# Disaggregated Data from the Smarter Balanced Field Test

The Smarter Balanced assessments are a key part of implementing the Common Core State Standards and preparing all students for success in college and careers. A Field Test of the Smarter Balanced Assessment System took place from March to June 2014, culminating a three-year, multi-stage research and development process to ensure the assessments work properly. The Smarter Balanced Field Test was a practice run designed to help ensure that the assessments are accurate and fair for all students. The Field Test served several important purposes:

* + - * *Quality Assurance*: The Field Test evaluated the performance of more than 19,000 assessment items and performance tasks, as well as the performance of the online testing system.
* *Achievement Levels*: Data from the Field Test allowed Smarter Balanced to set preliminary achievement levels in November 2014.
* *Test Administration*: For member states, the Field Test provided an opportunity to make sure technology systems and administration logistics were ready for implementation of the assessment system in the 2014-15 school year.

While more than four million students participated in the Field Test, Smarter Balanced analyzed the performance of a representative sample of over 400,000 students from across the Consortium. The sample size was limited to allow for hand scoring of performance tasks and other open-ended questions prior to the achievement level setting. The Field Test provided item data that the Consortium used to create scale scores and threshold scores for achievement levels 2 through 4.

Following the completion of achievement level setting activities in November, 2014, Smarter Balanced [released the estimated percentage](http://www.smarterbalanced.org/news/smarter-balanced-states-approve-achievement-level-recommendations/) of students across member states who would have scored at each level based on data from the Consortium’s spring 2014 Field Test.

**This report provides additional disaggregated demographic data of the Smarter Balanced Field Test for key demographic groups. It is intended as a resource for states, educators, researchers, and others as they work to improve achievement for *all* students.**

The disaggregated data show achievement gaps between some demographic groups and the student population as a whole. Although these gaps are generally consistent with data collected from current state assessment programs, Smarter Balanced and its member states are committed to narrowing the gaps and to providing an assessment system that will improve instruction and help all students succeed.

For more information about the Consortium’s support for under-represented students, visit: <http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/>

## Student Characteristics Reported from the Demographic Sample

The tables below provide projections of student performance on the assessments based on the Field Test demographic sample by content area, grade level, and demographic group as defined by No Child Left Behind (NCLB).

Under NCLB (PL 107-110), states and districts are required to report not just overall achievement but achievement by student subgroups, or demographic groups. The purpose of such reporting is to draw attention to historically underserved groups of students so that the original intent of the law is upheld. Students were selected to represent demographic characteristics of students across the entire Consortium rather than a particular state. As such, the representative sample of over 400,000 students were carefully selected to represent the consortium according to:

* Gender
* Race/ethnicity
* Special program enrollment (English Language Learner, Section 504, Individual Education Program, Economically Disadvantaged)

Projections of student results from the Field Test are valid only for the Consortium as a whole and cannot be interpreted on a state-by-state basis.

Therefore, valid state-level projections are not available. Publishing individual state projections from the Field Test could create incorrect conclusions and would not be a responsible use of these data. States will have results for their student populations once the operational assessment is administered.

## Comparison to National Trends

While there are differences among demographic groups in the 2014 Smarter Balanced field test results, those differences tend to be smaller than those found in other large-scale assessment programs. The tables below show comparisons of fourth- and eighth-grade results from the Smarter Balanced field test and the most recent results for fourth and eighth grade from the National Assessment of Educational Progress (NAEP), shown in terms of the number of standard deviations (SD) each group scored above or below the total group mean.

As can be seen in the two tables below, the Smarter Balanced results parallel those of NAEP, but in nearly every instance, the size of the difference is smaller. For example, fourth grade English language learners in the Smarter Balanced sample scored about three-fourths of a standard deviation below the total group of fourth graders. However, in the NAEP sample, fourth grade ELL students scored a full standard deviation below the total group of fourth graders. Other demographic group deviations from the total group mean show similar tendencies.

|  |
| --- |
| Smarter Balanced Field Test Demographic Subgroup Mean Differences from Total Group (Standard Deviations Above or Below Total Group Mean) |
|   | ELA | Math |
|  | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Male | -0.12 | -0.18 | 0.02 | 0.00 |
| Female | 0.13 | 0.19 | -0.02 | 0.00 |
| American Indian/Alaskan Native | -0.57 | -0.50 | -0.44 | -0.42 |
| Asian | 0.38 | 0.40 | 0.55 | 0.62 |
| Black/African American | -0.42 | -0.43 | -0.61 | -0.46 |
| Hispanic/Latino | -0.35 | -0.30 | -0.40 | -0.32 |
| Native Hawaiian/Other Pacific Islander | -0.38 | -0.34 | -0.27 | -0.32 |
| White/Caucasian | 0.18 | 0.17 | 0.13 | 0.20 |
| Multi-ethnic/Multi-racial | 0.05 | 0.12 | 0.08 | 0.11 |
| Individualized Education Program | -0.71 | -0.93 | -0.83 | -0.80 |
| Limited English Proficient/English Language Learner | -0.75 | -1.01 | -0.69 | -0.80 |
| Economically Disadvantaged | -0.33 | -0.30 | -0.37 | -0.30 |
|  |  |   |  |  |
| NAEP 2013 Demographic Subgroup Mean Differences from Total Group  (Standard Deviations Above or Below Total Group Mean) |
|   | ELA | Math |
|   | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Male | -0.08 | -0.17 | 0.00 | 0.00 |
| Female | 0.08 | 0.17 | -0.03 | -0.03 |
| American Indian/Alaskan Native | -0.46 | -0.57 | -0.44 | -0.43 |
| Asian | 0.41 | 0.47 | 0.50 | 0.65 |
| Black/African American | -0.43 | -0.60 | -0.53 | -0.59 |
| Hispanic/Latino | -0.41 | -0.40 | -0.32 | -0.35 |
| Native Hawaiian/Other Pacific Islander | -0.27 | -0.30 | -0.18 | -0.27 |
| White/Caucasian | 0.27 | 0.27 | 0.24 | 0.24 |
| Multi-ethnic/Multi-racial | 0.14 | 0.10 | 0.09 | 0.08 |
| Individualized Education Program | -1.03 | -1.20 | -0.71 | -0.97 |
| Limited English Proficient/English Language Learner | -0.95 | -1.43 | -0.68 | -1.05 |
| Economically Disadvantaged | -0.41 | -0.47 | -0.35 | -0.41 |

