

## **Closing the Gap – an Eleven Year Comparison**

The charts on the following pages were designed to provide a comparative overview of progress made in helping to narrow the proficiency gap between specific groups of students on mathematics, reading and science. In each case, the data reported indicates the percent of students who were proficient by grade level and by subject matter.

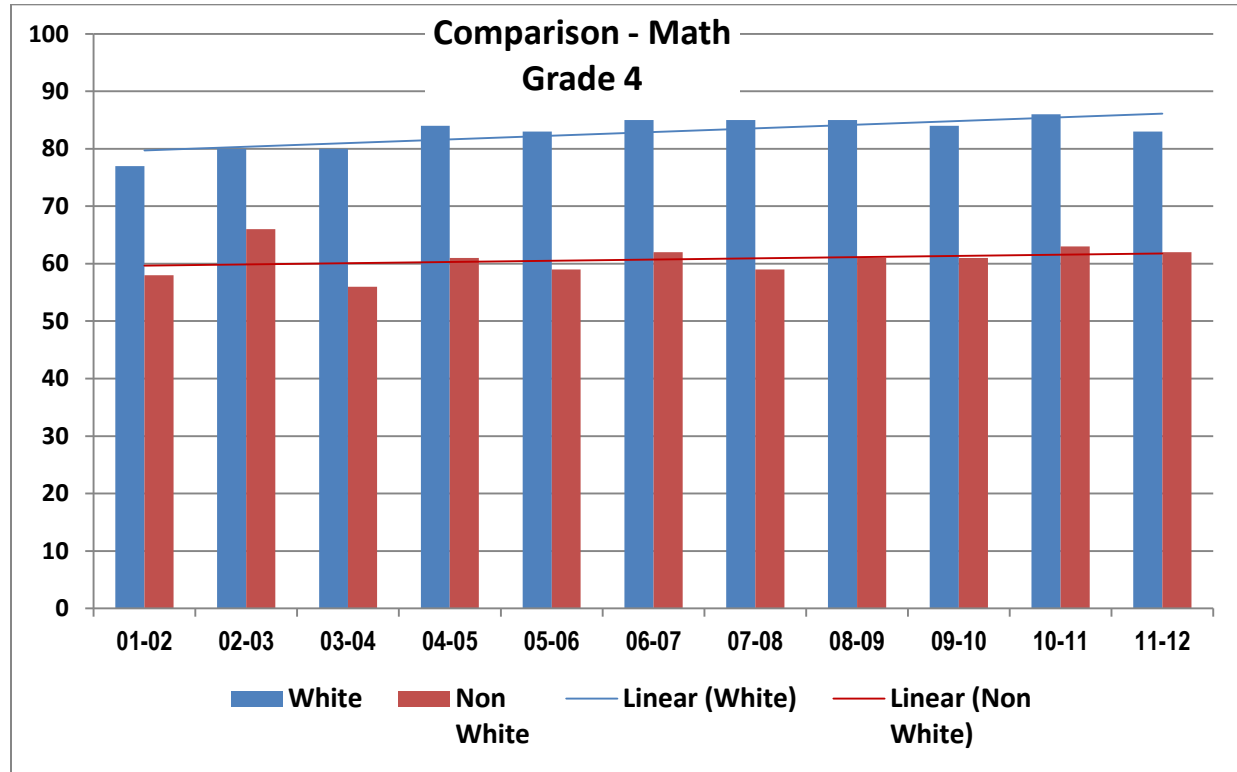
The groups compared in these charts are:

- White and nonwhite students
- Students who are not eligible for free or reduced price meals and those who do qualify
- Students who have no IEP and those who do have one

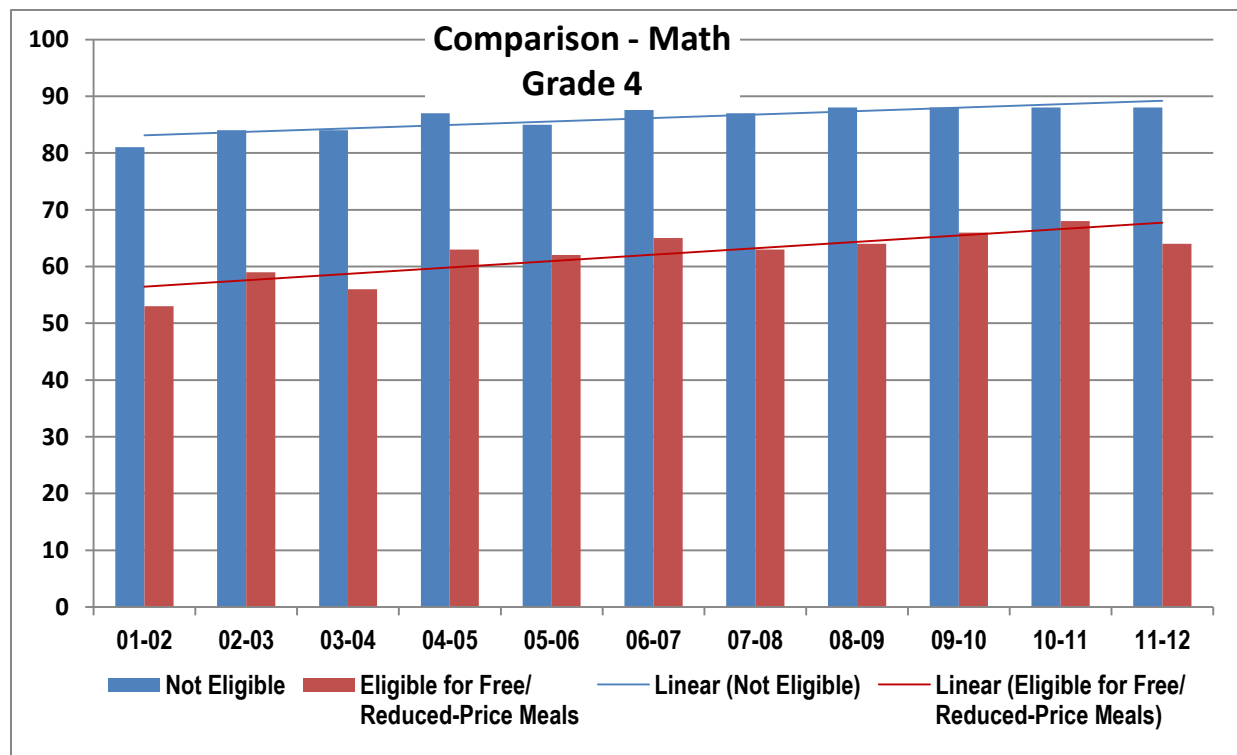
The data are organized by year, providing side-by-side comparisons of performance between the two groups. Please refer to the legends at the bottom of each graph for which groups are being compared.

We have added trend-lines to the graphs. These are generated by the Excel worksheet software, which helps give an additional sense of whether or not we are closing the gap between the two comparison groups.

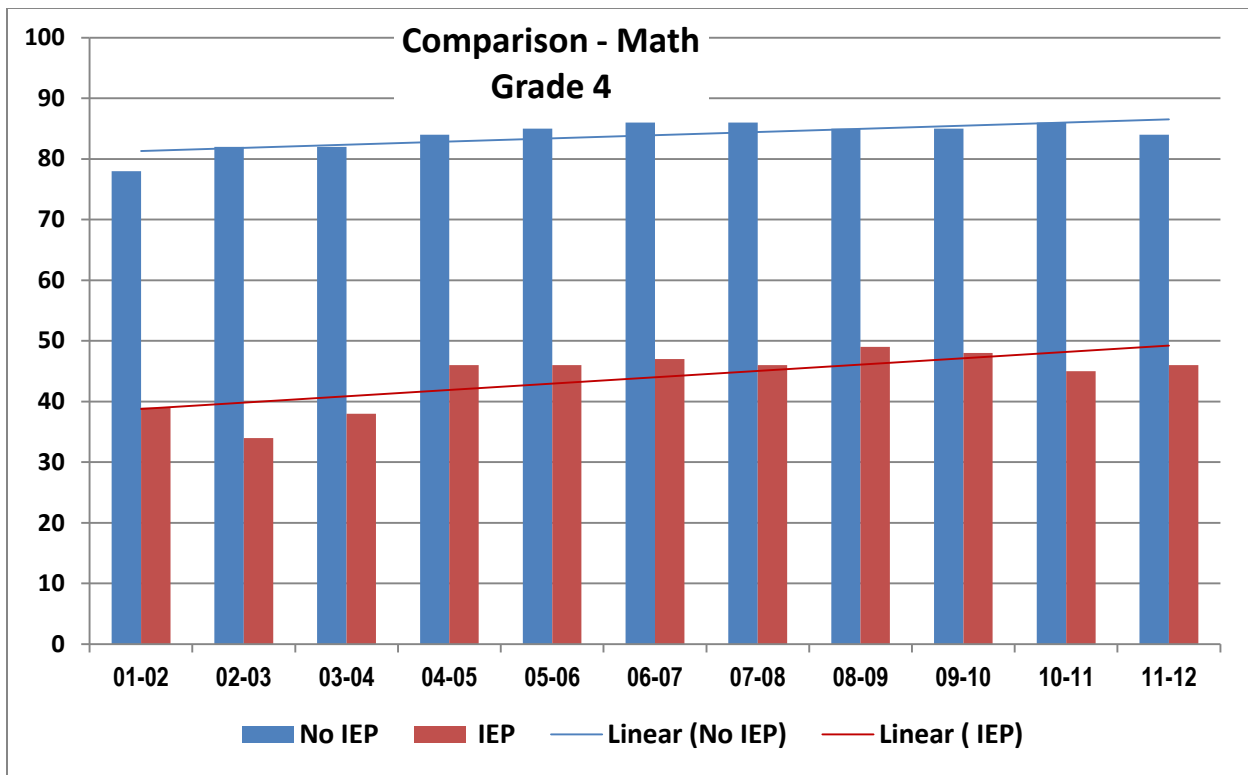
## Comparison of Student Test Scores on Three Areas of Measurement - Fourth Grade Mathematics



Based on the trend-line evidence, the gap has grown between white students and nonwhites at the grade 4 level.

