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Contact: Student Assessment Unit Phone: 303-866-6929 Date: 8/2/06

STATEMENT OF STATE BOARD OF EDUCATION CHAIR, PAMELA JO SUCKLA Third Congressional District

The State Board of Education commends and thanks all Colorado educators, local board members, and all those others whose efforts are behind the very satisfying results that we report on today.

These results show greater progress among more categories of tests and students than we have seen in a number of years. Over time we have shown a steady progress and this year's advances have built on that foundation.

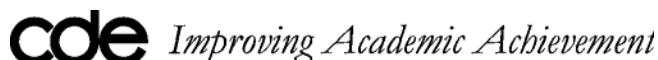
The State Board, again, is pleased to see the significant continuing progress in mathematics which we feel reflects and affirms the focus on mathematics that we undertook in 2004.

While it is a pleasure to celebrate the positive results announced today, we must not forget that we still have far to go to meet the goals that we have set for ourselves.

COMMISSIONER OF EDUCATION, WILLIAM J. MOLONEY'S STATEMENT

While our statewide results are certainly highly satisfying – the best we have seen in six years – we need remember that the real stories are to be found in our 178 school districts and over 1700 schools of Colorado.

It is there that the hard work, dedication, and commitment that we honor today is most real.



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2006 CSAP & Colorado ACT SUMMARY OF RESULTS

In 2006 the Colorado Student Assessment Program (CSAP) was administered for the tenth year and the Colorado ACT was administered for fifth year. There were 1,540,030 CSAP tests administered to Colorado public school students in 2006. The Lectura and Escritura were each administered to 2,200 students in grades three and four, and the Colorado ACT was administered to 49,070 Colorado eleventh grade students. Results from the 2006 CSAP, Lectura, Escritura and CO-ACT assessments are displayed in the accompanying tables.

Background

The purpose of the CSAP is to measure Colorado student progress in meeting the Colorado Model Content Standards in grades three through ten in the content areas of reading, writing and mathematics. Two CSAP Science assessments were added at grades five and ten in 2006. The Colorado Model Content Standards are available on the CDE website at the following location: http://www.cde.state.co.us/index_stdn.htm.

Initiated in 1997 with two tests, the CSAP has grown to include thirty-one tests in 2006. The expansion of the testing program provided an opportunity to develop tools for measuring student growth, such as aligned performance-level definitions and a single score scale for each content area. These tools provide the ability to monitor student growth using both a student's year-to-year performance levels and year-to-year scale scores. Each time CSAP was administered grade-by-grade in a content area, a one-time alignment was made to the performance level cut-scores in that content area. For reading, the alignment occurred in 2001 and for writing and mathematics, the alignment occurred in 2002. For valid comparisons of CSAP results over time, past data must be aligned to the new performance levels. All data presented in this 2006 press release has been aligned, which means: 1) all data for all years reported here are comparable and 2) data reported here are different from data reported by CDE prior to the performance level alignment described above.

General Results: CSAP 2006

This summary provides a brief overview of performance for the following groups: all students, gender, ethnic, special programs status (i.e., special education and Title I) and schools with high poverty levels.

Reading Performance:

Reading performance was assessed in grades three through ten in both 2005 and 2006. The results reveal an increase in the percentage of students in the Proficient and Advanced categories from 2005 to 2006 for six grades, a decline in one grade and were unchanged in one grade. There were increases at grades four, five, six, eight, nine and ten and a slight decrease at grade three. The results for grade seven was unchanged. Over the last ten years (1997-2006), the percentage of fourth-grade students in the Proficient and Advanced categories has improved thirteen percentage points from 55 percent in the Proficient and Advanced categories in 1997 to 68 percent in the Proficient and Advanced categories in 2006.

Reading performance of third and fourth graders on the Spanish reading test, *Lectura*, also declined slightly between 2005 and 2006. In 2006, the percentage of third-grade students in the Proficient and Advanced categories on the third-grade *Lectura* was 63 percent; in 2005, this percentage was 64 percent. In 2006, the percentage of fourth-grade students in the Proficient and Advanced categories on the fourth-grade *Lectura* was 41 percent; in 2005, this percentage was 42 percent.

Writing Performance:

Writing performance was assessed in grades three through ten in both 2005 and 2006. The writing results show positive changes in the percentage of students in the Proficient and Advanced categories only in fifth grade, scores in third and fourth grades declined and there were no changes in the other grades. Over the last ten years (1997-2006), the percentage of fourth-grade students in the Proficient and Advanced categories has improved twelve percentage points from 38 percent in 1997 to 50 percent in 2006.

The percentage of students in the Proficient and Advanced categories on the third grade Spanish writing test, *Escritura*, declined by four percentage points between

2005 and 2006. Performance on the fourth grade *Escritura* declined by eleven percentage points.

It should be noted that the number of fourth grade students taking the *Lectura* and *Escritura* has declined from 1288 students in 2000 to 478 students in 2006. The number of third grade students taking the *Lectura* and *Escritura* has remained constant between 2000 (1721 students) and 2006 (1722 students). The reason for the decline at the fourth grade level is unclear.

