

**Closing the Gap: The Achievement of
Limited English Proficient Students
in New York State
In Response to the Standards Movement**

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Abstract

With the implementation of learning standards in each state and the passage of No Child Left Behind, there has been renewed attention to accountability for achievement of all students, particularly those populations that have been traditionally disenfranchised. This paper examines the achievement of four populations of students in New York State over the past four years of statewide testing in grades four and eight: low proficient limited English proficient (LEP) students, high proficient LEP students, former LEP students, and students who were never identified as being LEP. The achievement measures were the state examinations in each of the two grades in English language arts (ELA 4 and ELA 8, respectively) and in mathematics (math 4 and math 8, respectively). A paradigm is adapted from physics to gauge the extent to which the gap is diminishing with respect to: distance between the former LEP students and both the current LEP students and the never LEP students; velocity or the rate of growth of the former LEP students as they progress within their own group (quintiles of progress) compared to the rate of growth of the never LEP students; and acceleration in growth of the former LEP students with respect to the never LEP students. In school districts where substantial numbers of LEP students are tested the performance measures related to distance, velocity, and acceleration of former LEP students with respect to never LEP students are consistent with closing the gap.

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Overview

The standards movement, given additional impetus by the No Child Left Behind Legislation, has provided a rare opportunity for serving Limited English Proficient (LEP) students. For the first time, it has given solid ground for an operational definition of proficiency in terms of the English skills required to achieve state learning standards. It may be that some students, both LEP and non-LEP, will not be able to achieve those standards. Nevertheless, the opportunity remains to carefully evaluate and document the degree of English reading, writing, speaking, and listening skills that are prerequisites for success, as defined by achievement of State learning standards, in the monolingual English classroom. Most importantly, that success can now be given operational definition by proficient performance on State assessment instruments.

The implications for program evaluation are also considerable. If eligibility for bilingual education and English as a Second Language (ESL) stand alone programs is limited proficiency in English (coupled with use of another language in the home), then English proficiency must be a goal of the services. New York State's learning standards require that this proficiency is developed at no cost to achievement in the required subjects. Therefore, program evaluation must account for the development of English language proficiency to a degree of proficient achievement of the State learning standards in the monolingual English classroom.

Specific Hypotheses

New York State has administered assessments of achievement of the State learning standards since 1999. The theory of bilingual education posits that a common underlying linguistic proficiency is the basis for development of both native language and second language skills¹. While this proficiency involves skills that are independent of any particular language, it is enhanced by language use and instruction, and therefore, by building on available native language skills. Bilingual education, then, is a means of developing linguistic proficiency because it builds on available language skills.

Certain types of language skills are particularly valuable in the classroom, including those in which there is reduced interpersonal exchange, or those in which the context for interpretation is reduced or unfamiliar. Bilingual education is particularly valuable in such academic settings because these skills can be developed in the native language and transferred to English while the student receives instruction in the content areas. In this way, any loss of instructional opportunity is limited while the student is acquiring these vital academic English skills.

By theory, then, the interactions of multiple languages avails the student of an opportunity to transfer skills from one to the other and should result in improved achievement in each language. English language arts, as defined by the New York State learning standards, requires not only proficiency in the applications of English, but generic proficiency in the uses of language. The demands of the learning standards environment provides continual opportunity to exercise these language arts skills and receive constructive feedback, while an environment without specific achievement standards provides neither challenging expectations, nor appropriate feedback about the student's progress toward well-specified goals.

An important demonstration on the efficacy of bilingual education is the progress of LEP students with respect to grade peers in English language arts. By theory, a supportive environment provides opportunity for linguistic interaction that should be expressed in closing the initial gap in English proficiency. Ultimately, the opportunity to apply two languages in an academic environment should result in higher scores for bilingual students on State measures of English language arts. Moreover, this achievement should be realized at no cost to the development of content area skills, because the academic program is imbued with linguistic opportunity, rather than separated from language development. Therefore, a successful bilingual education program is consistent with success in the State learning standards.

The research questions are:

1. What evidence is there that former program children are decreasing the performance gap on State English Language Arts instruments?
2. What evidence is there that any differential improvement in English Language Arts is achieved at no cost to Improvements in mathematics?

Confounding Variables

Residence. There are many differences between LEP students and other students. In particular, the differential impact of English proficiency is expressed in differences in the distributions of populations in varying community types and regions of the State. For example, the LEP student population disproportionately attends school in New York City and the surrounding urban centers in Nassau and Westchester counties. Evaluation of program impact, then, must be sensitive to community differences in terms of support mechanisms and educational achievement for a variety of reasons, including the capacities to develop and deliver program services, as well as the

availability of the supporting resources. Often, these capacities are built in response to large numbers of LEP students enrolled in the school districts.

Bilingual theory holds that the optimal environment for the advantages of linguistic interaction is in full bilingual education programs. However, there are also informal mechanisms to support development of a common underlying proficiency that are associated with larger LEP populations sharing common languages or resources:

1. Informal avenues for enhancement of native language skills
Are available in peer and home interactions;
2. Respect for the native language encourages active use and
development;
3. Teachers who have greater experience with LEP student needs
are available;
4. Teachers who share the native language of the children are
also available;
5. New York State requires a broad range of bilingual services
where there are 20 or more LEP students in a given language.

Non linear acceleration. It is important to avoid the common trap that a student is a static entity with regard to language proficiency. An individual child is one in the process of change, and proficiency at any point in time is a snapshot of a repertoire in development. The issue of achievement in terms of where a student starts, or where a student is at any point, than, must be evaluated in the context of the rate of change, or more generally, by the change function. For example, any population has an expected rate of growth in achievement without any program intervention at all. That growth rate, however, may be insufficient to close the achievement gap with respect to another population. So, while bilingual children may well be advancing academically, it would not be a profitable experience if that rate of improvement was lower than the improvement rate of monolingual curriculum peers.

This is not a simple normative interpretation. Rather, it speaks to the need to command at least the same academic English skills of grade peers to make

the lessons comprehensible. Therefore, any evaluation of closing the gap needs to be sensitive to the target as a moving one. Moreover, we conceive of that movement not just in relation to time, but in relation to the movement of peer groups, including students who have never been identified as having limited English proficiency, and other LEP students at different stages of English acquisition.

Latent achievement. The linguistic interdependence hypothesis² holds that social, or context rich language is acquired before academic or context-reduced language. DeMauro³ hypothesizes that growth in language acquisition, with regard to grade peers, might be influenced by this pattern of achievement. Therefore, LEP students in the lower grades are acquiring social language skills both in their native languages and in English. Their age peers are doing the same, and the relative growth appears to be very rapid. As the grade levels advance, the growth may appear to level off because they are increasingly confronted with the same challenges as their monolingual peers to acquire academic, or context-poor, English.

Similarly, as children mature, context cues diminish, and at the high school level, both instruction and the examinations are context-poor. Therefore, LEP students may appear at first to be making very little progress in closing the gap, but, once the social language skills are acquired, the experience of the second language enables transfer and a sudden upturn in relative growth.

A Theoretical Model for Evaluating the Performance

By its very nature, any evaluation of closing the gap implies an evaluation of the degree of movement, rather than a simple analysis of the distance between two levels of performance. Furthermore, movement towards a point, in itself, is not sufficient to evaluate closing the gap, because the

goal is not static but rather in movement. For example, in defining the movement of LEP students toward achievement of non-LEP students, the following must be considered:

1. Initial distance between the two groups;
2. Decrease in that distance over time;
3. Increase in the rate of improvement of LEP students with respect to the rate of improvement of the non-LEP students.

Students of Physics will see that the evaluation of a population closing an achievement gap with another population involves analysis of distance and its first and second derivatives; that is, distance, velocity, and acceleration.

Objectives

The current study evaluates the performance of the State's LEP population on the grades 4 and eight English Language Arts examinations to determine progress in English toward the skills of the monolingual curriculum students. Progress on the grades 4 and eight mathematics examinations are also evaluated to assure that any observed improvements in English language arts do not come at the expense of content area achievement.

The study is designed around the theoretical construct of defining the gap as distance. Evaluation, then, is made of both the velocity of achievement of LEP students and of the acceleration of achievement of LEP students with respect to the highest scoring student populations in the State.

Methods

The Examinations

Both the grade 8 and grade 4 English language arts (ELA) examinations include a listening passage and several short reading passages followed by multiple choice questions and four constructed response questions. The grade 4 ELA (ELA 4) has 28 multiple choice questions, a 4-point constructed response measuring listening, a 3-point constructed response measuring independent writing, a 3-point constructed response measuring writing mechanics, and a 4-point constructed response measuring reading. The ELA 8 consists of 25 multiple choice questions, a 6-point multiple choice constructed response measuring listening, a 6-point constructed response measuring reading, and two 3-point constructed responses measuring independent writing and writing mechanics, respectively.

The ELA examinations are administered in January of each year. The ELA 4 has been administered each January beginning in 1999. The ELA 8 was from 1999-2001 in May. In 2002, it was administered in March, and in 2003 it was administered in January.

The grade 4 mathematics (Math 4) and grade 8 mathematics (Math 8) examinations each consist of multiple choice questions (30 and 27, respectively) and rubric scored questions worth either two or three points each (18 at each grade level). The two mathematics examinations are each administered in late May.

Each of the four tests render scale scores, which are each, divided into four performance levels. Achievement of level 3 or higher is considered achievement of the State learning standards. The levels are defined as follows:

<u>Test</u>	<u>Level 1 Range</u>	<u>Level 2 Range</u>	<u>Level 3 Range</u>	<u>Level 4 Range</u>
ELA 4	455 - 602	603 - 644	645 - 691	692 - 800
ELA 8	527 - 661	662 - 700	701 - 738	739 - 830
(2002-2003)	527 - 656	660 - 697	701 - 731	738 - 830
Math 4	499 - 601	602 - 636	637 - 677	678 - 810
Math 8	517 - 610	681 - 715	716 - 759	760 - 882

It should be noted that the total populations with all of the available variables were employed in these analyses. However, the Math populations included non-public school students while the ELA populations did not. Because students are matched by representation and grade peers (as described below), and comparisons are not made across tests, these differences should not have a major impact on the analyses or interpretations.

Study Variables

Independent variables. Students were identified by membership in one of four groups. The first two groups included current LEP students. These were further divided into students either above or below the 30th percentile on a test of English reading, or high proficient LEP students and low proficient LEP students. This criterion, through 2002, served as a requirement for participation in the State testing program. Therefore students below the criterion were not mandated to participate. The final two groups were monolingual curriculum students who had never been identified as being LEP and students who were former LEP students.

The contributions of three other independent variables were considered. The first was quintile of scoring within year and LEP status group. Analyses focusing on the effect of this variable enable a determination of the extent to

which improvement in one group is related to improvement in another, the very definition of closing the gap.⁴

The second independent variable was year of test administration. It should be noted that in the third (2001) and fourth (2002) year of administration of the ELA 8 examination, the tests were each given earlier in the year so that the scale scores may be a little lower. Nevertheless, as explained below, the dependent variable accounts for these minor differences because the scores are referred to populations that all took the tests at the same time.

Finally, the third independent variable was representation of LEP students. As noted above, this variable is a powerful predictor of achievement for many reasons related to community support structures.

Dependent variable. The dependent variable is the standardized distance of each scale score from the mean of two groups: all students and students never identified as being LEP (never LEP). The scale scores generated by the examinations are equated from year to year. For the grade 8 ELA examination, the time of test administration also changed twice over the four years, and the scale scores for the early administration are expected to be lower. Because the dependent variable is the standardized distance functions, it is expected that there will be no interaction with LEP status, and that the distance metric should permit year to year comparison.

Analyses

Analytic model. The basic analyses consisted of a mixed within subject and between subjects general linear model regressions. The primary and secondary analyses are described above. The repeated measure was whether the score represented standardized distances from students currently identified as LEP or standardized distances from students never identified as LEP. The

factorial variables were quintile of scoring, LEP status, and district LEP representation.⁵

The gap analysis first examined the magnitude of scale score differences between LEP students and both never LEP students and students currently identified as LEP. These standardized distances are computed using the means and standard deviations of these respective groups for the respective years in which the comparisons are made. For example, the metrics employed for former LEP students for 2001, would be the difference between the scale score for each former LEP student in 2001 and either the mean of the never LEP students or current LEP students statewide for that year divided by the standard deviations for the never LEP or all students for that year, respectively.

The first level of analysis, distance or gap, considered the standardized mean scale score difference between each group defined by the independent variables and the target groups. The second level of analysis, velocity, considers how this standardized difference changed as students progressed in quintiles within their LEP status groups. The acceleration analysis evaluated the degree of change over for each population with respect to other populations as each progresses through the quintile for that group. That is, the fifth quintile (they are labelled from 0, or first quintile to 4 or fifth quintile) for each group is compared to the performance of the fifth quintile for every other group. This is educationally very appealing, because the analyses determine how the progress of LEP children is compared to the progress of other children, as each student progresses with respect to his or her own group and with respect to all other classmates.

The Theoretical Model

Overview. Evaluation of the size of the gap is made with respect to target or reference populations. The focal groups will always contain former LEP students. These students bear the impact of program services. It is

important to note that the analyses are concerned with programmatic improvements, and not the improvements of individual children. Therefore, it is the performance of whole populations of students over time that are considered.

Distance. As we evaluate the success of the former LEP students, the focal group, the distance consideration becomes how we can characterize these students. Are they better grouped with all students excluding LEP students or with all students including LEP students? In particular, in making these classifications, it is important that the proper reference groups are selected. That is, the comparisons should be made using districts with the same program characteristics, as described above. The distance evaluation, then, will be based on the standardized scoring differences between:

1. former LEP students and current LEP students in the same year, in districts with the same representation of LEP students (number of LEP students tested), and
2. former LEP students and the students who were never identified as LEP in the same year, in districts with the same representation of LEP students.

It is hypothesized that the standardized differences will be larger between the former LEP students and the current LEP students than between the former and never LEP students. This derives from the expectation that the program services have improved the skills of the students so that they are consistent with the expectations of the monolingual curriculum.

Velocity. To evaluate the velocity of the LEP population and former LEP students, we would expect that their preparedness for monolingual English curriculum improves in the environment of the State learning standards. In particular, it is hypothesized that as former LEP students improve with respect to their own population (as they move in quintiles) for the four year testing period.

Acceleration. Finally, to evaluate acceleration, we would expect

that a nonlinear function could be fit to the standardized velocity analysis. That is, with respect to the monolingual curriculum students, there will be a significant nonlinear progress in the standardized difference between the former LEP students (focal group) and never LEP students (reference group) as scores increase for each group relative to its population. That is, for each group matched by quintiles computed within group by LEP status, year, and LEP representation in the school, the standardized differences for matched quintiles should show nonlinear progress of the former LEP students with respect to other students.

The Metric

All analyses are conducted in standard deviation units. For the distance analysis, these units are the standardized distances from the performance of students who were never identified as being limited English proficient (target group = "Never"). In the distance analysis, these standardized values are compared to the standardized means of students who are currently identified as Limited English Proficient (target group = "Current"). Positive value may be interpreted as surpassing the achievement of the target group, and negative values may be interpreted as falling short of the level of achievement of that group of children.

Results

Distance

Tables 1 through 4 show, respectively, ELA 4, ELA 8, Math 4, and Math 8 means for populations identified by their LEP status and by the highest number of LEP children tested on that instrument over the last four years in that grade level. Values for the former LEP students are underlined wherever the absolute value of the mean standardized distance using the Never LEP target group is lower than the absolute value of the mean standardized distance using the Current LEP target group.

As is shown, for all four examinations, this difference is apparent across groups of different levels of LEP representation for all four years of testing. In particular, for all years of testing (across years), on ELA 4, ELA 8, and Math 4, the differences showed that the former LEP groups was closer in scoring to the Never LEP group than to the current LEP students. For Math 8, this was true in all schools in which 40 or more LEP students were tested in any year.

The general linear models revealed significant interactions between LEP status and the comparison variable (whether the standardized distance was measured against current LEP students or Never LEP students) for all four tests (see The Appendix).

Velocity

What is most clear from Tables 1 through 4 is the increasing value of the standardized means in relation to the increasing quintile of the former LEP population. This is expected given that the target population that contributes the mean and standard deviation is not delineated by quintile. What is not expected, as discussed below, is that the increase in the standardized means both referenced to the current LEP and the never LEP populations matched by LEP representation and year. In fact, the former LEP population outscores the never

LEP population in patterns that are clear. The general linear models (The Appendix) show that in all four tests there was a significant interaction of the comparison variable (target group for the standardized distance analysis) by LEP status by LEP representation.

For example, this is evident across years on ELA 4 for districts with LEP representation of 40 to 59 and for 60 to 79. On ELA 4, this pattern is evident for districts with LEP representations of 40 to 59, 60 to 79, 80 to 99, and 100 or more. On Math 4, this pattern holds for districts with LEP representations of 20 to 39, 80 to 99, and 100 or more. Finally, on Math 8, where there was more limited categories of representation of current LEP students, this pattern holds districts with representations of 40 to 59 students and 100 or more students. The former LEP students also outscore the Never LEP students with regard to the progress of current LEP students in these and other representation categories on all four tests. These are shown in tables 1-4 below in italics in the "All" years columns.

Acceleration

For ELA 4, Math 4, and Math 8 there were significant interactions between LEP status and quintile, indicating the growth through quintiles was different among the four LEP status groups. For these three examinations, there was also a significant interaction between LEP status, quintile, and the target group on which the standardized means were based (never LEP or current LEP students) (see the Appendix). Post hoc quantitative comparisons⁶ revealed that for ELA 4, ELA 8, and Math 4 there were significant nonlinear growth patterns over quintiles. This included cubic components for ELA 4 ($F(df=1, 615274)=74.77, p<.001$) ELA 8 ($F(df=1, 386673)=52.16, p<.001$), and Math 4 ($F(df=1, 699083)=102.08, p<.001$). Again, from tables 1 through 4, it is clear from the standardized differences shown in bold in the "All Years" sections that the growth rates for the former

LEP students surpass those for the Never LEP students in the districts where representation of LEP students is sufficient to enhance the learning environment and provide program services. This is especially true where the representation is 40 or more. The growth rates often diminish where there are 100 or more LEP students, perhaps because large populations tend more often to be found in less affluent school districts.

Discussion

A model is adapted from the natural sciences for evaluating the extent to which an achievement gap is closing for LEP students in grades four and eight. If one were to compare the statewide achievement of one group to another, the results would be difficult to interpret, because the groups are often differentially represented in school districts that vary in achievement.

LEP students were compared to non-LEP students on mathematics and English Language Arts for four years of results, and it was found that former LEP students score with greater similarity to students who were never identified as LEP than to students who are currently LEP. It is also true that with increased representation of LEP students, the achievement gap between former LEP and never LEP students diminishes, and, in fact, favors LEP students reliably in districts or certain levels of representation of LEP students. This is consistent with the availability of instructional models and cultural supports where the populations are of sufficient size.

Finally, it is clear that as children increase in their skills, their achievement grows geometrically. This is true of all of the populations contributing to the analyses, but it is especially true of the former LEP students. As the representation of LEP students increases, generally up to 99 tested in that grade in a given year, the difference in mean standardized distances not only become increasingly positive, as we would expect, but also become increasingly higher in relation to the mean standardized distances of the never LEP students in their comparable quintile. This is evidenced in the significant interaction of LEP status and LEP representation ($F(df=15, 615274)=49.86, p<.001$; $F(df=15, 386673)=50.32, p<.001$; $F(df=15, 699083)=16.42, p<.001$; $F(df=15, 615274)=19.84, p<.001$) for ELA 4, ELA 8, Math 4, and Math 8, respectively. It is also evidenced in the significant interactions of LEP status by LEP representation and group quintile ($F(df=60,$

615274)=5.78, $p < .001$; $F(df=60, 386673)=4.66, p < .001$; $F(df=60, 699083)=6.37, p < .001$; $F(df=60, 556151)=1.65, p < .05$) for ELA 4, ELA 8, Math 4, and Math 8, respectively.