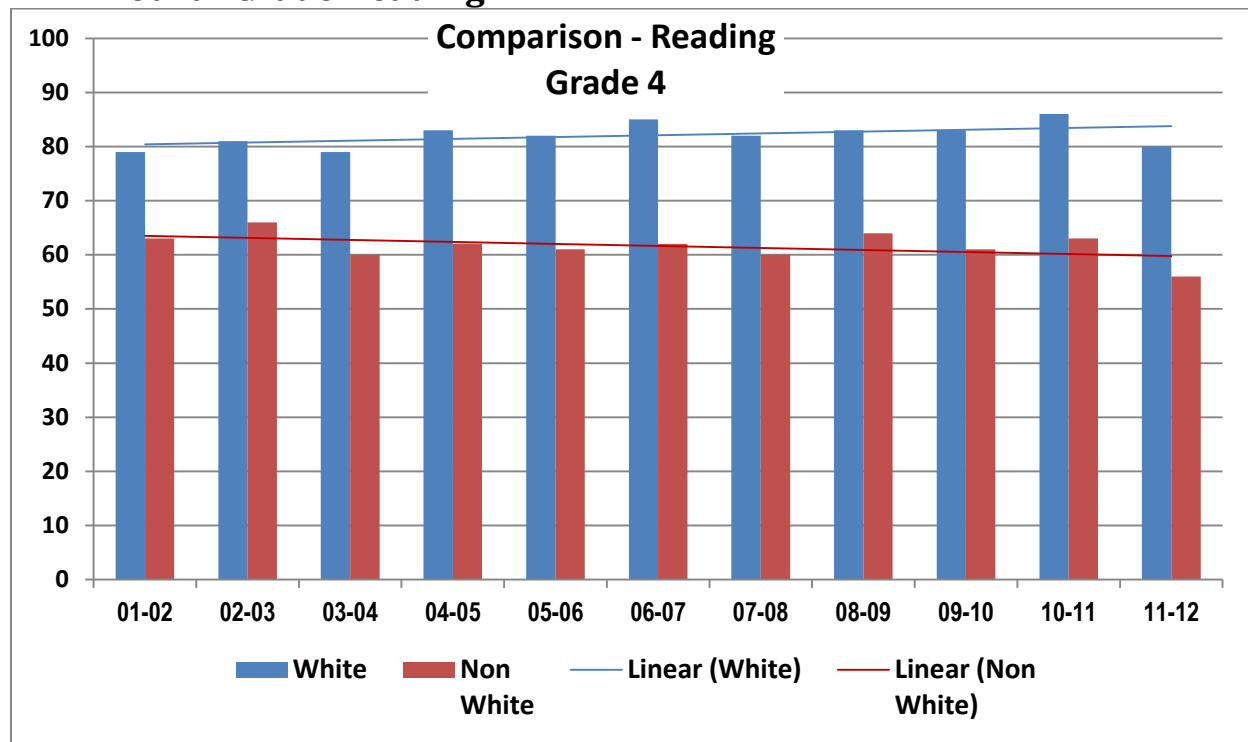


While both groups of students are making progress in proficiency, the gap remains relatively the same between the two groups.

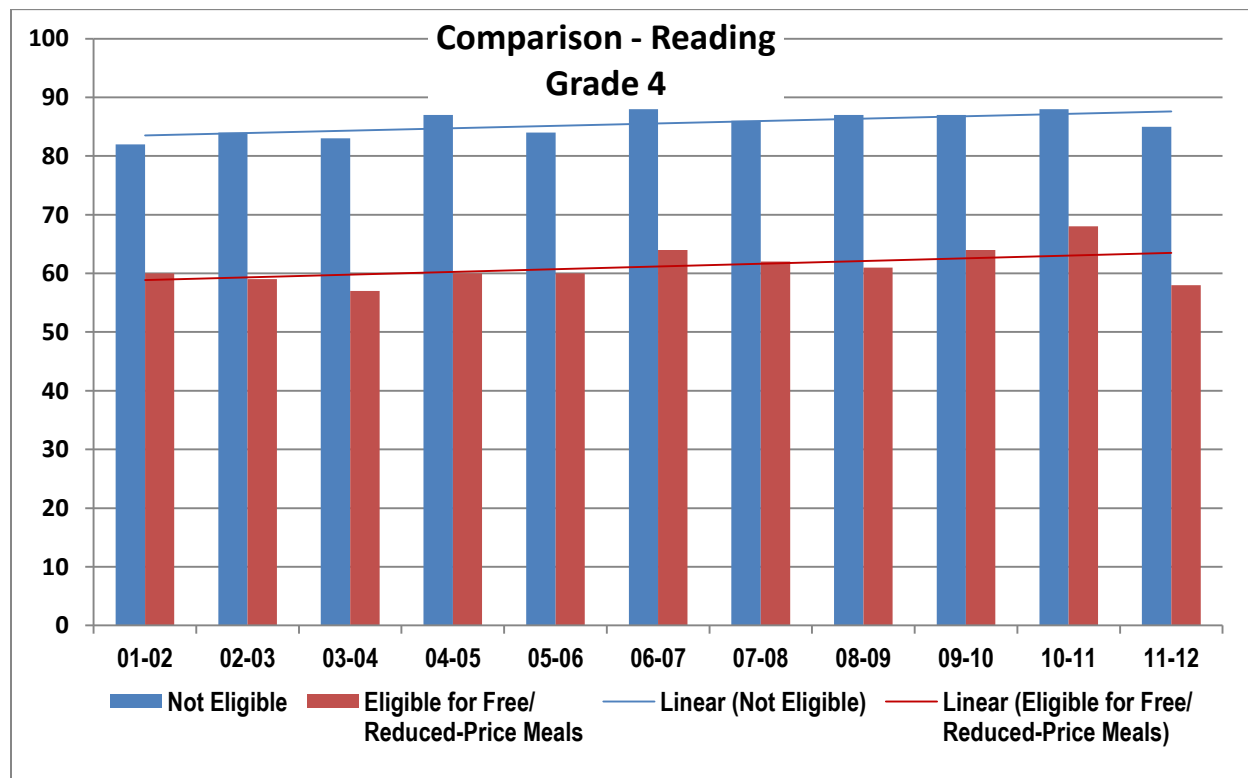


Again, for students on IEPs and those who are not, some overall improvement in proficiency has occurred; however, the gap between the two groups remains relatively the same.

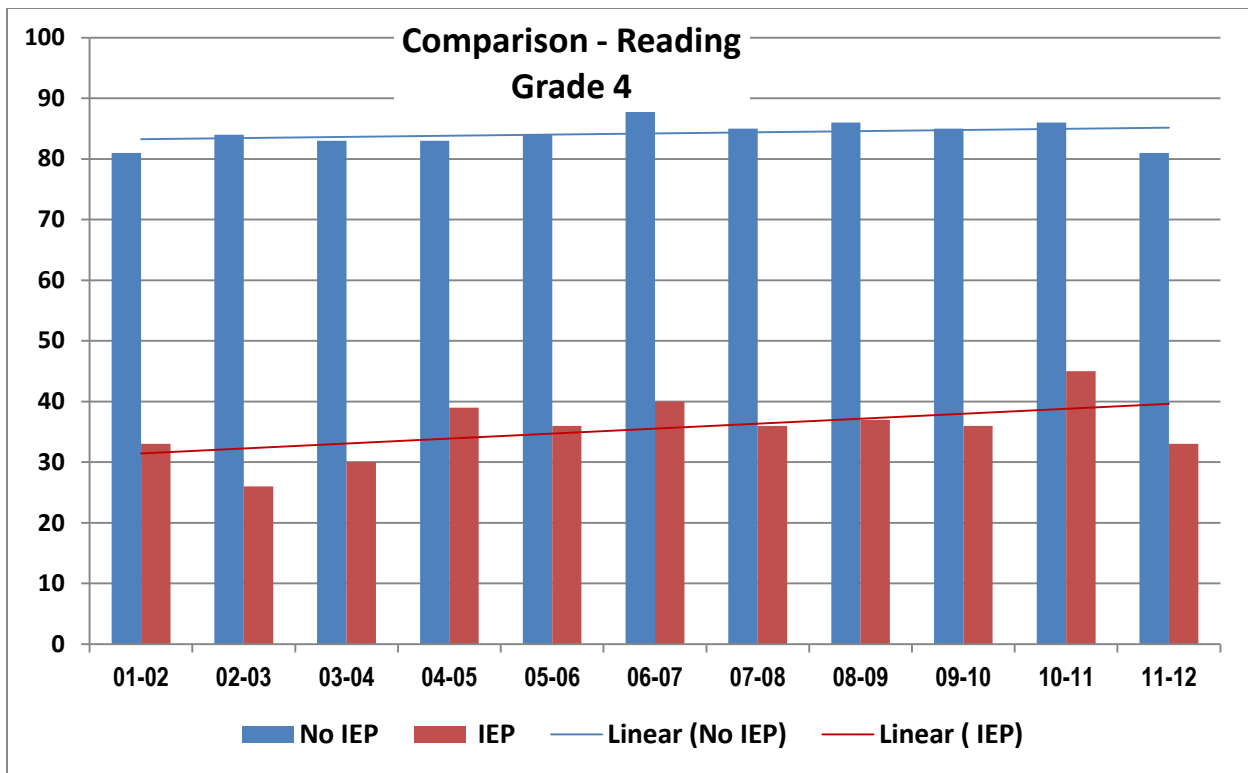
## Comparison of Student Test Scores on Three Areas of Measurement - Fourth Grade Reading



While reading proficiency has grown slightly among white students at the 4<sup>th</sup> grade level, this skill has declined slightly among nonwhite students, creating a greater gap.