Mathematics Performance:

Mathematics was assessed in grades three through ten in both 2005 and 2006. The results reveal improvement in grades three, four, five, six, eight, nine and tenth. The results revealed a slight decline in seventh grade. Examining eighth grade mathematics achievement during the past six years reveals a six percentage-point increase in the percentage of students in the Proficient and Advanced categories.

Science Performance:

Science performance was assessed in grades five and ten for the first time in 2006. Science performance in the eighth grade remained constant between 2005 and 2006. Examining six years of eighth-grade science performance results shows a one-percentage point increase in the students in the Proficient and Advanced categories.

Results by Gender

Gender differences persist. On the 2006 reading assessment, the percent of males in the Proficient and Advanced categories increased in five grades (4, 5, 8, 9 and 10) and remained the same in three grades (3, 6 and 7). The percent of females in the Proficient and Advanced categories increased in four grades (4, 6, 7 and 8) and declined in third grade and remained the same in three grades (5, 9 and 10).

On the 2006 writing assessment, the percentage of both males and females in the Proficient and Advanced categories increased in two grades (Males: 5 and 7; Females: 8 and 10). Males declined in three grades (3, 4 and 6) and remained the same in three grades (8, 9 and 10). Females declined in four grades (3, 4, 7 and 9) and remained the same in sixth grade.

On the 2006 mathematics assessment, the percent of males in the Proficient and Advanced categories increased in six grades (3, 4, 5, 8, 9 and 10), remained the same in sixth grade, and declined slightly in the seventh grade. The percentage of females improved in all grades except seventh where females declined slightly just as males did. There were equal percentages of males and females in the Proficient and Advanced categories on the grade six mathematics assessment. In addition, males and females had similar percentages in the Proficient and Advanced categories in grades five and seven. Males had higher percentages in the Proficient and Advanced categories in the other grades.

On the 2006 eighth grade science assessment, the percentage of males in the Proficient and Advanced categories declined by one point in 2006 (53% to 52%). The percentage of females in the Proficient and Advanced categories in grade eight science remained the same in 2006 (48%).

Overall, females performed better than males in reading and writing, while males performed slightly better than females in math and science.

Results by Ethnic Group

On the 2006 reading assessment, the percentage of White students in the Proficient and Advanced categories improved in six grades (3, 4, 5, 8, 9 and 10) while the group defined by Asian and Pacific Islanders improved in all grades. The percentage of Black students and Hispanic students in the Proficient and Advanced categories improved in seven grades (4, 5, 6, 7, 8, 9 and 10). Both Black students and Hispanic students declined only in grade three. Native Americans improved in six grades (4, 5, 6, 7, 8 and 10) and declined in grades three and nine.

On the 2006 writing assessment, the percentage of Black students in the Proficient and Advanced categories improved in three grades (5, 9 and 10). Hispanic students improved in two grades (5 and 10) and Native American students improved in five grades (4, 5, 7, 8 and 10). The percentage of White students in the Proficient and Advanced categories improved in four grades (5, 7, 9 and 10). The group defined by Asian and Pacific Islanders improved in six grades (4, 5, 6, 7, 8 and 10).

On the 2006 mathematics assessment, the percentage of Black, Hispanic, Asian in the Proficient and Advanced categories improved in seven of eight grades. Asian students remained the same in grade 10, Hispanic students remained the same in grade 7, and Black students declined slightly in grade 7. White students in the Proficient and Advanced categories increased in six grades (3, 4, 5, 8, 9 and 10) declined in seventh grade and remained the same in sixth grade. Native American students improved in six grades (3, 4, 5, 7, 8 and 9) and stayed the same in two grades (6 and 10).

On the 2006 science assessment, the percentage of Hispanic, Asian and Native American students in the Proficient and Advanced category improved while the percentage of Black students remained the same, and the percentage of White students declined slightly between 2005 and 2006.

Results for Title I Students and Students with Individual Education Programs

The percentage of Title I students in the Proficient and Advanced categories increased on fourteen of the twenty-five English assessments administered in both 2005 and 2006. For example, the percentage of students in the Proficient and Advanced categories on the fourth grade reading assessment increased from 44% in 2005 to 48% in 2006.

The percentage of students on Individual Education Plans (IEP) in the Proficient and Advanced categories increased on nine of the twenty-five assessments administered in English both 2005 and 2006. For example, the percentage of students in the Proficient and Advanced categories on the fourth grade reading assessment increased from 25% in 2005 to 27% in 2006.

Results for Students on Free or Reduced Price Lunch

Students who are eligible for free-or-reduced price lunch increased their percentages in the Proficient and Advanced categories on seventeen of twenty-five English language assessments administered in both 2005 and 2006. Students who are not eligible for free or reduced price lunches improved on seventeen of twenty-five assessments. For example, the percentage of students eligible for free or reduced price

lunch in the Proficient and Advanced performance levels increased on the sixth grade reading assessment from 43% to 48%.

General Results: Colorado ACT (CO-ACT) 2006

The Colorado ACT is administered to all eleventh grade students. There are four subtests on the Colorado ACT: English, Mathematics, Reading and Science Reasoning. In addition, there is a composite score based on the results for the four subtests. *This test does not have levels of proficiency, but provides a single score in each of the four content areas and an overall composite score.* These scores are averaged to provide scores at the state, district and school levels.

