# New York State English as a Second Language Achievement Test (NYSESLAT)

# 2019 Operational Test Technical Report

Submitted by: MetriTech, Inc.
To: The New York State Education Department

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## Chapter 1: Introduction

Chapter 1 contains background information on the 2019 NYSESLAT, including the rationale, purpose, and recommended use of the assessment. It also describes the available test accommodations, with information on the large type and braille versions of the test.

## Chapter 2: Test Design and Development

Chapter 2 details the development process of the assessment, including the test blueprint and specifications, item mapping, a description of the item development and review processes, field testing of the items, and test construction.

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## Chapter 7: Calibration and Scaling

Chapter 7 explains the rationale for the Rasch IRT model that was implemented for the 2019 NYSESLAT. The processes of calibrating and linking the items onto the underlying IRT scale are presented. A summary of the average Rasch difficulty of the four modalities (Listening, Speaking, Reading, and Writing) is presented, as well as an explanation of model fit (details shown in Appendix C). Finally, the test characteristic curves (TCCs) and conditional standard error of measurement curves (CSEMs) for the 2016–2019 administrations are presented.

## Chapter 8: Establishing NYSESLAT Performance Levels

Chapter 8 is a summary of how the performance levels were established for the 2019 NYSESLAT.

## Chapter 9: Summary of the Operational Test Results

Chapter 9 contains raw score and scale score summaries, as well as the percentage of students in each performance category (Listening, Speaking, Reading, and Writing). It also contains exit rates for the 2014, 2015, 2016, 2017, 2018, and 2019 administrations of the NYSESLAT, as well as scale score, and the percentile rank frequency distribution for each grade level for 2019.

# CHAPTER 1: INTRODUCTION

## 1.1 Background

The New York State Education Department (NYSED) administers the NYSESLAT to English Language Learner (ELL) students in grades K–12, in compliance with the federal No Child Left Behind Act of 2001 (NCLB). This technical report details the 2019 operational administration of the NYSESLAT, carried out by MetriTech, Inc.

Title III of NCLB requires annual assessment of the English language skills of ELL students. According to section 3121(d)(1), each state must use evaluation measures designed to assess "the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English" (No Child Left Behind [NCLB], 2002). NCLB requires demonstrated annual improvement in English proficiency for such students in order for them to meet "challenging State academic content and student academic achievement standards." NCLB also requires that the annual assessment of ELL students be based on specific student achievement objectives. Section 3113(b)(2) states that the "agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1)" (NCLB, 2002).

The spring 2019 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific New York State curriculum standards at the corresponding grade band as required by NCLB. In the classroom, the Linguistic Demands identify the words, phrases, and forms of language that students need to understand and use in order to meet discipline-specific standards in K–12 across four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs)[1]. ToMs are what New York State designates as the standards measured by the spring 2019 NYSESLAT. In order to capture performance with the necessary level of precision, every grade-band ToM has been delineated across five Performance Level Descriptions (PLDs)—Entering, Emerging, Transitioning, Expanding, and Commanding—which reflect a continuum of English language acquisition that culminates in Commanding. Together with the ToMs, these five PLDs[2] allow a student's English proficiency improvement to be measured annually.

To meet Federal and State requirements regarding the assessment of ELL students, NYSED requested test development, research, and scoring based on the State's New Language Arts Progressions. As in past years, the NYSESLAT consists of four modalities (Speaking, Listening,

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[1] For more information about Targets of Measurement, see https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement

[2] For more information about Performance Level Descriptions, see https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-performance-level

Reading, and Writing) in each of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Individual test items align to specific ToMs and PLDs, and the test was developed in accordance with the Standards for Educational and Psychological Testing (American Educational Research Association, 2014) and New York State testing requirements, as well as other applicable Federal and State requirements.

MetriTech met with NYSED in January 2014 to begin work on the Phase 2 NYSESLAT. MetriTech and NYSED worked together to synthesize the New Language Arts Progressions and to create the ToMs and the PLDs. This resulted in an improved NYSESLAT test design and new test specifications that are better able to integrate language modalities (Speaking, Listening, Reading, and Writing) within the context of grade-level academic content.

Based on the analysis of field test data, passages and items were selected for the construction of the 2019 operational NYSESLAT test forms. The selected operational passages and items were developed and field tested in the spring of 2018 (see *2018 Field Test Technical Report*).

## 1.2 Rationale and Purpose

All ELL students in grades K–12 are assessed each year in order to measure academic English language proficiency in Listening, Speaking, Reading, and Writing. The NYSESLAT helps schools and teachers determine the type of English language instructional support that their ELL students need to fully acquire the language proficiency that will prepare them for success in the classroom. The purpose of the NYSESLAT is to measure annual student improvement in achieving English language proficiency in order for students to ultimately exit ELL status and move into English mainstream programs.

## 1.3 Test Use

The NYSESLAT is used when making classifications regarding language instructional programs and for accountability determinations. First, the test measures the level of English proficiency of all ELL students in Listening, Speaking, Reading, and Writing. School districts then use these data to decide the type and amount of instructional services to which the students are entitled. Second, the NYSESLAT measures students' annual progress toward learning English and attaining academic English language proficiency. It determines whether school districts and the State meet the required progress and attainment targets as defined in the New York State Title III accountability system. Third, the NYSESLAT is used as one of the criteria for exiting ELL students who score at the Commanding level from ESL/Bilingual programs. Students are also able to exit if they score Expanding and either a) 3 or 4 on the ELA 3–8 test, or b) at least 65 on the Regents Examination in English Language Arts.

## 1.4 Test Accommodations

The test is consistent with the principles of Universal Test Design, which means that it is as accessible as possible to all populations. Adherence to these guidelines ensures that the assessments are accessible and valid for the widest range of students, including students with disabilities. Applying Universal Test Design principles during the development process helps eliminate the need to address after-the-fact accommodations and provides a better assessment for all students. Checklists are used to review every item to ensure that each is built with consideration of the seven principles of Universal Test Design (equitable use, flexibility in use,

simple intuitive design, perceptible information, tolerance for error, low physical effort, and size and span for approach and use).

The interested reader can also learn more about test accommodations on the NYSED's Office of Special Education website (http://www.p12.nysed.gov/specialed/), which provides a list of approved accommodations.

### Large Type

MetriTech applied large-type product specifications to ease the test-taking experience for students with a visual impairment from every grade band. Pages were printed in black only, and on a cream-colored, 50 pound paper stock to ease readability of pages.

### Braille

NYSESLAT Braille Checklists were produced for Kindergarten and grades 1–2 to be used in assessing ELL students who are visually impaired and use braille. Students were assessed based on teacher observations in the four language modalities of Speaking, Listening, Reading, and Writing. Each Checklist contained skill descriptions by ToM for the five performance levels.

At grades 3–12, the NYSESLAT test booklets were produced in braille for ELL students who are visually impaired and use braille. Test development staff worked with the NYSED braille specialist to create the descriptions for all graphics that could not be brailled in the test booklets. These picture descriptions, with captions, were reviewed and approved by NYSED, along with all of the brailled test directions and test questions. Orders for braille tests were placed by districts when NYSESLAT test materials were ordered.

# CHAPTER 2: TEST DESIGN AND DEVELOPMENT

## 2.1 Test Blueprint and Specifications

The NYSESLAT uses Global Themes as an organizing principle underlying the presentation of test material. Using Global Themes provides continuity for the students as they move from passage to passage and modality to modality during testing. The Global Themes guide the creation of passages and graphics used on the test. They are grounded in the New York State Curriculum Standards, so that students interact with material with Linguistic Demands similar to those experienced in the grade-level classroom. The Linguistic Demands are articulated for the purposes of assessment development as ToMs. Each modality uses a specific set of ToMs, and each test item is written to a particular ToM and performance level.

The 2019 NYSESLAT is divided into four modalities (Speaking, Listening, Reading, and Writing) for each of the six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12.

Speaking consists of constructed-response items individually administered to students, while Listening and Reading consist of group-administered multiple-choice items. Writing consists of short and extended constructed-response items that are group administered. Speaking constructed-response items require oral responses, and Writing constructed-response items require written responses.

Table 1 shows the total number of items and points for each modality by grade band for the 2019 NYSESLAT.

**Table 1.  Total Number of Items and Points for the 2019 NYSESLAT**

| Modality | Grade Band | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | | 1–2 | | 3–4 | | 5–6 | | 7–8 | | 9–12 | |
| | #Items | #Pts. | #Items | #Pts. | #Items | #Pts. | #Items | #Pts. | #Items | #Pts. | #Items | #Pts. |
| Listening | 19 | 19 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| Reading | 18 | 18 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| Speaking | 12 | 21 | 12 | 21 | 12 | 21 | 12 | 21 | 12 | 21 | 12 | 21 |
| Writing | 8 | 14 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 |
| Total | 57 | 72 | 66 | 84 | 66 | 84 | 66 | 84 | 66 | 84 | 66 | 84 |

As shown in Table 1, the total number of items varies by grade band: Kindergarten has 57 items, and each of the remaining grade bands (1–2, 3–4, 5–6, 7–8, and 9–12) has 66 items.

Tables 2 and 3 provide the word count ranges for NYSESLAT passages that categorize the passage lengths. These word counts are the same as were provided in the 2018 operational administration of NYSESLAT. As you can see from the tables, acceptable word counts vary by grade band and modality. In general, passages should be written to the lower end of the word count range, especially for Listening. For example, at grades 3–4, a Short Listening passage should target a length of 50 words.

**Table 2. Passage Word Counts for Listening**

| Grade Band | Listening Passage Length Word Count Ranges | | |
|---|---|---|---|
| | Short | Medium | Long |
| K | 5–20 | 25–45 | 50–80 |
| 1–2 | 10–50 | | 55–100 |
| 3–4 | 50–100 | | 105–150 |
| 5–6 | 75–125 | | 130–175 |
| 7–8 | 75–125 | | 130–175 |
| 9–12 | 75–125 | | 130–175 |

**Table 3.  Passage Word Counts for Reading**

| Grade Band | Reading Passage Length Word Count Ranges | | |
|---|---|---|---|
| | Short | Medium | Long |
| 1–2 | 10–30 | 35–80 | 120–160 |
| 3–4 | 100–150 | 155–225 | 230–300 |
| 5–6 | 150–225 | 230–300 | 305–375 |
| 7–8 | 175–250 | 255–325 | 330–450 |
| 9–12 | 175–250 | 255–325 | 330–450 |

The NYSESLAT consists entirely of items developed specifically for the assessment. The items on the 2019 NYSESLAT were developed in 2017 and field tested in the spring of 2018. Table 4 presents the operational test blueprint for the 2019 administration of the NYSESLAT.

**Table 4. 2019 NYSESLAT Operational Test Design**

| 2019 Operational NYSESLAT Listening, Reading, and Writing (Kindergarten) | | | |
|---|---|---|---|
| **Listening** | | | |
| **Passage Length** | **Item Type** | **Response Type** | **Number of Items** |
| Medium | Story Order | MC3 | 1 |
| | Dev. of Story-Image Sorting | MC3 | 1 |
| Medium | Character-Image sorting | MC3 | 1 |
| | Descriptions | MC3 | 1 |
| Medium | Story Order | MC3 | 1 |
| | Dev. Story Image Sorting | MC3 | 1 |
| Medium | Dev. of Ideas Image Sorting | MC3 | 1 |
| | Main Topic-Image Sorting | MC3 | 1 |
| Long | Main Topic-Image Sorting | MC3 | 1 |
| | Descriptions | MC3 | 1 |
| | Character-Image Sorting | MC3 | 1 |
| | Story Order | MC3 | 1 |
| | Dev. of Ideas-Image Sorting | MC3 | 1 |
| Stand-Alone Items | Words from Context | MC3 | 2 |
| | Dev. of Story-Image Sorting | MC3 | 1 |
| | Word Recognition | MC3 | 3 |
| | | **Total Listening** | **19** |
| | | **Total Listening Points** | **19** |
| **Reading** | | | |
| **Passage Length** | **Item Type** | **Response Type** | **Number of Items** |
| Stand-Alone Items | Letter-Sound Recognition | MC3 | 2 |
| | Sound-Letter Match | MC3 | 2 |
| | Alphabet Recognition | MC3 | 1 |
| | Word Reading 1 | MC3 | 3 |
| | Word Reading 2 | MC3 | 4 |
| | Sentence Reading | MC3 | 3 |
| | Sentence Reading 2 | MC3 | 3 |
| | | **Total Reading** | **18** |
| | | **Total Reading Points** | **18** |
| **Writing** | | | |
| | **Item Type** | **Response Type** | **Number of Items** |
| Stand-Alone Items | Letter Writing | CR1 | 4 |
| | Word Writing | CR2 | 2 |
| | Sentence Writing | CR2 | 1 |
| Medium/Long | Write a Story | CR4 | 1 |
| | | **Total Writing** | **8** |
| | | **Total Writing Points** | **14** |

MC3 = 3-Option Multiple-Choice Item
CR1 = 1-Point Constructed-Response Item
CR2 = 2-Point Constructed-Response Item
CR4 = 4-Point Constructed-Response Item

**Table 4. 2019 NYSESLAT Operational Test Design (continued)**

| 2019 NYSESLAT Listening, Reading, and Writing (Grades 1–12) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Listening** | | | | | | | |
| Session | Passage Length | Response Type | Number of Items by Grade Band | | | | |
| | | | 1–2 | 3–4 | 5–6 | 7–8 | 9–12 |
| I | Short | MC4 | 3 | 3 | 3 | 3 | 3 |
| | Long | MC4 | 5 | 5 | 5 | 5 | 5 |
| II | Short | MC4 | 3 | 3 | 3 | 3 | 3 |
| | Long | MC4 | 5 | 5 | 5 | 5 | 5 |
| III | Short | MC4 | 3 | 3 | 3 | 3 | 3 |
| | Long | MC4 | 5 | 5 | 5 | 5 | 5 |
| | Total Listening | | 24 | 24 | 24 | 24 | 24 |
| | **Total Listening Points** | | **24** | **24** | **24** | **24** | **24** |
| **Reading** | | | | | | | |
| Session | Passage Length | Response Type | Number of Items by Grade Band | | | | |
| | | | 1–2 | 3–4 | 5–6 | 7–8 | 9–12 |
| I | Short | MC4 | 3 | 3 | 3 | 3 | 3 |
| | Medium | MC4 | 5 | 5 | 5 | 5 | 5 |
| II | Short | MC4 | 3 | 3 | 3 | 3 | 3 |
| | Medium | MC4 | 5 | 5 | 5 | 5 | 5 |
| III | Medium | MC4 | 5 | 5 | 5 | 5 | 5 |
| | Long | MC4 | 6 | 6 | 6 | 6 | 6 |
| | Total Reading | | 27 | 27 | 27 | 27 | 27 |
| | **Total Reading Points** | | **27** | **27** | **27** | **27** | **27** |
| **Writing** | | | | | | | |
| Session | Passage Length | Response Type | Number of Items by Grade Band | | | | |
| | | | 1–2 | 3–4 | 5–6 | 7–8 | 9–12 |
| I | Short/Medium | SCR | 1 | 1 | 1 | 1 | 1 |
| II | Short/Medium | SCR | 1 | 1 | 1 | 1 | 1 |
| III | Medium/Long | ECR | 1 | 1 | 1 | 1 | 1 |
| | Total Writing | | 3 | 3 | 3 | 3 | 3 |
| | **Total Writing Points** | | **12** | **12** | **12** | **12** | **12** |

MC4 = 4-Option Multiple-Choice Item
SCR = 4-Point Short Constructed-Response Item
ECR = 4-Point Extended Constructed-Response Item

**Table 4. 2019 NYSESLAT Operational Test Design (continued)**

| 2019 Operational NYSESLAT Speaking (Kindergarten–12) | | | |
|---|---|---|---|
| Section | Item Type | Response Type | Number of Items |
| I | Respond to Graphic/Text | CR1 | 1 |
| | Respond to Graphic/Text | CR2) | 3 |
| II | Respond to Graphic/Text | CR1 | 1 |
| | Respond to Graphic/Text | CR2 | 3 |
| III | Respond to Graphic/Text | CR1 | 1 |
| | Respond to Graphic/Text | CR2 | 3 |
| | | Total Speaking | 12 |
| | | Total Speaking Points | 21 |

CR1 = 1-Point Constructed-Response Item

CR2 = 2-Point Constructed-Response Item

## 2.2 2019 Test Design

The 2019 tests are grounded in the New Bilingual Language Arts Progressions, which were derived from the NYS Learning Standards and measure the ToMs.

Tables 5 through 10 show the NYSESLAT test specification alignment of items across the ToMs by grade band for 2019.

**Table 5. 2019 Test Specification Alignment to ToMs—Grade K**

| ToMs | Total 2019 | | |
|---|---|---|---|
| | N Item | N Points | % Point |
| 1 | 17 | 24 | 33.3 |
| 2 | 8 | 12 | 16.7 |
| 3 | 15 | 19 | 26.4 |
| 4 | 17 | 17 | 23.6 |
| Total | 57 | 72 | 100.0 |

**Table 6. 2019 Test Specification Alignment to ToMs—Grade Band 1–2**

| ToMs | Total 2019 | | |
|---|---|---|---|
| | N Item | N Points | % Point |
| 1 | 20 | 22 | 26.2 |
| 2 | 24 | 33 | 39.3 |
| 3 | 15 | 22 | 26.2 |
| 4 | 5 | 5 | 6.0 |
| 5 | 2 | 2 | 2.4 |
| Total | 66 | 84 | 100.0 |

**Table 7. 2019 Test Specification Alignment to ToMs—Grade Band 3–4**

| ToMs | Total 2019 | | |
|---|---|---|---|
| | N Item | N Points | % Point |
| 1 | 15 | 16 | 19.0 |
| 2 | 22 | 32 | 38.1 |
| 3 | 19 | 26 | 31.0 |
| 4 | 7 | 7 | 8.3 |
| 5 | 3 | 3 | 3.6 |
| Total | 66 | 84 | 100.0 |

**Table 8. 2019 Test Specification Alignment to ToMs—Grade Band 5–6**

| ToMs | Total 2019 | | |
|---|---|---|---|
| | N Item | N Points | % Point |
| 1 | 20 | 23 | 27.4 |
| 2 | 21 | 29 | 34.5 |
| 3 | 14 | 21 | 25.0 |
| 4 | 8 | 8 | 9.5 |
| 5 | 3 | 3 | 3.6 |
| Total | 66 | 84 | 100.0 |

**Table 9. 2019 Test Specification Alignment to ToMs—Grade Band 7–8**

| ToMs | Total 2019 | | |
| --- | --- | --- | --- |
| | N Item | N Points | % Point |
| 1 | 17 | 19 | 22.6 |
| 2 | 23 | 34 | 40.5 |
| 3 | 15 | 20 | 23.8 |
| 4 | 8 | 8 | 9.5 |
| 5 | 3 | 3 | 3.6 |
| Total | 66 | 84 | 100.0 |

**Table 10. 2019 Test Specification Alignment to ToMs—Grade Band 9–12**

| ToMs | Total 2019 | | |
| --- | --- | --- | --- |
| | N Item | N Points | % Point |
| 1 | 22 | 28 | 33.3 |
| 2 | 20 | 28 | 33.3 |
| 3 | 14 | 15 | 17.9 |
| 4 | 8 | 11 | 13.1 |
| 5 | 2 | 2 | 2.4 |
| Total | 66 | 84 | 100.0 |

## 2.3 Item Development and Review

All items field tested in 2018 for use on the 2019 operational NYSESLAT were writt en by professional writers with experience in the classroom and experience writing assessment content for ELL students. The MetriTech test development team conducted a series of two-hour webinars to train passage and item writers. A variety of training materials were prepared, including the Targets of Measurement (ToMs), the Performance Level Descriptions (PLDs), sample passages and items, a training PowerPoint, NYSESLAT-specific Passage and Item Writing Guidelines, and Passage and Item Review Checklists. Passages and items were written in the MetriTech proprietary item bank, MTADS, allowing for all passages and items to be saved electronically along with every edit applied throughout the development cycle. MetriTech development, content, and ESL specialists were trained to support the writers developing the passages and items, and were available via phone and e-mail to answer any questions. Subsequently, all passages and items went through multiple rounds of review and revision. MetriTech hired and trained content and ESL specialists to conduct an initial review of passages and items and to edit the passages and items. These reviewers used detailed Content and ESL Review Checklists. Following the initial review of the passages and items, MetriTech content and ESL specialists reviewed the passages and items, using an additional set of Passage and Item Review Checklists. All Passage and Item Review Checklists were accessed in MTADS, thus allowing an electronic

record to be kept of the reviews. The multi-step, lengthy, and intensive review and editing process ensured the following:

- Absence of bias and sensitive topics in passages
- Factual accuracy of informational passages
- Item soundness, which can be interpreted as item validity and is based on the idea that the information derived from an item is true or valid
- Absence of bias in items
- Appropriateness of topic, vocabulary, and language structure for each grade band and the ELL population
- Alignment of an item to the intended ToM and PLD

Passages and items were reviewed by staff of the New York State Education Department's Office of State Assessment (OSA) and the Office of Bilingual Education and World Languages (OBEWL). The staff from the above offices were supported in their efforts by selected New York State ESL and Bilingual teachers who were trained to review and edit the NYSESLAT passages and items. These New York State educators brought an especially well-informed perspective to their review activities, based on their knowledge of ELL students in the classroom.

## 2.4 Field Test

A stand-alone field test was administered to a representative sample of ELL students in New York State. The field test forms were administered from February 27–March 10, 2018. For students in grades 1–12, there were 4 field test forms, each containing a Listening, Reading, and Writing section, and 2 Speaking field test forms. For Kindergarten, the items were field tested by modality, and each student was administered items from only one modality.

The forms for each grade band were distributed to representative samples of schools, with each student given only one field test form. Details of the 2018 field test sampling plan are discussed in the *2018 NYSESLAT Field Test Technical Report*.

The field test forms were constructed to mirror the presentation of passages and items in the operational test booklets. The items and data from the 2018 field test administration of the NYSESLAT were used for construction of the 2019 operational NYSESLAT test.

## 2.5 Test Construction

The 2019 NYSESLAT was administered operationally in six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Except for the linking test form, the operational test forms consisted of all new passages and items field tested in spring 2018.

The field-tested items for each grade band were calibrated concurrently. Item parameters obtained from the 2018 field test calibration were used to build new forms for the 2019 operational NYSESLAT test. Details of the 2018 field test statistics are discussed in the *2018 NYSESLAT Field Test Technical Report*.

### Selecting New Items

MetriTech's Assessment Development team proposed the initial operational test forms by selecting passages and items, following the blueprint and specifications approved by NYSED and item/form selection guidelines provided by NYSED.

The selection criteria for the 2019 NYSESLAT operational passage and item sets reflected the test design specifications for the use of organizing Global Themes. Selection included consideration of such elements as passage length, distribution of ToMs and PLDs, and content. Content considerations included having a variety of settings and activities represented in passages; having a mix of people and objects represented; and ensuring that no content overlapped within a modality or across all four modalities within the same grade band. The ToMs measured varied by modality, and difficulty level usually increased from the first item in a set to the last. In addition, the means and standard deviations of the modality and total scores, as well as Rasch values, were used as reference in order to facilitate item selection and form construction.

MetriTech used the following guidelines in order to ensure the quality of the assessment:

- To the extent possible, select items representing an appropriate distribution across ToMs and PLDs.
- To the extent possible, use items with no DIF flags, a good discrimination index (0.25 or greater), and an acceptable *p*-value range (between .30 and .95).
- Avoid items with more than 5% omission rates.
- Avoid clueing.
- Attempt to have an even distribution of correct answers across choices (A–D).

### Building the Test Maps

MetriTech created an operational Test Map spreadsheet for each test form. This included the item ID number and field test statistics associated with the item, such as item type, *p*-value, point-biserial correlation coefficient, and point value.

In building the operational Test Map spreadsheet, MetriTech content specialists verified the following:

- The correct number of items for a given passage length was selected.
- All required fields were populated with accurate information and data.
- There was a balance of correct answer choices (grade K, A–C; all other grades, A–D).
- There was a balance in the key (e.g., no more than three in a row of the same answer key position).
- Point values were accurate.
- The items worked together in the form (e.g., no clueing of correct answers).
- General sequencing of difficulty was incorporated within passage and item sets, when possible—beginning with the easiest items, progressing to medium, and then the most difficult.
- General sequencing of difficulty for Speaking followed the Speaking Test Design.

*Psychometric Review*

MetriTech's psychometricians conducted a psychometric review of the proposed item selection and gave feedback to the MetriTech Development team. The MetriTech development team then conducted a content review. Iterations between the two groups occurred as necessary for each grade band. If an item was flagged by the psychometricians and a replacement item not found, NYSED was informed and a discussion held regarding how to resolve the issue. The same procedure was followed if an item was determined to be problematic from a content perspective. It has been rare for either of these situations to occur. Ultimately, NYSED examined both the psychometric properties of the items as well as content during the Operational Test Construction meeting.

Statistical considerations included item difficulty, item discrimination, and potential bias—i.e., $p$-values, point-biserial correlation coefficients, and differential item functioning (DIF) statistics, respectively. (See Chapter 4 for more information on item-level statistics.) The Development team was given the following instructions during the item selection and forms construction process:

1. Item Statistics:
    a. Check the range of item difficulty: Items should be flagged if the $p$-value is $< 0.30$ or $> 0.95$.
    b. Check the point-biserial range: Try to avoid items with a point-biserial $< 0.30$.
    c. Check the omit rate: Watch for items with an omit rate $> 5\%$.
    d. Avoid items with a DIF bias flag. If it is necessary to select an item with a DIF flag, then it needs to be reviewed carefully for content. The DIF bias flag criteria are explained in detail in Chapter 4 (see Tables 16 and 17).
2. No changes to an item are allowed once it has been field tested.
3. The total number of items for each ToM and PLD, and the number of items within each modality, must meet the test design.
4. In general, flagged items should be avoided. However, the match to ToM and PLD distributions should take priority over statistical targets in most circumstances.

Table 11 presents the averages and standard deviations of the $p$-values for each of the grade bands and modalities.

**Table 11. 2019 NYSESLAT Selection Summary—Classical Item Statistics (based on 2018 field test analyses)**

| Grade Band | Listening | | Speaking | | Reading | | Writing | |
|---|---|---|---|---|---|---|---|---|
| | $p$-value | SD | $p$-value | SD | $p$-value | SD | $p$-value | SD |
| K | 0.75 | 0.11 | 0.64 | 0.18 | 0.82 | 0.08 | 0.68 | 0.18 |
| 1–2 | 0.64 | 0.10 | 0.72 | 0.13 | 0.56 | 0.08 | 0.47 | 0.01 |
| 3–4 | 0.60 | 0.11 | 0.78 | 0.09 | 0.61 | 0.11 | 0.51 | 0.02 |
| 5–6 | 0.60 | 0.13 | 0.76 | 0.10 | 0.53 | 0.11 | 0.52 | 0.03 |
| 7–8 | 0.62 | 0.10 | 0.75 | 0.10 | 0.58 | 0.09 | 0.49 | 0.03 |
| 9–12 | 0.67 | 0.13 | 0.72 | 0.11 | 0.53 | 0.11 | 0.51 | 0.01 |

### Test Construction Form Review Meeting

After MetriTech completed the initial item selection process, the proposed forms were provided to NYSED for a review by NYSED psychometricians, the test content experts, and ENL specialists. The forms are then finalized during the Forms Construction Review meeting attended by both MetriTech and NYSED staff (both OSA and OBEWL staff).

In October 2018, NYSED staff met with representatives from MetriTech to review the test forms. Each non-linking passage and item set was discussed and possible replacements were considered, both from a content perspective as well as a psychometric one. After this meeting, a revised set of forms was constructed for review by NYS educators at the Final Eyes meeting in December 2018.

# CHAPTER 3: SCORING

## 3.1 Scoring of Constructed-Response Questions

Public school districts, charter, and religious and independent schools have several scoring model options for scoring the Writing constructed-response questions (shown in Table 12).

**Table 12. Scoring Model Options for Constructed-Response Questions**

| Scoring Model Code | The scorers for the school's tests include the following: |
|---|---|
| 1. Regional scoring | a) Scorers from three or more school districts; or<br>b) Scorers from two or more religious and independent schools in an affiliation group (religious and independent or charter schools may participate in regional scoring with public school districts, and each religious and independent and charter school may be counted as one district) |
| 2. Schools from two districts | a) Scorers from two school districts;<br>b) Scorers from two religious and independent schools;<br>c) Scorers from two charter schools; or<br>d) A combination of scorers from two of the following: a school district, religious and independent school, or charter school |
| 3. Three or more schools within a district | Scorers from three or more schools in a district |
| 4. Two schools within a district | Scorers from two schools in a district |
| 5. One school | Three or more scorers for each grade being scored, all from the same school |
| 6. Private contractor | Scored by a private contractor (not a BOCES) |

Regardless of the scoring model being used, a minimum of three scorers is necessary to score the Writing constructed-response questions of each student's test to comply with a State requirement.

## 3.2 Selecting and Assigning Teachers for the Scoring Committees

Each school is responsible for making the necessary arrangements for scoring the NYSESLAT. To ensure accurate and reliable results, scorers must become thoroughly familiar with the procedures before scoring the test. Persons responsible for scoring the NYSESLAT should be

- teachers or administrators;
- able to carry out standard examination procedures; and
- specially trained in scoring the NYSESLAT.

The principal is responsible for making the final determination as to whether or not a teacher may score the NYSESLAT after a review of the teacher's certification and current teaching assignment(s).

All student responses to the constructed-response Writing prompts must be scored by committees of teachers. No teacher who is a student's English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions in that student's test booklets. In order to maximize the number of teachers scoring test booklets from any one teacher's class or any one school, test booklets must be randomized prior to assignment to scorers.

The Kindergarten NYSESLAT will be administered by modality; thus, the Writing modality is contained in its own test booklet. This Writing booklet includes eight short constructed-response writing tasks. The task of scoring student responses must be divided among a minimum of three scorers, so that no single teacher scores more than three writing tasks per student.

The grades 1–12 NYSESLAT is composed of three Listening/Reading/Writing test sessions. Each session contains one constructed-response writing task. Student responses to the three writing tasks on the test must be divided among three scorers, so that no single teacher scores more than one constructed-response task per student.

If a district, charter school, or religious and independent school chooses to hire a private contractor to score these tests, the district, charter school, or religious and independent school has the responsibility to ensure that all individuals who will be scoring for the private contractor have also met these criteria.

District, charter school, or religious and independent school administrators considering the use of special education teachers to score these tests should refer to "Guidelines: Determining English Language Learner (ELL) Status of and Services for Students with Disabilities."[3]

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[3] see http://www.nysed.gov/common/nysed/files/154-3-guidance_final_2_16_18.pd-a.pdf

### 3.3 Scoring Audit: 10% of the Operational Writing Responses

This section describes the scoring processes for the operational test audit. Re-scoring of 10% of the operational Writing constructed responses (i.e., the scoring audit) was conducted at MetriTech's scoring center in Champaign, Illinois. Experienced MetriTech scoring directors and team leaders conducted the training and monitoring.

All MetriTech NYSESLAT writing audit readers had a minimum of a B.A. or B.S. degree and were trained to score according to the appropriate rubric to ensure accurate, consistent, and reliable results. MetriTech adhered to stringent criteria in its general screening and training procedures as preliminary measures for obtaining high levels of consistency and reliability. Only readers with proven ELL scoring experience were selected for NYSESLAT audit scoring.

***Writing Scorer Selection.*** The application process included screening to measure three characteristics:

- The ability to think logically and deduce solutions to abstract problems
- The ability to locate details and rapidly recognize differences
- The ability to adjust to a new situation quickly and gain consistency and confidence

Beyond the pre-employment screening, applicants were required to meet a rigorous set of hand-scoring qualifications. Specific hand-scoring qualifications included:

- Written proof of completion of a minimum of a four-year (bachelor's) degree
- Commitment to the program's time requirements
- Completion of all required paid training
- Receipt of a passing score on post-training validation

Ultimately, 31 applicants scored the NYSESLAT writing audit. Of this number, 48% had prior teaching experience or were currently teaching, 31% had post-baccalaureate degrees, and 100% had previously scored ELL assessments for the contractor.

In addition to meeting these requirements, 17 of the 31 scorers were members of the lead scoring staff (master scorers, trainers, and table leaders) who had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for multiple ELL scoring programs and states. Table leaders, whose role is to respond to the questions and issues of scorers as they arise during scoring, usually had at least four years of experience.

***Writing Scorer Training.*** Each successful applicant completed an extensive training program and demonstrated mastery of the rubric prior to operational scoring. The training addressed the rubric and used a set of annotated anchor papers to guide the scorers. Anchor papers concretely illustrated each rubric score point. Multiple annotated anchor papers were used throughout the training process.

Each scorer was required to complete the entire Writing scoring training and demonstrate satisfactory scoring ability, based upon results from pretest and posttest scoring activities, before being allowed to score actual student responses.

The training began by orienting the scorer to the scoring process and the use of the computer. The scorers then encountered modules that addressed the NYSESLAT Writing rubric for each grade band they would be scoring. The training covered both general aspects of the rubric as well as aspects of the specific item(s) scorers would encounter. Each score point on the rubric was defined, and at least six approved examples of student work that met the criteria for each score point (i.e., anchor papers) were presented, with accompanying annotations.

Once scorers successfully completed the entire training, they were given a posttest containing at least 10 sample student responses. Scorers had to be certified in order to exit training and be approved to score. The certification requirement is 80% exact agreement and 100% adjacent (within one point) agreement with the anchor papers' scores.

To measure inter-rater reliability and ensure that local New York State teachers applied the same rigorous scoring standards across the State as intended by NYSED, MetriTech performed an audit on approximately 10% of all Writing tests, at the request of NYSED, by computing rater agreement based on local readers' ratings and MetriTech readers' ratings. A merged data file was created based on the local ratings (i.e., the final 2019 NYSESLAT data provided by NYSED) and MetriTech ratings (i.e., the sample of Writing items scored by MetriTech raters). The data were merged using Student State IDs to ensure perfect student match and removal of duplicates. (See Chapter 5 for more information on inter-rater reliability.)

# CHAPTER 4: CLASSICAL ITEM-LEVEL STATISTICS

This chapter contains the summary of classical statistics for the spring 2019 operational NYSESLAT forms. The data file used for this analysis was the 100% (all schools) student data file compiled by the NYSED data team and provided to MetriTech in June 2019. The summary statistics are based on Classical Test Theory (CTT) and include information such as the $p$-values, the point-biserial correlations, and Differential Item Functioning (DIF) statistics.

Analyses are based on data from all schools (i.e., public, charter, and religious and independent), and the operational administration results in Chapter 9 are presented both for all schools and, separately, for public and charter schools.

Using the 100% (all schools) data file received from NYSED (containing 289,482 records), the following exclusion rules were applied:

1. Removed 313 duplicate records (289,169 records remained)
2. Removed 10,245 students with invalid scores (278,924 records remained; students must have had a valid score on all four modalities and have been tested with the appropriate grade-level assessment in order to receive a valid overall score)

Tables 13 and 14 contain counts of the number of valid student records in each test by grade band and grade level for the 2019 operational data analysis.

**Table 13. N-Count by Grade Band (All Schools)**

| Grade Band | Final Sample Size |
|:---:|:---:|
| K | 30,816 |
| 1–2 | 59,634 |
| 3–4 | 52,117 |
| 5–6 | 43,329 |
| 7–8 | 35,011 |
| 9–12 | 58,017 |
| **Total** | 278,924 |

**Table 14. N-Count by Grade Level (All Schools)**

| Grade Level | Final Sample Size |
|:---:|:---:|
| K | 30,816 |
| 1 | 29,944 |
| 2 | 29,690 |
| 3 | 26,817 |
| 4 | 25,300 |
| 5 | 22,402 |
| 6 | 20,927 |
| 7 | 18,529 |
| 8 | 16,482 |
| 9 | 18,977 |
| 10 | 17,022 |
| 11 | 13,576 |
| 12 | 8,442 |
| **Total** | 278,924 |

### 4.1 Item-Level Descriptive Statistics

A *p*-value is an indication of an item's difficulty and ranges from 0 to 1. For multiple-choice items, it represents the proportion of students that answer an item correctly. Higher *p*-values indicate that the items are easier, while lower *p*-values indicate that the items are more difficult. For constructed-response items, the *p*-value is reported as the item mean divided by the maximum number of possible points. Operational *p*-values typically fall between approximately 0.30 and 0.95, with fewer items at the extremes of difficulty and more items of moderate difficulty.

The correlation between each item and the total score (item-total correlation) is a measure of item discrimination (i.e., how well an item discriminates or distinguishes between low-ability and high-ability students). It is an index of the association between the item score and the total test score. Students who do well on the test should, in theory, select the right answer to any given item, and students who do poorly on the test should select the wrong answer to any given item. An item with a high item-total correlation is better at discriminating between low-ability and high-ability students than an item with a low item-total correlation. For dichotomous items, the item-total correlation is referred to as a point-biserial correlation. For constructed-response items, the item-total correlation is a Pearson product-moment correlation.

Item-level statistics for the 2019 operational NYSESLAT are presented in Appendix B by grade band. With the exception of a few high *p*-values and low item-total correlation values, all items fell well within the preset level of acceptance, both in terms of the *p*-value and point-biserial. The following item information and statistics are presented for each item:

- Item number
- Item type: multiple choice (MC) or constructed response (CR)
- Maximum number of possible points
- N-count (number of students)
- For multiple-choice items—the percentage of students who answered a multiple-choice item correctly along with the percentage of students who selected each of the other response options
- For constructed-response items—the percentage of students at each score point
- Omits (percentage of students omitting an item)
- *p*-value
- Item-total correlation

Items that are too easy or too difficult during field testing are flagged based on their *p*-values, because items like these provide inadequate information. The inclusion of items outside of the predefined difficulty range is typically not beneficial to the measurement process, but because the NYSESLAT is a standard-referenced assessment, content experts may determine that the inclusion of specific items is necessary.

Table 15 presents the mean *p*-values and item-total correlation coefficients by grade band. The mean *p*-values and item-total correlations for each grade band in the four modalities (Listening, Speaking, Reading, and Writing) are between the upper and lower limits for the acceptable range of these values.

**Table 15. Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band (All Schools)**

| Grade Band | Modality | N-Count | Item Difficulty (*p*-value) | | Item Discrimination (item-total *r*) | |
|---|---|---|---|---|---|---|
| | | | Mean | SD | Mean | SD |
| K | Listening | 30,816 | 0.75 | 0.10 | 0.50 | 0.04 |
| | Reading | 30,816 | 0.80 | 0.10 | 0.57 | 0.06 |
| | Speaking | 30,816 | 0.63 | 0.15 | 0.78 | 0.06 |
| | Writing | 30,816 | 0.68 | 0.20 | 0.72 | 0.12 |
| | **Total** | 30,816 | 0.73 | 0.14 | 0.61 | 0.13 |
| 1–2 | Listening | 59,634 | 0.68 | 0.11 | 0.53 | 0.08 |
| | Reading | 59,634 | 0.57 | 0.11 | 0.53 | 0.09 |
| | Speaking | 59,634 | 0.71 | 0.10 | 0.82 | 0.06 |
| | Writing | 59,634 | 0.44 | 0.01 | 0.93 | 0.00 |
| | **Total** | 59,634 | 0.63 | 0.13 | 0.60 | 0.15 |
| 3–4 | Listening | 52,117 | 0.62 | 0.12 | 0.50 | 0.09 |
| | Reading | 52,117 | 0.56 | 0.13 | 0.49 | 0.10 |
| | Speaking | 52,117 | 0.74 | 0.10 | 0.80 | 0.07 |
| | Writing | 52,117 | 0.51 | 0.02 | 0.93 | 0.00 |
| | **Total** | 52,117 | 0.61 | 0.14 | 0.57 | 0.17 |
| 5–6 | Listening | 43,329 | 0.67 | 0.12 | 0.52 | 0.07 |
| | Reading | 43,329 | 0.59 | 0.10 | 0.52 | 0.10 |
| | Speaking | 43,329 | 0.77 | 0.08 | 0.83 | 0.06 |
| | Writing | 43,329 | 0.54 | 0.01 | 0.93 | 0.01 |
| | **Total** | 43,329 | 0.65 | 0.12 | 0.60 | 0.16 |
| 7–8 | Listening | 35,011 | 0.64 | 0.10 | 0.52 | 0.07 |
| | Reading | 35,011 | 0.61 | 0.10 | 0.52 | 0.08 |
| | Speaking | 35,011 | 0.74 | 0.09 | 0.82 | 0.07 |
| | Writing | 35,011 | 0.52 | 0.04 | 0.92 | 0.01 |
| | **Total** | 35,011 | 0.64 | 0.11 | 0.59 | 0.15 |
| 9–12 | Listening | 58,017 | 0.61 | 0.10 | 0.48 | 0.08 |
| | Reading | 58,017 | 0.62 | 0.09 | 0.50 | 0.06 |
| | Speaking | 58,017 | 0.72 | 0.12 | 0.82 | 0.08 |
| | Writing | 58,017 | 0.56 | 0.03 | 0.92 | 0.00 |
| | **Total** | 58,017 | 0.63 | 0.10 | 0.57 | 0.16 |

## 4.2 Differential Item Functioning (DIF)

Differential item functioning (DIF) is said to occur when two groups of examinees, who are matched in terms of the ability measured by the test, respond differently to an item. That is, although the two groups are of equal ability, one group appears to answer the item incorrectly more frequently than the other. There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently from the other, or the reading demands of the item are such that, although reading is not being measured (e.g., a mathematics test), reading differences between the groups lead to differential outcomes on the item.

DIF analyses are statistical procedures used to flag items for potential bias. However, a significant DIF result is not, in itself, evidence of bias. In general, DIF statistics are used to compute the probability that one demographic group is more likely to correctly answer an item than another group or subgroup after having controlled for group differences in ability (e.g., an item that seems to be easy for female students, but not for male students whose overall performance on the test is similar). Results of DIF analyses are made available to content/bias experts, who can then determine whether bias, in fact, exists, and remove any items in which bias is found. The results of these analyses are also examined by assessment developers to identify potential systematic issues that could be addressed in future item writing.

*4.2.1 Mantel-Haenszel Procedure.* The Mantel-Haenszel (M-H) procedure (Mantel & Haenszel, 1959) is a well-researched and widely used method for detecting the degree of DIF in multiple-choice items.

For the M-H procedure, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into *K* matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then, for an item, *j*, the data from the $k^{th}$ level of reference and focal group members can be arranged as a 2 x 2 table, as shown in Table 16.

**Table 16.  Mantel-Haenszel Data Structure**

| Group | Item *j* Correct | Item *j* Incorrect | Total |
|---|---|---|---|
| Reference Group | $A_k$ | $B_k$ | $n_{Rk}$ |
| Focal Group | $C_k$ | $D_k$ | $n_{Fk}$ |
| Total Group | $R_k$ | $W_k$ | $n_{Tk}$ |

The M-H odds ratio estimate, $\alpha_{M-H}$, for item *j* compares the two groups in terms of their odds of answering the item correctly, and is given as follows:

$$\alpha_{M-H} = \frac{\sum_k \frac{A_k D_k}{N_{Tk}}}{\sum_k \frac{B_k C_k}{N_{Tk}}}. \qquad \text{(Equation 1)}$$

The odds ratio estimate is often rescaled to the ETS delta scale (Holland & Thayer, 1985), using the following transformation:

$$\Delta_{M-H} = -2.35\log_e(\alpha_{M-H}). \qquad \text{(Equation 2)}$$

$\Delta_{M-H}$ is negative when the item is more difficult for members of the focal group than it is for the comparable members of the reference group.

***4.2.2 The Standardized Mean Difference Procedure.*** The Mantel-Haenszel procedure is not applicable to items that produce scores other than correct/incorrect. Dorans (1989) proposed a method called the standardized mean difference (SMD) that compares the item means of two groups (focal and reference) after adjusting for differences in the distribution of members of the two groups across the values of the matching variable, usually the test score. In this study, the corrected total score is used as the matching variable. These indexes are indicators of the degree to which members of one group perform better or worse than expected on each item.

$$SMD = \sum_{s=0}^{k}(M_{Fs} - M_{Rs})P_{Fs}, \qquad \text{(Equation 3)}$$

where:

   $M_{Fs}$ and $M_{Rs}$ are the mean item scores for the focal and reference groups conditional on test score ($s$), and

   $P_{Fs}$ is the proportion of the focal group members conditional on test score ($s$).

The SMD indexes are indicators of the degree to which members of the focus group perform better or worse than expected on each item. A positive SMD value indicates that the focal group has a higher mean item score than the reference group conditional on the matching variable. A negative SMD value indicates that the focal group has a lower mean item score than the reference group conditional on the matching variable.

For each test item in each DIF comparison, the outcome is classified into one of three categories. The categories used in this report are a modification of what are commonly referred to as the Educational Testing Service (ETS) DIF categories, which are widely accepted in the field of psychometrics for the categorization of DIF severity. These classifications are shown in Table 17 for multiple-choice items and in Table 18 for constructed-response items.

**Table 17. DIF Classification for Multiple-Choice Items**

| Category | Description | Criterion |
|---|---|---|
| A | No DIF | Non-significant M-H $\chi^2$ or $|D| < 1.0$ |
| B | Moderate DIF | Neither A nor C |
| C | Large DIF | Significant M-H $\chi^2$ and $|D| \geq 1.5$ |

<u>Note</u>: Significance for M-H $\chi2$ (df = 1) statistic was set at the p < 0.05 level

**Table 18.  DIF Classification for Constructed-Response Items**

| Category | Description | Criterion |
|---|---|---|
| A | No DIF | Non-significant M-H $\chi^2$ or Significant M-H $\chi^2$ and $|SMD/SD| \leq .17$ |
| B | Moderate DIF | Significant M-H $\chi^2$ and $.17 < |SMD/SD| \leq .25$ |
| C | Large DIF | Significant M-H $\chi^2$ and $.25 < |SMD/SD|$ |

Notes:  SD is the total group standard deviation of the item score.

Significance for M-H $\chi^2$ (df = 1) statistic was set at the $p < 0.05$ level.

NYSESLAT DIF analyses were completed on both gender and ethnic groups. For the gender DIF analysis, female students were considered the focal group, and male students were considered the reference group. Three DIF analyses were conducted based on ethnicity. Asian, Hispanic, and White students were considered the focal group in each analysis, and the remaining ethnic groups were considered the reference group. Because of low n-counts, DIF analysis was not conducted using other ethnic groups as the focal group. The same focal and reference groups were used in the DIF analysis of field test items if enough n-counts were available for the comparison. As noted with the operational test items, DIF analysis was not conducted using other ethnic groups as the focal group because of low n-counts.

Appendix H provides the DIF statistics for the 2019 operational items if one or more of the DIF categories are other than A. The + sign next to the DIF category indicates that the item favors the reference group, while the - sign indicates that the item favors the focal group.

***Summary of the DIF Analyses***

Table 19 provides sample sizes for different DIF groups by grade band for the Listening and Reading modalities. The Listening and Reading modalities both contain dichotomous items and both use the M-H $\chi^2$ test for examining DIF. Table 20 provides sample sizes for different DIF groups by grade band for the Speaking and Writing modalities. The Speaking and Writing modalities both contain polytomous items and both use the SMD/SD index. Tables 21 through 24 present the summary of the DIF analyses of operational test items, including n-counts for each DIF analysis group and the number of items flagged by the M-H procedure or SMD.

**Table 19. DIF Sample Sizes for DIF Groups (Listening & Reading)**

| DIF Group | | K | 1–2 | 3–4 | 5–6 | 7–8 | 9–12 |
|---|---|---|---|---|---|---|---|
| **Gender** | Female | 14,950 | 28,665 | 24,153 | 19,864 | 16,063 | 27,275 |
| | Male | 15,867 | 30,969 | 27,965 | 23,466 | 18,948 | 30,743 |
| **White vs. Non-White** | White | 6,536 | 14,609 | 13,110 | 11,110 | 8,702 | 8,904 |
| | Non-White | 24,281 | 45,025 | 39,008 | 32,220 | 26,309 | 49,114 |
| **Hispanic vs. Non-Hispanic** | Hispanic | 16,074 | 30,598 | 28,688 | 23,752 | 19,403 | 34,969 |
| | Non-Hispanic | 14,743 | 29,036 | 23,430 | 19,578 | 15,608 | 23,049 |
| **Asian vs. Non-Asian** | Asian | 6,809 | 11,504 | 7,529 | 5,890 | 4,598 | 8,770 |
| | Non-Asian | 24,008 | 48,130 | 44,589 | 37,440 | 30,413 | 49,248 |

**Table 20. DIF Sample Sizes for DIF Groups (Speaking & Writing)**

| DIF Group | | K | 1–2 | 3–4 | 5–6 | 7–8 | 9–12 |
|---|---|---|---|---|---|---|---|
| **Gender** | Female | 14,953 | 28,668 | 24,157 | 19,871 | 16,064 | 27,276 |
| | Male | 15,871 | 30,970 | 27,966 | 23,468 | 18,950 | 30,747 |
| **White vs. Non-White** | White | 6,538 | 14,609 | 13,112 | 11,115 | 8,702 | 8,905 |
| | Non-White | 24,286 | 45,029 | 39,011 | 32,224 | 26,312 | 49,118 |
| **Hispanic vs. Non-Hispanic** | Hispanic | 16,077 | 30,602 | 28,691 | 23,756 | 19,405 | 34,972 |
| | Non-Hispanic | 14,747 | 29,036 | 23,432 | 19,583 | 15,609 | 23,051 |
| **Asian vs. Non-Asian** | Asian | 6,811 | 11,504 | 7,529 | 5,890 | 4,599 | 8,771 |
| | Non-Asian | 24,013 | 48,134 | 44,594 | 37,449 | 30,415 | 49,252 |

**Table 21. Results of DIF Analyses for the Operational Test Items (Male vs. Female)**

| Grade Band | Modality | Number of Items | | | |
|---|---|---|---|---|---|
| | | All Items | DIF Items | Moderate DIF Items | Large DIF Items |
| K | Listening | 19 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 18 | 0 | 0 | 0 |
| | Writing | 8 | 0 | 0 | 0 |
| 1–2 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 3–4 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 5–6 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 7–8 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 1 | 1 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 9–12 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |

Note: Detailed results are located in Appendix H (pages 442–444).

**Table 22. Results of DIF Analyses for the Operational Test Items (White vs. Non-White)**

| Grade Band | Modality | Number of Items | | | |
|---|---|---|---|---|---|
| | | All Items | DIF Items | Moderate DIF Items | Large DIF Items |
| K | Listening | 19 | 3 | 1 | 2 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 18 | 4 | 2 | 2 |
| | Writing | 8 | 1 | 1 | 0 |
| 1–2 | Listening | 24 | 2 | 2 | 0 |
| | Speaking | 12 | 1 | 1 | 0 |
| | Reading | 27 | 2 | 1 | 1 |
| | Writing | 3 | 0 | 0 | 0 |
| 3–4 | Listening | 24 | 4 | 3 | 1 |
| | Speaking | 12 | 2 | 2 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 5–6 | Listening | 24 | 6 | 3 | 3 |
| | Speaking | 12 | 4 | 4 | 0 |
| | Reading | 27 | 3 | 3 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 7–8 | Listening | 24 | 3 | 2 | 1 |
| | Speaking | 12 | 2 | 2 | 0 |
| | Reading | 27 | 4 | 3 | 1 |
| | Writing | 3 | 0 | 0 | 0 |
| 9–12 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |

Note: Detailed results are located in Appendix H (pages 442–444).

**Table 23. Results of DIF Analyses for the Operational Test Items (Hispanic vs. Non-Hispanic)**

| Grade Band | Modality | Number of Items | | | |
|---|---|---|---|---|---|
| | | All Items | DIF Items | Moderate DIF Items | Large DIF Items |
| K | Listening | 19 | 2 | 2 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 18 | 2 | 1 | 1 |
| | Writing | 8 | 0 | 0 | 0 |
| 1–2 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 3–4 | Listening | 24 | 1 | 1 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 5–6 | Listening | 24 | 3 | 3 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 7–8 | Listening | 24 | 1 | 0 | 1 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 4 | 4 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 9–12 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |

Note: Detailed results are located in Appendix H (pages 442–444).

**Table 24. Results of DIF Analyses for the Operational Test Items (Asian vs. Non-Asian)**

| Grade Band | Modality | Number of Items | | | |
|---|---|---|---|---|---|
| | | All Items | DIF Items | Moderate DIF Items | Large DIF Items |
| K | Listening | 19 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 18 | 2 | 1 | 1 |
| | Writing | 8 | 0 | 0 | 0 |
| 1–2 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 3–4 | Listening | 24 | 0 | 0 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 5–6 | Listening | 24 | 1 | 1 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 0 | 0 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 7–8 | Listening | 24 | 5 | 3 | 2 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 3 | 3 | 0 |
| | Writing | 3 | 0 | 0 | 0 |
| 9–12 | Listening | 24 | 4 | 4 | 0 |
| | Speaking | 12 | 0 | 0 | 0 |
| | Reading | 27 | 3 | 1 | 2 |
| | Writing | 3 | 0 | 0 | 0 |

Note: Detailed results are located in Appendix H (pages 442–444).

# CHAPTER 5: RELIABILITY

## 5.1 Internal Consistency Reliability

The internal consistency of a test is measured by the stability of scores from one sample of content to another, and it is one way to provide support for a test's reliability—the more consistent the scores are, the more reliable the test is.

Several methods can be used to estimate internal consistency. One method is the "split-half" approach, which splits all test items into two groups and then correlates student scores on the two half-tests. The advantage of this method is that it involves administering only a single test. The theory is that if scores have high correlations on the two half-tests, then the test items complement one another, function well as a group, and measure the same construct. In addition, a positive result (i.e., a high correlation) would suggest that measurement error is lower. The problem with the split-half method is that the classification about which items belong in which half of the test can have a large effect on the resulting correlation. Therefore, MetriTech, like many other vendors, prefers to use Cronbach's coefficient alpha statistic (Cronbach, 1951) to sidestep this problem.

Coefficient alpha is the average split-half correlation based on all possible divisions of a test into two parts. Coefficient alpha has an additional advantage in that it can be used to estimate the internal consistency of both dichotomous and polytomous (i.e., constructed-response) items. Coefficient alpha ($\alpha$) is computed using the following formula:

$$\alpha = \frac{I}{I-1}\left(1 - \frac{\sum_i^I s_i^2}{S_X^2}\right),$$ 
(Equation 4)

where:

    $I$   is the number of items on the test,

    $s_i^2$  is the variance of item $i$, and

    $S_X^2$ is the total test variance.

MetriTech calculated Cronbach's coefficient alpha reliability statistic, found in Tables 23 and 24 in Section 5.4. The reliability coefficients in both Tables 23 and 24 range from 0.82 to 0.95, with an average of 0.90. These levels of internal consistency reliability are moderately high; therefore, the NYSESLAT may be considered a reliable test.

## 5.2 Standard Error of Measurement (SEM) Based on Classical Test Theory

Because perfect measurement of ability is not possible, it is important to analyze the amount of measurement error on an assessment. Psychometricians think about the reliability of an assessment as the ability of a test to produce the same results consistently. For example, if a student repeatedly took the same assessment and theoretically was unable to remember its contents, that student should earn roughly the same score. Obviously, this cannot be done. The standard error of measurement (SEM) is a theoretical estimate of the standard deviation of such a set of scores. Classical test theory states that observed scores (on a test) are composed of a true score component as well as an error component.

The SEM is inversely related to the reliability of a test because the greater the reliability, the lower the SEM will be. Hence, an observed test score has more accuracy or precision when the SEM is small. The SEM is calculated using the following equation:

$$SEM = SD\sqrt{1 - r_{xx}} \, , \qquad \text{(Equation 5)}$$

where:

$SEM$ is the standard error of measurement,

$SD$ is the standard deviation unit of the scale for a test, and

$r_{xx}$ is the reliability coefficient for a sample test (or estimate of $\rho_{XX}$, which is a population reliability coefficient).

The SEMs are presented in Tables 24 and 25 in Section 5.4. The smaller the SEMs (closer to 0), the higher the quality of the test will be.

## 5.3 Standard Error of the Mean (SEMn)

When an average score is reported (e.g., a class or school average), it is reasonable to ask how much variability we might expect. Just as the SEM estimates the stability of an individual score, the SEMn estimates the stability of a score based on an average of students. It is defined as follows:

$$SEMn = \frac{\sigma}{\sqrt{n}} \, , \qquad \text{(Equation 6)}$$

where:

$SEMn$ is the standard error of the mean,

$\sigma$ is the standard deviation of the population, and

$n$ is the number of responses in each sample.

The SEMn values are presented in Tables 25 and 26 in Section 5.4. The more accurate the estimation of the population mean, the smaller the SEMn values will be.

## 5.4 Summary of the Descriptive and Reliability Statistics

Table 25 and Table 26 provide descriptive statistics for the raw score and reliabilities by grade band and grade level. The tables contain the following:

- Number of items
- Maximum number of possible points
- N-count (number of students)
- The raw score (RS) mean and standard deviation
- Mean $p$-value
- Standard error of the mean (SEMn)
- Cronbach's alpha internal consistency reliability
- Standard error of measurement (SEM)

In analyzing the information provided in these tables, the measures of reliability should be examined by keeping to the general trend that greater reliability is associated with a lower error for that particular measure. In Table 25, the test reliability values for Listening, Speaking, Reading, and Writing across the six grade bands are between 0.82 and 0.95, which is a strong indication that the test forms are of good quality. The SEMn values of the four modalities across the six grade bands ranged from 0.01 to 0.04, which is small. The SEM values of the four modalities across the six grade bands ranged from 0.92 to 2.63.

In Table 26, test reliability values for Listening, Speaking, Reading, and Writing across all grades are 0.82 or above, which is considered moderately high. The SEMn and SEM values are small and within acceptable ranges for each grade.

**Table 25. RS Descriptive Statistics and Reliability by Modality and Grade Band (All Schools)**

| Grade Band | Test | Number of Items | Max. Points | N-Count | Mean (RS) | SD (RS) | Mean *p*-value | SEMn | Reliability | SEM |
|---|---|---|---|---|---|---|---|---|---|---|
| K | Listening | 19 | 19 | 30,816 | 14.33 | 3.91 | 0.75 | 0.02 | 0.82 | 1.64 |
| | Reading | 18 | 18 | 30,816 | 14.41 | 3.90 | 0.80 | 0.02 | 0.94 | 0.98 |
| | Speaking | 12 | 21 | 30,816 | 12.65 | 6.67 | 0.63 | 0.04 | 0.87 | 2.63 |
| | Writing | 8 | 14 | 30,816 | 8.28 | 3.89 | 0.68 | 0.02 | 0.85 | 1.53 |
| 1–2 | Listening | 24 | 24 | 59,634 | 16.24 | 5.67 | 0.68 | 0.02 | 0.88 | 1.95 |
| | Reading | 27 | 27 | 59,634 | 15.27 | 6.96 | 0.57 | 0.03 | 0.95 | 1.57 |
| | Speaking | 12 | 21 | 59,634 | 14.60 | 6.81 | 0.71 | 0.03 | 0.90 | 2.12 |
| | Writing | 3 | 12 | 59,634 | 5.26 | 3.41 | 0.44 | 0.01 | 0.93 | 0.92 |
| 3–4 | Listening | 24 | 24 | 52,117 | 14.91 | 5.59 | 0.62 | 0.02 | 0.87 | 2.04 |
| | Reading | 27 | 27 | 52,117 | 14.99 | 6.26 | 0.56 | 0.03 | 0.87 | 2.23 |
| | Speaking | 12 | 21 | 52,117 | 15.12 | 6.44 | 0.74 | 0.03 | 0.94 | 1.54 |
| | Writing | 3 | 12 | 52,117 | 6.15 | 3.35 | 0.51 | 0.01 | 0.92 | 0.93 |
| 5–6 | Listening | 24 | 24 | 43,329 | 16.05 | 5.65 | 0.67 | 0.03 | 0.88 | 1.95 |
| | Reading | 27 | 27 | 43,329 | 16.00 | 6.76 | 0.59 | 0.03 | 0.90 | 2.18 |
| | Speaking | 12 | 21 | 43,329 | 15.80 | 6.53 | 0.77 | 0.03 | 0.95 | 1.42 |
| | Writing | 3 | 12 | 43,329 | 6.46 | 3.56 | 0.54 | 0.02 | 0.93 | 0.97 |
| 7–8 | Listening | 24 | 24 | 35,011 | 15.46 | 5.83 | 0.64 | 0.03 | 0.88 | 2.01 |
| | Reading | 27 | 27 | 35,011 | 16.44 | 6.69 | 0.61 | 0.04 | 0.89 | 2.17 |
| | Speaking | 12 | 21 | 35,011 | 15.16 | 6.73 | 0.74 | 0.04 | 0.95 | 1.48 |
| | Writing | 3 | 12 | 35,011 | 6.19 | 3.63 | 0.52 | 0.02 | 0.91 | 1.11 |
| 9–12 | Listening | 24 | 24 | 58,017 | 14.59 | 5.53 | 0.61 | 0.02 | 0.86 | 2.10 |
| | Reading | 27 | 27 | 58,017 | 16.80 | 6.46 | 0.62 | 0.03 | 0.89 | 2.18 |
| | Speaking | 12 | 21 | 58,017 | 14.59 | 6.84 | 0.72 | 0.03 | 0.95 | 1.52 |
| | Writing | 3 | 12 | 58,017 | 6.69 | 3.52 | 0.56 | 0.01 | 0.91 | 1.05 |

**Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools)**

| Grade | Test | Number of Items | Max. Points | N-Count | Mean (RS) | SD (RS) | Mean p-value | SEMn | Reliability | SEM |
|---|---|---|---|---|---|---|---|---|---|---|
| K | Listening | 19 | 19 | 30,816 | 14.33 | 3.91 | 0.75 | 0.02 | 0.82 | 1.64 |
| | Reading | 18 | 18 | 30,816 | 14.41 | 3.90 | 0.80 | 0.02 | 0.94 | 0.98 |
| | Speaking | 12 | 21 | 30,816 | 12.65 | 6.67 | 0.63 | 0.04 | 0.87 | 2.63 |
| | Writing | 8 | 14 | 30,816 | 8.28 | 3.89 | 0.68 | 0.02 | 0.85 | 1.53 |
| 1 | Listening | 24 | 24 | 29,944 | 14.77 | 5.51 | 0.62 | 0.03 | 0.83 | 2.07 |
| | Reading | 27 | 27 | 29,944 | 13.00 | 6.26 | 0.48 | 0.04 | 0.89 | 2.27 |
| | Speaking | 12 | 21 | 29,944 | 13.86 | 6.86 | 0.68 | 0.04 | 0.93 | 1.60 |
| | Writing | 3 | 12 | 29,944 | 4.43 | 3.15 | 0.37 | 0.02 | 0.91 | 0.90 |
| 2 | Listening | 24 | 24 | 29,690 | 17.72 | 5.44 | 0.74 | 0.03 | 0.86 | 1.82 |
| | Reading | 27 | 27 | 29,690 | 17.56 | 6.88 | 0.65 | 0.04 | 0.94 | 2.06 |
| | Speaking | 12 | 21 | 29,690 | 15.35 | 6.67 | 0.75 | 0.04 | 0.92 | 1.47 |
| | Writing | 3 | 12 | 29,690 | 6.09 | 3.46 | 0.51 | 0.02 | 0.91 | 0.95 |
| 3 | Listening | 24 | 24 | 26,817 | 14.16 | 5.47 | 0.59 | 0.03 | 0.82 | 2.09 |
| | Reading | 27 | 27 | 26,817 | 14.12 | 6.07 | 0.52 | 0.04 | 0.89 | 2.27 |
| | Speaking | 12 | 21 | 26,817 | 14.79 | 6.46 | 0.73 | 0.04 | 0.94 | 1.57 |
| | Writing | 3 | 12 | 26,817 | 5.82 | 3.26 | 0.48 | 0.02 | 0.91 | 0.92 |
| 4 | Listening | 24 | 24 | 25,300 | 15.70 | 5.60 | 0.65 | 0.04 | 0.85 | 1.99 |
| | Reading | 27 | 27 | 25,300 | 15.91 | 6.32 | 0.59 | 0.04 | 0.90 | 2.19 |
| | Speaking | 12 | 21 | 25,300 | 15.46 | 6.41 | 0.75 | 0.04 | 0.95 | 1.50 |
| | Writing | 3 | 12 | 25,300 | 6.51 | 3.40 | 0.54 | 0.02 | 0.92 | 0.93 |
| 5 | Listening | 24 | 24 | 22,402 | 15.80 | 5.50 | 0.66 | 0.04 | 0.83 | 1.98 |
| | Reading | 27 | 27 | 22,402 | 15.35 | 6.58 | 0.57 | 0.04 | 0.83 | 2.22 |
| | Speaking | 12 | 21 | 22,402 | 15.80 | 6.44 | 0.77 | 0.04 | 0.94 | 1.43 |
| | Writing | 3 | 12 | 22,402 | 6.32 | 3.50 | 0.53 | 0.02 | 0.90 | 0.95 |
| 6 | Listening | 24 | 24 | 20,927 | 16.31 | 5.79 | 0.68 | 0.04 | 0.85 | 1.91 |
| | Reading | 27 | 27 | 20,927 | 16.69 | 6.87 | 0.62 | 0.05 | 0.86 | 2.13 |
| | Speaking | 12 | 21 | 20,927 | 15.81 | 6.63 | 0.77 | 0.05 | 0.95 | 1.40 |
| | Writing | 3 | 12 | 20,927 | 6.60 | 3.63 | 0.55 | 0.03 | 0.90 | 0.99 |
| 7 | Listening | 24 | 24 | 18,529 | 15.19 | 5.80 | 0.63 | 0.04 | 0.86 | 2.03 |
| | Reading | 27 | 27 | 18,529 | 16.03 | 6.61 | 0.59 | 0.05 | 0.88 | 2.20 |
| | Speaking | 12 | 21 | 18,529 | 15.13 | 6.73 | 0.74 | 0.05 | 0.95 | 1.49 |
| | Writing | 3 | 12 | 18,529 | 6.04 | 3.59 | 0.50 | 0.03 | 0.90 | 1.10 |
| 8 | Listening | 24 | 24 | 16,482 | 15.77 | 5.86 | 0.66 | 0.05 | 0.87 | 1.98 |
| | Reading | 27 | 27 | 16,482 | 16.89 | 6.74 | 0.63 | 0.05 | 0.89 | 2.14 |
| | Speaking | 12 | 21 | 16,482 | 15.20 | 6.73 | 0.74 | 0.05 | 0.95 | 1.47 |
| | Writing | 3 | 12 | 16,482 | 6.36 | 3.66 | 0.53 | 0.03 | 0.90 | 1.12 |

**Table 26. RS Descriptive Statistics and Reliability by Modality and Grade Level (All Schools) (continued)**

| Grade | Test | Number of Items | Max. Points | N-Count | Mean (RS) | SD (RS) | Mean *p*-value | SEMn | Reliability | SEM |
|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Listening | 24 | 24 | 18,977 | 13.83 | 5.53 | 0.58 | 0.04 | 0.86 | 2.14 |
| | Reading | 27 | 27 | 18,977 | 15.74 | 6.32 | 0.58 | 0.05 | 0.86 | 2.25 |
| | Speaking | 12 | 21 | 18,977 | 13.22 | 7.53 | 0.65 | 0.05 | 0.95 | 1.53 |
| | Writing | 3 | 12 | 18,977 | 5.98 | 3.64 | 0.50 | 0.03 | 0.91 | 1.04 |
| 10 | Listening | 24 | 24 | 17,022 | 15.02 | 5.42 | 0.63 | 0.04 | 0.87 | 2.09 |
| | Reading | 27 | 27 | 17,022 | 17.30 | 6.31 | 0.64 | 0.05 | 0.87 | 2.17 |
| | Speaking | 12 | 21 | 17,022 | 14.94 | 6.56 | 0.73 | 0.05 | 0.94 | 1.53 |
| | Writing | 3 | 12 | 17,022 | 6.94 | 3.40 | 0.58 | 0.03 | 0.90 | 1.07 |
| 11 | Listening | 24 | 24 | 13,576 | 15.55 | 5.24 | 0.65 | 0.04 | 0.86 | 2.07 |
| | Reading | 27 | 27 | 13,576 | 18.07 | 6.18 | 0.67 | 0.05 | 0.88 | 2.13 |
| | Speaking | 12 | 21 | 13,576 | 15.82 | 5.98 | 0.77 | 0.05 | 0.93 | 1.50 |
| | Writing | 3 | 12 | 13,576 | 7.39 | 3.25 | 0.62 | 0.03 | 0.88 | 1.05 |
| 12 | Listening | 24 | 24 | 8,442 | 13.90 | 5.86 | 0.58 | 0.06 | 0.88 | 2.09 |
| | Reading | 27 | 27 | 8,442 | 16.10 | 7.03 | 0.60 | 0.08 | 0.89 | 2.16 |
| | Speaking | 12 | 21 | 8,442 | 15.02 | 6.54 | 0.74 | 0.07 | 0.95 | 1.51 |
| | Writing | 3 | 12 | 8,442 | 6.67 | 3.60 | 0.56 | 0.04 | 0.90 | 1.05 |

The 2019 NYSESLAT overall scale score is a summed composite of the four modality scale scores as follows:

$$Overall\_SS = SS_L + SS_R + SS_S + SS_W, \qquad \text{(Equation 7)}$$

where:

$SS_L$ = Listening scale score,
$SS_R$ = Reading scale score,
$SS_S$ = Speaking scale score, and
$SS_W$ = Writing scale score.

Because the composite overall scale score is not an IRT score, the estimate of reliability for the overall scale score could be based on the typical coefficient alpha reliability, or it could be determined using stratified coefficient alpha (Qualls, 1995), with the reliability defined as:

$$\alpha_{Stratified} = 1 - \frac{\sum_{j=1}^{4} \sigma_j^2 \left(1 - \alpha_j\right)}{\sigma_{SS}^2}, \qquad \text{(Equation 8)}$$

where:

$\alpha_{Stratified}$ is the stratified alpha reliability coefficient,
$\sigma_{SS}^2$ is the variance of overall composite scale score,
$\sigma_j^2$ is the variance of modality component $j$, and
$\alpha_j$ is the alpha reliability coefficient for modality component $j$.

The standard coefficient alpha for the overall total test score is determined in a traditional manner across all items. The dichotomous items are scored as 0–1, and the constructed-response items from the Speaking and Writing modalities are scored based on the assigned score for each student. The potential downside of this approach is that it may not fairly weight all four modalities, since the number of items varies.

When a mixture of dichotomous and polytomous items make up a total test score, the stratified coefficient alpha is often used so that the different test components are given equal weight, and any unique score variance attributable to the constructed-response items can be factored into the reliability measure. Tables 27 and 28 show the 2019 NYSESLAT overall scale score descriptive statistics, including both the standard and stratified versions of coefficient alpha reliability. As the tables show, the stratified alpha reliability measure always results in a slightly higher estimate of reliability (and lower scale score SEM). The two estimates, however, are both very close, and, in all cases, the estimate of reliability for the overall NYSESLAT score is good. The SEM for the overall scale score is less than 10 points, using the stratified coefficient alpha, and only slightly higher with the standard coefficient alpha.

**Table 27.  Overall Scale Score Descriptive Statistics and Reliability by Grade Band (All Schools)**

| Grade Band | N-Count | SS Mean | SS SD | Reliability | SS SEM | Stratified Reliability | Stratified SS SEM |
|---|---|---|---|---|---|---|---|
| K | 30,816 | 271.90 | 44.74 | 0.95 | 10.38 | 0.95 | 9.92 |
| 1–2 | 59,634 | 249.00 | 47.68 | 0.96 | 9.94 | 0.97 | 8.35 |
| 3–4 | 52,117 | 259.50 | 45.08 | 0.95 | 9.93 | 0.97 | 7.99 |
| 5–6 | 43,329 | 260.86 | 46.97 | 0.96 | 9.75 | 0.97 | 7.88 |
| 7–8 | 35,011 | 260.78 | 47.62 | 0.96 | 9.85 | 0.97 | 8.25 |
| 9–12 | 58,017 | 263.41 | 47.31 | 0.96 | 10.03 | 0.97 | 8.31 |

**Table 28.  Overall Scale Score Descriptive Statistics and Reliability by Grade Level (All Schools)**

| Grade Level | N-Count | SS Mean | SS SD | Reliability | SS SEM | Stratified Reliability | Stratified SS SEM |
|---|---|---|---|---|---|---|---|
| K | 30,816 | 271.90 | 44.74 | 0.95 | 10.38 | 0.95 | 9.92 |
| 1 | 29,944 | 236.25 | 43.14 | 0.95 | 9.99 | 0.97 | 7.93 |
| 2 | 29,690 | 261.86 | 48.59 | 0.96 | 9.78 | 0.97 | 7.95 |
| 3 | 26,817 | 254.15 | 43.43 | 0.95 | 9.97 | 0.97 | 7.99 |
| 4 | 25,300 | 265.18 | 46.09 | 0.95 | 9.88 | 0.97 | 7.97 |
| 5 | 22,402 | 258.24 | 45.28 | 0.95 | 9.73 | 0.97 | 7.80 |
| 6 | 20,927 | 263.68 | 48.57 | 0.96 | 9.76 | 0.97 | 7.95 |
| 7 | 18,529 | 258.65 | 46.77 | 0.96 | 9.81 | 0.97 | 8.19 |
| 8 | 16,482 | 263.17 | 48.45 | 0.96 | 9.87 | 0.97 | 8.31 |
| 9 | 18,977 | 253.67 | 48.78 | 0.96 | 10.33 | 0.97 | 8.25 |
| 10 | 17,022 | 267.40 | 45.30 | 0.95 | 9.86 | 0.97 | 8.33 |
| 11 | 13,576 | 273.61 | 42.95 | 0.95 | 9.66 | 0.96 | 8.30 |
| 12 | 8,442 | 260.84 | 50.10 | 0.96 | 10.02 | 0.97 | 8.36 |

## 5.5 Inter-Rater Reliability

Internal consistency reliability estimates the error associated with sampling a limited number of items from a theoretically infinite pool of items that could be used. When constructed-response items are used, a second source of error arises from the sampling of one scorer from a theoretically infinite pool of scorers.

Inter-rater reliability investigates the extent to which students would receive the same score if they were scored again by either the same rater or by different raters. Inter-rater reliability is commonly evaluated in two ways. One approach is to estimate the correlation between any two scorers—the higher the correlation, the greater the confidence we can place in the accuracy of the score. A second type of evidence for inter-rater reliability is to examine the percentage of agreement between raters. If all scorers produced error-free scores, the result would be a 100% match in their assignment of scores. The greater the scorer error, the lower the score agreement found between raters.

### *10% Scoring Audit*

NYSED has chosen to carry out a yearly audit of the NYSESLAT in order to ensure that teachers apply the same rigorous scoring standards as intended by NYSED. This audit also provides statistical evidence of inter-rater reliability. To conduct the audit, NYSED requires MetriTech to rescore approximately 10% of all students' Writing responses after the test administration. This 10% audit sample within each grade band is selected as a stratified random sample, based on the Need/Resource Categories (NRC). The NRC for the State schools is divided into eight categories:

1. New York City
2. Big 4 Cities (Buffalo, Rochester, Syracuse, and Yonkers)
3. High Need Urban/Suburban
4. High Need Rural
5. Average Need
6. Low Need
7. Charter Schools
8. Religious and Independent Schools

Target values were calculated for each level by using the percentage of enrollment data for each of the above classifications. The values were then applied to the level targets for "10% Sample." Because the sample selection level was by school, enrollment data collected for the spring 2019 administration were used to select schools for the sampling and analysis, with the goal of acquiring at least 95%, but no more than 105%, of the target count for each grade band. These schools returned their booklets to MetriTech for an independent scoring of the writing responses. The following sections and tables indicate the procedures that MetriTech conducted to ensure reliability and accurate scoring of the items.

To perform the audit, all scoring personnel and team leaders used were familiar with the NYSESLAT. Training was done using the same scoring materials as those used by the New York State teachers for scoring the operational test. Raters had to qualify for scoring the audit by scoring sample papers prior to the actual audit scoring. Following this, team leaders rechecked raters throughout the process to maintain their accuracy.

Table 29 provides the writing audit sample information regarding the number of students obtained for the rater analyses after merging the auditing file and the final research file. The audit data and the research file were merged by student ID (SID). MetriTech selected the stratified random sample to achieve the desired percentage (about 10%) of the full population. By the time the matched audit sample had been merged into the data set, the percentage of the NYSESLAT population in the audit sample (per grade band) ranged from 8.36–10.64, many of which are close to the 10% target.

**Table 29.  2019 Writing Audit Sample**

| Grade Band | Number of Students in Audit Sample after Merging | Number of Students in Population by Grade Band | Percent of Total Population |
|---|---|---|---|
| K | 3,161 | 30,816 | 10.26 |
| 1–2 | 6,267 | 59,634 | 10.51 |
| 3–4 | 5,547 | 52,117 | 10.64 |
| 5–6 | 4,421 | 43,329 | 10.20 |
| 7–8 | 2,928 | 35,011 | 8.36 |
| 9–12 | 4,952 | 58,017 | 8.54 |
| **Total** | 27,276 | 278,924 | 9.78 |

Table 30 provides, by grade band and item, the rater agreement for the Writing constructed-response items between local raters and MetriTech raters. The MetriTech raters scored the items independently. When the two raters assigned the same score to a student's paper, the agreement rating was denoted as *exact* (i.e., perfect agreement). Ratings that differed by exactly one score point were denoted as *adjacent*. Ratings that differed by two or more score points were denoted as *non-adjacent.* The following are the descriptions of the rater agreement variable:

- Exact: 0 score point difference between local and audit raters
- Adjacent: +/– 1 score point difference between local and audit raters
- Non-Adjacent: +/– 2 score point difference between local and audit raters

In Kindergarten, items 1–4 are worth a maximum of one point; items 5–7 are worth a maximum of two points, and item 8 is worth a maximum of four points. In the remaining grade bands, the maximum score for all items is four points.

The percent of exact agreement in Table 30 ranged from 93.54% to 98.26% for the one-point items, 84.34% to 93.48% for the two-point items, and 50.00% to 57.50% for the four-point items. The percent of adjacent agreement ranged from 1.74% to 6.46% for the one-point items and 34.98% to 42.81% for the four-point items. Items 5–7 in the Kindergarten test (two-point items) had an adjacent agreement that ranged from 6.25% to 15.09%. Exact plus adjacent agreement averaged 95.90% for the four-point items.

In addition to agreement ratings, Table 30 also includes the intraclass correlation between the local raters and MetriTech raters, the lower and upper 95% confidence limits of the intraclass correlation, and the weighted kappa coefficient.

*Intraclass Correlation*

The intraclass correlation is an assessment of consistency of measurements made by different scorers. It represents the proportion of consistent variance in the total system that is the proportion of variance attributable to examinees rather than to raters. For purposes of calculations here, both examinees and scorers were treated as random factors. The intraclass correlations ranged from 0.68 to 0.95, with the lowest correlation coming from Kindergarten item two (1 pt), and the highest coming from Kindergarten item five (2 pts).

*Kappa Coefficient*

The kappa coefficient is another index of rater agreement. It is an improvement on the percent agreement because it adjusts for agreement that would have occurred simply by chance. Kappa may range from -1.00 to 1.00, with 1.00 indicating perfect agreement, 0.00 indicating chance agreement, and -1.00 indicating absolute disagreement.

Landis and Koch (1977) provided the following guidelines for interpreting kappa:

| Kappa | Agreement |
|---|---|
| < .00 | Less than chance agreement |
| 0.01–0.20 | Slight agreement |
| 0.21–0.40 | Fair agreement |
| 0.41–0.60 | Moderate agreement |
| 0.61–0.80 | Substantial agreement |
| 0.81–0.99 | Almost perfect agreement |

When scoring categories are assumed to be ordinal, kappa can be weighted (Fleiss and Cohen, 1973) so that a larger discrepancy is weighted more heavily than a discrepancy of only one point on the scale, for example. Table 30 reports the weighted kappa statistic.

In Table 30, 15 of the 23 values fall in the "substantial agreement" category, and the remaining 8 values fall into the "almost perfect agreement" category, using the above interpretation guide. The conclusion would be that the scoring of the NYSESLAT Writing items by teachers in the field is generally consistent with the audit scoring.

**Table 30. Rater Agreement for Writing Items**

| Grade Band | Item | Max. Points | N-count | Pct Exact | Pct Adjacent | Pct Non-Adjacent | Intraclass Correlation | Confidence Interval Lower Bound | Upper Bound | Weighted Kappa |
|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 1 | 3,160 | 97.53 | 2.47 | | 0.90 | 0.89 | 0.91 | 0.90 |
| | 2 | 1 | 3,160 | 94.59 | 5.41 | | 0.68 | 0.66 | 0.70 | 0.67 |
| | 3 | 1 | 3,159 | 93.54 | 6.46 | | 0.79 | 0.78 | 0.80 | 0.78 |
| | 4 | 1 | 3,160 | 98.26 | 1.74 | | 0.89 | 0.88 | 0.90 | 0.89 |
| | 5 | 2 | 3,160 | 92.09 | 7.34 | 0.57 | 0.94 | 0.93 | 0.94 | 0.94 |
| | 6 | 2 | 3,160 | 93.48 | 5.85 | 0.66 | 0.95 | 0.95 | 0.95 | 0.95 |
| | 7 | 2 | 3,160 | 84.34 | 15.09 | 0.57 | 0.85 | 0.84 | 0.86 | 0.84 |
| | 8 | 4 | 3,159 | 62.33 | 34.98 | 2.69 | 0.77 | 0.76 | 0.79 | 0.76 |
| 1–2 | 1 | 4 | 6,254 | 56.64 | 39.24 | 4.13 | 0.79 | 0.78 | 0.80 | 0.79 |
| | 2 | 4 | 6,260 | 56.49 | 40.30 | 3.21 | 0.78 | 0.77 | 0.79 | 0.78 |
| | 3 | 4 | 6,243 | 57.41 | 38.54 | 4.05 | 0.81 | 0.80 | 0.81 | 0.81 |
| 3–4 | 1 | 4 | 5,538 | 54.77 | 41.75 | 3.49 | 0.77 | 0.76 | 0.78 | 0.76 |
| | 2 | 4 | 5,538 | 55.28 | 41.75 | 2.97 | 0.80 | 0.79 | 0.81 | 0.80 |
| | 3 | 4 | 5,512 | 57.49 | 39.66 | 2.85 | 0.81 | 0.80 | 0.82 | 0.81 |
| 5–6 | 1 | 4 | 4,356 | 53.60 | 41.97 | 4.43 | 0.77 | 0.76 | 0.78 | 0.76 |
| | 2 | 4 | 4,367 | 57.50 | 39.39 | 3.11 | 0.80 | 0.79 | 0.81 | 0.80 |
| | 3 | 4 | 4,393 | 56.64 | 40.54 | 2.82 | 0.81 | 0.80 | 0.82 | 0.80 |
| 7–8 | 1 | 4 | 2,897 | 51.85 | 42.77 | 5.38 | 0.76 | 0.75 | 0.78 | 0.76 |
| | 2 | 4 | 2,894 | 50.86 | 42.81 | 6.32 | 0.76 | 0.74 | 0.77 | 0.76 |
| | 3 | 4 | 2,897 | 55.16 | 42.11 | 2.73 | 0.81 | 0.80 | 0.83 | 0.81 |
| 9–12 | 1 | 4 | 4,848 | 53.77 | 41.75 | 4.48 | 0.77 | 0.76 | 0.78 | 0.77 |
| | 2 | 4 | 4,858 | 50.00 | 41.89 | 8.11 | 0.73 | 0.72 | 0.74 | 0.73 |
| | 3 | 4 | 4,845 | 53.42 | 41.69 | 4.89 | 0.78 | 0.77 | 0.79 | 0.78 |

Table 31 provides the proportional distribution of the score point differences between MetriTech and local ratings by grade band and item. For Kindergarten, the percent of zero difference ranged from 94.60% to 98.50% for the one-point items, and 83.53% to 93.44% for the two-point items. For the single 4-point item at Kindergarten, 57.60% of the responses showed zero difference. For grades 1–12, the percent of zero difference ranged from 50.00% to 57.50%. By definition, zero difference is exact agreement.

**Table 31. Percentages of Score Difference between Raters**

| Grade Band | Item # | Max | N-count | Percent of Point Difference Score Difference (MetriTech minus local score) | | | | | | | | |
| | | | | −4 | −3 | −2 | −1 | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 1 | 3,160 | | | | 1.80 | 97.53 | 0.66 | | | |
| | 2 | 1 | 3,160 | | | | 4.50 | 94.60 | 0.90 | | | |
| | 3 | 1 | 3,159 | | | | 1.06 | 98.50 | 0.45 | | | |
| | 4 | 1 | 3,160 | | | | 0.99 | 98.37 | 0.64 | | | |
| | 5 | 2 | 3,160 | | | 0.45 | 5.70 | 91.85 | 1.90 | 0.11 | | |
| | 6 | 2 | 3,160 | | | 0.27 | 4.84 | 93.44 | 1.41 | 0.04 | | |
| | 7 | 2 | 3,160 | | | 0.45 | 11.74 | 83.53 | 4.13 | 0.16 | | |
| | 8 | 4 | 3,159 | | | 0.63 | 10.68 | 57.60 | 28.05 | 2.84 | 0.20 | |
| 1–2 | 1 | 4 | 6,254 | | 0.05 | 2.62 | 22.63 | 56.64 | 16.61 | 1.30 | 0.16 | |
| | 2 | 4 | 6,260 | | 0.03 | 1.57 | 20.88 | 56.49 | 19.42 | 1.50 | 0.10 | 0.02 |
| | 3 | 4 | 6,243 | | 0.06 | 2.15 | 21.05 | 57.41 | 17.49 | 1.68 | 0.14 | 0.02 |
| 3–4 | 1 | 4 | 5,538 | | 0.07 | 1.07 | 14.10 | 54.77 | 27.65 | 2.13 | 0.20 | 0.02 |
| | 2 | 4 | 5,538 | | 0.05 | 0.87 | 12.30 | 55.28 | 29.45 | 1.88 | 0.11 | 0.05 |
| | 3 | 4 | 5,512 | 0.09 | 0.18 | 0.67 | 14.50 | 57.49 | 25.16 | 1.67 | 0.18 | 0.05 |
| 5–6 | 1 | 4 | 4,356 | 0.02 | 0.07 | 0.73 | 15.50 | 53.60 | 26.47 | 3.15 | 0.41 | 0.05 |
| | 2 | 4 | 4,367 | | 0.02 | 0.62 | 13.83 | 57.50 | 25.56 | 2.38 | 0.07 | 0.02 |
| | 3 | 4 | 4,393 | | 0.05 | 0.55 | 15.05 | 56.64 | 25.50 | 2.07 | 0.11 | 0.05 |
| 7–8 | 1 | 4 | 2,897 | | 0.07 | 1.45 | 17.60 | 51.85 | 25.16 | 3.56 | 0.28 | 0.03 |
| | 2 | 4 | 2,894 | 0.03 | 0.31 | 3.39 | 22.53 | 50.86 | 20.28 | 2.38 | 0.14 | 0.07 |
| | 3 | 4 | 2,897 | | 0.03 | 0.59 | 15.81 | 55.16 | 26.30 | 1.90 | 0.17 | 0.03 |
| 9–12 | 1 | 4 | 4,848 | 0.04 | 0.29 | 2.33 | 23.58 | 53.77 | 18.17 | 1.65 | 0.14 | 0.02 |
| | 2 | 4 | 4,858 | 0.04 | 0.33 | 4.80 | 24.13 | 50.00 | 17.76 | 2.68 | 0.27 | |
| | 3 | 4 | 4,845 | 0.02 | 0.21 | 2.77 | 22.29 | 53.42 | 19.40 | 1.80 | 0.08 | 0.02 |

Table 32 provides the mean and standard deviation (SD) of each item for the local raters, the audit (MetriTech) raters, and the mean difference and standard deviation ratio between the two. The mean difference ranged from -0.11 to 0.20, and the SD ratio ranged from 0.13 to 0.88 across all items. The results in the table show relatively good rater agreement.

**Table 32. Comparison between Local and Audit Raters**

| Grade Band | Item | Local Mean | SD | MetriTech Mean | SD | Differences Mean | SD Ratio |
|---|---|---|---|---|---|---|---|
| | 1 | 0.86 | 0.34 | 0.85 | 0.36 | -0.01 | 0.16 |
| | 2 | 0.93 | 0.26 | 0.89 | 0.31 | -0.04 | 0.23 |
| | 3 | 0.84 | 0.37 | 0.79 | 0.40 | -0.05 | 0.25 |
| K | 4 | 0.91 | 0.28 | 0.91 | 0.29 | 0.00 | 0.13 |
| | 5 | 1.22 | 0.88 | 1.19 | 0.89 | -0.03 | 0.31 |
| | 6 | 1.13 | 0.89 | 1.08 | 0.91 | -0.05 | 0.29 |
| | 7 | 0.89 | 0.74 | 0.78 | 0.73 | -0.11 | 0.40 |
| | 8 | 1.62 | 1.04 | 1.78 | 0.95 | 0.16 | 0.67 |
| | 1 | 1.89 | 1.20 | 1.81 | 1.12 | -0.08 | 0.75 |
| 1–2 | 2 | 1.86 | 1.16 | 1.85 | 1.07 | -0.01 | 0.73 |
| | 3 | 1.84 | 1.21 | 1.80 | 1.19 | -0.04 | 0.75 |
| | 1 | 2.13 | 1.15 | 2.29 | 1.06 | 0.16 | 0.74 |
| 3–4 | 2 | 2.17 | 1.11 | 2.37 | 1.02 | 0.20 | 0.72 |
| | 3 | 2.23 | 1.18 | 2.36 | 1.09 | 0.13 | 0.73 |
| | 1 | 2.25 | 1.18 | 2.41 | 1.10 | 0.17 | 0.78 |
| 5–6 | 2 | 2.31 | 1.17 | 2.46 | 1.09 | 0.15 | 0.71 |
| | 3 | 2.38 | 1.19 | 2.52 | 1.14 | 0.14 | 0.72 |
| | 1 | 2.29 | 1.24 | 2.41 | 1.10 | 0.13 | 0.81 |
| 7–8 | 2 | 2.09 | 1.28 | 2.04 | 1.14 | -0.05 | 0.85 |
| | 3 | 2.41 | 1.26 | 2.55 | 1.11 | 0.14 | 0.73 |
| | 1 | 2.35 | 1.21 | 2.29 | 1.11 | -0.07 | 0.79 |
| 9–12 | 2 | 2.14 | 1.25 | 2.04 | 1.13 | -0.11 | 0.88 |
| | 3 | 2.28 | 1.26 | 2.25 | 1.16 | -0.05 | 0.79 |

### *Summary of the 10% Audit Inter-Rater Reliability*

Inter-rater reliability statistics and evidence collected and presented here demonstrate that the local raters and MetriTech raters, in general, had a high degree of agreement on the NYSESLAT scores, with Exact plus Adjacent percent agreement (based on Table 30) ranging from 91.89% to 100%, and the mean difference between local and MetriTech raters (in Table 32) at 0.20 or less.

## 5.6 Accuracy and Consistency of Performance Level Classifications

The 2019 NYSESLAT overall scale scores are used to categorize student performance into one of the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the tests on which they are based, but they are not identical. Glaser (1963) was among the first to draw attention to this distinction, and Feldt & Brennan (1989) extensively reviewed the topic. While test reliability evaluates the consistency of test scores, classification reliability evaluates the consistency of classification.

Consistency in classification (also referred to as classification consistency) represents how well two versions of an assessment with equal difficulty agree (Livingston & Lewis, 1995). It is estimated by using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled and their classifications compared. Classification consistency, then, is the extent to which the test classification of students into performance levels agrees with classifications due to a hypothetical parallel test. The students' scores on the second form are modeled. Classification consistency, therefore, is essentially a measure of the reliability of the classification.

Note that the values of all indexes depend on several factors, such as the reliability of the actual test form, distribution of scores, number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification the student received is consistent with the classification the student would have received on a parallel form. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high.

Classification accuracy is the extent to which the test's classification of students into performance levels agrees with the students' true classification. The students' true scores, and therefore true classification, are not known, but can be modeled. Consistency and accuracy are important to consider in concert. The probability of accuracy represents the agreement between the observed classification, based on the actual test form, and true classification, given the modeled form. Classification accuracy is, essentially, one piece of validity evidence for the test.

Techniques for estimating classification consistency and classification accuracy have been outlined by Hanson (1991), Haertel (1996), Livingston & Lewis (1995), and Young & Yoon (1998). The procedures developed by Livingston & Lewis (1995) were used in assessing the reliability of classifications based on only a single test form administration. The BB-CLASS software was used to derive measures of the accuracy and consistency of the classifications for the 2019 NYSESLAT.

One of the most important classifications based on the NYSESLAT test scores is that of classifying a student as having reached the "Commanding" performance level, since that is one of the key determinants of when a student's English proficiency is sufficient for exiting ELL services. The analyses in this section are based on this dichotomous classification ("Achieves Commanding Status" versus "Does Not Achieve Commanding Status").

The conceptual basis of classification accuracy and classification consistency may be represented graphically as shown in Figures 1 and 2 (adapted from Young & Yoon, 1998).

In Figure 1, correct classifications occur when the classification made based on the average of all theoretical forms agrees with the classification made based on the form actually taken. Misclassifications are defined as cases where a student who achieves a score of "Does Not Achieve Commanding Status" is classified incorrectly as "Achieves Commanding Status" based on his or her all-theoretical forms average. In Figure 2, classification consistency occurs when two forms agree on the classification of a student as either "Achieves Commanding Status" or "Does Not Achieve Commanding Status," whereas inconsistent classification occurs when the classifications based on the forms differ.

**Figure 1.  Classification Accuracy**

| | | Classification made on the form actually taken | |
| --- | --- | --- | --- |
| | | Does Not Achieve Commanding Status | Achieves Commanding Status |
| **True status made on all-theoretical forms average** | Does Not Achieve Commanding Status | Correct Classification | Misclassification |
| | Achieves Commanding Status | Misclassification | Correct Classification |

**Figure 2.  Classification Consistency**

| | | Classification made on the second form taken | |
| --- | --- | --- | --- |
| | | Does Not Achieve Commanding Status | Achieves Commanding Status |
| **Classification made on the first form taken** | Does Not Achieve Commanding Status | Correct Classification | Misclassification |
| | Achieves Commanding Status | Misclassification | Correct Classification |

Table 33 contains the proportions of False Positive and False Negative classifications. The sum of the Accuracy, False Positive, and False Negative values should be equal to 1.00. However, because of rounding, the table values may not always equal 1.00. False Positive and False Negative classifications refer to the mismatch between student true scores and observed scores.

The proportion of student scores misclassified into the category of "Achieves Commanding Status" is labeled as False Positive. The proportion of student scores misclassified into the category "Does Not Achieve Commanding Status," when student scale scores meet proficient status, is contained in the False Negative column.

Table 33 also presents the classification accuracy and consistency results for the "Achieves Commanding Status" cut scores for the overall scale score. Table 33 contains the following information:

- Accuracy
- False Positives
- False Negatives
- Consistency
- Kappa coefficient

It is important to note that classification accuracy and classification consistency provide separate, but complementary, pieces of information about a student's classification. Classification accuracy provides validity information, whereas classification consistency provides information about the reliability of the classification.

Table 33 also illustrates the general rule that classification consistency is lower than classification accuracy. The classification accuracy estimates ranged from 0.95–0.97. The estimates of classification consistency ranged from 0.93–0.96. The estimates of False Positive rates ranged from 0.01–0.03, and the estimates of False Negative rates similarly ranged from 0.01–0.03 across all grades.

The last column in Table 33 shows the estimated kappa coefficient that results from the classification based on the overall scale score. Kappa represents classification agreement that is adjusted for chance. The range of the kappa statistic values was 0.72–0.81, which places them in either the moderate or substantial agreement range.

**Table 33. Classification Accuracy and Consistency by Grade Level**

| Grade Level | Accuracy | False Positives | False Negatives | Consistency | Kappa |
|---|---|---|---|---|---|
| K | 0.95 | 0.03 | 0.02 | 0.93 | 0.76 |
| 1 | 0.97 | 0.01 | 0.01 | 0.96 | 0.72 |
| 2 | 0.97 | 0.01 | 0.01 | 0.96 | 0.72 |
| 3 | 0.96 | 0.02 | 0.02 | 0.95 | 0.73 |
| 4 | 0.96 | 0.02 | 0.02 | 0.94 | 0.74 |
| 5 | 0.95 | 0.02 | 0.03 | 0.93 | 0.76 |
| 6 | 0.95 | 0.02 | 0.03 | 0.93 | 0.81 |
| 7 | 0.95 | 0.02 | 0.02 | 0.94 | 0.80 |
| 8 | 0.95 | 0.03 | 0.02 | 0.93 | 0.79 |
| 9 | 0.97 | 0.02 | 0.01 | 0.96 | 0.73 |
| 10 | 0.96 | 0.03 | 0.01 | 0.94 | 0.74 |
| 11 | 0.96 | 0.03 | 0.02 | 0.94 | 0.75 |
| 12 | 0.97 | 0.02 | 0.01 | 0.95 | 0.73 |

Assessments constructed by MetriTech support the criteria set forth in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014). The judgments made in this technical report regarding test validity are based upon the following[4]:

- Test content: "an analysis of the relationship between a test's content and the construct it is intended to measure" (p. 14)
- Internal structure: "the degree to which the relationships among test items and test components conform to the construct on which the proposed test score interpretations are based" (p. 16)
- Relationships to other variables: "analyses of the relationship of test scores to variables external to the test" (p. 16)

## 6.1 Content Validity

Test content as evidence of validity is predicated on the extent to which test material and items appropriately sample the knowledge, skills, and understanding of the construct or domain being assessed. For NYSESLAT, the requisite knowledge, skills, and understanding are grounded in the New Language Arts Progressions of the Bilingual Common Core Initiative (BCCI). This grounding ensures that the Linguistic Demands central to NYSESLAT are measured. These have been synthesized and embodied in the Targets of Measurement (ToMs) needed to meet the discipline-specific New Language Arts Progressions of the Bilingual Common Core Initiative at the corresponding grade-band level. To ensure content validity of the assessment, multiple steps were taken to align the NYSESLAT passages and items to the ToMs along the continuum of proficiency levels contained in the NYSESLAT Performance Level Descriptions (PLDs).

MetriTech psychometricians, test development experts, and ESL specialists, based on specifications from NYSED, developed a test blueprint (see Chapter 2 for further details) that includes items that measure all ToMs across the spectrum of difficulty levels. The assessment includes multiple-choice and constructed-response items.

Passage writers and item writers for the NYSESLAT received thorough training on the ToMs, PLDs, and test specifications before being given passage and item writing assignments. New York State educators participated in the passage review and item review processes. This review included evaluating the extent to which an item measured the identified ToM and PLD, among other characteristics.

ToMs and PLDs were just two of several criteria—including item statistics, subject area diversity, and gender and ethnic balance of passages and items—that were taken into consideration by MetriTech test development experts, ESL specialists, NYSED assessment specialists, and NYSED content specialists during form construction. Scrutiny of test forms by all parties ensured that the forms reflected thorough and requisite coverage of the ToMs and the five performance levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

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[4] The page numbers in parentheses refer to the page numbers in the Standards for Educational and Psychological Testing, 2014.

Following form construction, item maps were created for each form in order to show this coverage. NYSED staff members reviewed the item maps to confirm the alignment of a given form to the ToMs and PLDs. This item mapping is detailed in Tables A1 through A6 of Appendix A as evidence for the alignment to the ToMs and PLDs.

## 6.2 Internal Structure

A coherent assessment selects tasks for inclusion that contribute positively to the total result. One way of providing evidence for this is to assess the interrelationship of the tasks for the test, referred to as the internal structure of the assessment. The following questions are often posed to investigate the internal structure of education assessments (Nitko, 2004):

- Do all of the assessment tasks "work together," so that each task contributes positively toward assessing the quality of interest?
- If different parts of the assessment procedure are to provide unique information, do the results support this uniqueness?
- If different parts of the assessment procedure are to provide the same or similar information, do the results support this?

### Modality Intercorrelations

Correlations based on raw scores of the four modalities (Speaking, Listening, Reading, and Writing) were calculated to investigate the answers to these questions. Table 34 and Table 35 show the intercorrelation of the four modalities by grade band and grade level. The evidence of internal structure of the 2019 NYSESLAT can also be illustrated by examining the point-biserial correlation coefficients in Appendix B and fit statistics (see Section 7.5 for discussion) in Appendix C.

**Table 34. Intercorrelation between the Modality Scale Scores and Total Scale Scores by Grade Band (All Schools)**

| Grade Band | Modality | Correlation Coefficient | | | | |
|---|---|---|---|---|---|---|
| | | Listening | Reading | Speaking | Writing | Total |
| K | Listening | 1.00 | | | | |
| | Reading | 0.59 | 1.00 | | | |
| | Speaking | 0.50 | 0.48 | 1.00 | | |
| | Writing | 0.57 | 0.77 | 0.55 | 1.00 | |
| | Total | 0.78 | 0.84 | 0.80 | 0.87 | 1.00 |
| 1–2 | Listening | 1.00 | | | | |
| | Reading | 0.76 | 1.00 | | | |
| | Speaking | 0.55 | 0.45 | 1.00 | | |
| | Writing | 0.66 | 0.66 | 0.60 | 1.00 | |
| | Total | 0.86 | 0.83 | 0.80 | 0.88 | 1.00 |
| 3–4 | Listening | 1.00 | | | | |
| | Reading | 0.77 | 1.00 | | | |
| | Speaking | 0.54 | 0.49 | 1.00 | | |
| | Writing | 0.63 | 0.65 | 0.66 | 1.00 | |
| | Total | 0.84 | 0.82 | 0.83 | 0.88 | 1.00 |
| 5–6 | Listening | 1.00 | | | | |
| | Reading | 0.78 | 1.00 | | | |
| | Speaking | 0.53 | 0.49 | 1.00 | | |
| | Writing | 0.61 | 0.63 | 0.67 | 1.00 | |
| | Total | 0.83 | 0.82 | 0.83 | 0.88 | 1.00 |
| 7–8 | Listening | 1.00 | | | | |
| | Reading | 0.81 | 1.00 | | | |
| | Speaking | 0.52 | 0.52 | 1.00 | | |
| | Writing | 0.60 | 0.65 | 0.68 | 1.00 | |
| | Total | 0.82 | 0.84 | 0.84 | 0.89 | 1.00 |
| 9–12 | Listening | 1.00 | | | | |
| | Reading | 0.81 | 1.00 | | | |
| | Speaking | 0.59 | 0.56 | 1.00 | | |
| | Writing | 0.62 | 0.64 | 0.69 | 1.00 | |
| | Total | 0.85 | 0.84 | 0.86 | 0.88 | 1.00 |

**Table 35.  Intercorrelation between the Modality Scale Scores and Total Scale Scores by Grade Level (All Schools)**

| Grade Level | Modality | Correlation Coefficient | | | | |
|---|---|---|---|---|---|---|
| | | Listening | Reading | Speaking | Writing | Total |
| K | Listening | 1.00 | | | | |
| | Reading | 0.59 | 1.00 | | | |
| | Speaking | 0.50 | 0.48 | 1.00 | | |
| | Writing | 0.57 | 0.77 | 0.55 | 1.00 | |
| | Total | 0.78 | 0.84 | 0.80 | 0.87 | 1.00 |
| 1 | Listening | 1.00 | | | | |
| | Reading | 0.71 | 1.00 | | | |
| | Speaking | 0.53 | 0.39 | 1.00 | | |
| | Writing | 0.64 | 0.61 | 0.55 | 1.00 | |
| | Total | 0.84 | 0.77 | 0.80 | 0.86 | 1.00 |
| 2 | Listening | 1.00 | | | | |
| | Reading | 0.75 | 1.00 | | | |
| | Speaking | 0.56 | 0.49 | 1.00 | | |
| | Writing | 0.64 | 0.67 | 0.64 | 1.00 | |
| | Total | 0.85 | 0.84 | 0.82 | 0.88 | 1.00 |
| 3 | Listening | 1.00 | | | | |
| | Reading | 0.76 | 1.00 | | | |
| | Speaking | 0.53 | 0.47 | 1.00 | | |
| | Writing | 0.62 | 0.63 | 0.64 | 1.00 | |
| | Total | 0.83 | 0.81 | 0.83 | 0.88 | 1.00 |
| 4 | Listening | 1.00 | | | | |
| | Reading | 0.78 | 1.00 | | | |
| | Speaking | 0.55 | 0.51 | 1.00 | | |
| | Writing | 0.63 | 0.65 | 0.67 | 1.00 | |
| | Total | 0.84 | 0.83 | 0.84 | 0.89 | 1.00 |
| 5 | Listening | 1.00 | | | | |
| | Reading | 0.77 | 1.00 | | | |
| | Speaking | 0.51 | 0.48 | 1.00 | | |
| | Writing | 0.60 | 0.62 | 0.66 | 1.00 | |
| | Total | 0.82 | 0.81 | 0.83 | 0.88 | 1.00 |
| 6 | Listening | 1.00 | | | | |
| | Reading | 0.78 | 1.00 | | | |
| | Speaking | 0.54 | 0.50 | 1.00 | | |
| | Writing | 0.62 | 0.64 | 0.68 | 1.00 | |
| | Total | 0.84 | 0.82 | 0.83 | 0.89 | 1.00 |

**Table 35.  Intercorrelation between the Modality Scale Scores and Total Scale Scores by Grade Level  (All Schools) (continued)**

| Grade Level | Modality | Correlation Coefficient | | | | |
|---|---|---|---|---|---|---|
| | | Listening | Reading | Speaking | Writing | Total |
| 7 | Listening | 1.00 | | | | |
| | Reading | 0.80 | 1.00 | | | |
| | Speaking | 0.52 | 0.52 | 1.00 | | |
| | Writing | 0.60 | 0.64 | 0.68 | 1.00 | |
| | Total | 0.82 | 0.83 | 0.84 | 0.89 | 1.00 |
| 8 | Listening | 1.00 | | | | |
| | Reading | 0.82 | 1.00 | | | |
| | Speaking | 0.52 | 0.53 | 1.00 | | |
| | Writing | 0.60 | 0.65 | 0.68 | 1.00 | |
| | Total | 0.82 | 0.85 | 0.84 | 0.88 | 1.00 |
| 9 | Listening | 1.00 | | | | |
| | Reading | 0.80 | 1.00 | | | |
| | Speaking | 0.60 | 0.55 | 1.00 | | |
| | Writing | 0.63 | 0.64 | 0.72 | 1.00 | |
| | Total | 0.84 | 0.82 | 0.88 | 0.89 | 1.00 |
| 10 | Listening | 1.00 | | | | |
| | Reading | 0.80 | 1.00 | | | |
| | Speaking | 0.57 | 0.54 | 1.00 | | |
| | Writing | 0.60 | 0.63 | 0.67 | 1.00 | |
| | Total | 0.84 | 0.84 | 0.84 | 0.87 | 1.00 |
| 11 | Listening | 1.00 | | | | |
| | Reading | 0.79 | 1.00 | | | |
| | Speaking | 0.55 | 0.52 | 1.00 | | |
| | Writing | 0.58 | 0.60 | 0.64 | 1.00 | |
| | Total | 0.84 | 0.84 | 0.82 | 0.86 | 1.00 |
| 12 | Listening | 1.00 | | | | |
| | Reading | 0.85 | 1.00 | | | |
| | Speaking | 0.67 | 0.64 | 1.00 | | |
| | Writing | 0.67 | 0.69 | 0.67 | 1.00 | |
| | Total | 0.89 | 0.89 | 0.86 | 0.88 | 1.00 |

Observations of the language proficiency assessment modality in Table 34 are as follows:

- Listening and Reading are moderately correlated across grade bands, ranging from 0.59–0.81.
- Listening and Speaking are moderately correlated across grade bands, ranging from 0.50–0.59.
- Listening and Writing are moderately correlated across grade bands, ranging from 0.57–0.66.
- Reading and Writing are moderately correlated across grade bands, ranging from 0.63–0.77.
- Speaking and Reading are moderately correlated across grade bands, ranging from 0.45–0.56.
- Speaking and Writing are moderately correlated across grade bands, ranging from 0.55–0.69.

The results of these internal correlations follow what is theoretically expected, that the Listening and Reading modalities have the highest correlation range (from 0.59 to 0.81) across the six grade bands. The Speaking and Reading subtests have the lowest correlation range (from 0.45 to 0.56).

The following bullet list contains some observations regarding the NYSESLAT modalities and the results found in Table 35:

Grades K–12

- The correlation between Listening and Reading varies between 0.59 and 0.85.
- The correlation between Listening and Speaking varies between 0.50 and 0.67.
- The correlation between Listening and Writing varies between 0.55 and 0.64.
- The correlation between Reading and Writing varies between 0.60 and 0.77.
- The correlation between Speaking and Reading varies between 0.39 and 0.64.
- The correlation between Speaking and Writing varies between 0.55 and 0.72.

Again, the internal correlations and, thus, the internal structure of the test, follow theoretical expectations for the most part. The fact that the modality correlations are less than one affirms the expectation that there is unique variance associated with each of the four modalities.

***Dimensionality Analysis***

The current NYSESLAT is based on the use of the underlying Rasch model at the individual modality level. A key assumption in this psychometric model is that the modality is essentially unidimensional.

A dimensionality analysis was conducted to verify that the unidimensionality assumption holds for each of the four modalities. The analysis begins with decomposition of the modality item intercorrelations with a principal component analysis (PCA).

For each grade band, the item intercorrelation matrices were determined. The current analysis was done using Pearson correlations (Phi correlations). Performing PCA of a matrix using

Pearson correlations can sometimes result in a phantom difficulty component when the items are multiple choice. In that situation, the use of Tetrachoric correlations may be preferable. However, a review of the results from the (Pearson) correlations for the Listening and Reading modalities does not suggest the presence of a second component that was significantly greater than the default 1.0 Eigenvalue cutoff, so there did not appear to be a reason for re-analysis using Tetrachoric correlations. A review of the scree plots (in Figures 3–26), showing the Eigenvalues resulting from the PCA, verify that the NYSESLAT modalities are essentially unidimensional.

**Figure 3. Principal Component Analysis Scree Plot – Gr. K Listening Modality**
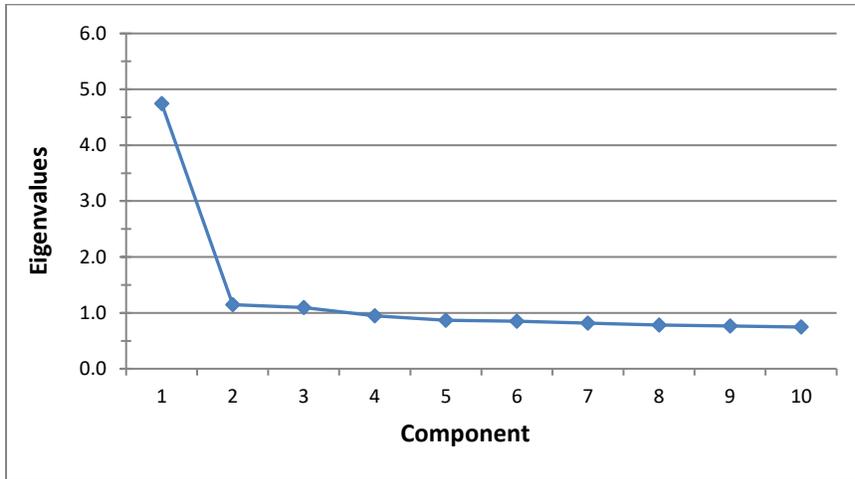


**Figure 4. Principal Component Analysis Scree Plot – Gr. 1–2 Listening Modality**
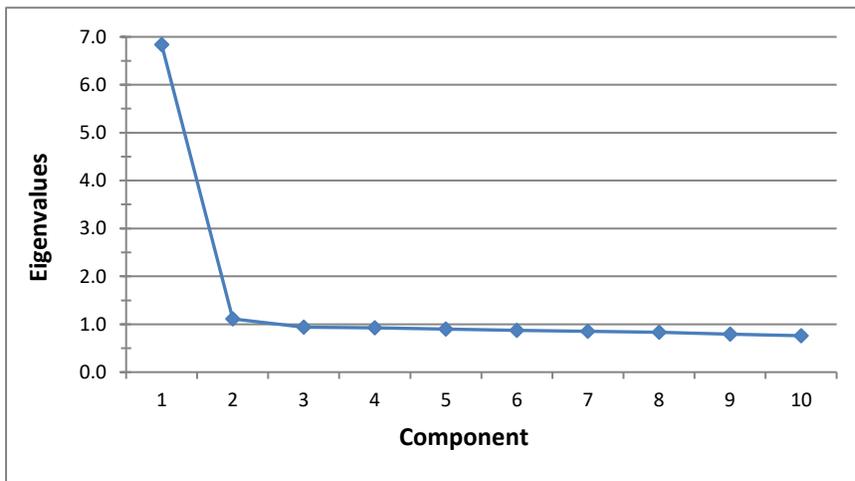
**Figure 5. Principal Component Analysis Scree Plot – Gr. 3–4 Listening Modality**
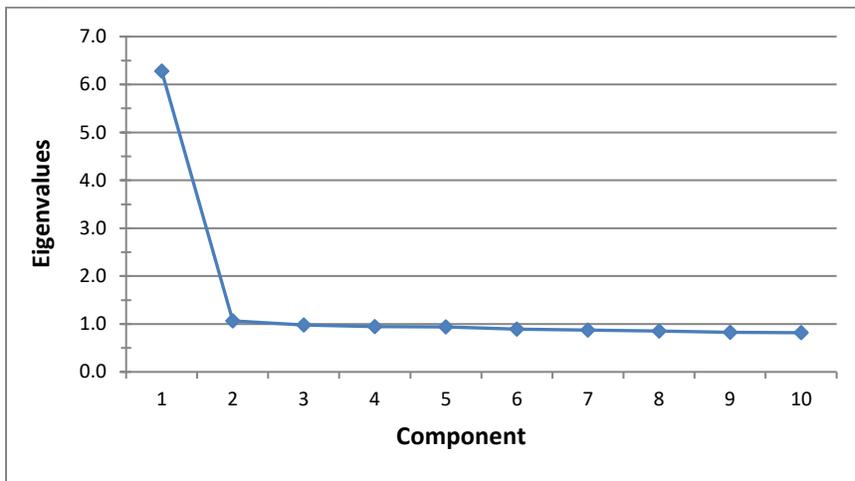


**Figure 6. Principal Component Analysis Scree Plot – Gr. 5–6 Listening Modality**
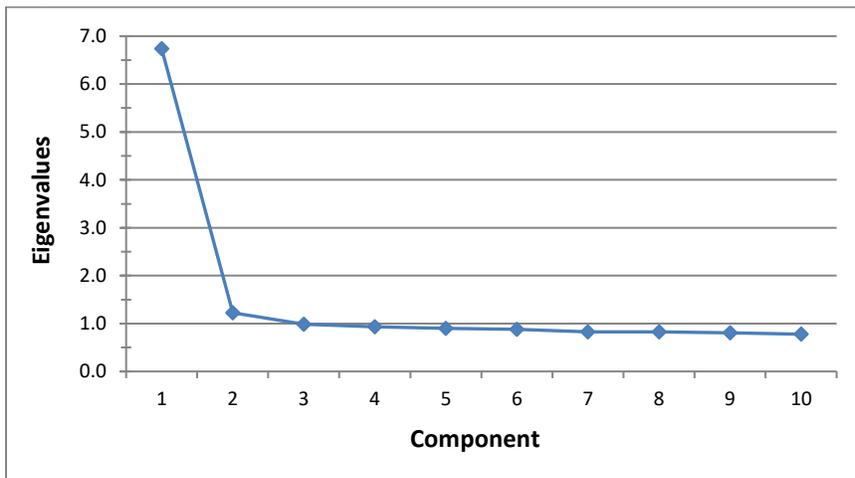


**Figure 7. Principal Component Analysis Scree Plot – Gr. 7–8 Listening Modality**
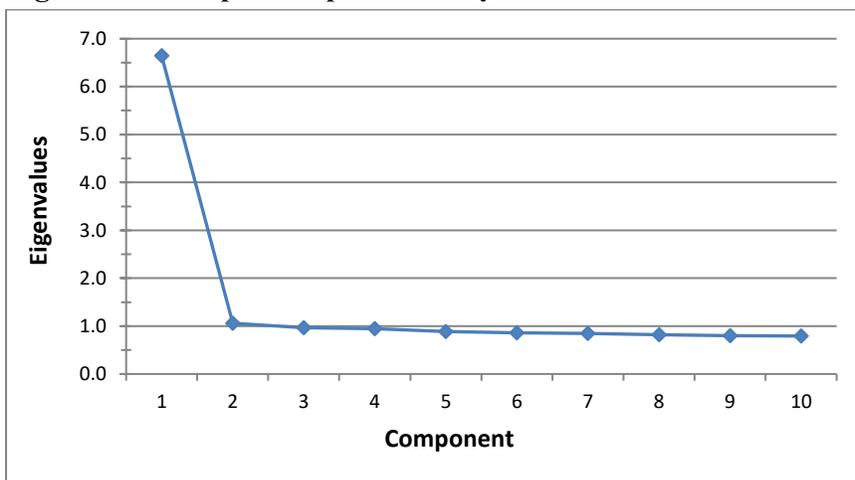
**Figure 8.  Principal Component Analysis Scree Plot – Gr. 9–12 Listening Modality**
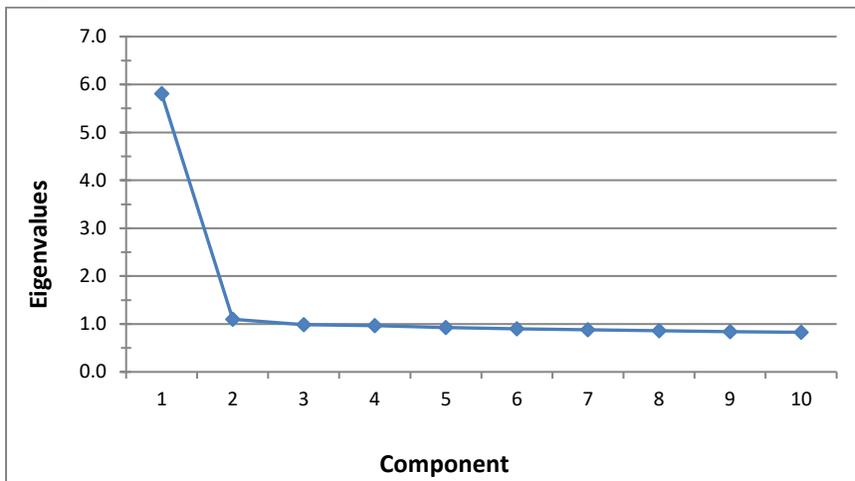


**Figure 9.  Principal Component Analysis Scree Plot – Gr. K Reading Modality**
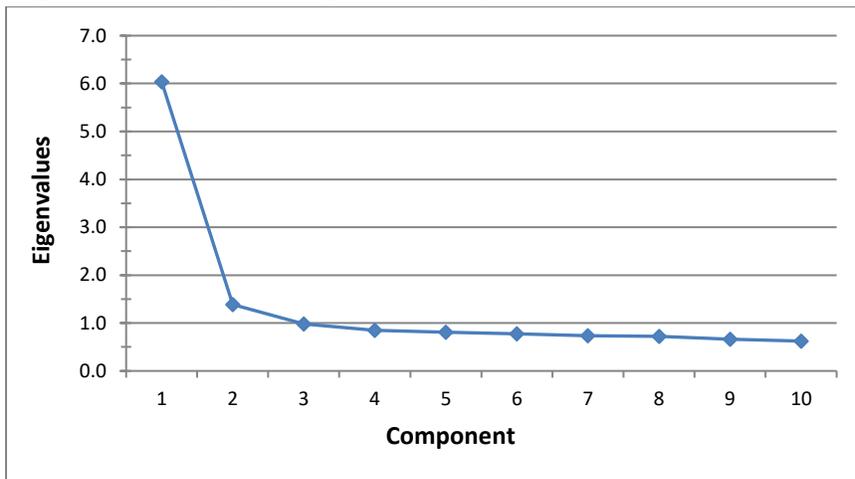


**Figure 10.  Principal Component Analysis Scree Plot – Gr. 1–2 Reading Modality**
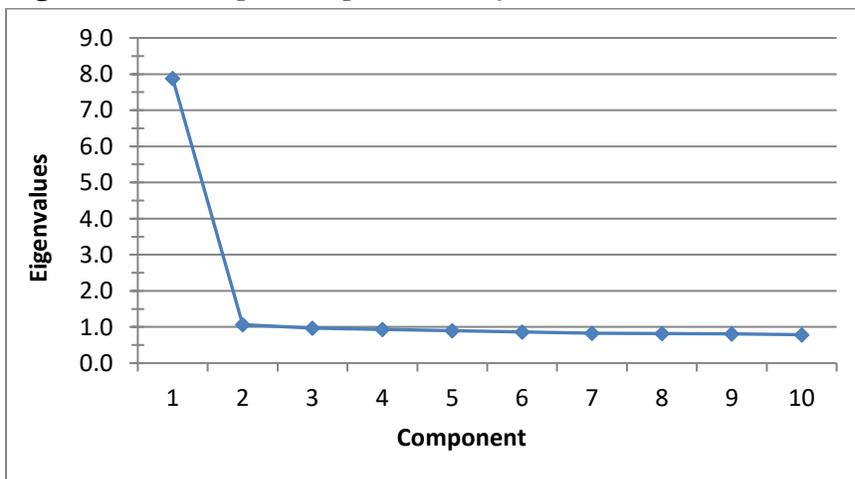
**Figure 11. Principal Component Analysis Scree Plot – Gr. 3–4 Reading Modality**
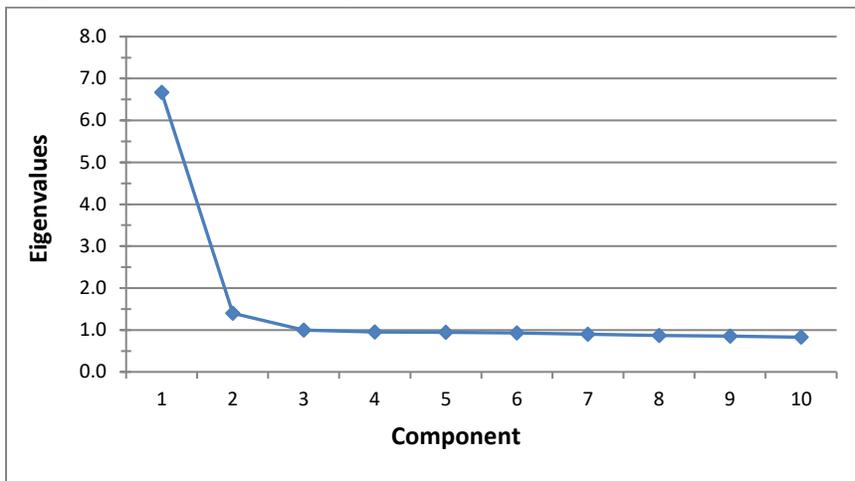


**Figure 12. Principal Component Analysis Scree Plot – Gr. 5–6 Reading Modality**
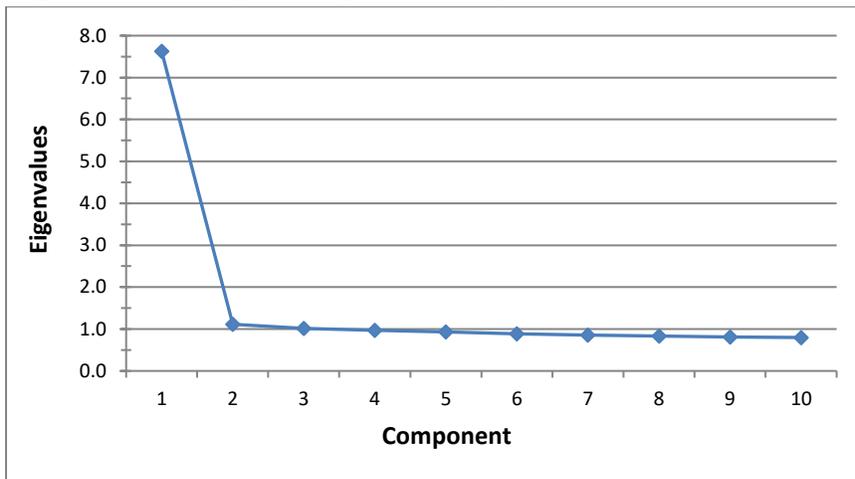


**Figure 13. Principal Component Analysis Scree Plot – Gr. 7–8 Reading Modality**
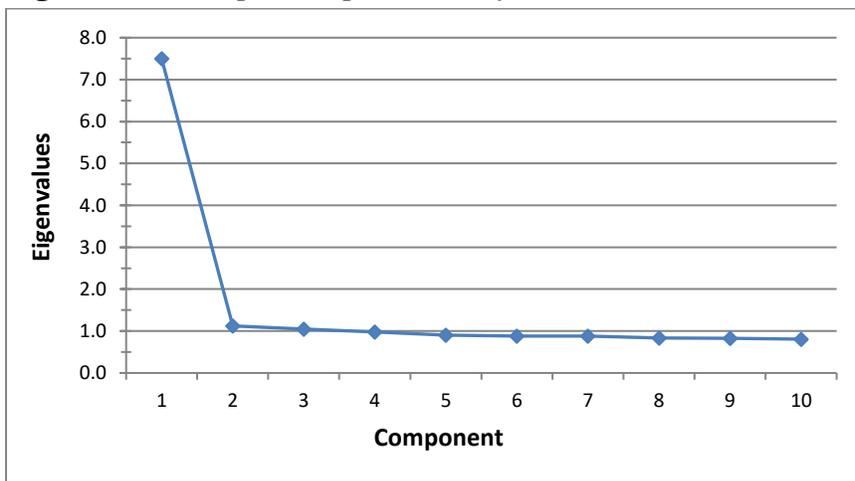
**Figure 14. Principal Component Analysis Scree Plot – Gr. 9–12 Reading Modality**
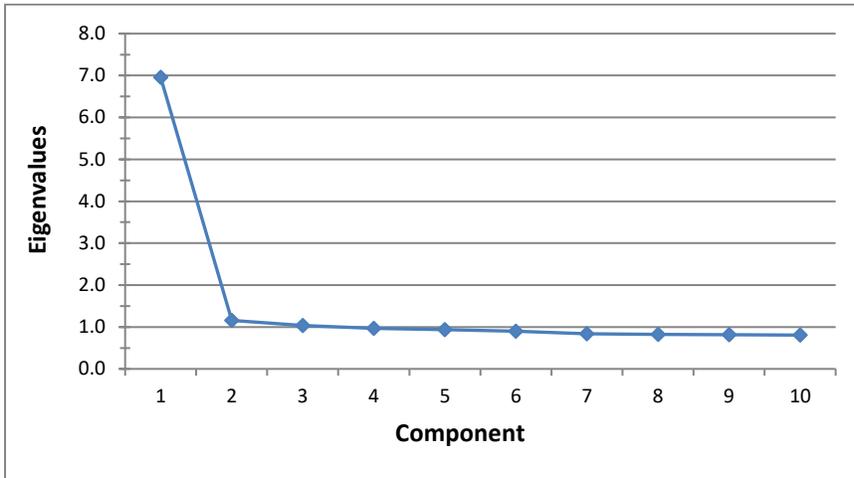


**Figure 15. Principal Component Analysis Scree Plot – Gr. K Speaking Modality**
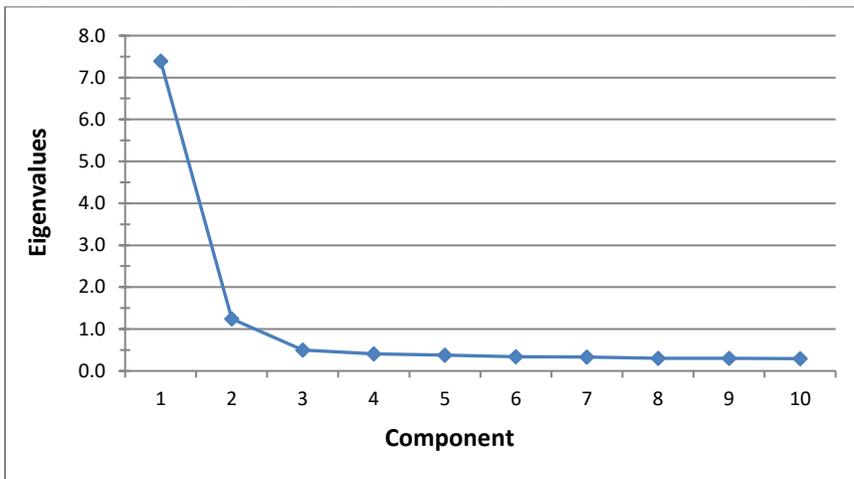


**Figure 16. Principal Component Analysis Scree Plot – Gr. 1–2 Speaking Modality**
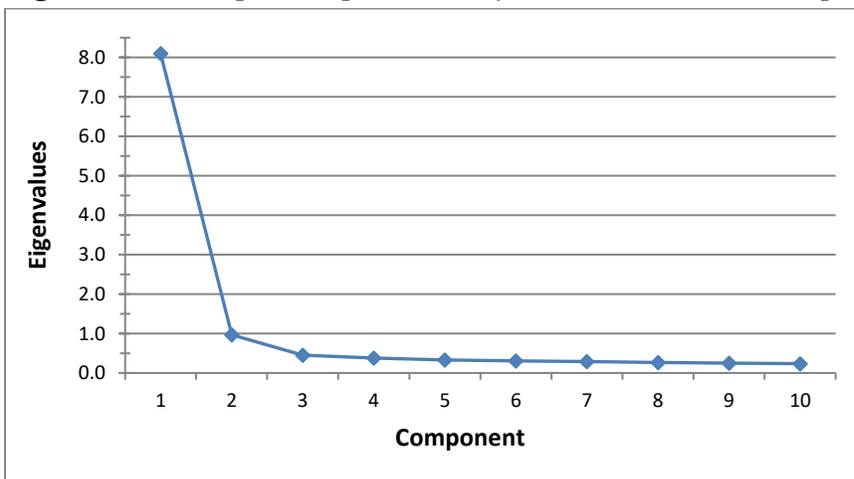
**Figure 17.  Principal Component Analysis Scree Plot – Gr. 3–4 Speaking Modality**
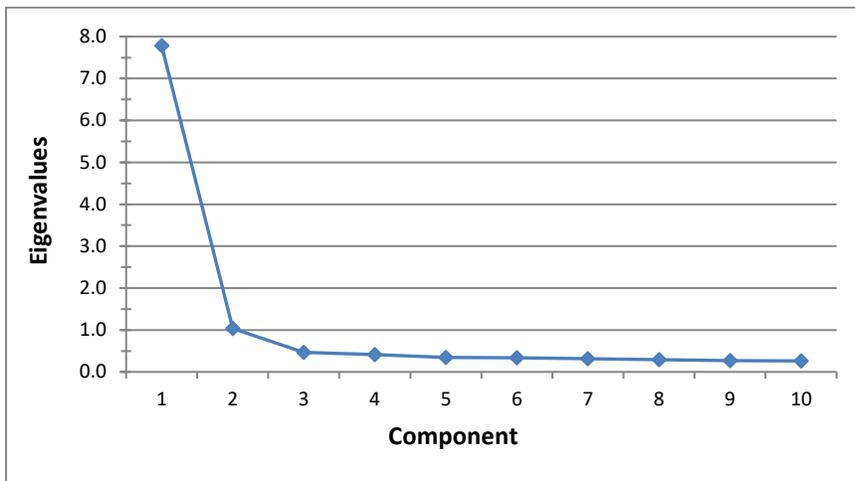


**Figure 18.  Principal Component Analysis Scree Plot – Gr. 5–6 Speaking Modality**
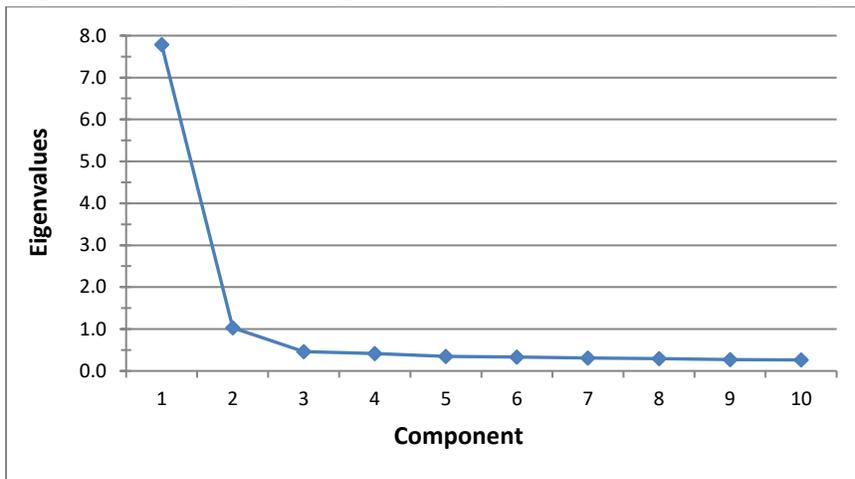


**Figure 19.  Principal Component Analysis Scree Plot – Gr. 7–8 Speaking Modality**
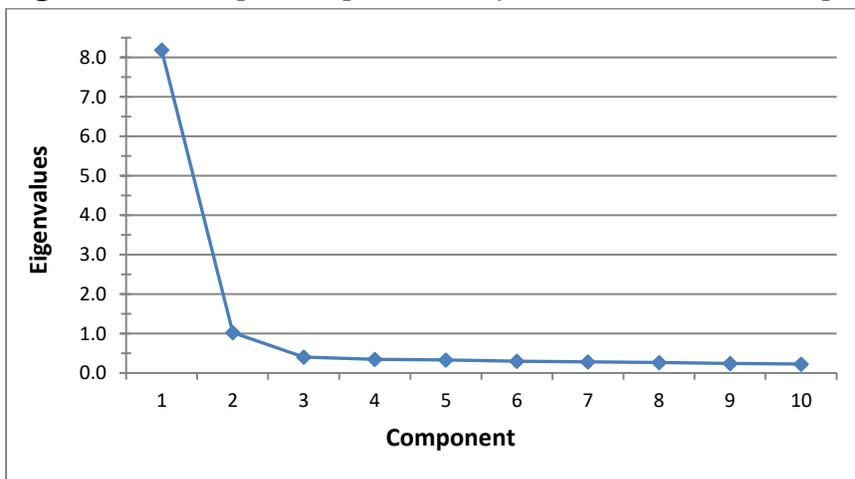
**Figure 20.  Principal Component Analysis Scree Plot – Gr. 9–12 Speaking Modality**
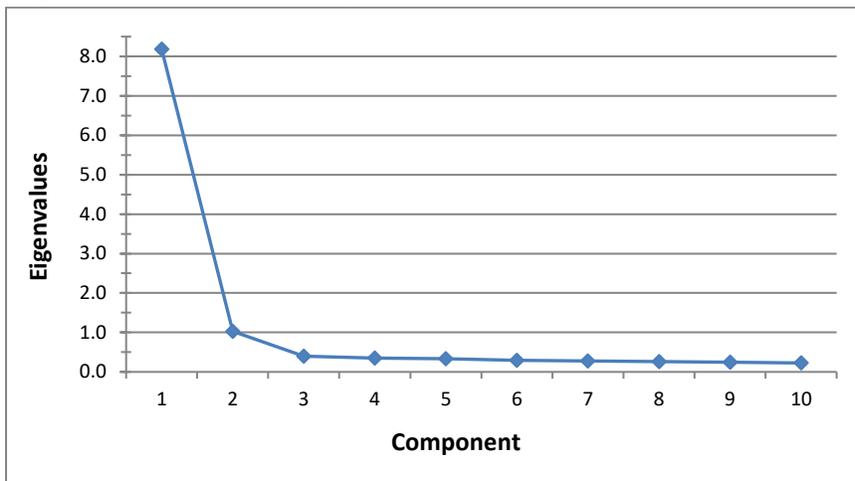


**Figure 21.  Principal Component Analysis Scree Plot – Gr. K Writing Modality**
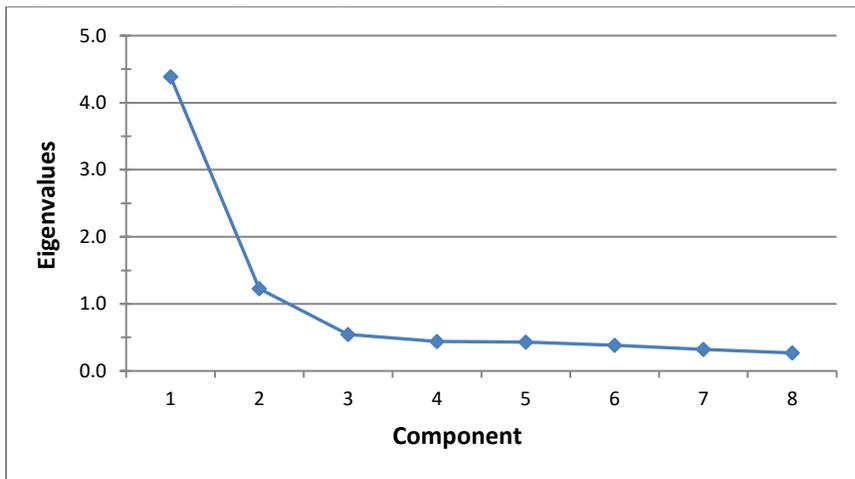


**Figure 22.  Principal Component Analysis Scree Plot – Gr. 1–2 Writing Modality**
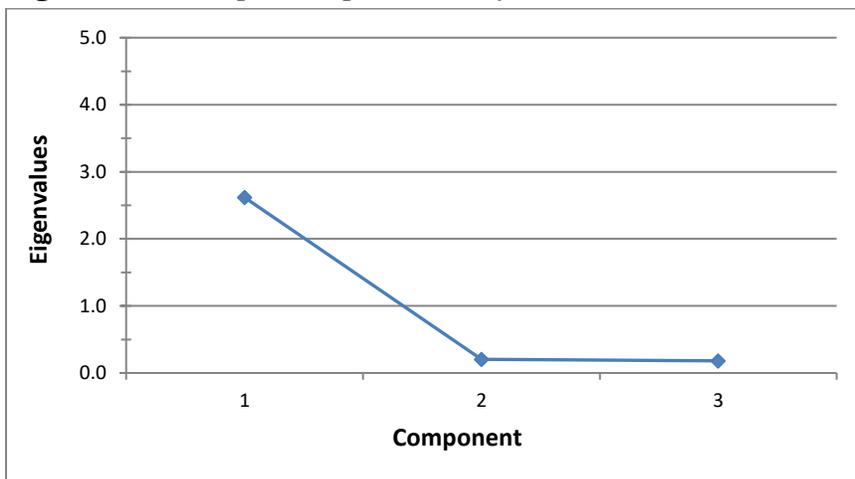
**Figure 23.  Principal Component Analysis Scree Plot – Gr. 3–4 Writing Modality**
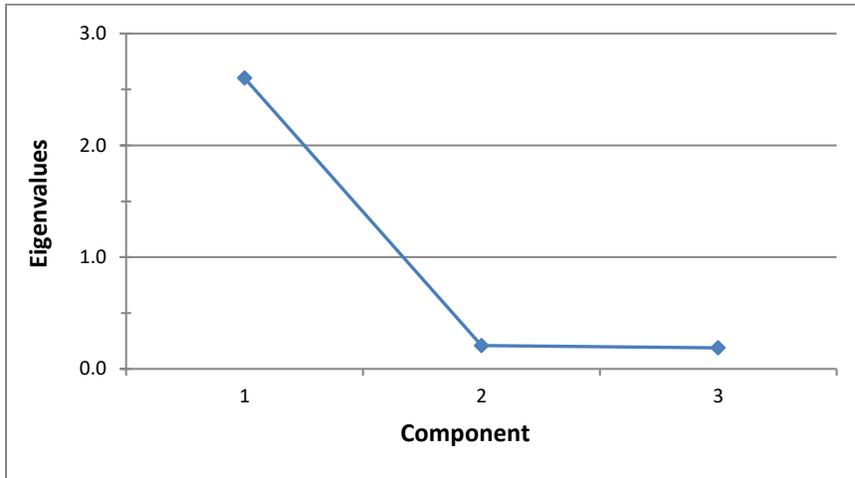


**Figure 24.  Principal Component Analysis Scree Plot – Gr. 5–6 Writing Modality**
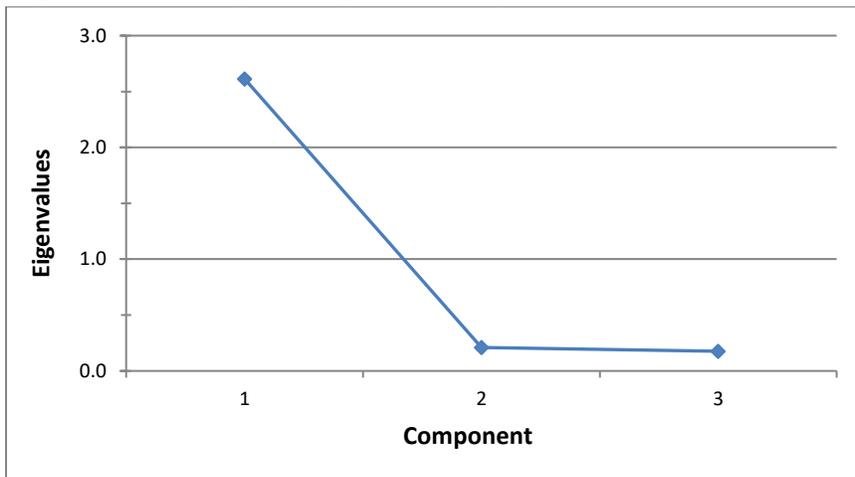


**Figure 25.  Principal Component Analysis Scree Plot – Gr. 7–8 Writing Modality**
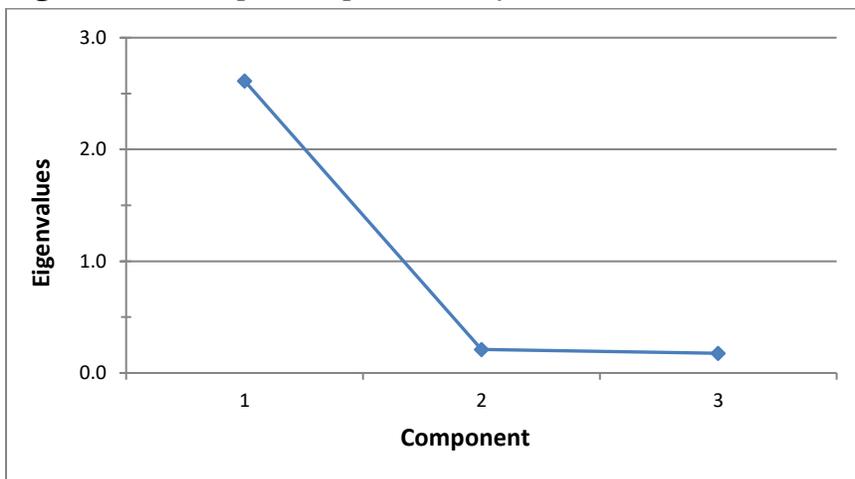
**Figure 26.  Principal Component Analysis Scree Plot – Gr. 9–12 Writing Modality**
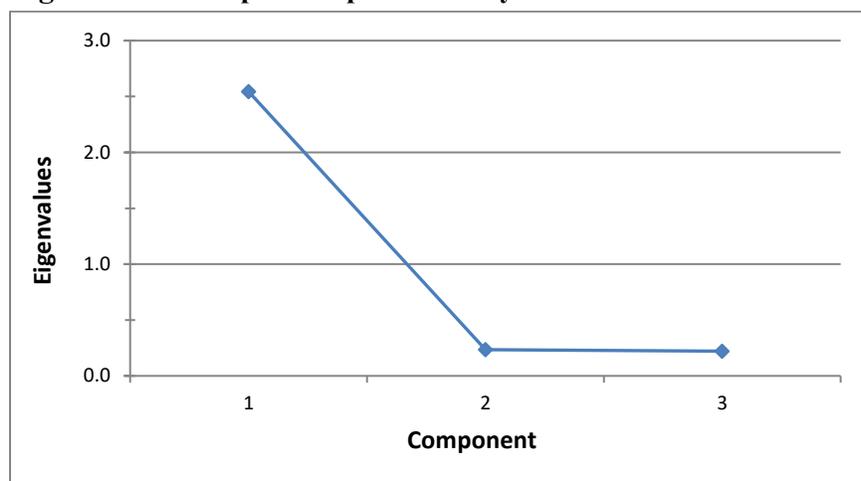


## 6.3 External Structure

An additional source of validity evidence is sometimes called external criterion validity. To provide evidence of this, the relationship of the NYSESLAT with an external criterion was assessed. In particular, the data from two other tests were used. For ELL students in grades 3–8, data from those who took both the NYSESLAT in April/May 2019 and the New York State English Language Arts (ELA) Test in April 2019 were examined. In New York State, all ELL students, with the exception of first-year ELL students, must take the ELA Test. For ELL students in grades 10–12, data from those who took both the NYSESLAT in April/May 2019 and the New York Regents Examination in English Language Arts in June 2019 were analyzed. The Regents Exam in English Language Arts is an end-of-course exam that all high school students, including ELL students, are required to pass as a high school graduation requirement. Students may take the exam in any grade, but most students take the exam in grade 11.