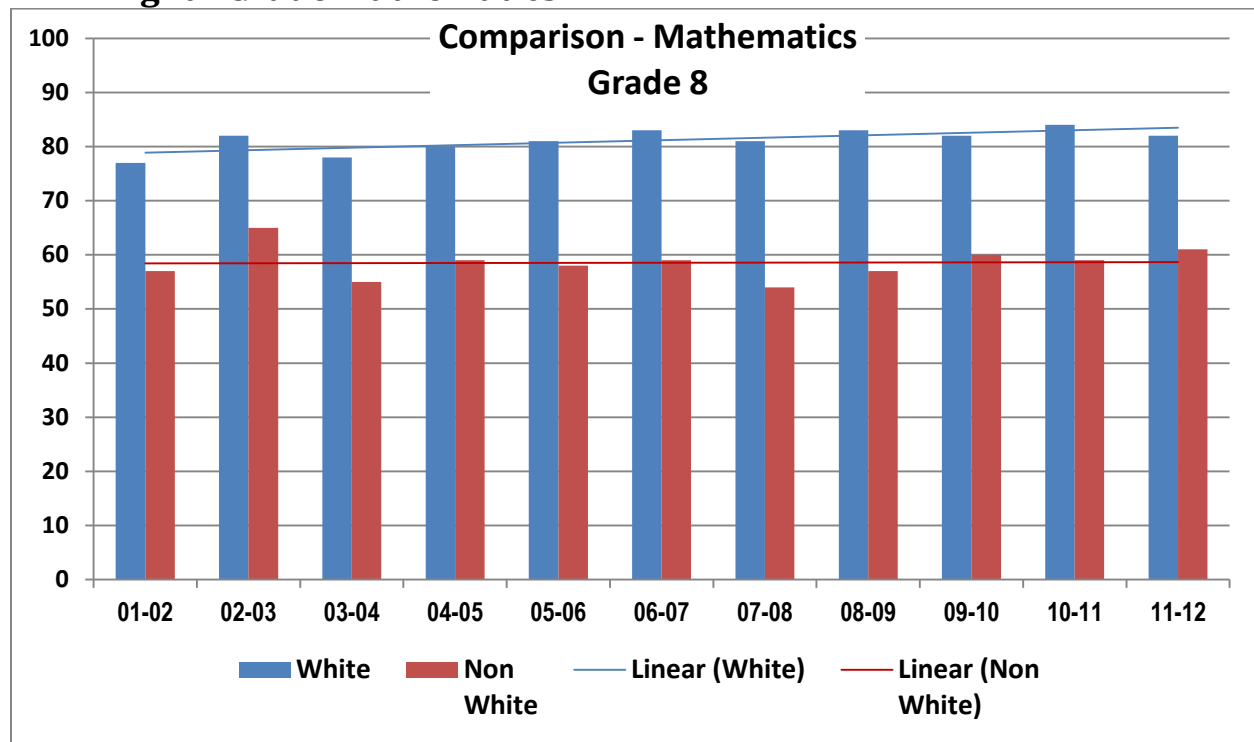


Both groups of students – those who qualify for free lunch and those who don't, have shown growth in proficiency over the last eleven years. The gap, however, remains relatively the same between the two groups.

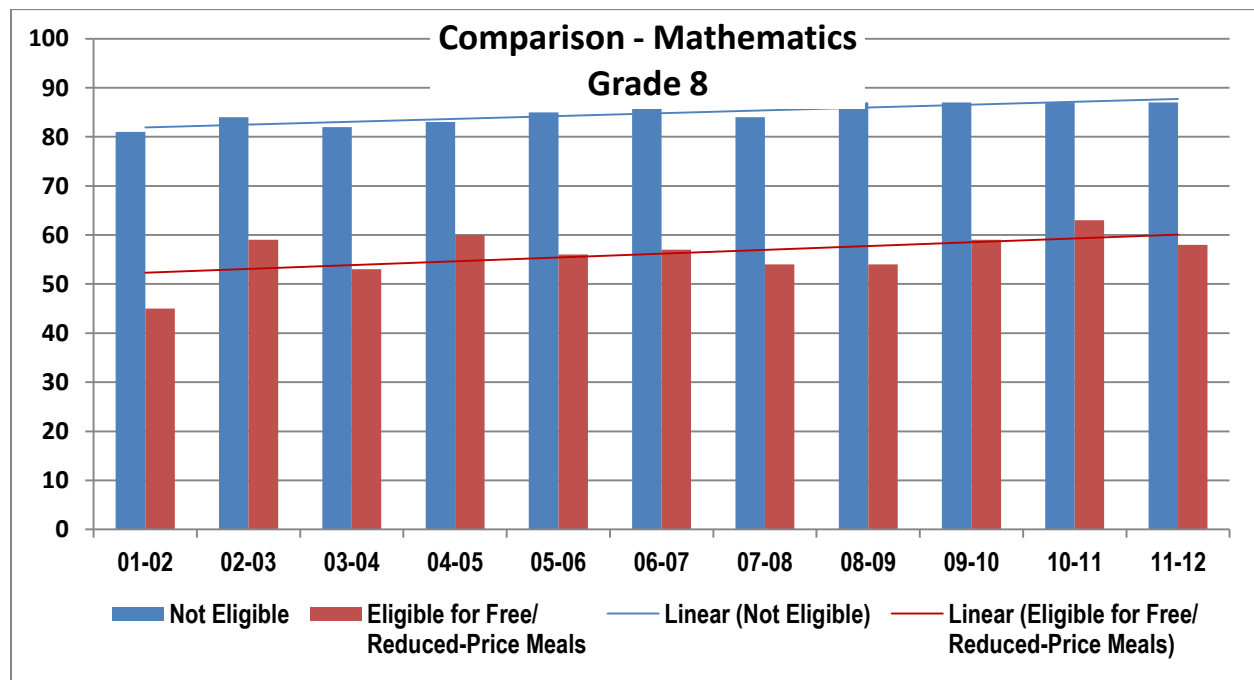


Based on trend-line indications, even though the students with IEPs did not do as well this year compared to many other years, their overall performance has slightly narrowed the gap in the percent of students who are proficient compared to those who do not qualify for IEPs, and the trend-line indicates overall improvement over time of almost ten percent for the students in special education.

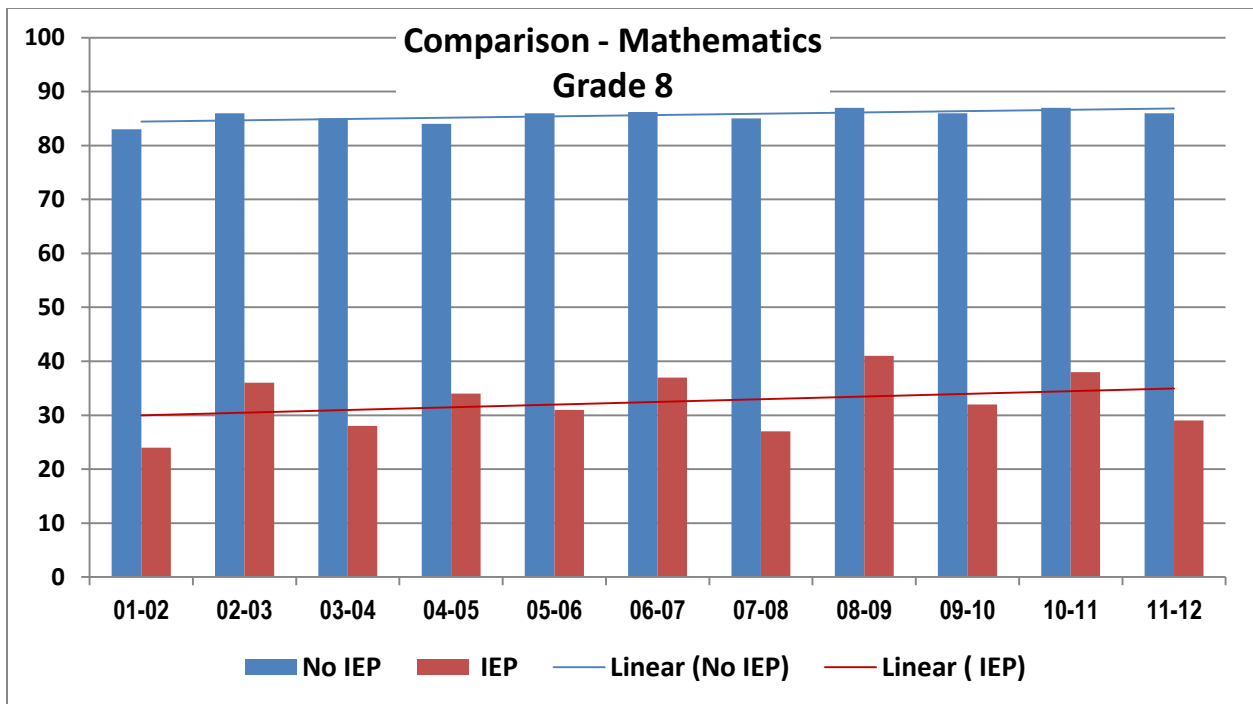
## Comparison of Student Test Scores on Three Areas of Measurement - Eighth Grade Mathematics



Eighth grade students of color have shown no growth in proficiency in mathematics over the last 11 years, while white students have shown a very slight improvement.

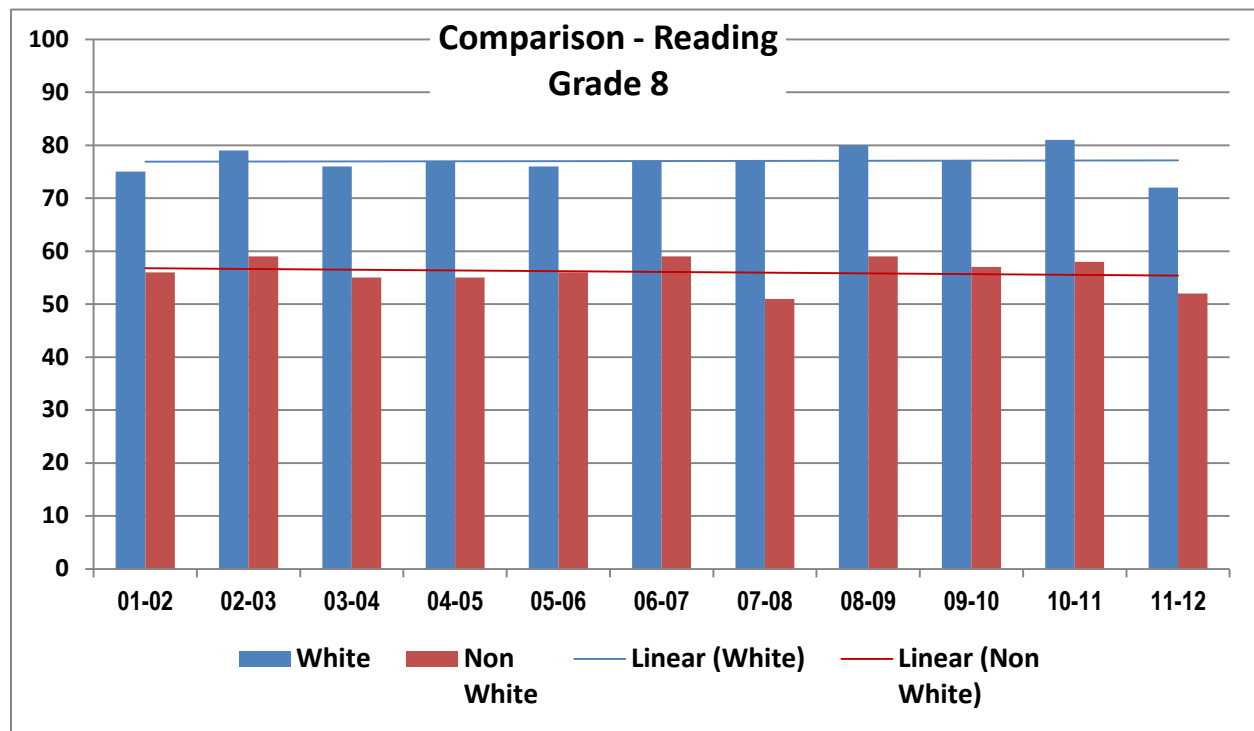


Students who qualify for free and reduced lunch appear to be improving in proficiency with their mathematics skills at a rate similar to students who do not qualify for these benefits. Both groups are showing growth.