When compared to the results for 2005, the 2006 statewide results showed an increase in math (up to 18.9 from 18.6) and a slight decrease in science reasoning (decrease to 19.1 from 19.2). All other content areas remained the same in 2006 as they were in 2005. The average overall 2006 composite score (19.0) remained the same as the average composite score for 2005.

In terms of gender, females outperformed males in English (Males: 17.5 and Females: 19.0) and reading (Males: 18.8 and Females: 20.2). The score for males was higher in mathematics (Males: 19.1 and Females: 18.7). The scores for both genders in science reasoning were the same (Males: 19.2 and Females: 19.2). Males improved their composite scores slightly while females remained the same (Males: 18.8 and Females: 19.4).

An examination of the results by ethnicity shows that all ethnic groups showed improvement on the math subtest. The scores for Black students, Mexican American students and white students improved on all four subtests and the composite score.

Native American students declined in three of the four content areas and the composite score, but improved in math. The scores for Asian-Pacific Islanders increased in mathematics, reading, science reasoning and the composite, but declined slightly in English. In addition students on Individual Education Plans (IEP) showed improvement in all content areas in 2006.

NOTICE!

**2006 SCHOOL
ACCOUNTABILITY
REPORT RATINGS
CANNOT BE
CALCULATED USING
THESE RESULTS!**

2002-2006 Overall CSAP, Lectura, Escritura & CO-ACT Results

CSAP Statewide Results

Content Area	Grade	2002		2003		2004		2005		2006		Change
		% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	
Reading	3	18	72	17	74	17	74	18	71	18	70	-1
	4	24	61	24	63	24	63	22	64	22	68	4
	5	20	63	19	66	18	69	19	69	18	70	1
	6	21	65	21	67	20	67	20	67	20	69	2
	7	23	59	22	61	23	61	21	64	22	64	0
	8	20	65	20	66	22	64	22	64	21	66	2
	9	19	66	20	65	21	66	23	65	22	66	1
	10	21	65	20	67	23	65	22	66	20	68	2
Writing*	3	40	51	36	57	40	52	38	56	41	52	-4
	4	40	50	39	52	39	53	39	52	42	50	-2
	5	39	51	38	53	38	55	37	57	34	59	2
	6	39	50	37	54	37	56	34	59	35	59	0
	7	42	50	40	53	40	52	37	56	38	56	0
	8	41	50	43	49	43	49	42	51	42	51	0
	9	40	49	40	50	39	53	40	52	41	52	0
	10	39	50	37	52	40	50	40	50	39	50	0
Math*	3							24	68	22	71	3
	4							24	66	23	69	3
	5	31	55	30	56	29	59	26	63	25	65	2
	6	30	51	30	50	28	53	29	56	27	57	1
	7	36	39	38	41	35	41	36	46	34	45	-1
	8	31	39	29	38	29	41	31	44	29	45	1
	9	29	31	30	31	30	32	30	33	30	38	5
	10	37	27	35	27	36	27	35	30	36	31	1
Science	5									41	37	
	8	27	50	27	49	26	51	28	50	28	50	0
	10									24	47	

Note: Unsatisfactory and No Scores are not reported; see www.cde.state.co.us or contact your local school district for further data

*1997 - 2001 Writing and Math results reported here reflect the performance level alignment (see accompanying explanation for more details). Use the aligned results for all comparisons to 2002 data.

Lectura and Escritura Statewide Results**

Content Area	Grade Level	2002		2003		2004		2005		2006		Change
		% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	% Partially Proficient	% Proficient & Advanced	
Lectura (Reading)	3	23	59	22	63	23	62	22	64	23	63	-1
	4	30	39	28	44	27	48	28	42	30	41	-1
Escritura (Writing)	3			32	51	32	51	29	54	30	50	-4
	4	30	40	35	38	32	39	34	36	34	25	-11

and Escritura has declined to less than 500 in 2006. Results should be interpreted with care.

2001-2005 Colorado ACT* Average Score Results

Content Area	Grade Level	2002 Average	2003 Average	2004 Average	2005 Average	2006 Average	Change
English	11	18.0	18.1	17.8	18.2	18.2	0.0
Math	11	18.6	18.9	18.8	18.6	18.9	0.3
Reading	11	18.9	19.3	19.1	19.4	19.4	0.0
Science Reasoning	11	19.3	19.2	18.8	19.2	19.1	-0.1
Composite	11	18.8	19.0	18.8	19.0	19.0	0.0