Because the NYSESLAT is intended to be a measure of annual student progress in the achievement of academic English language proficiency, it should be expected that ELL students who score proficient on the NYSESLAT would be able to perform well in mainstream classrooms. Therefore, they should, in theory, have a similar chance to demonstrate proficiency on the grades 3–8 ELA Test and the Regents Exam in English as those native English speakers who are required to take the State examinations. Hence, there should be a positive relationship between the NYSESLAT and the grades 3–8 ELA Test and the Regents Exam in English, wherein those who perform well on the NYSESLAT are generally expected to perform well on the English component of the other two State testing programs.

### 6.3.1 Relationship with the New York State English Language Arts (ELA) Test (Grades 3–8)

Table 36 gives the sample size (N-Count), minimum and maximum observed scores, means, standard deviations, and the correlation between the ELA Test and the NYSESLAT overall scale score for each grade from grades 3–8.

The correlations between the ELA Test and the NYSESLAT scale scores of the scale scores for the combined Reading and Writing modalities ranged from 0.65 to 0.70 across the six grades.

The correlations are positive between the two tests, which is logical since the modalities tested in the NYSESLAT are the same as those in the ELA Test. The correlations between the ELA Test scale scores and the NYSESLAT total scale scores ranged from 0.66 to 0.69 across the six grades. It is worth noting that the NYSESLAT total combined scale scores include the Listening and Speaking modalities, while the ELA Test does not include Listening and Speaking portions.

In sum, a positive relationship exists between the NYSESLAT and the ELA Test, which provides evidence of the external structure check and demonstrates a positive relationship (moderate) between the two exams. It can be reasonably concluded that higher scores on the NYSESLAT are associated with higher scores on the ELA Test for each grade examined in this study.

**Table 36. Descriptive Statistics of the NYSESLAT Scale Scores of All Modalities and Their Correlation with the ELA Test Total Scale Scores**

| Grade | N-Count | Modality | SS Mean | SS SD | Sample Min. | Sample Max. | Correlation with ELA |
|-------|---------|----------|---------|-------|-------------|-------------|----------------------|
| 3 | 18,013 | Listening | 65.19 | 9.39 | 30 | 90 | 0.60 |
|   | 18,013 | Reading | 63.35 | 9.31 | 30 | 90 | 0.68 |
|   | 18,013 | Speaking | 80.05 | 10.38 | 30 | 90 | 0.33 |
|   | 18,013 | Writing | 61.46 | 12.24 | 30 | 90 | 0.57 |
|   | 18,013 | R/W | 124.82 | 19.08 | 60 | 180 | 0.70 |
|   | 18,013 | Total | 270.06 | 32.56 | 120 | 358 | 0.69 |
| 4 | 16,556 | Listening | 68.34 | 9.60 | 30 | 90 | 0.58 |
|   | 16,556 | Reading | 66.44 | 9.50 | 30 | 90 | 0.65 |
|   | 16,556 | Speaking | 81.81 | 10.07 | 30 | 90 | 0.35 |
|   | 16,556 | Writing | 64.86 | 12.64 | 30 | 90 | 0.54 |
|   | 16,556 | R/W | 131.30 | 19.60 | 60 | 180 | 0.66 |
|   | 16,556 | Total | 281.44 | 33.25 | 120 | 360 | 0.66 |
| 5 | 14,189 | Listening | 66.85 | 9.95 | 30 | 90 | 0.58 |
|   | 14,189 | Reading | 61.69 | 8.77 | 30 | 90 | 0.66 |
|   | 14,189 | Speaking | 82.62 | 10.25 | 30 | 90 | 0.33 |
|   | 14,189 | Writing | 63.58 | 12.96 | 30 | 90 | 0.52 |
|   | 14,189 | R/W | 125.27 | 19.15 | 60 | 180 | 0.65 |
|   | 14,189 | Total | 274.74 | 33.05 | 120 | 360 | 0.66 |
| 6 | 13,221 | Listening | 68.39 | 10.62 | 30 | 90 | 0.59 |
|   | 13,221 | Reading | 63.93 | 9.57 | 30 | 90 | 0.65 |
|   | 13,221 | Speaking | 83.14 | 10.23 | 30 | 90 | 0.36 |
|   | 13,221 | Writing | 65.41 | 13.68 | 30 | 90 | 0.53 |
|   | 13,221 | R/W | 129.34 | 20.67 | 60 | 180 | 0.65 |
|   | 13,221 | Total | 280.87 | 35.41 | 120 | 360 | 0.66 |
| 7 | 11,049 | Listening | 63.60 | 8.59 | 30 | 90 | 0.58 |
|   | 11,049 | Reading | 64.70 | 9.93 | 30 | 90 | 0.64 |
|   | 11,049 | Speaking | 81.07 | 11.64 | 30 | 90 | 0.39 |
|   | 11,049 | Writing | 64.50 | 13.80 | 30 | 90 | 0.56 |
|   | 11,049 | R/W | 129.20 | 21.26 | 60 | 180 | 0.66 |
|   | 11,049 | Total | 273.86 | 35.86 | 120 | 360 | 0.66 |

**Table 36. Descriptive Statistics of the NYSESLAT Scale Scores of All Modalities and Their Correlation with the ELA Test Total Scale Scores (continued)**

| Grade | N-Count | Modality | SS Mean | SS SD | Sample Min. | Sample Max. | Correlation with ELA |
|-------|---------|----------|---------|-------|-------------|-------------|----------------------|
|       | 9,881   | Listening | 64.51  | 9.30  | 30          | 90          | 0.59                 |
|       | 9,881   | Reading  | 66.08   | 10.40 | 30          | 90          | 0.63                 |
|       | 9,881   | Speaking | 80.47   | 12.39 | 30          | 90          | 0.43                 |
| 8     | 9,881   | Writing  | 65.52   | 14.51 | 30          | 90          | 0.59                 |
|       | 9,881   | R/W      | 131.60  | 22.49 | 60          | 180         | 0.67                 |
|       | 9,881   | Total    | 276.58  | 38.50 | 120         | 360         | 0.68                 |

*Performance Level Comparisons*

As an additional way to demonstrate the positive relationship between the two exams, a cross tabulation of the performance levels of the ELA Test and NYSESLAT was performed. Tables 37 through 42 contain the frequency (percentage) distributions of the ELA performance level and the NYSESLAT performance level for each grade from grades 3–8. Students classified below Commanding on the NYSESLAT would not be expected to reach levels 3 or 4 on the ELA exam.

In Table 37, close to 90% of the grade 3 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning on the NYSESLAT, the majority scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, about 80% scored at either Level 1 or Level 2 on the State ELA Test. Of the students classified as Commanding on the NYSESLAT, about 39% were classified as either Level 1 or Level 2; about 60% scored at Levels 3 or 4 on the ELA Test.

**Table 37. Grade 3: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
|----------|-----------------------------|--|--|--|--|
|          | Entering (N= 93) | Emerging (N=1,088) | Transitioning (N=4,598) | Expanding (N= 9,710) | Commanding (N=2,524) |
| Level 1  | 86.02 | 91.45 | 70.40 | 23.40 | 3.37 |
| Level 2  | 11.83 | 7.63  | 27.84 | 56.23 | 36.01 |
| Level 3  | 2.15  | 0.92  | 1.74  | 20.09 | 57.13 |
| Level 4  |       |       | 0.02  | 0.28  | 3.49 |
| Total    | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

In Table 38, nearly all of the grade 4 students classified as Entering or Emerging on the NYSESLAT scored at Level 1 on the State ELA Test. Of the students classified as Transitioning, 87% were classified as Level 1 and almost 12% were classified as Level 2 on the State ELA Test. Of the students classified as Expanding on the NYSESLAT, 91% of them were classified as either Level 1 or Level 2 on the ELA Test: only 8% scored at either Level 3 or Level 4 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 69% of them were classified as either Level 1 or Level 2 on the ELA Test, while about 31% of them were classified as either Level 3 or Level 4 on the ELA Test.

**Table 38. Grade 4: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| | Entering (N= 152) | Emerging (N=1,043) | Transitioning (N=3,218) | Expanding (N=9,188) | Commanding (N=2,955) |
| Level 1 | 95.39 | 96.55 | 87.26 | 48.45 | 16.41 |
| Level 2 | 2.63 | 3.07 | 11.68 | 43.15 | 52.55 |
| Level 3 | 1.32 | 0.29 | 1.03 | 8.03 | 28.12 |
| Level 4 | 0.66 | 0.10 | 0.03 | 0.36 | 2.91 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

In Table 39, almost all of the grade 5 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students who classified as Expanding on the NYSESLAT, about 98% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students who classified as Commanding on the NYSESLAT, 48% of them were classified as Level 1, 40% as Level 2, and 12% of them were classified as either Level 3 or Level 4 on the ELA Test.

**Table 39. Grade 5: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| | Entering (N= 109) | Emerging (N= 641) | Transitioning (N=2,956) | Expanding (N=7,467) | Commanding (N=3,016) |
| Level 1 | 96.33 | 99.38 | 98.14 | 84.28 | 47.71 |
| Level 2 | 1.83 | 0.62 | 1.66 | 14.21 | 40.25 |
| Level 3 | 1.83 | | 0.20 | 1.34 | 9.95 |
| Level 4 | | | | 0.17 | 2.09 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

In Table 40, almost all of the grade 6 students classified as Entering, Emerging, or Transitioning on the NYSESLAT scored at Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, more than 98% of them were classified as either Level 1 or Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 47% of them were classified as Level 1, 36% as Level 2, and about 17% of them were classified as either Level 3 or Level 4 on the ELA Test.

**Table 40. Grade 6: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| | Entering (N= 137) | Emerging (N= 687) | Transitioning (N=2,273) | Expanding (N=6,025) | Commanding (N=4,099) |
| Level 1 | 97.81 | 98.98 | 97.71 | 85.16 | 46.77 |
| Level 2 | 0.73 | 1.02 | 1.98 | 12.95 | 36.20 |
| Level 3 | 1.46 | | 0.31 | 1.63 | 12.86 |
| Level 4 | | | | 0.27 | 4.17 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

In Table 41, the majority of the grade 7 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 87% of them were classified as Level 1 and 12% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 53% of them were classified as Level 1, 40% as Level 2, and 6% of them were classified as either Level 3 or Level 4 on the ELA Test.

**Table 41. Grade 7: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
| | Entering (N= 87) | Emerging (N= 638) | Transitioning (N=1,758) | Expanding (N=5,838) | Commanding (N=2,728) |
| --- | --- | --- | --- | --- | --- |
| Level 1 | 97.70 | 99.69 | 98.98 | 87.27 | 53.48 |
| Level 2 | 1.15 | 0.31 | 1.02 | 12.06 | 40.14 |
| Level 3 | 1.15 | | | 0.67 | 5.83 |
| Level 4 | | | | | 0.55 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

In Table 42, nearly all of the grade 8 students classified as Entering, Emerging, or Transitioning on the NYSESLAT were classified as Level 1 on the ELA Test. Of the students classified as Expanding on the NYSESLAT, 66% of them were classified as Level 1 and 33% as Level 2 on the ELA Test. Of the students classified as Commanding on the NYSESLAT, 26% of them were classified as Level 1, 63% as Level 2, and about 12% of them were classified as either Level 3 or Level 4 on the ELA Test.

**Table 42. Grade 8: Percentage of English Language Learners Scoring at Each ELA Level by NYSESLAT Performance Level**

| ELA Test | NYSESLAT Performance Levels | | | | |
| | Entering (N= 86) | Emerging (N= 632) | Transitioning (N=1,482) | Expanding (N=5,337) | Commanding (N=2,344) |
| --- | --- | --- | --- | --- | --- |
| Level 1 | 100.00 | 98.89 | 95.41 | 65.92 | 25.73 |
| Level 2 | | 1.11 | 4.52 | 32.62 | 62.71 |
| Level 3 | | | 0.07 | 1.37 | 10.67 |
| Level 4 | | | | 0.09 | 0.90 |
| Total | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

### *Summary*

These analyses and resulting correlations demonstrate that a moderately positive relationship exists between the NYSESLAT and the ELA Test. Listening, Reading, and Writing modality scores were more highly correlated to ELA performance than the Speaking modality scores. Positive correlations like these are evidence of the external validity of an assessment. The positive correlations also show that higher scores on the NYSESLAT are associated with higher scores on the ELA Test. Since the ELA and the NYSESLAT tests were developed for different populations of students, these relationships will also be less than a complete correlation. Hence, it is of no surprise that there is only a moderate, rather than a high, positive correlation between the two tests.

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. In other words, ELL students classified as Commanding on the NYSESLAT were more likely to perform better on the ELA test as compared to ELL students who scored below the Commanding level on the NYSESLAT.

**6.3.2 Relationship with the New York State Regents Examination in English Language Arts (Grades 10–12)**

The spring 2019 NYSESLAT data file was matched with the June administration Regents Examination in English Language Arts data file by using state student ID numbers. A total of 29,264 ELL students (in grades 10–12) were matched to their 2019 Regents Examination in English Language Arts results for these analyses.

The relationship between the NYSESLAT and Regents Examination in English Language Arts is examined in this section as evidence of external validity of the NYSESLAT for grades 10–12.

Table 43 contains the sample size, minimum and maximum observed scale scores, scale score means, scale score standard deviations, and the correlation between the Regents Examination in English Language Arts and the NYSESLAT modalities' scale scores, as well as the total scale scores for grades 10–12. Also shown is the combined Reading/Writing (R/W) scale score information.

**Table 43. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Examination in English Language Arts Total Scale Scores**

| Grade/ Grade Band | N-Count | Modality | SS Mean | SS SD | Min. | Max. | Correlation with Regents ELA |
|---|---|---|---|---|---|---|---|
| 10 | 4,121 | Listening | 68.90 | 9.62 | 30 | 90 | 0.50 |
| | 4,121 | Reading | 66.78 | 10.21 | 30 | 90 | 0.54 |
| | 4,121 | Speaking | 78.99 | 12.95 | 30 | 90 | 0.42 |
| | 4,121 | Writing | 65.08 | 14.18 | 30 | 90 | 0.56 |
| | 4,121 | R/W | 131.86 | 21.68 | 60 | 180 | 0.62 |
| | 4,121 | Total | 279.75 | 38.55 | 120 | 360 | 0.61 |
| 11 | 14,603 | Listening | 68.96 | 9.04 | 30 | 90 | 0.50 |
| | 14,603 | Reading | 67.48 | 9.96 | 30 | 90 | 0.55 |
| | 14,603 | Speaking | 79.25 | 12.06 | 30 | 90 | 0.43 |
| | 14,603 | Writing | 65.53 | 13.59 | 30 | 90 | 0.53 |
| | 14,603 | R/W | 133.01 | 20.85 | 60 | 180 | 0.61 |
| | 14,603 | Total | 281.23 | 36.38 | 120 | 360 | 0.61 |
| 12 | 10,540 | Listening | 66.59 | 8.72 | 30 | 90 | 0.37 |
| | 10,540 | Reading | 64.99 | 9.37 | 30 | 90 | 0.41 |
| | 10,540 | Speaking | 78.50 | 11.40 | 30 | 90 | 0.31 |
| | 10,540 | Writing | 63.75 | 12.95 | 30 | 90 | 0.38 |
| | 10,540 | R/W | 128.74 | 19.62 | 60 | 180 | 0.45 |
| | 10,540 | Total | 273.83 | 34.17 | 120 | 360 | 0.45 |

**Table 43. Descriptive Statistics of the NYSESLAT Modalities' Scale Scores and Their Correlations with the Regents Examination in English Language Arts Total Scale Scores (continued)**

| Grade/ Grade Band | N-Count | Modality | SS Mean | SS SD | Min. | Max. | Correlation with Regents ELA |
|---|---|---|---|---|---|---|---|
| | 29,264 | Listening | 68.10 | 9.08 | 30 | 90 | 0.45 |
| | 29,264 | Reading | 66.49 | 9.85 | 30 | 90 | 0.50 |
| | 29,264 | Speaking | 78.94 | 11.96 | 30 | 90 | 0.39 |
| 10–12 | 29,264 | Writing | 64.82 | 13.47 | 30 | 90 | 0.48 |
| | 29,264 | R/W | 131.31 | 20.63 | 60 | 180 | 0.56 |
| | 29,264 | Total | 278.35 | 36.08 | 120 | 360 | 0.56 |

Table 44 presents the sample size, minimum and maximum total scores, scale score means, scale score standard deviations, the correlation between the Regents Examination in English Language Arts, and the total NYSESLAT scale scores for grades 10–12.

The correlation coefficients for the Regents Examination in English Language Arts scale scores and the NYSESLAT total scale score (across modalities) ranged from 0.45 to 0.61 across the three grades (10, 11, and 12). Within a grade, the combined modalities have higher correlations between the scale scores of the Regents Examination in English Language Arts than does any individual modality of the NYSESLAT scale scores.

**Table 44. Descriptive Statistics of the NYSESLAT Total Scale Scores and Their Correlations with the Regents Examination in English Language Arts Total Scale Scores**

| Grade/ Grade Band | N-Count | Test | SS Mean | SS SD | Min. | Max. | Correlation with Regents ELA |
|---|---|---|---|---|---|---|---|
| 10 | 4,121 | Regents ELA | 49.20 | 22.14 | 0 | 99 | -- |
| | | Total NYSESLAT | 279.75 | 38.55 | 120 | 360 | 0.61 |
| 11 | 14,603 | Regents ELA | 52.35 | 21.47 | 0 | 98 | -- |
| | | Total NYSESLAT | 281.23 | 36.38 | 120 | 360 | 0.61 |
| 12 | 10,540 | Regents ELA | 50.20 | 20.37 | 0 | 98 | -- |
| | | Total NYSESLAT | 273.83 | 34.17 | 1 | 360 | 0.45 |
| 10–12 | 29,264 | Regents ELA | 51.13 | 21.22 | 0 | 99 | -- |
| | | Total NYSESLAT | 278.35 | 36.08 | 120 | 360 | 0.56 |

*Performance Level Classification*

The classification percentages on the NYSESLAT by performance level were also compared to outcomes on the Regents Examination in English Language Arts for grades 10–12. The results are presented in Table 45 through Table 47.

Table 45 shows that 36% of the grade 10 students who were classified as Commanding on the NYSESLAT were college ready, and 69% of them passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 33% for students at the Expanding level and to 9% for students at the Transitioning level.

**Table 45. Grade 10: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level**

| | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| Regents ELA Exam | Entering (N = 45) | Emerging (N = 250) | Transitioning (N = 962) | Expanding (N =2,212) | Commanding (N = 652) |
| College Ready (75–100) | 4.4 | 2.0 | 3.0 | 10.6 | 35.6 |
| Not College Ready (0–74) | 95.6 | 98.0 | 97.0 | 89.4 | 64.4 |
| Pass (65–100) | 11.1 | 3.2 | 8.9 | 33.1 | 68.9 |
| Fail (0–64) | 88.9 | 96.8 | 91.1 | 66.9 | 31.1 |

Table 46 shows that of the grade 11 students who were classified as Commanding on the NYSESLAT, 42% were college ready, and 75% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 40% for students at the Expanding level and to 11% for students at the Transitioning level.

**Table 46. Grade 11: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level**

| | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| Regents ELA Exam | Entering (N = 122) | Emerging (N = 763) | Transitioning (N =3,188) | Expanding (N =8,192) | Commanding (N = 2,338) |
| College Ready (75–100) | 3.3 | 0.1 | 2.5 | 13.9 | 42.0 |
| Not College Ready (0–74) | 96.7 | 99.9 | 97.5 | 86.1 | 58.0 |
| Pass (65–100) | 10.7 | 3.4 | 11.1 | 39.6 | 74.6 |
| Fail (0–64) | 89.3 | 96.6 | 88.9 | 60.4 | 25.4 |

Table 47 shows that of the grade 12 students who were classified as Commanding on the NYSESLAT, 34% were college ready, and 62% passed the Regents Examination in English Language Arts. The percentage of students who passed the Regents Examination in English Language Arts decreased to 35% for students at the Expanding level and to 16% for students at the Transitioning level.

**Table 47. Grade 12: Percentage of ELL Students Passing/Failing the Regents Examination in English Language Arts at Each NYSESLAT Performance Level**

| | NYSESLAT Performance Levels | | | | |
|---|---|---|---|---|---|
| Regents ELA Exam | Entering (N = 90) | Emerging (N = 555) | Transitioning (N = 2,984) | Expanding (N = 6,008) | Commanding (N = 903) |
| College Ready (75–100) | 10.0 | 3.4 | 3.8 | 11.0 | 33.9 |
| Not College Ready (0–74) | 90.0 | 96.6 | 96.2 | 89.0 | 66.1 |
| Pass (65–100) | 23.3 | 10.1 | 15.5 | 35.3 | 61.7 |
| Fail (0–64) | 76.7 | 89.9 | 84.5 | 64.7 | 38.3 |

*Summary*

The correlation analyses detailed above provide additional evidence of a moderately positive relationship between the 2019 NYSESLAT and the Regents Examination in English Language Arts. Furthermore, the evidence suggests, as other analyses do, that higher NYSESLAT scores are associated with higher scores on the Regents Examination in English Language Arts.

In addition to the evidence of a positive correlation between the two assessments, these analyses also confirm the validity of inferences made based upon the NYSESLAT cut scores. The ELL students classified as Commanding on the NYSESLAT were more likely to pass the Regents Examination in English Language Arts as compared to ELL students who scored below the Commanding level on the NYSESLAT.

This chapter describes the Item Response Theory (IRT) models and the processes used to calibrate and scale the NYSESLAT. The Rasch model (Rasch, 1960) and the Rasch rating scale model (Masters, 1982) were used to calibrate and scale the NYSESLAT. The Rasch model was used for dichotomous items, and the Rasch rating scale model was used for polytomous items. These IRT models are regularly used to construct test forms for scaling and equating, and to develop and maintain large item banks. All item and test analyses, including item-fit analysis, scaling, equating, diagnosis, and performance prediction, were accomplished within this framework. The previous vendor used WINSTEPS Version 3.68.1 to calibrate and scale the NYSESLAT. MetriTech performed IRT analysis using the WINSTEPS item calibration software (version 3.81.0; Linacre, 2014) to estimate the item parameters and scale the 2019 NYSESLAT.

## 7.1 Item Response Model and Rationale for Use

Item response theory (IRT) attempts to explain a test taker's response to an item in terms of a set of item characteristics (also called item parameters) and the test taker's English language proficiency level. A key feature of IRT is that an important item characteristic—difficulty—is expressed on the same scale as that test taker's proficiency (Hambleton, 1989).

There are a variety of IRT models, which vary in complexity. The Rasch, or 1-parameter logistic (1PL), model is the simplest of available IRT models. The Rasch model attempts to explain test performance in terms of a single item characteristic, difficulty ($b$), as shown in the following equation:

$$P_j(\theta_i) = \frac{1}{1 + \exp[-(\theta_i - b_j)]},$$
(Equation 9)

where:

$P_j(\theta_i)$ represents the probability of student $i$ answering item $j$ correctly,

$b_j$ represents the difficulty of item $j$, and

$\theta_i$ represents the ability or English language proficiency level of the student.

For Listening and Reading, the Rasch model for dichotomous items was used. For Writing and Speaking, the Rasch model for polytomous items was used. The scale on which Rasch item difficulty is reported is the opposite of that on which classical item $p$-values are reported, in that smaller (negative) numbers represent easier items, and larger (positive) numbers represent more difficult items.

When item calibration is performed, the resulting scale values are determined by fixing the zero point to some reference. In the standard Rasch scaling approach, the zero point is traditionally set to the average of the test item difficulties. In an item response theory scaling approach, the zero point is traditionally set to the average of the person ability measures, and the increment of one logit is also set to equal the standard deviation of person ability measures. The essential difference in the two approaches is how the resulting scale values are represented, but each approach produces results that lie within a linear transformation of each other.

NYSED requires that student ability measures outside the range of ±3.5 logits be adjusted to avoid extreme gaps in scale scores in the tails of the distribution, since those student measures

are poorly estimated. The advantage of using an ability-centered approach is that it results in fewer student proficiency estimates that require adjustment.

There is no theoretical basis for preferring one approach to fixing the resulting Rasch scale over the other. After discussion with NYSED, the recommendation was to use the ability-centered item calibration approach and to apply scaling that would fix the scales such that each modality would have a scale score range from 30–90. The overall scale score would be the summed composite of the individual modality scale scores.

The Rasch model for dichotomous items and the Rasch rating scale model for polytomous items were used for developing, scoring, and reporting the NYSESLAT, and were recommended for several reasons:

1. The 2014 (and prior) NYSESLAT assessments were developed using the Rasch model.

2. The sample size requirements for calibration, scaling, and equating under the Rasch model and Rasch rating scale model are significantly smaller than they are for other IRT models. For example, the Rasch model requires approximately 400 students per form for equating versus approximately 1,500 students per form under the 3PL IRT model (Kolen and Brennan, 2004).

3. For the requirements of the NYSESLAT program, the Rasch model has a one-to-one relationship between raw scores and scale scores. That is, a student who answers a certain number of items correctly (within a modality) will receive the same modality scale score as a second student with the same modality raw score, regardless of which particular items were answered correctly.

## 7.2 Description of the Calibration Sample and Process

Data for calibration and scaling (about 80% of the population) represented the ELL population in all six Need/Resource Categories (NRCs): NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, and Low Need districts. Also, note that all schools, including public, religious and independent, and charter schools, were included in the calibration.

For the 2019 NYSESLAT operational analysis, calibrations were conducted by modality (Listening, Reading, Writing, and Speaking) within each of the six grade bands. Consequently, there were 24 separate calibration runs. WINSTEPS version 3.81.0 was used for calibration.

To ensure that the 80% data file used for scaling was similar to the 100% data file, which was available at a later date, MetriTech conducted a calibration sample evaluation based on the NRCs.

Table 48 provides target percentages based on NRC code, gender, ethnicity, and disability status from the 2019 NYSESLAT operational administration.

Table 49 shows the actual N-counts and percentages of students in each grade band by NRC category, based on the 80% data file from the 2019 NYSESLAT operational administration. The obtained percentages for each category were determined for each grade band and subgroup.

Table 50 shows the difference between the target percentages (in Table 48) and the 2019 80% data file (in Table 49) as evidence of the representativeness of the 2019 80% data file for item

calibration. Note that the difference values shown in Table 50 are based on the exact percentages (i.e., not rounded) shown in Tables 48 and 49. As a result, the difference values in Table 50 may differ by | 0.01 | from results one would get if one used the rounded values (shown in Tables 48 and 49). Note also that there is no definitive criterion for comparing the percentage differences shown in Table 50, but as a general rule, it is preferable for the difference to be less than 5.0%, which all but three cells were able to meet. There was a tendency to have smaller percentages of students from religious and independent schools in the 80% data file.

**Table 48.  2019 NYSESLAT Target Percentages by NRC and Grade Band (based on 2018 NYSESLAT operational data for all schools)**

| | Grade Band | | | | | | | | | | | |
| | K | | 1–2 | | 3–4 | | 5–6 | | 7–8 | | 9–12 | |
| NRC Code | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) New York City | 14,741 | 47.6 | 28,860 | 47.7 | 25,061 | 46.4 | 18,585 | 44.3 | 16,002 | 46.4 | 31,346 | 53.9 |
| (2) Large Cities | 1,462 | 4.7 | 3,007 | 5.0 | 3,128 | 5.8 | 2,622 | 6.2 | 2,392 | 6.9 | 3,745 | 6.4 |
| (3) Urban-Suburban | 3,514 | 11.3 | 6,684 | 11.1 | 6,685 | 12.4 | 5,043 | 12.0 | 3,924 | 11.4 | 7,075 | 12.2 |
| (4) Rural | 198 | 0.6 | 387 | 0.6 | 403 | 0.7 | 326 | 0.8 | 263 | 0.8 | 393 | 0.7 |
| (5) Average | 3,344 | 10.8 | 6,309 | 10.4 | 5,365 | 9.9 | 3,956 | 9.4 | 2,813 | 8.2 | 5,249 | 9.0 |
| (6) Low | 1,680 | 5.4 | 2,848 | 4.7 | 2,287 | 4.2 | 1,527 | 3.6 | 1,240 | 3.6 | 2,388 | 4.1 |
| (7) Charter Schools | 1,781 | 5.7 | 2,641 | 4.4 | 1,547 | 2.9 | 1,010 | 2.4 | 868 | 2.5 | 1,103 | 1.9 |
| (8) Religious and Independent Schools | 4,261 | 13.8 | 9,708 | 16.1 | 9,554 | 17.7 | 8,889 | 21.2 | 6,985 | 20.3 | 6,895 | 11.8 |

**Table 49.  2019 NYSESLAT 80% Sample Percentages by NRC and Grade Band**

| | Grade Band | | | | | | | | | | | |
| | K | | 1–2 | | 3–4 | | 5–6 | | 7–8 | | 9–12 | |
| NRC Code | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) New York City | 14,420 | 44.6 | 26,629 | 44.7 | 23,297 | 42.6 | 18,528 | 44.0 | 15,539 | 52.7 | 30,512 | 46.2 |
| (2) Large Cities | 1,370 | 4.8 | 2,882 | 5.5 | 2,878 | 6.3 | 2,743 | 6.3 | 2,238 | 6.6 | 3,826 | 4.4 |
| (3) Urban-Suburban | 3,406 | 10.6 | 6,328 | 11.4 | 5,937 | 11.4 | 4,943 | 11.3 | 3,992 | 11.4 | 6,620 | 10.9 |
| (4) Rural | 193 | 0.7 | 434 | 0.7 | 368 | 0.7 | 322 | 0.8 | 283 | 0.7 | 401 | 0.6 |
| (5) Average | 3,538 | 10.7 | 6,360 | 10.5 | 5,463 | 9.8 | 4,250 | 8.8 | 3,104 | 9.9 | 5,731 | 11.3 |
| (6) Low | 1,768 | 5.0 | 2,969 | 4.1 | 2,114 | 3.9 | 1,713 | 3.6 | 1,273 | 4.4 | 2,564 | 5.7 |
| (7) Charter Schools | 1,972 | 4.7 | 2,827 | 3.0 | 1,552 | 2.9 | 1,241 | 2.5 | 877 | 2.1 | 1,211 | 6.3 |
| (8) Religious and Independent Schools | 3,725 | 16.4 | 9,790 | 17.5 | 9,111 | 18.8 | 8,187 | 18.4 | 6,509 | 8.2 | 4,735 | 11.9 |

**Table 50.  Differences between 2019 NYSESLAT 80% Sample Percentages and Target Percentages by NRC and Grade Band**

| NRC Code | Grade Band | | | | | |
|---|---|---|---|---|---|---|
| | **K** | **1–2** | **3–4** | **5–6** | **7–8** | **9–12** |
| | Actual - Target Pct | Actual - Target Pct | Actual - Target Pct | Actual - Target Pct | Actual - Target Pct | Actual - Target Pct |
| (1) New York City | -3.0 | -3.0 | -3.8 | -0.3 | 6.3 | -7.7 |
| (2) Large Cities | 0.1 | 0.5 | 0.5 | 0.1 | -0.3 | -2.0 |
| (3) Urban-Suburban | -0.7 | 0.3 | -1.0 | -0.7 | 0.0 | -1.3 |
| (4) Rural | 0.1 | 0.1 | 0.0 | 0.0 | -0.1 | -0.1 |
| (5) Average | -0.1 | 0.1 | -0.1 | -0.6 | 1.7 | 2.3 |
| (6) Low | -0.4 | -0.6 | -0.3 | 0.0 | 0.8 | 1.6 |
| (7) Charter Schools | -1.0 | -1.4 | 0.0 | 0.1 | -0.4 | 4.4 |
| (8)  Religious and Independent Schools | 2.6 | 1.4 | 1.1 | -2.8 | -12.1 | 0.1 |

## 7.3 Linking the 2019 IRT Parameters onto the Underlying Rasch Scale

Item linking methods are used to place items that are calibrated from different test forms onto the same scale. For the 2019 NYSESLAT, item linking was used to place the final IRT item parameter estimates onto the base-line scale that was established in 2015 for grades 1–12 and in 2016 for Kindergarten. Linking the 2019 scale onto the established scale involves the overlapping of a subset of items from the 2018 NYSESLAT on the 2019 version of NYSESLAT. These common (or anchor) items are used to link all of the remaining 2019 items onto the established scale. Approximately one-third of the 2019 test content within each of the modalities contained items that were overlapped from the spring 2018 test.

For NYSESLAT grades 1–12, a fixed common-precalibrated item parameter (FCIP) method was used. The FCIP approach (Li, Tam, and Tompkins, 2004) holds the anchor items fixed to their 2018 parameter values, and through the item calibration process, automatically places the unique 2019 items onto the underlying scale. Because all of the 2019 item parameter estimates are placed onto the underlying scale, the estimates of student proficiency, and the resulting scale scores, are directly comparable with those established on the 2018 version of NYSESLAT.

For each of the anchor items, an estimate of the displacement (or shift) in the Rasch item difficulty values of the anchor items (relative to the other items on the form) was provided as a part of the 2019 Rasch calibration process. After the initial calibration run, the WINSTEPS displacement values for all anchor items (within a test-level modality) were examined for absolute values greater than 0.30. If present, the item with the largest absolute displacement value was removed from anchored status but remained on the test form. Its difficulty value was subsequently re-estimated relative to the difficulties of the remaining anchored items. The WINSTEPS calibration was then rerun with the reduced anchor set, after which the displacement values were again checked for absolute values in excess of 0.30. If another was found, it was also removed from anchored status and the calibration rerun. This iterative procedure continued until all anchored items had displacements of 0.30 or less. Once the iterative procedure finishes, the parameters resulting from the final run are then in the operational metric, and the calibration analyses are complete. Fortunately, there were no item displacement issues for the 2019 calibration analyses.

For Kindergarten, due to revisions to that test between 2015 and 2016, the operational IRT scale values were established in the spring 2016 NYSESLAT operational administration.

## 7.4 Rasch Information

Appendix C contains the results of the operational items for the 2019 NYSESLAT. The following IRT item parameters are presented for each item grouped by modality (Listening, Speaking, Reading, and Writing):

- N-count (number of students)
- Rasch item difficulty (RID) value
- Standard error (SE) of Rasch difficulty
- MNSQ INFIT: Standardized information-weighted mean-square fit statistic, which is sensitive to unexpected behavior affecting responses to items near the person's ability level
- MNSQ OUTFIT: Standardized outlier-sensitive mean-square fit statistic, which is sensitive to unexpected behavior by persons on items far from the person's ability level
- Flag of misfit

Table 51 presents the number of items, the maximum number of points attainable, the average and standard deviation of Rasch item difficulty values, and the minimum and maximum Rasch item difficulty values for each modality by grade band.

**Table 51. Average, Standard Deviation, Minimum, and Maximum of Rasch Difficulty Values by Grade Band and Modality**

| Grade Band | Modality | Number of Items | Max. Points | Average RID | SD of RID | Min RID | Max RID |
|---|---|---|---|---|---|---|---|
| | Listening | 19 | 19 | -1.09 | 0.48 | -1.78 | -0.19 |
| | Reading | 18 | 18 | -1.30 | 0.59 | -2.25 | -0.34 |
| K | Speaking | 12 | 21 | -0.39 | 0.67 | -1.46 | 0.44 |
| | Writing | 8 | 14 | -0.68 | 0.81 | -1.73 | 0.44 |
| | Total | 57 | 72 | -0.95 | 0.69 | -2.25 | 0.44 |
| | Listening | 24 | 24 | -0.96 | 0.58 | -1.85 | 0.39 |
| | Reading | 27 | 27 | -0.26 | 0.64 | -1.99 | 0.80 |
| 1–2 | Speaking | 12 | 21 | -0.55 | 0.59 | -1.56 | 0.21 |
| | Writing | 3 | 12 | 0.27 | 0.03 | 0.23 | 0.29 |
| | Total | 66 | 84 | -0.54 | 0.68 | -1.99 | 0.80 |
| | Listening | 24 | 24 | -0.47 | 0.61 | -1.59 | 0.69 |
| | Reading | 27 | 27 | -0.17 | 0.63 | -1.36 | 0.86 |
| 3–4 | Speaking | 12 | 21 | -0.66 | 0.63 | -1.89 | 0.16 |
| | Writing | 3 | 12 | 0.11 | 0.07 | 0.04 | 0.18 |
| | Total | 66 | 84 | -0.35 | 0.64 | -1.89 | 0.86 |
| | Listening | 24 | 24 | -0.69 | 0.71 | -1.73 | 0.79 |
| | Reading | 27 | 27 | -0.22 | 0.42 | -0.87 | 0.56 |
| 5–6 | Speaking | 12 | 21 | -0.68 | 0.48 | -1.44 | 0.07 |
| | Writing | 3 | 12 | 0.02 | 0.04 | -0.02 | 0.05 |
| | Total | 66 | 84 | -0.46 | 0.59 | -1.73 | 0.79 |
| | Listening | 24 | 24 | -0.47 | 0.49 | -1.44 | 0.71 |
| | Reading | 27 | 27 | -0.26 | 0.47 | -1.39 | 0.64 |
| 7–8 | Speaking | 12 | 21 | -0.58 | 0.49 | -1.46 | -0.11 |
| | Writing | 3 | 12 | 0.15 | 0.14 | 0.02 | 0.30 |
| | Total | 66 | 84 | -0.37 | 0.49 | -1.46 | 0.71 |
| | Listening | 24 | 24 | -0.34 | 0.49 | -1.49 | 0.44 |
| | Reading | 27 | 27 | -0.36 | 0.43 | -0.94 | 0.39 |
| 9–12 | Speaking | 12 | 21 | -0.51 | 0.58 | -1.54 | 0.18 |
| | Writing | 3 | 12 | -0.01 | 0.09 | -0.07 | 0.09 |
| | Total | 66 | 84 | -0.37 | 0.47 | -1.54 | 0.44 |

## 7.5 Evidence of Model Fit

Fit statistics are used for evaluating the goodness-of-fit of a model to the data. Fit statistics are calculated by comparing the observed and expected trace lines obtained for an item after parameter estimates are obtained by using a particular model. WINSTEPS provides two kinds of fit statistics that show the size of the randomness or amount of distortion of the measurement system.

The OUTFIT and INFIT statistics are used to ascertain the suitability of the data for constructing variables and making measures with the Rasch model. These fit statistics are mean-square standardized residuals for item by person responses averaged over persons and partitioned between ability groups (OUTFIT) and within ability groups (INFIT). When the observed item characteristic curve (ICC) departs from the expected ICC, there is an indication of high ability students failing on an easy item or low ability students succeeding on a difficult one. The OUTFIT mean square evaluates the agreement between the observed ICC and the best-fitting Rasch model curve over the ability subgroups. It is a standardized outlier-sensitive mean-square fit statistic and is more sensitive to unexpected behavior by persons on items far from the person's ability level. The INFIT, on the other hand, is a within-group mean square that summarizes the degree of misfit remaining within ability groups after the between-group misfit has been removed from the total. The INFIT, therefore, is a standardized information-weighted mean square statistic, which is more sensitive to unexpected responses to items near the person's ability level. OUTFIT mean squares are influenced by outliers, and are usually easy to diagnose and remedy. INFIT mean squares, on the other hand, are influenced by response patterns, and are harder to diagnose and remedy. In general, mean squares near 1.0 indicate little distortion of the measurement system, while values less than 1.0 indicate that observations are too predictable (redundancy, model overfit). IRT fit values greater than 1.0 indicate unpredictability (unmodeled noise, model underfit).

When item-fit indices are lower than 0.7, they do not discriminate well and show a greater-than-expected degree of consistency. Similarly, a fit value higher than 1.3 indicates an inconsistency in how students are performing (scoring) on the item—for example, some unexpectedly high scores for low-ability candidates and low scores for high-ability candidates.

To an extent, no empirical data set will fit the IRT model perfectly. The percentage of items flagged for item fit varied depending on the grade band and subtest. None of the items were flagged for INFIT. For grades 1–12, less than 10% of the items were flagged for OUTFIT across grade bands. The OUTFIT mean square is sensitive to unexpected responses by persons on items that are relatively very easy or very hard for them. Note that for the Kindergarten Writing modality, five out of the eight items (four of those were letter-writing items) were flagged based on the OUTFIT criteria (as can be seen in Appendix C).

The OUTFIT and the INFIT statistics are presented in the item statistics tables in Appendix C.

## 7.6 Test Characteristic Curves (TCCs) and Conditional Standard Error of Measurement Curves (CSEM) for 2015–2019

Test characteristic curves (TCCs) were obtained by modality for each grade band (odd-numbered figures from Figure 27 to Figure 74). For TCCs, the *x*-axis represents the thetas, or student abilities, and the *y*-axis represents the expected score based on the number of items correctly solved by students. TCCs represent the relative difficulty of a given test form, with TCCs on the right representing more difficult test forms. For grades 1–12, there is generally a very close correspondence between the 2015–2019 TCCs for the Listening, Reading, and Writing modalities. In 2016, the Speaking modality shows an intentional shift of the TCC for grades 1–12, where the 2016 Speaking modality was a bit more difficult (i.e., shifted to the right) than the 2015 Speaking modality. This shift was based on slight modifications to that modality that were expected to make that portion of the test slightly more difficult.

The conditional standard error of measurement (CSEM) was obtained by modality for each grade band as well (even-numbered figures from Figure 28 through Figure 74). The *x*-axis represents the thetas, and the *y*-axis represents the CSEM. When theta is close to the mean Rasch item difficulty value (shown in Table 52), the CSEM is the smallest; when theta is either larger or smaller than the mean Rasch item difficulty, the magnitude of CSEM increases, which indicates less information. For grades 1–12, there is also a close correspondence between the 2015–2019 CSEMs.

*Listening Test*

**Figure 27. TCC for Kindergarten Listening Test**
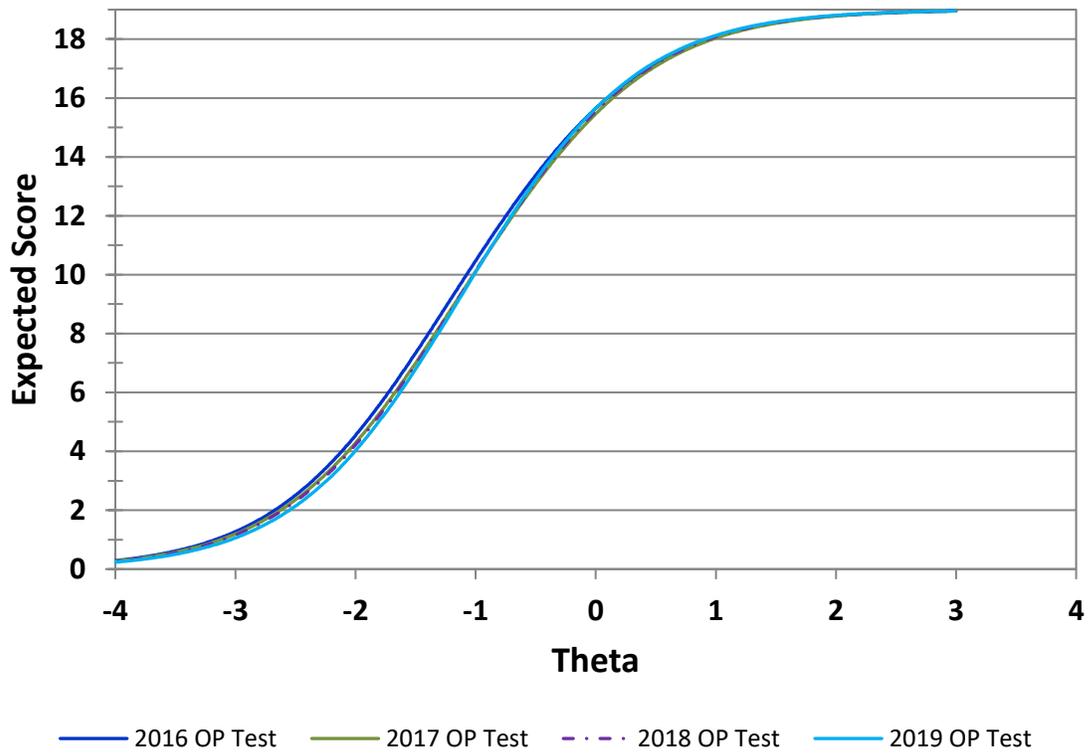


**Figure 28. CSEM for Kindergarten Listening Test**
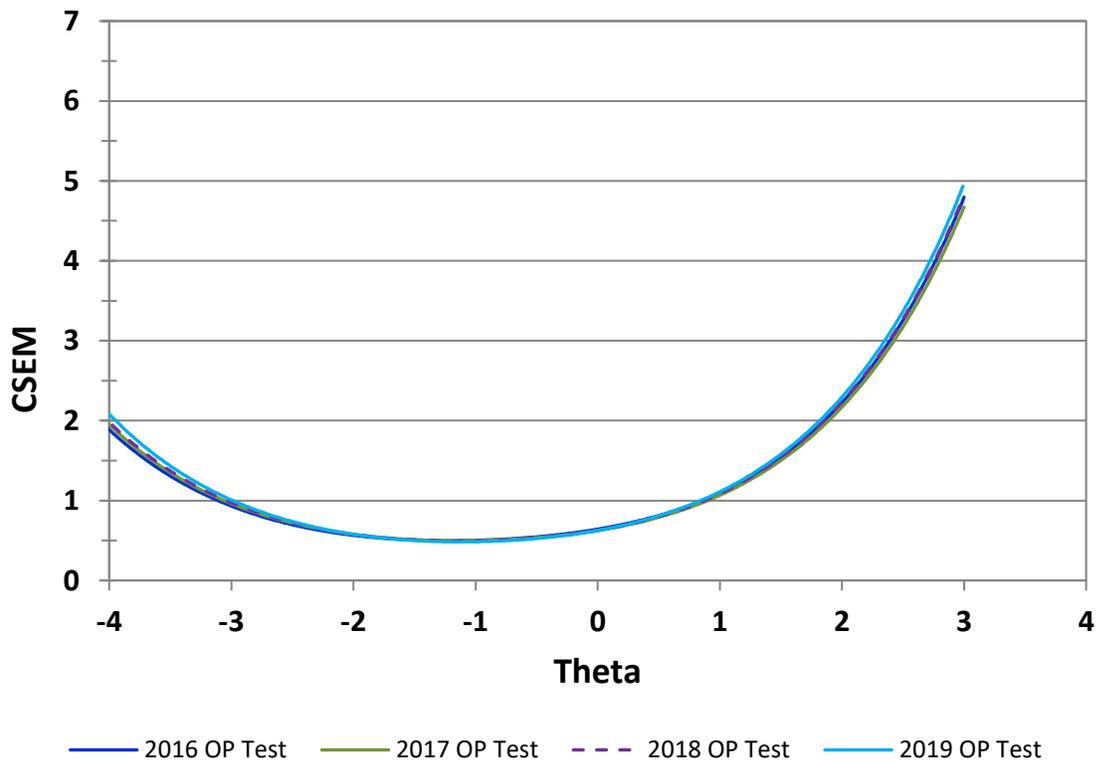
**Figure 29.  TCC for Grade Band 1–2 Listening Test**
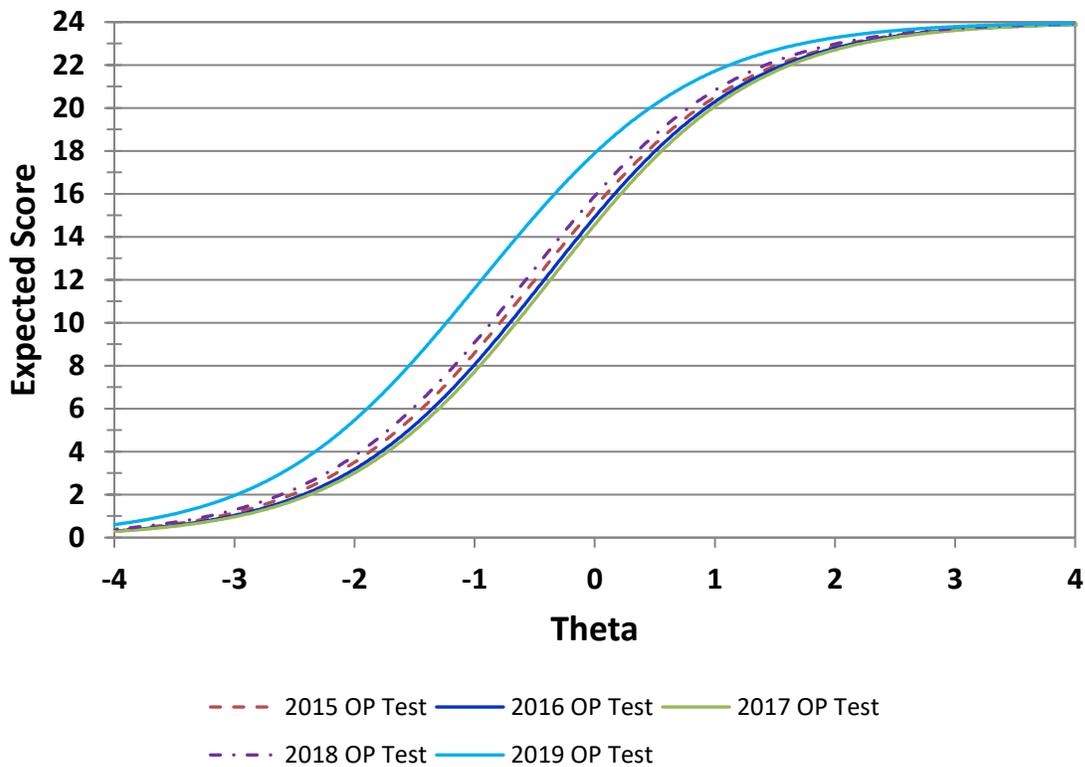


**Figure 30.  CSEM for Grade Band 1–2 Listening Test**
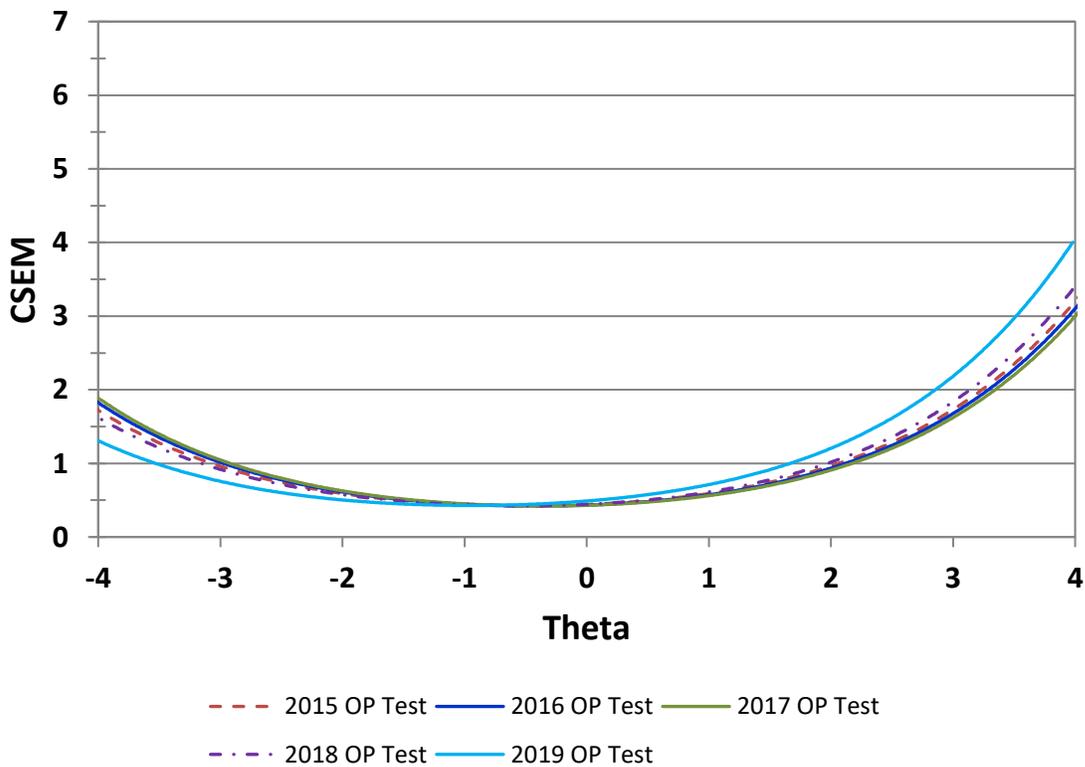
**Figure 31. TCC for Grade Band 3–4 Listening Test**
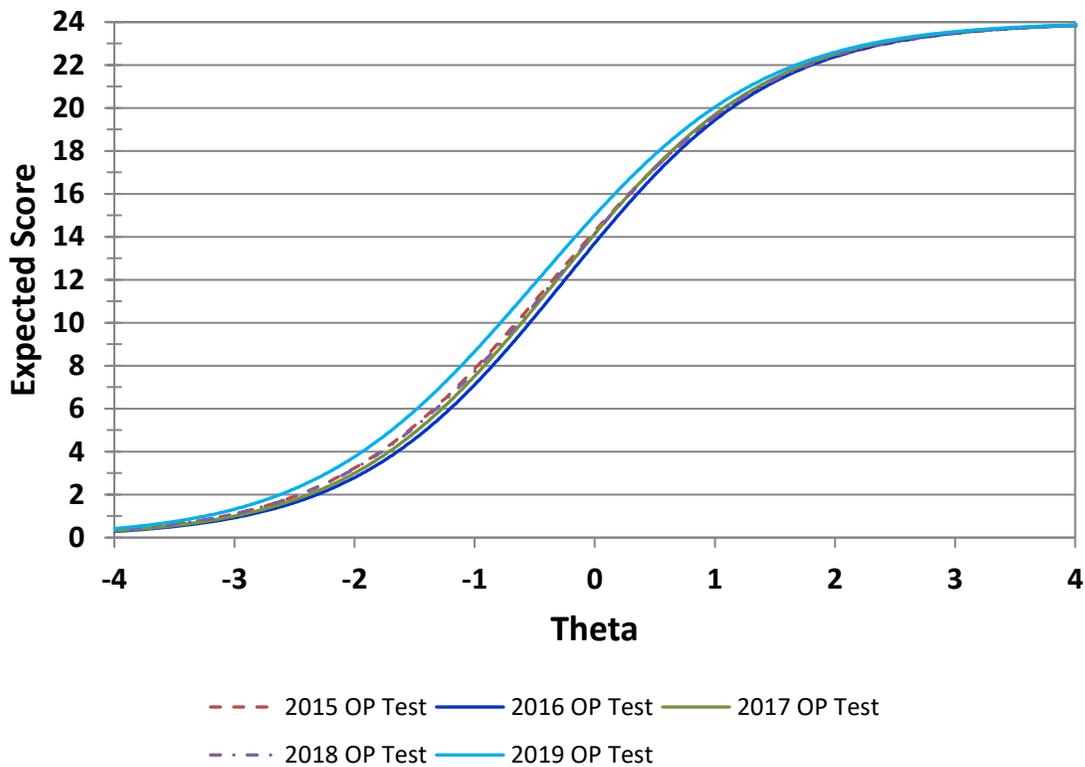


**Figure 32. CSEM for Grade Band 3–4 Listening Test**
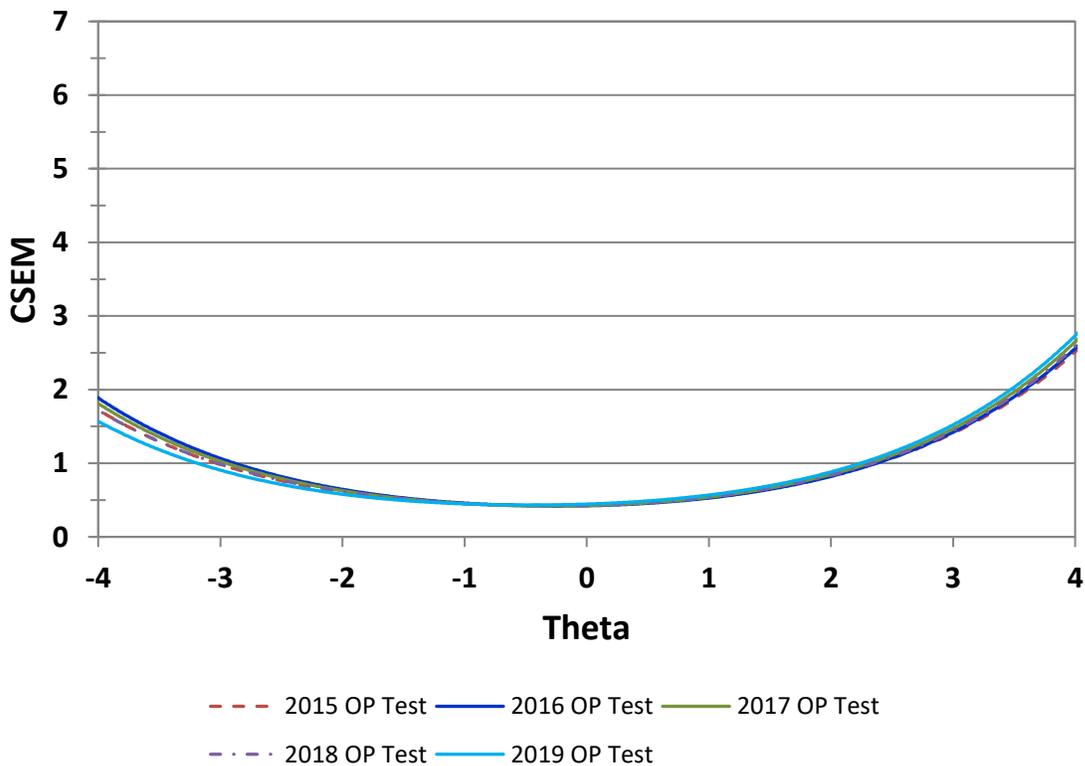
**Figure 33. TCC for Grade Band 5–6 Listening Test**
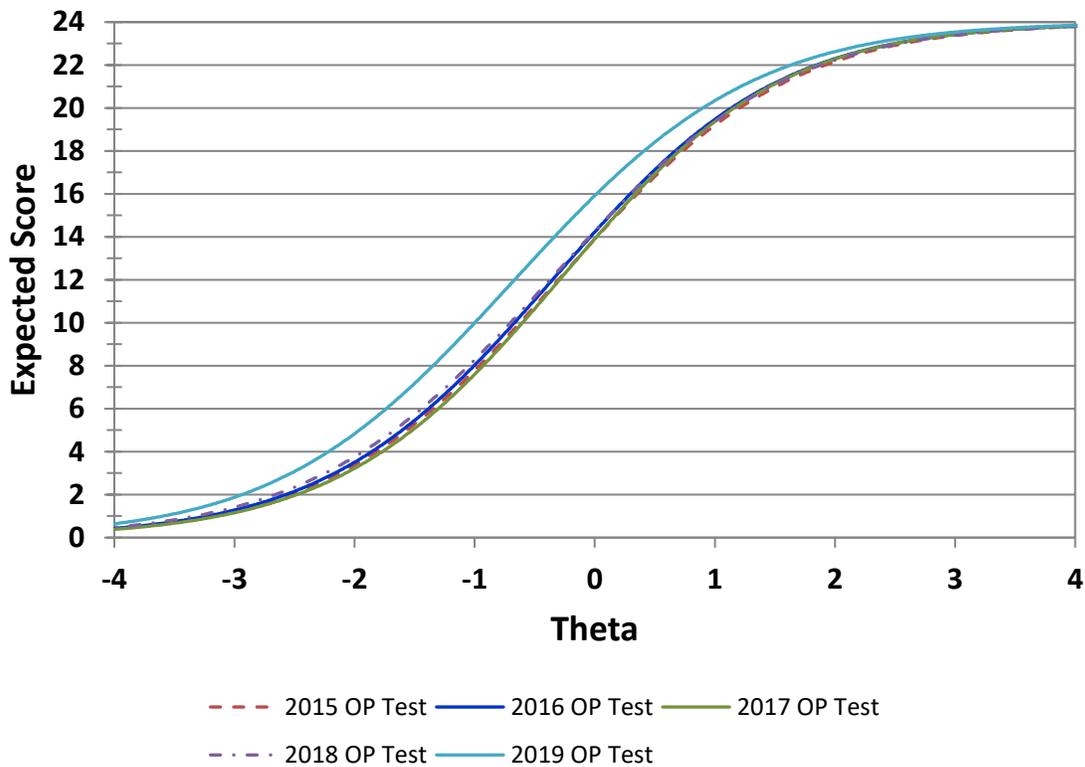


**Figure 34. CSEM for Grade Band 5–6 Listening Test**
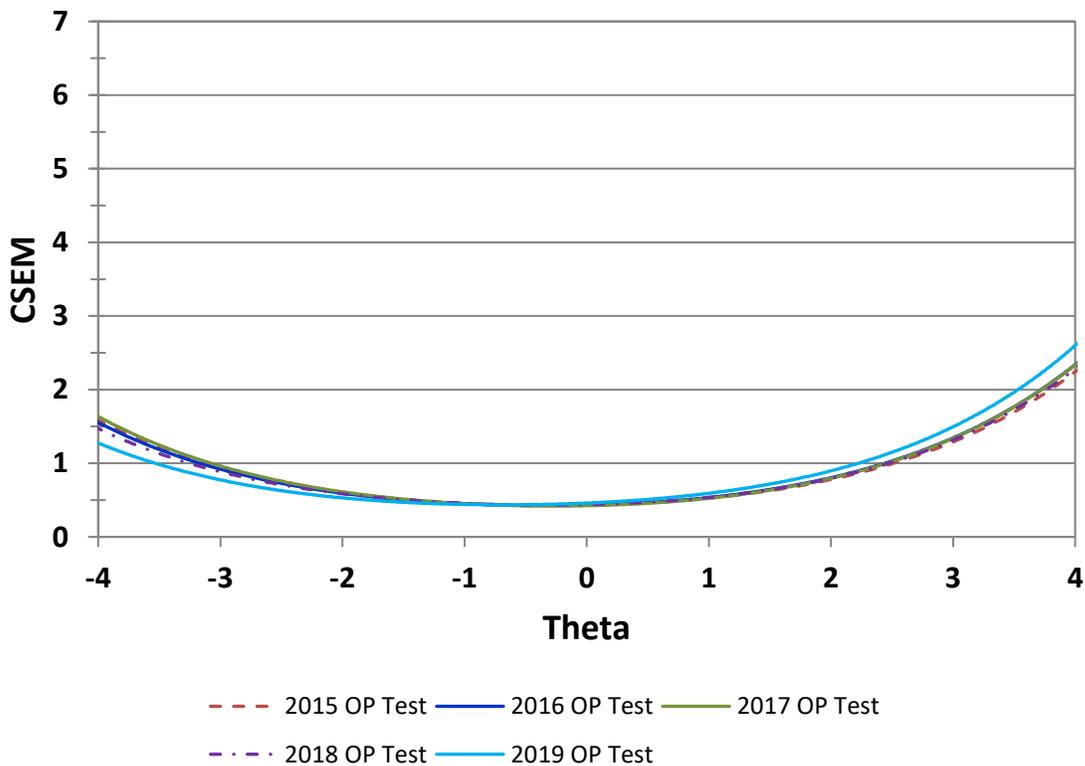
**Figure 35. TCC for Grade Band 7–8 Listening Test**
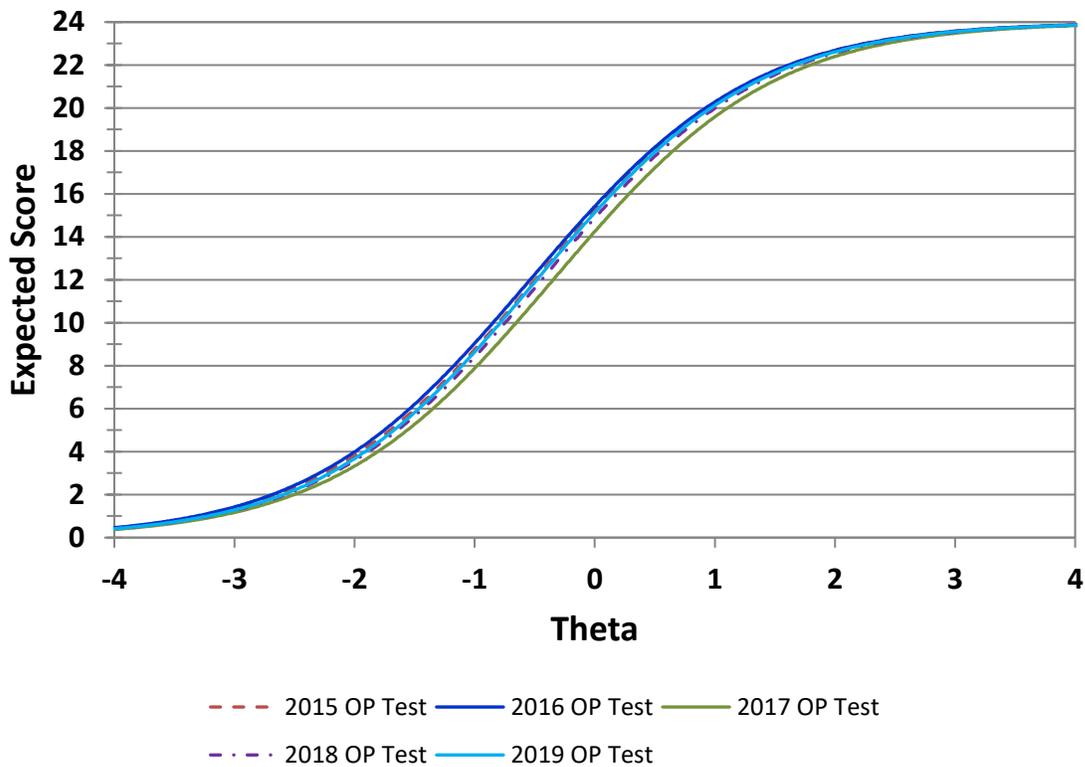


**Figure 36. CSEM for Grade Band 7–8 Listening Test**
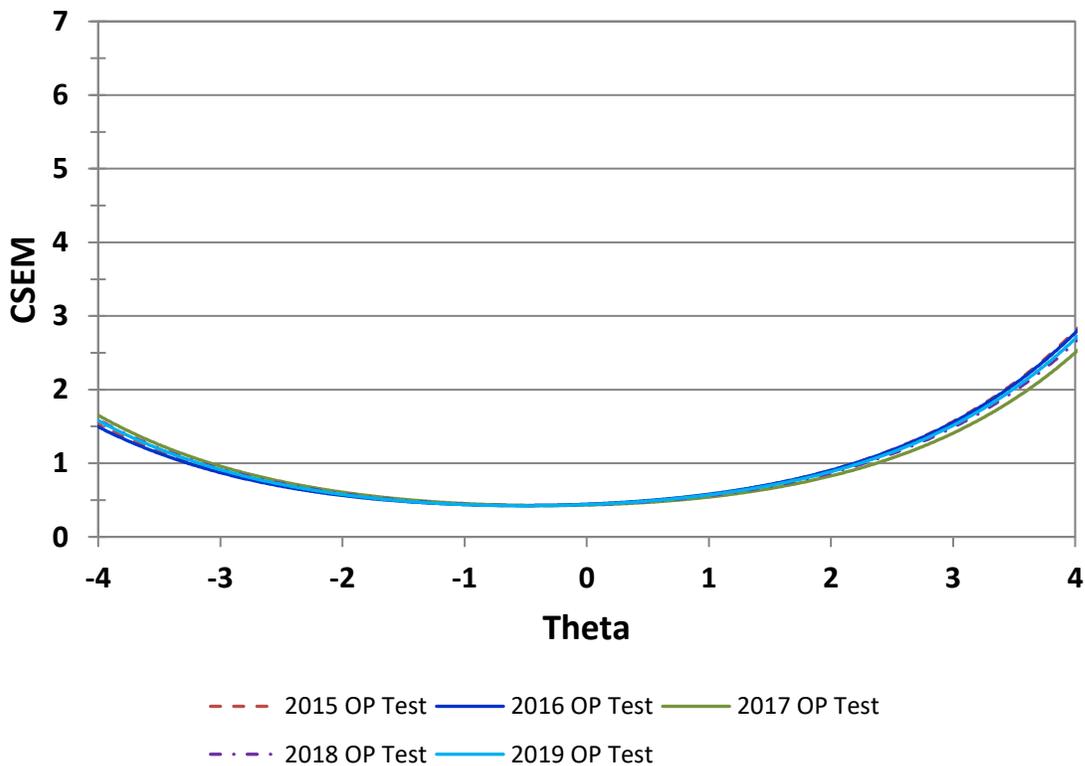
**Figure 37. TCC for Grade Band 9–12 Listening Test**
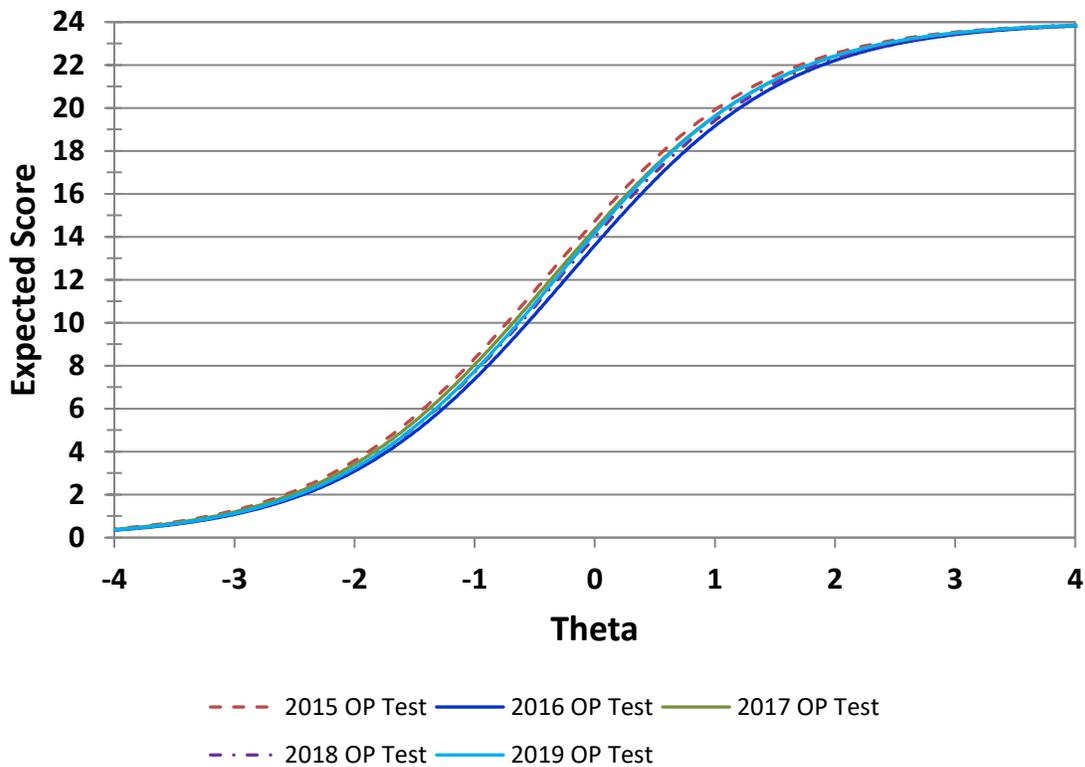


**Figure 38. CSEM for Grade Band 9–12 Listening Test**
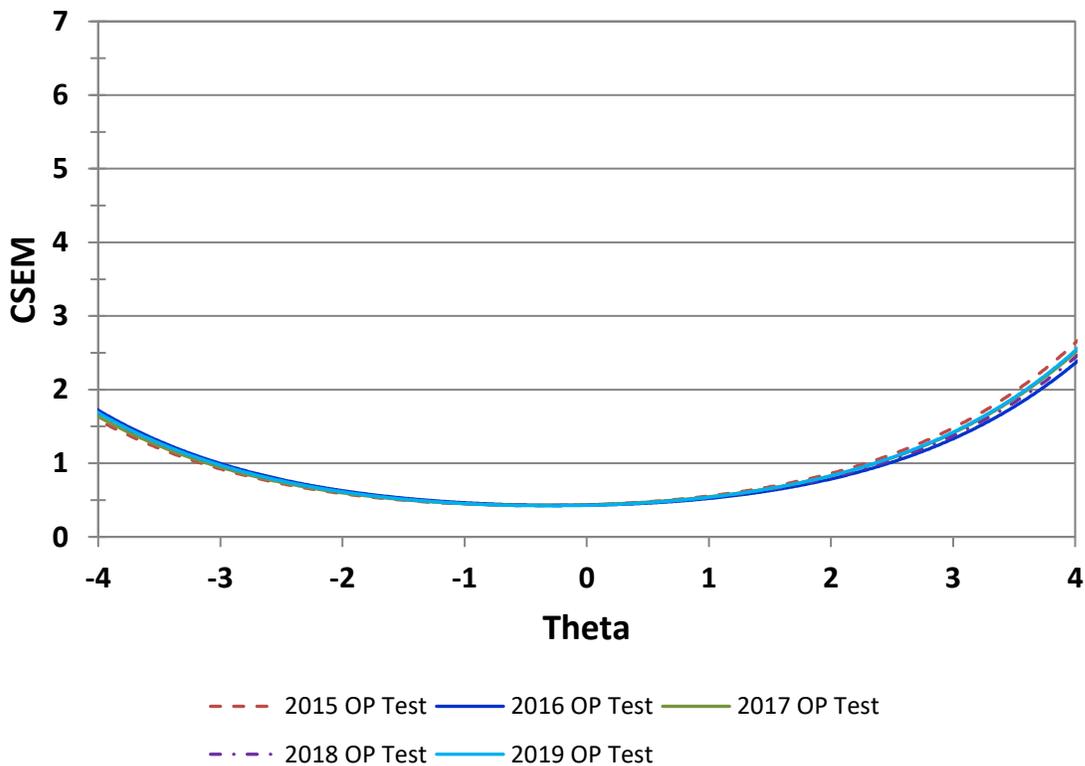
*Reading Test*

**Figure 39. TCC for Kindergarten Reading Test**
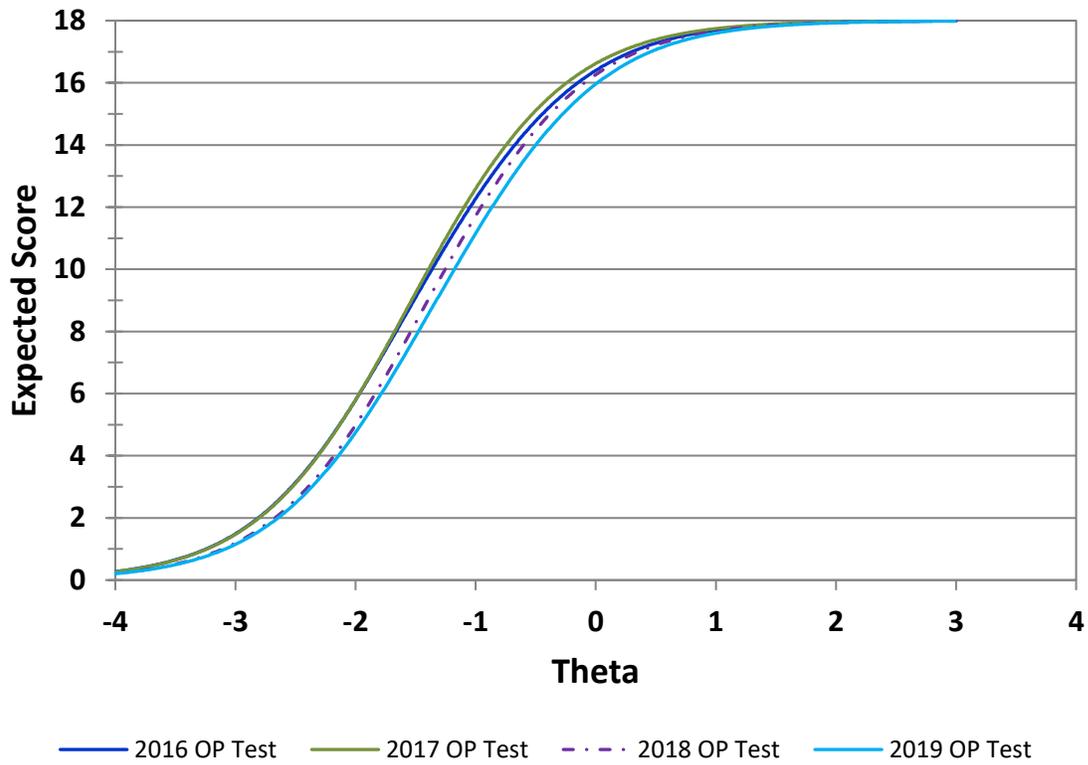


**Figure 40. CSEM for Kindergarten Reading Test**
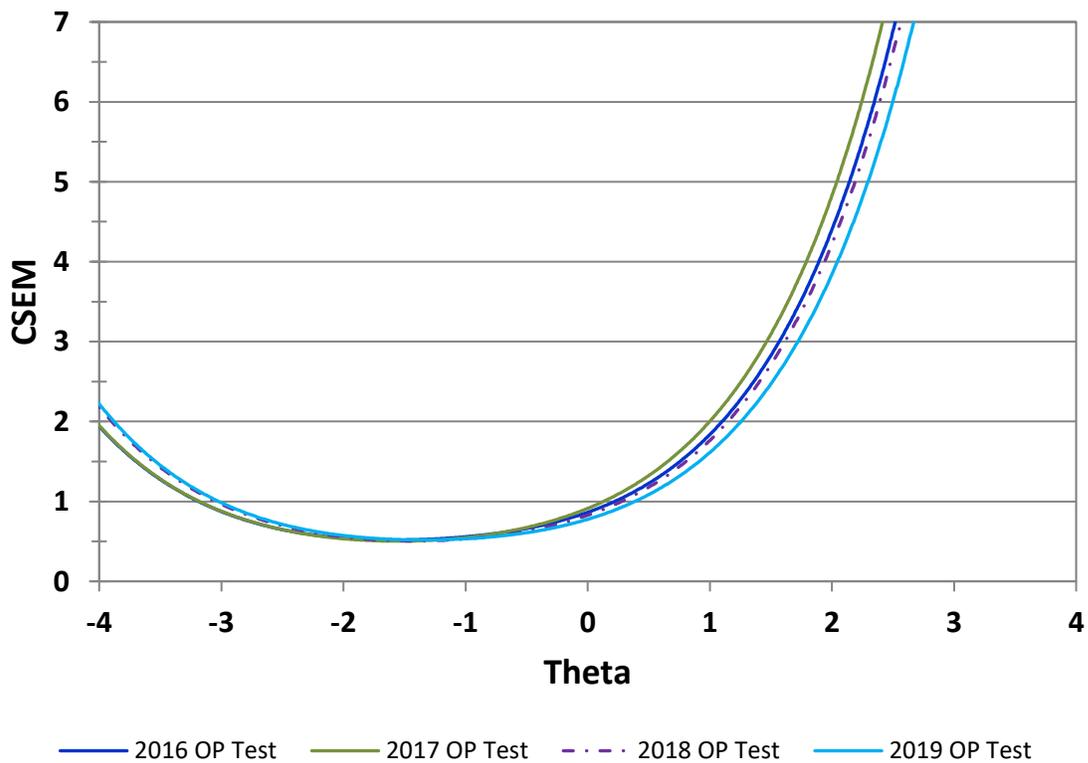
**Figure 41. TCC for Grade Band 1–2 Reading Test**
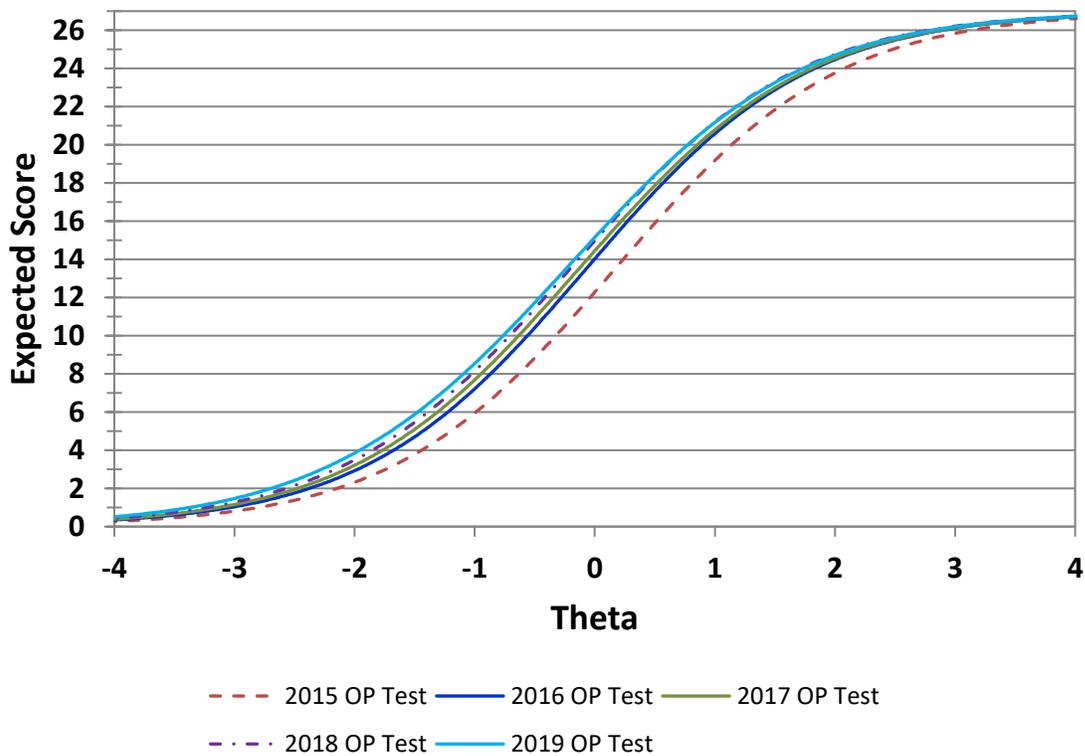


**Figure 42. CSEM for Grade Band 1–2 Reading Test**
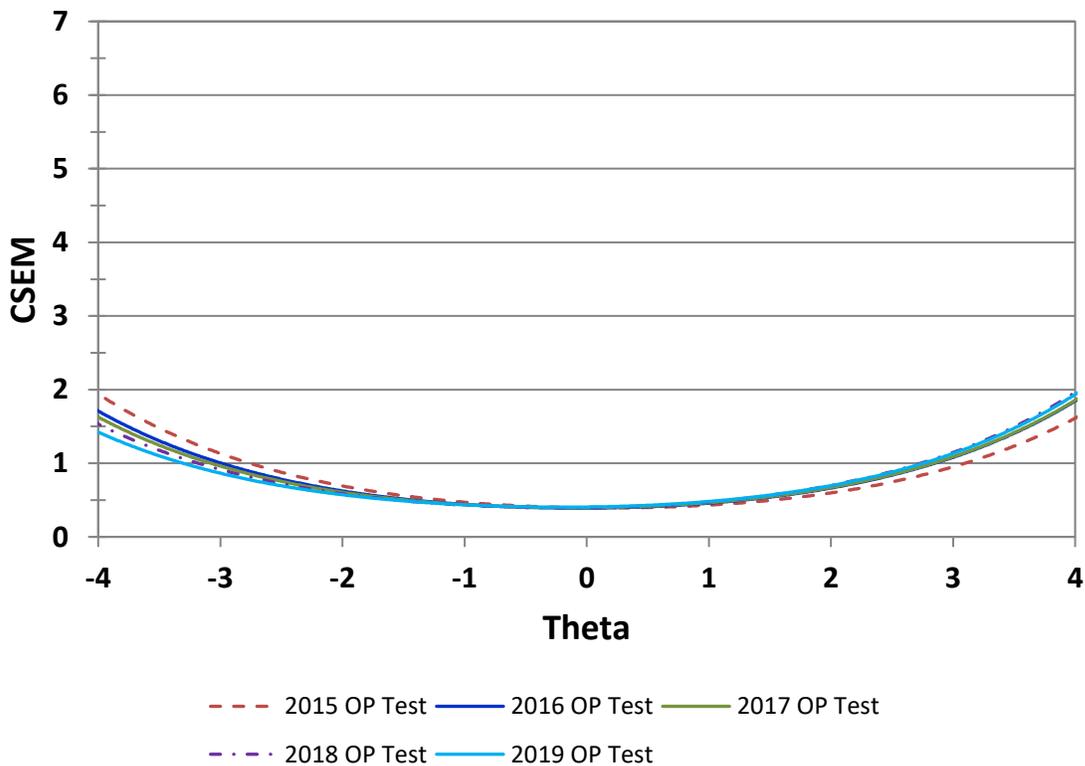
**Figure 43. TCC for Grade Band 3–4 Reading Test**
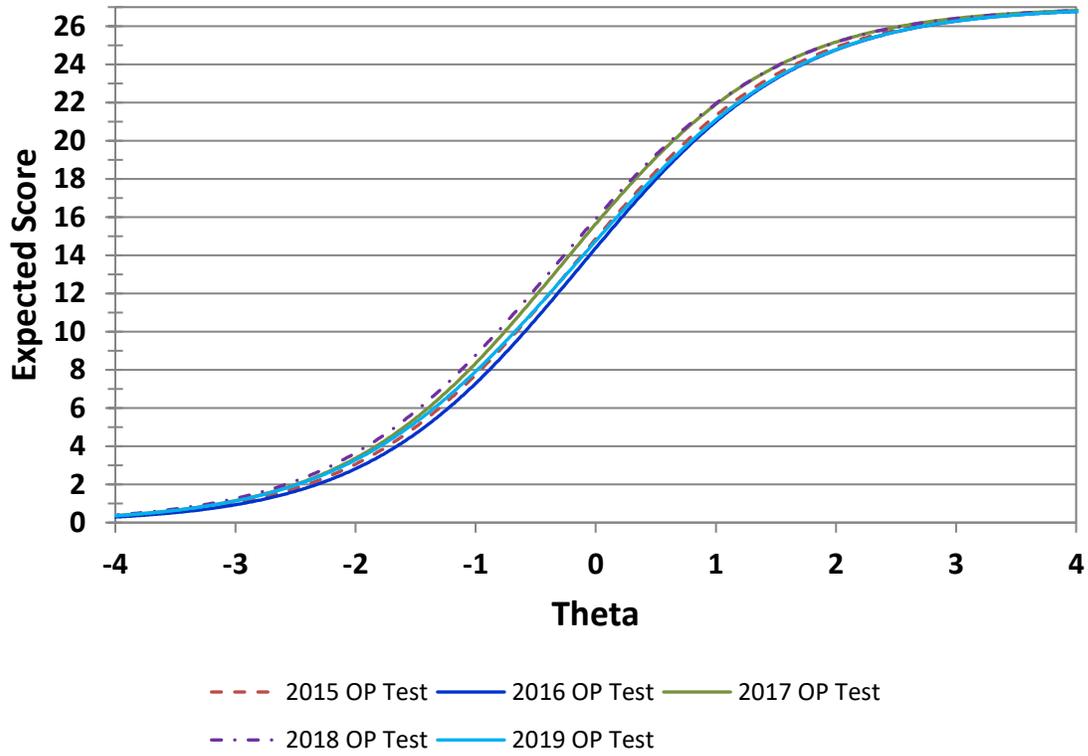


**Figure 44. CSEM for Grade Band 3–4 Reading Test**
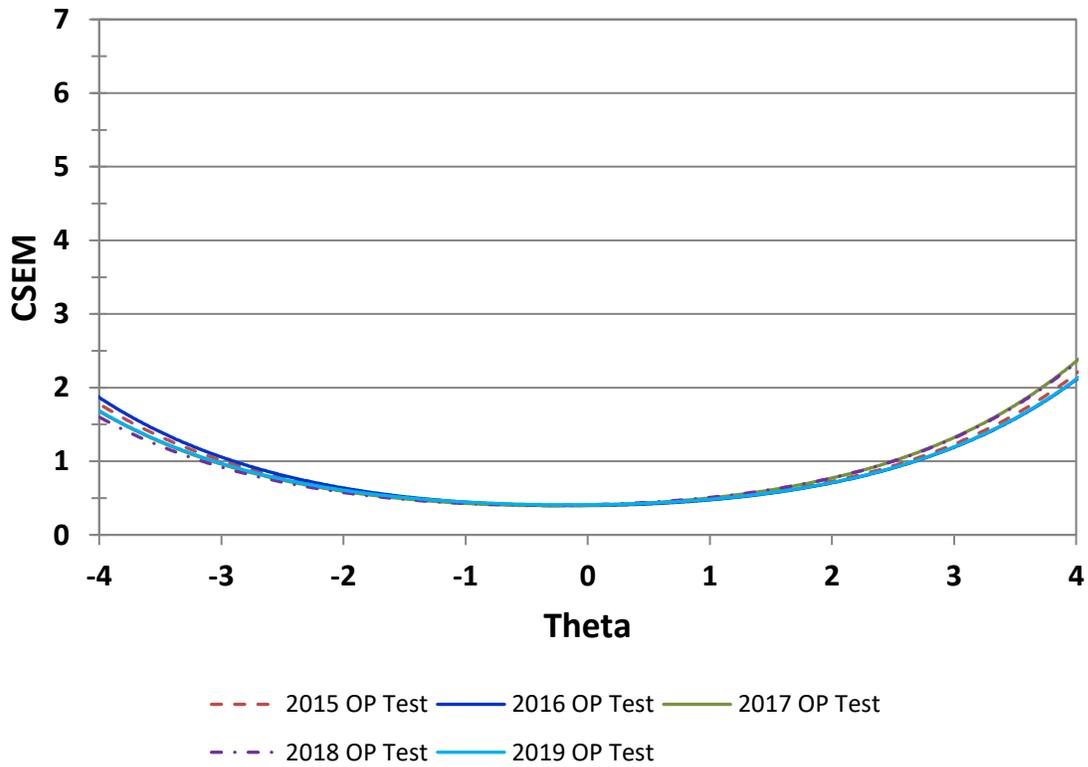
**Figure 45. TCC for Grade Band 5–6 Reading Test**
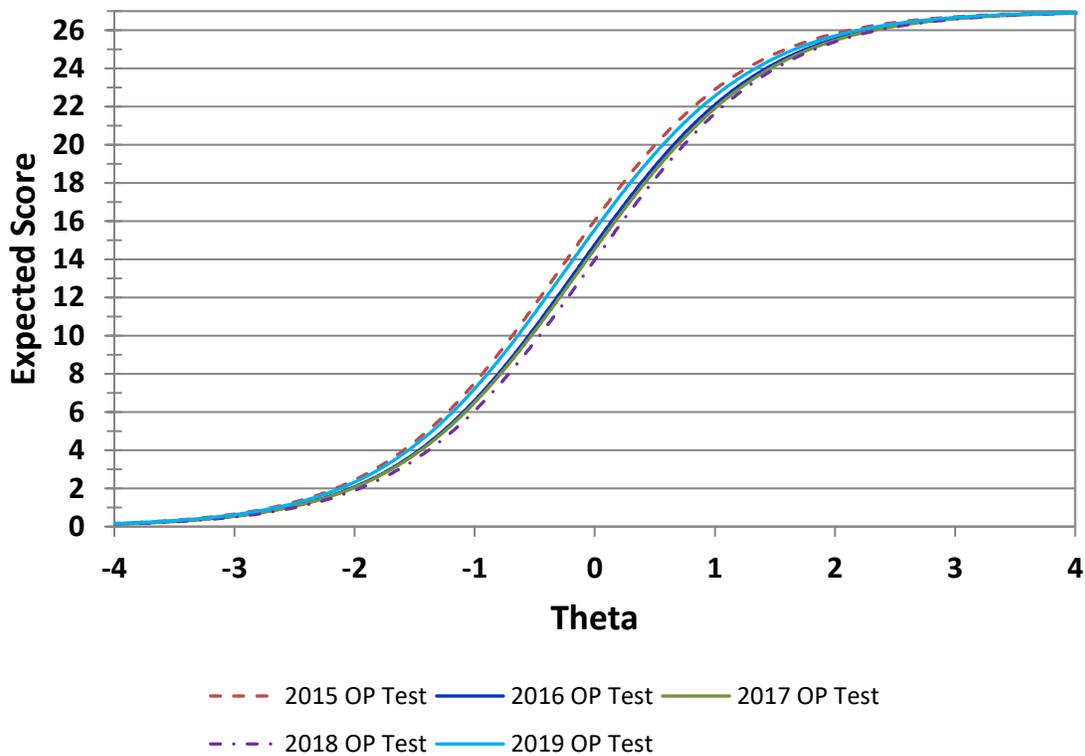


**Figure 46. CSEM for Grade Band 5–6 Reading Test**
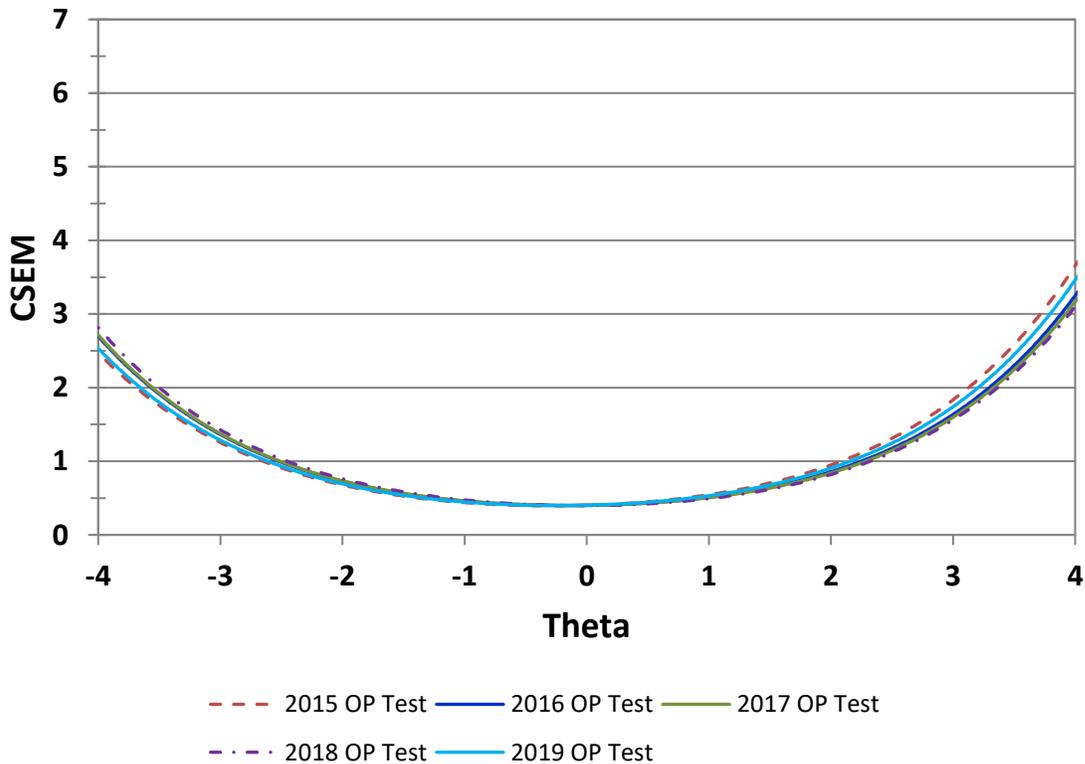
**Figure 47.  TCC for Grade Band 7–8 Reading Test**



Legend:
- 2015 OP Test
- 2016 OP Test
- 2017 OP Test
- 2018 OP Test
- 2019 OP Test
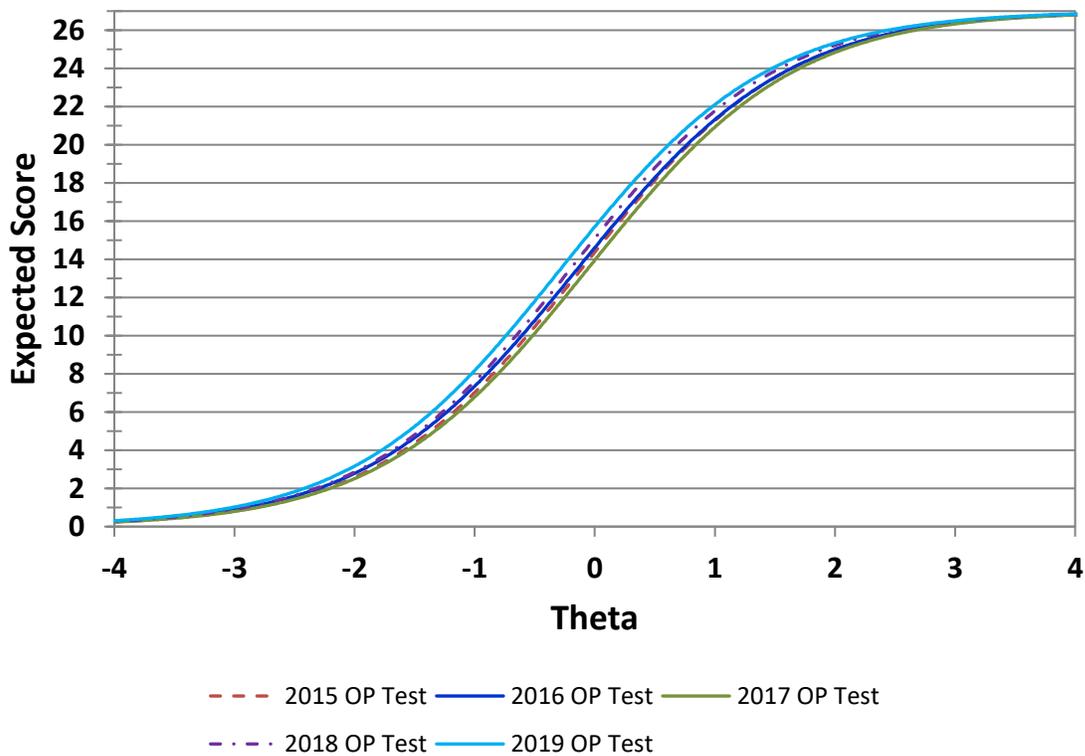
**Figure 48.  CSEM for Grade Band 7–8 Reading Test**



Legend:
- 2015 OP Test
- 2016 OP Test
- 2017 OP Test
- 2018 OP Test
- 2019 OP Test
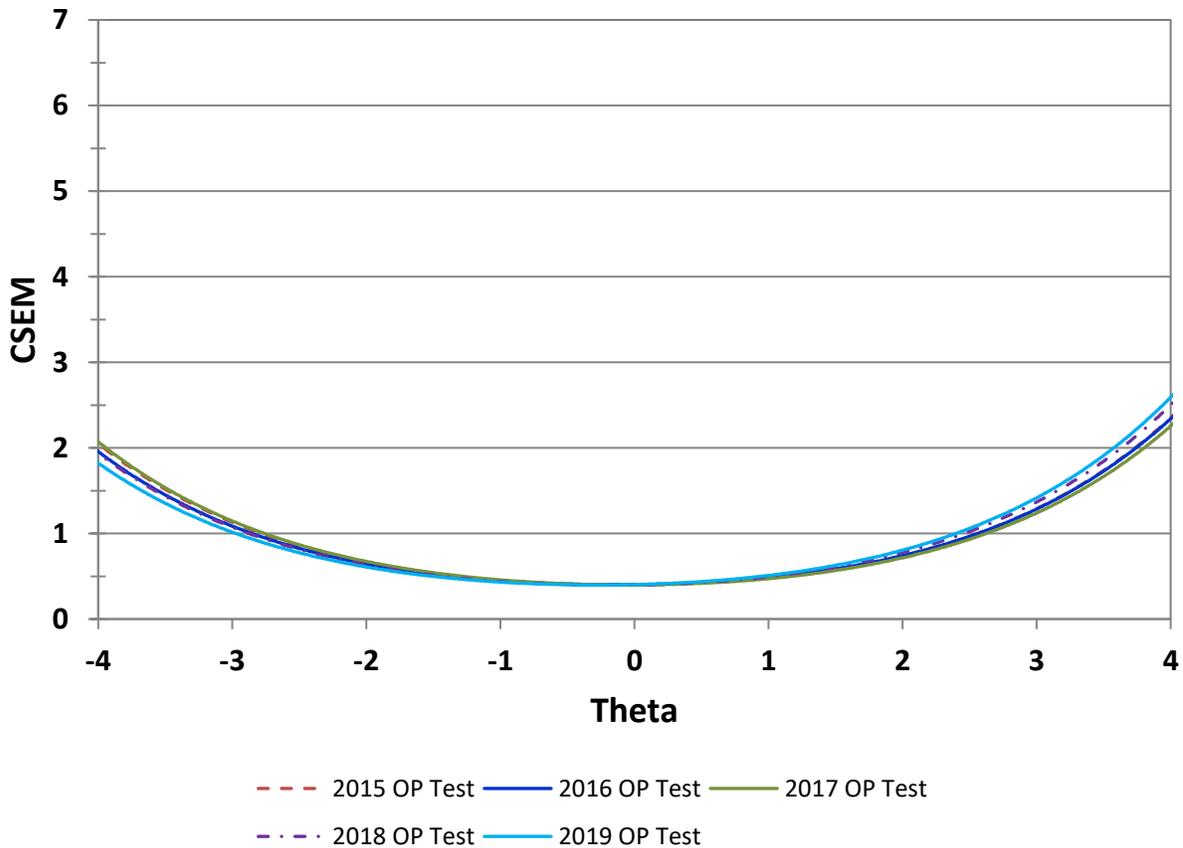
**Figure 49. TCC for Grade Band 9–12 Reading Test**
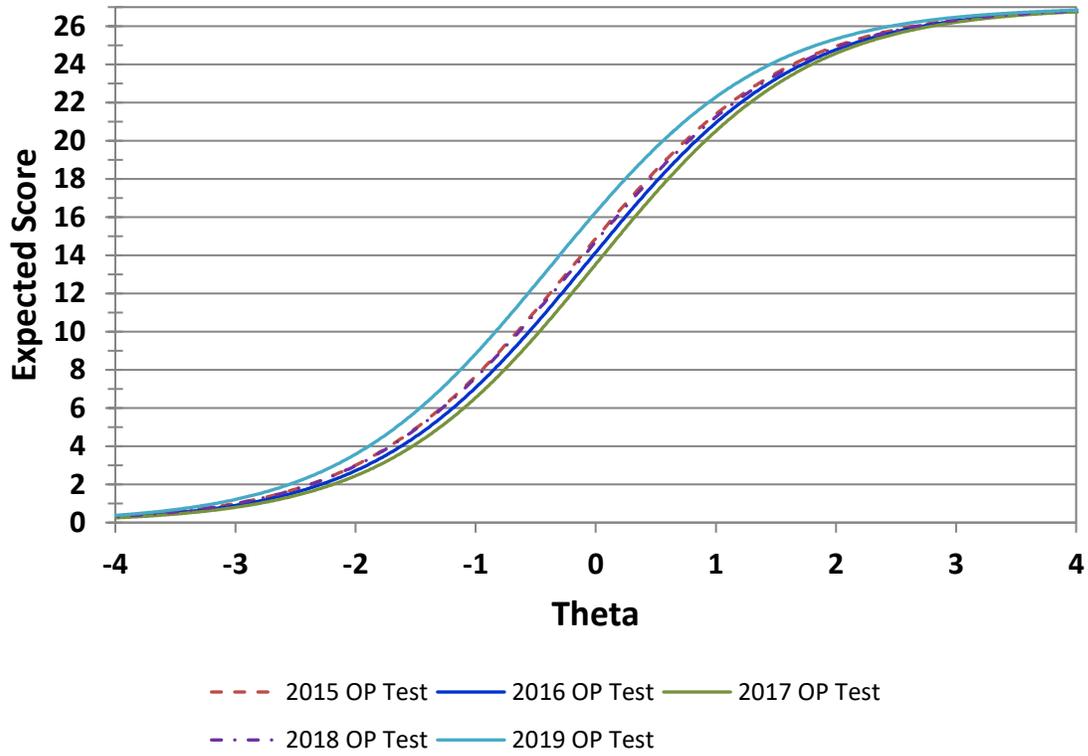


**Figure 50. CSEM for Grade Band 9–12 Reading Test**
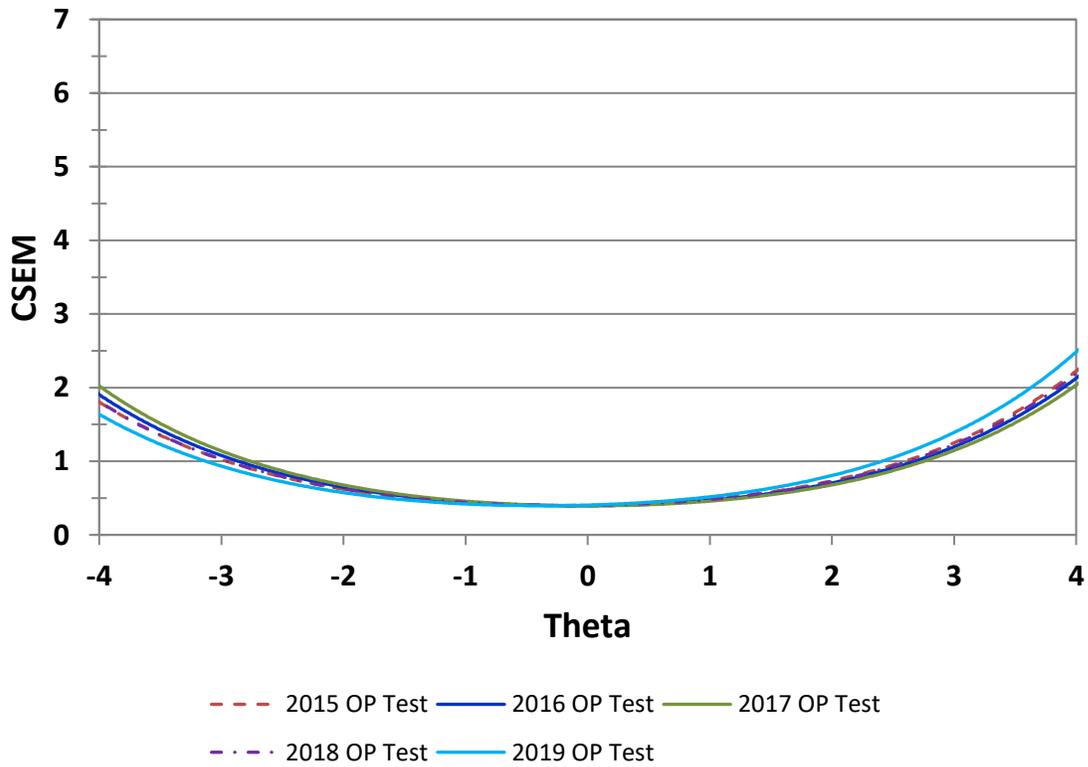
*Speaking Test*

**Figure 51. TCC for Kindergarten Speaking Test**
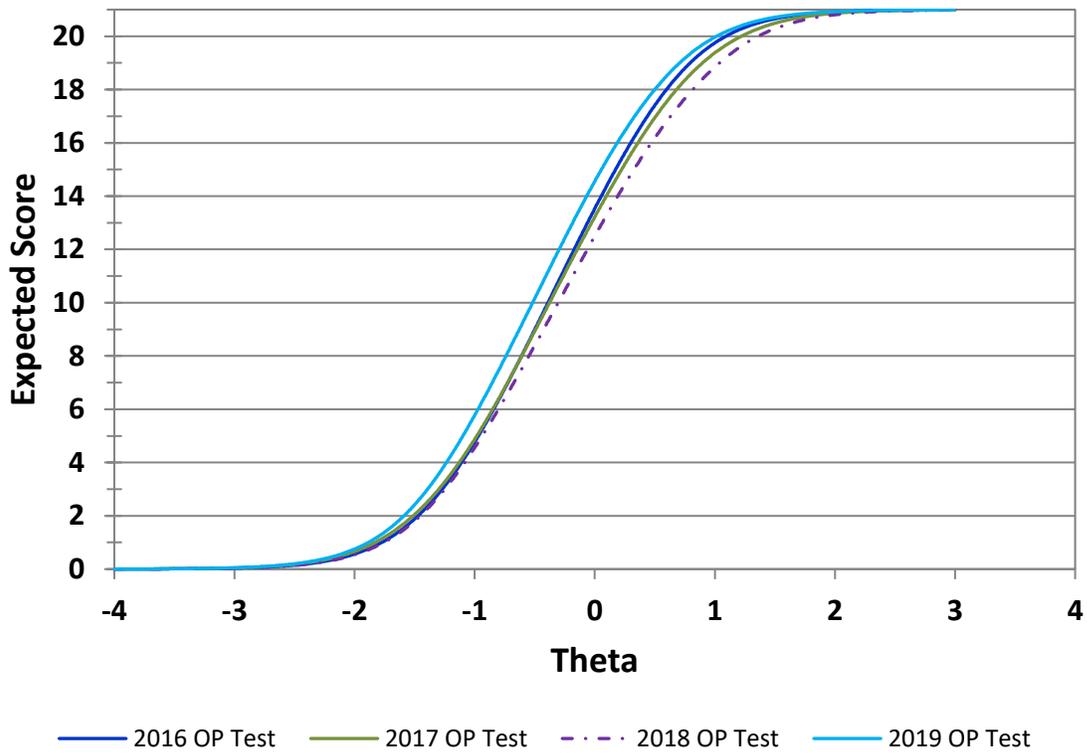


**Figure 52. CSEM for Kindergarten Speaking Test**
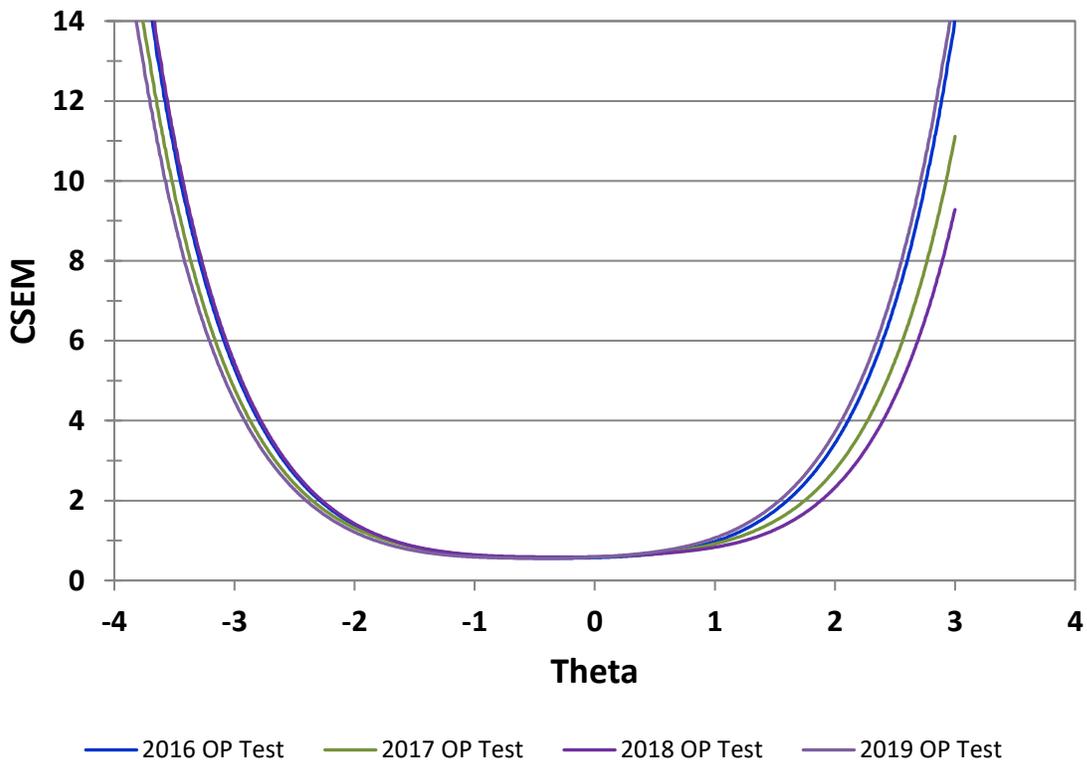
**Figure 53. TCC for Grade Band 1–2 Speaking Test**
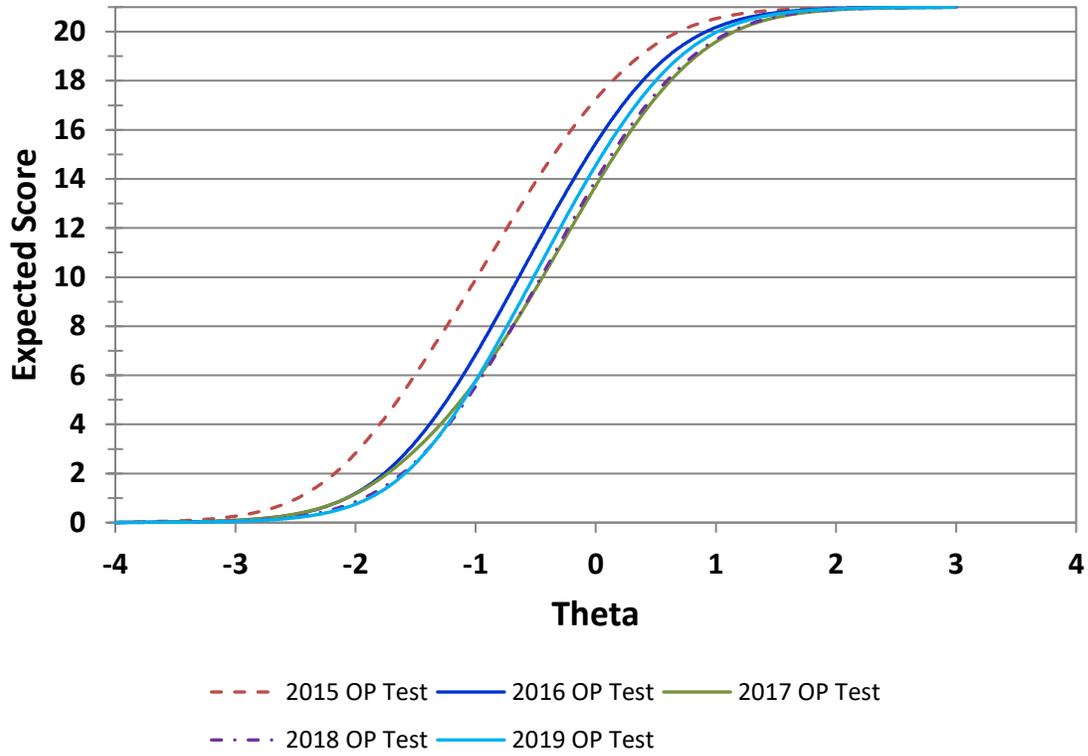


