

The 2010 Broad Prize for Urban Education



Gwinnett County Public Schools

Georgia

PAGE	DATA
2	Background Information
3	Trends in Overall Reading and Mathematics Proficiency
<hr/>	
READING	
4	Reading Proficiency Data Summary
5	Reading Proficiency Gaps
6	Reading Outperformance by Proficiency Category: District vs. State
7	Standardized Residuals for Reading
<hr/>	
MATHEMATICS	
8	Mathematics Proficiency Data Summary
9	Mathematics Proficiency Gaps
10	Mathematics Outperformance by Proficiency Category: District vs. State
11	Standardized Residuals for Mathematics
<hr/>	
12	High School Graduation Rates
13	College Readiness Data
14	Adequate Yearly Progress (AYP)
15	Methodology and Technical Notes

Gwinnett County Public Schools

GEORGIA

Background Information

Description of district: 2005–2008

	2005	2006	2007	2008
District characteristics				
Locale ¹	—	21	21	21
Number of schools	103	102	111	116
Student characteristics				
Enrollment	135,392	144,598	152,043	155,618
District size rank ²	18	15	15	15
Percent low-income students ³	34	37	40	41
Percent non-White students	50	54	57	59
Percent of students by race/ethnicity				
African American	23	25	26	27
Asian	10	10	10	10
Hispanic	17	19	21	22
White	47	43	39	37
American Indian/Alaska Native	0	0	0	0
Not reported ⁴	3	3	4	4
Percent English language learners	11	15	15	13
Percent students with disabilities	11	12	12	12
District expenditures				
Total current expenditures per pupil	\$8,176	\$8,343	\$8,859	—
Instructional expenditures per pupil	\$5,194	\$5,191	\$5,609	—
State expenditures				
Total current expenditures per pupil	\$8,065	\$8,595	\$9,102	—
Instructional expenditures per pupil	\$5,085	\$5,379	\$5,744	—

SOURCE: Analysis of data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

— Not available. † Data were suppressed due to unreliability. See methodology section.

¹ In 2006, the CCD began reporting a new 2-digit locale code based on urban clusters. As defined by the CCD, locale code 11 represents a large city, code 12 represents a midsize city, and code 21 represents a suburb of a large urban area.

² District size rank is based on enrollment in local school districts in the 50 states and DC, and does not include other district types or territories.

³ Low-income students are eligible for Free or Reduced-Price School Lunch (FRSL).

⁴ Not reported may include students with missing race/ethnicity information and/or students with race/ethnicities not recognized by the CCD.

NOTES: CCD data for 2009 were not available at time of this analysis. 2008 expenditures data were also not available at time of this analysis. Some student demographic data were provided by the state or district education agency.

State test information: 2006–2009

Subject/level	Most recent test included in analysis	Grades included in analysis			
		2006	2007	2008	2009
Reading					
Elementary	Criterion Referenced Competency Tests (CRCT)	4	4	4	4
Middle	Criterion Referenced Competency Tests (CRCT)	6, 7	6, 7	6, 7	6, 7
High	Georgia High School Graduation Test (GHSGT)	11	11	11	11
Mathematics					
Elementary	Criterion Referenced Competency Tests (CRCT)	3, 4	3, 4	3, 4, 5	3, 4, 5
Middle	Criterion Referenced Competency Tests (CRCT)	6	6, 7	6, 7	6, 7
High	Georgia High School Graduation Test (GHSGT)	11	11	11	11

SOURCE: State education agency.

— Not available.

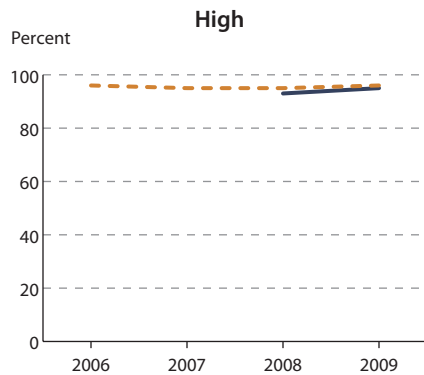
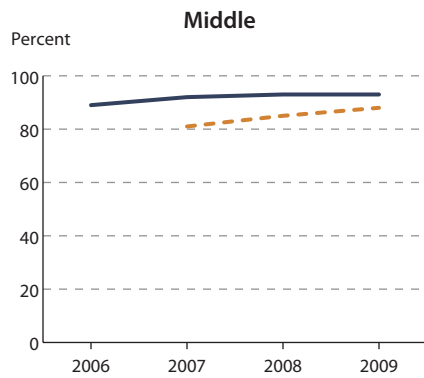
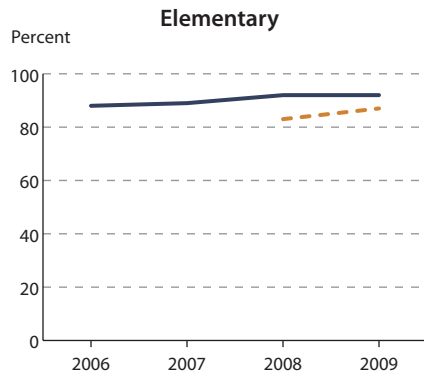
NOTES: **Italics** indicate tests were not comparable to other years. **At the elementary level**, math test standards changed in 2008; as a result, previous years' results were not comparable and were excluded from trend analyses. **At the middle school level**, math test standards changed in 2007; as a result, 2006 results were not comparable and were excluded from trend analyses. **At the high school level**, reading test standards changed in 2008; as a result, previous years' results were not comparable and were excluded from trend analyses.

Gwinnett County Public Schools GEORGIA

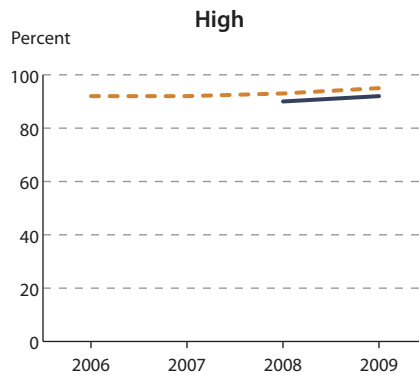
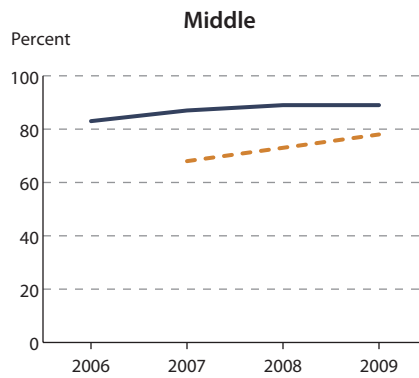
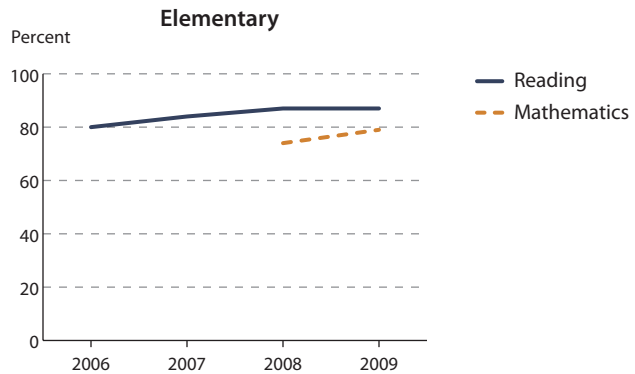
Trends in Overall Reading and Mathematics Proficiency

Percentage of all students in the district and the state¹ scoring at or above proficient in reading and mathematics in elementary, middle, and high school: 2006–2009

DISTRICT PROFICIENCY RATE



STATE¹ PROFICIENCY RATE



SOURCE: Analysis of state test data.

¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: See tables on pages 4 and 8 for details.

Gwinnett County Public Schools

GEORGIA

Reading Proficiency Data Summary

Percentage of students in the district and the state¹ scoring at or above proficient in reading: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks	
						2009	Average change
Elementary							
District							
All	88	89	92	92	1	2	7
African American	84	88	89	89	2	1	8
Asian	92	94	95	96	1	†	†
Hispanic	75	79	85	87	4	4	6
White	95	95	96	96	0	2	7
Low income	81	83	86	87	2	3	7
Non-low income	90	95	96	97	2	3	3
State¹							
All	80	84	87	87	2	—	—
African American	69	76	81	80	4	—	—
Asian	†	†	†	†	†	—	—
Hispanic	70	75	82	84	5	—	—
White	90	92	93	92	1	—	—
Low income	71	77	81	81	3	—	—
Non-low income	91	93	94	94	1	—	—
Middle							
District							
All	89	92	93	93	1	2	8
African American	87	90	92	92	2	1	8
Asian	92	93	96	96	1	†	†
Hispanic	76	83	85	85	3	7	7
White	95	96	97	96	0	2	8
Low income	84	86	88	88	2	3	8
Non-low income	91	96	96	97	2	3	3
State¹							
All	83	87	89	89	2	—	—
African American	75	81	84	84	3	—	—
Asian	†	†	†	†	†	—	—
Hispanic	74	81	85	87	4	—	—
White	90	92	94	93	1	—	—
Low income	75	80	84	84	3	—	—
Non-low income	91	94	95	95	1	—	—
High							
District							
All	97	97	93	95	2	2	5
African American	96	96	90	92	3	2	5
Asian	96	97	93	96	3	†	†
Hispanic	90	90	84	90	6	4	5
White	99	99	97	97	0	3	7
Low income	95	93	86	90	4	3	4
Non-low income	97	98	95	97	1	3	5
State¹							
All	96	96	90	92	2	—	—
African American	93	94	85	88	3	—	—
Asian	†	†	†	†	†	—	—
Hispanic	†	†	†	87	†	—	—
White	98	98	94	95	1	—	—
Low income	92	93	84	87	3	—	—
Non-low income	98	98	94	96	1	—	—

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: Details on the calculation of **average change** and **decile ranks** are found in the methodology section. **Positive change values** appear in color. Decile ranks appear in color when the district's 2009 performance or average change in proficiency is in the top 30 percent (1–3) of the state. **Italicized values** are not comparable to other years. **Some years of proficiency results** were missing or excluded from trend analyses; see page 2, table 2 for details.