2002-2006 CSAP, Lectura, Escritura & CO-ACT Results by Gender

CSAP Statewide Results by Gender

Content Area	Grade Level	Gender	2002	2003	2004	2005	2006	Change
			% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	
Reading	3	M	69	71	70	68	68	0
		F	75	78	77	75	73	-2
	4	M	58	59	60	60	64	4
		F	65	67	67	68	71	3
	5	M	60	62	66	65	67	2
		F	66	70	72	73	73	0
	6	M	61	64	63	65	65	0
		F	70	70	71	69	74	5
	7	M	54	57	57	60	60	0
		F	65	66	66	68	69	1
	8	M	61	61	58	59	62	3
		F	69	72	70	69	71	2
	9	M	61	59	60	60	61	1
		F	72	72	73	72	72	0
	10	M	59	61	59	59	63	4
		F	71	73	70	73	73	0
Writing*	3	M	47	52	47	50	47	-3
		F	55	63	58	62	58	-4
	4	M	44	45	46	45	44	-1
		F	58	59	60	59	57	-2
	5	M	44	46	48	50	53	3
		F	57	61	62	65	66	1
	6	M	42	47	48	52	51	-1
		F	58	62	64	67	67	0
	7	M	41	44	44	47	49	2
		F	59	63	60	66	64	-2
	8	M	41	39	39	42	42	0
		F	60	59	59	61	62	1
	9	M	41	42	45	44	44	0
		F	57	59	63	61	59	-2
	10	M	43	43	41	41	41	0
		F	57	60	59	59	60	1
Math*	3	M				69	71	2
		F				67	70	3
	4	M				67	70	3
		F				65	68	3
	5	M	55	56	60	63	66	3
		F	54	56	57	63	65	2
	6	M	51	50	54	57	57	0
		F	51	50	53	56	57	1
	7	M	39	41	41	46	45	-1
		F	39	41	41	45	44	-1
	8	M	40	38	41	45	46	1
		F	39	39	41	43	44	1
	9	M	33	32	34	34	40	6
		F	29	31	31	33	37	4
	10	M	29	29	28	31	32	1
		F	25	25	25	28	29	1
Science	5	M					39	
		F					36	
Science	8	M	53	51	53	53	52	-1
		F	47	47	49	48	48	0
Science	10	M					50	
		F					43	

Note: Unsatisfactory and No Scores are not reported; see www.cde.state.co.us or contact your local school district for further data
 *1997 - 2001 Writing and Math results reported here reflect the performance level alignment (see accompanying explanation for n

1999-2005 Lectura and Escritura Statewide Results

Area	Grade	Gender	2002	2003	2004	2005	2006	
			% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	
Lectura (Reading)	3	M	51	56	55	58	55	-3
		F	66	70	70	70	70	0
	4	M	35	40	43	35	36	1
		F	43	48	54	51	45	-6
Escritura (Writing)	3	M		43	41	45	42	-3
		F		58	60	62	57	-5
	4	M	34	34	32	31	20	-11
		F	46	44	47	44	30	-14

2001-2005 Colorado ACT* Average Score Results

Content Area	Grade	Gender	2002	2003	2004	2005	2006	
English	11	M	17.4	17.4	17.2	17.5	17.5	0.0
		F	18.7	18.8	18.7	19.1	19.0	-0.1
Math	11	M	18.8	19.2	19.0	18.8	19.1	0.3
		F	18.4	18.7	18.7	18.6	18.7	0.1
Reading	11	M	18.3	18.7	18.7	18.7	18.8	0.1
		F	19.5	19.9	19.8	20.1	20.2	0.1
Science Reasoning	11	M	19.4	19.3	18.9	19.1	19.2	0.1
		F	19.2	19.1	18.9	19.3	19.2	-0.1
Composite	11	M	18.6	18.8	18.6	18.6	18.8	0.2
		F	19.1	19.3	19.1	19.4	19.4	0.0