**Figure 54. CSEM for Grade Band 1–2 Speaking Test**
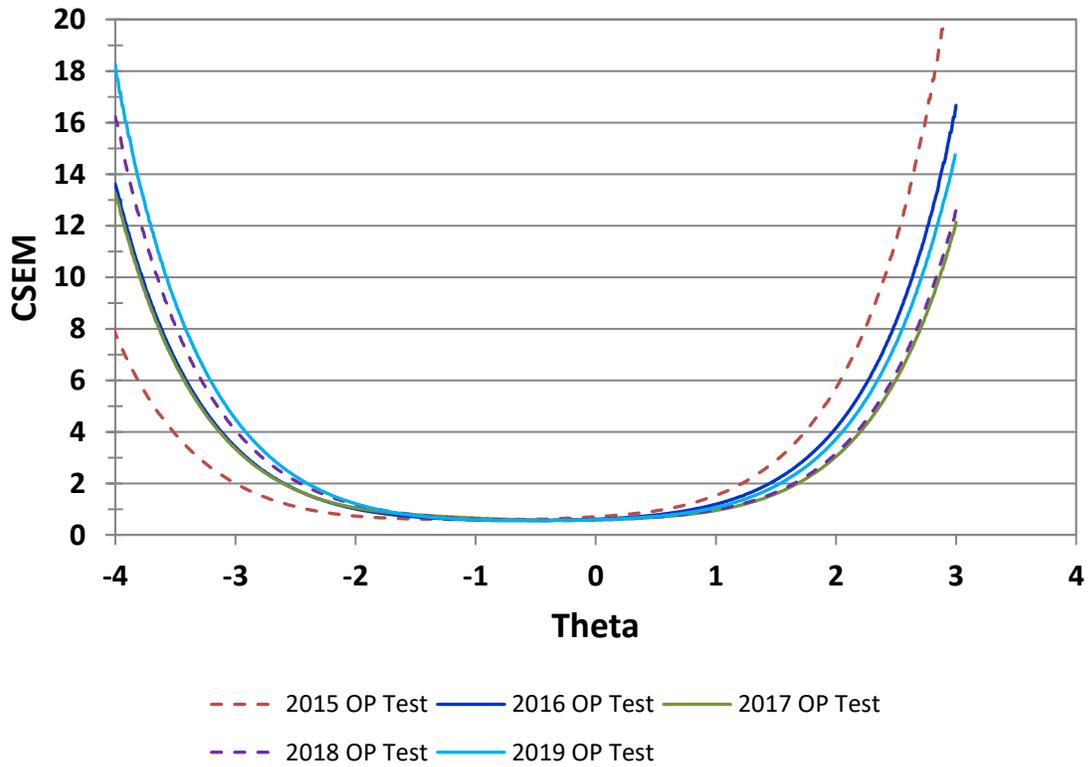
**Figure 55. TCC for Grade Band 3–4 Speaking Test**
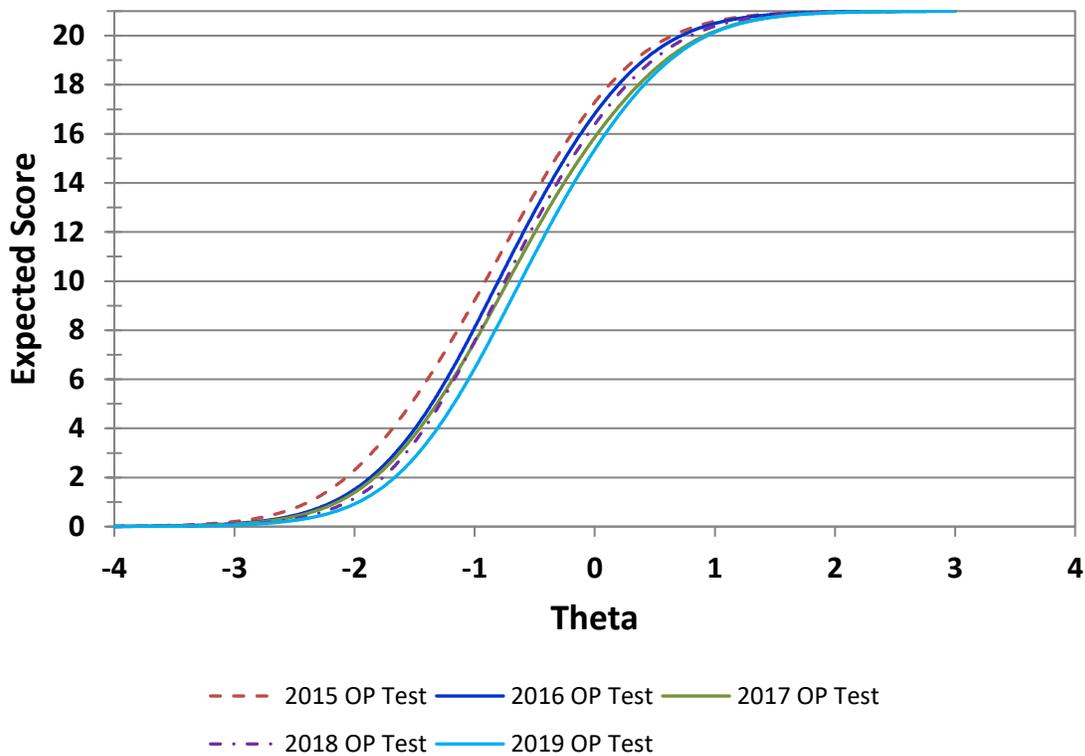


**Figure 56. CSEM for Grade Band 3–4 Speaking Test**
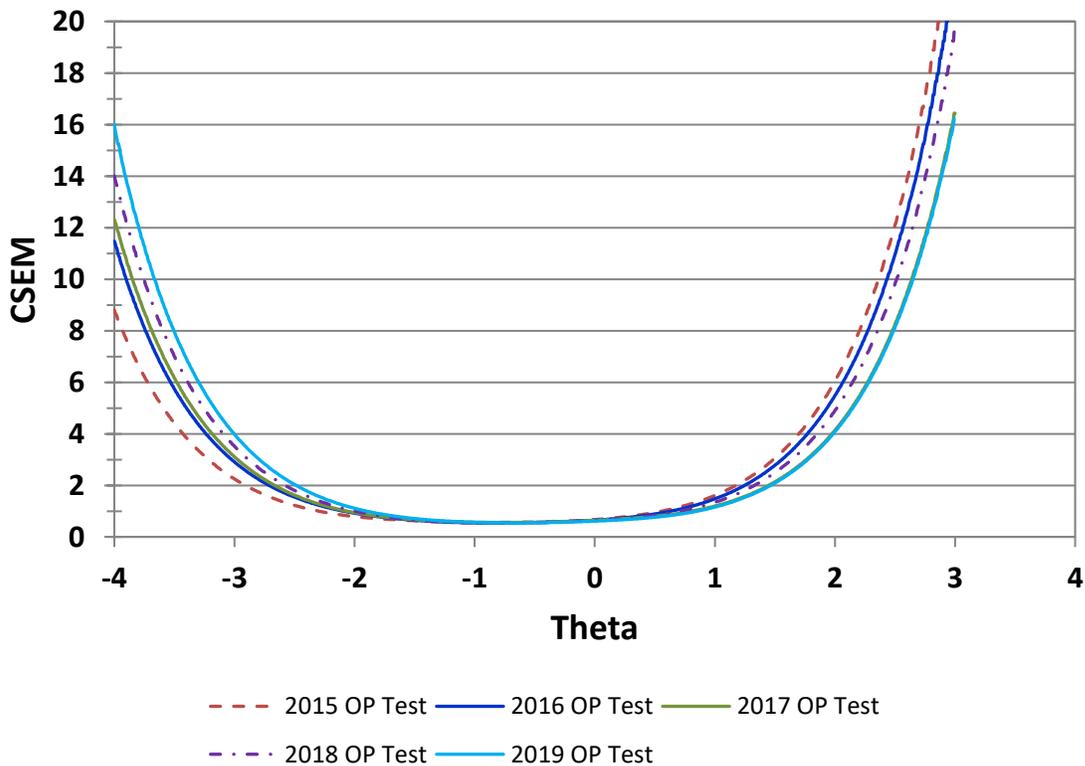
**Figure 57. TCC for Grade Band 5–6 Speaking Test**
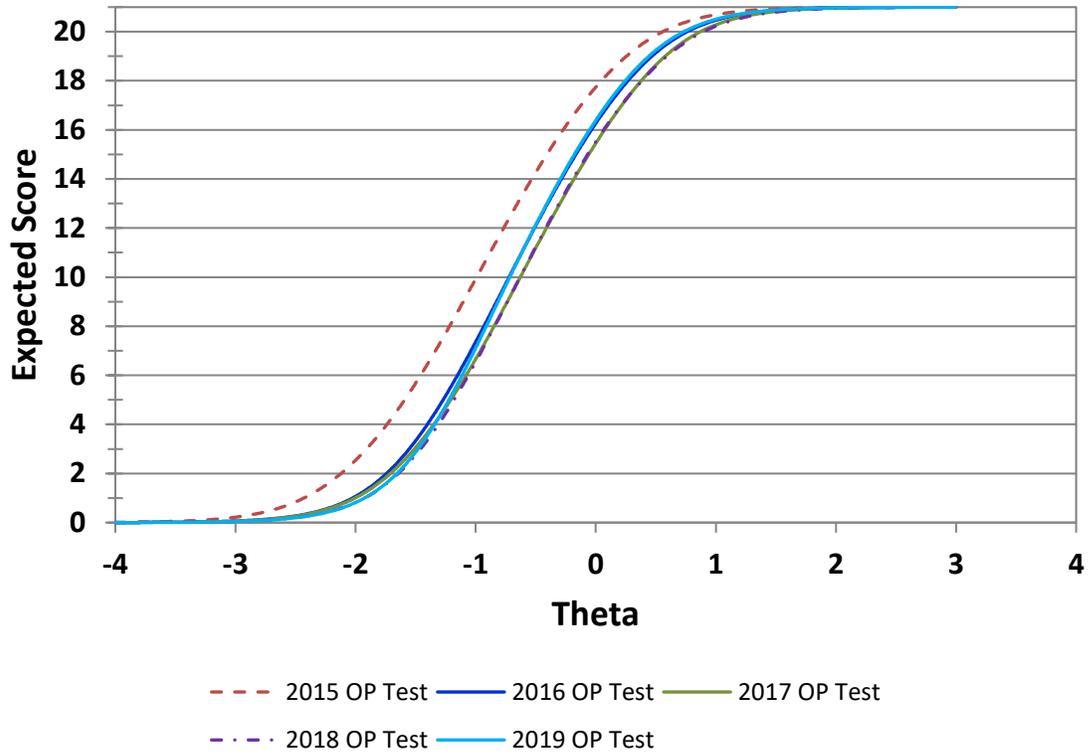


**Figure 58. CSEM for Grade Band 5–6 Speaking Test**
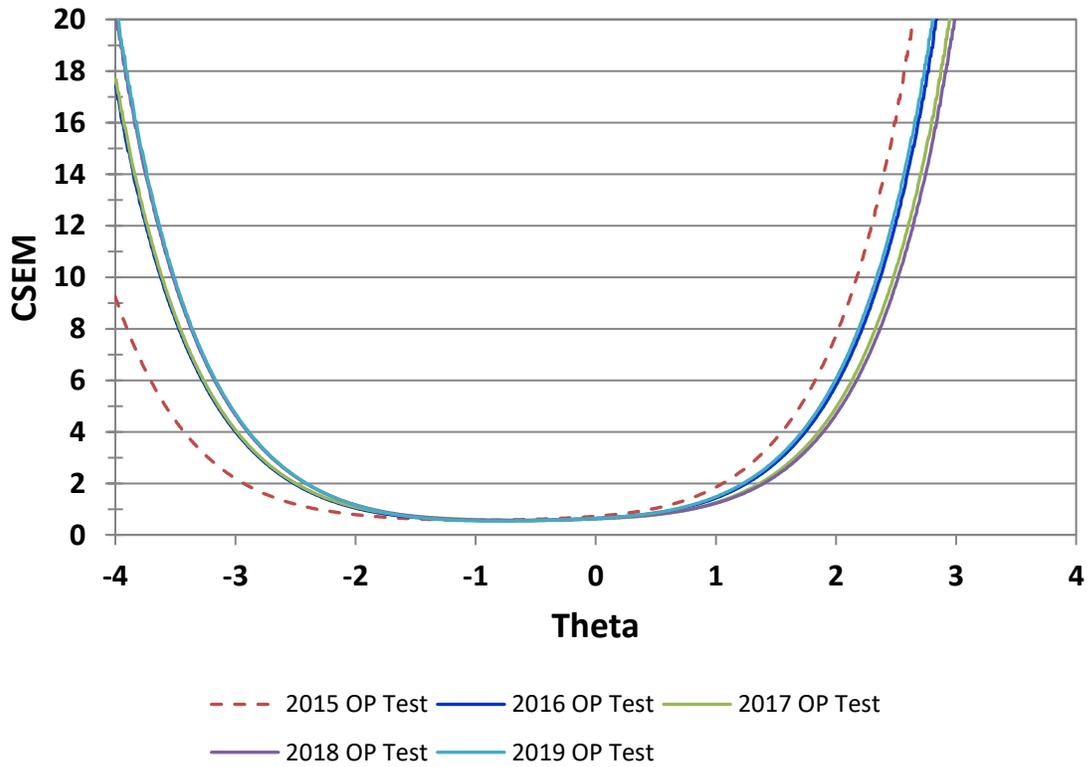
**Figure 59. TCC for Grade Band 7–8 Speaking Test**
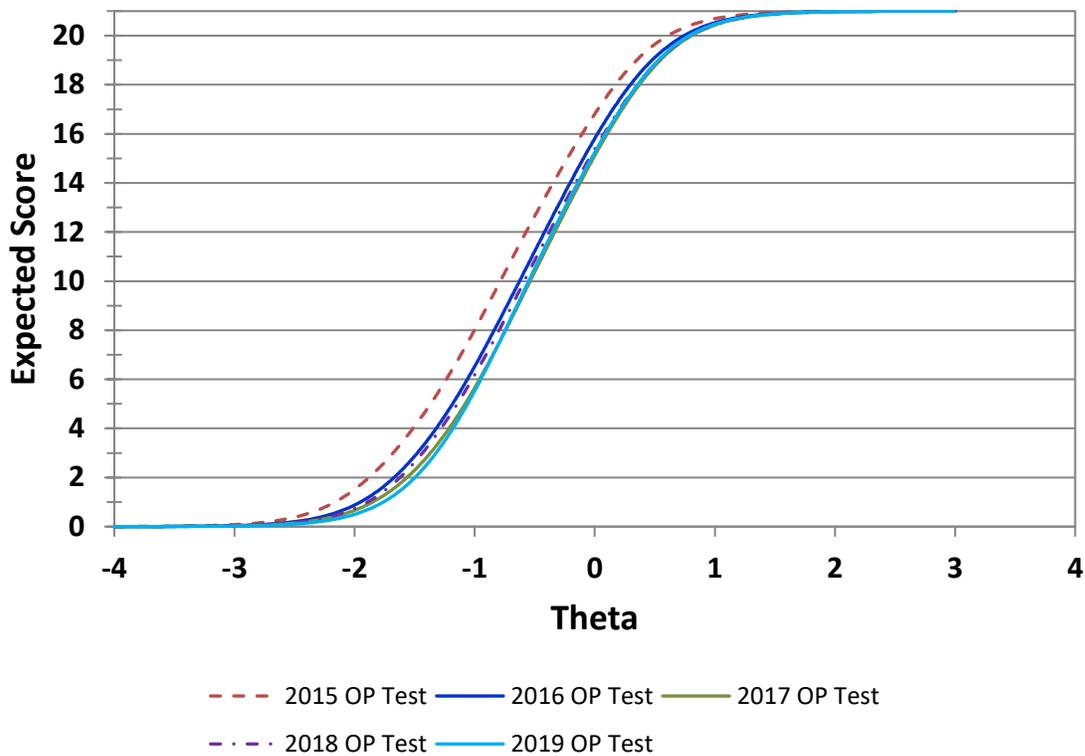


**Figure 60. CSEM for Grade Band 7–8 Speaking Test**
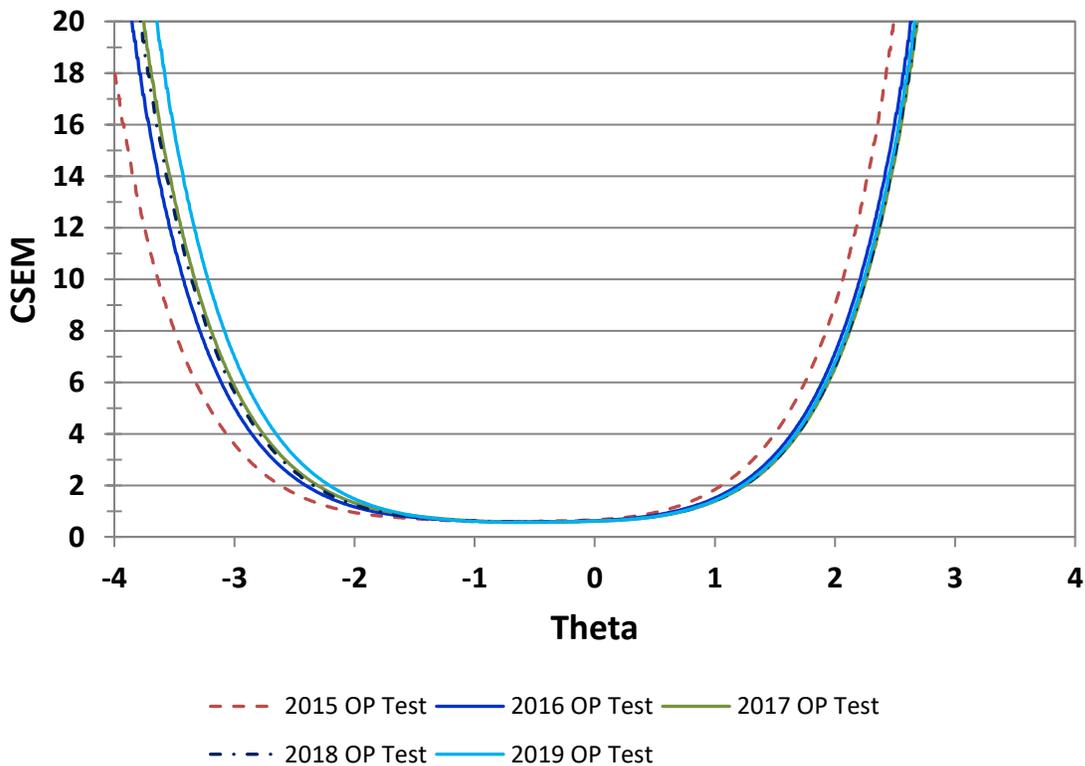
**Figure 61. TCC for Grade Band 9–12 Speaking Test**
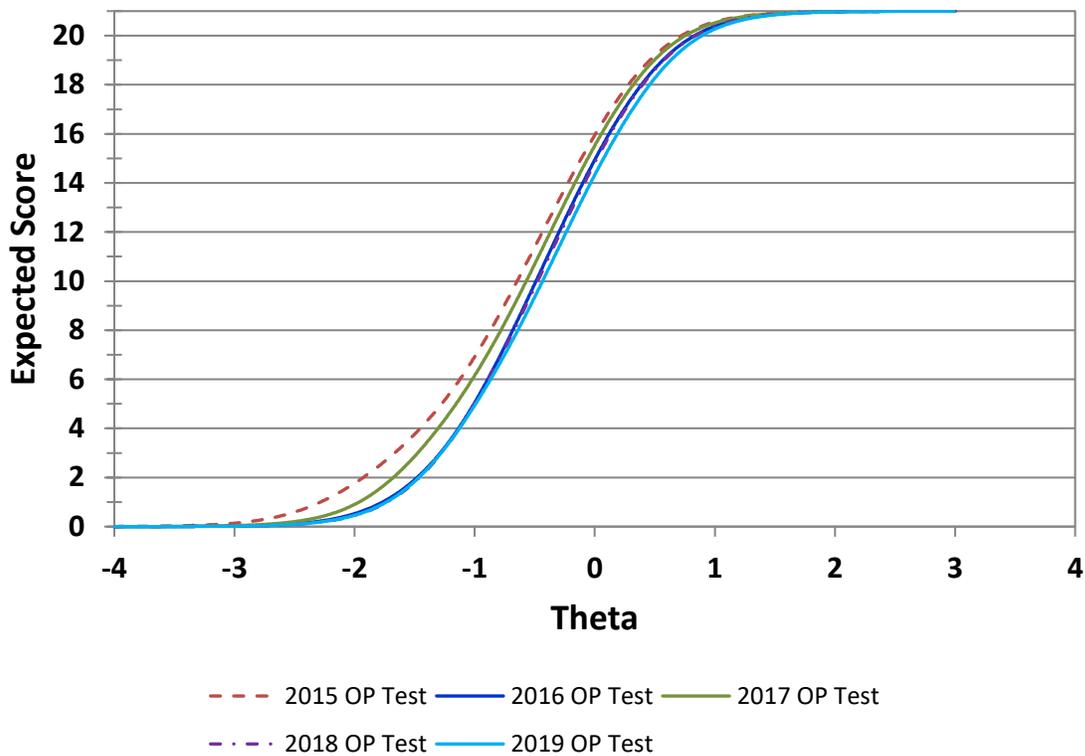


**Figure 62. CSEM for Grade Band 9–12 Speaking Test**
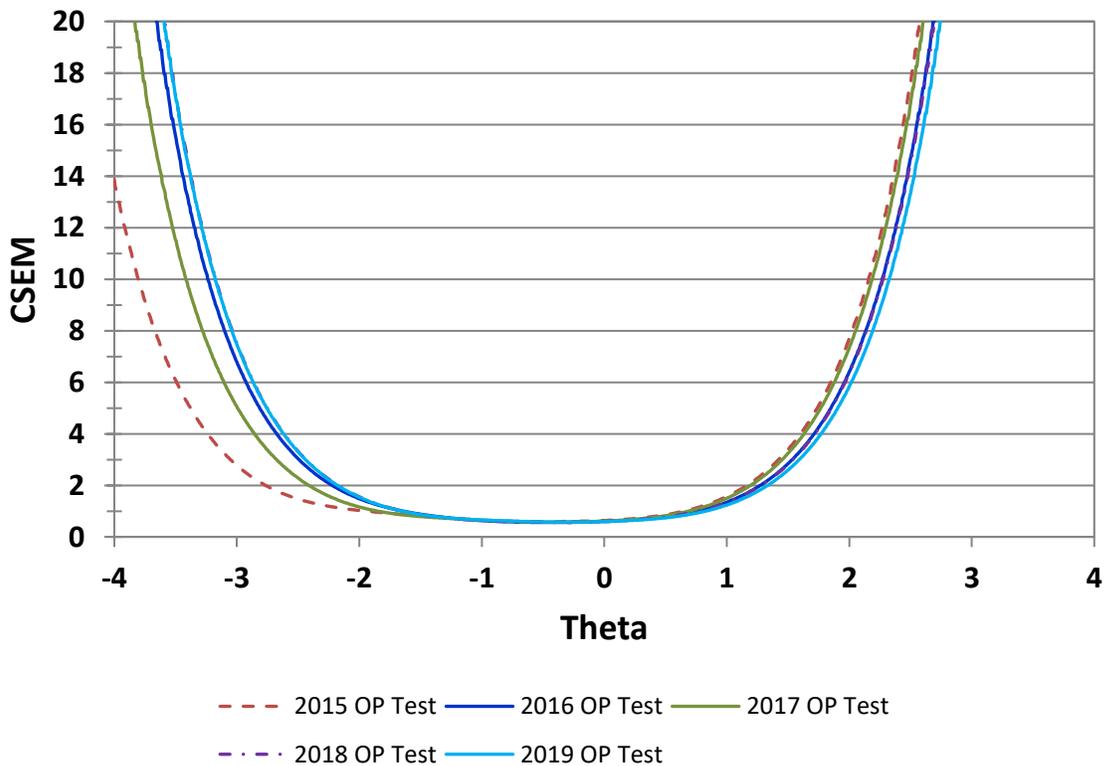
*Writing Test*

**Figure 63.  TCC for Kindergarten Writing Test**
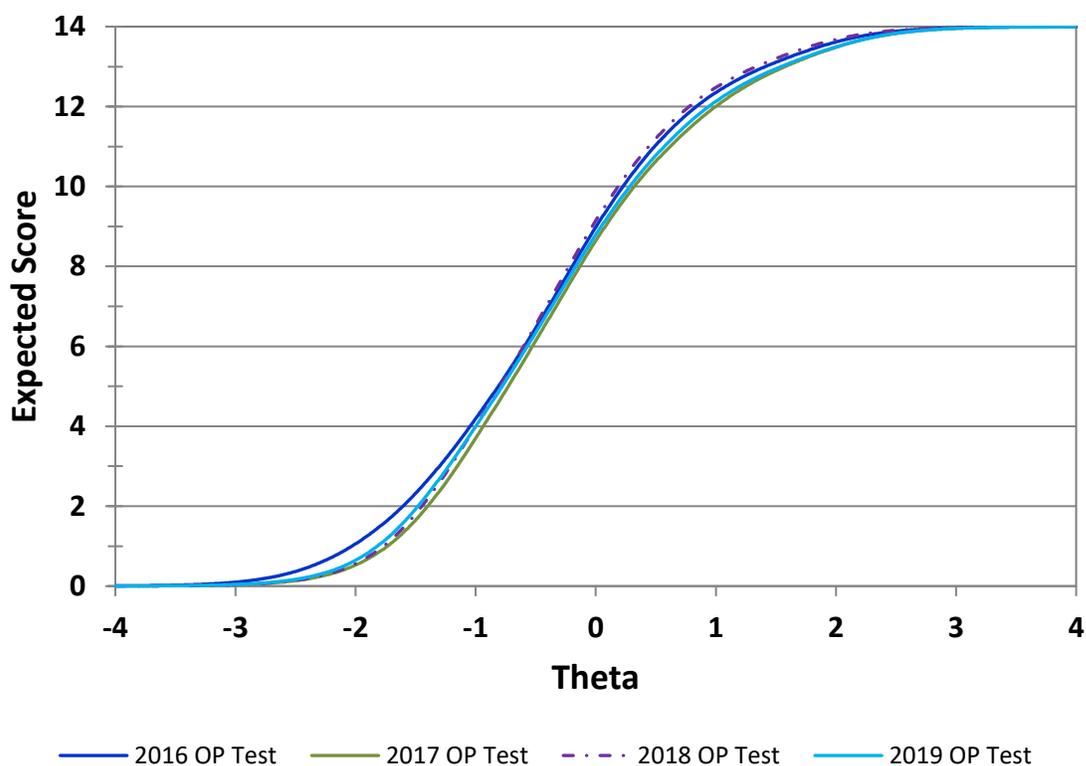


**Figure 64.  CSEM for Kindergarten Writing Test**
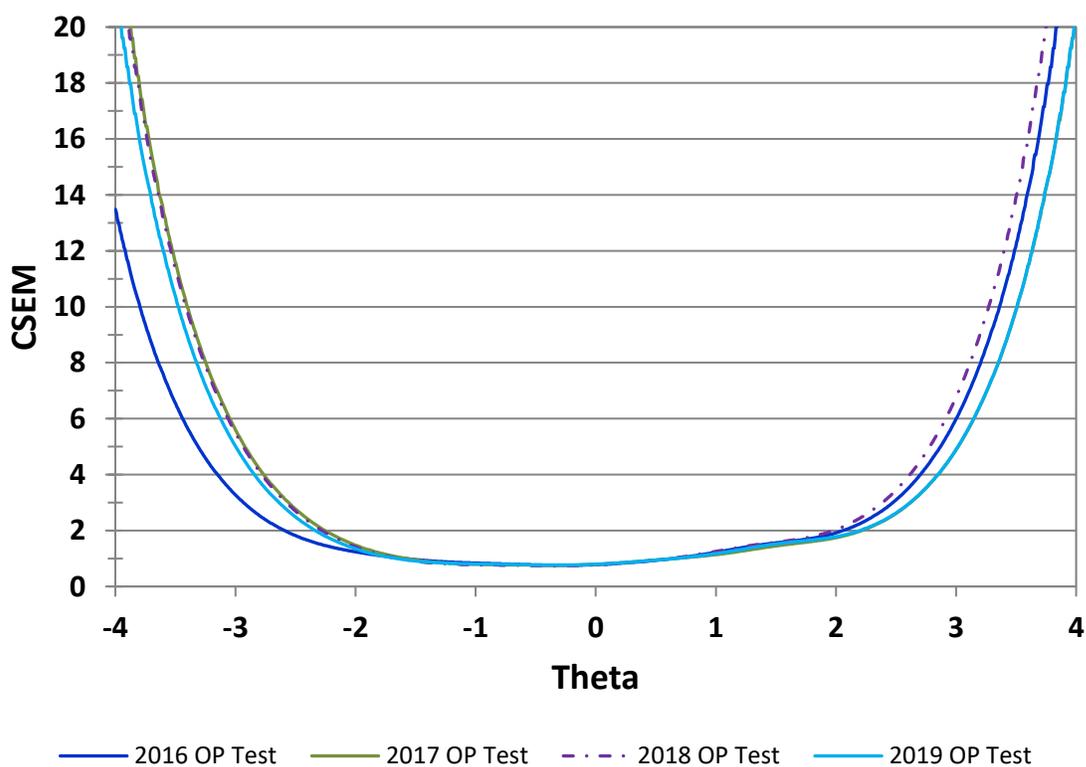
**Figure 65. TCC for Grade Band 1–2 Writing Test**
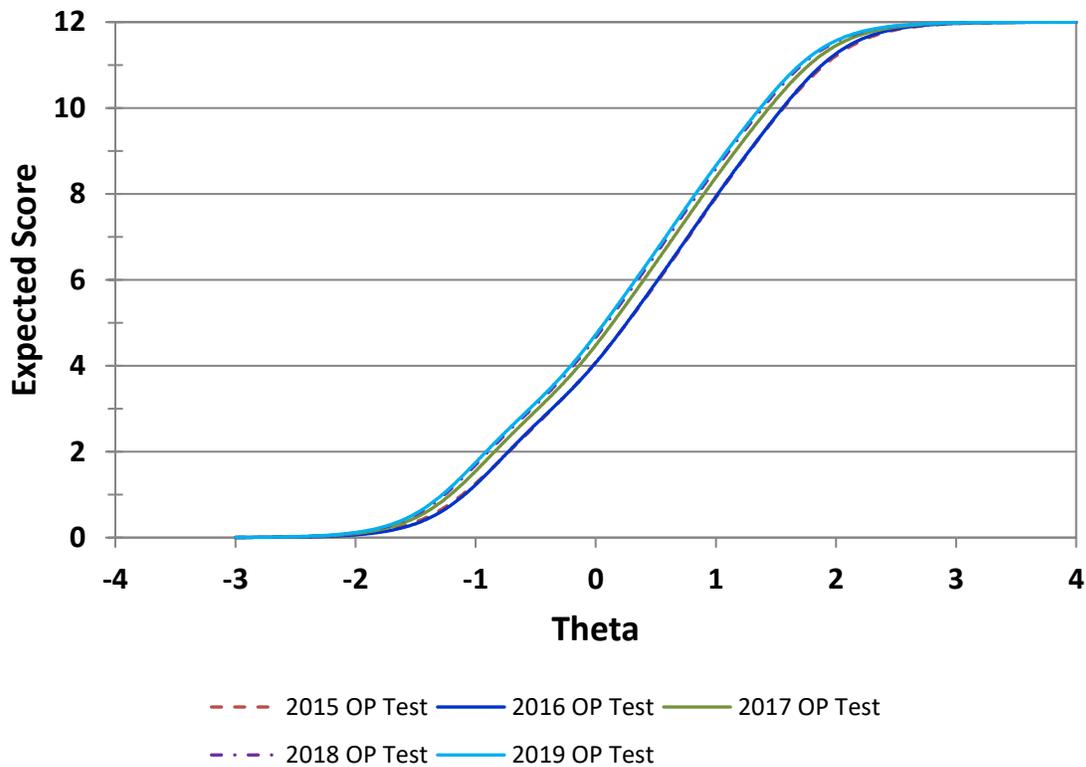


**Figure 66. CSEM for Grade Band 1–2 Writing Test**
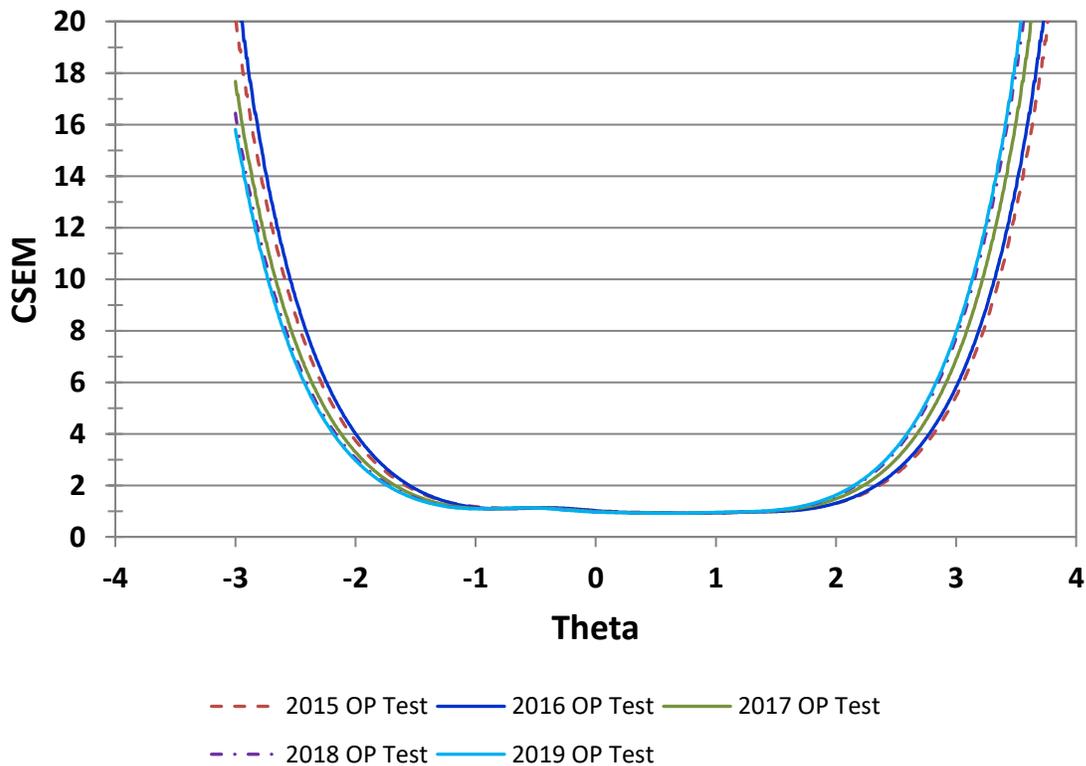
**Figure 67. TCC for Grade Band 3–4 Writing Test**
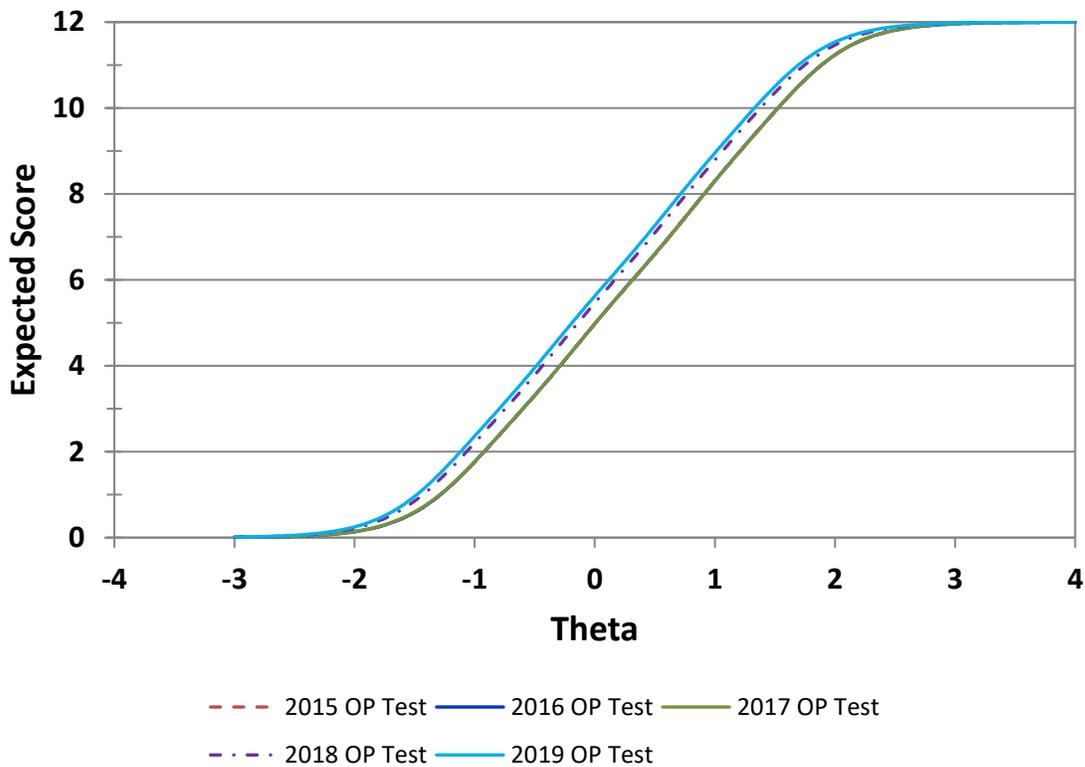


**Figure 68. CSEM for Grade Band 3–4 Writing Test**
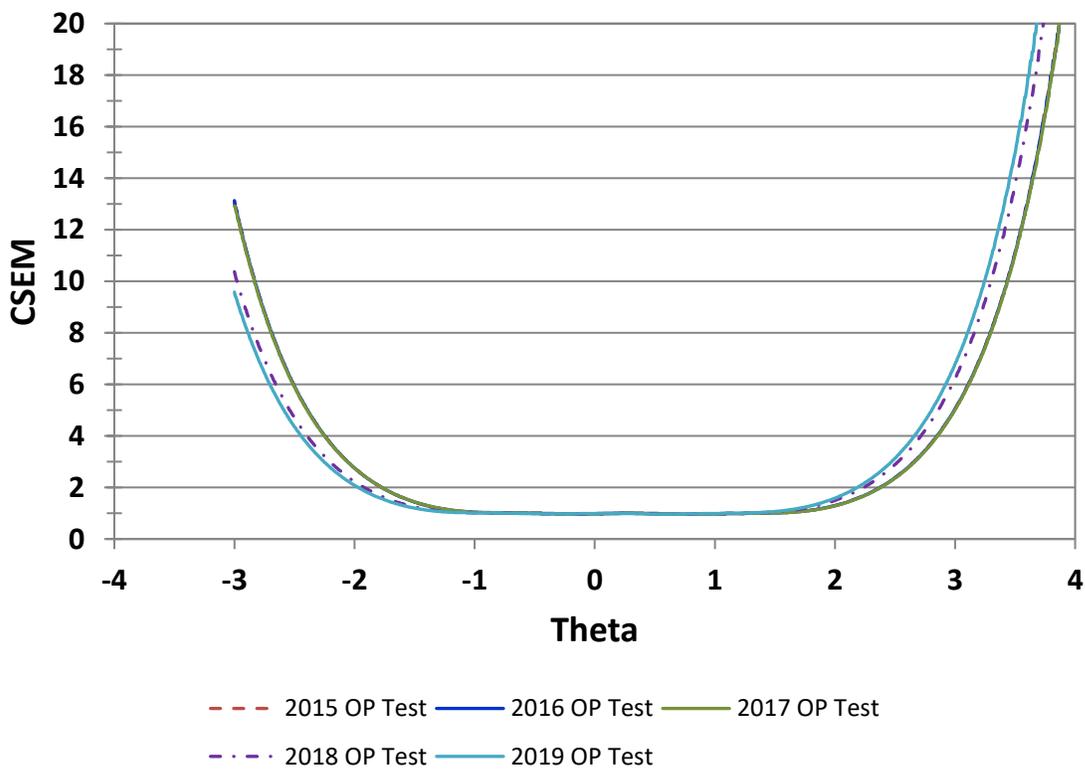
**Figure 69.  TCC for Grade Band 5–6 Writing Test**
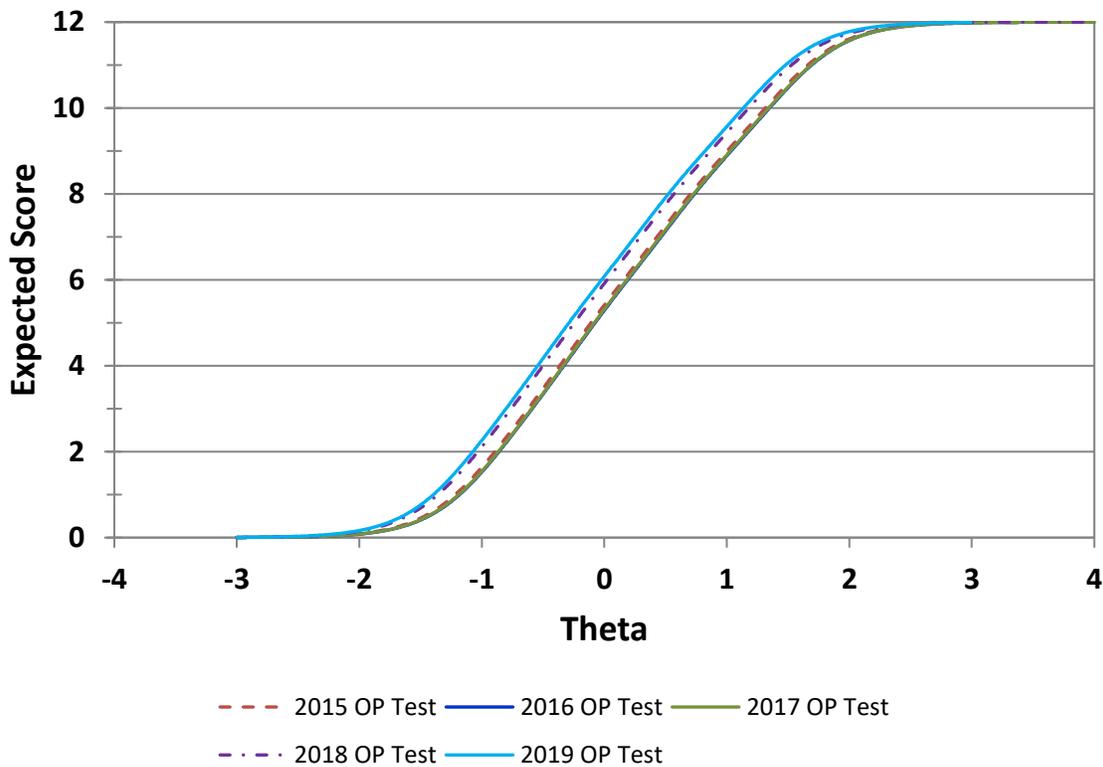


**Figure 70.  CSEM for Grade Band 5–6 Writing Test**
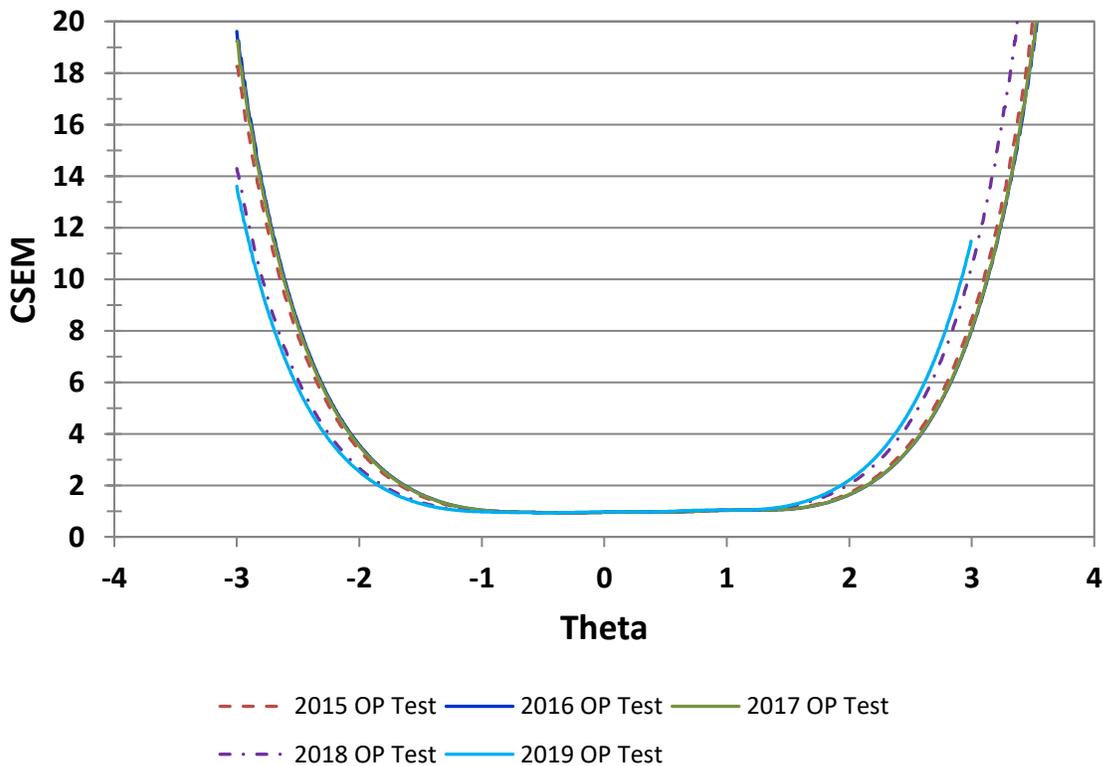
**Figure 71. TCC for Grade Band 7–8 Writing Test**
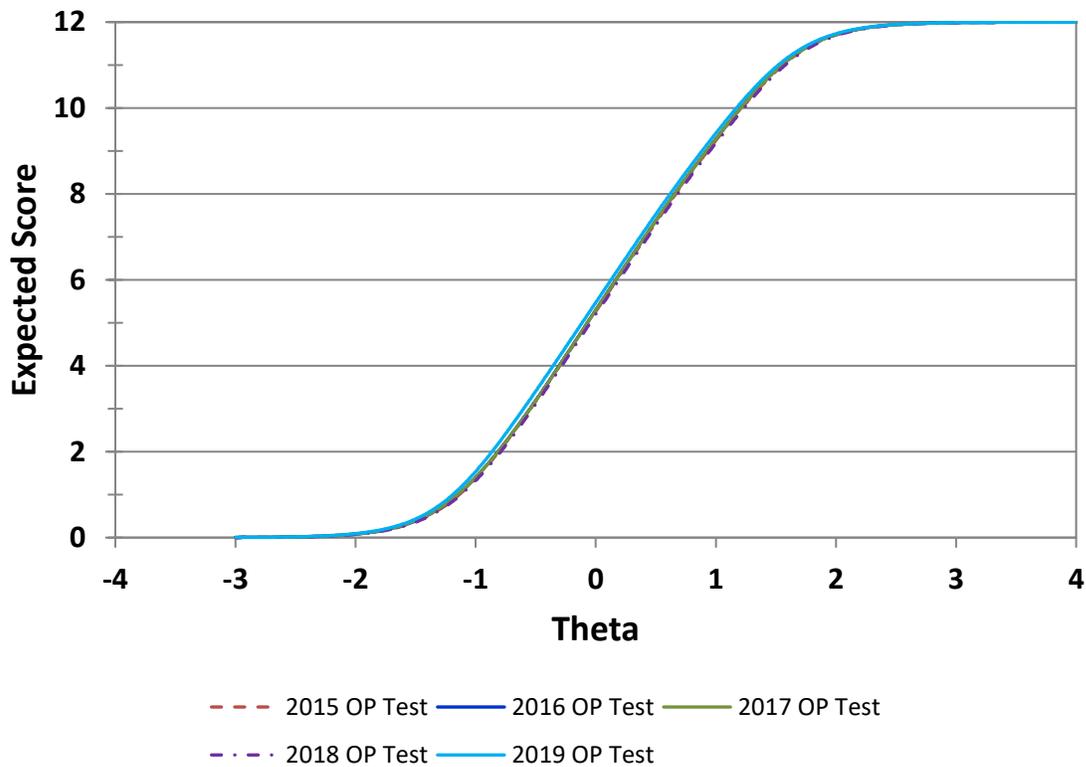


**Figure 72. CSEM for Grade Band 7–8 Writing Test**
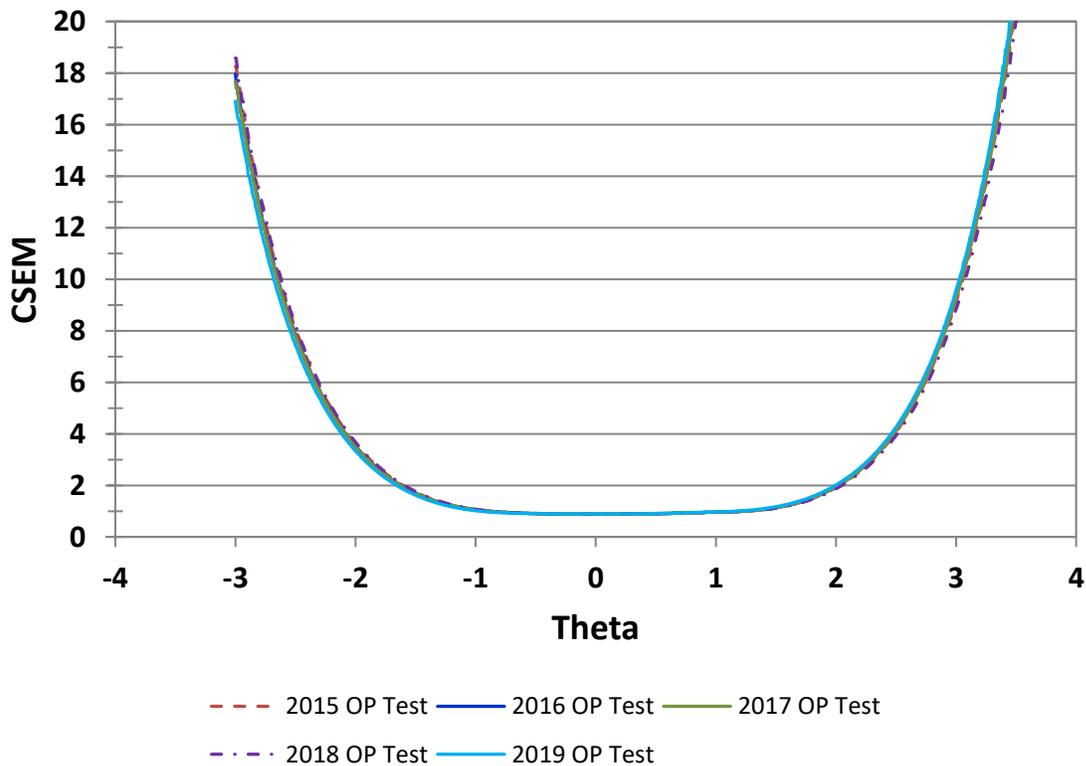
**Figure 73. TCC for Grade Band 9–12 Writing Test**
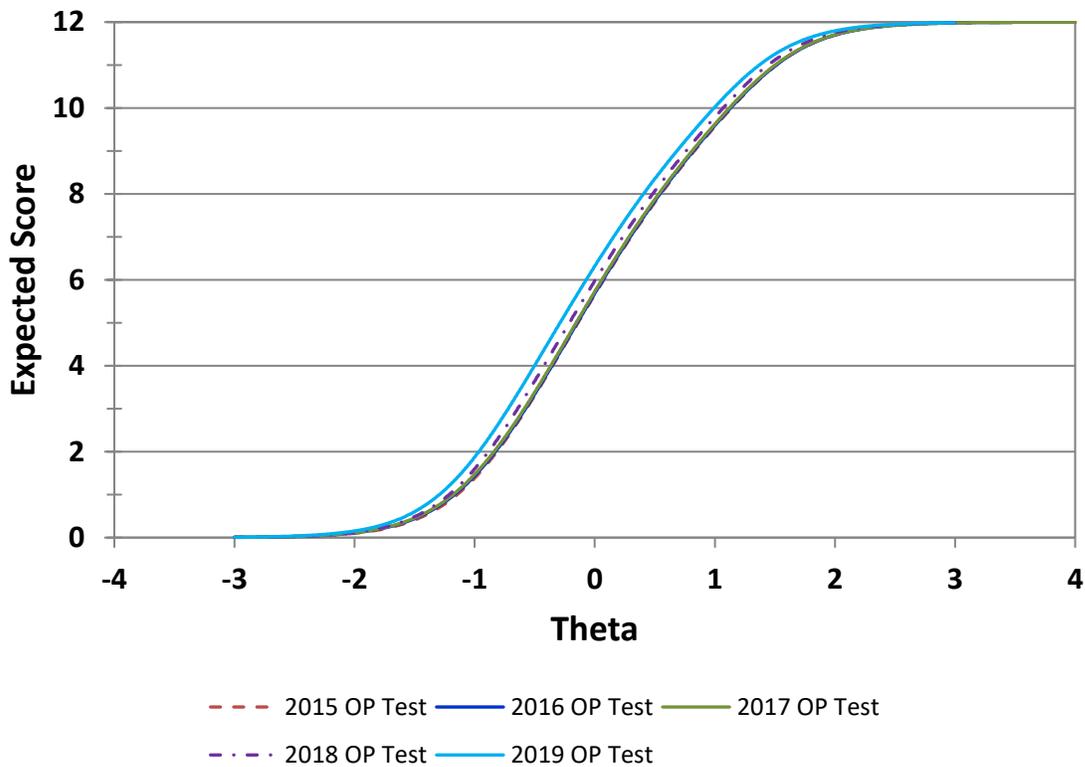


**Figure 74. CSEM for Grade Band 9–12 Writing Test**
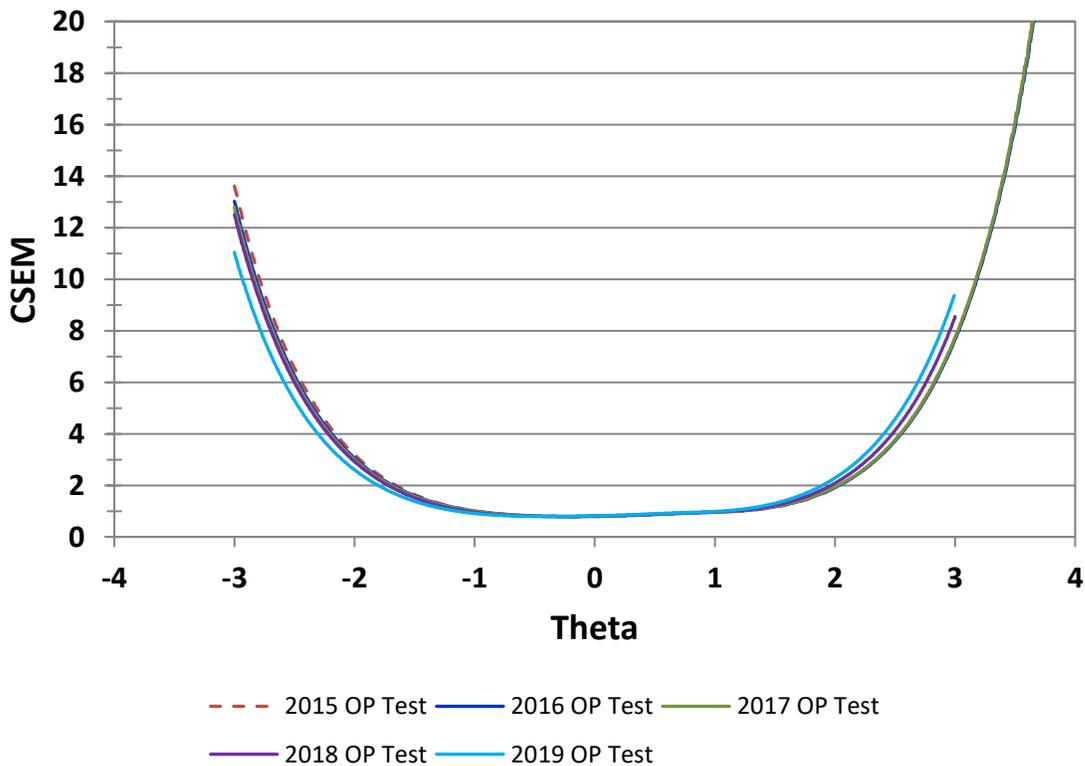
## 7.7 The Scale Transformation Process

The 2019 NYSESLAT is scaled at the individual modality level. The modality raw scores are converted to scale scores for reporting. The four modality scale scores are then summed to produce the overall scale score.

With respect to the NYSESLAT reporting scales, the scales exhibit the following properties:

- Each of the modality scale scores range from 30 to 90 (i.e., the lowest obtainable scale score (LOSS) is 30, and the highest obtainable scale score (HOSS) is 90). This same scale score range holds across all grade levels.
- The overall scale is the sum of the four individual modality scale scores. The overall scale scores range from 120 to 360.

To transform the (ability-centered) theta values produced by WINSTEPS to the reporting scale scores for the NYSESLAT, a linear theta-to-scale score transformation is used (Kolen and Brennan, 2004). The linear transformation from the theta scale ($\theta$) to the scale score ($SS$) scale can be expressed as the following:

$$SS(\theta) = (\theta \cdot B) + A, \qquad \text{(Equation 10)}$$

where:

$SS(\theta)$ is the scale score associated with ability estimate $\theta$,

$\theta$ is the IRT ability estimate associated with a given raw score, and

the $B$ and $A$ variables in Equation 10 are the appropriate scale transformation constants (slope and intercept, respectively) that will fix the LOSS at 30 and HOSS at 90.

The scale transformation constants are shown in the middle section of Table 52. For grades 1–12, the modality scaling was done based on the spring 2015 administration of the NYSESLAT. For Kindergarten, the scale transformation constants were developed based on the spring 2016 administration, since there were some changes to the NYSELAT test design for Kindergarten. Note that since the overall scale score is a summed composite of the individual modality scale scores, it does not have any scale transformation, or item calibration information, associated with it (see Table 52). Also note that by determining the scale transformation constants based on the fixed LOSS/HOSS method, the resulting scale score means and standard deviations are not equal, even though the range of scale scores is the same across all modalities and grade levels.

**Table 52. Fixed LOSS/HOSS Scaling for the 2019 NYSESLAT**

| Modality | Grade Band | θ Scale | | Scale Transformation Constants | | Scale Scores | | | | |
| | | Mean | SD | Slope | Intercept | Grade | Min | Max | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Listening | K | 0.00 | 1.00 | 11.34 | 68.75 | K | 30 | 90 | 68.51 | 11.23 |
| | 1–2 | 0.00 | 1.00 | 9.07 | 60.56 | 1 | 30 | 90 | 56.99 | 10.23 |
| | | | | | | 2 | 30 | 90 | 63.23 | 11.84 |
| | 3–4 | 0.00 | 1.00 | 9.96 | 63.22 | 3 | 30 | 90 | 62.72 | 10.75 |
| | | | | | | 4 | 30 | 90 | 65.91 | 11.49 |
| | 5–6 | 0.00 | 1.00 | 9.58 | 62.97 | 5 | 30 | 90 | 64.39 | 11.86 |
| | | | | | | 6 | 30 | 90 | 65.89 | 12.94 |
| | 7–8 | 0.00 | 1.00 | 8.61 | 60.40 | 7 | 30 | 90 | 62.08 | 10.68 |
| | | | | | | 8 | 30 | 90 | 63.38 | 11.25 |
| | 9–12 | 0.00 | 1.00 | 9.92 | 64.34 | 9 | 30 | 90 | 64.60 | 10.72 |
| | | | | | | 10 | 30 | 90 | 66.85 | 10.79 |
| | | | | | | 11 | 30 | 90 | 67.78 | 10.54 |
| | | | | | | 12 | 30 | 90 | 64.27 | 12.01 |
| Reading | K | 0.00 | 1.00 | 13.01 | 75.46 | K | 30 | 90 | 74.74 | 12.49 |
| | 1–2 | 0.00 | 1.00 | 9.31 | 58.42 | 1 | 30 | 90 | 55.67 | 10.71 |
| | | | | | | 2 | 30 | 90 | 63.96 | 13.03 |
| | 3–4 | 0.00 | 1.00 | 9.69 | 61.73 | 3 | 30 | 90 | 61.21 | 10.04 |
| | | | | | | 4 | 30 | 90 | 64.19 | 10.79 |
| | 5–6 | 0.00 | 1.00 | 9.88 | 59.01 | 5 | 30 | 90 | 59.65 | 9.80 |
| | | | | | | 6 | 30 | 90 | 61.93 | 10.87 |
| | 7–8 | 0.00 | 1.00 | 10.12 | 61.14 | 7 | 30 | 90 | 62.95 | 11.28 |
| | | | | | | 8 | 30 | 90 | 64.61 | 11.91 |
| | 9–12 | 0.00 | 1.00 | 9.77 | 61.75 | 9 | 30 | 90 | 62.12 | 10.93 |
| | | | | | | 10 | 30 | 90 | 64.87 | 11.42 |
| | | | | | | 11 | 30 | 90 | 66.19 | 11.43 |
| | | | | | | 12 | 30 | 90 | 62.44 | 12.74 |

**Table 52. Fixed LOSS/HOSS Scaling for the 2019 NYSESLAT (continued)**

| Modality | Grade Band | θ Scale Mean | SD | Scale Transformation Constants Slope | Intercept | Grade | Min | Max | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Speaking | K | 0.00 | 1.00 | 15.31 | 65.27 | K | 30 | 90 | 65.97 | 16.83 |
| | 1–2 | 0.00 | 1.00 | 14.10 | 72.53 | 1 | 30 | 90 | 72.12 | 17.10 |
| | | | | | | 2 | 30 | 90 | 75.79 | 16.63 |
| | 3–4 | 0.00 | 1.00 | 14.56 | 72.60 | 3 | 30 | 90 | 73.73 | 16.02 |
| | | | | | | 4 | 30 | 90 | 75.35 | 16.18 |
| | 5–6 | 0.00 | 1.00 | 14.90 | 73.99 | 5 | 30 | 90 | 76.07 | 16.31 |
| | | | | | | 6 | 30 | 90 | 76.26 | 16.71 |
| | 7–8 | 0.00 | 1.00 | 16.20 | 72.70 | 7 | 30 | 90 | 74.60 | 16.83 |
| | | | | | | 8 | 30 | 90 | 74.67 | 16.94 |
| | 9–12 | 0.00 | 1.00 | 15.06 | 72.26 | 9 | 30 | 90 | 70.31 | 18.87 |
| | | | | | | 10 | 30 | 90 | 74.74 | 15.65 |
| | | | | | | 11 | 30 | 90 | 76.75 | 14.18 |
| | | | | | | 12 | 30 | 90 | 74.54 | 16.18 |
| Writing | K | 0.00 | 1.00 | 12.39 | 62.86 | K | 30 | 90 | 62.69 | 13.74 |
| | 1–2 | 0.00 | 1.00 | 14.94 | 54.22 | 1 | 30 | 90 | 51.47 | 14.55 |
| | | | | | | 2 | 30 | 90 | 58.88 | 15.89 |
| | 3–4 | 0.00 | 1.00 | 14.27 | 55.71 | 3 | 30 | 90 | 56.48 | 14.89 |
| | | | | | | 4 | 30 | 90 | 59.73 | 15.71 |
| | 5–6 | 0.00 | 1.00 | 15.65 | 56.48 | 5 | 30 | 90 | 58.13 | 15.94 |
| | | | | | | 6 | 30 | 90 | 59.60 | 16.75 |
| | 7–8 | 0.00 | 1.00 | 16.26 | 56.54 | 7 | 30 | 90 | 59.04 | 16.33 |
| | | | | | | 8 | 30 | 90 | 60.51 | 16.80 |
| | 9–12 | 0.00 | 1.00 | 16.02 | 56.92 | 9 | 30 | 90 | 56.64 | 16.06 |
| | | | | | | 10 | 30 | 90 | 60.94 | 15.39 |
| | | | | | | 11 | 30 | 90 | 62.88 | 14.91 |
| | | | | | | 12 | 30 | 90 | 59.58 | 16.18 |

**Table 52.  Fixed LOSS/HOSS Scaling for the 2019 NYSESLAT (continued)**

| Modality | Grade | Scale Scores | | | |
|---|---|---|---|---|---|
| | | Min | Max | Mean | SD |
| Overall | K | 120 | 360 | 271.90 | 44.74 |
| | 1 | 120 | 360 | 236.25 | 43.14 |
| | 2 | 120 | 360 | 261.86 | 48.59 |
| | 3 | 120 | 360 | 254.15 | 43.43 |
| | 4 | 120 | 360 | 265.18 | 46.09 |
| | 5 | 120 | 360 | 258.24 | 45.28 |
| | 6 | 120 | 360 | 263.68 | 48.57 |
| | 7 | 120 | 360 | 258.65 | 46.77 |
| | 8 | 120 | 360 | 263.17 | 48.45 |
| | 9 | 120 | 360 | 253.67 | 48.78 |
| | 10 | 120 | 360 | 267.40 | 45.30 |
| | 11 | 120 | 360 | 273.61 | 42.95 |
| | 12 | 120 | 360 | 260.84 | 50.10 |

In 2015, the overall scale score performance level cuts were established using an equipercentile methodology so that the percentages of students in the performance levels were comparable to the 2014 NYSESLAT results. This was done to ease the transition from the previous version of NYSESLAT and its performance standards. For more information on how performance standards were established for 2015, see Chapter 8 of the *2016 NYSESLAT Operational Test Technical Report*.

Since the previous NYSESLAT standards were empirically established (in 2013), new language standards (Targets of Measurement–ToMs) have been instituted, and new Performance Level Descriptions have been created. Beginning in 2015, the four modalities of the revised NYSESLAT (Speaking, Listening, Reading, and Writing) are now scaled separately. In addition, each student receives an overall scale score for the test, which is the sum of the student's scale scores for all four modalities. For example, if a student earned a scale score of 60 in each of the four modalities, the student's overall scale score would be 240. Determination of a student's English performance level (Entering, Emerging, Transitioning, Expanding, or Commanding) is based on the overall scale score. A student must obtain a valid score on all four modalities.

The tables in Appendix D (Tables D1 through D6) show the modality raw score to scale score relationship for the 2019 NYSESLAT. Please note that there are separate conversion charts for each modality in each of the six grade bands. Performance level cuts were established using public and charter school data.

The NYSESLAT standard setting meetings were held July 12–15, 2016, in Troy, New York, to establish cut scores for each grade for the operational NYSESLAT. The purpose of these meetings was to provide recommendations on performance level cut scores for the 2016 NYSESLAT. A separate policy panel meeting was held on July 22, 2016, to review the recommendations from the standard setting meetings and to offer independent advice and recommendations to the Commissioner regarding the NYSESLAT performance standards.

## 8.1 Final Performance Level Cut Points

The overall scale score ranges corresponding to each of the 2019 NYSESLAT performance levels are shown in Table 53. The scale score cuts (marking the beginning of each performance level) are the lower of the values in each of the ranges.

For detailed information on how the NYSESLAT performance levels were established in 2016, see Chapter 8 of the *2016 NYSESLAT Operational Test Technical Report*.

**Table 53. Overall Scale Score Ranges Defining Each 2019 NYSESLAT Performance Level**

| Grade | NYSESLAT Performance Level SS ranges | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| K | 120–212 | 213–244 | 245–263 | 264–315 | 316–360 |
| 1 | 120–170 | 171–215 | 216–251 | 252–295 | 296–360 |
| 2 | 120–180 | 181–227 | 228–264 | 265–307 | 308–360 |
| 3 | 120–170 | 171–216 | 217–258 | 259–303 | 304–360 |
| 4 | 120–181 | 182–228 | 229–265 | 266–310 | 311–360 |
| 5 | 120–172 | 173–214 | 215–257 | 258–300 | 301–360 |
| 6 | 120–180 | 181–219 | 220–258 | 259–300 | 301–360 |
| 7 | 120–169 | 170–212 | 213–249 | 250–299 | 300–360 |
| 8 | 120–169 | 170–212 | 213–249 | 250–305 | 306–360 |
| 9 | 120–175 | 176–220 | 221–262 | 263–317 | 318–360 |
| 10 | 120–175 | 176–220 | 221–262 | 263–317 | 318–360 |
| 11 | 120–178 | 179–220 | 221–262 | 263–317 | 318–360 |
| 12 | 120–178 | 179–220 | 221–262 | 263–317 | 318–360 |

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

The scale score ranges shown in Table 53 result in the following percentages of students in each of the 2019 performance levels for public and charter schools (shown below in Table 54 and graphically in Figure 75).

**Table 54. 2019 Obtained Performance Level Percentages**

| Grade | Percentage of Students by Performance Level (2019) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| K | 7 | 13 | 13 | 48 | 19 |
| 1 | 6 | 17 | 33 | 35 | 8 |
| 2 | 6 | 11 | 21 | 43 | 19 |
| 3 | 5 | 10 | 25 | 48 | 12 |
| 4 | 6 | 9 | 19 | 50 | 16 |
| 5 | 5 | 8 | 21 | 46 | 19 |
| 6 | 6 | 9 | 17 | 40 | 28 |
| 7 | 5 | 11 | 16 | 47 | 22 |
| 8 | 5 | 11 | 16 | 47 | 21 |
| 9 | 8 | 19 | 25 | 40 | 7 |
| 10 | 4 | 12 | 26 | 46 | 13 |
| 11 | 3 | 8 | 23 | 50 | 15 |
| 12 | 8 | 9 | 25 | 49 | 9 |

Levels are as follows: 1–Entering; 2–Emerging; 3–Transitioning; 4–Expanding; 5–Commanding

Figure 75 shows the percentage of students in each of the NYSESLAT performance levels for the 2019 operational administration.

**Figure 75. Across Grade Summary of Percentages of Students by Performance Level (2019)**



2019 NYSESLAT Results
Percentages in Performance Level by Grade Level
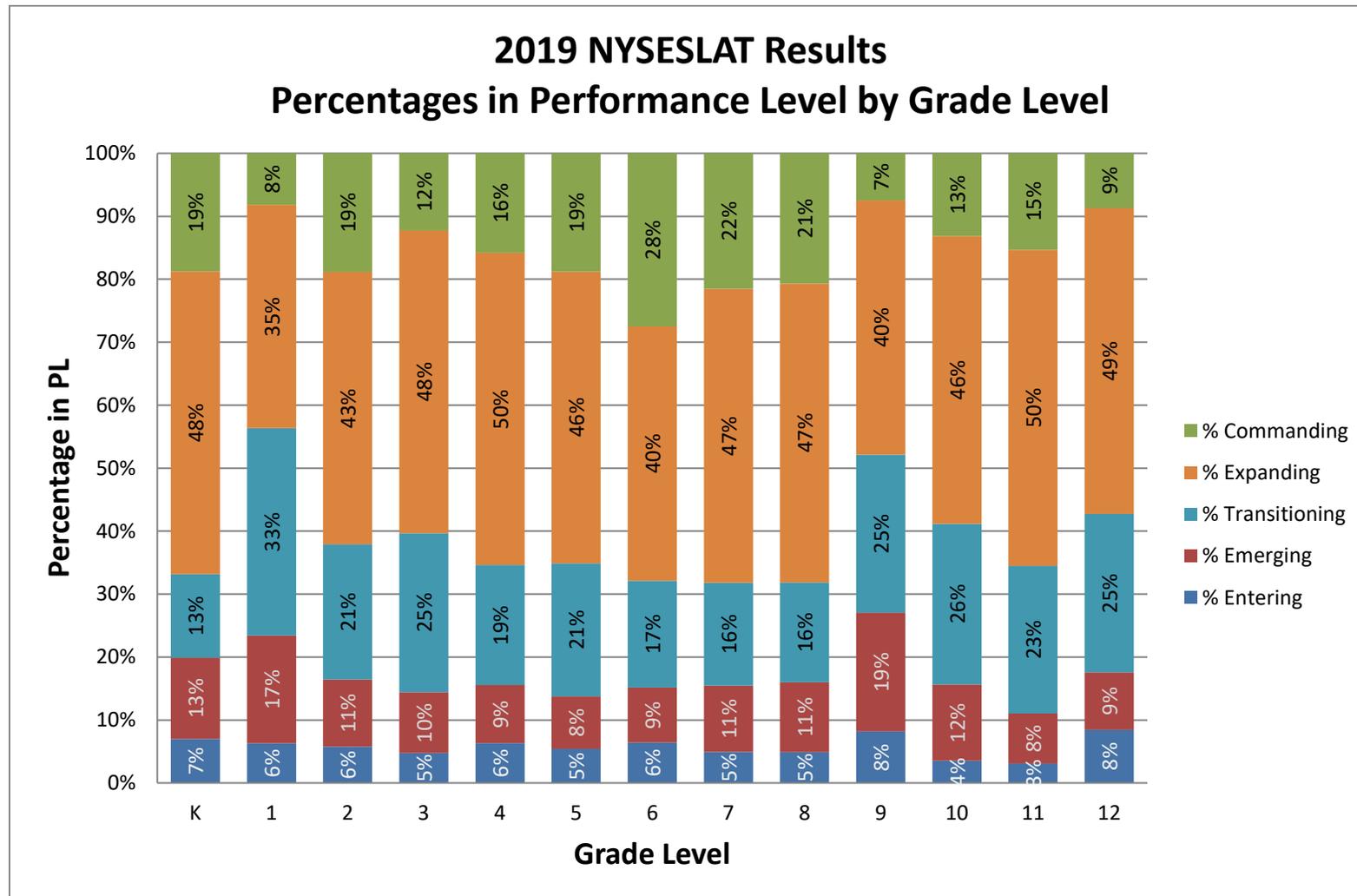
Figures 76–88 show the percentage of students in each of the NYSESLAT performance levels over the period of 2010–2019 (for public and charter school data only). It should be noted, however, that both the test itself and performance standards underwent changes beginning with the spring 2015 NYSESLAT administration. The prior version of NYSESLAT (2014 and earlier) had four proficiency levels (Beginning, Intermediate, Advanced, and Proficient), whereas beginning with the 2015 NYSESLAT, there are five proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding).

**Figure 76. Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Kindergarten)**
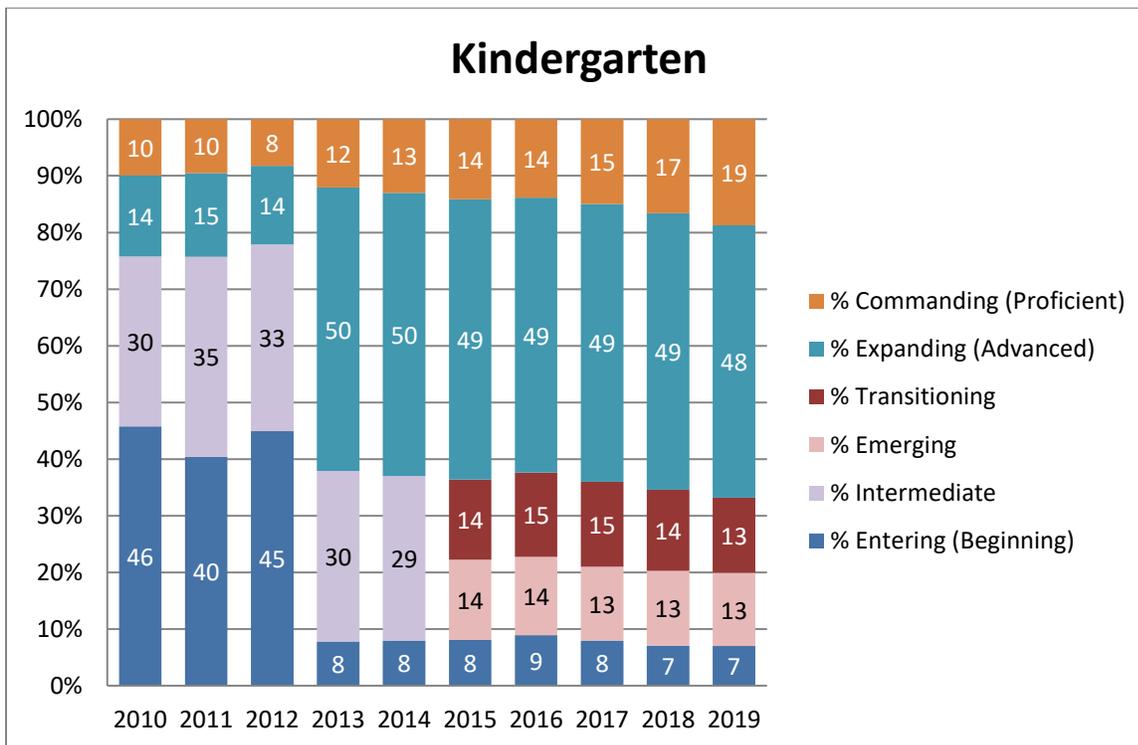
**Figure 77. Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 1)**



**Grade1**

Legend:
- % Commanding (Proficient)
- % Expanding (Advanced)
- % Transitioning
- % Emerging
- % Intermediate
- % Entering (Beginning)

| Year | Entering | Emerging/Intermediate | Transitioning | Expanding | Commanding |
|------|----------|----------------------|---------------|-----------|------------|
| 2010 | 17 | 21 | | 39 | 22 |
| 2011 | 16 | 24 | | 38 | 22 |
| 2012 | 18 | 26 | | 33 | 24 |
| 2013 | 7 | 33 | | 39 | 21 |
| 2014 | 8 | 34 | | 39 | 19 |
| 2015 | 8 | 17 | 17 | 41 | 17 |
| 2016 | 4 | 19 | 36 | 35 | 6 |
| 2017 | 5 | 18 | 37 | 34 | 7 |
| 2018 | 5 | 18 | 35 | 34 | 8 |
| 2019 | 6 | 17 | 33 | 35 | 8 |
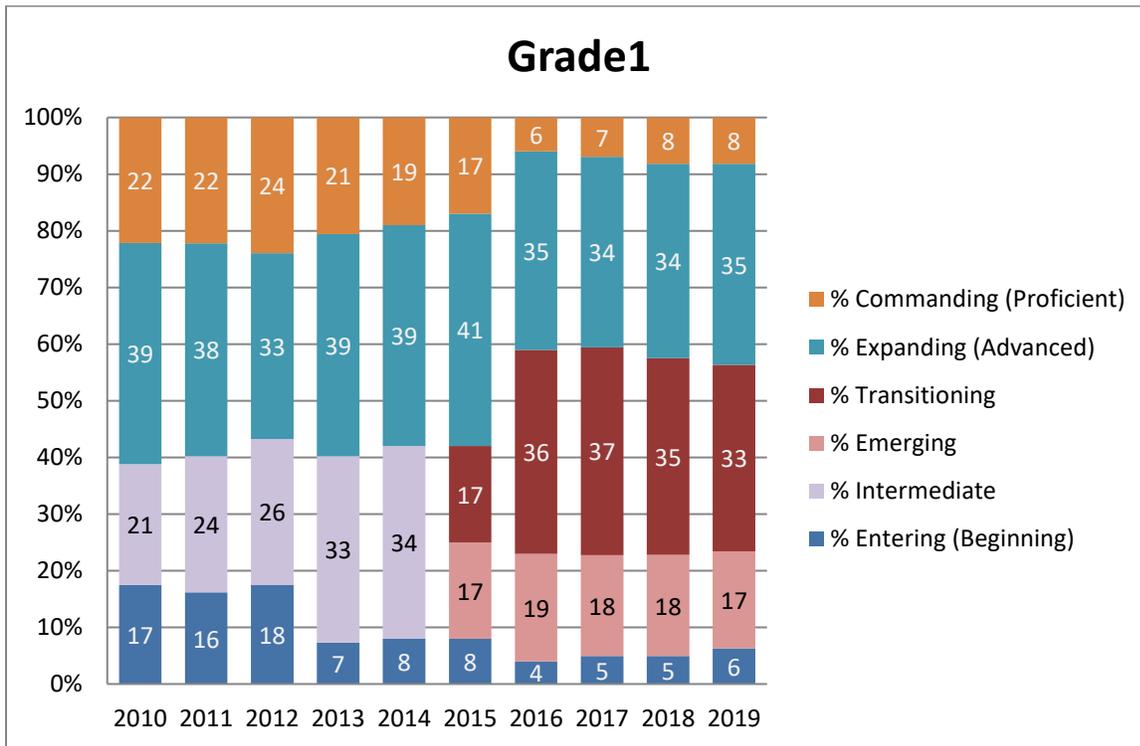
**Figure 78. Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 2)**



**Grade 2**

Legend:
- % Commanding (Proficient)
- % Expanding (Advanced)
- % Transitioning
- % Emerging
- % Intermediate
- % Entering (Beginning)

| Year | Entering | Emerging/Intermediate | Transitioning | Expanding | Commanding |
|------|----------|----------------------|---------------|-----------|------------|
| 2010 | 13 | 38 | | 35 | 14 |
| 2011 | 17 | 37 | | 33 | 13 |
| 2012 | 16 | 43 | | 32 | 10 |
| 2013 | 9 | 20 | | 51 | 20 |
| 2014 | 9 | 20 | | 50 | 22 |
| 2015 | 9 | 10 | 10 | 49 | 22 |
| 2016 | 5 | 14 | 27 | 44 | 10 |
| 2017 | 4 | 12 | 23 | 43 | 18 |
| 2018 | 5 | 11 | 23 | 42 | 20 |
| 2019 | 6 | 11 | 21 | 43 | 19 |
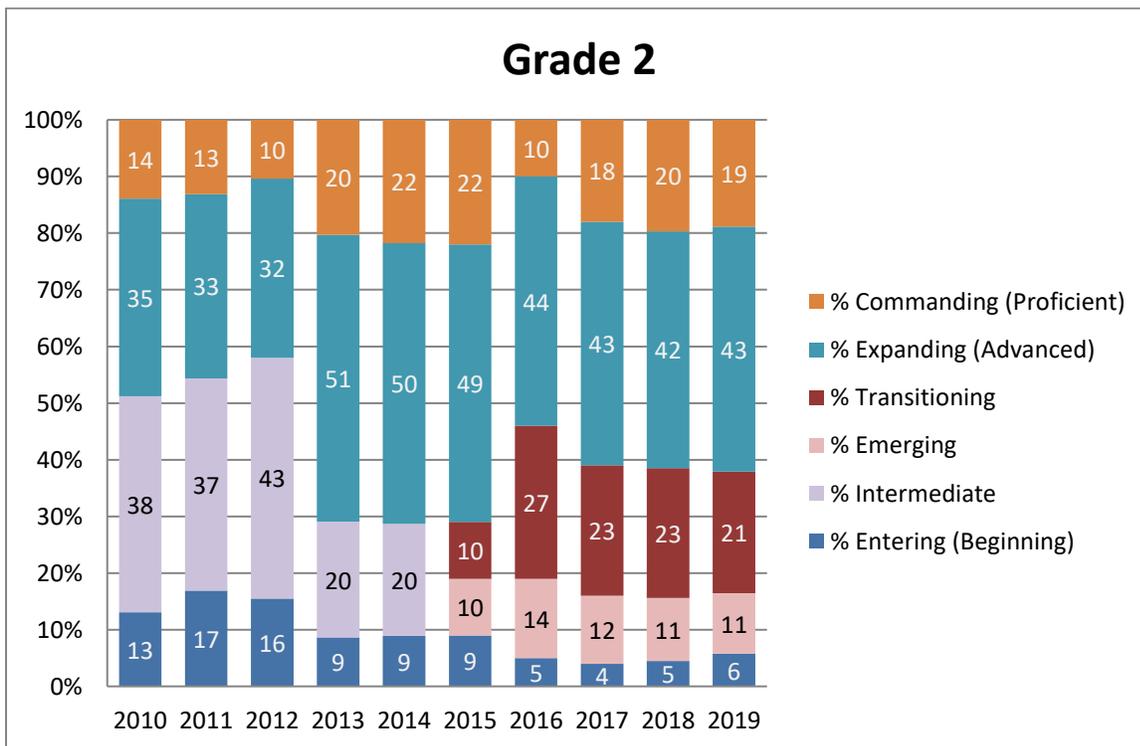
**Figure 79.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 3)**
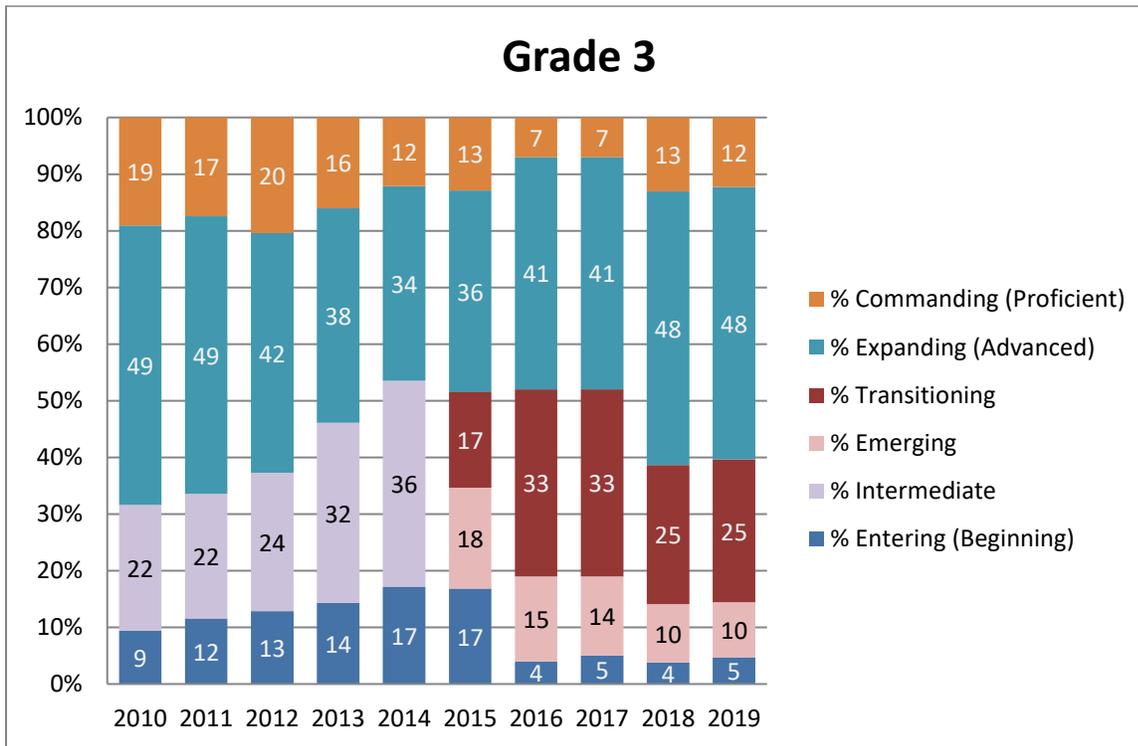


**Figure 80.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 4)**
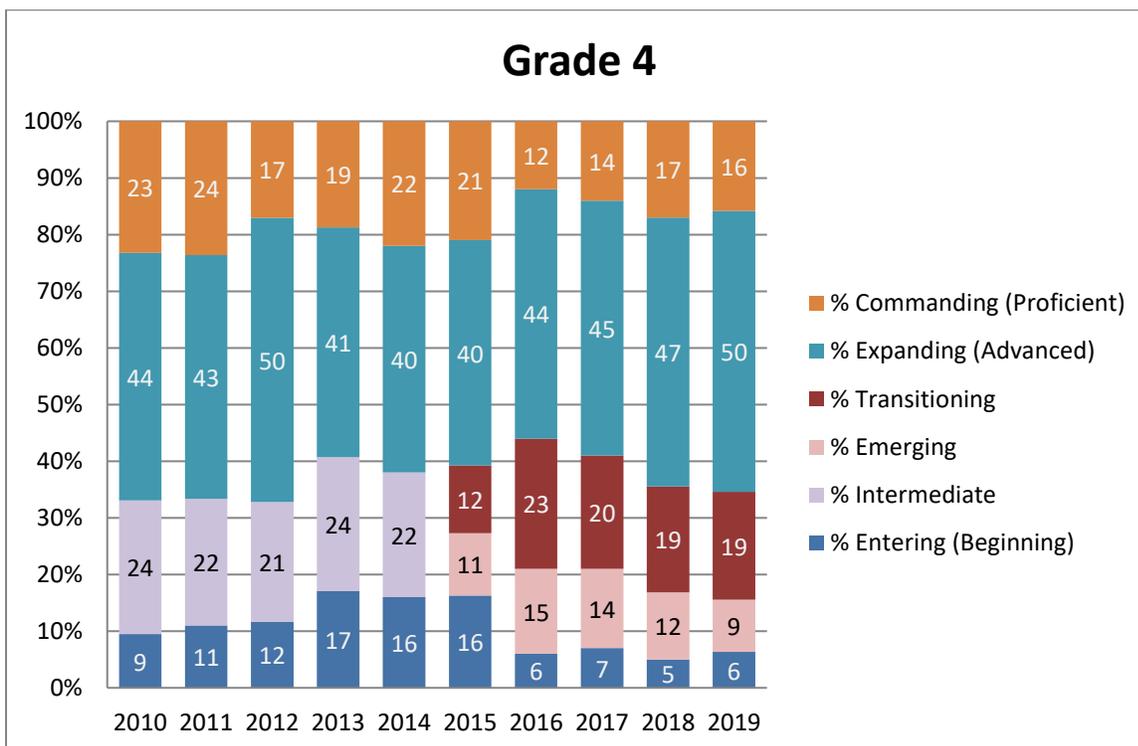
**Figure 81. Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 5)**
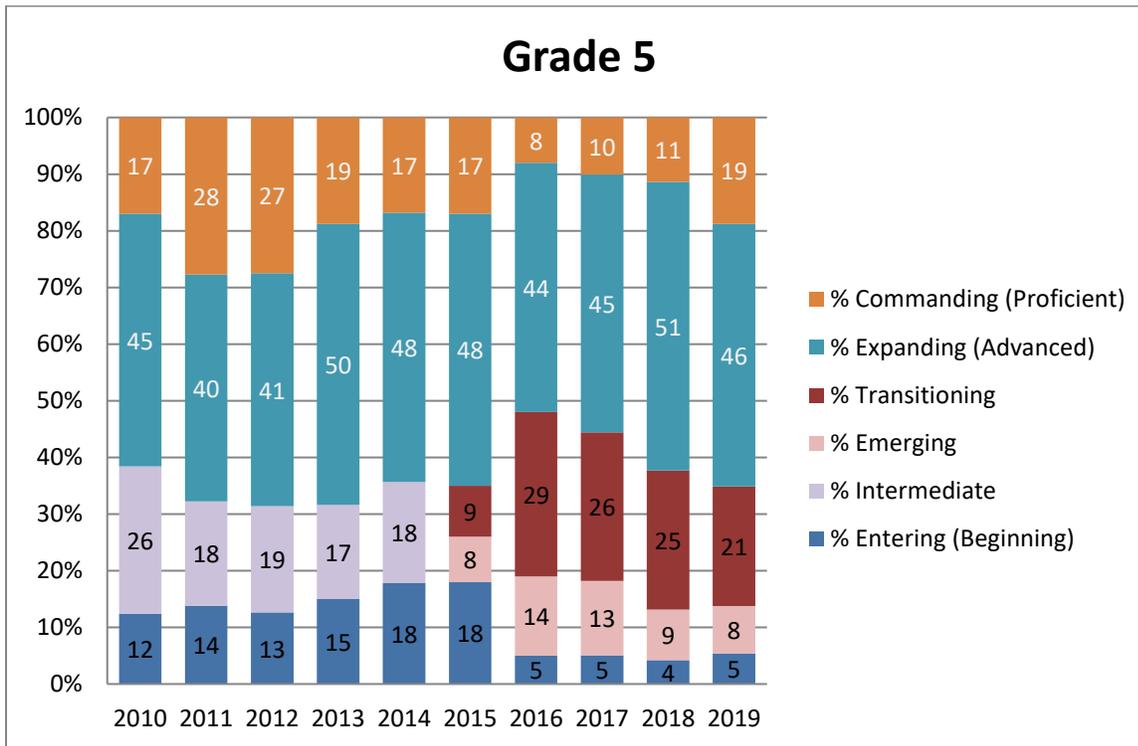


**Figure 82. Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 6)**
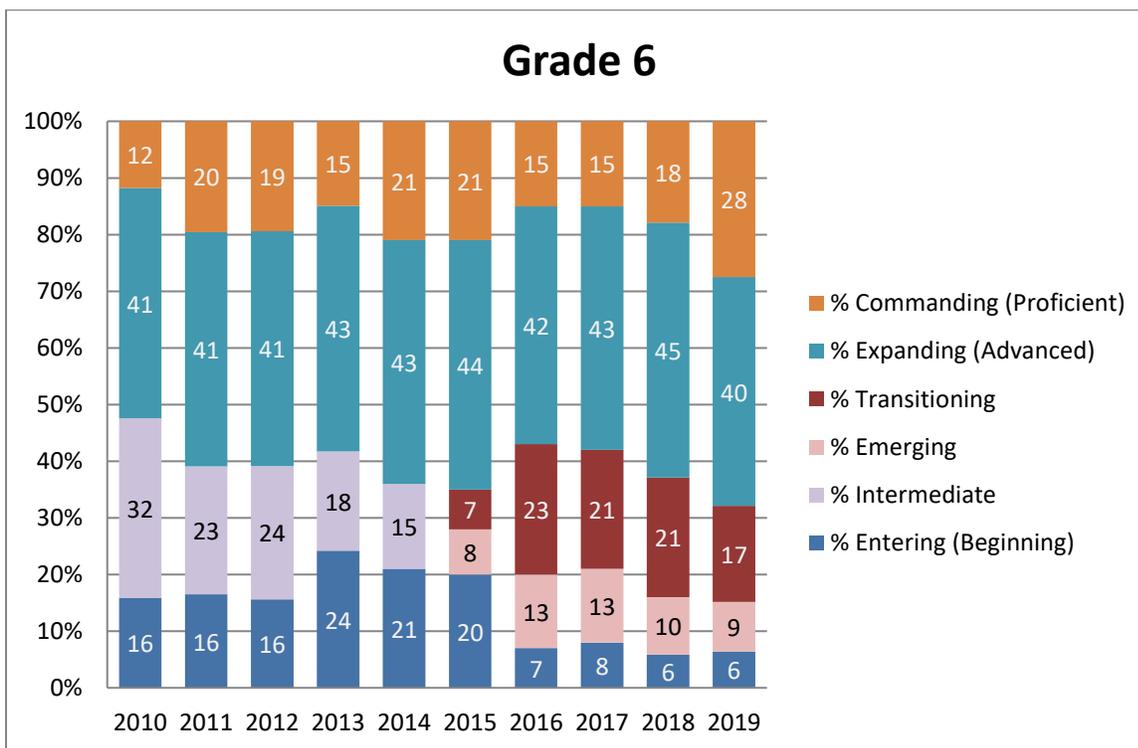
**Figure 83.** **Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 7)**
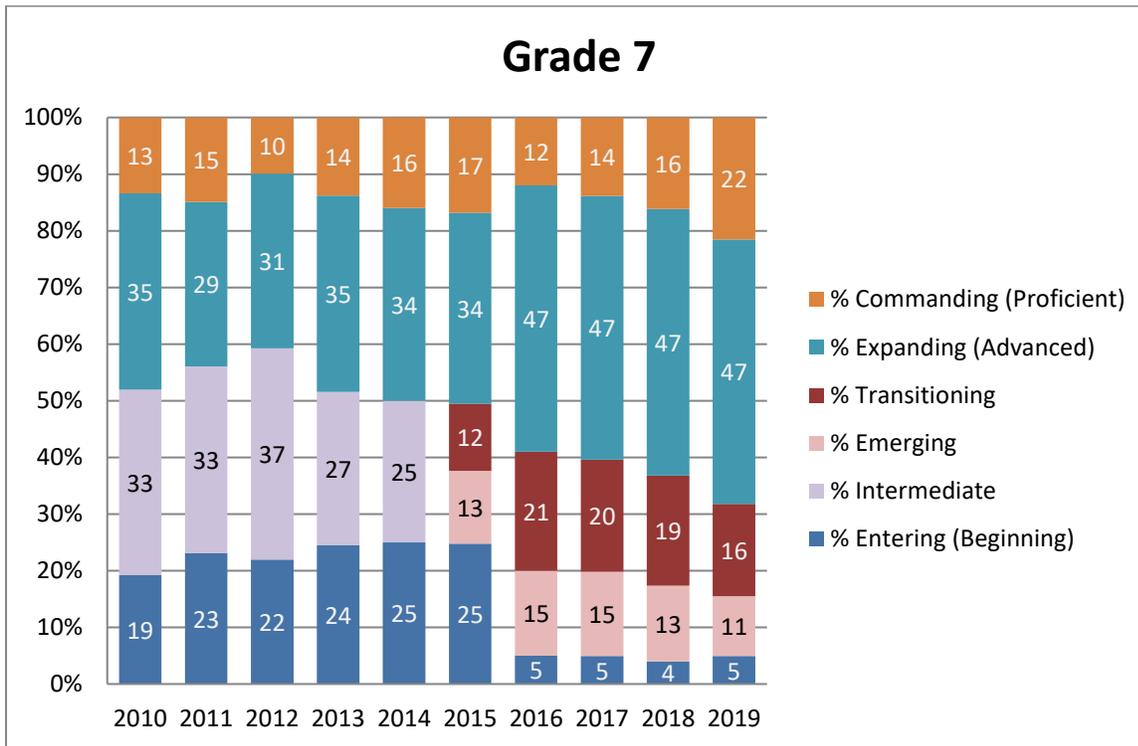


**Figure 84.** **Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 8)**
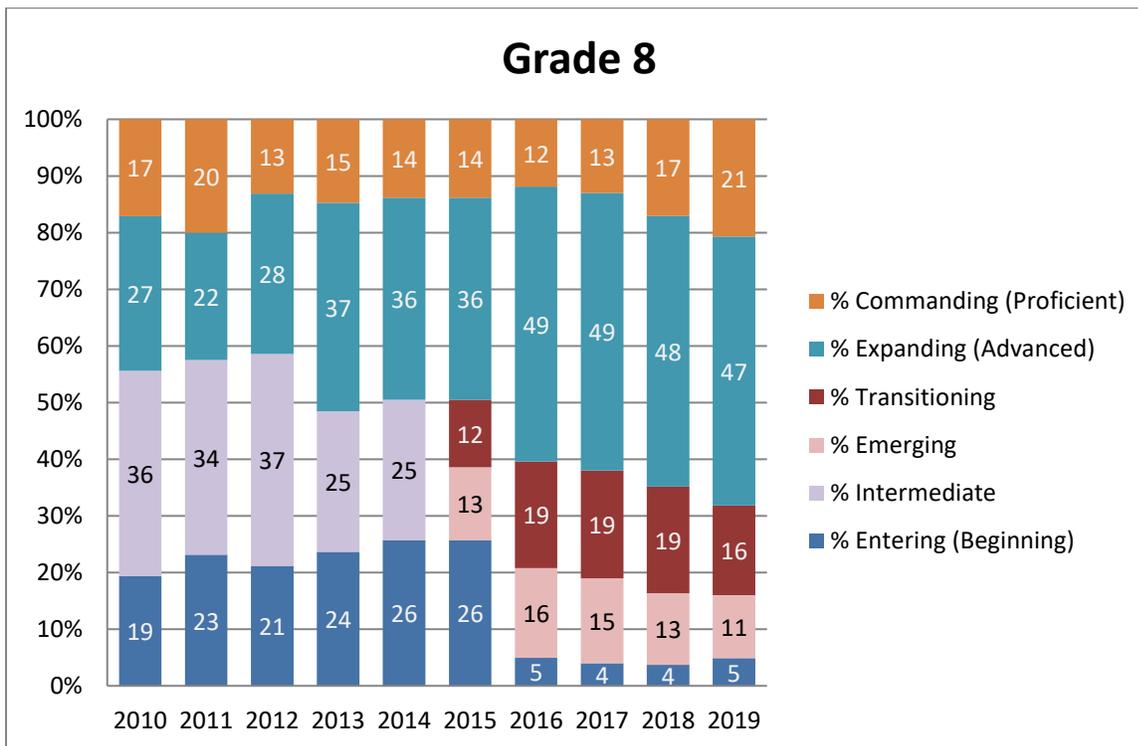
**Figure 85.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 9)**
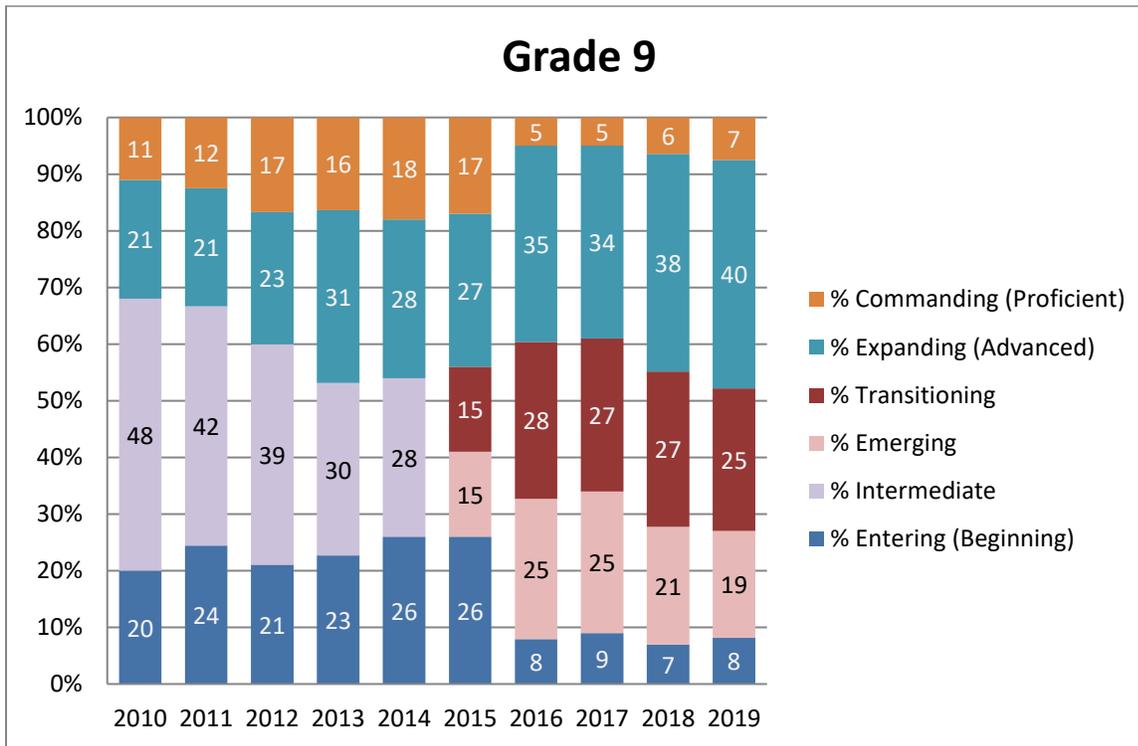


**Figure 86.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 10)**
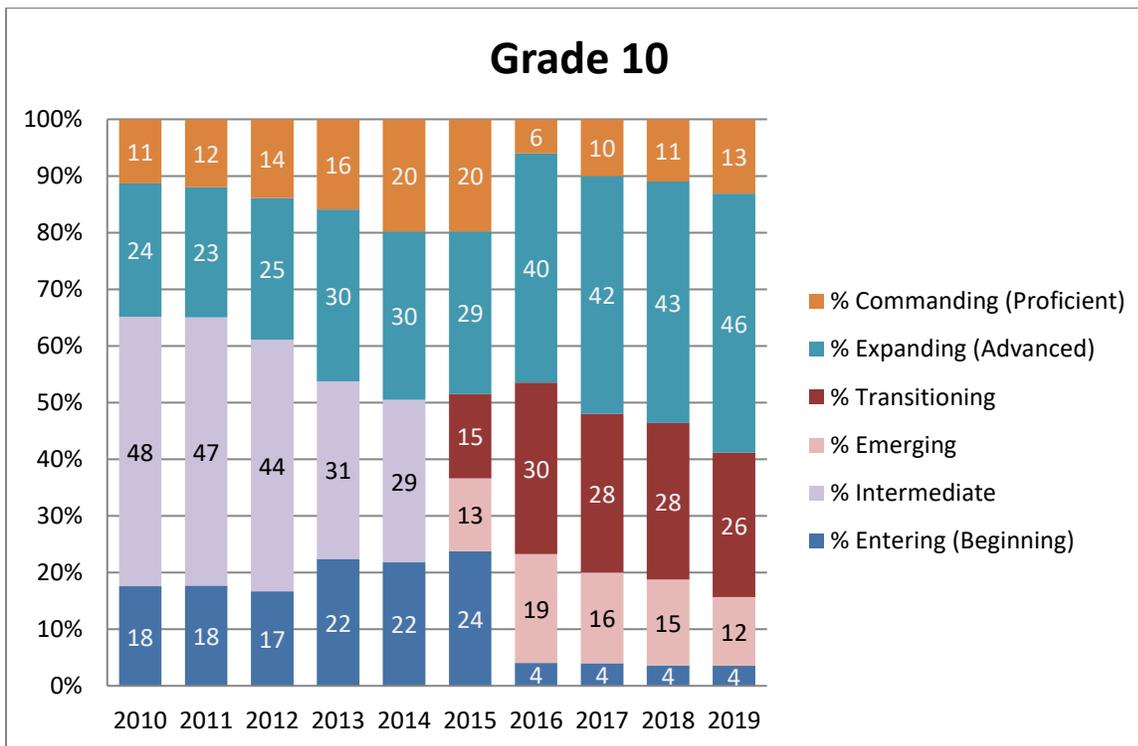
**Figure 87.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 11)**



**Grade 11**

Chart showing percentages by year (2010–2019) for performance levels:

| Year | % Entering (Beginning) | % Intermediate | % Emerging | % Transitioning | % Expanding (Advanced) | % Commanding (Proficient) |
|------|------------------------|----------------|------------|-----------------|------------------------|---------------------------|
| 2010 | 11 | 51 |  |  | 25 | 13 |
| 2011 | 11 | 52 |  |  | 25 | 12 |
| 2012 | 12 | 48 |  |  | 26 | 14 |
| 2013 | 16 | 30 |  |  | 37 | 17 |
| 2014 | 16 | 29 |  |  | 36 | 19 |
| 2015 | 15 |  | 17 | 11 | 38 | 19 |
| 2016 | 4 |  | 11 | 29 | 48 | 8 |
| 2017 | 3 |  | 11 | 25 | 48 | 12 |
| 2018 | 3 |  | 9 | 25 | 49 | 13 |
| 2019 | 3 |  | 8 | 23 | 50 | 15 |
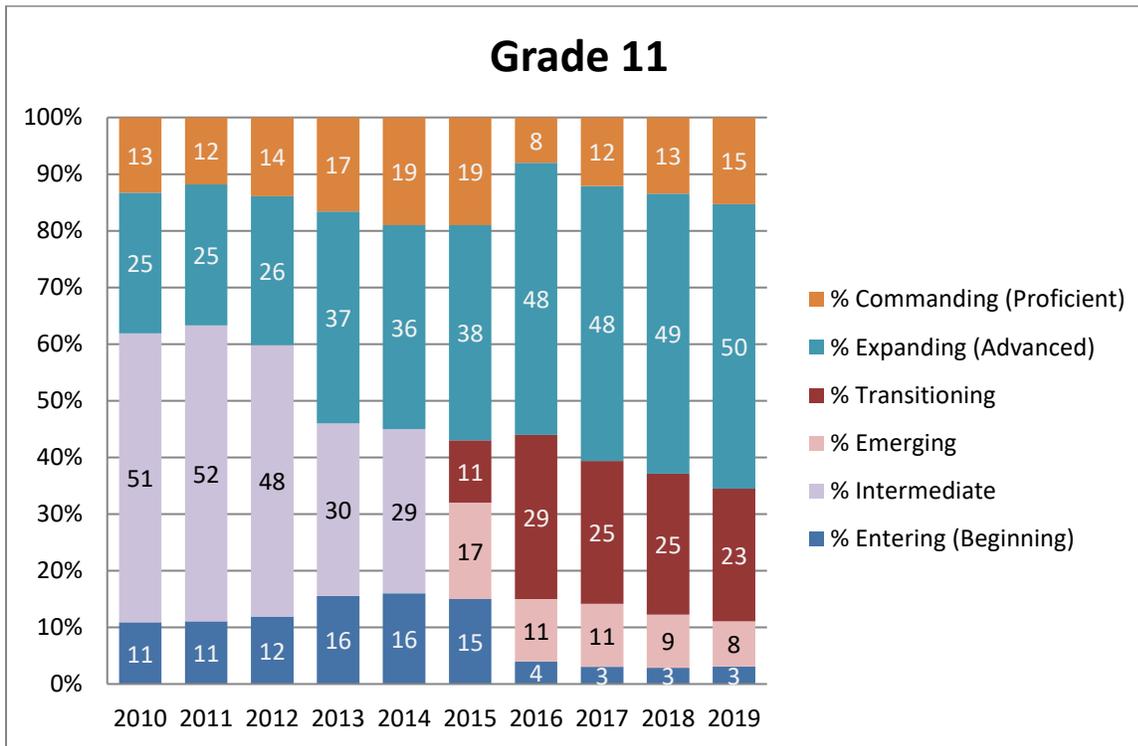
**Figure 88.  Historical Comparison of 2019 Actual Outcomes (% in Performance Levels) with Previous NYSESLAT Results (Grade 12)**



**Grade 12**

Chart showing percentages by year (2010–2019) for performance levels:

| Year | % Entering (Beginning) | % Intermediate | % Emerging | % Transitioning | % Expanding (Advanced) | % Commanding (Proficient) |
|------|------------------------|----------------|------------|-----------------|------------------------|---------------------------|
| 2010 | 7 | 54 |  |  | 24 | 15 |
| 2011 | 6 | 55 |  |  | 24 | 15 |
| 2012 | 13 | 49 |  |  | 23 | 15 |
| 2013 | 16 | 31 |  |  | 39 | 14 |
| 2014 | 16 | 29 |  |  | 39 | 16 |
| 2015 | 20 |  | 17 | 11 | 37 | 15 |
| 2016 | 11 |  | 14 | 29 | 42 | 5 |
| 2017 | 10 |  | 13 | 27 | 43 | 7 |
| 2018 | 9 |  | 12 | 28 | 45 | 7 |
| 2019 | 8 |  | 9 | 25 | 49 | 9 |
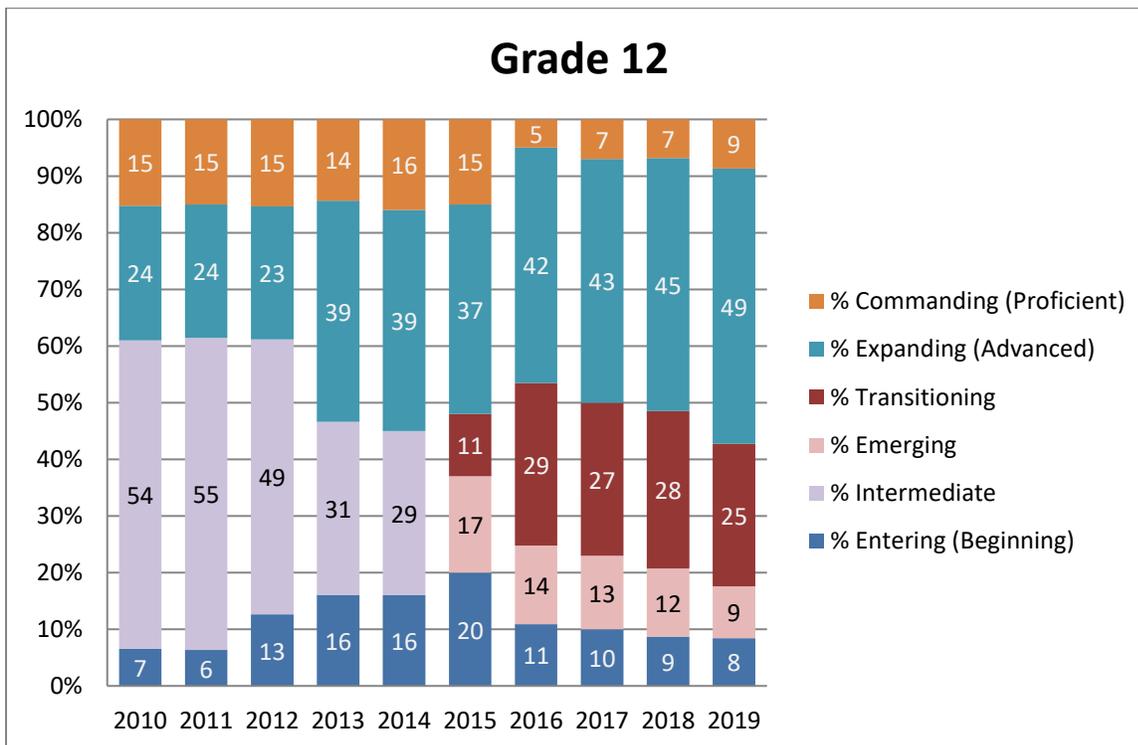
This chapter contains raw score and scale score summaries by grade level and grade band.

Please note that, beginning in 2015, the operational test results are presented both for all schools and, separately, for public and charter schools. Prior to the 2015 NYSESLAT, technical analyses presented results based on public and charter schools only. In this 2019 technical report, all analyses outside of this chapter are based on all schools. For this chapter, however, results are presented based on both (1) all schools and (2) public and charter schools only. Also note that the term "exit rate" (in Tables 67–70) refers to N-counts and percentages of students in the Commanding performance level.

- Table 55 contains the raw score summary by grade band (All Schools), including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 56 contains the raw score summary by grade band (Public & Charters Only), including sample size (N-count), the mean, median, range, and the standard deviation (SD) of the scale scores.
- Table 57 contains the raw score summary by grade level (All Schools).
- Table 58 contains the raw score summary by grade level (Public & Charters Only).
- Table 59 contains the scale score summary by grade band (All Schools).
- Table 60 contains the scale score summary by grade band (Public & Charters Only).
- Table 61 contains the scale score summary by grade level (All Schools).
- Table 62 contains the scale score summary by grade level (Public & Charters Only).
- Table 63 presents the percentage of students in each of the performance levels by grade band (All Schools).
- Table 64 presents the percentage of students in each of the performance levels by grade band (Public & Charters Only).
- Table 65 presents the percentage of students in each of the performance levels by grade level (All Schools).
- Table 66 presents the percentage of students in each of the performance levels by grade level (Public & Charters Only).
- Table 67 presents the exit rates of students in each of the performance levels by grade band for 2013–2019 (All Schools).
- Table 68 presents the exit rates of students in each of the performance levels by grade band for 2013–2019 (Public & Charters Only).
- Table 69 presents the exit rates of students in each of the performance levels by grade level for 2013–2019 (All Schools).
- Table 70 presents the exit rates of students in each of the performance levels by grade level for 2013–2019 (Public & Charters Only).
- Table 71 through Table 83 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (All Schools).
- Table 84 through Table 96 present the scale score frequency distribution and State percentile rank (PR) for each scale score point by grade level (Public & Charters Only).