Gwinnett County Public Schools

GEORGIA

Reading Proficiency Gaps

Percentage-point gaps in reading proficiency rates between disadvantaged and advantaged groups: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks	
						2009	Average change
Elementary							
Internal district gap							
African American vs. White	-11	-8	-6	-7	1	3	8
Hispanic vs. White	-19	-16	-10	-9	4	6	5
Low income vs. non-low income	-9	-12	-10	-10	0	5	9
Internal district vs. internal state ¹ gap							
African American vs. White	10	9	5	5	-2	—	—
Hispanic vs. White	0	1	0	-1	0	—	—
Low income vs. non-low income	11	4	3	3	-2	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-6	-4	-3	-4	1	—	—
Hispanic vs. White	-15	-13	-7	-6	3	—	—
Low income vs. non-low income	-10	-10	-8	-8	1	—	—
Middle							
Internal district gap							
African American vs. White	-9	-7	-5	-5	1	2	6
Hispanic vs. White	-19	-14	-12	-11	3	9	6
Low income vs. non-low income	-7	-10	-8	-8	0	5	9
Internal district vs. internal state ¹ gap							
African American vs. White	6	5	5	4	-1	—	—
Hispanic vs. White	-3	-2	-3	-4	-1	—	—
Low income vs. non-low income	9	3	2	2	-2	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-3	-2	-2	-2	1	—	—
Hispanic vs. White	-14	-9	-9	-8	2	—	—
Low income vs. non-low income	-8	-8	-7	-7	0	—	—
High							
Internal district gap							
African American vs. White	-3	-3	-7	-5	2	3	5
Hispanic vs. White	-9	-9	-13	-7	6	5	4
Low income vs. non-low income	-2	-6	-9	-7	3	4	5
Internal district vs. internal state ¹ gap							
African American vs. White	2	1	2	3	1	—	—
Hispanic vs. White	†	†	†	1	†	—	—
Low income vs. non-low income	3	-1	1	2	1	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-2	-2	-5	-3	2	—	—
Hispanic vs. White	-8	-8	-11	-5	5	—	—
Low income vs. non-low income	-3	-6	-8	-5	3	—	—

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: In the first four columns, negative numbers indicate an achievement gap, where the disadvantaged group performed lower than the advantaged group. (Positive numbers indicate the disadvantaged group performed higher than the advantaged group.) **Negative average change** values indicate the achievement gap widened; positive numbers indicate the achievement gap narrowed. **Average change values** appear in color when the gap is closing; details on the definition of a gap closure are found in the methodology section. Details on the calculation of **average change** and **decile ranks** are also found in the methodology section. **2009 decile ranks** appear in color when the 2009 gap is among the 30 percent (1–3) of districts with the smallest gaps in the state. **Decile ranks of average change** appear in color when the average change in gaps is in the top 30 percent (1–3) of the state and meets the conditions for a gap closure. **Italicized average values** are not comparable to other years. **Some years of proficiency results** were missing or excluded from trend analyses; see page 2, table 2 for details.

Gwinnett County Public Schools

GEORGIA

Reading Outperformance by Proficiency Category: District vs. State¹

Percentage of students at various levels of proficiency in reading in 2009, average change from 2006 to 2009, and count of instances when the district outperformed the state¹

	2009 performance				Average change			
	Below Proficient	Proficient	Advanced	Proficient or above	Below Proficient	Proficient	Advanced	Proficient or above
Elementary								
District								
All	8	51	40	92	-1	1	1	1
African American	11	58	30	89	-2	1	1	2
Asian	4	44	51	96	-1	-1	2	1
Hispanic	13	64	23	87	-4	2	2	4
White	4	39	57	96	0	0	1	0
Low income	13	61	26	87	-2	1	1	2
Non-low income	3	41	55	97	-2	-1	3	2
State ¹								
All	13	55	32	87	-2	1	2	2
African American	20	61	19	80	-4	2	2	4
Asian	†	†	†	†	†	†	†	†
Hispanic	16	64	20	84	-5	3	2	5
White	8	49	43	92	-1	0	1	1
Low income	19	61	20	81	-3	2	2	3
Non-low income	6	47	47	94	-1	-1	2	1
Middle								
District								
All	7	56	36	93	-1	-2	3	1
African American	8	66	26	92	-2	-2	3	2
Asian	4	48	48	96	-1	-4	6	1
Hispanic	15	65	20	85	-3	0	3	3
White	4	46	51	96	0	-3	3	0
Low income	12	66	23	88	-2	-2	3	2
Non-low income	3	48	49	97	-2	-4	5	2
State ¹								
All	11	63	26	89	-2	-1	3	2
African American	16	70	15	84	-3	1	2	3
Asian	†	†	†	†	†	†	†	†
Hispanic	13	69	18	87	-4	1	3	4
White	7	58	35	93	-1	-2	3	1
Low income	16	69	15	84	-3	1	2	3
Non-low income	5	56	39	95	-1	-3	4	1
High								
District								
All	5	26	69	95	-2	-1	3	2
African American	8	38	55	92	-3	-1	3	3
Asian	4	23	73	96	-3	0	2	3
Hispanic	10	36	54	90	-6	-3	9	6
White	3	18	79	97	0	-2	3	0
Low income	10	37	53	90	-4	-2	6	4
Non-low income	3	21	75	97	-1	-2	3	1
State ¹								
All	8	38	54	92	-2	1	0	2
African American	12	51	37	88	-3	3	-1	3
Asian	†	†	†	†	†	†	†	†
Hispanic	13	44	43	87	†	†	†	†
White	5	29	67	95	-1	0	1	1
Low income	13	49	37	87	-3	3	0	3
Non-low income	4	30	65	96	-1	0	1	1
Count of district outperformances/available comparisons								
All	3/3	0/3	3/3	3/3	0/3	0/3	1/3	0/3
African American	3/3	0/3	3/3	3/3	0/3	0/3	2/3	0/3
Asian	†	†	†	†	†	†	†	†
Hispanic	2/3	0/3	3/3	2/3	0/2	0/2	0/2	0/2
White	3/3	0/3	3/3	3/3	0/3	0/3	1/3	0/3
Low income	3/3	0/3	3/3	3/3	1/3	0/3	2/3	1/3
Non-low income	3/3	0/3	3/3	3/3	1/3	0/3	3/3	1/3

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: **Outperformance comparisons** were performed on unrounded proficiencies. Instances of the **district outperforming the state** by a value of 0.5 percent or more appear in color. Details on the calculation of **average change** are found in the methodology section. **Some years of proficiency results** were missing or excluded from change calculations; see page 2, table 2 for details. For this state, **below proficient** combines Basic and Limited, **proficient** corresponds to Proficient, and **advanced** combines Accelerated and Advanced.

Gwinnett County Public Schools GEORGIA

Standardized Residuals for Reading

Standardized residuals¹ for regressions of the percentage of students in the district scoring at or above proficient in reading, controlling for district poverty level: 2006–2009



SOURCE: Analysis of state test data.

¹ Positive residuals indicate higher-than-expected performance, and negative residuals indicate lower-than-expected performance, given the district's poverty level. Residuals are expressed in standard units. Regressions were weighted by district size.

NOTES: See below for details.

Standardized residuals¹ for regressions of the percentage of students in the district scoring at or above proficient in reading, controlling for district poverty level: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks ²	
						Average of 2008 and 2009 ranks	Average change
Elementary	-0.20	0.65	0.71	0.88	0.33	3.50	2.00
Middle	-0.12	0.78	0.59	0.69	0.23	4.00	3.00
High	-0.25	-0.29	0.37	0.53	0.30	3.50	3.00
Count of positive residuals in reading/total available	0/3	2/3	3/3	3/3	3/3	3.67	2.67
Count of positive residuals in reading and mathematics/total available	3/6	5/6	6/6	6/6	5/6	3.67	3.33

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability. See methodology section.

¹ Positive residuals indicate higher-than-expected performance, and negative residuals indicate lower-than-expected performance, given the district's poverty level. Residuals are expressed in standard units. Regressions were weighted by district size.

² For the count of "positive residuals" rows, the decile rank is the average rank for the three education levels.

NOTES: For details on the calculation of **average change** and **decile ranks**, see methodology section. **Positive average change values and decile ranks** in the top 30 percent (1–3) of the state appear in color.