*Note: ACT is not a CSAP test

2002-2006 CSAP, Lectura, Escritura & CO-ACT by Special Programs Status

Content Area	Grade Level	Program	2002		2003		2004		2005		2006		Change	
			% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students		
Reading	3	IEP	32	5372	34	5459	36	5656	32	5663	32	5468	0	
		Title 1	56	14319	58	14878	57	13663	55	15920	53	16812	-2	
	4	IEP	21	6005	22	5829	24	5975	25	6013	27	5833	2	
		Title 1	41	13960	43	15508	43	15057	44	16152	48	17636	4	
	5	IEP	21	6732	23	6449	28	6071	27	6029	27	6035	0	
		Title 1	43	13833	45	15433	50	14901	48	15860	50	16647	2	
	6	IEP	21	6452	22	6533	23	6039	25	5811	25	5781	0	
		Title 1	39	5088	40	7024	40	7014	40	8675	44	8494	4	
	7	IEP	15	6276	17	5851	18	5926	19	5660	18	5464	-1	
		Title 1	27	3365	28	5419	30	5429	32	6648	34	6400	2	
	8	IEP	18	5684	19	5880	17	5584	20	5447	19	5306	-1	
		Title 1	33	3155	36	4789	28	5051	33	6769	35	6146	2	
	9	IEP	17	5252	17	5779	19	5639	19	5429	19	5263	0	
		Title 1	37	1600	30	2466	27	1806	28	3077	26	2815	-2	
	10	IEP	14	4453	18	4347	16	4519	17	4544	18	4452	1	
		Title 1	38	1145	38	1480	24	1258	33	1938	29	2080	-4	
	Writing*	3	IEP	15	5416	19	5441	19	5797	20	5633	18	5478	-2
			Title 1	32	15151	39	14949	34	14556	37	15953	33	16807	-4
4		IEP	11	6062	14	5878	16	5990	16	6043	14	5836	-2	
		Title 1	31	13975	32	15520	31	15054	32	16165	30	17634	-2	
5		IEP	11	6738	12	6451	14	6107	16	6056	18	6039	2	
		Title 1	30	13838	32	15435	34	14902	35	15868	38	16650	3	
6		IEP	9	6452	11	6538	12	6091	15	5868	15	5785	0	
		Title 1	24	5093	29	7026	30	7024	35	8685	34	8499	-1	
7		IEP	8	6283	9	5897	11	5965	11	5712	12	5470	1	
		Title 1	20	3366	23	5417	22	5432	27	6654	26	6399	-1	
8		IEP	7	5689	7	5887	7	5629	9	5491	8	5308	-1	
		Title 1	22	3156	22	4790	20	5057	22	6774	23	6146	1	
9		IEP	7	5260	6	5787	9	5668	8	5448	10	5265	2	
		Title 1	24	1600	19	2469	16	1805	18	3078	14	2817	-4	
10		IEP	6	4460	7	4402	6	4559	7	4568	7	4457	0	
		Title 1	27	1146	23	1483	14	1258	20	1939	16	2081	-4	
Math*		3	IEP							37	5762	39	5617	2
			Title 1							51	17236	54	18148	3
	4	IEP							32	6048	33	5860	1	
		Title 1							47	16528	52	17948	5	
	5	IEP	17	6708	20	6030	22	6146	24	6024	26	6038	2	
		Title 1	36	13735	35	15289	39	14934	44	15871	47	16662	3	
	6	IEP	13	6396	13	6505	15	6094	18	5817	17	5802	-1	
		Title 1	26	5081	24	7038	28	7065	32	8654	33	8480	1	
	7	IEP	8	6246	8	6202	8	5999	10	5673	10	5457	0	
		Title 1	12	3369	13	5224	14	5468	16	6642	17	6385	1	
	8	IEP	7	5679	7	5882	8	5629	10	5447	9	5301	-1	
		Title 1	12	3134	12	4790	13	5128	15	6771	16	6158	1	
	9	IEP	4	5240	4	5756	5	5655	5	5426	7	5254	2	
		Title 1	9	1574	8	2466	5	1827	7	3063	8	2846	1	
	10	IEP	3	4449	3	4637	4	4533	4	4546	4	4452	0	
		Title 1	9	1138	7	1487	3	1268	7	16	5	2088	-2	
	Science	5	IEP									14	6034	
			Title 1									18	16632	
8		IEP	15	5647	14	5873	16	5622	16	5436	15	5301	-1	
		Title 1	18	3140	17	4773	17	5125	18	6758	17	6139	-1	
10	IEP									12	4466			
	Title 1									11	2071			

Note: Unsatisfactory and No Scores are not reported; see www.cde.state.co.us or contact your local school district for further data

1999-2005 Lectura and Escritura Statewide Results

Content Area	Grade	Program	2002		2003		2004		2005		2006		Change
			% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students	% Proficient & Advanced	# of Students			
Lectura (Reading)	03	IEP	15	59	27	79	19	109	24	115	21	110	-3
		Title 1	59	800	60	1200	62	1182	63	1382	60	1389	-3
	04	IEP	8	36	X	14	13	16	X	11	X	6	
		Title 1	39	606	44	489	48	378	42	393	38	359	-4
Escritura (Writing)	03	IEP			X	12	20	111	20	112	11	6	
		Title 1			49	1194	49	1253	51	1366	47	359	-4
	04	IEP	6	36	X	14	13	16	X	11	X	6	
		Title 1	39	605	38	490	40	380	36	393	24	359	-12

2001-2005 Colorado ACT* Average Score Results

Content Area	Grade	Program	2002	2002 # of Students	2003	2003 # of Students	2004	2004 # of Students	2005	2005 # of Students	2006	2006 # of Students	Change
English	11	IEP	10.3	2044	10.8	2746	10.5	2687	11.3	2326	11.5	3677	0.2
Math	11	IEP	12.0	2044	13.3	2746	13.2	2687	13.4	2326	14.1	3677	0.7
Reading	11	IEP	11.6	2044	12.7	2746	12.4	2687	13.0	2326	13.8	3677	0.8
Science Reasoning	11	IEP	12.0	2044	13.4	2746	12.6	2687	13.5	2326	13.8	3677	0.3
Composite	11	IEP	11.5	2044	12.6	2746	12.3	2687	12.9	2326	13.4	3677	0.5