Similar analyses for scale score summary, percentages of students in each of the performance levels, and exit rates were also performed for each of the following subgroups (All Schools) and are presented in Appendices E, F, and G:

- o **Gender:** Male/Female
- o **Ethnicity:** American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian/other Pacific Islander, Hispanic or Latino, White, and Multiracial (not of Hispanic origin)
- o **Needs/Resource Categories (NRC):** NYC, Large City, High Need Urban/Suburban, High Need Rural, Average Need, Low Need, Charter Schools, and Religious and Independent Schools
- o **Six major language backgrounds:** Spanish, English, Chinese, Arabic, Bengali, and Other Language
- o **Number of years as an ELL student:** less than 1 year; 1 year; 2 years; 3 years; 4 years; 5 years; 6 or more years
- o **Students with disabilities:** Yes/No – Autism, emotional disturbance, learning disability, mental retardation, deafness, hearing impairment, speech or language impairment, visual impairment, orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury

**Table 55. Raw Score Summary by Grade Band (All Schools)**

| Grade Band | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| K | Listening | 30,816 | 19 | 14.33 | 15 | 19 | 3.91 |
| | Reading | 30,816 | 18 | 14.41 | 16 | 18 | 3.90 |
| | Speaking | 30,816 | 21 | 12.65 | 14 | 21 | 6.67 |
| | Writing | 30,816 | 14 | 8.28 | 9 | 14 | 3.89 |
| 1–2 | Listening | 59,634 | 24 | 16.24 | 18 | 24 | 5.67 |
| | Reading | 59,634 | 27 | 15.27 | 15 | 27 | 6.96 |
| | Speaking | 59,634 | 21 | 14.60 | 17 | 21 | 6.81 |
| | Writing | 59,634 | 12 | 5.26 | 6 | 12 | 3.41 |
| 3–4 | Listening | 52,117 | 24 | 14.91 | 16 | 24 | 5.59 |
| | Reading | 52,117 | 27 | 14.99 | 15 | 27 | 6.26 |
| | Speaking | 52,117 | 21 | 15.12 | 18 | 21 | 6.44 |
| | Writing | 52,117 | 12 | 6.15 | 7 | 12 | 3.35 |
| 5–6 | Listening | 43,329 | 24 | 16.05 | 17 | 24 | 5.65 |
| | Reading | 43,329 | 27 | 16.00 | 17 | 27 | 6.76 |
| | Speaking | 43,329 | 21 | 15.80 | 19 | 21 | 6.53 |
| | Writing | 43,329 | 12 | 6.46 | 7 | 12 | 3.56 |
| 7–8 | Listening | 35,011 | 24 | 15.46 | 17 | 24 | 5.83 |
| | Reading | 35,011 | 27 | 16.44 | 17 | 27 | 6.69 |
| | Speaking | 35,011 | 21 | 15.16 | 18 | 21 | 6.73 |
| | Writing | 35,011 | 12 | 6.19 | 7 | 12 | 3.63 |
| 9–12 | Listening | 58,017 | 24 | 14.59 | 15 | 24 | 5.53 |
| | Reading | 58,017 | 27 | 16.80 | 18 | 27 | 6.46 |
| | Speaking | 58,017 | 21 | 14.59 | 17 | 21 | 6.84 |
| | Writing | 58,017 | 12 | 6.69 | 7 | 12 | 3.52 |

**Table 56. Raw Score Summary by Grade Band (Public & Charters Only)**

| Grade Band | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| K | Listening | 27,168 | 19 | 14.75 | 16 | 19 | 3.57 |
| | Reading | 27,168 | 18 | 14.87 | 16 | 18 | 3.44 |
| | Speaking | 27,168 | 21 | 13.55 | 15 | 21 | 6.23 |
| | Writing | 27,168 | 14 | 8.71 | 10 | 14 | 3.68 |
| 1–2 | Listening | 50,037 | 24 | 16.80 | 18 | 24 | 5.35 |
| | Reading | 50,037 | 27 | 15.65 | 16 | 27 | 6.91 |
| | Speaking | 50,037 | 21 | 16.02 | 18 | 21 | 5.98 |
| | Writing | 50,037 | 12 | 5.62 | 6 | 12 | 3.34 |
| 3–4 | Listening | 43,268 | 24 | 15.32 | 16 | 24 | 5.32 |
| | Reading | 43,268 | 27 | 15.45 | 16 | 27 | 6.15 |
| | Speaking | 43,268 | 21 | 16.29 | 19 | 21 | 5.97 |
| | Writing | 43,268 | 12 | 6.63 | 7 | 12 | 3.19 |
| 5–6 | Listening | 35,394 | 24 | 16.38 | 18 | 24 | 5.24 |
| | Reading | 35,394 | 27 | 16.49 | 18 | 27 | 6.47 |
| | Speaking | 35,394 | 21 | 16.92 | 20 | 21 | 6.16 |
| | Writing | 35,394 | 12 | 7.02 | 8 | 12 | 3.36 |
| 7–8 | Listening | 28,807 | 24 | 15.45 | 17 | 24 | 5.47 |
| | Reading | 28,807 | 27 | 16.52 | 17 | 27 | 6.42 |
| | Speaking | 28,807 | 21 | 15.89 | 19 | 21 | 6.71 |
| | Writing | 28,807 | 12 | 6.61 | 7 | 12 | 3.55 |
| 9–12 | Listening | 53,320 | 24 | 14.52 | 15 | 24 | 5.39 |
| | Reading | 53,320 | 27 | 16.77 | 17 | 27 | 6.32 |
| | Speaking | 53,320 | 21 | 14.60 | 17 | 21 | 6.98 |
| | Writing | 53,320 | 12 | 6.75 | 7 | 12 | 3.57 |

**Table 57. Raw Score Summary by Grade Level (All Schools)**

| Grade | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| K | Listening | 30,816 | 19 | 14.33 | 15 | 19 | 3.91 |
| | Reading | 30,816 | 18 | 14.41 | 16 | 18 | 3.90 |
| | Speaking | 30,816 | 21 | 12.65 | 14 | 21 | 6.67 |
| | Writing | 30,816 | 14 | 8.28 | 9 | 14 | 3.89 |
| 1 | Listening | 29,944 | 24 | 14.77 | 16 | 24 | 5.51 |
| | Reading | 29,944 | 27 | 13.00 | 12 | 27 | 6.26 |
| | Speaking | 29,944 | 21 | 13.86 | 16 | 21 | 6.86 |
| | Writing | 29,944 | 12 | 4.43 | 5 | 12 | 3.15 |
| 2 | Listening | 29,690 | 24 | 17.72 | 19 | 24 | 5.44 |
| | Reading | 29,690 | 27 | 17.56 | 19 | 27 | 6.88 |
| | Speaking | 29,690 | 21 | 15.35 | 18 | 21 | 6.67 |
| | Writing | 29,690 | 12 | 6.09 | 6 | 12 | 3.46 |
| 3 | Listening | 26,817 | 24 | 14.16 | 15 | 24 | 5.47 |
| | Reading | 26,817 | 27 | 14.12 | 14 | 27 | 6.07 |
| | Speaking | 26,817 | 21 | 14.79 | 17 | 21 | 6.46 |
| | Writing | 26,817 | 12 | 5.82 | 6 | 12 | 3.26 |
| 4 | Listening | 25,300 | 24 | 15.70 | 17 | 24 | 5.60 |
| | Reading | 25,300 | 27 | 15.91 | 17 | 27 | 6.32 |
| | Speaking | 25,300 | 21 | 15.46 | 18 | 21 | 6.41 |
| | Writing | 25,300 | 12 | 6.51 | 7 | 12 | 3.40 |
| 5 | Listening | 22,402 | 24 | 15.80 | 17 | 24 | 5.50 |
| | Reading | 22,402 | 27 | 15.35 | 16 | 27 | 6.58 |
| | Speaking | 22,402 | 21 | 15.80 | 19 | 21 | 6.44 |
| | Writing | 22,402 | 12 | 6.32 | 7 | 12 | 3.50 |
| 6 | Listening | 20,927 | 24 | 16.31 | 18 | 24 | 5.79 |
| | Reading | 20,927 | 27 | 16.69 | 18 | 27 | 6.87 |
| | Speaking | 20,927 | 21 | 15.81 | 19 | 21 | 6.63 |
| | Writing | 20,927 | 12 | 6.60 | 7 | 12 | 3.63 |
| 7 | Listening | 18,529 | 24 | 15.19 | 16 | 24 | 5.80 |
| | Reading | 18,529 | 27 | 16.03 | 17 | 27 | 6.61 |
| | Speaking | 18,529 | 21 | 15.13 | 18 | 21 | 6.73 |
| | Writing | 18,529 | 12 | 6.04 | 6 | 12 | 3.59 |
| 8 | Listening | 16,482 | 24 | 15.77 | 17 | 24 | 5.86 |
| | Reading | 16,482 | 27 | 16.89 | 18 | 27 | 6.74 |
| | Speaking | 16,482 | 21 | 15.20 | 18 | 21 | 6.73 |
| | Writing | 16,482 | 12 | 6.36 | 7 | 12 | 3.66 |

**Table 57.  Raw Score Summary by Grade Level (All Schools)  (continued)**

| Grade | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| 9 | Listening | 18,977 | 24 | 13.83 | 14 | 24 | 5.53 |
| | Reading | 18,977 | 27 | 15.74 | 16 | 27 | 6.32 |
| | Speaking | 18,977 | 21 | 13.22 | 16 | 21 | 7.53 |
| | Writing | 18,977 | 12 | 5.98 | 6 | 12 | 3.64 |
| 10 | Listening | 17,022 | 24 | 15.02 | 16 | 24 | 5.42 |
| | Reading | 17,022 | 27 | 17.30 | 18 | 27 | 6.31 |
| | Speaking | 17,022 | 21 | 14.94 | 17 | 21 | 6.56 |
| | Writing | 17,022 | 12 | 6.94 | 7 | 12 | 3.40 |
| 11 | Listening | 13,576 | 24 | 15.55 | 16 | 24 | 5.24 |
| | Reading | 13,576 | 27 | 18.07 | 19 | 27 | 6.18 |
| | Speaking | 13,576 | 21 | 15.82 | 18 | 21 | 5.98 |
| | Writing | 13,576 | 12 | 7.39 | 8 | 12 | 3.25 |
| 12 | Listening | 8,442 | 24 | 13.90 | 15 | 24 | 5.86 |
| | Reading | 8,442 | 27 | 16.10 | 17 | 27 | 7.03 |
| | Speaking | 8,442 | 21 | 15.02 | 17 | 21 | 6.54 |
| | Writing | 8,442 | 12 | 6.67 | 7 | 12 | 3.60 |

**Table 58. Raw Score Summary by Grade Level (Public & Charters Only)**

| Grade | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| K | Listening | 27,168 | 19 | 14.75 | 16 | 19 | 3.57 |
| | Reading | 27,168 | 18 | 14.87 | 16 | 18 | 3.44 |
| | Speaking | 27,168 | 21 | 13.55 | 15 | 21 | 6.23 |
| | Writing | 27,168 | 14 | 8.71 | 10 | 14 | 3.68 |
| 1 | Listening | 25,237 | 24 | 15.30 | 16 | 24 | 5.28 |
| | Reading | 25,237 | 27 | 13.29 | 12 | 27 | 6.27 |
| | Speaking | 25,237 | 21 | 15.22 | 17 | 21 | 6.12 |
| | Writing | 25,237 | 12 | 4.74 | 5 | 12 | 3.12 |
| 2 | Listening | 24,800 | 24 | 18.32 | 20 | 24 | 4.98 |
| | Reading | 24,800 | 27 | 18.05 | 20 | 27 | 6.72 |
| | Speaking | 24,800 | 21 | 16.83 | 19 | 21 | 5.71 |
| | Writing | 24,800 | 12 | 6.53 | 7 | 12 | 3.31 |
| 3 | Listening | 22,235 | 24 | 14.64 | 15 | 24 | 5.24 |
| | Reading | 22,235 | 27 | 14.61 | 15 | 27 | 6.03 |
| | Speaking | 22,235 | 21 | 16.01 | 18 | 21 | 5.95 |
| | Writing | 22,235 | 12 | 6.31 | 7 | 12 | 3.09 |
| 4 | Listening | 21,033 | 24 | 16.04 | 17 | 24 | 5.30 |
| | Reading | 21,033 | 27 | 16.34 | 17 | 27 | 6.16 |
| | Speaking | 21,033 | 21 | 16.59 | 19 | 21 | 5.98 |
| | Writing | 21,033 | 12 | 6.97 | 7 | 12 | 3.24 |
| 5 | Listening | 18,348 | 24 | 16.13 | 17 | 24 | 5.14 |
| | Reading | 18,348 | 27 | 15.87 | 17 | 27 | 6.34 |
| | Speaking | 18,348 | 21 | 16.90 | 20 | 21 | 6.10 |
| | Writing | 18,348 | 12 | 6.86 | 7 | 12 | 3.30 |
| 6 | Listening | 17,046 | 24 | 16.65 | 18 | 24 | 5.34 |
| | Reading | 17,046 | 27 | 17.14 | 18 | 27 | 6.55 |
| | Speaking | 17,046 | 21 | 16.94 | 20 | 21 | 6.22 |
| | Writing | 17,046 | 12 | 7.19 | 8 | 12 | 3.41 |
| 7 | Listening | 14,981 | 24 | 15.28 | 16 | 24 | 5.39 |
| | Reading | 14,981 | 27 | 16.22 | 17 | 27 | 6.34 |
| | Speaking | 14,981 | 21 | 16.00 | 19 | 21 | 6.64 |
| | Writing | 14,981 | 12 | 6.52 | 7 | 12 | 3.49 |
| 8 | Listening | 13,826 | 24 | 15.62 | 17 | 24 | 5.56 |
| | Reading | 13,826 | 27 | 16.85 | 18 | 27 | 6.50 |
| | Speaking | 13,826 | 21 | 15.76 | 19 | 21 | 6.78 |
| | Writing | 13,826 | 12 | 6.70 | 7 | 12 | 3.62 |

**Table 58. Raw Score Summary by Grade Level (Public & Charters Only) (continued)**

| Grade | Test | N-Count | Max Points | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|---|
| 9 | Listening | 17,560 | 24 | 13.65 | 14 | 24 | 5.38 |
| | Reading | 17,560 | 27 | 15.57 | 16 | 27 | 6.18 |
| | Speaking | 17,560 | 21 | 13.11 | 16 | 21 | 7.69 |
| | Writing | 17,560 | 12 | 5.97 | 6 | 12 | 3.70 |
| 10 | Listening | 15,661 | 24 | 15.01 | 16 | 24 | 5.26 |
| | Reading | 15,661 | 27 | 17.35 | 18 | 27 | 6.14 |
| | Speaking | 15,661 | 21 | 15.00 | 18 | 21 | 6.66 |
| | Writing | 15,661 | 12 | 7.05 | 8 | 12 | 3.43 |
| 11 | Listening | 12,342 | 24 | 15.58 | 16 | 24 | 5.04 |
| | Reading | 12,342 | 27 | 18.18 | 19 | 27 | 5.95 |
| | Speaking | 12,342 | 21 | 15.90 | 18 | 21 | 6.07 |
| | Writing | 12,342 | 12 | 7.50 | 8 | 12 | 3.27 |
| 12 | Listening | 7,757 | 24 | 13.84 | 15 | 24 | 5.78 |
| | Reading | 7,757 | 27 | 16.05 | 17 | 27 | 6.94 |
| | Speaking | 7,757 | 21 | 15.09 | 18 | 21 | 6.67 |
| | Writing | 7,757 | 12 | 6.67 | 7 | 12 | 3.65 |

**Table 59.  Scale Score Summary by Grade Band (All Schools)**

| Grade Band | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| K | Listening | 30,816 | 68.51 | 67 | 60 | 11.23 |
|  | Reading | 30,816 | 74.74 | 76 | 60 | 12.49 |
|  | Speaking | 30,816 | 65.97 | 68 | 60 | 16.83 |
|  | Writing | 30,816 | 62.69 | 63 | 60 | 13.74 |
|  | Total | 59,634 | 271.90 | 277 | 240 | 44.74 |
| 1–2 | Listening | 59,634 | 60.10 | 61 | 60 | 11.49 |
|  | Reading | 59,634 | 59.79 | 58 | 60 | 12.62 |
|  | Speaking | 59,634 | 73.95 | 78 | 60 | 16.97 |
|  | Writing | 52,117 | 55.16 | 59 | 60 | 15.67 |
|  | Total | 52,117 | 249.00 | 254 | 240 | 47.68 |
| 3–4 | Listening | 52,117 | 64.27 | 65 | 60 | 11.23 |
|  | Reading | 52,117 | 62.66 | 62 | 60 | 10.51 |
|  | Speaking | 43,329 | 74.52 | 79 | 60 | 16.12 |
|  | Writing | 43,329 | 58.06 | 62 | 60 | 15.38 |
|  | Total | 43,329 | 259.50 | 268 | 240 | 45.08 |
| 5–6 | Listening | 43,329 | 65.11 | 65 | 60 | 12.42 |
|  | Reading | 35,011 | 60.75 | 61 | 60 | 10.40 |
|  | Speaking | 35,011 | 76.16 | 82 | 60 | 16.50 |
|  | Writing | 35,011 | 58.84 | 60 | 60 | 16.35 |
|  | Total | 35,011 | 260.86 | 271 | 240 | 46.97 |
| 7–8 | Listening | 58,017 | 62.69 | 63 | 60 | 10.97 |
|  | Reading | 58,017 | 63.73 | 63 | 60 | 11.61 |
|  | Speaking | 58,017 | 74.63 | 79 | 60 | 16.88 |
|  | Writing | 58,017 | 59.73 | 63 | 60 | 16.57 |
|  | Total | 30,816 | 260.78 | 270 | 240 | 47.62 |
| 9–12 | Listening | 30,816 | 65.96 | 66 | 60 | 10.99 |
|  | Reading | 30,816 | 63.93 | 64 | 60 | 11.59 |
|  | Speaking | 30,816 | 73.73 | 77 | 60 | 16.73 |
|  | Writing | 59,634 | 59.79 | 60 | 60 | 15.81 |
|  | Total | 59,634 | 263.41 | 271 | 240 | 47.31 |

**Table 60. Scale Score Summary by Grade Band (Public & Charters Only)**

| Grade Band | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| K | Listening | 27,168 | 69.52 | 70 | 60 | 10.80 |
| | Reading | 27,168 | 76.01 | 76 | 60 | 11.62 |
| | Speaking | 27,168 | 68.19 | 70 | 60 | 15.67 |
| | Writing | 27,168 | 64.27 | 66 | 60 | 12.92 |
| | Total | 50,037 | 278.00 | 282 | 240 | 41.17 |
| 1–2 | Listening | 50,037 | 61.14 | 61 | 60 | 11.23 |
| | Reading | 50,037 | 60.46 | 60 | 60 | 12.62 |
| | Speaking | 50,037 | 77.14 | 80 | 60 | 15.13 |
| | Writing | 43,268 | 56.84 | 59 | 60 | 15.28 |
| | Total | 43,268 | 255.58 | 260 | 240 | 45.56 |
| 3–4 | Listening | 43,268 | 65.02 | 65 | 60 | 10.75 |
| | Reading | 43,268 | 63.37 | 64 | 60 | 10.41 |
| | Speaking | 35,394 | 77.09 | 83 | 60 | 15.46 |
| | Writing | 35,394 | 60.20 | 62 | 60 | 14.69 |
| | Total | 35,394 | 265.68 | 274 | 240 | 43.58 |
| 5–6 | Listening | 35,394 | 65.58 | 67 | 60 | 11.53 |
| | Reading | 28,807 | 61.34 | 62 | 60 | 9.98 |
| | Speaking | 28,807 | 78.68 | 87 | 60 | 16.04 |
| | Writing | 28,807 | 61.35 | 65 | 60 | 15.59 |
| | Total | 28,807 | 266.95 | 276 | 240 | 45.30 |
| 7–8 | Listening | 53,320 | 62.29 | 63 | 60 | 9.95 |
| | Reading | 53,320 | 63.72 | 63 | 60 | 11.08 |
| | Speaking | 53,320 | 76.31 | 82 | 60 | 17.05 |
| | Writing | 53,320 | 61.59 | 63 | 60 | 16.29 |
| | Total | 27,168 | 263.91 | 274 | 240 | 47.05 |
| 9–12 | Listening | 27,168 | 65.73 | 66 | 60 | 10.67 |
| | Reading | 27,168 | 63.78 | 63 | 60 | 11.30 |
| | Speaking | 27,168 | 73.70 | 77 | 60 | 17.17 |
| | Writing | 50,037 | 60.06 | 60 | 60 | 16.08 |
| | Total | 50,037 | 263.27 | 271 | 240 | 47.98 |

**Table 61. Scale Score Summary by Grade Level (All Schools)**

| Grade | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| K | Listening | 30,816 | 68.51 | 67 | 60 | 11.23 |
| | Reading | 30,816 | 74.74 | 76 | 60 | 12.49 |
| | Speaking | 30,816 | 65.97 | 68 | 60 | 16.83 |
| | Writing | 30,816 | 62.69 | 63 | 60 | 13.74 |
| | Total | 30,816 | 271.90 | 277 | 240 | 44.74 |
| 1 | Listening | 29,944 | 56.99 | 57 | 60 | 10.23 |
| | Reading | 29,944 | 55.67 | 54 | 60 | 10.71 |
| | Speaking | 29,944 | 72.12 | 76 | 60 | 17.10 |
| | Writing | 29,944 | 51.47 | 55 | 60 | 14.55 |
| | Total | 29,944 | 236.25 | 240 | 240 | 43.14 |
| 2 | Listening | 29,690 | 63.23 | 63 | 60 | 11.84 |
| | Reading | 29,690 | 63.96 | 64 | 60 | 13.03 |
| | Speaking | 29,690 | 75.79 | 80 | 60 | 16.63 |
| | Writing | 29,690 | 58.88 | 59 | 60 | 15.89 |
| | Total | 29,690 | 261.86 | 271 | 240 | 48.59 |
| 3 | Listening | 26,817 | 62.72 | 63 | 60 | 10.75 |
| | Reading | 26,817 | 61.21 | 61 | 60 | 10.04 |
| | Speaking | 26,817 | 73.73 | 77 | 60 | 16.02 |
| | Writing | 26,817 | 56.48 | 57 | 60 | 14.89 |
| | Total | 26,817 | 254.15 | 262 | 238 | 43.43 |
| 4 | Listening | 25,300 | 65.91 | 67 | 60 | 11.49 |
| | Reading | 25,300 | 64.19 | 65 | 60 | 10.79 |
| | Speaking | 25,300 | 75.35 | 79 | 60 | 16.18 |
| | Writing | 25,300 | 59.73 | 62 | 60 | 15.71 |
| | Total | 25,300 | 265.18 | 276 | 240 | 46.09 |
| 5 | Listening | 22,402 | 64.39 | 65 | 60 | 11.86 |
| | Reading | 22,402 | 59.65 | 60 | 60 | 9.80 |
| | Speaking | 22,402 | 76.07 | 82 | 60 | 16.31 |
| | Writing | 22,402 | 58.13 | 60 | 60 | 15.94 |
| | Total | 22,402 | 258.24 | 268 | 240 | 45.28 |
| 6 | Listening | 20,927 | 65.89 | 67 | 60 | 12.94 |
| | Reading | 20,927 | 61.93 | 62 | 60 | 10.87 |
| | Speaking | 20,927 | 76.26 | 82 | 60 | 16.71 |
| | Writing | 20,927 | 59.60 | 60 | 60 | 16.75 |
| | Total | 20,927 | 263.68 | 274 | 240 | 48.57 |
| 7 | Listening | 18,529 | 62.08 | 62 | 60 | 10.68 |
| | Reading | 18,529 | 62.95 | 63 | 60 | 11.28 |
| | Speaking | 18,529 | 74.60 | 79 | 60 | 16.83 |
| | Writing | 18,529 | 59.04 | 59 | 60 | 16.33 |
| | Total | 18,529 | 258.65 | 268 | 240 | 46.77 |

**Table 61. Scale Score Summary by Grade Level (All Schools) (continued)**

| Grade | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| 8 | Listening | 16,482 | 63.38 | 63 | 60 | 11.25 |
| | Reading | 16,482 | 64.61 | 65 | 60 | 11.91 |
| | Speaking | 16,482 | 74.67 | 79 | 60 | 16.94 |
| | Writing | 16,482 | 60.51 | 63 | 60 | 16.80 |
| | Total | 16,482 | 263.17 | 273 | 240 | 48.45 |
| 9 | Listening | 18,977 | 64.60 | 64 | 60 | 10.72 |
| | Reading | 18,977 | 62.12 | 61 | 60 | 10.93 |
| | Speaking | 18,977 | 70.31 | 75 | 60 | 18.87 |
| | Writing | 18,977 | 56.64 | 56 | 60 | 16.06 |
| | Total | 18,977 | 253.67 | 261 | 240 | 48.78 |
| 10 | Listening | 17,022 | 66.85 | 67 | 60 | 10.79 |
| | Reading | 17,022 | 64.87 | 64 | 60 | 11.42 |
| | Speaking | 17,022 | 74.74 | 77 | 60 | 15.65 |
| | Writing | 17,022 | 60.94 | 60 | 60 | 15.39 |
| | Total | 17,022 | 267.40 | 273 | 240 | 45.30 |
| 11 | Listening | 13,576 | 67.78 | 67 | 60 | 10.54 |
| | Reading | 13,576 | 66.19 | 66 | 60 | 11.43 |
| | Speaking | 13,576 | 76.75 | 79 | 60 | 14.18 |
| | Writing | 13,576 | 62.88 | 64 | 60 | 14.91 |
| | Total | 13,576 | 273.61 | 279 | 240 | 42.95 |
| 12 | Listening | 8,442 | 64.27 | 66 | 60 | 12.01 |
| | Reading | 8,442 | 62.44 | 63 | 60 | 12.74 |
| | Speaking | 8,442 | 74.54 | 77 | 60 | 16.18 |
| | Writing | 8,442 | 59.58 | 60 | 60 | 16.18 |
| | Total | 8,442 | 260.84 | 270 | 240 | 50.10 |

**Table 62. Scale Score Summary by Grade Level (Public & Charters Only)**

| Grade | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| K | Listening | 27,168 | 69.52 | 70 | 60 | 10.80 |
| | Reading | 27,168 | 76.01 | 76 | 60 | 11.62 |
| | Speaking | 27,168 | 68.19 | 70 | 60 | 15.67 |
| | Writing | 27,168 | 64.27 | 66 | 60 | 12.92 |
| | Total | 27,168 | 278.00 | 282 | 240 | 41.17 |
| 1 | Listening | 25,237 | 57.90 | 57 | 60 | 10.03 |
| | Reading | 25,237 | 56.16 | 54 | 60 | 10.77 |
| | Speaking | 25,237 | 75.22 | 78 | 60 | 15.34 |
| | Writing | 25,237 | 52.90 | 55 | 60 | 14.32 |
| | Total | 25,237 | 242.18 | 246 | 240 | 41.32 |
| 2 | Listening | 24,800 | 64.43 | 65 | 60 | 11.42 |
| | Reading | 24,800 | 64.83 | 66 | 60 | 12.86 |
| | Speaking | 24,800 | 79.10 | 83 | 60 | 14.66 |
| | Writing | 24,800 | 60.86 | 63 | 60 | 15.18 |
| | Total | 24,800 | 269.22 | 278 | 240 | 45.63 |
| 3 | Listening | 22,235 | 63.61 | 63 | 60 | 10.36 |
| | Reading | 22,235 | 61.97 | 62 | 60 | 10.02 |
| | Speaking | 22,235 | 76.35 | 79 | 60 | 15.34 |
| | Writing | 22,235 | 58.70 | 62 | 60 | 14.16 |
| | Total | 22,235 | 260.64 | 268 | 238 | 41.92 |
| 4 | Listening | 21,033 | 66.51 | 67 | 60 | 10.95 |
| | Reading | 21,033 | 64.85 | 65 | 60 | 10.61 |
| | Speaking | 21,033 | 77.88 | 83 | 60 | 15.56 |
| | Writing | 21,033 | 61.78 | 62 | 60 | 15.06 |
| | Total | 21,033 | 271.02 | 281 | 240 | 44.66 |
| 5 | Listening | 18,348 | 64.89 | 65 | 60 | 11.10 |
| | Reading | 18,348 | 60.31 | 61 | 60 | 9.48 |
| | Speaking | 18,348 | 78.53 | 87 | 60 | 15.95 |
| | Writing | 18,348 | 60.52 | 60 | 60 | 15.19 |
| | Total | 18,348 | 264.25 | 274 | 240 | 43.80 |
| 6 | Listening | 17,046 | 66.32 | 67 | 60 | 11.93 |
| | Reading | 17,046 | 62.45 | 62 | 60 | 10.38 |
| | Speaking | 17,046 | 78.85 | 87 | 60 | 16.14 |
| | Writing | 17,046 | 62.24 | 65 | 60 | 15.96 |
| | Total | 17,046 | 269.86 | 280 | 240 | 46.68 |
| 7 | Listening | 14,981 | 61.90 | 62 | 60 | 9.63 |
| | Reading | 14,981 | 63.12 | 63 | 60 | 10.75 |
| | Speaking | 14,981 | 76.58 | 82 | 60 | 16.89 |
| | Writing | 14,981 | 61.17 | 63 | 60 | 15.94 |
| | Total | 14,981 | 262.77 | 273 | 240 | 45.88 |

**Table 62.  Scale Score Summary by Grade Level (Public & Charters Only)  (continued)**

| Grade | Test | N-Count | Mean | Median | Range | SD |
|---|---|---|---|---|---|---|
| 8 | Listening | 13,826 | 62.73 | 63 | 60 | 10.27 |
| | Reading | 13,826 | 64.36 | 65 | 60 | 11.39 |
| | Speaking | 13,826 | 76.01 | 82 | 60 | 17.23 |
| | Writing | 13,826 | 62.05 | 63 | 60 | 16.65 |
| | Total | 13,826 | 265.15 | 275 | 240 | 48.26 |
| 9 | Listening | 17,560 | 64.18 | 64 | 60 | 10.31 |
| | Reading | 17,560 | 61.76 | 61 | 60 | 10.59 |
| | Speaking | 17,560 | 70.01 | 75 | 60 | 19.34 |
| | Writing | 17,560 | 56.65 | 56 | 60 | 16.35 |
| | Total | 17,560 | 252.61 | 260 | 240 | 49.32 |
| 10 | Listening | 15,661 | 67.00 | 67 | 60 | 10.45 |
| | Reading | 15,661 | 64.87 | 64 | 60 | 11.11 |
| | Speaking | 15,661 | 74.85 | 79 | 60 | 16.01 |
| | Writing | 15,661 | 61.46 | 64 | 60 | 15.59 |
| | Total | 15,661 | 267.90 | 274 | 240 | 45.75 |
| 11 | Listening | 12,342 | 67.72 | 67 | 60 | 10.12 |
| | Reading | 12,342 | 66.25 | 66 | 60 | 11.03 |
| | Speaking | 12,342 | 76.91 | 79 | 60 | 14.51 |
| | Writing | 12,342 | 63.41 | 64 | 60 | 15.08 |
| | Total | 12,342 | 274.28 | 280 | 240 | 43.36 |
| 12 | Listening | 7,757 | 64.06 | 66 | 60 | 11.89 |
| | Reading | 7,757 | 62.23 | 63 | 60 | 12.56 |
| | Speaking | 7,757 | 74.63 | 79 | 60 | 16.61 |
| | Writing | 7,757 | 59.59 | 60 | 60 | 16.45 |
| | Total | 7,757 | 260.51 | 271 | 240 | 50.97 |

**Table 63.  Percentage of Students in Each Performance Level by Grade Band (All Schools)**

| Grade Band | N-count | Performance Level (Percent) | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | | Entering | Emerging | Transitioning | Expanding | Commanding |
| K | 30,816 | 10.90 | 14.20 | 13.30 | 44.90 | 16.70 |
| 1–2 | 59,634 | 8.50 | 17.00 | 27.40 | 35.50 | 11.60 |
| 3–4 | 52,117 | 5.90 | 14.10 | 24.10 | 44.00 | 12.00 |
| 5–6 | 43,329 | 6.40 | 12.80 | 20.70 | 39.90 | 20.20 |
| 7–8 | 35,011 | 5.00 | 12.90 | 17.30 | 45.00 | 19.80 |
| 9–12 | 58,017 | 5.30 | 13.00 | 25.20 | 45.70 | 10.80 |
| **Total** | 278,924 | 6.80 | 14.10 | 22.50 | 42.10 | 14.40 |

**Table 64.  Percentage of Students in Each Performance Level by Grade Band (Public & Charters Only)**

| Grade Band | N-count | Performance Level (Percent) | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | | Entering | Emerging | Transitioning | Expanding | Commanding |
| K | 27,168 | 7.00 | 12.92 | 13.25 | 48.06 | 18.76 |
| 1–2 | 50,037 | 6.04 | 13.92 | 27.23 | 39.33 | 13.48 |
| 3–4 | 43,268 | 5.51 | 9.46 | 22.23 | 48.79 | 14.01 |
| 5–6 | 35,394 | 5.90 | 8.53 | 19.11 | 43.47 | 22.98 |
| 7–8 | 28,807 | 4.93 | 10.81 | 16.09 | 47.05 | 21.13 |
| 9–12 | 53,320 | 5.67 | 12.95 | 24.85 | 45.40 | 11.13 |
| **Total** | 237,994 | 5.82 | 11.60 | 21.64 | 44.96 | 15.99 |

**Table 65. Percentage of Students in Each Performance Level by Grade Level (All Schools)**

| Grade Level | N-count | Performance Level (Percent) | | | | |
|---|---|---|---|---|---|---|
| | | Entering | Emerging | Transitioning | Expanding | Commanding |
| K | 30,816 | 10.86 | 14.19 | 13.32 | 44.92 | 16.71 |
| 1 | 29,944 | 8.74 | 20.28 | 32.29 | 31.65 | 7.03 |
| 2 | 29,690 | 8.29 | 13.68 | 22.55 | 39.33 | 16.15 |
| 3 | 26,817 | 5.05 | 14.63 | 27.37 | 42.56 | 10.40 |
| 4 | 25,300 | 6.81 | 13.45 | 20.66 | 45.44 | 13.64 |
| 5 | 22,402 | 5.65 | 12.85 | 22.93 | 42.30 | 16.28 |
| 6 | 20,927 | 7.28 | 12.77 | 18.29 | 37.27 | 24.38 |
| 7 | 18,529 | 5.01 | 13.55 | 17.87 | 43.82 | 19.76 |
| 8 | 16,482 | 4.96 | 12.20 | 16.74 | 46.28 | 19.83 |
| 9 | 18,977 | 7.61 | 18.43 | 25.35 | 41.12 | 7.49 |
| 10 | 17,022 | 3.31 | 12.47 | 25.74 | 45.94 | 12.54 |
| 11 | 13,576 | 2.87 | 8.31 | 24.04 | 50.22 | 14.57 |
| 12 | 8,442 | 7.82 | 9.51 | 25.56 | 48.46 | 8.65 |
| **Total** | **278,924** | 6.84 | 14.15 | 22.47 | 42.11 | 14.42 |

**Table 66. Percentage of Students in Each Performance Level by Grade Level (Public & Charters Only)**

| Grade Level | N-count | Performance Level (Percent) | | | | |
|---|---|---|---|---|---|---|
| | | Entering | Emerging | Transitioning | Expanding | Commanding |
| K | 27,168 | 7.00 | 12.92 | 13.25 | 48.06 | 18.76 |
| 1 | 25,237 | 6.30 | 17.13 | 32.90 | 35.47 | 8.20 |
| 2 | 24,800 | 5.78 | 10.65 | 21.45 | 43.25 | 18.86 |
| 3 | 22,235 | 4.74 | 9.68 | 25.26 | 48.05 | 12.28 |
| 4 | 21,033 | 6.33 | 9.23 | 19.03 | 49.58 | 15.83 |
| 5 | 18,348 | 5.42 | 8.33 | 21.14 | 46.34 | 18.78 |
| 6 | 17,046 | 6.42 | 8.75 | 16.94 | 40.38 | 27.50 |
| 7 | 14,981 | 4.95 | 10.53 | 16.31 | 46.68 | 21.53 |
| 8 | 13,826 | 4.90 | 11.12 | 15.85 | 47.45 | 20.69 |
| 9 | 17,560 | 8.17 | 18.87 | 25.11 | 40.37 | 7.48 |
| 10 | 15,661 | 3.52 | 12.14 | 25.52 | 45.70 | 13.13 |
| 11 | 12,342 | 3.10 | 7.95 | 23.45 | 50.19 | 15.32 |
| 12 | 7,757 | 8.46 | 9.13 | 25.15 | 48.56 | 8.70 |
| **Total** | **237,994** | 5.82 | 11.60 | 21.64 | 44.96 | 15.99 |

**Table 67.  Exit Rate by Grade Band for 2016–2019 (All Schools)**

| Grade Band | 2016 | | 2017 | | 2018 | | 2019 | |
|---|---|---|---|---|---|---|---|---|
| | N-Count | Percent | N-Count | Percent | N-Count | Percent | N-Count | Percent |
| K | 4,197 | 13.27 | 4,191 | 13.39 | 4,544 | 14.67 | 5,148 | 16.71 |
| 1–2 | 4,301 | 7.03 | 7,417 | 11.54 | 7,488 | 12.39 | 6,900 | 11.57 |
| 3–4 | 3,565 | 8.06 | 5,459 | 10.88 | 6,997 | 12.95 | 6,240 | 11.97 |
| 5–6 | 3,827 | 10.67 | 4,515 | 11.39 | 5,437 | 12.96 | 8,751 | 20.20 |
| 7–8 | 3,752 | 11.92 | 4,445 | 13.14 | 5,474 | 15.87 | 6,929 | 19.79 |
| 9–12 | 3,324 | 6.75 | 4,846 | 8.46 | 5,664 | 9.73 | 6,264 | 10.80 |
| **Total** | 22,966 | 9.05 | 30,873 | 11.16 | 35,604 | 12.71 | 40,232 | 14.42 |


**Table 68.  Exit Rate by Grade Band for 2016–2019 (Public & Charters Only)**

| Grade Band | 2016 | | 2017 | | 2018 | | 2019 | |
|---|---|---|---|---|---|---|---|---|
| | N-Count | Percent | N-Count | Percent | N-Count | Percent | N-Count | Percent |
| K | 4,156 | 14.74 | 4,140 | 15.03 | 4,509 | 16.59 | 27,168 | 18.76 |
| 1–2 | 4,198 | 7.87 | 7,279 | 12.91 | 7,310 | 14.05 | 50,037 | 13.48 |
| 3–4 | 3,419 | 9.26 | 5,289 | 12.35 | 6,818 | 14.85 | 43,268 | 14.01 |
| 5–6 | 3,380 | 11.54 | 4,212 | 12.80 | 5,008 | 14.51 | 35,394 | 22.98 |
| 7–8 | 3,101 | 11.85 | 3,868 | 13.44 | 4,803 | 16.58 | 28,807 | 21.13 |
| 9–12 | 2,686 | 5.97 | 4,233 | 7.99 | 5,059 | 9.47 | 53,320 | 11.13 |
| **Total** | 20,940 | 9.57 | 29,021 | 12.02 | 33,507 | 13.85 | 237,994 | 15.99 |

**Table 69. Exit Rate by Grade Level for 2016–2019 (All Schools)**

| Grade | 2016 N-Count | 2016 Percent | 2017 N-Count | 2017 Percent | 2018 N-Count | 2018 Percent | 2019 N-Count | 2019 Percent |
|---|---|---|---|---|---|---|---|---|
| K | 4,197 | 13.27 | 4,191 | 13.39 | 4,544 | 14.67 | 5,148 | 16.71 |
| 1 | 1,813 | 5.45 | 1,964 | 6.28 | 2,123 | 7.13 | 2,106 | 7.03 |
| 2 | 2,488 | 8.92 | 5,453 | 16.52 | 5,365 | 17.49 | 4,794 | 16.15 |
| 3 | 1,349 | 5.86 | 2,632 | 9.79 | 3,297 | 11.47 | 2,789 | 10.40 |
| 4 | 2,216 | 10.45 | 2,827 | 12.14 | 3,700 | 14.64 | 3,451 | 13.64 |
| 5 | 1,335 | 7.37 | 1,881 | 9.05 | 2,184 | 10.04 | 3,648 | 16.28 |
| 6 | 2,492 | 14.04 | 2,634 | 13.95 | 3,253 | 16.11 | 5,103 | 24.38 |
| 7 | 1,889 | 11.75 | 2,268 | 12.93 | 2,686 | 15.12 | 3,661 | 19.76 |
| 8 | 1,863 | 12.10 | 2,177 | 13.37 | 2,788 | 16.67 | 3,268 | 19.83 |
| 9 | 942 | 5.24 | 1,122 | 5.45 | 1,295 | 6.82 | 1,422 | 7.49 |
| 10 | 1,011 | 6.75 | 1,800 | 10.15 | 2,071 | 11.20 | 2,134 | 12.54 |
| 11 | 968 | 9.73 | 1,472 | 12.15 | 1,778 | 13.41 | 1,978 | 14.57 |
| 12 | 403 | 6.31 | 452 | 6.59 | 520 | 6.97 | 730 | 8.65 |
| **Total** | 22,966 | 9.05 | 30,873 | 11.16 | 35,604 | 12.71 | 40,232 | 14.42 |

**Table 70. Exit Rate by Grade Level for 2016–2019 (Public & Charters Only)**

| Grade | 2016 N-Count | 2016 Percent | 2017 N-Count | 2017 Percent | 2018 N-Count | 2018 Percent | 2019 N-Count | 2019 Percent |
|---|---|---|---|---|---|---|---|---|
| K | 4,156 | 14.74 | 4,140 | 15.03 | 4,509 | 16.59 | 5,097 | 18.76 |
| 1 | 1,778 | 6.06 | 1,945 | 7.12 | 2,095 | 8.17 | 2,069 | 8.20 |
| 2 | 2,420 | 10.07 | 5,334 | 18.36 | 5,215 | 19.79 | 4,677 | 18.86 |
| 3 | 1,310 | 6.77 | 2,577 | 11.11 | 3,237 | 13.08 | 2,731 | 12.28 |
| 4 | 2,109 | 11.99 | 2,712 | 13.83 | 3,581 | 16.92 | 3,329 | 15.83 |
| 5 | 1,183 | 8.07 | 1,802 | 10.47 | 2,024 | 11.36 | 3,446 | 18.78 |
| 6 | 2,197 | 15.02 | 2,410 | 15.35 | 2,984 | 17.89 | 4,688 | 27.50 |
| 7 | 1,574 | 11.93 | 1,996 | 13.52 | 2,373 | 16.14 | 3,226 | 21.53 |
| 8 | 1,527 | 11.77 | 1,872 | 13.34 | 2,430 | 17.04 | 2,860 | 20.69 |
| 9 | 838 | 5.04 | 903 | 4.71 | 1,120 | 6.40 | 1,313 | 7.48 |
| 10 | 850 | 6.17 | 1,612 | 9.79 | 1,867 | 10.93 | 2,056 | 13.13 |
| 11 | 714 | 8.14 | 1,294 | 11.78 | 1,601 | 13.39 | 1,891 | 15.32 |
| 12 | 284 | 4.88 | 424 | 6.71 | 471 | 6.84 | 675 | 8.70 |
| **Total** | 20,940 | 9.57 | 29,021 | 12.02 | 33,507 | 13.85 | 38,058 | 15.99 |

**Table 71.  Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 27 | 0.1 | 0.1 |
| 124 | 1 | 5 | 0.0 | 0.1 |
| 125 | 1 | 3 | 0.0 | 0.1 |
| 129 | 1 | 4 | 0.0 | 0.1 |
| 130 | 1 | 3 | 0.0 | 0.1 |
| 134 | 1 | 1 | 0.0 | 0.1 |
| 135 | 1 | 3 | 0.0 | 0.1 |
| 136 | 1 | 3 | 0.0 | 0.2 |
| 137 | 1 | 1 | 0.0 | 0.2 |
| 138 | 1 | 2 | 0.0 | 0.2 |
| 139 | 1 | 2 | 0.0 | 0.2 |
| 140 | 1 | 1 | 0.0 | 0.2 |
| 141 | 1 | 4 | 0.0 | 0.2 |
| 142 | 1 | 5 | 0.0 | 0.2 |
| 143 | 1 | 3 | 0.0 | 0.2 |
| 144 | 1 | 6 | 0.0 | 0.2 |
| 145 | 1 | 6 | 0.0 | 0.3 |
| 146 | 1 | 1 | 0.0 | 0.3 |
| 147 | 1 | 4 | 0.0 | 0.3 |
| 148 | 1 | 9 | 0.0 | 0.3 |
| 149 | 1 | 3 | 0.0 | 0.3 |
| 150 | 1 | 3 | 0.0 | 0.3 |
| 151 | 1 | 25 | 0.1 | 0.4 |
| 152 | 1 | 5 | 0.0 | 0.4 |
| 153 | 1 | 22 | 0.1 | 0.5 |
| 154 | 1 | 12 | 0.0 | 0.5 |
| 155 | 1 | 21 | 0.1 | 0.6 |
| 156 | 1 | 34 | 0.1 | 0.7 |
| 157 | 1 | 17 | 0.1 | 0.8 |
| 158 | 1 | 41 | 0.1 | 0.9 |
| 159 | 1 | 13 | 0.0 | 0.9 |
| 160 | 1 | 79 | 0.3 | 1.2 |
| 161 | 1 | 11 | 0.0 | 1.2 |
| 162 | 1 | 68 | 0.2 | 1.5 |
| 163 | 2 | 28 | 0.1 | 1.5 |
| 164 | 2 | 59 | 0.2 | 1.7 |
| 165 | 2 | 36 | 0.1 | 1.8 |
| 166 | 2 | 34 | 0.1 | 2.0 |

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 167 | 2 | 64 | 0.2 | 2.2 |
| 168 | 2 | 34 | 0.1 | 2.3 |
| 169 | 2 | 68 | 0.2 | 2.5 |
| 170 | 3 | 35 | 0.1 | 2.6 |
| 171 | 3 | 47 | 0.2 | 2.8 |
| 172 | 3 | 60 | 0.2 | 3.0 |
| 173 | 3 | 33 | 0.1 | 3.1 |
| 174 | 3 | 55 | 0.2 | 3.2 |
| 175 | 3 | 38 | 0.1 | 3.4 |
| 176 | 3 | 62 | 0.2 | 3.6 |
| 177 | 4 | 37 | 0.1 | 3.7 |
| 178 | 4 | 58 | 0.2 | 3.9 |
| 179 | 4 | 65 | 0.2 | 4.1 |
| 180 | 4 | 39 | 0.1 | 4.2 |
| 181 | 4 | 69 | 0.2 | 4.4 |
| 182 | 5 | 45 | 0.1 | 4.6 |
| 183 | 5 | 78 | 0.3 | 4.8 |
| 184 | 5 | 47 | 0.2 | 5.0 |
| 185 | 5 | 50 | 0.2 | 5.2 |
| 186 | 5 | 70 | 0.2 | 5.4 |
| 187 | 5 | 49 | 0.2 | 5.5 |
| 188 | 6 | 64 | 0.2 | 5.7 |
| 189 | 6 | 56 | 0.2 | 5.9 |
| 190 | 6 | 64 | 0.2 | 6.1 |
| 191 | 6 | 50 | 0.2 | 6.3 |
| 192 | 6 | 60 | 0.2 | 6.5 |
| 193 | 7 | 52 | 0.2 | 6.7 |
| 194 | 7 | 59 | 0.2 | 6.9 |
| 195 | 7 | 57 | 0.2 | 7.0 |
| 196 | 7 | 57 | 0.2 | 7.2 |
| 197 | 7 | 60 | 0.2 | 7.4 |
| 198 | 8 | 52 | 0.2 | 7.6 |
| 199 | 8 | 53 | 0.2 | 7.8 |
| 200 | 8 | 62 | 0.2 | 8.0 |
| 201 | 8 | 52 | 0.2 | 8.1 |
| 202 | 8 | 68 | 0.2 | 8.3 |
| 203 | 8 | 59 | 0.2 | 8.5 |
| 204 | 9 | 74 | 0.2 | 8.8 |
| 205 | 9 | 87 | 0.3 | 9.1 |
| 206 | 9 | 80 | 0.3 | 9.3 |

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 207 | 9 | 75 | 0.2 | 9.6 |
| 208 | 10 | 74 | 0.2 | 9.8 |
| 209 | 10 | 76 | 0.2 | 10.1 |
| 210 | 10 | 82 | 0.3 | 10.3 |
| 211 | 10 | 72 | 0.2 | 10.6 |
| 212 | 11 | 94 | 0.3 | 10.9 |
| 213 | 11 | 85 | 0.3 | 11.1 |
| 214 | 11 | 94 | 0.3 | 11.4 |
| 215 | 12 | 107 | 0.3 | 11.8 |
| 216 | 12 | 81 | 0.3 | 12.0 |
| 217 | 12 | 106 | 0.3 | 12.4 |
| 218 | 13 | 78 | 0.3 | 12.6 |
| 219 | 13 | 118 | 0.4 | 13.0 |
| 220 | 13 | 100 | 0.3 | 13.4 |
| 221 | 14 | 95 | 0.3 | 13.7 |
| 222 | 14 | 96 | 0.3 | 14.0 |
| 223 | 14 | 128 | 0.4 | 14.4 |
| 224 | 15 | 98 | 0.3 | 14.7 |
| 225 | 15 | 113 | 0.4 | 15.1 |
| 226 | 15 | 136 | 0.4 | 15.5 |
| 227 | 16 | 131 | 0.4 | 15.9 |
| 228 | 16 | 126 | 0.4 | 16.3 |
| 229 | 17 | 157 | 0.5 | 16.9 |
| 230 | 17 | 137 | 0.4 | 17.3 |
| 231 | 18 | 138 | 0.4 | 17.8 |
| 232 | 18 | 161 | 0.5 | 18.3 |
| 233 | 19 | 167 | 0.5 | 18.8 |
| 234 | 19 | 161 | 0.5 | 19.3 |
| 235 | 20 | 164 | 0.5 | 19.9 |
| 236 | 20 | 132 | 0.4 | 20.3 |
| 237 | 21 | 179 | 0.6 | 20.9 |
| 238 | 21 | 174 | 0.6 | 21.4 |
| 239 | 22 | 178 | 0.6 | 22.0 |
| 240 | 22 | 175 | 0.6 | 22.6 |
| 241 | 23 | 191 | 0.6 | 23.2 |
| 242 | 24 | 193 | 0.6 | 23.8 |
| 243 | 24 | 221 | 0.7 | 24.6 |
| 244 | 25 | 152 | 0.5 | 25.0 |
| 245 | 25 | 187 | 0.6 | 25.7 |
| 246 | 26 | 198 | 0.6 | 26.3 |

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 247 | 27 | 196 | 0.6 | 26.9 |
| 248 | 27 | 220 | 0.7 | 27.6 |
| 249 | 28 | 186 | 0.6 | 28.2 |
| 250 | 29 | 230 | 0.7 | 29.0 |
| 251 | 29 | 208 | 0.7 | 29.7 |
| 252 | 30 | 218 | 0.7 | 30.4 |
| 253 | 31 | 218 | 0.7 | 31.1 |
| 254 | 31 | 212 | 0.7 | 31.8 |
| 255 | 32 | 194 | 0.6 | 32.4 |
| 256 | 33 | 223 | 0.7 | 33.1 |
| 257 | 33 | 213 | 0.7 | 33.8 |
| 258 | 34 | 219 | 0.7 | 34.5 |
| 259 | 35 | 231 | 0.7 | 35.3 |
| 260 | 36 | 221 | 0.7 | 36.0 |
| 261 | 36 | 242 | 0.8 | 36.8 |
| 262 | 37 | 234 | 0.8 | 37.5 |
| 263 | 38 | 256 | 0.8 | 38.4 |
| 264 | 39 | 296 | 1.0 | 39.3 |
| 265 | 40 | 255 | 0.8 | 40.2 |
| 266 | 41 | 230 | 0.7 | 40.9 |
| 267 | 41 | 289 | 0.9 | 41.8 |
| 268 | 42 | 254 | 0.8 | 42.7 |
| 269 | 43 | 236 | 0.8 | 43.4 |
| 270 | 44 | 309 | 1.0 | 44.4 |
| 271 | 45 | 250 | 0.8 | 45.2 |
| 272 | 46 | 262 | 0.9 | 46.1 |
| 273 | 47 | 283 | 0.9 | 47.0 |
| 274 | 47 | 274 | 0.9 | 47.9 |
| 275 | 48 | 267 | 0.9 | 48.8 |
| 276 | 49 | 291 | 0.9 | 49.7 |
| 277 | 50 | 264 | 0.9 | 50.6 |
| 278 | 51 | 303 | 1.0 | 51.6 |
| 279 | 52 | 276 | 0.9 | 52.5 |
| 280 | 53 | 268 | 0.9 | 53.3 |
| 281 | 54 | 306 | 1.0 | 54.3 |
| 282 | 55 | 258 | 0.8 | 55.1 |
| 283 | 56 | 301 | 1.0 | 56.1 |
| 284 | 57 | 294 | 1.0 | 57.1 |
| 285 | 58 | 257 | 0.8 | 57.9 |
| 286 | 58 | 286 | 0.9 | 58.8 |

**Table 71. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 287 | 59 | 322 | 1.0 | 59.9 |
| 288 | 60 | 251 | 0.8 | 60.7 |
| 289 | 61 | 315 | 1.0 | 61.7 |
| 290 | 62 | 269 | 0.9 | 62.6 |
| 291 | 63 | 248 | 0.8 | 63.4 |
| 292 | 64 | 300 | 1.0 | 64.4 |
| 293 | 65 | 335 | 1.1 | 65.5 |
| 294 | 66 | 222 | 0.7 | 66.2 |
| 295 | 67 | 310 | 1.0 | 67.2 |
| 296 | 68 | 232 | 0.8 | 67.9 |
| 297 | 68 | 304 | 1.0 | 68.9 |
| 298 | 69 | 248 | 0.8 | 69.7 |
| 299 | 70 | 277 | 0.9 | 70.6 |
| 300 | 71 | 241 | 0.8 | 71.4 |
| 301 | 72 | 255 | 0.8 | 72.2 |
| 302 | 73 | 227 | 0.7 | 73.0 |
| 303 | 74 | 320 | 1.0 | 74.0 |
| 304 | 74 | 214 | 0.7 | 74.7 |
| 305 | 75 | 288 | 0.9 | 75.6 |
| 306 | 76 | 270 | 0.9 | 76.5 |
| 307 | 77 | 235 | 0.8 | 77.3 |
| 308 | 78 | 189 | 0.6 | 77.9 |
| 309 | 78 | 292 | 0.9 | 78.8 |
| 310 | 79 | 235 | 0.8 | 79.6 |
| 311 | 80 | 274 | 0.9 | 80.5 |
| 312 | 81 | 209 | 0.7 | 81.2 |
| 313 | 82 | 224 | 0.7 | 81.9 |
| 314 | 82 | 213 | 0.7 | 82.6 |
| 315 | 83 | 216 | 0.7 | 83.3 |
| 316 | 84 | 250 | 0.8 | 84.1 |
| 317 | 84 | 165 | 0.5 | 84.6 |
| 318 | 85 | 182 | 0.6 | 85.2 |
| 319 | 86 | 193 | 0.6 | 85.9 |
| 320 | 86 | 245 | 0.8 | 86.7 |
| 321 | 87 | 165 | 0.5 | 87.2 |
| 322 | 87 | 168 | 0.5 | 87.7 |
| 323 | 88 | 200 | 0.6 | 88.4 |
| 324 | 89 | 214 | 0.7 | 89.1 |
| 325 | 89 | 142 | 0.5 | 89.5 |
| 326 | 90 | 130 | 0.4 | 90.0 |

**Table 71.  Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 327 | 90 | 231 | 0.7 | 90.7 |
| 328 | 91 | 128 | 0.4 | 91.1 |
| 329 | 91 | 162 | 0.5 | 91.7 |
| 330 | 92 | 144 | 0.5 | 92.1 |
| 331 | 92 | 179 | 0.6 | 92.7 |
| 332 | 93 | 80 | 0.3 | 93.0 |
| 333 | 93 | 212 | 0.7 | 93.6 |
| 334 | 94 | 128 | 0.4 | 94.1 |
| 335 | 94 | 151 | 0.5 | 94.6 |
| 336 | 95 | 127 | 0.4 | 95.0 |
| 337 | 95 | 14 | 0.0 | 95.0 |
| 338 | 95 | 104 | 0.3 | 95.3 |
| 339 | 95 | 89 | 0.3 | 95.6 |
| 340 | 96 | 210 | 0.7 | 96.3 |
| 341 | 96 | 75 | 0.2 | 96.6 |
| 342 | 97 | 33 | 0.1 | 96.7 |
| 343 | 97 | 100 | 0.3 | 97.0 |
| 344 | 97 | 179 | 0.6 | 97.6 |
| 346 | 98 | 74 | 0.2 | 97.8 |
| 347 | 98 | 45 | 0.1 | 98.0 |
| 349 | 98 | 114 | 0.4 | 98.3 |
| 350 | 98 | 50 | 0.2 | 98.5 |
| 351 | 99 | 147 | 0.5 | 99.0 |
| 352 | 99 | 28 | 0.1 | 99.1 |
| 355 | 99 | 71 | 0.2 | 99.3 |
| 360 | 99 | 219 | 0.7 | 100.0 |

**Total N-Count**          **30,816**

**Table 72. Scale Score and State Percentile Rank Frequency Distribution (Grade 1)
by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 214 | 0.7 | 0.7 |
| 121 | 1 | 9 | 0.0 | 0.7 |
| 122 | 1 | 9 | 0.0 | 0.8 |
| 123 | 1 | 3 | 0.0 | 0.8 |
| 124 | 1 | 8 | 0.0 | 0.8 |
| 125 | 1 | 1 | 0.0 | 0.8 |
| 126 | 1 | 5 | 0.0 | 0.8 |
| 127 | 1 | 5 | 0.0 | 0.8 |
| 128 | 1 | 6 | 0.0 | 0.9 |
| 129 | 1 | 4 | 0.0 | 0.9 |
| 130 | 1 | 5 | 0.0 | 0.9 |
| 131 | 1 | 5 | 0.0 | 0.9 |
| 132 | 1 | 1 | 0.0 | 0.9 |
| 133 | 1 | 8 | 0.0 | 0.9 |
| 134 | 1 | 14 | 0.0 | 1.0 |
| 135 | 1 | 12 | 0.0 | 1.0 |
| 136 | 1 | 14 | 0.0 | 1.1 |
| 137 | 1 | 10 | 0.0 | 1.1 |
| 138 | 1 | 9 | 0.0 | 1.1 |
| 139 | 1 | 37 | 0.1 | 1.3 |
| 140 | 1 | 13 | 0.0 | 1.3 |
| 141 | 1 | 46 | 0.2 | 1.5 |
| 142 | 2 | 24 | 0.1 | 1.5 |
| 143 | 2 | 56 | 0.2 | 1.7 |
| 144 | 2 | 42 | 0.1 | 1.9 |
| 145 | 2 | 94 | 0.3 | 2.2 |
| 146 | 2 | 49 | 0.2 | 2.3 |
| 147 | 3 | 91 | 0.3 | 2.7 |
| 148 | 3 | 62 | 0.2 | 2.9 |
| 149 | 3 | 119 | 0.4 | 3.3 |
| 150 | 3 | 60 | 0.2 | 3.5 |
| 151 | 4 | 174 | 0.6 | 4.0 |
| 152 | 4 | 56 | 0.2 | 4.2 |
| 153 | 4 | 127 | 0.4 | 4.6 |
| 154 | 5 | 119 | 0.4 | 5.0 |
| 155 | 5 | 76 | 0.3 | 5.3 |
| 156 | 6 | 110 | 0.4 | 5.7 |
| 157 | 6 | 64 | 0.2 | 5.9 |
| 158 | 6 | 63 | 0.2 | 6.1 |

**Table 72.  Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 159 | 6 | 64 | 0.2 | 6.3 |
| 160 | 6 | 64 | 0.2 | 6.5 |
| 161 | 7 | 56 | 0.2 | 6.7 |
| 162 | 7 | 66 | 0.2 | 6.9 |
| 163 | 7 | 58 | 0.2 | 7.1 |
| 164 | 7 | 49 | 0.2 | 7.3 |
| 165 | 7 | 58 | 0.2 | 7.5 |
| 166 | 8 | 77 | 0.3 | 7.7 |
| 167 | 8 | 78 | 0.3 | 8.0 |
| 168 | 8 | 75 | 0.3 | 8.2 |
| 169 | 8 | 66 | 0.2 | 8.5 |
| 170 | 9 | 83 | 0.3 | 8.7 |
| 171 | 9 | 75 | 0.3 | 9.0 |
| 172 | 9 | 83 | 0.3 | 9.3 |
| 173 | 9 | 75 | 0.3 | 9.5 |
| 174 | 10 | 108 | 0.4 | 9.9 |
| 175 | 10 | 92 | 0.3 | 10.2 |
| 176 | 10 | 131 | 0.4 | 10.6 |
| 177 | 11 | 90 | 0.3 | 10.9 |
| 178 | 11 | 113 | 0.4 | 11.3 |
| 179 | 12 | 107 | 0.4 | 11.7 |
| 180 | 12 | 86 | 0.3 | 11.9 |
| 181 | 12 | 115 | 0.4 | 12.3 |
| 182 | 12 | 77 | 0.3 | 12.6 |
| 183 | 13 | 106 | 0.4 | 12.9 |
| 184 | 13 | 91 | 0.3 | 13.2 |
| 185 | 13 | 121 | 0.4 | 13.7 |
| 186 | 14 | 90 | 0.3 | 14.0 |
| 187 | 14 | 111 | 0.4 | 14.3 |
| 188 | 15 | 112 | 0.4 | 14.7 |
| 189 | 15 | 114 | 0.4 | 15.1 |
| 190 | 15 | 98 | 0.3 | 15.4 |
| 191 | 16 | 130 | 0.4 | 15.8 |
| 192 | 16 | 123 | 0.4 | 16.3 |
| 193 | 17 | 161 | 0.5 | 16.8 |
| 194 | 17 | 117 | 0.4 | 17.2 |
| 195 | 17 | 137 | 0.5 | 17.6 |
| 196 | 18 | 134 | 0.4 | 18.1 |
| 197 | 18 | 122 | 0.4 | 18.5 |
| 198 | 19 | 140 | 0.5 | 19.0 |

**Table 72. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 199 | 19 | 137 | 0.5 | 19.4 |
| 200 | 20 | 153 | 0.5 | 19.9 |
| 201 | 20 | 159 | 0.5 | 20.5 |
| 202 | 21 | 150 | 0.5 | 21.0 |
| 203 | 21 | 142 | 0.5 | 21.4 |
| 204 | 22 | 155 | 0.5 | 22.0 |
| 205 | 22 | 165 | 0.6 | 22.5 |
| 206 | 23 | 185 | 0.6 | 23.1 |
| 207 | 23 | 203 | 0.7 | 23.8 |
| 208 | 24 | 189 | 0.6 | 24.4 |
| 209 | 25 | 194 | 0.6 | 25.1 |
| 210 | 25 | 190 | 0.6 | 25.7 |
| 211 | 26 | 195 | 0.7 | 26.4 |
| 212 | 27 | 213 | 0.7 | 27.1 |
| 213 | 27 | 197 | 0.7 | 27.7 |
| 214 | 28 | 199 | 0.7 | 28.4 |
| 215 | 29 | 189 | 0.6 | 29.0 |
| 216 | 29 | 211 | 0.7 | 29.7 |
| 217 | 30 | 214 | 0.7 | 30.4 |
| 218 | 31 | 217 | 0.7 | 31.2 |
| 219 | 32 | 208 | 0.7 | 31.9 |
| 220 | 32 | 240 | 0.8 | 32.7 |
| 221 | 33 | 207 | 0.7 | 33.4 |
| 222 | 34 | 241 | 0.8 | 34.2 |
| 223 | 35 | 241 | 0.8 | 35.0 |
| 224 | 35 | 247 | 0.8 | 35.8 |
| 225 | 36 | 244 | 0.8 | 36.6 |
| 226 | 37 | 246 | 0.8 | 37.4 |
| 227 | 38 | 231 | 0.8 | 38.2 |
| 228 | 39 | 281 | 0.9 | 39.1 |
| 229 | 40 | 245 | 0.8 | 40.0 |
| 230 | 40 | 283 | 0.9 | 40.9 |
| 231 | 41 | 262 | 0.9 | 41.8 |
| 232 | 42 | 269 | 0.9 | 42.7 |
| 233 | 43 | 282 | 0.9 | 43.6 |
| 234 | 44 | 246 | 0.8 | 44.4 |
| 235 | 45 | 287 | 1.0 | 45.4 |
| 236 | 46 | 296 | 1.0 | 46.4 |
| 237 | 47 | 295 | 1.0 | 47.4 |
| 238 | 48 | 296 | 1.0 | 48.4 |

**Table 72.  Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 239 | 49 | 260 | 0.9 | 49.2 |
| 240 | 50 | 315 | 1.1 | 50.3 |
| 241 | 51 | 325 | 1.1 | 51.4 |
| 242 | 52 | 295 | 1.0 | 52.4 |
| 243 | 53 | 307 | 1.0 | 53.4 |
| 244 | 54 | 302 | 1.0 | 54.4 |
| 245 | 55 | 292 | 1.0 | 55.4 |
| 246 | 56 | 293 | 1.0 | 56.3 |
| 247 | 57 | 287 | 1.0 | 57.3 |
| 248 | 58 | 318 | 1.1 | 58.4 |
| 249 | 59 | 253 | 0.8 | 59.2 |
| 250 | 60 | 337 | 1.1 | 60.3 |
| 251 | 61 | 295 | 1.0 | 61.3 |
| 252 | 62 | 298 | 1.0 | 62.3 |
| 253 | 63 | 312 | 1.0 | 63.4 |
| 254 | 64 | 312 | 1.0 | 64.4 |
| 255 | 65 | 285 | 1.0 | 65.3 |
| 256 | 66 | 323 | 1.1 | 66.4 |
| 257 | 67 | 280 | 0.9 | 67.4 |
| 258 | 68 | 292 | 1.0 | 68.3 |
| 259 | 69 | 271 | 0.9 | 69.2 |
| 260 | 70 | 280 | 0.9 | 70.2 |
| 261 | 71 | 208 | 0.7 | 70.9 |
| 262 | 71 | 272 | 0.9 | 71.8 |
| 263 | 72 | 266 | 0.9 | 72.7 |
| 264 | 73 | 263 | 0.9 | 73.5 |
| 265 | 74 | 253 | 0.8 | 74.4 |
| 266 | 75 | 249 | 0.8 | 75.2 |
| 267 | 76 | 247 | 0.8 | 76.0 |
| 268 | 76 | 260 | 0.9 | 76.9 |
| 269 | 77 | 238 | 0.8 | 77.7 |
| 270 | 78 | 251 | 0.8 | 78.5 |
| 271 | 79 | 232 | 0.8 | 79.3 |
| 272 | 80 | 266 | 0.9 | 80.2 |
| 273 | 81 | 203 | 0.7 | 80.9 |
| 274 | 81 | 231 | 0.8 | 81.7 |
| 275 | 82 | 196 | 0.7 | 82.3 |
| 276 | 83 | 198 | 0.7 | 83.0 |
| 277 | 83 | 191 | 0.6 | 83.6 |
| 278 | 84 | 211 | 0.7 | 84.3 |

**Table 72.  Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 279 | 85 | 200 | 0.7 | 85.0 |
| 280 | 85 | 179 | 0.6 | 85.6 |
| 281 | 86 | 189 | 0.6 | 86.2 |
| 282 | 87 | 215 | 0.7 | 86.9 |
| 283 | 87 | 147 | 0.5 | 87.4 |
| 284 | 88 | 164 | 0.5 | 88.0 |
| 285 | 88 | 140 | 0.5 | 88.4 |
| 286 | 89 | 188 | 0.6 | 89.1 |
| 287 | 89 | 144 | 0.5 | 89.5 |
| 288 | 90 | 140 | 0.5 | 90.0 |
| 289 | 90 | 142 | 0.5 | 90.5 |
| 290 | 91 | 142 | 0.5 | 91.0 |
| 291 | 91 | 118 | 0.4 | 91.4 |
| 292 | 92 | 124 | 0.4 | 91.8 |
| 293 | 92 | 112 | 0.4 | 92.1 |
| 294 | 92 | 128 | 0.4 | 92.6 |
| 295 | 93 | 118 | 0.4 | 93.0 |
| 296 | 93 | 105 | 0.4 | 93.3 |
| 297 | 93 | 105 | 0.4 | 93.7 |
| 298 | 94 | 85 | 0.3 | 94.0 |
| 299 | 94 | 94 | 0.3 | 94.3 |
| 300 | 94 | 82 | 0.3 | 94.5 |
| 301 | 95 | 90 | 0.3 | 94.8 |
| 302 | 95 | 70 | 0.2 | 95.1 |
| 303 | 95 | 90 | 0.3 | 95.4 |
| 304 | 95 | 56 | 0.2 | 95.6 |
| 305 | 96 | 66 | 0.2 | 95.8 |
| 306 | 96 | 72 | 0.2 | 96.0 |
| 307 | 96 | 71 | 0.2 | 96.3 |
| 308 | 96 | 71 | 0.2 | 96.5 |
| 309 | 97 | 64 | 0.2 | 96.7 |
| 310 | 97 | 61 | 0.2 | 96.9 |
| 311 | 97 | 58 | 0.2 | 97.1 |
| 312 | 97 | 66 | 0.2 | 97.3 |
| 313 | 97 | 52 | 0.2 | 97.5 |
| 314 | 98 | 32 | 0.1 | 97.6 |
| 315 | 98 | 46 | 0.2 | 97.8 |
| 316 | 98 | 37 | 0.1 | 97.9 |
| 317 | 98 | 30 | 0.1 | 98.0 |
| 318 | 98 | 40 | 0.1 | 98.1 |

**Table 72. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 319 | 98 | 40 | 0.1 | 98.3 |
| 320 | 98 | 31 | 0.1 | 98.4 |
| 321 | 98 | 30 | 0.1 | 98.5 |
| 322 | 99 | 46 | 0.2 | 98.6 |
| 323 | 99 | 23 | 0.1 | 98.7 |
| 324 | 99 | 31 | 0.1 | 98.8 |
| 325 | 99 | 23 | 0.1 | 98.9 |
| 326 | 99 | 33 | 0.1 | 99.0 |
| 327 | 99 | 17 | 0.1 | 99.0 |
| 328 | 99 | 12 | 0.0 | 99.1 |
| 329 | 99 | 23 | 0.1 | 99.2 |
| 330 | 99 | 9 | 0.0 | 99.2 |
| 331 | 99 | 42 | 0.1 | 99.3 |
| 332 | 99 | 10 | 0.0 | 99.4 |
| 333 | 99 | 15 | 0.1 | 99.4 |
| 334 | 99 | 14 | 0.0 | 99.5 |
| 335 | 99 | 8 | 0.0 | 99.5 |
| 336 | 99 | 18 | 0.1 | 99.5 |
| 337 | 99 | 7 | 0.0 | 99.6 |
| 338 | 99 | 17 | 0.1 | 99.6 |
| 339 | 99 | 10 | 0.0 | 99.7 |
| 340 | 99 | 10 | 0.0 | 99.7 |
| 341 | 99 | 18 | 0.1 | 99.7 |
| 342 | 99 | 4 | 0.0 | 99.8 |
| 343 | 99 | 4 | 0.0 | 99.8 |
| 344 | 99 | 3 | 0.0 | 99.8 |
| 345 | 99 | 18 | 0.1 | 99.8 |
| 346 | 99 | 8 | 0.0 | 99.9 |
| 348 | 99 | 7 | 0.0 | 99.9 |
| 350 | 99 | 5 | 0.0 | 99.9 |
| 353 | 99 | 6 | 0.0 | 99.9 |
| 355 | 99 | 5 | 0.0 | 99.9 |
| 358 | 99 | 3 | 0.0 | 100.0 |
| 360 | 99 | 13 | 0.0 | 100.0 |
| **Total N-Count** | | **29,944** | | |

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 176 | 0.6 | 0.6 |
| 121 | 1 | 15 | 0.1 | 0.6 |
| 122 | 1 | 4 | 0.0 | 0.7 |
| 123 | 1 | 7 | 0.0 | 0.7 |
| 124 | 1 | 6 | 0.0 | 0.7 |
| 126 | 1 | 1 | 0.0 | 0.7 |
| 127 | 1 | 1 | 0.0 | 0.7 |
| 129 | 1 | 3 | 0.0 | 0.7 |
| 130 | 1 | 2 | 0.0 | 0.7 |
| 131 | 1 | 1 | 0.0 | 0.7 |
| 133 | 1 | 7 | 0.0 | 0.8 |
| 134 | 1 | 6 | 0.0 | 0.8 |
| 135 | 1 | 6 | 0.0 | 0.8 |
| 136 | 1 | 8 | 0.0 | 0.8 |
| 137 | 1 | 8 | 0.0 | 0.8 |
| 138 | 1 | 5 | 0.0 | 0.9 |
| 139 | 1 | 14 | 0.0 | 0.9 |
| 140 | 1 | 8 | 0.0 | 0.9 |
| 141 | 1 | 31 | 0.1 | 1.0 |
| 142 | 1 | 7 | 0.0 | 1.1 |
| 143 | 1 | 37 | 0.1 | 1.2 |
| 144 | 1 | 20 | 0.1 | 1.3 |
| 145 | 1 | 42 | 0.1 | 1.4 |
| 146 | 1 | 34 | 0.1 | 1.5 |
| 147 | 2 | 68 | 0.2 | 1.7 |
| 148 | 2 | 51 | 0.2 | 1.9 |
| 149 | 2 | 82 | 0.3 | 2.2 |
| 150 | 2 | 43 | 0.1 | 2.3 |
| 151 | 3 | 105 | 0.4 | 2.7 |
| 152 | 3 | 39 | 0.1 | 2.8 |
| 153 | 3 | 79 | 0.3 | 3.1 |
| 154 | 3 | 70 | 0.2 | 3.3 |
| 155 | 3 | 63 | 0.2 | 3.5 |
| 156 | 4 | 79 | 0.3 | 3.8 |
| 157 | 4 | 65 | 0.2 | 4.0 |
| 158 | 4 | 55 | 0.2 | 4.2 |
| 159 | 4 | 63 | 0.2 | 4.4 |
| 160 | 5 | 46 | 0.2 | 4.6 |
| 161 | 5 | 47 | 0.2 | 4.7 |

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 162 | 5 | 53 | 0.2 | 4.9 |
| 163 | 5 | 41 | 0.1 | 5.0 |
| 164 | 5 | 45 | 0.2 | 5.2 |
| 165 | 5 | 49 | 0.2 | 5.4 |
| 166 | 5 | 52 | 0.2 | 5.5 |
| 167 | 6 | 57 | 0.2 | 5.7 |
| 168 | 6 | 59 | 0.2 | 5.9 |
| 169 | 6 | 45 | 0.2 | 6.1 |
| 170 | 6 | 70 | 0.2 | 6.3 |
| 171 | 6 | 50 | 0.2 | 6.5 |
| 172 | 7 | 64 | 0.2 | 6.7 |
| 173 | 7 | 63 | 0.2 | 6.9 |
| 174 | 7 | 67 | 0.2 | 7.1 |
| 175 | 7 | 49 | 0.2 | 7.3 |
| 176 | 7 | 64 | 0.2 | 7.5 |
| 177 | 8 | 52 | 0.2 | 7.7 |
| 178 | 8 | 56 | 0.2 | 7.9 |
| 179 | 8 | 62 | 0.2 | 8.1 |
| 180 | 8 | 59 | 0.2 | 8.3 |
| 181 | 8 | 74 | 0.2 | 8.5 |
| 182 | 9 | 68 | 0.2 | 8.8 |
| 183 | 9 | 53 | 0.2 | 8.9 |
| 184 | 9 | 64 | 0.2 | 9.2 |
| 185 | 9 | 80 | 0.3 | 9.4 |
| 186 | 10 | 66 | 0.2 | 9.7 |
| 187 | 10 | 77 | 0.3 | 9.9 |
| 188 | 10 | 72 | 0.2 | 10.2 |
| 189 | 10 | 62 | 0.2 | 10.4 |
| 190 | 10 | 63 | 0.2 | 10.6 |
| 191 | 11 | 69 | 0.2 | 10.8 |
| 192 | 11 | 61 | 0.2 | 11.0 |
| 193 | 11 | 81 | 0.3 | 11.3 |
| 194 | 11 | 87 | 0.3 | 11.6 |
| 195 | 12 | 90 | 0.3 | 11.9 |
| 196 | 12 | 63 | 0.2 | 12.1 |
| 197 | 12 | 65 | 0.2 | 12.3 |
| 198 | 12 | 70 | 0.2 | 12.5 |
| 199 | 13 | 90 | 0.3 | 12.9 |
| 200 | 13 | 77 | 0.3 | 13.1 |

**Table 73.  Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 201 | 13 | 66 | 0.2 | 13.3 |
| 202 | 13 | 77 | 0.3 | 13.6 |
| 203 | 14 | 69 | 0.2 | 13.8 |
| 204 | 14 | 72 | 0.2 | 14.1 |
| 205 | 14 | 69 | 0.2 | 14.3 |
| 206 | 14 | 83 | 0.3 | 14.6 |
| 207 | 15 | 88 | 0.3 | 14.9 |
| 208 | 15 | 82 | 0.3 | 15.2 |
| 209 | 15 | 88 | 0.3 | 15.4 |
| 210 | 16 | 90 | 0.3 | 15.8 |
| 211 | 16 | 97 | 0.3 | 16.1 |
| 212 | 16 | 90 | 0.3 | 16.4 |
| 213 | 17 | 93 | 0.3 | 16.7 |
| 214 | 17 | 107 | 0.4 | 17.1 |
| 215 | 17 | 90 | 0.3 | 17.4 |
| 216 | 18 | 95 | 0.3 | 17.7 |
| 217 | 18 | 121 | 0.4 | 18.1 |
| 218 | 18 | 101 | 0.3 | 18.4 |
| 219 | 19 | 115 | 0.4 | 18.8 |
| 220 | 19 | 93 | 0.3 | 19.1 |
| 221 | 19 | 101 | 0.3 | 19.5 |
| 222 | 20 | 112 | 0.4 | 19.8 |
| 223 | 20 | 120 | 0.4 | 20.2 |
| 224 | 20 | 98 | 0.3 | 20.6 |
| 225 | 21 | 131 | 0.4 | 21.0 |
| 226 | 21 | 149 | 0.5 | 21.5 |
| 227 | 22 | 133 | 0.4 | 22.0 |
| 228 | 22 | 137 | 0.5 | 22.4 |
| 229 | 23 | 144 | 0.5 | 22.9 |
| 230 | 23 | 147 | 0.5 | 23.4 |
| 231 | 24 | 147 | 0.5 | 23.9 |
| 232 | 24 | 140 | 0.5 | 24.4 |
| 233 | 25 | 121 | 0.4 | 24.8 |
| 234 | 25 | 153 | 0.5 | 25.3 |
| 235 | 26 | 133 | 0.4 | 25.7 |
| 236 | 26 | 133 | 0.4 | 26.2 |
| 237 | 26 | 145 | 0.5 | 26.7 |
| 238 | 27 | 175 | 0.6 | 27.3 |
| 239 | 28 | 151 | 0.5 | 27.8 |
| 240 | 28 | 158 | 0.5 | 28.3 |

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 2)
by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 241 | 29 | 142 | 0.5 | 28.8 |
| 242 | 29 | 190 | 0.6 | 29.4 |
| 243 | 30 | 184 | 0.6 | 30.1 |
| 244 | 30 | 195 | 0.7 | 30.7 |
| 245 | 31 | 188 | 0.6 | 31.3 |
| 246 | 32 | 180 | 0.6 | 32.0 |
| 247 | 32 | 182 | 0.6 | 32.6 |
| 248 | 33 | 202 | 0.7 | 33.2 |
| 249 | 34 | 179 | 0.6 | 33.8 |
| 250 | 34 | 197 | 0.7 | 34.5 |
| 251 | 35 | 189 | 0.6 | 35.1 |
| 252 | 36 | 215 | 0.7 | 35.9 |
| 253 | 36 | 164 | 0.6 | 36.4 |
| 254 | 37 | 213 | 0.7 | 37.1 |
| 255 | 38 | 211 | 0.7 | 37.9 |
| 256 | 38 | 225 | 0.8 | 38.6 |
| 257 | 39 | 197 | 0.7 | 39.3 |
| 258 | 40 | 215 | 0.7 | 40.0 |
| 259 | 40 | 209 | 0.7 | 40.7 |
| 260 | 41 | 246 | 0.8 | 41.5 |
| 261 | 42 | 211 | 0.7 | 42.2 |
| 262 | 43 | 225 | 0.8 | 43.0 |
| 263 | 43 | 219 | 0.7 | 43.7 |
| 264 | 44 | 234 | 0.8 | 44.5 |
| 265 | 45 | 231 | 0.8 | 45.3 |
| 266 | 46 | 286 | 1.0 | 46.3 |
| 267 | 47 | 250 | 0.8 | 47.1 |
| 268 | 48 | 243 | 0.8 | 47.9 |
| 269 | 48 | 236 | 0.8 | 48.7 |
| 270 | 49 | 264 | 0.9 | 49.6 |
| 271 | 50 | 275 | 0.9 | 50.5 |
| 272 | 51 | 264 | 0.9 | 51.4 |
| 273 | 52 | 225 | 0.8 | 52.2 |
| 274 | 53 | 313 | 1.1 | 53.2 |
| 275 | 54 | 269 | 0.9 | 54.1 |
| 276 | 55 | 280 | 0.9 | 55.1 |
| 277 | 56 | 269 | 0.9 | 56.0 |
| 278 | 56 | 271 | 0.9 | 56.9 |
| 279 | 57 | 299 | 1.0 | 57.9 |
| 280 | 58 | 308 | 1.0 | 58.9 |

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 281 | 59 | 299 | 1.0 | 60.0 |
| 282 | 61 | 331 | 1.1 | 61.1 |
| 283 | 62 | 290 | 1.0 | 62.0 |
| 284 | 63 | 274 | 0.9 | 63.0 |
| 285 | 63 | 281 | 0.9 | 63.9 |
| 286 | 64 | 322 | 1.1 | 65.0 |
| 287 | 66 | 294 | 1.0 | 66.0 |
| 288 | 66 | 290 | 1.0 | 67.0 |
| 289 | 67 | 286 | 1.0 | 67.9 |
| 290 | 68 | 306 | 1.0 | 69.0 |
| 291 | 69 | 266 | 0.9 | 69.9 |
| 292 | 70 | 264 | 0.9 | 70.7 |
| 293 | 71 | 275 | 0.9 | 71.7 |
| 294 | 72 | 271 | 0.9 | 72.6 |
| 295 | 73 | 290 | 1.0 | 73.6 |
| 296 | 74 | 276 | 0.9 | 74.5 |
| 297 | 75 | 268 | 0.9 | 75.4 |
| 298 | 76 | 242 | 0.8 | 76.2 |
| 299 | 77 | 274 | 0.9 | 77.1 |
| 300 | 78 | 281 | 0.9 | 78.1 |
| 301 | 79 | 250 | 0.8 | 78.9 |
| 302 | 79 | 229 | 0.8 | 79.7 |
| 303 | 80 | 300 | 1.0 | 80.7 |
| 304 | 81 | 271 | 0.9 | 81.6 |
| 305 | 82 | 214 | 0.7 | 82.3 |
| 306 | 83 | 194 | 0.7 | 83.0 |
| 307 | 83 | 256 | 0.9 | 83.9 |
| 308 | 84 | 212 | 0.7 | 84.6 |
| 309 | 85 | 210 | 0.7 | 85.3 |
| 310 | 86 | 238 | 0.8 | 86.1 |
| 311 | 86 | 169 | 0.6 | 86.6 |
| 312 | 87 | 173 | 0.6 | 87.2 |
| 313 | 88 | 208 | 0.7 | 87.9 |
| 314 | 88 | 194 | 0.7 | 88.6 |
| 315 | 89 | 220 | 0.7 | 89.3 |
| 316 | 90 | 160 | 0.5 | 89.9 |
| 317 | 90 | 150 | 0.5 | 90.4 |
| 318 | 91 | 162 | 0.5 | 90.9 |
| 319 | 91 | 201 | 0.7 | 91.6 |
| 320 | 92 | 109 | 0.4 | 92.0 |

**Table 73. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 321 | 92 | 98 | 0.3 | 92.3 |
| 322 | 93 | 183 | 0.6 | 92.9 |
| 323 | 93 | 97 | 0.3 | 93.2 |
| 324 | 93 | 137 | 0.5 | 93.7 |
| 325 | 94 | 76 | 0.3 | 93.9 |
| 326 | 94 | 176 | 0.6 | 94.5 |
| 327 | 95 | 81 | 0.3 | 94.8 |
| 328 | 95 | 58 | 0.2 | 95.0 |
| 329 | 95 | 136 | 0.5 | 95.5 |
| 330 | 96 | 51 | 0.2 | 95.6 |
| 331 | 96 | 144 | 0.5 | 96.1 |
| 332 | 96 | 73 | 0.2 | 96.4 |
| 333 | 96 | 52 | 0.2 | 96.5 |
| 334 | 97 | 94 | 0.3 | 96.9 |
| 335 | 97 | 41 | 0.1 | 97.0 |
| 336 | 97 | 112 | 0.4 | 97.4 |
| 337 | 97 | 27 | 0.1 | 97.5 |
| 338 | 98 | 65 | 0.2 | 97.7 |
| 339 | 98 | 52 | 0.2 | 97.9 |
| 340 | 98 | 42 | 0.1 | 98.0 |
| 341 | 98 | 131 | 0.4 | 98.4 |
| 342 | 98 | 10 | 0.0 | 98.5 |
| 343 | 99 | 38 | 0.1 | 98.6 |
| 344 | 99 | 3 | 0.0 | 98.6 |
| 345 | 99 | 115 | 0.4 | 99.0 |
| 346 | 99 | 45 | 0.2 | 99.2 |
| 348 | 99 | 44 | 0.1 | 99.3 |
| 350 | 99 | 50 | 0.2 | 99.5 |
| 353 | 99 | 23 | 0.1 | 99.5 |
| 355 | 99 | 62 | 0.2 | 99.8 |
| 358 | 99 | 10 | 0.0 | 99.8 |
| 360 | 99 | 62 | 0.2 | 100.0 |

**Total N-Count** 29,690

**Table 74.  Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 154 | 0.6 | 0.6 |
| 121 | 1 | 5 | 0.0 | 0.6 |
| 122 | 1 | 3 | 0.0 | 0.6 |
| 123 | 1 | 3 | 0.0 | 0.6 |
| 127 | 1 | 2 | 0.0 | 0.6 |
| 128 | 1 | 1 | 0.0 | 0.6 |
| 129 | 1 | 4 | 0.0 | 0.6 |
| 131 | 1 | 3 | 0.0 | 0.7 |
| 133 | 1 | 6 | 0.0 | 0.7 |
| 134 | 1 | 1 | 0.0 | 0.7 |
| 135 | 1 | 5 | 0.0 | 0.7 |
| 136 | 1 | 4 | 0.0 | 0.7 |
| 137 | 1 | 3 | 0.0 | 0.7 |
| 138 | 1 | 7 | 0.0 | 0.7 |
| 139 | 1 | 5 | 0.0 | 0.8 |
| 140 | 1 | 4 | 0.0 | 0.8 |
| 141 | 1 | 4 | 0.0 | 0.8 |
| 142 | 1 | 6 | 0.0 | 0.8 |
| 143 | 1 | 4 | 0.0 | 0.8 |
| 144 | 1 | 7 | 0.0 | 0.9 |
| 145 | 1 | 4 | 0.0 | 0.9 |
| 146 | 1 | 10 | 0.0 | 0.9 |
| 148 | 1 | 25 | 0.1 | 1.0 |
| 149 | 1 | 6 | 0.0 | 1.0 |
| 150 | 1 | 33 | 0.1 | 1.2 |
| 151 | 1 | 13 | 0.0 | 1.2 |
| 152 | 1 | 22 | 0.1 | 1.3 |
| 153 | 1 | 43 | 0.2 | 1.4 |
| 154 | 1 | 19 | 0.1 | 1.5 |
| 155 | 2 | 56 | 0.2 | 1.7 |
| 156 | 2 | 35 | 0.1 | 1.9 |
| 157 | 2 | 60 | 0.2 | 2.1 |
| 158 | 2 | 40 | 0.1 | 2.2 |
| 159 | 2 | 94 | 0.4 | 2.6 |
| 160 | 3 | 50 | 0.2 | 2.8 |
| 161 | 3 | 104 | 0.4 | 3.2 |
| 162 | 3 | 49 | 0.2 | 3.3 |

**Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 163 | 3 | 72 | 0.3 | 3.6 |
| 164 | 4 | 44 | 0.2 | 3.8 |
| 165 | 4 | 52 | 0.2 | 4.0 |
| 166 | 4 | 73 | 0.3 | 4.2 |
| 167 | 4 | 50 | 0.2 | 4.4 |
| 168 | 5 | 56 | 0.2 | 4.6 |
| 169 | 5 | 63 | 0.2 | 4.9 |
| 170 | 5 | 49 | 0.2 | 5.0 |
| 171 | 5 | 55 | 0.2 | 5.3 |
| 172 | 5 | 51 | 0.2 | 5.4 |
| 173 | 6 | 63 | 0.2 | 5.7 |
| 174 | 6 | 42 | 0.2 | 5.8 |
| 175 | 6 | 46 | 0.2 | 6.0 |
| 176 | 6 | 71 | 0.3 | 6.3 |
| 177 | 6 | 60 | 0.2 | 6.5 |
| 178 | 7 | 53 | 0.2 | 6.7 |
| 179 | 7 | 54 | 0.2 | 6.9 |
| 180 | 7 | 76 | 0.3 | 7.2 |
| 181 | 7 | 67 | 0.2 | 7.4 |
| 182 | 8 | 77 | 0.3 | 7.7 |
| 183 | 8 | 60 | 0.2 | 7.9 |
| 184 | 8 | 98 | 0.4 | 8.3 |
| 185 | 8 | 71 | 0.3 | 8.6 |
| 186 | 9 | 89 | 0.3 | 8.9 |
| 187 | 9 | 91 | 0.3 | 9.2 |
| 188 | 9 | 106 | 0.4 | 9.6 |
| 189 | 10 | 118 | 0.4 | 10.1 |
| 190 | 10 | 73 | 0.3 | 10.3 |
| 191 | 11 | 90 | 0.3 | 10.7 |
| 192 | 11 | 90 | 0.3 | 11.0 |
| 193 | 11 | 99 | 0.4 | 11.4 |
| 194 | 12 | 106 | 0.4 | 11.8 |
| 195 | 12 | 90 | 0.3 | 12.1 |
| 196 | 12 | 106 | 0.4 | 12.5 |
| 197 | 13 | 70 | 0.3 | 12.8 |
| 198 | 13 | 102 | 0.4 | 13.2 |
| 199 | 13 | 77 | 0.3 | 13.4 |
| 200 | 14 | 96 | 0.4 | 13.8 |
| 201 | 14 | 92 | 0.3 | 14.1 |

**Table 74.  Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 202 | 14 | 97 | 0.4 | 14.5 |
| 203 | 15 | 95 | 0.4 | 14.9 |
| 204 | 15 | 94 | 0.4 | 15.2 |
| 205 | 15 | 88 | 0.3 | 15.5 |
| 206 | 16 | 109 | 0.4 | 15.9 |
| 207 | 16 | 95 | 0.4 | 16.3 |
| 208 | 16 | 78 | 0.3 | 16.6 |
| 209 | 17 | 122 | 0.5 | 17.0 |
| 210 | 17 | 100 | 0.4 | 17.4 |
| 211 | 18 | 81 | 0.3 | 17.7 |
| 212 | 18 | 108 | 0.4 | 18.1 |
| 213 | 18 | 87 | 0.3 | 18.4 |
| 214 | 19 | 110 | 0.4 | 18.9 |
| 215 | 19 | 102 | 0.4 | 19.2 |
| 216 | 19 | 117 | 0.4 | 19.7 |
| 217 | 20 | 129 | 0.5 | 20.2 |
| 218 | 20 | 108 | 0.4 | 20.6 |
| 219 | 21 | 121 | 0.5 | 21.0 |
| 220 | 21 | 126 | 0.5 | 21.5 |
| 221 | 22 | 134 | 0.5 | 22.0 |
| 222 | 22 | 135 | 0.5 | 22.5 |
| 223 | 23 | 131 | 0.5 | 23.0 |
| 224 | 23 | 148 | 0.6 | 23.5 |
| 225 | 24 | 150 | 0.6 | 24.1 |
| 226 | 24 | 139 | 0.5 | 24.6 |
| 227 | 25 | 141 | 0.5 | 25.1 |
| 228 | 25 | 134 | 0.5 | 25.6 |
| 229 | 26 | 132 | 0.5 | 26.1 |
| 230 | 26 | 139 | 0.5 | 26.6 |
| 231 | 27 | 162 | 0.6 | 27.2 |
| 232 | 28 | 148 | 0.6 | 27.8 |
| 233 | 28 | 163 | 0.6 | 28.4 |
| 234 | 29 | 159 | 0.6 | 29.0 |
| 235 | 29 | 149 | 0.6 | 29.5 |
| 236 | 30 | 184 | 0.7 | 30.2 |
| 237 | 31 | 163 | 0.6 | 30.8 |
| 238 | 31 | 165 | 0.6 | 31.5 |
| 239 | 32 | 161 | 0.6 | 32.1 |
| 240 | 32 | 193 | 0.7 | 32.8 |
| 241 | 33 | 202 | 0.8 | 33.5 |

**Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 242 | 34 | 190 | 0.7 | 34.2 |
| 243 | 35 | 180 | 0.7 | 34.9 |
| 244 | 35 | 217 | 0.8 | 35.7 |
| 245 | 36 | 176 | 0.7 | 36.4 |
| 246 | 37 | 215 | 0.8 | 37.2 |
| 247 | 38 | 199 | 0.7 | 37.9 |
| 248 | 38 | 229 | 0.9 | 38.8 |
| 249 | 39 | 205 | 0.8 | 39.5 |
| 250 | 40 | 250 | 0.9 | 40.5 |
| 251 | 41 | 199 | 0.7 | 41.2 |
| 252 | 42 | 227 | 0.8 | 42.1 |
| 253 | 42 | 209 | 0.8 | 42.8 |
| 254 | 43 | 245 | 0.9 | 43.7 |
| 255 | 44 | 199 | 0.7 | 44.5 |
| 256 | 45 | 248 | 0.9 | 45.4 |
| 257 | 46 | 222 | 0.8 | 46.2 |
| 258 | 47 | 214 | 0.8 | 47.0 |
| 259 | 48 | 249 | 0.9 | 48.0 |
| 260 | 48 | 220 | 0.8 | 48.8 |
| 261 | 49 | 244 | 0.9 | 49.7 |
| 262 | 50 | 235 | 0.9 | 50.6 |
| 263 | 51 | 276 | 1.0 | 51.6 |
| 264 | 52 | 259 | 1.0 | 52.6 |
| 265 | 53 | 282 | 1.1 | 53.6 |
| 266 | 54 | 265 | 1.0 | 54.6 |
| 267 | 55 | 287 | 1.1 | 55.7 |
| 268 | 56 | 252 | 0.9 | 56.6 |
| 269 | 57 | 291 | 1.1 | 57.7 |
| 270 | 58 | 273 | 1.0 | 58.7 |
| 271 | 59 | 273 | 1.0 | 59.7 |
| 272 | 60 | 262 | 1.0 | 60.7 |
| 273 | 61 | 293 | 1.1 | 61.8 |
| 274 | 62 | 297 | 1.1 | 62.9 |
| 275 | 63 | 264 | 1.0 | 63.9 |
| 276 | 64 | 294 | 1.1 | 65.0 |
| 277 | 66 | 303 | 1.1 | 66.1 |
| 278 | 67 | 282 | 1.1 | 67.2 |
| 279 | 68 | 258 | 1.0 | 68.1 |
| 280 | 69 | 328 | 1.2 | 69.4 |
| 281 | 70 | 247 | 0.9 | 70.3 |

**Table 74. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 282 | 71 | 304 | 1.1 | 71.4 |
| 283 | 72 | 250 | 0.9 | 72.4 |
| 284 | 73 | 282 | 1.1 | 73.4 |
| 285 | 74 | 270 | 1.0 | 74.4 |
| 286 | 75 | 294 | 1.1 | 75.5 |
| 287 | 76 | 229 | 0.9 | 76.4 |
| 288 | 77 | 284 | 1.1 | 77.4 |
| 289 | 78 | 260 | 1.0 | 78.4 |
| 290 | 79 | 230 | 0.9 | 79.2 |
| 291 | 80 | 269 | 1.0 | 80.3 |
| 292 | 81 | 220 | 0.8 | 81.1 |
| 293 | 82 | 268 | 1.0 | 82.1 |
| 294 | 82 | 218 | 0.8 | 82.9 |
| 295 | 83 | 226 | 0.8 | 83.7 |
| 296 | 84 | 204 | 0.8 | 84.5 |
| 297 | 85 | 203 | 0.8 | 85.2 |
| 298 | 86 | 203 | 0.8 | 86.0 |
| 299 | 86 | 217 | 0.8 | 86.8 |
| 300 | 87 | 190 | 0.7 | 87.5 |
| 301 | 88 | 174 | 0.6 | 88.2 |
| 302 | 89 | 215 | 0.8 | 89.0 |
| 303 | 89 | 169 | 0.6 | 89.6 |
| 304 | 90 | 187 | 0.7 | 90.3 |
| 305 | 91 | 154 | 0.6 | 90.9 |
| 306 | 91 | 175 | 0.7 | 91.5 |
| 307 | 92 | 137 | 0.5 | 92.0 |
| 308 | 92 | 126 | 0.5 | 92.5 |
| 309 | 93 | 157 | 0.6 | 93.1 |
| 310 | 93 | 92 | 0.3 | 93.4 |
| 311 | 94 | 148 | 0.6 | 94.0 |
| 312 | 94 | 127 | 0.5 | 94.5 |
| 313 | 95 | 102 | 0.4 | 94.8 |
| 314 | 95 | 103 | 0.4 | 95.2 |
| 315 | 95 | 108 | 0.4 | 95.6 |
| 316 | 96 | 89 | 0.3 | 96.0 |
| 317 | 96 | 95 | 0.4 | 96.3 |
| 318 | 96 | 90 | 0.3 | 96.6 |
| 319 | 97 | 90 | 0.3 | 97.0 |
| 320 | 97 | 45 | 0.2 | 97.2 |
| 321 | 97 | 79 | 0.3 | 97.4 |

**Table 74.  Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 322 | 98 | 81 | 0.3 | 97.7 |
| 323 | 98 | 35 | 0.1 | 97.9 |
| 324 | 98 | 58 | 0.2 | 98.1 |
| 325 | 98 | 32 | 0.1 | 98.2 |
| 326 | 98 | 39 | 0.1 | 98.4 |
| 327 | 98 | 31 | 0.1 | 98.5 |
| 328 | 99 | 49 | 0.2 | 98.7 |
| 329 | 99 | 31 | 0.1 | 98.8 |
| 330 | 99 | 21 | 0.1 | 98.9 |
| 331 | 99 | 32 | 0.1 | 99.0 |
| 332 | 99 | 38 | 0.1 | 99.1 |
| 333 | 99 | 26 | 0.1 | 99.2 |
| 334 | 99 | 14 | 0.1 | 99.3 |
| 335 | 99 | 17 | 0.1 | 99.3 |
| 336 | 99 | 23 | 0.1 | 99.4 |
| 337 | 99 | 8 | 0.0 | 99.4 |
| 338 | 99 | 18 | 0.1 | 99.5 |
| 339 | 99 | 26 | 0.1 | 99.6 |
| 340 | 99 | 4 | 0.0 | 99.6 |
| 341 | 99 | 11 | 0.0 | 99.7 |
| 342 | 99 | 21 | 0.1 | 99.7 |
| 343 | 99 | 6 | 0.0 | 99.8 |
| 344 | 99 | 7 | 0.0 | 99.8 |
| 345 | 99 | 8 | 0.0 | 99.8 |
| 346 | 99 | 3 | 0.0 | 99.8 |
| 347 | 99 | 2 | 0.0 | 99.8 |
| 348 | 99 | 11 | 0.0 | 99.9 |
| 349 | 99 | 6 | 0.0 | 99.9 |
| 350 | 99 | 4 | 0.0 | 99.9 |
| 351 | 99 | 1 | 0.0 | 99.9 |
| 352 | 99 | 9 | 0.0 | 100.0 |
| 353 | 99 | 2 | 0.0 | 100.0 |
| 354 | 99 | 0 | 0.0 | 100.0 |
| 355 | 99 | 0 | 0.0 | 100.0 |
| 356 | 99 | 0 | 0.0 | 100.0 |
| 357 | 99 | 0 | 0.0 | 100.0 |
| 358 | 99 | 0 | 0.0 | 100.0 |
| 359 | 99 | 0 | 0.0 | 100.0 |
| 360 | 99 | 0 | 0.0 | 100.0 |

**Total N-Count          26,817**

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 148 | 0.6 | 0.6 |
| 121 | 1 | 2 | 0.0 | 0.6 |
| 122 | 1 | 1 | 0.0 | 0.6 |
| 123 | 1 | 1 | 0.0 | 0.6 |
| 127 | 1 | 1 | 0.0 | 0.6 |
| 129 | 1 | 4 | 0.0 | 0.6 |
| 131 | 1 | 3 | 0.0 | 0.6 |
| 132 | 1 | 2 | 0.0 | 0.6 |
| 133 | 1 | 11 | 0.0 | 0.7 |
| 134 | 1 | 2 | 0.0 | 0.7 |
| 136 | 1 | 4 | 0.0 | 0.7 |
| 137 | 1 | 4 | 0.0 | 0.7 |
| 138 | 1 | 2 | 0.0 | 0.7 |
| 139 | 1 | 5 | 0.0 | 0.8 |
| 140 | 1 | 5 | 0.0 | 0.8 |
| 141 | 1 | 9 | 0.0 | 0.8 |
| 142 | 1 | 8 | 0.0 | 0.8 |
| 143 | 1 | 12 | 0.0 | 0.9 |
| 144 | 1 | 4 | 0.0 | 0.9 |
| 145 | 1 | 7 | 0.0 | 0.9 |
| 146 | 1 | 16 | 0.1 | 1.0 |
| 147 | 1 | 2 | 0.0 | 1.0 |
| 148 | 1 | 32 | 0.1 | 1.1 |
| 149 | 1 | 8 | 0.0 | 1.2 |
| 150 | 1 | 22 | 0.1 | 1.2 |
| 151 | 1 | 13 | 0.1 | 1.3 |
| 152 | 1 | 35 | 0.1 | 1.4 |
| 153 | 2 | 51 | 0.2 | 1.6 |
| 154 | 2 | 14 | 0.1 | 1.7 |
| 155 | 2 | 50 | 0.2 | 1.9 |
| 156 | 2 | 35 | 0.1 | 2.0 |
| 157 | 2 | 70 | 0.3 | 2.3 |
| 158 | 2 | 53 | 0.2 | 2.5 |
| 159 | 3 | 82 | 0.3 | 2.8 |
| 160 | 3 | 30 | 0.1 | 3.0 |
| 161 | 3 | 65 | 0.3 | 3.2 |
| 162 | 3 | 52 | 0.2 | 3.4 |
| 163 | 4 | 59 | 0.2 | 3.7 |
| 164 | 4 | 57 | 0.2 | 3.9 |

**Table 75.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 4 | 54 | 0.2 | 4.1 |
| 166 | 4 | 50 | 0.2 | 4.3 |
| 167 | 4 | 28 | 0.1 | 4.4 |
| 168 | 4 | 36 | 0.1 | 4.5 |
| 169 | 5 | 63 | 0.2 | 4.8 |
| 170 | 5 | 27 | 0.1 | 4.9 |
| 171 | 5 | 34 | 0.1 | 5.0 |
| 172 | 5 | 40 | 0.2 | 5.2 |
| 173 | 5 | 35 | 0.1 | 5.3 |
| 174 | 5 | 38 | 0.2 | 5.5 |
| 175 | 6 | 38 | 0.2 | 5.6 |
| 176 | 6 | 50 | 0.2 | 5.8 |
| 177 | 6 | 51 | 0.2 | 6.0 |
| 178 | 6 | 52 | 0.2 | 6.2 |
| 179 | 6 | 54 | 0.2 | 6.4 |
| 180 | 7 | 61 | 0.2 | 6.7 |
| 181 | 7 | 30 | 0.1 | 6.8 |
| 182 | 7 | 55 | 0.2 | 7.0 |
| 183 | 7 | 49 | 0.2 | 7.2 |
| 184 | 7 | 66 | 0.3 | 7.5 |
| 185 | 8 | 47 | 0.2 | 7.7 |
| 186 | 8 | 68 | 0.3 | 7.9 |
| 187 | 8 | 43 | 0.2 | 8.1 |
| 188 | 8 | 70 | 0.3 | 8.4 |
| 189 | 9 | 67 | 0.3 | 8.6 |
| 190 | 9 | 82 | 0.3 | 9.0 |
| 191 | 9 | 70 | 0.3 | 9.2 |
| 192 | 9 | 92 | 0.4 | 9.6 |
| 193 | 10 | 72 | 0.3 | 9.9 |
| 194 | 10 | 68 | 0.3 | 10.2 |
| 195 | 10 | 74 | 0.3 | 10.5 |
| 196 | 11 | 64 | 0.3 | 10.7 |
| 197 | 11 | 81 | 0.3 | 11.0 |
| 198 | 11 | 68 | 0.3 | 11.3 |
| 199 | 11 | 75 | 0.3 | 11.6 |
| 200 | 12 | 78 | 0.3 | 11.9 |
| 201 | 12 | 78 | 0.3 | 12.2 |
| 202 | 12 | 67 | 0.3 | 12.5 |
| 203 | 13 | 72 | 0.3 | 12.8 |
| 204 | 13 | 72 | 0.3 | 13.0 |

**Table 75.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 13 | 68 | 0.3 | 13.3 |
| 206 | 13 | 76 | 0.3 | 13.6 |
| 207 | 14 | 66 | 0.3 | 13.9 |
| 208 | 14 | 66 | 0.3 | 14.1 |
| 209 | 14 | 82 | 0.3 | 14.5 |
| 210 | 15 | 79 | 0.3 | 14.8 |
| 211 | 15 | 56 | 0.2 | 15.0 |
| 212 | 15 | 68 | 0.3 | 15.3 |
| 213 | 15 | 58 | 0.2 | 15.5 |
| 214 | 16 | 72 | 0.3 | 15.8 |
| 215 | 16 | 59 | 0.2 | 16.0 |
| 216 | 16 | 82 | 0.3 | 16.3 |
| 217 | 17 | 90 | 0.4 | 16.7 |
| 218 | 17 | 91 | 0.4 | 17.0 |
| 219 | 17 | 84 | 0.3 | 17.4 |
| 220 | 18 | 84 | 0.3 | 17.7 |
| 221 | 18 | 69 | 0.3 | 18.0 |
| 222 | 18 | 96 | 0.4 | 18.4 |
| 223 | 19 | 80 | 0.3 | 18.7 |
| 224 | 19 | 70 | 0.3 | 19.0 |
| 225 | 19 | 74 | 0.3 | 19.2 |
| 226 | 19 | 87 | 0.3 | 19.6 |
| 227 | 20 | 71 | 0.3 | 19.9 |
| 228 | 20 | 98 | 0.4 | 20.3 |
| 229 | 20 | 96 | 0.4 | 20.6 |
| 230 | 21 | 123 | 0.5 | 21.1 |
| 231 | 21 | 95 | 0.4 | 21.5 |
| 232 | 22 | 92 | 0.4 | 21.9 |
| 233 | 22 | 94 | 0.4 | 22.2 |
| 234 | 23 | 115 | 0.5 | 22.7 |
| 235 | 23 | 102 | 0.4 | 23.1 |
| 236 | 23 | 105 | 0.4 | 23.5 |
| 237 | 24 | 116 | 0.5 | 24.0 |
| 238 | 24 | 94 | 0.4 | 24.3 |
| 239 | 25 | 113 | 0.4 | 24.8 |
| 240 | 25 | 117 | 0.5 | 25.2 |
| 241 | 26 | 125 | 0.5 | 25.7 |
| 242 | 26 | 131 | 0.5 | 26.3 |
| 243 | 27 | 135 | 0.5 | 26.8 |
| 244 | 27 | 126 | 0.5 | 27.3 |

**Table 75.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 28 | 130 | 0.5 | 27.8 |
| 246 | 28 | 136 | 0.5 | 28.3 |
| 247 | 29 | 141 | 0.6 | 28.9 |
| 248 | 29 | 141 | 0.6 | 29.5 |
| 249 | 30 | 138 | 0.5 | 30.0 |
| 250 | 30 | 169 | 0.7 | 30.7 |
| 251 | 31 | 145 | 0.6 | 31.2 |
| 252 | 32 | 158 | 0.6 | 31.9 |
| 253 | 32 | 143 | 0.6 | 32.4 |
| 254 | 33 | 155 | 0.6 | 33.0 |
| 255 | 33 | 159 | 0.6 | 33.7 |
| 256 | 34 | 165 | 0.7 | 34.3 |
| 257 | 35 | 158 | 0.6 | 35.0 |
| 258 | 35 | 202 | 0.8 | 35.8 |
| 259 | 36 | 172 | 0.7 | 36.4 |
| 260 | 37 | 163 | 0.6 | 37.1 |
| 261 | 38 | 211 | 0.8 | 37.9 |
| 262 | 38 | 185 | 0.7 | 38.6 |
| 263 | 39 | 195 | 0.8 | 39.4 |
| 264 | 40 | 195 | 0.8 | 40.2 |
| 265 | 41 | 186 | 0.7 | 40.9 |
| 266 | 41 | 190 | 0.8 | 41.7 |
| 267 | 42 | 232 | 0.9 | 42.6 |
| 268 | 43 | 227 | 0.9 | 43.5 |
| 269 | 44 | 220 | 0.9 | 44.4 |
| 270 | 45 | 212 | 0.8 | 45.2 |
| 271 | 46 | 232 | 0.9 | 46.1 |
| 272 | 47 | 263 | 1.0 | 47.1 |
| 273 | 48 | 244 | 1.0 | 48.1 |
| 274 | 49 | 218 | 0.9 | 49.0 |
| 275 | 49 | 239 | 0.9 | 49.9 |
| 276 | 50 | 260 | 1.0 | 50.9 |
| 277 | 51 | 236 | 0.9 | 51.9 |
| 278 | 52 | 255 | 1.0 | 52.9 |
| 279 | 53 | 237 | 0.9 | 53.8 |
| 280 | 54 | 280 | 1.1 | 54.9 |
| 281 | 55 | 240 | 0.9 | 55.9 |
| 282 | 57 | 321 | 1.3 | 57.1 |
| 283 | 58 | 244 | 1.0 | 58.1 |
| 284 | 59 | 296 | 1.2 | 59.3 |

**Table 75.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 60 | 267 | 1.1 | 60.3 |
| 286 | 61 | 300 | 1.2 | 61.5 |
| 287 | 62 | 302 | 1.2 | 62.7 |
| 288 | 63 | 268 | 1.1 | 63.8 |
| 289 | 64 | 296 | 1.2 | 64.9 |
| 290 | 65 | 255 | 1.0 | 66.0 |
| 291 | 67 | 304 | 1.2 | 67.2 |
| 292 | 68 | 251 | 1.0 | 68.1 |
| 293 | 69 | 293 | 1.2 | 69.3 |
| 294 | 70 | 281 | 1.1 | 70.4 |
| 295 | 71 | 312 | 1.2 | 71.6 |
| 296 | 72 | 283 | 1.1 | 72.8 |
| 297 | 73 | 268 | 1.1 | 73.8 |
| 298 | 74 | 286 | 1.1 | 75.0 |
| 299 | 75 | 240 | 0.9 | 75.9 |
| 300 | 76 | 282 | 1.1 | 77.0 |
| 301 | 78 | 262 | 1.0 | 78.1 |
| 302 | 79 | 263 | 1.0 | 79.1 |
| 303 | 80 | 239 | 0.9 | 80.0 |
| 304 | 81 | 289 | 1.1 | 81.2 |
| 305 | 82 | 217 | 0.9 | 82.0 |
| 306 | 83 | 241 | 1.0 | 83.0 |
| 307 | 83 | 234 | 0.9 | 83.9 |
| 308 | 84 | 208 | 0.8 | 84.7 |
| 309 | 85 | 266 | 1.1 | 85.8 |
| 310 | 86 | 144 | 0.6 | 86.4 |
| 311 | 87 | 216 | 0.9 | 87.2 |
| 312 | 88 | 208 | 0.8 | 88.0 |
| 313 | 88 | 143 | 0.6 | 88.6 |
| 314 | 89 | 168 | 0.7 | 89.3 |
| 315 | 90 | 175 | 0.7 | 90.0 |
| 316 | 90 | 152 | 0.6 | 90.6 |
| 317 | 91 | 183 | 0.7 | 91.3 |
| 318 | 92 | 145 | 0.6 | 91.9 |
| 319 | 92 | 161 | 0.6 | 92.5 |
| 320 | 93 | 116 | 0.5 | 92.9 |
| 321 | 93 | 126 | 0.5 | 93.4 |
| 322 | 94 | 146 | 0.6 | 94.0 |
| 323 | 94 | 105 | 0.4 | 94.4 |
| 324 | 95 | 121 | 0.5 | 94.9 |

**Table 75. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 95 | 78 | 0.3 | 95.2 |
| 326 | 95 | 112 | 0.4 | 95.7 |
| 327 | 96 | 96 | 0.4 | 96.0 |
| 328 | 96 | 75 | 0.3 | 96.3 |
| 329 | 97 | 119 | 0.5 | 96.8 |
| 330 | 97 | 74 | 0.3 | 97.1 |
| 331 | 97 | 50 | 0.2 | 97.3 |
| 332 | 97 | 93 | 0.4 | 97.7 |
| 333 | 98 | 59 | 0.2 | 97.9 |
| 334 | 98 | 33 | 0.1 | 98.0 |
| 335 | 98 | 50 | 0.2 | 98.2 |
| 336 | 98 | 43 | 0.2 | 98.4 |
| 337 | 98 | 26 | 0.1 | 98.5 |
| 338 | 99 | 52 | 0.2 | 98.7 |
| 339 | 99 | 60 | 0.2 | 98.9 |
| 340 | 99 | 9 | 0.0 | 99.0 |
| 341 | 99 | 22 | 0.1 | 99.1 |
| 342 | 99 | 43 | 0.2 | 99.2 |
| 343 | 99 | 12 | 0.0 | 99.3 |
| 344 | 99 | 29 | 0.1 | 99.4 |
| 345 | 99 | 18 | 0.1 | 99.5 |
| 346 | 99 | 16 | 0.1 | 99.5 |
| 347 | 99 | 5 | 0.0 | 99.6 |
| 348 | 99 | 39 | 0.2 | 99.7 |
| 349 | 99 | 16 | 0.1 | 99.8 |
| 350 | 99 | 15 | 0.1 | 99.8 |
| 351 | 99 | 2 | 0.0 | 99.8 |
| 352 | 99 | 7 | 0.0 | 99.9 |
| 354 | 99 | 10 | 0.0 | 99.9 |
| 356 | 99 | 8 | 0.0 | 99.9 |
| 357 | 99 | 1 | 0.0 | 99.9 |
| 358 | 99 | 9 | 0.0 | 100.0 |
| 360 | 99 | 5 | 0.0 | 100.0 |

**Total N-Count**      **25,300**

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 149 | 0.7 | 0.7 |
| 122 | 1 | 1 | 0.0 | 0.7 |
| 125 | 1 | 2 | 0.0 | 0.7 |
| 127 | 1 | 3 | 0.0 | 0.7 |
| 128 | 1 | 3 | 0.0 | 0.7 |
| 131 | 1 | 2 | 0.0 | 0.7 |
| 132 | 1 | 1 | 0.0 | 0.7 |
| 133 | 1 | 1 | 0.0 | 0.7 |
| 134 | 1 | 1 | 0.0 | 0.7 |
| 135 | 1 | 6 | 0.0 | 0.8 |
| 136 | 1 | 5 | 0.0 | 0.8 |
| 137 | 1 | 1 | 0.0 | 0.8 |
| 138 | 1 | 1 | 0.0 | 0.8 |
| 139 | 1 | 5 | 0.0 | 0.8 |
| 141 | 1 | 3 | 0.0 | 0.8 |
| 142 | 1 | 9 | 0.0 | 0.9 |
| 143 | 1 | 4 | 0.0 | 0.9 |
| 144 | 1 | 11 | 0.0 | 0.9 |
| 145 | 1 | 9 | 0.0 | 1.0 |
| 146 | 1 | 6 | 0.0 | 1.0 |
| 147 | 1 | 12 | 0.1 | 1.0 |
| 148 | 1 | 19 | 0.1 | 1.1 |
| 149 | 1 | 5 | 0.0 | 1.2 |
| 150 | 1 | 39 | 0.2 | 1.3 |
| 151 | 1 | 34 | 0.2 | 1.5 |
| 152 | 2 | 25 | 0.1 | 1.6 |
| 153 | 2 | 36 | 0.2 | 1.8 |
| 154 | 2 | 39 | 0.2 | 1.9 |
| 155 | 2 | 56 | 0.2 | 2.2 |
| 156 | 2 | 41 | 0.2 | 2.4 |
| 157 | 2 | 55 | 0.2 | 2.6 |
| 158 | 3 | 49 | 0.2 | 2.8 |
| 159 | 3 | 44 | 0.2 | 3.0 |
| 160 | 3 | 61 | 0.3 | 3.3 |
| 161 | 3 | 37 | 0.2 | 3.5 |
| 162 | 4 | 66 | 0.3 | 3.8 |
| 163 | 4 | 50 | 0.2 | 4.0 |
| 164 | 4 | 34 | 0.2 | 4.1 |
| 165 | 4 | 52 | 0.2 | 4.4 |

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 166 | 4 | 30 | 0.1 | 4.5 |
| 167 | 5 | 33 | 0.1 | 4.6 |
| 168 | 5 | 40 | 0.2 | 4.8 |
| 169 | 5 | 43 | 0.2 | 5.0 |
| 170 | 5 | 43 | 0.2 | 5.2 |
| 171 | 5 | 36 | 0.2 | 5.4 |
| 172 | 6 | 63 | 0.3 | 5.6 |
| 173 | 6 | 31 | 0.1 | 5.8 |
| 174 | 6 | 46 | 0.2 | 6.0 |
| 175 | 6 | 42 | 0.2 | 6.2 |
| 176 | 6 | 46 | 0.2 | 6.4 |
| 177 | 6 | 34 | 0.2 | 6.5 |
| 178 | 7 | 47 | 0.2 | 6.7 |
| 179 | 7 | 44 | 0.2 | 6.9 |
| 180 | 7 | 27 | 0.1 | 7.1 |
| 181 | 7 | 70 | 0.3 | 7.4 |
| 182 | 8 | 59 | 0.3 | 7.6 |
| 183 | 8 | 67 | 0.3 | 7.9 |
| 184 | 8 | 64 | 0.3 | 8.2 |
| 185 | 8 | 51 | 0.2 | 8.5 |
| 186 | 9 | 69 | 0.3 | 8.8 |
| 187 | 9 | 65 | 0.3 | 9.0 |
| 188 | 9 | 56 | 0.2 | 9.3 |
| 189 | 9 | 60 | 0.3 | 9.6 |
| 190 | 10 | 69 | 0.3 | 9.9 |
| 191 | 10 | 73 | 0.3 | 10.2 |
| 192 | 10 | 99 | 0.4 | 10.6 |
| 193 | 11 | 67 | 0.3 | 10.9 |
| 194 | 11 | 85 | 0.4 | 11.3 |
| 195 | 12 | 79 | 0.4 | 11.7 |
| 196 | 12 | 68 | 0.3 | 12.0 |
| 197 | 12 | 67 | 0.3 | 12.3 |
| 198 | 13 | 89 | 0.4 | 12.7 |
| 199 | 13 | 76 | 0.3 | 13.0 |
| 200 | 13 | 77 | 0.3 | 13.4 |
| 201 | 14 | 77 | 0.3 | 13.7 |
| 202 | 14 | 74 | 0.3 | 14.0 |
| 203 | 14 | 80 | 0.4 | 14.4 |
| 204 | 15 | 87 | 0.4 | 14.8 |
| 205 | 15 | 86 | 0.4 | 15.2 |

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 206 | 15 | 74 | 0.3 | 15.5 |
| 207 | 16 | 89 | 0.4 | 15.9 |
| 208 | 16 | 77 | 0.3 | 16.2 |
| 209 | 16 | 91 | 0.4 | 16.6 |
| 210 | 17 | 82 | 0.4 | 17.0 |
| 211 | 17 | 69 | 0.3 | 17.3 |
| 212 | 18 | 89 | 0.4 | 17.7 |
| 213 | 18 | 84 | 0.4 | 18.1 |
| 214 | 18 | 92 | 0.4 | 18.5 |
| 215 | 19 | 84 | 0.4 | 18.9 |
| 216 | 19 | 77 | 0.3 | 19.2 |
| 217 | 19 | 82 | 0.4 | 19.6 |
| 218 | 20 | 69 | 0.3 | 19.9 |
| 219 | 20 | 94 | 0.4 | 20.3 |
| 220 | 21 | 101 | 0.5 | 20.8 |
| 221 | 21 | 69 | 0.3 | 21.1 |
| 222 | 21 | 91 | 0.4 | 21.5 |
| 223 | 22 | 99 | 0.4 | 21.9 |
| 224 | 22 | 98 | 0.4 | 22.4 |
| 225 | 23 | 103 | 0.5 | 22.8 |
| 226 | 23 | 98 | 0.4 | 23.2 |
| 227 | 23 | 97 | 0.4 | 23.7 |
| 228 | 24 | 95 | 0.4 | 24.1 |
| 229 | 24 | 94 | 0.4 | 24.5 |
| 230 | 25 | 111 | 0.5 | 25.0 |
| 231 | 25 | 113 | 0.5 | 25.5 |
| 232 | 26 | 96 | 0.4 | 26.0 |
| 233 | 26 | 109 | 0.5 | 26.4 |
| 234 | 27 | 124 | 0.6 | 27.0 |
| 235 | 27 | 106 | 0.5 | 27.5 |
| 236 | 28 | 113 | 0.5 | 28.0 |
| 237 | 28 | 122 | 0.5 | 28.5 |
| 238 | 29 | 105 | 0.5 | 29.0 |
| 239 | 29 | 111 | 0.5 | 29.5 |
| 240 | 30 | 119 | 0.5 | 30.0 |
| 241 | 30 | 119 | 0.5 | 30.5 |
| 242 | 31 | 130 | 0.6 | 31.1 |
| 243 | 31 | 135 | 0.6 | 31.7 |
| 244 | 32 | 124 | 0.6 | 32.3 |
| 245 | 33 | 124 | 0.6 | 32.8 |

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 246 | 33 | 137 | 0.6 | 33.4 |
| 247 | 34 | 129 | 0.6 | 34.0 |
| 248 | 34 | 157 | 0.7 | 34.7 |
| 249 | 35 | 164 | 0.7 | 35.5 |
| 250 | 36 | 157 | 0.7 | 36.2 |
| 251 | 37 | 147 | 0.7 | 36.8 |
| 252 | 37 | 155 | 0.7 | 37.5 |
| 253 | 38 | 172 | 0.8 | 38.3 |
| 254 | 39 | 148 | 0.7 | 38.9 |
| 255 | 39 | 192 | 0.9 | 39.8 |
| 256 | 40 | 183 | 0.8 | 40.6 |
| 257 | 41 | 183 | 0.8 | 41.4 |
| 258 | 42 | 170 | 0.8 | 42.2 |
| 259 | 43 | 178 | 0.8 | 43.0 |
| 260 | 43 | 186 | 0.8 | 43.8 |
| 261 | 44 | 201 | 0.9 | 44.7 |
| 262 | 45 | 163 | 0.7 | 45.4 |
| 263 | 46 | 192 | 0.9 | 46.3 |
| 264 | 47 | 219 | 1.0 | 47.3 |
| 265 | 48 | 185 | 0.8 | 48.1 |
| 266 | 49 | 198 | 0.9 | 49.0 |
| 267 | 49 | 203 | 0.9 | 49.9 |
| 268 | 50 | 207 | 0.9 | 50.8 |
| 269 | 51 | 216 | 1.0 | 51.8 |
| 270 | 52 | 229 | 1.0 | 52.8 |
| 271 | 53 | 232 | 1.0 | 53.8 |
| 272 | 54 | 237 | 1.1 | 54.9 |
| 273 | 55 | 203 | 0.9 | 55.8 |
| 274 | 56 | 236 | 1.1 | 56.8 |
| 275 | 57 | 235 | 1.0 | 57.9 |
| 276 | 59 | 261 | 1.2 | 59.1 |
| 277 | 60 | 268 | 1.2 | 60.3 |
| 278 | 61 | 235 | 1.0 | 61.3 |
| 279 | 62 | 244 | 1.1 | 62.4 |
| 280 | 63 | 242 | 1.1 | 63.5 |
| 281 | 64 | 210 | 0.9 | 64.4 |
| 282 | 65 | 231 | 1.0 | 65.4 |
| 283 | 66 | 235 | 1.0 | 66.5 |
| 284 | 67 | 251 | 1.1 | 67.6 |
| 285 | 68 | 253 | 1.1 | 68.7 |

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 286 | 69 | 205 | 0.9 | 69.7 |
| 287 | 70 | 282 | 1.3 | 70.9 |
| 288 | 71 | 215 | 1.0 | 71.9 |
| 289 | 72 | 248 | 1.1 | 73.0 |
| 290 | 74 | 219 | 1.0 | 74.0 |
| 291 | 75 | 255 | 1.1 | 75.1 |
| 292 | 76 | 223 | 1.0 | 76.1 |
| 293 | 77 | 220 | 1.0 | 77.1 |
| 294 | 78 | 196 | 0.9 | 77.9 |
| 295 | 78 | 194 | 0.9 | 78.8 |
| 296 | 79 | 251 | 1.1 | 79.9 |
| 297 | 80 | 193 | 0.9 | 80.8 |
| 298 | 81 | 241 | 1.1 | 81.9 |
| 299 | 82 | 185 | 0.8 | 82.7 |
| 300 | 83 | 228 | 1.0 | 83.7 |
| 301 | 84 | 181 | 0.8 | 84.5 |
| 302 | 85 | 172 | 0.8 | 85.3 |
| 303 | 86 | 197 | 0.9 | 86.2 |
| 304 | 87 | 192 | 0.9 | 87.0 |
| 305 | 87 | 169 | 0.8 | 87.8 |
| 306 | 88 | 187 | 0.8 | 88.6 |
| 307 | 89 | 160 | 0.7 | 89.3 |
| 308 | 90 | 133 | 0.6 | 89.9 |
| 309 | 90 | 121 | 0.5 | 90.5 |
| 310 | 91 | 117 | 0.5 | 91.0 |
| 311 | 91 | 149 | 0.7 | 91.7 |
| 312 | 92 | 96 | 0.4 | 92.1 |
| 313 | 92 | 112 | 0.5 | 92.6 |
| 314 | 93 | 98 | 0.4 | 93.0 |
| 315 | 93 | 122 | 0.5 | 93.6 |
| 316 | 94 | 102 | 0.5 | 94.0 |
| 317 | 94 | 128 | 0.6 | 94.6 |
| 318 | 95 | 49 | 0.2 | 94.8 |
| 319 | 95 | 91 | 0.4 | 95.2 |
| 320 | 95 | 64 | 0.3 | 95.5 |
| 321 | 96 | 118 | 0.5 | 96.0 |
| 322 | 96 | 44 | 0.2 | 96.2 |
| 323 | 96 | 47 | 0.2 | 96.4 |
| 324 | 97 | 59 | 0.3 | 96.7 |
| 325 | 97 | 110 | 0.5 | 97.2 |

**Table 76. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 326 | 97 | 32 | 0.1 | 97.3 |
| 327 | 97 | 71 | 0.3 | 97.6 |
| 328 | 98 | 24 | 0.1 | 97.8 |
| 329 | 98 | 30 | 0.1 | 97.9 |
| 330 | 98 | 63 | 0.3 | 98.2 |
| 331 | 98 | 57 | 0.3 | 98.4 |
| 332 | 98 | 26 | 0.1 | 98.5 |
| 333 | 99 | 28 | 0.1 | 98.7 |
| 334 | 99 | 10 | 0.0 | 98.7 |
| 335 | 99 | 45 | 0.2 | 98.9 |
| 336 | 99 | 35 | 0.2 | 99.1 |
| 337 | 99 | 15 | 0.1 | 99.1 |
| 338 | 99 | 16 | 0.1 | 99.2 |
| 339 | 99 | 16 | 0.1 | 99.3 |
| 340 | 99 | 17 | 0.1 | 99.4 |
| 341 | 99 | 32 | 0.1 | 99.5 |
| 342 | 99 | 11 | 0.0 | 99.5 |
| 343 | 99 | 8 | 0.0 | 99.6 |
| 345 | 99 | 5 | 0.0 | 99.6 |
| 346 | 99 | 39 | 0.2 | 99.8 |
| 349 | 99 | 5 | 0.0 | 99.8 |
| 350 | 99 | 7 | 0.0 | 99.8 |
| 351 | 99 | 15 | 0.1 | 99.9 |
| 355 | 99 | 14 | 0.1 | 100.0 |
| 357 | 99 | 2 | 0.0 | 100.0 |
| 360 | 99 | 7 | 0.0 | 100.0 |

**Total N-Count**          **22,402**

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 117 | 0.6 | 0.6 |
| 122 | 1 | 6 | 0.0 | 0.6 |
| 123 | 1 | 1 | 0.0 | 0.6 |
| 124 | 1 | 1 | 0.0 | 0.6 |
| 125 | 1 | 2 | 0.0 | 0.6 |
| 127 | 1 | 3 | 0.0 | 0.6 |
| 128 | 1 | 6 | 0.0 | 0.6 |
| 131 | 1 | 5 | 0.0 | 0.7 |
| 132 | 1 | 2 | 0.0 | 0.7 |
| 134 | 1 | 4 | 0.0 | 0.7 |
| 135 | 1 | 3 | 0.0 | 0.7 |
| 136 | 1 | 5 | 0.0 | 0.7 |
| 138 | 1 | 1 | 0.0 | 0.7 |
| 139 | 1 | 4 | 0.0 | 0.8 |
| 140 | 1 | 2 | 0.0 | 0.8 |
| 141 | 1 | 4 | 0.0 | 0.8 |
| 142 | 1 | 6 | 0.0 | 0.8 |
| 143 | 1 | 2 | 0.0 | 0.8 |
| 144 | 1 | 10 | 0.0 | 0.9 |
| 145 | 1 | 15 | 0.1 | 1.0 |
| 146 | 1 | 3 | 0.0 | 1.0 |
| 147 | 1 | 19 | 0.1 | 1.1 |
| 148 | 1 | 16 | 0.1 | 1.1 |
| 149 | 1 | 8 | 0.0 | 1.2 |
| 150 | 1 | 27 | 0.1 | 1.3 |
| 151 | 1 | 35 | 0.2 | 1.5 |
| 152 | 2 | 28 | 0.1 | 1.6 |
| 153 | 2 | 41 | 0.2 | 1.8 |
| 154 | 2 | 39 | 0.2 | 2.0 |
| 155 | 2 | 46 | 0.2 | 2.2 |
| 156 | 2 | 39 | 0.2 | 2.4 |
| 157 | 3 | 49 | 0.2 | 2.6 |
| 158 | 3 | 57 | 0.3 | 2.9 |
| 159 | 3 | 43 | 0.2 | 3.1 |
| 160 | 3 | 45 | 0.2 | 3.3 |
| 161 | 3 | 37 | 0.2 | 3.5 |
| 162 | 4 | 35 | 0.2 | 3.7 |
| 163 | 4 | 47 | 0.2 | 3.9 |
| 164 | 4 | 36 | 0.2 | 4.1 |

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 4 | 38 | 0.2 | 4.2 |
| 166 | 4 | 27 | 0.1 | 4.4 |
| 167 | 4 | 38 | 0.2 | 4.5 |
| 168 | 5 | 40 | 0.2 | 4.7 |
| 169 | 5 | 38 | 0.2 | 4.9 |
| 170 | 5 | 58 | 0.3 | 5.2 |
| 171 | 5 | 35 | 0.2 | 5.4 |
| 172 | 5 | 45 | 0.2 | 5.6 |
| 173 | 6 | 37 | 0.2 | 5.8 |
| 174 | 6 | 38 | 0.2 | 5.9 |
| 175 | 6 | 37 | 0.2 | 6.1 |
| 176 | 6 | 50 | 0.2 | 6.4 |
| 177 | 6 | 42 | 0.2 | 6.6 |
| 178 | 7 | 58 | 0.3 | 6.8 |
| 179 | 7 | 50 | 0.2 | 7.1 |
| 180 | 7 | 43 | 0.2 | 7.3 |
| 181 | 7 | 53 | 0.3 | 7.5 |
| 182 | 8 | 60 | 0.3 | 7.8 |
| 183 | 8 | 52 | 0.2 | 8.1 |
| 184 | 8 | 66 | 0.3 | 8.4 |
| 185 | 9 | 53 | 0.3 | 8.6 |
| 186 | 9 | 56 | 0.3 | 8.9 |
| 187 | 9 | 72 | 0.3 | 9.2 |
| 188 | 9 | 48 | 0.2 | 9.5 |
| 189 | 10 | 78 | 0.4 | 9.8 |
| 190 | 10 | 60 | 0.3 | 10.1 |
| 191 | 10 | 57 | 0.3 | 10.4 |
| 192 | 11 | 81 | 0.4 | 10.8 |
| 193 | 11 | 66 | 0.3 | 11.1 |
| 194 | 11 | 71 | 0.3 | 11.4 |
| 195 | 12 | 83 | 0.4 | 11.8 |
| 196 | 12 | 80 | 0.4 | 12.2 |
| 197 | 12 | 62 | 0.3 | 12.5 |
| 198 | 13 | 86 | 0.4 | 12.9 |
| 199 | 13 | 73 | 0.3 | 13.3 |
| 200 | 13 | 62 | 0.3 | 13.6 |
| 201 | 14 | 56 | 0.3 | 13.8 |
| 202 | 14 | 63 | 0.3 | 14.1 |
| 203 | 14 | 68 | 0.3 | 14.5 |
| 204 | 15 | 59 | 0.3 | 14.8 |

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 15 | 67 | 0.3 | 15.1 |
| 206 | 15 | 85 | 0.4 | 15.5 |
| 207 | 16 | 71 | 0.3 | 15.8 |
| 208 | 16 | 69 | 0.3 | 16.2 |
| 209 | 16 | 77 | 0.4 | 16.5 |
| 210 | 17 | 69 | 0.3 | 16.8 |
| 211 | 17 | 72 | 0.3 | 17.2 |
| 212 | 17 | 87 | 0.4 | 17.6 |
| 213 | 18 | 64 | 0.3 | 17.9 |
| 214 | 18 | 73 | 0.3 | 18.3 |
| 215 | 18 | 58 | 0.3 | 18.5 |
| 216 | 19 | 73 | 0.3 | 18.9 |
| 217 | 19 | 81 | 0.4 | 19.3 |
| 218 | 19 | 80 | 0.4 | 19.7 |
| 219 | 20 | 82 | 0.4 | 20.1 |
| 220 | 20 | 59 | 0.3 | 20.3 |
| 221 | 21 | 63 | 0.3 | 20.6 |
| 222 | 21 | 84 | 0.4 | 21.0 |
| 223 | 21 | 80 | 0.4 | 21.4 |
| 224 | 22 | 106 | 0.5 | 21.9 |
| 225 | 22 | 90 | 0.4 | 22.4 |
| 226 | 23 | 64 | 0.3 | 22.7 |
| 227 | 23 | 78 | 0.4 | 23.0 |
| 228 | 23 | 73 | 0.3 | 23.4 |
| 229 | 24 | 72 | 0.3 | 23.7 |
| 230 | 24 | 81 | 0.4 | 24.1 |
| 231 | 24 | 88 | 0.4 | 24.5 |
| 232 | 25 | 96 | 0.5 | 25.0 |
| 233 | 25 | 82 | 0.4 | 25.4 |
| 234 | 26 | 73 | 0.3 | 25.7 |
| 235 | 26 | 73 | 0.3 | 26.1 |
| 236 | 26 | 104 | 0.5 | 26.6 |
| 237 | 27 | 88 | 0.4 | 27.0 |
| 238 | 27 | 82 | 0.4 | 27.4 |
| 239 | 28 | 114 | 0.5 | 27.9 |
| 240 | 28 | 90 | 0.4 | 28.4 |
| 241 | 29 | 95 | 0.5 | 28.8 |
| 242 | 29 | 109 | 0.5 | 29.3 |
| 243 | 30 | 117 | 0.6 | 29.9 |
| 244 | 30 | 87 | 0.4 | 30.3 |

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 31 | 114 | 0.5 | 30.9 |
| 246 | 31 | 99 | 0.5 | 31.3 |
| 247 | 32 | 98 | 0.5 | 31.8 |
| 248 | 32 | 133 | 0.6 | 32.4 |
| 249 | 33 | 101 | 0.5 | 32.9 |
| 250 | 33 | 108 | 0.5 | 33.4 |
| 251 | 34 | 140 | 0.7 | 34.1 |
| 252 | 34 | 143 | 0.7 | 34.8 |
| 253 | 35 | 112 | 0.5 | 35.3 |
| 254 | 36 | 111 | 0.5 | 35.9 |
| 255 | 36 | 124 | 0.6 | 36.4 |
| 256 | 37 | 121 | 0.6 | 37.0 |
| 257 | 37 | 156 | 0.7 | 37.8 |
| 258 | 38 | 120 | 0.6 | 38.3 |
| 259 | 39 | 132 | 0.6 | 39.0 |
| 260 | 39 | 119 | 0.6 | 39.5 |
| 261 | 40 | 150 | 0.7 | 40.3 |
| 262 | 41 | 135 | 0.6 | 40.9 |
| 263 | 41 | 143 | 0.7 | 41.6 |
| 264 | 42 | 169 | 0.8 | 42.4 |
| 265 | 43 | 140 | 0.7 | 43.1 |
| 266 | 43 | 153 | 0.7 | 43.8 |
| 267 | 44 | 175 | 0.8 | 44.6 |
| 268 | 45 | 177 | 0.8 | 45.5 |
| 269 | 46 | 154 | 0.7 | 46.2 |
| 270 | 47 | 164 | 0.8 | 47.0 |
| 271 | 47 | 185 | 0.9 | 47.9 |
| 272 | 48 | 173 | 0.8 | 48.7 |
| 273 | 49 | 180 | 0.9 | 49.6 |
| 274 | 50 | 170 | 0.8 | 50.4 |
| 275 | 51 | 175 | 0.8 | 51.2 |
| 276 | 52 | 203 | 1.0 | 52.2 |
| 277 | 53 | 189 | 0.9 | 53.1 |
| 278 | 54 | 179 | 0.9 | 53.9 |
| 279 | 54 | 188 | 0.9 | 54.8 |
| 280 | 55 | 195 | 0.9 | 55.8 |
| 281 | 56 | 165 | 0.8 | 56.6 |
| 282 | 57 | 184 | 0.9 | 57.4 |
| 283 | 58 | 210 | 1.0 | 58.4 |
| 284 | 59 | 186 | 0.9 | 59.3 |