Gwinnett County Public Schools

GEORGIA

Mathematics Proficiency Data Summary

Percentage of students in the district and the state¹ scoring at or above proficient in mathematics: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks	
						2009	Average change
Elementary							
District							
All	91	91	83	87	3	2	7
African American	89	87	76	81	5	1	7
Asian	96	97	94	95	1	†	†
Hispanic	84	85	76	80	4	6	7
White	95	96	90	93	3	1	8
Low income	89	85	75	80	5	2	7
Non-low income	92	95	90	94	3	2	7
State¹							
All	85	84	74	79	5	—	—
African American	78	76	63	69	6	—	—
Asian	†	†	†	†	†	—	—
Hispanic	79	80	70	77	7	—	—
White	91	90	83	87	4	—	—
Low income	79	77	65	71	7	—	—
Non-low income	92	92	86	90	4	—	—
Middle							
District							
All	75	81	85	88	4	2	7
African American	65	72	80	83	5	1	7
Asian	90	93	95	97	2	†	†
Hispanic	58	67	76	79	6	5	6
White	86	90	93	94	2	1	8
Low income	64	68	77	81	6	2	6
Non-low income	79	90	92	94	2	2	7
State¹							
All	60	68	73	78	5	—	—
African American	46	55	62	68	7	—	—
Asian	†	†	†	†	†	—	—
Hispanic	52	62	70	76	7	—	—
White	72	79	82	86	3	—	—
Low income	47	56	63	70	7	—	—
Non-low income	75	82	85	89	4	—	—
High							
District							
All	96	95	95	96	0	4	9
African American	92	90	92	94	1	3	8
Asian	99	98	98	99	0	†	†
Hispanic	89	91	91	94	1	7	7
White	98	98	98	98	0	5	9
Low income	94	89	91	93	0	5	9
Non-low income	97	97	97	98	0	5	7
State¹							
All	92	92	93	95	1	—	—
African American	86	86	87	91	2	—	—
Asian	†	†	†	†	†	—	—
Hispanic	†	†	†	94	†	—	—
White	96	96	96	98	1	—	—
Low income	86	86	88	91	2	—	—
Non-low income	95	95	96	97	1	—	—

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

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NOTES: Details on the calculation of **average change** and **decile ranks** are found in the methodology section. **Positive change values** appear in color. Decile ranks appear in color when the district's 2009 performance or average change in proficiency is in the top 30 percent (1–3) of the state. **Italicized values** are not comparable to other years. **Some years of proficiency results** were missing or excluded from trend analyses; see page 2, table 2 for details.

Gwinnett County Public Schools

GEORGIA

Mathematics Proficiency Gaps

Percentage-point gaps in mathematics proficiency rates between disadvantaged and advantaged groups: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks	
						2009	Average change
Elementary							
Internal district gap							
African American vs. White	-7	-9	-14	-12	3	2	5
Hispanic vs. White	-11	-11	-15	-13	1	8	6
Low income vs. non-low income	-3	-10	-16	-14	2	5	6
Internal district vs. internal state ¹ gap							
African American vs. White	7	5	6	7	1	—	—
Hispanic vs. White	0	-1	-2	-3	-1	—	—
Low income vs. non-low income	10	4	5	4	-1	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-2	-3	-7	-6	1	—	—
Hispanic vs. White	-7	-6	-7	-7	0	—	—
Low income vs. non-low income	-4	-7	-11	-10	1	—	—
Middle							
Internal district gap							
African American vs. White	-21	-18	-13	-10	4	2	5
Hispanic vs. White	-29	-23	-17	-15	4	9	5
Low income vs. non-low income	-15	-21	-15	-13	4	4	4
Internal district vs. internal state ¹ gap							
African American vs. White	5	7	7	7	0	—	—
Hispanic vs. White	-8	-6	-4	-4	1	—	—
Low income vs. non-low income	13	4	7	6	1	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-8	-7	-3	-3	2	—	—
Hispanic vs. White	-15	-13	-7	-8	2	—	—
Low income vs. non-low income	-11	-13	-8	-8	3	—	—
High							
Internal district gap							
African American vs. White	-6	-7	-6	-4	1	4	6
Hispanic vs. White	-9	-7	-6	-4	1	7	6
Low income vs. non-low income	-3	-8	-6	-5	0	5	8
Internal district vs. internal state ¹ gap							
African American vs. White	4	3	3	3	0	—	—
Hispanic vs. White	†	†	†	-1	†	—	—
Low income vs. non-low income	7	1	2	1	-2	—	—
External gap: district disadvantaged vs. state ¹ advantaged							
African American vs. White	-4	-6	-5	-4	0	—	—
Hispanic vs. White	-7	-5	-5	-4	1	—	—
Low income vs. non-low income	-1	-6	-5	-4	-1	—	—

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: In the first four columns, negative numbers indicate an achievement gap, where the disadvantaged group performed lower than the advantaged group. (Positive numbers indicate the disadvantaged group performed higher than the advantaged group.) **Negative average change** values indicate the achievement gap widened; positive numbers indicate the achievement gap narrowed. **Average change values** appear in color when the gap is closing; details on the definition of a gap closure are found in the methodology section. Details on the calculation of **average change** and **decile ranks** are also found in the methodology section. **2009 decile ranks** appear in color when the 2009 gap is among the 30 percent (1–3) of districts with the smallest gaps in the state. **Decile ranks of average change** appear in color when the average change in gaps is in the top 30 percent (1–3) of the state and meets the conditions for a gap closure. **Italicized values** are not comparable to other years. **Some years of proficiency results** were missing or excluded from trend analyses; see page 2, table 2 for details.

Gwinnett County Public Schools

GEORGIA

Mathematics Outperformance by Proficiency Category: District vs. State¹

Percentage of students at various levels of proficiency in mathematics in 2009, average change from 2006 to 2009, and count of instances when the district outperformed the state¹

	2009 performance				Average change			
	Below Proficient	Proficient	Advanced	Proficient or above	Below Proficient	Proficient	Advanced	Proficient or above
Elementary								
District								
All	13	41	46	87	-3	-6	9	3
African American	19	49	33	81	-5	-4	9	5
Asian	5	27	68	95	-1	-8	9	1
Hispanic	20	49	31	80	-4	-4	8	4
White	7	33	60	93	-3	-9	11	3
Low income	20	48	32	80	-5	-3	8	5
Non-low income	6	34	60	94	-3	-9	12	3
State ¹								
All	21	46	33	79	-5	-3	8	5
African American	31	50	19	69	-6	0	6	6
Asian	†	†	†	†	†	†	†	†
Hispanic	23	51	25	77	-7	-1	7	7
White	13	43	44	87	-4	-5	9	4
Low income	29	50	21	71	-7	0	6	7
Non-low income	10	41	48	90	-4	-7	10	4
Middle								
District								
All	12	50	38	88	-4	0	4	4
African American	17	60	24	83	-5	1	4	5
Asian	3	34	63	97	-2	-5	7	2
Hispanic	21	58	20	79	-6	3	3	6
White	6	41	53	94	-2	-2	4	2
Low income	19	58	23	81	-6	2	4	6
Non-low income	6	42	52	94	-2	-3	5	2
State ¹								
All	22	56	22	78	-5	3	2	5
African American	32	58	11	68	-7	5	2	7
Asian	†	†	†	†	†	†	†	†
Hispanic	24	60	16	76	-7	4	2	7
White	14	55	31	86	-3	1	2	3
Low income	30	58	12	70	-7	5	2	7
Non-low income	11	54	35	89	-4	1	3	4
High								
District								
All	4	30	66	96	0	2	-2	0
African American	6	49	45	94	-1	2	-1	1
Asian	1	18	81	99	0	0	0	0
Hispanic	6	42	51	94	-1	1	0	1
White	2	19	79	98	0	1	-2	0
Low income	7	44	50	93	0	2	-2	0
Non-low income	2	24	74	98	0	1	0	0
State ¹								
All	5	47	48	95	-1	3	-2	1
African American	9	62	29	91	-2	3	-1	2
Asian	†	†	†	†	†	†	†	†
Hispanic	6	53	42	94	†	†	†	†
White	2	36	62	98	-1	2	-2	1
Low income	9	59	32	91	-2	3	-1	2
Non-low income	3	38	60	97	-1	2	-1	1
Count of district outperformances/available comparisons								
All	3/3	0/3	3/3	3/3	0/3	0/3	2/3	0/3
African American	3/3	1/3	3/3	3/3	0/3	0/3	2/3	0/3
Asian	†	†	†	†	†	†	†	†
Hispanic	2/3	0/3	3/3	2/3	0/2	0/2	1/2	0/2
White	2/3	0/3	3/3	2/3	0/3	0/3	2/3	0/3
Low income	3/3	0/3	3/3	3/3	0/3	0/3	2/3	0/3
Non-low income	3/3	0/3	3/3	3/3	0/3	0/3	3/3	0/3

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability or if the subgroup represented less than 5 percent of test takers at a level. See methodology section.

‡ Calculation could not be performed due to a change in the state test.

