency</i>	77	81	254	6	610	0	0	0	0	1	0	0	0	0	8	0	0	0	0	14
<i>Proficient</i>	12	14	79	1	245	0	0	0	0	11	0	0	0	0	16	0	0	0	0	7
<i>Advanced</i>	0	0	17	0	37	0	0	0	0	8	0	0	0	0	6	0	0	0	0	4
<i>Subtotal</i>	133	129	447	8	1108	0	0	0	0	20	0	0	0	0	32	0	0	0	0	26

Cells with fewer than 10 students are empty.

Table 33. Spanish SBA Reading Proficiency - ALS Program Models by ELL Category - APS District 2006-07

	ELL					Exited Yr 1 & Yr 2 (FEPm)					Exited 3+ Yrs (FEPe)					FEP				
	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE	ESL	ELD	MBE	TBE	TWBE
<b>Grade 3</b>																				
Beginning Steps			9.9%																	
Nearing Proficiency			57.9%		59.2%										35.7%					
Proficient			25.6%		30.5%										46.4%					
Advanced					7.2%															
<b>Grade Total Count</b>	5	15	121	5	223	0	0	0	0	15	0	0	0	0	28	0	0	0	0	10
<b>Grade 4</b>																				
Beginning Steps					8.7%															
Nearing Proficiency	63.6%		62.3%		59.7%															
Proficient			29.0%		28.6%															
Advanced																				
<b>Grade Total Count</b>	22	15	69	1	196	0	0	0	0	1	0	0	0	0	1	0	0	0	0	11
<b>Grade 5</b>																				
Beginning Steps					13.8%															
Nearing Proficiency			63.8%		54.7%															
Proficient			20.7%		27.1%															
Advanced																				
<b>Grade Total Count</b>	17	14	58	2	181	0	0	0	0	3	0	0	0	0	1	0	0	0	0	4
<b>Grade 6</b>																				
Beginning Steps					10.1%															
Nearing Proficiency	52.0%	53.8%			58.1%															
Proficient					31.1%															
Advanced																				
<b>Grade Total Count</b>	25	26	0	0	148	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0
<b>Grade 7</b>																				
Beginning Steps																				
Nearing Proficiency					30.4%															
Proficient	55.6%	60.9%			59.7%															
Advanced					9.4%															
<b>Grade Total Count</b>	18	23	0	0	181	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>Grade 8</b>																				
Beginning Steps																				
Nearing Proficiency					29.8%															
Proficient	57.9%	66.7%			62.5%															
Advanced																				
<b>Grade Total Count</b>	19	21	0	0	168	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
<b>Grade 9</b>																				
Beginning Steps			8.1%																	
Nearing Proficiency			57.0%																	
Proficient			34.8%																	
Advanced																				
<b>Grade Total Count</b>	13	7	135	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grade 11</b>																				
Beginning Steps			29.2%																	
Nearing Proficiency			30.8%																	
Proficient			33.8%																	
Advanced																				
<b>Grade Total Count</b>	14	2	65	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beginning Steps	19	20	56	2	72	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1
Nearing Proficiency	61	52	247	6	544	0	0	0	0	2	0	0	0	0	10	0	0	0	0	13
Proficient	49	45	132	0	433	0	0	0	0	12	0	0	0	0	17	0	0	0	0	10
Advanced	4	6	13	0	56	0	0	0	0	6	0	0	0	0	3	0	0	0	0	2
<b>Subtotal</b>	133	123	448	8	1105	0	0	0	0	20	0	0	0	0	32	0	0	0	0	26

Cells with fewer than 10 students are empty.