**Table 77.  Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 60 | 183 | 0.9 | 60.2 |
| 286 | 61 | 212 | 1.0 | 61.2 |
| 287 | 62 | 232 | 1.1 | 62.3 |
| 288 | 63 | 213 | 1.0 | 63.3 |
| 289 | 64 | 220 | 1.1 | 64.4 |
| 290 | 65 | 212 | 1.0 | 65.4 |
| 291 | 66 | 199 | 1.0 | 66.4 |
| 292 | 67 | 226 | 1.1 | 67.4 |
| 293 | 68 | 229 | 1.1 | 68.5 |
| 294 | 69 | 195 | 0.9 | 69.5 |
| 295 | 70 | 219 | 1.0 | 70.5 |
| 296 | 71 | 212 | 1.0 | 71.5 |
| 297 | 72 | 203 | 1.0 | 72.5 |
| 298 | 73 | 238 | 1.1 | 73.6 |
| 299 | 74 | 189 | 0.9 | 74.5 |
| 300 | 75 | 225 | 1.1 | 75.6 |
| 301 | 76 | 184 | 0.9 | 76.5 |
| 302 | 77 | 220 | 1.1 | 77.5 |
| 303 | 78 | 211 | 1.0 | 78.6 |
| 304 | 79 | 178 | 0.9 | 79.4 |
| 305 | 80 | 152 | 0.7 | 80.1 |
| 306 | 81 | 201 | 1.0 | 81.1 |
| 307 | 82 | 183 | 0.9 | 82.0 |
| 308 | 82 | 159 | 0.8 | 82.7 |
| 309 | 83 | 155 | 0.7 | 83.5 |
| 310 | 84 | 160 | 0.8 | 84.2 |
| 311 | 85 | 209 | 1.0 | 85.2 |
| 312 | 86 | 130 | 0.6 | 85.9 |
| 313 | 86 | 170 | 0.8 | 86.7 |
| 314 | 87 | 126 | 0.6 | 87.3 |
| 315 | 88 | 177 | 0.8 | 88.1 |
| 316 | 88 | 132 | 0.6 | 88.7 |
| 317 | 89 | 176 | 0.8 | 89.6 |
| 318 | 90 | 65 | 0.3 | 89.9 |
| 319 | 90 | 177 | 0.8 | 90.7 |
| 320 | 91 | 84 | 0.4 | 91.1 |
| 321 | 92 | 185 | 0.9 | 92.0 |
| 322 | 92 | 57 | 0.3 | 92.3 |
| 323 | 92 | 72 | 0.3 | 92.6 |
| 324 | 93 | 77 | 0.4 | 93.0 |

**Table 77. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 93 | 202 | 1.0 | 94.0 |
| 326 | 94 | 47 | 0.2 | 94.2 |
| 327 | 94 | 124 | 0.6 | 94.8 |
| 328 | 95 | 33 | 0.2 | 94.9 |
| 329 | 95 | 47 | 0.2 | 95.2 |
| 330 | 96 | 143 | 0.7 | 95.9 |
| 331 | 96 | 109 | 0.5 | 96.4 |
| 332 | 96 | 37 | 0.2 | 96.6 |
| 333 | 97 | 29 | 0.1 | 96.7 |
| 334 | 97 | 28 | 0.1 | 96.8 |
| 335 | 97 | 95 | 0.5 | 97.3 |
| 336 | 97 | 75 | 0.4 | 97.6 |
| 337 | 98 | 33 | 0.2 | 97.8 |
| 338 | 98 | 18 | 0.1 | 97.9 |
| 339 | 98 | 38 | 0.2 | 98.1 |
| 340 | 98 | 44 | 0.2 | 98.3 |
| 341 | 98 | 77 | 0.4 | 98.6 |
| 342 | 99 | 20 | 0.1 | 98.7 |
| 343 | 99 | 23 | 0.1 | 98.8 |
| 344 | 99 | 8 | 0.0 | 98.9 |
| 345 | 99 | 33 | 0.2 | 99.0 |
| 346 | 99 | 59 | 0.3 | 99.3 |
| 347 | 99 | 7 | 0.0 | 99.4 |
| 348 | 99 | 8 | 0.0 | 99.4 |
| 349 | 99 | 13 | 0.1 | 99.5 |
| 350 | 99 | 14 | 0.1 | 99.5 |
| 351 | 99 | 36 | 0.2 | 99.7 |
| 352 | 99 | 10 | 0.0 | 99.7 |
| 355 | 99 | 27 | 0.1 | 99.9 |
| 357 | 99 | 6 | 0.0 | 99.9 |
| 360 | 99 | 20 | 0.1 | 100.0 |

**Total N-Count**      **20,927**

**Table 78. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 133 | 0.7 | 0.7 |
| 121 | 1 | 1 | 0.0 | 0.7 |
| 123 | 1 | 3 | 0.0 | 0.7 |
| 124 | 1 | 2 | 0.0 | 0.8 |
| 127 | 1 | 2 | 0.0 | 0.8 |
| 128 | 1 | 1 | 0.0 | 0.8 |
| 131 | 1 | 4 | 0.0 | 0.8 |
| 132 | 1 | 1 | 0.0 | 0.8 |
| 134 | 1 | 1 | 0.0 | 0.8 |
| 135 | 1 | 1 | 0.0 | 0.8 |
| 136 | 1 | 2 | 0.0 | 0.8 |
| 138 | 1 | 4 | 0.0 | 0.8 |
| 139 | 1 | 1 | 0.0 | 0.8 |
| 141 | 1 | 5 | 0.0 | 0.9 |
| 142 | 1 | 5 | 0.0 | 0.9 |
| 144 | 1 | 5 | 0.0 | 0.9 |
| 145 | 1 | 3 | 0.0 | 0.9 |
| 146 | 1 | 4 | 0.0 | 1.0 |
| 147 | 1 | 17 | 0.1 | 1.1 |
| 148 | 1 | 1 | 0.0 | 1.1 |
| 149 | 1 | 29 | 0.2 | 1.2 |
| 150 | 1 | 28 | 0.2 | 1.4 |
| 151 | 1 | 8 | 0.0 | 1.4 |
| 152 | 2 | 38 | 0.2 | 1.6 |
| 153 | 2 | 12 | 0.1 | 1.7 |
| 154 | 2 | 26 | 0.1 | 1.8 |
| 155 | 2 | 38 | 0.2 | 2.0 |
| 156 | 2 | 27 | 0.1 | 2.2 |
| 157 | 2 | 44 | 0.2 | 2.4 |
| 158 | 3 | 44 | 0.2 | 2.6 |
| 159 | 3 | 32 | 0.2 | 2.8 |
| 160 | 3 | 71 | 0.4 | 3.2 |
| 161 | 3 | 36 | 0.2 | 3.4 |
| 162 | 3 | 36 | 0.2 | 3.6 |
| 163 | 4 | 42 | 0.2 | 3.8 |
| 164 | 4 | 32 | 0.2 | 4.0 |
| 165 | 4 | 39 | 0.2 | 4.2 |
| 166 | 4 | 46 | 0.2 | 4.4 |
| 167 | 5 | 36 | 0.2 | 4.6 |

**Table 78. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 168 | 5 | 38 | 0.2 | 4.8 |
| 169 | 5 | 30 | 0.2 | 5.0 |
| 170 | 5 | 29 | 0.2 | 5.2 |
| 171 | 5 | 34 | 0.2 | 5.3 |
| 172 | 5 | 37 | 0.2 | 5.5 |
| 173 | 6 | 30 | 0.2 | 5.7 |
| 174 | 6 | 33 | 0.2 | 5.9 |
| 175 | 6 | 47 | 0.3 | 6.1 |
| 176 | 6 | 37 | 0.2 | 6.3 |
| 177 | 6 | 48 | 0.3 | 6.6 |
| 178 | 7 | 49 | 0.3 | 6.9 |
| 179 | 7 | 42 | 0.2 | 7.1 |
| 180 | 7 | 41 | 0.2 | 7.3 |
| 181 | 7 | 64 | 0.3 | 7.7 |
| 182 | 8 | 44 | 0.2 | 7.9 |
| 183 | 8 | 56 | 0.3 | 8.2 |
| 184 | 8 | 68 | 0.4 | 8.6 |
| 185 | 9 | 65 | 0.4 | 8.9 |
| 186 | 9 | 55 | 0.3 | 9.2 |
| 187 | 9 | 59 | 0.3 | 9.5 |
| 188 | 10 | 66 | 0.4 | 9.9 |
| 189 | 10 | 56 | 0.3 | 10.2 |
| 190 | 10 | 68 | 0.4 | 10.6 |
| 191 | 11 | 66 | 0.4 | 10.9 |
| 192 | 11 | 65 | 0.4 | 11.3 |
| 193 | 11 | 60 | 0.3 | 11.6 |
| 194 | 12 | 57 | 0.3 | 11.9 |
| 195 | 12 | 64 | 0.3 | 12.2 |
| 196 | 12 | 74 | 0.4 | 12.6 |
| 197 | 13 | 73 | 0.4 | 13.0 |
| 198 | 13 | 70 | 0.4 | 13.4 |
| 199 | 14 | 67 | 0.4 | 13.8 |
| 200 | 14 | 70 | 0.4 | 14.2 |
| 201 | 14 | 66 | 0.4 | 14.5 |
| 202 | 15 | 71 | 0.4 | 14.9 |
| 203 | 15 | 69 | 0.4 | 15.3 |
| 204 | 15 | 69 | 0.4 | 15.6 |
| 205 | 16 | 71 | 0.4 | 16.0 |
| 206 | 16 | 73 | 0.4 | 16.4 |
| 207 | 17 | 64 | 0.3 | 16.8 |

**Table 78. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 208 | 17 | 72 | 0.4 | 17.1 |
| 209 | 17 | 65 | 0.4 | 17.5 |
| 210 | 18 | 66 | 0.4 | 17.9 |
| 211 | 18 | 66 | 0.4 | 18.2 |
| 212 | 18 | 64 | 0.3 | 18.6 |
| 213 | 19 | 77 | 0.4 | 19.0 |
| 214 | 19 | 56 | 0.3 | 19.3 |
| 215 | 19 | 76 | 0.4 | 19.7 |
| 216 | 20 | 88 | 0.5 | 20.2 |
| 217 | 20 | 101 | 0.5 | 20.7 |
| 218 | 21 | 73 | 0.4 | 21.1 |
| 219 | 21 | 74 | 0.4 | 21.5 |
| 220 | 22 | 70 | 0.4 | 21.9 |
| 221 | 22 | 80 | 0.4 | 22.3 |
| 222 | 22 | 72 | 0.4 | 22.7 |
| 223 | 23 | 66 | 0.4 | 23.1 |
| 224 | 23 | 89 | 0.5 | 23.5 |
| 225 | 24 | 82 | 0.4 | 24.0 |
| 226 | 24 | 75 | 0.4 | 24.4 |
| 227 | 25 | 72 | 0.4 | 24.8 |
| 228 | 25 | 104 | 0.6 | 25.3 |
| 229 | 26 | 85 | 0.5 | 25.8 |
| 230 | 26 | 99 | 0.5 | 26.3 |
| 231 | 27 | 90 | 0.5 | 26.8 |
| 232 | 27 | 91 | 0.5 | 27.3 |
| 233 | 28 | 91 | 0.5 | 27.8 |
| 234 | 28 | 90 | 0.5 | 28.3 |
| 235 | 28 | 90 | 0.5 | 28.8 |
| 236 | 29 | 84 | 0.5 | 29.2 |
| 237 | 29 | 83 | 0.4 | 29.7 |
| 238 | 30 | 85 | 0.5 | 30.1 |
| 239 | 30 | 98 | 0.5 | 30.6 |
| 240 | 31 | 92 | 0.5 | 31.1 |
| 241 | 31 | 111 | 0.6 | 31.7 |
| 242 | 32 | 96 | 0.5 | 32.3 |
| 243 | 33 | 106 | 0.6 | 32.8 |
| 244 | 33 | 101 | 0.5 | 33.4 |
| 245 | 34 | 96 | 0.5 | 33.9 |
| 246 | 34 | 118 | 0.6 | 34.5 |
| 247 | 35 | 117 | 0.6 | 35.2 |

**Table 78. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 248 | 35 | 109 | 0.6 | 35.8 |
| 249 | 36 | 124 | 0.7 | 36.4 |
| 250 | 37 | 118 | 0.6 | 37.1 |
| 251 | 37 | 106 | 0.6 | 37.6 |
| 252 | 38 | 106 | 0.6 | 38.2 |
| 253 | 39 | 131 | 0.7 | 38.9 |
| 254 | 39 | 114 | 0.6 | 39.5 |
| 255 | 40 | 144 | 0.8 | 40.3 |
| 256 | 41 | 140 | 0.8 | 41.1 |
| 257 | 41 | 119 | 0.6 | 41.7 |
| 258 | 42 | 145 | 0.8 | 42.5 |
| 259 | 43 | 131 | 0.7 | 43.2 |
| 260 | 44 | 162 | 0.9 | 44.1 |
| 261 | 44 | 132 | 0.7 | 44.8 |
| 262 | 45 | 170 | 0.9 | 45.7 |
| 263 | 46 | 136 | 0.7 | 46.4 |
| 264 | 47 | 122 | 0.7 | 47.1 |
| 265 | 47 | 133 | 0.7 | 47.8 |
| 266 | 48 | 169 | 0.9 | 48.7 |
| 267 | 49 | 158 | 0.9 | 49.6 |
| 268 | 50 | 143 | 0.8 | 50.3 |
| 269 | 51 | 163 | 0.9 | 51.2 |
| 270 | 52 | 182 | 1.0 | 52.2 |
| 271 | 53 | 170 | 0.9 | 53.1 |
| 272 | 54 | 152 | 0.8 | 53.9 |
| 273 | 54 | 177 | 1.0 | 54.9 |
| 274 | 55 | 178 | 1.0 | 55.9 |
| 275 | 56 | 172 | 0.9 | 56.8 |
| 276 | 57 | 153 | 0.8 | 57.6 |
| 277 | 58 | 189 | 1.0 | 58.6 |
| 278 | 59 | 194 | 1.0 | 59.7 |
| 279 | 60 | 156 | 0.8 | 60.5 |
| 280 | 61 | 159 | 0.9 | 61.4 |
| 281 | 62 | 177 | 1.0 | 62.3 |
| 282 | 63 | 154 | 0.8 | 63.2 |
| 283 | 64 | 199 | 1.1 | 64.2 |
| 284 | 65 | 167 | 0.9 | 65.1 |
| 285 | 66 | 217 | 1.2 | 66.3 |
| 286 | 67 | 179 | 1.0 | 67.3 |
| 287 | 68 | 184 | 1.0 | 68.3 |

**Table 78.  Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 288 | 69 | 163 | 0.9 | 69.2 |
| 289 | 70 | 200 | 1.1 | 70.2 |
| 290 | 71 | 190 | 1.0 | 71.3 |
| 291 | 72 | 213 | 1.1 | 72.4 |
| 292 | 73 | 209 | 1.1 | 73.5 |
| 293 | 74 | 179 | 1.0 | 74.5 |
| 294 | 75 | 204 | 1.1 | 75.6 |
| 295 | 76 | 167 | 0.9 | 76.5 |
| 296 | 77 | 170 | 0.9 | 77.4 |
| 297 | 78 | 167 | 0.9 | 78.3 |
| 298 | 79 | 211 | 1.1 | 79.5 |
| 299 | 80 | 145 | 0.8 | 80.2 |
| 300 | 81 | 187 | 1.0 | 81.3 |
| 301 | 82 | 140 | 0.8 | 82.0 |
| 302 | 83 | 202 | 1.1 | 83.1 |
| 303 | 83 | 118 | 0.6 | 83.7 |
| 304 | 84 | 201 | 1.1 | 84.8 |
| 305 | 85 | 103 | 0.6 | 85.4 |
| 306 | 86 | 195 | 1.1 | 86.4 |
| 307 | 87 | 126 | 0.7 | 87.1 |
| 308 | 87 | 143 | 0.8 | 87.9 |
| 309 | 88 | 129 | 0.7 | 88.6 |
| 310 | 89 | 117 | 0.6 | 89.2 |
| 311 | 89 | 110 | 0.6 | 89.8 |
| 312 | 90 | 130 | 0.7 | 90.5 |
| 313 | 91 | 112 | 0.6 | 91.1 |
| 314 | 91 | 90 | 0.5 | 91.6 |
| 315 | 92 | 95 | 0.5 | 92.1 |
| 316 | 92 | 95 | 0.5 | 92.6 |
| 317 | 93 | 122 | 0.7 | 93.3 |
| 318 | 94 | 100 | 0.5 | 93.8 |
| 319 | 94 | 55 | 0.3 | 94.1 |
| 320 | 94 | 86 | 0.5 | 94.6 |
| 321 | 95 | 76 | 0.4 | 95.0 |
| 322 | 95 | 107 | 0.6 | 95.6 |
| 323 | 96 | 68 | 0.4 | 95.9 |
| 324 | 96 | 25 | 0.1 | 96.1 |
| 325 | 96 | 64 | 0.3 | 96.4 |
| 326 | 97 | 41 | 0.2 | 96.6 |
| 327 | 97 | 97 | 0.5 | 97.2 |

**Table 78.  Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 328 | 97 | 25 | 0.1 | 97.3 |
| 329 | 97 | 39 | 0.2 | 97.5 |
| 330 | 98 | 17 | 0.1 | 97.6 |
| 331 | 98 | 76 | 0.4 | 98.0 |
| 332 | 98 | 33 | 0.2 | 98.2 |
| 333 | 98 | 22 | 0.1 | 98.3 |
| 334 | 98 | 7 | 0.0 | 98.3 |
| 335 | 98 | 34 | 0.2 | 98.5 |
| 336 | 99 | 33 | 0.2 | 98.7 |
| 337 | 99 | 56 | 0.3 | 99.0 |
| 338 | 99 | 4 | 0.0 | 99.0 |
| 339 | 99 | 7 | 0.0 | 99.1 |
| 340 | 99 | 13 | 0.1 | 99.1 |
| 341 | 99 | 39 | 0.2 | 99.3 |
| 342 | 99 | 10 | 0.1 | 99.4 |
| 343 | 99 | 2 | 0.0 | 99.4 |
| 344 | 99 | 3 | 0.0 | 99.4 |
| 345 | 99 | 8 | 0.0 | 99.5 |
| 346 | 99 | 38 | 0.2 | 99.7 |
| 347 | 99 | 6 | 0.0 | 99.7 |
| 348 | 99 | 3 | 0.0 | 99.7 |
| 349 | 99 | 1 | 0.0 | 99.7 |
| 350 | 99 | 20 | 0.1 | 99.8 |
| 351 | 99 | 7 | 0.0 | 99.9 |
| 352 | 99 | 4 | 0.0 | 99.9 |
| 356 | 99 | 12 | 0.1 | 100.0 |
| 360 | 99 | 8 | 0.0 | 100.0 |

**Total N-Count**          **18,529**

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 115 | 0.7 | 0.7 |
| 121 | 1 | 2 | 0.0 | 0.7 |
| 124 | 1 | 2 | 0.0 | 0.7 |
| 127 | 1 | 1 | 0.0 | 0.7 |
| 128 | 1 | 4 | 0.0 | 0.8 |
| 130 | 1 | 1 | 0.0 | 0.8 |
| 131 | 1 | 1 | 0.0 | 0.8 |
| 132 | 1 | 1 | 0.0 | 0.8 |
| 134 | 1 | 2 | 0.0 | 0.8 |
| 135 | 1 | 3 | 0.0 | 0.8 |
| 136 | 1 | 2 | 0.0 | 0.8 |
| 138 | 1 | 1 | 0.0 | 0.8 |
| 139 | 1 | 3 | 0.0 | 0.8 |
| 141 | 1 | 6 | 0.0 | 0.9 |
| 142 | 1 | 2 | 0.0 | 0.9 |
| 143 | 1 | 3 | 0.0 | 0.9 |
| 144 | 1 | 6 | 0.0 | 0.9 |
| 145 | 1 | 3 | 0.0 | 1.0 |
| 146 | 1 | 1 | 0.0 | 1.0 |
| 147 | 1 | 14 | 0.1 | 1.0 |
| 149 | 1 | 16 | 0.1 | 1.1 |
| 150 | 1 | 14 | 0.1 | 1.2 |
| 151 | 1 | 9 | 0.1 | 1.3 |
| 152 | 1 | 35 | 0.2 | 1.5 |
| 153 | 2 | 19 | 0.1 | 1.6 |
| 154 | 2 | 35 | 0.2 | 1.8 |
| 155 | 2 | 28 | 0.2 | 2.0 |
| 156 | 2 | 24 | 0.1 | 2.1 |
| 157 | 2 | 46 | 0.3 | 2.4 |
| 158 | 3 | 45 | 0.3 | 2.7 |
| 159 | 3 | 25 | 0.2 | 2.8 |
| 160 | 3 | 54 | 0.3 | 3.2 |
| 161 | 3 | 29 | 0.2 | 3.3 |
| 162 | 3 | 31 | 0.2 | 3.5 |
| 163 | 4 | 47 | 0.3 | 3.8 |
| 164 | 4 | 30 | 0.2 | 4.0 |
| 165 | 4 | 33 | 0.2 | 4.2 |
| 166 | 4 | 32 | 0.2 | 4.4 |
| 167 | 4 | 29 | 0.2 | 4.6 |

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 168 | 5 | 36 | 0.2 | 4.8 |
| 169 | 5 | 27 | 0.2 | 5.0 |
| 170 | 5 | 40 | 0.2 | 5.2 |
| 171 | 5 | 28 | 0.2 | 5.4 |
| 172 | 5 | 30 | 0.2 | 5.6 |
| 173 | 6 | 44 | 0.3 | 5.8 |
| 174 | 6 | 33 | 0.2 | 6.0 |
| 175 | 6 | 30 | 0.2 | 6.2 |
| 176 | 6 | 39 | 0.2 | 6.4 |
| 177 | 7 | 47 | 0.3 | 6.7 |
| 178 | 7 | 35 | 0.2 | 6.9 |
| 179 | 7 | 43 | 0.3 | 7.2 |
| 180 | 7 | 51 | 0.3 | 7.5 |
| 181 | 8 | 43 | 0.3 | 7.8 |
| 182 | 8 | 34 | 0.2 | 8.0 |
| 183 | 8 | 36 | 0.2 | 8.2 |
| 184 | 8 | 38 | 0.2 | 8.4 |
| 185 | 9 | 29 | 0.2 | 8.6 |
| 186 | 9 | 51 | 0.3 | 8.9 |
| 187 | 9 | 51 | 0.3 | 9.2 |
| 188 | 9 | 53 | 0.3 | 9.5 |
| 189 | 10 | 48 | 0.3 | 9.8 |
| 190 | 10 | 58 | 0.4 | 10.2 |
| 191 | 10 | 48 | 0.3 | 10.5 |
| 192 | 11 | 48 | 0.3 | 10.8 |
| 193 | 11 | 44 | 0.3 | 11.0 |
| 194 | 11 | 48 | 0.3 | 11.3 |
| 195 | 11 | 48 | 0.3 | 11.6 |
| 196 | 12 | 49 | 0.3 | 11.9 |
| 197 | 12 | 42 | 0.3 | 12.2 |
| 198 | 12 | 50 | 0.3 | 12.5 |
| 199 | 13 | 45 | 0.3 | 12.7 |
| 200 | 13 | 49 | 0.3 | 13.0 |
| 201 | 13 | 51 | 0.3 | 13.3 |
| 202 | 13 | 46 | 0.3 | 13.6 |
| 203 | 14 | 53 | 0.3 | 13.9 |
| 204 | 14 | 48 | 0.3 | 14.2 |
| 205 | 14 | 52 | 0.3 | 14.6 |
| 206 | 15 | 59 | 0.4 | 14.9 |
| 207 | 15 | 68 | 0.4 | 15.3 |

**Table 79.  Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 208 | 16 | 62 | 0.4 | 15.7 |
| 209 | 16 | 61 | 0.4 | 16.1 |
| 210 | 16 | 59 | 0.4 | 16.4 |
| 211 | 17 | 60 | 0.4 | 16.8 |
| 212 | 17 | 59 | 0.4 | 17.2 |
| 213 | 17 | 80 | 0.5 | 17.6 |
| 214 | 18 | 64 | 0.4 | 18.0 |
| 215 | 18 | 59 | 0.4 | 18.4 |
| 216 | 19 | 55 | 0.3 | 18.7 |
| 217 | 19 | 65 | 0.4 | 19.1 |
| 218 | 19 | 62 | 0.4 | 19.5 |
| 219 | 20 | 80 | 0.5 | 20.0 |
| 220 | 20 | 66 | 0.4 | 20.4 |
| 221 | 21 | 74 | 0.4 | 20.8 |
| 222 | 21 | 49 | 0.3 | 21.1 |
| 223 | 21 | 62 | 0.4 | 21.5 |
| 224 | 22 | 79 | 0.5 | 22.0 |
| 225 | 22 | 55 | 0.3 | 22.3 |
| 226 | 23 | 70 | 0.4 | 22.7 |
| 227 | 23 | 71 | 0.4 | 23.2 |
| 228 | 23 | 57 | 0.3 | 23.5 |
| 229 | 24 | 81 | 0.5 | 24.0 |
| 230 | 24 | 62 | 0.4 | 24.4 |
| 231 | 25 | 85 | 0.5 | 24.9 |
| 232 | 25 | 80 | 0.5 | 25.4 |
| 233 | 26 | 86 | 0.5 | 25.9 |
| 234 | 26 | 67 | 0.4 | 26.3 |
| 235 | 27 | 76 | 0.5 | 26.8 |
| 236 | 27 | 69 | 0.4 | 27.2 |
| 237 | 27 | 75 | 0.5 | 27.6 |
| 238 | 28 | 90 | 0.5 | 28.2 |
| 239 | 28 | 72 | 0.4 | 28.6 |
| 240 | 29 | 81 | 0.5 | 29.1 |
| 241 | 29 | 93 | 0.6 | 29.7 |
| 242 | 30 | 79 | 0.5 | 30.2 |
| 243 | 30 | 68 | 0.4 | 30.6 |
| 244 | 31 | 83 | 0.5 | 31.1 |
| 245 | 31 | 88 | 0.5 | 31.6 |
| 246 | 32 | 89 | 0.5 | 32.2 |
| 247 | 32 | 83 | 0.5 | 32.7 |

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 248 | 33 | 106 | 0.6 | 33.3 |
| 249 | 34 | 98 | 0.6 | 33.9 |
| 250 | 34 | 96 | 0.6 | 34.5 |
| 251 | 35 | 95 | 0.6 | 35.1 |
| 252 | 35 | 80 | 0.5 | 35.5 |
| 253 | 36 | 94 | 0.6 | 36.1 |
| 254 | 36 | 114 | 0.7 | 36.8 |
| 255 | 37 | 107 | 0.6 | 37.4 |
| 256 | 38 | 105 | 0.6 | 38.1 |
| 257 | 38 | 95 | 0.6 | 38.7 |
| 258 | 39 | 117 | 0.7 | 39.4 |
| 259 | 40 | 92 | 0.6 | 39.9 |
| 260 | 40 | 111 | 0.7 | 40.6 |
| 261 | 41 | 97 | 0.6 | 41.2 |
| 262 | 42 | 144 | 0.9 | 42.1 |
| 263 | 42 | 111 | 0.7 | 42.7 |
| 264 | 43 | 108 | 0.7 | 43.4 |
| 265 | 44 | 117 | 0.7 | 44.1 |
| 266 | 44 | 108 | 0.7 | 44.8 |
| 267 | 45 | 133 | 0.8 | 45.6 |
| 268 | 46 | 125 | 0.8 | 46.3 |
| 269 | 47 | 118 | 0.7 | 47.0 |
| 270 | 47 | 139 | 0.8 | 47.9 |
| 271 | 48 | 133 | 0.8 | 48.7 |
| 272 | 49 | 130 | 0.8 | 49.5 |
| 273 | 50 | 157 | 1.0 | 50.4 |
| 274 | 51 | 150 | 0.9 | 51.3 |
| 275 | 52 | 153 | 0.9 | 52.3 |
| 276 | 53 | 147 | 0.9 | 53.2 |
| 277 | 54 | 142 | 0.9 | 54.0 |
| 278 | 54 | 119 | 0.7 | 54.7 |
| 279 | 55 | 142 | 0.9 | 55.6 |
| 280 | 56 | 129 | 0.8 | 56.4 |
| 281 | 57 | 158 | 1.0 | 57.3 |
| 282 | 58 | 155 | 0.9 | 58.3 |
| 283 | 59 | 158 | 1.0 | 59.2 |
| 284 | 60 | 134 | 0.8 | 60.1 |
| 285 | 61 | 165 | 1.0 | 61.1 |
| 286 | 62 | 153 | 0.9 | 62.0 |
| 287 | 63 | 186 | 1.1 | 63.1 |

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 288 | 64 | 142 | 0.9 | 64.0 |
| 289 | 64 | 167 | 1.0 | 65.0 |
| 290 | 65 | 154 | 0.9 | 65.9 |
| 291 | 66 | 184 | 1.1 | 67.0 |
| 292 | 68 | 172 | 1.0 | 68.1 |
| 293 | 69 | 162 | 1.0 | 69.1 |
| 294 | 70 | 158 | 1.0 | 70.0 |
| 295 | 71 | 173 | 1.0 | 71.1 |
| 296 | 72 | 166 | 1.0 | 72.1 |
| 297 | 73 | 163 | 1.0 | 73.1 |
| 298 | 74 | 157 | 1.0 | 74.0 |
| 299 | 74 | 134 | 0.8 | 74.8 |
| 300 | 75 | 177 | 1.1 | 75.9 |
| 301 | 76 | 125 | 0.8 | 76.7 |
| 302 | 77 | 166 | 1.0 | 77.7 |
| 303 | 78 | 123 | 0.7 | 78.4 |
| 304 | 79 | 185 | 1.1 | 79.5 |
| 305 | 80 | 103 | 0.6 | 80.2 |
| 306 | 81 | 164 | 1.0 | 81.2 |
| 307 | 82 | 131 | 0.8 | 82.0 |
| 308 | 82 | 162 | 1.0 | 82.9 |
| 309 | 83 | 138 | 0.8 | 83.8 |
| 310 | 84 | 112 | 0.7 | 84.5 |
| 311 | 85 | 127 | 0.8 | 85.2 |
| 312 | 86 | 145 | 0.9 | 86.1 |
| 313 | 86 | 105 | 0.6 | 86.7 |
| 314 | 87 | 115 | 0.7 | 87.4 |
| 315 | 88 | 99 | 0.6 | 88.0 |
| 316 | 88 | 82 | 0.5 | 88.5 |
| 317 | 89 | 142 | 0.9 | 89.4 |
| 318 | 90 | 123 | 0.7 | 90.2 |
| 319 | 90 | 74 | 0.4 | 90.6 |
| 320 | 91 | 108 | 0.7 | 91.3 |
| 321 | 92 | 80 | 0.5 | 91.7 |
| 322 | 92 | 122 | 0.7 | 92.5 |
| 323 | 93 | 101 | 0.6 | 93.1 |
| 324 | 93 | 31 | 0.2 | 93.3 |
| 325 | 94 | 81 | 0.5 | 93.8 |
| 326 | 94 | 70 | 0.4 | 94.2 |
| 327 | 95 | 134 | 0.8 | 95.0 |

**Table 79. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 328 | 95 | 49 | 0.3 | 95.3 |
| 329 | 95 | 58 | 0.4 | 95.7 |
| 330 | 96 | 22 | 0.1 | 95.8 |
| 331 | 96 | 104 | 0.6 | 96.4 |
| 332 | 97 | 58 | 0.4 | 96.8 |
| 333 | 97 | 34 | 0.2 | 97.0 |
| 334 | 97 | 11 | 0.1 | 97.1 |
| 335 | 97 | 48 | 0.3 | 97.3 |
| 336 | 97 | 49 | 0.3 | 97.6 |
| 337 | 98 | 68 | 0.4 | 98.1 |
| 338 | 98 | 10 | 0.1 | 98.1 |
| 339 | 98 | 9 | 0.1 | 98.2 |
| 340 | 98 | 25 | 0.2 | 98.3 |
| 341 | 99 | 61 | 0.4 | 98.7 |
| 342 | 99 | 25 | 0.2 | 98.8 |
| 343 | 99 | 4 | 0.0 | 98.9 |
| 344 | 99 | 2 | 0.0 | 98.9 |
| 345 | 99 | 10 | 0.1 | 98.9 |
| 346 | 99 | 48 | 0.3 | 99.2 |
| 347 | 99 | 16 | 0.1 | 99.3 |
| 348 | 99 | 4 | 0.0 | 99.4 |
| 349 | 99 | 1 | 0.0 | 99.4 |
| 350 | 99 | 26 | 0.2 | 99.5 |
| 351 | 99 | 12 | 0.1 | 99.6 |
| 352 | 99 | 9 | 0.1 | 99.6 |
| 356 | 99 | 38 | 0.2 | 99.9 |
| 360 | 99 | 21 | 0.1 | 100.0 |

**Total N-Count** — **16,482**

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 170 | 0.9 | 0.9 |
| 121 | 1 | 1 | 0.0 | 0.9 |
| 124 | 1 | 3 | 0.0 | 0.9 |
| 125 | 1 | 3 | 0.0 | 0.9 |
| 127 | 1 | 2 | 0.0 | 0.9 |
| 130 | 1 | 4 | 0.0 | 1.0 |
| 131 | 1 | 6 | 0.0 | 1.0 |
| 133 | 1 | 1 | 0.0 | 1.0 |
| 134 | 1 | 6 | 0.0 | 1.0 |
| 135 | 1 | 2 | 0.0 | 1.0 |
| 137 | 1 | 6 | 0.0 | 1.1 |
| 138 | 1 | 4 | 0.0 | 1.1 |
| 139 | 1 | 1 | 0.0 | 1.1 |
| 140 | 1 | 3 | 0.0 | 1.1 |
| 141 | 1 | 5 | 0.0 | 1.1 |
| 142 | 1 | 1 | 0.0 | 1.1 |
| 143 | 1 | 9 | 0.0 | 1.2 |
| 145 | 1 | 5 | 0.0 | 1.2 |
| 146 | 1 | 6 | 0.0 | 1.3 |
| 147 | 1 | 3 | 0.0 | 1.3 |
| 148 | 1 | 1 | 0.0 | 1.3 |
| 149 | 1 | 13 | 0.1 | 1.3 |
| 150 | 1 | 6 | 0.0 | 1.4 |
| 151 | 1 | 11 | 0.1 | 1.4 |
| 152 | 1 | 16 | 0.1 | 1.5 |
| 153 | 2 | 11 | 0.1 | 1.6 |
| 154 | 2 | 39 | 0.2 | 1.8 |
| 155 | 2 | 12 | 0.1 | 1.8 |
| 156 | 2 | 55 | 0.3 | 2.1 |
| 157 | 2 | 1 | 0.0 | 2.1 |
| 158 | 2 | 45 | 0.2 | 2.4 |
| 159 | 2 | 15 | 0.1 | 2.5 |
| 160 | 3 | 65 | 0.3 | 2.8 |
| 161 | 3 | 40 | 0.2 | 3.0 |
| 162 | 3 | 59 | 0.3 | 3.3 |
| 163 | 3 | 53 | 0.3 | 3.6 |
| 164 | 4 | 59 | 0.3 | 3.9 |
| 165 | 4 | 54 | 0.3 | 4.2 |
| 166 | 4 | 49 | 0.3 | 4.5 |

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 167 | 5 | 105 | 0.6 | 5.0 |
| 168 | 5 | 58 | 0.3 | 5.3 |
| 169 | 5 | 55 | 0.3 | 5.6 |
| 170 | 6 | 59 | 0.3 | 5.9 |
| 171 | 6 | 71 | 0.4 | 6.3 |
| 172 | 6 | 57 | 0.3 | 6.6 |
| 173 | 7 | 59 | 0.3 | 6.9 |
| 174 | 7 | 68 | 0.4 | 7.3 |
| 175 | 7 | 67 | 0.4 | 7.6 |
| 176 | 8 | 68 | 0.4 | 8.0 |
| 177 | 8 | 55 | 0.3 | 8.3 |
| 178 | 8 | 74 | 0.4 | 8.6 |
| 179 | 9 | 57 | 0.3 | 8.9 |
| 180 | 9 | 53 | 0.3 | 9.2 |
| 181 | 9 | 67 | 0.4 | 9.6 |
| 182 | 10 | 71 | 0.4 | 10.0 |
| 183 | 10 | 71 | 0.4 | 10.3 |
| 184 | 11 | 69 | 0.4 | 10.7 |
| 185 | 11 | 93 | 0.5 | 11.2 |
| 186 | 11 | 63 | 0.3 | 11.5 |
| 187 | 12 | 77 | 0.4 | 11.9 |
| 188 | 12 | 73 | 0.4 | 12.3 |
| 189 | 12 | 70 | 0.4 | 12.7 |
| 190 | 13 | 64 | 0.3 | 13.0 |
| 191 | 13 | 86 | 0.5 | 13.5 |
| 192 | 14 | 67 | 0.4 | 13.8 |
| 193 | 14 | 78 | 0.4 | 14.2 |
| 194 | 14 | 61 | 0.3 | 14.5 |
| 195 | 15 | 69 | 0.4 | 14.9 |
| 196 | 15 | 80 | 0.4 | 15.3 |
| 197 | 16 | 64 | 0.3 | 15.7 |
| 198 | 16 | 75 | 0.4 | 16.1 |
| 199 | 16 | 72 | 0.4 | 16.4 |
| 200 | 17 | 77 | 0.4 | 16.9 |
| 201 | 17 | 70 | 0.4 | 17.2 |
| 202 | 17 | 85 | 0.4 | 17.7 |
| 203 | 18 | 63 | 0.3 | 18.0 |
| 204 | 18 | 80 | 0.4 | 18.4 |
| 205 | 19 | 80 | 0.4 | 18.8 |
| 206 | 19 | 91 | 0.5 | 19.3 |

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 207 | 20 | 87 | 0.5 | 19.8 |
| 208 | 20 | 72 | 0.4 | 20.2 |
| 209 | 20 | 95 | 0.5 | 20.7 |
| 210 | 21 | 107 | 0.6 | 21.2 |
| 211 | 21 | 86 | 0.5 | 21.7 |
| 212 | 22 | 84 | 0.4 | 22.1 |
| 213 | 22 | 85 | 0.4 | 22.6 |
| 214 | 23 | 88 | 0.5 | 23.0 |
| 215 | 23 | 105 | 0.6 | 23.6 |
| 216 | 24 | 91 | 0.5 | 24.1 |
| 217 | 24 | 94 | 0.5 | 24.6 |
| 218 | 25 | 87 | 0.5 | 25.0 |
| 219 | 25 | 100 | 0.5 | 25.5 |
| 220 | 26 | 93 | 0.5 | 26.0 |
| 221 | 26 | 108 | 0.6 | 26.6 |
| 222 | 27 | 115 | 0.6 | 27.2 |
| 223 | 27 | 105 | 0.6 | 27.8 |
| 224 | 28 | 105 | 0.6 | 28.3 |
| 225 | 29 | 92 | 0.5 | 28.8 |
| 226 | 29 | 100 | 0.5 | 29.3 |
| 227 | 30 | 113 | 0.6 | 29.9 |
| 228 | 30 | 102 | 0.5 | 30.5 |
| 229 | 31 | 106 | 0.6 | 31.0 |
| 230 | 31 | 100 | 0.5 | 31.5 |
| 231 | 32 | 112 | 0.6 | 32.1 |
| 232 | 32 | 100 | 0.5 | 32.7 |
| 233 | 33 | 111 | 0.6 | 33.3 |
| 234 | 34 | 102 | 0.5 | 33.8 |
| 235 | 34 | 107 | 0.6 | 34.4 |
| 236 | 35 | 91 | 0.5 | 34.8 |
| 237 | 35 | 106 | 0.6 | 35.4 |
| 238 | 36 | 119 | 0.6 | 36.0 |
| 239 | 36 | 132 | 0.7 | 36.7 |
| 240 | 37 | 110 | 0.6 | 37.3 |
| 241 | 38 | 102 | 0.5 | 37.8 |
| 242 | 38 | 122 | 0.6 | 38.5 |
| 243 | 39 | 114 | 0.6 | 39.1 |
| 244 | 39 | 101 | 0.5 | 39.6 |
| 245 | 40 | 118 | 0.6 | 40.2 |
| 246 | 41 | 113 | 0.6 | 40.8 |

**Table 80.  Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 247 | 41 | 96 | 0.5 | 41.3 |
| 248 | 42 | 115 | 0.6 | 41.9 |
| 249 | 42 | 130 | 0.7 | 42.6 |
| 250 | 43 | 99 | 0.5 | 43.1 |
| 251 | 44 | 133 | 0.7 | 43.8 |
| 252 | 44 | 120 | 0.6 | 44.5 |
| 253 | 45 | 132 | 0.7 | 45.2 |
| 254 | 46 | 125 | 0.7 | 45.8 |
| 255 | 46 | 119 | 0.6 | 46.5 |
| 256 | 47 | 114 | 0.6 | 47.1 |
| 257 | 47 | 137 | 0.7 | 47.8 |
| 258 | 48 | 148 | 0.8 | 48.6 |
| 259 | 49 | 95 | 0.5 | 49.1 |
| 260 | 49 | 136 | 0.7 | 49.8 |
| 261 | 50 | 151 | 0.8 | 50.6 |
| 262 | 51 | 154 | 0.8 | 51.4 |
| 263 | 52 | 130 | 0.7 | 52.1 |
| 264 | 52 | 145 | 0.8 | 52.8 |
| 265 | 53 | 143 | 0.8 | 53.6 |
| 266 | 54 | 148 | 0.8 | 54.4 |
| 267 | 55 | 140 | 0.7 | 55.1 |
| 268 | 55 | 148 | 0.8 | 55.9 |
| 269 | 56 | 160 | 0.8 | 56.7 |
| 270 | 57 | 124 | 0.7 | 57.4 |
| 271 | 58 | 152 | 0.8 | 58.2 |
| 272 | 59 | 138 | 0.7 | 58.9 |
| 273 | 59 | 168 | 0.9 | 59.8 |
| 274 | 60 | 149 | 0.8 | 60.6 |
| 275 | 61 | 156 | 0.8 | 61.4 |
| 276 | 62 | 126 | 0.7 | 62.1 |
| 277 | 63 | 168 | 0.9 | 62.9 |
| 278 | 63 | 147 | 0.8 | 63.7 |
| 279 | 64 | 171 | 0.9 | 64.6 |
| 280 | 65 | 163 | 0.9 | 65.5 |
| 281 | 66 | 159 | 0.8 | 66.3 |
| 282 | 67 | 165 | 0.9 | 67.2 |
| 283 | 68 | 164 | 0.9 | 68.1 |
| 284 | 68 | 169 | 0.9 | 68.9 |
| 285 | 69 | 156 | 0.8 | 69.8 |
| 286 | 70 | 171 | 0.9 | 70.7 |

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 287 | 71 | 137 | 0.7 | 71.4 |
| 288 | 72 | 158 | 0.8 | 72.2 |
| 289 | 73 | 143 | 0.8 | 73.0 |
| 290 | 73 | 171 | 0.9 | 73.9 |
| 291 | 74 | 121 | 0.6 | 74.5 |
| 292 | 75 | 150 | 0.8 | 75.3 |
| 293 | 76 | 151 | 0.8 | 76.1 |
| 294 | 77 | 207 | 1.1 | 77.2 |
| 295 | 78 | 130 | 0.7 | 77.9 |
| 296 | 78 | 185 | 1.0 | 78.9 |
| 297 | 79 | 131 | 0.7 | 79.5 |
| 298 | 80 | 173 | 0.9 | 80.5 |
| 299 | 81 | 155 | 0.8 | 81.3 |
| 300 | 82 | 152 | 0.8 | 82.1 |
| 301 | 82 | 156 | 0.8 | 82.9 |
| 302 | 83 | 125 | 0.7 | 83.6 |
| 303 | 84 | 149 | 0.8 | 84.3 |
| 304 | 85 | 125 | 0.7 | 85.0 |
| 305 | 85 | 169 | 0.9 | 85.9 |
| 306 | 86 | 82 | 0.4 | 86.3 |
| 307 | 87 | 158 | 0.8 | 87.2 |
| 308 | 87 | 114 | 0.6 | 87.8 |
| 309 | 88 | 158 | 0.8 | 88.6 |
| 310 | 89 | 73 | 0.4 | 89.0 |
| 311 | 89 | 129 | 0.7 | 89.7 |
| 312 | 90 | 112 | 0.6 | 90.2 |
| 313 | 90 | 93 | 0.5 | 90.7 |
| 314 | 91 | 90 | 0.5 | 91.2 |
| 315 | 91 | 78 | 0.4 | 91.6 |
| 316 | 92 | 108 | 0.6 | 92.2 |
| 317 | 92 | 61 | 0.3 | 92.5 |
| 318 | 93 | 118 | 0.6 | 93.1 |
| 319 | 93 | 43 | 0.2 | 93.4 |
| 320 | 94 | 111 | 0.6 | 93.9 |
| 321 | 94 | 50 | 0.3 | 94.2 |
| 322 | 95 | 114 | 0.6 | 94.8 |
| 323 | 95 | 59 | 0.3 | 95.1 |
| 324 | 95 | 70 | 0.4 | 95.5 |
| 325 | 96 | 36 | 0.2 | 95.7 |
| 326 | 96 | 57 | 0.3 | 96.0 |

**Table 80. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 327 | 96 | 79 | 0.4 | 96.4 |
| 328 | 96 | 39 | 0.2 | 96.6 |
| 329 | 97 | 46 | 0.2 | 96.8 |
| 330 | 97 | 34 | 0.2 | 97.0 |
| 331 | 97 | 84 | 0.4 | 97.5 |
| 332 | 98 | 20 | 0.1 | 97.6 |
| 333 | 98 | 53 | 0.3 | 97.8 |
| 334 | 98 | 35 | 0.2 | 98.0 |
| 335 | 98 | 31 | 0.2 | 98.2 |
| 336 | 98 | 4 | 0.0 | 98.2 |
| 337 | 98 | 43 | 0.2 | 98.4 |
| 338 | 99 | 33 | 0.2 | 98.6 |
| 339 | 99 | 20 | 0.1 | 98.7 |
| 340 | 99 | 13 | 0.1 | 98.8 |
| 341 | 99 | 33 | 0.2 | 99.0 |
| 342 | 99 | 10 | 0.1 | 99.0 |
| 343 | 99 | 20 | 0.1 | 99.1 |
| 344 | 99 | 27 | 0.1 | 99.3 |
| 345 | 99 | 12 | 0.1 | 99.3 |
| 346 | 99 | 8 | 0.0 | 99.4 |
| 347 | 99 | 6 | 0.0 | 99.4 |
| 348 | 99 | 50 | 0.3 | 99.7 |
| 349 | 99 | 3 | 0.0 | 99.7 |
| 350 | 99 | 7 | 0.0 | 99.7 |
| 352 | 99 | 10 | 0.1 | 99.8 |
| 354 | 99 | 15 | 0.1 | 99.8 |
| 356 | 99 | 5 | 0.0 | 99.9 |
| 358 | 99 | 11 | 0.1 | 99.9 |
| 360 | 99 | 13 | 0.1 | 100.0 |

**Total N-Count**      **18,977**

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 147 | 0.9 | 0.9 |
| 121 | 1 | 3 | 0.0 | 0.9 |
| 124 | 1 | 1 | 0.0 | 0.9 |
| 125 | 1 | 4 | 0.0 | 0.9 |
| 127 | 1 | 2 | 0.0 | 0.9 |
| 130 | 1 | 2 | 0.0 | 0.9 |
| 131 | 1 | 3 | 0.0 | 1.0 |
| 133 | 1 | 1 | 0.0 | 1.0 |
| 134 | 1 | 1 | 0.0 | 1.0 |
| 135 | 1 | 2 | 0.0 | 1.0 |
| 137 | 1 | 1 | 0.0 | 1.0 |
| 138 | 1 | 1 | 0.0 | 1.0 |
| 139 | 1 | 1 | 0.0 | 1.0 |
| 140 | 1 | 3 | 0.0 | 1.0 |
| 141 | 1 | 4 | 0.0 | 1.0 |
| 143 | 1 | 2 | 0.0 | 1.0 |
| 144 | 1 | 3 | 0.0 | 1.1 |
| 145 | 1 | 1 | 0.0 | 1.1 |
| 146 | 1 | 1 | 0.0 | 1.1 |
| 147 | 1 | 1 | 0.0 | 1.1 |
| 149 | 1 | 2 | 0.0 | 1.1 |
| 151 | 1 | 5 | 0.0 | 1.1 |
| 152 | 1 | 3 | 0.0 | 1.1 |
| 153 | 1 | 4 | 0.0 | 1.2 |
| 154 | 1 | 6 | 0.0 | 1.2 |
| 155 | 1 | 3 | 0.0 | 1.2 |
| 156 | 1 | 17 | 0.1 | 1.3 |
| 157 | 1 | 2 | 0.0 | 1.3 |
| 158 | 1 | 15 | 0.1 | 1.4 |
| 159 | 1 | 7 | 0.0 | 1.5 |
| 160 | 2 | 20 | 0.1 | 1.6 |
| 161 | 2 | 7 | 0.0 | 1.6 |
| 162 | 2 | 23 | 0.1 | 1.8 |
| 163 | 2 | 16 | 0.1 | 1.8 |
| 164 | 2 | 22 | 0.1 | 2.0 |
| 165 | 2 | 23 | 0.1 | 2.1 |
| 166 | 2 | 17 | 0.1 | 2.2 |
| 167 | 2 | 33 | 0.2 | 2.4 |
| 168 | 2 | 10 | 0.1 | 2.5 |

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 170 | 3 | 13 | 0.1 | 2.6 |
| 171 | 3 | 20 | 0.1 | 2.8 |
| 172 | 3 | 18 | 0.1 | 2.9 |
| 173 | 3 | 27 | 0.2 | 3.0 |
| 174 | 3 | 32 | 0.2 | 3.2 |
| 175 | 3 | 17 | 0.1 | 3.3 |
| 176 | 3 | 21 | 0.1 | 3.4 |
| 177 | 3 | 21 | 0.1 | 3.6 |
| 178 | 4 | 24 | 0.1 | 3.7 |
| 179 | 4 | 23 | 0.1 | 3.8 |
| 180 | 4 | 26 | 0.2 | 4.0 |
| 181 | 4 | 32 | 0.2 | 4.2 |
| 182 | 4 | 26 | 0.2 | 4.3 |
| 183 | 4 | 38 | 0.2 | 4.6 |
| 184 | 5 | 24 | 0.1 | 4.7 |
| 185 | 5 | 23 | 0.1 | 4.8 |
| 186 | 5 | 29 | 0.2 | 5.0 |
| 187 | 5 | 41 | 0.2 | 5.2 |
| 188 | 5 | 26 | 0.2 | 5.4 |
| 189 | 6 | 45 | 0.3 | 5.7 |
| 190 | 6 | 46 | 0.3 | 5.9 |
| 191 | 6 | 42 | 0.2 | 6.2 |
| 192 | 6 | 38 | 0.2 | 6.4 |
| 193 | 7 | 40 | 0.2 | 6.6 |
| 194 | 7 | 45 | 0.3 | 6.9 |
| 195 | 7 | 57 | 0.3 | 7.2 |
| 196 | 7 | 51 | 0.3 | 7.5 |
| 197 | 8 | 51 | 0.3 | 7.8 |
| 198 | 8 | 47 | 0.3 | 8.1 |
| 199 | 8 | 50 | 0.3 | 8.4 |
| 200 | 9 | 41 | 0.2 | 8.6 |
| 201 | 9 | 50 | 0.3 | 8.9 |
| 202 | 9 | 58 | 0.3 | 9.3 |
| 203 | 9 | 45 | 0.3 | 9.5 |
| 204 | 10 | 59 | 0.3 | 9.9 |
| 205 | 10 | 51 | 0.3 | 10.2 |
| 206 | 10 | 54 | 0.3 | 10.5 |
| 207 | 11 | 62 | 0.4 | 10.9 |
| 208 | 11 | 53 | 0.3 | 11.2 |
| 209 | 11 | 54 | 0.3 | 11.5 |

**Table 81.  Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 210 | 12 | 54 | 0.3 | 11.8 |
| 211 | 12 | 47 | 0.3 | 12.1 |
| 212 | 12 | 59 | 0.3 | 12.4 |
| 213 | 13 | 70 | 0.4 | 12.8 |
| 214 | 13 | 74 | 0.4 | 13.3 |
| 215 | 13 | 71 | 0.4 | 13.7 |
| 216 | 14 | 70 | 0.4 | 14.1 |
| 217 | 14 | 77 | 0.5 | 14.6 |
| 218 | 15 | 66 | 0.4 | 15.0 |
| 219 | 15 | 69 | 0.4 | 15.4 |
| 220 | 16 | 72 | 0.4 | 15.8 |
| 221 | 16 | 71 | 0.4 | 16.2 |
| 222 | 16 | 63 | 0.4 | 16.6 |
| 223 | 17 | 88 | 0.5 | 17.1 |
| 224 | 17 | 74 | 0.4 | 17.5 |
| 225 | 18 | 87 | 0.5 | 18.0 |
| 226 | 18 | 73 | 0.4 | 18.5 |
| 227 | 19 | 96 | 0.6 | 19.0 |
| 228 | 19 | 99 | 0.6 | 19.6 |
| 229 | 20 | 94 | 0.6 | 20.2 |
| 230 | 20 | 94 | 0.6 | 20.7 |
| 231 | 21 | 94 | 0.6 | 21.3 |
| 232 | 22 | 90 | 0.5 | 21.8 |
| 233 | 22 | 92 | 0.5 | 22.3 |
| 234 | 23 | 105 | 0.6 | 22.9 |
| 235 | 23 | 100 | 0.6 | 23.5 |
| 236 | 24 | 106 | 0.6 | 24.2 |
| 237 | 24 | 94 | 0.6 | 24.7 |
| 238 | 25 | 113 | 0.7 | 25.4 |
| 239 | 26 | 109 | 0.6 | 26.0 |
| 240 | 26 | 91 | 0.5 | 26.5 |
| 241 | 27 | 105 | 0.6 | 27.2 |
| 242 | 27 | 107 | 0.6 | 27.8 |
| 243 | 28 | 109 | 0.6 | 28.4 |
| 244 | 29 | 90 | 0.5 | 29.0 |
| 245 | 29 | 111 | 0.7 | 29.6 |
| 246 | 30 | 100 | 0.6 | 30.2 |
| 247 | 31 | 110 | 0.6 | 30.8 |
| 248 | 31 | 114 | 0.7 | 31.5 |
| 249 | 32 | 105 | 0.6 | 32.1 |

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 250 | 33 | 132 | 0.8 | 32.9 |
| 251 | 33 | 111 | 0.7 | 33.6 |
| 252 | 34 | 137 | 0.8 | 34.4 |
| 253 | 35 | 129 | 0.8 | 35.1 |
| 254 | 35 | 104 | 0.6 | 35.7 |
| 255 | 36 | 137 | 0.8 | 36.5 |
| 256 | 37 | 112 | 0.7 | 37.2 |
| 257 | 38 | 116 | 0.7 | 37.9 |
| 258 | 38 | 99 | 0.6 | 38.5 |
| 259 | 39 | 124 | 0.7 | 39.2 |
| 260 | 40 | 137 | 0.8 | 40.0 |
| 261 | 40 | 123 | 0.7 | 40.7 |
| 262 | 41 | 137 | 0.8 | 41.5 |
| 263 | 42 | 129 | 0.8 | 42.3 |
| 264 | 43 | 141 | 0.8 | 43.1 |
| 265 | 44 | 145 | 0.9 | 44.0 |
| 266 | 44 | 117 | 0.7 | 44.6 |
| 267 | 45 | 137 | 0.8 | 45.5 |
| 268 | 46 | 133 | 0.8 | 46.2 |
| 269 | 47 | 144 | 0.8 | 47.1 |
| 270 | 47 | 136 | 0.8 | 47.9 |
| 271 | 48 | 142 | 0.8 | 48.7 |
| 272 | 49 | 130 | 0.8 | 49.5 |
| 273 | 50 | 148 | 0.9 | 50.3 |
| 274 | 51 | 148 | 0.9 | 51.2 |
| 275 | 52 | 135 | 0.8 | 52.0 |
| 276 | 52 | 113 | 0.7 | 52.7 |
| 277 | 53 | 159 | 0.9 | 53.6 |
| 278 | 54 | 143 | 0.8 | 54.4 |
| 279 | 55 | 174 | 1.0 | 55.5 |
| 280 | 56 | 169 | 1.0 | 56.5 |
| 281 | 57 | 161 | 0.9 | 57.4 |
| 282 | 58 | 131 | 0.8 | 58.2 |
| 283 | 59 | 140 | 0.8 | 59.0 |
| 284 | 59 | 155 | 0.9 | 59.9 |
| 285 | 60 | 157 | 0.9 | 60.8 |
| 286 | 61 | 160 | 0.9 | 61.8 |
| 287 | 62 | 141 | 0.8 | 62.6 |
| 288 | 63 | 173 | 1.0 | 63.6 |
| 289 | 64 | 110 | 0.6 | 64.3 |

**Table 81.  Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 290 | 65 | 166 | 1.0 | 65.2 |
| 291 | 66 | 143 | 0.8 | 66.1 |
| 292 | 67 | 188 | 1.1 | 67.2 |
| 293 | 68 | 126 | 0.7 | 67.9 |
| 294 | 68 | 174 | 1.0 | 68.9 |
| 295 | 69 | 114 | 0.7 | 69.6 |
| 296 | 70 | 186 | 1.1 | 70.7 |
| 297 | 71 | 123 | 0.7 | 71.4 |
| 298 | 72 | 158 | 0.9 | 72.4 |
| 299 | 73 | 134 | 0.8 | 73.1 |
| 300 | 74 | 151 | 0.9 | 74.0 |
| 301 | 75 | 177 | 1.0 | 75.1 |
| 302 | 75 | 139 | 0.8 | 75.9 |
| 303 | 76 | 170 | 1.0 | 76.9 |
| 304 | 77 | 134 | 0.8 | 77.7 |
| 305 | 78 | 174 | 1.0 | 78.7 |
| 306 | 79 | 100 | 0.6 | 79.3 |
| 307 | 80 | 161 | 0.9 | 80.2 |
| 308 | 81 | 110 | 0.6 | 80.9 |
| 309 | 81 | 179 | 1.1 | 81.9 |
| 310 | 82 | 99 | 0.6 | 82.5 |
| 311 | 83 | 131 | 0.8 | 83.3 |
| 312 | 84 | 134 | 0.8 | 84.1 |
| 313 | 84 | 137 | 0.8 | 84.9 |
| 314 | 85 | 130 | 0.8 | 85.6 |
| 315 | 86 | 77 | 0.5 | 86.1 |
| 316 | 87 | 147 | 0.9 | 87.0 |
| 317 | 87 | 87 | 0.5 | 87.5 |
| 318 | 88 | 140 | 0.8 | 88.3 |
| 319 | 88 | 63 | 0.4 | 88.7 |
| 320 | 89 | 133 | 0.8 | 89.4 |
| 321 | 90 | 76 | 0.4 | 89.9 |
| 322 | 90 | 128 | 0.8 | 90.6 |
| 323 | 91 | 74 | 0.4 | 91.1 |
| 324 | 91 | 96 | 0.6 | 91.6 |
| 325 | 92 | 52 | 0.3 | 91.9 |
| 326 | 92 | 100 | 0.6 | 92.5 |
| 327 | 93 | 129 | 0.8 | 93.3 |
| 328 | 93 | 58 | 0.3 | 93.6 |
| 329 | 94 | 65 | 0.4 | 94.0 |

**Table 81. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 330 | 94 | 54 | 0.3 | 94.3 |
| 331 | 95 | 136 | 0.8 | 95.1 |
| 332 | 95 | 23 | 0.1 | 95.3 |
| 333 | 95 | 76 | 0.4 | 95.7 |
| 334 | 96 | 61 | 0.4 | 96.1 |
| 335 | 96 | 43 | 0.3 | 96.3 |
| 336 | 96 | 14 | 0.1 | 96.4 |
| 337 | 97 | 77 | 0.5 | 96.9 |
| 338 | 97 | 64 | 0.4 | 97.2 |
| 339 | 97 | 34 | 0.2 | 97.4 |
| 340 | 97 | 12 | 0.1 | 97.5 |
| 341 | 98 | 51 | 0.3 | 97.8 |
| 342 | 98 | 23 | 0.1 | 97.9 |
| 343 | 98 | 36 | 0.2 | 98.1 |
| 344 | 98 | 57 | 0.3 | 98.5 |
| 345 | 99 | 19 | 0.1 | 98.6 |
| 346 | 99 | 10 | 0.1 | 98.6 |
| 347 | 99 | 15 | 0.1 | 98.7 |
| 348 | 99 | 81 | 0.5 | 99.2 |
| 349 | 99 | 4 | 0.0 | 99.2 |
| 350 | 99 | 15 | 0.1 | 99.3 |
| 352 | 99 | 27 | 0.2 | 99.5 |
| 354 | 99 | 30 | 0.2 | 99.7 |
| 356 | 99 | 16 | 0.1 | 99.8 |
| 358 | 99 | 25 | 0.1 | 99.9 |
| 360 | 99 | 17 | 0.1 | 100.0 |

**Total N-Count                17,022**

**Table 82.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 107 | 0.8 | 0.8 |
| 121 | 1 | 2 | 0.0 | 0.8 |
| 124 | 1 | 3 | 0.0 | 0.8 |
| 130 | 1 | 2 | 0.0 | 0.8 |
| 131 | 1 | 2 | 0.0 | 0.9 |
| 134 | 1 | 3 | 0.0 | 0.9 |
| 136 | 1 | 1 | 0.0 | 0.9 |
| 137 | 1 | 1 | 0.0 | 0.9 |
| 139 | 1 | 2 | 0.0 | 0.9 |
| 140 | 1 | 2 | 0.0 | 0.9 |
| 141 | 1 | 2 | 0.0 | 0.9 |
| 143 | 1 | 4 | 0.0 | 1.0 |
| 144 | 1 | 3 | 0.0 | 1.0 |
| 145 | 1 | 2 | 0.0 | 1.0 |
| 147 | 1 | 4 | 0.0 | 1.0 |
| 149 | 1 | 1 | 0.0 | 1.0 |
| 150 | 1 | 3 | 0.0 | 1.1 |
| 151 | 1 | 4 | 0.0 | 1.1 |
| 152 | 1 | 4 | 0.0 | 1.1 |
| 153 | 1 | 2 | 0.0 | 1.1 |
| 154 | 1 | 6 | 0.0 | 1.2 |
| 155 | 1 | 4 | 0.0 | 1.2 |
| 156 | 1 | 9 | 0.1 | 1.3 |
| 158 | 1 | 13 | 0.1 | 1.4 |
| 159 | 1 | 5 | 0.0 | 1.4 |
| 160 | 1 | 16 | 0.1 | 1.5 |
| 161 | 2 | 8 | 0.1 | 1.6 |
| 162 | 2 | 6 | 0.0 | 1.6 |
| 163 | 2 | 11 | 0.1 | 1.7 |
| 164 | 2 | 6 | 0.0 | 1.8 |
| 165 | 2 | 13 | 0.1 | 1.8 |
| 166 | 2 | 7 | 0.1 | 1.9 |
| 167 | 2 | 15 | 0.1 | 2.0 |
| 168 | 2 | 10 | 0.1 | 2.1 |
| 169 | 2 | 6 | 0.0 | 2.1 |
| 170 | 2 | 8 | 0.1 | 2.2 |
| 171 | 2 | 12 | 0.1 | 2.3 |
| 172 | 2 | 11 | 0.1 | 2.4 |
| 173 | 2 | 4 | 0.0 | 2.4 |

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 174 | 2 | 15 | 0.1 | 2.5 |
| 175 | 3 | 15 | 0.1 | 2.6 |
| 176 | 3 | 13 | 0.1 | 2.7 |
| 177 | 3 | 12 | 0.1 | 2.8 |
| 178 | 3 | 10 | 0.1 | 2.9 |
| 179 | 3 | 10 | 0.1 | 2.9 |
| 180 | 3 | 15 | 0.1 | 3.0 |
| 181 | 3 | 22 | 0.2 | 3.2 |
| 182 | 3 | 13 | 0.1 | 3.3 |
| 183 | 3 | 12 | 0.1 | 3.4 |
| 184 | 3 | 6 | 0.0 | 3.4 |
| 185 | 4 | 22 | 0.2 | 3.6 |
| 186 | 4 | 15 | 0.1 | 3.7 |
| 187 | 4 | 24 | 0.2 | 3.9 |
| 188 | 4 | 9 | 0.1 | 4.0 |
| 189 | 4 | 19 | 0.1 | 4.1 |
| 190 | 4 | 19 | 0.1 | 4.2 |
| 191 | 4 | 32 | 0.2 | 4.5 |
| 192 | 5 | 16 | 0.1 | 4.6 |
| 193 | 5 | 15 | 0.1 | 4.7 |
| 194 | 5 | 20 | 0.1 | 4.8 |
| 195 | 5 | 28 | 0.2 | 5.1 |
| 196 | 5 | 28 | 0.2 | 5.3 |
| 197 | 5 | 20 | 0.1 | 5.4 |
| 198 | 6 | 28 | 0.2 | 5.6 |
| 199 | 6 | 30 | 0.2 | 5.8 |
| 200 | 6 | 21 | 0.2 | 6.0 |
| 201 | 6 | 27 | 0.2 | 6.2 |
| 202 | 6 | 21 | 0.2 | 6.3 |
| 203 | 6 | 26 | 0.2 | 6.5 |
| 204 | 7 | 23 | 0.2 | 6.7 |
| 205 | 7 | 28 | 0.2 | 6.9 |
| 206 | 7 | 35 | 0.3 | 7.2 |
| 207 | 7 | 41 | 0.3 | 7.5 |
| 208 | 8 | 24 | 0.2 | 7.6 |
| 209 | 8 | 31 | 0.2 | 7.9 |
| 210 | 8 | 34 | 0.3 | 8.1 |
| 211 | 8 | 36 | 0.3 | 8.4 |
| 212 | 9 | 28 | 0.2 | 8.6 |
| 213 | 9 | 37 | 0.3 | 8.9 |

**Table 82.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 214 | 9 | 31 | 0.2 | 9.1 |
| 215 | 9 | 42 | 0.3 | 9.4 |
| 216 | 10 | 56 | 0.4 | 9.8 |
| 217 | 10 | 47 | 0.3 | 10.2 |
| 218 | 10 | 49 | 0.4 | 10.5 |
| 219 | 11 | 44 | 0.3 | 10.9 |
| 220 | 11 | 44 | 0.3 | 11.2 |
| 221 | 11 | 47 | 0.3 | 11.5 |
| 222 | 12 | 36 | 0.3 | 11.8 |
| 223 | 12 | 59 | 0.4 | 12.2 |
| 224 | 12 | 62 | 0.5 | 12.7 |
| 225 | 13 | 58 | 0.4 | 13.1 |
| 226 | 13 | 73 | 0.5 | 13.6 |
| 227 | 14 | 49 | 0.4 | 14.0 |
| 228 | 14 | 50 | 0.4 | 14.4 |
| 229 | 15 | 59 | 0.4 | 14.8 |
| 230 | 15 | 59 | 0.4 | 15.2 |
| 231 | 16 | 75 | 0.6 | 15.8 |
| 232 | 16 | 54 | 0.4 | 16.2 |
| 233 | 16 | 65 | 0.5 | 16.7 |
| 234 | 17 | 66 | 0.5 | 17.2 |
| 235 | 17 | 73 | 0.5 | 17.7 |
| 236 | 18 | 66 | 0.5 | 18.2 |
| 237 | 18 | 77 | 0.6 | 18.7 |
| 238 | 19 | 78 | 0.6 | 19.3 |
| 239 | 20 | 82 | 0.6 | 19.9 |
| 240 | 20 | 87 | 0.6 | 20.6 |
| 241 | 21 | 81 | 0.6 | 21.2 |
| 242 | 21 | 70 | 0.5 | 21.7 |
| 243 | 22 | 72 | 0.5 | 22.2 |
| 244 | 23 | 84 | 0.6 | 22.8 |
| 245 | 23 | 100 | 0.7 | 23.6 |
| 246 | 24 | 78 | 0.6 | 24.1 |
| 247 | 24 | 90 | 0.7 | 24.8 |
| 248 | 25 | 90 | 0.7 | 25.5 |
| 249 | 26 | 83 | 0.6 | 26.1 |
| 250 | 27 | 111 | 0.8 | 26.9 |
| 251 | 27 | 95 | 0.7 | 27.6 |
| 252 | 28 | 102 | 0.8 | 28.3 |
| 253 | 29 | 69 | 0.5 | 28.9 |

**Table 82.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 254 | 29 | 104 | 0.8 | 29.6 |
| 255 | 30 | 100 | 0.7 | 30.4 |
| 256 | 31 | 82 | 0.6 | 31.0 |
| 257 | 31 | 98 | 0.7 | 31.7 |
| 258 | 32 | 85 | 0.6 | 32.3 |
| 259 | 33 | 96 | 0.7 | 33.0 |
| 260 | 33 | 100 | 0.7 | 33.8 |
| 261 | 34 | 113 | 0.8 | 34.6 |
| 262 | 35 | 85 | 0.6 | 35.2 |
| 263 | 36 | 105 | 0.8 | 36.0 |
| 264 | 36 | 102 | 0.8 | 36.7 |
| 265 | 37 | 126 | 0.9 | 37.7 |
| 266 | 38 | 128 | 0.9 | 38.6 |
| 267 | 39 | 106 | 0.8 | 39.4 |
| 268 | 40 | 110 | 0.8 | 40.2 |
| 269 | 41 | 116 | 0.9 | 41.1 |
| 270 | 42 | 134 | 1.0 | 42.0 |
| 271 | 42 | 104 | 0.8 | 42.8 |
| 272 | 43 | 124 | 0.9 | 43.7 |
| 273 | 44 | 131 | 1.0 | 44.7 |
| 274 | 45 | 103 | 0.8 | 45.4 |
| 275 | 46 | 133 | 1.0 | 46.4 |
| 276 | 47 | 126 | 0.9 | 47.3 |
| 277 | 48 | 138 | 1.0 | 48.4 |
| 278 | 49 | 140 | 1.0 | 49.4 |
| 279 | 50 | 138 | 1.0 | 50.4 |
| 280 | 51 | 138 | 1.0 | 51.4 |
| 281 | 52 | 125 | 0.9 | 52.3 |
| 282 | 53 | 126 | 0.9 | 53.3 |
| 283 | 54 | 123 | 0.9 | 54.2 |
| 284 | 55 | 134 | 1.0 | 55.2 |
| 285 | 56 | 126 | 0.9 | 56.1 |
| 286 | 57 | 132 | 1.0 | 57.1 |
| 287 | 58 | 149 | 1.1 | 58.2 |
| 288 | 59 | 159 | 1.2 | 59.3 |
| 289 | 60 | 91 | 0.7 | 60.0 |
| 290 | 61 | 152 | 1.1 | 61.1 |
| 291 | 62 | 118 | 0.9 | 62.0 |
| 292 | 63 | 148 | 1.1 | 63.1 |
| 293 | 64 | 116 | 0.9 | 63.9 |

**Table 82. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 294 | 65 | 151 | 1.1 | 65.1 |
| 295 | 65 | 107 | 0.8 | 65.8 |
| 296 | 66 | 155 | 1.1 | 67.0 |
| 297 | 67 | 127 | 0.9 | 67.9 |
| 298 | 69 | 164 | 1.2 | 69.1 |
| 299 | 70 | 132 | 1.0 | 70.1 |
| 300 | 71 | 130 | 1.0 | 71.1 |
| 301 | 72 | 140 | 1.0 | 72.1 |
| 302 | 73 | 114 | 0.8 | 72.9 |
| 303 | 73 | 138 | 1.0 | 73.9 |
| 304 | 74 | 98 | 0.7 | 74.7 |
| 305 | 75 | 158 | 1.2 | 75.8 |
| 306 | 76 | 67 | 0.5 | 76.3 |
| 307 | 77 | 142 | 1.0 | 77.4 |
| 308 | 78 | 109 | 0.8 | 78.2 |
| 309 | 79 | 141 | 1.0 | 79.2 |
| 310 | 80 | 76 | 0.6 | 79.8 |
| 311 | 80 | 131 | 1.0 | 80.7 |
| 312 | 81 | 114 | 0.8 | 81.6 |
| 313 | 82 | 130 | 1.0 | 82.5 |
| 314 | 83 | 104 | 0.8 | 83.3 |
| 315 | 84 | 71 | 0.5 | 83.8 |
| 316 | 84 | 138 | 1.0 | 84.8 |
| 317 | 85 | 80 | 0.6 | 85.4 |
| 318 | 86 | 128 | 0.9 | 86.4 |
| 319 | 87 | 57 | 0.4 | 86.8 |
| 320 | 87 | 125 | 0.9 | 87.7 |
| 321 | 88 | 63 | 0.5 | 88.2 |
| 322 | 89 | 127 | 0.9 | 89.1 |
| 323 | 89 | 72 | 0.5 | 89.6 |
| 324 | 90 | 120 | 0.9 | 90.5 |
| 325 | 91 | 47 | 0.3 | 90.9 |
| 326 | 91 | 88 | 0.6 | 91.5 |
| 327 | 92 | 116 | 0.9 | 92.4 |
| 328 | 93 | 47 | 0.3 | 92.7 |
| 329 | 93 | 57 | 0.4 | 93.1 |
| 330 | 93 | 45 | 0.3 | 93.5 |
| 331 | 94 | 100 | 0.7 | 94.2 |
| 332 | 94 | 19 | 0.1 | 94.4 |
| 333 | 95 | 95 | 0.7 | 95.1 |

**Table 82.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11)
by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 334 | 95 | 49 | 0.4 | 95.4 |
| 335 | 96 | 60 | 0.4 | 95.9 |
| 336 | 96 | 13 | 0.1 | 95.9 |
| 337 | 96 | 60 | 0.4 | 96.4 |
| 338 | 97 | 49 | 0.4 | 96.8 |
| 339 | 97 | 37 | 0.3 | 97.0 |
| 340 | 97 | 19 | 0.1 | 97.2 |
| 341 | 97 | 56 | 0.4 | 97.6 |
| 342 | 98 | 30 | 0.2 | 97.8 |
| 343 | 98 | 36 | 0.3 | 98.1 |
| 344 | 98 | 48 | 0.4 | 98.4 |
| 345 | 98 | 7 | 0.1 | 98.5 |
| 346 | 98 | 6 | 0.0 | 98.5 |
| 347 | 99 | 12 | 0.1 | 98.6 |
| 348 | 99 | 69 | 0.5 | 99.1 |
| 349 | 99 | 5 | 0.0 | 99.1 |
| 350 | 99 | 11 | 0.1 | 99.2 |
| 352 | 99 | 26 | 0.2 | 99.4 |
| 354 | 99 | 29 | 0.2 | 99.6 |
| 356 | 99 | 18 | 0.1 | 99.8 |
| 358 | 99 | 24 | 0.2 | 99.9 |
| 360 | 99 | 8 | 0.1 | 100.0 |

**Total N-Count**          **13,576**

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 303 | 3.6 | 3.6 |
| 121 | 4 | 3 | 0.0 | 3.6 |
| 124 | 4 | 13 | 0.2 | 3.8 |
| 125 | 4 | 4 | 0.0 | 3.8 |
| 126 | 4 | 1 | 0.0 | 3.8 |
| 127 | 4 | 1 | 0.0 | 3.8 |
| 130 | 4 | 14 | 0.2 | 4.0 |
| 131 | 4 | 7 | 0.1 | 4.1 |
| 133 | 4 | 2 | 0.0 | 4.1 |
| 134 | 4 | 5 | 0.1 | 4.2 |
| 135 | 4 | 2 | 0.0 | 4.2 |
| 136 | 4 | 2 | 0.0 | 4.2 |
| 137 | 4 | 4 | 0.0 | 4.3 |
| 138 | 4 | 2 | 0.0 | 4.3 |
| 139 | 4 | 4 | 0.0 | 4.3 |
| 140 | 4 | 9 | 0.1 | 4.5 |
| 141 | 4 | 2 | 0.0 | 4.5 |
| 143 | 4 | 4 | 0.0 | 4.5 |
| 144 | 5 | 7 | 0.1 | 4.6 |
| 145 | 5 | 1 | 0.0 | 4.6 |
| 146 | 5 | 3 | 0.0 | 4.7 |
| 147 | 5 | 7 | 0.1 | 4.7 |
| 148 | 5 | 1 | 0.0 | 4.8 |
| 149 | 5 | 7 | 0.1 | 4.8 |
| 150 | 5 | 9 | 0.1 | 4.9 |
| 151 | 5 | 6 | 0.1 | 5.0 |
| 152 | 5 | 8 | 0.1 | 5.1 |
| 153 | 5 | 5 | 0.1 | 5.2 |
| 154 | 5 | 6 | 0.1 | 5.2 |
| 155 | 5 | 3 | 0.0 | 5.3 |
| 156 | 5 | 11 | 0.1 | 5.4 |
| 157 | 5 | 6 | 0.1 | 5.5 |
| 158 | 6 | 18 | 0.2 | 5.7 |
| 159 | 6 | 2 | 0.0 | 5.7 |
| 160 | 6 | 14 | 0.2 | 5.9 |
| 161 | 6 | 7 | 0.1 | 6.0 |
| 162 | 6 | 6 | 0.1 | 6.0 |
| 163 | 6 | 10 | 0.1 | 6.1 |
| 164 | 6 | 4 | 0.0 | 6.2 |

**Table 83.  Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 6 | 12 | 0.1 | 6.3 |
| 166 | 6 | 9 | 0.1 | 6.4 |
| 167 | 7 | 14 | 0.2 | 6.6 |
| 168 | 7 | 7 | 0.1 | 6.7 |
| 169 | 7 | 6 | 0.1 | 6.8 |
| 170 | 7 | 11 | 0.1 | 6.9 |
| 171 | 7 | 13 | 0.2 | 7.0 |
| 172 | 7 | 6 | 0.1 | 7.1 |
| 173 | 7 | 7 | 0.1 | 7.2 |
| 174 | 7 | 10 | 0.1 | 7.3 |
| 175 | 7 | 15 | 0.2 | 7.5 |
| 176 | 8 | 13 | 0.2 | 7.7 |
| 177 | 8 | 5 | 0.1 | 7.7 |
| 178 | 8 | 9 | 0.1 | 7.8 |
| 179 | 8 | 10 | 0.1 | 7.9 |
| 180 | 8 | 10 | 0.1 | 8.1 |
| 181 | 8 | 12 | 0.1 | 8.2 |
| 182 | 8 | 7 | 0.1 | 8.3 |
| 183 | 8 | 9 | 0.1 | 8.4 |
| 184 | 8 | 7 | 0.1 | 8.5 |
| 185 | 9 | 12 | 0.1 | 8.6 |
| 186 | 9 | 8 | 0.1 | 8.7 |
| 187 | 9 | 17 | 0.2 | 8.9 |
| 188 | 9 | 14 | 0.2 | 9.1 |
| 189 | 9 | 11 | 0.1 | 9.2 |
| 190 | 9 | 7 | 0.1 | 9.3 |
| 191 | 9 | 16 | 0.2 | 9.5 |
| 192 | 10 | 11 | 0.1 | 9.6 |
| 193 | 10 | 19 | 0.2 | 9.8 |
| 194 | 10 | 29 | 0.3 | 10.2 |
| 195 | 10 | 28 | 0.3 | 10.5 |
| 196 | 11 | 15 | 0.2 | 10.7 |
| 197 | 11 | 13 | 0.2 | 10.8 |
| 198 | 11 | 20 | 0.2 | 11.1 |
| 199 | 11 | 18 | 0.2 | 11.3 |
| 200 | 11 | 13 | 0.2 | 11.4 |
| 201 | 12 | 15 | 0.2 | 11.6 |
| 202 | 12 | 23 | 0.3 | 11.9 |
| 203 | 12 | 18 | 0.2 | 12.1 |
| 204 | 12 | 21 | 0.2 | 12.4 |

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 12 | 8 | 0.1 | 12.4 |
| 206 | 13 | 27 | 0.3 | 12.8 |
| 207 | 13 | 26 | 0.3 | 13.1 |
| 208 | 13 | 17 | 0.2 | 13.3 |
| 209 | 13 | 30 | 0.4 | 13.6 |
| 210 | 14 | 25 | 0.3 | 13.9 |
| 211 | 14 | 29 | 0.3 | 14.3 |
| 212 | 14 | 23 | 0.3 | 14.5 |
| 213 | 15 | 24 | 0.3 | 14.8 |
| 214 | 15 | 23 | 0.3 | 15.1 |
| 215 | 15 | 28 | 0.3 | 15.4 |
| 216 | 16 | 34 | 0.4 | 15.8 |
| 217 | 16 | 34 | 0.4 | 16.2 |
| 218 | 16 | 27 | 0.3 | 16.6 |
| 219 | 17 | 38 | 0.5 | 17.0 |
| 220 | 17 | 27 | 0.3 | 17.3 |
| 221 | 18 | 34 | 0.4 | 17.7 |
| 222 | 18 | 30 | 0.4 | 18.1 |
| 223 | 18 | 35 | 0.4 | 18.5 |
| 224 | 19 | 32 | 0.4 | 18.9 |
| 225 | 19 | 44 | 0.5 | 19.4 |
| 226 | 20 | 36 | 0.4 | 19.8 |
| 227 | 20 | 40 | 0.5 | 20.3 |
| 228 | 21 | 40 | 0.5 | 20.8 |
| 229 | 21 | 49 | 0.6 | 21.4 |
| 230 | 22 | 51 | 0.6 | 22.0 |
| 231 | 22 | 37 | 0.4 | 22.4 |
| 232 | 23 | 39 | 0.5 | 22.9 |
| 233 | 23 | 44 | 0.5 | 23.4 |
| 234 | 24 | 54 | 0.6 | 24.0 |
| 235 | 24 | 38 | 0.5 | 24.5 |
| 236 | 25 | 60 | 0.7 | 25.2 |
| 237 | 25 | 41 | 0.5 | 25.7 |
| 238 | 26 | 44 | 0.5 | 26.2 |
| 239 | 27 | 53 | 0.6 | 26.8 |
| 240 | 27 | 53 | 0.6 | 27.4 |
| 241 | 28 | 43 | 0.5 | 28.0 |
| 242 | 28 | 53 | 0.6 | 28.6 |
| 243 | 29 | 50 | 0.6 | 29.2 |
| 244 | 29 | 47 | 0.6 | 29.7 |

**Table 83.  Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 30 | 63 | 0.7 | 30.5 |
| 246 | 31 | 44 | 0.5 | 31.0 |
| 247 | 31 | 48 | 0.6 | 31.6 |
| 248 | 32 | 69 | 0.8 | 32.4 |
| 249 | 33 | 41 | 0.5 | 32.9 |
| 250 | 33 | 61 | 0.7 | 33.6 |
| 251 | 34 | 65 | 0.8 | 34.4 |
| 252 | 35 | 58 | 0.7 | 35.1 |
| 253 | 36 | 79 | 0.9 | 36.0 |
| 254 | 36 | 80 | 0.9 | 36.9 |
| 255 | 37 | 49 | 0.6 | 37.5 |
| 256 | 38 | 53 | 0.6 | 38.1 |
| 257 | 38 | 57 | 0.7 | 38.8 |
| 258 | 39 | 75 | 0.9 | 39.7 |
| 259 | 40 | 66 | 0.8 | 40.5 |
| 260 | 41 | 65 | 0.8 | 41.3 |
| 261 | 42 | 78 | 0.9 | 42.2 |
| 262 | 43 | 60 | 0.7 | 42.9 |
| 263 | 43 | 58 | 0.7 | 43.6 |
| 264 | 44 | 64 | 0.8 | 44.3 |
| 265 | 45 | 71 | 0.8 | 45.2 |
| 266 | 46 | 72 | 0.9 | 46.0 |
| 267 | 47 | 83 | 1.0 | 47.0 |
| 268 | 48 | 88 | 1.0 | 48.1 |
| 269 | 49 | 83 | 1.0 | 49.0 |
| 270 | 50 | 91 | 1.1 | 50.1 |
| 271 | 51 | 75 | 0.9 | 51.0 |
| 272 | 52 | 95 | 1.1 | 52.1 |
| 273 | 53 | 88 | 1.0 | 53.2 |
| 274 | 54 | 97 | 1.1 | 54.3 |
| 275 | 55 | 89 | 1.1 | 55.4 |
| 276 | 56 | 74 | 0.9 | 56.3 |
| 277 | 57 | 82 | 1.0 | 57.2 |
| 278 | 58 | 77 | 0.9 | 58.1 |
| 279 | 59 | 84 | 1.0 | 59.1 |
| 280 | 60 | 82 | 1.0 | 60.1 |
| 281 | 61 | 75 | 0.9 | 61.0 |
| 282 | 62 | 82 | 1.0 | 62.0 |
| 283 | 62 | 71 | 0.8 | 62.8 |
| 284 | 63 | 85 | 1.0 | 63.8 |

**Table 83.  Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 64 | 82 | 1.0 | 64.8 |
| 286 | 65 | 80 | 0.9 | 65.7 |
| 287 | 66 | 90 | 1.1 | 66.8 |
| 288 | 67 | 96 | 1.1 | 67.9 |
| 289 | 68 | 79 | 0.9 | 68.9 |
| 290 | 69 | 100 | 1.2 | 70.1 |
| 291 | 71 | 79 | 0.9 | 71.0 |
| 292 | 72 | 88 | 1.0 | 72.0 |
| 293 | 72 | 75 | 0.9 | 72.9 |
| 294 | 73 | 75 | 0.9 | 73.8 |
| 295 | 74 | 64 | 0.8 | 74.6 |
| 296 | 75 | 84 | 1.0 | 75.6 |
| 297 | 76 | 73 | 0.9 | 76.4 |
| 298 | 77 | 106 | 1.3 | 77.7 |
| 299 | 78 | 72 | 0.9 | 78.5 |
| 300 | 79 | 87 | 1.0 | 79.6 |
| 301 | 80 | 88 | 1.0 | 80.6 |
| 302 | 81 | 55 | 0.7 | 81.3 |
| 303 | 82 | 83 | 1.0 | 82.2 |
| 304 | 83 | 57 | 0.7 | 82.9 |
| 305 | 83 | 76 | 0.9 | 83.8 |
| 306 | 84 | 48 | 0.6 | 84.4 |
| 307 | 85 | 71 | 0.8 | 85.2 |
| 308 | 86 | 51 | 0.6 | 85.8 |
| 309 | 86 | 79 | 0.9 | 86.8 |
| 310 | 87 | 43 | 0.5 | 87.3 |
| 311 | 88 | 62 | 0.7 | 88.0 |
| 312 | 88 | 55 | 0.7 | 88.7 |
| 313 | 89 | 52 | 0.6 | 89.3 |
| 314 | 90 | 39 | 0.5 | 89.7 |
| 315 | 90 | 48 | 0.6 | 90.3 |
| 316 | 91 | 49 | 0.6 | 90.9 |
| 317 | 91 | 39 | 0.5 | 91.4 |
| 318 | 92 | 52 | 0.6 | 92.0 |
| 319 | 92 | 23 | 0.3 | 92.2 |
| 320 | 93 | 61 | 0.7 | 93.0 |
| 321 | 93 | 26 | 0.3 | 93.3 |
| 322 | 94 | 58 | 0.7 | 94.0 |
| 323 | 94 | 21 | 0.2 | 94.2 |
| 324 | 94 | 37 | 0.4 | 94.6 |

**Table 83. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (All Schools) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 95 | 18 | 0.2 | 94.9 |
| 326 | 95 | 41 | 0.5 | 95.3 |
| 327 | 96 | 44 | 0.5 | 95.9 |
| 328 | 96 | 19 | 0.2 | 96.1 |
| 329 | 96 | 17 | 0.2 | 96.3 |
| 330 | 96 | 22 | 0.3 | 96.6 |
| 331 | 97 | 36 | 0.4 | 97.0 |
| 332 | 97 | 7 | 0.1 | 97.1 |
| 333 | 97 | 19 | 0.2 | 97.3 |
| 334 | 97 | 18 | 0.2 | 97.5 |
| 335 | 98 | 22 | 0.3 | 97.8 |
| 336 | 98 | 4 | 0.0 | 97.8 |
| 337 | 98 | 27 | 0.3 | 98.1 |
| 338 | 98 | 15 | 0.2 | 98.3 |
| 339 | 98 | 10 | 0.1 | 98.4 |
| 340 | 98 | 3 | 0.0 | 98.5 |
| 341 | 99 | 15 | 0.2 | 98.6 |
| 342 | 99 | 9 | 0.1 | 98.7 |
| 343 | 99 | 13 | 0.2 | 98.9 |
| 344 | 99 | 15 | 0.2 | 99.1 |
| 345 | 99 | 5 | 0.1 | 99.1 |
| 346 | 99 | 4 | 0.0 | 99.2 |
| 347 | 99 | 1 | 0.0 | 99.2 |
| 348 | 99 | 28 | 0.3 | 99.5 |
| 349 | 99 | 1 | 0.0 | 99.5 |
| 350 | 99 | 6 | 0.1 | 99.6 |
| 352 | 99 | 4 | 0.0 | 99.7 |
| 354 | 99 | 12 | 0.1 | 99.8 |
| 356 | 99 | 4 | 0.0 | 99.8 |
| 358 | 99 | 9 | 0.1 | 100.0 |
| 360 | 99 | 4 | 0.0 | 100.0 |

**Total N-Count** 8,442

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 27 | 0.1 | 0.1 |
| 124 | 1 | 5 | 0.0 | 0.1 |
| 125 | 1 | 3 | 0.0 | 0.1 |
| 129 | 1 | 4 | 0.0 | 0.1 |
| 130 | 1 | 2 | 0.0 | 0.2 |
| 134 | 1 | 1 | 0.0 | 0.2 |
| 135 | 1 | 1 | 0.0 | 0.2 |
| 136 | 1 | 3 | 0.0 | 0.2 |
| 137 | 1 | 1 | 0.0 | 0.2 |
| 138 | 1 | 1 | 0.0 | 0.2 |
| 139 | 1 | 1 | 0.0 | 0.2 |
| 140 | 1 | 1 | 0.0 | 0.2 |
| 141 | 1 | 1 | 0.0 | 0.2 |
| 142 | 1 | 2 | 0.0 | 0.2 |
| 143 | 1 | 2 | 0.0 | 0.2 |
| 144 | 1 | 3 | 0.0 | 0.2 |
| 145 | 1 | 3 | 0.0 | 0.2 |
| 146 | 1 | 1 | 0.0 | 0.2 |
| 147 | 1 | 2 | 0.0 | 0.2 |
| 148 | 1 | 3 | 0.0 | 0.2 |
| 149 | 1 | 1 | 0.0 | 0.3 |
| 150 | 1 | 1 | 0.0 | 0.3 |
| 151 | 1 | 8 | 0.0 | 0.3 |
| 152 | 1 | 3 | 0.0 | 0.3 |
| 153 | 1 | 6 | 0.0 | 0.3 |
| 154 | 1 | 3 | 0.0 | 0.3 |
| 155 | 1 | 7 | 0.0 | 0.4 |
| 156 | 1 | 4 | 0.0 | 0.4 |
| 157 | 1 | 6 | 0.0 | 0.4 |
| 158 | 1 | 4 | 0.0 | 0.4 |
| 159 | 1 | 4 | 0.0 | 0.4 |
| 160 | 1 | 24 | 0.1 | 0.5 |
| 161 | 1 | 4 | 0.0 | 0.5 |
| 162 | 1 | 21 | 0.1 | 0.6 |
| 163 | 2 | 6 | 0.0 | 0.6 |
| 164 | 2 | 27 | 0.1 | 0.7 |
| 165 | 2 | 13 | 0.0 | 0.8 |
| 166 | 2 | 14 | 0.1 | 0.8 |
| 167 | 2 | 26 | 0.1 | 0.9 |

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 168 | 2 | 21 | 0.1 | 1.0 |
| 169 | 2 | 29 | 0.1 | 1.1 |
| 170 | 3 | 15 | 0.1 | 1.2 |
| 171 | 3 | 32 | 0.1 | 1.3 |
| 172 | 3 | 27 | 0.1 | 1.4 |
| 173 | 3 | 18 | 0.1 | 1.4 |
| 174 | 3 | 34 | 0.1 | 1.6 |
| 175 | 3 | 18 | 0.1 | 1.6 |
| 176 | 3 | 30 | 0.1 | 1.7 |
| 177 | 4 | 16 | 0.1 | 1.8 |
| 178 | 4 | 30 | 0.1 | 1.9 |
| 179 | 4 | 44 | 0.2 | 2.1 |
| 180 | 4 | 20 | 0.1 | 2.1 |
| 181 | 4 | 37 | 0.1 | 2.3 |
| 182 | 5 | 22 | 0.1 | 2.4 |
| 183 | 5 | 43 | 0.2 | 2.5 |
| 184 | 5 | 24 | 0.1 | 2.6 |
| 185 | 5 | 27 | 0.1 | 2.7 |
| 186 | 5 | 49 | 0.2 | 2.9 |
| 187 | 5 | 28 | 0.1 | 3.0 |
| 188 | 6 | 36 | 0.1 | 3.1 |
| 189 | 6 | 34 | 0.1 | 3.3 |
| 190 | 6 | 42 | 0.2 | 3.4 |
| 191 | 6 | 30 | 0.1 | 3.5 |
| 192 | 6 | 45 | 0.2 | 3.7 |
| 193 | 7 | 36 | 0.1 | 3.8 |
| 194 | 7 | 38 | 0.1 | 4.0 |
| 195 | 7 | 41 | 0.2 | 4.1 |
| 196 | 7 | 40 | 0.1 | 4.3 |
| 197 | 7 | 37 | 0.1 | 4.4 |
| 198 | 8 | 32 | 0.1 | 4.5 |
| 199 | 8 | 33 | 0.1 | 4.6 |
| 200 | 8 | 43 | 0.2 | 4.8 |
| 201 | 8 | 40 | 0.1 | 4.9 |
| 202 | 8 | 37 | 0.1 | 5.1 |
| 203 | 8 | 44 | 0.2 | 5.2 |
| 204 | 9 | 47 | 0.2 | 5.4 |
| 205 | 9 | 61 | 0.2 | 5.6 |
| 206 | 9 | 57 | 0.2 | 5.8 |
| 207 | 9 | 57 | 0.2 | 6.0 |

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 208 | 10 | 43 | 0.2 | 6.2 |
| 209 | 10 | 50 | 0.2 | 6.4 |
| 210 | 10 | 51 | 0.2 | 6.6 |
| 211 | 10 | 50 | 0.2 | 6.8 |
| 212 | 11 | 65 | 0.2 | 7.0 |
| 213 | 11 | 57 | 0.2 | 7.2 |
| 214 | 11 | 74 | 0.3 | 7.5 |
| 215 | 12 | 75 | 0.3 | 7.8 |
| 216 | 12 | 59 | 0.2 | 8.0 |
| 217 | 12 | 79 | 0.3 | 8.3 |
| 218 | 13 | 52 | 0.2 | 8.5 |
| 219 | 13 | 97 | 0.4 | 8.8 |
| 220 | 13 | 73 | 0.3 | 9.1 |
| 221 | 14 | 74 | 0.3 | 9.4 |
| 222 | 14 | 74 | 0.3 | 9.6 |
| 223 | 14 | 98 | 0.4 | 10.0 |
| 224 | 15 | 81 | 0.3 | 10.3 |
| 225 | 15 | 93 | 0.3 | 10.6 |
| 226 | 15 | 103 | 0.4 | 11.0 |
| 227 | 16 | 103 | 0.4 | 11.4 |
| 228 | 16 | 102 | 0.4 | 11.8 |
| 229 | 17 | 125 | 0.5 | 12.2 |
| 230 | 17 | 121 | 0.4 | 12.7 |
| 231 | 18 | 105 | 0.4 | 13.1 |
| 232 | 18 | 129 | 0.5 | 13.5 |
| 233 | 19 | 131 | 0.5 | 14.0 |
| 234 | 19 | 129 | 0.5 | 14.5 |
| 235 | 20 | 133 | 0.5 | 15.0 |
| 236 | 20 | 113 | 0.4 | 15.4 |
| 237 | 21 | 147 | 0.5 | 15.9 |
| 238 | 21 | 149 | 0.5 | 16.5 |
| 239 | 22 | 144 | 0.5 | 17.0 |
| 240 | 22 | 139 | 0.5 | 17.5 |
| 241 | 23 | 162 | 0.6 | 18.1 |
| 242 | 24 | 162 | 0.6 | 18.7 |
| 243 | 24 | 196 | 0.7 | 19.4 |
| 244 | 25 | 132 | 0.5 | 19.9 |
| 245 | 25 | 153 | 0.6 | 20.5 |
| 246 | 26 | 168 | 0.6 | 21.1 |
| 247 | 27 | 167 | 0.6 | 21.7 |

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 248 | 27 | 190 | 0.7 | 22.4 |
| 249 | 28 | 149 | 0.5 | 23.0 |
| 250 | 29 | 192 | 0.7 | 23.7 |
| 251 | 29 | 186 | 0.7 | 24.4 |
| 252 | 30 | 200 | 0.7 | 25.1 |
| 253 | 31 | 189 | 0.7 | 25.8 |
| 254 | 31 | 190 | 0.7 | 26.5 |
| 255 | 32 | 168 | 0.6 | 27.1 |
| 256 | 33 | 201 | 0.7 | 27.8 |
| 257 | 33 | 188 | 0.7 | 28.5 |
| 258 | 34 | 198 | 0.7 | 29.3 |
| 259 | 35 | 206 | 0.8 | 30.0 |
| 260 | 36 | 194 | 0.7 | 30.7 |
| 261 | 36 | 211 | 0.8 | 31.5 |
| 262 | 37 | 219 | 0.8 | 32.3 |
| 263 | 38 | 232 | 0.9 | 33.2 |
| 264 | 39 | 271 | 1.0 | 34.2 |
| 265 | 40 | 231 | 0.9 | 35.0 |
| 266 | 41 | 213 | 0.8 | 35.8 |
| 267 | 41 | 256 | 0.9 | 36.8 |
| 268 | 42 | 229 | 0.8 | 37.6 |
| 269 | 43 | 210 | 0.8 | 38.4 |
| 270 | 44 | 295 | 1.1 | 39.5 |
| 271 | 45 | 225 | 0.8 | 40.3 |
| 272 | 46 | 241 | 0.9 | 41.2 |
| 273 | 47 | 264 | 1.0 | 42.1 |
| 274 | 47 | 250 | 0.9 | 43.1 |
| 275 | 48 | 245 | 0.9 | 44.0 |
| 276 | 49 | 273 | 1.0 | 45.0 |
| 277 | 50 | 244 | 0.9 | 45.9 |
| 278 | 51 | 267 | 1.0 | 46.8 |
| 279 | 52 | 257 | 0.9 | 47.8 |
| 280 | 53 | 242 | 0.9 | 48.7 |
| 281 | 54 | 282 | 1.0 | 49.7 |
| 282 | 55 | 242 | 0.9 | 50.6 |
| 283 | 56 | 282 | 1.0 | 51.7 |
| 284 | 57 | 279 | 1.0 | 52.7 |
| 285 | 58 | 242 | 0.9 | 53.6 |
| 286 | 58 | 275 | 1.0 | 54.6 |
| 287 | 59 | 306 | 1.1 | 55.7 |

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 288 | 60 | 237 | 0.9 | 56.6 |
| 289 | 61 | 304 | 1.1 | 57.7 |
| 290 | 62 | 256 | 0.9 | 58.6 |
| 291 | 63 | 238 | 0.9 | 59.5 |
| 292 | 64 | 288 | 1.1 | 60.6 |
| 293 | 65 | 318 | 1.2 | 61.7 |
| 294 | 66 | 214 | 0.8 | 62.5 |
| 295 | 67 | 292 | 1.1 | 63.6 |
| 296 | 68 | 222 | 0.8 | 64.4 |
| 297 | 68 | 291 | 1.1 | 65.5 |
| 298 | 69 | 232 | 0.9 | 66.4 |
| 299 | 70 | 265 | 1.0 | 67.3 |
| 300 | 71 | 234 | 0.9 | 68.2 |
| 301 | 72 | 249 | 0.9 | 69.1 |
| 302 | 73 | 219 | 0.8 | 69.9 |
| 303 | 74 | 307 | 1.1 | 71.0 |
| 304 | 74 | 205 | 0.8 | 71.8 |
| 305 | 75 | 272 | 1.0 | 72.8 |
| 306 | 76 | 263 | 1.0 | 73.8 |
| 307 | 77 | 227 | 0.8 | 74.6 |
| 308 | 78 | 186 | 0.7 | 75.3 |
| 309 | 78 | 282 | 1.0 | 76.3 |
| 310 | 79 | 230 | 0.8 | 77.2 |
| 311 | 80 | 268 | 1.0 | 78.2 |
| 312 | 81 | 202 | 0.7 | 78.9 |
| 313 | 82 | 219 | 0.8 | 79.7 |
| 314 | 82 | 206 | 0.8 | 80.5 |
| 315 | 83 | 210 | 0.8 | 81.2 |
| 316 | 84 | 243 | 0.9 | 82.1 |
| 317 | 84 | 163 | 0.6 | 82.7 |
| 318 | 85 | 178 | 0.7 | 83.4 |
| 319 | 86 | 188 | 0.7 | 84.1 |
| 320 | 86 | 241 | 0.9 | 85.0 |
| 321 | 87 | 165 | 0.6 | 85.6 |
| 322 | 87 | 166 | 0.6 | 86.2 |
| 323 | 88 | 199 | 0.7 | 86.9 |
| 324 | 89 | 210 | 0.8 | 87.7 |
| 325 | 89 | 141 | 0.5 | 88.2 |
| 326 | 90 | 128 | 0.5 | 88.7 |
| 327 | 90 | 226 | 0.8 | 89.5 |

**Table 84. Scale Score and State Percentile Rank Frequency Distribution (Grade K) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 328 | 91 | 128 | 0.5 | 90.0 |
| 329 | 91 | 157 | 0.6 | 90.6 |
| 330 | 92 | 143 | 0.5 | 91.1 |
| 331 | 92 | 178 | 0.7 | 91.7 |
| 332 | 93 | 79 | 0.3 | 92.0 |
| 333 | 93 | 211 | 0.8 | 92.8 |
| 334 | 94 | 128 | 0.5 | 93.3 |
| 335 | 94 | 150 | 0.6 | 93.8 |
| 336 | 95 | 127 | 0.5 | 94.3 |
| 337 | 95 | 14 | 0.1 | 94.4 |
| 338 | 95 | 103 | 0.4 | 94.7 |
| 339 | 95 | 89 | 0.3 | 95.1 |
| 340 | 96 | 210 | 0.8 | 95.8 |
| 341 | 96 | 75 | 0.3 | 96.1 |
| 342 | 97 | 33 | 0.1 | 96.2 |
| 343 | 97 | 100 | 0.4 | 96.6 |
| 344 | 97 | 178 | 0.7 | 97.3 |
| 346 | 98 | 73 | 0.3 | 97.5 |
| 347 | 98 | 45 | 0.2 | 97.7 |
| 349 | 98 | 114 | 0.4 | 98.1 |
| 350 | 98 | 50 | 0.2 | 98.3 |
| 351 | 99 | 147 | 0.5 | 98.8 |
| 352 | 99 | 28 | 0.1 | 98.9 |
| 355 | 99 | 71 | 0.3 | 99.2 |
| 360 | 99 | 218 | 0.8 | 100.0 |

**Total N-Count**      **27,168**

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 213 | 0.8 | 0.8 |
| 121 | 1 | 8 | 0.0 | 0.9 |
| 122 | 1 | 4 | 0.0 | 0.9 |
| 123 | 1 | 1 | 0.0 | 0.9 |
| 124 | 1 | 5 | 0.0 | 0.9 |
| 125 | 1 | 1 | 0.0 | 0.9 |
| 126 | 1 | 2 | 0.0 | 0.9 |
| 127 | 1 | 5 | 0.0 | 0.9 |
| 128 | 1 | 4 | 0.0 | 1.0 |
| 129 | 1 | 4 | 0.0 | 1.0 |
| 130 | 1 | 4 | 0.0 | 1.0 |
| 131 | 1 | 0 | 0.0 | 1.0 |
| 132 | 1 | 0 | 0.0 | 1.0 |
| 133 | 1 | 5 | 0.0 | 1.0 |
| 134 | 1 | 7 | 0.0 | 1.0 |
| 135 | 1 | 7 | 0.0 | 1.1 |
| 136 | 1 | 10 | 0.0 | 1.1 |
| 137 | 1 | 6 | 0.0 | 1.1 |
| 138 | 1 | 6 | 0.0 | 1.2 |
| 139 | 1 | 14 | 0.1 | 1.2 |
| 140 | 1 | 5 | 0.0 | 1.2 |
| 141 | 1 | 15 | 0.1 | 1.3 |
| 142 | 2 | 11 | 0.0 | 1.3 |
| 143 | 2 | 23 | 0.1 | 1.4 |
| 144 | 2 | 23 | 0.1 | 1.5 |
| 145 | 2 | 47 | 0.2 | 1.7 |
| 146 | 2 | 29 | 0.1 | 1.8 |
| 147 | 3 | 53 | 0.2 | 2.0 |
| 148 | 3 | 33 | 0.1 | 2.2 |
| 149 | 3 | 73 | 0.3 | 2.4 |
| 150 | 3 | 32 | 0.1 | 2.6 |
| 151 | 4 | 107 | 0.4 | 3.0 |
| 152 | 4 | 30 | 0.1 | 3.1 |
| 153 | 4 | 85 | 0.3 | 3.5 |
| 154 | 5 | 79 | 0.3 | 3.8 |
| 155 | 5 | 56 | 0.2 | 4.0 |
| 156 | 6 | 71 | 0.3 | 4.3 |
| 157 | 6 | 46 | 0.2 | 4.5 |
| 158 | 6 | 39 | 0.2 | 4.6 |

**Table 85.  Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 159 | 6 | 40 | 0.2 | 4.8 |
| 160 | 6 | 43 | 0.2 | 4.9 |
| 161 | 7 | 32 | 0.1 | 5.1 |
| 162 | 7 | 38 | 0.2 | 5.2 |
| 163 | 7 | 35 | 0.1 | 5.4 |
| 164 | 7 | 27 | 0.1 | 5.5 |
| 165 | 7 | 28 | 0.1 | 5.6 |
| 166 | 8 | 36 | 0.1 | 5.7 |
| 167 | 8 | 38 | 0.2 | 5.9 |
| 168 | 8 | 38 | 0.2 | 6.0 |
| 169 | 8 | 32 | 0.1 | 6.1 |
| 170 | 9 | 40 | 0.2 | 6.3 |
| 171 | 9 | 33 | 0.1 | 6.4 |
| 172 | 9 | 41 | 0.2 | 6.6 |
| 173 | 9 | 31 | 0.1 | 6.7 |
| 174 | 10 | 54 | 0.2 | 6.9 |
| 175 | 10 | 41 | 0.2 | 7.1 |
| 176 | 10 | 52 | 0.2 | 7.3 |
| 177 | 11 | 43 | 0.2 | 7.5 |
| 178 | 11 | 67 | 0.3 | 7.7 |
| 179 | 12 | 63 | 0.2 | 8.0 |
| 180 | 12 | 45 | 0.2 | 8.2 |
| 181 | 12 | 62 | 0.2 | 8.4 |
| 182 | 12 | 50 | 0.2 | 8.6 |
| 183 | 13 | 54 | 0.2 | 8.8 |
| 184 | 13 | 63 | 0.2 | 9.1 |
| 185 | 13 | 78 | 0.3 | 9.4 |
| 186 | 14 | 62 | 0.2 | 9.6 |
| 187 | 14 | 79 | 0.3 | 9.9 |
| 188 | 15 | 73 | 0.3 | 10.2 |
| 189 | 15 | 74 | 0.3 | 10.5 |
| 190 | 15 | 67 | 0.3 | 10.8 |
| 191 | 16 | 99 | 0.4 | 11.2 |
| 192 | 16 | 86 | 0.3 | 11.5 |
| 193 | 17 | 117 | 0.5 | 12.0 |
| 194 | 17 | 92 | 0.4 | 12.3 |
| 195 | 17 | 108 | 0.4 | 12.8 |
| 196 | 18 | 104 | 0.4 | 13.2 |
| 197 | 18 | 93 | 0.4 | 13.6 |
| 198 | 19 | 104 | 0.4 | 14.0 |

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 199 | 19 | 108 | 0.4 | 14.4 |
| 200 | 20 | 113 | 0.4 | 14.8 |
| 201 | 20 | 131 | 0.5 | 15.4 |
| 202 | 21 | 108 | 0.4 | 15.8 |
| 203 | 21 | 108 | 0.4 | 16.2 |
| 204 | 22 | 120 | 0.5 | 16.7 |
| 205 | 22 | 129 | 0.5 | 17.2 |
| 206 | 23 | 146 | 0.6 | 17.8 |
| 207 | 23 | 159 | 0.6 | 18.4 |
| 208 | 24 | 147 | 0.6 | 19.0 |
| 209 | 25 | 161 | 0.6 | 19.6 |
| 210 | 25 | 153 | 0.6 | 20.2 |
| 211 | 26 | 172 | 0.7 | 20.9 |
| 212 | 27 | 166 | 0.7 | 21.6 |
| 213 | 27 | 151 | 0.6 | 22.2 |
| 214 | 28 | 160 | 0.6 | 22.8 |
| 215 | 29 | 156 | 0.6 | 23.4 |
| 216 | 29 | 166 | 0.7 | 24.1 |
| 217 | 30 | 167 | 0.7 | 24.7 |
| 218 | 31 | 184 | 0.7 | 25.5 |
| 219 | 32 | 161 | 0.6 | 26.1 |
| 220 | 32 | 192 | 0.8 | 26.9 |
| 221 | 33 | 175 | 0.7 | 27.6 |
| 222 | 34 | 183 | 0.7 | 28.3 |
| 223 | 35 | 186 | 0.7 | 29.0 |
| 224 | 35 | 204 | 0.8 | 29.8 |
| 225 | 36 | 202 | 0.8 | 30.6 |
| 226 | 37 | 212 | 0.8 | 31.5 |
| 227 | 38 | 195 | 0.8 | 32.3 |
| 228 | 39 | 241 | 1.0 | 33.2 |
| 229 | 40 | 209 | 0.8 | 34.0 |
| 230 | 40 | 240 | 1.0 | 35.0 |
| 231 | 41 | 214 | 0.8 | 35.8 |
| 232 | 42 | 230 | 0.9 | 36.7 |
| 233 | 43 | 248 | 1.0 | 37.7 |
| 234 | 44 | 216 | 0.9 | 38.6 |
| 235 | 45 | 250 | 1.0 | 39.6 |
| 236 | 46 | 265 | 1.1 | 40.6 |
| 237 | 47 | 252 | 1.0 | 41.6 |
| 238 | 48 | 262 | 1.0 | 42.7 |

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 239 | 49 | 221 | 0.9 | 43.5 |
| 240 | 50 | 279 | 1.1 | 44.6 |
| 241 | 51 | 282 | 1.1 | 45.8 |
| 242 | 52 | 261 | 1.0 | 46.8 |
| 243 | 53 | 270 | 1.1 | 47.9 |
| 244 | 54 | 265 | 1.1 | 48.9 |
| 245 | 55 | 260 | 1.0 | 49.9 |
| 246 | 56 | 265 | 1.1 | 51.0 |
| 247 | 57 | 262 | 1.0 | 52.0 |
| 248 | 58 | 279 | 1.1 | 53.1 |
| 249 | 59 | 229 | 0.9 | 54.0 |
| 250 | 60 | 310 | 1.2 | 55.3 |
| 251 | 61 | 267 | 1.1 | 56.3 |
| 252 | 62 | 273 | 1.1 | 57.4 |
| 253 | 63 | 287 | 1.1 | 58.6 |
| 254 | 64 | 292 | 1.2 | 59.7 |
| 255 | 65 | 261 | 1.0 | 60.7 |
| 256 | 66 | 303 | 1.2 | 61.9 |
| 257 | 67 | 262 | 1.0 | 63.0 |
| 258 | 68 | 267 | 1.1 | 64.0 |
| 259 | 69 | 250 | 1.0 | 65.0 |
| 260 | 70 | 260 | 1.0 | 66.1 |
| 261 | 71 | 193 | 0.8 | 66.8 |
| 262 | 71 | 254 | 1.0 | 67.8 |
| 263 | 72 | 247 | 1.0 | 68.8 |
| 264 | 73 | 242 | 1.0 | 69.8 |
| 265 | 74 | 235 | 0.9 | 70.7 |
| 266 | 75 | 233 | 0.9 | 71.6 |
| 267 | 76 | 235 | 0.9 | 72.6 |
| 268 | 76 | 245 | 1.0 | 73.5 |
| 269 | 77 | 228 | 0.9 | 74.4 |
| 270 | 78 | 242 | 1.0 | 75.4 |
| 271 | 79 | 222 | 0.9 | 76.3 |
| 272 | 80 | 254 | 1.0 | 77.3 |
| 273 | 81 | 191 | 0.8 | 78.0 |
| 274 | 81 | 224 | 0.9 | 78.9 |
| 275 | 82 | 193 | 0.8 | 79.7 |
| 276 | 83 | 189 | 0.7 | 80.4 |
| 277 | 83 | 183 | 0.7 | 81.2 |
| 278 | 84 | 201 | 0.8 | 82.0 |

**Table 85.  Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 279 | 85 | 180 | 0.7 | 82.7 |
| 280 | 85 | 171 | 0.7 | 83.3 |
| 281 | 86 | 182 | 0.7 | 84.1 |
| 282 | 87 | 206 | 0.8 | 84.9 |
| 283 | 87 | 139 | 0.6 | 85.4 |
| 284 | 88 | 154 | 0.6 | 86.0 |
| 285 | 88 | 137 | 0.5 | 86.6 |
| 286 | 89 | 180 | 0.7 | 87.3 |
| 287 | 89 | 142 | 0.6 | 87.9 |
| 288 | 90 | 138 | 0.5 | 88.4 |
| 289 | 90 | 137 | 0.5 | 89.0 |
| 290 | 91 | 134 | 0.5 | 89.5 |
| 291 | 91 | 116 | 0.5 | 89.9 |
| 292 | 92 | 119 | 0.5 | 90.4 |
| 293 | 92 | 108 | 0.4 | 90.8 |
| 294 | 92 | 127 | 0.5 | 91.3 |
| 295 | 93 | 115 | 0.5 | 91.8 |
| 296 | 93 | 98 | 0.4 | 92.2 |
| 297 | 93 | 103 | 0.4 | 92.6 |
| 298 | 94 | 84 | 0.3 | 92.9 |
| 299 | 94 | 88 | 0.3 | 93.3 |
| 300 | 94 | 79 | 0.3 | 93.6 |
| 301 | 95 | 88 | 0.3 | 93.9 |
| 302 | 95 | 67 | 0.3 | 94.2 |
| 303 | 95 | 89 | 0.4 | 94.6 |
| 304 | 95 | 56 | 0.2 | 94.8 |
| 305 | 96 | 66 | 0.3 | 95.0 |
| 306 | 96 | 72 | 0.3 | 95.3 |
| 307 | 96 | 70 | 0.3 | 95.6 |
| 308 | 96 | 70 | 0.3 | 95.9 |
| 309 | 97 | 64 | 0.3 | 96.1 |
| 310 | 97 | 59 | 0.2 | 96.4 |
| 311 | 97 | 56 | 0.2 | 96.6 |
| 312 | 97 | 66 | 0.3 | 96.9 |
| 313 | 97 | 52 | 0.2 | 97.1 |
| 314 | 98 | 32 | 0.1 | 97.2 |
| 315 | 98 | 44 | 0.2 | 97.4 |
| 316 | 98 | 37 | 0.1 | 97.5 |
| 317 | 98 | 30 | 0.1 | 97.6 |
| 318 | 98 | 39 | 0.2 | 97.8 |

**Table 85. Scale Score and State Percentile Rank Frequency Distribution (Grade 1) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 319 | 98 | 39 | 0.2 | 97.9 |
| 320 | 98 | 31 | 0.1 | 98.1 |
| 321 | 98 | 30 | 0.1 | 98.2 |
| 322 | 99 | 46 | 0.2 | 98.4 |
| 323 | 99 | 22 | 0.1 | 98.4 |
| 324 | 99 | 30 | 0.1 | 98.6 |
| 325 | 99 | 23 | 0.1 | 98.7 |
| 326 | 99 | 33 | 0.1 | 98.8 |
| 327 | 99 | 17 | 0.1 | 98.9 |
| 328 | 99 | 12 | 0.0 | 98.9 |
| 329 | 99 | 23 | 0.1 | 99.0 |
| 330 | 99 | 9 | 0.0 | 99.0 |
| 331 | 99 | 42 | 0.2 | 99.2 |
| 332 | 99 | 10 | 0.0 | 99.2 |
| 333 | 99 | 15 | 0.1 | 99.3 |
| 334 | 99 | 14 | 0.1 | 99.4 |
| 335 | 99 | 8 | 0.0 | 99.4 |
| 336 | 99 | 18 | 0.1 | 99.5 |
| 337 | 99 | 7 | 0.0 | 99.5 |
| 338 | 99 | 17 | 0.1 | 99.5 |
| 339 | 99 | 10 | 0.0 | 99.6 |
| 340 | 99 | 10 | 0.0 | 99.6 |
| 341 | 99 | 18 | 0.1 | 99.7 |
| 342 | 99 | 4 | 0.0 | 99.7 |
| 343 | 99 | 4 | 0.0 | 99.7 |
| 344 | 99 | 3 | 0.0 | 99.7 |
| 345 | 99 | 18 | 0.1 | 99.8 |
| 346 | 99 | 8 | 0.0 | 99.8 |
| 348 | 99 | 7 | 0.0 | 99.9 |
| 350 | 99 | 5 | 0.0 | 99.9 |
| 353 | 99 | 6 | 0.0 | 99.9 |
| 355 | 99 | 5 | 0.0 | 99.9 |
| 358 | 99 | 3 | 0.0 | 99.9 |
| 360 | 99 | 13 | 0.1 | 100.0 |
| **Total N-Count** | | **25,237** | | |

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 169 | 0.7 | 0.7 |
| 121 | 1 | 5 | 0.0 | 0.7 |
| 122 | 1 | 1 | 0.0 | 0.7 |
| 123 | 1 | 4 | 0.0 | 0.7 |
| 124 | 1 | 4 | 0.0 | 0.7 |
| 126 | 1 | 1 | 0.0 | 0.7 |
| 127 | 1 | 1 | 0.0 | 0.7 |
| 129 | 1 | 2 | 0.0 | 0.8 |
| 130 | 1 | 1 | 0.0 | 0.8 |
| 131 | 1 | 1 | 0.0 | 0.8 |
| 133 | 1 | 6 | 0.0 | 0.8 |
| 134 | 1 | 4 | 0.0 | 0.8 |
| 135 | 1 | 4 | 0.0 | 0.8 |
| 136 | 1 | 8 | 0.0 | 0.9 |
| 137 | 1 | 7 | 0.0 | 0.9 |
| 138 | 1 | 1 | 0.0 | 0.9 |
| 139 | 1 | 7 | 0.0 | 0.9 |
| 140 | 1 | 5 | 0.0 | 0.9 |
| 141 | 1 | 16 | 0.1 | 1.0 |
| 142 | 1 | 3 | 0.0 | 1.0 |
| 143 | 1 | 16 | 0.1 | 1.1 |
| 144 | 1 | 9 | 0.0 | 1.1 |
| 145 | 1 | 27 | 0.1 | 1.2 |
| 146 | 1 | 15 | 0.1 | 1.3 |
| 147 | 2 | 35 | 0.1 | 1.4 |
| 148 | 2 | 17 | 0.1 | 1.5 |
| 149 | 2 | 52 | 0.2 | 1.7 |
| 150 | 2 | 25 | 0.1 | 1.8 |
| 151 | 3 | 62 | 0.3 | 2.0 |
| 152 | 3 | 22 | 0.1 | 2.1 |
| 153 | 3 | 59 | 0.2 | 2.4 |
| 154 | 3 | 45 | 0.2 | 2.6 |
| 155 | 3 | 51 | 0.2 | 2.8 |
| 156 | 4 | 55 | 0.2 | 3.0 |
| 157 | 4 | 43 | 0.2 | 3.2 |
| 158 | 4 | 38 | 0.2 | 3.3 |
| 159 | 4 | 43 | 0.2 | 3.5 |
| 160 | 5 | 29 | 0.1 | 3.6 |
| 161 | 5 | 22 | 0.1 | 3.7 |

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 172 | 7 | 30 | 0.1 | 4.9 |
| 173 | 7 | 27 | 0.1 | 5.0 |
| 174 | 7 | 31 | 0.1 | 5.1 |
| 175 | 7 | 20 | 0.1 | 5.2 |
| 176 | 7 | 31 | 0.1 | 5.3 |
| 177 | 8 | 22 | 0.1 | 5.4 |
| 178 | 8 | 32 | 0.1 | 5.5 |
| 179 | 8 | 35 | 0.1 | 5.7 |
| 180 | 8 | 25 | 0.1 | 5.8 |
| 181 | 8 | 38 | 0.2 | 5.9 |
| 182 | 9 | 35 | 0.1 | 6.1 |
| 183 | 9 | 28 | 0.1 | 6.2 |
| 184 | 9 | 34 | 0.1 | 6.3 |
| 185 | 9 | 45 | 0.2 | 6.5 |
| 186 | 10 | 34 | 0.1 | 6.6 |
| 187 | 10 | 32 | 0.1 | 6.8 |
| 188 | 10 | 39 | 0.2 | 6.9 |
| 189 | 10 | 31 | 0.1 | 7.1 |
| 190 | 10 | 34 | 0.1 | 7.2 |
| 191 | 11 | 34 | 0.1 | 7.3 |
| 192 | 11 | 29 | 0.1 | 7.4 |
| 193 | 11 | 51 | 0.2 | 7.7 |
| 194 | 11 | 53 | 0.2 | 7.9 |
| 195 | 12 | 58 | 0.2 | 8.1 |
| 196 | 12 | 46 | 0.2 | 8.3 |
| 197 | 12 | 39 | 0.2 | 8.4 |
| 198 | 12 | 48 | 0.2 | 8.6 |
| 199 | 13 | 56 | 0.2 | 8.9 |
| 200 | 13 | 49 | 0.2 | 9.1 |
| 201 | 13 | 38 | 0.2 | 9.2 |
| 202 | 13 | 51 | 0.2 | 9.4 |
| 203 | 14 | 45 | 0.2 | 9.6 |
| 204 | 14 | 43 | 0.2 | 9.8 |
| 205 | 14 | 43 | 0.2 | 9.9 |
| 206 | 14 | 50 | 0.2 | 10.1 |
| 207 | 15 | 62 | 0.3 | 10.4 |
| 208 | 15 | 55 | 0.2 | 10.6 |
| 209 | 15 | 66 | 0.3 | 10.9 |
| 210 | 16 | 59 | 0.2 | 11.1 |
| 211 | 16 | 65 | 0.3 | 11.4 |

**Table 86.  Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 212 | 16 | 61 | 0.2 | 11.6 |
| 213 | 17 | 66 | 0.3 | 11.9 |
| 214 | 17 | 79 | 0.3 | 12.2 |
| 215 | 17 | 61 | 0.2 | 12.5 |
| 216 | 18 | 70 | 0.3 | 12.7 |
| 217 | 18 | 77 | 0.3 | 13.1 |
| 218 | 18 | 70 | 0.3 | 13.3 |
| 219 | 19 | 88 | 0.4 | 13.7 |
| 220 | 19 | 68 | 0.3 | 14.0 |
| 221 | 19 | 69 | 0.3 | 14.2 |
| 222 | 20 | 79 | 0.3 | 14.6 |
| 223 | 20 | 88 | 0.4 | 14.9 |
| 224 | 20 | 68 | 0.3 | 15.2 |
| 225 | 21 | 103 | 0.4 | 15.6 |
| 226 | 21 | 113 | 0.5 | 16.1 |
| 227 | 22 | 92 | 0.4 | 16.4 |
| 228 | 22 | 94 | 0.4 | 16.8 |
| 229 | 23 | 112 | 0.5 | 17.3 |
| 230 | 23 | 112 | 0.5 | 17.7 |
| 231 | 24 | 97 | 0.4 | 18.1 |
| 232 | 24 | 98 | 0.4 | 18.5 |
| 233 | 25 | 88 | 0.4 | 18.9 |
| 234 | 25 | 116 | 0.5 | 19.3 |
| 235 | 26 | 98 | 0.4 | 19.7 |
| 236 | 26 | 101 | 0.4 | 20.1 |
| 237 | 26 | 100 | 0.4 | 20.5 |
| 238 | 27 | 136 | 0.5 | 21.1 |
| 239 | 28 | 117 | 0.5 | 21.6 |
| 240 | 28 | 123 | 0.5 | 22.0 |
| 241 | 29 | 115 | 0.5 | 22.5 |
| 242 | 29 | 147 | 0.6 | 23.1 |
| 243 | 30 | 150 | 0.6 | 23.7 |
| 244 | 30 | 156 | 0.6 | 24.3 |
| 245 | 31 | 139 | 0.6 | 24.9 |
| 246 | 32 | 148 | 0.6 | 25.5 |
| 247 | 32 | 139 | 0.6 | 26.1 |
| 248 | 33 | 158 | 0.6 | 26.7 |
| 249 | 34 | 143 | 0.6 | 27.3 |
| 250 | 34 | 164 | 0.7 | 27.9 |
| 251 | 35 | 145 | 0.6 | 28.5 |

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 252 | 36 | 173 | 0.7 | 29.2 |
| 253 | 36 | 135 | 0.5 | 29.8 |
| 254 | 37 | 173 | 0.7 | 30.5 |
| 255 | 38 | 167 | 0.7 | 31.1 |
| 256 | 38 | 185 | 0.7 | 31.9 |
| 257 | 39 | 162 | 0.7 | 32.5 |
| 258 | 40 | 181 | 0.7 | 33.3 |
| 259 | 40 | 182 | 0.7 | 34.0 |
| 260 | 41 | 213 | 0.9 | 34.9 |
| 261 | 42 | 176 | 0.7 | 35.6 |
| 262 | 43 | 198 | 0.8 | 36.4 |
| 263 | 43 | 182 | 0.7 | 37.1 |
| 264 | 44 | 197 | 0.8 | 37.9 |
| 265 | 45 | 205 | 0.8 | 38.7 |
| 266 | 46 | 250 | 1.0 | 39.7 |
| 267 | 47 | 216 | 0.9 | 40.6 |
| 268 | 48 | 214 | 0.9 | 41.5 |
| 269 | 48 | 199 | 0.8 | 42.3 |
| 270 | 49 | 241 | 1.0 | 43.2 |
| 271 | 50 | 240 | 1.0 | 44.2 |
| 272 | 51 | 226 | 0.9 | 45.1 |
| 273 | 52 | 192 | 0.8 | 45.9 |
| 274 | 53 | 285 | 1.1 | 47.0 |
| 275 | 54 | 240 | 1.0 | 48.0 |
| 276 | 55 | 245 | 1.0 | 49.0 |
| 277 | 56 | 234 | 0.9 | 49.9 |
| 278 | 56 | 246 | 1.0 | 50.9 |
| 279 | 57 | 271 | 1.1 | 52.0 |
| 280 | 58 | 278 | 1.1 | 53.1 |
| 281 | 59 | 274 | 1.1 | 54.2 |
| 282 | 61 | 305 | 1.2 | 55.5 |
| 283 | 62 | 267 | 1.1 | 56.5 |
| 284 | 63 | 258 | 1.0 | 57.6 |
| 285 | 63 | 256 | 1.0 | 58.6 |
| 286 | 64 | 301 | 1.2 | 59.8 |
| 287 | 66 | 270 | 1.1 | 60.9 |
| 288 | 66 | 272 | 1.1 | 62.0 |
| 289 | 67 | 266 | 1.1 | 63.1 |
| 290 | 68 | 285 | 1.1 | 64.2 |
| 291 | 69 | 242 | 1.0 | 65.2 |

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 292 | 70 | 251 | 1.0 | 66.2 |
| 293 | 71 | 262 | 1.1 | 67.3 |
| 294 | 72 | 255 | 1.0 | 68.3 |
| 295 | 73 | 278 | 1.1 | 69.4 |
| 296 | 74 | 261 | 1.1 | 70.5 |
| 297 | 75 | 253 | 1.0 | 71.5 |
| 298 | 76 | 222 | 0.9 | 72.4 |
| 299 | 77 | 266 | 1.1 | 73.5 |
| 300 | 78 | 268 | 1.1 | 74.6 |
| 301 | 79 | 237 | 1.0 | 75.5 |
| 302 | 79 | 222 | 0.9 | 76.4 |
| 303 | 80 | 282 | 1.1 | 77.5 |
| 304 | 81 | 258 | 1.0 | 78.6 |
| 305 | 82 | 203 | 0.8 | 79.4 |
| 306 | 83 | 187 | 0.8 | 80.2 |
| 307 | 83 | 244 | 1.0 | 81.1 |
| 308 | 84 | 204 | 0.8 | 82.0 |
| 309 | 85 | 203 | 0.8 | 82.8 |
| 310 | 86 | 231 | 0.9 | 83.7 |
| 311 | 86 | 168 | 0.7 | 84.4 |
| 312 | 87 | 167 | 0.7 | 85.1 |
| 313 | 88 | 203 | 0.8 | 85.9 |
| 314 | 88 | 190 | 0.8 | 86.6 |
| 315 | 89 | 215 | 0.9 | 87.5 |
| 316 | 90 | 156 | 0.6 | 88.1 |
| 317 | 90 | 143 | 0.6 | 88.7 |
| 318 | 91 | 155 | 0.6 | 89.3 |
| 319 | 91 | 196 | 0.8 | 90.1 |
| 320 | 92 | 107 | 0.4 | 90.6 |
| 321 | 92 | 95 | 0.4 | 91.0 |
| 322 | 93 | 180 | 0.7 | 91.7 |
| 323 | 93 | 95 | 0.4 | 92.1 |
| 324 | 93 | 134 | 0.5 | 92.6 |
| 325 | 94 | 73 | 0.3 | 92.9 |
| 326 | 94 | 174 | 0.7 | 93.6 |
| 327 | 95 | 77 | 0.3 | 93.9 |
| 328 | 95 | 57 | 0.2 | 94.1 |
| 329 | 95 | 131 | 0.5 | 94.7 |
| 330 | 96 | 50 | 0.2 | 94.9 |
| 331 | 96 | 143 | 0.6 | 95.4 |