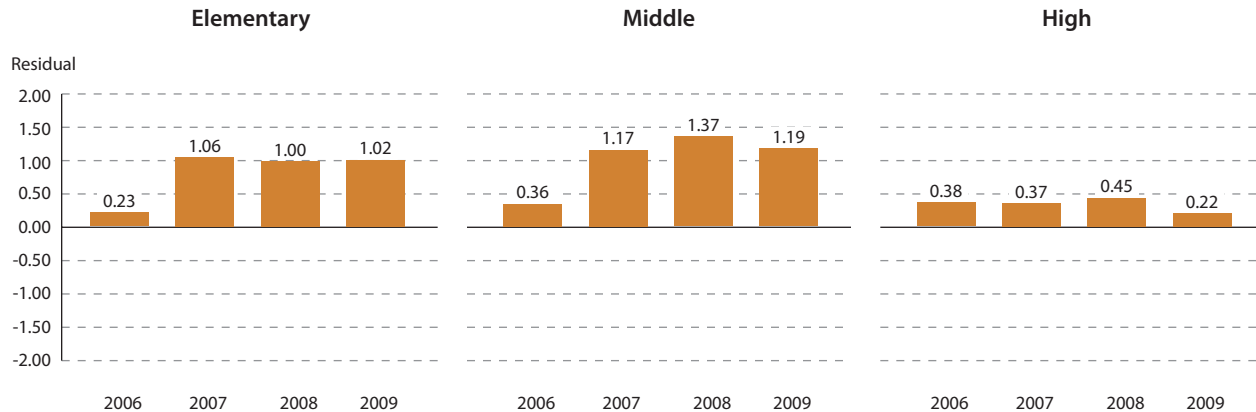
¹ Unless otherwise indicated in the NOTES section below, state values exclude the district's results; see methodology section.

NOTES: **Outperformance comparisons** were performed on unrounded proficiencies. Instances of the **district outperforming the state** by a value of 0.5 percent or more appear in color. Details on the calculation of **average change** are found in the methodology section. **Some years of proficiency results** were missing or excluded from change calculations; see page 2, table 2 for details. For this state, **below proficient** combines Basic and Limited, **proficient** corresponds to Proficient, and **advanced** combines Accelerated and Advanced.

Gwinnett County Public Schools GEORGIA

Standardized Residuals for Mathematics

Standardized residuals¹ for regressions of the percentage of students in the district scoring at or above proficient in mathematics, controlling for district poverty level: 2006–2009



SOURCE: Analysis of state test data.

¹ Positive residuals indicate higher-than-expected performance, and negative residuals indicate lower-than-expected performance, given the district's poverty level. Residuals are expressed in standard units. Regressions were weighted by district size.

NOTES: See below for details.

Standardized residuals¹ for regressions of the percentage of students in the district scoring at or above proficient in mathematics, controlling for district poverty level: 2006–2009

	2006	2007	2008	2009	Average change	Decile ranks ²	
						Average of 2008 and 2009 ranks	Average change
Elementary	0.23	1.06	1.00	1.02	0.23	3.50	3.00
Middle	0.36	1.17	1.37	1.19	0.27	2.50	3.00
High	0.38	0.37	0.45	0.22	-0.04	5.00	6.00
Count of positive residuals in mathematics/total available	3/3	3/3	3/3	3/3	2/3	3.67	4.00
Count of positive residuals in reading and mathematics/total available	3/6	5/6	6/6	6/6	5/6	3.67	3.33

SOURCE: Analysis of state test data.

— Not available. † Data were suppressed due to unreliability. See methodology section.

¹ Positive residuals indicate higher-than-expected performance, and negative residuals indicate lower-than-expected performance, given the district's poverty level. Residuals are expressed in standard units. Regressions were weighted by district size.

² For the count of "positive residuals" rows, the decile rank is the average rank for the three education levels.

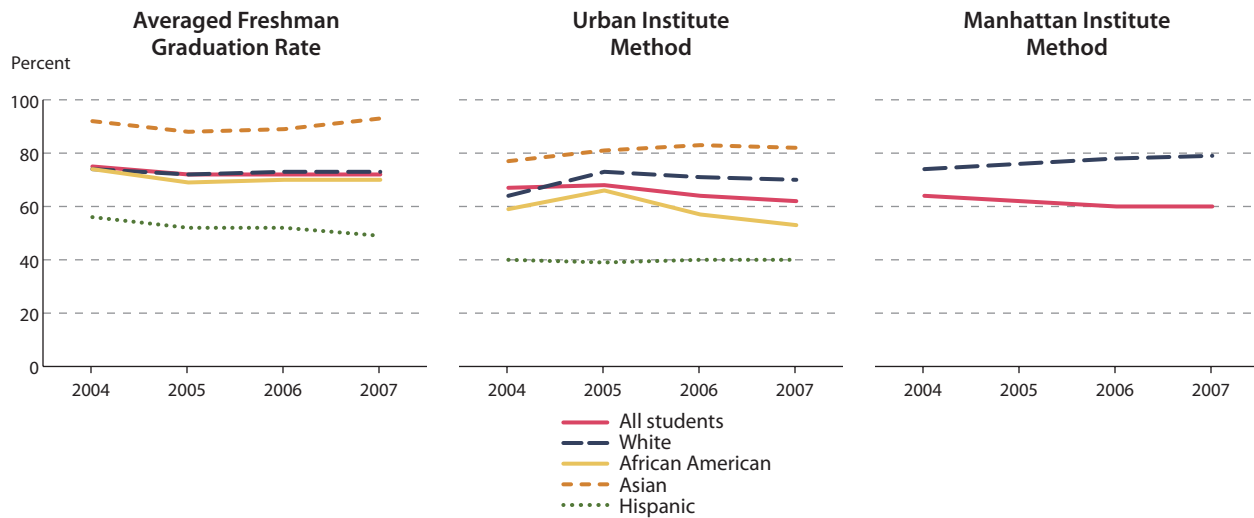
NOTES: For details on the calculation of **average change** and **decile ranks**, see methodology section. **Positive average change values and decile ranks** in the top 30 percent (1–3) of the state appear in color.

Gwinnett County Public Schools

GEORGIA

High School Graduation Rates

Three estimated high school graduation rates: 2004–2007



Estimated high school graduation rates for the classes of 2004–2007

	2004	2005	2006	2007	Change			Average change
					2004–2007	2005–2007	2006–2007	
Averaged Freshman Graduation Rate								
All	75	72	72	72	-3	0	1	-1
African American	74	69	70	70	-4	1	0	-1
Asian	92	88	89	93	1	6	4	1
Hispanic	56	52	52	49	-7	-3	-2	-2
White	74	72	73	73	-1	2	0	0
Urban Institute method¹								
All	67	68	64	62	-5	-6	-1	-2
African American	59	66	57	53	-6	-13	-4	-3
Asian	77	81	83	82	5	1	-1	2
Hispanic	40	39	40	40	0	1	-1	0
White	64	73	71	70	6	-3	-1	2
Manhattan Institute method¹								
All	64	62	60	60	-4	-1	0	-1
African American	†	†	†	†	†	†	†	†
Asian	†	†	†	†	†	†	†	†
Hispanic	†	†	†	†	†	†	†	†
White	74	76	78	79	5	4	2	2

SOURCE: Analysis of data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

— Not available. † Data were suppressed due to unreliability or if a subgroup represented less than 5 percent of the population. See methodology section.

¹ The Urban Institute method is also known as Swanson's cumulative promotion index (SCPI) and the Manhattan Institute method is also known as Greene's graduation indicator (GGI).

NOTES: **Gaps in lines** represent missing or suppressed data. **Positive change values** appear in color. Details on the calculation of **average change** are found in the methodology section.

Gwinnett County Public Schools

GEORGIA

College Readiness Data

Test scores and participation rates for college readiness examinations: 2006–2009

	2006	2007	2008	2009	Change			Average change
					2006–2009	2007–2009	2008–2009	
SAT Reasoning Test¹								
Mean total score (reading, mathematics, and writing)								
All	1,541	1,524	1,521	1,526	-15	2	5	-5
African American	1,380	1,362	1,358	1,357	-23	-5	-1	-7
Asian	1,548	1,574	1,558	1,601	53	27	43	14
Hispanic	1,419	1,396	1,413	1,424	5	28	11	3
White	1,599	1,589	1,593	1,601	2	12	8	1
Participation rate								
All	67	69	67	62	-5	-7	-5	-2
African American	50	56	58	58	9	2	1	3
Asian	77	79	82	84	6	4	2	2
Hispanic	34	43	39	37	4	-6	-2	1
White	70	71	71	61	-9	-9	-10	-3
ACT¹								
Mean composite score (English, reading, mathematics, and science)								
All	21.6	21.8	22.2	22.1	0.5	0.3	-0.1	0.2
African American	†	†	18.8	18.9	†	†	0.1	0.1
Asian	†	†	23.4	23.8	†	†	0.4	0.4
Hispanic	†	†	20.7	20.7	†	†	0.0	0.0
White	†	†	23.4	23.7	†	†	0.3	0.3
Participation rate								
All	26	28	31	34	9	7	3	3
African American	†	†	27	36	†	†	9	9
Asian	†	†	27	37	†	†	9	9
Hispanic	†	†	13	15	†	†	2	2
White	†	†	32	33	†	†	1	1
Advanced Placement (AP) (all subjects)²								
Percent of tests taken with scores of 3 or above								
All	66	66	65	63	-3	-3	-1	-1
African American	47	47	47	44	-3	-3	-3	-1
Asian	62	64	62	63	1	-1	1	0
Hispanic	58	54	56	52	-6	-3	-5	-2
White	72	72	71	71	-1	-1	0	0
Participation rate								
All	21	22	24	28	7	6	4	2
African American	9	10	11	15	6	5	4	2
Asian	39	40	47	53	14	13	6	5
Hispanic	11	13	15	18	8	6	3	3
White	23	24	28	30	8	7	3	3

SOURCE: Analysis of data from the Common Core of Data (CCD), ACT, and the College Board (copyright © 2006–2009 The College Board. www.collegeboard.com).