|  |  |
| --- | --- |
| **Legend** |  |
| Absolute difference less than .25 SD |   |
| Absolute difference between .25 SD and .49 SD |   |
| Absolute difference between .50 and .74 SD |   |
| Absolute difference .75 SD or greater |   |

## Achievement Levels: Initial Indicators of Student Performance

To create the achievement levels, Smarter Balanced organized an unprecedented level of educator and public input involving thousands of interested constituents.

A diverse cross section of educators—including experts and specialists in English language learners and special education—helped ensure that the achievement levels are fair and appropriate for all students using a rigorous process known as the Bookmark Procedure. Achievement level setting panelists were able to see the impact of their recommended cut scores on student achievement for all students in a given grade as well as for students in each demographic group.

The achievement levels will help teachers and parents understand student performance and needs for support. However, achievement levels should serve as a starting point for discussion about the performance of individual students and of groups of students. There are other measures that students, teachers, and parents can also use to help evaluate the academic progress of students and schools, such as scale scores, growth models, and portfolios of student work.

## Opportunities for Additional Information

Consistent with state’s data privacy agreements with Smarter Balanced, additional information will be collected regarding student demographics. This will allow for deeper analysis of student achievement in the coming years.

Moving forward, Smarter Balanced will carefully examine opportunities to help states report on other student demographic information, both in terms of score results from the summative assessment and, when possible, other evaluation studies of the assessment system, tools, and supports. Smarter Balanced will continue to work with its member states to report assessment results that will help educators and stakeholders support student growth and improve achievement, regardless of language, disability, or other demographic characteristics.