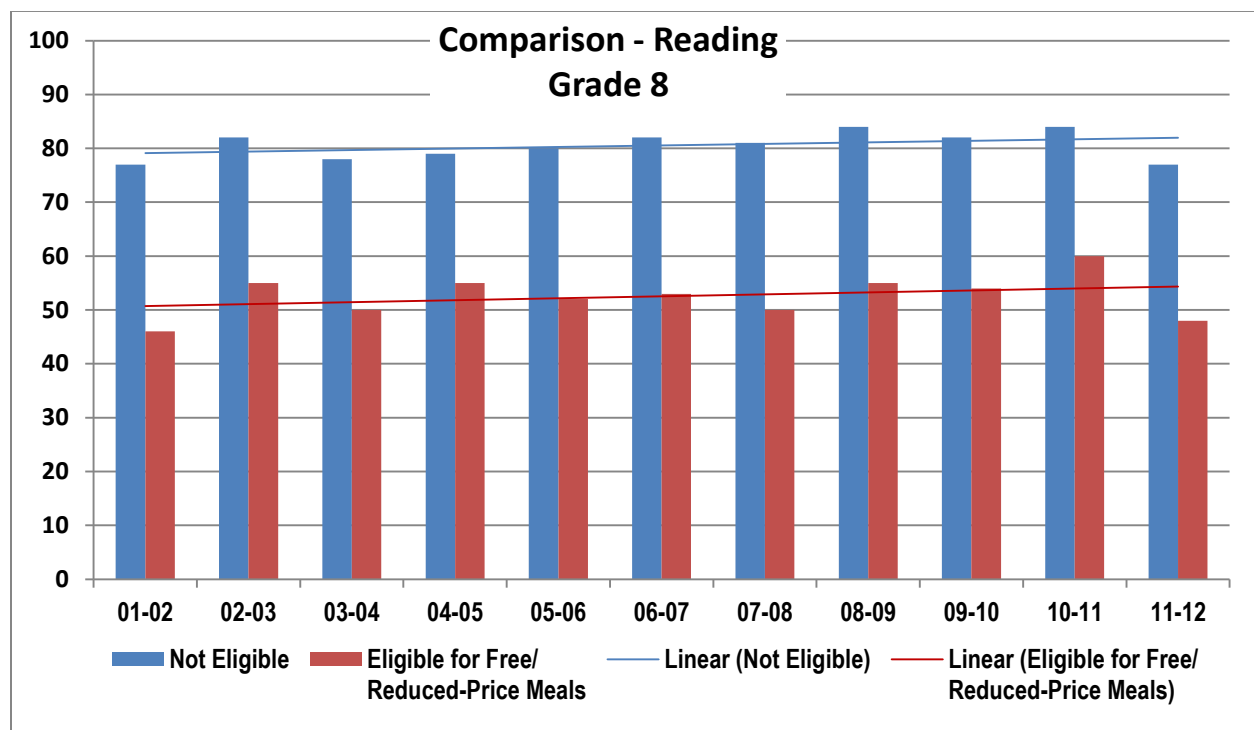


Although students in special education (those with IEPs) within AEA10 are less predictable from year to year in overall mathematics proficiency, the trend for this group is positive, showing a trend-line growth of about five percent in the past 11 years. This is slightly better than the growth shown by students who are not on IEPs; however, the percent reduction in the gap between the two groups should not be considered statistically significant.

## Comparison of Student Test Scores on Three Areas of Measurement - Eighth Grade Reading

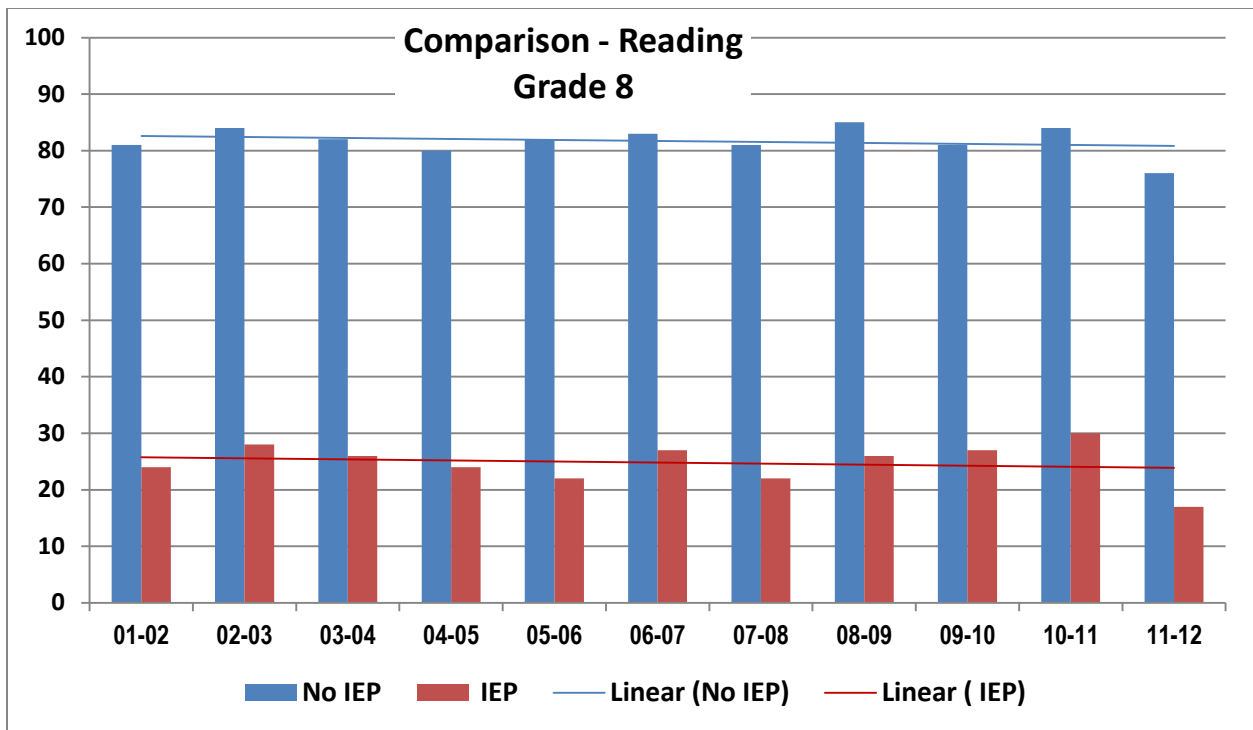


While white students in our area show no change in the percentage of students who are proficient in reading over the last 11 years, we've seen a slight decrease in the proficiency of nonwhite students. The gap between the two groups' proficiencies remains largely the same.



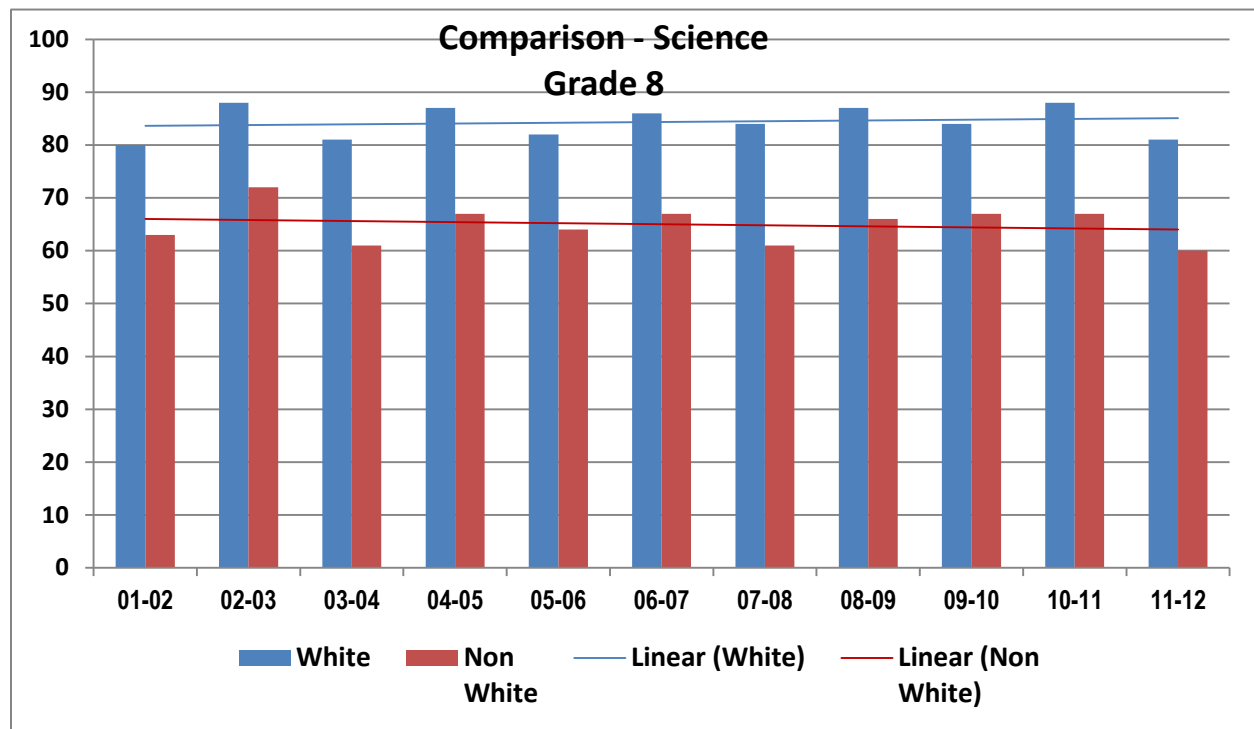
Eighth grade students who qualify for free and reduced lunch have shown an increased level of proficiency at approximately the same growth trajectory as students who do not qualify. The gap, therefore, remains the same between the two subgroups.