— Not available.

† Test scores were suppressed if fewer than 15 students took the test. Participation rates were suppressed due to unreliability or if the subgroup represented less than 5 percent of district enrollment in the relevant grades. Results for subgroups were suppressed when less than 90 percent of all test takers' racial/ethnic identity was reported. See methodology section.

¹ Describes the most recent test results for graduating seniors.

² Describes test results for juniors and seniors taking any AP test in the given year.

NOTES: **Subgroup participation rates** may not reflect the "all students" rate due to some test takers not reporting their race/ethnicity. **Positive change values** appear in color. Details on the calculation of **average change** are found in the methodology section. **CCD data for 2009** were not available at the time of this analysis; participation rates for 2009 were estimated using 2008 enrollment data.

Gwinnett County Public Schools

GEORGIA

Adequate Yearly Progress (AYP)

Overall AYP performance: 2006–2009

Subject/level	2006	2007	2008	2009
Percent of schools meeting AYP targets				
District	84	91	96	99
State	79	82	80	86
District overall AYP status	N	N	N	N

SOURCE: Data collected from state websites and education agencies.

— Not available.

NOTES: “Y” indicates the district met overall AYP targets. “N” indicates the district did not meet overall AYP targets.

District AYP status by subject and subgroup

	2009: Met proficiency targets		2009: Met participation targets	
	CRCT	GHSGT	CRCT	GHSGT
English language arts				
All students	Y	Y	Y	Y
African American	Y	Y	Y	Y
American Indian/Alaska Native	Y	—	Y	—
Asian/Pacific Islander	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y
White	Y	Y	Y	Y
Multi-racial	Y	Y	Y	Y
Low income	Y	Y	Y	Y
English language learners	Y	Y-SH	Y	Y
Students with disabilities	Y	N	Y	Y
Mathematics				
All students	Y	Y	Y	Y
African American	Y	Y	Y	Y
American Indian/Alaska Native	Y	—	Y	—
Asian/Pacific Islander	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y
White	Y	Y	Y	Y
Multi-racial	Y	Y	Y	Y
Low income	Y	Y	Y	Y
English language learners	Y	Y-CI	Y	Y
Students with disabilities	Y	N	Y	Y

SOURCE: Data collected from state websites and education agencies.

— Not available.

NOTES: “Y” indicates yes. “N” indicates no. **Georgia reports AYP data** by test: CRCT and GHSGT. “Y-SH” indicates that the subgroup made AYP through the safe harbor provisions. “Y-CI” indicates that the subgroup made AYP through the application of confidence intervals.

Technical Notes and Methodology

Understanding the Data Report

This data report contains all of the data collected and analyzed for selection of The 2010 Broad Prize finalists. It does not contain summaries that compare the district with other districts, nor any additional quantitative or qualitative data collected or analyzed for selection of the winner from among the finalists. However, summary tables containing results for all 100 eligible districts and the three previous years' winners are available at www.broadprize.org.

The Broad Prize finalists are determined by a panel of education experts from around the country, based on a review of the data and analyses for the 100 Broad Prize-eligible districts. There is neither a strict formula nor set of weighting factors applied to the data. Each Broad Prize Review Board member considers all of the data and analyses available each year and, based on his or her knowledge and expertise, selects five finalists. Both performance as of the most recent year and improvement over the four most recent years on the various measures included in this report are considered by the Review Board.

The rest of this section discusses the data collection and analysis procedures used to produce the data report. First, it describes the criteria and data sources for identifying the eligible districts. Second, it reviews each of the quantitative achievement measures used by the Review Board in March 2010 to identify the five finalists and the data on which the measures were based.

Eligible Districts

To be eligible for The Broad Prize, school districts must meet certain criteria set by The Broad Foundation related to size, poverty, and urbanicity. Winners from the previous three years are ineligible. The criteria for eligibility in 2010 are:

- All K–12 districts serving more than 100,000 students (25 districts).
- All K–12 districts serving between 37,500 and 99,999 students in which more than 40 percent of students are eligible for free or reduced-price school lunch (FRSL), in which more than 40 percent of students come from minority groups, and that have an urban designation (Locale Code 11, 12, or 21 in the Common Core of Data¹) (60 districts).
- The largest urban districts in states with no districts meeting the above criteria, as long as the district has at least 20,000 students (11 districts).
- The next largest districts in the nation meeting the criteria of more than 40 percent FRSL, more than 40 percent minority, and an urban designation. The purpose of this criterion was to bring the total number of districts to 100 (4 districts).

¹ Common Core of Data locale code 11 represents a large city; code 12 represents a mid-size city; and code 21 represents a large suburb. Sable, J. (2008). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2006–07 Version 1a* (NCES 2009-301). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Technical Notes and Methodology

For The 2010 Broad Prize, data on school district demographics obtained from the National Center for Education Statistics' Common Core of Data (CCD) for 2008 (the most recent year for which data were available) were used to determine the list of 100 eligible districts.

The 100 eligible school districts are located in 39 states and the District of Columbia. Eleven states—Delaware, Hawaii, Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Vermont, West Virginia, and Wyoming—have no eligible districts this year. Hawaii is ineligible because it has a statewide school system.

Data Used for Measures of Student Achievement

Detailed data on various measures of student achievement were obtained for each district, using federal, state and other sources. Wherever possible, data were collected by grade level, race/ethnicity (African American, Asian, Hispanic and White), and income status (low income and non-low income). The achievement data examined included performance on state achievement tests, graduation rates based on federal counts of high school enrollments and completions, college readiness data obtained from the College Board and ACT, and information on Adequate Yearly Progress (AYP).

Reading and Mathematics Proficiency as Determined by State Tests

Key indicators of student performance are scores on state-mandated achievement tests and trends in scores over time. Test score data in reading and mathematics were collected from each state for 2006 through 2009.² These data were used to calculate the percentage of students in each district scoring at or above proficiency on their state tests in reading and mathematics in each grade. Weighted by the number of test takers at each grade level, these data on student achievement were aggregated across elementary grades (3rd through 5th), middle grades (6th through 8th), and high school grades (9th through 12th), where available. These state assessment data were analyzed (using methods described later) to calculate actual versus expected performance, to directly compare district with state performance and with other districts in the same state, and to measure gaps and changes in gaps between low- and non-low-income students as well as between White and African-American students and White and Hispanic students.

Important Note Regarding State Test Data

Because states establish their own assessment and proficiency standards, districts' performance on state tests cannot be directly compared across states. To provide context for these data, summary tables containing information on state performance on the National Assessment of Education Progress (NAEP), the 2009 NAEP Trial Urban District Assessment (TUDA), and a 2006 Northwestern Evaluation Association (NWEA) proficiency-standards mapping study are available online at www.broadprize.org but are not included in this data report.

² The data were provided directly by state agencies or downloaded from their websites.

Technical Notes and Methodology

High School Graduation Rates

Another key measure of a district's performance is the graduation rate. While using longitudinal student data generates the most accurate graduation rate, such data are not currently available from most states. In the absence of longitudinal data, cross-sectional data can be used to generate estimates of rates of high school graduation. There are several methods generally considered reliable estimators of graduation rates, three of which are used in this report and are described in the next section on methods of analysis.

In order to generate estimates that are comparable across the 100 Broad Prize-eligible districts, MPR obtains diploma counts and enrollment data for the districts from the federal Common Core of Data (CCD). The data used to create graduation rate estimates include total and subgroup enrollments and completion counts for each district for the high school classes of 2004 through 2007 (the most recent years that were available at time of analysis). The different methods also employ grade-level enrollment data, but the methods vary in terms of the specific years of enrollment data used in the calculations.

College Readiness Measures

District-level measures of the college readiness of their students include SAT and ACT mean scores and participation rates. These two tests are designed to assess readiness for college-level work. Scale scores for each subject (reading, math, and writing) assessed by the SAT range from 200 to 800. Scale scores for the composite ACT test (covering English, mathematics, reading and science) range from 1 to 36. With district permission, the College Board and ACT provided mean test scores for each district for 2006 through 2009, along with the number of seniors who had ever taken the test (regardless of when they took the test during high school). The most recent test scores were provided.

Another measure of college readiness is the extent to which students take and pass Advanced Placement (AP) examinations. These examinations provide a standardized measure of student performance in college-level courses taken while in high school. AP grades are reported on a five-point scale:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified (equivalent to passing)
- 2 = Possibly qualified
- 1 = No recommendation

Again with permission from each district, the College Board provided data for the district for 2006 through 2009 on the number of AP examinations at each score level and on the number of juniors and seniors who took the test. MPR staff used these numbers to calculate percentages of AP examinations with scores of three or above (equivalent to pass rates) for each district.

Technical Notes and Methodology

The College Board and ACT do not calculate test participation rates. MPR staff calculated participation rates using enrollment data obtained from the federal Common Core of Data (CCD) for 11th- and 12th-graders, as appropriate, in combination with the number of students taking the different tests.

Adequate Yearly Progress (AYP) Data

The data presented indicate the percentage of schools in each district and state that met federal AYP requirements in 2006 through 2009 under the No Child Left Behind (NCLB) legislation. Also presented is an indicator of whether the district met its overall AYP target in the given year and additional AYP detail for student subgroups, where available. These data were obtained from state and local education agency websites.