**Smarter Balanced Field Test Total Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Scale Scores** |  |  |  |  | **% At or Above** |
| **Subject** | **Grade** | **Total** | **Mean** | **(Std. Dev.)** | **Level 1 Pct.** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **Level 3** |
| **ELA** | **3** | 23,223 | 2,401.9 | (91.0) | 35.5% | 26.4% | 20.5% | 17.6% | 38.1% |
|  | **4** | 35,689 | 2,444.1 | (95.4) | 36.7% | 22.7% | 22.7% | 17.9% | 40.6% |
|  | **5** | 31,594 | 2,481.6 | (94.2) | 33.1% | 23.0% | 29.3% | 14.6% | 43.9% |
|  | **6** | 31,535 | 2,503.5 | (94.8) | 30.1% | 29.4% | 29.3% | 11.2% | 40.5% |
|  | **7** | 30,913 | 2,518.0 | (96.9) | 33.7% | 28.1% | 29.7% | 8.5% | 38.2% |
|  | **8** | 35,913 | 2,541.0 | (96.8) | 28.4% | 30.2% | 32.1% | 9.3% | 41.4% |
|  | **11** | 31,019 | 2,554.3 | (103.1) | 27.9% | 31.2% | 30.0% | 10.9% | 40.9% |
|  |  |  |  |  |  |  |  |  |  |
| **MATH** | **3** | 24,799 | 2,413.0 | (77.5) | 31.7% | 29.4% | 26.8% | 12.1% | 38.9% |
|  | **4** | 38,925 | 2,458.8 | (79.3) | 26.8% | 35.7% | 24.3% | 13.2% | 37.5% |
|  | **5** | 42,380 | 2,487.6 | (86.2) | 34.8% | 32.2% | 18.1% | 14.9% | 33.0% |
|  | **6** | 29,946 | 2,507.0 | (94.9) | 34.6% | 32.5% | 19.2% | 13.7% | 32.9% |
|  | **7** | 28,271 | 2,515.8 | (106.0) | 36.2% | 30.9% | 20.2% | 12.7% | 32.9% |
|  | **8** | 34,880 | 2,528.9 | (112.7) | 37.9% | 30.1% | 19.4% | 12.6% | 32.0% |
|  | **11** | 21,250 | 2,568.0 | (125.0) | 40.4% | 26.8% | 21.4% | 11.4% | 32.8% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 3** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **23,223** | **100.0** | **2,401.9** | **(91.0)** | **35.5%** | **26.4%** | **20.5%** | **17.6%** | **38.1%** |
| Male | 11,851 | 51.0 | 2,393.9 | (90.4) | 38.7% | 26.4% | 19.6% | 15.3% | 34.9% |
| Female | 11,372 | 49.0 | 2,410.2 | (90.9) | 32.1% | 26.4% | 21.4% | 20.1% | 41.5% |
| American Indian/Alaskan Native | 404 | 1.7 | 2,363.4 | (81.2) | 55.2% | 23.8% | 13.8% | 7.2% | 21.0% |
| Asian | 1,860 | 8.0 | 2,439.7 | (92.7) | 22.4% | 21.5% | 24.6% | 31.5% | 56.1% |
| Black/African American | 1,595 | 6.9 | 2,364.1 | (86.7) | 51.9% | 26.3% | 14.1% | 7.7% | 21.8% |
| Hispanic/Latino | 7,411 | 31.9 | 2,371.2 | (84.1) | 48.5% | 27.7% | 15.6% | 8.2% | 23.8% |
| Native Hawaiian/Other Pacific Islander | 703 | 3.0 | 2,378.7 | (87.1) | 45.9% | 27.4% | 16.5% | 10.2% | 26.7% |
| White/Caucasian | 10,914 | 47.0 | 2,422.5 | (87.4) | 26.0% | 26.4% | 24.3% | 23.3% | 47.6% |
| Multi-ethnic/Multi-racial | 1,055 | 4.5 | 2,408.8 | (91.4) | 34.3% | 25.5% | 20.5% | 19.7% | 40.2% |
| Individualized Education Program | 2,176 | 9.4 | 2,342.1 | (89.1) | 64.4% | 19.8% | 9.8% | 6.0% | 15.8% |
| Limited English Proficient/English Language Learner | 4,356 | 18.8 | 2,348.3 | (78.0) | 60.2% | 26.2% | 10.1% | 3.5% | 13.6% |
| Section 504 | 176 | 0.8 | 2,380.0 | (84.0) | 44.3% | 28.4% | 18.8% | 8.5% | 27.3% |
| Economically Disadvantaged | 12,554 | 54.1 | 2,372.4 | (84.0) | 47.8% | 27.8% | 16.0% | 8.4% | 24.4% |
|  |  |  |  |  |  |  |  |  |  Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 4** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **35,689** | **100** | **2,444.1** | **(95.4)** | **36.7%** | **22.6%** | **22.7%** | **17.9%** | **40.6%** |
| Male | 18,372 | 51.5 | 2,432.2 | (95.9) | 41.6% | 22.7% | 21.0% | 14.7% | 35.7% |
| Female | 17,317 | 48.5 | 2,456.7 | (93.3) | 31.6% | 22.6% | 24.4% | 21.4% | 45.8% |
| American Indian/Alaskan Native | 1,158 | 3.2 | 2,389.8 | (90.9) | 60.4% | 21.0% | 13.9% | 4.7% | 18.6% |
| Asian | 2,653 | 7.4 | 2,480.5 | (94.1) | 23.3% | 19.3% | 27.1% | 30.3% | 57.4% |
| Black/African American | 2,493 | 7.0 | 2,404.1 | (91.1) | 54.5% | 21.3% | 17.2% | 7.0% | 24.2% |
| Hispanic/Latino | 9,579 | 26.8 | 2,410.7 | (90.7) | 51.1% | 23.7% | 16.6% | 8.6% | 25.2% |
| Native Hawaiian/Other Pacific Islander | 542 | 1.5 | 2,407.8 | (97.0) | 51.5% | 22.9% | 16.2% | 9.4% | 25.6% |
| White/Caucasian | 19,905 | 55.8 | 2,461.3 | (91.0) | 29.2% | 22.8% | 25.7% | 22.3% | 48.0% |
| Multi-ethnic/Multi-racial | 1,548 | 4.3 | 2,448.7 | (94.4) | 34.3% | 23.4% | 24.1% | 18.2% | 42.3% |
| Individualized Education Program | 3,736 | 10.5 | 2,376.6 | (95.7) | 67.1% | 16.5% | 10.4% | 6.0% | 16.4% |