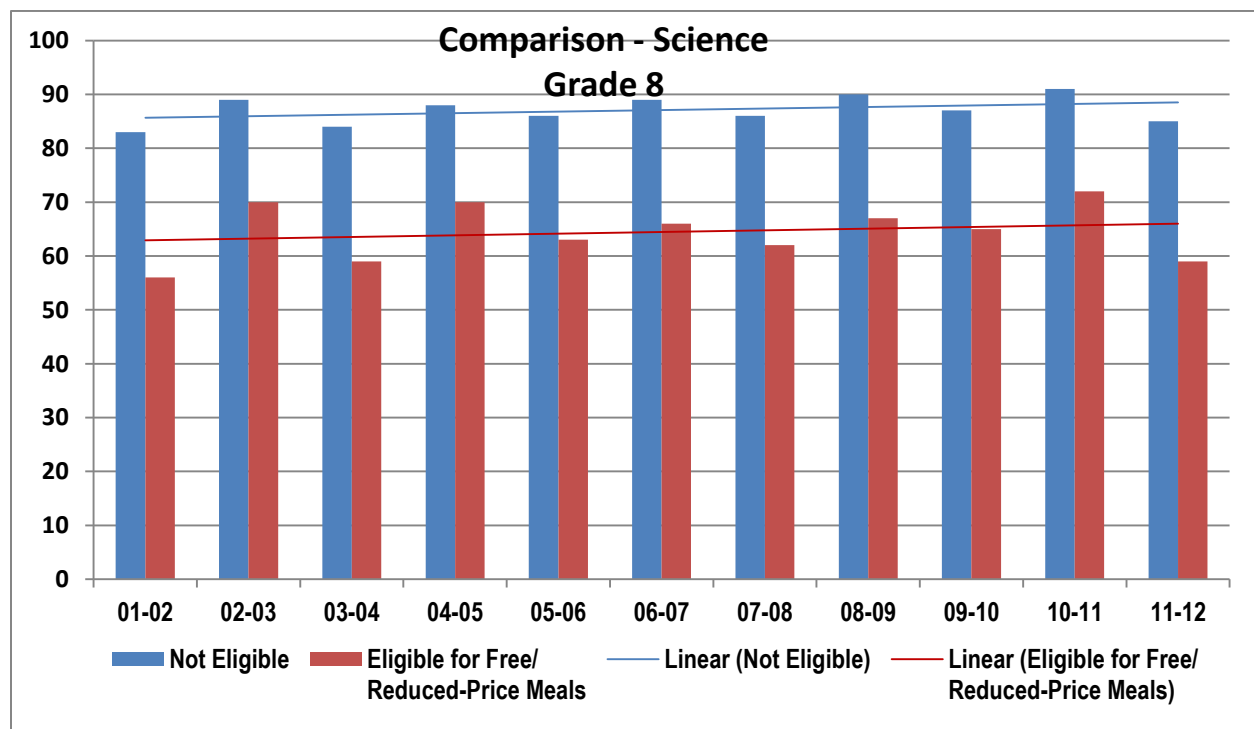


Reading proficiency at the eighth grade level has declined minimally in both subgroups – those students on IEPs and those who are not on IEPs. The gap remains unchanged between the two groups.

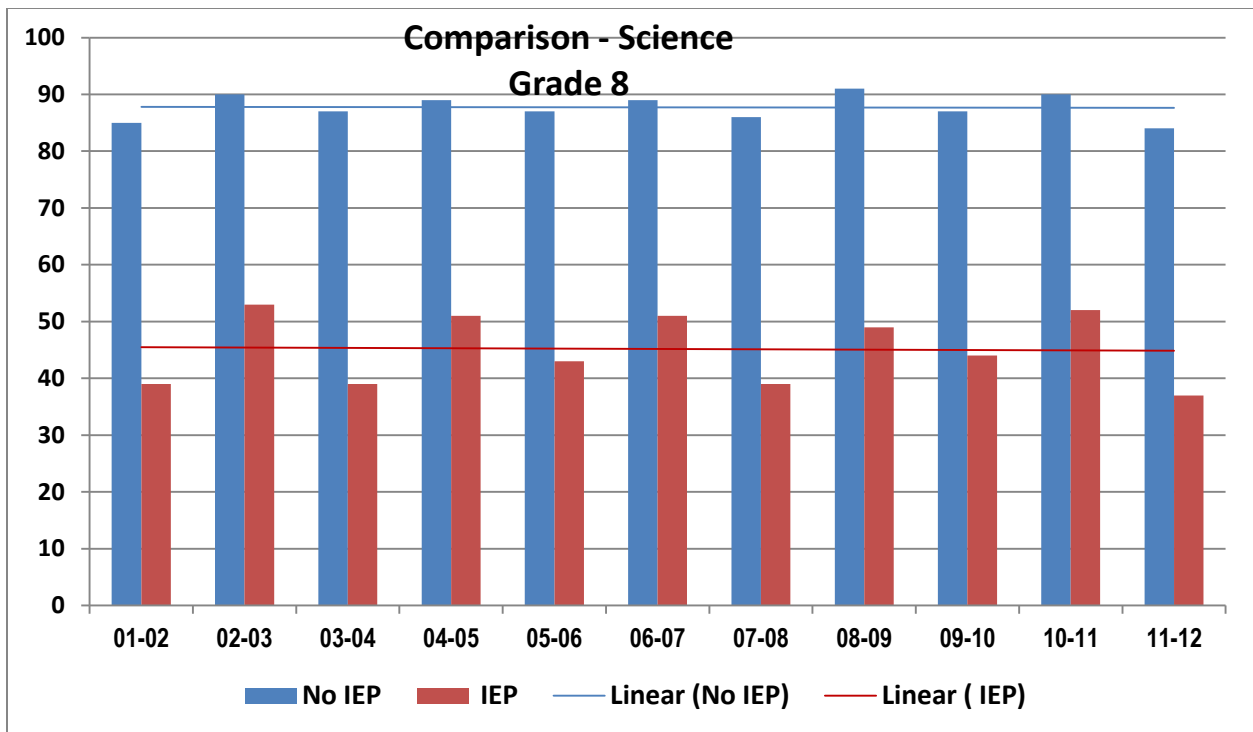
## Comparison of Student Test Scores on Three Areas of Measurement - Eighth Grade Science



In the past 11 years, there has been no change in the average percent of white students who are proficient in science, and there has been a slight, but not statistically significant, decrease in proficiency among nonwhite students.

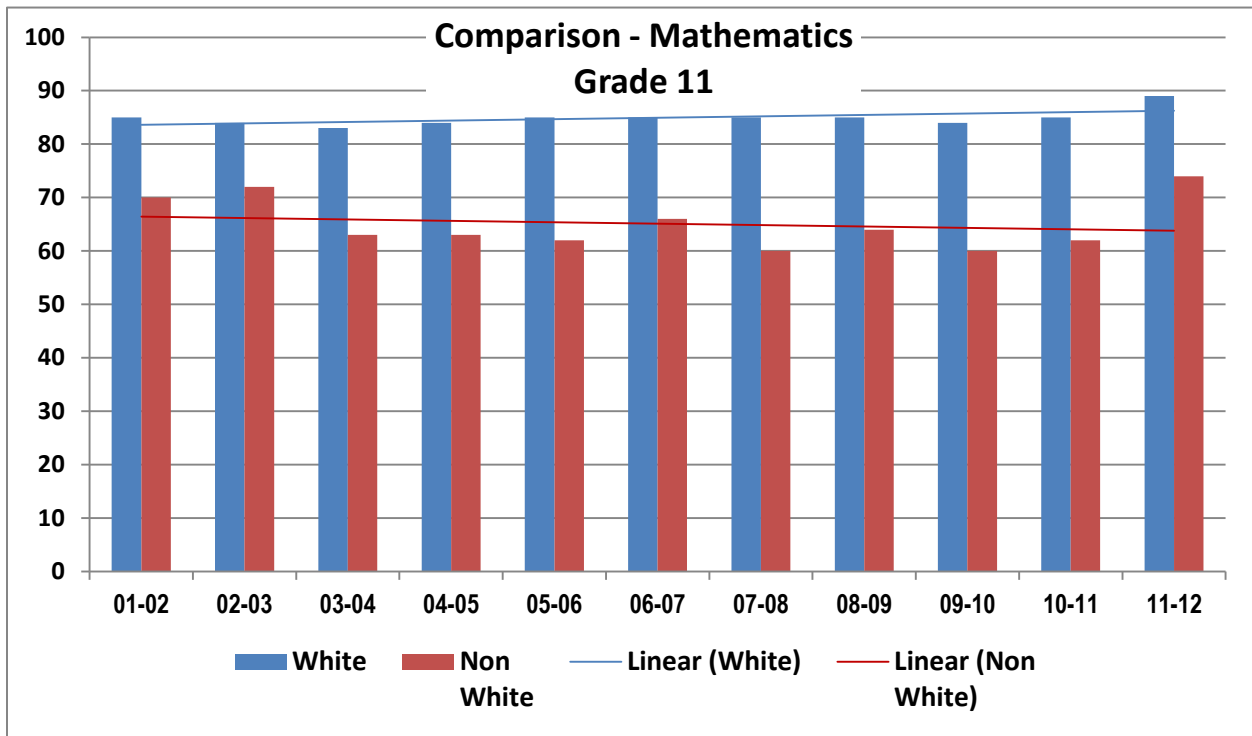


Both the student groups – those that do not qualify for free or reduced meals and those who do – increased in proficiency slightly over the last 11 years. The gap in proficiency has not narrowed between the two groups in that same time period.