Data Analysis Methods

The 2010 Broad Prize data report presents data collected on district characteristics, background on state tests and AYP. In addition, MPR staff analyzed the above-described data on student achievement to develop measures of the following: achievement gaps, district proficiency rates compared with the state, district proficiency rates compared with other districts in the state, standardized residuals, graduation rates and college readiness. Trend data are presented where available, as are “performance” and “improvement” measures. Each data report section is explained here and the relevant report page numbers are indicated in parentheses. Additional explanatory notes are included as footnotes in the data report itself.

MPR staff analyzed the data on student achievement described above to develop measures of the following:

- District and state proficiency rates on state reading and mathematics tests by education level (elementary, middle and high school) for all students, racial/ethnic subgroups—African American, Asian, Hispanic and White—and low-income and non-low-income subgroups.
- Relative ranking of district performance and improvement on state reading and mathematics tests by education level for all students, racial/ethnic subgroups—African American, Asian, Hispanic and White—and low-income and non-low-income subgroups against other districts in the state at the proficient level or above.
- Achievement gaps between Whites and other racial/ethnic groups—African Americans and Hispanics—and between low-income and non-low-income students, and the progress that is being made in closing these gaps.
- Direct comparisons of the performance and improvement of all students, African-American, Hispanic, and low-income students in a district with their state peers, at the proficient or above level, and at the below proficient, proficient, and advanced levels on state tests.
- Actual versus expected achievement of students on state tests, given the level of poverty in the district and the within-state relationship of poverty and student achievement.
- High school graduation rates.
- Performance on and participation in college readiness exams.

These are explained below.

Technical Notes and Methodology

Background Information (page 2)

Description of District: 2005–2008

Background information on the finalists is presented in this section. Data in this table are not directly used in the analyses of student achievement conducted for The Broad Prize, but are provided to give context to the reader about the general environment in and around the school district. These data were generally obtained from the U.S. Department of Education's Common Core of Data (CCD). Demographic percentages were calculated using enrollment counts. The minority percentages were calculated as the sum of non-White enrollments divided by the total district enrollment. Percent minority may not equal 100 percent minus percent White due to missing race/ethnicity data in some districts. Some states and districts report data for some race/ethnicity categories, such as "multiracial," that were not recognized by CCD as of 2008 and were considered by CCD to be "not reported."

The information in the table is organized as follows:

First column: Lists the district characteristics, student characteristics and types of expenditures shown in the table

Remaining columns: Lists data for each year for which data were available (2005, 2006, 2007, and 2008)

State Test Information: 2006–2009

Key indicators of student performance include scores on state-mandated achievement tests and trends in scores over time. The state test information shows the tests and grades that were included in The 2010 Broad Prize analysis. The table notes indicate whether any tests were not comparable with other years, and may provide additional information. Non-comparable tests were not included in calculations of "average change" on pages 4 through 6 and 8 through 10. Because of the "relative" nature of standardized residuals, however, data for all tests were included in calculations of "average change" on pages 7 and 11.

The information in the table is organized as follows:

First column: Lists the subject (reading and math) and level (elementary, middle and high school)

Second column: Specifies the test

Remaining columns: Specifies the grades included in the analysis for 2006, 2007, 2008, and 2009.

Trends in Proficiency Rates (page 3)

Test score data in reading and mathematics were collected from each state for 2006 through 2009. These data were used to calculate the percentage of students scoring at or above proficiency on their state tests in reading and mathematics in each grade. Weighted by the number of test takers at each grade level, these data on student achievement were aggregated across elementary grades (3rd through 5th), middle grades (6th through 8th), and high school grades (9th through 12th), where available.

Technical Notes and Methodology

District and state trends in proficiency are shown for all students in reading and math (page 3). The “state” proficiency rates in these analyses generally excluded the district’s results. That is, unless otherwise indicated, district proficiency rates were removed from state averages to produce “rest of state” proficiency rates for comparison purposes. This approach was particularly important in cases where very large eligible districts enrolled a significant proportion of the population in a state and would otherwise have been compared largely with itself. In states with multiple eligible districts, the “state” proficiency rates will vary, because each district was compared separately with all other districts in the state except itself.

Non-comparable test data are not included in trend lines. Data were suppressed if determined unreliable.

Six different trend charts, with data for 2006, 2007, 2008, and 2009, are shown as follows:

- Left side: District reading and mathematics proficiency trend lines for all students at the elementary, middle and high school levels
- Right side: State reading and mathematics proficiency trend lines for all students at the elementary, middle and high school levels

Proficiency Data Summaries (pages 4 and 8)

Percentages of students scoring at or above proficiency on the state tests between 2006 and 2009 are shown for reading on page 4 and for math on page 8 for both the district and the state. As indicated above, the “state” proficiency rates in these analyses generally excluded the district’s results. That is, unless otherwise indicated, district proficiency rates were removed from state averages to produce “rest of state” proficiency rates for comparison purposes.

The tables also show calculations of improvement over time. Improvement or “average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009. The slope was generally determined by regressing the available proficiency rates on year. If only one data point was available, or if data were missing for both 2008 and 2009, average change was not calculated.

Finally, the tables also show the decile rankings of both the 2009 proficiency rates and the average change in proficiency rates between 2006 and 2009, relative to all other districts in the state. Decile ranks of the percent of students performing at the proficient or above level in 2009 and of the average change in proficiency rates between 2006 and 2009 were computed for each of the subgroups included in the table.

Data could be missing either because they were not available (indicated by “—”) or because they were suppressed (indicated by “†”). Data were suppressed if a subgroup represented less than five percent of the test takers in a subject at a level (elementary, middle, high school) or if the data were unreliable. Data that were not comparable with other years, due, for example, to changes in the state test as described above, appear in italics and were treated in calculations as missing data (and the missing result is indicated by “‡”).

Technical Notes and Methodology

Calculations were performed on unrounded numbers. Positive average change values appear in color. Decile ranks appear in color when the district's 2009 performance or average change in proficiency is in the top 30 percent (ranks of 1–3) of the state.

Reading and Mathematics Proficiency Data Summary (pages 4 and 8)

The information in the tables is organized as follows:

First column:	Subgroups are specified for the district and rest of state for each of the three levels (elementary, middle and high school)
Second column:	Proficiencies are specified for the 2006 academic year
Third column:	Proficiencies are specified for the 2007 academic year
Fourth column:	Proficiencies are specified for the 2008 academic year
Fifth column:	Proficiencies are specified for the 2009 academic year
Sixth column:	The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.
Seventh column:	The decile rank of the 2009 proficiency rate is shown
Eighth column:	The decile rank of the average change in proficiency rates between 2006 and 2009 is shown.

Proficiency Gaps (pages 5 and 9)

Measures of gap closures are shown for reading on page 5 and for math on page 9. Two types of comparisons were made when calculating achievement gaps:

Racial/Ethnic Gaps:	These compared the performance of African-American and Hispanic students with that of White students.
Income Gaps:	These compared the performance of low-income students with that of non-low-income students.

Three types of gaps were measured:

Internal District Gap

This measure calculates the gap in performance between a district's disadvantaged group and the district's advantaged group. Some caution must be exercised in comparing internal gaps across districts because these comparisons may be distorted by the following factors:

- The relative absence of an advantaged group in some districts (e.g., few White or few non-low-income students). To address this issue, internal gaps were not calculated in districts where either of the groups being compared represented less than 5 percent of the district's test-takers in a given subject and at a given level.
- Differences between districts in the composition of the “advantaged” or “disadvantaged” groups (e.g., high-income Whites in one district and moderate-income Whites in another).

Technical Notes and Methodology

- Higher than average performance or improvement by the advantaged group in some districts and lower than average performance or improvement by the advantaged group in others (which could cause districts with lower performing advantaged students to appear to be doing a better job of “closing the gap”).
- Ceiling or floor effects, which can distort the comparison of gaps across states.

Gaps are represented by negative numbers and the closing of such gaps is represented by positive numbers. For example, if a district’s African-American students perform 30 percentage points below the district’s White students, this gap is represented by -30 . If the gap closes to -10 in subsequent years, then the gap closure measure is the later year’s gap minus the earlier year’s gap (-10 minus -30 equals $+20$), meaning that the gap between African-American and White students has closed by 20 percentage points.

Internal District versus Internal State Gap

This measure corresponds to the district’s internal gap minus the state’s internal gap. The district’s internal gap is defined as the performance of the district’s disadvantaged group minus the performance of the district’s advantaged group. The state’s internal gap is defined as the performance of the state’s disadvantaged group minus the performance of the state’s advantaged group. As described above, the “state” internal gaps against which district internal gaps were compared generally excluded the district’s results. That is, unless otherwise indicated, district proficiency rates were removed from state averages to produce “rest of state” values for comparison purposes.

Positive numbers indicate that the district outperformed the state on the measure. For example, if the district’s Hispanic students are performing 10 percentage points below the district’s White students, but the state’s Hispanic students are performing 15 percentage points below the state’s White students, then the internal district gap is 5 percentage points smaller than the internal state gap.

By similar reasoning, a positive change in this measure over time for Hispanic students would indicate that the district’s Hispanics are improving faster relative to the district’s Whites than the state’s Hispanics are improving relative to the state’s Whites.