| Limited English Proficient/English Language Learner | 4,509 | 12.6 | 2,372.5 | (81.4) | 70.0% | 20.2% | 7.7% | 2.1% | 9.8% |
| Section 504 | 312 | 0.9 | 2,436.2 | (87.9) | 38.5% | 26.2% | 23.1% | 12.2% | 35.3% |
| Economically Disadvantaged | 18,432 | 51.6 | 2,412.8 | (91.2) | 49.8% | 23.7% | 17.6% | 8.9% | 26.5% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 5** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **31,594** | **100** | **2,481.6** | **(94.2)** | **33.1%** | **23.0%** | **29.2%** | **14.6%** | **43.8%** |
| Male | 16,138 | 51.1 | 2,469.3 | (94.0) | 38.0% | 23.4% | 27.1% | 11.5% | 38.6% |
| Female | 15,456 | 48.9 | 2,494.5 | (92.7) | 28.0% | 22.6% | 31.6% | 17.8% | 49.4% |
| American Indian/Alaskan Native | 932 | 2.9 | 2,432.0 | (93.6) | 54.2% | 23.3% | 16.5% | 6.0% | 22.5% |
| Asian | 2,289 | 7.2 | 2,515.4 | (95.4) | 22.2% | 18.2% | 34.0% | 25.6% | 59.6% |
| Black/African American | 2,483 | 7.9 | 2,445.7 | (89.4) | 49.3% | 23.2% | 20.7% | 6.8% | 27.5% |
| Hispanic/Latino | 8,909 | 28.2 | 2,447.2 | (90.2) | 47.0% | 25.0% | 21.2% | 6.8% | 28.0% |
| Native Hawaiian/Other Pacific Islander | 517 | 1.6 | 2,453.8 | (92.6) | 44.5% | 25.5% | 21.7% | 8.3% | 30.0% |
| White/Caucasian | 19,438 | 61.5 | 2,493.6 | (91.7) | 27.9% | 22.7% | 32.3% | 17.1% | 49.4% |
| Multi-ethnic/Multi-racial | 1,289 | 4.1 | 2,483.0 | (91.6) | 33.4% | 22.1% | 30.1% | 14.4% | 44.5% |
| Individualized Education Program | 3,405 | 10.8 | 2,401.3 | (88.4) | 69.6% | 17.4% | 10.2% | 2.8% | 13.0% |
| Limited English Proficient/English Language Learner | 3,463 | 11.0 | 2,397.9 | (77.8) | 71.3% | 20.6% | 7.3% | 0.8% | 8.1% |
| Section 504 | 395 | 1.3 | 2,480.7 | (85.5) | 32.7% | 25.0% | 30.9% | 11.4% | 42.3% |
| Economically Disadvantaged | 15,836 | 50.1 | 2,448.9 | (89.2) | 46.4% | 24.8% | 22.4% | 6.4% | 28.8% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 6** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **31,535** | **100** | **2,503.5** | **(94.8)** | **30.1%** | **29.3%** | **29.3%** | **11.2%** | **40.5%** |
| Male | 16,101 | 51.1 | 2,490.7 | (94.7) | 34.8% | 29.8% | 26.9% | 8.5% | 35.4% |
| Female | 15,434 | 48.9 | 2,516.9 | (93.1) | 25.3% | 28.8% | 31.8% | 14.1% | 45.9% |
| American Indian/Alaskan Native | 906 | 2.9 | 2,463.6 | (88.6) | 46.4% | 31.0% | 18.4% | 4.2% | 22.6% |
| Asian | 2,300 | 7.3 | 2,544.8 | (95.8) | 16.7% | 23.6% | 36.4% | 23.3% | 59.7% |
| Black/African American | 2,158 | 6.8 | 2,465.2 | (95.5) | 45.5% | 29.8% | 19.1% | 5.6% | 24.7% |
| Hispanic/Latino | 8,845 | 28.0 | 2,471.2 | (89.0) | 42.3% | 31.9% | 21.5% | 4.3% | 25.8% |
| Native Hawaiian/Other Pacific Islander | 371 | 1.2 | 2,468.6 | (95.6) | 43.4% | 29.4% | 23.2% | 4.0% | 27.2% |
| White/Caucasian | 17,335 | 55.0 | 2,520.0 | (90.5) | 23.4% | 28.9% | 33.9% | 13.8% | 47.7% |
| Multi-ethnic/Multi-racial | 1,274 | 4.0 | 2,505.5 | (95.8) | 30.0% | 28.8% | 29.0% | 12.2% | 41.2% |
| Individualized Education Program | 3,278 | 10.4 | 2,417.9 | (87.5) | 69.3% | 20.8% | 8.3% | 1.6% | 9.9% |
| Limited English Proficient/English Language Learner | 3,058 | 9.7 | 2,414.1 | (75.0) | 71.1% | 24.3% | 4.1% | 0.5% | 4.6% |
| Section 504 | 362 | 1.1 | 2,489.5 | (85.5) | 35.4% | 32.3% | 26.5% | 5.8% | 32.3% |
| Economically Disadvantaged | 15,977 | 50.7 | 2,473.2 | (90.6) | 41.7% | 31.3% | 21.9% | 5.1% | 27.0% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 7** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **30,913** | **100** | **2,518.0** | **(96.9)** | **33.7%** | **28.2%** | **29.7%** | **8.5%** | **38.2%** |
| Male | 15,812 | 51.2 | 2,501.9 | (97.5) | 40.1% | 28.4% | 25.2% | 6.3% | 31.5% |
| Female | 15,101 | 48.8 | 2,534.9 | (93.2) | 26.9% | 28.0% | 34.3% | 10.8% | 45.1% |
| American Indian/Alaskan Native | 526 | 1.7 | 2,486.4 | (89.1) | 43.0% | 34.6% | 20.1% | 2.3% | 22.4% |
| Asian | 2,904 | 9.4 | 2,568.2 | (96.3) | 17.5% | 21.1% | 40.8% | 20.6% | 61.4% |
| Black/African American | 1,582 | 5.1 | 2,479.3 | (92.0) | 49.7% | 27.8% | 19.4% | 3.1% | 22.5% |
| Hispanic/Latino | 13,040 | 42.2 | 2,488.9 | (91.8) | 44.7% | 29.9% | 21.7% | 3.7% | 25.4% |
| Native Hawaiian/Other Pacific Islander | 254 | 0.8 | 2,482.1 | (102.5) | 49.6% | 24.4% | 21.7% | 4.3% | 26.0% |
| White/Caucasian | 12,537 | 40.6 | 2,540.9 | (91.2) | 24.4% | 28.0% | 36.3% | 11.3% | 47.6% |