**Table 86. Scale Score and State Percentile Rank Frequency Distribution (Grade 2) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 332 | 96 | 71 | 0.3 | 95.7 |
| 333 | 96 | 50 | 0.2 | 95.9 |
| 334 | 97 | 94 | 0.4 | 96.3 |
| 335 | 97 | 40 | 0.2 | 96.5 |
| 336 | 97 | 109 | 0.4 | 96.9 |
| 337 | 97 | 26 | 0.1 | 97.0 |
| 338 | 98 | 65 | 0.3 | 97.3 |
| 339 | 98 | 49 | 0.2 | 97.5 |
| 340 | 98 | 42 | 0.2 | 97.6 |
| 341 | 98 | 127 | 0.5 | 98.2 |
| 342 | 98 | 10 | 0.0 | 98.2 |
| 343 | 99 | 37 | 0.1 | 98.3 |
| 344 | 99 | 2 | 0.0 | 98.4 |
| 345 | 99 | 115 | 0.5 | 98.8 |
| 346 | 99 | 44 | 0.2 | 99.0 |
| 348 | 99 | 44 | 0.2 | 99.2 |
| 350 | 99 | 49 | 0.2 | 99.4 |
| 353 | 99 | 23 | 0.1 | 99.5 |
| 355 | 99 | 61 | 0.2 | 99.7 |
| 358 | 99 | 10 | 0.0 | 99.8 |
| 360 | 99 | 62 | 0.3 | 100.0 |

**Total N-Count**      **24,800**

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 154 | 0.7 | 0.7 |
| 121 | 1 | 5 | 0.0 | 0.7 |
| 122 | 1 | 3 | 0.0 | 0.7 |
| 123 | 1 | 2 | 0.0 | 0.7 |
| 127 | 1 | 2 | 0.0 | 0.7 |
| 128 | 1 | 1 | 0.0 | 0.8 |
| 129 | 1 | 4 | 0.0 | 0.8 |
| 131 | 1 | 3 | 0.0 | 0.8 |
| 133 | 1 | 5 | 0.0 | 0.8 |
| 134 | 1 | 1 | 0.0 | 0.8 |
| 135 | 1 | 4 | 0.0 | 0.8 |
| 136 | 1 | 3 | 0.0 | 0.8 |
| 137 | 1 | 3 | 0.0 | 0.9 |
| 138 | 1 | 5 | 0.0 | 0.9 |
| 139 | 1 | 4 | 0.0 | 0.9 |
| 140 | 1 | 4 | 0.0 | 0.9 |
| 141 | 1 | 3 | 0.0 | 0.9 |
| 142 | 1 | 6 | 0.0 | 1.0 |
| 143 | 1 | 4 | 0.0 | 1.0 |
| 144 | 1 | 6 | 0.0 | 1.0 |
| 145 | 1 | 3 | 0.0 | 1.0 |
| 146 | 1 | 10 | 0.0 | 1.1 |
| 148 | 1 | 24 | 0.1 | 1.2 |
| 149 | 1 | 4 | 0.0 | 1.2 |
| 150 | 1 | 24 | 0.1 | 1.3 |
| 151 | 1 | 13 | 0.1 | 1.3 |
| 152 | 1 | 17 | 0.1 | 1.4 |
| 153 | 1 | 33 | 0.1 | 1.6 |
| 154 | 1 | 12 | 0.1 | 1.6 |
| 155 | 2 | 43 | 0.2 | 1.8 |
| 156 | 2 | 28 | 0.1 | 1.9 |
| 157 | 2 | 48 | 0.2 | 2.2 |
| 158 | 2 | 29 | 0.1 | 2.3 |
| 159 | 2 | 79 | 0.4 | 2.6 |
| 160 | 3 | 41 | 0.2 | 2.8 |
| 161 | 3 | 82 | 0.4 | 3.2 |
| 162 | 3 | 34 | 0.2 | 3.4 |
| 163 | 3 | 47 | 0.2 | 3.6 |
| 164 | 4 | 36 | 0.2 | 3.7 |

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 4 | 36 | 0.2 | 3.9 |
| 166 | 4 | 59 | 0.3 | 4.2 |
| 167 | 4 | 32 | 0.1 | 4.3 |
| 168 | 5 | 32 | 0.1 | 4.4 |
| 169 | 5 | 42 | 0.2 | 4.6 |
| 170 | 5 | 23 | 0.1 | 4.7 |
| 171 | 5 | 41 | 0.2 | 4.9 |
| 172 | 5 | 25 | 0.1 | 5.0 |
| 173 | 6 | 33 | 0.1 | 5.2 |
| 174 | 6 | 20 | 0.1 | 5.3 |
| 175 | 6 | 27 | 0.1 | 5.4 |
| 176 | 6 | 36 | 0.2 | 5.6 |
| 177 | 6 | 34 | 0.2 | 5.7 |
| 178 | 7 | 26 | 0.1 | 5.8 |
| 179 | 7 | 20 | 0.1 | 5.9 |
| 180 | 7 | 35 | 0.2 | 6.1 |
| 181 | 7 | 29 | 0.1 | 6.2 |
| 182 | 8 | 38 | 0.2 | 6.4 |
| 183 | 8 | 33 | 0.1 | 6.5 |
| 184 | 8 | 46 | 0.2 | 6.7 |
| 185 | 8 | 31 | 0.1 | 6.9 |
| 186 | 9 | 45 | 0.2 | 7.1 |
| 187 | 9 | 49 | 0.2 | 7.3 |
| 188 | 9 | 55 | 0.2 | 7.5 |
| 189 | 10 | 54 | 0.2 | 7.8 |
| 190 | 10 | 40 | 0.2 | 8.0 |
| 191 | 11 | 44 | 0.2 | 8.2 |
| 192 | 11 | 43 | 0.2 | 8.4 |
| 193 | 11 | 49 | 0.2 | 8.6 |
| 194 | 12 | 46 | 0.2 | 8.8 |
| 195 | 12 | 54 | 0.2 | 9.0 |
| 196 | 12 | 52 | 0.2 | 9.3 |
| 197 | 13 | 38 | 0.2 | 9.4 |
| 198 | 13 | 57 | 0.3 | 9.7 |
| 199 | 13 | 39 | 0.2 | 9.9 |
| 200 | 14 | 53 | 0.2 | 10.1 |
| 201 | 14 | 54 | 0.2 | 10.3 |
| 202 | 14 | 55 | 0.2 | 10.6 |
| 203 | 15 | 51 | 0.2 | 10.8 |
| 204 | 15 | 56 | 0.3 | 11.1 |

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 15 | 49 | 0.2 | 11.3 |
| 206 | 16 | 66 | 0.3 | 11.6 |
| 207 | 16 | 56 | 0.3 | 11.8 |
| 208 | 16 | 49 | 0.2 | 12.1 |
| 209 | 17 | 76 | 0.3 | 12.4 |
| 210 | 17 | 67 | 0.3 | 12.7 |
| 211 | 18 | 49 | 0.2 | 12.9 |
| 212 | 18 | 69 | 0.3 | 13.2 |
| 213 | 18 | 51 | 0.2 | 13.5 |
| 214 | 19 | 68 | 0.3 | 13.8 |
| 215 | 19 | 57 | 0.3 | 14.0 |
| 216 | 19 | 87 | 0.4 | 14.4 |
| 217 | 20 | 79 | 0.4 | 14.8 |
| 218 | 20 | 72 | 0.3 | 15.1 |
| 219 | 21 | 84 | 0.4 | 15.5 |
| 220 | 21 | 82 | 0.4 | 15.8 |
| 221 | 22 | 96 | 0.4 | 16.3 |
| 222 | 22 | 89 | 0.4 | 16.7 |
| 223 | 23 | 89 | 0.4 | 17.1 |
| 224 | 23 | 97 | 0.4 | 17.5 |
| 225 | 24 | 107 | 0.5 | 18.0 |
| 226 | 24 | 92 | 0.4 | 18.4 |
| 227 | 25 | 101 | 0.5 | 18.9 |
| 228 | 25 | 102 | 0.5 | 19.3 |
| 229 | 26 | 95 | 0.4 | 19.7 |
| 230 | 26 | 88 | 0.4 | 20.1 |
| 231 | 27 | 119 | 0.5 | 20.7 |
| 232 | 28 | 101 | 0.5 | 21.1 |
| 233 | 28 | 117 | 0.5 | 21.7 |
| 234 | 29 | 118 | 0.5 | 22.2 |
| 235 | 29 | 100 | 0.4 | 22.6 |
| 236 | 30 | 138 | 0.6 | 23.3 |
| 237 | 31 | 118 | 0.5 | 23.8 |
| 238 | 31 | 130 | 0.6 | 24.4 |
| 239 | 32 | 125 | 0.6 | 24.9 |
| 240 | 32 | 142 | 0.6 | 25.6 |
| 241 | 33 | 147 | 0.7 | 26.2 |
| 242 | 34 | 153 | 0.7 | 26.9 |
| 243 | 35 | 139 | 0.6 | 27.5 |
| 244 | 35 | 177 | 0.8 | 28.3 |

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 36 | 140 | 0.6 | 29.0 |
| 246 | 37 | 169 | 0.8 | 29.7 |
| 247 | 38 | 158 | 0.7 | 30.4 |
| 248 | 38 | 187 | 0.8 | 31.3 |
| 249 | 39 | 167 | 0.8 | 32.0 |
| 250 | 40 | 201 | 0.9 | 32.9 |
| 251 | 41 | 170 | 0.8 | 33.7 |
| 252 | 42 | 191 | 0.9 | 34.6 |
| 253 | 42 | 177 | 0.8 | 35.4 |
| 254 | 43 | 207 | 0.9 | 36.3 |
| 255 | 44 | 172 | 0.8 | 37.1 |
| 256 | 45 | 207 | 0.9 | 38.0 |
| 257 | 46 | 191 | 0.9 | 38.9 |
| 258 | 47 | 182 | 0.8 | 39.7 |
| 259 | 48 | 212 | 1.0 | 40.6 |
| 260 | 48 | 193 | 0.9 | 41.5 |
| 261 | 49 | 210 | 0.9 | 42.4 |
| 262 | 50 | 213 | 1.0 | 43.4 |
| 263 | 51 | 249 | 1.1 | 44.5 |
| 264 | 52 | 236 | 1.1 | 45.6 |
| 265 | 53 | 252 | 1.1 | 46.7 |
| 266 | 54 | 240 | 1.1 | 47.8 |
| 267 | 55 | 266 | 1.2 | 49.0 |
| 268 | 56 | 229 | 1.0 | 50.0 |
| 269 | 57 | 260 | 1.2 | 51.2 |
| 270 | 58 | 260 | 1.2 | 52.4 |
| 271 | 59 | 255 | 1.1 | 53.5 |
| 272 | 60 | 239 | 1.1 | 54.6 |
| 273 | 61 | 271 | 1.2 | 55.8 |
| 274 | 62 | 280 | 1.3 | 57.1 |
| 275 | 63 | 245 | 1.1 | 58.2 |
| 276 | 64 | 278 | 1.3 | 59.4 |
| 277 | 66 | 286 | 1.3 | 60.7 |
| 278 | 67 | 259 | 1.2 | 61.9 |
| 279 | 68 | 244 | 1.1 | 63.0 |
| 280 | 69 | 310 | 1.4 | 64.3 |
| 281 | 70 | 231 | 1.0 | 65.4 |
| 282 | 71 | 289 | 1.3 | 66.7 |
| 283 | 72 | 237 | 1.1 | 67.8 |
| 284 | 73 | 273 | 1.2 | 69.0 |

**Table 87. Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 74 | 257 | 1.2 | 70.1 |
| 286 | 75 | 283 | 1.3 | 71.4 |
| 287 | 76 | 218 | 1.0 | 72.4 |
| 288 | 77 | 271 | 1.2 | 73.6 |
| 289 | 78 | 246 | 1.1 | 74.7 |
| 290 | 79 | 222 | 1.0 | 75.7 |
| 291 | 80 | 262 | 1.2 | 76.9 |
| 292 | 81 | 216 | 1.0 | 77.9 |
| 293 | 82 | 254 | 1.1 | 79.0 |
| 294 | 82 | 210 | 0.9 | 80.0 |
| 295 | 83 | 217 | 1.0 | 80.9 |
| 296 | 84 | 198 | 0.9 | 81.8 |
| 297 | 85 | 199 | 0.9 | 82.7 |
| 298 | 86 | 193 | 0.9 | 83.6 |
| 299 | 86 | 213 | 1.0 | 84.5 |
| 300 | 87 | 180 | 0.8 | 85.3 |
| 301 | 88 | 165 | 0.7 | 86.1 |
| 302 | 89 | 204 | 0.9 | 87.0 |
| 303 | 89 | 158 | 0.7 | 87.7 |
| 304 | 90 | 180 | 0.8 | 88.5 |
| 305 | 91 | 149 | 0.7 | 89.2 |
| 306 | 91 | 174 | 0.8 | 90.0 |
| 307 | 92 | 132 | 0.6 | 90.6 |
| 308 | 92 | 124 | 0.6 | 91.1 |
| 309 | 93 | 153 | 0.7 | 91.8 |
| 310 | 93 | 90 | 0.4 | 92.2 |
| 311 | 94 | 147 | 0.7 | 92.9 |
| 312 | 94 | 126 | 0.6 | 93.5 |
| 313 | 95 | 98 | 0.4 | 93.9 |
| 314 | 95 | 101 | 0.5 | 94.3 |
| 315 | 95 | 106 | 0.5 | 94.8 |
| 316 | 96 | 88 | 0.4 | 95.2 |
| 317 | 96 | 94 | 0.4 | 95.6 |
| 318 | 96 | 87 | 0.4 | 96.0 |
| 319 | 97 | 88 | 0.4 | 96.4 |
| 320 | 97 | 45 | 0.2 | 96.6 |
| 321 | 97 | 76 | 0.3 | 97.0 |
| 322 | 98 | 79 | 0.4 | 97.3 |
| 323 | 98 | 35 | 0.2 | 97.5 |
| 324 | 98 | 56 | 0.3 | 97.7 |

**Table 87.  Scale Score and State Percentile Rank Frequency Distribution (Grade 3) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 98 | 31 | 0.1 | 97.9 |
| 326 | 98 | 37 | 0.2 | 98.0 |
| 327 | 98 | 29 | 0.1 | 98.2 |
| 328 | 99 | 48 | 0.2 | 98.4 |
| 329 | 99 | 31 | 0.1 | 98.5 |
| 330 | 99 | 21 | 0.1 | 98.6 |
| 331 | 99 | 31 | 0.1 | 98.8 |
| 332 | 99 | 38 | 0.2 | 98.9 |
| 333 | 99 | 26 | 0.1 | 99.1 |
| 334 | 99 | 14 | 0.1 | 99.1 |
| 335 | 99 | 17 | 0.1 | 99.2 |
| 336 | 99 | 23 | 0.1 | 99.3 |
| 337 | 99 | 8 | 0.0 | 99.3 |
| 338 | 99 | 18 | 0.1 | 99.4 |
| 339 | 99 | 26 | 0.1 | 99.5 |
| 340 | 99 | 4 | 0.0 | 99.5 |
| 341 | 99 | 11 | 0.0 | 99.6 |
| 342 | 99 | 21 | 0.1 | 99.7 |
| 343 | 99 | 6 | 0.0 | 99.7 |
| 344 | 99 | 7 | 0.0 | 99.7 |
| 345 | 99 | 8 | 0.0 | 99.8 |
| 346 | 99 | 3 | 0.0 | 99.8 |
| 347 | 99 | 2 | 0.0 | 99.8 |
| 348 | 99 | 10 | 0.0 | 99.9 |
| 349 | 99 | 6 | 0.0 | 99.9 |
| 350 | 99 | 4 | 0.0 | 99.9 |
| 351 | 99 | 1 | 0.0 | 99.9 |
| 352 | 99 | 9 | 0.0 | 99.9 |
| 353 | 99 | 2 | 0.0 | 100.0 |
| 354 | 99 | 3 | 0.0 | 100.0 |
| 356 | 99 | 4 | 0.0 | 100.0 |
| 358 | 99 | 4 | 0.0 | 100.0 |
| 360 | 99 | 0 | 0.0 | 100.0 |

**Total N-Count          22,235**

**Table 88.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 148 | 0.7 | 0.7 |
| 121 | 1 | 2 | 0.0 | 0.7 |
| 122 | 1 | 1 | 0.0 | 0.7 |
| 123 | 1 | 1 | 0.0 | 0.7 |
| 127 | 1 | 1 | 0.0 | 0.7 |
| 129 | 1 | 3 | 0.0 | 0.7 |
| 131 | 1 | 3 | 0.0 | 0.8 |
| 132 | 1 | 2 | 0.0 | 0.8 |
| 133 | 1 | 10 | 0.0 | 0.8 |
| 134 | 1 | 1 | 0.0 | 0.8 |
| 136 | 1 | 4 | 0.0 | 0.8 |
| 137 | 1 | 4 | 0.0 | 0.9 |
| 138 | 1 | 1 | 0.0 | 0.9 |
| 139 | 1 | 4 | 0.0 | 0.9 |
| 140 | 1 | 3 | 0.0 | 0.9 |
| 141 | 1 | 6 | 0.0 | 0.9 |
| 142 | 1 | 6 | 0.0 | 1.0 |
| 143 | 1 | 7 | 0.0 | 1.0 |
| 144 | 1 | 3 | 0.0 | 1.0 |
| 145 | 1 | 5 | 0.0 | 1.0 |
| 146 | 1 | 11 | 0.1 | 1.1 |
| 147 | 1 | 2 | 0.0 | 1.1 |
| 148 | 1 | 26 | 0.1 | 1.2 |
| 149 | 1 | 6 | 0.0 | 1.2 |
| 150 | 1 | 16 | 0.1 | 1.3 |
| 151 | 1 | 6 | 0.0 | 1.3 |
| 152 | 1 | 32 | 0.2 | 1.5 |
| 153 | 2 | 31 | 0.1 | 1.6 |
| 154 | 2 | 13 | 0.1 | 1.7 |
| 155 | 2 | 39 | 0.2 | 1.9 |
| 156 | 2 | 25 | 0.1 | 2.0 |
| 157 | 2 | 55 | 0.3 | 2.3 |
| 158 | 2 | 37 | 0.2 | 2.4 |
| 159 | 3 | 63 | 0.3 | 2.7 |
| 160 | 3 | 24 | 0.1 | 2.9 |
| 161 | 3 | 52 | 0.2 | 3.1 |
| 162 | 3 | 38 | 0.2 | 3.3 |
| 163 | 4 | 49 | 0.2 | 3.5 |
| 164 | 4 | 44 | 0.2 | 3.7 |

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 4 | 45 | 0.2 | 3.9 |
| 166 | 4 | 39 | 0.2 | 4.1 |
| 167 | 4 | 20 | 0.1 | 4.2 |
| 168 | 4 | 29 | 0.1 | 4.4 |
| 169 | 5 | 54 | 0.3 | 4.6 |
| 170 | 5 | 21 | 0.1 | 4.7 |
| 171 | 5 | 24 | 0.1 | 4.8 |
| 172 | 5 | 34 | 0.2 | 5.0 |
| 173 | 5 | 29 | 0.1 | 5.1 |
| 174 | 5 | 27 | 0.1 | 5.3 |
| 175 | 6 | 28 | 0.1 | 5.4 |
| 176 | 6 | 33 | 0.2 | 5.5 |
| 177 | 6 | 38 | 0.2 | 5.7 |
| 178 | 6 | 35 | 0.2 | 5.9 |
| 179 | 6 | 34 | 0.2 | 6.1 |
| 180 | 7 | 41 | 0.2 | 6.3 |
| 181 | 7 | 17 | 0.1 | 6.3 |
| 182 | 7 | 29 | 0.1 | 6.5 |
| 183 | 7 | 29 | 0.1 | 6.6 |
| 184 | 7 | 38 | 0.2 | 6.8 |
| 185 | 8 | 23 | 0.1 | 6.9 |
| 186 | 8 | 27 | 0.1 | 7.0 |
| 187 | 8 | 25 | 0.1 | 7.1 |
| 188 | 8 | 36 | 0.2 | 7.3 |
| 189 | 9 | 30 | 0.1 | 7.5 |
| 190 | 9 | 44 | 0.2 | 7.7 |
| 191 | 9 | 35 | 0.2 | 7.8 |
| 192 | 9 | 43 | 0.2 | 8.0 |
| 193 | 10 | 37 | 0.2 | 8.2 |
| 194 | 10 | 37 | 0.2 | 8.4 |
| 195 | 10 | 42 | 0.2 | 8.6 |
| 196 | 11 | 30 | 0.1 | 8.7 |
| 197 | 11 | 40 | 0.2 | 8.9 |
| 198 | 11 | 32 | 0.2 | 9.1 |
| 199 | 11 | 38 | 0.2 | 9.3 |
| 200 | 12 | 42 | 0.2 | 9.5 |
| 201 | 12 | 39 | 0.2 | 9.6 |
| 202 | 12 | 32 | 0.2 | 9.8 |
| 203 | 13 | 38 | 0.2 | 10.0 |
| 204 | 13 | 36 | 0.2 | 10.1 |

**Table 88.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 13 | 41 | 0.2 | 10.3 |
| 206 | 13 | 45 | 0.2 | 10.6 |
| 207 | 14 | 43 | 0.2 | 10.8 |
| 208 | 14 | 43 | 0.2 | 11.0 |
| 209 | 14 | 52 | 0.2 | 11.2 |
| 210 | 15 | 46 | 0.2 | 11.4 |
| 211 | 15 | 27 | 0.1 | 11.6 |
| 212 | 15 | 41 | 0.2 | 11.8 |
| 213 | 15 | 30 | 0.1 | 11.9 |
| 214 | 16 | 46 | 0.2 | 12.1 |
| 215 | 16 | 34 | 0.2 | 12.3 |
| 216 | 16 | 53 | 0.3 | 12.5 |
| 217 | 17 | 50 | 0.2 | 12.8 |
| 218 | 17 | 58 | 0.3 | 13.0 |
| 219 | 17 | 63 | 0.3 | 13.3 |
| 220 | 18 | 56 | 0.3 | 13.6 |
| 221 | 18 | 45 | 0.2 | 13.8 |
| 222 | 18 | 59 | 0.3 | 14.1 |
| 223 | 19 | 51 | 0.2 | 14.3 |
| 224 | 19 | 41 | 0.2 | 14.5 |
| 225 | 19 | 46 | 0.2 | 14.8 |
| 226 | 19 | 58 | 0.3 | 15.0 |
| 227 | 20 | 50 | 0.2 | 15.3 |
| 228 | 20 | 61 | 0.3 | 15.6 |
| 229 | 20 | 70 | 0.3 | 15.9 |
| 230 | 21 | 83 | 0.4 | 16.3 |
| 231 | 21 | 64 | 0.3 | 16.6 |
| 232 | 22 | 66 | 0.3 | 16.9 |
| 233 | 22 | 63 | 0.3 | 17.2 |
| 234 | 23 | 83 | 0.4 | 17.6 |
| 235 | 23 | 70 | 0.3 | 17.9 |
| 236 | 23 | 77 | 0.4 | 18.3 |
| 237 | 24 | 89 | 0.4 | 18.7 |
| 238 | 24 | 68 | 0.3 | 19.0 |
| 239 | 25 | 84 | 0.4 | 19.4 |
| 240 | 25 | 81 | 0.4 | 19.8 |
| 241 | 26 | 91 | 0.4 | 20.3 |
| 242 | 26 | 97 | 0.5 | 20.7 |
| 243 | 27 | 107 | 0.5 | 21.2 |
| 244 | 27 | 97 | 0.5 | 21.7 |

**Table 88.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 28 | 99 | 0.5 | 22.2 |
| 246 | 28 | 91 | 0.4 | 22.6 |
| 247 | 29 | 110 | 0.5 | 23.1 |
| 248 | 29 | 99 | 0.5 | 23.6 |
| 249 | 30 | 110 | 0.5 | 24.1 |
| 250 | 30 | 122 | 0.6 | 24.7 |
| 251 | 31 | 108 | 0.5 | 25.2 |
| 252 | 32 | 122 | 0.6 | 25.8 |
| 253 | 32 | 113 | 0.5 | 26.3 |
| 254 | 33 | 120 | 0.6 | 26.9 |
| 255 | 33 | 123 | 0.6 | 27.5 |
| 256 | 34 | 132 | 0.6 | 28.1 |
| 257 | 35 | 131 | 0.6 | 28.7 |
| 258 | 35 | 166 | 0.8 | 29.5 |
| 259 | 36 | 145 | 0.7 | 30.2 |
| 260 | 37 | 130 | 0.6 | 30.8 |
| 261 | 38 | 169 | 0.8 | 31.6 |
| 262 | 38 | 142 | 0.7 | 32.3 |
| 263 | 39 | 158 | 0.8 | 33.1 |
| 264 | 40 | 164 | 0.8 | 33.8 |
| 265 | 41 | 159 | 0.8 | 34.6 |
| 266 | 41 | 164 | 0.8 | 35.4 |
| 267 | 42 | 197 | 0.9 | 36.3 |
| 268 | 43 | 181 | 0.9 | 37.2 |
| 269 | 44 | 193 | 0.9 | 38.1 |
| 270 | 45 | 181 | 0.9 | 38.9 |
| 271 | 46 | 193 | 0.9 | 39.9 |
| 272 | 47 | 230 | 1.1 | 41.0 |
| 273 | 48 | 216 | 1.0 | 42.0 |
| 274 | 49 | 191 | 0.9 | 42.9 |
| 275 | 49 | 212 | 1.0 | 43.9 |
| 276 | 50 | 214 | 1.0 | 44.9 |
| 277 | 51 | 210 | 1.0 | 45.9 |
| 278 | 52 | 227 | 1.1 | 47.0 |
| 279 | 53 | 209 | 1.0 | 48.0 |
| 280 | 54 | 254 | 1.2 | 49.2 |
| 281 | 55 | 215 | 1.0 | 50.2 |
| 282 | 57 | 291 | 1.4 | 51.6 |
| 283 | 58 | 220 | 1.0 | 52.7 |
| 284 | 59 | 269 | 1.3 | 53.9 |

**Table 88. Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 60 | 231 | 1.1 | 55.0 |
| 286 | 61 | 274 | 1.3 | 56.3 |
| 287 | 62 | 277 | 1.3 | 57.6 |
| 288 | 63 | 249 | 1.2 | 58.8 |
| 289 | 64 | 269 | 1.3 | 60.1 |
| 290 | 65 | 229 | 1.1 | 61.2 |
| 291 | 67 | 285 | 1.4 | 62.6 |
| 292 | 68 | 229 | 1.1 | 63.6 |
| 293 | 69 | 265 | 1.3 | 64.9 |
| 294 | 70 | 266 | 1.3 | 66.2 |
| 295 | 71 | 289 | 1.4 | 67.5 |
| 296 | 72 | 258 | 1.2 | 68.8 |
| 297 | 73 | 250 | 1.2 | 70.0 |
| 298 | 74 | 266 | 1.3 | 71.2 |
| 299 | 75 | 220 | 1.0 | 72.3 |
| 300 | 76 | 261 | 1.2 | 73.5 |
| 301 | 78 | 244 | 1.2 | 74.7 |
| 302 | 79 | 248 | 1.2 | 75.8 |
| 303 | 80 | 226 | 1.1 | 76.9 |
| 304 | 81 | 274 | 1.3 | 78.2 |
| 305 | 82 | 201 | 1.0 | 79.2 |
| 306 | 83 | 229 | 1.1 | 80.3 |
| 307 | 83 | 225 | 1.1 | 81.3 |
| 308 | 84 | 199 | 0.9 | 82.3 |
| 309 | 85 | 258 | 1.2 | 83.5 |
| 310 | 86 | 139 | 0.7 | 84.2 |
| 311 | 87 | 207 | 1.0 | 85.2 |
| 312 | 88 | 196 | 0.9 | 86.1 |
| 313 | 88 | 136 | 0.6 | 86.7 |
| 314 | 89 | 164 | 0.8 | 87.5 |
| 315 | 90 | 166 | 0.8 | 88.3 |
| 316 | 90 | 146 | 0.7 | 89.0 |
| 317 | 91 | 174 | 0.8 | 89.8 |
| 318 | 92 | 142 | 0.7 | 90.5 |
| 319 | 92 | 158 | 0.8 | 91.3 |
| 320 | 93 | 114 | 0.5 | 91.8 |
| 321 | 93 | 120 | 0.6 | 92.4 |
| 322 | 94 | 138 | 0.7 | 93.0 |
| 323 | 94 | 100 | 0.5 | 93.5 |
| 324 | 95 | 115 | 0.5 | 94.0 |

**Table 88.  Scale Score and State Percentile Rank Frequency Distribution (Grade 4) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 95 | 74 | 0.4 | 94.4 |
| 326 | 95 | 110 | 0.5 | 94.9 |
| 327 | 96 | 90 | 0.4 | 95.3 |
| 328 | 96 | 75 | 0.4 | 95.7 |
| 329 | 97 | 114 | 0.5 | 96.2 |
| 330 | 97 | 73 | 0.3 | 96.6 |
| 331 | 97 | 49 | 0.2 | 96.8 |
| 332 | 97 | 93 | 0.4 | 97.3 |
| 333 | 98 | 57 | 0.3 | 97.5 |
| 334 | 98 | 33 | 0.2 | 97.7 |
| 335 | 98 | 46 | 0.2 | 97.9 |
| 336 | 98 | 42 | 0.2 | 98.1 |
| 337 | 98 | 26 | 0.1 | 98.2 |
| 338 | 99 | 52 | 0.2 | 98.5 |
| 339 | 99 | 57 | 0.3 | 98.8 |
| 340 | 99 | 9 | 0.0 | 98.8 |
| 341 | 99 | 21 | 0.1 | 98.9 |
| 342 | 99 | 43 | 0.2 | 99.1 |
| 343 | 99 | 12 | 0.1 | 99.2 |
| 344 | 99 | 29 | 0.1 | 99.3 |
| 345 | 99 | 17 | 0.1 | 99.4 |
| 346 | 99 | 16 | 0.1 | 99.5 |
| 347 | 99 | 4 | 0.0 | 99.5 |
| 348 | 99 | 39 | 0.2 | 99.7 |
| 349 | 99 | 16 | 0.1 | 99.7 |
| 350 | 99 | 15 | 0.1 | 99.8 |
| 351 | 99 | 2 | 0.0 | 99.8 |
| 352 | 99 | 7 | 0.0 | 99.8 |
| 354 | 99 | 10 | 0.0 | 99.9 |
| 356 | 99 | 8 | 0.0 | 99.9 |
| 357 | 99 | 1 | 0.0 | 99.9 |
| 358 | 99 | 8 | 0.0 | 100.0 |
| 360 | 99 | 5 | 0.0 | 100.0 |

**Total N-Count          21,033**

**Table 89.  Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 149 | 0.8 | 0.8 |
| 122 | 1 | 1 | 0.0 | 0.8 |
| 125 | 1 | 2 | 0.0 | 0.8 |
| 127 | 1 | 3 | 0.0 | 0.8 |
| 128 | 1 | 3 | 0.0 | 0.9 |
| 131 | 1 | 2 | 0.0 | 0.9 |
| 132 | 1 | 1 | 0.0 | 0.9 |
| 133 | 1 | 1 | 0.0 | 0.9 |
| 134 | 1 | 1 | 0.0 | 0.9 |
| 135 | 1 | 4 | 0.0 | 0.9 |
| 136 | 1 | 5 | 0.0 | 0.9 |
| 137 | 1 | 1 | 0.0 | 0.9 |
| 138 | 1 | 1 | 0.0 | 0.9 |
| 139 | 1 | 2 | 0.0 | 1.0 |
| 141 | 1 | 3 | 0.0 | 1.0 |
| 142 | 1 | 6 | 0.0 | 1.0 |
| 143 | 1 | 2 | 0.0 | 1.0 |
| 144 | 1 | 6 | 0.0 | 1.1 |
| 145 | 1 | 4 | 0.0 | 1.1 |
| 146 | 1 | 3 | 0.0 | 1.1 |
| 147 | 1 | 10 | 0.1 | 1.1 |
| 148 | 1 | 8 | 0.0 | 1.2 |
| 149 | 1 | 3 | 0.0 | 1.2 |
| 150 | 1 | 22 | 0.1 | 1.3 |
| 151 | 1 | 25 | 0.1 | 1.5 |
| 152 | 2 | 19 | 0.1 | 1.6 |
| 153 | 2 | 24 | 0.1 | 1.7 |
| 154 | 2 | 28 | 0.2 | 1.8 |
| 155 | 2 | 45 | 0.2 | 2.1 |
| 156 | 2 | 31 | 0.2 | 2.3 |
| 157 | 2 | 48 | 0.3 | 2.5 |
| 158 | 3 | 39 | 0.2 | 2.7 |
| 159 | 3 | 40 | 0.2 | 3.0 |
| 160 | 3 | 44 | 0.2 | 3.2 |
| 161 | 3 | 31 | 0.2 | 3.4 |
| 162 | 4 | 55 | 0.3 | 3.7 |
| 163 | 4 | 44 | 0.2 | 3.9 |
| 164 | 4 | 28 | 0.2 | 4.1 |
| 165 | 4 | 43 | 0.2 | 4.3 |

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 166 | 4 | 21 | 0.1 | 4.4 |
| 167 | 5 | 24 | 0.1 | 4.5 |
| 168 | 5 | 30 | 0.2 | 4.7 |
| 169 | 5 | 31 | 0.2 | 4.9 |
| 170 | 5 | 32 | 0.2 | 5.0 |
| 171 | 5 | 24 | 0.1 | 5.2 |
| 172 | 6 | 45 | 0.2 | 5.4 |
| 173 | 6 | 21 | 0.1 | 5.5 |
| 174 | 6 | 31 | 0.2 | 5.7 |
| 175 | 6 | 33 | 0.2 | 5.9 |
| 176 | 6 | 24 | 0.1 | 6.0 |
| 177 | 6 | 20 | 0.1 | 6.1 |
| 178 | 7 | 26 | 0.1 | 6.3 |
| 179 | 7 | 25 | 0.1 | 6.4 |
| 180 | 7 | 18 | 0.1 | 6.5 |
| 181 | 7 | 38 | 0.2 | 6.7 |
| 182 | 8 | 32 | 0.2 | 6.9 |
| 183 | 8 | 36 | 0.2 | 7.1 |
| 184 | 8 | 29 | 0.2 | 7.2 |
| 185 | 8 | 30 | 0.2 | 7.4 |
| 186 | 9 | 31 | 0.2 | 7.6 |
| 187 | 9 | 29 | 0.2 | 7.7 |
| 188 | 9 | 31 | 0.2 | 7.9 |
| 189 | 9 | 29 | 0.2 | 8.0 |
| 190 | 10 | 30 | 0.2 | 8.2 |
| 191 | 10 | 28 | 0.2 | 8.4 |
| 192 | 10 | 47 | 0.3 | 8.6 |
| 193 | 11 | 26 | 0.1 | 8.8 |
| 194 | 11 | 43 | 0.2 | 9.0 |
| 195 | 12 | 41 | 0.2 | 9.2 |
| 196 | 12 | 31 | 0.2 | 9.4 |
| 197 | 12 | 24 | 0.1 | 9.5 |
| 198 | 13 | 35 | 0.2 | 9.7 |
| 199 | 13 | 44 | 0.2 | 10.0 |
| 200 | 13 | 41 | 0.2 | 10.2 |
| 201 | 14 | 38 | 0.2 | 10.4 |
| 202 | 14 | 37 | 0.2 | 10.6 |
| 203 | 14 | 40 | 0.2 | 10.8 |
| 204 | 15 | 42 | 0.2 | 11.0 |
| 205 | 15 | 47 | 0.3 | 11.3 |

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 206 | 15 | 52 | 0.3 | 11.6 |
| 207 | 16 | 49 | 0.3 | 11.8 |
| 208 | 16 | 41 | 0.2 | 12.1 |
| 209 | 16 | 56 | 0.3 | 12.4 |
| 210 | 17 | 43 | 0.2 | 12.6 |
| 211 | 17 | 44 | 0.2 | 12.8 |
| 212 | 18 | 50 | 0.3 | 13.1 |
| 213 | 18 | 49 | 0.3 | 13.4 |
| 214 | 18 | 67 | 0.4 | 13.7 |
| 215 | 19 | 54 | 0.3 | 14.0 |
| 216 | 19 | 49 | 0.3 | 14.3 |
| 217 | 19 | 50 | 0.3 | 14.6 |
| 218 | 20 | 46 | 0.3 | 14.8 |
| 219 | 20 | 56 | 0.3 | 15.1 |
| 220 | 21 | 71 | 0.4 | 15.5 |
| 221 | 21 | 44 | 0.2 | 15.8 |
| 222 | 21 | 67 | 0.4 | 16.1 |
| 223 | 22 | 62 | 0.3 | 16.5 |
| 224 | 22 | 58 | 0.3 | 16.8 |
| 225 | 23 | 75 | 0.4 | 17.2 |
| 226 | 23 | 72 | 0.4 | 17.6 |
| 227 | 23 | 70 | 0.4 | 18.0 |
| 228 | 24 | 68 | 0.4 | 18.3 |
| 229 | 24 | 70 | 0.4 | 18.7 |
| 230 | 25 | 82 | 0.4 | 19.2 |
| 231 | 25 | 80 | 0.4 | 19.6 |
| 232 | 26 | 69 | 0.4 | 20.0 |
| 233 | 26 | 77 | 0.4 | 20.4 |
| 234 | 27 | 87 | 0.5 | 20.9 |
| 235 | 27 | 79 | 0.4 | 21.3 |
| 236 | 28 | 86 | 0.5 | 21.8 |
| 237 | 28 | 93 | 0.5 | 22.3 |
| 238 | 29 | 76 | 0.4 | 22.7 |
| 239 | 29 | 91 | 0.5 | 23.2 |
| 240 | 30 | 93 | 0.5 | 23.7 |
| 241 | 30 | 94 | 0.5 | 24.2 |
| 242 | 31 | 104 | 0.6 | 24.8 |
| 243 | 31 | 109 | 0.6 | 25.4 |
| 244 | 32 | 88 | 0.5 | 25.8 |
| 245 | 33 | 99 | 0.5 | 26.4 |

**Table 89.  Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 246 | 33 | 108 | 0.6 | 27.0 |
| 247 | 34 | 102 | 0.6 | 27.5 |
| 248 | 34 | 119 | 0.6 | 28.2 |
| 249 | 35 | 125 | 0.7 | 28.9 |
| 250 | 36 | 124 | 0.7 | 29.5 |
| 251 | 37 | 113 | 0.6 | 30.2 |
| 252 | 37 | 126 | 0.7 | 30.8 |
| 253 | 38 | 142 | 0.8 | 31.6 |
| 254 | 39 | 129 | 0.7 | 32.3 |
| 255 | 39 | 164 | 0.9 | 33.2 |
| 256 | 40 | 155 | 0.8 | 34.1 |
| 257 | 41 | 152 | 0.8 | 34.9 |
| 258 | 42 | 142 | 0.8 | 35.7 |
| 259 | 43 | 153 | 0.8 | 36.5 |
| 260 | 43 | 159 | 0.9 | 37.4 |
| 261 | 44 | 177 | 1.0 | 38.3 |
| 262 | 45 | 142 | 0.8 | 39.1 |
| 263 | 46 | 165 | 0.9 | 40.0 |
| 264 | 47 | 182 | 1.0 | 41.0 |
| 265 | 48 | 160 | 0.9 | 41.9 |
| 266 | 49 | 178 | 1.0 | 42.8 |
| 267 | 49 | 171 | 0.9 | 43.8 |
| 268 | 50 | 177 | 1.0 | 44.7 |
| 269 | 51 | 188 | 1.0 | 45.7 |
| 270 | 52 | 198 | 1.1 | 46.8 |
| 271 | 53 | 199 | 1.1 | 47.9 |
| 272 | 54 | 197 | 1.1 | 49.0 |
| 273 | 55 | 181 | 1.0 | 50.0 |
| 274 | 56 | 207 | 1.1 | 51.1 |
| 275 | 57 | 215 | 1.2 | 52.3 |
| 276 | 59 | 237 | 1.3 | 53.6 |
| 277 | 60 | 241 | 1.3 | 54.9 |
| 278 | 61 | 209 | 1.1 | 56.0 |
| 279 | 62 | 214 | 1.2 | 57.2 |
| 280 | 63 | 211 | 1.1 | 58.3 |
| 281 | 64 | 192 | 1.0 | 59.4 |
| 282 | 65 | 216 | 1.2 | 60.6 |
| 283 | 66 | 206 | 1.1 | 61.7 |
| 284 | 67 | 235 | 1.3 | 63.0 |
| 285 | 68 | 228 | 1.2 | 64.2 |

**Table 89. Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 286 | 69 | 197 | 1.1 | 65.3 |
| 287 | 70 | 250 | 1.4 | 66.6 |
| 288 | 71 | 202 | 1.1 | 67.7 |
| 289 | 72 | 225 | 1.2 | 69.0 |
| 290 | 74 | 205 | 1.1 | 70.1 |
| 291 | 75 | 238 | 1.3 | 71.4 |
| 292 | 76 | 208 | 1.1 | 72.5 |
| 293 | 77 | 198 | 1.1 | 73.6 |
| 294 | 78 | 183 | 1.0 | 74.6 |
| 295 | 78 | 181 | 1.0 | 75.6 |
| 296 | 79 | 239 | 1.3 | 76.9 |
| 297 | 80 | 181 | 1.0 | 77.9 |
| 298 | 81 | 222 | 1.2 | 79.1 |
| 299 | 82 | 173 | 0.9 | 80.0 |
| 300 | 83 | 220 | 1.2 | 81.2 |
| 301 | 84 | 172 | 0.9 | 82.2 |
| 302 | 85 | 162 | 0.9 | 83.0 |
| 303 | 86 | 188 | 1.0 | 84.1 |
| 304 | 87 | 179 | 1.0 | 85.0 |
| 305 | 87 | 163 | 0.9 | 85.9 |
| 306 | 88 | 180 | 1.0 | 86.9 |
| 307 | 89 | 153 | 0.8 | 87.7 |
| 308 | 90 | 125 | 0.7 | 88.4 |
| 309 | 90 | 115 | 0.6 | 89.1 |
| 310 | 91 | 108 | 0.6 | 89.6 |
| 311 | 91 | 141 | 0.8 | 90.4 |
| 312 | 92 | 88 | 0.5 | 90.9 |
| 313 | 92 | 103 | 0.6 | 91.4 |
| 314 | 93 | 95 | 0.5 | 92.0 |
| 315 | 93 | 115 | 0.6 | 92.6 |
| 316 | 94 | 94 | 0.5 | 93.1 |
| 317 | 94 | 124 | 0.7 | 93.8 |
| 318 | 95 | 47 | 0.3 | 94.0 |
| 319 | 95 | 82 | 0.4 | 94.5 |
| 320 | 95 | 60 | 0.3 | 94.8 |
| 321 | 96 | 111 | 0.6 | 95.4 |
| 322 | 96 | 42 | 0.2 | 95.6 |
| 323 | 96 | 47 | 0.3 | 95.9 |
| 324 | 97 | 56 | 0.3 | 96.2 |
| 325 | 97 | 102 | 0.6 | 96.8 |

**Table 89.  Scale Score and State Percentile Rank Frequency Distribution (Grade 5) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 326 | 97 | 29 | 0.2 | 96.9 |
| 327 | 97 | 67 | 0.4 | 97.3 |
| 328 | 98 | 21 | 0.1 | 97.4 |
| 329 | 98 | 29 | 0.2 | 97.6 |
| 330 | 98 | 59 | 0.3 | 97.9 |
| 331 | 98 | 55 | 0.3 | 98.2 |
| 332 | 98 | 22 | 0.1 | 98.3 |
| 333 | 99 | 27 | 0.1 | 98.4 |
| 334 | 99 | 10 | 0.1 | 98.5 |
| 335 | 99 | 42 | 0.2 | 98.7 |
| 336 | 99 | 35 | 0.2 | 98.9 |
| 337 | 99 | 13 | 0.1 | 99.0 |
| 338 | 99 | 15 | 0.1 | 99.1 |
| 339 | 99 | 15 | 0.1 | 99.2 |
| 340 | 99 | 16 | 0.1 | 99.2 |
| 341 | 99 | 31 | 0.2 | 99.4 |
| 342 | 99 | 11 | 0.1 | 99.5 |
| 343 | 99 | 7 | 0.0 | 99.5 |
| 345 | 99 | 4 | 0.0 | 99.5 |
| 346 | 99 | 39 | 0.2 | 99.7 |
| 349 | 99 | 4 | 0.0 | 99.8 |
| 350 | 99 | 7 | 0.0 | 99.8 |
| 351 | 99 | 13 | 0.1 | 99.9 |
| 355 | 99 | 14 | 0.1 | 100.0 |
| 357 | 99 | 2 | 0.0 | 100.0 |
| 360 | 99 | 7 | 0.0 | 100.0 |

**Total N-Count**          **18,348**

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 117 | 0.7 | 0.7 |
| 122 | 1 | 6 | 0.0 | 0.7 |
| 123 | 1 | 1 | 0.0 | 0.7 |
| 124 | 1 | 1 | 0.0 | 0.7 |
| 125 | 1 | 2 | 0.0 | 0.7 |
| 127 | 1 | 3 | 0.0 | 0.8 |
| 128 | 1 | 5 | 0.0 | 0.8 |
| 131 | 1 | 5 | 0.0 | 0.8 |
| 132 | 1 | 2 | 0.0 | 0.8 |
| 134 | 1 | 4 | 0.0 | 0.9 |
| 135 | 1 | 2 | 0.0 | 0.9 |
| 136 | 1 | 5 | 0.0 | 0.9 |
| 138 | 1 | 1 | 0.0 | 0.9 |
| 139 | 1 | 4 | 0.0 | 0.9 |
| 140 | 1 | 2 | 0.0 | 0.9 |
| 141 | 1 | 3 | 0.0 | 1.0 |
| 142 | 1 | 3 | 0.0 | 1.0 |
| 143 | 1 | 2 | 0.0 | 1.0 |
| 144 | 1 | 6 | 0.0 | 1.0 |
| 145 | 1 | 11 | 0.1 | 1.1 |
| 146 | 1 | 3 | 0.0 | 1.1 |
| 147 | 1 | 10 | 0.1 | 1.2 |
| 148 | 1 | 6 | 0.0 | 1.2 |
| 149 | 1 | 7 | 0.0 | 1.2 |
| 150 | 1 | 15 | 0.1 | 1.3 |
| 151 | 1 | 23 | 0.1 | 1.5 |
| 152 | 2 | 19 | 0.1 | 1.6 |
| 153 | 2 | 29 | 0.2 | 1.7 |
| 154 | 2 | 26 | 0.2 | 1.9 |
| 155 | 2 | 36 | 0.2 | 2.1 |
| 156 | 2 | 28 | 0.2 | 2.3 |
| 157 | 3 | 37 | 0.2 | 2.5 |
| 158 | 3 | 47 | 0.3 | 2.8 |
| 159 | 3 | 30 | 0.2 | 2.9 |
| 160 | 3 | 33 | 0.2 | 3.1 |
| 161 | 3 | 30 | 0.2 | 3.3 |
| 162 | 4 | 29 | 0.2 | 3.5 |
| 163 | 4 | 36 | 0.2 | 3.7 |
| 164 | 4 | 30 | 0.2 | 3.9 |

**Table 90.  Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 4 | 27 | 0.2 | 4.0 |
| 166 | 4 | 21 | 0.1 | 4.1 |
| 167 | 4 | 29 | 0.2 | 4.3 |
| 168 | 5 | 30 | 0.2 | 4.5 |
| 169 | 5 | 22 | 0.1 | 4.6 |
| 170 | 5 | 39 | 0.2 | 4.9 |
| 171 | 5 | 24 | 0.1 | 5.0 |
| 172 | 5 | 27 | 0.2 | 5.2 |
| 173 | 6 | 25 | 0.1 | 5.3 |
| 174 | 6 | 26 | 0.2 | 5.4 |
| 175 | 6 | 21 | 0.1 | 5.6 |
| 176 | 6 | 27 | 0.2 | 5.7 |
| 177 | 6 | 23 | 0.1 | 5.9 |
| 178 | 7 | 34 | 0.2 | 6.1 |
| 179 | 7 | 32 | 0.2 | 6.3 |
| 180 | 7 | 29 | 0.2 | 6.4 |
| 181 | 7 | 24 | 0.1 | 6.6 |
| 182 | 8 | 31 | 0.2 | 6.7 |
| 183 | 8 | 26 | 0.2 | 6.9 |
| 184 | 8 | 40 | 0.2 | 7.1 |
| 185 | 9 | 27 | 0.2 | 7.3 |
| 186 | 9 | 24 | 0.1 | 7.4 |
| 187 | 9 | 30 | 0.2 | 7.6 |
| 188 | 9 | 19 | 0.1 | 7.7 |
| 189 | 10 | 34 | 0.2 | 7.9 |
| 190 | 10 | 33 | 0.2 | 8.1 |
| 191 | 10 | 29 | 0.2 | 8.3 |
| 192 | 11 | 42 | 0.2 | 8.5 |
| 193 | 11 | 21 | 0.1 | 8.7 |
| 194 | 11 | 33 | 0.2 | 8.8 |
| 195 | 12 | 31 | 0.2 | 9.0 |
| 196 | 12 | 38 | 0.2 | 9.3 |
| 197 | 12 | 37 | 0.2 | 9.5 |
| 198 | 13 | 51 | 0.3 | 9.8 |
| 199 | 13 | 43 | 0.3 | 10.0 |
| 200 | 13 | 38 | 0.2 | 10.2 |
| 201 | 14 | 28 | 0.2 | 10.4 |
| 202 | 14 | 34 | 0.2 | 10.6 |
| 203 | 14 | 40 | 0.2 | 10.8 |
| 204 | 15 | 37 | 0.2 | 11.1 |

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 15 | 38 | 0.2 | 11.3 |
| 206 | 15 | 52 | 0.3 | 11.6 |
| 207 | 16 | 41 | 0.2 | 11.8 |
| 208 | 16 | 40 | 0.2 | 12.1 |
| 209 | 16 | 38 | 0.2 | 12.3 |
| 210 | 17 | 51 | 0.3 | 12.6 |
| 211 | 17 | 45 | 0.3 | 12.8 |
| 212 | 17 | 59 | 0.3 | 13.2 |
| 213 | 18 | 44 | 0.3 | 13.5 |
| 214 | 18 | 49 | 0.3 | 13.7 |
| 215 | 18 | 40 | 0.2 | 14.0 |
| 216 | 19 | 45 | 0.3 | 14.2 |
| 217 | 19 | 52 | 0.3 | 14.5 |
| 218 | 19 | 51 | 0.3 | 14.8 |
| 219 | 20 | 57 | 0.3 | 15.2 |
| 220 | 20 | 38 | 0.2 | 15.4 |
| 221 | 21 | 36 | 0.2 | 15.6 |
| 222 | 21 | 56 | 0.3 | 15.9 |
| 223 | 21 | 58 | 0.3 | 16.3 |
| 224 | 22 | 72 | 0.4 | 16.7 |
| 225 | 22 | 62 | 0.4 | 17.1 |
| 226 | 23 | 46 | 0.3 | 17.3 |
| 227 | 23 | 57 | 0.3 | 17.7 |
| 228 | 23 | 53 | 0.3 | 18.0 |
| 229 | 24 | 52 | 0.3 | 18.3 |
| 230 | 24 | 58 | 0.3 | 18.6 |
| 231 | 24 | 66 | 0.4 | 19.0 |
| 232 | 25 | 73 | 0.4 | 19.4 |
| 233 | 25 | 54 | 0.3 | 19.8 |
| 234 | 26 | 48 | 0.3 | 20.0 |
| 235 | 26 | 57 | 0.3 | 20.4 |
| 236 | 26 | 83 | 0.5 | 20.9 |
| 237 | 27 | 64 | 0.4 | 21.2 |
| 238 | 27 | 54 | 0.3 | 21.6 |
| 239 | 28 | 83 | 0.5 | 22.0 |
| 240 | 28 | 71 | 0.4 | 22.5 |
| 241 | 29 | 72 | 0.4 | 22.9 |
| 242 | 29 | 86 | 0.5 | 23.4 |
| 243 | 30 | 87 | 0.5 | 23.9 |
| 244 | 30 | 70 | 0.4 | 24.3 |

**Table 90.  Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 31 | 84 | 0.5 | 24.8 |
| 246 | 31 | 76 | 0.4 | 25.2 |
| 247 | 32 | 81 | 0.5 | 25.7 |
| 248 | 32 | 102 | 0.6 | 26.3 |
| 249 | 33 | 80 | 0.5 | 26.8 |
| 250 | 33 | 85 | 0.5 | 27.3 |
| 251 | 34 | 108 | 0.6 | 27.9 |
| 252 | 34 | 120 | 0.7 | 28.6 |
| 253 | 35 | 88 | 0.5 | 29.1 |
| 254 | 36 | 84 | 0.5 | 29.6 |
| 255 | 36 | 97 | 0.6 | 30.2 |
| 256 | 37 | 94 | 0.6 | 30.8 |
| 257 | 37 | 134 | 0.8 | 31.5 |
| 258 | 38 | 98 | 0.6 | 32.1 |
| 259 | 39 | 112 | 0.7 | 32.8 |
| 260 | 39 | 98 | 0.6 | 33.3 |
| 261 | 40 | 116 | 0.7 | 34.0 |
| 262 | 41 | 115 | 0.7 | 34.7 |
| 263 | 41 | 124 | 0.7 | 35.4 |
| 264 | 42 | 150 | 0.9 | 36.3 |
| 265 | 43 | 116 | 0.7 | 37.0 |
| 266 | 43 | 130 | 0.8 | 37.8 |
| 267 | 44 | 150 | 0.9 | 38.6 |
| 268 | 45 | 151 | 0.9 | 39.5 |
| 269 | 46 | 132 | 0.8 | 40.3 |
| 270 | 47 | 146 | 0.9 | 41.1 |
| 271 | 47 | 162 | 1.0 | 42.1 |
| 272 | 48 | 154 | 0.9 | 43.0 |
| 273 | 49 | 161 | 0.9 | 43.9 |
| 274 | 50 | 150 | 0.9 | 44.8 |
| 275 | 51 | 153 | 0.9 | 45.7 |
| 276 | 52 | 177 | 1.0 | 46.8 |
| 277 | 53 | 164 | 1.0 | 47.7 |
| 278 | 54 | 158 | 0.9 | 48.7 |
| 279 | 54 | 164 | 1.0 | 49.6 |
| 280 | 55 | 179 | 1.1 | 50.7 |
| 281 | 56 | 152 | 0.9 | 51.6 |
| 282 | 57 | 160 | 0.9 | 52.5 |
| 283 | 58 | 186 | 1.1 | 53.6 |
| 284 | 59 | 162 | 1.0 | 54.5 |

**Table 90. Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 60 | 160 | 0.9 | 55.5 |
| 286 | 61 | 186 | 1.1 | 56.6 |
| 287 | 62 | 212 | 1.2 | 57.8 |
| 288 | 63 | 185 | 1.1 | 58.9 |
| 289 | 64 | 197 | 1.2 | 60.0 |
| 290 | 65 | 195 | 1.1 | 61.2 |
| 291 | 66 | 180 | 1.1 | 62.2 |
| 292 | 67 | 201 | 1.2 | 63.4 |
| 293 | 68 | 206 | 1.2 | 64.6 |
| 294 | 69 | 175 | 1.0 | 65.7 |
| 295 | 70 | 197 | 1.2 | 66.8 |
| 296 | 71 | 198 | 1.2 | 68.0 |
| 297 | 72 | 180 | 1.1 | 69.0 |
| 298 | 73 | 204 | 1.2 | 70.2 |
| 299 | 74 | 172 | 1.0 | 71.2 |
| 300 | 75 | 214 | 1.3 | 72.5 |
| 301 | 76 | 172 | 1.0 | 73.5 |
| 302 | 77 | 203 | 1.2 | 74.7 |
| 303 | 78 | 183 | 1.1 | 75.8 |
| 304 | 79 | 165 | 1.0 | 76.7 |
| 305 | 80 | 137 | 0.8 | 77.5 |
| 306 | 81 | 186 | 1.1 | 78.6 |
| 307 | 82 | 163 | 1.0 | 79.6 |
| 308 | 82 | 145 | 0.9 | 80.4 |
| 309 | 83 | 140 | 0.8 | 81.3 |
| 310 | 84 | 146 | 0.9 | 82.1 |
| 311 | 85 | 196 | 1.1 | 83.3 |
| 312 | 86 | 117 | 0.7 | 84.0 |
| 313 | 86 | 154 | 0.9 | 84.9 |
| 314 | 87 | 112 | 0.7 | 85.5 |
| 315 | 88 | 169 | 1.0 | 86.5 |
| 316 | 88 | 123 | 0.7 | 87.2 |
| 317 | 89 | 164 | 1.0 | 88.2 |
| 318 | 90 | 52 | 0.3 | 88.5 |
| 319 | 90 | 171 | 1.0 | 89.5 |
| 320 | 91 | 79 | 0.5 | 90.0 |
| 321 | 92 | 173 | 1.0 | 91.0 |
| 322 | 92 | 52 | 0.3 | 91.3 |
| 323 | 92 | 62 | 0.4 | 91.6 |
| 324 | 93 | 72 | 0.4 | 92.1 |

**Table 90.  Scale Score and State Percentile Rank Frequency Distribution (Grade 6) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 93 | 192 | 1.1 | 93.2 |
| 326 | 94 | 41 | 0.2 | 93.4 |
| 327 | 94 | 115 | 0.7 | 94.1 |
| 328 | 95 | 26 | 0.2 | 94.3 |
| 329 | 95 | 45 | 0.3 | 94.5 |
| 330 | 96 | 133 | 0.8 | 95.3 |
| 331 | 96 | 104 | 0.6 | 95.9 |
| 332 | 96 | 33 | 0.2 | 96.1 |
| 333 | 97 | 25 | 0.1 | 96.3 |
| 334 | 97 | 23 | 0.1 | 96.4 |
| 335 | 97 | 86 | 0.5 | 96.9 |
| 336 | 97 | 71 | 0.4 | 97.3 |
| 337 | 98 | 32 | 0.2 | 97.5 |
| 338 | 98 | 17 | 0.1 | 97.6 |
| 339 | 98 | 32 | 0.2 | 97.8 |
| 340 | 98 | 42 | 0.2 | 98.0 |
| 341 | 98 | 70 | 0.4 | 98.4 |
| 342 | 99 | 18 | 0.1 | 98.6 |
| 343 | 99 | 19 | 0.1 | 98.7 |
| 344 | 99 | 6 | 0.0 | 98.7 |
| 345 | 99 | 32 | 0.2 | 98.9 |
| 346 | 99 | 57 | 0.3 | 99.2 |
| 347 | 99 | 6 | 0.0 | 99.3 |
| 348 | 99 | 6 | 0.0 | 99.3 |
| 349 | 99 | 13 | 0.1 | 99.4 |
| 350 | 99 | 14 | 0.1 | 99.4 |
| 351 | 99 | 34 | 0.2 | 99.6 |
| 352 | 99 | 8 | 0.0 | 99.7 |
| 355 | 99 | 27 | 0.2 | 99.9 |
| 357 | 99 | 5 | 0.0 | 99.9 |
| 360 | 99 | 20 | 0.1 | 100.0 |

**Total N-Count**          **17,046**

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 133 | 0.9 | 0.9 |
| 121 | 1 | 1 | 0.0 | 0.9 |
| 123 | 1 | 2 | 0.0 | 0.9 |
| 124 | 1 | 2 | 0.0 | 0.9 |
| 127 | 1 | 2 | 0.0 | 0.9 |
| 128 | 1 | 1 | 0.0 | 0.9 |
| 131 | 1 | 3 | 0.0 | 1.0 |
| 132 | 1 | 0 | 0.0 | 1.0 |
| 134 | 1 | 1 | 0.0 | 1.0 |
| 135 | 1 | 0 | 0.0 | 1.0 |
| 136 | 1 | 1 | 0.0 | 1.0 |
| 138 | 1 | 4 | 0.0 | 1.0 |
| 139 | 1 | 1 | 0.0 | 1.0 |
| 141 | 1 | 2 | 0.0 | 1.0 |
| 142 | 1 | 2 | 0.0 | 1.0 |
| 144 | 1 | 2 | 0.0 | 1.0 |
| 145 | 1 | 3 | 0.0 | 1.1 |
| 146 | 1 | 4 | 0.0 | 1.1 |
| 147 | 1 | 6 | 0.0 | 1.1 |
| 148 | 1 | 1 | 0.0 | 1.1 |
| 149 | 1 | 23 | 0.2 | 1.3 |
| 150 | 1 | 22 | 0.1 | 1.4 |
| 151 | 1 | 5 | 0.0 | 1.5 |
| 152 | 2 | 23 | 0.2 | 1.6 |
| 153 | 2 | 7 | 0.0 | 1.7 |
| 154 | 2 | 12 | 0.1 | 1.8 |
| 155 | 2 | 27 | 0.2 | 1.9 |
| 156 | 2 | 25 | 0.2 | 2.1 |
| 157 | 2 | 35 | 0.2 | 2.3 |
| 158 | 3 | 32 | 0.2 | 2.5 |
| 159 | 3 | 25 | 0.2 | 2.7 |
| 160 | 3 | 51 | 0.3 | 3.1 |
| 161 | 3 | 28 | 0.2 | 3.2 |
| 162 | 3 | 31 | 0.2 | 3.5 |
| 163 | 4 | 30 | 0.2 | 3.7 |
| 164 | 4 | 27 | 0.2 | 3.8 |
| 165 | 4 | 36 | 0.2 | 4.1 |
| 166 | 4 | 42 | 0.3 | 4.4 |
| 167 | 5 | 32 | 0.2 | 4.6 |

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 168 | 5 | 28 | 0.2 | 4.8 |
| 169 | 5 | 30 | 0.2 | 5.0 |
| 170 | 5 | 21 | 0.1 | 5.1 |
| 171 | 5 | 30 | 0.2 | 5.3 |
| 172 | 5 | 29 | 0.2 | 5.5 |
| 173 | 6 | 26 | 0.2 | 5.7 |
| 174 | 6 | 21 | 0.1 | 5.8 |
| 175 | 6 | 34 | 0.2 | 6.0 |
| 176 | 6 | 25 | 0.2 | 6.2 |
| 177 | 6 | 35 | 0.2 | 6.4 |
| 178 | 7 | 33 | 0.2 | 6.6 |
| 179 | 7 | 29 | 0.2 | 6.8 |
| 180 | 7 | 26 | 0.2 | 7.0 |
| 181 | 7 | 46 | 0.3 | 7.3 |
| 182 | 8 | 24 | 0.2 | 7.5 |
| 183 | 8 | 33 | 0.2 | 7.7 |
| 184 | 8 | 45 | 0.3 | 8.0 |
| 185 | 9 | 43 | 0.3 | 8.3 |
| 186 | 9 | 34 | 0.2 | 8.5 |
| 187 | 9 | 37 | 0.2 | 8.8 |
| 188 | 10 | 34 | 0.2 | 9.0 |
| 189 | 10 | 29 | 0.2 | 9.2 |
| 190 | 10 | 35 | 0.2 | 9.4 |
| 191 | 11 | 39 | 0.3 | 9.7 |
| 192 | 11 | 31 | 0.2 | 9.9 |
| 193 | 11 | 39 | 0.3 | 10.1 |
| 194 | 12 | 29 | 0.2 | 10.3 |
| 195 | 12 | 40 | 0.3 | 10.6 |
| 196 | 12 | 40 | 0.3 | 10.9 |
| 197 | 13 | 45 | 0.3 | 11.2 |
| 198 | 13 | 40 | 0.3 | 11.4 |
| 199 | 14 | 39 | 0.3 | 11.7 |
| 200 | 14 | 50 | 0.3 | 12.0 |
| 201 | 14 | 35 | 0.2 | 12.3 |
| 202 | 15 | 38 | 0.3 | 12.5 |
| 203 | 15 | 42 | 0.3 | 12.8 |
| 204 | 15 | 46 | 0.3 | 13.1 |
| 205 | 16 | 46 | 0.3 | 13.4 |
| 206 | 16 | 42 | 0.3 | 13.7 |
| 207 | 17 | 37 | 0.2 | 13.9 |

**Table 91.  Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 208 | 17 | 55 | 0.4 | 14.3 |
| 209 | 17 | 44 | 0.3 | 14.6 |
| 210 | 18 | 40 | 0.3 | 14.9 |
| 211 | 18 | 44 | 0.3 | 15.2 |
| 212 | 18 | 47 | 0.3 | 15.5 |
| 213 | 19 | 52 | 0.3 | 15.8 |
| 214 | 19 | 37 | 0.2 | 16.1 |
| 215 | 19 | 52 | 0.3 | 16.4 |
| 216 | 20 | 63 | 0.4 | 16.8 |
| 217 | 20 | 69 | 0.5 | 17.3 |
| 218 | 21 | 55 | 0.4 | 17.7 |
| 219 | 21 | 56 | 0.4 | 18.0 |
| 220 | 22 | 47 | 0.3 | 18.4 |
| 221 | 22 | 60 | 0.4 | 18.8 |
| 222 | 22 | 58 | 0.4 | 19.1 |
| 223 | 23 | 45 | 0.3 | 19.4 |
| 224 | 23 | 66 | 0.4 | 19.9 |
| 225 | 24 | 57 | 0.4 | 20.3 |
| 226 | 24 | 53 | 0.4 | 20.6 |
| 227 | 25 | 54 | 0.4 | 21.0 |
| 228 | 25 | 68 | 0.5 | 21.4 |
| 229 | 26 | 64 | 0.4 | 21.9 |
| 230 | 26 | 72 | 0.5 | 22.3 |
| 231 | 27 | 58 | 0.4 | 22.7 |
| 232 | 27 | 63 | 0.4 | 23.1 |
| 233 | 28 | 67 | 0.4 | 23.6 |
| 234 | 28 | 64 | 0.4 | 24.0 |
| 235 | 28 | 77 | 0.5 | 24.5 |
| 236 | 29 | 62 | 0.4 | 25.0 |
| 237 | 29 | 58 | 0.4 | 25.3 |
| 238 | 30 | 67 | 0.4 | 25.8 |
| 239 | 30 | 72 | 0.5 | 26.3 |
| 240 | 31 | 68 | 0.5 | 26.7 |
| 241 | 31 | 86 | 0.6 | 27.3 |
| 242 | 32 | 75 | 0.5 | 27.8 |
| 243 | 33 | 84 | 0.6 | 28.4 |
| 244 | 33 | 76 | 0.5 | 28.9 |
| 245 | 34 | 67 | 0.4 | 29.3 |
| 246 | 34 | 99 | 0.7 | 30.0 |
| 247 | 35 | 89 | 0.6 | 30.6 |

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 248 | 35 | 83 | 0.6 | 31.1 |
| 249 | 36 | 100 | 0.7 | 31.8 |
| 250 | 37 | 93 | 0.6 | 32.4 |
| 251 | 37 | 83 | 0.6 | 33.0 |
| 252 | 38 | 78 | 0.5 | 33.5 |
| 253 | 39 | 109 | 0.7 | 34.2 |
| 254 | 39 | 93 | 0.6 | 34.8 |
| 255 | 40 | 123 | 0.8 | 35.7 |
| 256 | 41 | 112 | 0.7 | 36.4 |
| 257 | 41 | 104 | 0.7 | 37.1 |
| 258 | 42 | 120 | 0.8 | 37.9 |
| 259 | 43 | 107 | 0.7 | 38.6 |
| 260 | 44 | 141 | 0.9 | 39.6 |
| 261 | 44 | 106 | 0.7 | 40.3 |
| 262 | 45 | 141 | 0.9 | 41.2 |
| 263 | 46 | 115 | 0.8 | 42.0 |
| 264 | 47 | 101 | 0.7 | 42.6 |
| 265 | 47 | 106 | 0.7 | 43.3 |
| 266 | 48 | 147 | 1.0 | 44.3 |
| 267 | 49 | 128 | 0.9 | 45.2 |
| 268 | 50 | 119 | 0.8 | 46.0 |
| 269 | 51 | 126 | 0.8 | 46.8 |
| 270 | 52 | 159 | 1.1 | 47.9 |
| 271 | 53 | 143 | 1.0 | 48.8 |
| 272 | 54 | 128 | 0.9 | 49.7 |
| 273 | 54 | 152 | 1.0 | 50.7 |
| 274 | 55 | 155 | 1.0 | 51.7 |
| 275 | 56 | 139 | 0.9 | 52.7 |
| 276 | 57 | 129 | 0.9 | 53.5 |
| 277 | 58 | 170 | 1.1 | 54.7 |
| 278 | 59 | 169 | 1.1 | 55.8 |
| 279 | 60 | 136 | 0.9 | 56.7 |
| 280 | 61 | 135 | 0.9 | 57.6 |
| 281 | 62 | 154 | 1.0 | 58.6 |
| 282 | 63 | 139 | 0.9 | 59.6 |
| 283 | 64 | 180 | 1.2 | 60.8 |
| 284 | 65 | 148 | 1.0 | 61.7 |
| 285 | 66 | 183 | 1.2 | 63.0 |
| 286 | 67 | 160 | 1.1 | 64.0 |
| 287 | 68 | 159 | 1.1 | 65.1 |

**Table 91. Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 288 | 69 | 146 | 1.0 | 66.1 |
| 289 | 70 | 178 | 1.2 | 67.3 |
| 290 | 71 | 171 | 1.1 | 68.4 |
| 291 | 72 | 191 | 1.3 | 69.7 |
| 292 | 73 | 190 | 1.3 | 70.9 |
| 293 | 74 | 161 | 1.1 | 72.0 |
| 294 | 75 | 184 | 1.2 | 73.2 |
| 295 | 76 | 156 | 1.0 | 74.3 |
| 296 | 77 | 151 | 1.0 | 75.3 |
| 297 | 78 | 148 | 1.0 | 76.3 |
| 298 | 79 | 191 | 1.3 | 77.6 |
| 299 | 80 | 136 | 0.9 | 78.5 |
| 300 | 81 | 169 | 1.1 | 79.6 |
| 301 | 82 | 128 | 0.9 | 80.4 |
| 302 | 83 | 179 | 1.2 | 81.6 |
| 303 | 83 | 103 | 0.7 | 82.3 |
| 304 | 84 | 179 | 1.2 | 83.5 |
| 305 | 85 | 91 | 0.6 | 84.1 |
| 306 | 86 | 171 | 1.1 | 85.3 |
| 307 | 87 | 118 | 0.8 | 86.1 |
| 308 | 87 | 131 | 0.9 | 86.9 |
| 309 | 88 | 115 | 0.8 | 87.7 |
| 310 | 89 | 101 | 0.7 | 88.4 |
| 311 | 89 | 99 | 0.7 | 89.0 |
| 312 | 90 | 118 | 0.8 | 89.8 |
| 313 | 91 | 101 | 0.7 | 90.5 |
| 314 | 91 | 82 | 0.5 | 91.0 |
| 315 | 92 | 80 | 0.5 | 91.6 |
| 316 | 92 | 87 | 0.6 | 92.2 |
| 317 | 93 | 104 | 0.7 | 92.9 |
| 318 | 94 | 90 | 0.6 | 93.5 |
| 319 | 94 | 46 | 0.3 | 93.8 |
| 320 | 94 | 77 | 0.5 | 94.3 |
| 321 | 95 | 68 | 0.5 | 94.7 |
| 322 | 95 | 92 | 0.6 | 95.3 |
| 323 | 96 | 59 | 0.4 | 95.7 |
| 324 | 96 | 18 | 0.1 | 95.9 |
| 325 | 96 | 57 | 0.4 | 96.2 |
| 326 | 97 | 37 | 0.2 | 96.5 |
| 327 | 97 | 89 | 0.6 | 97.1 |

**Table 91.  Scale Score and State Percentile Rank Frequency Distribution (Grade 7) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 328 | 97 | 22 | 0.1 | 97.2 |
| 329 | 97 | 33 | 0.2 | 97.5 |
| 330 | 98 | 12 | 0.1 | 97.5 |
| 331 | 98 | 67 | 0.4 | 98.0 |
| 332 | 98 | 31 | 0.2 | 98.2 |
| 333 | 98 | 13 | 0.1 | 98.3 |
| 334 | 98 | 7 | 0.0 | 98.3 |
| 335 | 98 | 30 | 0.2 | 98.5 |
| 336 | 99 | 29 | 0.2 | 98.7 |
| 337 | 99 | 44 | 0.3 | 99.0 |
| 338 | 99 | 3 | 0.0 | 99.0 |
| 339 | 99 | 4 | 0.0 | 99.1 |
| 340 | 99 | 12 | 0.1 | 99.1 |
| 341 | 99 | 36 | 0.2 | 99.4 |
| 342 | 99 | 7 | 0.0 | 99.4 |
| 343 | 99 | 1 | 0.0 | 99.4 |
| 344 | 99 | 3 | 0.0 | 99.4 |
| 345 | 99 | 6 | 0.0 | 99.5 |
| 346 | 99 | 32 | 0.2 | 99.7 |
| 347 | 99 | 3 | 0.0 | 99.7 |
| 348 | 99 | 1 | 0.0 | 99.7 |
| 349 | 99 | 0 | 0.0 | 99.7 |
| 350 | 99 | 18 | 0.1 | 99.8 |
| 351 | 99 | 4 | 0.0 | 99.9 |
| 352 | 99 | 2 | 0.0 | 99.9 |
| 356 | 99 | 11 | 0.1 | 100.0 |
| 360 | 99 | 6 | 0.0 | 100.0 |

**Total N-Count**          **14,981**

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 115 | 0.8 | 0.8 |
| 121 | 1 | 2 | 0.0 | 0.8 |
| 124 | 1 | 2 | 0.0 | 0.9 |
| 127 | 1 | 1 | 0.0 | 0.9 |
| 128 | 1 | 4 | 0.0 | 0.9 |
| 130 | 1 | 1 | 0.0 | 0.9 |
| 131 | 1 | 1 | 0.0 | 0.9 |
| 132 | 1 | 1 | 0.0 | 0.9 |
| 134 | 1 | 2 | 0.0 | 0.9 |
| 135 | 1 | 3 | 0.0 | 1.0 |
| 136 | 1 | 2 | 0.0 | 1.0 |
| 138 | 1 | 1 | 0.0 | 1.0 |
| 139 | 1 | 3 | 0.0 | 1.0 |
| 141 | 1 | 4 | 0.0 | 1.0 |
| 142 | 1 | 2 | 0.0 | 1.0 |
| 143 | 1 | 2 | 0.0 | 1.1 |
| 144 | 1 | 4 | 0.0 | 1.1 |
| 145 | 1 | 3 | 0.0 | 1.1 |
| 146 | 1 | 1 | 0.0 | 1.1 |
| 147 | 1 | 9 | 0.1 | 1.2 |
| 149 | 1 | 12 | 0.1 | 1.3 |
| 150 | 1 | 8 | 0.1 | 1.3 |
| 151 | 1 | 5 | 0.0 | 1.4 |
| 152 | 1 | 24 | 0.2 | 1.5 |
| 153 | 2 | 9 | 0.1 | 1.6 |
| 154 | 2 | 31 | 0.2 | 1.8 |
| 155 | 2 | 19 | 0.1 | 2.0 |
| 156 | 2 | 17 | 0.1 | 2.1 |
| 157 | 2 | 32 | 0.2 | 2.3 |
| 158 | 3 | 32 | 0.2 | 2.5 |
| 159 | 3 | 19 | 0.1 | 2.7 |
| 160 | 3 | 44 | 0.3 | 3.0 |
| 161 | 3 | 26 | 0.2 | 3.2 |
| 162 | 3 | 28 | 0.2 | 3.4 |
| 163 | 4 | 37 | 0.3 | 3.7 |
| 164 | 4 | 26 | 0.2 | 3.8 |
| 165 | 4 | 30 | 0.2 | 4.1 |
| 166 | 4 | 30 | 0.2 | 4.3 |
| 167 | 4 | 28 | 0.2 | 4.5 |

**Table 92.  Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 168 | 5 | 32 | 0.2 | 4.7 |
| 169 | 5 | 25 | 0.2 | 4.9 |
| 170 | 5 | 34 | 0.2 | 5.1 |
| 171 | 5 | 24 | 0.2 | 5.3 |
| 172 | 5 | 23 | 0.2 | 5.5 |
| 173 | 6 | 42 | 0.3 | 5.8 |
| 174 | 6 | 26 | 0.2 | 6.0 |
| 175 | 6 | 21 | 0.2 | 6.1 |
| 176 | 6 | 31 | 0.2 | 6.4 |
| 177 | 7 | 38 | 0.3 | 6.6 |
| 178 | 7 | 30 | 0.2 | 6.8 |
| 179 | 7 | 37 | 0.3 | 7.1 |
| 180 | 7 | 43 | 0.3 | 7.4 |
| 181 | 8 | 34 | 0.2 | 7.7 |
| 182 | 8 | 28 | 0.2 | 7.9 |
| 183 | 8 | 24 | 0.2 | 8.0 |
| 184 | 8 | 30 | 0.2 | 8.3 |
| 185 | 9 | 26 | 0.2 | 8.4 |
| 186 | 9 | 36 | 0.3 | 8.7 |
| 187 | 9 | 34 | 0.2 | 9.0 |
| 188 | 9 | 37 | 0.3 | 9.2 |
| 189 | 10 | 36 | 0.3 | 9.5 |
| 190 | 10 | 43 | 0.3 | 9.8 |
| 191 | 10 | 37 | 0.3 | 10.1 |
| 192 | 11 | 35 | 0.3 | 10.3 |
| 193 | 11 | 31 | 0.2 | 10.5 |
| 194 | 11 | 30 | 0.2 | 10.8 |
| 195 | 11 | 37 | 0.3 | 11.0 |
| 196 | 12 | 39 | 0.3 | 11.3 |
| 197 | 12 | 34 | 0.2 | 11.6 |
| 198 | 12 | 37 | 0.3 | 11.8 |
| 199 | 13 | 36 | 0.3 | 12.1 |
| 200 | 13 | 34 | 0.2 | 12.3 |
| 201 | 13 | 41 | 0.3 | 12.6 |
| 202 | 13 | 31 | 0.2 | 12.8 |
| 203 | 14 | 41 | 0.3 | 13.1 |
| 204 | 14 | 35 | 0.3 | 13.4 |
| 205 | 14 | 41 | 0.3 | 13.7 |
| 206 | 15 | 45 | 0.3 | 14.0 |
| 207 | 15 | 52 | 0.4 | 14.4 |

**Table 92.  Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 208 | 16 | 40 | 0.3 | 14.7 |
| 209 | 16 | 45 | 0.3 | 15.0 |
| 210 | 16 | 44 | 0.3 | 15.3 |
| 211 | 17 | 49 | 0.4 | 15.7 |
| 212 | 17 | 46 | 0.3 | 16.0 |
| 213 | 17 | 57 | 0.4 | 16.4 |
| 214 | 18 | 52 | 0.4 | 16.8 |
| 215 | 18 | 44 | 0.3 | 17.1 |
| 216 | 19 | 38 | 0.3 | 17.4 |
| 217 | 19 | 48 | 0.3 | 17.7 |
| 218 | 19 | 49 | 0.4 | 18.1 |
| 219 | 20 | 57 | 0.4 | 18.5 |
| 220 | 20 | 50 | 0.4 | 18.9 |
| 221 | 21 | 60 | 0.4 | 19.3 |
| 222 | 21 | 38 | 0.3 | 19.6 |
| 223 | 21 | 52 | 0.4 | 20.0 |
| 224 | 22 | 65 | 0.5 | 20.4 |
| 225 | 22 | 46 | 0.3 | 20.8 |
| 226 | 23 | 57 | 0.4 | 21.2 |
| 227 | 23 | 59 | 0.4 | 21.6 |
| 228 | 23 | 44 | 0.3 | 21.9 |
| 229 | 24 | 67 | 0.5 | 22.4 |
| 230 | 24 | 50 | 0.4 | 22.8 |
| 231 | 25 | 67 | 0.5 | 23.2 |
| 232 | 25 | 66 | 0.5 | 23.7 |
| 233 | 26 | 64 | 0.5 | 24.2 |
| 234 | 26 | 49 | 0.4 | 24.5 |
| 235 | 27 | 60 | 0.4 | 25.0 |
| 236 | 27 | 57 | 0.4 | 25.4 |
| 237 | 27 | 63 | 0.5 | 25.8 |
| 238 | 28 | 72 | 0.5 | 26.4 |
| 239 | 28 | 58 | 0.4 | 26.8 |
| 240 | 29 | 67 | 0.5 | 27.3 |
| 241 | 29 | 74 | 0.5 | 27.8 |
| 242 | 30 | 66 | 0.5 | 28.3 |
| 243 | 30 | 62 | 0.4 | 28.7 |
| 244 | 31 | 60 | 0.4 | 29.2 |
| 245 | 31 | 77 | 0.6 | 29.7 |
| 246 | 32 | 69 | 0.5 | 30.2 |
| 247 | 32 | 70 | 0.5 | 30.7 |

**Table 92. Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 248 | 33 | 79 | 0.6 | 31.3 |
| 249 | 34 | 79 | 0.6 | 31.9 |
| 250 | 34 | 74 | 0.5 | 32.4 |
| 251 | 35 | 83 | 0.6 | 33.0 |
| 252 | 35 | 66 | 0.5 | 33.5 |
| 253 | 36 | 77 | 0.6 | 34.0 |
| 254 | 36 | 91 | 0.7 | 34.7 |
| 255 | 37 | 91 | 0.7 | 35.4 |
| 256 | 38 | 83 | 0.6 | 36.0 |
| 257 | 38 | 75 | 0.5 | 36.5 |
| 258 | 39 | 94 | 0.7 | 37.2 |
| 259 | 40 | 74 | 0.5 | 37.7 |
| 260 | 40 | 89 | 0.6 | 38.4 |
| 261 | 41 | 86 | 0.6 | 39.0 |
| 262 | 42 | 122 | 0.9 | 39.9 |
| 263 | 42 | 94 | 0.7 | 40.5 |
| 264 | 43 | 88 | 0.6 | 41.2 |
| 265 | 44 | 90 | 0.7 | 41.8 |
| 266 | 44 | 90 | 0.7 | 42.5 |
| 267 | 45 | 109 | 0.8 | 43.3 |
| 268 | 46 | 108 | 0.8 | 44.0 |
| 269 | 47 | 95 | 0.7 | 44.7 |
| 270 | 47 | 127 | 0.9 | 45.7 |
| 271 | 48 | 109 | 0.8 | 46.4 |
| 272 | 49 | 108 | 0.8 | 47.2 |
| 273 | 50 | 130 | 0.9 | 48.2 |
| 274 | 51 | 125 | 0.9 | 49.1 |
| 275 | 52 | 130 | 0.9 | 50.0 |
| 276 | 53 | 133 | 1.0 | 51.0 |
| 277 | 54 | 124 | 0.9 | 51.9 |
| 278 | 54 | 105 | 0.8 | 52.6 |
| 279 | 55 | 115 | 0.8 | 53.5 |
| 280 | 56 | 107 | 0.8 | 54.2 |
| 281 | 57 | 141 | 1.0 | 55.3 |
| 282 | 58 | 130 | 0.9 | 56.2 |
| 283 | 59 | 137 | 1.0 | 57.2 |
| 284 | 60 | 120 | 0.9 | 58.1 |
| 285 | 61 | 153 | 1.1 | 59.2 |
| 286 | 62 | 133 | 1.0 | 60.1 |
| 287 | 63 | 160 | 1.2 | 61.3 |

**Table 92.  Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 288 | 64 | 118 | 0.9 | 62.1 |
| 289 | 64 | 150 | 1.1 | 63.2 |
| 290 | 65 | 131 | 0.9 | 64.2 |
| 291 | 66 | 168 | 1.2 | 65.4 |
| 292 | 68 | 144 | 1.0 | 66.4 |
| 293 | 69 | 150 | 1.1 | 67.5 |
| 294 | 70 | 147 | 1.1 | 68.6 |
| 295 | 71 | 158 | 1.1 | 69.7 |
| 296 | 72 | 142 | 1.0 | 70.7 |
| 297 | 73 | 146 | 1.1 | 71.8 |
| 298 | 74 | 138 | 1.0 | 72.8 |
| 299 | 74 | 124 | 0.9 | 73.7 |
| 300 | 75 | 152 | 1.1 | 74.8 |
| 301 | 76 | 112 | 0.8 | 75.6 |
| 302 | 77 | 139 | 1.0 | 76.6 |
| 303 | 78 | 113 | 0.8 | 77.4 |
| 304 | 79 | 168 | 1.2 | 78.6 |
| 305 | 80 | 94 | 0.7 | 79.3 |
| 306 | 81 | 134 | 1.0 | 80.3 |
| 307 | 82 | 120 | 0.9 | 81.2 |
| 308 | 82 | 147 | 1.1 | 82.2 |
| 309 | 83 | 125 | 0.9 | 83.1 |
| 310 | 84 | 89 | 0.6 | 83.8 |
| 311 | 85 | 118 | 0.9 | 84.6 |
| 312 | 86 | 128 | 0.9 | 85.5 |
| 313 | 86 | 94 | 0.7 | 86.2 |
| 314 | 87 | 99 | 0.7 | 86.9 |
| 315 | 88 | 82 | 0.6 | 87.5 |
| 316 | 88 | 76 | 0.5 | 88.1 |
| 317 | 89 | 127 | 0.9 | 89.0 |
| 318 | 90 | 101 | 0.7 | 89.7 |
| 319 | 90 | 60 | 0.4 | 90.2 |
| 320 | 91 | 95 | 0.7 | 90.9 |
| 321 | 92 | 74 | 0.5 | 91.4 |
| 322 | 92 | 111 | 0.8 | 92.2 |
| 323 | 93 | 93 | 0.7 | 92.9 |
| 324 | 93 | 23 | 0.2 | 93.0 |
| 325 | 94 | 68 | 0.5 | 93.5 |
| 326 | 94 | 63 | 0.5 | 94.0 |
| 327 | 95 | 116 | 0.8 | 94.8 |

**Table 92.  Scale Score and State Percentile Rank Frequency Distribution (Grade 8) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 328 | 95 | 36 | 0.3 | 95.1 |
| 329 | 95 | 48 | 0.3 | 95.4 |
| 330 | 96 | 19 | 0.1 | 95.6 |
| 331 | 96 | 95 | 0.7 | 96.2 |
| 332 | 97 | 52 | 0.4 | 96.6 |
| 333 | 97 | 23 | 0.2 | 96.8 |
| 334 | 97 | 11 | 0.1 | 96.9 |
| 335 | 97 | 46 | 0.3 | 97.2 |
| 336 | 97 | 40 | 0.3 | 97.5 |
| 337 | 98 | 56 | 0.4 | 97.9 |
| 338 | 98 | 8 | 0.1 | 98.0 |
| 339 | 98 | 8 | 0.1 | 98.0 |
| 340 | 98 | 25 | 0.2 | 98.2 |
| 341 | 99 | 57 | 0.4 | 98.6 |
| 342 | 99 | 22 | 0.2 | 98.8 |
| 343 | 99 | 4 | 0.0 | 98.8 |
| 344 | 99 | 2 | 0.0 | 98.8 |
| 345 | 99 | 9 | 0.1 | 98.9 |
| 346 | 99 | 46 | 0.3 | 99.2 |
| 347 | 99 | 10 | 0.1 | 99.3 |
| 348 | 99 | 3 | 0.0 | 99.3 |
| 349 | 99 | 1 | 0.0 | 99.3 |
| 350 | 99 | 26 | 0.2 | 99.5 |
| 351 | 99 | 8 | 0.1 | 99.6 |
| 352 | 99 | 8 | 0.1 | 99.6 |
| 356 | 99 | 34 | 0.2 | 99.9 |
| 360 | 99 | 20 | 0.1 | 100.0 |

**Total N-Count**          **13,826**

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 170 | 1.0 | 1.0 |
| 121 | 1 | 1 | 0.0 | 1.0 |
| 124 | 1 | 3 | 0.0 | 1.0 |
| 125 | 1 | 3 | 0.0 | 1.0 |
| 127 | 1 | 2 | 0.0 | 1.0 |
| 130 | 1 | 4 | 0.0 | 1.0 |
| 131 | 1 | 6 | 0.0 | 1.1 |
| 133 | 1 | 1 | 0.0 | 1.1 |
| 134 | 1 | 6 | 0.0 | 1.1 |
| 135 | 1 | 2 | 0.0 | 1.1 |
| 137 | 1 | 6 | 0.0 | 1.2 |
| 138 | 1 | 4 | 0.0 | 1.2 |
| 139 | 1 | 1 | 0.0 | 1.2 |
| 140 | 1 | 3 | 0.0 | 1.2 |
| 141 | 1 | 5 | 0.0 | 1.2 |
| 142 | 1 | 1 | 0.0 | 1.2 |
| 143 | 1 | 9 | 0.1 | 1.3 |
| 145 | 1 | 5 | 0.0 | 1.3 |
| 146 | 1 | 6 | 0.0 | 1.4 |
| 147 | 1 | 3 | 0.0 | 1.4 |
| 148 | 1 | 1 | 0.0 | 1.4 |
| 149 | 1 | 13 | 0.1 | 1.5 |
| 150 | 1 | 6 | 0.0 | 1.5 |
| 151 | 1 | 11 | 0.1 | 1.5 |
| 152 | 1 | 16 | 0.1 | 1.6 |
| 153 | 2 | 11 | 0.1 | 1.7 |
| 154 | 2 | 39 | 0.2 | 1.9 |
| 155 | 2 | 12 | 0.1 | 2.0 |
| 156 | 2 | 54 | 0.3 | 2.3 |
| 157 | 2 | 1 | 0.0 | 2.3 |
| 158 | 2 | 45 | 0.3 | 2.6 |
| 159 | 2 | 15 | 0.1 | 2.6 |
| 160 | 3 | 65 | 0.4 | 3.0 |
| 161 | 3 | 40 | 0.2 | 3.2 |
| 162 | 3 | 59 | 0.3 | 3.6 |
| 163 | 3 | 52 | 0.3 | 3.9 |
| 164 | 4 | 58 | 0.3 | 4.2 |
| 165 | 4 | 54 | 0.3 | 4.5 |
| 166 | 4 | 48 | 0.3 | 4.8 |

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 167 | 5 | 105 | 0.6 | 5.4 |
| 168 | 5 | 58 | 0.3 | 5.7 |
| 169 | 5 | 55 | 0.3 | 6.0 |
| 170 | 6 | 56 | 0.3 | 6.3 |
| 171 | 6 | 70 | 0.4 | 6.7 |
| 172 | 6 | 57 | 0.3 | 7.1 |
| 173 | 7 | 58 | 0.3 | 7.4 |
| 174 | 7 | 68 | 0.4 | 7.8 |
| 175 | 7 | 66 | 0.4 | 8.2 |
| 176 | 8 | 67 | 0.4 | 8.5 |
| 177 | 8 | 52 | 0.3 | 8.8 |
| 178 | 8 | 73 | 0.4 | 9.3 |
| 179 | 9 | 55 | 0.3 | 9.6 |
| 180 | 9 | 51 | 0.3 | 9.9 |
| 181 | 9 | 66 | 0.4 | 10.2 |
| 182 | 10 | 66 | 0.4 | 10.6 |
| 183 | 10 | 65 | 0.4 | 11.0 |
| 184 | 11 | 60 | 0.3 | 11.3 |
| 185 | 11 | 90 | 0.5 | 11.8 |
| 186 | 11 | 61 | 0.3 | 12.2 |
| 187 | 12 | 73 | 0.4 | 12.6 |
| 188 | 12 | 72 | 0.4 | 13.0 |
| 189 | 12 | 66 | 0.4 | 13.4 |
| 190 | 13 | 61 | 0.3 | 13.7 |
| 191 | 13 | 79 | 0.4 | 14.2 |
| 192 | 14 | 64 | 0.4 | 14.6 |
| 193 | 14 | 74 | 0.4 | 15.0 |
| 194 | 14 | 58 | 0.3 | 15.3 |
| 195 | 15 | 66 | 0.4 | 15.7 |
| 196 | 15 | 75 | 0.4 | 16.1 |
| 197 | 16 | 60 | 0.3 | 16.4 |
| 198 | 16 | 70 | 0.4 | 16.8 |
| 199 | 16 | 69 | 0.4 | 17.2 |
| 200 | 17 | 74 | 0.4 | 17.7 |
| 201 | 17 | 66 | 0.4 | 18.0 |
| 202 | 17 | 80 | 0.5 | 18.5 |
| 203 | 18 | 60 | 0.3 | 18.8 |
| 204 | 18 | 71 | 0.4 | 19.2 |
| 205 | 19 | 75 | 0.4 | 19.7 |
| 206 | 19 | 84 | 0.5 | 20.1 |

**Table 93.  Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 207 | 20 | 84 | 0.5 | 20.6 |
| 208 | 20 | 67 | 0.4 | 21.0 |
| 209 | 20 | 93 | 0.5 | 21.5 |
| 210 | 21 | 104 | 0.6 | 22.1 |
| 211 | 21 | 80 | 0.5 | 22.6 |
| 212 | 22 | 82 | 0.5 | 23.0 |
| 213 | 22 | 81 | 0.5 | 23.5 |
| 214 | 23 | 85 | 0.5 | 24.0 |
| 215 | 23 | 102 | 0.6 | 24.6 |
| 216 | 24 | 88 | 0.5 | 25.1 |
| 217 | 24 | 83 | 0.5 | 25.5 |
| 218 | 25 | 79 | 0.4 | 26.0 |
| 219 | 25 | 97 | 0.6 | 26.5 |
| 220 | 26 | 86 | 0.5 | 27.0 |
| 221 | 26 | 93 | 0.5 | 27.6 |
| 222 | 27 | 105 | 0.6 | 28.2 |
| 223 | 27 | 96 | 0.5 | 28.7 |
| 224 | 28 | 92 | 0.5 | 29.2 |
| 225 | 29 | 80 | 0.5 | 29.7 |
| 226 | 29 | 93 | 0.5 | 30.2 |
| 227 | 30 | 103 | 0.6 | 30.8 |
| 228 | 30 | 91 | 0.5 | 31.3 |
| 229 | 31 | 96 | 0.5 | 31.9 |
| 230 | 31 | 92 | 0.5 | 32.4 |
| 231 | 32 | 103 | 0.6 | 33.0 |
| 232 | 32 | 86 | 0.5 | 33.5 |
| 233 | 33 | 105 | 0.6 | 34.1 |
| 234 | 34 | 99 | 0.6 | 34.6 |
| 235 | 34 | 100 | 0.6 | 35.2 |
| 236 | 35 | 79 | 0.4 | 35.7 |
| 237 | 35 | 96 | 0.5 | 36.2 |
| 238 | 36 | 109 | 0.6 | 36.8 |
| 239 | 36 | 125 | 0.7 | 37.5 |
| 240 | 37 | 103 | 0.6 | 38.1 |
| 241 | 38 | 97 | 0.6 | 38.7 |
| 242 | 38 | 104 | 0.6 | 39.3 |
| 243 | 39 | 106 | 0.6 | 39.9 |
| 244 | 39 | 95 | 0.5 | 40.4 |
| 245 | 40 | 112 | 0.6 | 41.0 |
| 246 | 41 | 105 | 0.6 | 41.6 |

**Table 93.  Scale Score and State Percentile Rank Frequency Distribution (Grade 9)
by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 247 | 41 | 91 | 0.5 | 42.2 |
| 248 | 42 | 98 | 0.6 | 42.7 |
| 249 | 42 | 118 | 0.7 | 43.4 |
| 250 | 43 | 90 | 0.5 | 43.9 |
| 251 | 44 | 125 | 0.7 | 44.6 |
| 252 | 44 | 114 | 0.6 | 45.3 |
| 253 | 45 | 124 | 0.7 | 46.0 |
| 254 | 46 | 117 | 0.7 | 46.6 |
| 255 | 46 | 108 | 0.6 | 47.3 |
| 256 | 47 | 101 | 0.6 | 47.8 |
| 257 | 47 | 130 | 0.7 | 48.6 |
| 258 | 48 | 136 | 0.8 | 49.3 |
| 259 | 49 | 85 | 0.5 | 49.8 |
| 260 | 49 | 123 | 0.7 | 50.5 |
| 261 | 50 | 140 | 0.8 | 51.3 |
| 262 | 51 | 145 | 0.8 | 52.2 |
| 263 | 52 | 126 | 0.7 | 52.9 |
| 264 | 52 | 131 | 0.7 | 53.6 |
| 265 | 53 | 139 | 0.8 | 54.4 |
| 266 | 54 | 135 | 0.8 | 55.2 |
| 267 | 55 | 134 | 0.8 | 55.9 |
| 268 | 55 | 133 | 0.8 | 56.7 |
| 269 | 56 | 147 | 0.8 | 57.5 |
| 270 | 57 | 111 | 0.6 | 58.2 |
| 271 | 58 | 141 | 0.8 | 59.0 |
| 272 | 59 | 128 | 0.7 | 59.7 |
| 273 | 59 | 149 | 0.8 | 60.5 |
| 274 | 60 | 138 | 0.8 | 61.3 |
| 275 | 61 | 148 | 0.8 | 62.2 |
| 276 | 62 | 118 | 0.7 | 62.8 |
| 277 | 63 | 155 | 0.9 | 63.7 |
| 278 | 63 | 136 | 0.8 | 64.5 |
| 279 | 64 | 154 | 0.9 | 65.4 |
| 280 | 65 | 148 | 0.8 | 66.2 |
| 281 | 66 | 143 | 0.8 | 67.0 |
| 282 | 67 | 151 | 0.9 | 67.9 |
| 283 | 68 | 149 | 0.8 | 68.7 |
| 284 | 68 | 158 | 0.9 | 69.6 |
| 285 | 69 | 142 | 0.8 | 70.5 |
| 286 | 70 | 154 | 0.9 | 71.3 |

**Table 93.  Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 287 | 71 | 129 | 0.7 | 72.1 |
| 288 | 72 | 146 | 0.8 | 72.9 |
| 289 | 73 | 129 | 0.7 | 73.6 |
| 290 | 73 | 154 | 0.9 | 74.5 |
| 291 | 74 | 110 | 0.6 | 75.1 |
| 292 | 75 | 134 | 0.8 | 75.9 |
| 293 | 76 | 132 | 0.8 | 76.7 |
| 294 | 77 | 192 | 1.1 | 77.7 |
| 295 | 78 | 113 | 0.6 | 78.4 |
| 296 | 78 | 173 | 1.0 | 79.4 |
| 297 | 79 | 111 | 0.6 | 80.0 |
| 298 | 80 | 159 | 0.9 | 80.9 |
| 299 | 81 | 136 | 0.8 | 81.7 |
| 300 | 82 | 135 | 0.8 | 82.5 |
| 301 | 82 | 137 | 0.8 | 83.2 |
| 302 | 83 | 117 | 0.7 | 83.9 |
| 303 | 84 | 128 | 0.7 | 84.6 |
| 304 | 85 | 108 | 0.6 | 85.2 |
| 305 | 85 | 151 | 0.9 | 86.1 |
| 306 | 86 | 65 | 0.4 | 86.5 |
| 307 | 87 | 143 | 0.8 | 87.3 |
| 308 | 87 | 104 | 0.6 | 87.9 |
| 309 | 88 | 147 | 0.8 | 88.7 |
| 310 | 89 | 62 | 0.4 | 89.1 |
| 311 | 89 | 112 | 0.6 | 89.7 |
| 312 | 90 | 105 | 0.6 | 90.3 |
| 313 | 90 | 87 | 0.5 | 90.8 |
| 314 | 91 | 83 | 0.5 | 91.3 |
| 315 | 91 | 70 | 0.4 | 91.7 |
| 316 | 92 | 97 | 0.6 | 92.2 |
| 317 | 92 | 52 | 0.3 | 92.5 |
| 318 | 93 | 109 | 0.6 | 93.1 |
| 319 | 93 | 39 | 0.2 | 93.4 |
| 320 | 94 | 101 | 0.6 | 93.9 |
| 321 | 94 | 45 | 0.3 | 94.2 |
| 322 | 95 | 97 | 0.6 | 94.7 |
| 323 | 95 | 54 | 0.3 | 95.1 |
| 324 | 95 | 65 | 0.4 | 95.4 |
| 325 | 96 | 31 | 0.2 | 95.6 |
| 326 | 96 | 44 | 0.3 | 95.9 |

**Table 93. Scale Score and State Percentile Rank Frequency Distribution (Grade 9) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 327 | 96 | 78 | 0.4 | 96.3 |
| 328 | 96 | 31 | 0.2 | 96.5 |
| 329 | 97 | 44 | 0.3 | 96.7 |
| 330 | 97 | 26 | 0.1 | 96.9 |
| 331 | 97 | 80 | 0.5 | 97.3 |
| 332 | 98 | 17 | 0.1 | 97.4 |
| 333 | 98 | 52 | 0.3 | 97.7 |
| 334 | 98 | 33 | 0.2 | 97.9 |
| 335 | 98 | 31 | 0.2 | 98.1 |
| 336 | 98 | 4 | 0.0 | 98.1 |
| 337 | 98 | 40 | 0.2 | 98.3 |
| 338 | 99 | 32 | 0.2 | 98.5 |
| 339 | 99 | 20 | 0.1 | 98.6 |
| 340 | 99 | 13 | 0.1 | 98.7 |
| 341 | 99 | 32 | 0.2 | 98.9 |
| 342 | 99 | 9 | 0.1 | 98.9 |
| 343 | 99 | 19 | 0.1 | 99.0 |
| 344 | 99 | 27 | 0.2 | 99.2 |
| 345 | 99 | 12 | 0.1 | 99.3 |
| 346 | 99 | 8 | 0.0 | 99.3 |
| 347 | 99 | 6 | 0.0 | 99.4 |
| 348 | 99 | 50 | 0.3 | 99.6 |
| 349 | 99 | 3 | 0.0 | 99.7 |
| 350 | 99 | 7 | 0.0 | 99.7 |
| 352 | 99 | 10 | 0.1 | 99.7 |
| 354 | 99 | 15 | 0.1 | 99.8 |
| 356 | 99 | 5 | 0.0 | 99.9 |
| 358 | 99 | 11 | 0.1 | 99.9 |
| 360 | 99 | 13 | 0.1 | 100.0 |

**Total N-Count**      **17,560**

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 147 | 0.9 | 0.9 |
| 121 | 1 | 3 | 0.0 | 1.0 |
| 124 | 1 | 1 | 0.0 | 1.0 |
| 125 | 1 | 4 | 0.0 | 1.0 |
| 127 | 1 | 2 | 0.0 | 1.0 |
| 130 | 1 | 2 | 0.0 | 1.0 |
| 131 | 1 | 3 | 0.0 | 1.0 |
| 133 | 1 | 1 | 0.0 | 1.0 |
| 134 | 1 | 1 | 0.0 | 1.0 |
| 135 | 1 | 2 | 0.0 | 1.1 |
| 137 | 1 | 1 | 0.0 | 1.1 |
| 138 | 1 | 1 | 0.0 | 1.1 |
| 139 | 1 | 1 | 0.0 | 1.1 |
| 140 | 1 | 3 | 0.0 | 1.1 |
| 141 | 1 | 4 | 0.0 | 1.1 |
| 143 | 1 | 2 | 0.0 | 1.1 |
| 144 | 1 | 3 | 0.0 | 1.2 |
| 145 | 1 | 1 | 0.0 | 1.2 |
| 146 | 1 | 1 | 0.0 | 1.2 |
| 147 | 1 | 1 | 0.0 | 1.2 |
| 149 | 1 | 2 | 0.0 | 1.2 |
| 151 | 1 | 5 | 0.0 | 1.2 |
| 152 | 1 | 3 | 0.0 | 1.2 |
| 153 | 1 | 4 | 0.0 | 1.3 |
| 154 | 1 | 6 | 0.0 | 1.3 |
| 155 | 1 | 3 | 0.0 | 1.3 |
| 156 | 1 | 16 | 0.1 | 1.4 |
| 157 | 1 | 2 | 0.0 | 1.4 |
| 158 | 1 | 14 | 0.1 | 1.5 |
| 159 | 1 | 7 | 0.0 | 1.6 |
| 160 | 2 | 19 | 0.1 | 1.7 |
| 161 | 2 | 7 | 0.0 | 1.7 |
| 162 | 2 | 22 | 0.1 | 1.9 |
| 163 | 2 | 16 | 0.1 | 2.0 |
| 164 | 2 | 21 | 0.1 | 2.1 |
| 165 | 2 | 22 | 0.1 | 2.3 |
| 166 | 2 | 17 | 0.1 | 2.4 |
| 167 | 2 | 33 | 0.2 | 2.6 |
| 168 | 2 | 10 | 0.1 | 2.6 |

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 169 | 3 | 18 | 0.1 | 2.8 |
| 170 | 3 | 11 | 0.1 | 2.8 |
| 171 | 3 | 19 | 0.1 | 2.9 |
| 172 | 3 | 18 | 0.1 | 3.1 |
| 173 | 3 | 25 | 0.2 | 3.2 |
| 174 | 3 | 31 | 0.2 | 3.4 |
| 175 | 3 | 16 | 0.1 | 3.5 |
| 176 | 3 | 21 | 0.1 | 3.7 |
| 177 | 3 | 20 | 0.1 | 3.8 |
| 178 | 4 | 23 | 0.1 | 3.9 |
| 179 | 4 | 22 | 0.1 | 4.1 |
| 180 | 4 | 24 | 0.2 | 4.2 |
| 181 | 4 | 29 | 0.2 | 4.4 |
| 182 | 4 | 22 | 0.1 | 4.5 |
| 183 | 4 | 32 | 0.2 | 4.8 |
| 184 | 5 | 23 | 0.1 | 4.9 |
| 185 | 5 | 22 | 0.1 | 5.0 |
| 186 | 5 | 24 | 0.2 | 5.2 |
| 187 | 5 | 35 | 0.2 | 5.4 |
| 188 | 5 | 23 | 0.1 | 5.6 |
| 189 | 6 | 39 | 0.2 | 5.8 |
| 190 | 6 | 41 | 0.3 | 6.1 |
| 191 | 6 | 38 | 0.2 | 6.3 |
| 192 | 6 | 33 | 0.2 | 6.5 |
| 193 | 7 | 35 | 0.2 | 6.7 |
| 194 | 7 | 38 | 0.2 | 7.0 |
| 195 | 7 | 49 | 0.3 | 7.3 |
| 196 | 7 | 45 | 0.3 | 7.6 |
| 197 | 8 | 45 | 0.3 | 7.9 |
| 198 | 8 | 41 | 0.3 | 8.1 |
| 199 | 8 | 43 | 0.3 | 8.4 |
| 200 | 9 | 39 | 0.2 | 8.7 |
| 201 | 9 | 49 | 0.3 | 9.0 |
| 202 | 9 | 54 | 0.3 | 9.3 |
| 203 | 9 | 38 | 0.2 | 9.6 |
| 204 | 10 | 53 | 0.3 | 9.9 |
| 205 | 10 | 45 | 0.3 | 10.2 |
| 206 | 10 | 51 | 0.3 | 10.5 |
| 207 | 11 | 55 | 0.4 | 10.9 |
| 208 | 11 | 52 | 0.3 | 11.2 |

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 209 | 11 | 45 | 0.3 | 11.5 |
| 210 | 12 | 50 | 0.3 | 11.8 |
| 211 | 12 | 44 | 0.3 | 12.1 |
| 212 | 12 | 58 | 0.4 | 12.5 |
| 213 | 13 | 60 | 0.4 | 12.8 |
| 214 | 13 | 65 | 0.4 | 13.3 |
| 215 | 13 | 64 | 0.4 | 13.7 |
| 216 | 14 | 61 | 0.4 | 14.1 |
| 217 | 14 | 69 | 0.4 | 14.5 |
| 218 | 15 | 56 | 0.4 | 14.9 |
| 219 | 15 | 64 | 0.4 | 15.3 |
| 220 | 16 | 62 | 0.4 | 15.7 |
| 221 | 16 | 60 | 0.4 | 16.0 |
| 222 | 16 | 52 | 0.3 | 16.4 |
| 223 | 17 | 77 | 0.5 | 16.9 |
| 224 | 17 | 69 | 0.4 | 17.3 |
| 225 | 18 | 76 | 0.5 | 17.8 |
| 226 | 18 | 67 | 0.4 | 18.2 |
| 227 | 19 | 85 | 0.5 | 18.8 |
| 228 | 19 | 90 | 0.6 | 19.3 |
| 229 | 20 | 73 | 0.5 | 19.8 |
| 230 | 20 | 86 | 0.5 | 20.3 |
| 231 | 21 | 74 | 0.5 | 20.8 |
| 232 | 22 | 81 | 0.5 | 21.3 |
| 233 | 22 | 85 | 0.5 | 21.9 |
| 234 | 23 | 92 | 0.6 | 22.5 |
| 235 | 23 | 90 | 0.6 | 23.0 |
| 236 | 24 | 97 | 0.6 | 23.7 |
| 237 | 24 | 81 | 0.5 | 24.2 |
| 238 | 25 | 105 | 0.7 | 24.9 |
| 239 | 26 | 101 | 0.6 | 25.5 |
| 240 | 26 | 84 | 0.5 | 26.0 |
| 241 | 27 | 93 | 0.6 | 26.6 |
| 242 | 27 | 97 | 0.6 | 27.2 |
| 243 | 28 | 102 | 0.7 | 27.9 |
| 244 | 29 | 82 | 0.5 | 28.4 |
| 245 | 29 | 104 | 0.7 | 29.1 |
| 246 | 30 | 93 | 0.6 | 29.7 |
| 247 | 31 | 102 | 0.7 | 30.3 |
| 248 | 31 | 106 | 0.7 | 31.0 |

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 249 | 32 | 101 | 0.6 | 31.7 |
| 250 | 33 | 124 | 0.8 | 32.4 |
| 251 | 33 | 100 | 0.6 | 33.1 |
| 252 | 34 | 125 | 0.8 | 33.9 |
| 253 | 35 | 116 | 0.7 | 34.6 |
| 254 | 35 | 98 | 0.6 | 35.2 |
| 255 | 36 | 134 | 0.9 | 36.1 |
| 256 | 37 | 108 | 0.7 | 36.8 |
| 257 | 38 | 108 | 0.7 | 37.5 |
| 258 | 38 | 88 | 0.6 | 38.0 |
| 259 | 39 | 114 | 0.7 | 38.8 |
| 260 | 40 | 126 | 0.8 | 39.6 |
| 261 | 40 | 118 | 0.8 | 40.3 |
| 262 | 41 | 132 | 0.8 | 41.2 |
| 263 | 42 | 118 | 0.8 | 41.9 |
| 264 | 43 | 127 | 0.8 | 42.7 |
| 265 | 44 | 131 | 0.8 | 43.6 |
| 266 | 44 | 107 | 0.7 | 44.3 |
| 267 | 45 | 128 | 0.8 | 45.1 |
| 268 | 46 | 123 | 0.8 | 45.9 |
| 269 | 47 | 135 | 0.9 | 46.7 |
| 270 | 47 | 121 | 0.8 | 47.5 |
| 271 | 48 | 130 | 0.8 | 48.3 |
| 272 | 49 | 120 | 0.8 | 49.1 |
| 273 | 50 | 139 | 0.9 | 50.0 |
| 274 | 51 | 136 | 0.9 | 50.8 |
| 275 | 52 | 122 | 0.8 | 51.6 |
| 276 | 52 | 100 | 0.6 | 52.3 |
| 277 | 53 | 145 | 0.9 | 53.2 |
| 278 | 54 | 130 | 0.8 | 54.0 |
| 279 | 55 | 161 | 1.0 | 55.0 |
| 280 | 56 | 155 | 1.0 | 56.0 |
| 281 | 57 | 150 | 1.0 | 57.0 |
| 282 | 58 | 114 | 0.7 | 57.7 |
| 283 | 59 | 124 | 0.8 | 58.5 |
| 284 | 59 | 135 | 0.9 | 59.4 |
| 285 | 60 | 145 | 0.9 | 60.3 |
| 286 | 61 | 148 | 0.9 | 61.2 |
| 287 | 62 | 127 | 0.8 | 62.1 |
| 288 | 63 | 152 | 1.0 | 63.0 |

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 289 | 64 | 102 | 0.7 | 63.7 |
| 290 | 65 | 143 | 0.9 | 64.6 |
| 291 | 66 | 133 | 0.8 | 65.4 |
| 292 | 67 | 163 | 1.0 | 66.5 |
| 293 | 68 | 115 | 0.7 | 67.2 |
| 294 | 68 | 159 | 1.0 | 68.2 |
| 295 | 69 | 99 | 0.6 | 68.9 |
| 296 | 70 | 171 | 1.1 | 70.0 |
| 297 | 71 | 112 | 0.7 | 70.7 |
| 298 | 72 | 144 | 0.9 | 71.6 |
| 299 | 73 | 120 | 0.8 | 72.4 |
| 300 | 74 | 140 | 0.9 | 73.3 |
| 301 | 75 | 166 | 1.1 | 74.3 |
| 302 | 75 | 133 | 0.8 | 75.2 |
| 303 | 76 | 153 | 1.0 | 76.1 |
| 304 | 77 | 121 | 0.8 | 76.9 |
| 305 | 78 | 166 | 1.1 | 78.0 |
| 306 | 79 | 88 | 0.6 | 78.5 |
| 307 | 80 | 150 | 1.0 | 79.5 |
| 308 | 81 | 100 | 0.6 | 80.1 |
| 309 | 81 | 171 | 1.1 | 81.2 |
| 310 | 82 | 87 | 0.6 | 81.8 |
| 311 | 83 | 125 | 0.8 | 82.6 |
| 312 | 84 | 129 | 0.8 | 83.4 |
| 313 | 84 | 126 | 0.8 | 84.2 |
| 314 | 85 | 125 | 0.8 | 85.0 |
| 315 | 86 | 72 | 0.5 | 85.5 |
| 316 | 87 | 142 | 0.9 | 86.4 |
| 317 | 87 | 79 | 0.5 | 86.9 |
| 318 | 88 | 130 | 0.8 | 87.7 |
| 319 | 88 | 56 | 0.4 | 88.1 |
| 320 | 89 | 128 | 0.8 | 88.9 |
| 321 | 90 | 72 | 0.5 | 89.3 |
| 322 | 90 | 118 | 0.8 | 90.1 |
| 323 | 91 | 71 | 0.5 | 90.5 |
| 324 | 91 | 93 | 0.6 | 91.1 |
| 325 | 92 | 48 | 0.3 | 91.4 |
| 326 | 92 | 95 | 0.6 | 92.1 |
| 327 | 93 | 127 | 0.8 | 92.9 |
| 328 | 93 | 48 | 0.3 | 93.2 |

**Table 94. Scale Score and State Percentile Rank Frequency Distribution (Grade 10) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 329 | 94 | 65 | 0.4 | 93.6 |
| 330 | 94 | 53 | 0.3 | 93.9 |
| 331 | 95 | 134 | 0.9 | 94.8 |
| 332 | 95 | 23 | 0.1 | 94.9 |
| 333 | 95 | 75 | 0.5 | 95.4 |
| 334 | 96 | 61 | 0.4 | 95.8 |
| 335 | 96 | 42 | 0.3 | 96.1 |
| 336 | 96 | 14 | 0.1 | 96.1 |
| 337 | 97 | 75 | 0.5 | 96.6 |
| 338 | 97 | 61 | 0.4 | 97.0 |
| 339 | 97 | 32 | 0.2 | 97.2 |
| 340 | 97 | 12 | 0.1 | 97.3 |
| 341 | 98 | 49 | 0.3 | 97.6 |
| 342 | 98 | 23 | 0.1 | 97.8 |
| 343 | 98 | 36 | 0.2 | 98.0 |
| 344 | 98 | 57 | 0.4 | 98.4 |
| 345 | 99 | 19 | 0.1 | 98.5 |
| 346 | 99 | 10 | 0.1 | 98.5 |
| 347 | 99 | 15 | 0.1 | 98.6 |
| 348 | 99 | 80 | 0.5 | 99.1 |
| 349 | 99 | 4 | 0.0 | 99.2 |
| 350 | 99 | 15 | 0.1 | 99.3 |
| 352 | 99 | 27 | 0.2 | 99.4 |
| 354 | 99 | 30 | 0.2 | 99.6 |
| 356 | 99 | 16 | 0.1 | 99.7 |
| 358 | 99 | 25 | 0.2 | 99.9 |
| 360 | 99 | 17 | 0.1 | 100.0 |

**Total N-Count          15,661**

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 107 | 0.9 | 0.9 |
| 121 | 1 | 2 | 0.0 | 0.9 |
| 124 | 1 | 3 | 0.0 | 0.9 |
| 130 | 1 | 2 | 0.0 | 0.9 |
| 131 | 1 | 2 | 0.0 | 0.9 |
| 134 | 1 | 3 | 0.0 | 1.0 |
| 136 | 1 | 1 | 0.0 | 1.0 |
| 137 | 1 | 1 | 0.0 | 1.0 |
| 139 | 1 | 2 | 0.0 | 1.0 |
| 140 | 1 | 2 | 0.0 | 1.0 |
| 141 | 1 | 2 | 0.0 | 1.0 |
| 143 | 1 | 4 | 0.0 | 1.1 |
| 144 | 1 | 3 | 0.0 | 1.1 |
| 145 | 1 | 2 | 0.0 | 1.1 |
| 147 | 1 | 4 | 0.0 | 1.1 |
| 149 | 1 | 1 | 0.0 | 1.1 |
| 150 | 1 | 3 | 0.0 | 1.2 |
| 151 | 1 | 4 | 0.0 | 1.2 |
| 152 | 1 | 4 | 0.0 | 1.2 |
| 153 | 1 | 1 | 0.0 | 1.2 |
| 154 | 1 | 6 | 0.0 | 1.3 |
| 155 | 1 | 4 | 0.0 | 1.3 |
| 156 | 1 | 9 | 0.1 | 1.4 |
| 158 | 1 | 13 | 0.1 | 1.5 |
| 159 | 1 | 5 | 0.0 | 1.5 |
| 160 | 1 | 16 | 0.1 | 1.7 |
| 161 | 2 | 8 | 0.1 | 1.7 |
| 162 | 2 | 6 | 0.0 | 1.8 |
| 163 | 2 | 11 | 0.1 | 1.9 |
| 164 | 2 | 6 | 0.0 | 1.9 |
| 165 | 2 | 13 | 0.1 | 2.0 |
| 166 | 2 | 7 | 0.1 | 2.1 |
| 167 | 2 | 14 | 0.1 | 2.2 |
| 168 | 2 | 10 | 0.1 | 2.3 |
| 169 | 2 | 6 | 0.0 | 2.3 |
| 170 | 2 | 8 | 0.1 | 2.4 |
| 171 | 2 | 12 | 0.1 | 2.5 |
| 172 | 2 | 11 | 0.1 | 2.6 |
| 173 | 2 | 3 | 0.0 | 2.6 |

**Table 95.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 174 | 2 | 14 | 0.1 | 2.7 |
| 175 | 3 | 14 | 0.1 | 2.8 |
| 176 | 3 | 13 | 0.1 | 2.9 |
| 177 | 3 | 10 | 0.1 | 3.0 |
| 178 | 3 | 10 | 0.1 | 3.1 |
| 179 | 3 | 7 | 0.1 | 3.2 |
| 180 | 3 | 15 | 0.1 | 3.3 |
| 181 | 3 | 14 | 0.1 | 3.4 |
| 182 | 3 | 13 | 0.1 | 3.5 |
| 183 | 3 | 9 | 0.1 | 3.6 |
| 184 | 3 | 4 | 0.0 | 3.6 |
| 185 | 4 | 19 | 0.2 | 3.8 |
| 186 | 4 | 13 | 0.1 | 3.9 |
| 187 | 4 | 22 | 0.2 | 4.0 |
| 188 | 4 | 7 | 0.1 | 4.1 |
| 189 | 4 | 18 | 0.1 | 4.2 |
| 190 | 4 | 16 | 0.1 | 4.4 |
| 191 | 4 | 24 | 0.2 | 4.6 |
| 192 | 5 | 15 | 0.1 | 4.7 |
| 193 | 5 | 14 | 0.1 | 4.8 |
| 194 | 5 | 19 | 0.2 | 5.0 |
| 195 | 5 | 22 | 0.2 | 5.1 |
| 196 | 5 | 23 | 0.2 | 5.3 |
| 197 | 5 | 20 | 0.2 | 5.5 |
| 198 | 6 | 24 | 0.2 | 5.7 |
| 199 | 6 | 27 | 0.2 | 5.9 |
| 200 | 6 | 18 | 0.1 | 6.0 |
| 201 | 6 | 24 | 0.2 | 6.2 |
| 202 | 6 | 19 | 0.2 | 6.4 |
| 203 | 6 | 19 | 0.2 | 6.5 |
| 204 | 7 | 17 | 0.1 | 6.7 |
| 205 | 7 | 24 | 0.2 | 6.9 |
| 206 | 7 | 34 | 0.3 | 7.1 |
| 207 | 7 | 34 | 0.3 | 7.4 |
| 208 | 8 | 23 | 0.2 | 7.6 |
| 209 | 8 | 30 | 0.2 | 7.9 |
| 210 | 8 | 30 | 0.2 | 8.1 |
| 211 | 8 | 31 | 0.3 | 8.3 |
| 212 | 9 | 24 | 0.2 | 8.5 |
| 213 | 9 | 31 | 0.3 | 8.8 |

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 214 | 9 | 27 | 0.2 | 9.0 |
| 215 | 9 | 38 | 0.3 | 9.3 |
| 216 | 10 | 49 | 0.4 | 9.7 |
| 217 | 10 | 44 | 0.4 | 10.1 |
| 218 | 10 | 42 | 0.3 | 10.4 |
| 219 | 11 | 38 | 0.3 | 10.7 |
| 220 | 11 | 40 | 0.3 | 11.0 |
| 221 | 11 | 43 | 0.3 | 11.4 |
| 222 | 12 | 30 | 0.2 | 11.6 |
| 223 | 12 | 52 | 0.4 | 12.1 |
| 224 | 12 | 52 | 0.4 | 12.5 |
| 225 | 13 | 50 | 0.4 | 12.9 |
| 226 | 13 | 63 | 0.5 | 13.4 |
| 227 | 14 | 37 | 0.3 | 13.7 |
| 228 | 14 | 43 | 0.3 | 14.0 |
| 229 | 15 | 51 | 0.4 | 14.5 |
| 230 | 15 | 52 | 0.4 | 14.9 |
| 231 | 16 | 64 | 0.5 | 15.4 |
| 232 | 16 | 46 | 0.4 | 15.8 |
| 233 | 16 | 56 | 0.5 | 16.2 |
| 234 | 17 | 59 | 0.5 | 16.7 |
| 235 | 17 | 66 | 0.5 | 17.2 |
| 236 | 18 | 55 | 0.4 | 17.7 |
| 237 | 18 | 68 | 0.6 | 18.2 |
| 238 | 19 | 68 | 0.6 | 18.8 |
| 239 | 20 | 76 | 0.6 | 19.4 |
| 240 | 20 | 74 | 0.6 | 20.0 |
| 241 | 21 | 72 | 0.6 | 20.6 |
| 242 | 21 | 61 | 0.5 | 21.1 |
| 243 | 22 | 59 | 0.5 | 21.6 |
| 244 | 23 | 72 | 0.6 | 22.1 |
| 245 | 23 | 89 | 0.7 | 22.9 |
| 246 | 24 | 72 | 0.6 | 23.4 |
| 247 | 24 | 79 | 0.6 | 24.1 |
| 248 | 25 | 77 | 0.6 | 24.7 |
| 249 | 26 | 75 | 0.6 | 25.3 |
| 250 | 27 | 99 | 0.8 | 26.1 |
| 251 | 27 | 89 | 0.7 | 26.8 |
| 252 | 28 | 90 | 0.7 | 27.6 |
| 253 | 29 | 64 | 0.5 | 28.1 |

**Table 95.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 254 | 29 | 93 | 0.8 | 28.8 |
| 255 | 30 | 88 | 0.7 | 29.5 |
| 256 | 31 | 76 | 0.6 | 30.2 |
| 257 | 31 | 90 | 0.7 | 30.9 |
| 258 | 32 | 82 | 0.7 | 31.6 |
| 259 | 33 | 88 | 0.7 | 32.3 |
| 260 | 33 | 91 | 0.7 | 33.0 |
| 261 | 34 | 104 | 0.8 | 33.9 |
| 262 | 35 | 79 | 0.6 | 34.5 |
| 263 | 36 | 97 | 0.8 | 35.3 |
| 264 | 36 | 91 | 0.7 | 36.0 |
| 265 | 37 | 122 | 1.0 | 37.0 |
| 266 | 38 | 111 | 0.9 | 37.9 |
| 267 | 39 | 94 | 0.8 | 38.7 |
| 268 | 40 | 100 | 0.8 | 39.5 |
| 269 | 41 | 107 | 0.9 | 40.3 |
| 270 | 42 | 120 | 1.0 | 41.3 |
| 271 | 42 | 94 | 0.8 | 42.1 |
| 272 | 43 | 110 | 0.9 | 43.0 |
| 273 | 44 | 119 | 1.0 | 43.9 |
| 274 | 45 | 95 | 0.8 | 44.7 |
| 275 | 46 | 121 | 1.0 | 45.7 |
| 276 | 47 | 107 | 0.9 | 46.5 |
| 277 | 48 | 125 | 1.0 | 47.6 |
| 278 | 49 | 128 | 1.0 | 48.6 |
| 279 | 50 | 122 | 1.0 | 49.6 |
| 280 | 51 | 128 | 1.0 | 50.6 |
| 281 | 52 | 114 | 0.9 | 51.5 |
| 282 | 53 | 112 | 0.9 | 52.5 |
| 283 | 54 | 112 | 0.9 | 53.4 |
| 284 | 55 | 122 | 1.0 | 54.4 |
| 285 | 56 | 114 | 0.9 | 55.3 |
| 286 | 57 | 119 | 1.0 | 56.2 |
| 287 | 58 | 136 | 1.1 | 57.3 |
| 288 | 59 | 152 | 1.2 | 58.6 |
| 289 | 60 | 87 | 0.7 | 59.3 |
| 290 | 61 | 142 | 1.2 | 60.4 |
| 291 | 62 | 103 | 0.8 | 61.3 |
| 292 | 63 | 134 | 1.1 | 62.3 |
| 293 | 64 | 106 | 0.9 | 63.2 |

**Table 95.  Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 294 | 65 | 140 | 1.1 | 64.3 |
| 295 | 65 | 96 | 0.8 | 65.1 |
| 296 | 66 | 142 | 1.2 | 66.3 |
| 297 | 67 | 110 | 0.9 | 67.2 |
| 298 | 69 | 154 | 1.2 | 68.4 |
| 299 | 70 | 119 | 1.0 | 69.4 |
| 300 | 71 | 117 | 0.9 | 70.3 |
| 301 | 72 | 124 | 1.0 | 71.3 |
| 302 | 73 | 104 | 0.8 | 72.2 |
| 303 | 73 | 123 | 1.0 | 73.2 |
| 304 | 74 | 88 | 0.7 | 73.9 |
| 305 | 75 | 151 | 1.2 | 75.1 |
| 306 | 76 | 60 | 0.5 | 75.6 |
| 307 | 77 | 130 | 1.1 | 76.6 |
| 308 | 78 | 97 | 0.8 | 77.4 |
| 309 | 79 | 131 | 1.1 | 78.5 |
| 310 | 80 | 71 | 0.6 | 79.1 |
| 311 | 80 | 118 | 1.0 | 80.0 |
| 312 | 81 | 108 | 0.9 | 80.9 |
| 313 | 82 | 113 | 0.9 | 81.8 |
| 314 | 83 | 91 | 0.7 | 82.5 |
| 315 | 84 | 64 | 0.5 | 83.1 |
| 316 | 84 | 126 | 1.0 | 84.1 |
| 317 | 85 | 73 | 0.6 | 84.7 |
| 318 | 86 | 116 | 0.9 | 85.6 |
| 319 | 87 | 51 | 0.4 | 86.0 |
| 320 | 87 | 120 | 1.0 | 87.0 |
| 321 | 88 | 62 | 0.5 | 87.5 |
| 322 | 89 | 118 | 1.0 | 88.5 |
| 323 | 89 | 70 | 0.6 | 89.0 |
| 324 | 90 | 112 | 0.9 | 89.9 |
| 325 | 91 | 46 | 0.4 | 90.3 |
| 326 | 91 | 84 | 0.7 | 91.0 |
| 327 | 92 | 111 | 0.9 | 91.9 |
| 328 | 93 | 45 | 0.4 | 92.3 |
| 329 | 93 | 56 | 0.5 | 92.7 |
| 330 | 93 | 41 | 0.3 | 93.0 |
| 331 | 94 | 94 | 0.8 | 93.8 |
| 332 | 94 | 18 | 0.1 | 93.9 |
| 333 | 95 | 93 | 0.8 | 94.7 |