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

<u>Year</u>	<u>Target</u>	<u>LEP</u>	<u>Alp</u>	<u>Quintile</u>					<u>All</u>
<u>Group</u>	<u>Status</u>		<u>Representation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
1999	Current	Never LEP	0 to 19	-0.76	1.18	2.12	3.19	5.11	2.12
1999	Never	Never LEP	0 to 19	-1.00	-0.17	0.26	0.66	1.42	0.23
1999	Current	Never LEP	20 to 39	-0.71	0.17	0.63	1.10	2.13	0.63
1999	Never	Never LEP	20 to 39	-1.31	-0.37	0.09	0.53	1.29	0.04
1999	Current	Never LEP	40 to 59	-0.68	0.31	0.88	1.35	2.17	0.81
1999	Never	Never LEP	40 to 59	-1.72	-0.70	-0.17	0.36	1.25	-0.19
1999	Current	Never LEP	60 to 79	-0.31	0.48	0.86	1.22	1.82	0.82
1999	Never	Never LEP	60 to 79	-1.97	-0.91	-0.41	0.06	0.84	-0.47
1999	Current	Never LEP	80 to 99	-0.03	0.77	1.26	1.79	2.76	1.30
1999	Never	Never LEP	80 to 99	-1.28	-0.50	-0.09	0.37	1.13	-0.08
1999	Current	Never LEP	100 or more	-0.31	0.56	1.00	1.41	2.13	0.96
1999	Never	Never LEP	100 or more	-1.84	-0.79	-0.28	0.21	1.03	-0.33
1999	Current	Never LEP	all districts	-0.43	0.57	1.25	1.99	3.38	1.30
1999	Never	Never LEP	all districts	-1.56	-0.54	-0.03	0.45	1.26	-0.08
1999	Current	At or above 30th	0 to 19	-0.71	-0.23	0.09	0.30	1.02	0.10
1999	Never	At or above 30th	0 to 19	-1.49	-0.67	-0.31	0.10	0.85	-0.30
1999	Current	At or above 30th	20 to 39	-1.04	-0.25	0.09	0.37	1.08	0.06
1999	Never	At or above 30th	20 to 39	-1.47	-0.53	-0.03	0.38	1.01	-0.12
1999	Current	At or above 30th	40 to 59	-0.20	-0.36	-0.14	0.27	1.36	0.19
1999	Never	At or above 30th	40 to 59	-1.43	-0.47	-0.13	0.25	1.04	-0.15
1999	Current	At or above 30th	60 to 79	-0.31	-0.01	0.36	0.64	1.20	0.37
1999	Never	At or above 30th	60 to 79	-2.00	-1.53	-1.09	-0.71	0.01	-1.07
1999	Current	At or above 30th	80 to 99	-1.12	-0.47	-0.11	0.57	1.51	0.08
1999	Never	At or above 30th	80 to 99	-2.42	-1.86	-1.47	-0.96	-0.16	-1.37
1999	Current	At or above 30th	100 or more	-0.62	0.18	0.54	0.80	1.37	0.45
1999	Never	At or above 30th	100 or more	-2.44	-1.37	-0.89	-0.43	0.44	-0.95
1999	Current	At or above 30th	all districts	-0.57	0.14	0.43	0.59	1.14	0.34
1999	Never	At or above 30th	all districts	-2.28	-1.24	-0.72	-0.21	0.64	-0.76
1999	Current	LEP below 30th	0 to 19	-0.75	-0.55	-0.38	-0.09	0.97	-0.18
1999	Never	LEP below 30th	0 to 19	-2.58	-1.14	-0.68	-0.26	0.52	-0.84
1999	Current	LEP below 30th	20 to 39	-0.67	-0.81	-0.19	0.17	0.78	-0.15
1999	Never	LEP below 30th	20 to 39	-3.61	-1.52	-0.89	-0.43	0.12	-1.27
1999	Current	LEP below 30th	40 to 59	-1.65	-0.66	0.00	0.37	0.77	-0.24
1999	Never	LEP below 30th	40 to 59	-3.43	-2.28	-1.68	-1.17	-0.42	-1.81
1999	Current	LEP below 30th	60 to 79	-1.75	-0.49	0.01	0.53	1.16	-0.09
1999	Never	LEP below 30th	60 to 79	-3.89	-2.21	-1.54	-0.86	-0.04	-1.68
1999	Current	LEP below 30th	80 to 99	-1.48	-0.89	-0.59	0.32	0.90	-0.35
1999	Never	LEP below 30th	80 to 99	-2.74	-2.23	-1.60	-0.93	-0.13	-1.53
1999	Current	LEP below 30th	100 or more	-1.65	-0.54	-0.07	0.33	0.91	-0.20
1999	Never	LEP below 30th	100 or more	-3.83	-2.34	-1.78	-1.28	-0.52	-1.95
1999	Current	LEP below 30th	all districts	-1.59	-0.50	-0.03	0.34	0.83	-0.20
1999	Never	LEP below 30th	all districts	-3.77	-2.29	-1.71	-1.18	-0.39	-1.87

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

<u>Year</u>	<u>Target</u>	<u>LEP</u>	<u>LEP</u>	<u>Quintile</u>					<u>All</u>
<u>Group</u>	<u>Status</u>	<u>Representation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
1999	CurrentFormer	LEP	0 to 19	-0.62	0.29	1.15	1.62	2.94	1.06
1999	Never Former	LEP	0 to 19	-1.44	-0.62	-0.22	0.14	0.76	-0.27
1999	CurrentFormer	LEP	20 to 39	-0.48	-0.14	0.37	0.85	1.58	0.43
1999	Never Former	LEP	20 to 39	-1.52	-0.63	-0.21	0.11	0.76	-0.29
1999	CurrentFormer	LEP	40 to 59	0.05	0.77	1.03	1.33	2.04	1.05
1999	Never Former	LEP	40 to 59	-1.41	-0.38	0.14	0.64	1.52	0.10
1999	CurrentFormer	LEP	60 to 79	0.06	0.62	0.93	1.24	1.81	0.93
1999	Never Former	LEP	60 to 79	-1.45	-0.73	-0.31	0.09	0.83	-0.32
1999	CurrentFormer	LEP	80 to 99	-0.47	0.41	0.99	1.16	1.82	0.80
1999	Never Former	LEP	80 to 99	-1.43	-0.78	-0.50	-0.23	0.26	-0.53
1999	CurrentFormer	LEP	100 or more	0.09	0.76	1.11	1.48	2.13	1.12
1999	Never Former	LEP	100 or more	-1.59	-0.77	-0.33	0.10	0.86	-0.34
1999	CurrentFormer	LEP	all districts	0.06	0.72	1.10	1.48	2.14	1.10
1999	Never Former	LEP	all districts	-1.57	-0.74	-0.30	0.13	0.90	-0.32
2000	CurrentNever	LEP	0 to 19	-1.49	0.53	1.56	2.94	5.49	1.77
2000	Never Never	LEP	0 to 19	-1.02	-0.21	0.22	0.66	1.54	0.24
2000	CurrentNever	LEP	20 to 39	-1.56	0.34	1.37	2.51	4.60	1.45
2000	Never Never	LEP	20 to 39	-1.37	-0.47	-0.01	0.45	1.36	-0.01
2000	CurrentNever	LEP	40 to 59	-0.54	0.36	0.84	1.38	2.45	0.87
2000	Never Never	LEP	40 to 59	-1.63	-0.68	-0.15	0.39	1.38	-0.14
2000	CurrentNever	LEP	60 to 79	-0.29	0.47	0.86	1.26	2.01	0.86
2000	Never Never	LEP	60 to 79	-1.81	-0.89	-0.44	0.01	0.85	-0.46
2000	CurrentNever	LEP	80 to 99	-0.26	0.68	1.37	2.17	3.70	1.57
2000	Never Never	LEP	80 to 99	-1.68	-0.71	-0.21	0.31	1.21	-0.21
2000	CurrentNever	LEP	100 or more	-0.33	0.54	0.99	1.45	2.35	1.00
2000	Never Never	LEP	100 or more	-1.75	-0.84	-0.36	0.14	1.08	-0.35
2000	CurrentNever	LEP	all districts	-0.52	0.41	1.08	1.92	3.73	1.24
2000	Never Never	LEP	all districts	-1.52	-0.59	-0.09	0.41	1.34	-0.10
2000	CurrentAt or above 30th	0 to 19		-0.75	-0.41	0.01	0.42	0.75	-0.01
2000	Never At or above 30th	0 to 19		-1.77	-0.76	-0.30	0.07	0.69	-0.42
2000	CurrentAt or above 30th	20 to 39		-1.02	-0.27	-0.03	0.36	1.21	0.03
2000	Never At or above 30th	20 to 39		-1.42	-0.92	-0.45	-0.04	0.62	-0.45
2000	CurrentAt or above 30th	40 to 59		-0.62	-0.35	-0.33	0.38	1.39	0.09
2000	Never At or above 30th	40 to 59		-1.39	-0.73	-0.28	0.20	0.95	-0.25
2000	CurrentAt or above 30th	60 to 79		0.09	0.32	0.70	0.90	1.29	0.66
2000	Never At or above 30th	60 to 79		-1.49	-1.11	-0.67	-0.39	0.10	-0.71
2000	CurrentAt or above 30th	80 to 99		-0.64	0.08	0.41	0.94	1.42	0.46
2000	Never At or above 30th	80 to 99		-2.03	-1.50	-0.98	-0.45	0.19	-0.92
2000	CurrentAt or above 30th	100 or more		-0.62	0.18	0.49	0.76	1.39	0.43
2000	Never At or above 30th	100 or more		-2.22	-1.31	-0.87	-0.38	0.49	-0.86
2000	CurrentAt or above 30th	all districts		-0.55	0.07	0.34	0.54	1.20	0.31
2000	Never At or above 30th	all districts		-2.08	-1.16	-0.69	-0.20	0.59	-0.71

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

Year	Target LEP Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2000	Current	LEP below 30 th	0 to 19	-0.45	-0.20	-0.16	0.13	0.87	0.04
2000	Never	LEP below 30 th	0 to 19	-2.89	-1.29	-0.59	-0.02	0.89	-0.78
2000	Current	LEP below 30 th	20 to 39	-1.17	0.21	-0.21	0.25	0.77	-0.04
2000	Never	LEP below 30 th	20 to 39	-4.02	-1.87	-0.98	-0.46	0.27	-1.39
2000	Current	LEP below 30 th	40 to 59	-1.50	-0.41	0.11	0.30	0.91	-0.11
2000	Never	LEP below 30 th	40 to 59	-3.36	-1.91	-1.36	-0.92	-0.09	-1.52
2000	Current	LEP below 30 th	60 to 79	-1.72	-0.45	0.11	0.43	0.99	-0.14
2000	Never	LEP below 30 th	60 to 79	-3.63	-1.97	-1.37	-0.95	-0.29	-1.65
2000	Current	LEP below 30 th	80 to 99	-1.71	-0.28	0.14	0.52	0.96	-0.09
2000	Never	LEP below 30 th	80 to 99	-3.76	-1.96	-1.41	-0.94	-0.38	-1.71
2000	Current	LEP below 30 th	100 or more	-1.57	-0.42	0.02	0.41	0.98	-0.11
2000	Never	LEP below 30 th	100 or more	-3.30	-2.04	-1.58	-1.17	-0.47	-1.71
2000	Current	LEP below 30 th	all districts	-1.56	-0.40	0.05	0.44	0.94	-0.11
2000	Never	LEP below 30 th	all districts	-3.32	-2.03	-1.55	-1.11	-0.37	-1.68
2000	Current	Former LEP	0 to 19	-0.50	0.45	0.87	1.76	3.41	1.14
2000	Never	Former LEP	0 to 19	-1.49	-0.70	<u>-0.29</u>	<u>0.13</u>	<u>1.02</u>	<u>-0.27</u>
2000	Current	Former LEP	20 to 39	-0.36	0.41	<u>0.75</u>	<u>1.10</u>	<u>2.13</u>	<u>0.71</u>
2000	Never	Former LEP	20 to 39	-1.85	-0.86	<u>-0.40</u>	<u>-0.03</u>	<u>0.72</u>	<u>-0.50</u>
2000	Current	Former LEP	40 to 59	0.04	0.66	<u>1.05</u>	<u>1.69</u>	<u>3.01</u>	<u>1.28</u>
2000	Never	Former LEP	40 to 59	-1.20	<u>-0.40</u>	<u>0.10</u>	<u>0.68</u>	<u>1.75</u>	<u>0.18</u>
2000	Current	Former LEP	60 to 79	0.08	<u>0.60</u>	<u>0.94</u>	<u>1.32</u>	<u>2.04</u>	<u>0.99</u>
2000	Never	Former LEP	60 to 79	-1.36	-0.73	<u>-0.34</u>	<u>0.07</u>	<u>0.87</u>	<u>-0.30</u>
2000	Current	Former LEP	80 to 99	-0.91	0.32	<u>0.69</u>	<u>0.97</u>	<u>1.55</u>	<u>0.53</u>
2000	Never	Former LEP	80 to 99	-2.75	-1.19	-0.73	<u>-0.37</u>	<u>0.36</u>	-0.93
2000	Current	Former LEP	100 or more	0.06	0.71	1.09	<u>1.51</u>	<u>2.40</u>	<u>1.16</u>
2000	Never	Former LEP	100 or more	-1.54	-0.83	<u>-0.41</u>	<u>0.04</u>	<u>0.94</u>	<u>-0.36</u>
2000	Current	Former LEP	all districts	0.04	0.69	<u>1.08</u>	<u>1.51</u>	<u>2.44</u>	<u>1.15</u>
2000	Never	Former LEP	all districts	-1.53	-0.81	<u>-0.39</u>	<u>0.06</u>	<u>0.98</u>	<u>-0.33</u>
2001	Current	Never LEP	0 to 19	-1.19	0.46	<u>1.44</u>	<u>2.35</u>	<u>4.63</u>	<u>1.48</u>
2001	Never	Never LEP	0 to 19	-1.08	-0.21	0.23	0.66	1.49	0.22
2001	Current	Never LEP	20 to 39	-0.83	0.12	0.82	1.55	2.80	0.84
2001	Never	Never LEP	20 to 39	-1.35	-0.44	0.05	0.50	1.31	0.01
2001	Current	Never LEP	40 to 59	-0.65	0.27	0.64	1.02	1.95	0.65
2001	Never	Never LEP	40 to 59	-1.59	-0.65	-0.13	0.39	1.31	-0.13
2001	Current	Never LEP	60 to 79	-0.66	0.33	0.78	1.20	1.99	0.73
2001	Never	Never LEP	60 to 79	-1.82	-0.85	-0.42	0.00	0.77	-0.46
2001	Current	Never LEP	80 to 99	-0.84	0.37	0.85	1.44	2.58	0.88
2001	Never	Never LEP	80 to 99	-1.60	-0.58	-0.06	0.42	1.22	-0.12
2001	Current	Never LEP	100 or more	-0.49	0.42	0.89	1.34	2.15	0.87
2001	Never	Never LEP	100 or more	-1.75	-0.81	-0.31	0.18	1.07	-0.32
2001	Current	Never LEP	all districts	-0.56	0.39	0.96	1.59	3.02	0.99
2001	Never	Never LEP	all districts	-1.53	-0.58	-0.07	0.43	1.29	-0.09
2001	Current	At or above 30 th	0 to 19	-0.85	-0.36	0.04	0.31	1.03	0.03
2001	Never	At or above 30 th	0 to 19	-1.28	-0.64	-0.26	0.10	0.91	-0.23
2001	Current	At or above 30 th	20 to 39	-0.98	-0.47	-0.16	0.38	1.16	-0.02
2001	Never	At or above 30 th	20 to 39	-1.50	-0.69	-0.28	0.17	1.01	-0.27
2001	Current	At or above 30 th	40 to 59	-0.98	-0.44	-0.21	0.31	1.38	0.01
2001	Never	At or above 30 th	40 to 59	-1.49	-0.60	-0.08	0.34	1.15	-0.13
2001	Current	At or above 30 th	60 to 79	-1.21	-0.48	-0.06	0.60	1.53	0.10
2001	Never	At or above 30 th	60 to 79	-2.40	-1.63	-1.18	-0.54	0.31	-1.05
2001	Current	At or above 30 th	80 to 99	-1.24	-0.29	0.31	0.55	1.45	0.17
2001	Never	At or above 30 th	80 to 99	-1.58	-0.73	-0.41	-0.13	0.51	-0.46
2001	Current	At or above 30 th	100 or more	-0.67	0.07	0.41	0.73	1.46	0.40
2001	Never	At or above 30 th	100 or more	-2.17	-1.22	-0.75	-0.25	0.60	-0.76
2001	Current	At or above 30 th	all districts	-0.61	-0.03	0.24	0.55	1.29	0.28
2001	Never	At or above 30 th	all districts	-1.97	-1.03	-0.57	-0.10	0.73	-0.59

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

Year	Target LEP Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2001	Current	LEP below 30 th	0 to 19	-0.98	0.06	-0.05	-0.09	0.72	-0.11
2001	Never	LEP below 30 th	0 to 19	-3.83	-1.90	-0.98	-0.38	0.62	-1.28
2001	Current	LEP below 30 th	20 to 39	-1.16	-0.14	0.04	0.49	0.97	0.06
2001	Never	LEP below 30 th	20 to 39	-3.62	-2.16	-1.37	-0.64	0.40	-1.45
2001	Current	LEP below 30 th	40 to 59	-1.40	0.02	0.20	0.39	0.69	-0.02
2001	Never	LEP below 30 th	40 to 59	-3.41	-1.60	-1.17	-0.78	-0.09	-1.41
2001	Current	LEP below 30 th	60 to 79	-1.46	-0.41	0.06	0.49	1.20	-0.03
2001	Never	LEP below 30 th	60 to 79	-2.60	-1.60	-1.10	-0.68	0.07	-1.18
2001	Current	LEP below 30 th	80 to 99	-1.17	-0.93	-0.08	0.47	0.71	-0.18
2001	Never	LEP below 30 th	80 to 99	-2.06	-1.39	-0.98	-0.67	-0.28	-1.06
2001	Current	LEP below 30 th	100 or more	-1.58	-0.44	-0.01	0.39	0.93	-0.14
2001	Never	LEP below 30 th	100 or more	-3.25	-1.98	-1.51	-1.08	-0.38	-1.64
2001	Current	LEP below 30 th	all districts	-1.54	-0.43	0.01	0.39	0.90	-0.14
2001	Never	LEP below 30 th	all districts	-3.25	-1.96	-1.47	-1.04	-0.31	-1.61
2001	Current	Former LEP	0 to 19	-0.96	0.50	1.50	1.73	4.16	1.33
2001	Never	Former LEP	0 to 19	-1.62	-0.70	<u>-0.29</u>	<u>0.14</u>	<u>0.92</u>	<u>-0.32</u>
2001	Current	Former LEP	20 to 39	-0.52	-0.07	<u>0.36</u>	<u>0.85</u>	<u>2.01</u>	<u>0.53</u>
2001	Never	Former LEP	20 to 39	-1.42	-0.72	<u>-0.23</u>	<u>0.13</u>	<u>0.85</u>	<u>-0.28</u>
2001	Current	Former LEP	40 to 59	0.09	0.47	<u>0.64</u>	<u>1.08</u>	<u>1.93</u>	<u>0.84</u>
2001	Never	Former LEP	40 to 59	-1.20	-0.49	<u>-0.05</u>	<u>0.44</u>	<u>1.25</u>	<u>-0.01</u>
2001	Current	Former LEP	60 to 79	-0.16	0.52	<u>0.90</u>	<u>1.30</u>	<u>2.08</u>	<u>0.92</u>
2001	Never	Former LEP	60 to 79	-1.34	-0.70	<u>-0.32</u>	<u>0.05</u>	<u>0.83</u>	<u>-0.31</u>
2001	Current	Former LEP	80 to 99	-0.33	0.25	<u>0.92</u>	<u>1.44</u>	<u>2.31</u>	<u>0.91</u>
2001	Never	Former LEP	80 to 99	-1.52	-0.97	<u>-0.58</u>	<u>-0.22</u>	<u>0.44</u>	<u>-0.57</u>
2001	Current	Former LEP	100 or more	-0.02	0.63	<u>1.00</u>	<u>1.37</u>	<u>2.16</u>	<u>1.03</u>
2001	Never	Former LEP	100 or more	-1.51	-0.79	<u>-0.39</u>	<u>0.04</u>	<u>0.88</u>	<u>-0.35</u>
2001	Current	Former LEP	all districts	-0.05	0.62	<u>1.01</u>	<u>1.37</u>	<u>2.22</u>	<u>1.03</u>
2001	Never	Former LEP	all districts	-1.49	-0.76	<u>-0.36</u>	<u>0.06</u>	<u>0.90</u>	<u>-0.33</u>
2002	Current	Never LEP	0 to 19	-1.53	0.23	1.23	2.40	4.59	1.46
2002	Never	Never LEP	0 to 19	-1.04	-0.34	0.06	0.56	1.69	0.21
2002	Current	Never LEP	20 to 39	-1.52	-0.63	0.16	1.25	3.38	0.53
2002	Never	Never LEP	20 to 39	-1.15	-0.44	0.01	0.55	1.68	0.10
2002	Current	Never LEP	40 to 59	-0.83	0.04	0.53	1.00	2.28	0.59
2002	Never	Never LEP	40 to 59	-1.43	-0.73	-0.26	0.29	1.51	-0.14
2002	Current	Never LEP	60 to 79	-0.48	0.44	0.91	1.44	2.62	0.99
2002	Never	Never LEP	60 to 79	-1.62	-0.87	-0.50	-0.06	0.92	-0.43
2002	Current	Never LEP	80 to 99	-0.72	-0.10	0.37	0.98	2.34	0.55
2002	Never	Never LEP	80 to 99	-1.25	-0.61	-0.22	0.29	1.36	-0.10
2002	Current	Never LEP	100 or more	-0.45	0.39	0.89	1.45	2.75	0.99
2002	Never	Never LEP	100 or more	-1.50	-0.80	-0.36	0.12	1.26	-0.27
2002	Current	Never LEP	all districts	-0.65	0.20	0.86	1.67	3.39	1.06
2002	Never	Never LEP	all districts	-1.36	-0.64	-0.16	0.35	1.46	-0.06
2002	Current	At or above 30 th	0 to 19	-0.89	-0.39	-0.06	0.32	1.01	0.03
2002	Never	At or above 30 th	0 to 19	-1.13	-0.65	-0.33	0.10	1.14	-0.17
2002	Current	At or above 30 th	20 to 39	-0.87	-0.50	-0.09	0.27	1.34	0.05
2002	Never	At or above 30 th	20 to 39	-0.97	-0.38	-0.09	0.34	1.48	0.08
2002	Current	At or above 30 th	40 to 59	-0.67	-0.13	0.06	-0.02	1.10	0.08
2002	Never	At or above 30 th	40 to 59	-1.50	-0.83	-0.26	0.33	1.60	-0.09
2002	Current	At or above 30 th	60 to 79	-0.86	-0.04	0.21	0.86	1.61	0.40
2002	Never	At or above 30 th	60 to 79	-1.86	-1.28	-1.06	-0.54	0.02	-0.91
2002	Current	At or above 30 th	80 to 99	-0.47	-0.69	-0.30	0.36	1.48	0.02
2002	Never	At or above 30 th	80 to 99	-1.30	-0.76	-0.55	-0.18	0.97	-0.40
2002	Current	At or above 30 th	100 or more	-0.76	0.05	0.29	0.65	1.40	0.32
2002	Never	At or above 30 th	100 or more	-1.86	-1.14	-0.82	-0.41	0.41	-0.77
2002	Current	At or above 30 th	all districts	-0.64	-0.04	0.11	0.46	1.12	0.22
2002	Never	At or above 30 th	all districts	-1.71	-0.99	-0.62	-0.16	0.80	-0.52