| Multi-ethnic/Multi-racial | 867 | 2.8 | 2,538.6 | (93.9) | 25.6% | 26.9% | 35.7% | 11.8% | 47.5% |
| Individualized Education Program | 2,870 | 9.3 | 2,422.4 | (86.0) | 76.6% | 16.1% | 6.4% | 0.9% | 7.3% |
| Limited English Proficient/English Language Learner | 3,818 | 12.4 | 2,423.5 | (76.0) | 77.7% | 18.4% | 3.7% | 0.2% | 3.9% |
| Section 504 | 299 | 1.0 | 2,522.6 | (91.3) | 33.4% | 27.1% | 31.1% | 8.4% | 39.5% |
| Economically Disadvantaged | 17,348 | 56.1 | 2,490.5 | (92.6) | 44.4% | 29.5% | 22.1% | 4.0% | 26.1% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 8** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **35,913** | **100** | **2,541.0** | **(96.8)** | **28.4%** | **30.2%** | **32.1%** | **9.3%** | **41.4%** |
| Male | 18,313 | 51.0 | 2,523.5 | (96.2) | 34.8% | 31.0% | 28.0% | 6.2% | 34.2% |
| Female | 17,600 | 49.0 | 2,559.2 | (94.0) | 21.7% | 29.5% | 36.3% | 12.5% | 48.8% |
| American Indian/Alaskan Native | 969 | 2.7 | 2,492.9 | (97.9) | 47.6% | 29.0% | 19.5% | 3.9% | 23.4% |
| Asian | 2,557 | 7.1 | 2,580.1 | (99.0) | 17.6% | 24.9% | 36.7% | 20.8% | 57.5% |
| Black/African American | 2,869 | 8.0 | 2,499.6 | (93.3) | 44.7% | 32.3% | 18.8% | 4.2% | 23.0% |
| Hispanic/Latino | 9,997 | 27.8 | 2,512.2 | (92.2) | 38.1% | 33.1% | 24.6% | 4.2% | 28.8% |
| Native Hawaiian/Other Pacific Islander | 330 | 0.9 | 2,508.1 | (96.7) | 41.2% | 33.3% | 19.7% | 5.8% | 25.5% |
| White/Caucasian | 19,419 | 54.1 | 2,557.0 | (92.5) | 22.1% | 29.4% | 37.6% | 10.9% | 48.5% |
| Multi-ethnic/Multi-racial | 1,355 | 3.8 | 2,553.1 | (97.7) | 25.1% | 28.3% | 34.6% | 12.0% | 46.6% |
| Individualized Education Program | 3,338 | 9.3 | 2,450.7 | (84.4) | 67.7% | 23.8% | 7.6% | 0.9% | 8.5% |
| Limited English Proficient/English Language Learner | 2,750 | 7.7 | 2,443.4 | (73.8) | 72.0% | 23.2% | 4.6% | 0.2% | 4.8% |
| Section 504 | 444 | 1.2 | 2,539.4 | (92.8) | 28.4% | 28.8% | 34.9% | 7.9% | 42.8% |
| Economically Disadvantaged | 17,525 | 48.8 | 2,512.0 | (93.5) | 38.7% | 32.6% | 24.1% | 4.6% | 28.7% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA Grade 11** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **31,019** | **100** | **2,554.3** | **(103.1)** | **27.9%** | **31.2%** | **30.0%** | **10.9%** | **40.9%** |
| Male | 15,445 | 49.8 | 2,537.0 | (104.1) | 34.3% | 30.9% | 26.4% | 8.4% | 34.8% |
| Female | 15,574 | 50.2 | 2,571.5 | (99.2) | 21.6% | 31.4% | 33.5% | 13.5% | 47.0% |
| American Indian/Alaskan Native | 777 | 2.5 | 2,526.3 | (92.8) | 36.6% | 36.8% | 22.5% | 4.1% | 26.6% |
| Asian | 2,344 | 7.6 | 2,585.6 | (108.9) | 20.3% | 25.6% | 34.1% | 20.0% | 54.1% |
| Black/African American | 2,552 | 8.2 | 2,503.4 | (94.3) | 46.9% | 31.9% | 17.6% | 3.6% | 21.2% |
| Hispanic/Latino | 10,041 | 32.4 | 2,533.8 | (99.0) | 33.7% | 33.9% | 26.0% | 6.4% | 32.4% |
| Native Hawaiian/Other Pacific Islander | 195 | 0.6 | 2,530.0 | (102.7) | 38.5% | 28.7% | 26.1% | 6.7% | 32.8% |
| White/Caucasian | 16,020 | 51.6 | 2,567.1 | (102.2) | 23.8% | 30.0% | 32.9% | 13.3% | 46.2% |
| Multi-ethnic/Multi-racial | 889 | 2.9 | 2,563.8 | (103.6) | 24.6% | 30.3% | 33.1% | 12.0% | 45.1% |
| Individualized Education Program | 2,084 | 6.7 | 2,460.2 | (89.5) | 66.5% | 24.5% | 7.6% | 1.4% | 9.0% |
| Limited English Proficient/English Language Learner | 1,767 | 5.7 | 2,451.0 | (82.3) | 71.0% | 23.3% | 5.1% | 0.6% | 5.7% |
| Section 504 | 366 | 1.2 | 2,544.1 | (102.6) | 30.6% | 33.3% | 26.8% | 9.3% | 36.1% |
| Economically Disadvantaged | 13,962 | 45.0 | 2,533.2 | (100.7) | 34.6% | 32.8% | 25.8% | 6.8% | 32.6% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 3** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **24,799** | **100** | **2,413.0** | **(77.5)** | **31.7%** | **29.4%** | **26.9%** | **12.1%** | **39.0%** |
| Male | 12,530 | 50.5 | 2,413.4 | (79.5) | 31.6% | 29.1% | 26.5% | 12.8% | 39.3% |
| Female | 12,269 | 49.5 | 2,412.7 | (75.4) | 31.9% | 29.6% | 27.2% | 11.3% | 38.5% |
| American Indian/Alaskan Native | 792 | 3.2 | 2,377.1 | (73.6) | 50.5% | 28.3% | 17.7% | 3.5% | 21.2% |
| Asian | 1,874 | 7.6 | 2,454.9 | (77.0) | 15.0% | 24.3% | 33.6% | 27.1% | 60.7% |
| Black/African American | 2,158 | 8.7 | 2,376.8 | (73.0) | 49.4% | 30.8% | 15.8% | 4.0% | 19.8% |
| Hispanic/Latino | 7,589 | 30.6 | 2,386.3 | (72.1) | 44.2% | 31.7% | 19.5% | 4.6% | 24.1% |