**Table 95. Scale Score and State Percentile Rank Frequency Distribution (Grade 11) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 334 | 95 | 48 | 0.4 | 95.1 |
| 335 | 96 | 58 | 0.5 | 95.6 |
| 336 | 96 | 13 | 0.1 | 95.7 |
| 337 | 96 | 59 | 0.5 | 96.1 |
| 338 | 97 | 48 | 0.4 | 96.5 |
| 339 | 97 | 36 | 0.3 | 96.8 |
| 340 | 97 | 17 | 0.1 | 97.0 |
| 341 | 97 | 53 | 0.4 | 97.4 |
| 342 | 98 | 29 | 0.2 | 97.6 |
| 343 | 98 | 36 | 0.3 | 97.9 |
| 344 | 98 | 46 | 0.4 | 98.3 |
| 345 | 98 | 5 | 0.0 | 98.3 |
| 346 | 98 | 6 | 0.0 | 98.4 |
| 347 | 99 | 12 | 0.1 | 98.5 |
| 348 | 99 | 69 | 0.6 | 99.0 |
| 349 | 99 | 4 | 0.0 | 99.1 |
| 350 | 99 | 11 | 0.1 | 99.2 |
| 352 | 99 | 26 | 0.2 | 99.4 |
| 354 | 99 | 29 | 0.2 | 99.6 |
| 356 | 99 | 18 | 0.1 | 99.7 |
| 358 | 99 | 24 | 0.2 | 99.9 |
| 360 | 99 | 7 | 0.1 | 100.0 |

**Total N-Count**          **12,342**

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 120 | 1 | 303 | 3.9 | 3.9 |
| 121 | 4 | 3 | 0.0 | 3.9 |
| 124 | 4 | 13 | 0.2 | 4.1 |
| 125 | 4 | 4 | 0.1 | 4.2 |
| 126 | 4 | 1 | 0.0 | 4.2 |
| 127 | 4 | 1 | 0.0 | 4.2 |
| 130 | 4 | 14 | 0.2 | 4.4 |
| 131 | 4 | 7 | 0.1 | 4.5 |
| 133 | 4 | 2 | 0.0 | 4.5 |
| 134 | 4 | 5 | 0.1 | 4.6 |
| 135 | 4 | 2 | 0.0 | 4.6 |
| 136 | 4 | 2 | 0.0 | 4.6 |
| 137 | 4 | 4 | 0.1 | 4.7 |
| 138 | 4 | 2 | 0.0 | 4.7 |
| 139 | 4 | 4 | 0.1 | 4.7 |
| 140 | 4 | 9 | 0.1 | 4.8 |
| 141 | 4 | 2 | 0.0 | 4.9 |
| 143 | 4 | 4 | 0.1 | 4.9 |
| 144 | 5 | 7 | 0.1 | 5.0 |
| 145 | 5 | 1 | 0.0 | 5.0 |
| 146 | 5 | 3 | 0.0 | 5.1 |
| 147 | 5 | 7 | 0.1 | 5.2 |
| 148 | 5 | 1 | 0.0 | 5.2 |
| 149 | 5 | 7 | 0.1 | 5.3 |
| 150 | 5 | 9 | 0.1 | 5.4 |
| 151 | 5 | 6 | 0.1 | 5.5 |
| 152 | 5 | 8 | 0.1 | 5.6 |
| 153 | 5 | 5 | 0.1 | 5.6 |
| 154 | 5 | 6 | 0.1 | 5.7 |
| 155 | 5 | 3 | 0.0 | 5.7 |
| 156 | 5 | 10 | 0.1 | 5.9 |
| 157 | 5 | 6 | 0.1 | 5.9 |
| 158 | 6 | 17 | 0.2 | 6.2 |
| 159 | 6 | 2 | 0.0 | 6.2 |
| 160 | 6 | 14 | 0.2 | 6.4 |
| 161 | 6 | 7 | 0.1 | 6.5 |
| 162 | 6 | 6 | 0.1 | 6.5 |
| 163 | 6 | 10 | 0.1 | 6.7 |
| 164 | 6 | 4 | 0.1 | 6.7 |

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 165 | 6 | 12 | 0.2 | 6.9 |
| 166 | 6 | 9 | 0.1 | 7.0 |
| 167 | 7 | 14 | 0.2 | 7.2 |
| 168 | 7 | 7 | 0.1 | 7.3 |
| 169 | 7 | 6 | 0.1 | 7.3 |
| 170 | 7 | 11 | 0.1 | 7.5 |
| 171 | 7 | 13 | 0.2 | 7.6 |
| 172 | 7 | 6 | 0.1 | 7.7 |
| 173 | 7 | 7 | 0.1 | 7.8 |
| 174 | 7 | 10 | 0.1 | 7.9 |
| 175 | 7 | 15 | 0.2 | 8.1 |
| 176 | 8 | 12 | 0.2 | 8.3 |
| 177 | 8 | 4 | 0.1 | 8.3 |
| 178 | 8 | 9 | 0.1 | 8.5 |
| 179 | 8 | 10 | 0.1 | 8.6 |
| 180 | 8 | 10 | 0.1 | 8.7 |
| 181 | 8 | 12 | 0.2 | 8.9 |
| 182 | 8 | 6 | 0.1 | 8.9 |
| 183 | 8 | 9 | 0.1 | 9.1 |
| 184 | 8 | 7 | 0.1 | 9.2 |
| 185 | 9 | 11 | 0.1 | 9.3 |
| 186 | 9 | 6 | 0.1 | 9.4 |
| 187 | 9 | 15 | 0.2 | 9.6 |
| 188 | 9 | 13 | 0.2 | 9.7 |
| 189 | 9 | 11 | 0.1 | 9.9 |
| 190 | 9 | 5 | 0.1 | 9.9 |
| 191 | 9 | 13 | 0.2 | 10.1 |
| 192 | 10 | 10 | 0.1 | 10.2 |
| 193 | 10 | 15 | 0.2 | 10.4 |
| 194 | 10 | 28 | 0.4 | 10.8 |
| 195 | 10 | 20 | 0.3 | 11.0 |
| 196 | 11 | 13 | 0.2 | 11.2 |
| 197 | 11 | 9 | 0.1 | 11.3 |
| 198 | 11 | 18 | 0.2 | 11.6 |
| 199 | 11 | 16 | 0.2 | 11.8 |
| 200 | 11 | 11 | 0.1 | 11.9 |
| 201 | 12 | 13 | 0.2 | 12.1 |
| 202 | 12 | 22 | 0.3 | 12.4 |
| 203 | 12 | 16 | 0.2 | 12.6 |
| 204 | 12 | 19 | 0.2 | 12.8 |

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 205 | 12 | 6 | 0.1 | 12.9 |
| 206 | 13 | 24 | 0.3 | 13.2 |
| 207 | 13 | 23 | 0.3 | 13.5 |
| 208 | 13 | 16 | 0.2 | 13.7 |
| 209 | 13 | 25 | 0.3 | 14.0 |
| 210 | 14 | 23 | 0.3 | 14.3 |
| 211 | 14 | 26 | 0.3 | 14.7 |
| 212 | 14 | 20 | 0.3 | 14.9 |
| 213 | 15 | 22 | 0.3 | 15.2 |
| 214 | 15 | 19 | 0.2 | 15.4 |
| 215 | 15 | 25 | 0.3 | 15.8 |
| 216 | 16 | 30 | 0.4 | 16.2 |
| 217 | 16 | 27 | 0.3 | 16.5 |
| 218 | 16 | 26 | 0.3 | 16.8 |
| 219 | 17 | 34 | 0.4 | 17.3 |
| 220 | 17 | 24 | 0.3 | 17.6 |
| 221 | 18 | 29 | 0.4 | 18.0 |
| 222 | 18 | 28 | 0.4 | 18.3 |
| 223 | 18 | 29 | 0.4 | 18.7 |
| 224 | 19 | 27 | 0.3 | 19.0 |
| 225 | 19 | 39 | 0.5 | 19.5 |
| 226 | 20 | 31 | 0.4 | 19.9 |
| 227 | 20 | 33 | 0.4 | 20.4 |
| 228 | 21 | 37 | 0.5 | 20.8 |
| 229 | 21 | 41 | 0.5 | 21.4 |
| 230 | 22 | 49 | 0.6 | 22.0 |
| 231 | 22 | 36 | 0.5 | 22.5 |
| 232 | 23 | 35 | 0.5 | 22.9 |
| 233 | 23 | 36 | 0.5 | 23.4 |
| 234 | 24 | 47 | 0.6 | 24.0 |
| 235 | 24 | 35 | 0.5 | 24.4 |
| 236 | 25 | 56 | 0.7 | 25.2 |
| 237 | 25 | 30 | 0.4 | 25.6 |
| 238 | 26 | 38 | 0.5 | 26.0 |
| 239 | 27 | 45 | 0.6 | 26.6 |
| 240 | 27 | 45 | 0.6 | 27.2 |
| 241 | 28 | 39 | 0.5 | 27.7 |
| 242 | 28 | 48 | 0.6 | 28.3 |
| 243 | 29 | 43 | 0.6 | 28.9 |
| 244 | 29 | 43 | 0.6 | 29.4 |

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 245 | 30 | 62 | 0.8 | 30.2 |
| 246 | 31 | 37 | 0.5 | 30.7 |
| 247 | 31 | 46 | 0.6 | 31.3 |
| 248 | 32 | 61 | 0.8 | 32.1 |
| 249 | 33 | 35 | 0.5 | 32.5 |
| 250 | 33 | 59 | 0.8 | 33.3 |
| 251 | 34 | 61 | 0.8 | 34.1 |
| 252 | 35 | 55 | 0.7 | 34.8 |
| 253 | 36 | 77 | 1.0 | 35.8 |
| 254 | 36 | 76 | 1.0 | 36.8 |
| 255 | 37 | 45 | 0.6 | 37.3 |
| 256 | 38 | 46 | 0.6 | 37.9 |
| 257 | 38 | 51 | 0.7 | 38.6 |
| 258 | 39 | 70 | 0.9 | 39.5 |
| 259 | 40 | 65 | 0.8 | 40.3 |
| 260 | 41 | 60 | 0.8 | 41.1 |
| 261 | 42 | 73 | 0.9 | 42.1 |
| 262 | 43 | 53 | 0.7 | 42.7 |
| 263 | 43 | 56 | 0.7 | 43.5 |
| 264 | 44 | 58 | 0.7 | 44.2 |
| 265 | 45 | 62 | 0.8 | 45.0 |
| 266 | 46 | 70 | 0.9 | 45.9 |
| 267 | 47 | 78 | 1.0 | 46.9 |
| 268 | 48 | 77 | 1.0 | 47.9 |
| 269 | 49 | 76 | 1.0 | 48.9 |
| 270 | 50 | 84 | 1.1 | 50.0 |
| 271 | 51 | 68 | 0.9 | 50.8 |
| 272 | 52 | 87 | 1.1 | 52.0 |
| 273 | 53 | 79 | 1.0 | 53.0 |
| 274 | 54 | 93 | 1.2 | 54.2 |
| 275 | 55 | 78 | 1.0 | 55.2 |
| 276 | 56 | 65 | 0.8 | 56.0 |
| 277 | 57 | 76 | 1.0 | 57.0 |
| 278 | 58 | 72 | 0.9 | 57.9 |
| 279 | 59 | 72 | 0.9 | 58.9 |
| 280 | 60 | 72 | 0.9 | 59.8 |
| 281 | 61 | 67 | 0.9 | 60.7 |
| 282 | 62 | 76 | 1.0 | 61.6 |
| 283 | 62 | 63 | 0.8 | 62.4 |
| 284 | 63 | 74 | 1.0 | 63.4 |

**Table 96.  Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only)  (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 285 | 64 | 78 | 1.0 | 64.4 |
| 286 | 65 | 72 | 0.9 | 65.3 |
| 287 | 66 | 85 | 1.1 | 66.4 |
| 288 | 67 | 87 | 1.1 | 67.6 |
| 289 | 68 | 74 | 1.0 | 68.5 |
| 290 | 69 | 95 | 1.2 | 69.7 |
| 291 | 71 | 74 | 1.0 | 70.7 |
| 292 | 72 | 81 | 1.0 | 71.7 |
| 293 | 72 | 69 | 0.9 | 72.6 |
| 294 | 73 | 65 | 0.8 | 73.5 |
| 295 | 74 | 58 | 0.7 | 74.2 |
| 296 | 75 | 79 | 1.0 | 75.2 |
| 297 | 76 | 71 | 0.9 | 76.1 |
| 298 | 77 | 97 | 1.3 | 77.4 |
| 299 | 78 | 69 | 0.9 | 78.3 |
| 300 | 79 | 77 | 1.0 | 79.3 |
| 301 | 80 | 87 | 1.1 | 80.4 |
| 302 | 81 | 49 | 0.6 | 81.0 |
| 303 | 82 | 80 | 1.0 | 82.1 |
| 304 | 83 | 55 | 0.7 | 82.8 |
| 305 | 83 | 75 | 1.0 | 83.7 |
| 306 | 84 | 45 | 0.6 | 84.3 |
| 307 | 85 | 65 | 0.8 | 85.1 |
| 308 | 86 | 46 | 0.6 | 85.7 |
| 309 | 86 | 75 | 1.0 | 86.7 |
| 310 | 87 | 40 | 0.5 | 87.2 |
| 311 | 88 | 57 | 0.7 | 88.0 |
| 312 | 88 | 49 | 0.6 | 88.6 |
| 313 | 89 | 51 | 0.7 | 89.2 |
| 314 | 90 | 34 | 0.4 | 89.7 |
| 315 | 90 | 43 | 0.6 | 90.2 |
| 316 | 91 | 45 | 0.6 | 90.8 |
| 317 | 91 | 37 | 0.5 | 91.3 |
| 318 | 92 | 50 | 0.6 | 91.9 |
| 319 | 92 | 21 | 0.3 | 92.2 |
| 320 | 93 | 57 | 0.7 | 92.9 |
| 321 | 93 | 24 | 0.3 | 93.3 |
| 322 | 94 | 55 | 0.7 | 94.0 |
| 323 | 94 | 19 | 0.2 | 94.2 |
| 324 | 94 | 33 | 0.4 | 94.6 |

**Table 96. Scale Score and State Percentile Rank Frequency Distribution (Grade 12) by Grade Level (Public & Charters Only) (continued)**

| Scale Score | State PR | N-Count | Percent | Cumulative Percent |
|---|---|---|---|---|
| 325 | 95 | 16 | 0.2 | 94.8 |
| 326 | 95 | 39 | 0.5 | 95.3 |
| 327 | 96 | 43 | 0.6 | 95.9 |
| 328 | 96 | 17 | 0.2 | 96.1 |
| 329 | 96 | 15 | 0.2 | 96.3 |
| 330 | 96 | 20 | 0.3 | 96.6 |
| 331 | 97 | 35 | 0.5 | 97.0 |
| 332 | 97 | 6 | 0.1 | 97.1 |
| 333 | 97 | 17 | 0.2 | 97.3 |
| 334 | 97 | 16 | 0.2 | 97.5 |
| 335 | 98 | 21 | 0.3 | 97.8 |
| 336 | 98 | 4 | 0.1 | 97.8 |
| 337 | 98 | 26 | 0.3 | 98.2 |
| 338 | 98 | 13 | 0.2 | 98.3 |
| 339 | 98 | 9 | 0.1 | 98.5 |
| 340 | 98 | 3 | 0.0 | 98.5 |
| 341 | 99 | 14 | 0.2 | 98.7 |
| 342 | 99 | 8 | 0.1 | 98.8 |
| 343 | 99 | 12 | 0.2 | 98.9 |
| 344 | 99 | 15 | 0.2 | 99.1 |
| 345 | 99 | 5 | 0.1 | 99.2 |
| 346 | 99 | 4 | 0.1 | 99.3 |
| 347 | 99 | 1 | 0.0 | 99.3 |
| 348 | 99 | 24 | 0.3 | 99.6 |
| 349 | 99 | 0 | 0.0 | 99.6 |
| 350 | 99 | 5 | 0.1 | 99.6 |
| 352 | 99 | 3 | 0.0 | 99.7 |
| 354 | 99 | 12 | 0.2 | 99.8 |
| 356 | 99 | 4 | 0.1 | 99.9 |
| 358 | 99 | 6 | 0.1 | 100.0 |
| 360 | 99 | 3 | 0.0 | 100.0 |

**Total N-Count** 7,757

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**APPENDIX A: ITEM MAPS**

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten**
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | | PLD.2.S.K.2 | **Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and/or partially narrate a story.** |
| 2 | Speaking | Constructed Response | 2 | | PLD.3.S.K.3 | **Transitioning:** Student uses simple sentences **to provide an opinion about a topic.** |
| 3 | Speaking | Constructed Response | 2 | | PLD.4.S.K.1 | **Expanding:** Student uses simple and expanded sentences **to ask questions and contribute to a conversation.** |
| 4 | Speaking | Constructed Response | 2 | | PLD.5.S.K.3 | **Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.** |
| 5 | Speaking | Constructed Response | 1 | | PLD.2.S.K.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 6 | Speaking | Constructed Response | 2 | | PLD.3.S.K.1 | **Transitioning:** Student uses simple sentences **to ask questions and contribute to a conversation.** |
| 7 | Speaking | Constructed Response | 2 | | PLD.4.S.K.1 | **Expanding:** Student uses simple and expanded sentences **to ask questions and contribute to a conversation.** |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | Speaking | Constructed Response | 2 | | PLD.5.S.K.3 | **Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.** |
| 9 | Speaking | Constructed Response | 1 | | PLD.2.S.K.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | | PLD.3.S.K.1 | **Transitioning:** Student uses simple sentences **to ask questions and contribute to a conversation.** |
| 11 | Speaking | Constructed Response | 2 | | PLD.4.S.K.2 | **Expanding:** Student uses simple and expanded sentences **to describe or convey relevant details and narrate a story.** |
| 12 | Speaking | Constructed Response | 2 | | PLD.5.S.K.3 | **Commanding:** Student uses simple and expanded sentences and fluid language **to provide an opinion about a topic.** |
| 1 | Listening | Multiple-Choice | 1 | Story Order | PLD.5.L.K.2 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 2 | Listening | Multiple-Choice | 1 | Dev. of Story-Image Sorting | PLD.5.L.K.4 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse. |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 3 | Listening | Multiple-Choice | 1 | Character-Image sorting | PLD.5.L.K.1 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 4 | Listening | Multiple-Choice | 1 | Descriptions | PLD.5.L.K.2 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 5 | Listening | Multiple-Choice | 1 | Story Order | PLD.5.L.K.2 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 6 | Listening | Multiple-Choice | 1 | Development of Story Image Sorting | PLD.5.L.K.4 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse. |
| 7 | Listening | Multiple-Choice | 1 | Development of Ideas Image Sorting | PLD.5.L.K.4 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse. |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | Listening | Multiple-Choice | 1 | Main Topic-Image Sorting | PLD.5.L.K.1 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 9 | Listening | Multiple-Choice | 1 | Main Topic-Image Sorting | PLD.5.L.K.1 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 10 | Listening | Multiple-Choice | 1 | Descriptions | PLD.5.L.K.2 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 11 | Listening | Multiple-Choice | 1 | Character-Image Sorting | PLD.5.L.K.1 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal important individuals, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 12 | Listening | Multiple-Choice | 1 | Story Order | PLD.5.L.K.2 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 13 | Listening | Multiple-Choice | 1 | Dev. Of Ideas-Image Sorting | PLD.5.L.K.4 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse. |
| 14 | Listening | Multiple-Choice | 1 | Words from Context | PLD.5.L.K.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 15 | Listening | Multiple-Choice | 1 | Dev. Of Story-Image Sorting | PLD.5.L.K.4 | **Commanding:** Student can identify a variety of illustrated simple or expanded sentences that **together develop a story, a description, or a sequence of events** in grade-level spoken discourse. |
| 16 | Listening | Multiple-Choice | 1 | Word Recognition | PLD.5.L.K.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 17 | Listening | Multiple-Choice | 1 | Word Recognition | PLD.5.L.K.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 18 | Listening | Multiple-Choice | 1 | Words from Context | PLD.5.L.K.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 19 | Listening | Multiple-Choice | 1 | Word Recognition | PLD.5.L.K.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 1 | Reading | Multiple-Choice | 1 | Letter-Sound Recognition | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 2 | Reading | Multiple-Choice | 1 | Letter-Sound Recognition | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 3 | Reading | Multiple-Choice | 1 | Sound-Word Match | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |
| 4 | Reading | Multiple-Choice | 1 | Sound-Word Match | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |
| 5 | Reading | Multiple-Choice | 1 | Alphabet Recognition | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |
| 6 | Reading | Multiple-Choice | 1 | Word Reading 1 | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 7 | Reading | Multiple-Choice | 1 | Word Reading 1 | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |
| 8 | Reading | Multiple-Choice | 1 | Word Reading 1 | PLD.5.R.K.3 | **Commanding:** Student can identify **most basic features of print, sounds, and grade-appropriate words.** |
| 9 | Reading | Multiple-Choice | 1 | Word Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 10 | Reading | Multiple-Choice | 1 | Word Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 11 | Reading | Multiple-Choice | 1 | Word Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 12 | Reading | Multiple-Choice | 1 | Word Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 13 | Reading | Multiple-Choice | 1 | Sentence Reading 1 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 14 | Reading | Multiple-Choice | 1 | Sentence Reading 1 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 15 | Reading | Multiple-Choice | 1 | Sentence Reading 1 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 16 | Reading | Multiple-Choice | 1 | Sentence Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 17 | Reading | Multiple-Choice | 1 | Sentence Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 18 | Reading | Multiple-Choice | 1 | Sentence Reading 2 | PLD.5.R.K.4 | **Commanding:** Student can identify **most one-to-one letter-sound correspondences and high-frequency grade-appropriate words** in context. |
| 1 | Writing | Constructed Response | 1 | Letter Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 2 | Writing | Constructed Response | 1 | Letter Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |

**Table A1. 2019 NYSESLAT Operational Test Information for Kindergarten** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session/ Modality | Item Type | Points | Test Component | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 3 | Writing | Constructed Response | 1 | Letter Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 4 | Writing | Constructed Response | 1 | Letter Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 5 | Writing | Constructed Response | 2 | Word Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 6 | Writing | Constructed Response | 2 | Word Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 7 | Writing | Constructed Response | 2 | Sentence Writing | PLD.5.W.K.1 | **Commanding:** Student **produces letters, sequenced letters to produce words, and words separated with spaces.** |
| 8 | Writing | Constructed Response | 4 | Write a Story | PLD.5.W.K.2 | **Commanding:** Student uses drawings, simple, expanded, and/or compound sentences to sufficiently **provide descriptions and events** to write a story or write about a topic. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2**
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.1-2.2 | **Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and/or partially narrate a story.** |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.1-2.3 | **Transitioning:** Student uses simple and/or compound sentences **to provide details or facts about a topic and provide an opinion supported by a reason.** |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.1-2.1 | **Expanding:** Student uses simple, expanded, and/or compound sentences **to ask questions and contribute to a conversation.** |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.1-2.3 | **Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to provide details or facts about a topic and provide an opinion supported by a reason.** |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.1-2.2 | **Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and/or partially narrate a story.** |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.1-2.2 | **Transitioning:** Student uses simple and/or compound sentences **to describe or convey relevant details and narrate a story.** |
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.1-2.1 | **Expanding:** Student uses simple, expanded, and/or compound sentences **to ask questions and contribute to a conversation.** |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.1-2.3 | **Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to provide details or facts about a topic and provide an opinion supported by a reason.** |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.1-2.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.1-2.2 | **Transitioning:** Student uses simple and/or compound sentences **to describe or convey relevant details and narrate a story.** |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.1-2.2 | **Expanding:** Student uses simple, expanded, and/or compound sentences **to describe or convey relevant details and narrate a story.** |
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.1-2.3 | **Commanding:** Student uses simple, expanded, and compound sentences and fluid language **to provide details or facts about a topic and provide an opinion supported by a reason.** |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.1-2.3 | **Expanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.1 | **Commanding:** Student can identify a variety of simple or expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.1-2.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.1-2.3 | **Emerging:** Student can determine **the meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.4 | **Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.5 | **Commanding:** Student can identify **significant ideas, events, and/or relationships that are established** by text structures (**a variety of simple or expanded sentences that work together to determine elements, connections, and topics**) in grade-level texts. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.1-2.1 | **Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.1-2.2 | **Commanding:** Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.1-2.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.1-2.3 | **Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.1-2.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.1-2.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.1-2.1 | **Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.1-2.2 | **Expanding:** Student can identify most simple or some expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.4 | **Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.1 | **Commanding:** Student can identify a variety of simple or expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.3 | **Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in a grade-level text. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.4 | **Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level texts. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.1-2.3 | **Expanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in a grade-level text. |
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.2 | **Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.1-2.2 | **Commanding:** Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text. |
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.1-2.3 | **Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.2 | **Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.1-2.1 | **Expanding:** Student can identify most simple or some expanded sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. |
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.1-2.3 | **Emerging:** Student can determine **the meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.4 | **Commanding:** Student can identify a variety of simple or expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.1-2.2 | **Commanding:** Student can identify a variety of simple or expanded sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. |
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.1-2.3 | **Expanding:** Student can determine **the meaning of most Tier 1 and some Tier 2 words** in a grade-level text. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.3 | **Commanding:** Student can determine **the meaning of Tier 1 and some Tier 2 words** in a grade-level text. |
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.1-2.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, and/or relationships** in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.1-2.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |

**Table A2**. **2019 NYSESLAT Operational Test Information for Grade Band 1–2** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.1-2.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.1-2.3 | **Transitioning:** Student can determine **the meaning of most Tier 1 and a few Tier 2 words** in a grade-level text. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.1-2.4 | **Expanding:** Student can identify most simple or some expanded sentences that **together develop a story, a description, a sequence of events, or a relationship** in grade-level texts. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.1-2.5 | **Commanding:** Student can identify **significant ideas, events, and/or relationships that are established** by text structures (**a variety of simple or expanded sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.1-2.3 | **Commanding:** Student uses a variety of simple, expanded, and/or compound sentences to sufficiently **provide descriptions with details and two or more events in sequence** to develop a story. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4**
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.3-4.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.3-4.2 | **Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.3-4.3 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic and provide an opinion supported by a reason.** |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.3-4.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.** |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.3-4.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.3-4.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions and contribute to a conversation.** |
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.3-4.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.3-4.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.** |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.3-4.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.3-4.2 | **Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.3-4.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.3-4.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion supported by a reason.** |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.3-4.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.3-4.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse. |
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.3-4.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.3-4.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in a grade-level text. |
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.3-4.5 | **Commanding:** Student can identify **significant elements, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.3-4.2 | **Commanding:** Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently **describe detailed ideas and facts** in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse. |
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.3-4.3 | **Commanding:** Student can determine **most of the literal and figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.3-4.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts. |
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.3-4.3 | **Expanding:** Student can determine **most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.3-4.2 | **Commanding:** Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently **describe detailed ideas and facts** in a written text. |
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in grade-level spoken discourse. |
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in grade-level spoken discourse. |
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in grade-level spoken discourse. |
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.4 | **Emerging:** Student can, with moderate support, identify most words, phrases, a few simple sentences that together **develop a story, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.3-4.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.3-4.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level spoken discourse. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts. |
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.3-4.5 | **Commanding:** Student can identify **significant elements, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.3-4.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a sequence of events, or a relationship** in grade-level texts. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.3-4.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.3 | **Transitioning:** Student can determine **some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words** in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.3-4.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.3-4.5 | **Commanding:** Student can identify **significant elements, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.3-4.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, ideas or concepts, events, point of view, and/or the main idea** in a grade-level text. |

**Table A3**. **2019 NYSESLAT Operational Test Information for Grade Band 3–4** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.3-4.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, and/or relationships** in a grade-level text. |
| 54 | 3 | Extended Constructed Response/ Informational | 4 | Writing | PLD.5.W.3-4.3 | **Commanding:** Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to detailed descriptions and events in sequence** to develop a narrative text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6**
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.5-6.2 | **Emerging:** Student uses phrases and simple sentences **to describe or convey relevant details and partially narrate a story or process in sequence.** |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.5-6.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions and contribute to a conversation.** |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.5-6.3 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to analyze a topic and provide an opinion or a claim supported by reasons.** |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.5-6.1 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to ask questions and contribute to a conversation.** |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.5-6.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.5-6.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions and contribute to a conversation.** |
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.5-6.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.5-6.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion or a claim supported by reasons.** |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.5-6.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.5-6.3 | **Transitioning:** Student uses simple and/or expanded sentences to **analyze a topic and provide an opinion or a claim supported by reasons.** |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.5-6.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.5-6.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic and provide an opinion or a claim supported by reasons.** |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.5-6.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.5-6.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.5-6.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in grade-level spoken discourse. |
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts. |
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.5-6.5 | **Commanding:** Student can identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in a grade-level text. |
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words** in a grade-level text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.5-6.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.5-6.2 | **Commanding:** Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to **precisely describe detailed ideas and facts** in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.5-6.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.1 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.5-6.2 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.5-6.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words** in grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.5-6.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.5-6.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.5-6.3 | **Entering:** Student may determine **the literal meaning of some Tier 1 and a few Tier 2 words** in a grade-level text. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.5-6.5 | **Commanding:** Student can identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text. |
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in a grade-level text. |
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.5-6.2 | **Commanding:** Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to **precisely describe detailed ideas and facts** in a written text. |
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.1 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse. |
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.5-6.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.5-6.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.5-6.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level spoken discourse. |
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.5-6.3 | **Entering:** Student may determine **the literal meaning of some Tier 1 and a few Tier 2 words** in a grade-level text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme** in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.5-6.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or describe key details, sequence, connections, relationships, and/or conclusions** in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.5-6.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words** in a grade-level text. |

**Table A4**. **2019 NYSESLAT Operational Test Information for Grade Band 5–6** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.5-6.5 | **Expanding:** Student can identify **significant elements, connections, relationships, and/or topics that are established** by text structures (**simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.5-6.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, evidence, events, or a relationship** in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.5-6.3 | **Commanding:** Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8**
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.2 | **Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.1 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.2 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to describe or convey relevant details and narrate a story or process in sequence.** |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.2 | **Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.** |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.7-8.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.7-8.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.7-8.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.7-8.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.** |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interaction**s in grade-level spoken discourse. |
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 word**s **and their impact** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in grade-level spoken discourse. |
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.5 | **Expanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**most simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in a grade-level text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.7-8.2 | **Commanding:** Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text. |
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse. |
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 word**s **and their impact** in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interaction**s in grade-level spoken discourse. |
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.7-8.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or them**e in grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.7-8.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in a grade-level text. |
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.3 | **Entering:** Student may determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in a grade-level text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.7-8.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.7-8.2 | **Commanding:** Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text. |
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in grade-level spoken discourse. |
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.7-8.2 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in grade-level spoken discourse. |
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.7-8.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.7-8.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interaction**s in grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.7-8.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in grade-level spoken discourse. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in a grade-level text. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | **Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact** in a grade-level text. |
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme** in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.7-8.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.7-8.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** in a grade-level text. |

**Table A5**. **2019 NYSESLAT Operational Test Information for Grade Band 7–8** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.5 | **Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.7-8.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.4.R.7-8.5 | **Expanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**most simple or some expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Narrative | 4 | Writing | PLD.5.W.7-8.3 | **Commanding:** Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text. |

**Table A6.  2019 NYSESLAT Operational Test Information for Grade Band 9–12**
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 1 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.9-12.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 2 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.9-12.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 3 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.9-12.1 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 4 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.9-12.1 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to ask questions, paraphrase information, and contribute to a conversation.** |
| 5 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.9-12.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 6 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.9-12.2 | **Transitioning:** Student uses simple and/or expanded sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 7 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.9-12.1 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 8 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.9-12.3 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.** |
| 9 | Speaking | Constructed Response | 1 | Speaking | PLD.2.S.9-12.1 | **Emerging:** Student uses phrases and simple sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 10 | Speaking | Constructed Response | 2 | Speaking | PLD.3.S.9-12.1 | **Transitioning:** Student uses simple and/or expanded sentences **to ask questions, paraphrase information, and contribute to a conversation.** |
| 11 | Speaking | Constructed Response | 2 | Speaking | PLD.4.S.9-12.2 | **Expanding:** Student uses simple, expanded, and/or complex sentences **to describe or convey relevant details and narrate a story or process in sequence.** |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 12 | Speaking | Constructed Response | 2 | Speaking | PLD.5.S.9-12.1 | **Commanding:** Student uses simple, expanded, and complex sentences and fluid language **to ask questions, paraphrase information, and contribute to a conversation.** |
| 1 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.9-12.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 2 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 3 | 1 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 4 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 5 | 1 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.1 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 6 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 7 | 1 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in grade-level spoken discourse. |
| 8 | 1 | Multiple-Choice | 1 | Listening | PLD.5.L.9-12.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 9 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |
| 10 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |
| 11 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |
| 12 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.3 | **Expanding:** Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |
| 13 | 1 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.2 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 14 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 15 | 1 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 16 | 1 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 17 | 1 | Short Constructed Response | 4 | Writing | PLD.5.W.9-12.2 | **Commanding:** Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 18 | 2 | Multiple-Choice | 1 | Listening | PLD.1.L.9-12.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 19 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 20 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. |
| 21 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 22 | 2 | Multiple-Choice | 1 | Listening | PLD.5.L.9-12.1 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 23 | 2 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 24 | 2 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.4 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |
| 25 | 2 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 26 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |
| 27 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |
| 28 | 2 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.5 | **Commanding:** Student can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 29 | 2 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 30 | 2 | Multiple-Choice | 1 | Reading | PLD.2.R.9-12.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in a grade-level text. |
| 31 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.5 | **Transitioning:** Student can, with limited support, identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures (**most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics**) in grade-level texts. |
| 32 | 2 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |
| 33 | 2 | Multiple-Choice | 1 | Reading | PLD.4.R.9-12.4 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 34 | 2 | Short Constructed Response | 4 | Writing | PLD.5.W.9-12.2 | **Commanding:** Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 35 | 3 | Multiple-Choice | 1 | Listening | PLD.1.L.9-12.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 36 | 3 | Multiple-Choice | 1 | Listening | PLD.4.L.9-12.2 | **Expanding:** Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 37 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 38 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.2 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 39 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.3 | **Emerging:** Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in grade-level spoken discourse. |
| 40 | 3 | Multiple-Choice | 1 | Listening | PLD.2.L.9-12.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| 41 | 3 | Multiple-Choice | 1 | Listening | PLD.3.L.9-12.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| 42 | 3 | Multiple-Choice | 1 | Listening | PLD.5.L.9-12.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level spoken discourse. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 43 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 44 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.3 | **Entering:** Student may determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in a grade-level text. |
| 45 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.1 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 46 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 47 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.3 | **Commanding:** Student can determine **most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 48 | 3 | Multiple-Choice | 1 | Reading | PLD.1.R.9-12.1 | **Entering:** Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 49 | 3 | Multiple-Choice | 1 | Reading | PLD.2.R.9-12.1 | **Emerging:** Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in a grade-level text. |
| 50 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |
| 51 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.3 | **Transitioning:** Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in a grade-level text. |

**Table A6**. **2019 NYSESLAT Operational Test Information for Grade Band 9–12** (continued)
*Performance Level Description/Target of Measurement

| Item Position | Test Session | Item Type | Points | Modality | PLD/ToM* | Description |
|---|---|---|---|---|---|---|
| 52 | 3 | Multiple-Choice | 1 | Reading | PLD.3.R.9-12.2 | **Transitioning:** Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine a grade-level text. |
| 53 | 3 | Multiple-Choice | 1 | Reading | PLD.5.R.9-12.4 | **Commanding:** Student can identify a variety of simple, expanded, or complex sentences that **together develop a story or a topic, a description, a claim and evidence, events, or a relationship** in grade-level texts. |
| 54 | 3 | Extended Constructed Response/ Informational | 4 | Writing | PLD.5.W.9-12.4 | **Commanding:** Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text. |

# APPENDIX B: ITEM-LEVEL STATISTICS

**Table B1A. Item-Level Statistics: Listening and Speaking, Grade K (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | *p*-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | MC | 1 | 30,817 | 77 | 7 | 16 | | | 1 | 0.77 | 0.48 | 0.39 |
| | 2 | MC | 1 | 30,817 | 87 | 6 | 7 | | | 1 | 0.87 | 0.49 | 0.42 |
| | 3 | MC | 1 | 30,817 | 9 | 7 | 84 | | | 1 | 0.84 | 0.55 | 0.48 |
| | 4 | MC | 1 | 30,817 | 6 | 81 | 12 | | | 0 | 0.81 | 0.50 | 0.41 |
| | 5 | MC | 1 | 30,817 | 61 | 31 | 7 | | | 1 | 0.61 | 0.40 | 0.29 |
| | 6 | MC | 1 | 30,817 | 77 | 14 | 8 | | | 1 | 0.77 | 0.50 | 0.41 |
| | 7 | MC | 1 | 30,817 | 23 | 21 | 55 | | | 1 | 0.55 | 0.41 | 0.29 |
| | 8 | MC | 1 | 30,817 | 15 | 78 | 7 | | | 1 | 0.78 | 0.49 | 0.41 |
| | 9 | MC | 1 | 30,817 | 28 | 63 | 8 | | | 1 | 0.63 | 0.47 | 0.36 |
| | 10 | MC | 1 | 30,817 | 80 | 14 | 6 | | | 1 | 0.80 | 0.50 | 0.42 |
| | 11 | MC | 1 | 30,817 | 8 | 87 | 4 | | | 1 | 0.87 | 0.55 | 0.49 |
| | 12 | MC | 1 | 30,817 | 16 | 18 | 65 | | | 1 | 0.65 | 0.53 | 0.43 |
| | 13 | MC | 1 | 30,817 | 11 | 78 | 10 | | | 1 | 0.78 | 0.52 | 0.44 |
| | 14 | MC | 1 | 30,817 | 23 | 15 | 61 | | | 1 | 0.61 | 0.49 | 0.38 |
| | 15 | MC | 1 | 30,817 | 8 | 10 | 82 | | | 1 | 0.82 | 0.52 | 0.44 |
| | 16 | MC | 1 | 30,817 | 8 | 85 | 6 | | | 1 | 0.85 | 0.48 | 0.41 |
| | 17 | MC | 1 | 30,817 | 76 | 13 | 10 | | | 1 | 0.76 | 0.51 | 0.43 |
| | 18 | MC | 1 | 30,817 | 15 | 11 | 73 | | | 1 | 0.73 | 0.49 | 0.40 |
| | 19 | MC | 1 | 30,817 | 10 | 6 | 83 | | | 1 | 0.83 | 0.54 | 0.47 |
| **SPEAKING** | 1 | CR | 1 | 30,816 | 16 | 84 | | | | 0 | 0.84 | 0.69 | 0.60 |
| | 2 | CR | 2 | 30,816 | 17 | 28 | 54 | | | 0 | 0.69 | 0.80 | 0.72 |
| | 3 | CR | 2 | 30,816 | 16 | 28 | 46 | | | 9 | 0.61 | 0.84 | 0.77 |
| | 4 | CR | 2 | 30,816 | 31 | 32 | 28 | | | 9 | 0.44 | 0.79 | 0.72 |
| | 5 | CR | 1 | 30,816 | 15 | 85 | | | | 0 | 0.85 | 0.66 | 0.60 |
| | 6 | CR | 2 | 30,816 | 24 | 27 | 50 | | | 0 | 0.63 | 0.82 | 0.75 |
| | 7 | CR | 2 | 30,816 | 22 | 27 | 41 | | | 9 | 0.55 | 0.81 | 0.74 |
| | 8 | CR | 2 | 30,816 | 30 | 35 | 25 | | | 10 | 0.43 | 0.78 | 0.72 |
| | 9 | CR | 1 | 30,816 | 16 | 84 | | | | 0 | 0.84 | 0.69 | 0.60 |
| | 10 | CR | 2 | 30,816 | 22 | 24 | 54 | | | 0 | 0.66 | 0.82 | 0.75 |
| | 11 | CR | 2 | 30,816 | 15 | 30 | 44 | | | 10 | 0.60 | 0.86 | 0.80 |
| | 12 | CR | 2 | 30,816 | 26 | 34 | 30 | | | 10 | 0.47 | 0.80 | 0.74 |

**Table B1B. Item-Level Statistics: Reading and Writing, Grade K (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | *p*-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | MC | 1 | 30,817 | 5 | 3 | 92 | | | 0 | 0.92 | 0.57 | 0.52 |
| | 2 | MC | 1 | 30,817 | 92 | 4 | 3 | | | 0 | 0.92 | 0.56 | 0.51 |
| | 3 | MC | 1 | 30,817 | 90 | 5 | 4 | | | 1 | 0.90 | 0.55 | 0.50 |
| | 4 | MC | 1 | 30,817 | 89 | 7 | 4 | | | 0 | 0.89 | 0.57 | 0.51 |
| | 5 | MC | 1 | 30,817 | 11 | 19 | 69 | | | 1 | 0.69 | 0.49 | 0.39 |
| | 6 | MC | 1 | 30,817 | 8 | 86 | 6 | | | 1 | 0.86 | 0.62 | 0.56 |
| | 7 | MC | 1 | 30,817 | 11 | 81 | 7 | | | 0 | 0.81 | 0.60 | 0.53 |
| | 8 | MC | 1 | 30,817 | 8 | 7 | 85 | | | 0 | 0.85 | 0.68 | 0.62 |
| | 9 | MC | 1 | 30,817 | 7 | 88 | 5 | | | 1 | 0.88 | 0.59 | 0.53 |
| | 10 | MC | 1 | 30,817 | 74 | 16 | 10 | | | 1 | 0.74 | 0.48 | 0.38 |
| | 11 | MC | 1 | 30,817 | 8 | 6 | 86 | | | 1 | 0.86 | 0.67 | 0.61 |
| | 12 | MC | 1 | 30,817 | 16 | 12 | 72 | | | 1 | 0.72 | 0.61 | 0.53 |
| | 13 | MC | 1 | 30,817 | 14 | 11 | 74 | | | 1 | 0.74 | 0.63 | 0.55 |
| | 14 | MC | 1 | 30,817 | 80 | 12 | 7 | | | 1 | 0.80 | 0.57 | 0.50 |
| | 15 | MC | 1 | 30,817 | 86 | 7 | 6 | | | 1 | 0.86 | 0.57 | 0.51 |
| | 16 | MC | 1 | 30,817 | 18 | 73 | 9 | | | 1 | 0.73 | 0.53 | 0.45 |
| | 17 | MC | 1 | 30,817 | 16 | 20 | 63 | | | 1 | 0.64 | 0.57 | 0.48 |
| | 18 | MC | 1 | 30,817 | 62 | 22 | 15 | | | 1 | 0.62 | 0.42 | 0.31 |
| **WRITING** | 1 | CR | 1 | 30,816 | 16 | 84 | | | | 1 | 0.84 | 0.64 | 0.50 |
| | 2 | CR | 1 | 30,816 | 10 | 89 | | | | 1 | 0.89 | 0.55 | 0.39 |
| | 3 | CR | 1 | 30,816 | 17 | 81 | | | | 1 | 0.81 | 0.66 | 0.54 |
| | 4 | CR | 1 | 30,816 | 12 | 87 | | | | 1 | 0.87 | 0.62 | 0.49 |
| | 5 | CR | 2 | 30,816 | 28 | 17 | 54 | | | 2 | 0.62 | 0.84 | 0.75 |
| | 6 | CR | 2 | 30,816 | 31 | 19 | 48 | | | 2 | 0.58 | 0.83 | 0.74 |
| | 7 | CR | 2 | 30,816 | 34 | 39 | 26 | | | 2 | 0.45 | 0.83 | 0.75 |
| | 8 | CR | 4 | 30,816 | 14 | 40 | 24 | 13 | 8 | 1 | 0.39 | 0.79 | 0.65 |

**Table B2A. Item-Level Statistics: Listening and Speaking, Grade Band 1–2 (All Schools)**

|  | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LISTENING | 1 | MC | 1 | 59,634 | 6 | 5 | 9 | 80 | 1 | 6 | 0.80 | 0.53 | 0.48 |
|  | 2 | MC | 1 | 59,634 | 5 | 69 | 14 | 10 | 1 | 5 | 0.69 | 0.49 | 0.42 |
|  | 3 | MC | 1 | 59,634 | 11 | 42 | 34 | 12 | 1 | 11 | 0.42 | 0.35 | 0.27 |
|  | 4 | MC | 1 | 59,634 | 5 | 6 | 5 | 82 | 1 | 5 | 0.82 | 0.52 | 0.47 |
|  | 5 | MC | 1 | 59,634 | 5 | 68 | 15 | 12 | 1 | 5 | 0.68 | 0.56 | 0.50 |
|  | 6 | MC | 1 | 59,634 | 75 | 12 | 5 | 6 | 1 | 75 | 0.75 | 0.60 | 0.55 |
|  | 7 | MC | 1 | 59,634 | 12 | 10 | 64 | 13 | 1 | 12 | 0.64 | 0.53 | 0.46 |
|  | 8 | MC | 1 | 59,634 | 6 | 17 | 6 | 71 | 1 | 6 | 0.71 | 0.50 | 0.44 |
|  | 9 | MC | 1 | 59,634 | 54 | 9 | 9 | 27 | 1 | 54 | 0.54 | 0.30 | 0.22 |
|  | 10 | MC | 1 | 59,634 | 69 | 7 | 6 | 17 | 1 | 69 | 0.69 | 0.63 | 0.58 |
|  | 11 | MC | 1 | 59,634 | 4 | 67 | 5 | 23 | 1 | 4 | 0.67 | 0.46 | 0.39 |
|  | 12 | MC | 1 | 59,634 | 85 | 3 | 4 | 7 | 1 | 85 | 0.85 | 0.59 | 0.55 |
|  | 13 | MC | 1 | 59,634 | 9 | 6 | 7 | 78 | 1 | 9 | 0.78 | 0.64 | 0.59 |
|  | 14 | MC | 1 | 59,634 | 50 | 8 | 19 | 22 | 1 | 50 | 0.50 | 0.47 | 0.40 |
|  | 15 | MC | 1 | 59,634 | 11 | 7 | 75 | 6 | 1 | 11 | 0.75 | 0.60 | 0.55 |
|  | 16 | MC | 1 | 59,634 | 12 | 57 | 18 | 11 | 1 | 12 | 0.57 | 0.47 | 0.40 |
|  | 17 | MC | 1 | 59,634 | 11 | 77 | 6 | 5 | 1 | 11 | 0.77 | 0.56 | 0.50 |
|  | 18 | MC | 1 | 59,634 | 14 | 68 | 11 | 6 | 1 | 14 | 0.68 | 0.55 | 0.48 |
|  | 19 | MC | 1 | 59,634 | 61 | 16 | 12 | 9 | 1 | 61 | 0.61 | 0.54 | 0.48 |
|  | 20 | MC | 1 | 59,634 | 16 | 62 | 10 | 10 | 1 | 16 | 0.62 | 0.55 | 0.49 |
|  | 21 | MC | 1 | 59,634 | 6 | 5 | 6 | 81 | 1 | 6 | 0.81 | 0.63 | 0.58 |
|  | 22 | MC | 1 | 59,634 | 71 | 5 | 10 | 13 | 1 | 71 | 0.71 | 0.60 | 0.54 |
|  | 23 | MC | 1 | 59,634 | 14 | 13 | 6 | 65 | 1 | 14 | 0.65 | 0.52 | 0.46 |
|  | 24 | MC | 1 | 59,634 | 13 | 14 | 53 | 19 | 1 | 13 | 0.53 | 0.44 | 0.37 |
| SPEAKING | 1 | CR | 1 | 59,634 | 15 | 85 |  |  |  | 0 | 0.85 | 0.73 | 0.68 |
|  | 2 | CR | 2 | 59,634 | 16 | 20 | 64 |  |  | 0 | 0.74 | 0.85 | 0.79 |
|  | 3 | CR | 2 | 59,634 | 11 | 22 | 59 |  |  | 8 | 0.70 | 0.87 | 0.82 |
|  | 4 | CR | 2 | 59,634 | 19 | 28 | 45 |  |  | 8 | 0.59 | 0.81 | 0.76 |
|  | 5 | CR | 1 | 59,634 | 14 | 86 |  |  |  | 0 | 0.86 | 0.71 | 0.68 |
|  | 6 | CR | 2 | 59,634 | 16 | 16 | 68 |  |  | 0 | 0.76 | 0.86 | 0.81 |
|  | 7 | CR | 2 | 59,634 | 14 | 24 | 54 |  |  | 8 | 0.66 | 0.86 | 0.81 |
|  | 8 | CR | 2 | 59,634 | 17 | 33 | 42 |  |  | 8 | 0.58 | 0.81 | 0.76 |
|  | 9 | CR | 1 | 59,634 | 16 | 84 |  |  |  | 0 | 0.84 | 0.76 | 0.74 |
|  | 10 | CR | 2 | 59,634 | 17 | 16 | 67 |  |  | 0 | 0.75 | 0.86 | 0.81 |
|  | 11 | CR | 2 | 59,634 | 12 | 22 | 57 |  |  | 9 | 0.68 | 0.87 | 0.83 |
|  | 12 | CR | 2 | 59,634 | 18 | 32 | 41 |  |  | 9 | 0.57 | 0.82 | 0.76 |

**Table B2B.  Item-Level Statistics: Reading and Writing, Grade Band 1–2 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| READING | 1 | MC | 1 | 59,634 | 15 | 10 | 44 | 30 | 1 | 15 | 0.44 | 0.56 | 0.51 |
| | 2 | MC | 1 | 59,634 | 62 | 10 | 10 | 17 | 1 | 62 | 0.62 | 0.54 | 0.49 |
| | 3 | MC | 1 | 59,634 | 15 | 21 | 13 | 50 | 1 | 15 | 0.50 | 0.46 | 0.40 |
| | 4 | MC | 1 | 59,634 | 30 | 38 | 16 | 14 | 2 | 30 | 0.38 | 0.28 | 0.21 |
| | 5 | MC | 1 | 59,634 | 16 | 14 | 22 | 47 | 2 | 16 | 0.47 | 0.48 | 0.43 |
| | 6 | MC | 1 | 59,634 | 15 | 14 | 9 | 60 | 2 | 15 | 0.60 | 0.56 | 0.51 |
| | 7 | MC | 1 | 59,634 | 63 | 14 | 12 | 10 | 2 | 63 | 0.63 | 0.62 | 0.57 |
| | 8 | MC | 1 | 59,634 | 9 | 9 | 70 | 10 | 2 | 9 | 0.70 | 0.53 | 0.48 |
| | 9 | MC | 1 | 59,634 | 68 | 13 | 8 | 11 | 1 | 68 | 0.68 | 0.47 | 0.42 |
| | 10 | MC | 1 | 59,634 | 60 | 15 | 11 | 12 | 1 | 60 | 0.60 | 0.62 | 0.57 |
| | 11 | MC | 1 | 59,634 | 25 | 8 | 9 | 56 | 2 | 25 | 0.56 | 0.69 | 0.65 |
| | 12 | MC | 1 | 59,634 | 26 | 13 | 53 | 5 | 2 | 26 | 0.53 | 0.49 | 0.43 |
| | 13 | MC | 1 | 59,634 | 20 | 43 | 22 | 14 | 2 | 20 | 0.43 | 0.47 | 0.42 |
| | 14 | MC | 1 | 59,634 | 76 | 9 | 7 | 6 | 1 | 76 | 0.76 | 0.53 | 0.48 |
| | 15 | MC | 1 | 59,634 | 8 | 28 | 50 | 12 | 2 | 8 | 0.50 | 0.60 | 0.55 |
| | 16 | MC | 1 | 59,634 | 16 | 10 | 13 | 59 | 2 | 16 | 0.59 | 0.62 | 0.58 |
| | 17 | MC | 1 | 59,634 | 84 | 5 | 4 | 5 | 2 | 84 | 0.84 | 0.42 | 0.37 |
| | 18 | MC | 1 | 59,634 | 25 | 14 | 9 | 50 | 1 | 25 | 0.50 | 0.44 | 0.38 |
| | 19 | MC | 1 | 59,634 | 12 | 12 | 52 | 21 | 2 | 12 | 0.52 | 0.59 | 0.54 |
| | 20 | MC | 1 | 59,634 | 16 | 54 | 13 | 17 | 2 | 16 | 0.54 | 0.55 | 0.49 |
| | 21 | MC | 1 | 59,634 | 48 | 19 | 16 | 15 | 2 | 48 | 0.48 | 0.52 | 0.47 |
| | 22 | MC | 1 | 59,634 | 19 | 64 | 9 | 7 | 2 | 19 | 0.64 | 0.63 | 0.59 |
| | 23 | MC | 1 | 59,634 | 71 | 12 | 8 | 8 | 2 | 71 | 0.71 | 0.60 | 0.55 |
| | 24 | MC | 1 | 59,634 | 58 | 16 | 11 | 13 | 2 | 58 | 0.58 | 0.64 | 0.59 |
| | 25 | MC | 1 | 59,634 | 15 | 14 | 56 | 13 | 2 | 15 | 0.56 | 0.59 | 0.54 |
| | 26 | MC | 1 | 59,634 | 21 | 18 | 13 | 46 | 2 | 21 | 0.46 | 0.45 | 0.39 |
| | 27 | MC | 1 | 59,634 | 21 | 47 | 12 | 19 | 2 | 21 | 0.47 | 0.43 | 0.37 |
| WRITING | 1 | CR | 4 | 59,634 | 17 | 19 | 31 | 21 | 9 | 3 | 0.45 | 0.93 | 0.84 |
| | 2 | CR | 4 | 59,634 | 17 | 21 | 32 | 20 | 7 | 3 | 0.43 | 0.94 | 0.85 |
| | 3 | CR | 4 | 59,634 | 18 | 20 | 29 | 21 | 9 | 3 | 0.43 | 0.93 | 0.84 |

**Table B3A.  Item-Level Statistics: Listening and Speaking, Grade Band 3–4 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | *p*-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | MC | 1 | 52,118 | 5 | 6 | 23 | 65 | 1 | 5 | 0.65 | 0.47 | 0.40 |
| | 2 | MC | 1 | 52,118 | 70 | 8 | 9 | 13 | 1 | 70 | 0.70 | 0.55 | 0.49 |
| | 3 | MC | 1 | 52,118 | 11 | 14 | 21 | 53 | 1 | 11 | 0.53 | 0.47 | 0.40 |
| | 4 | MC | 1 | 52,118 | 80 | 4 | 4 | 11 | 1 | 80 | 0.80 | 0.54 | 0.49 |
| | 5 | MC | 1 | 52,118 | 10 | 17 | 4 | 68 | 1 | 10 | 0.68 | 0.53 | 0.46 |
| | 6 | MC | 1 | 52,118 | 24 | 24 | 37 | 14 | 1 | 24 | 0.37 | 0.23 | 0.14 |
| | 7 | MC | 1 | 52,118 | 46 | 9 | 27 | 16 | 1 | 46 | 0.46 | 0.36 | 0.28 |
| | 8 | MC | 1 | 52,118 | 9 | 24 | 43 | 23 | 1 | 9 | 0.43 | 0.47 | 0.39 |
| | 9 | MC | 1 | 52,118 | 8 | 4 | 82 | 5 | 1 | 8 | 0.82 | 0.58 | 0.53 |
| | 10 | MC | 1 | 52,118 | 7 | 17 | 5 | 70 | 1 | 7 | 0.70 | 0.63 | 0.58 |
| | 11 | MC | 1 | 52,118 | 17 | 13 | 19 | 50 | 1 | 17 | 0.50 | 0.42 | 0.34 |
| | 12 | MC | 1 | 52,118 | 75 | 7 | 9 | 8 | 1 | 75 | 0.75 | 0.56 | 0.50 |
| | 13 | MC | 1 | 52,118 | 68 | 10 | 10 | 11 | 1 | 68 | 0.68 | 0.60 | 0.54 |
| | 14 | MC | 1 | 52,118 | 8 | 9 | 28 | 54 | 1 | 8 | 0.54 | 0.47 | 0.39 |
| | 15 | MC | 1 | 52,118 | 56 | 13 | 18 | 11 | 1 | 56 | 0.56 | 0.46 | 0.39 |
| | 16 | MC | 1 | 52,118 | 7 | 9 | 58 | 25 | 1 | 7 | 0.58 | 0.47 | 0.40 |
| | 17 | MC | 1 | 52,118 | 7 | 4 | 8 | 79 | 1 | 7 | 0.79 | 0.60 | 0.55 |
| | 18 | MC | 1 | 52,118 | 14 | 10 | 60 | 14 | 1 | 14 | 0.60 | 0.55 | 0.48 |
| | 19 | MC | 1 | 52,118 | 57 | 19 | 11 | 12 | 1 | 57 | 0.57 | 0.52 | 0.46 |
| | 20 | MC | 1 | 52,118 | 10 | 74 | 8 | 8 | 1 | 10 | 0.74 | 0.55 | 0.50 |
| | 21 | MC | 1 | 52,118 | 8 | 9 | 71 | 11 | 1 | 8 | 0.71 | 0.59 | 0.53 |
| | 22 | MC | 1 | 52,118 | 11 | 70 | 9 | 9 | 1 | 11 | 0.70 | 0.49 | 0.42 |
| | 23 | MC | 1 | 52,118 | 58 | 9 | 23 | 9 | 1 | 58 | 0.58 | 0.58 | 0.52 |
| | 24 | MC | 1 | 52,118 | 19 | 9 | 24 | 47 | 1 | 19 | 0.47 | 0.33 | 0.25 |
| **SPEAKING** | 1 | CR | 1 | 52,118 | 14 | 86 | | | | 0 | 0.86 | 0.72 | 0.73 |
| | 2 | CR | 2 | 52,118 | 14 | 19 | 67 | | | 0 | 0.77 | 0.85 | 0.82 |
| | 3 | CR | 2 | 52,118 | 13 | 25 | 55 | | | 7 | 0.67 | 0.84 | 0.80 |
| | 4 | CR | 2 | 52,118 | 14 | 30 | 49 | | | 7 | 0.64 | 0.81 | 0.76 |
| | 5 | CR | 1 | 52,118 | 13 | 87 | | | | 0 | 0.87 | 0.71 | 0.72 |
| | 6 | CR | 2 | 52,118 | 12 | 15 | 73 | | | 0 | 0.81 | 0.84 | 0.81 |
| | 7 | CR | 2 | 52,118 | 10 | 20 | 64 | | | 7 | 0.74 | 0.87 | 0.84 |
| | 8 | CR | 2 | 52,118 | 14 | 30 | 49 | | | 7 | 0.64 | 0.82 | 0.78 |
| | 9 | CR | 1 | 52,118 | 11 | 89 | | | | 0 | 0.89 | 0.66 | 0.68 |
| | 10 | CR | 2 | 52,118 | 16 | 20 | 64 | | | 0 | 0.74 | 0.83 | 0.79 |
| | 11 | CR | 2 | 52,118 | 13 | 27 | 54 | | | 7 | 0.67 | 0.84 | 0.79 |
| | 12 | CR | 2 | 52,118 | 18 | 34 | 42 | | | 7 | 0.59 | 0.80 | 0.74 |

**Table B3B.  Item-Level Statistics: Reading and Writing, Grade Band 3–4 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| READING | 1 | MC | 1 | 52,118 | 7 | 77 | 10 | 6 | 1 | 7 | 0.77 | 0.59 | 0.54 |
| | 2 | MC | 1 | 52,118 | 11 | 12 | 65 | 11 | 1 | 11 | 0.65 | 0.59 | 0.53 |
| | 3 | MC | 1 | 52,118 | 74 | 10 | 8 | 7 | 1 | 74 | 0.74 | 0.56 | 0.51 |
| | 4 | MC | 1 | 52,118 | 77 | 9 | 6 | 7 | 1 | 77 | 0.77 | 0.57 | 0.52 |
| | 5 | MC | 1 | 52,118 | 12 | 67 | 11 | 8 | 1 | 12 | 0.67 | 0.58 | 0.53 |
| | 6 | MC | 1 | 52,118 | 10 | 14 | 66 | 8 | 1 | 10 | 0.66 | 0.54 | 0.48 |
| | 7 | MC | 1 | 52,118 | 11 | 16 | 18 | 54 | 1 | 11 | 0.54 | 0.50 | 0.44 |
| | 8 | MC | 1 | 52,118 | 24 | 13 | 46 | 14 | 1 | 24 | 0.46 | 0.42 | 0.35 |
| | 9 | MC | 1 | 52,118 | 12 | 9 | 14 | 64 | 1 | 12 | 0.64 | 0.54 | 0.48 |
| | 10 | MC | 1 | 52,118 | 9 | 66 | 17 | 7 | 1 | 9 | 0.66 | 0.51 | 0.45 |
| | 11 | MC | 1 | 52,118 | 12 | 28 | 43 | 16 | 1 | 12 | 0.43 | 0.37 | 0.30 |
| | 12 | MC | 1 | 52,118 | 6 | 78 | 9 | 5 | 1 | 6 | 0.78 | 0.58 | 0.53 |
| | 13 | MC | 1 | 52,118 | 25 | 52 | 14 | 7 | 1 | 25 | 0.53 | 0.49 | 0.43 |
| | 14 | MC | 1 | 52,118 | 17 | 9 | 54 | 18 | 2 | 17 | 0.54 | 0.55 | 0.49 |
| | 15 | MC | 1 | 52,118 | 15 | 14 | 55 | 15 | 2 | 15 | 0.55 | 0.55 | 0.49 |
| | 16 | MC | 1 | 52,118 | 27 | 18 | 12 | 41 | 2 | 27 | 0.41 | 0.42 | 0.36 |
| | 17 | MC | 1 | 52,118 | 24 | 10 | 57 | 8 | 1 | 24 | 0.57 | 0.42 | 0.35 |
| | 18 | MC | 1 | 52,118 | 18 | 19 | 19 | 43 | 1 | 18 | 0.43 | 0.47 | 0.41 |
| | 19 | MC | 1 | 52,118 | 10 | 64 | 13 | 12 | 1 | 10 | 0.64 | 0.62 | 0.57 |
| | 20 | MC | 1 | 52,118 | 13 | 21 | 45 | 20 | 1 | 13 | 0.45 | 0.46 | 0.39 |
| | 21 | MC | 1 | 52,118 | 41 | 24 | 19 | 15 | 1 | 41 | 0.41 | 0.34 | 0.27 |
| | 22 | MC | 1 | 52,118 | 16 | 51 | 18 | 13 | 2 | 16 | 0.51 | 0.47 | 0.41 |
| | 23 | MC | 1 | 52,118 | 47 | 14 | 14 | 23 | 1 | 47 | 0.47 | 0.37 | 0.30 |
| | 24 | MC | 1 | 52,118 | 11 | 13 | 59 | 15 | 1 | 11 | 0.59 | 0.59 | 0.54 |
| | 25 | MC | 1 | 52,118 | 40 | 16 | 19 | 23 | 2 | 40 | 0.40 | 0.26 | 0.19 |
| | 26 | MC | 1 | 52,118 | 15 | 25 | 25 | 34 | 2 | 15 | 0.34 | 0.34 | 0.27 |
| | 27 | MC | 1 | 52,118 | 25 | 15 | 40 | 19 | 2 | 25 | 0.40 | 0.42 | 0.35 |
| WRITING | 1 | CR | 4 | 52,118 | 13 | 15 | 33 | 27 | 9 | 3 | 0.50 | 0.93 | 0.83 |
| | 2 | CR | 4 | 52,118 | 12 | 14 | 34 | 29 | 9 | 3 | 0.51 | 0.93 | 0.85 |
| | 3 | CR | 4 | 52,118 | 13 | 13 | 29 | 30 | 13 | 3 | 0.53 | 0.93 | 0.84 |

**Table B4A. Item-Level Statistics: Listening and Speaking, Grade Band 5–6 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | MC | 1 | 43,330 | 79 | 5 | 10 | 6 | 1 | 79 | 0.79 | 0.56 | 0.51 |
| | 2 | MC | 1 | 43,330 | 9 | 9 | 15 | 66 | 1 | 9 | 0.66 | 0.53 | 0.47 |
| | 3 | MC | 1 | 43,330 | 10 | 60 | 19 | 10 | 1 | 10 | 0.60 | 0.55 | 0.48 |
| | 4 | MC | 1 | 43,330 | 83 | 8 | 3 | 5 | 1 | 83 | 0.83 | 0.58 | 0.53 |
| | 5 | MC | 1 | 43,330 | 7 | 5 | 8 | 79 | 1 | 7 | 0.79 | 0.61 | 0.57 |
| | 6 | MC | 1 | 43,330 | 8 | 79 | 7 | 5 | 1 | 8 | 0.79 | 0.55 | 0.50 |
| | 7 | MC | 1 | 43,330 | 10 | 66 | 13 | 10 | 1 | 10 | 0.66 | 0.48 | 0.42 |
| | 8 | MC | 1 | 43,330 | 7 | 6 | 64 | 21 | 1 | 7 | 0.64 | 0.43 | 0.36 |
| | 9 | MC | 1 | 43,330 | 84 | 6 | 3 | 6 | 1 | 84 | 0.84 | 0.54 | 0.49 |
| | 10 | MC | 1 | 43,330 | 6 | 10 | 15 | 68 | 1 | 6 | 0.68 | 0.61 | 0.56 |
| | 11 | MC | 1 | 43,330 | 22 | 17 | 43 | 17 | 1 | 22 | 0.43 | 0.40 | 0.33 |
| | 12 | MC | 1 | 43,330 | 80 | 7 | 5 | 6 | 1 | 80 | 0.80 | 0.60 | 0.55 |
| | 13 | MC | 1 | 43,330 | 14 | 66 | 12 | 7 | 1 | 14 | 0.66 | 0.42 | 0.34 |
| | 14 | MC | 1 | 43,330 | 7 | 18 | 15 | 58 | 1 | 7 | 0.58 | 0.53 | 0.46 |
| | 15 | MC | 1 | 43,330 | 16 | 64 | 10 | 9 | 1 | 16 | 0.64 | 0.55 | 0.48 |
| | 16 | MC | 1 | 43,330 | 15 | 38 | 24 | 21 | 1 | 15 | 0.38 | 0.34 | 0.26 |
| | 17 | MC | 1 | 43,330 | 81 | 6 | 6 | 5 | 1 | 81 | 0.81 | 0.51 | 0.46 |
| | 18 | MC | 1 | 43,330 | 64 | 14 | 8 | 13 | 1 | 64 | 0.64 | 0.49 | 0.42 |
| | 19 | MC | 1 | 43,330 | 20 | 17 | 15 | 47 | 1 | 20 | 0.47 | 0.44 | 0.37 |
| | 20 | MC | 1 | 43,330 | 4 | 80 | 6 | 9 | 1 | 4 | 0.80 | 0.57 | 0.52 |
| | 21 | MC | 1 | 43,330 | 60 | 12 | 20 | 7 | 1 | 60 | 0.60 | 0.50 | 0.43 |
| | 22 | MC | 1 | 43,330 | 9 | 70 | 9 | 11 | 1 | 9 | 0.70 | 0.59 | 0.53 |
| | 23 | MC | 1 | 43,330 | 6 | 11 | 13 | 68 | 1 | 6 | 0.69 | 0.61 | 0.55 |
| | 24 | MC | 1 | 43,330 | 10 | 16 | 57 | 15 | 1 | 10 | 0.57 | 0.56 | 0.50 |
| **SPEAKING** | 1 | CR | 1 | 43,330 | 14 | 86 | | | | 0 | 0.86 | 0.73 | 0.70 |
| | 2 | CR | 2 | 43,330 | 12 | 15 | 73 | | | 0 | 0.81 | 0.87 | 0.83 |
| | 3 | CR | 2 | 43,330 | 8 | 16 | 69 | | | 7 | 0.78 | 0.89 | 0.86 |
| | 4 | CR | 2 | 43,330 | 11 | 23 | 59 | | | 7 | 0.71 | 0.86 | 0.82 |
| | 5 | CR | 1 | 43,330 | 13 | 87 | | | | 0 | 0.87 | 0.72 | 0.69 |
| | 6 | CR | 2 | 43,330 | 12 | 16 | 73 | | | 0 | 0.81 | 0.86 | 0.83 |
| | 7 | CR | 2 | 43,330 | 12 | 23 | 58 | | | 7 | 0.70 | 0.85 | 0.82 |
| | 8 | CR | 2 | 43,330 | 13 | 31 | 49 | | | 7 | 0.64 | 0.82 | 0.77 |
| | 9 | CR | 1 | 43,330 | 13 | 87 | | | | 0 | 0.87 | 0.74 | 0.72 |
| | 10 | CR | 2 | 43,330 | 15 | 19 | 65 | | | 0 | 0.75 | 0.86 | 0.82 |
| | 11 | CR | 2 | 43,330 | 9 | 20 | 63 | | | 8 | 0.74 | 0.88 | 0.85 |
| | 12 | CR | 2 | 43,330 | 11 | 25 | 56 | | | 8 | 0.69 | 0.85 | 0.81 |

**Table B4B. Item-Level Statistics: Reading and Writing, Grade Band 5–6 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| READING | 1 | MC | 1 | 43,330 | 10 | 11 | 12 | 67 | 1 | 10 | 0.67 | 0.50 | 0.44 |
| | 2 | MC | 1 | 43,330 | 61 | 15 | 11 | 12 | 1 | 61 | 0.61 | 0.55 | 0.50 |
| | 3 | MC | 1 | 43,330 | 27 | 14 | 44 | 14 | 1 | 27 | 0.44 | 0.43 | 0.36 |
| | 4 | MC | 1 | 43,330 | 19 | 48 | 14 | 17 | 1 | 19 | 0.48 | 0.45 | 0.38 |
| | 5 | MC | 1 | 43,330 | 20 | 14 | 55 | 9 | 1 | 20 | 0.55 | 0.49 | 0.43 |
| | 6 | MC | 1 | 43,330 | 9 | 8 | 8 | 73 | 1 | 9 | 0.73 | 0.60 | 0.56 |
| | 7 | MC | 1 | 43,330 | 69 | 9 | 12 | 8 | 1 | 69 | 0.69 | 0.63 | 0.58 |
| | 8 | MC | 1 | 43,330 | 26 | 45 | 11 | 16 | 1 | 26 | 0.45 | 0.39 | 0.32 |
| | 9 | MC | 1 | 43,330 | 74 | 12 | 7 | 6 | 1 | 74 | 0.74 | 0.47 | 0.42 |
| | 10 | MC | 1 | 43,330 | 62 | 15 | 11 | 11 | 1 | 62 | 0.62 | 0.52 | 0.46 |
| | 11 | MC | 1 | 43,330 | 13 | 60 | 16 | 9 | 1 | 13 | 0.60 | 0.52 | 0.46 |
| | 12 | MC | 1 | 43,330 | 14 | 56 | 13 | 15 | 1 | 14 | 0.56 | 0.51 | 0.46 |
| | 13 | MC | 1 | 43,330 | 18 | 21 | 22 | 38 | 1 | 18 | 0.38 | 0.34 | 0.27 |
| | 14 | MC | 1 | 43,330 | 13 | 9 | 12 | 64 | 1 | 13 | 0.64 | 0.61 | 0.57 |
| | 15 | MC | 1 | 43,330 | 9 | 11 | 66 | 13 | 1 | 9 | 0.66 | 0.60 | 0.55 |
| | 16 | MC | 1 | 43,330 | 19 | 51 | 15 | 13 | 2 | 19 | 0.51 | 0.24 | 0.17 |
| | 17 | MC | 1 | 43,330 | 16 | 9 | 8 | 66 | 1 | 16 | 0.66 | 0.62 | 0.57 |
| | 18 | MC | 1 | 43,330 | 17 | 11 | 61 | 11 | 1 | 17 | 0.61 | 0.62 | 0.57 |
| | 19 | MC | 1 | 43,330 | 14 | 62 | 14 | 8 | 1 | 14 | 0.62 | 0.50 | 0.44 |
| | 20 | MC | 1 | 43,330 | 61 | 19 | 11 | 8 | 1 | 61 | 0.61 | 0.54 | 0.49 |
| | 21 | MC | 1 | 43,330 | 12 | 57 | 14 | 16 | 1 | 12 | 0.57 | 0.54 | 0.49 |
| | 22 | MC | 1 | 43,330 | 11 | 8 | 70 | 9 | 1 | 11 | 0.70 | 0.65 | 0.61 |
| | 23 | MC | 1 | 43,330 | 11 | 8 | 68 | 10 | 1 | 11 | 0.69 | 0.63 | 0.59 |
| | 24 | MC | 1 | 43,330 | 11 | 8 | 12 | 68 | 1 | 11 | 0.68 | 0.57 | 0.53 |
| | 25 | MC | 1 | 43,330 | 17 | 10 | 63 | 9 | 1 | 17 | 0.63 | 0.59 | 0.54 |
| | 26 | MC | 1 | 43,330 | 48 | 21 | 19 | 9 | 2 | 48 | 0.48 | 0.49 | 0.43 |
| | 27 | MC | 1 | 43,330 | 28 | 17 | 11 | 43 | 2 | 28 | 0.43 | 0.48 | 0.42 |
| WRITING | 1 | CR | 4 | 43,330 | 13 | 15 | 27 | 29 | 14 | 3 | 0.53 | 0.93 | 0.83 |
| | 2 | CR | 4 | 43,330 | 12 | 14 | 27 | 30 | 15 | 2 | 0.54 | 0.94 | 0.85 |
| | 3 | CR | 4 | 43,330 | 13 | 12 | 25 | 31 | 16 | 3 | 0.55 | 0.94 | 0.85 |

**Table B5A. Item-Level Statistics: Listening and Speaking, Grade Band 7–8 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | MC | 1 | 35,011 | 81 | 7 | 4 | 6 | 1 | 81 | 0.81 | 0.57 | 0.52 |
| | 2 | MC | 1 | 35,011 | 72 | 7 | 5 | 15 | 1 | 72 | 0.72 | 0.45 | 0.38 |
| | 3 | MC | 1 | 35,011 | 11 | 13 | 67 | 8 | 1 | 11 | 0.67 | 0.55 | 0.49 |
| | 4 | MC | 1 | 35,011 | 20 | 66 | 6 | 7 | 1 | 20 | 0.66 | 0.52 | 0.46 |
| | 5 | MC | 1 | 35,011 | 8 | 9 | 73 | 8 | 1 | 8 | 0.73 | 0.48 | 0.42 |
| | 6 | MC | 1 | 35,011 | 6 | 6 | 74 | 13 | 1 | 6 | 0.74 | 0.59 | 0.54 |
| | 7 | MC | 1 | 35,011 | 65 | 7 | 9 | 18 | 1 | 65 | 0.65 | 0.60 | 0.55 |
| | 8 | MC | 1 | 35,011 | 19 | 69 | 6 | 5 | 1 | 19 | 0.69 | 0.57 | 0.52 |
| | 9 | MC | 1 | 35,011 | 15 | 6 | 74 | 4 | 1 | 15 | 0.74 | 0.46 | 0.39 |
| | 10 | MC | 1 | 35,011 | 25 | 15 | 53 | 6 | 1 | 25 | 0.53 | 0.41 | 0.33 |
| | 11 | MC | 1 | 35,011 | 11 | 65 | 9 | 14 | 1 | 11 | 0.65 | 0.51 | 0.44 |
| | 12 | MC | 1 | 35,011 | 7 | 9 | 13 | 70 | 1 | 7 | 0.70 | 0.60 | 0.54 |
| | 13 | MC | 1 | 35,011 | 13 | 15 | 22 | 49 | 1 | 13 | 0.49 | 0.51 | 0.44 |
| | 14 | MC | 1 | 35,011 | 9 | 13 | 71 | 6 | 1 | 9 | 0.71 | 0.57 | 0.52 |
| | 15 | MC | 1 | 35,011 | 5 | 18 | 10 | 65 | 1 | 5 | 0.65 | 0.50 | 0.43 |
| | 16 | MC | 1 | 35,011 | 11 | 17 | 10 | 61 | 1 | 11 | 0.61 | 0.54 | 0.47 |
| | 17 | MC | 1 | 35,011 | 10 | 5 | 17 | 66 | 1 | 10 | 0.66 | 0.47 | 0.41 |
| | 18 | MC | 1 | 35,011 | 11 | 16 | 12 | 59 | 1 | 11 | 0.59 | 0.53 | 0.46 |
| | 19 | MC | 1 | 35,011 | 45 | 20 | 23 | 11 | 1 | 45 | 0.45 | 0.44 | 0.37 |
| | 20 | MC | 1 | 35,011 | 7 | 9 | 75 | 7 | 1 | 7 | 0.75 | 0.64 | 0.59 |
| | 21 | MC | 1 | 35,011 | 68 | 14 | 8 | 8 | 2 | 68 | 0.68 | 0.58 | 0.53 |
| | 22 | MC | 1 | 35,011 | 15 | 60 | 12 | 11 | 2 | 15 | 0.60 | 0.57 | 0.51 |
| | 23 | MC | 1 | 35,011 | 14 | 19 | 9 | 57 | 2 | 14 | 0.57 | 0.52 | 0.45 |
| | 24 | MC | 1 | 35,011 | 40 | 21 | 21 | 17 | 2 | 40 | 0.40 | 0.35 | 0.27 |
| **SPEAKING** | 1 | CR | 1 | 35,011 | 12 | 88 | | | | 0 | 0.88 | 0.68 | 0.65 |
| | 2 | CR | 2 | 35,011 | 12 | 18 | 70 | | | 0 | 0.79 | 0.84 | 0.80 |
| | 3 | CR | 2 | 35,011 | 12 | 20 | 61 | | | 7 | 0.71 | 0.87 | 0.84 |
| | 4 | CR | 2 | 35,011 | 14 | 27 | 51 | | | 8 | 0.65 | 0.85 | 0.82 |
| | 5 | CR | 1 | 35,011 | 13 | 87 | | | | 0 | 0.87 | 0.69 | 0.66 |
| | 6 | CR | 2 | 35,011 | 16 | 22 | 63 | | | 0 | 0.74 | 0.86 | 0.83 |
| | 7 | CR | 2 | 35,011 | 12 | 23 | 56 | | | 9 | 0.68 | 0.87 | 0.83 |
| | 8 | CR | 2 | 35,011 | 13 | 26 | 52 | | | 9 | 0.65 | 0.86 | 0.82 |
| | 9 | CR | 1 | 35,011 | 15 | 85 | | | | 0 | 0.85 | 0.73 | 0.71 |
| | 10 | CR | 2 | 35,011 | 15 | 20 | 65 | | | 0 | 0.75 | 0.86 | 0.83 |
| | 11 | CR | 2 | 35,011 | 12 | 24 | 55 | | | 9 | 0.68 | 0.87 | 0.84 |
| | 12 | CR | 2 | 35,011 | 13 | 27 | 51 | | | 9 | 0.65 | 0.86 | 0.83 |

**Table B5B.  Item-Level Statistics: Reading and Writing, Grade Band 7–8 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | *p*-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| READING | 1 | MC | 1 | 35,011 | 13 | 8 | 67 | 11 | 1 | 13 | 0.67 | 0.56 | 0.51 |
| | 2 | MC | 1 | 35,011 | 52 | 25 | 13 | 9 | 1 | 52 | 0.52 | 0.48 | 0.42 |
| | 3 | MC | 1 | 35,011 | 14 | 8 | 17 | 59 | 1 | 14 | 0.60 | 0.58 | 0.53 |
| | 4 | MC | 1 | 35,011 | 24 | 13 | 7 | 55 | 1 | 24 | 0.55 | 0.51 | 0.45 |
| | 5 | MC | 1 | 35,011 | 32 | 42 | 13 | 12 | 1 | 32 | 0.42 | 0.37 | 0.31 |
| | 6 | MC | 1 | 35,011 | 9 | 13 | 13 | 64 | 1 | 9 | 0.64 | 0.57 | 0.51 |
| | 7 | MC | 1 | 35,011 | 9 | 61 | 13 | 16 | 1 | 9 | 0.61 | 0.49 | 0.43 |
| | 8 | MC | 1 | 35,011 | 58 | 8 | 9 | 23 | 2 | 58 | 0.58 | 0.53 | 0.48 |
| | 9 | MC | 1 | 35,011 | 10 | 6 | 73 | 10 | 1 | 10 | 0.73 | 0.57 | 0.52 |
| | 10 | MC | 1 | 35,011 | 52 | 30 | 10 | 7 | 1 | 52 | 0.52 | 0.45 | 0.39 |
| | 11 | MC | 1 | 35,011 | 17 | 55 | 14 | 12 | 1 | 17 | 0.55 | 0.40 | 0.33 |
| | 12 | MC | 1 | 35,011 | 68 | 14 | 9 | 7 | 1 | 68 | 0.68 | 0.54 | 0.48 |
| | 13 | MC | 1 | 35,011 | 70 | 11 | 10 | 8 | 1 | 70 | 0.70 | 0.60 | 0.56 |
| | 14 | MC | 1 | 35,011 | 13 | 47 | 29 | 10 | 1 | 13 | 0.47 | 0.37 | 0.31 |
| | 15 | MC | 1 | 35,011 | 15 | 15 | 53 | 16 | 1 | 15 | 0.53 | 0.51 | 0.45 |
| | 16 | MC | 1 | 35,011 | 14 | 16 | 52 | 15 | 2 | 14 | 0.52 | 0.39 | 0.32 |
| | 17 | MC | 1 | 35,011 | 81 | 6 | 4 | 7 | 1 | 81 | 0.81 | 0.58 | 0.54 |
| | 18 | MC | 1 | 35,011 | 69 | 11 | 9 | 10 | 1 | 69 | 0.69 | 0.63 | 0.58 |
| | 19 | MC | 1 | 35,011 | 7 | 8 | 17 | 67 | 2 | 7 | 0.67 | 0.56 | 0.51 |
| | 20 | MC | 1 | 35,011 | 60 | 11 | 16 | 11 | 2 | 60 | 0.60 | 0.58 | 0.53 |
| | 21 | MC | 1 | 35,011 | 20 | 51 | 20 | 8 | 2 | 20 | 0.51 | 0.51 | 0.45 |
| | 22 | MC | 1 | 35,011 | 8 | 6 | 12 | 72 | 2 | 8 | 0.72 | 0.50 | 0.45 |
| | 23 | MC | 1 | 35,011 | 8 | 72 | 12 | 7 | 2 | 8 | 0.72 | 0.61 | 0.56 |
| | 24 | MC | 1 | 35,011 | 8 | 8 | 73 | 10 | 2 | 8 | 0.73 | 0.67 | 0.63 |
| | 25 | MC | 1 | 35,011 | 64 | 13 | 9 | 13 | 2 | 64 | 0.64 | 0.45 | 0.39 |
| | 26 | MC | 1 | 35,011 | 60 | 14 | 18 | 6 | 2 | 60 | 0.60 | 0.58 | 0.52 |
| | 27 | MC | 1 | 35,011 | 16 | 15 | 17 | 50 | 2 | 16 | 0.50 | 0.50 | 0.44 |
| WRITING | 1 | CR | 4 | 35,011 | 14 | 16 | 24 | 27 | 16 | 3 | 0.53 | 0.92 | 0.82 |
| | 2 | CR | 4 | 35,011 | 18 | 18 | 25 | 24 | 12 | 3 | 0.47 | 0.91 | 0.80 |
| | 3 | CR | 4 | 35,011 | 13 | 13 | 23 | 29 | 18 | 3 | 0.55 | 0.92 | 0.82 |

**Table B6A.  Item-Level Statistics: Listening and Speaking, Grade Band 9–12 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | MC | 1 | 58,018 | 15 | 23 | 16 | 43 | 2 | 15 | 0.44 | 0.32 | 0.24 |
| | 2 | MC | 1 | 58,018 | 10 | 15 | 52 | 21 | 2 | 10 | 0.52 | 0.42 | 0.34 |
| | 3 | MC | 1 | 58,018 | 14 | 50 | 29 | 5 | 2 | 14 | 0.50 | 0.44 | 0.37 |
| | 4 | MC | 1 | 58,018 | 69 | 10 | 9 | 9 | 2 | 69 | 0.69 | 0.52 | 0.45 |
| | 5 | MC | 1 | 58,018 | 6 | 11 | 75 | 6 | 2 | 6 | 0.75 | 0.52 | 0.46 |
| | 6 | MC | 1 | 58,018 | 8 | 7 | 21 | 62 | 2 | 8 | 0.62 | 0.57 | 0.51 |
| | 7 | MC | 1 | 58,018 | 7 | 21 | 59 | 10 | 2 | 7 | 0.60 | 0.48 | 0.40 |
| | 8 | MC | 1 | 58,018 | 7 | 23 | 16 | 51 | 2 | 7 | 0.51 | 0.45 | 0.37 |
| | 9 | MC | 1 | 58,018 | 3 | 7 | 82 | 7 | 2 | 3 | 0.82 | 0.53 | 0.48 |
| | 10 | MC | 1 | 58,018 | 8 | 14 | 57 | 19 | 2 | 8 | 0.57 | 0.33 | 0.25 |
| | 11 | MC | 1 | 58,018 | 66 | 18 | 9 | 5 | 2 | 66 | 0.66 | 0.61 | 0.55 |
| | 12 | MC | 1 | 58,018 | 6 | 7 | 78 | 7 | 2 | 6 | 0.78 | 0.59 | 0.53 |
| | 13 | MC | 1 | 58,018 | 13 | 66 | 8 | 11 | 2 | 13 | 0.66 | 0.61 | 0.55 |
| | 14 | MC | 1 | 58,018 | 10 | 27 | 10 | 52 | 2 | 10 | 0.52 | 0.48 | 0.41 |
| | 15 | MC | 1 | 58,018 | 13 | 11 | 64 | 10 | 2 | 13 | 0.64 | 0.53 | 0.47 |
| | 16 | MC | 1 | 58,018 | 10 | 24 | 57 | 7 | 2 | 10 | 0.57 | 0.49 | 0.42 |
| | 17 | MC | 1 | 58,018 | 61 | 9 | 10 | 18 | 2 | 61 | 0.61 | 0.55 | 0.49 |
| | 18 | MC | 1 | 58,018 | 9 | 15 | 64 | 10 | 2 | 9 | 0.64 | 0.41 | 0.34 |
| | 19 | MC | 1 | 58,018 | 25 | 9 | 49 | 14 | 2 | 25 | 0.49 | 0.52 | 0.45 |
| | 20 | MC | 1 | 58,018 | 15 | 71 | 4 | 7 | 2 | 15 | 0.71 | 0.48 | 0.41 |
| | 21 | MC | 1 | 58,018 | 13 | 7 | 12 | 65 | 2 | 13 | 0.65 | 0.41 | 0.33 |
| | 22 | MC | 1 | 58,018 | 14 | 60 | 13 | 11 | 2 | 14 | 0.60 | 0.53 | 0.46 |
| | 23 | MC | 1 | 58,018 | 25 | 12 | 11 | 49 | 2 | 25 | 0.49 | 0.40 | 0.32 |
| | 24 | MC | 1 | 58,018 | 57 | 14 | 12 | 14 | 2 | 57 | 0.57 | 0.41 | 0.34 |
| **SPEAKING** | 1 | CR | 1 | 58,018 | 11 | 89 | | | | 0 | 0.89 | 0.66 | 0.63 |
| | 2 | CR | 2 | 58,018 | 15 | 19 | 66 | | | 0 | 0.75 | 0.86 | 0.83 |
| | 3 | CR | 2 | 58,018 | 12 | 24 | 55 | | | 9 | 0.67 | 0.88 | 0.84 |
| | 4 | CR | 2 | 58,018 | 16 | 28 | 47 | | | 9 | 0.61 | 0.85 | 0.81 |
| | 5 | CR | 1 | 58,018 | 12 | 88 | | | | 0 | 0.88 | 0.68 | 0.65 |
| | 6 | CR | 2 | 58,018 | 15 | 18 | 68 | | | 0 | 0.77 | 0.86 | 0.83 |
| | 7 | CR | 2 | 58,018 | 13 | 24 | 53 | | | 10 | 0.66 | 0.88 | 0.85 |
| | 8 | CR | 2 | 58,018 | 19 | 28 | 43 | | | 10 | 0.57 | 0.85 | 0.81 |
| | 9 | CR | 1 | 58,018 | 14 | 86 | | | | 0 | 0.86 | 0.72 | 0.69 |
| | 10 | CR | 2 | 58,018 | 14 | 18 | 68 | | | 0 | 0.77 | 0.85 | 0.82 |
| | 11 | CR | 2 | 58,018 | 14 | 25 | 51 | | | 10 | 0.64 | 0.88 | 0.85 |
| | 12 | CR | 2 | 58,018 | 19 | 28 | 42 | | | 10 | 0.56 | 0.85 | 0.80 |

**Table B6B. Item-Level Statistics: Reading and Writing, Grade Band 9–12 (All Schools)**

| | Item # | Item Type | Max. Points | N-Count | % at 0/A | % at 1/B | % at 2/C | % at 3/D | % at 4 | % Blank/ Omit | p-value | Point Biserial | Adj Pt-Bis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | MC | 1 | 58,018 | 10 | 9 | 73 | 6 | 2 | 10 | 0.74 | 0.54 | 0.48 |
| | 2 | MC | 1 | 58,018 | 9 | 10 | 6 | 73 | 2 | 9 | 0.73 | 0.52 | 0.47 |
| | 3 | MC | 1 | 58,018 | 24 | 6 | 12 | 56 | 2 | 24 | 0.56 | 0.51 | 0.45 |
| | 4 | MC | 1 | 58,018 | 7 | 13 | 71 | 7 | 2 | 7 | 0.71 | 0.52 | 0.46 |
| | 5 | MC | 1 | 58,018 | 62 | 13 | 7 | 15 | 2 | 62 | 0.62 | 0.45 | 0.39 |
| | 6 | MC | 1 | 58,018 | 13 | 13 | 66 | 6 | 2 | 13 | 0.66 | 0.53 | 0.48 |
| | 7 | MC | 1 | 58,018 | 10 | 66 | 8 | 14 | 2 | 10 | 0.66 | 0.57 | 0.52 |
| | 8 | MC | 1 | 58,018 | 13 | 7 | 14 | 62 | 3 | 13 | 0.62 | 0.57 | 0.52 |
| | 9 | MC | 1 | 58,018 | 16 | 66 | 11 | 5 | 2 | 16 | 0.66 | 0.49 | 0.43 |
| | 10 | MC | 1 | 58,018 | 10 | 70 | 10 | 8 | 2 | 10 | 0.70 | 0.52 | 0.46 |
| | 11 | MC | 1 | 58,018 | 15 | 16 | 45 | 22 | 2 | 15 | 0.45 | 0.38 | 0.31 |
| | 12 | MC | 1 | 58,018 | 9 | 7 | 8 | 73 | 2 | 9 | 0.73 | 0.57 | 0.52 |
| | 13 | MC | 1 | 58,018 | 21 | 53 | 15 | 8 | 2 | 21 | 0.53 | 0.40 | 0.33 |
| | 14 | MC | 1 | 58,018 | 6 | 66 | 9 | 17 | 2 | 6 | 0.66 | 0.45 | 0.39 |
| | 15 | MC | 1 | 58,018 | 21 | 12 | 51 | 14 | 2 | 21 | 0.51 | 0.53 | 0.47 |
| | 16 | MC | 1 | 58,018 | 26 | 46 | 14 | 11 | 2 | 26 | 0.46 | 0.45 | 0.38 |
| | 17 | MC | 1 | 58,018 | 72 | 6 | 9 | 11 | 2 | 72 | 0.72 | 0.53 | 0.48 |
| | 18 | MC | 1 | 58,018 | 71 | 13 | 7 | 7 | 2 | 71 | 0.71 | 0.46 | 0.41 |
| | 19 | MC | 1 | 58,018 | 14 | 8 | 7 | 69 | 2 | 14 | 0.69 | 0.59 | 0.53 |
| | 20 | MC | 1 | 58,018 | 14 | 9 | 61 | 13 | 2 | 14 | 0.61 | 0.49 | 0.43 |
| | 21 | MC | 1 | 58,018 | 14 | 13 | 66 | 5 | 2 | 14 | 0.66 | 0.49 | 0.44 |
| | 22 | MC | 1 | 58,018 | 9 | 11 | 14 | 64 | 2 | 9 | 0.64 | 0.55 | 0.50 |
| | 23 | MC | 1 | 58,018 | 9 | 13 | 10 | 66 | 2 | 9 | 0.66 | 0.54 | 0.48 |
| | 24 | MC | 1 | 58,018 | 11 | 28 | 47 | 11 | 3 | 11 | 0.47 | 0.36 | 0.29 |
| | 25 | MC | 1 | 58,018 | 11 | 57 | 20 | 9 | 3 | 11 | 0.57 | 0.58 | 0.52 |
| | 26 | MC | 1 | 58,018 | 17 | 12 | 48 | 21 | 3 | 17 | 0.48 | 0.46 | 0.39 |
| | 27 | MC | 1 | 58,018 | 59 | 14 | 11 | 14 | 3 | 59 | 0.59 | 0.56 | 0.51 |
| **WRITING** | 1 | CR | 4 | 58,018 | 9 | 13 | 26 | 30 | 19 | 4 | 0.58 | 0.92 | 0.83 |
| | 2 | CR | 4 | 58,018 | 12 | 15 | 27 | 28 | 14 | 4 | 0.53 | 0.92 | 0.82 |
| | 3 | CR | 4 | 58,018 | 10 | 12 | 25 | 31 | 19 | 4 | 0.57 | 0.92 | 0.83 |

# APPENDIX C: IRT STATISTICS

**Table C1A. IRT Statistics: Listening and Speaking, Kindergarten**

|  | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | 25,206 | -1.01 | 0.03 | 0.01 | 0.98 | 0.90 | — |
|  | 2 | 25,206 | -1.78 | 0.12 | 0.01 | 0.96 | 0.92 | — |
|  | 3 | 25,206 | -1.47 | -0.01 | 0.01 | 0.91 | 0.80 | — |
|  | 4 | 25,206 | -1.34 | 0.02 | 0.01 | 0.96 | 0.98 | — |
|  | 5 | 25,206 | -0.42 |  | 0.01 | 1.18 | 1.26 | — |
|  | 6 | 25,206 | -1.25 |  | 0.01 | 1.09 | 1.12 | — |
|  | 7 | 25,206 | -0.19 |  | 0.01 | 1.17 | 1.25 | — |
|  | 8 | 25,206 | -1.13 |  | 0.01 | 1.00 | 0.95 | — |
|  | 9 | 25,206 | -0.46 |  | 0.01 | 1.04 | 1.05 | — |
|  | 10 | 25,206 | -1.39 |  | 0.01 | 0.97 | 0.92 | — |
|  | 11 | 25,206 | -1.74 |  | 0.01 | 0.87 | 0.72 | — |
|  | 12 | 25,206 | -0.56 |  | 0.01 | 1.00 | 0.98 | — |
|  | 13 | 25,206 | -1.19 |  | 0.01 | 0.95 | 0.90 | — |
|  | 14 | 25,206 | -0.45 |  | 0.01 | 1.04 | 1.05 | — |
|  | 15 | 25,206 | -1.39 |  | 0.01 | 0.97 | 0.95 | — |
|  | 16 | 25,206 | -1.58 |  | 0.01 | 0.96 | 0.94 | — |
|  | 17 | 25,206 | -1.07 |  | 0.01 | 0.98 | 0.94 | — |
|  | 18 | 25,206 | -0.86 | -0.09 | 0.01 | 0.99 | 0.97 | — |
|  | 19 | 25,206 | -1.48 | -0.01 | 0.01 | 0.92 | 0.84 | — |
| **SPEAKING** | 1 | 25,206 | -1.31 | -0.11 | 0.01 | 0.87 | 1.00 | — |
|  | 2 | 25,206 | -0.44 | -0.08 | 0.01 | 1.12 | 1.34 | √ |
|  | 3 | 25,206 | -0.25 | 0.03 | 0.01 | 1.05 | 1.00 | — |
|  | 4 | 25,206 | 0.36 | 0.03 | 0.00 | 0.97 | 0.93 | — |
|  | 5 | 25,206 | -1.46 |  | 0.01 | 0.95 | 1.39 | √ |
|  | 6 | 25,206 | -0.30 |  | 0.01 | 1.08 | 1.17 | — |
|  | 7 | 25,206 | -0.02 |  | 0.00 | 1.18 | 1.12 | — |
|  | 8 | 25,206 | 0.44 |  | 0.00 | 0.91 | 0.90 | — |
|  | 9 | 25,206 | -1.41 |  | 0.01 | 0.99 | 0.96 | — |
|  | 10 | 25,206 | -0.42 |  | 0.01 | 1.08 | 1.14 | — |
|  | 11 | 25,206 | -0.19 |  | 0.01 | 0.89 | 0.83 | — |
|  | 12 | 25,206 | 0.29 |  | 0.00 | 0.93 | 0.89 | — |

<u>Note</u>: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C1B.  IRT Statistics: Reading and Writing, Kindergarten**

|  | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | 25,206 | -2.25 | | 0.02 | 0.89 | 0.80 | — |
| | 2 | 25,206 | -2.18 | -0.10 | 0.02 | 0.76 | 0.55 | √ |
| | 3 | 25,206 | -1.91 | -0.04 | 0.01 | 0.88 | 0.82 | — |
| | 4 | 25,206 | -1.84 | | 0.01 | 0.94 | 0.79 | — |
| | 5 | 25,206 | -0.64 | | 0.01 | 1.25 | 1.39 | √ |
| | 6 | 25,206 | -1.63 | 0.11 | 0.01 | 0.93 | 0.74 | — |
| | 7 | 25,206 | -1.23 | | 0.01 | 0.92 | 0.79 | — |
| | 8 | 25,206 | -1.50 | | 0.01 | 0.79 | 0.58 | √ |
| | 9 | 25,206 | -1.76 | | 0.01 | 0.85 | 0.78 | — |
| | 10 | 25,206 | -0.91 | | 0.01 | 1.26 | 1.32 | √ |
| | 11 | 25,206 | -1.58 | -0.04 | 0.01 | 0.78 | 0.59 | √ |
| | 12 | 25,206 | -0.82 | | 0.01 | 0.99 | 0.98 | — |
| | 13 | 25,206 | -0.87 | | 0.01 | 0.93 | 0.88 | — |
| | 14 | 25,206 | -1.18 | | 0.01 | 1.02 | 0.97 | — |
| | 15 | 25,206 | -1.56 | -0.07 | 0.01 | 0.91 | 0.75 | — |
| | 16 | 25,206 | -0.78 | | 0.01 | 1.06 | 1.04 | — |
| | 17 | 25,206 | -0.40 | -0.02 | 0.01 | 1.02 | 1.08 | — |
| | 18 | 25,206 | -0.34 | | 0.01 | 1.33 | 1.56 | √ |
| **WRITING** | 1 | 25,206 | -1.24 | -0.02 | 0.01 | 0.97 | 2.27 | √ |
| | 2 | 25,206 | -1.73 | | 0.01 | 1.05 | 5.67 | √ |
| | 3 | 25,206 | -1.12 | | 0.01 | 0.97 | 2.18 | √ |
| | 4 | 25,206 | -1.46 | 0.00 | 0.01 | 0.86 | 4.48 | √ |
| | 5 | 25,206 | -0.34 | | 0.00 | 0.86 | 0.86 | — |
| | 6 | 25,206 | -0.16 | -0.01 | 0.00 | 0.89 | 0.88 | — |
| | 7 | 25,206 | 0.15 | | 0.00 | 0.80 | 0.83 | — |
| | 8 | 25,206 | 0.44 | | 0.00 | 0.99 | 1.06 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C2A. IRT Statistics: Listening and Speaking, Grade Band 1–2**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | 46,074 | -1.72 | | 0.01 | 0.96 | 0.98 | — |
| | 2 | 46,074 | -1.00 | | 0.01 | 1.05 | 1.10 | — |
| | 3 | 46,074 | 0.39 | | 0.01 | 1.19 | 1.43 | √ |
| | 4 | 46,074 | -1.85 | | 0.01 | 0.96 | 0.96 | — |
| | 5 | 46,074 | -0.93 | | 0.01 | 0.94 | 0.87 | — |
| | 6 | 46,074 | -1.34 | | 0.01 | 0.89 | 0.81 | — |
| | 7 | 46,074 | -0.72 | | 0.01 | 1.00 | 1.00 | — |
| | 8 | 46,074 | -1.06 | | 0.01 | 1.04 | 1.02 | — |
| | 9 | 46,074 | -0.53 | 0.24 | 0.01 | 1.35 | 1.53 | √ |
| | 10 | 46,074 | -0.96 | 0.00 | 0.01 | 0.85 | 0.74 | — |
| | 11 | 46,074 | -1.02 | 0.13 | 0.01 | 1.16 | 1.34 | √ |
| | 12 | 46,074 | -1.85 | -0.27 | 0.01 | 0.72 | 0.48 | √ |
| | 13 | 46,074 | -1.37 | -0.13 | 0.01 | 0.77 | 0.62 | √ |
| | 14 | 46,074 | -0.08 | 0.06 | 0.01 | 1.06 | 1.13 | — |
| | 15 | 46,074 | -1.15 | -0.09 | 0.01 | 0.85 | 0.75 | — |
| | 16 | 46,074 | -0.30 | -0.06 | 0.01 | 1.08 | 1.11 | — |
| | 17 | 46,074 | -1.43 | | 0.01 | 0.94 | 0.92 | — |
| | 18 | 46,074 | -0.89 | | 0.01 | 0.95 | 0.90 | — |
| | 19 | 46,074 | -0.58 | | 0.01 | 0.99 | 0.97 | — |
| | 20 | 46,074 | -0.58 | | 0.01 | 0.96 | 0.92 | — |
| | 21 | 46,074 | -1.79 | | 0.01 | 0.82 | 0.59 | √ |
| | 22 | 46,074 | -1.16 | | 0.01 | 0.88 | 0.77 | — |
| | 23 | 46,074 | -0.81 | | 0.01 | 1.03 | 1.01 | — |
| | 24 | 46,074 | -0.20 | | 0.01 | 1.11 | 1.16 | — |
| **SPEAKING** | 1 | 46,504 | -1.30 | -0.14 | 0.01 | 1.06 | 1.16 | — |
| | 2 | 46,504 | -0.59 | -0.05 | 0.00 | 1.12 | 1.24 | — |
| | 3 | 46,504 | -0.45 | 0.02 | 0.00 | 0.99 | 0.97 | — |
| | 4 | 46,504 | 0.06 | 0.05 | 0.00 | 1.04 | 1.02 | — |
| | 5 | 46,504 | -1.56 | | 0.01 | 1.22 | 1.81 | √ |
| | 6 | 46,504 | -0.73 | | 0.01 | 1.04 | 1.04 | — |
| | 7 | 46,504 | -0.20 | | 0.00 | 0.97 | 0.93 | — |
| | 8 | 46,504 | 0.17 | | 0.00 | 0.90 | 0.92 | — |
| | 9 | 46,504 | -1.27 | | 0.01 | 0.88 | 0.73 | — |
| | 10 | 46,504 | -0.67 | | 0.00 | 1.08 | 1.12 | — |
| | 11 | 46,504 | -0.32 | | 0.00 | 0.89 | 0.85 | — |
| | 12 | 46,504 | 0.21 | | 0.00 | 0.89 | 0.88 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C2B.  IRT Statistics: Reading and Writing, Grade Band 1–2**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | 46,024 | 0.47 | | 0.01 | 0.99 | 1.00 | — |
| | 2 | 46,024 | -0.52 | | 0.01 | 1.01 | 1.02 | — |
| | 3 | 46,024 | 0.09 | | 0.01 | 1.16 | 1.24 | — |
| | 4 | 46,024 | 0.80 | | 0.01 | 1.48 | 1.70 | √ |
| | 5 | 46,024 | 0.28 | | 0.01 | 1.12 | 1.15 | — |
| | 6 | 46,024 | -0.49 | | 0.01 | 0.97 | 0.92 | — |
| | 7 | 46,024 | -0.59 | | 0.01 | 0.87 | 0.77 | — |
| | 8 | 46,024 | -1.04 | | 0.01 | 0.94 | 0.87 | — |
| | 9 | 46,024 | -0.97 | 0.11 | 0.01 | 1.06 | 1.11 | — |
| | 10 | 46,024 | -0.45 | 0.07 | 0.01 | 0.89 | 0.81 | — |
| | 11 | 46,024 | -0.14 | -0.07 | 0.01 | 0.77 | 0.69 | √ |
| | 12 | 46,024 | 0.19 | -0.23 | 0.01 | 1.14 | 1.16 | — |
| | 13 | 46,024 | 0.45 | 0.04 | 0.01 | 1.13 | 1.17 | — |
| | 14 | 46,024 | -1.49 | 0.03 | 0.01 | 0.92 | 0.77 | — |
| | 15 | 46,024 | 0.14 | 0.02 | 0.01 | 0.89 | 0.86 | — |
| | 16 | 46,024 | -0.36 | -0.03 | 0.01 | 0.86 | 0.78 | — |
| | 17 | 46,024 | -1.99 | | 0.01 | 0.98 | 0.88 | — |
| | 18 | 46,024 | 0.03 | | 0.01 | 1.20 | 1.22 | — |
| | 19 | 46,024 | -0.02 | | 0.01 | 0.92 | 0.89 | — |
| | 20 | 46,024 | -0.10 | | 0.01 | 0.99 | 0.97 | — |
| | 21 | 46,024 | 0.14 | | 0.01 | 1.03 | 1.02 | — |
| | 22 | 46,024 | -0.59 | | 0.01 | 0.84 | 0.72 | — |
| | 23 | 46,024 | -1.01 | | 0.01 | 0.83 | 0.65 | √ |
| | 24 | 46,024 | -0.30 | | 0.01 | 0.85 | 0.77 | — |
| | 25 | 46,024 | -0.24 | | 0.01 | 0.92 | 0.85 | — |
| | 26 | 46,024 | 0.38 | | 0.01 | 1.19 | 1.26 | — |
| | 27 | 46,024 | 0.28 | | 0.01 | 1.20 | 1.23 | — |
| **WRITING** | 1 | 46,504 | 0.23 | | 0.00 | 0.69 | 0.70 | √ |
| | 2 | 46,504 | 0.29 | -0.01 | 0.00 | 0.62 | 0.63 | √ |
| | 3 | 46,504 | 0.29 | | 0.00 | 0.69 | 0.70 | √ |

<u>Note</u>: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C3A. IRT Statistics: Listening and Speaking, Grade Band 3–4**

|   | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| LISTENING | 1 | 40,584 | -0.49 | -0.05 | 0.01 | 1.04 | 1.03 | — |
| | 2 | 40,584 | -0.83 | -0.10 | 0.01 | 0.90 | 0.80 | — |
| | 3 | 40,584 | -0.05 | 0.05 | 0.01 | 1.03 | 1.02 | — |
| | 4 | 40,584 | -1.42 | -0.10 | 0.01 | 0.87 | 0.72 | — |
| | 5 | 40,584 | -0.74 | -0.01 | 0.01 | 0.96 | 0.92 | — |
| | 6 | 40,584 | 0.69 | 0.09 | 0.01 | 1.30 | 1.57 | √ |
| | 7 | 40,584 | 0.27 | 0.04 | 0.01 | 1.19 | 1.29 | — |
| | 8 | 40,584 | 0.37 | 0.10 | 0.01 | 0.99 | 1.01 | — |
| | 9 | 40,584 | -1.59 | | 0.01 | 0.86 | 0.66 | √ |
| | 10 | 40,584 | -0.83 | | 0.01 | 0.81 | 0.70 | — |
| | 11 | 40,584 | 0.12 | | 0.01 | 1.10 | 1.15 | — |
| | 12 | 40,584 | -1.07 | | 0.01 | 0.90 | 0.85 | — |
| | 13 | 40,584 | -0.71 | | 0.01 | 0.87 | 0.78 | — |
| | 14 | 40,584 | 0.00 | | 0.01 | 1.06 | 1.07 | — |
| | 15 | 40,584 | -0.15 | | 0.01 | 1.07 | 1.08 | — |
| | 16 | 40,584 | -0.17 | | 0.01 | 1.06 | 1.07 | — |
| | 17 | 40,584 | -1.44 | | 0.01 | 0.83 | 0.67 | √ |
| | 18 | 40,584 | -0.34 | | 0.01 | 0.92 | 0.88 | — |
| | 19 | 40,584 | -0.14 | | 0.01 | 0.99 | 0.98 | — |
| | 20 | 40,584 | -1.07 | | 0.01 | 0.91 | 0.85 | — |
| | 21 | 40,584 | -0.90 | | 0.01 | 0.87 | 0.78 | — |
| | 22 | 40,584 | -0.81 | | 0.01 | 1.01 | 1.04 | — |
| | 23 | 40,584 | -0.23 | | 0.01 | 0.89 | 0.85 | — |
| | 24 | 40,584 | 0.22 | | 0.01 | 1.20 | 1.30 | — |
| SPEAKING | 1 | 40,932 | -1.38 | | 0.01 | 0.99 | 0.84 | — |
| | 2 | 40,932 | -0.74 | | 0.01 | 0.97 | 1.04 | — |
| | 3 | 40,932 | -0.22 | | 0.00 | 0.97 | 0.97 | — |
| | 4 | 40,932 | -0.07 | | 0.00 | 1.07 | 1.04 | — |
| | 5 | 40,932 | -1.36 | -0.16 | 0.01 | 0.82 | 0.55 | √ |
| | 6 | 40,932 | -0.95 | -0.04 | 0.01 | 0.94 | 0.91 | — |
| | 7 | 40,932 | -0.60 | 0.07 | 0.01 | 0.96 | 0.89 | — |
| | 8 | 40,932 | -0.10 | 0.01 | 0.00 | 0.97 | 0.94 | — |
| | 9 | 40,932 | -1.89 | | 0.02 | 1.09 | 0.87 | — |
| | 10 | 40,932 | -0.52 | | 0.00 | 1.14 | 1.20 | — |
| | 11 | 40,932 | -0.20 | | 0.00 | 0.97 | 0.96 | — |
| | 12 | 40,932 | 0.16 | | 0.00 | 0.98 | 0.99 | — |

<u>Note</u>: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C3B. IRT Statistics: Reading and Writing, Grade Band 3–4**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | 40,553 | -1.25 | 0.03 | 0.01 | 0.82 | 0.68 | √ |
| | 2 | 40,553 | -0.57 | -0.03 | 0.01 | 0.86 | 0.79 | — |
| | 3 | 40,553 | -1.04 | -0.01 | 0.01 | 0.86 | 0.81 | — |
| | 4 | 40,553 | -1.27 | -0.05 | 0.01 | 0.83 | 0.68 | √ |
| | 5 | 40,553 | -0.69 | -0.01 | 0.01 | 0.86 | 0.86 | — |
| | 6 | 40,553 | -0.65 | -0.02 | 0.01 | 0.92 | 0.91 | — |
| | 7 | 40,553 | -0.02 | -0.06 | 0.01 | 1.00 | 0.99 | — |
| | 8 | 40,553 | 0.33 | -0.06 | 0.01 | 1.11 | 1.15 | — |
| | 9 | 40,553 | -0.58 | | 0.01 | 0.94 | 0.93 | — |
| | 10 | 40,553 | -0.61 | | 0.01 | 0.97 | 0.98 | — |
| | 11 | 40,553 | 0.49 | | 0.01 | 1.15 | 1.23 | — |
| | 12 | 40,553 | -1.36 | | 0.01 | 0.83 | 0.65 | √ |
| | 13 | 40,553 | -0.03 | | 0.01 | 1.00 | 1.00 | — |
| | 14 | 40,553 | -0.04 | | 0.01 | 0.93 | 0.90 | — |
| | 15 | 40,553 | -0.11 | | 0.01 | 0.92 | 0.88 | — |
| | 16 | 40,553 | 0.50 | | 0.01 | 1.06 | 1.11 | — |
| | 17 | 40,553 | -0.26 | | 0.01 | 1.12 | 1.13 | — |
| | 18 | 40,553 | 0.45 | | 0.01 | 1.01 | 1.04 | — |
| | 19 | 40,553 | -0.57 | | 0.01 | 0.81 | 0.72 | — |
| | 20 | 40,553 | 0.30 | | 0.01 | 1.03 | 1.04 | — |
| | 21 | 40,553 | 0.54 | | 0.01 | 1.20 | 1.32 | √ |
| | 22 | 40,553 | 0.04 | | 0.01 | 1.03 | 1.03 | — |
| | 23 | 40,553 | 0.19 | | 0.01 | 1.18 | 1.26 | — |
| | 24 | 40,553 | -0.34 | | 0.01 | 0.87 | 0.80 | — |
| | 25 | 40,553 | 0.57 | | 0.01 | 1.24 | 1.41 | √ |
| | 26 | 40,553 | 0.86 | | 0.01 | 1.16 | 1.36 | √ |
| | 27 | 40,553 | 0.58 | | 0.01 | 1.06 | 1.13 | — |
| **WRITING** | 1 | 40,932 | 0.18 | -0.01 | 0.00 | 0.67 | 0.67 | √ |
| | 2 | 40,932 | 0.10 | | 0.00 | 0.59 | 0.60 | √ |
| | 3 | 40,932 | 0.04 | | 0.00 | 0.65 | 0.66 | √ |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C4A.  IRT Statistics: Listening and Speaking, Grade Band 5–6**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **LISTENING** | 1 | 33,663 | -1.36 | | 0.01 | 0.91 | 0.80 | — |
| | 2 | 33,663 | -0.56 | | 0.01 | 1.00 | 0.99 | — |
| | 3 | 33,663 | -0.22 | | 0.01 | 0.96 | 0.94 | — |
| | 4 | 33,663 | -1.71 | | 0.01 | 0.87 | 0.71 | — |
| | 5 | 33,663 | -1.40 | | 0.01 | 0.83 | 0.69 | √ |
| | 6 | 33,663 | -1.38 | | 0.01 | 0.91 | 0.95 | — |
| | 7 | 33,663 | -0.55 | | 0.01 | 1.08 | 1.07 | — |
| | 8 | 33,663 | -0.47 | | 0.01 | 1.16 | 1.22 | — |
| | 9 | 33,663 | -1.73 | -0.13 | 0.01 | 0.85 | 0.72 | — |
| | 10 | 33,663 | -0.71 | 0.04 | 0.01 | 0.88 | 0.80 | — |
| | 11 | 33,663 | 0.53 | 0.16 | 0.01 | 1.11 | 1.23 | — |
| | 12 | 33,663 | -1.32 | -0.22 | 0.01 | 0.77 | 0.61 | √ |
| | 13 | 33,663 | -0.56 | -0.01 | 0.01 | 1.18 | 1.33 | √ |
| | 14 | 33,663 | -0.22 | 0.09 | 0.01 | 1.03 | 1.01 | — |
| | 15 | 33,663 | -0.39 | -0.03 | 0.01 | 0.96 | 0.92 | — |
| | 16 | 33,663 | 0.79 | 0.09 | 0.01 | 1.19 | 1.50 | √ |
| | 17 | 33,663 | -1.65 | | 0.01 | 0.96 | 0.93 | — |
| | 18 | 33,663 | -0.51 | | 0.01 | 1.07 | 1.16 | — |
| | 19 | 33,663 | 0.40 | | 0.01 | 1.06 | 1.18 | — |
| | 20 | 33,663 | -1.53 | | 0.01 | 0.90 | 0.79 | — |
| | 21 | 33,663 | -0.29 | | 0.01 | 1.04 | 1.06 | — |
| | 22 | 33,663 | -0.85 | | 0.01 | 0.90 | 0.85 | — |
| | 23 | 33,663 | -0.72 | | 0.01 | 0.88 | 0.81 | — |
| | 24 | 33,663 | -0.07 | | 0.01 | 0.93 | 0.92 | — |
| **SPEAKING** | 1 | 33,951 | -1.18 | -0.09 | 0.01 | 1.08 | 1.08 | — |
| | 2 | 33,951 | -0.92 | -0.06 | 0.01 | 0.96 | 0.86 | — |
| | 3 | 33,951 | -0.72 | -0.02 | 0.01 | 0.87 | 0.78 | — |
| | 4 | 33,951 | -0.39 | 0.09 | 0.01 | 1.07 | 1.02 | — |
| | 5 | 33,951 | -1.44 | 0.00 | 0.01 | 1.25 | 1.36 | √ |
| | 6 | 33,951 | -0.92 | 0.00 | 0.01 | 1.07 | 1.20 | — |
| | 7 | 33,951 | -0.22 | 0.00 | 0.01 | 0.99 | 0.97 | — |
| | 8 | 33,951 | 0.07 | 0.00 | 0.00 | 0.96 | 0.95 | — |
| | 9 | 33,951 | -1.29 | 0.00 | 0.01 | 0.98 | 1.02 | — |
| | 10 | 33,951 | -0.51 | 0.00 | 0.01 | 1.06 | 1.15 | — |
| | 11 | 33,951 | -0.44 | 0.00 | 0.01 | 0.87 | 0.82 | — |
| | 12 | 33,951 | -0.17 | 0.00 | 0.01 | 0.95 | 0.89 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C4B. IRT Statistics: Reading and Writing, Grade Band 5–6**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| **READING** | 1 | 33,634 | -0.55 | | 0.01 | 1.04 | 1.03 | — |
| | 2 | 33,634 | -0.28 | | 0.01 | 0.97 | 0.92 | — |
| | 3 | 33,634 | 0.50 | | 0.01 | 1.11 | 1.20 | — |
| | 4 | 33,634 | 0.25 | | 0.01 | 1.11 | 1.14 | — |
| | 5 | 33,634 | -0.01 | | 0.01 | 1.05 | 1.07 | — |
| | 6 | 33,634 | -0.86 | | 0.01 | 0.85 | 0.70 | — |
| | 7 | 33,634 | -0.67 | | 0.01 | 0.83 | 0.69 | √ |
| | 8 | 33,634 | 0.40 | | 0.01 | 1.20 | 1.27 | — |
| | 9 | 33,634 | -0.87 | -0.05 | 0.01 | 1.00 | 1.00 | — |
| | 10 | 33,634 | -0.31 | -0.03 | 0.01 | 1.02 | 1.00 | — |
| | 11 | 33,634 | -0.24 | 0.03 | 0.01 | 1.02 | 1.01 | — |
| | 12 | 33,634 | -0.05 | -0.03 | 0.01 | 1.02 | 1.00 | — |
| | 13 | 33,634 | 0.56 | 0.12 | 0.01 | 1.22 | 1.34 | √ |
| | 14 | 33,634 | -0.41 | -0.03 | 0.01 | 0.85 | 0.76 | — |
| | 15 | 33,634 | -0.51 | 0.02 | 0.01 | 0.88 | 0.79 | — |
| | 16 | 33,634 | 0.14 | -0.04 | 0.01 | 1.45 | 1.64 | √ |
| | 17 | 33,634 | -0.53 | | 0.01 | 0.85 | 0.78 | — |
| | 18 | 33,634 | -0.22 | | 0.01 | 0.85 | 0.78 | — |
| | 19 | 33,634 | -0.33 | | 0.01 | 1.05 | 1.04 | — |
| | 20 | 33,634 | -0.28 | | 0.01 | 0.98 | 0.96 | — |
| | 21 | 33,634 | -0.13 | | 0.01 | 0.97 | 0.93 | — |
| | 22 | 33,634 | -0.67 | | 0.01 | 0.79 | 0.65 | √ |
| | 23 | 33,634 | -0.63 | | 0.01 | 0.81 | 0.73 | — |
| | 24 | 33,634 | -0.59 | | 0.01 | 0.91 | 0.89 | — |
| | 25 | 33,634 | -0.40 | | 0.01 | 0.92 | 0.88 | — |
| | 26 | 33,634 | 0.22 | | 0.01 | 1.08 | 1.11 | — |
| | 27 | 33,634 | 0.50 | | 0.01 | 1.01 | 1.07 | — |
| **WRITING** | 1 | 33,951 | 0.05 | 0.00 | 0.00 | 0.77 | 0.78 | — |
| | 2 | 33,951 | 0.01 | -0.01 | 0.00 | 0.67 | 0.68 | √ |
| | 3 | 33,951 | -0.02 | 0.00 | 0.00 | 0.74 | 0.74 | — |

<u>Note</u>: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C5A. IRT Statistics: Listening and Speaking, Grade Band 7–8**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| LISTENING | 1 | 27,647 | -1.44 | | 0.01 | 0.87 | 0.71 | — |
| | 2 | 27,647 | -0.83 | | 0.01 | 1.12 | 1.16 | — |
| | 3 | 27,647 | -0.54 | | 0.01 | 0.96 | 0.95 | — |
| | 4 | 27,647 | -0.44 | | 0.01 | 1.02 | 1.02 | — |
| | 5 | 27,647 | -0.89 | | 0.01 | 1.06 | 1.07 | — |
| | 6 | 27,647 | -0.93 | | 0.01 | 0.89 | 0.80 | — |
| | 7 | 27,647 | -0.41 | | 0.01 | 0.89 | 0.83 | — |
| | 8 | 27,647 | -0.67 | | 0.01 | 0.92 | 0.87 | — |
| | 9 | 27,647 | -0.88 | -0.18 | 0.01 | 1.01 | 1.07 | — |
| | 10 | 27,647 | -0.02 | 0.17 | 0.01 | 1.20 | 1.28 | — |
| | 11 | 27,647 | -0.54 | 0.04 | 0.01 | 1.04 | 1.04 | — |
| | 12 | 27,647 | -0.68 | -0.06 | 0.01 | 0.87 | 0.79 | — |
| | 13 | 27,647 | 0.26 | 0.03 | 0.01 | 1.00 | 1.01 | — |
| | 14 | 27,647 | -0.75 | -0.07 | 0.01 | 0.90 | 0.85 | — |
| | 15 | 27,647 | -0.49 | -0.02 | 0.01 | 1.04 | 1.08 | — |
| | 16 | 27,647 | -0.31 | 0.04 | 0.01 | 0.98 | 0.97 | — |
| | 17 | 27,647 | -0.60 | | 0.01 | 1.08 | 1.10 | — |
| | 18 | 27,647 | -0.23 | | 0.01 | 1.00 | 0.99 | — |
| | 19 | 27,647 | 0.48 | | 0.01 | 1.12 | 1.17 | — |
| | 20 | 27,647 | -1.07 | | 0.01 | 0.80 | 0.67 | √ |
| | 21 | 27,647 | -0.69 | | 0.01 | 0.91 | 0.83 | — |
| | 22 | 27,647 | -0.23 | | 0.01 | 0.92 | 0.87 | — |
| | 23 | 27,647 | -0.07 | | 0.01 | 1.02 | 1.01 | √ |
| | 24 | 27,647 | 0.71 | | 0.01 | 1.20 | 1.37 | √ |
| SPEAKING | 1 | 27,916 | -1.46 | 0.02 | 0.01 | 1.32 | 2.33 | √ |
| | 2 | 27,916 | -0.83 | -0.07 | 0.01 | 1.17 | 1.16 | — |
| | 3 | 27,916 | -0.35 | -0.02 | 0.01 | 1.05 | 0.95 | — |
| | 4 | 27,916 | -0.12 | 0.04 | 0.00 | 1.02 | 1.00 | — |
| | 5 | 27,916 | -1.31 | | 0.01 | 1.23 | 1.98 | √ |
| | 6 | 27,916 | -0.51 | | 0.01 | 1.10 | 1.15 | — |
| | 7 | 27,916 | -0.20 | | 0.01 | 0.96 | 0.90 | — |
| | 8 | 27,916 | -0.11 | | 0.00 | 1.03 | 0.98 | — |
| | 9 | 27,916 | -1.13 | | 0.01 | 1.06 | 1.19 | — |
| | 10 | 27,916 | -0.64 | | 0.01 | 1.11 | 1.14 | — |
| | 11 | 27,916 | -0.20 | | 0.01 | 0.95 | 0.89 | — |
| | 12 | 27,916 | -0.11 | | 0.00 | 0.97 | 0.92 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C5B. IRT Statistics: Reading and Writing, Grade Band 7–8**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| READING | 1 | 27,628 | -0.49 | | 0.01 | 0.95 | 0.91 | — |
| | 2 | 27,628 | 0.23 | | 0.01 | 1.08 | 1.12 | — |
| | 3 | 27,628 | -0.13 | | 0.01 | 0.91 | 0.87 | — |
| | 4 | 27,628 | 0.10 | | 0.01 | 1.03 | 1.03 | — |
| | 5 | 27,628 | 0.64 | | 0.01 | 1.19 | 1.32 | √ |
| | 6 | 27,628 | -0.36 | | 0.01 | 0.94 | 0.89 | — |
| | 7 | 27,628 | -0.20 | | 0.01 | 1.06 | 1.11 | — |
| | 8 | 27,628 | -0.06 | | 0.01 | 1.00 | 0.98 | — |
| | 9 | 27,628 | -0.80 | -0.07 | 0.01 | 0.88 | 0.79 | — |
| | 10 | 27,628 | 0.04 | 0.10 | 0.01 | 1.11 | 1.13 | — |
| | 11 | 27,628 | -0.04 | 0.05 | 0.01 | 1.20 | 1.26 | — |
| | 12 | 27,628 | -0.54 | -0.03 | 0.01 | 0.97 | 0.95 | — |
| | 13 | 27,628 | -0.62 | -0.05 | 0.01 | 0.87 | 0.75 | — |
| | 14 | 27,628 | 0.36 | -0.02 | 0.01 | 1.21 | 1.29 | — |
| | 15 | 27,628 | 0.06 | 0.03 | 0.01 | 1.01 | 1.00 | — |
| | 16 | 27,628 | 0.07 | 0.01 | 0.01 | 1.19 | 1.25 | — |
| | 17 | 27,628 | -1.39 | | 0.01 | 0.84 | 0.60 | √ |
| | 18 | 27,628 | -0.60 | | 0.01 | 0.85 | 0.77 | — |
| | 19 | 27,628 | -0.52 | | 0.01 | 0.95 | 0.95 | — |
| | 20 | 27,628 | -0.19 | | 0.01 | 0.93 | 0.88 | — |
| | 21 | 27,628 | 0.30 | | 0.01 | 1.04 | 1.07 | — |
| | 22 | 27,628 | -0.91 | | 0.01 | 0.98 | 1.02 | — |
| | 23 | 27,628 | -0.80 | | 0.01 | 0.85 | 0.74 | — |
| | 24 | 27,628 | -0.85 | | 0.01 | 0.77 | 0.61 | √ |
| | 25 | 27,628 | -0.38 | | 0.01 | 1.09 | 1.13 | — |
| | 26 | 27,628 | -0.20 | | 0.01 | 0.95 | 0.92 | — |
| | 27 | 27,628 | 0.27 | | 0.01 | 1.02 | 1.04 | — |
| WRITING | 1 | 27,916 | 0.12 | 0.00 | 0.00 | 0.84 | 0.84 | — |
| | 2 | 27,916 | 0.30 | 0.01 | 0.00 | 0.92 | 0.91 | — |
| | 3 | 27,916 | 0.02 | 0.00 | 0.00 | 0.82 | 0.82 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C6A. IRT Statistics: Listening and Speaking, Grade Band 9–12**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| LISTENING | 1 | 48,725 | 0.44 | | 0.01 | 1.21 | 1.29 | — |
| | 2 | 48,725 | 0.12 | | 0.01 | 1.09 | 1.11 | — |
| | 3 | 48,725 | 0.22 | | 0.01 | 1.05 | 1.07 | — |
| | 4 | 48,725 | -0.73 | | 0.01 | 0.96 | 0.90 | — |
| | 5 | 48,725 | -1.04 | | 0.01 | 0.93 | 0.85 | — |
| | 6 | 48,725 | -0.38 | | 0.01 | 0.90 | 0.83 | — |
| | 7 | 48,725 | -0.26 | | 0.01 | 1.02 | 1.01 | — |
| | 8 | 48,725 | 0.11 | | 0.01 | 1.05 | 1.05 | — |
| | 9 | 48,725 | -1.49 | -0.02 | 0.01 | 0.87 | 0.70 | — |
| | 10 | 48,725 | -0.13 | -0.01 | 0.01 | 1.20 | 1.27 | — |
| | 11 | 48,725 | -0.51 | -0.05 | 0.01 | 0.84 | 0.76 | — |
| | 12 | 48,725 | -1.27 | 0.06 | 0.01 | 0.87 | 0.72 | — |
| | 13 | 48,725 | -0.54 | -0.02 | 0.01 | 0.83 | 0.75 | — |
| | 14 | 48,725 | 0.13 | -0.02 | 0.01 | 1.02 | 1.02 | — |
| | 15 | 48,725 | -0.45 | -0.02 | 0.01 | 0.94 | 0.90 | — |
| | 16 | 48,725 | -0.11 | -0.02 | 0.01 | 0.99 | 0.97 | — |
| | 17 | 48,725 | -0.33 | | 0.01 | 0.91 | 0.89 | — |
| | 18 | 48,725 | -0.49 | | 0.01 | 1.09 | 1.10 | — |
| | 19 | 48,725 | 0.18 | | 0.01 | 0.94 | 0.94 | — |
| | 20 | 48,725 | -0.82 | | 0.01 | 0.99 | 0.95 | — |
| | 21 | 48,725 | -0.53 | | 0.01 | 1.10 | 1.15 | — |
| | 22 | 48,725 | -0.29 | | 0.01 | 0.95 | 0.92 | — |
| | 23 | 48,725 | 0.18 | | 0.01 | 1.12 | 1.16 | — |
| | 24 | 48,725 | -0.16 | | 0.01 | 1.09 | 1.17 | — |
| SPEAKING | 1 | 49,486 | -1.54 | | 0.01 | 1.19 | 3.24 | √ |
| | 2 | 49,486 | -0.60 | | 0.00 | 1.05 | 1.09 | — |
| | 3 | 49,486 | -0.21 | | 0.00 | 0.91 | 0.92 | — |
| | 4 | 49,486 | 0.02 | | 0.00 | 0.96 | 0.96 | — |
| | 5 | 49,486 | -1.29 | -0.15 | 0.01 | 0.92 | 2.05 | √ |
| | 6 | 49,486 | -0.64 | -0.02 | 0.00 | 1.00 | 1.05 | — |
| | 7 | 49,486 | -0.18 | 0.01 | 0.00 | 0.80 | 0.77 | — |
| | 8 | 49,486 | 0.09 | 0.04 | 0.00 | 0.88 | 0.85 | — |
| | 9 | 49,486 | -1.19 | | 0.01 | 1.00 | 1.75 | √ |
| | 10 | 49,486 | -0.69 | | 0.00 | 1.07 | 1.23 | — |
| | 11 | 49,486 | -0.08 | | 0.00 | 0.82 | 0.78 | — |
| | 12 | 49,486 | 0.18 | | 0.00 | 0.88 | 0.84 | — |

Note: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

**Table C6B.  IRT Statistics: Reading and Writing, Grade Band 9–12**

| | Item # | N-Count | Rasch Difficulty | Anchor Displ | SE | MNSQ INFIT | MNSQ OUTFIT | Misfit |
|---|---|---|---|---|---|---|---|---|
| READING | 1 | 48,664 | -0.93 | | 0.01 | 0.93 | 0.89 | — |
| | 2 | 48,664 | -0.90 | | 0.01 | 0.96 | 0.93 | — |
| | 3 | 48,664 | -0.01 | | 0.01 | 1.00 | 1.00 | — |
| | 4 | 48,664 | -0.81 | | 0.01 | 0.95 | 0.96 | — |
| | 5 | 48,664 | -0.35 | | 0.01 | 1.08 | 1.13 | — |
| | 6 | 48,664 | -0.51 | | 0.01 | 0.96 | 0.97 | — |
| | 7 | 48,664 | -0.52 | | 0.01 | 0.91 | 0.85 | — |
| | 8 | 48,664 | -0.35 | | 0.01 | 0.91 | 0.85 | — |
| | 9 | 48,664 | -0.57 | | 0.01 | 1.02 | 1.06 | — |
| | 10 | 48,664 | -0.69 | -0.04 | 0.01 | 0.96 | 0.92 | — |
| | 11 | 48,664 | 0.39 | 0.06 | 0.01 | 1.17 | 1.25 | — |
| | 12 | 48,664 | -0.94 | 0.02 | 0.01 | 0.90 | 0.81 | — |
| | 13 | 48,664 | 0.11 | -0.04 | 0.01 | 1.15 | 1.19 | — |
| | 14 | 48,664 | -0.50 | -0.05 | 0.01 | 1.05 | 1.11 | — |
| | 15 | 48,664 | 0.11 | 0.08 | 0.01 | 0.97 | 0.95 | — |
| | 16 | 48,664 | 0.37 | 0.05 | 0.01 | 1.06 | 1.10 | — |
| | 17 | 48,664 | -0.85 | | 0.01 | 0.96 | 0.82 | — |
| | 18 | 48,664 | -0.80 | | 0.01 | 1.03 | 1.13 | — |
| | 19 | 48,664 | -0.70 | | 0.01 | 0.87 | 0.80 | — |
| | 20 | 48,664 | -0.33 | | 0.01 | 1.02 | 1.06 | — |
| | 21 | 48,664 | -0.55 | | 0.01 | 1.00 | 1.03 | — |
| | 22 | 48,664 | -0.46 | | 0.01 | 0.94 | 0.90 | — |
| | 23 | 48,664 | -0.52 | | 0.01 | 0.97 | 0.93 | — |
| | 24 | 48,664 | 0.36 | | 0.01 | 1.23 | 1.32 | √ |
| | 25 | 48,664 | -0.07 | | 0.01 | 0.90 | 0.85 | — |
| | 26 | 48,664 | 0.34 | | 0.01 | 1.06 | 1.10 | — |
| | 27 | 48,664 | -0.19 | | 0.01 | 0.93 | 0.89 | — |
| WRITING | 1 | 49,486 | -0.07 | | 0.00 | 0.70 | 0.71 | — |
| | 2 | 49,486 | 0.09 | 0.01 | 0.00 | 0.69 | 0.69 | √ |
| | 3 | 49,486 | -0.05 | | 0.00 | 0.68 | 0.70 | √ |

<u>Note</u>: "√" indicates that the item was flagged as misfit, and "—" indicates that the item was not flagged.