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

<u>Year</u>	<u>Target LEP Group</u>	<u>Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile 2</u>	<u>3</u>	<u>4</u>	<u>All</u>
2002	Current	LEP below 30th	0 to 19	-0.49	-0.31	-0.13	0.08	0.49	-0.07
2002	Never	LEP below 30th	0 to 19	-2.37	-1.15	-0.67	-0.26	0.73	-0.75
2002	Current	LEP below 30th	20 to 39	-1.22	-0.05	-0.16	-0.02	0.54	-0.17
2002	Never	LEP below 30th	20 to 39	-3.76	-1.85	-1.51	-0.93	-0.09	-1.61
2002	Current	LEP below 30th	40 to 59	-1.41	-0.57	0.09	0.43	0.97	-0.09
2002	Never	LEP below 30th	40 to 59	-2.29	-1.46	-1.03	-0.67	0.42	-1.00
2002	Current	LEP below 30th	60 to 79	-1.78	-0.32	0.06	0.41	0.99	-0.10
2002	Never	LEP below 30th	60 to 79	-2.70	-1.50	-1.15	-0.88	-0.43	-1.31
2002	Current	LEP below 30th	80 to 99	-1.45	-0.26	0.10	0.61	0.98	-0.02
2002	Never	LEP below 30th	80 to 99	-2.33	-1.41	-1.05	-0.74	-0.25	-1.17
2002	Current	LEP below 30th	100 or more	-1.54	-0.43	0.03	0.39	0.97	-0.10
2002	Never	LEP below 30th	100 or more	-2.60	-1.67	-1.28	-0.97	-0.40	-1.37
2002	Current	LEP below 30th	all districts	-1.52	-0.42	0.01	0.39	0.95	-0.10
2002	Never	LEP below 30th	all districts	-2.63	-1.67	-1.28	-0.94	-0.29	-1.34
2002	Current	Former LEP	0 to 19	-2.20	-0.44	0.96	2.31	4.80	1.09
2002	Never	Former LEP	0 to 19	-1.34	-0.69	-0.32	0.05	0.95	-0.25
2002	Current	Former LEP	20 to 39	-0.33	-0.17	0.51	1.29	3.28	0.78
2002	Never	Former LEP	20 to 39	-1.26	-0.41	0.12	0.56	1.59	0.08
2002	Current	Former LEP	40 to 59	-0.09	0.49	0.98	1.42	2.56	1.10
2002	Never	Former LEP	40 to 59	-1.10	-0.45	0.00	0.55	1.65	0.15
2002	Current	Former LEP	60 to 79	-0.01	0.67	1.04	1.49	2.57	1.14
2002	Never	Former LEP	60 to 79	-1.26	-0.69	-0.38	0.00	0.94	-0.29
2002	Current	Former LEP	80 to 99	-0.19	0.47	0.70	1.14	2.56	0.91
2002	Never	Former LEP	80 to 99	-1.21	-0.70	-0.38	0.05	0.95	-0.27
2002	Current	Former LEP	100 or more	-0.05	0.59	0.98	1.44	2.58	1.11
2002	Never	Former LEP	100 or more	-1.31	-0.77	-0.41	-0.01	1.04	-0.29
2002	Current	Former LEP	all districts	-0.15	0.52	0.94	1.45	2.63	1.11
2002	Never	Former LEP	all districts	-1.32	-0.77	-0.41	0.00	1.03	-0.27

Table 1

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 4

Year	Target Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
All	Current	Never LEP	0 to 19	-1.24	0.61	1.65	2.82	5.00	1.74
All	Never	Never LEP	0 to 19	-1.03	-0.23	0.20	0.65	1.54	0.22
All	Current	Never LEP	20 to 39	-1.14	-0.02	0.72	1.53	3.12	0.85
All	Never	Never LEP	20 to 39	-1.30	-0.44	0.02	0.49	1.38	0.04
All	Current	Never LEP	40 to 59	-0.67	0.23	0.71	1.20	2.20	0.73
All	Never	Never LEP	40 to 59	-1.59	-0.69	-0.18	0.35	1.36	-0.15
All	Current	Never LEP	60 to 79	-0.42	0.43	0.86	1.28	2.09	0.85
All	Never	Never LEP	60 to 79	-1.79	-0.88	-0.44	0.01	0.83	-0.45
All	Current	Never LEP	80 to 99	-0.51	0.36	0.93	1.56	2.80	1.04
All	Never	Never LEP	80 to 99	-1.48	-0.61	-0.14	0.35	1.22	-0.13
All	Current	Never LEP	100 or more	-0.38	0.48	0.94	1.40	2.35	0.95
All	Never	Never LEP	100 or more	-1.70	-0.80	-0.34	0.16	1.11	-0.32
All	Current	Never LEP	all districts	-0.53	0.39	1.04	1.79	3.39	1.15
All	Never	Never LEP	all districts	-1.48	-0.58	-0.09	0.40	1.34	-0.08
All	Current	At or above 30th	0 to 19	-0.79	-0.35	0.02	0.33	0.95	0.04
All	Never	At or above 30th	0 to 19	-1.42	-0.67	-0.29	0.09	0.88	-0.28
All	Current	At or above 30th	20 to 39	-0.91	-0.39	-0.06	0.34	1.14	0.03
All	Never	At or above 30th	20 to 39	-1.34	-0.56	-0.14	0.27	1.11	-0.13
All	Current	At or above 30th	40 to 59	-0.57	-0.37	-0.14	0.29	1.26	0.10
All	Never	At or above 30th	40 to 59	-1.45	-0.67	-0.15	0.29	1.16	-0.16
All	Current	At or above 30th	60 to 79	-0.57	-0.07	0.38	0.74	1.44	0.38
All	Never	At or above 30th	60 to 79	-1.91	-1.36	-0.99	-0.56	0.12	-0.94
All	Current	At or above 30th	80 to 99	-0.92	-0.10	-0.05	0.40	1.33	0.13
All	Never	At or above 30th	80 to 99	-2.12	-1.25	-0.74	-0.37	0.40	-0.82
All	Current	At or above 30th	100 or more	-0.66	0.10	0.45	0.73	1.42	0.41
All	Never	At or above 30th	100 or more	-2.22	-1.28	-0.84	-0.36	0.51	-0.84
All	Current	At or above 30th	all districts	-0.58	0.05	0.29	0.54	1.19	0.29
All	Never	At or above 30th	all districts	-2.04	-1.11	-0.64	-0.16	0.69	-0.65
All	Current	LEP below 30th	0 to 19	-0.62	-0.27	-0.27	0.01	0.76	-0.09
All	Never	LEP below 30th	0 to 19	-2.91	-1.26	-0.70	-0.23	0.68	-0.88
All	Current	LEP below 30th	20 to 39	-0.96	-0.06	-0.26	0.17	0.70	-0.09
All	Never	LEP below 30th	20 to 39	-3.66	-1.82	-1.18	-0.58	0.17	-1.42
All	Current	LEP below 30th	40 to 59	-1.43	-0.43	0.08	0.42	0.78	-0.12
All	Never	LEP below 30th	40 to 59	-3.16	-1.83	-1.28	-0.88	0.00	-1.44
All	Current	LEP below 30th	60 to 79	-1.61	-0.45	0.06	0.48	1.08	-0.09
All	Never	LEP below 30th	60 to 79	-3.30	-1.81	-1.26	-0.83	-0.15	-1.47
All	Current	LEP below 30th	80 to 99	-1.44	-0.54	0.00	0.42	0.88	-0.13
All	Never	LEP below 30th	80 to 99	-2.92	-1.64	-1.18	-0.76	-0.27	-1.35
All	Current	LEP below 30th	100 or more	-1.55	-0.44	-0.04	0.38	0.95	-0.14
All	Never	LEP below 30th	100 or more	-3.30	-2.01	-1.53	-1.10	-0.43	-1.67
All	Current	LEP below 30th	all districts	-1.52	-0.44	0.01	0.38	0.90	-0.14
All	Never	LEP below 30th	all districts	-3.30	-1.98	-1.49	-1.06	-0.34	-1.63
All	Current	Former LEP	0 to 19	-1.04	0.22	1.09	1.87	3.77	1.15
All	Never	Former LEP	0 to 19	-1.47	-0.67	<u>-0.29</u>	<u>0.11</u>	<u>0.93</u>	<u>-0.28</u>
All	Current	Former LEP	20 to 39	-0.46	0.00	0.47	0.89	2.07	0.58
All	Never	Former LEP	20 to 39	-1.55	-0.67	<u>-0.23</u>	0.14	0.94	<u>-0.27</u>
All	Current	Former LEP	40 to 59	0.02	0.57	<u>0.93</u>	1.37	2.43	1.07
All	Never	Former LEP	40 to 59	-1.24	<u>-0.44</u>	<u>0.04</u>	<u>0.59</u>	<u>1.57</u>	<u>0.11</u>
All	Current	Former LEP	60 to 79	0.00	0.59	0.96	1.32	2.10	0.99
All	Never	Former LEP	60 to 79	-1.36	-0.72	<u>-0.34</u>	<u>0.05</u>	<u>0.85</u>	<u>-0.30</u>
All	Current	Former LEP	80 to 99	-0.36	0.33	<u>0.83</u>	1.16	2.09	<u>0.81</u>
All	Never	Former LEP	80 to 99	-1.75	-0.88	<u>-0.51</u>	<u>-0.16</u>	0.62	<u>-0.53</u>
All	Current	Former LEP	100 or more	0.03	0.66	1.04	1.45	2.33	1.10
All	Never	Former LEP	100 or more	-1.48	-0.79	<u>-0.39</u>	0.05	0.94	<u>-0.33</u>
All	Current	Former LEP	all districts	-0.02	0.64	1.04	1.47	2.38	<u>1.10</u>
All	Never	Former LEP	all districts	-1.46	-0.76	<u>-0.37</u>	0.08	0.98	<u>-0.31</u>

Figure 1

Plot of Distances
from Current LEP Students' Mean
and from Never LEP Students' Mean,
ELA 4

Plot of distance*target. Symbol is value of LEP status:
Group N = Never LEP, A = High LEP,
B = Low LEP, and F = Former LEP.

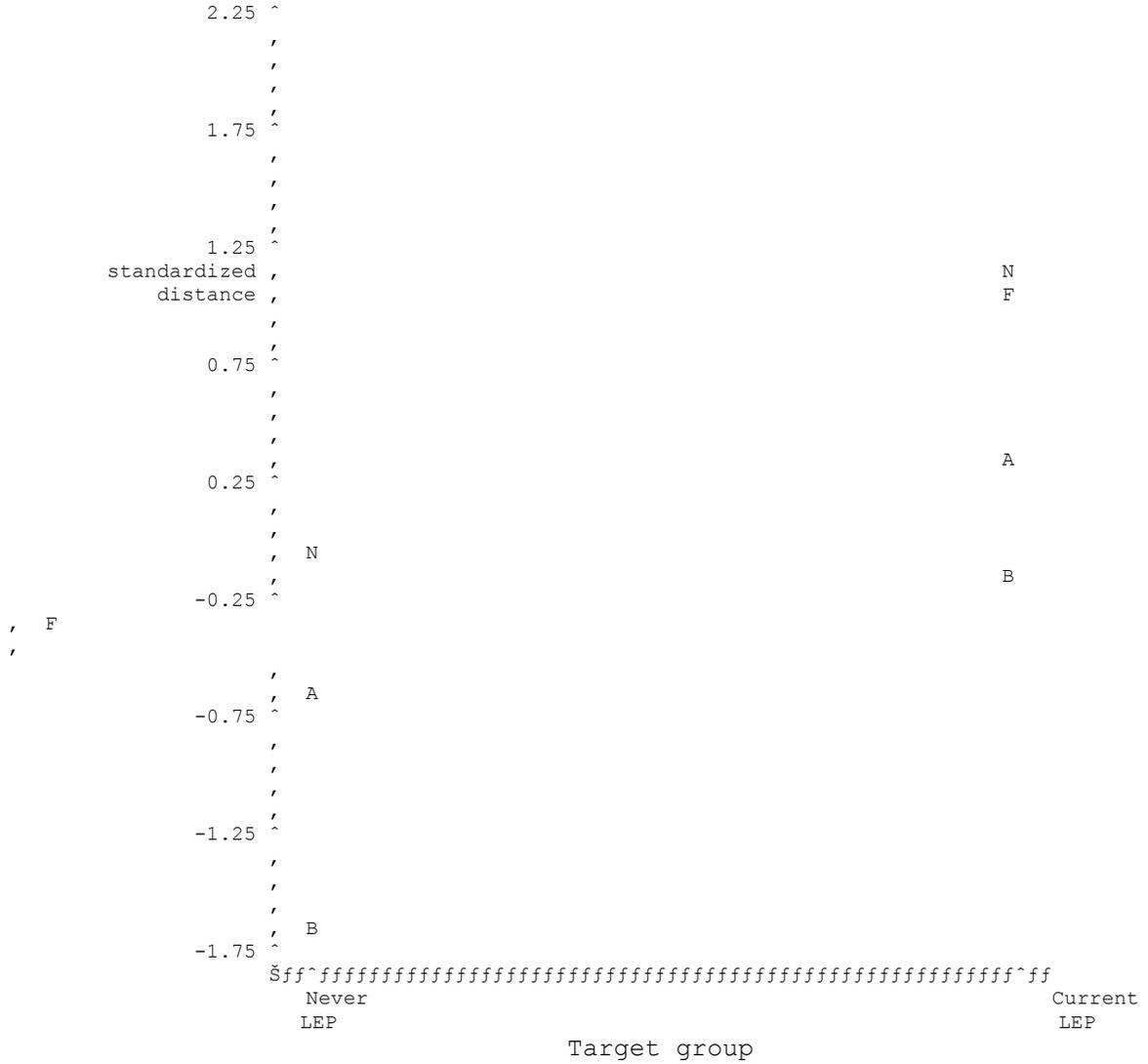


Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

<u>Year</u>	<u>Group</u>	<u>Target LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile 2</u>	<u>3</u>	<u>4</u>	<u>All</u>
1999	Current	Never LEP	0 to 19	-0.98	1.31	2.83	4.42	7.32	2.90
1999	Never	Never LEP	0 to 19	-1.20	-0.36	0.11	0.56	1.44	0.11
1999	Current	Never LEP	20 to 39	-0.60	0.52	1.12	1.77	2.94	1.13
1999	Never	Never LEP	20 to 39	-1.70	-0.85	-0.38	0.13	1.12	-0.34
1999	Current	Never LEP	40 to 59	-0.46	0.76	1.42	1.96	2.72	1.29
1999	Never	Never LEP	40 to 59	-1.70	-0.76	-0.20	0.41	1.56	-0.14
1999	Current	Never LEP	60 to 79	-0.77	0.29	0.97	1.67	2.75	0.99
1999	Never	Never LEP	60 to 79	-1.47	-0.72	-0.25	0.27	1.28	-0.17
1999	Current	Never LEP	80 to 99	-0.19	0.74	1.36	2.07	3.38	1.46
1999	Never	Never LEP	80 to 99	-1.72	-0.87	-0.36	0.22	1.25	-0.30
1999	Current	Never LEP	100 or more	-0.26	0.71	1.30	1.92	3.06	1.34
1999	Never	Never LEP	100 or more	-1.73	-0.90	-0.40	0.14	1.11	-0.36
1999	Current	Never LEP	all districts	-0.46	0.70	1.62	2.73	4.68	1.78
1999	Never	Never LEP	all districts	-1.51	-0.67	-0.16	0.36	1.31	-0.13
1999	Current	At or above 30th	0 to 19	-0.62	-0.40	-0.06	0.40	0.66	-0.02
1999	Never	At or above 30th	0 to 19	-2.36	-1.19	-0.74	-0.31	0.54	-0.80
1999	Current	At or above 30th	20 to 39	-1.03	-0.34	-0.14	0.70	0.75	0.00
1999	Never	At or above 30th	20 to 39	-2.44	-1.60	-1.23	-0.62	0.35	-1.10
1999	Current	At or above 30th	40 to 59	-1.09	-0.46	-0.05	0.67	1.28	0.06
1999	Never	At or above 30th	40 to 59	-2.18	-1.56	-1.25	-0.92	0.02	-1.19
1999	Current	At or above 30th	60 to 79	-1.19	-0.55	0.01	0.46	1.56	0.04
1999	Never	At or above 30th	60 to 79	-2.12	-1.46	-0.94	-0.49	0.65	-0.89
1999	Current	At or above 30th	80 to 99	-1.50	-0.44	0.01	0.45	1.18	-0.05
1999	Never	At or above 30th	80 to 99	-2.85	-1.95	-1.53	-1.15	-0.51	-1.60
1999	Current	At or above 30 th	100 or more	-1.34	-0.38	0.08	0.48	1.24	0.01
1999	Never	At or above 30 th	100 or more	-2.69	-1.83	-1.46	-1.12	-0.47	-1.51
1999	Current	At or above 30th	all districts	-1.28	-0.36	0.07	0.49	1.16	0.01
1999	Never	At or above 30th	all districts	-2.66	-1.79	-1.42	-1.05	-0.28	-1.44
1999	Current	LEP below 30th	0 to 19	-0.79	-0.16	0.25	0.27	0.80	0.02
1999	Never	LEP below 30th	0 to 19	-2.20	-1.31	-0.90	-0.47	0.17	-0.95
1999	Current	LEP below 30th	20 to 39	-1.26	-0.61	-0.08	0.42	1.37	-0.01
1999	Never	LEP below 30th	20 to 39	-2.41	-1.73	-1.40	-1.01	-0.42	-1.40
1999	Current	LEP below 30th	40 to 59	-1.42	-0.55	-0.24	0.03	1.18	-0.19
1999	Never	LEP below 30th	40 to 59	-2.45	-1.80	-1.45	-1.10	0.11	-1.33
1999	Current	LEP below 30th	60 to 79	-1.33	-0.45	-0.04	0.39	0.93	-0.08
1999	Never	LEP below 30th	60 to 79	-2.27	-1.55	-1.15	-0.87	0.07	-1.13
1999	Current	LEP below 30th	80 to 99	-0.99	-0.37	0.00	0.56	1.48	0.12
1999	Never	LEP below 30th	80 to 99	-2.38	-1.83	-1.47	-1.04	-0.27	-1.41
1999	Current	LEP below 30th	100 or more	-1.30	-0.50	-0.06	0.43	1.29	-0.04
1999	Never	LEP below 30th	100 or more	-2.56	-1.85	-1.50	-1.10	-0.37	-1.48
1999	Current	LEP below 30th	all districts	-1.22	-0.45	0.01	0.45	1.18	-0.02
1999	Never	LEP below 30th	all districts	-2.51	-1.80	-1.40	-1.00	-0.25	-1.39

Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

<u>Year</u>	<u>Group</u>	<u>Target LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile 2</u>	<u>3</u>	<u>4</u>	<u>All</u>
1999	Current	Former LEP	0 to 19	-0.60	1.93	3.00	4.19	6.14	2.92
1999	Never	Former LEP	0 to 19	-1.68	-0.86	-0.45	0.01	0.86	-0.42
1999	Current	Former LEP	20 to 39	-0.48	0.55	1.11	1.80	3.00	1.24
1999	Never	Former LEP	20 to 39	-1.72	-0.99	-0.57	-0.09	0.86	-0.50
1999	Current	Former LEP	40 to 59	0.10	0.82	1.25	1.65	2.39	1.24
1999	Never	Former LEP	40 to 59	-1.15	-0.39	0.13	0.71	1.64	0.19
1999	Current	Former LEP	60 to 79	-0.13	0.60	1.11	1.61	2.52	1.14
1999	Never	Former LEP	60 to 79	-1.17	-0.38	0.22	0.79	1.90	0.26
1999	Current	Former LEP	80 to 99	0.07	0.88	1.44	2.14	3.43	1.59
1999	Never	Former LEP	80 to 99	-1.44	-0.77	-0.31	0.26	1.27	-0.20
1999	Current	Former LEP	100 or more	0.01	0.85	1.37	1.94	3.07	1.45
1999	Never	Former LEP	100 or more	-1.49	-0.80	-0.38	0.09	1.01	-0.31
1999	Current	Former LEP	all districts	0.03	0.89	1.42	2.02	3.01	1.48
1999	Never	Former LEP	all districts	-1.44	-0.76	-0.32	0.21	1.20	-0.22
2000	Current	Never LEP	0 to 19	-0.69	0.73	1.76	2.78	4.97	1.83
2000	Never	Never LEP	0 to 19	-1.16	-0.31	0.14	0.61	1.51	0.15
2000	Current	Never LEP	20 to 39	-0.53	0.64	1.25	1.89	3.42	1.34
2000	Never	Never LEP	20 to 39	-1.83	-0.90	-0.41	0.14	1.24	-0.35
2000	Current	Never LEP	40 to 59	-0.32	0.82	1.41	1.98	2.87	1.35
2000	Never	Never LEP	40 to 59	-1.83	-0.82	-0.26	0.32	1.30	-0.26
2000	Current	Never LEP	60 to 79	-0.61	0.50	1.20	1.94	3.19	1.24
2000	Never	Never LEP	60 to 79	-1.51	-0.71	-0.23	0.30	1.26	-0.18
2000	Current	Never LEP	80 to 99	-0.19	0.90	1.49	2.14	3.18	1.51
2000	Never	Never LEP	80 to 99	-1.59	-0.69	-0.18	0.37	1.27	-0.16
2000	Current	Never LEP	100 or more	-0.34	0.66	1.24	1.88	2.99	1.28
2000	Never	Never LEP	100 or more	-1.85	-0.97	-0.47	0.08	1.07	-0.43
2000	Current	Never LEP	all districts	-0.32	0.74	1.41	2.24	3.78	1.46
2000	Never	Never LEP	all districts	-1.56	-0.65	-0.13	0.40	1.35	-0.13
2000	Current	At or above 30 th	0 to 19	-0.66	-0.38	0.24	0.55	0.91	0.10
2000	Never	At or above 30 th	0 to 19	-1.80	-0.93	-0.58	-0.18	0.70	-0.56
2000	Current	At or above 30 th	20 to 39	-1.01	0.05	-0.30	0.13	1.07	-0.01
2000	Never	At or above 30 th	20 to 39	-2.14	-1.23	-0.86	-0.33	0.65	-0.78
2000	Current	At or above 30 th	40 to 59	-0.16	-0.42	0.60	0.69	0.67	0.28
2000	Never	At or above 30 th	40 to 59	-1.75	-1.50	-1.12	-0.42	-0.18	-1.00
2000	Current	At or above 30 th	60 to 79	-1.38	-0.25	0.08	0.50	1.43	0.09
2000	Never	At or above 30 th	60 to 79	-2.02	-1.17	-0.90	-0.67	0.05	-0.93
2000	Current	At or above 30 th	80 to 99	-0.68	0.11	0.97	1.32	2.24	0.79
2000	Never	At or above 30 th	80 to 99	-2.00	-1.39	-0.70	-0.35	0.43	-0.81
2000	Current	At or above 30 th	100 or more	-1.10	-0.28	0.16	0.67	1.51	0.19
2000	Never	At or above 30 th	100 or more	-2.51	-1.78	-1.33	-0.90	-0.15	-1.34
2000	Current	At or above 30 th	all districts	-0.92	-0.16	0.19	0.53	1.23	0.16
2000	Never	At or above 30 th	all districts	-2.33	-1.44	-0.99	-0.58	0.29	-1.00
2000	Current	LEP below 30 th	0 to 19	-0.59	-0.26	-0.39	0.15	0.78	-0.08
2000	Never	LEP below 30 th	0 to 19	-3.10	-1.50	-1.03	-0.54	0.28	-1.18
2000	Current	LEP below 30 th	20 to 39	-1.12	-0.26	-0.02	0.46	1.00	0.01
2000	Never	LEP below 30 th	20 to 39	-3.00	-2.10	-1.60	-1.21	-0.54	-1.70
2000	Current	LEP below 30 th	40 to 59	-1.25	-0.50	-0.02	0.54	1.09	-0.02
2000	Never	LEP below 30 th	40 to 59	-2.68	-1.88	-1.38	-0.94	-0.05	-1.38
2000	Current	LEP below 30 th	60 to 79	-1.45	-0.46	0.06	0.37	1.18	-0.05
2000	Never	LEP below 30 th	60 to 79	-2.65	-1.83	-1.37	-1.06	-0.42	-1.46
2000	Current	LEP below 30 th	80 to 99	-1.45	-0.42	-0.01	0.45	1.14	-0.05
2000	Never	LEP below 30 th	80 to 99	-2.81	-1.84	-1.47	-1.10	-0.46	-1.53
2000	Current	LEP below 30 th	100 or more	-1.45	-0.42	0.07	0.51	1.18	-0.01
2000	Never	LEP below 30 th	100 or more	-2.86	-1.94	-1.50	-1.12	-0.53	-1.58
2000	Current	LEP below 30 th	all districts	-1.41	-0.41	0.08	0.50	1.14	-0.02
2000	Never	LEP below 30 th	all districts	-2.87	-1.92	-1.48	-1.10	-0.46	-1.56

Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

<u>Year</u>	<u>Group</u>	<u>Target LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile 2</u>	<u>3</u>	<u>4</u>	<u>All</u>
2000	Current	Former LEP	0 to 19	-0.88	0.16	1.71	3.49	6.39	1.99
2000	Never	Former LEP	0 to 19	-1.84	-0.89	-0.49	-0.06	0.73	-0.51
2000	Current	Former LEP	20 to 39	-0.45	0.45	0.92	1.58	2.47	0.99
2000	Never	Former LEP	20 to 39	-2.00	-1.10	-0.68	-0.23	0.62	-0.68
2000	Current	Former LEP	40 to 59	0.13	0.89	1.32	1.89	2.97	1.44
2000	Never	Former LEP	40 to 59	-1.28	-0.50	-0.01	0.61	1.66	0.10
2000	Current	Former LEP	60 to 79	0.08	1.00	1.64	2.31	3.45	1.69
2000	Never	Former LEP	60 to 79	-1.22	-0.48	0.02	0.54	1.47	0.06
2000	Current	Former LEP	80 to 99	0.12	0.95	1.50	2.11	3.27	1.58
2000	Never	Former LEP	80 to 99	-1.36	-0.61	-0.14	0.39	1.39	-0.07
2000	Current	Former LEP	100 or more	-0.03	0.84	1.33	1.84	2.83	1.36
2000	Never	Former LEP	100 or more	-1.61	-0.85	-0.42	0.03	0.93	-0.39
2000	Current	Former LEP	all districts	-0.03	0.84	1.39	1.96	3.00	1.44
2000	Never	Former LEP	all districts	-1.55	-0.79	-0.33	0.15	1.10	-0.28
2001	Current	Never LEP	0 to 19	-1.37	1.05	3.14	5.01	8.62	3.10
2001	Never	Never LEP	0 to 19	-1.17	-0.39	0.06	0.55	1.56	0.13
2001	Current	Never LEP	20 to 39	-0.42	0.44	0.97	1.59	2.86	1.08
2001	Never	Never LEP	20 to 39	-1.69	-0.87	-0.38	0.17	1.23	-0.32
2001	Current	Never LEP	40 to 59	-0.10	0.71	1.24	1.84	3.09	1.35
2001	Never	Never LEP	40 to 59	-1.61	-0.83	-0.31	0.25	1.28	-0.24
2001	Current	Never LEP	60 to 79	-0.72	0.33	1.02	1.70	2.92	1.05
2001	Never	Never LEP	60 to 79	-1.49	-0.73	-0.26	0.25	1.25	-0.20
2001	Current	Never LEP	80 to 99	-0.20	0.80	1.43	2.09	3.40	1.50
2001	Never	Never LEP	80 to 99	-1.56	-0.74	-0.23	0.31	1.33	-0.18
2001	Current	Never LEP	100 or more	-0.36	0.67	1.31	1.99	3.23	1.35
2001	Never	Never LEP	100 or more	-1.73	-0.93	-0.43	0.10	1.08	-0.39
2001	Current	Never LEP	all districts	-0.56	0.61	1.63	2.95	5.25	1.85
2001	Never	Never LEP	all districts	-1.50	-0.68	-0.17	0.37	1.37	-0.12
2001	Current	At or above 30 th	0 to 19	-0.69	-0.40	-0.03	0.26	0.88	-0.02
2001	Never	At or above 30 th	0 to 19	-1.78	-0.92	-0.57	-0.25	0.43	-0.61
2001	Current	At or above 30 th	20 to 39	-1.02	-0.65	0.15	0.46	1.21	0.03
2001	Never	At or above 30 th	20 to 39	-2.13	-1.34	-0.82	-0.22	0.47	-0.81
2001	Current	At or above 30 th	40 to 59	0.17	0.15	0.78	0.85	1.34	0.63
2001	Never	At or above 30 th	40 to 59	-1.40	-1.17	-0.81	-0.55	-0.18	-0.83
2001	Current	At or above 30 th	60 to 79	-1.28	-0.56	-0.12	0.63	1.41	0.02
2001	Never	At or above 30 th	60 to 79	-2.20	-1.39	-0.90	-0.40	0.18	-0.94
2001	Current	At or above 30 th	80 to 99	-1.04	-0.12	0.58	1.26	2.34	0.63
2001	Never	At or above 30 th	80 to 99	-2.14	-1.58	-0.95	-0.32	0.40	-0.90
2001	Current	At or above 30 th	100 or more	-1.16	-0.22	0.25	0.73	1.73	0.27
2001	Never	At or above 30 th	100 or more	-2.33	-1.60	-1.24	-0.80	0.01	-1.19
2001	Current	At or above 30 th	all districts	-0.99	-0.19	0.19	0.56	1.34	0.16
2001	Never	At or above 30 th	all districts	-2.16	-1.39	-0.93	-0.45	0.28	-0.93
2001	Current	LEP below 30 th	0 to 19	-0.72	-0.40	0.11	0.41	0.93	0.02
2001	Never	LEP below 30 th	0 to 19	-2.27	-1.44	-0.98	-0.49	0.30	-0.98
2001	Current	LEP below 30 th	20 to 39	-1.00	-0.31	0.21	0.23	0.79	-0.02
2001	Never	LEP below 30 th	20 to 39	-2.80	-2.01	-1.34	-0.81	0.07	-1.38
2001	Current	LEP below 30 th	40 to 59	-1.31	-0.60	-0.10	0.33	1.34	-0.06
2001	Never	LEP below 30 th	40 to 59	-2.76	-1.84	-1.38	-0.88	-0.09	-1.38
2001	Current	LEP below 30 th	60 to 79	-1.31	-0.40	-0.05	0.39	1.30	-0.01
2001	Never	LEP below 30 th	60 to 79	-2.41	-1.54	-1.16	-0.82	0.11	-1.16
2001	Current	LEP below 30 th	80 to 99	-1.41	-0.50	0.00	0.45	1.28	-0.03
2001	Never	LEP below 30 th	80 to 99	-2.52	-1.80	-1.40	-1.07	-0.36	-1.43
2001	Current	LEP below 30 th	100 or more	-1.39	-0.45	0.05	0.49	1.23	-0.02
2001	Never	LEP below 30 th	100 or more	-2.54	-1.80	-1.40	-1.06	-0.44	-1.45
2001	Current	LEP below 30 th	all districts	-1.36	-0.46	0.05	0.49	1.18	-0.02
2001	Never	LEP below 30 th	all districts	-2.55	-1.80	-1.38	-1.02	-0.34	-1.41

Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

<u>Year</u>	<u>Group</u>	<u>Target LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile 2</u>	<u>3</u>	<u>4</u>	<u>All</u>
2001	Current	Former LEP	0 to 19	-1.23	-0.14	0.80	1.79	5.30	1.32
2001	Never	Former LEP	0 to 19	-1.69	-0.90	-0.45	0.01	0.76	-0.44
2001	Current	Former LEP	20 to 39	-0.05	0.72	1.26	1.63	2.69	1.26
2001	Never	Former LEP	20 to 39	-1.64	-0.95	-0.56	-0.14	0.71	-0.51
2001	Current	Former LEP	40 to 59	0.16	0.78	1.27	1.99	3.29	1.49
2001	Never	Former LEP	40 to 59	-1.22	-0.56	-0.09	0.47	1.45	0.01
2001	Current	Former LEP	60 to 79	0.23	1.01	1.51	2.11	2.97	1.56
2001	Never	Former LEP	60 to 79	-1.07	-0.33	0.17	0.74	1.63	0.22
2001	Current	Former LEP	80 to 99	0.05	0.95	1.52	2.15	3.39	1.61
2001	Never	Former LEP	80 to 99	-1.36	-0.66	-0.21	0.30	1.25	-0.14
2001	Current	Former LEP	100 or more	-0.06	0.77	1.31	1.89	2.97	1.38
2001	Never	Former LEP	100 or more	-1.51	-0.86	-0.45	0.00	0.86	-0.39
2001	Current	Former LEP	all districts	-0.05	0.80	1.36	1.95	3.09	1.43
2001	Never	Former LEP	all districts	-1.46	-0.78	-0.35	0.14	1.07	-0.27
2002	Current	Never LEP	0 to 19	-1.03	0.46	1.44	2.68	5.20	1.76
2002	Never	Never LEP	0 to 19	-1.18	-0.45	0.00	0.50	1.47	0.11
2002	Current	Never LEP	20 to 39	-1.04	0.48	1.32	1.99	3.42	1.24
2002	Never	Never LEP	20 to 39	-1.55	-0.88	-0.46	0.04	1.11	-0.35
2002	Current	Never LEP	40 to 59	-0.50	0.64	1.24	1.98	3.42	1.33
2002	Never	Never LEP	40 to 59	-1.55	-0.83	-0.42	0.10	1.27	-0.30
2002	Current	Never LEP	60 to 79	-0.62	0.50	1.24	1.97	3.26	1.26
2002	Never	Never LEP	60 to 79	-1.50	-0.83	-0.37	0.16	1.18	-0.28
2002	Current	Never LEP	80 to 99	-0.40	0.66	1.31	2.14	3.77	1.48
2002	Never	Never LEP	80 to 99	-1.45	-0.74	-0.28	0.29	1.39	-0.17
2002	Current	Never LEP	100 or more	-0.47	0.54	1.10	1.69	3.03	1.20
2002	Never	Never LEP	100 or more	-1.67	-0.93	-0.51	-0.07	0.90	-0.44
2002	Current	Never LEP	all districts	-0.58	0.59	1.30	2.19	4.16	1.43
2002	Never	Never LEP	all districts	-1.46	-0.69	-0.22	0.30	1.32	-0.14
2002	Current	At or above 30 th	0 to 19	-0.50	-0.31	-0.01	0.16	0.89	0.04
2002	Never	At or above 30 th	0 to 19	-1.82	-1.01	-0.62	-0.18	0.67	-0.56
2002	Current	At or above 30 th	20 to 39	-1.08	-0.19	0.21	0.05	1.02	0.02
2002	Never	At or above 30 th	20 to 39	-1.82	-1.06	-0.67	-0.19	0.62	-0.63
2002	Current	At or above 30 th	40 to 59	-1.79	-0.09	0.07	0.86	1.12	0.06
2002	Never	At or above 30 th	40 to 59	-2.29	-1.31	-1.05	-0.74	-0.38	-1.11
2002	Current	At or above 30 th	60 to 79	-0.80	-0.14	0.40	0.74	1.32	0.32
2002	Never	At or above 30 th	60 to 79	-1.54	-1.12	-0.91	-0.67	-0.21	-0.87
2002	Current	At or above 30 th	80 to 99	-0.88	-0.06	0.37	1.19	1.44	0.47
2002	Never	At or above 30 th	80 to 99	-1.82	-1.24	-0.89	-0.46	0.04	-0.84
2002	Current	At or above 30 th	100 or more	-0.95	-0.14	0.28	0.71	1.54	0.31
2002	Never	At or above 30 th	100 or more	-2.08	-1.43	-1.10	-0.82	-0.20	-1.11
2002	Current	At or above 30 th	all districts	-0.76	-0.03	0.25	0.62	1.03	0.20
2002	Never	At or above 30 th	all districts	-1.88	-1.22	-0.89	-0.52	0.28	-0.83

Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

Year	Group	Target LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2002	Current	LEP below 30th	0 to 19	-0.75	-0.06	-0.04	0.04	0.58	-0.05
2002	Never	LEP below 30th	0 to 19	-2.35	-1.36	-0.88	-0.52	0.13	-0.97
2002	Current	LEP below 30th	20 to 39	-0.98	-0.46	0.16	0.16	0.96	-0.01
2002	Never	LEP below 30th	20 to 39	-2.39	-1.51	-1.09	-0.77	0.13	-1.09
2002	Current	LEP below 30th	40 to 59	-1.46	-0.65	-0.04	0.50	1.21	-0.01
2002	Never	LEP below 30th	40 to 59	-2.15	-1.58	-1.24	-0.89	-0.31	-1.18
2002	Current	LEP below 30th	60 to 79	-1.63	-0.56	-0.08	0.34	1.26	-0.11
2002	Never	LEP below 30th	60 to 79	-2.34	-1.57	-1.22	-0.92	-0.29	-1.25
2002	Current	LEP below 30th	80 to 99	-1.47	-0.47	0.09	0.47	1.08	-0.04
2002	Never	LEP below 30th	80 to 99	-2.28	-1.56	-1.17	-0.85	-0.35	-1.23
2002	Current	LEP below 30th	100 or more	-1.31	-0.34	0.13	0.50	1.15	-0.02
2002	Never	LEP below 30th	100 or more	-2.32	-1.56	-1.22	-0.94	-0.45	-1.33
2002	Current	LEP below 30th	all districts	-1.31	-0.36	0.10	0.45	1.07	-0.03
2002	Never	LEP below 30th	all districts	-2.32	-1.56	-1.22	-0.94	-0.42	-1.30
2002	Current	Former LEP	0 to 19	-0.68	0.43	0.83	1.61	2.90	0.94
2002	Never	Former LEP	0 to 19	-1.47	-0.72	-0.38	-0.01	0.83	-0.36
2002	Current	Former LEP	20 to 39	-0.56	0.35	0.72	1.14	2.34	0.78
2002	Never	Former LEP	20 to 39	-1.83	-0.96	-0.65	-0.22	0.75	-0.61
2002	Current	Former LEP	40 to 59	-0.12	0.71	1.39	2.24	3.77	1.56
2002	Never	Former LEP	40 to 59	-1.22	-0.53	-0.08	0.61	1.66	0.06
2002	Current	Former LEP	60 to 79	-0.09	0.83	1.37	2.13	3.52	1.55
2002	Never	Former LEP	60 to 79	-1.21	-0.54	-0.13	0.45	1.57	0.03
2002	Current	Former LEP	80 to 99	-0.07	0.74	1.33	2.02	3.52	1.55
2002	Never	Former LEP	80 to 99	-1.26	-0.69	-0.33	0.17	1.21	-0.15
2002	Current	Former LEP	100 or more	-0.19	0.61	1.11	1.72	3.04	1.25
2002	Never	Former LEP	100 or more	-1.47	-0.88	-0.51	-0.08	0.84	-0.43
2002	Current	Former LEP	all districts	-0.14	0.67	1.17	1.80	3.15	1.32
2002	Never	Former LEP	all districts	-1.38	-0.79	-0.42	0.03	1.02	-0.32
All	Current	Never LEP	0 to 19	-1.00	0.88	2.30	3.83	6.48	2.39
All	Never	Never LEP	0 to 19	-1.16	-0.37	0.08	0.57	1.51	0.12
All	Current	Never LEP	20 to 39	-0.67	0.51	1.21	1.82	3.17	1.20
All	Never	Never LEP	20 to 39	-1.69	-0.87	-0.40	0.12	1.17	-0.34
All	Current	Never LEP	40 to 59	-0.34	0.72	1.33	1.94	3.00	1.33
All	Never	Never LEP	40 to 59	-1.66	-0.82	-0.31	0.26	1.34	-0.24
All	Current	Never LEP	60 to 79	-0.66	0.41	1.11	1.81	3.03	1.14
All	Never	Never LEP	60 to 79	-1.49	-0.75	-0.29	0.24	1.25	-0.21
All	Current	Never LEP	80 to 99	-0.24	0.76	1.39	2.10	3.42	1.49
All	Never	Never LEP	80 to 99	-1.58	-0.76	-0.27	0.29	1.31	-0.20
All	Current	Never LEP	100 or more	-0.36	0.63	1.22	1.87	3.08	1.29
All	Never	Never LEP	100 or more	-1.74	-0.94	-0.46	0.06	1.04	-0.41
All	Current	Never LEP	all districts	-0.48	0.65	1.49	2.54	4.46	1.63
All	Never	Never LEP	all districts	-1.50	-0.67	-0.17	0.36	1.34	-0.13
All	Current	At or above 30 th	0 to 19	-0.62	-0.30	-0.02	0.35	0.82	0.02
All	Never	At or above 30 th	0 to 19	-1.93	-1.00	-0.62	-0.23	0.58	-0.63
All	Current	At or above 30 th	20 to 39	-0.99	-0.32	0.02	0.24	1.09	0.01
All	Never	At or above 30 th	20 to 39	-2.17	-1.33	-0.89	-0.34	0.54	-0.84
All	Current	At or above 30 th	40 to 59	-1.04	-0.29	0.15	0.59	1.32	0.15
All	Never	At or above 30 th	40 to 59	-2.12	-1.47	-1.18	-0.80	-0.03	-1.12
All	Current	At or above 30 th	60 to 79	-1.14	-0.42	0.06	0.60	1.43	0.10
All	Never	At or above 30 th	60 to 79	-2.04	-1.27	-0.91	-0.55	0.27	-0.90
All	Current	At or above 30 th	80 to 99	-1.30	-0.35	0.07	0.60	1.47	0.10
All	Never	At or above 30 th	80 to 99	-2.66	-1.83	-1.41	-0.98	-0.22	-1.42
All	Current	At or above 30 th	100 or more	-1.26	-0.34	0.09	0.52	1.33	0.07
All	Never	At or above 30 th	100 or more	-2.60	-1.78	-1.42	-1.06	-0.37	-1.45
All	Current	At or above 30 th	all districts	-1.15	-0.25	0.18	0.52	1.12	0.07
All	Never	At or above 30 th	all districts	-2.50	-1.65	-1.25	-0.84	-0.02	-1.26