External Gap: District Disadvantaged versus State Advantaged

This measure was used to compare the performance of the district’s disadvantaged group with that of the state’s advantaged group. Thus, if 30 percent of District A’s Hispanic students, 40 percent of District B’s Hispanic students, and 50 percent of the state’s White students are proficient on the state test, District A’s external gap for Hispanics is 30 percent minus 50 percent (or -20 percentage points), and District B’s external gap for Hispanics is 40 percent minus 50 percent (or -10 percentage points). As described above, the “state” internal gaps against which district internal gaps were compared generally excluded the district’s results. That is, unless otherwise indicated, district proficiency rates were removed from state averages to produce “rest of state” values for comparison purposes. Note that comparing two districts’ external gaps in the same state is virtually the same as com-

Technical Notes and Methodology

paring the performance of their disadvantaged groups except that the “state’s” advantaged proficiency against which the district’s disadvantaged group was compared was not exactly the same for each district.

External gap statistics are generally negative numbers, but improvement in external gaps (improvement in the performance of the district’s disadvantaged students relative to the state’s advantaged students) are shown as positive numbers.

The tables also show calculations of improvement over time. Improvement or “average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009. If only one data point was available, or if data were missing for both 2008 and 2009, average change was not calculated. Data could be missing either because they were not available (indicated by “—”) or because they were suppressed (indicated by “†”). Data were suppressed if a subgroup represented less than 5 percent of the test takers in a subject at a level (elementary, middle, high school) or if the data were unreliable. Data that were not comparable with other years, due, for example, to changes in the state test as described above, appear in italics and were treated in calculations as missing data (and the missing result is indicated by “‡”). Calculations were performed on unrounded numbers.

An internal district gap was considered to be closing if the district’s disadvantaged group proficiency was increasing and the district’s advantaged group proficiency was either steady or increasing. The gap was closing because the district’s disadvantaged group proficiency was increasing at a faster rate than the district’s advantaged group proficiency.

An internal district vs. internal state gap was considered to be closing if the district’s disadvantaged group proficiency was increasing, the district’s advantaged group proficiency was either steady or increasing, and the internal district gap was closing at a faster rate than the state internal gap.

An external gap was considered to be closing if the district’s disadvantaged group proficiency was increasing at a faster rate than the state’s advantaged group proficiency.

When a gap is considered to be closing, the average change value appears in color.

To identify districts with the smallest gaps and those narrowing gaps at the fastest pace within a state, decile ranks based on gap magnitudes and average change in gap magnitudes for all districts in a state were computed.

Decile ranks could only be calculated for internal district gaps and ranged from 1 for the smallest or fastest-closing gaps to 10 for the largest or least-closing gaps in a state. When the decile rank of the 2009 gap is 1, 2 or 3, the gap is considered to be “small” and the decile rank appears in color. When the average change value appears in color and the decile rank of the average change is 1, 2 or 3, the gap is considered to be among the “fastest-closing” in the state and the decile rank appears in color.

Technical Notes and Methodology

Important Note Regarding Achievement Gap Data

Caution must be used when looking at the gap measures for districts across states because the three gap measures are not standardized and are even more vulnerable than are standardized measures to ceiling and floor effects.

Reading and Math Proficiency Gaps (pages 5 and 9)

The information in the tables is organized as follows:

- First column: The internal district gap, internal district vs. internal state gap, and external gap are specified with regard to comparing the disadvantaged vs. advantaged groups (African-American vs. White, Hispanic vs. White, and low-income vs. non-low-income students) at each of the three levels (elementary, middle and high school)
- Second column: Gaps are specified for the 2006 academic year
- Third column: Gaps are specified for the 2007 academic year
- Fourth column: Gaps are specified for the 2008 academic year
- Fifth column: Gaps are specified for the 2009 academic year
- Sixth column: The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.
- Seventh column: The within-state decile rank of the 2009 internal district gap is shown. Decile ranks range from 1 for the smallest gaps in the state to 10 for the largest.
- Eighth column: The within-state decile rank of the average change in the internal district gap from 2006 to 2009 is shown. Decile ranks range from 1 for the fastest-closing gaps in the state to 10 for the slowest or least-closing gaps in the state.

Comparisons of District and State Performance (pages 6 and 10)

Tables on these pages compare the performance of seven subgroups (all students, African-American, Asian, Hispanic, White, low-income, and non-low-income students) in a district with their state peers in reading (on page 6) and mathematics (on page 10). Unlike the regression analyses, which appear on pages 7 and 11, these analyses directly compare district and state performance and do not take into account district poverty levels. These comparisons focus on the district’s performance on the state test at the below proficient, proficient and advanced levels, as well as at the combined proficient or above level.³

The table shows district and state performance in 2009 across the four proficiency categories as well as average change in these categories for the years 2006, 2007, 2008, and 2009. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009. The slope was generally determined by regressing the available proficiency rates on year. If only one data point was available, or if data were missing for both 2008 and 2009, average change was not calculated.

³ Below proficient” may combine any proficiency categories the state defines as not meeting proficiency standards. The “advanced” level was defined as any performance level above “proficient” on a state’s test.

Technical Notes and Methodology

The “state” proficiency rates against which the district proficiency rates were compared in this section generally excluded the district’s results. That is, unless otherwise indicated, district proficiency rates were removed from state averages to produce “rest of state” proficiency rates for comparison purposes. This approach was particularly important in cases where very large eligible districts enrolled a significant proportion of the population in a state and would otherwise have been compared largely with itself. In states with multiple eligible districts, the “state” proficiency rates will vary, because each district was compared separately with all other districts in the state except itself.

The 2009 performance and the improvement, or “average change,” measures for all subgroups within each district were compared with the performance and improvement of their peers in the rest of the state. At the proficient, advanced, and proficient or above levels, the district outperformed the state when the percentage of students performing at that level in 2009 was greater than the state’s. Similarly, at these same levels, the district out-improved the state when the average change rate was greater than the state’s. At the below proficient level, the district outperformed the state when the percentage of students performing at that level in 2009 was lower than the state’s, and the district out-improved the state when the average change rate was lower than the state’s. Outperformance comparisons were performed on unrounded numbers, and instances of the district outperforming or out-improving the state by .5 percentage points or more appear in color.

The lower, shaded portion of the table shows the counts of district outperformances out of the number of available comparisons for each student group.

Test data were suppressed if they were deemed unreliable or if the subgroup being reported at a given level represented less than 5 percent of the test-takers at that level. Data that were not comparable with other years, due, for example, to changes in the state test as described above, appear in italics and were treated in calculations as missing data (and the missing result is indicated by “#”). Average change calculations were performed on unrounded numbers.

Comparisons of District and State Performance in Reading and Mathematics (pages 6 and 10)

The information in the tables is organized as follows:

- First column: Subgroups are specified for the district and rest of state for each of the three levels (elementary, middle and high school)
- Second column: Percentages of students performing in the below proficient category are specified for the 2009 academic year
- Third column: Percentages of students performing in the proficient category are specified for the 2009 academic year
- Fourth column: Percentages of students performing in the advanced proficiency category are specified for the 2009 academic year

Technical Notes and Methodology

- Fifth column: Percentages of students performing in the proficient or above category are specified for the 2009 academic year
- Sixth column: The “average change” in students performing in the below proficient category is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.
- Seventh column: The “average change” in students performing in the proficient category is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.
- Eighth column: The “average change” in students performing in the advanced proficiency category is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.
- Ninth column: The “average change” in students performing in the proficient or above category is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.

Standardized Residuals for Reading and Mathematics (pages 7 and 11)

The trends for standardized residuals in reading and math at the elementary, middle and high school levels are shown on pages 7 and 11.

An ordinary least squares regression (OLS) analysis was conducted to determine the extent to which each Broad Prize-eligible district performed better or worse than other districts in its state given the district’s percentage of low-income students. Specifically, the dependent variable in the regression analysis was the percentage of test takers in a district who were proficient or above on the state test. The independent variable was the percentage of test takers at the relevant level in the district who were low income. The regressions were weighted by district size, as measured by enrollment. This approach gives greater weight in the regressions to larger districts, and avoids possible undue influence of very small districts on the regression results. A separate regression was run for each year of data and each subject (reading and mathematics) for each level (elementary, middle, and high school) within each state.

Running the regressions required obtaining achievement data for all districts in the state, as well as data on the income status of test takers. In a few cases where data were available for the state and the eligible district, but were not available for all districts in the state, or where data on the proportion of test takers who were low income were not available, the regressions could not be run.

For each district, the expected or predicted proficiency level based on the regression was calculated. The difference between the district’s actual percentage of students who scored at or above proficiency and the predicted or expected value is the residual. A positive residual indicates that the district is performing better than expected on the state test given their percentage of low-income students taking the test, while a negative residual indi-

Technical Notes and Methodology

icates lower-than-expected performance. It should be emphasized that residuals are relative performance measures. A district's performance was assessed relative to that of other districts in the state, not in absolute terms.

Some states changed tests over the period under review, and tests differed from state to state. Consequently, the interpretation of residuals varies. To allow for year-to-year comparisons, separate regressions for each year of data were run. In addition, in order to have a measure with greater comparability, The Broad Prize methodology uses "standardized residuals." A district's standardized residual is calculated by dividing its residual by the standard deviation of all residuals from the state regression.