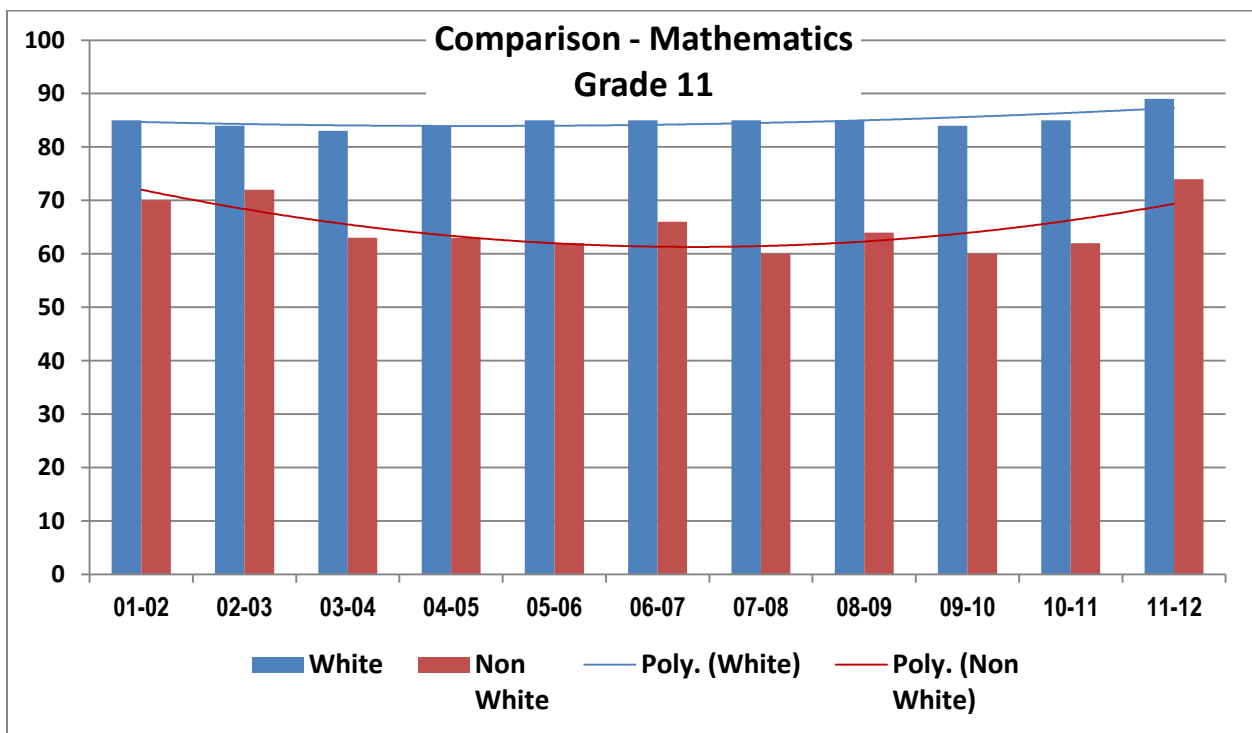


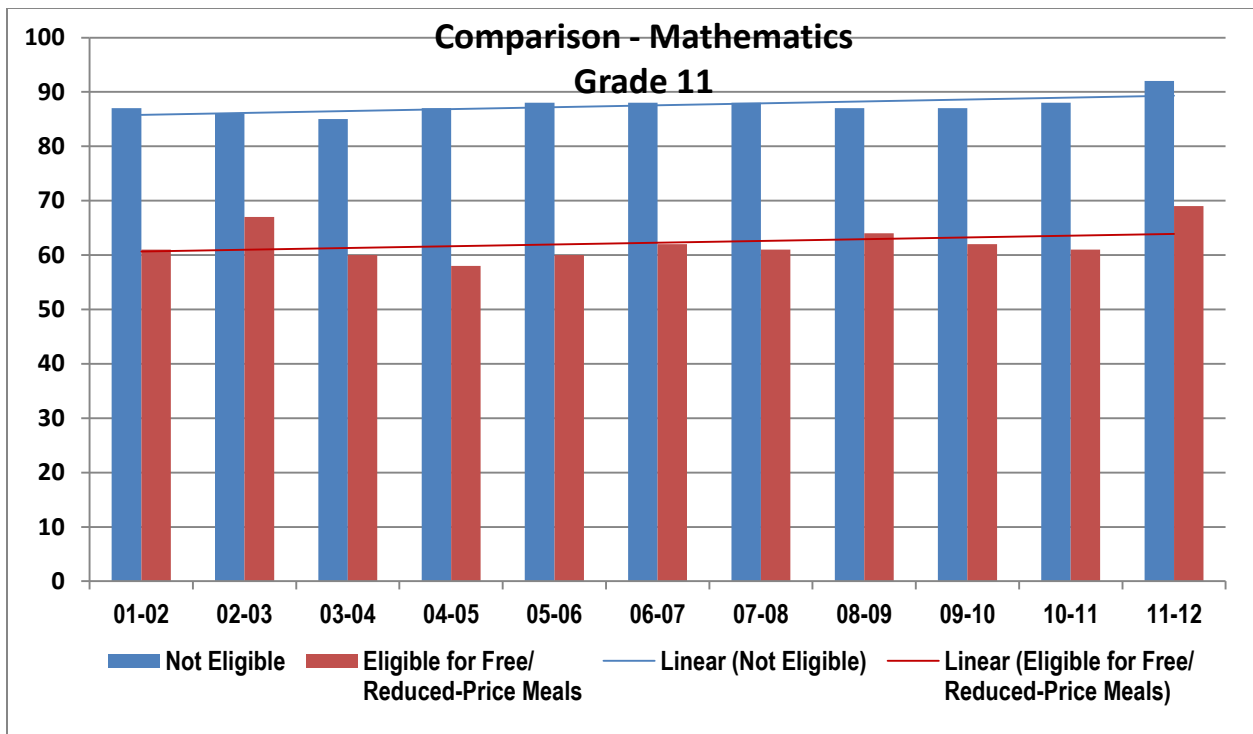
As with the fourth graders, eighth grade students on IEPs have shown an erratic pattern of proficiency; yet the overall trend-line remains flat over the past 11 years. The percent of change from year to year for students who are not on IEPs is less dramatic, but equally flat. No narrowing of the gap between these two groups has occurred.

## Comparison of Student Test Scores on Three Areas of Measurement - Eleventh Grade Mathematics

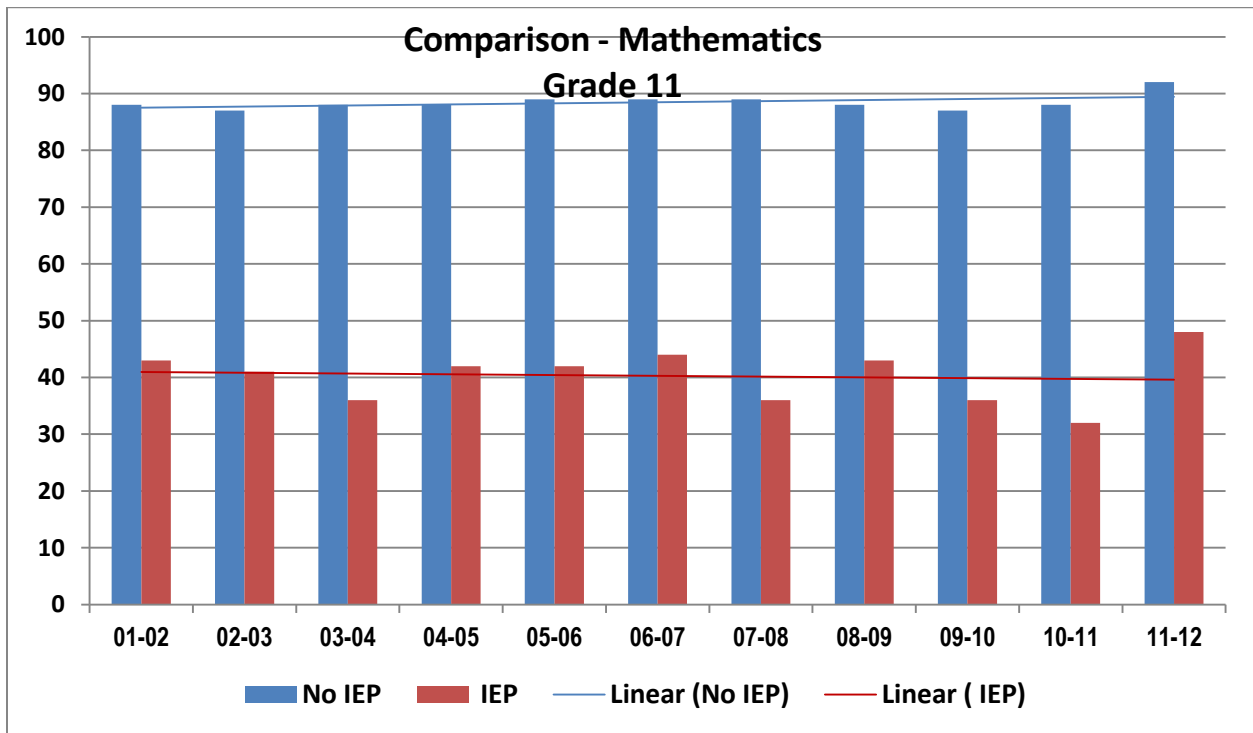


Over the past 11 years, white students have shown a marginal growth in mathematical proficiency, based on the linear trend-lines, and though the individual proficiency for nonwhite students this past year was the highest ever, the linear trend-line (based on averages) still reflected a decline, and the gap appears to be growing. Using a polynomial trend-line comparison (see below), we see the gap widening in the middle of the last decade, and now slightly narrowing.