| Native Hawaiian/Other Pacific Islander | 292 | 1.2 | 2,383.1 | (75.2) | 45.2% | 30.8% | 19.5% | 4.5% | 24.0% |
| White/Caucasian | 14,503 | 58.5 | 2,422.3 | (75.6) | 27.1% | 28.7% | 30.0% | 14.2% | 44.2% |
| Multi-ethnic/Multi-racial | 903 | 3.6 | 2,419.7 | (78.7) | 27.5% | 30.9% | 26.2% | 15.4% | 41.6% |
| Individualized Education Program | 2,409 | 9.7 | 2,360.8 | (83.9) | 60.1% | 21.5% | 13.2% | 5.2% | 18.4% |
| Limited English Proficient/English Language Learner | 4,000 | 16.1 | 2,372.6 | (69.4) | 51.8% | 31.7% | 13.9% | 2.6% | 16.5% |
| Section 504 | 188 | 0.8 | 2,412.3 | (80.6) | 33.0% | 28.7% | 25.5% | 12.8% | 38.3% |
| Economically Disadvantaged | 12,973 | 52.3 | 2,389.0 | (73.5) | 42.8% | 31.2% | 20.6% | 5.4% | 26.0% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 4** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **38,925** | **100** | **2,458.8** | **(79.3)** | **26.8%** | **35.8%** | **24.3%** | **13.2%** | **37.5%** |
| Male | 19,954 | 51.3 | 2,460.3 | (81.8) | 26.8% | 34.2% | 24.4% | 14.6% | 39.0% |
| Female | 18,971 | 48.7 | 2,457.2 | (76.5) | 26.7% | 37.4% | 24.1% | 11.8% | 35.9% |
| American Indian/Alaskan Native | 1,563 | 4.0 | 2,424.2 | (72.7) | 42.6% | 38.2% | 14.1% | 5.1% | 19.2% |
| Asian | 2,444 | 6.3 | 2,502.8 | (81.1) | 13.1% | 27.8% | 28.1% | 31.0% | 59.1% |
| Black/African American | 4,137 | 10.6 | 2,410.3 | (70.8) | 50.1% | 35.4% | 11.8% | 2.7% | 14.5% |
| Hispanic/Latino | 10,467 | 26.9 | 2,427.0 | (71.9) | 40.5% | 38.8% | 16.1% | 4.6% | 20.7% |
| Native Hawaiian/Other Pacific Islander | 331 | 0.9 | 2,437.4 | (77.6) | 34.4% | 38.4% | 19.9% | 7.3% | 27.2% |
| White/Caucasian | 25,697 | 66.0 | 2,469.0 | (76.1) | 21.5% | 35.9% | 27.6% | 15.0% | 42.6% |
| Multi-ethnic/Multi-racial | 1,857 | 4.8 | 2,464.8 | (77.1) | 23.7% | 36.8% | 24.5% | 15.0% | 39.5% |
| Individualized Education Program | 4,219 | 10.8 | 2,393.0 | (79.7) | 60.9% | 26.2% | 9.7% | 3.2% | 12.9% |
| Limited English Proficient/English Language Learner | 4,374 | 11.2 | 2,404.2 | (66.2) | 53.7% | 36.1% | 8.4% | 1.8% | 10.2% |
| Section 504 | 406 | 1.0 | 2,471.1 | (77.2) | 21.7% | 36.9% | 25.4% | 16.0% | 41.4% |
| Economically Disadvantaged | 19,774 | 50.8 | 2,429.6 | (73.3) | 39.5% | 38.4% | 16.7% | 5.4% | 22.1% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |
|  |  |  |  |  |  |  |  |  |  |  |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 5** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **42,380** | **100** | **2,487.6** | **(86.2)** | **34.8%** | **32.2%** | **18.1%** | **14.9%** | **33.0%** |
| Male | 21,600 | 51.0 | 2,487.8 | (89.9) | 35.3% | 30.5% | 18.1% | 16.1% | 34.2% |
| Female | 20,780 | 49.0 | 2,487.4 | (82.3) | 34.2% | 34.0% | 18.1% | 13.7% | 31.8% |
| American Indian/Alaskan Native | 1,395 | 3.3 | 2,446.1 | (80.2) | 55.6% | 29.2% | 10.5% | 4.7% | 15.2% |
| Asian | 2,779 | 6.6 | 2,535.9 | (88.4) | 18.0% | 25.4% | 23.1% | 33.5% | 56.6% |
| Black/African American | 3,602 | 8.5 | 2,436.8 | (80.5) | 59.7% | 27.5% | 9.2% | 3.6% | 12.8% |
| Hispanic/Latino | 10,065 | 23.7 | 2,451.6 | (80.2) | 52.0% | 31.2% | 11.3% | 5.5% | 16.8% |
| Native Hawaiian/Other Pacific Islander | 395 | 0.9 | 2,462.2 | (83.3) | 48.6% | 29.9% | 13.9% | 7.6% | 21.5% |
| White/Caucasian | 29,256 | 69.0 | 2,495.8 | (82.8) | 30.1% | 33.5% | 20.2% | 16.2% | 36.4% |
| Multi-ethnic/Multi-racial | 2,127 | 5.0 | 2,491.9 | (85.8) | 32.6% | 33.1% | 18.6% | 15.7% | 34.3% |
| Individualized Education Program | 4,671 | 11.0 | 2,412.5 | (84.9) | 72.3% | 18.2% | 5.7% | 3.8% | 9.5% |
| Limited English Proficient/English Language Learner | 3,666 | 8.7 | 2,416.7 | (73.0) | 71.0% | 22.8% | 4.6% | 1.6% | 6.2% |
| Section 504 | 564 | 1.3 | 2,487.0 | (82.3) | 35.1% | 35.1% | 16.1% | 13.7% | 29.8% |
| Economically Disadvantaged | 20,393 | 48.1 | 2,456.1 | (80.6) | 49.2% | 32.1% | 12.4% | 6.3% | 18.7% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 6** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **29,946** | **100** | **2,507.0** | **(94.9)** | **34.6%** | **32.5%** | **19.2%** | **13.7%** | **32.9%** |
| Male | 15,207 | 50.8 | 2,507.3 | (97.1) | 35.1% | 31.3% | 19.1% | 14.5% | 33.6% |
| Female | 14,739 | 49.2 | 2,506.8 | (92.6) | 34.1% | 33.6% | 19.5% | 12.8% | 32.3% |
