

**CST Performance Results and Participation for Students with Disabilities:
2007-2008 school Year**

The results are based on the Final 2008 STAR files provided by the district. Table one presents the total number of records included in the relevant file. Table one indicates that there are 524,699¹ student records available for analysis. However, this file contains several duplicate records and invalid student IDs. After aggregating the data so that no student ID is duplicated the number of student records decreases to 516,239. The

Table 1: Identified Students with Disabilities

	<u>Frequency</u>	<u>Percent</u>
Valid Non-Disabled Students	456,050	88.3
Student with Disabilities	60,148	11.7
Unknown	41	0.01
Total	516,239	

reduction in students with and without disabilities is approximately equal (that is, the proportional representation before and after eliminating duplicate IDs remains the same, providing some evidence that the duplicate records do not systematically come from one set of students). This provides some evidence for a tenable assumption that the remaining data are representative in the disability dimension.²

The results in table 2 summarize the performance by non-disabled and disabled students. It is important to bear in mind that the total number of students in the (non-duplicate ID) file does not equal the number of test scores available due to missing data. Further, it is important to note that not all scores of Basic or above count towards meeting the outcome. This is determined by the inclusion code. Including only valid scores that do

¹ This is the same number of vases from the September preliminary dataset.

² The number of SWD identified increased by 2,476 from the September preliminary dataset.

Table2 : Performance by disability status

CST ELA	Include Indicator				Total	Percent Basic or above ¹
	N Not Tested	R Rec FBB	T Inval score	Y OK		
<u>Non-Disabled Students</u>						
Far Below Basic	9	12	0	45,804	45,825	
Below Basic	0	9	0	83,568	83,577	
Basic	0	6	0	150,508	150,514	
Proficient	0	2	0	108,220	108,222	
Advanced	0	2	0	57,195	57,197	
Did not attempt	<u>0</u>	<u>0</u>	<u>862</u>	<u>29</u>	<u>891</u>	
Total	9	31	862	445,324	446,226	70.94%
<u>Students with Disabilities</u>						
Far Below Basic	11	962	1	21,673	22,647	
Below Basic	0	600	0	15,443	16,043	
Basic	0	205	0	9,250	9,455	
Proficient	0	45	0	2,749	2,794	
Advanced	0	5	0	1,051	1,056	
Did not attempt	<u>0</u>	<u>0</u>	<u>302</u>	<u>7</u>	<u>309</u>	
Total	11	1,817	303	50,173	52,304	25.10%
CST Mathematics						
	N Not Tested	R Rec FBB	T Inval score	Y OK	Total	Percent Basic or above ¹
<u>Non-Disabled Students</u>						
Far Below Basic	482	8	174	50,333	50,997	
Below Basic	460	9	203	114,925	115,597	
Basic	112	8	66	103,359	103,545	
Proficient	39	2	32	94,344	94,417	
Advanced	9	3	14	68,355	68,381	
Did not attempt	<u>80</u>	<u>0</u>	<u>80</u>	<u>763</u>	<u>923</u>	
Total	1,182	30	569	432,079	433,860	61.45%
<u>Students with Disabilities</u>						
Far Below Basic	146	763	66	16,032	17,007	
Below Basic	75	731	55	18,935	19,796	
Basic	4	169	6	7,147	7,326	
Proficient	3	45	2	3,656	3,706	
Advanced	2	13	0	1,749	1,764	
Did not attempt	<u>32</u>	<u>11</u>	<u>39</u>	<u>175</u>	<u>257</u>	
Total	262	1,732	168	47,694	49,856	25.31%

Notes:

1) Numerator excludes all N, R, and T coded score. Excludes "Did not attempt".
Denominator excludes "Did not attempt."

not need to be recoded, and excluding scores that are coded as “did not attempt,” the percentage of SWD meeting the Basic or above requirement in ELA is 25.10% and in Mathematics is 25.31%³. The codes for the columns in Table 2 correspond to the inclusion codes for the STAR testing system. That is a “N” indicates that the student was not tested, a “R” indicates that the score counts, but must be recoded to FBB, a “T” indicates that the score is invalid, and a “Y” indicates that the score is valid as is. These rules were incorporated in calculating the percent meeting the basic or above requirement.

Table three summarizes the participation rates for SWD and non-SWD students. The results in table three are based on the number of students in the working dataset (denominator) and the number of cases with valid include codes (numerator). Part A includes only CST results, while Part B adds to the numerator the number of SWD that took the CAPA.

Table 3: SWD Participation in Assessment

	<u>Part A</u>		<u>Part B</u>	
	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>
ELA				
Numerator	446,441	52,510	446,441	58,276
Denominator	456,024	60,148	456,024	60,148
<u>Percent</u>	<u>97.9</u>	<u>87.3</u>	<u>97.9</u>	<u>96.9</u>
Mathematics				
Numerator	436,268	50,620	436,268	56,387
Denominator	456,024	60,148	456,024	60,148
<u>Percent</u>	<u>95.7</u>	<u>84.2</u>	<u>95.7</u>	<u>93.7</u>

³ These are within .03 and .23 of the previous results for ELA and Mathematics, respectively.