*Note: ACT is not a CSAP test

2002-2006 CSAP Results by Ethnicity

Content Area	Grade	Ethnicity	2002	2003	2004	2005	2006	Change
			% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	
Reading	3	White	81	83	83	81	80	-1
		Hispanic	51	56	54	53	51	-2
		Black	55	59	60	55	54	-1
		Asian & P.I.	71	75	75	74	78	4
		Native Amer.	59	63	63	63	59	-4
Reading	4	White	73	74	75	76	79	3
		Hispanic	36	40	40	41	46	5
		Black	40	43	47	46	49	3
		Asian & P.I.	59	65	68	69	74	5
		Native Amer.	47	46	49	52	60	8
Reading	5	White	75	77	80	80	80	0
		Hispanic	37	41	47	46	48	2
		Black	41	48	52	53	55	2
		Asian & P.I.	65	70	75	75	78	3
		Native Amer.	48	53	57	56	61	5
Reading	6	White	77	78	79	80	81	1
		Hispanic	39	41	41	41	46	5
		Black	44	47	48	48	54	6
		Asian & P.I.	67	71	70	71	77	6
		Native Amer.	49	53	56	52	58	6
Reading	7	White	70	73	73	77	76	-1
		Hispanic	32	34	35	38	41	3
		Black	39	41	43	44	47	3
		Asian & P.I.	63	63	65	68	70	2
		Native Amer.	48	46	44	50	51	1
Reading	8	White	76	77	75	76	78	2
		Hispanic	37	39	36	38	41	3
		Black	46	49	43	44	47	3
		Asian & P.I.	66	70	69	69	70	1
		Native Amer.	54	53	49	48	53	5
Reading	9	White	77	77	78	78	78	0
		Hispanic	37	38	39	38	41	3
		Black	46	44	47	44	48	4
		Asian & P.I.	67	67	69	70	71	1
		Native Amer.	52	52	54	52	51	-1
Reading	10	White	73	76	74	76	77	1
		Hispanic	37	40	38	39	43	4
		Black	46	48	42	44	49	5
		Asian & P.I.	63	67	66	68	71	3
		Native Amer.	49	55	55	51	57	6
Writing*	3	White	62	66	62	67	63	-4
		Hispanic	28	37	32	34	31	-3
		Black	34	40	35	39	34	-5
		Asian & P.I.	53	60	54	60	59	-1
		Native Amer.	36	43	40	45	35	-10
Writing*	4	White	60	62	64	63	61	-2
		Hispanic	28	30	30	30	28	-2
		Black	32	35	36	35	33	-2
		Asian & P.I.	55	59	60	59	61	2
		Native Amer.	36	36	36	38	39	1
Writing*	5	White	61	64	66	68	71	3
		Hispanic	27	30	33	35	37	2
		Black	31	38	38	42	44	2
		Asian & P.I.	57	61	64	67	68	1
		Native Amer.	31	39	40	42	45	3
Writing*	6	White	61	65	67	71	70	-1
		Hispanic	25	30	32	37	37	0
		Black	30	37	38	42	42	0
		Asian & P.I.	60	61	66	68	69	1
		Native Amer.	31	36	41	45	43	-2
Writing*	7	White	60	63	63	67	68	1
		Hispanic	25	28	28	33	32	-1
		Black	34	36	34	39	38	-1
		Asian & P.I.	58	62	61	64	66	2
		Native Amer.	35	36	32	41	42	1

2002-2006 CSAP Results by Ethnicity

			2002	2003	2004	2005	2006	
Writing*	8	White	60	58	59	62	62	0
		Hispanic	26	23	26	28	28	0
		Black	34	33	31	34	34	0
		Asian & P.I.	56	57	59	59	62	3
		Native Amer.	34	37	31	34	37	3
Writing*	9	White	59	61	65	63	64	1
		Hispanic	22	24	27	26	26	0
		Black	29	29	33	30	31	1
		Asian & P.I.	54	57	59	59	58	-1
		Native Amer.	32	32	38	37	32	-5
Writing*	10	White	58	61	59	59	60	1
		Hispanic	23	25	24	25	26	1
		Black	31	31	29	30	31	1
		Asian & P.I.	50	53	55	56	57	1
		Native Amer.	35	35	35	32	35	3
Math*	3	White				79	82	3
		Hispanic				48	52	4
		Black				48	50	2
		Asian & P.I.				76	83	7
		Native Amer.				58	59	1
Math*	4	White				77	79	2
		Hispanic				46	50	4
		Black				45	48	3
		Asian & P.I.				75	81	6
		Native Amer.				50	58	8
Math*	5	White	66	67	70	74	76	2
		Hispanic	32	32	37	42	46	4
		Black	30	33	36	43	46	3
		Asian & P.I.	63	66	72	75	78	3
		Native Amer.	37	41	45	49	51	2
Math*	6	White	62	61	65	68	68	0
		Hispanic	26	26	29	33	35	2
		Black	25	24	30	31	36	5
		Asian & P.I.	62	61	65	71	72	1
		Native Amer.	34	29	38	41	41	0
Math*	7	White	48	51	51	57	56	-1
		Hispanic	15	18	19	22	22	0
		Black	15	18	18	22	21	-1
		Asian & P.I.	49	55	55	59	61	2
		Native Amer.	24	25	22	28	29	1
Math*	8	White	49	48	51	55	56	1
		Hispanic	15	15	18	21	22	1
		Black	15	14	16	20	22	2
		Asian & P.I.	50	52	56	59	61	2
		Native Amer.	26	23	24	26	29	3
Math*	9	White	40	40	42	43	49	6
		Hispanic	10	10	11	12	15	3
		Black	9	10	10	11	16	5
		Asian & P.I.	40	42	43	47	52	5
		Native Amer.	14	17	18	19	21	2
Math*	10	White	33	34	33	37	38	1
		Hispanic	8	8	8	9	10	1
		Black	7	7	7	9	10	1
		Asian & P.I.	35	36	35	42	42	0
		Native Amer.	16	12	16	16	16	0
Science	5	White					50	
		Hispanic					14	
		Black					16	
		Asian & P.I.					43	
		Native Amer.					30	
Science	8	White	62	61	64	64	63	-1
		Hispanic	21	20	22	22	23	1
		Black	21	23	24	24	24	0
		Asian & P.I.	51	54	56	55	56	1
		Native Amer.	36	34	33	33	37	4
Science	10	White					57	
		Hispanic					20	
		Black					21	
		Asian & P.I.					51	
		Native Amer.					33	