# APPENDIX D: 2019 NYSESLAT Modality Raw Score to Scale Score Conversion

**Table D1. 2019 NYSESLAT—Kindergarten Raw to Scale Score Conversion Chart**

| Grade K Listening | | Grade K Reading | | Grade K Writing | | Grade K Speaking | |
|---|---|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 34 | 1 | 35 | 1 | 40 | 1 | 37 |
| 2 | 40 | 2 | 41 | 2 | 44 | 2 | 42 |
| 3 | 43 | 3 | 45 | 3 | 47 | 3 | 46 |
| 4 | 46 | 4 | 48 | 4 | 50 | 4 | 49 |
| 5 | 48 | 5 | 50 | 5 | 53 | 5 | 51 |
| 6 | 50 | 6 | 52 | 6 | 56 | 6 | 53 |
| 7 | 52 | 7 | 54 | 7 | 58 | 7 | 55 |
| 8 | 54 | 8 | 57 | 8 | 61 | 8 | 57 |
| 9 | 55 | 9 | 59 | 9 | 63 | 9 | 59 |
| 10 | 57 | 10 | 61 | 10 | 66 | 10 | 61 |
| 11 | 59 | 11 | 63 | 11 | 70 | 11 | 63 |
| 12 | 61 | 12 | 65 | 12 | 74 | 12 | 64 |
| 13 | 63 | 13 | 67 | 13 | 81 | 13 | 66 |
| 14 | 65 | 14 | 70 | 14 | 90 | 14 | 68 |
| 15 | 67 | 15 | 73 | | | 15 | 70 |
| 16 | 70 | 16 | 76 | | | 16 | 72 |
| 17 | 73 | 17 | 82 | | | 17 | 74 |
| 18 | 79 | 18 | 90 | | | 18 | 77 |
| 19 | 90 | | | | | 19 | 80 |
| | | | | | | 20 | 85 |
| | | | | | | 21 | 90 |

**Table D2.  2019 NYSESLAT—Grade Band 1–2 Raw to Scale Score Conversion Chart**

| Grades 1–2 Listening | | Grades 1–2 Reading | | Grades 1–2 Writing | | Grades 1–2 Speaking | |
|---|---|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 31 | 1 | 31 | 1 | 35 | 1 | 45 |
| 2 | 33 | 2 | 33 | 2 | 41 | 2 | 50 |
| 3 | 37 | 3 | 37 | 3 | 46 | 3 | 53 |
| 4 | 39 | 4 | 40 | 4 | 51 | 4 | 55 |
| 5 | 41 | 5 | 42 | 5 | 55 | 5 | 57 |
| 6 | 43 | 6 | 45 | 6 | 59 | 6 | 59 |
| 7 | 45 | 7 | 46 | 7 | 63 | 7 | 61 |
| 8 | 46 | 8 | 48 | 8 | 67 | 8 | 62 |
| 9 | 48 | 9 | 50 | 9 | 71 | 9 | 64 |
| 10 | 49 | 10 | 51 | 10 | 75 | 10 | 66 |
| 11 | 51 | 11 | 53 | 11 | 80 | 11 | 67 |
| 12 | 52 | 12 | 54 | 12 | 90 | 12 | 69 |
| 13 | 53 | 13 | 55 | | | 13 | 70 |
| 14 | 55 | 14 | 57 | | | 14 | 72 |
| 15 | 56 | 15 | 58 | | | 15 | 74 |
| 16 | 57 | 16 | 60 | | | 16 | 76 |
| 17 | 59 | 17 | 61 | | | 17 | 78 |
| 18 | 61 | 18 | 62 | | | 18 | 80 |
| 19 | 63 | 19 | 64 | | | 19 | 83 |
| 20 | 65 | 20 | 66 | | | 20 | 88 |
| 21 | 67 | 21 | 67 | | | 21 | 90 |
| 22 | 71 | 22 | 69 | | | | |
| 23 | 76 | 23 | 72 | | | | |
| 24 | 90 | 24 | 75 | | | | |
| | | 25 | 78 | | | | |
| | | 26 | 85 | | | | |
| | | 27 | 90 | | | | |

**Table D3. 2019 NYSESLAT—Grade Band 3–4 Raw to Scale Score Conversion Chart**

| Grades 3–4 Listening | | Grades 3–4 Reading | | Grades 3–4 Writing | | Grades 3–4 Speaking | |
|---|---|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 31 | 1 | 32 | 1 | 34 | 1 | 43 |
| 2 | 37 | 2 | 38 | 2 | 40 | 2 | 47 |
| 3 | 41 | 3 | 42 | 3 | 44 | 3 | 51 |
| 4 | 44 | 4 | 44 | 4 | 49 | 4 | 53 |
| 5 | 46 | 5 | 47 | 5 | 53 | 5 | 55 |
| 6 | 48 | 6 | 49 | 6 | 57 | 6 | 57 |
| 7 | 50 | 7 | 51 | 7 | 62 | 7 | 59 |
| 8 | 52 | 8 | 52 | 8 | 66 | 8 | 61 |
| 9 | 54 | 9 | 54 | 9 | 70 | 9 | 62 |
| 10 | 55 | 10 | 55 | 10 | 75 | 10 | 64 |
| 11 | 57 | 11 | 57 | 11 | 80 | 11 | 66 |
| 12 | 59 | 12 | 58 | 12 | 90 | 12 | 67 |
| 13 | 60 | 13 | 59 | | | 13 | 69 |
| 14 | 62 | 14 | 61 | | | 14 | 71 |
| 15 | 63 | 15 | 62 | | | 15 | 73 |
| 16 | 65 | 16 | 64 | | | 16 | 75 |
| 17 | 67 | 17 | 65 | | | 17 | 77 |
| 18 | 69 | 18 | 66 | | | 18 | 79 |
| 19 | 71 | 19 | 68 | | | 19 | 83 |
| 20 | 73 | 20 | 70 | | | 20 | 87 |
| 21 | 76 | 21 | 71 | | | 21 | 90 |
| 22 | 80 | 22 | 73 | | | | |
| 23 | 86 | 23 | 76 | | | | |
| 24 | 90 | 24 | 79 | | | | |
| | | 25 | 82 | | | | |
| | | 26 | 88 | | | | |
| | | 27 | 90 | | | | |

**Table D4.  2019 NYSESLAT—Grade Band 5–6 Raw to Scale Score Conversion Chart**

| Grades 5–6 Listening | | Grades 5–6 Reading | | Grades 5–6 Writing | | Grades 5–6 Speaking | |
|---|---|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 32 | 1 | 33 | 1 | 35 | 1 | 45 |
| 2 | 34 | 2 | 38 | 2 | 40 | 2 | 49 |
| 3 | 38 | 3 | 41 | 3 | 44 | 3 | 52 |
| 4 | 41 | 4 | 44 | 4 | 48 | 4 | 54 |
| 5 | 44 | 5 | 46 | 5 | 52 | 5 | 56 |
| 6 | 46 | 6 | 47 | 6 | 56 | 6 | 58 |
| 7 | 48 | 7 | 49 | 7 | 60 | 7 | 59 |
| 8 | 50 | 8 | 50 | 8 | 65 | 8 | 61 |
| 9 | 51 | 9 | 52 | 9 | 69 | 9 | 63 |
| 10 | 53 | 10 | 53 | 10 | 74 | 10 | 64 |
| 11 | 55 | 11 | 54 | 11 | 80 | 11 | 66 |
| 12 | 56 | 12 | 55 | 12 | 90 | 12 | 67 |
| 13 | 58 | 13 | 56 | | | 13 | 69 |
| 14 | 60 | 14 | 57 | | | 14 | 71 |
| 15 | 61 | 15 | 58 | | | 15 | 72 |
| 16 | 63 | 16 | 60 | | | 16 | 74 |
| 17 | 65 | 17 | 61 | | | 17 | 76 |
| 18 | 67 | 18 | 62 | | | 18 | 79 |
| 19 | 69 | 19 | 63 | | | 19 | 82 |
| 20 | 71 | 20 | 65 | | | 20 | 87 |
| 21 | 75 | 21 | 66 | | | 21 | 90 |
| 22 | 79 | 22 | 68 | | | | |
| 23 | 85 | 23 | 70 | | | | |
| 24 | 90 | 24 | 72 | | | | |
| | | 25 | 76 | | | | |
| | | 26 | 81 | | | | |
| | | 27 | 90 | | | | |

**Table D5. 2019 NYSESLAT—Grade Band 7–8 Raw to Scale Score Conversion Chart**

| Grades 7–8 Listening Raw Score | Scale Score | Grades 7–8 Reading Raw Score | Scale Score | Grades 7–8 Writing Raw Score | Scale Score | Grades 7–8 Speaking Raw Score | Scale Score |
|---|---|---|---|---|---|---|---|
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 33 | 1 | 31 | 1 | 37 | 1 | 44 |
| 2 | 38 | 2 | 37 | 2 | 43 | 2 | 48 |
| 3 | 41 | 3 | 41 | 3 | 47 | 3 | 51 |
| 4 | 44 | 4 | 43 | 4 | 51 | 4 | 53 |
| 5 | 46 | 5 | 46 | 5 | 55 | 5 | 56 |
| 6 | 48 | 6 | 48 | 6 | 59 | 6 | 57 |
| 7 | 49 | 7 | 49 | 7 | 63 | 7 | 59 |
| 8 | 51 | 8 | 51 | 8 | 67 | 8 | 61 |
| 9 | 52 | 9 | 52 | 9 | 71 | 9 | 62 |
| 10 | 54 | 10 | 54 | 10 | 76 | 10 | 64 |
| 11 | 55 | 11 | 55 | 11 | 81 | 11 | 66 |
| 12 | 56 | 12 | 57 | 12 | 90 | 12 | 67 |
| 13 | 58 | 13 | 58 | | | 13 | 69 |
| 14 | 59 | 14 | 59 | | | 14 | 71 |
| 15 | 60 | 15 | 61 | | | 15 | 73 |
| 16 | 62 | 16 | 62 | | | 16 | 75 |
| 17 | 63 | 17 | 63 | | | 17 | 77 |
| 18 | 65 | 18 | 65 | | | 18 | 79 |
| 19 | 67 | 19 | 66 | | | 19 | 82 |
| 20 | 69 | 20 | 68 | | | 20 | 86 |
| 21 | 71 | 21 | 69 | | | 21 | 90 |
| 22 | 75 | 22 | 71 | | | | |
| 23 | 80 | 23 | 74 | | | | |
| 24 | 90 | 24 | 76 | | | | |
| | | 25 | 80 | | | | |
| | | 26 | 86 | | | | |
| | | 27 | 90 | | | | |

**Table D6. 2019 NYSESLAT—Grade Band 9–12 Raw to Scale Score Conversion Chart**

| Grades 9–12 Listening | | Grades 9–12 Reading | | Grades 9–12 Writing | | Grades 9–12 Speaking | |
|---|---|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 |
| 1 | 34 | 1 | 31 | 1 | 36 | 1 | 46 |
| 2 | 40 | 2 | 37 | 2 | 42 | 2 | 50 |
| 3 | 44 | 3 | 40 | 3 | 45 | 3 | 53 |
| 4 | 47 | 4 | 43 | 4 | 49 | 4 | 55 |
| 5 | 49 | 5 | 45 | 5 | 52 | 5 | 57 |
| 6 | 51 | 6 | 47 | 6 | 56 | 6 | 59 |
| 7 | 53 | 7 | 49 | 7 | 60 | 7 | 61 |
| 8 | 55 | 8 | 51 | 8 | 64 | 8 | 63 |
| 9 | 56 | 9 | 52 | 9 | 68 | 9 | 64 |
| 10 | 58 | 10 | 54 | 10 | 73 | 10 | 66 |
| 11 | 60 | 11 | 55 | 11 | 79 | 11 | 67 |
| 12 | 61 | 12 | 56 | 12 | 90 | 12 | 69 |
| 13 | 63 | 13 | 58 | | | 13 | 70 |
| 14 | 64 | 14 | 59 | | | 14 | 72 |
| 15 | 66 | 15 | 60 | | | 15 | 74 |
| 16 | 67 | 16 | 61 | | | 16 | 75 |
| 17 | 69 | 17 | 63 | | | 17 | 77 |
| 18 | 71 | 18 | 64 | | | 18 | 79 |
| 19 | 73 | 19 | 66 | | | 19 | 82 |
| 20 | 75 | 20 | 67 | | | 20 | 86 |
| 21 | 78 | 21 | 69 | | | 21 | 90 |
| 22 | 82 | 22 | 71 | | | | |
| 23 | 88 | 23 | 73 | | | | |
| 24 | 90 | 24 | 76 | | | | |
| | | 25 | 80 | | | | |
| | | 26 | 86 | | | | |
| | | 27 | 90 | | | | |

# APPENDIX E: SCALE SCORE SUMMARY BY SUBGROUP

**Table E.1—Scale Score Summary by Subgroup: Kindergarten**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| K | Female | 14,949 | 276.05 | 280 | 41.48 | 56 |
| K | Male | 15,867 | 268.00 | 274 | 47.28 | 64 |
| K | Asian | 6,809 | 289.34 | 294 | 39.26 | 51 |
| K | Black or African-American | 1,098 | 276.59 | 281 | 40.57 | 55 |
| K | Hispanic or Latino | 16,073 | 272.34 | 275 | 40.55 | 55 |
| K | American Indian or Alaska Native | 122 | 274.45 | 276 | 46.78 | 68 |
| K | Multiracial (not of Hispanic origin) | 110 | 288.66 | 292 | 37.18 | 47 |
| K | Native Hawaiian/Other Pacific Islander | 68 | 269.49 | 275 | 47.38 | 72 |
| K | White | 6,536 | 251.56 | 255 | 51.83 | 80 |
| K | NYC (1) | 14,302 | 281.40 | 285 | 40.95 | 57 |
| K | Big 4 Cities (2) | 1,348 | 263.87 | 268 | 36.70 | 50 |
| K | High Need Urban/Suburban (3) | 3,515 | 270.66 | 273 | 42.16 | 59 |
| K | High Need Rural (4) | 188 | 265.69 | 269 | 41.07 | 58 |
| K | Average Need (5) | 3,506 | 276.13 | 280 | 38.65 | 49 |
| K | Low Need (6) | 1,750 | 283.23 | 287 | 37.68 | 49 |
| K | Charter Schools (7) | 1,955 | 288.32 | 291 | 32.62 | 45 |
| K | Religious and Independent Schools (8) | 3,648 | 226.48 | 228 | 44.15 | 72 |
| K | 0 Years ELL | 1,458 | 288.60 | 292 | 32.87 | 45 |
| K | 1 Years ELL | 28,036 | 271.30 | 276 | 44.78 | 61 |
| K | 2 Years ELL | 797 | 271.34 | 278 | 41.83 | 57 |
| K | 3 Years ELL | 14 | 253.79 | 266 | 50.06 | 96 |
| K | 4 Years ELL | 17 | 190.35 | 178 | 45.48 | 32 |
| K | 5 Years ELL | 103 | 172.77 | 172 | 13.33 | 19 |
| K | 6 Years ELL or More | 391 | 284.52 | 293 | 45.48 | 56 |
| K | Spanish | 15,363 | 271.98 | 275 | 40.65 | 54 |
| K | English | 5,043 | 242.87 | 245 | 49.96 | 76 |
| K | Chinese | 3,394 | 292.13 | 298 | 39.49 | 49 |
| K | Arabic | 1,108 | 269.26 | 272 | 41.82 | 58 |
| K | Bengali | 812 | 289.50 | 295 | 41.66 | 53 |
| K | Other Language | 5,096 | 284.71 | 289 | 40.48 | 53 |
| K | Students without Disabilities | 26,639 | 273.77 | 279 | 44.82 | 60 |
| K | Students with Disabilities | 4,177 | 260.01 | 263 | 42.32 | 56 |

**Table E.2—Scale Score Summary by Subgroup: Grade 1**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 1 | Female | 14,436 | 240.97 | 243 | 39.90 | 51 |
| 1 | Male | 15,508 | 231.86 | 237 | 45.50 | 62 |
| 1 | Asian | 6,120 | 255.82 | 260 | 42.24 | 53 |
| 1 | Black or African-American | 1,207 | 240.77 | 245 | 39.07 | 49 |
| 1 | Hispanic or Latino | 15,141 | 236.06 | 240 | 39.21 | 50 |
| 1 | American Indian or Alaska Native | 108 | 230.99 | 233 | 47.56 | 60 |
| 1 | Multiracial (not of Hispanic origin) | 84 | 254.45 | 262 | 40.53 | 50 |
| 1 | Native Hawaiian/Other Pacific Islander | 66 | 230.89 | 234 | 47.87 | 66 |
| 1 | White | 7,218 | 219.21 | 221 | 45.07 | 70 |
| 1 | NYC (1) | 13,307 | 245.36 | 248 | 41.59 | 53 |
| 1 | Big 4 Cities (2) | 1,442 | 230.48 | 233 | 34.83 | 47 |
| 1 | High Need Urban/Suburban (3) | 3,330 | 234.41 | 238 | 38.97 | 50 |
| 1 | High Need Rural (4) | 217 | 232.17 | 233 | 39.52 | 50 |
| 1 | Average Need (5) | 3,198 | 245.50 | 248 | 35.41 | 44 |
| 1 | Low Need (6) | 1,540 | 253.86 | 257 | 38.86 | 50 |
| 1 | Charter Schools (7) | 1,486 | 251.31 | 254 | 32.39 | 39 |
| 1 | Religious and Independent Schools (8) | 4,707 | 204.48 | 204 | 38.55 | 59 |
| 1 | 0 Years ELL | 1,220 | 252.62 | 255 | 31.85 | 38 |
| 1 | 1 Years ELL | 17,987 | 234.64 | 239 | 46.12 | 63 |
| 1 | 2 Years ELL | 9,858 | 236.89 | 239 | 38.35 | 49 |
| 1 | 3 Years ELL | 586 | 247.15 | 249 | 33.57 | 44 |
| 1 | 4 Years ELL | 44 | 234.25 | 240 | 30.95 | 39 |
| 1 | 5 Years ELL | 126 | 217.45 | 223 | 33.37 | 45 |
| 1 | 6 Years ELL or More | 123 | 225.89 | 229 | 55.72 | 83 |
| 1 | Spanish | 14,832 | 235.87 | 240 | 39.24 | 50 |
| 1 | English | 5,226 | 209.24 | 209 | 41.10 | 64 |
| 1 | Chinese | 3,137 | 261.54 | 267 | 42.40 | 51 |
| 1 | Arabic | 1,183 | 238.47 | 242 | 40.35 | 51 |
| 1 | Bengali | 685 | 246.20 | 253 | 45.87 | 55 |
| 1 | Other Language | 4,881 | 248.13 | 252 | 41.66 | 52 |
| 1 | Students without Disabilities | 25,306 | 238.40 | 243 | 43.18 | 57 |
| 1 | Students with Disabilities | 4,638 | 224.54 | 227 | 40.95 | 52 |

**Table E.3—Scale Score Summary by Subgroup: Grade 2**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|:---:|---|---:|---:|---:|---:|---:|
| 2 | Female | 14,229 | 269.66 | 276 | 43.51 | 54 |
| 2 | Male | 15,461 | 254.68 | 265 | 51.80 | 73 |
| 2 | Asian | 5,384 | 282.96 | 291 | 43.09 | 48 |
| 2 | Black or African-American | 1,212 | 265.28 | 275 | 46.45 | 55 |
| 2 | Hispanic or Latino | 15,457 | 264.19 | 272 | 45.20 | 55 |
| 2 | American Indian or Alaska Native | 96 | 263.01 | 273 | 53.41 | 62 |
| 2 | Multiracial (not of Hispanic origin) | 72 | 272.03 | 283 | 51.67 | 44 |
| 2 | Native Hawaiian/Other Pacific Islander | 78 | 271.06 | 274 | 45.30 | 49 |
| 2 | White | 7,391 | 240.84 | 245 | 51.38 | 80 |
| 2 | NYC (1) | 13,332 | 271.14 | 279 | 44.96 | 56 |
| 2 | Big 4 Cities (2) | 1,410 | 255.55 | 260 | 42.50 | 63 |
| 2 | High Need Urban/Suburban (3) | 3,218 | 265.55 | 274 | 43.95 | 52 |
| 2 | High Need Rural (4) | 212 | 261.62 | 268 | 43.46 | 61 |
| 2 | Average Need (5) | 3,121 | 273.94 | 280 | 40.89 | 50 |
| 2 | Low Need (6) | 1,422 | 282.18 | 288 | 40.30 | 49 |
| 2 | Charter Schools (7) | 1,377 | 283.40 | 286 | 31.21 | 39 |
| 2 | Religious and Independent Schools (8) | 4,890 | 224.54 | 227 | 45.92 | 73 |
| 2 | 0 Years ELL | 1,064 | 284.25 | 286 | 31.07 | 40 |
| 2 | 1 Years ELL | 6,666 | 237.28 | 239 | 54.54 | 89 |
| 2 | 2 Years ELL | 12,099 | 270.27 | 279 | 45.83 | 55 |
| 2 | 3 Years ELL | 8,885 | 267.78 | 273 | 40.63 | 51 |
| 2 | 4 Years ELL | 561 | 265.44 | 274 | 46.36 | 52 |
| 2 | 5 Years ELL | 318 | 211.46 | 187 | 57.76 | 109 |
| 2 | 6 Years ELL or More | 97 | 258.78 | 277 | 60.31 | 71 |
| 2 | Spanish | 15,222 | 263.85 | 272 | 45.27 | 55 |
| 2 | English | 5,183 | 229.57 | 233 | 48.45 | 79 |
| 2 | Chinese | 2,571 | 288.79 | 297 | 42.61 | 44 |
| 2 | Arabic | 1,243 | 262.89 | 270 | 45.36 | 57 |
| 2 | Bengali | 690 | 277.18 | 287 | 46.47 | 54 |
| 2 | Other Language | 4,781 | 273.58 | 283 | 45.44 | 55 |
| 2 | Students without Disabilities | 24,639 | 264.16 | 274 | 48.72 | 63 |
| 2 | Students with Disabilities | 5,051 | 250.64 | 256 | 46.35 | 56 |

**Table E.4—Scale Score Summary by Subgroup: Grade 3**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 3 | Female | 12,452 | 259.64 | 265 | 39.33 | 50 |
| 3 | Male | 14,365 | 249.38 | 258 | 46.16 | 69 |
| 3 | Asian | 4,071 | 271.66 | 280 | 41.07 | 48 |
| 3 | Black or African-American | 1,216 | 253.44 | 259 | 41.97 | 54 |
| 3 | Hispanic or Latino | 14,477 | 257.36 | 265 | 41.34 | 49 |
| 3 | American Indian or Alaska Native | 72 | 257.51 | 272 | 49.94 | 51 |
| 3 | Multiracial (not of Hispanic origin) | 53 | 267.42 | 268 | 40.01 | 48 |
| 3 | Native Hawaiian/Other Pacific Islander | 69 | 258.10 | 257 | 40.48 | 63 |
| 3 | White | 6,859 | 236.91 | 237 | 43.54 | 68 |
| 3 | NYC (1) | 12,045 | 262.45 | 270 | 41.70 | 52 |
| 3 | Big 4 Cities (2) | 1,392 | 251.86 | 256 | 36.41 | 51 |
| 3 | High Need Urban/Suburban (3) | 3,096 | 257.31 | 266 | 40.31 | 48 |
| 3 | High Need Rural (4) | 165 | 258.10 | 260 | 37.12 | 49 |
| 3 | Average Need (5) | 2,780 | 264.53 | 271 | 36.93 | 44 |
| 3 | Low Need (6) | 1,070 | 273.21 | 279 | 37.71 | 43 |
| 3 | Charter Schools (7) | 999 | 274.53 | 277 | 29.56 | 34 |
| 3 | Religious and Independent Schools (8) | 4,582 | 222.64 | 222 | 36.25 | 55 |
| 3 | 0 Years ELL | 798 | 275.51 | 279 | 29.96 | 33 |
| 3 | 1 Years ELL | 5,667 | 230.24 | 230 | 48.64 | 77 |
| 3 | 2 Years ELL | 2,642 | 259.21 | 265 | 40.73 | 59 |
| 3 | 3 Years ELL | 9,518 | 264.78 | 271 | 38.31 | 48 |
| 3 | 4 Years ELL | 7,185 | 256.28 | 262 | 38.87 | 50 |
| 3 | 5 Years ELL | 886 | 243.36 | 256 | 47.22 | 72 |
| 3 | 6 Years ELL or More | 121 | 237.87 | 241 | 54.34 | 81 |
| 3 | Spanish | 14,318 | 257.08 | 265 | 41.51 | 49 |
| 3 | English | 4,809 | 226.61 | 226 | 38.97 | 61 |
| 3 | Chinese | 1,749 | 272.72 | 283 | 43.64 | 48 |
| 3 | Arabic | 1,136 | 257.66 | 264 | 39.07 | 52 |
| 3 | Bengali | 558 | 271.18 | 281 | 43.98 | 53 |
| 3 | Other Language | 4,247 | 264.62 | 272 | 41.86 | 53 |
| 3 | Students without Disabilities | 21,272 | 256.09 | 265 | 43.80 | 61 |
| 3 | Students with Disabilities | 5,545 | 246.69 | 252 | 41.10 | 50 |

**Table E.5—Scale Score Summary by Subgroup: Grade 4**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 4 | Female | 11,701 | 271.19 | 279 | 42.06 | 51 |
| 4 | Male | 13,599 | 260.01 | 272 | 48.71 | 69 |
| 4 | Asian | 3,458 | 279.38 | 290 | 43.78 | 50 |
| 4 | Black or African-American | 1,199 | 266.13 | 274 | 41.76 | 52 |
| 4 | Hispanic or Latino | 14,210 | 268.71 | 280 | 44.82 | 50 |
| 4 | American Indian or Alaska Native | 77 | 279.60 | 281 | 43.72 | 58 |
| 4 | Multiracial (not of Hispanic origin) | 52 | 282.17 | 294 | 52.95 | 46 |
| 4 | Native Hawaiian/Other Pacific Islander | 53 | 271.04 | 281 | 43.89 | 56 |
| 4 | White | 6,251 | 248.77 | 253 | 46.48 | 73 |
| 4 | NYC (1) | 11,269 | 271.64 | 281 | 43.52 | 51 |
| 4 | Big 4 Cities (2) | 1,453 | 262.83 | 269 | 40.53 | 56 |
| 4 | High Need Urban/Suburban (3) | 3,095 | 273.16 | 283 | 42.75 | 46 |
| 4 | High Need Rural (4) | 196 | 270.51 | 276 | 39.38 | 48 |
| 4 | Average Need (5) | 2,656 | 277.98 | 286 | 40.65 | 43 |
| 4 | Low Need (6) | 1,045 | 286.55 | 294 | 38.00 | 41 |
| 4 | Charter Schools (7) | 564 | 278.94 | 284 | 35.25 | 33 |
| 4 | Religious and Independent Schools (8) | 4,267 | 236.41 | 238 | 42.03 | 67 |
| 4 | 0 Years ELL | 415 | 279.45 | 285 | 34.62 | 32 |
| 4 | 1 Years ELL | 5,395 | 238.61 | 241 | 53.61 | 90 |
| 4 | 2 Years ELL | 2,199 | 266.75 | 273 | 42.91 | 59 |
| 4 | 3 Years ELL | 2,200 | 273.39 | 281 | 40.61 | 54 |
| 4 | 4 Years ELL | 7,799 | 274.73 | 283 | 41.66 | 44 |
| 4 | 5 Years ELL | 6,649 | 270.66 | 278 | 39.72 | 50 |
| 4 | 6 Years ELL or More | 643 | 273.00 | 280 | 40.63 | 47 |
| 4 | Spanish | 14,031 | 268.40 | 279 | 44.88 | 50 |
| 4 | English | 4,547 | 240.96 | 244 | 44.25 | 72 |
| 4 | Chinese | 1,411 | 279.09 | 291 | 46.79 | 51 |
| 4 | Arabic | 1,101 | 269.54 | 277 | 42.43 | 55 |
| 4 | Bengali | 468 | 274.30 | 287 | 50.72 | 59 |
| 4 | Other Language | 3,742 | 274.89 | 283 | 42.68 | 53 |
| 4 | Students without Disabilities | 19,508 | 266.62 | 279 | 46.95 | 62 |
| 4 | Students with Disabilities | 5,792 | 260.33 | 268 | 42.71 | 47 |

**Table E.6—Scale Score Summary by Subgroup: Grade 5**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|:---:|:---|---:|---:|---:|---:|---:|
| 5 | Female | 10,325 | 264.32 | 272 | 41.69 | 52 |
| 5 | Male | 12,077 | 253.04 | 263 | 47.53 | 70 |
| 5 | Asian | 3,082 | 270.38 | 279 | 44.88 | 56 |
| 5 | Black or African-American | 1,156 | 258.99 | 265 | 42.71 | 51 |
| 5 | Hispanic or Latino | 12,265 | 262.74 | 272 | 43.33 | 50 |
| 5 | American Indian or Alaska Native | 54 | 266.83 | 277 | 47.09 | 59 |
| 5 | Multiracial (not of Hispanic origin) | 44 | 269.30 | 283 | 50.24 | 51 |
| 5 | Native Hawaiian/Other Pacific Islander | 54 | 255.93 | 262 | 45.16 | 61 |
| 5 | White | 5,747 | 241.81 | 244 | 45.66 | 74 |
| 5 | NYC (1) | 9,539 | 264.67 | 273 | 43.54 | 54 |
| 5 | Big 4 Cities (2) | 1,411 | 256.89 | 262 | 38.36 | 51 |
| 5 | High Need Urban/Suburban (3) | 2,782 | 266.39 | 275 | 40.70 | 47 |
| 5 | High Need Rural (4) | 165 | 263.94 | 269 | 38.43 | 46 |
| 5 | Average Need (5) | 2,188 | 271.19 | 279 | 38.58 | 42 |
| 5 | Low Need (6) | 930 | 280.72 | 287 | 38.97 | 41 |
| 5 | Charter Schools (7) | 572 | 274.02 | 277 | 32.53 | 38 |
| 5 | Religious and Independent Schools (8) | 4,054 | 231.03 | 228 | 41.72 | 66 |
| 5 | 0 Years ELL | 336 | 275.13 | 280 | 33.81 | 39 |
| 5 | 1 Years ELL | 5,054 | 231.76 | 231 | 51.85 | 82 |
| 5 | 2 Years ELL | 2,169 | 259.08 | 264 | 42.98 | 63 |
| 5 | 3 Years ELL | 1,842 | 266.59 | 272 | 39.10 | 50 |
| 5 | 4 Years ELL | 1,461 | 268.82 | 275 | 39.72 | 50 |
| 5 | 5 Years ELL | 5,761 | 268.98 | 277 | 39.29 | 44 |
| 5 | 6 Years ELL or More | 5,779 | 264.04 | 272 | 39.80 | 49 |
| 5 | Spanish | 12,145 | 262.43 | 272 | 43.41 | 50 |
| 5 | English | 4,251 | 235.30 | 234 | 43.61 | 70 |
| 5 | Chinese | 1,211 | 267.40 | 280 | 49.16 | 63 |
| 5 | Arabic | 1,032 | 259.87 | 267 | 42.45 | 57 |
| 5 | Bengali | 457 | 268.37 | 279 | 49.58 | 61 |
| 5 | Other Language | 3,306 | 267.04 | 275 | 43.30 | 55 |
| 5 | Students without Disabilities | 17,089 | 258.86 | 269 | 46.27 | 67 |
| 5 | Students with Disabilities | 5,313 | 256.22 | 264 | 41.88 | 47 |

**Table E.7—Scale Score Summary by Subgroup: Grade 6**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 6 | Female | 9,538 | 271.84 | 280 | 44.33 | 55 |
| 6 | Male | 11,389 | 256.84 | 268 | 50.85 | 78 |
| 6 | Asian | 2,808 | 275.24 | 287 | 48.16 | 60 |
| 6 | Black or African-American | 1,124 | 267.42 | 274 | 42.73 | 57 |
| 6 | Hispanic or Latino | 11,487 | 267.91 | 279 | 46.83 | 56 |
| 6 | American Indian or Alaska Native | 64 | 277.47 | 287 | 46.10 | 54 |
| 6 | Multiracial (not of Hispanic origin) | 30 | 287.93 | 292 | 45.48 | 51 |
| 6 | Native Hawaiian/Other Pacific Islander | 52 | 264.21 | 275 | 54.97 | 59 |
| 6 | White | 5,362 | 247.46 | 250 | 49.66 | 83 |
| 6 | NYC (1) | 8,980 | 269.65 | 279 | 46.54 | 59 |
| 6 | Big 4 Cities (2) | 1,299 | 266.18 | 271 | 40.04 | 55 |
| 6 | High Need Urban/Suburban (3) | 2,337 | 272.49 | 283 | 44.82 | 52 |
| 6 | High Need Rural (4) | 155 | 266.17 | 277 | 45.34 | 50 |
| 6 | Average Need (5) | 2,030 | 277.74 | 287 | 42.55 | 46 |
| 6 | Low Need (6) | 781 | 282.88 | 290 | 41.46 | 47 |
| 6 | Charter Schools (7) | 667 | 281.76 | 287 | 33.35 | 39 |
| 6 | Religious and Independent Schools (8) | 3,881 | 236.54 | 233 | 47.37 | 79 |
| 6 | 0 Years ELL | 326 | 285.13 | 290 | 33.34 | 35 |
| 6 | 1 Years ELL | 4,727 | 233.77 | 231 | 54.45 | 88 |
| 6 | 2 Years ELL | 2,037 | 266.67 | 272 | 44.72 | 64 |
| 6 | 3 Years ELL | 1,970 | 270.11 | 277 | 43.88 | 62 |
| 6 | 4 Years ELL | 1,172 | 279.49 | 285 | 36.92 | 47 |
| 6 | 5 Years ELL | 1,440 | 268.39 | 282 | 49.73 | 66 |
| 6 | 6 Years ELL or More | 9,255 | 273.43 | 282 | 41.95 | 50 |
| 6 | Spanish | 11,342 | 267.75 | 278 | 46.76 | 56 |
| 6 | English | 4,060 | 240.25 | 239 | 48.90 | 83 |
| 6 | Chinese | 1,124 | 268.65 | 282 | 53.64 | 75 |
| 6 | Arabic | 939 | 268.81 | 274 | 41.70 | 58 |
| 6 | Bengali | 428 | 279.27 | 288 | 46.42 | 57 |
| 6 | Other Language | 3,034 | 274.16 | 284 | 45.11 | 56 |
| 6 | Students without Disabilities | 15,835 | 263.48 | 275 | 50.30 | 75 |
| 6 | Students with Disabilities | 5,092 | 264.28 | 272 | 42.73 | 49 |

**Table E.8—Scale Score Summary by Subgroup: Grade 7**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 7 | Female | 8,410 | 267.23 | 275 | 43.80 | 56 |
| 7 | Male | 10,119 | 251.52 | 261 | 47.95 | 75 |
| 7 | Asian | 2,375 | 268.27 | 277 | 45.31 | 60 |
| 7 | Black or African-American | 1,046 | 263.46 | 270 | 43.13 | 55 |
| 7 | Hispanic or Latino | 10,108 | 261.07 | 272 | 46.50 | 60 |
| 7 | American Indian or Alaska Native | 48 | 256.06 | 260 | 42.19 | 70 |
| 7 | Multiracial (not of Hispanic origin) | 24 | 260.50 | 274 | 58.17 | 77 |
| 7 | Native Hawaiian/Other Pacific Islander | 61 | 262.08 | 269 | 38.33 | 57 |
| 7 | White | 4,867 | 247.88 | 250 | 46.98 | 75 |
| 7 | NYC (1) | 8,006 | 263.15 | 273 | 45.41 | 63 |
| 7 | Big 4 Cities (2) | 1,104 | 258.26 | 263 | 39.52 | 56 |
| 7 | High Need Urban/Suburban (3) | 2,203 | 264.05 | 274 | 42.72 | 50 |
| 7 | High Need Rural (4) | 139 | 273.17 | 282 | 39.67 | 50 |
| 7 | Average Need (5) | 1,608 | 268.67 | 279 | 43.11 | 51 |
| 7 | Low Need (6) | 682 | 274.92 | 285 | 42.38 | 52 |
| 7 | Charter Schools (7) | 481 | 279.27 | 283 | 33.31 | 38 |
| 7 | Religious and Independent Schools (8) | 3,548 | 241.29 | 241 | 46.50 | 74 |
| 7 | 0 Years ELL | 309 | 279.27 | 284 | 34.43 | 37 |
| 7 | 1 Years ELL | 4,719 | 233.47 | 231 | 52.30 | 85 |
| 7 | 2 Years ELL | 1,846 | 256.47 | 259 | 45.11 | 66 |
| 7 | 3 Years ELL | 1,572 | 268.59 | 274 | 39.50 | 53 |
| 7 | 4 Years ELL | 1,202 | 267.33 | 275 | 40.53 | 58 |
| 7 | 5 Years ELL | 1,137 | 264.45 | 275 | 44.60 | 63 |
| 7 | 6 Years ELL or More | 7,744 | 269.48 | 278 | 40.16 | 47 |
| 7 | Spanish | 10,025 | 260.87 | 272 | 46.41 | 60 |
| 7 | English | 3,729 | 243.44 | 244 | 47.18 | 77 |
| 7 | Chinese | 973 | 262.39 | 271 | 47.90 | 72 |
| 7 | Arabic | 858 | 258.57 | 262 | 42.23 | 61 |
| 7 | Bengali | 393 | 271.70 | 283 | 49.49 | 53 |
| 7 | Other Language | 2,551 | 268.76 | 276 | 42.75 | 55 |
| 7 | Students without Disabilities | 14,199 | 257.93 | 267 | 47.55 | 72 |
| 7 | Students with Disabilities | 4,330 | 261.01 | 270 | 44.02 | 49 |

**Table E.9—Scale Score Summary by Subgroup: Grade 8**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 8 | Female | 7,653 | 269.26 | 278 | 45.88 | 61 |
| 8 | Male | 8,829 | 257.88 | 268 | 49.96 | 76 |
| 8 | Asian | 2,223 | 273.57 | 281 | 45.14 | 61 |
| 8 | Black or African-American | 983 | 268.73 | 277 | 42.92 | 55 |
| 8 | Hispanic or Latino | 9,295 | 262.04 | 274 | 49.23 | 68 |
| 8 | American Indian or Alaska Native | 61 | 257.05 | 274 | 62.62 | 85 |
| 8 | Multiracial (not of Hispanic origin) | 28 | 270.18 | 265 | 31.09 | 50 |
| 8 | Native Hawaiian/Other Pacific Islander | 57 | 255.11 | 254 | 51.40 | 69 |
| 8 | White | 3,835 | 258.61 | 265 | 48.56 | 75 |
| 8 | NYC (1) | 7,529 | 266.07 | 275 | 47.72 | 67 |
| 8 | Big 4 Cities (2) | 1,085 | 262.49 | 270 | 41.08 | 56 |
| 8 | High Need Urban/Suburban (3) | 1,896 | 264.88 | 275 | 46.19 | 63 |
| 8 | High Need Rural (4) | 139 | 268.22 | 275 | 42.37 | 60 |
| 8 | Average Need (5) | 1,466 | 271.01 | 281 | 44.89 | 53 |
| 8 | Low Need (6) | 593 | 275.43 | 287 | 46.48 | 62 |
| 8 | Charter Schools (7) | 396 | 283.87 | 290 | 32.80 | 37 |
| 8 | Religious and Independent Schools (8) | 2,656 | 252.84 | 258 | 48.08 | 74 |
| 8 | 0 Years ELL | 268 | 285.25 | 291 | 33.98 | 35 |
| 8 | 1 Years ELL | 4,143 | 236.25 | 233 | 55.52 | 94 |
| 8 | 2 Years ELL | 2,269 | 260.78 | 262 | 44.21 | 66 |
| 8 | 3 Years ELL | 1,555 | 267.16 | 270 | 41.47 | 60 |
| 8 | 4 Years ELL | 1,084 | 276.32 | 283 | 37.66 | 47 |
| 8 | 5 Years ELL | 989 | 273.64 | 283 | 43.19 | 55 |
| 8 | 6 Years ELL or More | 6,174 | 276.15 | 284 | 41.46 | 46 |
| 8 | Spanish | 9,171 | 261.75 | 273 | 49.30 | 69 |
| 8 | English | 2,859 | 254.67 | 260 | 48.49 | 76 |
| 8 | Chinese | 894 | 266.27 | 275 | 49.85 | 69 |
| 8 | Arabic | 799 | 265.50 | 270 | 45.14 | 67 |
| 8 | Bengali | 354 | 278.42 | 291 | 46.01 | 57 |
| 8 | Other Language | 2,405 | 274.48 | 282 | 43.05 | 56 |
| 8 | Students without Disabilities | 12,746 | 262.54 | 271 | 48.81 | 72 |
| 8 | Students with Disabilities | 3,736 | 265.29 | 276 | 47.11 | 51 |

**Table E.10—Scale Score Summary by Subgroup: Grade 9**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 9 | Female | 8,419 | 259.99 | 267 | 46.83 | 68 |
| 9 | Male | 10,558 | 248.63 | 255 | 49.72 | 77 |
| 9 | Asian | 2,757 | 265.00 | 270 | 44.30 | 59 |
| 9 | Black or African-American | 1,483 | 255.91 | 258 | 44.04 | 64 |
| 9 | Hispanic or Latino | 11,771 | 247.78 | 255 | 50.63 | 81 |
| 9 | American Indian or Alaska Native | 84 | 250.70 | 254 | 47.20 | 65 |
| 9 | Multiracial (not of Hispanic origin) | 48 | 281.29 | 286 | 48.32 | 75 |
| 9 | Native Hawaiian/Other Pacific Islander | 76 | 260.97 | 265 | 43.22 | 60 |
| 9 | White | 2,758 | 265.67 | 271 | 42.84 | 63 |
| 9 | NYC (1) | 10,392 | 253.27 | 259 | 48.31 | 74 |
| 9 | Big 4 Cities (2) | 1,269 | 261.22 | 265 | 40.35 | 58 |
| 9 | High Need Urban/Suburban (3) | 2,314 | 246.11 | 251 | 50.12 | 82 |
| 9 | High Need Rural (4) | 128 | 255.99 | 265 | 47.44 | 70 |
| 9 | Average Need (5) | 1,792 | 253.41 | 262 | 49.27 | 79 |
| 9 | Low Need (6) | 793 | 261.26 | 273 | 51.67 | 77 |
| 9 | Charter Schools (7) | 467 | 277.10 | 283 | 40.24 | 47 |
| 9 | Religious and Independent Schools (8) | 1,417 | 266.85 | 273 | 39.31 | 62 |
| 9 | 0 Years ELL | 246 | 281.18 | 293 | 42.37 | 46 |
| 9 | 1 Years ELL | 7,306 | 228.99 | 223 | 49.57 | 77 |
| 9 | 2 Years ELL | 2,141 | 254.29 | 255 | 42.32 | 61 |
| 9 | 3 Years ELL | 1,984 | 261.85 | 264 | 39.67 | 59 |
| 9 | 4 Years ELL | 1,051 | 267.49 | 270 | 40.17 | 51 |
| 9 | 5 Years ELL | 837 | 279.19 | 282 | 32.71 | 41 |
| 9 | 6 Years ELL or More | 5,412 | 275.86 | 284 | 40.89 | 42 |
| 9 | Spanish | 11,698 | 247.81 | 255 | 50.65 | 81 |
| 9 | English | 1,640 | 265.75 | 273 | 41.59 | 63 |
| 9 | Chinese | 1,097 | 258.40 | 263 | 45.09 | 62 |
| 9 | Arabic | 916 | 254.52 | 257 | 43.83 | 63 |
| 9 | Bengali | 561 | 264.66 | 269 | 45.37 | 59 |
| 9 | Other Language | 3,065 | 265.63 | 271 | 44.27 | 63 |
| 9 | Students without Disabilities | 15,425 | 251.88 | 257 | 49.05 | 77 |
| 9 | Students with Disabilities | 3,552 | 261.45 | 273 | 46.84 | 55 |

**Table E.11—Scale Score Summary by Subgroup: Grade 10**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 10 | Female | 8,051 | 270.57 | 276 | 43.94 | 61 |
| 10 | Male | 8,971 | 264.56 | 270 | 46.30 | 66 |
| 10 | Asian | 2,625 | 276.34 | 281 | 42.67 | 56 |
| 10 | Black or African-American | 1,438 | 274.54 | 278 | 41.46 | 58 |
| 10 | Hispanic or Latino | 10,183 | 264.14 | 270 | 46.70 | 67 |
| 10 | American Indian or Alaska Native | 68 | 263.72 | 266 | 49.36 | 65 |
| 10 | Multiracial (not of Hispanic origin) | 24 | 272.71 | 267 | 30.92 | 52 |
| 10 | Native Hawaiian/Other Pacific Islander | 68 | 270.22 | 294 | 62.77 | 75 |
| 10 | White | 2,616 | 267.16 | 273 | 42.08 | 62 |
| 10 | NYC (1) | 9,359 | 270.04 | 275 | 43.98 | 62 |
| 10 | Big 4 Cities (2) | 1,044 | 268.97 | 274 | 40.86 | 59 |
| 10 | High Need Urban/Suburban (3) | 2,111 | 263.81 | 268 | 45.21 | 65 |
| 10 | High Need Rural (4) | 122 | 272.34 | 278 | 43.34 | 56 |
| 10 | Average Need (5) | 1,543 | 269.53 | 275 | 42.60 | 61 |
| 10 | Low Need (6) | 677 | 277.44 | 283 | 43.04 | 61 |
| 10 | Charter Schools (7) | 409 | 284.29 | 291 | 38.70 | 44 |
| 10 | Religious and Independent Schools (8) | 1,361 | 261.61 | 268 | 39.24 | 61 |
| 10 | 0 Years ELL | 289 | 288.55 | 295 | 36.35 | 42 |
| 10 | 1 Years ELL | 4,673 | 253.94 | 255 | 48.20 | 71 |
| 10 | 2 Years ELL | 2,696 | 262.34 | 262 | 43.33 | 61 |
| 10 | 3 Years ELL | 2,063 | 266.18 | 267 | 40.89 | 59 |
| 10 | 4 Years ELL | 1,362 | 270.21 | 272 | 42.36 | 66 |
| 10 | 5 Years ELL | 965 | 277.41 | 283 | 41.07 | 51 |
| 10 | 6 Years ELL or More | 4,974 | 279.36 | 289 | 43.11 | 46 |
| 10 | Spanish | 10,122 | 263.96 | 270 | 46.70 | 67 |
| 10 | English | 1,547 | 264.27 | 271 | 40.53 | 63 |
| 10 | Chinese | 1,075 | 270.54 | 274 | 44.46 | 56 |
| 10 | Arabic | 850 | 264.30 | 264 | 40.00 | 56 |
| 10 | Bengali | 500 | 277.35 | 282 | 45.12 | 55 |
| 10 | Other Language | 2,928 | 279.00 | 285 | 42.23 | 57 |
| 10 | Students without Disabilities | 14,008 | 267.88 | 272 | 44.17 | 65 |
| 10 | Students with Disabilities | 3,014 | 265.16 | 277 | 50.15 | 59 |

**Table E.12—Scale Score Summary by Subgroup: Grade 11**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|-------|----------|---------|------|--------|-----|-----|
| 11 | Female | 6,774 | 275.53 | 280 | 41.44 | 56 |
| 11 | Male | 6,802 | 271.70 | 278 | 44.32 | 58 |
| 11 | Asian | 2,032 | 281.64 | 286 | 38.91 | 51 |
| 11 | Black or African-American | 1,164 | 281.48 | 286 | 39.30 | 53 |
| 11 | Hispanic or Latino | 8,005 | 270.68 | 277 | 44.58 | 59 |
| 11 | American Indian or Alaska Native | 55 | 272.96 | 284 | 45.68 | 65 |
| 11 | Multiracial (not of Hispanic origin) | 20 | 283.60 | 283 | 36.79 | 53 |
| 11 | Native Hawaiian/Other Pacific Islander | 53 | 278.74 | 290 | 51.11 | 69 |
| 11 | White | 2,247 | 272.48 | 276 | 40.63 | 57 |
| 11 | NYC (1) | 6,994 | 277.99 | 283 | 40.70 | 54 |
| 11 | Big 4 Cities (2) | 854 | 274.39 | 280 | 39.81 | 51 |
| 11 | High Need Urban/Suburban (3) | 1,689 | 270.13 | 274 | 41.38 | 59 |
| 11 | High Need Rural (4) | 85 | 283.91 | 290 | 32.78 | 43 |
| 11 | Average Need (5) | 1,417 | 273.38 | 277 | 39.40 | 56 |
| 11 | Low Need (6) | 651 | 283.73 | 290 | 40.84 | 54 |
| 11 | Charter Schools (7) | 289 | 286.34 | 292 | 38.77 | 45 |
| 11 | Religious and Independent Schools (8) | 1,234 | 266.84 | 271 | 37.97 | 58 |
| 11 | 0 Years ELL | 180 | 286.71 | 295 | 39.44 | 45 |
| 11 | 1 Years ELL | 2,778 | 267.28 | 272 | 47.01 | 66 |
| 11 | 2 Years ELL | 2,386 | 270.43 | 272 | 41.21 | 55 |
| 11 | 3 Years ELL | 2,220 | 269.77 | 271 | 39.31 | 54 |
| 11 | 4 Years ELL | 1,168 | 275.19 | 280 | 39.75 | 53 |
| 11 | 5 Years ELL | 1,003 | 274.36 | 280 | 42.18 | 57 |
| 11 | 6 Years ELL or More | 3,841 | 281.08 | 291 | 43.01 | 45 |
| 11 | Spanish | 7,896 | 270.37 | 277 | 44.62 | 59 |
| 11 | English | 1,391 | 268.77 | 274 | 38.62 | 58 |
| 11 | Chinese | 857 | 279.07 | 282 | 39.17 | 52 |
| 11 | Arabic | 732 | 272.80 | 275 | 36.45 | 51 |
| 11 | Bengali | 369 | 281.75 | 287 | 42.20 | 49 |
| 11 | Other Language | 2,331 | 284.42 | 289 | 40.75 | 53 |
| 11 | Students without Disabilities | 11,359 | 275.41 | 279 | 40.45 | 56 |
| 11 | Students with Disabilities | 2,217 | 264.36 | 278 | 53.01 | 61 |

**Table E.13—Scale Score Summary by Subgroup: Grade 12**

| Grade | Subgroup | N-Count | Mean | Median | SD | IQR |
|---|---|---|---|---|---|---|
| 12 | Female | 4,030 | 263.23 | 271 | 47.67 | 57 |
| 12 | Male | 4,412 | 258.65 | 270 | 52.13 | 62 |
| 12 | Asian | 1,355 | 267.22 | 274 | 47.52 | 53 |
| 12 | Black or African-American | 711 | 271.96 | 280 | 45.84 | 48 |
| 12 | Hispanic or Latino | 5,010 | 257.45 | 268 | 51.36 | 62 |
| 12 | American Indian or Alaska Native | 29 | 209.83 | 213 | 72.42 | 159 |
| 12 | Multiracial (not of Hispanic origin) | 17 | 264.88 | 287 | 67.57 | 92 |
| 12 | Native Hawaiian/Other Pacific Islander | 37 | 240.43 | 265 | 66.09 | 97 |
| 12 | White | 1,283 | 262.84 | 271 | 46.30 | 59 |
| 12 | NYC (1) | 3,849 | 273.93 | 278 | 38.43 | 48 |
| 12 | Big 4 Cities (2) | 518 | 266.17 | 272 | 40.58 | 51 |
| 12 | High Need Urban/Suburban (3) | 954 | 264.68 | 268 | 39.12 | 51 |
| 12 | High Need Rural (4) | 54 | 276.30 | 292 | 40.57 | 43 |
| 12 | Average Need (5) | 767 | 277.14 | 279 | 34.84 | 44 |
| 12 | Low Need (6) | 384 | 280.27 | 286 | 39.27 | 44 |
| 12 | Charter Schools (7) | 121 | 272.25 | 285 | 54.30 | 41 |
| 12 | Religious and Independent Schools (8) | 685 | 264.52 | 269 | 38.73 | 56 |
| 12 | 0 Years ELL | 82 | 259.05 | 276 | 61.97 | 52 |
| 12 | 1 Years ELL | 1,146 | 267.74 | 272 | 48.49 | 66 |
| 12 | 2 Years ELL | 1,109 | 270.22 | 275 | 42.03 | 52 |
| 12 | 3 Years ELL | 1,416 | 267.18 | 271 | 39.16 | 46 |
| 12 | 4 Years ELL | 952 | 264.08 | 269 | 43.32 | 54 |
| 12 | 5 Years ELL | 746 | 261.71 | 272 | 47.11 | 52 |
| 12 | 6 Years ELL or More | 2,991 | 250.51 | 267 | 58.05 | 75 |
| 12 | Spanish | 5,001 | 257.24 | 268 | 51.49 | 62 |
| 12 | English | 753 | 266.08 | 270 | 40.20 | 60 |
| 12 | Chinese | 582 | 262.76 | 273 | 49.03 | 53 |
| 12 | Arabic | 381 | 266.19 | 274 | 46.29 | 48 |
| 12 | Bengali | 243 | 250.91 | 265 | 56.55 | 76 |
| 12 | Other Language | 1,482 | 269.82 | 279 | 48.52 | 53 |
| 12 | Students without Disabilities | 6,120 | 274.00 | 277 | 36.86 | 49 |
| 12 | Students with Disabilities | 2,322 | 226.14 | 234 | 62.32 | 99 |

# APPENDIX F: PERFORMANCE PERCENTAGES BY SUBGROUP

### Table F.1—Proficiency Percentages by Subgroup: Kindergarten Overall

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| K | Female | 14,949 | 8 | 14 | 13 | 47 | 18 |
| K | Male | 15,867 | 14 | 15 | 13 | 43 | 16 |
| K | Asian | 6,809 | 5 | 8 | 10 | 50 | 27 |
| K | Black or African-American | 1,098 | 7 | 13 | 14 | 49 | 17 |
| K | Hispanic or Latino | 16,073 | 8 | 15 | 15 | 47 | 14 |
| K | American Indian or Alaska Native | 122 | 11 | 17 | 9 | 40 | 22 |
| K | Multiracial (not of Hispanic origin) | 110 | 4 | 9 | 10 | 53 | 25 |
| K | Native Hawaiian/Other Pacific Islander | 68 | 13 | 18 | 10 | 46 | 13 |
| K | White | 6,536 | 25 | 18 | 13 | 33 | 12 |
| K | NYC | 14,302 | 6 | 12 | 13 | 47 | 22 |
| K | Big 4 Cities | 1,348 | 8 | 21 | 16 | 48 | 6 |
| K | High Need Urban/Suburban | 3,515 | 9 | 16 | 16 | 43 | 15 |
| K | High Need Rural | 188 | 11 | 20 | 15 | 45 | 9 |
| K | Average Need | 3,506 | 6 | 13 | 15 | 52 | 15 |
| K | Low Need | 1,750 | 5 | 10 | 12 | 54 | 20 |
| K | Charter Schools | 1,955 | 2 | 8 | 12 | 57 | 21 |
| K | Religious and Independent Schools | 3,648 | 40 | 24 | 14 | 22 | 1 |
| K | 0 Years ELL | 1,458 | 2 | 8 | 11 | 58 | 21 |
| K | 1 Years ELL | 28,036 | 11 | 15 | 14 | 44 | 16 |
| K | 2 Years ELL | 797 | 10 | 13 | 12 | 51 | 13 |
| K | 3 Years ELL | 14 | 29 | 7 | 14 | 50 | 0 |
| K | 4 Years ELL | 17 | 88 | 0 | 6 | 0 | 6 |
| K | 5 Years ELL | 103 | 98 | 2 | 0 | 0 | 0 |
| K | 6 Years ELL or More | 391 | 7 | 9 | 11 | 46 | 27 |
| K | Spanish | 15,363 | 8 | 15 | 15 | 47 | 14 |
| K | English | 5,043 | 30 | 20 | 13 | 30 | 7 |
| K | Chinese | 3,394 | 4 | 7 | 9 | 49 | 30 |
| K | Arabic | 1,108 | 10 | 17 | 16 | 44 | 13 |
| K | Bengali | 812 | 6 | 8 | 9 | 46 | 31 |
| K | Other Language | 5,096 | 6 | 10 | 11 | 50 | 24 |
| K | Students without Disabilities | 26,639 | 11 | 13 | 13 | 46 | 18 |
| K | Students with Disabilities | 4,177 | 13 | 21 | 17 | 41 | 9 |

**Table F.2—Proficiency Percentages by Subgroup: Grade 1 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1 | Female | 14,436 | 6 | 18 | 34 | 34 | 7 |
| 1 | Male | 15,508 | 12 | 22 | 30 | 29 | 7 |
| 1 | Asian | 6,120 | 4 | 11 | 26 | 42 | 16 |
| 1 | Black or African-American | 1,207 | 6 | 17 | 36 | 36 | 5 |
| 1 | Hispanic or Latino | 15,141 | 7 | 20 | 36 | 32 | 5 |
| 1 | American Indian or Alaska Native | 108 | 10 | 20 | 32 | 31 | 6 |
| 1 | Multiracial (not of Hispanic origin) | 84 | 2 | 18 | 23 | 42 | 15 |
| 1 | Native Hawaiian/Other Pacific Islander | 66 | 15 | 17 | 29 | 33 | 6 |
| 1 | White | 7,218 | 16 | 30 | 29 | 21 | 4 |
| 1 | NYC | 13,307 | 6 | 17 | 31 | 36 | 10 |
| 1 | Big 4 Cities | 1,442 | 5 | 28 | 40 | 25 | 2 |
| 1 | High Need Urban/Suburban | 3,330 | 8 | 21 | 36 | 30 | 5 |
| 1 | High Need Rural | 217 | 5 | 29 | 35 | 25 | 6 |
| 1 | Average Need | 3,198 | 4 | 14 | 37 | 40 | 6 |
| 1 | Low Need | 1,540 | 4 | 11 | 30 | 42 | 13 |
| 1 | Charter Schools | 1,486 | 2 | 9 | 36 | 47 | 6 |
| 1 | Religious and Independent Schools | 4,707 | 22 | 37 | 29 | 11 | 1 |
| 1 | 0 Years ELL | 1,220 | 2 | 8 | 35 | 49 | 6 |
| 1 | 1 Years ELL | 17,987 | 11 | 21 | 29 | 31 | 8 |
| 1 | 2 Years ELL | 9,858 | 6 | 21 | 37 | 31 | 5 |
| 1 | 3 Years ELL | 586 | 2 | 16 | 34 | 41 | 7 |
| 1 | 4 Years ELL | 44 | 0 | 25 | 50 | 23 | 2 |
| 1 | 5 Years ELL | 126 | 10 | 32 | 43 | 15 | 0 |
| 1 | 6 Years ELL or More | 123 | 20 | 20 | 26 | 27 | 8 |
| 1 | Spanish | 14,832 | 7 | 20 | 36 | 32 | 5 |
| 1 | English | 5,226 | 20 | 35 | 29 | 15 | 2 |
| 1 | Chinese | 3,137 | 4 | 9 | 23 | 45 | 20 |
| 1 | Arabic | 1,183 | 6 | 21 | 33 | 35 | 6 |
| 1 | Bengali | 685 | 8 | 13 | 27 | 40 | 12 |
| 1 | Other Language | 4,881 | 5 | 15 | 30 | 39 | 11 |
| 1 | Students without Disabilities | 25,306 | 9 | 19 | 32 | 33 | 8 |
| 1 | Students with Disabilities | 4,638 | 9 | 29 | 36 | 22 | 3 |

**Table F.3—Proficiency Percentages by Subgroup: Grade 2 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 2 | Female | 14,229 | 5 | 11 | 24 | 43 | 18 |
| 2 | Male | 15,461 | 12 | 16 | 21 | 36 | 14 |
| 2 | Asian | 5,384 | 4 | 7 | 15 | 45 | 30 |
| 2 | Black or African-American | 1,212 | 7 | 12 | 20 | 46 | 15 |
| 2 | Hispanic or Latino | 15,457 | 7 | 12 | 24 | 43 | 15 |
| 2 | American Indian or Alaska Native | 96 | 9 | 13 | 19 | 43 | 17 |
| 2 | Multiracial (not of Hispanic origin) | 72 | 8 | 10 | 14 | 51 | 17 |
| 2 | Native Hawaiian/Other Pacific Islander | 78 | 4 | 8 | 23 | 45 | 21 |
| 2 | White | 7,391 | 16 | 23 | 25 | 27 | 9 |
| 2 | NYC | 13,332 | 5 | 10 | 21 | 43 | 20 |
| 2 | Big 4 Cities | 1,410 | 4 | 22 | 27 | 36 | 10 |
| 2 | High Need Urban/Suburban | 3,218 | 7 | 11 | 23 | 45 | 15 |
| 2 | High Need Rural | 212 | 4 | 17 | 26 | 43 | 10 |
| 2 | Average Need | 3,121 | 4 | 8 | 23 | 46 | 20 |
| 2 | Low Need | 1,422 | 3 | 6 | 18 | 45 | 28 |
| 2 | Charter Schools | 1,377 | 1 | 4 | 20 | 55 | 21 |
| 2 | Religious and Independent Schools | 4,890 | 21 | 29 | 28 | 19 | 2 |
| 2 | 0 Years ELL | 1,064 | 0 | 4 | 19 | 54 | 23 |
| 2 | 1 Years ELL | 6,666 | 19 | 25 | 21 | 25 | 11 |
| 2 | 2 Years ELL | 12,099 | 6 | 10 | 21 | 43 | 20 |
| 2 | 3 Years ELL | 8,885 | 4 | 12 | 26 | 44 | 15 |
| 2 | 4 Years ELL | 561 | 9 | 9 | 22 | 47 | 14 |
| 2 | 5 Years ELL | 318 | 48 | 6 | 20 | 23 | 3 |
| 2 | 6 Years ELL or More | 97 | 13 | 10 | 15 | 40 | 21 |
| 2 | Spanish | 15,222 | 7 | 12 | 24 | 43 | 14 |
| 2 | English | 5,183 | 20 | 26 | 28 | 22 | 4 |
| 2 | Chinese | 2,571 | 4 | 5 | 11 | 44 | 36 |
| 2 | Arabic | 1,243 | 6 | 13 | 25 | 42 | 14 |
| 2 | Bengali | 690 | 5 | 7 | 17 | 45 | 26 |
| 2 | Other Language | 4,781 | 4 | 12 | 18 | 43 | 23 |
| 2 | Students without Disabilities | 24,639 | 8 | 13 | 21 | 40 | 18 |
| 2 | Students with Disabilities | 5,051 | 8 | 18 | 31 | 34 | 8 |

**Table F.4—Proficiency Percentages by Subgroup: Grade 3 Overall**

| Grade | Subgroup | N-Count | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| | | | Proficiency Levels | | | | |
| 3 | Female | 12,452 | 4 | 10 | 30 | 46 | 11 |
| 3 | Male | 14,365 | 6 | 19 | 25 | 40 | 10 |
| 3 | Asian | 4,071 | 3 | 8 | 18 | 51 | 21 |
| 3 | Black or African-American | 1,216 | 5 | 12 | 31 | 42 | 9 |
| 3 | Hispanic or Latino | 14,477 | 5 | 10 | 27 | 48 | 9 |
| 3 | American Indian or Alaska Native | 72 | 8 | 13 | 17 | 50 | 13 |
| 3 | Multiracial (not of Hispanic origin) | 53 | 4 | 2 | 32 | 45 | 17 |
| 3 | Native Hawaiian/Other Pacific Islander | 69 | 3 | 14 | 33 | 39 | 10 |
| 3 | White | 6,859 | 6 | 29 | 33 | 26 | 7 |
| 3 | NYC | 12,045 | 4 | 10 | 24 | 47 | 14 |
| 3 | Big 4 Cities | 1,392 | 2 | 14 | 35 | 43 | 6 |
| 3 | High Need Urban/Suburban | 3,096 | 6 | 10 | 27 | 49 | 8 |
| 3 | High Need Rural | 165 | 2 | 12 | 35 | 41 | 10 |
| 3 | Average Need | 2,780 | 3 | 7 | 26 | 53 | 11 |
| 3 | Low Need | 1,070 | 3 | 4 | 22 | 51 | 20 |
| 3 | Charter Schools | 999 | 1 | 3 | 19 | 64 | 13 |
| 3 | Religious and Independent Schools | 4,582 | 7 | 39 | 38 | 16 | 1 |
| 3 | 0 Years ELL | 798 | 1 | 4 | 17 | 64 | 15 |
| 3 | 1 Years ELL | 5,667 | 14 | 27 | 28 | 24 | 7 |
| 3 | 2 Years ELL | 2,642 | 2 | 14 | 29 | 42 | 13 |
| 3 | 3 Years ELL | 9,518 | 2 | 9 | 26 | 50 | 13 |
| 3 | 4 Years ELL | 7,185 | 2 | 14 | 30 | 45 | 9 |
| 3 | 5 Years ELL | 886 | 12 | 16 | 25 | 42 | 6 |
| 3 | 6 Years ELL or More | 121 | 14 | 26 | 18 | 32 | 10 |
| 3 | Spanish | 14,318 | 5 | 10 | 27 | 48 | 9 |
| 3 | English | 4,809 | 6 | 36 | 35 | 20 | 2 |
| 3 | Chinese | 1,749 | 4 | 7 | 15 | 50 | 23 |
| 3 | Arabic | 1,136 | 3 | 13 | 29 | 46 | 10 |
| 3 | Bengali | 558 | 4 | 8 | 18 | 47 | 24 |
| 3 | Other Language | 4,247 | 3 | 10 | 24 | 46 | 16 |
| 3 | Students without Disabilities | 21,272 | 5 | 15 | 25 | 44 | 12 |
| 3 | Students with Disabilities | 5,545 | 6 | 14 | 37 | 39 | 5 |

**Table F.5—Proficiency Percentages by Subgroup: Grade 4 Overall**

| | | | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Subgroup | N-Count | 1 | 2 | 3 | 4 | 5 |
| 4 | Female | 11,701 | 5 | 9 | 22 | 49 | 15 |
| 4 | Male | 13,599 | 8 | 17 | 20 | 42 | 13 |
| 4 | Asian | 3,458 | 4 | 8 | 16 | 47 | 24 |
| 4 | Black or African-American | 1,199 | 5 | 12 | 25 | 48 | 11 |
| 4 | Hispanic or Latino | 14,210 | 7 | 9 | 19 | 51 | 14 |
| 4 | American Indian or Alaska Native | 77 | 5 | 1 | 27 | 40 | 26 |
| 4 | Multiracial (not of Hispanic origin) | 52 | 10 | 2 | 10 | 50 | 29 |
| 4 | Native Hawaiian/Other Pacific Islander | 53 | 6 | 9 | 17 | 55 | 13 |
| 4 | White | 6,251 | 8 | 26 | 26 | 32 | 9 |
| 4 | NYC | 11,269 | 6 | 10 | 19 | 50 | 16 |
| 4 | Big 4 Cities | 1,453 | 4 | 16 | 27 | 43 | 10 |
| 4 | High Need Urban/Suburban | 3,095 | 7 | 7 | 18 | 52 | 16 |
| 4 | High Need Rural | 196 | 4 | 10 | 23 | 48 | 14 |
| 4 | Average Need | 2,656 | 5 | 7 | 16 | 54 | 19 |
| 4 | Low Need | 1,045 | 3 | 5 | 13 | 53 | 26 |
| 4 | Charter Schools | 564 | 3 | 3 | 18 | 63 | 13 |
| 4 | Religious and Independent Schools | 4,267 | 9 | 34 | 29 | 25 | 3 |
| 4 | 0 Years ELL | 415 | 3 | 4 | 17 | 62 | 14 |
| 4 | 1 Years ELL | 5,395 | 19 | 25 | 21 | 27 | 9 |
| 4 | 2 Years ELL | 2,199 | 4 | 16 | 24 | 42 | 15 |
| 4 | 3 Years ELL | 2,200 | 2 | 13 | 21 | 48 | 17 |
| 4 | 4 Years ELL | 7,799 | 5 | 7 | 19 | 54 | 15 |
| 4 | 5 Years ELL | 6,649 | 3 | 12 | 22 | 50 | 13 |
| 4 | 6 Years ELL or More | 643 | 3 | 10 | 22 | 51 | 14 |
| 4 | Spanish | 14,031 | 7 | 9 | 20 | 50 | 13 |
| 4 | English | 4,547 | 9 | 31 | 27 | 28 | 5 |
| 4 | Chinese | 1,411 | 6 | 8 | 14 | 47 | 26 |
| 4 | Arabic | 1,101 | 4 | 11 | 24 | 45 | 15 |
| 4 | Bengali | 468 | 8 | 8 | 16 | 44 | 24 |
| 4 | Other Language | 3,742 | 4 | 10 | 19 | 48 | 19 |
| 4 | Students without Disabilities | 19,508 | 7 | 14 | 18 | 46 | 15 |
| 4 | Students with Disabilities | 5,792 | 6 | 12 | 29 | 45 | 8 |

**Table F.6—Proficiency Percentages by Subgroup: Grade 5 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 5 | Female | 10,325 | 4 | 9 | 24 | 46 | 18 |
| 5 | Male | 12,077 | 7 | 17 | 22 | 39 | 15 |
| 5 | Asian | 3,082 | 4 | 8 | 20 | 41 | 27 |
| 5 | Black or African-American | 1,156 | 6 | 8 | 27 | 45 | 14 |
| 5 | Hispanic or Latino | 12,265 | 6 | 9 | 21 | 48 | 17 |
| 5 | American Indian or Alaska Native | 54 | 6 | 11 | 15 | 43 | 26 |
| 5 | Multiracial (not of Hispanic origin) | 44 | 9 | 5 | 18 | 43 | 25 |
| 5 | Native Hawaiian/Other Pacific Islander | 54 | 4 | 17 | 28 | 37 | 15 |
| 5 | White | 5,747 | 6 | 26 | 28 | 30 | 10 |
| 5 | NYC | 9,539 | 5 | 9 | 21 | 45 | 20 |
| 5 | Big 4 Cities | 1,411 | 4 | 10 | 32 | 43 | 11 |
| 5 | High Need Urban/Suburban | 2,782 | 5 | 7 | 20 | 50 | 18 |
| 5 | High Need Rural | 165 | 3 | 8 | 25 | 48 | 16 |
| 5 | Average Need | 2,188 | 3 | 6 | 18 | 53 | 20 |
| 5 | Low Need | 930 | 3 | 4 | 14 | 47 | 32 |
| 5 | Charter Schools | 572 | 1 | 3 | 19 | 57 | 19 |
| 5 | Religious and Independent Schools | 4,054 | 7 | 33 | 31 | 24 | 5 |
| 5 | 0 Years ELL | 336 | 1 | 4 | 19 | 56 | 21 |
| 5 | 1 Years ELL | 5,054 | 17 | 23 | 27 | 23 | 10 |
| 5 | 2 Years ELL | 2,169 | 3 | 15 | 27 | 38 | 17 |
| 5 | 3 Years ELL | 1,842 | 2 | 9 | 24 | 46 | 19 |
| 5 | 4 Years ELL | 1,461 | 2 | 8 | 24 | 45 | 21 |
| 5 | 5 Years ELL | 5,761 | 3 | 8 | 19 | 52 | 19 |
| 5 | 6 Years ELL or More | 5,779 | 2 | 11 | 22 | 48 | 16 |
| 5 | Spanish | 12,145 | 6 | 9 | 21 | 48 | 16 |
| 5 | English | 4,251 | 7 | 30 | 29 | 27 | 7 |
| 5 | Chinese | 1,211 | 6 | 10 | 19 | 38 | 27 |
| 5 | Arabic | 1,032 | 5 | 9 | 29 | 42 | 16 |
| 5 | Bengali | 457 | 5 | 9 | 19 | 40 | 27 |
| 5 | Other Language | 3,306 | 4 | 9 | 22 | 43 | 23 |
| 5 | Students without Disabilities | 17,089 | 6 | 14 | 21 | 41 | 18 |
| 5 | Students with Disabilities | 5,313 | 6 | 8 | 29 | 47 | 10 |

**Table F.7—Proficiency Percentages by Subgroup: Grade 6 Overall**

| Grade | Subgroup | N-Count | 1 | 2 | 3 | 4 | 5 |
|-------|----------|---------|---|---|---|---|---|
| | | | | | Proficiency Levels | | |
| 6 | Female | 9,538 | 5 | 8 | 19 | 40 | 28 |
| 6 | Male | 11,389 | 9 | 17 | 18 | 35 | 21 |
| 6 | Asian | 2,808 | 6 | 8 | 15 | 36 | 35 |
| 6 | Black or African-American | 1,124 | 4 | 10 | 22 | 41 | 23 |
| 6 | Hispanic or Latino | 11,487 | 7 | 9 | 17 | 42 | 25 |
| 6 | American Indian or Alaska Native | 64 | 6 | 8 | 13 | 39 | 34 |
| 6 | Multiracial (not of Hispanic origin) | 30 | 3 | 3 | 7 | 40 | 47 |
| 6 | Native Hawaiian/Other Pacific Islander | 52 | 10 | 6 | 21 | 38 | 25 |
| 6 | White | 5,362 | 9 | 24 | 22 | 28 | 17 |
| 6 | NYC | 8,980 | 6 | 10 | 17 | 39 | 28 |
| 6 | Big 4 Cities | 1,299 | 3 | 11 | 24 | 42 | 20 |
| 6 | High Need Urban/Suburban | 2,337 | 7 | 7 | 16 | 42 | 29 |
| 6 | High Need Rural | 155 | 6 | 12 | 14 | 48 | 19 |
| 6 | Average Need | 2,030 | 5 | 6 | 14 | 44 | 32 |
| 6 | Low Need | 781 | 4 | 4 | 14 | 41 | 37 |
| 6 | Charter Schools | 667 | 1 | 6 | 14 | 49 | 31 |
| 6 | Religious and Independent Schools | 3,881 | 11 | 30 | 24 | 24 | 11 |
| 6 | 0 Years ELL | 326 | 1 | 5 | 10 | 50 | 34 |
| 6 | 1 Years ELL | 4,727 | 20 | 23 | 21 | 22 | 13 |
| 6 | 2 Years ELL | 2,037 | 4 | 13 | 23 | 35 | 25 |
| 6 | 3 Years ELL | 1,970 | 3 | 13 | 20 | 37 | 28 |
| 6 | 4 Years ELL | 1,172 | 1 | 5 | 18 | 45 | 31 |
| 6 | 5 Years ELL | 1,440 | 7 | 14 | 12 | 38 | 29 |
| 6 | 6 Years ELL or More | 9,255 | 3 | 9 | 16 | 44 | 27 |
| 6 | Spanish | 11,342 | 7 | 9 | 17 | 42 | 25 |
| 6 | English | 4,060 | 11 | 28 | 23 | 25 | 13 |
| 6 | Chinese | 1,124 | 9 | 10 | 15 | 31 | 34 |
| 6 | Arabic | 939 | 3 | 10 | 22 | 40 | 24 |
| 6 | Bengali | 428 | 5 | 6 | 16 | 39 | 35 |
| 6 | Other Language | 3,034 | 4 | 9 | 17 | 38 | 32 |
| 6 | Students without Disabilities | 15,835 | 8 | 14 | 17 | 34 | 27 |
| 6 | Students with Disabilities | 5,092 | 5 | 8 | 23 | 46 | 18 |

**Table F.8—Proficiency Percentages by Subgroup: Grade 7 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 7 | Female | 8,410 | 4 | 8 | 17 | 47 | 24 |
| 7 | Male | 10,119 | 6 | 18 | 19 | 42 | 16 |
| 7 | Asian | 2,375 | 3 | 9 | 16 | 44 | 27 |
| 7 | Black or African-American | 1,046 | 4 | 8 | 20 | 47 | 21 |
| 7 | Hispanic or Latino | 10,108 | 6 | 11 | 16 | 48 | 20 |
| 7 | American Indian or Alaska Native | 48 | 2 | 15 | 27 | 40 | 17 |
| 7 | Multiracial (not of Hispanic origin) | 24 | 13 | 8 | 4 | 46 | 29 |
| 7 | Native Hawaiian/Other Pacific Islander | 61 | 2 | 7 | 25 | 56 | 11 |
| 7 | White | 4,867 | 5 | 22 | 23 | 35 | 15 |
| 7 | NYC | 8,006 | 4 | 11 | 17 | 45 | 22 |
| 7 | Big 4 Cities | 1,104 | 3 | 11 | 24 | 47 | 15 |
| 7 | High Need Urban/Suburban | 2,203 | 5 | 10 | 14 | 53 | 19 |
| 7 | High Need Rural | 139 | 1 | 9 | 14 | 47 | 29 |
| 7 | Average Need | 1,608 | 4 | 8 | 13 | 50 | 24 |
| 7 | Low Need | 682 | 3 | 7 | 13 | 45 | 32 |
| 7 | Charter Schools | 481 | 1 | 2 | 10 | 58 | 28 |
| 7 | Religious and Independent Schools | 3,548 | 5 | 26 | 24 | 32 | 12 |
| 7 | 0 Years ELL | 309 | 1 | 3 | 8 | 60 | 28 |
| 7 | 1 Years ELL | 4,719 | 14 | 25 | 22 | 27 | 13 |
| 7 | 2 Years ELL | 1,846 | 3 | 15 | 24 | 38 | 19 |
| 7 | 3 Years ELL | 1,572 | 1 | 9 | 19 | 49 | 22 |
| 7 | 4 Years ELL | 1,202 | 1 | 10 | 19 | 47 | 23 |
| 7 | 5 Years ELL | 1,137 | 2 | 15 | 15 | 45 | 23 |
| 7 | 6 Years ELL or More | 7,744 | 2 | 8 | 14 | 53 | 22 |
| 7 | Spanish | 10,025 | 6 | 11 | 16 | 48 | 20 |
| 7 | English | 3,729 | 5 | 25 | 23 | 33 | 14 |
| 7 | Chinese | 973 | 4 | 13 | 19 | 40 | 24 |
| 7 | Arabic | 858 | 3 | 11 | 25 | 43 | 18 |
| 7 | Bengali | 393 | 6 | 5 | 13 | 44 | 32 |
| 7 | Other Language | 2,551 | 3 | 8 | 17 | 46 | 26 |
| 7 | Students without Disabilities | 14,199 | 5 | 15 | 18 | 41 | 21 |
| 7 | Students with Disabilities | 4,330 | 5 | 8 | 17 | 54 | 16 |

**Table F.9—Proficiency Percentages by Subgroup: Grade 8 Overall**

| | | | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Subgroup | N-Count | 1 | 2 | 3 | 4 | 5 |
| 8 | Female | 7,653 | 4 | 9 | 16 | 48 | 23 |
| 8 | Male | 8,829 | 6 | 15 | 17 | 44 | 17 |
| 8 | Asian | 2,223 | 3 | 8 | 16 | 47 | 27 |
| 8 | Black or African-American | 983 | 2 | 9 | 18 | 51 | 20 |
| 8 | Hispanic or Latino | 9,295 | 6 | 12 | 15 | 48 | 19 |
| 8 | American Indian or Alaska Native | 61 | 10 | 13 | 20 | 31 | 26 |
| 8 | Multiracial (not of Hispanic origin) | 28 | 0 | 4 | 21 | 61 | 14 |
| 8 | Native Hawaiian/Other Pacific Islander | 57 | 7 | 9 | 28 | 39 | 18 |
| 8 | White | 3,835 | 5 | 15 | 20 | 41 | 19 |
| 8 | NYC | 7,529 | 4 | 12 | 16 | 46 | 22 |
| 8 | Big 4 Cities | 1,085 | 2 | 12 | 20 | 53 | 13 |
| 8 | High Need Urban/Suburban | 1,896 | 6 | 10 | 17 | 48 | 20 |
| 8 | High Need Rural | 139 | 1 | 11 | 17 | 53 | 18 |
| 8 | Average Need | 1,466 | 4 | 9 | 12 | 53 | 22 |
| 8 | Low Need | 593 | 3 | 8 | 15 | 45 | 28 |
| 8 | Charter Schools | 396 | 1 | 3 | 10 | 60 | 26 |
| 8 | Religious and Independent Schools | 2,656 | 5 | 18 | 21 | 40 | 15 |
| 8 | 0 Years ELL | 268 | 1 | 3 | 8 | 60 | 28 |
| 8 | 1 Years ELL | 4,143 | 14 | 25 | 19 | 28 | 14 |
| 8 | 2 Years ELL | 2,269 | 2 | 13 | 26 | 41 | 17 |
| 8 | 3 Years ELL | 1,555 | 1 | 9 | 22 | 48 | 20 |
| 8 | 4 Years ELL | 1,084 | 1 | 5 | 15 | 57 | 22 |
| 8 | 5 Years ELL | 989 | 2 | 9 | 14 | 51 | 24 |
| 8 | 6 Years ELL or More | 6,174 | 2 | 6 | 11 | 57 | 23 |
| 8 | Spanish | 9,171 | 6 | 12 | 16 | 48 | 18 |
| 8 | English | 2,859 | 5 | 17 | 21 | 41 | 17 |
| 8 | Chinese | 894 | 4 | 11 | 18 | 42 | 25 |
| 8 | Arabic | 799 | 2 | 12 | 22 | 43 | 20 |
| 8 | Bengali | 354 | 3 | 7 | 12 | 45 | 32 |
| 8 | Other Language | 2,405 | 2 | 7 | 15 | 50 | 25 |
| 8 | Students without Disabilities | 12,746 | 5 | 13 | 18 | 43 | 21 |
| 8 | Students with Disabilities | 3,736 | 6 | 8 | 13 | 57 | 16 |

**Table F.10—Proficiency Percentages by Subgroup: Grade 9 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 9 | Female | 8,419 | 6 | 15 | 26 | 44 | 9 |
| 9 | Male | 10,558 | 9 | 21 | 25 | 39 | 6 |
| 9 | Asian | 2,757 | 4 | 13 | 27 | 47 | 10 |
| 9 | Black or African-American | 1,483 | 4 | 17 | 31 | 41 | 7 |
| 9 | Hispanic or Latino | 11,771 | 10 | 21 | 24 | 39 | 6 |
| 9 | American Indian or Alaska Native | 84 | 7 | 20 | 30 | 36 | 7 |
| 9 | Multiracial (not of Hispanic origin) | 48 | 0 | 13 | 21 | 40 | 27 |
| 9 | Native Hawaiian/Other Pacific Islander | 76 | 3 | 14 | 28 | 46 | 9 |
| 9 | White | 2,758 | 2 | 13 | 28 | 47 | 10 |
| 9 | NYC | 10,392 | 7 | 19 | 26 | 40 | 8 |
| 9 | Big 4 Cities | 1,269 | 3 | 14 | 31 | 46 | 6 |
| 9 | High Need Urban/Suburban | 2,314 | 11 | 21 | 25 | 37 | 6 |
| 9 | High Need Rural | 128 | 6 | 17 | 24 | 47 | 5 |
| 9 | Average Need | 1,792 | 9 | 19 | 23 | 42 | 8 |
| 9 | Low Need | 793 | 7 | 16 | 20 | 44 | 13 |
| 9 | Charter Schools | 467 | 3 | 5 | 20 | 61 | 11 |
| 9 | Religious and Independent Schools | 1,417 | 1 | 13 | 28 | 50 | 8 |
| 9 | 0 Years ELL | 246 | 4 | 5 | 15 | 62 | 13 |
| 9 | 1 Years ELL | 7,306 | 15 | 32 | 26 | 22 | 5 |
| 9 | 2 Years ELL | 2,141 | 3 | 18 | 35 | 36 | 6 |
| 9 | 3 Years ELL | 1,984 | 2 | 13 | 34 | 44 | 7 |
| 9 | 4 Years ELL | 1,051 | 2 | 9 | 29 | 50 | 9 |
| 9 | 5 Years ELL | 837 | 0 | 4 | 21 | 62 | 11 |
| 9 | 6 Years ELL or More | 5,412 | 3 | 6 | 18 | 63 | 10 |
| 9 | Spanish | 11,698 | 10 | 21 | 24 | 38 | 6 |
| 9 | English | 1,640 | 2 | 13 | 28 | 49 | 9 |
| 9 | Chinese | 1,097 | 5 | 15 | 30 | 42 | 8 |
| 9 | Arabic | 916 | 4 | 18 | 34 | 37 | 7 |
| 9 | Bengali | 561 | 4 | 12 | 26 | 47 | 11 |
| 9 | Other Language | 3,065 | 3 | 13 | 26 | 47 | 11 |
| 9 | Students without Disabilities | 15,425 | 8 | 20 | 26 | 38 | 8 |
| 9 | Students with Disabilities | 3,552 | 7 | 10 | 23 | 54 | 6 |

**Table F.11—Proficiency Percentages by Subgroup: Grade 10 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 10 | Female | 8,051 | 3 | 11 | 25 | 48 | 14 |
| 10 | Male | 8,971 | 4 | 13 | 27 | 44 | 11 |
| 10 | Asian | 2,625 | 2 | 7 | 24 | 50 | 17 |
| 10 | Black or African-American | 1,438 | 2 | 8 | 28 | 48 | 15 |
| 10 | Hispanic or Latino | 10,183 | 4 | 14 | 25 | 44 | 12 |
| 10 | American Indian or Alaska Native | 68 | 4 | 13 | 29 | 38 | 15 |
| 10 | Multiracial (not of Hispanic origin) | 24 | 0 | 0 | 38 | 50 | 13 |
| 10 | Native Hawaiian/Other Pacific Islander | 68 | 12 | 7 | 10 | 50 | 21 |
| 10 | White | 2,616 | 2 | 13 | 28 | 47 | 11 |
| 10 | NYC | 9,359 | 2 | 12 | 26 | 46 | 14 |
| 10 | Big 4 Cities | 1,044 | 2 | 11 | 28 | 48 | 11 |
| 10 | High Need Urban/Suburban | 2,111 | 4 | 15 | 27 | 42 | 12 |
| 10 | High Need Rural | 122 | 4 | 9 | 21 | 53 | 12 |
| 10 | Average Need | 1,543 | 2 | 11 | 26 | 48 | 12 |
| 10 | Low Need | 677 | 2 | 8 | 22 | 49 | 18 |
| 10 | Charter Schools | 409 | 1 | 6 | 16 | 58 | 19 |
| 10 | Religious and Independent Schools | 1,361 | 1 | 16 | 28 | 49 | 6 |
| 10 | 0 Years ELL | 289 | 0 | 7 | 11 | 61 | 21 |
| 10 | 1 Years ELL | 4,673 | 6 | 20 | 30 | 34 | 10 |
| 10 | 2 Years ELL | 2,696 | 2 | 15 | 33 | 39 | 11 |
| 10 | 3 Years ELL | 2,063 | 1 | 12 | 33 | 42 | 11 |
| 10 | 4 Years ELL | 1,362 | 2 | 10 | 31 | 44 | 14 |
| 10 | 5 Years ELL | 965 | 2 | 8 | 21 | 55 | 15 |
| 10 | 6 Years ELL or More | 4,974 | 3 | 6 | 16 | 60 | 15 |
| 10 | Spanish | 10,122 | 4 | 14 | 26 | 44 | 12 |
| 10 | English | 1,547 | 1 | 15 | 26 | 49 | 8 |
| 10 | Chinese | 1,075 | 4 | 9 | 25 | 48 | 14 |
| 10 | Arabic | 850 | 2 | 10 | 37 | 41 | 10 |
| 10 | Bengali | 500 | 3 | 6 | 23 | 50 | 17 |
| 10 | Other Language | 2,928 | 2 | 7 | 23 | 50 | 18 |
| 10 | Students without Disabilities | 14,008 | 2 | 13 | 27 | 44 | 13 |
| 10 | Students with Disabilities | 3,014 | 7 | 9 | 21 | 53 | 10 |

**Table F.12—Proficiency Percentages by Subgroup: Grade 11 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 11 | Female | 6,774 | 2 | 8 | 24 | 51 | 15 |
| 11 | Male | 6,802 | 4 | 9 | 24 | 49 | 14 |
| 11 | Asian | 2,032 | 2 | 5 | 22 | 53 | 19 |
| 11 | Black or African-American | 1,164 | 2 | 6 | 20 | 53 | 19 |
| 11 | Hispanic or Latino | 8,005 | 4 | 9 | 24 | 49 | 13 |
| 11 | American Indian or Alaska Native | 55 | 4 | 7 | 27 | 47 | 15 |
| 11 | Multiracial (not of Hispanic origin) | 20 | 0 | 5 | 15 | 55 | 25 |
| 11 | Native Hawaiian/Other Pacific Islander | 53 | 4 | 11 | 19 | 43 | 23 |
| 11 | White | 2,247 | 2 | 9 | 27 | 49 | 13 |
| 11 | NYC | 6,994 | 2 | 7 | 23 | 52 | 17 |
| 11 | Big 4 Cities | 854 | 2 | 7 | 24 | 54 | 12 |
| 11 | High Need Urban/Suburban | 1,689 | 2 | 10 | 27 | 49 | 12 |
| 11 | High Need Rural | 85 | 0 | 6 | 18 | 61 | 15 |
| 11 | Average Need | 1,417 | 2 | 8 | 27 | 50 | 13 |
| 11 | Low Need | 651 | 2 | 6 | 20 | 51 | 22 |
| 11 | Charter Schools | 289 | 1 | 5 | 14 | 59 | 21 |
| 11 | Religious and Independent Schools | 1,234 | 1 | 12 | 30 | 51 | 7 |
| 11 | 0 Years ELL | 180 | 2 | 6 | 12 | 59 | 21 |
| 11 | 1 Years ELL | 2,778 | 4 | 13 | 26 | 41 | 16 |
| 11 | 2 Years ELL | 2,386 | 2 | 9 | 29 | 46 | 14 |
| 11 | 3 Years ELL | 2,220 | 2 | 8 | 32 | 47 | 11 |
| 11 | 4 Years ELL | 1,168 | 2 | 7 | 26 | 53 | 13 |
| 11 | 5 Years ELL | 1,003 | 2 | 9 | 22 | 52 | 14 |
| 11 | 6 Years ELL or More | 3,841 | 4 | 5 | 16 | 60 | 16 |
| 11 | Spanish | 7,896 | 4 | 9 | 25 | 49 | 13 |
| 11 | English | 1,391 | 1 | 11 | 28 | 50 | 9 |
| 11 | Chinese | 857 | 2 | 5 | 23 | 54 | 16 |
| 11 | Arabic | 732 | 1 | 6 | 31 | 49 | 13 |
| 11 | Bengali | 369 | 3 | 4 | 20 | 56 | 17 |
| 11 | Other Language | 2,331 | 2 | 5 | 19 | 52 | 22 |
| 11 | Students without Disabilities | 11,359 | 2 | 8 | 25 | 50 | 15 |
| 11 | Students with Disabilities | 2,217 | 9 | 9 | 18 | 53 | 11 |

**Table F.13—Proficiency Percentages by Subgroup: Grade 12 Overall**

| Grade | Subgroup | N-Count | Proficiency Levels | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 12 | Female | 4,030 | 6 | 9 | 26 | 49 | 9 |
| 12 | Male | 4,412 | 9 | 10 | 25 | 48 | 8 |
| 12 | Asian | 1,355 | 6 | 8 | 24 | 52 | 10 |
| 12 | Black or African-American | 711 | 5 | 5 | 22 | 57 | 11 |
| 12 | Hispanic or Latino | 5,010 | 9 | 10 | 27 | 46 | 8 |
| 12 | American Indian or Alaska Native | 29 | 41 | 14 | 10 | 34 | 0 |
| 12 | Multiracial (not of Hispanic origin) | 17 | 18 | 6 | 12 | 47 | 18 |
| 12 | Native Hawaiian/Other Pacific Islander | 37 | 22 | 11 | 16 | 46 | 5 |
| 12 | White | 1,283 | 5 | 11 | 26 | 49 | 9 |
| 12 | NYC | 3,849 | 2 | 6 | 26 | 56 | 10 |
| 12 | Big 4 Cities | 518 | 4 | 7 | 30 | 52 | 7 |
| 12 | High Need Urban/Suburban | 954 | 3 | 8 | 34 | 48 | 7 |
| 12 | High Need Rural | 54 | 4 | 6 | 15 | 70 | 6 |
| 12 | Average Need | 767 | 1 | 5 | 22 | 61 | 11 |
| 12 | Low Need | 384 | 3 | 5 | 16 | 58 | 18 |
| 12 | Charter Schools | 121 | 9 | 2 | 13 | 64 | 12 |
| 12 | Religious and Independent Schools | 685 | 1 | 14 | 30 | 47 | 8 |
| 12 | 0 Years ELL | 82 | 16 | 2 | 15 | 60 | 7 |
| 12 | 1 Years ELL | 1,146 | 6 | 8 | 30 | 42 | 15 |
| 12 | 2 Years ELL | 1,109 | 4 | 7 | 26 | 53 | 10 |
| 12 | 3 Years ELL | 1,416 | 3 | 7 | 30 | 52 | 8 |
| 12 | 4 Years ELL | 952 | 4 | 9 | 31 | 48 | 8 |
| 12 | 5 Years ELL | 746 | 6 | 11 | 25 | 52 | 7 |
| 12 | 6 Years ELL or More | 2,991 | 14 | 12 | 20 | 47 | 7 |
| 12 | Spanish | 5,001 | 9 | 10 | 27 | 46 | 8 |
| 12 | English | 753 | 1 | 13 | 29 | 47 | 10 |
| 12 | Chinese | 582 | 7 | 9 | 23 | 52 | 9 |
| 12 | Arabic | 381 | 6 | 6 | 28 | 54 | 7 |
| 12 | Bengali | 243 | 14 | 12 | 23 | 45 | 6 |
| 12 | Other Language | 1,482 | 7 | 6 | 21 | 54 | 12 |
| 12 | Students without Disabilities | 6,120 | 1 | 6 | 27 | 55 | 10 |
| 12 | Students with Disabilities | 2,322 | 25 | 18 | 22 | 31 | 4 |

# APPENDIX G: EXIT RATE BY SUBGROUP

**Table G.1: Exit Rate by Subgroup–Kindergarten (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|:---:|:---|:---:|:---:|
| K | Female | 2,619 | 8.50 |
| K | Male | 2,529 | 8.21 |
| K | Asian | 1,843 | 5.98 |
| K | Black or African-American | 189 | 0.61 |
| K | Hispanic or Latino | 2,295 | 7.45 |
| K | American Indian or Alaska Native | 27 | 0.09 |
| K | Multiracial (not of Hispanic origin) | 27 | 0.09 |
| K | Native Hawaiian/Other Pacific Islander | 9 | 0.03 |
| K | White | 758 | 2.46 |
| K | NYC | 3,128 | 10.54 |
| K | Big 4 Cities | 87 | 0.29 |
| K | High Need Urban/Suburban | 537 | 1.81 |
| K | High Need Rural | 17 | 0.06 |
| K | Average Need | 512 | 1.72 |
| K | Low Need | 344 | 1.16 |
| K | Charter Schools | 414 | 1.39 |
| K | Religious and Independent Schools | 51 | 0.17 |
| K | 0 Years ELL | 311 | 1.01 |
| K | 1 Years ELL | 4,623 | 15.00 |
| K | 2 Years ELL | 107 | 0.35 |
| K | 3 Years ELL | 0 | 0.00 |
| K | 4 Years ELL | 1 | 0.00 |
| K | 5 Years ELL | 0 | 0.00 |
| K | 6 Years ELL or More | 106 | 0.34 |
| K | Spanish | 2,166 | 7.03 |
| K | English | 359 | 1.16 |
| K | Chinese | 1,014 | 3.29 |
| K | Arabic | 149 | 0.48 |
| K | Bengali | 252 | 0.82 |
| K | Other Language | 1,208 | 3.92 |
| K | Students without Disabilities | 4,791 | 15.55 |
| K | Students with Disabilities | 357 | 1.16 |

**Table G.2: Exit Rate by Subgroup–Grade 1 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|:---:|:---|:---:|:---:|
| 1 | Female | 1,070 | 3.57 |
| 1 | Male | 1,036 | 3.46 |
| 1 | Asian | 993 | 3.32 |
| 1 | Black or African-American | 64 | 0.21 |
| 1 | Hispanic or Latino | 714 | 2.38 |
| 1 | American Indian or Alaska Native | 7 | 0.02 |
| 1 | Multiracial (not of Hispanic origin) | 13 | 0.04 |
| 1 | Native Hawaiian/Other Pacific Islander | 4 | 0.01 |
| 1 | White | 311 | 1.04 |
| 1 | NYC | 1,369 | 4.57 |
| 1 | Big 4 Cities | 36 | 0.12 |
| 1 | High Need Urban/Suburban | 158 | 0.53 |
| 1 | High Need Rural | 14 | 0.05 |
| 1 | Average Need | 193 | 0.64 |
| 1 | Low Need | 199 | 0.66 |
| 1 | Charter Schools | 87 | 0.29 |
| 1 | Religious and Independent Schools | 37 | 0.12 |
| 1 | 0 Years ELL | 75 | 0.25 |
| 1 | 1 Years ELL | 1,487 | 4.97 |
| 1 | 2 Years ELL | 493 | 1.65 |
| 1 | 3 Years ELL | 40 | 0.13 |
| 1 | 4 Years ELL | 1 | 0.00 |
| 1 | 5 Years ELL | 0 | 0.00 |
| 1 | 6 Years ELL or More | 10 | 0.03 |
| 1 | Spanish | 694 | 2.32 |
| 1 | English | 89 | 0.30 |
| 1 | Chinese | 625 | 2.09 |
| 1 | Arabic | 72 | 0.24 |
| 1 | Bengali | 84 | 0.28 |
| 1 | Other Language | 542 | 1.81 |
| 1 | Students without Disabilities | 1,966 | 6.57 |
| 1 | Students with Disabilities | 140 | 0.47 |

**Table G.3: Exit Rate by Subgroup–Grade 2 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 2 | Female | 2,589 | 8.72 |
| 2 | Male | 2,205 | 7.43 |
| 2 | Asian | 1,604 | 5.40 |
| 2 | Black or African-American | 182 | 0.61 |
| 2 | Hispanic or Latino | 2,281 | 7.68 |
| 2 | American Indian or Alaska Native | 16 | 0.05 |
| 2 | Multiracial (not of Hispanic origin) | 12 | 0.04 |
| 2 | Native Hawaiian/Other Pacific Islander | 16 | 0.05 |
| 2 | White | 683 | 2.30 |
| 2 | NYC | 2,704 | 9.11 |
| 2 | Big 4 Cities | 146 | 0.49 |
| 2 | High Need Urban/Suburban | 467 | 1.57 |
| 2 | High Need Rural | 22 | 0.07 |
| 2 | Average Need | 621 | 2.09 |
| 2 | Low Need | 392 | 1.32 |
| 2 | Charter Schools | 289 | 0.97 |
| 2 | Religious and Independent Schools | 117 | 0.39 |
| 2 | 0 Years ELL | 240 | 0.81 |
| 2 | 1 Years ELL | 703 | 2.37 |
| 2 | 2 Years ELL | 2,407 | 8.11 |
| 2 | 3 Years ELL | 1,335 | 4.50 |
| 2 | 4 Years ELL | 79 | 0.27 |
| 2 | 5 Years ELL | 10 | 0.03 |
| 2 | 6 Years ELL or More | 20 | 0.07 |
| 2 | Spanish | 2,202 | 7.42 |
| 2 | English | 232 | 0.78 |
| 2 | Chinese | 927 | 3.12 |
| 2 | Arabic | 173 | 0.58 |
| 2 | Bengali | 176 | 0.59 |
| 2 | Other Language | 1,084 | 3.65 |
| 2 | Students without Disabilities | 4,366 | 14.71 |
| 2 | Students with Disabilities | 428 | 1.44 |

**Table G.4: Exit Rate by Subgroup–Grade 3 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 3 | Female | 1,362 | 5.08 |
| 3 | Male | 1,427 | 5.32 |
| 3 | Asian | 841 | 3.14 |
| 3 | Black or African-American | 114 | 0.43 |
| 3 | Hispanic or Latino | 1,353 | 5.05 |
| 3 | American Indian or Alaska Native | 9 | 0.03 |
| 3 | Multiracial (not of Hispanic origin) | 9 | 0.03 |
| 3 | Native Hawaiian/Other Pacific Islander | 7 | 0.03 |
| 3 | White | 456 | 1.70 |
| 3 | NYC | 1,687 | 6.29 |
| 3 | Big 4 Cities | 81 | 0.30 |
| 3 | High Need Urban/Suburban | 261 | 0.97 |
| 3 | High Need Rural | 17 | 0.06 |
| 3 | Average Need | 314 | 1.17 |
| 3 | Low Need | 216 | 0.81 |
| 3 | Charter Schools | 130 | 0.48 |
| 3 | Religious and Independent Schools | 58 | 0.22 |
| 3 | 0 Years ELL | 117 | 0.44 |
| 3 | 1 Years ELL | 381 | 1.42 |
| 3 | 2 Years ELL | 346 | 1.29 |
| 3 | 3 Years ELL | 1,252 | 4.67 |
| 3 | 4 Years ELL | 628 | 2.34 |
| 3 | 5 Years ELL | 53 | 0.20 |
| 3 | 6 Years ELL or More | 12 | 0.04 |
| 3 | Spanish | 1,327 | 4.95 |
| 3 | English | 114 | 0.43 |
| 3 | Chinese | 407 | 1.52 |
| 3 | Arabic | 109 | 0.41 |
| 3 | Bengali | 133 | 0.50 |
| 3 | Other Language | 699 | 2.61 |
| 3 | Students without Disabilities | 2,525 | 9.42 |
| 3 | Students with Disabilities | 264 | 0.98 |

**Table G.5: Exit Rate by Subgroup–Grade 4 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 4 | Female | 1,742 | 6.89 |
| 4 | Male | 1,709 | 6.75 |
| 4 | Asian | 822 | 3.25 |
| 4 | Black or African-American | 129 | 0.51 |
| 4 | Hispanic or Latino | 1,925 | 7.61 |
| 4 | American Indian or Alaska Native | 20 | 0.08 |
| 4 | Multiracial (not of Hispanic origin) | 15 | 0.06 |
| 4 | Native Hawaiian/Other Pacific Islander | 7 | 0.03 |
| 4 | White | 533 | 2.11 |
| 4 | NYC | 1,777 | 7.02 |
| 4 | Big 4 Cities | 140 | 0.55 |
| 4 | High Need Urban/Suburban | 506 | 2.00 |
| 4 | High Need Rural | 28 | 0.11 |
| 4 | Average Need | 495 | 1.96 |
| 4 | Low Need | 275 | 1.09 |
| 4 | Charter Schools | 74 | 0.29 |
| 4 | Religious and Independent Schools | 122 | 0.48 |
| 4 | 0 Years ELL | 60 | 0.24 |
| 4 | 1 Years ELL | 505 | 2.00 |
| 4 | 2 Years ELL | 325 | 1.28 |
| 4 | 3 Years ELL | 372 | 1.47 |
| 4 | 4 Years ELL | 1,207 | 4.77 |
| 4 | 5 Years ELL | 893 | 3.53 |
| 4 | 6 Years ELL or More | 89 | 0.35 |
| 4 | Spanish | 1,879 | 7.43 |
| 4 | English | 222 | 0.88 |
| 4 | Chinese | 360 | 1.42 |
| 4 | Arabic | 168 | 0.66 |
| 4 | Bengali | 110 | 0.43 |
| 4 | Other Language | 712 | 2.81 |
| 4 | Students without Disabilities | 3,009 | 11.89 |
| 4 | Students with Disabilities | 442 | 1.75 |

**Table G.6: Exit Rate by Subgroup–Grade 5 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 5 | Female | 1,856 | 8.28 |
| 5 | Male | 1,792 | 8.00 |
| 5 | Asian | 821 | 3.66 |
| 5 | Black or African-American | 164 | 0.73 |
| 5 | Hispanic or Latino | 2,046 | 9.13 |
| 5 | American Indian or Alaska Native | 14 | 0.06 |
| 5 | Multiracial (not of Hispanic origin) | 11 | 0.05 |
| 5 | Native Hawaiian/Other Pacific Islander | 8 | 0.04 |
| 5 | White | 584 | 2.61 |
| 5 | NYC | 1,884 | 8.41 |
| 5 | Big 4 Cities | 151 | 0.67 |
| 5 | High Need Urban/Suburban | 491 | 2.19 |
| 5 | High Need Rural | 26 | 0.12 |
| 5 | Average Need | 436 | 1.95 |
| 5 | Low Need | 300 | 1.34 |
| 5 | Charter Schools | 109 | 0.49 |
| 5 | Religious and Independent Schools | 202 | 0.90 |
| 5 | 0 Years ELL | 69 | 0.31 |
| 5 | 1 Years ELL | 517 | 2.31 |
| 5 | 2 Years ELL | 377 | 1.68 |
| 5 | 3 Years ELL | 346 | 1.54 |
| 5 | 4 Years ELL | 306 | 1.37 |
| 5 | 5 Years ELL | 1,098 | 4.90 |
| 5 | 6 Years ELL or More | 935 | 4.17 |
| 5 | Spanish | 2,000 | 8.93 |
| 5 | English | 291 | 1.30 |
| 5 | Chinese | 328 | 1.46 |
| 5 | Arabic | 161 | 0.72 |
| 5 | Bengali | 124 | 0.55 |
| 5 | Other Language | 744 | 3.32 |
| 5 | Students without Disabilities | 3,099 | 13.83 |
| 5 | Students with Disabilities | 549 | 2.45 |

**Table G.7: Exit Rate by Subgroup–Grade 6 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 6 | Female | 2,697 | 12.89 |
| 6 | Male | 2,406 | 11.50 |
| 6 | Asian | 969 | 4.63 |
| 6 | Black or African-American | 263 | 1.26 |
| 6 | Hispanic or Latino | 2,928 | 13.99 |
| 6 | American Indian or Alaska Native | 22 | 0.11 |
| 6 | Multiracial (not of Hispanic origin) | 14 | 0.07 |
| 6 | Native Hawaiian/Other Pacific Islander | 13 | 0.06 |
| 6 | White | 894 | 4.27 |
| 6 | NYC | 2,481 | 11.86 |
| 6 | Big 4 Cities | 259 | 1.24 |
| 6 | High Need Urban/Suburban | 683 | 3.26 |
| 6 | High Need Rural | 30 | 0.14 |
| 6 | Average Need | 646 | 3.09 |
| 6 | Low Need | 292 | 1.40 |
| 6 | Charter Schools | 204 | 0.97 |
| 6 | Religious and Independent Schools | 415 | 1.98 |
| 6 | 0 Years ELL | 110 | 0.53 |
| 6 | 1 Years ELL | 632 | 3.02 |
| 6 | 2 Years ELL | 504 | 2.41 |
| 6 | 3 Years ELL | 542 | 2.59 |
| 6 | 4 Years ELL | 360 | 1.72 |
| 6 | 5 Years ELL | 422 | 2.02 |
| 6 | 6 Years ELL or More | 2,533 | 12.10 |
| 6 | Spanish | 2,866 | 13.70 |
| 6 | English | 524 | 2.50 |
| 6 | Chinese | 378 | 1.81 |
| 6 | Arabic | 229 | 1.09 |
| 6 | Bengali | 148 | 0.71 |
| 6 | Other Language | 958 | 4.58 |
| 6 | Students without Disabilities | 4,201 | 20.07 |
| 6 | Students with Disabilities | 902 | 4.31 |

**Table G.8: Exit Rate by Subgroup–Grade 7 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|:---:|:---|:---:|:---:|
| 7 | Female | 2,056 | 11.10 |
| 7 | Male | 1,605 | 8.66 |
| 7 | Asian | 645 | 3.48 |
| 7 | Black or African-American | 222 | 1.20 |
| 7 | Hispanic or Latino | 2,026 | 10.93 |
| 7 | American Indian or Alaska Native | 8 | 0.04 |
| 7 | Multiracial (not of Hispanic origin) | 7 | 0.04 |
| 7 | Native Hawaiian/Other Pacific Islander | 7 | 0.04 |
| 7 | White | 746 | 4.03 |
| 7 | NYC | 1,787 | 9.64 |
| 7 | Big 4 Cities | 171 | 0.92 |
| 7 | High Need Urban/Suburban | 410 | 2.21 |
| 7 | High Need Rural | 41 | 0.22 |
| 7 | Average Need | 388 | 2.09 |
| 7 | Low Need | 220 | 1.19 |
| 7 | Charter Schools | 136 | 0.73 |
| 7 | Religious and Independent Schools | 435 | 2.35 |
| 7 | 0 Years ELL | 86 | 0.46 |
| 7 | 1 Years ELL | 608 | 3.28 |
| 7 | 2 Years ELL | 351 | 1.89 |
| 7 | 3 Years ELL | 351 | 1.89 |
| 7 | 4 Years ELL | 277 | 1.49 |
| 7 | 5 Years ELL | 258 | 1.39 |
| 7 | 6 Years ELL or More | 1,730 | 9.34 |
| 7 | Spanish | 1,975 | 10.66 |
| 7 | English | 515 | 2.78 |
| 7 | Chinese | 237 | 1.28 |
| 7 | Arabic | 151 | 0.81 |
| 7 | Bengali | 125 | 0.67 |
| 7 | Other Language | 658 | 3.55 |
| 7 | Students without Disabilities | 2,987 | 16.12 |
| 7 | Students with Disabilities | 674 | 3.64 |

**Table G.9: Exit Rate by Subgroup–Grade 8 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|:---:|:---|:---:|:---:|
| 8 | Female | 1,740 | 10.56 |
| 8 | Male | 1,528 | 9.27 |
| 8 | Asian | 600 | 3.64 |
| 8 | Black or African-American | 194 | 1.18 |
| 8 | Hispanic or Latino | 1,726 | 10.47 |
| 8 | American Indian or Alaska Native | 16 | 0.10 |
| 8 | Multiracial (not of Hispanic origin) | 4 | 0.02 |
| 8 | Native Hawaiian/Other Pacific Islander | 10 | 0.06 |
| 8 | White | 718 | 4.36 |
| 8 | NYC | 1,641 | 9.96 |
| 8 | Big 4 Cities | 146 | 0.89 |
| 8 | High Need Urban/Suburban | 372 | 2.26 |
| 8 | High Need Rural | 25 | 0.15 |
| 8 | Average Need | 325 | 1.97 |
| 8 | Low Need | 169 | 1.03 |
| 8 | Charter Schools | 103 | 0.62 |
| 8 | Religious and Independent Schools | 408 | 2.48 |
| 8 | 0 Years ELL | 76 | 0.46 |
| 8 | 1 Years ELL | 574 | 3.48 |
| 8 | 2 Years ELL | 393 | 2.38 |
| 8 | 3 Years ELL | 305 | 1.85 |
| 8 | 4 Years ELL | 236 | 1.43 |
| 8 | 5 Years ELL | 236 | 1.43 |
| 8 | 6 Years ELL or More | 1,448 | 8.79 |
| 8 | Spanish | 1,691 | 10.26 |
| 8 | English | 474 | 2.88 |
| 8 | Chinese | 221 | 1.34 |
| 8 | Arabic | 163 | 0.99 |
| 8 | Bengali | 114 | 0.69 |
| 8 | Other Language | 605 | 3.67 |
| 8 | Students without Disabilities | 2,668 | 16.19 |
| 8 | Students with Disabilities | 600 | 3.64 |

**Table G.10: Exit Rate by Subgroup–Grade 9 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 9 | Female | 758 | 3.99 |
| 9 | Male | 664 | 3.50 |
| 9 | Asian | 289 | 1.52 |
| 9 | Black or African-American | 98 | 0.52 |
| 9 | Hispanic or Latino | 736 | 3.88 |
| 9 | American Indian or Alaska Native | 6 | 0.03 |
| 9 | Multiracial (not of Hispanic origin) | 13 | 0.07 |
| 9 | Native Hawaiian/Other Pacific Islander | 7 | 0.04 |
| 9 | White | 273 | 1.44 |
| 9 | NYC | 801 | 4.22 |
| 9 | Big 4 Cities | 82 | 0.43 |
| 9 | High Need Urban/Suburban | 135 | 0.71 |
| 9 | High Need Rural | 7 | 0.04 |
| 9 | Average Need | 137 | 0.72 |
| 9 | Low Need | 100 | 0.53 |
| 9 | Charter Schools | 50 | 0.26 |
| 9 | Religious and Independent Schools | 109 | 0.57 |
| 9 | 0 Years ELL | 33 | 0.17 |
| 9 | 1 Years ELL | 365 | 1.92 |
| 9 | 2 Years ELL | 139 | 0.73 |
| 9 | 3 Years ELL | 144 | 0.76 |
| 9 | 4 Years ELL | 94 | 0.50 |
| 9 | 5 Years ELL | 95 | 0.50 |
| 9 | 6 Years ELL or More | 552 | 2.91 |
| 9 | Spanish | 737 | 3.88 |
| 9 | English | 140 | 0.74 |
| 9 | Chinese | 89 | 0.47 |
| 9 | Arabic | 64 | 0.34 |
| 9 | Bengali | 63 | 0.33 |
| 9 | Other Language | 329 | 1.73 |
| 9 | Students without Disabilities | 1,211 | 6.38 |
| 9 | Students with Disabilities | 211 | 1.11 |

**Table G.11: Exit Rate by Subgroup–Grade 10 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 10 | Female | 1,106 | 6.50 |
| 10 | Male | 1,028 | 6.04 |
| 10 | Asian | 435 | 2.56 |
| 10 | Black or African-American | 209 | 1.23 |
| 10 | Hispanic or Latino | 1,179 | 6.93 |
| 10 | American Indian or Alaska Native | 10 | 0.06 |
| 10 | Multiracial (not of Hispanic origin) | 3 | 0.02 |
| 10 | Native Hawaiian/Other Pacific Islander | 14 | 0.08 |
| 10 | White | 284 | 1.67 |
| 10 | NYC | 1,284 | 7.54 |
| 10 | Big 4 Cities | 113 | 0.66 |
| 10 | High Need Urban/Suburban | 250 | 1.47 |
| 10 | High Need Rural | 15 | 0.09 |
| 10 | Average Need | 185 | 1.09 |
| 10 | Low Need | 123 | 0.72 |
| 10 | Charter Schools | 78 | 0.46 |
| 10 | Religious and Independent Schools | 78 | 0.46 |
| 10 | 0 Years ELL | 62 | 0.36 |
| 10 | 1 Years ELL | 488 | 2.87 |
| 10 | 2 Years ELL | 293 | 1.72 |
| 10 | 3 Years ELL | 227 | 1.33 |
| 10 | 4 Years ELL | 189 | 1.11 |
| 10 | 5 Years ELL | 141 | 0.83 |
| 10 | 6 Years ELL or More | 734 | 4.31 |
| 10 | Spanish | 1,167 | 6.86 |
| 10 | English | 125 | 0.73 |
| 10 | Chinese | 146 | 0.86 |
| 10 | Arabic | 85 | 0.50 |
| 10 | Bengali | 85 | 0.50 |
| 10 | Other Language | 526 | 3.09 |
| 10 | Students without Disabilities | 1,843 | 10.83 |
| 10 | Students with Disabilities | 291 | 1.71 |

**Table G.12: Exit Rate by Subgroup–Grade 11 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|---|---|---|---|
| 11 | Female | 1,024 | 7.54 |
| 11 | Male | 954 | 7.03 |
| 11 | Asian | 377 | 2.78 |
| 11 | Black or African-American | 218 | 1.61 |
| 11 | Hispanic or Latino | 1,066 | 7.85 |
| 11 | American Indian or Alaska Native | 8 | 0.06 |
| 11 | Multiracial (not of Hispanic origin) | 5 | 0.04 |
| 11 | Native Hawaiian/Other Pacific Islander | 12 | 0.09 |
| 11 | White | 292 | 2.15 |
| 11 | NYC | 1,172 | 8.63 |
| 11 | Big 4 Cities | 106 | 0.78 |
| 11 | High Need Urban/Suburban | 205 | 1.51 |
| 11 | High Need Rural | 13 | 0.10 |
| 11 | Average Need | 191 | 1.41 |
| 11 | Low Need | 141 | 1.04 |
| 11 | Charter Schools | 60 | 0.44 |
| 11 | Religious and Independent Schools | 87 | 0.64 |
| 11 | 0 Years ELL | 38 | 0.28 |
| 11 | 1 Years ELL | 437 | 3.22 |
| 11 | 2 Years ELL | 328 | 2.42 |
| 11 | 3 Years ELL | 252 | 1.86 |
| 11 | 4 Years ELL | 147 | 1.08 |
| 11 | 5 Years ELL | 145 | 1.07 |
| 11 | 6 Years ELL or More | 631 | 4.65 |
| 11 | Spanish | 1,043 | 7.68 |
| 11 | English | 126 | 0.93 |
| 11 | Chinese | 141 | 1.04 |
| 11 | Arabic | 92 | 0.68 |
| 11 | Bengali | 64 | 0.47 |
| 11 | Other Language | 512 | 3.77 |
| 11 | Students without Disabilities | 1,736 | 12.79 |
| 11 | Students with Disabilities | 242 | 1.78 |

**Table G.13: Exit Rate by Subgroup–Grade 12 (All Schools)**

| Grade | Subgroup | N-Count | Percent |
|-------|----------|---------|---------|
| 12 | Female | 369 | 4.37 |
| 12 | Male | 361 | 4.28 |
| 12 | Asian | 141 | 1.67 |
| 12 | Black or African-American | 76 | 0.90 |
| 12 | Hispanic or Latino | 398 | 4.71 |
| 12 | American Indian or Alaska Native | 0 | 0.00 |
| 12 | Multiracial (not of Hispanic origin) | 3 | 0.04 |
| 12 | Native Hawaiian/Other Pacific Islander | 2 | 0.02 |
| 12 | White | 110 | 1.30 |
| 12 | NYC | 397 | 4.70 |
| 12 | Big 4 Cities | 36 | 0.43 |
| 12 | High Need Urban/Suburban | 65 | 0.77 |
| 12 | High Need Rural | 3 | 0.04 |
| 12 | Average Need | 81 | 0.96 |
| 12 | Low Need | 69 | 0.82 |
| 12 | Charter Schools | 14 | 0.17 |
| 12 | Religious and Independent Schools | 55 | 0.65 |
| 12 | 0 Years ELL | 6 | 0.07 |
| 12 | 1 Years ELL | 174 | 2.06 |
| 12 | 2 Years ELL | 113 | 1.34 |
| 12 | 3 Years ELL | 108 | 1.28 |
| 12 | 4 Years ELL | 72 | 0.85 |
| 12 | 5 Years ELL | 53 | 0.63 |
| 12 | 6 Years ELL or More | 204 | 2.42 |
| 12 | Spanish | 390 | 4.62 |
| 12 | English | 72 | 0.85 |
| 12 | Chinese | 50 | 0.59 |
| 12 | Arabic | 25 | 0.30 |
| 12 | Bengali | 15 | 0.18 |
| 12 | Other Language | 178 | 2.11 |
| 12 | Students without Disabilities | 639 | 7.57 |
| 12 | Students with Disabilities | 91 | 1.08 |

# APPENDIX H: DIF STATISTICS

The DIF classification categories in Table H1 are defined below (see Section 4.2 of this report for additional detail).

**DIF Classification for Multiple-Choice Items (Listening and Reading)**

| Category | Description | Criterion |
|---|---|---|
| A | No DIF | Non-significant M-H $\chi^2$ or $|D| < 1.0$ |
| B | Moderate DIF | Neither A nor C |
| C | Large DIF | Significant M-H $\chi^2$ and $|D| \geq 1.5$ |

Note: Significance for M-H $\chi^2$ statistic was set at the $p < 0.05$ level

**DIF Classification for Constructed-Response Items (Speaking and Writing)**

| Category | Description | Criterion |
|---|---|---|
| A | No DIF | Non-significant M-H $\chi^2$ or Significant M-H $\chi^2$ and $|SMD/SD| \leq .17$ |
| B | Moderate DIF | Significant M-H $\chi^2$ and $.17 < |SMD/SD| \leq .25$ |
| C | Large DIF | Significant M-H $\chi^2$ and $.25 < |SMD/SD|$ |

Notes: SD is the total group standard deviation of the item score.

Significance for M-H $\chi^2$ statistic was set at the $p < 0.05$ level

**Table H1. Results of DIF Analyses – Flagged Items (All Schools)**

| Grade Band | Modality | Item Number | DIF Male/ Female | Asian/ Other | Hispanic/ Other | White/ Other |
|---|---|---|---|---|---|---|
| K | Listening | 1 | A | A | A | B- |
| | Listening | 2 | A | A | B- | C+ |
| | Listening | 10 | A | A | B- | C+ |
| | Reading | 1 | A | B- | C- | C+ |
| | Reading | 2 | A | C- | B- | C+ |
| | Reading | 11 | A | A | A | B+ |
| | Reading | 7 | A | A | A | B- |
| | Writing | 6 | AA | AA | AA | BB |
| 1–2 | Listening | 1 | A | A | A | B+ |
| | Listening | 22 | A | A | A | B+ |
| | Reading | 14 | A | A | A | C+ |
| | Reading | 17 | A | A | A | B+ |
| | Speaking | 8 | AA | AA | AA | BB |
| 3–4 | Listening | 4 | A | A | A | B+ |
| | Listening | 2 | A | A | B- | C+ |
| | Listening | 17 | A | A | A | B+ |
| | Listening | 16 | A | A | A | B- |
| | Speaking | 6 | AA | AA | AA | BB |
| | Speaking | 12 | AA | AA | AA | BB |
| 5–6 | Listening | 9 | A | A | B- | B+ |
| | Listening | 11 | A | A | B+ | C- |
| | Listening | 12 | A | A | B- | C+ |
| | Listening | 7 | A | A | A | B- |
| | Listening | 17 | A | B- | A | C+ |
| | Listening | 24 | A | A | A | B- |
| | Reading | 25 | A | A | A | B+ |
| | Reading | 18 | A | A | A | B- |
| | Reading | 3 | A | A | A | B- |
| | Speaking | 2 | AA | AA | AA | BB |
| | Speaking | 6 | AA | AA | AA | BB |
| | Speaking | 8 | AA | AA | AA | BB |
| | Speaking | 12 | AA | AA | AA | BB |
| 7–8 | Listening | 16 | A | C+ | C- | A |
| | Listening | 2 | A | B- | A | A |
| | Listening | 3 | A | A | A | B- |
| | Listening | 21 | A | A | A | B+ |
| | Listening | 5 | A | B+ | A | A |
| | Listening | 6 | A | B+ | A | A |
| | Listening | 7 | A | C+ | A | A |

**Table H1.  Results of DIF Analyses – Flagged Items (All Schools)** (continued)

| Grade Band | Modality | Item Number | DIF Male/ Female | Asian/ Other | Hispanic/ Other | White/ Other |
|---|---|---|---|---|---|---|
| | Listening | 4 | A | A | A | C- |
| | Reading | 10 | B+ | A | A | A |
| | Reading | 9 | A | A | B- | A |
| | Reading | 12 | A | B- | A | A |
| | Reading | 21 | A | A | A | B- |
| 7–8 | Reading | 8 | A | A | B+ | B- |
| | Reading | 6 | A | B+ | B- | A |
| | Reading | 22 | A | A | A | C+ |
| | Reading | 2 | A | B- | B+ | B- |
| | Speaking | 2 | AA | AA | AA | BB |
| | Speaking | 10 | AA | AA | AA | BB |
| | Listening | 9 | A | B- | A | A |
| | Listening | 11 | A | B+ | A | A |
| | Listening | 12 | A | B+ | A | A |
| 9–12 | Listening | 3 | A | B+ | A | A |
| | Reading | 3 | A | B+ | A | A |
| | Reading | 1 | A | C+ | A | A |
| | Reading | 17 | A | C- | A | A |

Note: "+" indicates in favor of Males or Other reference groups, and "-" indicates in favor of the focal group—i.e., Female, White, Asian, and Hispanic