Table 2

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for ELA 8

Target LEP Year Group Status	LEP Representation	0	1	Quintile 2	3	4	All
AllCurrentLEP below 30th	0 to 19	-0.69	-0.25	-0.02	0.26	0.77	-0.02
AllNever LEP below 30th	0 to 19	-2.48	-1.40	-0.96	-0.50	0.24	-1.02
AllCurrentLEP below 30th	20 to 39	-1.02	-0.31	0.15	0.31	0.87	-0.01
AllNever LEP below 30th	20 to 39	-2.75	-1.81	-1.31	-0.90	-0.08	-1.38
AllCurrentLEP below 30th	40 to 59	-1.24	-0.55	-0.07	0.44	1.24	-0.04
AllNever LEP below 30th	40 to 59	-2.53	-1.73	-1.30	-0.89	-0.13	-1.32
AllCurrentLEP below 30th	60 to 79	-1.35	-0.48	-0.01	0.33	1.18	-0.06
AllNever LEP below 30th	60 to 79	-2.40	-1.58	-1.24	-0.91	-0.15	-1.25
AllCurrentLEP below 30th	80 to 99	-1.36	-0.48	0.02	0.46	1.19	-0.03
AllNever LEP below 30th	80 to 99	-2.55	-1.73	-1.36	-1.00	-0.37	-1.40
AllCurrentLEP below 30th	100 or more	-1.38	-0.42	0.04	0.45	1.17	-0.02
AllNever LEP below 30th	100 or more	-2.62	-1.78	-1.40	-1.06	-0.47	-1.46
AllCurrentLEP below 30th	all districts	-1.34	-0.42	0.07	0.47	1.15	-0.02
AllNever LEP below 30th	all districts	-2.61	-1.75	-1.36	-1.01	-0.38	-1.42
AllCurrentFormer LEP	0 to 19	-0.81	0.55	1.59	2.62	4.76	1.68
AllNever Former LEP	0 to 19	-1.64	-0.84	<u>-0.43</u>	<u>-0.01</u>	<u>0.81</u>	<u>-0.42</u>
AllCurrentFormer LEP	20 to 39	-0.37	0.49	0.98	1.54	2.62	1.06
AllNever Former LEP	20 to 39	-1.81	-1.00	<u>-0.62</u>	<u>-0.17</u>	<u>0.73</u>	<u>-0.57</u>
AllCurrentFormer LEP	40 to 59	0.07	0.81	1.32	1.96	3.08	1.45
AllNever Former LEP	40 to 59	-1.21	-0.49	<u>-0.02</u>	<u>0.58</u>	<u>1.59</u>	<u>0.09</u>
AllCurrentFormer LEP	60 to 79	0.03	0.89	1.46	2.07	3.06	1.50
AllNever Former LEP	60 to 79	-1.16	-0.45	0.05	0.62	1.62	0.13
AllCurrentFormer LEP	80 to 99	0.04	0.89	1.45	2.13	3.40	1.58
AllNever Former LEP	80 to 99	-1.37	-0.68	<u>-0.23</u>	<u>0.29</u>	1.28	<u>-0.14</u>
AllCurrentFormer LEP	100 or more	-0.05	0.76	1.28	1.84	2.94	1.35
AllNever Former LEP	100 or more	-1.51	-0.84	<u>-0.44</u>	<u>0.00</u>	<u>0.88</u>	<u>-0.38</u>
AllCurrentFormer LEP	all districts	-0.05	0.80	1.33	1.94	3.07	1.41
AllNever Former LEP	all districts	-1.46	<u>-0.78</u>	<u>-0.36</u>	<u>0.13</u>	<u>1.10</u>	<u>-0.28</u>

Figure 2

Plot of Distances
from Current LEP Students' Mean
and from Never LEP Students' Mean,
ELA 8

Plot of distance*target. Symbol is value of LEP status:
Group N = Never LEP, A = High LEP,
B = Low LEP, and F = Former LEP.

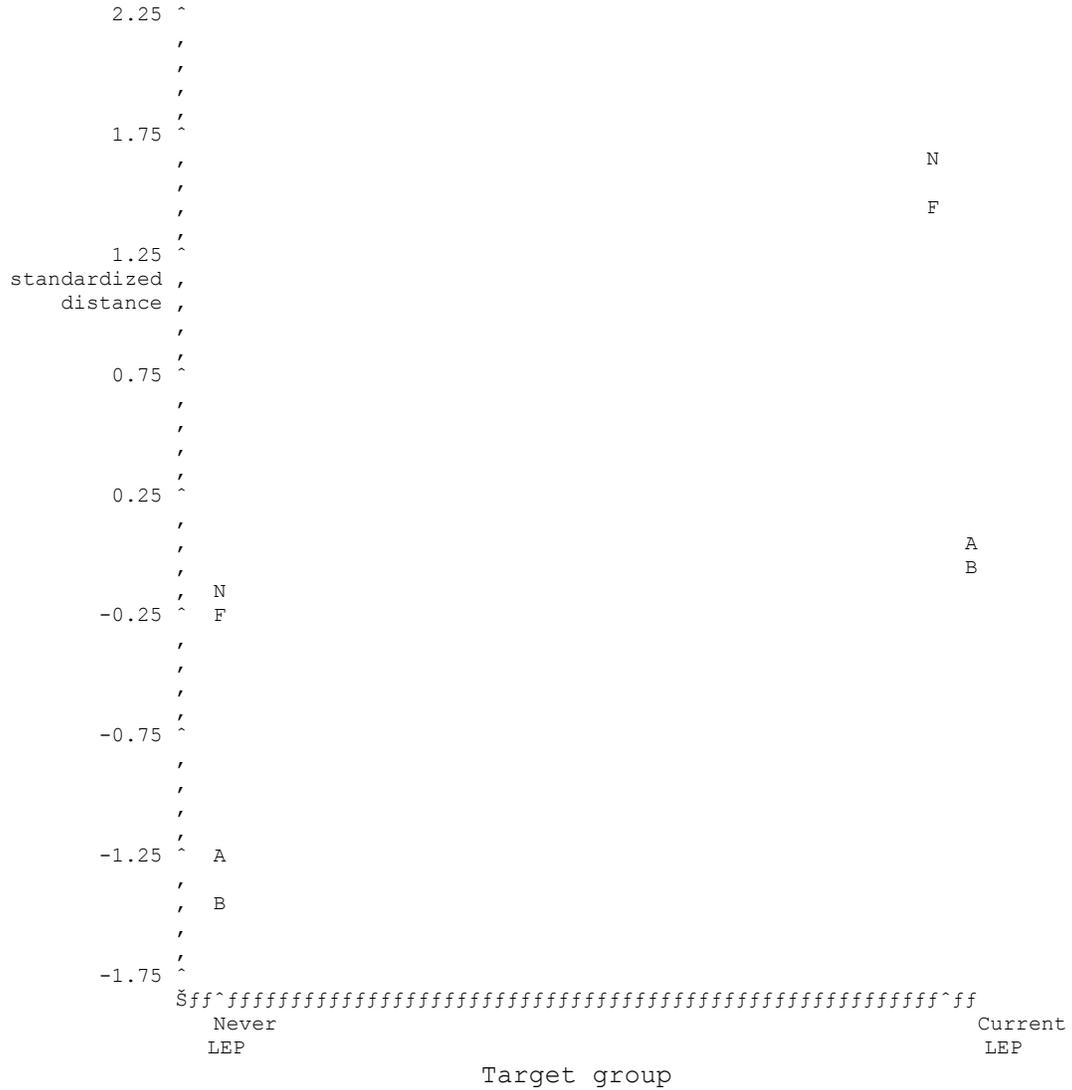


Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

<u>Year</u>	<u>Target</u>	<u>LEP</u>	<u>LEP</u>	<u>Quintile</u>					<u>All</u>
<u>Group</u>	<u>Status</u>	<u>Representation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>All</u>	
1999	Current	Never LEP	0 to 19	-1.75	0.31	1.56	2.67	5.22	1.58
1999	Never	Never LEP	0 to 19	-0.95	-0.17	0.27	0.71	1.59	0.30
1999	Current	Never LEP	20 to 39	-0.93	-0.51	0.05	0.66	5.49	0.96
1999	Never	Never LEP	20 to 39	-1.35	-0.35	0.13	0.58	1.47	0.10
1999	Current	Never LEP	40 to 59	-0.53	0.42	0.93	1.42	2.26	0.90
1999	Never	Never LEP	40 to 59	-1.69	-0.77	-0.31	0.16	1.02	-0.32
1999	Current	Never LEP	60 to 79	-0.66	0.18	0.68	1.14	1.89	0.65
1999	Never	Never LEP	60 to 79	-1.77	-0.79	-0.23	0.37	1.48	-0.19
1999	Current	Never LEP	80 to 99	-0.32	0.49	0.86	1.20	1.88	0.82
1999	Never	Never LEP	80 to 99	-1.24	-0.38	0.10	0.55	1.44	0.09
1999	Current	Never LEP	100 or more	-0.54	0.38	0.86	1.36	2.21	0.85
1999	Never	Never LEP	100 or more	-1.77	-0.86	-0.37	0.11	0.98	-0.39
1999	Current	Never LEP	All districts	-0.67	0.21	0.83	1.68	3.69	1.09
1999	Never	Never LEP	All districts	-1.50	-0.56	-0.05	0.45	1.34	-0.06
1999	Current	At or above 30th	0 to 19	-0.68	-0.18	0.14	0.57	0.96	0.17
1999	Never	At or above 30th	0 to 19	-1.60	-0.61	-0.11	0.30	1.13	-0.18
1999	Current	At or above 30th	20 to 39	-1.04	-0.30	0.27	0.48	0.88	0.05
1999	Never	At or above 30th	20 to 39	-1.72	-0.83	-0.26	0.18	1.21	-0.30
1999	Current	At or above 30th	40 to 59	-0.77	-0.13	0.39	0.92	1.80	0.44
1999	Never	At or above 30th	40 to 59	-1.76	-0.78	-0.28	0.17	0.90	-0.35
1999	Current	At or above 30th	60 to 79	-0.60	0.12	0.44	0.20	1.12	0.21
1999	Never	At or above 30th	60 to 79	-1.59	-0.60	-0.14	0.30	1.19	-0.16
1999	Current	At or above 30th	80 to 99	-1.19	-0.52	0.30	0.82	1.36	0.15
1999	Never	At or above 30th	80 to 99	-1.74	-1.27	-0.78	-0.29	0.57	-0.70
1999	Current	At or above 30th	100 or more	-0.88	-0.05	0.45	0.88	1.54	0.39
1999	Never	At or above 30th	100 or more	-2.14	-1.30	-0.80	-0.31	0.57	-0.79
1999	Current	At or above 30th	All districts	-0.82	-0.04	0.43	0.79	1.34	0.33
1999	Never	At or above 30th	All districts	-2.03	-1.17	-0.65	-0.14	0.76	-0.65
1999	Current	LEP below 30th	0 to 19	-1.09	-0.38	-0.09	0.22	0.89	-0.10
1999	Never	LEP below 30th	0 to 19	-1.80	-1.00	-0.54	-0.09	0.80	-0.53
1999	Current	LEP below 30th	20 to 39	-0.94	-0.46	-0.08	0.38	1.00	-0.03
1999	Never	LEP below 30th	20 to 39	-2.43	-1.34	-0.78	-0.30	0.56	-0.86
1999	Current	LEP below 30th	40 to 59	-1.20	-0.56	-0.23	0.21	0.94	-0.17
1999	Never	LEP below 30th	40 to 59	-2.29	-1.52	-0.99	-0.56	0.11	-1.06
1999	Current	LEP below 30th	60 to 79	-1.32	-0.32	0.10	0.38	0.73	-0.08
1999	Never	LEP below 30th	60 to 79	-2.57	-1.44	-0.83	-0.29	0.80	-0.87
1999	Current	LEP below 30th	80 to 99	-1.30	-0.44	-0.25	0.27	1.19	-0.10
1999	Never	LEP below 30th	80 to 99	-2.24	-1.40	-0.98	-0.55	0.28	-0.97
1999	Current	LEP below 30th	100 or more	-1.50	-0.58	-0.07	0.41	1.11	-0.13
1999	Never	LEP below 30th	100 or more	-2.80	-1.91	-1.43	-0.99	-0.25	-1.47
1999	Current	LEP below 30th	All districts	-1.41	-0.51	-0.04	0.40	0.99	-0.12
1999	Never	LEP below 30th	All districts	-2.71	-1.81	-1.32	-0.85	-0.02	-1.34

Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

Year	Target Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
1999	Current	Former LEP	0 to 19	-1.98	-0.09	0.64	1.85	5.22	1.05
1999	Never	Former LEP	0 to 19	-1.15	-0.35	0.07	0.48	1.36	0.08
1999	Current	Former LEP	20 to 39	-0.64	0.37	0.83	1.39	3.10	1.02
1999	Never	Former LEP	20 to 39	-1.69	-0.70	-0.26	0.20	1.16	-0.25
1999	Current	Former LEP	40 to 59	-0.33	0.50	1.04	1.37	2.30	0.98
1999	Never	Former LEP	40 to 59	-1.68	-0.84	-0.37	0.06	0.80	-0.39
1999	Current	Former LEP	60 to 79	-0.25	0.55	1.04	1.34	2.00	0.94
1999	Never	Former LEP	60 to 79	-1.73	-0.78	-0.37	0.04	0.92	-0.38
1999	Current	Former LEP	80 to 99	-0.15	0.48	0.84	1.18	1.85	0.84
1999	Never	Former LEP	80 to 99	-0.99	-0.17	0.28	0.73	1.66	0.31
1999	Current	Former LEP	100 or more	-0.11	0.69	1.13	1.59	2.39	1.14
1999	Never	Former LEP	100 or more	-1.48	-0.72	-0.29	0.16	0.99	-0.27
1999	Current	Former LEP	All districts	-0.14	0.68	1.10	1.56	2.37	1.11
1999	Never	Former LEP	All districts	-1.46	-0.68	-0.23	0.21	1.06	-0.23
2000	Current	Never LEP	0 to 19	-1.46	0.31	1.51	2.80	5.57	1.72
2000	Never	Never LEP	0 to 19	-0.91	-0.14	0.27	0.70	1.60	0.30
2000	Current	Never LEP	20 to 39	-0.56	0.01	0.61	1.26	2.63	0.79
2000	Never	Never LEP	20 to 39	-1.43	-0.40	0.08	0.54	1.41	0.04
2000	Current	Never LEP	40 to 59	-0.43	0.40	0.82	1.27	2.12	0.84
2000	Never	Never LEP	40 to 59	-1.68	-0.75	-0.28	0.20	1.09	-0.29
2000	Current	Never LEP	60 to 79	-0.42	0.28	0.57	0.85	1.80	0.62
2000	Never	Never LEP	60 to 79	-1.73	-0.70	-0.19	0.34	1.44	-0.17
2000	Current	Never LEP	80 to 99	-0.44	0.49	0.88	1.33	2.28	0.91
2000	Never	Never LEP	80 to 99	-1.30	-0.40	0.04	0.50	1.41	0.04
2000	Current	Never LEP	100 or more	-0.54	0.35	0.80	1.22	1.99	0.77
2000	Never	Never LEP	100 or more	-1.80	-0.87	-0.39	0.08	0.94	-0.40
2000	Current	Never LEP	All districts	-0.54	0.24	0.84	1.61	3.48	1.07
2000	Never	Never LEP	All districts	-1.50	-0.55	-0.06	0.42	1.31	-0.08
2000	Current	At or above 30th	0 to 19	-0.58	-0.19	0.10	0.38	1.04	0.14
2000	Never	At or above 30th	0 to 19	-1.47	-0.46	0.03	0.51	1.38	0.00
2000	Current	At or above 30th	20 to 39	-0.60	-0.35	-0.06	0.44	1.15	0.12
2000	Never	At or above 30th	20 to 39	-1.23	-0.45	-0.02	0.35	1.17	-0.04
2000	Current	At or above 30th	40 to 59	-0.93	0.05	0.50	0.76	1.42	0.35
2000	Never	At or above 30th	40 to 59	-1.78	-0.71	-0.21	0.17	0.82	-0.35
2000	Current	At or above 30th	60 to 79	-0.26	-0.07	0.08	0.64	1.47	0.38
2000	Never	At or above 30th	60 to 79	-0.98	-0.04	0.34	0.77	1.66	0.36
2000	Current	At or above 30th	80 to 99	-0.40	0.12	0.52	0.64	1.56	0.48
2000	Never	At or above 30th	80 to 99	-1.28	-0.72	-0.34	-0.03	0.71	-0.34
2000	Current	At or above 30th	100 or more	-0.99	-0.12	0.31	0.73	1.40	0.26
2000	Never	At or above 30th	100 or more	-2.09	-1.25	-0.79	-0.30	0.52	-0.79
2000	Current	At or above 30th	All districts	-0.83	-0.05	0.36	0.61	1.15	0.25
2000	Never	At or above 30th	All districts	-1.96	-1.08	-0.54	-0.01	0.84	-0.55
2000	Current	LEP below 30th	0 to 19	-0.97	-0.42	0.05	0.13	0.82	-0.10
2000	Never	LEP below 30th	0 to 19	-1.88	-0.95	-0.47	-0.05	0.86	-0.50
2000	Current	LEP below 30th	20 to 39	-0.92	-0.38	-0.23	0.09	0.95	-0.10
2000	Never	LEP below 30th	20 to 39	-3.19	-1.54	-0.80	-0.22	0.55	-1.03
2000	Current	LEP below 30th	40 to 59	-1.39	-0.39	-0.09	0.37	1.07	-0.09
2000	Never	LEP below 30th	40 to 59	-2.65	-1.49	-1.02	-0.53	0.34	-1.07
2000	Current	LEP below 30th	60 to 79	-1.10	-0.74	-0.19	0.01	0.86	-0.23
2000	Never	LEP below 30th	60 to 79	-2.68	-1.37	-0.87	-0.25	0.63	-0.91
2000	Current	LEP below 30th	80 to 99	-1.49	-0.57	-0.10	0.38	1.19	-0.12
2000	Never	LEP below 30th	80 to 99	-2.38	-1.44	-1.02	-0.62	0.15	-1.06
2000	Current	LEP below 30th	100 or more	-1.51	-0.46	0.04	0.48	1.14	-0.07
2000	Never	LEP below 30th	100 or more	-2.91	-1.84	-1.33	-0.87	-0.13	-1.42
2000	Current	LEP below 30th	All districts	-1.45	-0.43	0.05	0.47	1.00	-0.08
2000	Never	LEP below 30th	All districts	-2.87	-1.77	-1.24	-0.77	0.05	-1.32

Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

<u>Year</u>	<u>Target</u>	<u>LEP</u>	<u>LEP</u>	<u>Quintile</u>					<u>All</u>
<u>Year</u>	<u>Group</u>	<u>Status</u>	<u>Representation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>All</u>
2000	Current	Former LEP	0 to 19	-2.21	0.48	0.85	2.13	4.50	1.18
2000	Never	Former LEP	0 to 19	-1.16	-0.28	0.11	0.57	1.46	0.14
2000	Current	Former LEP	20 to 39	-0.01	0.28	0.44	0.81	1.73	0.65
2000	Never	Former LEP	20 to 39	-2.09	-0.85	-0.41	0.02	0.72	-0.52
2000	Current	Former LEP	40 to 59	-0.20	0.35	0.76	1.10	2.02	0.81
2000	Never	Former LEP	40 to 59	-1.54	-0.81	-0.36	0.14	1.11	-0.29
2000	Current	Former LEP	60 to 79	0.23	0.56	0.66	1.21	1.24	0.78
2000	Never	Former LEP	60 to 79	-1.48	-0.70	-0.28	0.29	1.12	-0.22
2000	Current	Former LEP	80 to 99	-0.11	0.73	1.12	1.63	2.57	1.18
2000	Never	Former LEP	80 to 99	-0.89	-0.08	0.35	0.83	1.76	0.39
2000	Current	Former LEP	100 or more	-0.20	0.58	0.97	1.36	2.08	0.96
2000	Never	Former LEP	100 or more	-1.53	-0.74	-0.31	0.13	1.00	-0.29
2000	Current	Former LEP	All districts	-0.19	0.57	0.96	1.35	2.16	0.97
2000	Never	Former LEP	All districts	-1.49	-0.70	-0.27	0.19	1.08	-0.24
2001	Current	Never LEP	0 to 19	-1.09	0.32	1.04	1.87	3.79	1.12
2001	Never	Never LEP	0 to 19	-0.92	-0.17	0.24	0.68	1.61	0.28
2001	Current	Never LEP	20 to 39	-0.59	0.11	0.72	1.25	2.24	0.75
2001	Never	Never LEP	20 to 39	-1.45	-0.43	0.06	0.52	1.47	0.03
2001	Current	Never LEP	40 to 59	-0.23	0.57	1.04	1.48	2.33	1.03
2001	Never	Never LEP	40 to 59	-1.61	-0.80	-0.29	0.20	1.09	-0.28
2001	Current	Never LEP	60 to 79	-1.27	-0.11	0.55	1.25	3.43	0.77
2001	Never	Never LEP	60 to 79	-1.46	-0.56	-0.06	0.49	1.70	0.02
2001	Current	Never LEP	80 to 99	-0.68	0.42	0.99	1.55	2.73	1.00
2001	Never	Never LEP	80 to 99	-1.23	-0.37	0.10	0.58	1.54	0.12
2001	Current	Never LEP	100 or more	-0.71	0.24	0.76	1.28	2.22	0.75
2001	Never	Never LEP	100 or more	-1.73	-0.86	-0.39	0.10	1.00	-0.38
2001	Current	Never LEP	All districts	-0.65	0.25	0.83	1.45	2.85	0.89
2001	Never	Never LEP	All districts	-1.47	-0.57	-0.07	0.42	1.34	-0.07
2001	Current	At or above 30th	0 to 19	-0.66	-0.29	0.20	0.47	1.01	0.12
2001	Never	At or above 30th	0 to 19	-1.16	-0.43	-0.01	0.40	1.42	0.04
2001	Current	At or above 30th	20 to 39	-0.66	-0.50	0.08	0.44	1.29	0.12
2001	Never	At or above 30th	20 to 39	-1.32	-0.60	-0.13	0.26	1.26	-0.11
2001	Current	At or above 30th	40 to 59	-1.27	-0.17	0.62	1.06	3.02	0.49
2001	Never	At or above 30th	40 to 59	-2.42	-1.34	-0.66	-0.06	1.60	-0.61
2001	Current	At or above 30th	60 to 79	-0.68	-0.47	0.04	0.39	1.68	0.18
2001	Never	At or above 30th	60 to 79	-1.11	-0.61	-0.03	0.26	1.20	-0.06
2001	Current	At or above 30th	80 to 99	-0.83	-0.29	0.20	0.78	1.64	0.31
2001	Never	At or above 30th	80 to 99	-1.19	-0.55	-0.23	0.11	0.94	-0.18
2001	Current	At or above 30th	100 or more	-0.94	-0.11	0.36	0.80	1.58	0.34
2001	Never	At or above 30th	100 or more	-1.98	-1.18	-0.71	-0.28	0.52	-0.72
2001	Current	At or above 30th	All districts	-0.83	-0.04	0.31	0.67	1.37	0.29
2001	Never	At or above 30th	All districts	-1.83	-0.99	-0.53	-0.07	0.81	-0.52

Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

<u>Year</u>	<u>Target Group</u>	<u>LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile</u>				<u>All</u>
						<u>2</u>	<u>3</u>	<u>4</u>		
2001	Current	LEP below 30th	0 to 19	-0.86	-0.50	-0.15	0.30	0.84	-0.09	
2001	Never	LEP below 30th	0 to 19	-2.02	-1.17	-0.67	-0.15	0.85	-0.63	
2001	Current	LEP below 30th	20 to 39	-1.00	-0.40	-0.24	0.08	1.04	-0.11	
2001	Never	LEP below 30th	20 to 39	-2.90	-1.70	-1.14	-0.60	0.18	-1.24	
2001	Current	LEP below 30th	40 to 59	-1.22	-0.52	0.05	0.41	1.08	-0.04	
2001	Never	LEP below 30th	40 to 59	-2.49	-1.65	-1.17	-0.63	0.14	-1.16	
2001	Current	LEP below 30th	60 to 79	-1.27	-0.42	-0.03	0.35	0.85	-0.10	
2001	Never	LEP below 30th	60 to 79	-1.88	-1.01	-0.49	-0.06	0.77	-0.53	
2001	Current	LEP below 30th	80 to 99	-1.48	-0.61	-0.22	0.38	0.99	-0.19	
2001	Never	LEP below 30th	80 to 99	-1.89	-1.25	-0.90	-0.52	0.13	-0.89	
2001	Current	LEP below 30th	100 or more	-1.47	-0.52	-0.02	0.45	1.15	-0.08	
2001	Never	LEP below 30th	100 or more	-2.51	-1.64	-1.18	-0.75	-0.04	-1.22	
2001	Current	LEP below 30th	All districts	-1.42	-0.50	-0.02	0.42	1.11	-0.08	
2001	Never	LEP below 30th	All districts	-2.49	-1.60	-1.14	-0.70	0.07	-1.17	
2001	Current	Former LEP	0 to 19	-1.01	0.36	0.74	2.05	2.47	0.85	
2001	Never	Former LEP	0 to 19	-1.17	-0.36	0.12	0.55	1.50	0.13	
2001	Current	Former LEP	20 to 39	-0.32	-0.10	0.51	1.03	2.35	0.71	
2001	Never	Former LEP	20 to 39	-2.10	-0.99	-0.46	0.02	0.80	-0.53	
2001	Current	Former LEP	40 to 59	0.03	0.63	0.94	1.31	2.12	1.00	
2001	Never	Former LEP	40 to 59	-1.38	-0.82	-0.43	0.00	0.85	-0.36	
2001	Current	Former LEP	60 to 79	-0.49	0.30	0.63	1.30	1.93	0.74	
2001	Never	Former LEP	60 to 79	-1.26	-0.42	0.10	0.69	1.60	0.15	
2001	Current	Former LEP	80 to 99	-0.18	0.66	1.21	1.81	2.86	1.27	
2001	Never	Former LEP	80 to 99	-0.83	-0.13	0.31	0.74	1.61	0.34	
2001	Current	Former LEP	100 or more	-0.26	0.52	0.99	1.46	2.34	1.01	
2001	Never	Former LEP	100 or more	-1.43	-0.71	-0.27	0.17	1.02	-0.24	
2001	Current	Former LEP	All districts	-0.23	0.55	0.99	1.45	2.37	1.02	
2001	Never	Former LEP	All districts	-1.39	-0.67	-0.24	0.21	1.09	-0.20	
2002	Current	Never LEP	0 to 19	-1.34	0.03	0.85	1.71	3.45	0.95	
2002	Never	Never LEP	0 to 19	-0.94	-0.17	0.26	0.68	1.54	0.28	
2002	Current	Never LEP	20 to 39	-0.78	-0.10	0.37	0.95	2.05	0.47	
2002	Never	Never LEP	20 to 39	-1.40	-0.37	0.12	0.57	1.43	0.08	
2002	Current	Never LEP	40 to 59	-0.52	0.30	0.74	1.18	2.14	0.77	
2002	Never	Never LEP	40 to 59	-1.65	-0.77	-0.29	0.17	1.00	-0.31	
2002	Current	Never LEP	60 to 79	-0.92	0.08	0.51	0.94	1.95	0.52	
2002	Never	Never LEP	60 to 79	-1.46	-0.50	0.03	0.58	1.61	0.06	
2002	Current	Never LEP	80 to 99	-0.58	0.11	0.44	0.74	1.45	0.43	
2002	Never	Never LEP	80 to 99	-1.27	-0.39	0.05	0.53	1.47	0.08	
2002	Current	Never LEP	100 or more	-0.64	0.25	0.68	1.10	1.93	0.65	
2002	Never	Never LEP	100 or more	-1.68	-0.80	-0.36	0.10	1.00	-0.36	
2002	Current	Never LEP	All districts	-0.71	0.16	0.63	1.20	2.56	0.73	
2002	Never	Never LEP	All districts	-1.45	-0.53	-0.05	0.42	1.34	-0.05	
2002	Current	At or above 30th	0 to 19	-0.79	-0.27	0.21	0.31	1.04	0.11	
2002	Never	At or above 30th	0 to 19	-1.06	-0.41	0.02	0.46	1.28	0.06	
2002	Current	At or above 30th	20 to 39	-0.94	-0.20	0.25	0.65	1.20	0.18	
2002	Never	At or above 30th	20 to 39	-1.23	-0.52	-0.05	0.42	0.99	-0.09	
2002	Current	At or above 30th	40 to 59	-0.02	0.53	0.40	0.74	1.27	0.61	
2002	Never	At or above 30th	40 to 59	-1.23	-0.75	-0.30	0.13	0.49	-0.31	
2002	Current	At or above 30th	60 to 79	-0.82	0.41	-0.03	0.44	1.23	0.26	
2002	Never	At or above 30th	60 to 79	-1.36	-0.22	0.34	0.79	1.47	0.23	
2002	Current	At or above 30th	80 to 99	-0.55	0.18	0.44	1.03	1.51	0.53	
2002	Never	At or above 30th	80 to 99	-1.14	-0.40	0.12	0.55	1.52	0.14	
2002	Current	At or above 30th	100 or more	-0.77	0.06	0.45	0.75	1.25	0.34	
2002	Never	At or above 30th	100 or more	-1.86	-0.96	-0.52	-0.07	0.72	-0.55	
2002	Current	At or above 30th	All districts	-0.71	0.03	0.40	0.65	1.14	0.31	
2002	Never	At or above 30th	All districts	-1.71	-0.85	-0.38	0.09	0.90	-0.38	

Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

Year	Target Group	LEP Status	LEP Representation	0	1	2	3	4	All
2002	Current	LEP below 30th	0 to 19	-1.03	-0.47	-0.05	0.39	0.81	-0.07
2002	Never	LEP below 30th	0 to 19	-1.78	-0.92	-0.47	0.03	1.00	-0.43
2002	Current	LEP below 30th	20 to 39	-0.85	-0.53	-0.27	0.19	0.88	-0.12
2002	Never	LEP below 30th	20 to 39	-2.95	-1.63	-1.01	-0.47	0.43	-1.14
2002	Current	LEP below 30th	40 to 59	-1.21	-0.31	0.03	0.27	1.02	-0.05
2002	Never	LEP below 30th	40 to 59	-2.28	-1.25	-0.76	-0.31	0.42	-0.85
2002	Current	LEP below 30th	60 to 79	-1.28	-0.10	0.05	0.15	0.72	-0.08
2002	Never	LEP below 30th	60 to 79	-1.99	-1.08	-0.48	0.17	0.94	-0.48
2002	Current	LEP below 30th	80 to 99	-1.50	-0.63	-0.16	0.31	0.87	-0.24
2002	Never	LEP below 30th	80 to 99	-2.17	-1.23	-0.76	-0.32	0.44	-0.82
2002	Current	LEP below 30th	100 or more	-1.54	-0.45	0.04	0.43	1.05	-0.10
2002	Never	LEP below 30th	100 or more	-2.73	-1.57	-1.08	-0.68	0.01	-1.22
2002	Current	LEP below 30th	All districts	-1.48	-0.45	0.03	0.40	0.98	-0.10
2002	Never	LEP below 30th	All districts	-2.69	-1.52	-1.02	-0.59	0.23	-1.11
2002	Current	Former LEP	0 to 19	-0.90	-0.21	0.62	1.23	3.01	0.72
2002	Never	Former LEP	0 to 19	-1.02	-0.29	0.12	0.62	1.45	0.16
2002	Current	Former LEP	20 to 39	-0.40	0.02	0.59	1.04	2.08	0.64
2002	Never	Former LEP	20 to 39	-1.72	-0.57	-0.17	0.29	1.15	-0.22
2002	Current	Former LEP	40 to 59	-0.35	0.40	0.68	1.08	1.97	0.75
2002	Never	Former LEP	40 to 59	-1.50	-0.68	-0.19	0.21	1.03	-0.22
2002	Current	Former LEP	60 to 79	-0.28	0.56	0.75	1.13	1.59	0.75
2002	Never	Former LEP	60 to 79	-1.25	-0.30	0.27	0.73	1.42	0.18
2002	Current	Former LEP	80 to 99	-0.28	0.21	0.56	0.84	1.40	0.55
2002	Never	Former LEP	80 to 99	-0.89	-0.14	0.33	0.78	1.56	0.34
2002	Current	Former LEP	100 or more	-0.21	0.45	0.81	1.20	1.93	0.83
2002	Never	Former LEP	100 or more	-1.34	-0.66	-0.26	0.19	1.06	-0.21
2002	Current	Former LEP	All districts	-0.24	0.43	0.79	1.17	1.88	0.80
2002	Never	Former LEP	All districts	-1.36	-0.63	-0.21	0.25	1.14	-0.16
All	Current	Never LEP	0 to 19	-1.40	0.23	1.22	2.28	4.55	1.34
All	Never	Never LEP	0 to 19	-0.93	-0.16	0.26	0.70	1.60	0.29
All	Current	Never LEP	20 to 39	-0.70	-0.10	0.40	1.01	3.17	0.74
All	Never	Never LEP	20 to 39	-1.40	-0.38	0.09	0.56	1.46	0.06
All	Current	Never LEP	40 to 59	-0.43	0.42	0.87	1.33	2.22	0.88
All	Never	Never LEP	40 to 59	-1.67	-0.78	-0.29	0.18	1.05	-0.30
All	Current	Never LEP	60 to 79	-0.78	0.10	0.57	1.03	2.24	0.63
All	Never	Never LEP	60 to 79	-1.62	-0.64	-0.11	0.45	1.56	-0.07
All	Current	Never LEP	80 to 99	-0.51	0.38	0.78	1.20	2.10	0.79
All	Never	Never LEP	80 to 99	-1.27	-0.39	0.07	0.54	1.47	0.09
All	Current	Never LEP	100 or more	-0.62	0.30	0.78	1.24	2.08	0.76
All	Never	Never LEP	100 or more	-1.75	-0.85	-0.37	0.10	0.97	-0.38
All	Current	Never LEP	All districts	-0.64	0.22	0.78	1.48	3.15	0.94
All	Never	Never LEP	All districts	-1.48	-0.55	-0.06	0.43	1.33	-0.07
All	Current	At or above 30th	0 to 19	-0.67	-0.24	0.17	0.41	1.01	0.13
All	Never	At or above 30th	0 to 19	-1.32	-0.47	-0.01	0.41	1.30	-0.02
All	Current	At or above 30th	20 to 39	-0.79	-0.34	0.11	0.49	1.12	0.12
All	Never	At or above 30th	20 to 39	-1.38	-0.58	-0.11	0.30	1.14	-0.13
All	Current	At or above 30th	40 to 59	-0.79	0.03	0.44	0.84	1.67	0.44
All	Never	At or above 30th	40 to 59	-1.81	-0.81	-0.28	0.13	0.90	-0.37
All	Current	At or above 30th	60 to 79	-0.59	0.07	0.10	0.42	1.38	0.28
All	Never	At or above 30th	60 to 79	-1.27	-0.36	0.16	0.58	1.48	0.12
All	Current	At or above 30th	80 to 99	-0.83	-0.11	0.38	0.76	1.51	0.34
All	Never	At or above 30th	80 to 99	-1.49	-0.74	-0.30	0.12	1.04	-0.28
All	Current	At or above 30th	100 or more	-0.90	-0.06	0.40	0.79	1.43	0.33
All	Never	At or above 30th	100 or more	-2.04	-1.19	-0.71	-0.24	0.59	-0.72
All	Current	At or above 30th	All districts	-0.80	-0.01	0.37	0.68	1.25	0.29
All	Never	At or above 30th	All districts	-1.90	-1.03	-0.53	-0.03	0.84	-0.53

Table 3

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 4

<u>Year</u>	<u>Target Group</u>	<u>LEP Status</u>	<u>LEP Representation</u>	<u>0</u>	<u>1</u>	<u>Quintile</u>			<u>All</u>
						<u>2</u>	<u>3</u>	<u>4</u>	
All	Current	LEP below 30th	0 to 19	-1.00	-0.44	-0.06	0.27	0.84	-0.09
All	Never	LEP below 30th	0 to 19	-1.88	-1.01	-0.53	-0.05	0.88	-0.52
All	Current	LEP below 30th	20 to 39	-0.88	-0.51	-0.20	0.23	0.94	-0.08
All	Never	LEP below 30th	20 to 39	-2.86	-1.55	-0.92	-0.38	0.46	-1.05
All	Current	LEP below 30th	40 to 59	-1.26	-0.44	-0.06	0.34	1.00	-0.08
All	Never	LEP below 30th	40 to 59	-2.44	-1.49	-0.98	-0.51	0.27	-1.03
All	Current	LEP below 30th	60 to 79	-1.24	-0.39	0.06	0.23	0.73	-0.13
All	Never	LEP below 30th	60 to 79	-2.35	-1.26	-0.70	-0.12	0.82	-0.72
All	Current	LEP below 30th	80 to 99	-1.41	-0.57	-0.19	0.32	1.04	-0.16
All	Never	LEP below 30th	80 to 99	-2.17	-1.32	-0.93	-0.50	0.26	-0.93
All	Current	LEP below 30th	100 or more	-1.49	-0.50	-0.01	0.43	1.11	-0.09
All	Never	LEP below 30th	100 or more	-2.74	-1.75	-1.26	-0.82	-0.09	-1.33
All	Current	LEP below 30th	All districts	-1.42	-0.48	0.00	0.42	1.01	-0.09
All	Never	LEP below 30th	All districts	-2.69	-1.68	-1.19	-0.72	0.08	-1.24
All	Current	Former LEP	0 to 19	-1.57	0.12	0.79	1.71	3.83	0.96
All	Never	Former LEP	0 to 19	-1.12	-0.31	0.10	0.54	1.42	0.13
All	Current	Former LEP	20 to 39	-0.32	0.12	0.59	1.04	2.28	0.74
All	Never	Former LEP	20 to 39	-1.92	-0.76	-0.30	0.14	0.99	-0.37
All	Current	Former LEP	40 to 59	-0.20	0.49	0.85	1.23	2.09	0.89
All	Never	Former LEP	40 to 59	-1.53	-0.79	-0.34	0.11	0.95	-0.32
All	Current	Former LEP	60 to 79	-0.13	0.52	0.89	1.20	1.64	0.82
All	Never	Former LEP	60 to 79	-1.50	-0.61	-0.14	0.39	1.28	-0.12
All	Current	Former LEP	80 to 99	-0.19	0.54	0.91	1.38	2.13	0.95
All	Never	Former LEP	80 to 99	-0.90	-0.12	0.32	0.77	1.66	0.34
All	Current	Former LEP	100 or more	-0.19	0.56	0.97	1.40	2.17	0.98
All	Never	Former LEP	100 or more	-1.45	-0.71	-0.28	0.16	1.01	-0.25
All	Current	Former LEP	All districts	-0.20	0.55	0.96	1.39	2.18	0.97
All	Never	Former LEP	All districts	-1.43	-0.67	-0.24	0.22	1.09	-0.21

Figure 3

Plot of Distances
from Current LEP Students' Mean
and from Never LEP Students' Mean,
Math 4