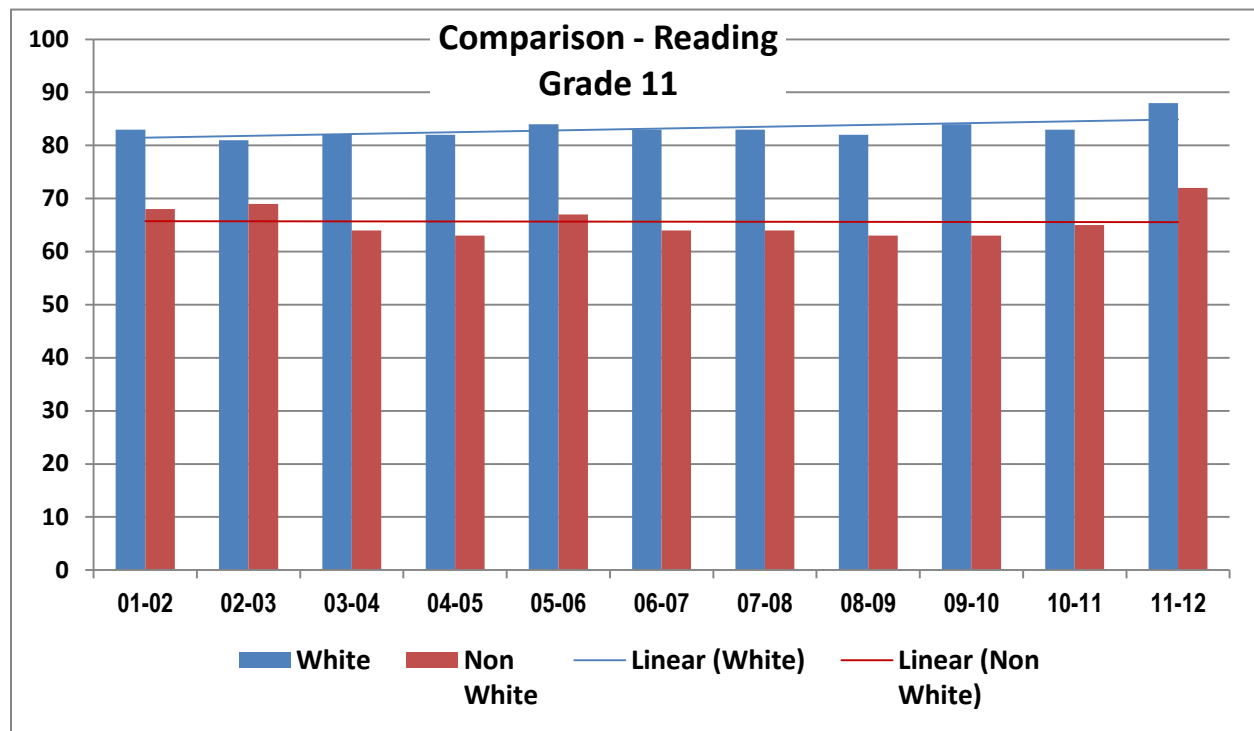


Eleventh grade students who qualify for free and reduced lunch increased in proficiency slightly over the last 11 years, according to linear trend-line analysis. Again, this year's testing indicated the highest level of proficiency shown for that group in 11 years. The gap between this group and students who do not qualify remains relatively the same, however.

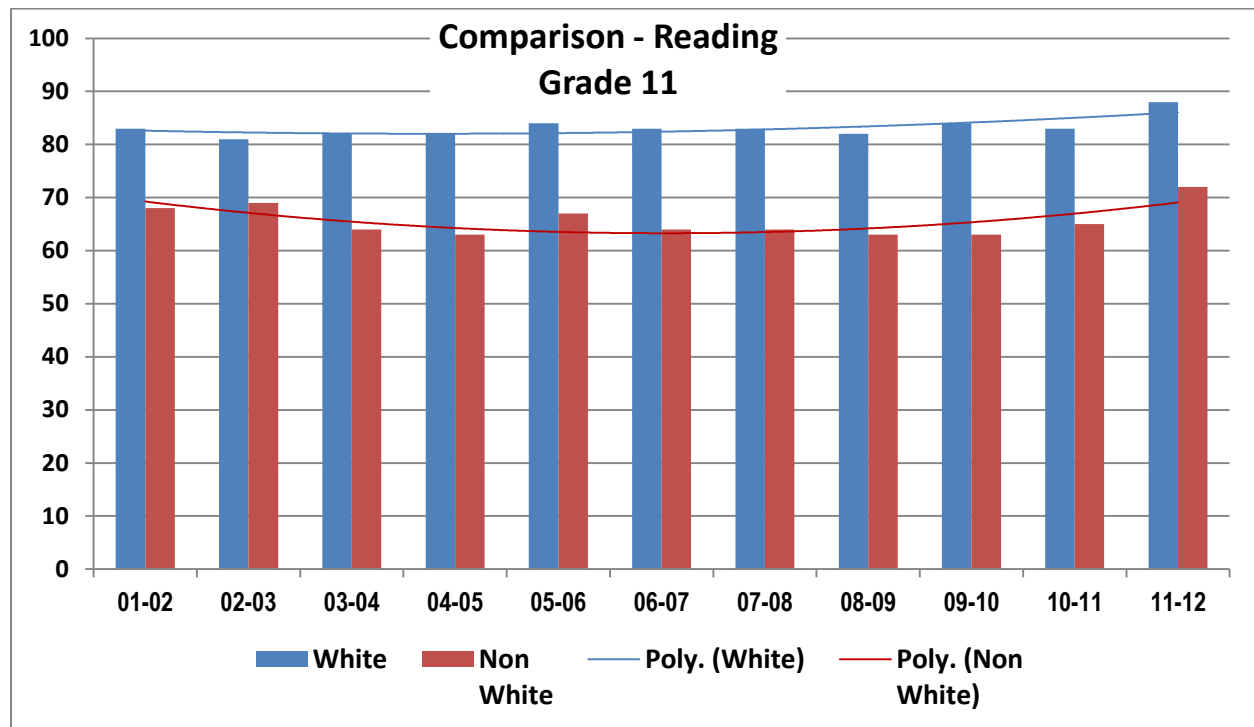


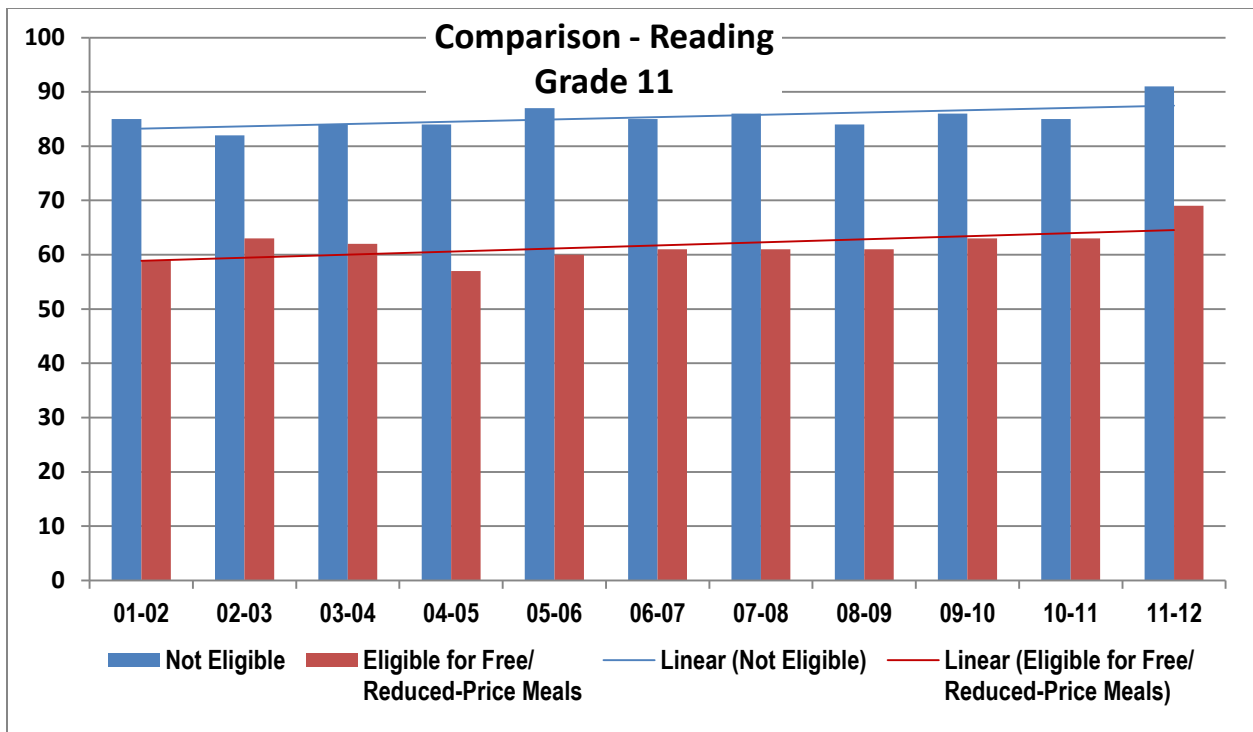
Testing among students on IEPs improved significantly this year compared to last year, and well exceeded the trend-line averages. Over the past 11 years, there has been very little change in the level of proficiency among eleventh graders who are either on IEPs or those who are not.

## Comparison of Student Test Scores on Three Areas of Measurement - Eleventh Grade Reading

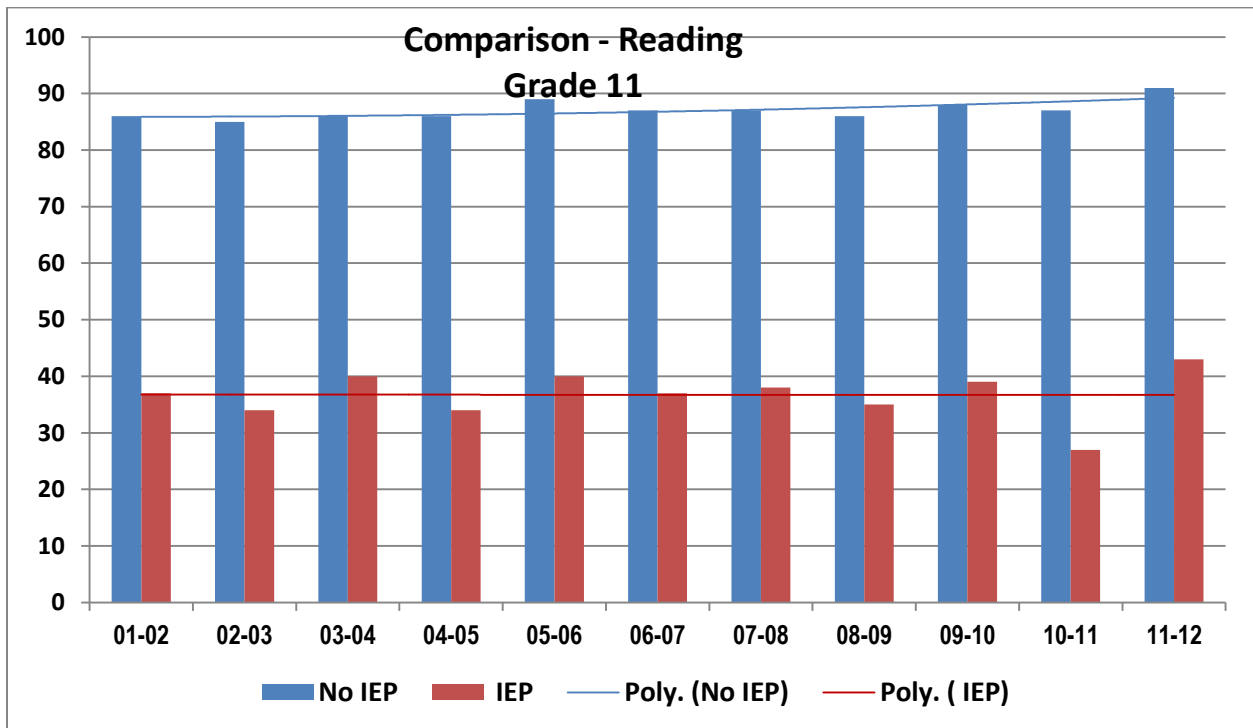


Proficiency in reading among white students has increased marginally in the past eleven years; whereas the linear trend-line (averages) among the nonwhite population has remained flat. This past year, the proficiency among nonwhites was the highest recorded in the last 11 years, and when shown using a polynomial trend-line, we see the gap widening through the middle of the past decade and slightly decreasing in the last couple of years. (See below graph featuring a polynomial trend-line.)