Note: Unsatisfactory and No Scores are not reported; see www.cde.state.co.us or contact your local school district for further data

*1997 - 2001 Writing and Math results reported here reflect the performance level alignment (see accompanying explanation for more details). Use the aligned results for all comparisons

**The ethnic category "other" that was reported in 1997 & 1998 was dropped in subsequent years and is not reported here.

2001-2005 CO-ACT* Average Score Results by Ethnicity**

Content Area	Ethnicity	2002	2003	2004	2005	2006	Change
English	Black	14.4	14.4	14.4	14.5	14.6	0.1
	Native Amer.	15.7	15.5	14.8	15.3	15.1	-0.2
	White	19.7	19.8	19.9	20.3	20.4	0.1
	Mexican American	13.4	13.3	13.2	13.6	13.8	0.2
	Asian & P.I.	17.4	17.8	18.4	18.9	18.8	-0.1
	P.R., Cuban or other Hispanic	14.7	14.8	14.9	15.2	15.0	-0.2
	Other	15.9	15.4	15.2	15.9	15.6	-0.3
	Multiracial	18.6	18.9	18.7	18.8	18.9	0.1
Prefer not to respond	17.2	18.6	17.8	17.7	17.9	0.2	
Math	Black	15.4	15.5	15.4	15.4	15.6	0.2
	Native Amer.	16.7	17.0	16.5	16.5	16.7	0.2
	White	19.9	20.3	20.4	20.3	20.5	0.2
	Mexican American	14.9	15.2	15.1	15.0	15.6	0.6
	Asian & P.I.	19.5	20.3	20.5	20.5	20.8	0.3
	P.R., Cuban or other Hispanic	16.2	16.7	16.6	16.4	16.5	0.1
	Other	17.4	17.4	17.2	17.0	17.3	0.3
	Multiracial	18.5	18.7	18.8	18.4	18.8	0.4
Prefer not to respond	17.6	19.2	18.6	18.2	18.2	0.0	
Reading	Black	15.3	15.7	15.5	15.6	16.0	0.4
	Native Amer.	16.8	17.2	16.7	17.1	16.9	-0.2
	White	20.5	20.9	21.0	21.3	21.4	0.1
	Mexican American	14.7	15.0	14.9	15.2	15.4	0.2
	Asian & P.I.	18.3	19.0	19.4	19.4	20.1	0.7
	P.R., Cuban or other Hispanic	15.8	16.4	16.5	16.7	16.5	-0.2
	Other	16.7	16.7	16.7	17.0	17.0	0.0
	Multiracial	19.6	20.0	20.3	20.1	20.1	0.0
Prefer not to respond	18.2	20.1	19.4	19.1	19.3	0.2	
Science Reasoning	Black	16.1	15.8	15.6	16.2	16.4	0.2
	Native Amer.	17.4	17.3	16.7	17.2	17.0	-0.2
	White	20.7	20.6	20.6	20.8	20.9	0.1
	Mexican American	15.6	15.4	15.1	15.6	15.9	0.3
	Asian & P.I.	19.1	19.7	19.5	20.3	20.4	0.1
	P.R., Cuban or other Hispanic	16.8	17.0	16.6	17.1	16.9	-0.2
	Other	17.8	17.2	17.1	17.5	17.3	-0.2
	Multiracial	19.7	19.4	19.5	19.3	19.5	0.2
Prefer not to respond	18.4	19.5	18.7	18.5	18.5	0.0	
Composite	Black	15.4	15.4	15.3	15.5	15.7	0.2
	Native Amer.	16.7	16.8	16.3	16.6	16.5	-0.1
	White	20.3	20.5	20.6	20.8	20.9	0.1
	Mexican American	14.7	14.8	14.7	15.0	15.3	0.3
	Asian & P.I.	18.7	19.3	19.6	19.9	20.1	0.2
	P.R., Cuban or other Hispanic	16	16.3	16.3	16.5	16.3	-0.2
	Other	17.1	16.8	16.7	16.9	16.9	0.0
	Multiracial	19.2	19.4	19.4	19.3	19.4	0.1
Prefer not to respond	18	19.5	18.7	18.5	18.6	0.1	