| American Indian/Alaskan Native | 855 | 2.9 | 2,467.3 | (91.0) | 52.4% | 29.1% | 13.4% | 5.1% | 18.5% |
| Asian | 1,918 | 6.4 | 2,558.4 | (94.8) | 18.3% | 25.5% | 25.0% | 31.2% | 56.2% |
| Black/African American | 2,061 | 6.9 | 2,460.4 | (90.3) | 54.1% | 30.6% | 11.3% | 4.0% | 15.3% |
| Hispanic/Latino | 7,013 | 23.4 | 2,473.1 | (89.6) | 48.6% | 32.3% | 13.5% | 5.6% | 19.1% |
| Native Hawaiian/Other Pacific Islander | 264 | 0.9 | 2,489.1 | (89.5) | 41.7% | 33.3% | 17.4% | 7.6% | 25.0% |
| White/Caucasian | 19,032 | 63.6 | 2,517.5 | (91.5) | 29.8% | 33.6% | 21.3% | 15.3% | 36.6% |
| Multi-ethnic/Multi-racial | 1,383 | 4.6 | 2,511.1 | (95.2) | 33.8% | 31.0% | 19.7% | 15.5% | 35.2% |
| Individualized Education Program | 2,808 | 9.4 | 2,432.7 | (93.6) | 67.7% | 22.6% | 6.6% | 3.1% | 9.7% |
| Limited English Proficient/English Language Learner | 2,010 | 6.7 | 2,427.1 | (81.0) | 71.9% | 22.9% | 3.7% | 1.5% | 5.2% |
| Section 504 | 437 | 1.5 | 2,501.6 | (96.2) | 38.7% | 31.6% | 15.7% | 14.0% | 29.7% |
| Economically Disadvantaged | 13,562 | 45.3 | 2,475.4 | (88.9) | 47.6% | 32.8% | 13.7% | 5.9% | 19.6% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 7** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **28,271** | **100** | **2,515.8** | **(106.0)** | **36.2%** | **30.9%** | **20.2%** | **12.7%** | **32.9%** |
| Male | 14,268 | 50.5 | 2,515.9 | (108.0) | 36.5% | 30.2% | 20.0% | 13.3% | 33.3% |
| Female | 14,003 | 49.5 | 2,515.6 | (104.1) | 36.0% | 31.6% | 20.2% | 12.2% | 32.4% |
| American Indian/Alaskan Native | 660 | 2.3 | 2,476.2 | (98.0) | 51.1% | 32.7% | 10.7% | 5.5% | 16.2% |
| Asian | 2,703 | 9.6 | 2,577.3 | (105.7) | 18.1% | 23.8% | 26.4% | 31.7% | 58.1% |
| Black/African American | 1,602 | 5.7 | 2,466.7 | (98.1) | 55.2% | 29.9% | 11.2% | 3.7% | 14.9% |
| Hispanic/Latino | 10,095 | 35.7 | 2,477.0 | (97.6) | 50.2% | 32.3% | 13.0% | 4.5% | 17.5% |
| Native Hawaiian/Other Pacific Islander | 391 | 1.4 | 2,494.3 | (99.4) | 41.9% | 35.3% | 16.9% | 5.9% | 22.8% |
| White/Caucasian | 12,776 | 45.2 | 2,539.8 | (99.6) | 26.5% | 31.3% | 25.9% | 16.3% | 42.2% |
| Multi-ethnic/Multi-racial | 922 | 3.3 | 2,526.2 | (106.2) | 34.2% | 30.6% | 18.7% | 16.5% | 35.2% |
| Individualized Education Program | 2,469 | 8.7 | 2,429.2 | (99.0) | 72.1% | 19.1% | 6.4% | 2.4% | 8.8% |
| Limited English Proficient/English Language Learner | 2,842 | 10.1 | 2,426.4 | (91.7) | 74.6% | 19.5% | 4.4% | 1.5% | 5.9% |
| Section 504 | 323 | 1.1 | 2,521.7 | (104.9) | 35.9% | 31.0% | 20.1% | 13.0% | 33.1% |
| Economically Disadvantaged | 14,592 | 51.6 | 2,482.0 | (99.6) | 48.5% | 31.9% | 14.2% | 5.4% | 19.6% |
|  |  |  |  |  |  |  |  |  | Dec. 22,2014 |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 8** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **34,880** | **100** | **2,528.9** | **(112.7)** | **37.9%** | **30.1%** | **19.4%** | **12.6%** | **32.0%** |
| Male | 17,575 | 50.4 | 2,528.4 | (115.5) | 38.5% | 29.0% | 19.2% | 13.3% | 32.5% |
| Female | 17,305 | 49.6 | 2,529.4 | (109.8) | 37.3% | 31.2% | 19.5% | 12.0% | 31.5% |
| American Indian/Alaskan Native | 595 | 1.7 | 2,481.6 | (110.8) | 55.8% | 27.6% | 10.7% | 5.9% | 16.6% |
| Asian | 3,548 | 10.2 | 2,598.3 | (110.4) | 18.9% | 22.9% | 25.0% | 33.2% | 58.2% |
| Black/African American | 1,934 | 5.5 | 2,477.4 | (108.7) | 56.8% | 27.1% | 11.2% | 4.9% | 16.1% |
| Hispanic/Latino | 13,554 | 38.9 | 2,493.1 | (105.3) | 50.6% | 30.8% | 13.7% | 4.9% | 18.6% |
| Native Hawaiian/Other Pacific Islander | 223 | 0.6 | 2,492.5 | (104.7) | 53.4% | 26.0% | 15.7% | 4.9% | 20.6% |
| White/Caucasian | 14,846 | 42.6 | 2,551.5 | (105.8) | 28.4% | 31.6% | 24.3% | 15.7% | 40.0% |
| Multi-ethnic/Multi-racial | 1,177 | 3.4 | 2,541.7 | (111.8) | 34.2% | 29.9% | 20.6% | 15.3% | 35.9% |
| Individualized Education Program | 2,856 | 8.2 | 2,439.0 | (104.7) | 73.3% | 18.9% | 5.3% | 2.5% | 7.8% |
| Limited English Proficient/English Language Learner | 3,217 | 9.2 | 2,439.1 | (96.7) | 74.5% | 20.2% | 3.9% | 1.4% | 5.3% |
| Section 504 | 401 | 1.1 | 2,521.2 | (110.9) | 42.9% | 27.7% | 18.2% | 11.2% | 29.4% |
| Economically Disadvantaged | 17,722 | 50.8 | 2,495.6 | (107.3) | 49.6% | 30.5% | 14.2% | 5.7% | 19.9% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |

**Smarter Balanced Grade-level Field Test Demographic Sample**

**Average Scale Scores (with Standard Errors) and Percent of Students at Different Achievement Levels**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MATH Grade 11** | **Total** | **Scale Scores** | **Level 1 Pct** | **Level 2 Pct** | **Level 3 Pct** | **Level 4 Pct** | **% At or Above** |
| **Sub Group** | **N** | **Pct** | **Mean** | **(Std. Dev.)** | **Level 3** |
| **ALL** | **21,250** | **100** | **2,568.0** | **(125.0)** | **40.4%** | **26.8%** | **21.4%** | **11.4%** | **32.8%** |
| Male | 10,518 | 49.5 | 2,570.5 | (128.2) | 40.0% | 25.9% | 21.4% | 12.7% | 34.1% |
| Female | 10,732 | 50.5 | 2,565.6 | (121.8) | 40.8% | 27.6% | 21.4% | 10.2% | 31.6% |
| American Indian/Alaskan Native | 187 | 0.9 | 2,531.1 | (116.6) | 55.1% | 23.0% | 16.0% | 5.9% | 21.9% |
| Asian | 3,184 | 15.0 | 2,643.9 | (118.1) | 18.8% | 22.5% | 30.8% | 27.9% | 58.7% |
| Black/African American | 1,076 | 5.1 | 2,515.1 | (118.2) | 57.5% | 25.0% | 14.0% | 3.5% | 17.5% |
| Hispanic/Latino | 9,637 | 45.4 | 2,529.9 | (115.1) | 52.5% | 27.6% | 15.4% | 4.5% | 19.9% |
| Native Hawaiian/Other Pacific Islander | 141 | 0.7 | 2,524.6 | (113.9) | 56.0% | 25.6% | 13.4% | 5.0% | 18.4% |
| White/Caucasian | 6,772 | 31.9 | 2,594.0 | (119.0) | 31.0% | 27.9% | 26.4% | 14.7% | 41.1% |
| Multi-ethnic/Multi-racial | 472 | 2.2 | 2,583.9 | (124.4) | 34.7% | 26.7% | 25.9% | 12.7% | 38.6% |
| Individualized Education Program | 1,158 | 5.4 | 2,462.3 | (114.3) | 75.6% | 16.9% | 5.2% | 2.3% | 7.5% |
| Limited English Proficient/English Language Learner | 1,592 | 7.5 | 2,458.2 | (105.0) | 79.0% | 15.3% | 4.5% | 1.2% | 5.7% |
| Section 504 | 261 | 1.2 | 2,573.0 | (121.6) | 36.0% | 30.3% | 22.6% | 11.1% | 33.7% |
| Economically Disadvantaged | 11,064 | 52.1 | 2,537.9 | (120.1) | 49.9% | 26.9% | 16.9% | 6.3% | 23.2% |
|  |  |  |  |  |  |  |  |  | Dec. 22, 2014 |