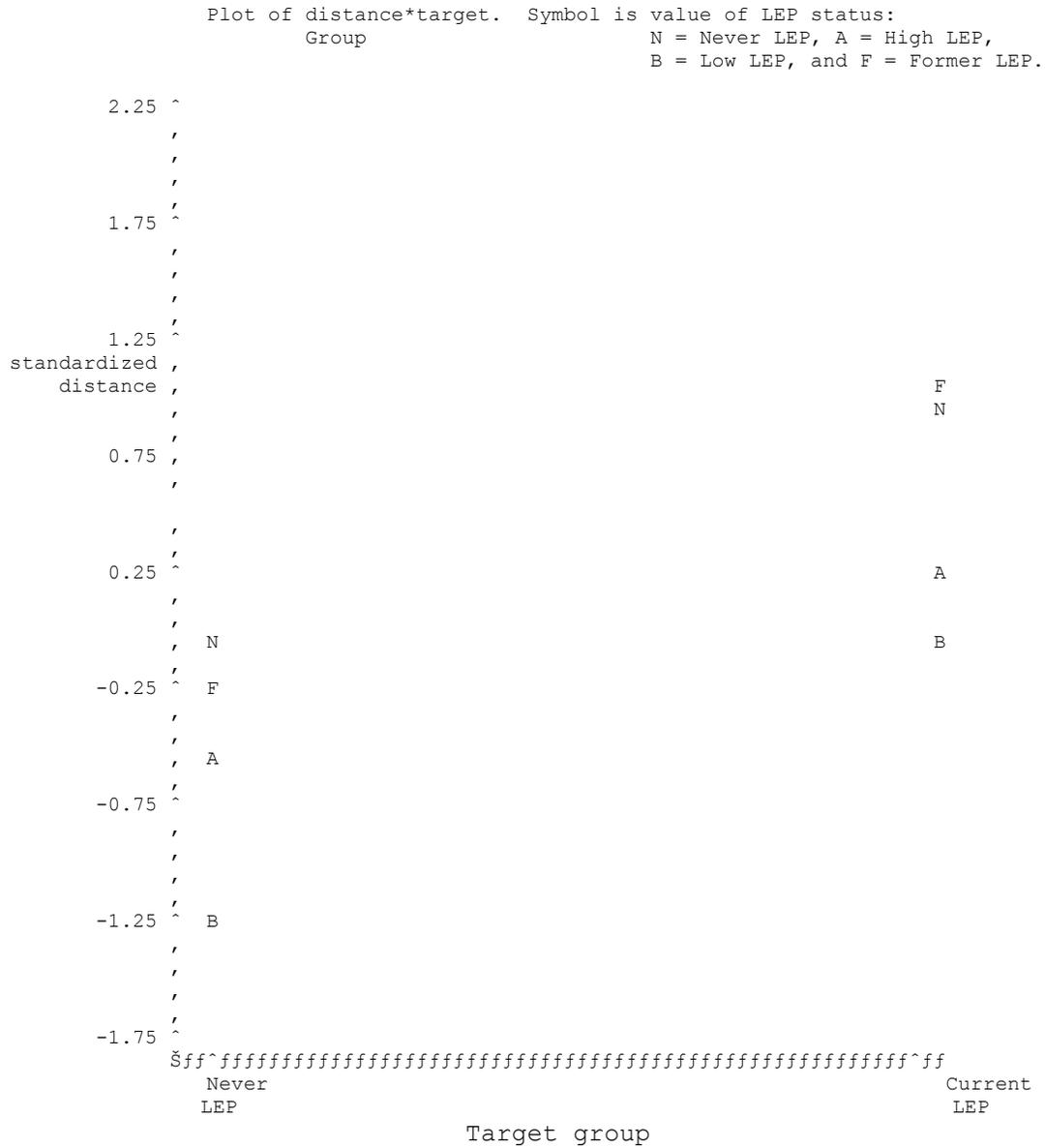


Table 4

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 8

Year	Target Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
1999	Current	Never LEP	0 to 19	-0.75	1.56	2.72	4.39	6.31	2.81
1999	Never	Never LEP	0 to 19	-1.07	-0.17	0.30	0.76	1.53	0.27
1999	Current	Never LEP	20 to 39	-0.51	0.45	0.94	1.34	1.99	0.82
1999	Never	Never LEP	20 to 39	-1.46	-0.49	0.02	0.50	1.36	-0.02
1999	Current	Never LEP	40 to 59	-0.52	0.39	0.86	1.46	2.39	0.91
1999	Never	Never LEP	40 to 59	-1.82	-0.90	-0.40	0.16	1.11	-0.37
1999	Current	Never LEP	60 to 79	-1.21	-0.46	-0.06	0.35	1.10	-0.06
1999	Never	Never LEP	60 to 79	-1.85	-0.97	-0.50	-0.02	0.86	-0.50
1999	Current	Never LEP	80 to 99	.	.	.	.	.	.
1999	Never	Never LEP	80 to 99	-1.69	-0.65	-0.09	0.44	1.27	-0.14
1999	Current	Never LEP	100 or more	-0.61	0.29	0.77	1.28	2.07	0.76
1999	Never	Never LEP	100 or more	-1.77	-0.85	-0.36	0.16	1.02	-0.36
1999	Current	Never LEP	all districts	-0.62	0.45	1.26	2.18	3.83	1.34
1999	Never	Never LEP	all districts	-1.59	-0.62	-0.08	0.44	1.28	-0.12
1999	Current	At or above 30th	0 to 19	-0.51	-0.19	0.07	0.35	0.75	0.10
1999	Never	At or above 30th	0 to 19	-1.92	-0.63	-0.06	0.59	1.40	-0.13
1999	Current	At or above 30th	20 to 39	-0.52	-0.19	-0.14	0.12	1.07	0.06
1999	Never	At or above 30th	20 to 39	-2.44	-0.83	0.04	0.61	1.35	-0.26
1999	Current	At or above 30th	40 to 59	-1.12	-0.22	0.23	0.72	0.83	0.09
1999	Never	At or above 30th	40 to 59	-2.66	-1.66	-1.15	-0.73	-0.03	-1.24
1999	Current	At or above 30th	60 to 79	-1.47	-0.44	0.07	0.56	1.22	0.00
1999	Never	At or above 30th	60 to 79	-2.17	-0.95	-0.34	0.23	1.01	-0.43
1999	Current	At or above 30th	80 to 99	.	.	.	.	.	.
1999	Never	At or above 30th	80 to 99	.	.	0.19	.	.	0.19
1999	Current	At or above 30th	100 or more	-1.45	-0.50	-0.03	0.43	1.14	-0.08
1999	Never	At or above 30th	100 or more	-2.59	-1.67	-1.20	-0.73	0.13	-1.21
1999	Current	At or above 30th	all districts	-1.39	-0.44	0.04	0.47	1.01	-0.06
1999	Never	At or above 30th	all districts	-2.58	-1.63	-1.13	-0.62	0.37	-1.11
1999	Current	LEP below 30th	0 to 19	-0.90	-0.50	-0.17	0.35	0.90	-0.08
1999	Never	LEP below 30th	0 to 19	-2.20	-1.24	-0.60	0.12	1.12	-0.56
1999	Current	LEP below 30th	20 to 39	-1.24	-0.38	0.00	0.30	1.08	-0.06
1999	Never	LEP below 30th	20 to 39	-2.89	-1.82	-1.34	-0.88	-0.11	-1.41
1999	Current	LEP below 30th	40 to 59	-1.44	-0.45	-0.28	0.35	1.35	-0.10
1999	Never	LEP below 30th	40 to 59	-3.00	-1.76	-1.28	-0.68	0.35	-1.27
1999	Current	LEP below 30th	100 or more	-1.26	-0.33	0.14	0.59	1.37	0.09
1999	Never	LEP below 30th	100 or more	-2.43	-1.52	-1.07	-0.61	0.29	-1.08
1999	Current	LEP below 30th	all districts	-1.25	-0.37	0.12	0.57	1.29	0.07
1999	Never	LEP below 30th	all districts	-2.47	-1.54	-1.07	-0.58	0.34	-1.07
1999	Current	Former LEP	0 to 19	-0.63	0.56	-0.10	0.52	1.52	0.42
1999	Never	Former LEP	0 to 19	-2.00	-1.01	-0.59	-0.04	0.82	-0.55
1999	Current	Former LEP	20 to 39	-0.90	0.03	0.66	1.06	1.64	0.51
1999	Never	Former LEP	20 to 39	-2.74	-1.57	-1.09	-0.45	0.29	-1.09
1999	Current	Former LEP	40 to 59	-0.26	0.49	0.88	1.29	2.04	0.89
1999	Never	Former LEP	40 to 59	-1.44	-0.55	0.04	0.69	1.74	0.10
1999	Current	Former LEP	100 or more	-0.44	0.38	0.87	1.34	2.06	0.84
1999	Never	Former LEP	100 or more	-1.59	-0.80	-0.30	0.23	1.15	-0.26
1999	Current	Former LEP	all districts	-0.43	0.39	0.87	1.33	2.05	0.84
1999	Never	Former LEP	all districts	-1.60	-0.79	-0.29	0.24	1.19	-0.25
2000	Current	Never LEP	0 to 19	-0.76	0.26	0.83	1.42	2.43	0.83
2000	Never	Never LEP	0 to 19	-1.01	-0.14	0.31	0.75	1.53	0.28
2000	Current	Never LEP	20 to 39	-0.54	0.30	0.73	1.11	1.94	0.70
2000	Never	Never LEP	20 to 39	-1.46	-0.44	0.04	0.52	1.33	-0.01
2000	Current	Never LEP	40 to 59	-0.62	0.34	0.74	1.19	1.95	0.72
2000	Never	Never LEP	40 to 59	-1.85	-0.85	-0.36	0.15	1.06	-0.38
2000	Current	Never LEP	60 to 79	-0.43	0.38	0.81	1.27	2.09	0.83
2000	Never	Never LEP	60 to 79	-1.87	-1.00	-0.55	-0.06	0.80	-0.53
2000	Current	Never LEP	80 to 99	-2.02	-0.76	-0.20	0.35	1.29	-0.27
2000	Never	Never LEP	80 to 99	-1.52	-0.52	-0.08	0.36	1.10	-0.13
2000	Current	Never LEP	100 or more	-0.49	0.38	0.78	1.18	1.84	0.74
2000	Never	Never LEP	100 or more	-1.85	-0.87	-0.39	0.09	0.92	-0.42

Table 4

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 8

Year	Target LEP Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2000	Current	Never LEP	all districts	-0.44	0.39	0.78	1.22	2.08	0.75
2000	Never	Never LEP	all districts	-1.57	-0.58	-0.08	0.43	1.27	-0.11
2000	Current	At or above 30th	0 to 19	-0.52	-0.21	0.06	0.51	0.79	0.14
2000	Never	At or above 30th	0 to 19	-1.97	-0.54	0.03	0.55	1.41	-0.10
2000	Current	At or above 30th	20 to 39	-0.82	-0.33	-0.13	0.41	1.18	0.06
2000	Never	At or above 30th	20 to 39	-1.76	-0.46	0.00	0.51	1.31	-0.09
2000	Current	At or above 30th	40 to 59	-0.93	0.01	-0.03	0.42	1.31	0.16
2000	Never	At or above 30th	40 to 59	-2.23	-1.29	-0.80	-0.31	0.51	-0.82
2000	Current	At or above 30th	60 to 79	-1.56	-0.44	0.06	0.55	1.21	0.00
2000	Never	At or above 30th	60 to 79	-3.06	-1.87	-1.34	-0.83	-0.13	-1.41
2000	Current	At or above 30th	80 to 99	-1.55	-0.34	0.13	0.55	1.23	0.00
2000	Never	At or above 30th	80 to 99	-1.14	-0.19	0.18	0.52	1.05	0.08
2000	Current	At or above 30th	100 or more	-0.99	0.03	0.47	0.85	1.48	0.37
2000	Never	At or above 30th	100 or more	-2.41	-1.25	-0.66	-0.13	0.71	-0.75
2000	Current	At or above 30th	all districts	-0.87	0.04	0.33	0.63	1.17	0.25
2000	Never	At or above 30th	all districts	-2.26	-1.08	-0.46	0.08	0.93	-0.56
2000	Current	LEP below 30th	0 to 19	-0.90	-0.49	0.05	0.22	0.82	-0.08
2000	Never	LEP below 30th	0 to 19	-2.36	-1.19	-0.69	-0.08	0.98	-0.67
2000	Current	LEP below 30th	20 to 39	-1.15	-0.34	0.03	0.37	0.90	-0.04
2000	Never	LEP below 30th	20 to 39	-3.19	-1.82	-1.21	-0.75	-0.13	-1.42
2000	Current	LEP below 30th	40 to 59	-1.24	-0.66	-0.03	0.19	1.19	-0.11
2000	Never	LEP below 30th	40 to 59	-2.73	-1.73	-1.10	-0.64	0.21	-1.20
2000	Current	LEP below 30th	100 or more	-1.51	-0.39	0.08	0.48	1.07	-0.05
2000	Never	LEP below 30th	100 or more	-2.94	-1.74	-1.25	-0.81	-0.05	-1.35
2000	Current	LEP below 30th	all districts	-1.44	-0.38	0.08	0.47	1.04	-0.05
2000	Never	LEP below 30th	all districts	-2.90	-1.71	-1.23	-0.78	0.04	-1.32
2000	Current	Former LEP	0 to 19	-0.45	0.38	0.81	1.33	2.21	0.78
2000	Never	Former LEP	0 to 19	-1.26	-0.47	-0.09	0.40	1.26	-0.03
2000	Current	Former LEP	20 to 39	-0.46	0.52	0.59	0.90	1.00	0.51
2000	Never	Former LEP	20 to 39	-2.59	-1.55	-1.03	-0.69	0.09	-1.16
2000	Current	Former LEP	40 to 59	-0.35	0.41	0.84	1.28	2.06	0.85
2000	Never	Former LEP	40 to 59	-1.61	-0.66	-0.10	0.57	1.60	-0.04
2000	Current	Former LEP	100 or more	-0.31	0.45	0.82	1.24	1.88	0.82
2000	Never	Former LEP	100 or more	-1.66	-0.83	-0.38	0.11	1.02	-0.35
2000	Current	Former LEP	all districts	-0.31	0.44	0.82	1.24	1.88	0.81
2000	Never	Former LEP	all districts	-1.66	-0.83	-0.37	0.13	1.06	-0.33
2001	Current	Never LEP	0 to 19	-0.99	0.36	1.20	2.27	3.93	1.35
2001	Never	Never LEP	0 to 19	-1.01	-0.17	0.26	0.69	1.49	0.26
2001	Current	Never LEP	20 to 39	-0.68	0.08	0.58	1.18	2.16	0.66
2001	Never	Never LEP	20 to 39	-1.44	-0.40	0.05	0.50	1.31	0.01
2001	Current	Never LEP	40 to 59	-0.47	0.45	0.85	1.23	1.99	0.81
2001	Never	Never LEP	40 to 59	-1.89	-0.83	-0.36	0.14	1.11	-0.37
2001	Current	Never LEP	60 to 79	-1.02	-0.27	0.04	0.40	1.00	0.03
2001	Never	Never LEP	60 to 79	-1.94	-0.99	-0.58	-0.12	0.64	-0.60
2001	Current	Never LEP	100 or more	-0.63	0.31	0.73	1.14	1.87	0.69
2001	Never	Never LEP	100 or more	-1.87	-0.85	-0.38	0.09	0.95	-0.41
2001	Current	Never LEP	all districts	-0.59	0.29	0.79	1.49	2.86	0.91
2001	Never	Never LEP	all districts	-1.59	-0.57	-0.06	0.43	1.28	-0.10
2001	Current	At or above 30th	0 to 19	-0.57	-0.41	0.12	0.32	0.91	0.08
2001	Never	At or above 30th	0 to 19	-1.57	-0.61	-0.18	0.29	1.08	-0.19
2001	Current	At or above 30th	20 to 39	-0.58	-0.41	-0.05	0.39	1.30	0.13
2001	Never	At or above 30th	20 to 39	-1.21	-0.25	0.02	0.43	1.25	0.05
2001	Current	At or above 30th	40 to 59	-0.35	0.30	0.57	0.53	1.35	0.48
2001	Never	At or above 30th	40 to 59	-1.78	-0.87	-0.60	-0.33	0.45	-0.62
2001	Current	At or above 30th	60 to 79	-1.43	-0.59	0.01	0.66	1.30	0.00
2001	Never	At or above 30th	60 to 79	-2.46	-1.39	-0.63	0.20	1.02	-0.64
2001	Current	At or above 30th	100 or more	-0.94	0.02	0.40	0.67	1.37	0.30
2001	Never	At or above 30th	100 or more	-2.16	-1.03	-0.47	0.06	0.86	-0.55
2001	Current	At or above 30th	all districts	-0.81	0.03	0.21	0.51	1.24	0.24
2001	Never	At or above 30th	all districts	-2.02	-0.86	-0.34	0.16	0.96	-0.42

Table 4

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 8

Year	Target Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2001	Current	LEP below 30th	0 to 19	-1.08	-0.37	-0.06	0.42	0.83	-0.05
2001	Never	LEP below 30th	0 to 19	-2.10	-1.09	-0.59	-0.09	0.86	-0.60
2001	Current	LEP below 30th	20 to 39	-0.99	-0.48	-0.15	0.36	0.94	-0.06
2001	Never	LEP below 30th	20 to 39	-3.12	-1.79	-1.16	-0.55	0.29	-1.26
2001	Current	LEP below 30th	40 to 59	-1.44	-0.31	0.03	0.31	0.94	-0.09
2001	Never	LEP below 30th	40 to 59	-3.22	-1.84	-1.28	-0.82	0.03	-1.42
2001	Current	LEP below 30th	100 or more	-1.51	-0.36	0.10	0.49	1.08	-0.04
2001	Never	LEP below 30th	100 or more	-2.84	-1.59	-1.08	-0.64	0.11	-1.21
2001	Current	LEP below 30th	all districts	-1.45	-0.37	0.09	0.48	1.05	-0.04
2001	Never	LEP below 30th	all districts	-2.85	-1.59	-1.07	-0.61	0.18	-1.18
2001	Current	Former LEP	0 to 19	-0.66	-0.39	1.04	3.95	5.39	1.87
2001	Never	Former LEP	0 to 19	-1.67	-0.62	-0.18	0.33	1.37	-0.15
2001	Current	Former LEP	20 to 39	-0.55	0.35	0.72	0.72	1.27	0.51
2001	Never	Former LEP	20 to 39	-2.55	-1.16	-0.73	-0.37	0.38	-0.88
2001	Current	Former LEP	40 to 59	-0.04	0.69	0.94	1.30	1.93	0.96
2001	Never	Former LEP	40 to 59	-1.54	-0.58	-0.08	0.47	1.46	-0.06
2001	Current	Former LEP	100 or more	-0.38	0.39	0.76	1.13	1.84	0.74
2001	Never	Former LEP	100 or more	-1.62	-0.76	-0.34	0.12	1.09	-0.31
2001	Current	Former LEP	all districts	-0.36	0.40	0.75	1.17	1.88	0.77
2001	Never	Former LEP	all districts	-1.63	-0.76	-0.34	0.14	1.12	-0.30
2002	Current	Never LEP	0 to 19	-0.81	0.26	0.79	1.28	2.22	0.75
2002	Never	Never LEP	0 to 19	-1.02	-0.13	0.31	0.73	1.49	0.28
2002	Current	Never LEP	20 to 39	-0.65	0.34	0.83	1.37	2.30	0.84
2002	Never	Never LEP	20 to 39	-1.42	-0.39	0.08	0.55	1.37	0.05
2002	Current	Never LEP	40 to 59	-0.65	0.17	0.55	0.95	1.80	0.56
2002	Never	Never LEP	40 to 59	-1.70	-0.78	-0.28	0.22	1.12	-0.28
2002	Current	Never LEP	60 to 79	-0.47	0.50	0.94	1.44	2.31	0.94
2002	Never	Never LEP	60 to 79	-1.94	-1.06	-0.66	-0.21	0.59	-0.66
2002	Current	Never LEP	80 to 99	-0.81	0.21	0.71	1.32	2.27	0.73
2002	Never	Never LEP	80 to 99	-1.51	-0.61	-0.16	0.38	1.23	-0.14
2002	Current	Never LEP	100 or more	-0.67	0.24	0.68	1.14	1.93	0.66
2002	Never	Never LEP	100 or more	-1.80	-0.89	-0.42	0.09	0.97	-0.42
2002	Current	Never LEP	all districts	-0.58	0.32	0.74	1.20	2.11	0.70
2002	Never	Never LEP	all districts	-1.51	-0.52	-0.02	0.47	1.32	-0.06
2002	Current	At or above 30th	0 to 19	-0.69	-0.14	0.14	0.46	0.84	0.13
2002	Never	At or above 30th	0 to 19	-1.64	-0.67	-0.05	0.35	1.22	-0.16
2002	Current	At or above 30th	20 to 39	-0.95	-0.14	0.19	0.54	1.12	0.14
2002	Never	At or above 30th	20 to 39	-1.75	-0.72	-0.21	0.35	1.03	-0.26
2002	Current	At or above 30th	40 to 59	-1.06	-0.22	0.01	0.70	1.45	0.19
2002	Never	At or above 30th	40 to 59	-1.94	-0.88	-0.36	0.10	0.80	-0.44
2002	Current	At or above 30th	60 to 79	-1.13	-0.63	-0.19	0.42	1.46	0.00
2002	Never	At or above 30th	60 to 79	-2.56	-2.09	-1.69	-1.13	-0.19	-1.52
2002	Current	At or above 30th	80 to 99	.	.	1.49	.	.	1.49
2002	Never	At or above 30th	80 to 99	.	.	0.53	.	.	0.53
2002	Current	At or above 30th	100 or more	-1.02	-0.07	0.38	0.82	1.50	0.33
2002	Never	At or above 30th	100 or more	-2.14	-1.13	-0.60	-0.08	0.79	-0.62
2002	Current	At or above 30th	all districts	-0.92	-0.07	0.34	0.65	1.25	0.25
2002	Never	At or above 30th	all districts	-2.03	-0.99	-0.45	0.11	0.94	-0.48
2002	Current	LEP below 30th	0 to 19	-1.03	-0.45	-0.04	0.39	0.80	-0.07
2002	Never	LEP below 30th	0 to 19	-2.28	-1.11	-0.52	0.11	1.10	-0.55
2002	Current	LEP below 30th	20 to 39	-1.19	-0.34	-0.23	0.34	1.00	-0.08
2002	Never	LEP below 30th	20 to 39	-2.72	-1.62	-1.01	-0.40	0.47	-1.05
2002	Current	LEP below 30th	40 to 59	-1.20	-0.38	-0.12	0.43	1.02	-0.06
2002	Never	LEP below 30th	40 to 59	-2.54	-1.42	-0.88	-0.29	0.59	-0.92
2002	Current	LEP below 30th	80 to 99	-1.52	-0.53	-0.16	0.40	1.36	-0.04
2002	Never	LEP below 30th	80 to 99	-2.15	-1.26	-0.94	-0.43	0.42	-0.83
2002	Current	LEP below 30th	100 or more	-1.42	-0.41	0.04	0.48	1.15	-0.04
2002	Never	LEP below 30th	100 or more	-2.60	-1.57	-1.11	-0.65	0.17	-1.16
2002	Current	LEP below 30th	all districts	-1.40	-0.39	0.04	0.48	1.08	-0.04
2002	Never	LEP below 30th	all districts	-2.61	-1.53	-1.05	-0.58	0.28	-1.10