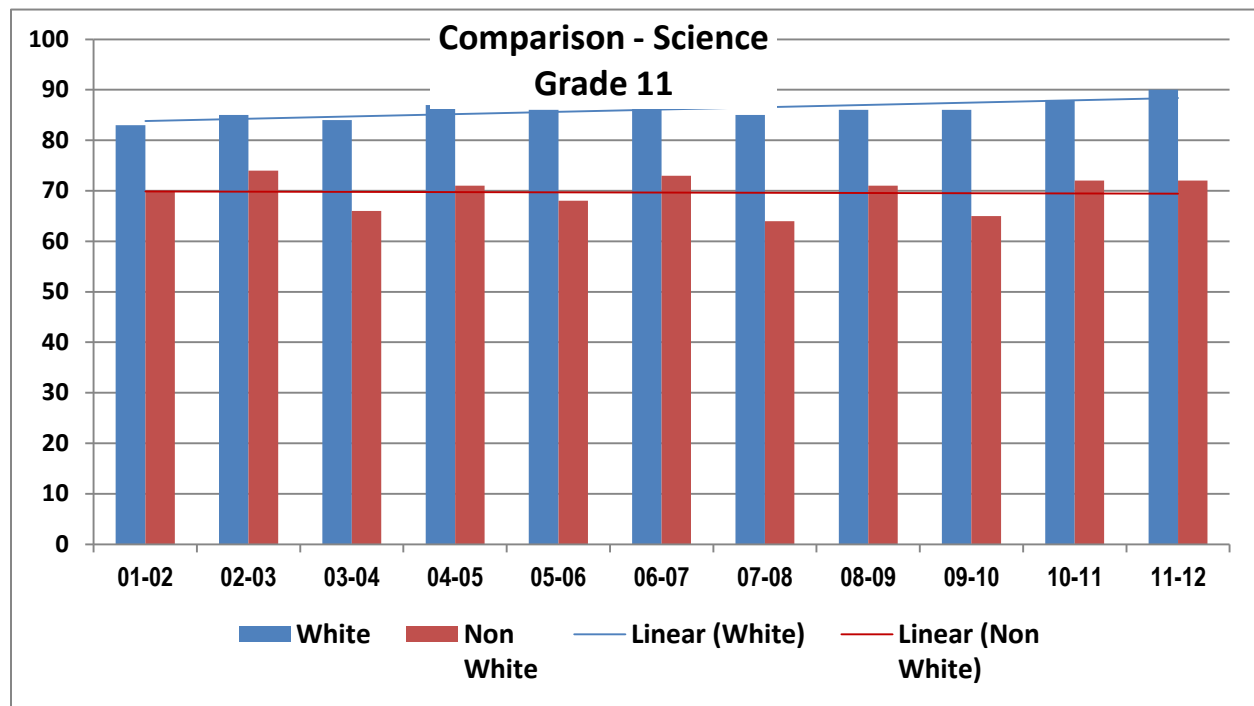


Students who qualify for free and reduced lunch have shown progress in becoming proficient in reading over the last 11 years. So have the students who do not qualify for free and reduced lunch. The gap between the two groups, therefore, has remained relatively the same.

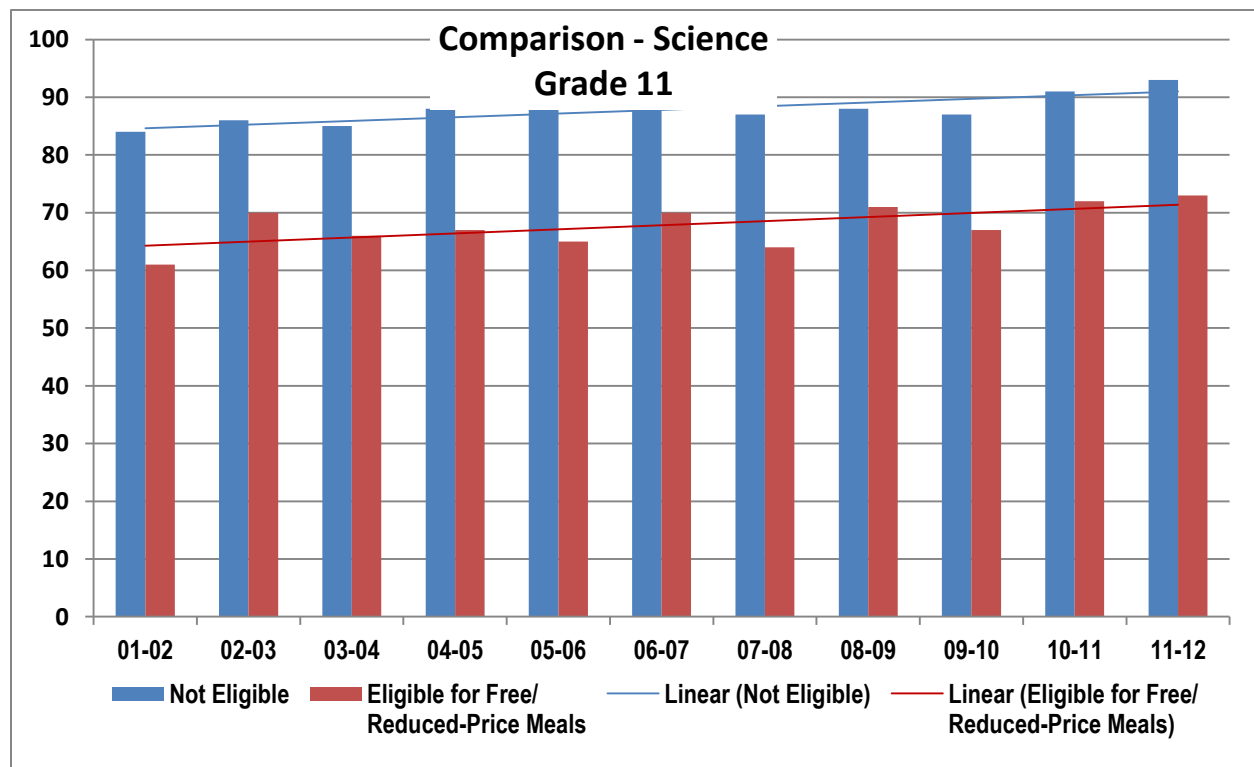


Proficiency levels for students on IEPs have fluctuated much more than students who are not on IEPs, but on average, they have not substantially changed in the past 11 years. The gap between these two groups of students remains largely the same as it was in 2001-02.

## Comparison of Student Test Scores on Three Areas of Measurement - Eleventh Grade Science

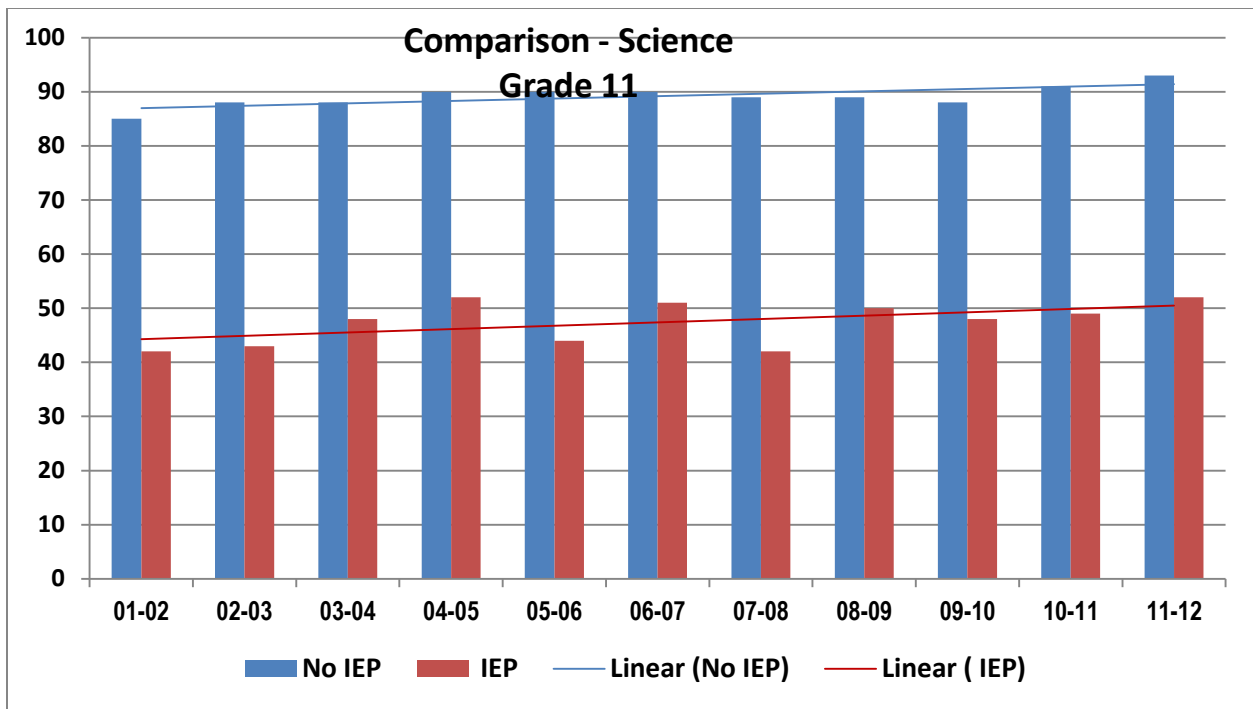


The trend-line in proficiency in science among students who are nonwhite has changed very little in the last 11 years, and it has gone up marginally among white students, leaving the gap between these two groups as wide or wider than it was 11 years ago.



Both students who qualify for free and reduced lunch and those who do not showed about the same amount of improved proficiency in science over the last 11 years, leaving the gap between these groups about the same, in spite of the improved proficiency.





Students who are on IEPs and those who are not on IEPs showed about the same amount of improved proficiency in science over the last 11 years. The gap between these groups is about the same, in spite of their improved overall proficiency.