*Note: ACT is not a CSAP test; **ACT uses different e

2003-2006 CSAP Results by Free-Reduced Price Lunch Status

Content	Grade	Classification	Total N 03	% Proficient & Advanced 03	Total N 04	% Proficient & Advanced 04	Total N 05	% Proficient & Advanced 05	Total N 06	% Proficient & Advanced 06	Change	
READING	03	Free/Reduced Lunch	17758	57	17986	57	19706	54	20498	53	-1	
		Not Eligible for Free/Reduced Lunch	35714	83	35337	82	34059	81	34066	81	0	
	04	Free/Reduced Lunch	18814	41	19285	42	20218	43	21171	48	5	
		Not Eligible for Free/Reduced Lunch	36853	74	35753	75	34664	76	34684	80	4	
	05	Free/Reduced Lunch	19484	43	19935	49	20581	48	21012	49	1	
		Not Eligible for Free/Reduced Lunch	38609	77	36783	79	35297	81	35272	82	1	
	06	Free/Reduced Lunch	18754	42	19384	44	20349	43	20870	48	5	
		Not Eligible for Free/Reduced Lunch	39415	78	38502	79	36703	80	35875	82	2	
	07	Free/Reduced Lunch	17221	36	18268	37	19377	39	20376	42	3	
		Not Eligible for Free/Reduced Lunch	40556	72	39806	73	38919	76	37489	77	1	
	08	Free/Reduced Lunch	15637	41	16977	39	18213	39	19230	43	4	
		Not Eligible for Free/Reduced Lunch	40888	76	40630	74	39823	76	39438	78	2	
	09	Free/Reduced Lunch	13624	39	14370	42	15933	41	17065	43	2	
		Not Eligible for Free/Reduced Lunch	44957	73	44340	74	43919	74	43087	76	2	
	10	Free/Reduced Lunch	9268	42	10805	40	11523	41	13193	44	3	
		Not Eligible for Free/Reduced Lunch	42610	72	41819	71	41950	73	42056	75	2	
	WRITING	03	Free/Reduced Lunch	17738	38	17959	33	19719	36	20451	32	-4
			Not Eligible for Free/Reduced Lunch	35689	67	35361	62	34070	68	34165	64	-4
04		Free/Reduced Lunch	18835	31	19289	31	20240	31	21173	29	-2	
		Not Eligible for Free/Reduced Lunch	36879	62	35763	64	34679	64	34683	63	-1	
05		Free/Reduced Lunch	19487	31	19959	34	20606	36	21020	37	1	
		Not Eligible for Free/Reduced Lunch	38612	65	36791	66	35304	70	35276	73	3	
06		Free/Reduced Lunch	18767	31	19435	33	20384	38	20883	38	0	
		Not Eligible for Free/Reduced Lunch	39436	66	38527	68	36732	72	35873	71	-1	
07		Free/Reduced Lunch	17246	29	18294	28	19402	33	20388	33	0	
		Not Eligible for Free/Reduced Lunch	40592	63	39839	63	38947	68	37491	68	0	
08		Free/Reduced Lunch	15651	24	17012	26	18235	27	19238	28	1	
		Not Eligible for Free/Reduced Lunch	40896	58	40650	59	39861	62	39447	63	1	
09		Free/Reduced Lunch	13656	25	14388	29	15949	27	17072	27	0	
		Not Eligible for Free/Reduced Lunch	45001	58	44371	61	43943	61	43094	62	1	
10		Free/Reduced Lunch	9314	27	10832	25	11545	26	13205	26	0	
		Not Eligible for Free/Reduced Lunch	42680	57	41857	56	41979	56	42075	58	2	

2003-2006 CSAP Results by Free-Reduced Price Lunch Status

MATH	03	Free/Reduced Lunch				21341	50	22055	54	4	
		Not Eligible for Free/Reduced Lunch				34150	79	34298	82	3	
	04	Free/Reduced Lunch				20667	47	21616	51	4	
		Not Eligible for Free/Reduced Lunch				34710	77	34748	80	3	
	05	Free/Reduced Lunch	19276	34	20011	38	20635	43	21019	46	3
		Not Eligible for Free/Reduced Lunch	38379	67	36777	70	35249	75	35263	77	2
	06	Free/Reduced Lunch	18841	26	19436	31	20320	34	20899	35	1
		Not Eligible for Free/Reduced Lunch	39317	61	38481	65	36718	69	35870	69	0
	07	Free/Reduced Lunch	17298	19	18308	19	19361	22	20402	23	1
		Not Eligible for Free/Reduced Lunch	40827	51	39840	51	38961	57	37483	57	0
	08	Free/Reduced Lunch	15630	15	17006	18	18177	21	19242	22	1
		Not Eligible for Free/Reduced Lunch	40851	47	40659	50	39850	54	39454	56	2
	09	Free/Reduced Lunch	13718	11	14407	13	15911	13	17094	17	4
		Not Eligible for Free/Reduced Lunch	44819	38	44331	39	43934	41	43101	47	6
	10	Free/Reduced Lunch	9327	9	10810	10	11549	11	13206	11	0
		Not Eligible for Free/Reduced Lunch	42855	31	41863	31	41961	35	42058	37	2
	SCIENCE	05	Free/Reduced Lunch						20996	16	
			Not Eligible for Free/Reduced Lunch						35247	50	
08		Free/Reduced Lunch	15609	23	16996	25	18116	24	19239	25	1
		Not Eligible for Free/Reduced Lunch	40841	59	40663	62	39836	62	39440	62	0
10		Free/Reduced Lunch							13227	22	
		Not Eligible for Free/Reduced Lunch							42089	54	