Table 4

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 8

Year	Target LEP Group	LEP Status	LEP Representation	0	1	Quintile 2	3	4	All
2002	Current	Former LEP	0 to 19	-0.61	0.24	0.62	0.75	1.55	0.48
2002	Never	Former LEP	0 to 19	-1.52	-0.47	-0.03	0.40	1.28	-0.08
2002	Current	Former LEP	20 to 39	-0.40	0.36	0.16	0.69	2.41	0.66
2002	Never	Former LEP	20 to 39	-2.27	-1.36	-0.77	0.00	1.00	-0.65
2002	Current	Former LEP	40 to 59	-0.45	0.17	0.63	1.08	2.04	0.70
2002	Never	Former LEP	40 to 59	-1.35	-0.50	0.00	0.55	1.55	0.06
2002	Current	Former LEP	100 or more	-0.48	0.32	0.75	1.19	1.99	0.76
2002	Never	Former LEP	100 or more	-1.62	-0.81	-0.36	0.13	1.12	-0.31
2002	Current	Former LEP	all districts	-0.49	0.29	0.73	1.19	1.98	0.75
2002	Never	Former LEP	all districts	-1.63	-0.81	-0.33	0.19	1.17	-0.28
All	Current	Never LEP	0 to 19	-0.83	0.55	1.23	2.18	3.51	1.32
All	Never	Never LEP	0 to 19	-1.03	-0.15	0.29	0.73	1.51	0.27
All	Current	Never LEP	20 to 39	-0.59	0.29	0.78	1.26	2.11	0.76
All	Never	Never LEP	20 to 39	-1.44	-0.43	0.05	0.52	1.34	0.01
All	Current	Never LEP	40 to 59	-0.56	0.34	0.74	1.19	2.03	0.74
All	Never	Never LEP	40 to 59	-1.82	-0.84	-0.35	0.17	1.10	-0.35
All	Current	Never LEP	60 to 79	-0.77	0.09	0.45	0.85	1.61	0.45
All	Never	Never LEP	60 to 79	-1.91	-1.01	-0.57	-0.10	0.73	-0.58
All	Current	Never LEP	80 to 99	-1.49	-0.38	0.19	0.76	1.80	0.18
All	Never	Never LEP	80 to 99	-1.58	-0.60	-0.11	0.40	1.20	-0.14
All	Current	Never LEP	100 or more	-0.61	0.30	0.75	1.19	1.93	0.71
All	Never	Never LEP	100 or more	-1.83	-0.87	-0.38	0.11	0.96	-0.40
All	Current	Never LEP	all districts	-0.56	0.36	0.87	1.50	2.66	0.91
All	Never	Never LEP	all districts	-1.56	-0.58	-0.06	0.44	1.28	-0.10
All	Current	At or above 30th	0 to 19	-0.60	-0.22	0.09	0.42	0.83	0.11
All	Never	At or above 30th	0 to 19	-1.75	-0.62	-0.08	0.41	1.28	-0.15
All	Current	At or above 30th	20 to 39	-0.68	-0.26	-0.05	0.36	1.13	0.10
All	Never	At or above 30th	20 to 39	-1.88	-0.53	-0.04	0.46	1.23	-0.15
All	Current	At or above 30th	40 to 59	-0.95	-0.04	0.28	0.41	1.23	0.19
All	Never	At or above 30th	40 to 59	-2.31	-1.30	-0.81	-0.35	0.46	-0.86
All	Current	At or above 30th	60 to 79	-1.31	-0.43	0.05	0.51	1.17	0.00
All	Never	At or above 30th	60 to 79	-2.61	-1.57	-0.94	-0.27	0.78	-0.92
All	Current	At or above 30th	80 to 99	-1.46	-0.31	0.13	0.58	1.18	0.02
All	Never	At or above 30th	80 to 99	-1.07	-0.16	0.18	0.50	1.02	0.09
All	Current	At or above 30th	100 or more	-1.30	-0.32	0.16	0.60	1.28	0.09
All	Never	At or above 30th	100 or more	-2.49	-1.50	-0.99	-0.45	0.49	-0.98
All	Current	At or above 30th	all districts	-1.18	-0.20	0.22	0.53	1.09	0.09
All	Never	At or above 30th	all districts	-2.40	-1.36	-0.79	-0.21	0.74	-0.80
All	Current	LEP below 30th	0 to 19	-1.00	-0.45	-0.04	0.36	0.82	-0.07
All	Never	LEP below 30th	0 to 19	-2.25	-1.15	-0.60	0.01	1.02	-0.59
All	Current	LEP below 30th	20 to 39	-1.08	-0.44	-0.07	0.34	0.93	-0.06
All	Never	LEP below 30th	20 to 39	-2.99	-1.75	-1.17	-0.63	0.21	-1.26
All	Current	LEP below 30th	40 to 59	-1.30	-0.46	-0.05	0.33	1.05	-0.09
All	Never	LEP below 30th	40 to 59	-2.90	-1.67	-1.13	-0.59	0.31	-1.20
All	Current	LEP below 30th	80 to 99	-1.52	-0.53	-0.16	0.40	1.36	-0.04
All	Never	LEP below 30th	80 to 99	-2.15	-1.26	-0.94	-0.43	0.42	-0.83
All	Current	LEP below 30th	100 or more	-1.45	-0.38	0.08	0.50	1.14	-0.02
All	Never	LEP below 30th	100 or more	-2.75	-1.62	-1.14	-0.69	0.12	-1.22
All	Current	LEP below 30th	all districts	-1.40	-0.38	0.07	0.48	1.09	-0.03
All	Never	LEP below 30th	all districts	-2.75	-1.60	-1.11	-0.65	0.20	-1.18

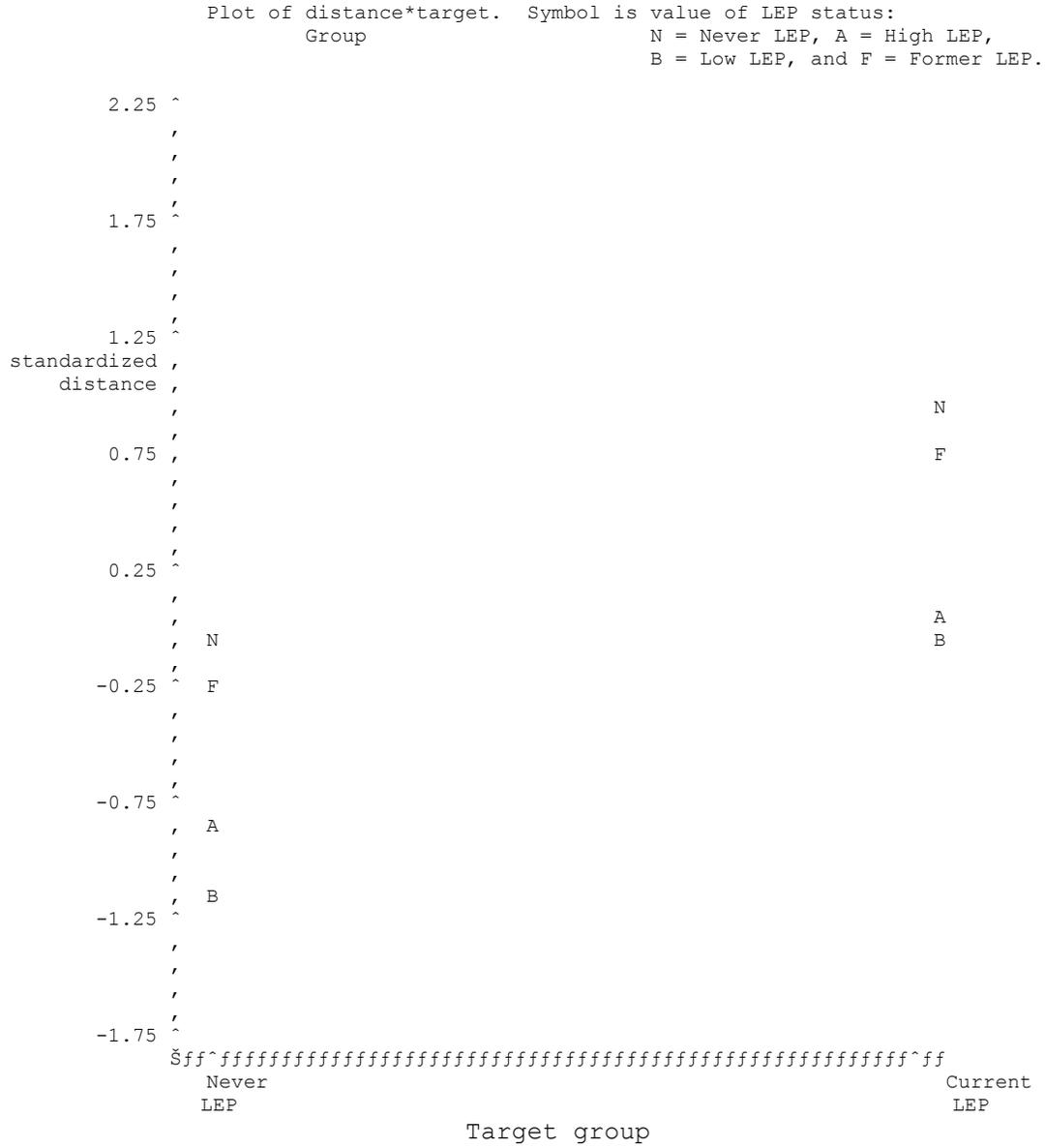
Table 4

Changes in Mean Standardized
Distances from Never LEP
and for Current LEP Students' Means
for Math 8

Target LEP			LEP Representation	Quintile					All
Year	Group	Status		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
All	Current	Former LEP	0 to 19	-0.50	-0.01	0.72	1.48	2.45	0.79
All	Never	Former LEP	0 to 19	-1.59	-0.59	<u>-0.13</u>	<u>0.34</u>	<u>1.24</u>	<u>-0.15</u>
All	Current	Former LEP	20 to 39	-0.52	0.39	0.51	0.72	1.70	0.55
All	Never	Former LEP	20 to 39	-2.49	-1.35	<u>-0.86</u>	<u>-0.35</u>	<u>0.57</u>	<u>-0.89</u>
All	Current	Former LEP	40 to 59	-0.26	0.43	0.81	1.24	2.02	0.84
All	Never	Former LEP	40 to 59	-1.48	-0.57	-0.04	0.57	1.59	0.01
All	Current	Former LEP	100 or more	-0.40	0.38	0.79	1.22	1.95	0.79
All	Never	Former LEP	100 or more	-1.62	-0.80	-0.35	0.15	1.10	-0.31
All	Current	Former LEP	all districts	-0.39	0.38	0.78	1.23	1.95	0.79
All	Never	Former LEP	all districts	-1.63	-0.79	<u>-0.34</u>	<u>0.17</u>	<u>1.13</u>	<u>-0.29</u>

Figure 4

Plot of Distances
from Current LEP Mean
and from Never LEP Mean,
Math 8



Appendix

Analysis of Variance Summary Table:

Mixed Model, Within Subjects

Variable = Comparison type

----- test=ela 4 -----

type	source	sum	df	meansq	mserr	fratio
between	year	22.78	3	7.59	4.44732	1.71
between	quintile	17963.08	4	4490.77	4.44732	1009.77***
between	rep	1036.27	5	207.25	4.44732	46.60***
between	LEP	7108.72	3	2369.57	4.44732	532.81***
between	yrbyquint	56.51	12	4.71	4.44732	1.06
between	repbyyear	66.76	15	4.45	4.44732	1.00
between	LEPbyyear	238.50	9	26.50	4.44732	5.96**
between	repbyquint	508.32	20	25.42	4.44732	5.71**
between	LEPbyquint	841.33	12	70.11	4.44732	15.76***
between	LEP*rep	3326.44	15	221.76	4.44732	49.86***
between	repyrquint	130.63	60	2.18	4.44732	0.49
between	LEPyrquint	137.75	36	3.83	4.44732	0.86
between	LEPrepyear	672.35	45	14.94	4.44732	3.36***
between	LEPrepquin	1542.18	60	25.70	4.44732	5.78***
between	LEPrepyqui	658.85	180	3.66	4.44732	0.82
between	total between	34310.46				
within	comparison	6986.00	1	6986.00	4.03615	1730.86***
Interactions with the	comparison variable					
within	year	82.72	3	27.57	4.03615	6.83
within	quintile	23.74	4	5.93	4.03615	1.47
within	rep	911.33	5	182.27	4.03615	45.16***
within	LEP	176.35	3	58.78	4.03615	14.56***
within	yrbyquint	37.12	12	3.09	4.03615	0.77
within	repbyyear	79.17	15	5.28	4.03615	1.31
within	LEPbyyear	55.36	9	6.15	4.03615	1.52
within	repbyquint	448.59	20	22.43	4.03615	5.56***
within	LEPbyquint	588.76	12	49.06	4.03615	12.16***
within	LEP*rep	1152.95	15	76.86	4.03615	19.04***
within	repyrquint	68.99	60	1.15	4.03615	0.28
within	LEPyrquint	110.95	36	3.08	4.03615	0.76
within	LEPrepyear	420.79	45	9.35	4.03615	2.32*
within	LEPrepquin	2270.95	60	37.85	4.03615	9.38***
within	LEPrepyqui	722.69	180	4.01	4.03615	0.99
within	total	14136.46				

Appendix

Analysis of Variance Summary Table:

Mixed Model, Within Subjects

Variable = Comparison type

----- test=ela 8 -----

type	source	sum	df	meansq	mserr	fratio
between	year	11.44	3	3.81	5.10194	0.75
between	quintile	18120.94	4	4530.24	5.10194	887.94***
between	rep	1092.10	5	218.42	5.10194	42.81***
between	LEP	10850.90	3	3616.97	5.10194	708.94***
between	yrbyquint	16.94	12	1.41	5.10194	0.28
between	repbyyear	215.48	15	14.37	5.10194	2.82*
between	LEPbyyear	216.90	9	24.10	5.10194	4.72*
between	repbyquint	402.49	20	20.12	5.10194	3.94**
between	LEPbyquint	1980.99	12	165.08	5.10194	32.36***
between	LEP*rep	3851.26	15	256.75	5.10194	50.32***
between	repyrquint	117.64	60	1.96	5.10194	0.38
between	LEPyrquint	173.48	36	4.82	5.10194	0.94
between	LEPrepyear	1048.61	45	23.30	5.10194	4.57***
between	LEPrepquin	1426.81	60	23.78	5.10194	4.66***
between	LEPrepyqui	995.06	180	5.53	5.10194	1.08
between	total	40521.04				
within	comparison	11308.22	1	11308.22	4.62914	2442.84***
Interactions with the comparison variable						
within	year	22.69	3	7.56	4.62914	1.63
within	quintile	207.47	4	51.87	4.62914	11.20*
within	rep	219.58	5	43.92	4.62914	9.49*
within	LEP	378.88	3	126.29	4.62914	27.28***
within	yrbyquint	15.20	12	1.27	4.62914	0.27
within	repbyyear	190.99	15	12.73	4.62914	2.75*
within	LEPbyyear	153.49	9	17.05	4.62914	3.68*
within	repbyquint	293.00	20	14.65	4.62914	3.16*
within	LEPbyquint	613.89	12	51.16	4.62914	11.05***
within	LEP*rep	877.94	15	58.53	4.62914	12.64***
within	repyrquint	181.36	60	3.02	4.62914	0.65
within	LEPyrquint	161.31	36	4.48	4.62914	0.97
within	LEPrepyear	1089.38	45	24.21	4.62914	5.23***
within	LEPrepquin	2138.24	60	35.64	4.62914	7.70***
within	LEPrepyqui	766.59	180	4.26	4.62914	0.92
within	total	18618.24				

Appendix

Analysis of Variance Summary Table:

Mixed Model, Within Subjects

Variable = Comparison type

----- test=math4 -----

type	source	sum	df	meansq	mserr	fratio
between	year	4.94	3	1.65	6.17071	0.27
between	quintile	35218.24	4	8804.56	6.17071	1426.83***
between	rep	2382.06	5	476.41	6.17071	77.21***
between	LEP	12124.77	3	4041.59	6.17071	654.96***
between	yrbyquint	88.23	12	7.35	6.17071	1.19
between	repbyyear	164.27	15	10.95	6.17071	1.77
between	LEPbyyear	217.01	9	24.11	6.17071	3.91*
between	repbyquint	696.36	20	34.82	6.17071	5.64***
between	LEPbyquint	1146.60	12	95.55	6.17071	15.48***
between	LEP*rep	1519.72	15	101.31	6.17071	16.42***
between	repyrquint	291.21	60	4.85	6.17071	0.79
between	LEPyrquint	118.38	36	3.29	6.17071	0.53
between	LEPrepyear	353.47	45	7.85	6.17071	1.27
between	LEPrepquin	2357.49	60	39.29	6.17071	6.37***
between	LEPrepyqui	961.68	180	5.34	6.17071	0.87
between	total	57644.44				
within	comparison	7469.14	1	7469.14	5.74434	1300.26***
Interactions with the comparison variable						
within	year	139.81	3	46.60	5.74434	8.11
within	quintile	29.82	4	7.46	5.74434	1.30
within	rep	1903.71	5	380.74	5.74434	66.28***
within	LEP	223.55	3	74.52	5.74434	12.97*
within	yrbyquint	61.60	12	5.13	5.74434	0.89
within	repbyyear	62.69	15	4.18	5.74434	0.73
within	LEPbyyear	42.98	9	4.78	5.74434	0.83
within	repbyquint	786.17	20	39.31	5.74434	6.84***
within	LEPbyquint	846.89	12	70.57	5.74434	12.29***
within	LEP*rep	1106.56	15	73.77	5.74434	12.84***
within	repyrquint	316.55	60	5.28	5.74434	0.92
within	LEPyrquint	85.74	36	2.38	5.74434	0.41
within	LEPrepyear	256.87	45	5.71	5.74434	0.99
within	LEPrepquin	3192.33	60	53.21	5.74434	9.26***
within	LEPrepyqui	905.04	180	5.03	5.74434	0.88
within	total	17429.43				

Appendix

Analysis of Variance Summary Table:

Mixed Model, Within Subjects

Variable = Comparison type

----- test=math8 -----						
type	source	sum	df	meansq	mserr	fratio
between	year	25.57	3	8.52	6.76363	1.260
between	quintile	12946.17	4	3236.54	6.76363	478.521***
between	rep	1175.31	5	235.06	6.76363	34.754***
between	LEP	2919.85	3	973.28	6.76363	143.899***
between	yrbyquint	24.42	12	2.04	6.76363	0.301
between	repbyyear	120.76	15	8.05	6.76363	1.190
between	LEPbyyear	238.15	9	26.46	6.76363	3.912*
between	repbyquint	82.95	20	4.15	6.76363	0.613
between	LEPbyquint	82.65	12	6.89	6.76363	1.018
between	LEP*rep	2013.05	15	134.20	6.76363	19.842***
between	repyrquint	223.22	60	3.72	6.76363	0.550
between	LEPyrquint	133.18	36	3.70	6.76363	0.547
between	LEPrepyear	1187.25	45	26.38	6.76363	3.901***
between	LEPrepquin	668.17	60	11.14	6.76363	1.646*
between	LEPrepyqui	650.22	180	3.61	6.76363	0.534
between	total	22490.91				
within	comparison	1975.65	1	1975.65	6.40678	308.368***
Interactions with the comparison variable						
within	year	0.21	3	0.07	6.40678	0.011
within	quintile	46.17	4	11.54	6.40678	1.802
within	rep	297.51	5	59.50	6.40678	9.287**
within	LEP	615.19	3	205.06	6.40678	32.007***
within	yrbyquint	13.60	12	1.13	6.40678	0.177
within	repbyyear	314.96	15	21.00	6.40678	3.277**
within	LEPbyyear	169.52	9	18.84	6.40678	2.940*
within	repbyquint	142.45	20	7.12	6.40678	1.112
within	LEPbyquint	145.19	12	12.10	6.40678	1.888
within	LEP*rep	939.36	15	62.62	6.40678	9.775***
within	repyrquint	225.91	60	3.77	6.40678	0.588
within	LEPyrquint	112.20	36	3.12	6.40678	0.486
within	LEPrepyear	915.43	45	20.34	6.40678	3.175***
within	LEPrepquin	1433.41	60	23.89	6.40678	3.729***
within	LEPrepyqui	602.93	180	3.35	6.40678	0.523
within	total	7949.69.				

¹ Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. Review of Educational Research. Spring, pp. 221-251.

² *Ibid.*

³ DeMauro, G.E. (1983). The paradox of the proper norm for ESL Evaluation. In S. Seidner (Ed.) Issues of Language Assessment, Vol. II. Evanston, Illinois: National College of Education, pp. 45-57.

⁴ Holland, P. W. "Measuring Progress in Student Achievement: Changes in Scores and Score-Gaps Over Time." Report of the Planning Work Group of the National Governing Board, November 2001.

⁵ Myers, J. L. (1972) Fundamentals of Experimental Design (Second Edition).

Boston: Allyn and Bacon, Inc.

⁶ *Ibid.*