As an example, a district in Arkansas may have a residual in elementary reading of 5.7 (meaning that they had 5.7 percent more students reach proficiency than their "expected level" given their district's poverty). At the same time, a district in Wisconsin may also have a residual of 5.7 in elementary reading. The assessment of how well each district is performing, however, may not be the same even though both have the same residual. If the majority of districts in Arkansas are within 6 percentage points of the expected performance level, while the majority of districts in Wisconsin are within 2 percentage points of the expected level, then the Wisconsin district is performing much better compared with its peers than the Arkansas district is compared with its peers. Standardizing the residuals helps account for differences in variability across states.

Caution must be exercised in comparing standardized residuals. For example, a district that performs above average in a state that ranks below the national average on NAEP may be performing no better than a district that performs below average in a state that ranks above the NAEP national average.

Separate residuals were calculated for each subject (reading and mathematics), level (elementary, middle and high school) and year (2006, 2007, 2008, and 2009). The table on the lower half of the page shows the standardized residuals values in reading or mathematics at the elementary, middle and high school levels, as well as "average change" and "decile rank." Improvement or "average change" in residuals was calculated as the slope of the best fit line among the available data points for 2006 through 2009. The slope was generally determined by regressing the available standardized residuals on year. If only one data point was available, or if residuals were missing for both 2008 and 2009, average change was not calculated.

For purposes of comparing the magnitude of standardized residuals across states, decile ranks based on standardized residuals for all districts in a state regression were computed. Decile ranks were calculated separately by level (elementary, middle, and high school) and subject. Decile ranks range from 1 for the largest standardized residuals in the state to 10 for the smallest standardized residuals in the state. Ranks for both 2008 and 2009 were then averaged to produce a single performance measure for each eligible district. The decile ranks of the average change in residuals between 2006 and 2009 were also computed.

Technical Notes and Methodology

The table on the lower half of each page shows the count of positive residuals for reading or mathematics and the count of available measures for that subject. Both tables show the count of positive residuals as well as the count of available residual measures for both subjects (reading and math) combined. Under the “decile ranks” column, the column on the left shows the average of the 2008 and 2009 decile ranks for the three education levels and the column on the right shows the decile rank of the average change in residuals between 2006 and 2009. Positive “average change” values and decile ranks of 1 to 3 are shown in color.

Important Note Regarding the Comparison of Residuals for Different Districts

The analysis provides information on both performance and improvement. In theory, districts with high initial performance levels might be expected to have lower levels of improvement. A district that performed consistently above expectations during all four years, but did not improve, could still be thought of as consistently high performing.

In addition, because states use different tests and different standards of proficiency, individual states may be subject to “floor” or “ceiling” effects. If proficiency levels are generally very high in a state (near 90 percent, for example), then high-performing districts may not be able to show their relative achievement because their proficiency level cannot increase above 100 percent. Similarly, if state proficiency levels are very low, then the relative achievement of the higher performers may be understated because the lower performing districts cannot fall below zero percent.

Standardized Residuals Data for Reading and Mathematics (pages 7 and 11)

The upper half of each page shows three different trend bar charts, with standardized residuals for reading or mathematics for all students in 2006, 2007, 2008, and 2009 at the elementary, middle and high school levels. (Information for reading appears on page 7 and information for mathematics appears on page 11.)

The table on the lower half of each page is organized as follows:

- First column: Standardized residuals for each subject are specified for the district at each of the three levels (elementary, middle and high school) for all students. The table also shows the count of positive residuals and the count of available residual measures for all students in reading or mathematics and the combined counts of positive residuals and the count of available residual measures for both reading and mathematics.
- Second column: Standardized residuals are specified for the 2006 academic year
- Third column: Standardized residuals are specified for the 2007 academic year
- Fourth column: Standardized residuals are specified for the 2008 academic year
- Fifth column: Standardized residuals are specified for the 2009 academic year
- Sixth column: The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.

Technical Notes and Methodology

- Seventh column: The average decile rank of the residual values for 2008 and 2009 is shown. For the “count of positive residuals” rows, the decile rank is the average rank for the three education levels.
- Eighth column: The decile rank of the average change in residual values from 2006 to 2009 is shown. For the “count of positive residuals” rows, the decile rank is the average rank for the three education levels.

High School Graduation Rates (page 12)

Three different methods were used to calculate high school graduation rates, all of which are considered reliable estimates of graduation rates in the absence of longitudinal student-level data.⁴ While using longitudinal data generates the most accurate estimates of graduation rates, such information is not currently available in most states. Federal CCD data on enrollments and completions (as described above) were used to generate the graduation rate estimates. While each method uses CCD diploma counts for the graduating class in a given year, the methods rely on different years of enrollment data and, therefore, generate somewhat different results. Further descriptions of the individual methods are provided below.

Trend lines as well as specific graduation rates are shown for 2004 through 2007. The table also shows calculations for improvement over time. Simple change is calculated as the difference between 2004 and 2007, between 2005 and 2007, and between 2006 and 2007. Where data for one or two years in the pair were not available, not comparable or suppressed, these change calculations could not be performed. In addition, improvement or “average change” was calculated as the slope of the best fit line among the available data points for 2004 through 2007. If only one data point was available, or if data were missing for both 2006 and 2007, average change was not calculated.

Data could be missing either because they were not available (indicated by “—”) or because they were suppressed (indicated by “+”). Graduation rates were suppressed if they were deemed unreliable or if a subgroup represented less than 5 percent of the district enrollment. Calculations were performed on unrounded numbers. Positive change values appear in color.

The three different methods used to calculate high school graduation rates are:

1. The Averaged Freshman Graduation Rate (AFGR)
2. Urban Institute method (a.k.a. Cumulative Promotion Index or CPI)
3. Manhattan Institute method (a.k.a. Greene’s Graduation Indicator or GGI)

The methodology for each of these is briefly explained below.

⁴ State education agencies may use different methods to calculate the graduation rates they report for federal accountability purposes; the graduation rates presented here may not match state-published rates. The three methods used for The Broad Prize provide comparable measures across the 100 eligible districts that are located in 39 states and the District of Columbia.

Technical Notes and Methodology

Averaged Freshman Graduation Rate (AFGR)

This method divides the number of students graduating in Year y by an average of the 8th-grade enrollment in Year $y - 4$, 9th-grade enrollment in Year $y - 3$, and 10th-grade enrollment in Year $y - 2$:

$$\text{Graduation Rate} = \frac{G_y}{(S_{8,y-4} + S_{9,y-3} + S_{10,y-2})/3}$$

Where: G = Number of graduates receiving a regular diploma

y = School year

Denominator = Smoothed estimator for first-time 9th-grade enrollment

Urban Institute Graduation Rate (Cumulative Promotion Index or CPI)

Also known as Swanson's Cumulative Promotion Index (SCPI), this method assumes that graduation is a process composed of three grade-to-grade promotion transitions (9th to 10th, 10th to 11th, and 11th to 12th) in addition to the graduation event (grade 12 to diploma). Each of the transitions is calculated as a probability, dividing the enrollment of the following year by the enrollment of the current year for the grade in question. These separate probabilities are then multiplied to produce the probability that a student in that school system will graduate within four years of entering 9th grade.

$$\text{Graduation Rate} = \frac{S_{10,y+1}}{S_{9,y}} * \frac{S_{11,y+1}}{S_{10,y}} * \frac{S_{12,y+1}}{S_{11,y}} * \frac{G_y}{S_{12,y}}$$

Where: S_{grade} = Number of students in a specified grade

y = School year

G = Number of graduates receiving a regular diploma

Manhattan Institute Graduation Rate (Greene's Graduation Indicator or GGI)

The number of students who receive a diploma is divided by the product of a measure of high school population change over time and an estimate of the number of first-time 9th-graders. The population change quantity adjusts for enrollment variability due to student mobility among districts and states rather than dropping out.

$$\text{Graduation Rate} = \frac{G_y}{\left(1 + \frac{(S_{9,y} + S_{10,y} + S_{11,y} + S_{12,y}) - (S_{9,y-3} + S_{10,y-3} + S_{11,y-3} + S_{12,y-3})}{S_{9,y-3} + S_{10,y-3} + S_{11,y-3} + S_{12,y-3}}\right) * \left(\frac{S_{8,y-4} + S_{9,y-3} + S_{10,y-2}}{3}\right)}$$

Where: G = Number of graduates receiving a regular diploma

y = School year

S_{grade} = Number of students in a specified grade

A recent National Center for Education Statistics (NCES) study reported that when calculating a statewide graduation rate, the Averaged Freshman Graduation Rate came closest to approximating a longitudinal graduation rate. The three different methodologies sometimes lead to very different results because each uses different

Technical Notes and Methodology

types of data from different years. All three have strengths and weaknesses but are considered acceptable methodologies. It should be remembered that all three are estimates of the true longitudinal graduation rate. The smaller the district, state or student group being analyzed, the less precisely the three graduation rates estimate the true longitudinal rate.

Estimated high school graduation rates table: 2004–2007 (page 12)

In the upper half of the page, three different trend charts, with data for 2004, 2005, 2006 and 2007, are shown for each of the three different graduation rates for all students and for African-American, Asian, Hispanic and White student subgroups.

In the lower half of the page, the information in the table is organized as follows:

First column:	The three different graduation rate methods, Averaged Freshmen Graduation Rate, Urban Institute Method and Manhattan Institute Method, are specified for all students and for the African-American, Asian, Hispanic and White student subgroups.
Second column:	Graduation rates are specified for the 2004 academic year
Third column:	Graduation rates are specified for the 2005 academic year
Fourth column:	Graduation rates are specified for the 2006 academic year
Fifth column:	Graduation rates are specified for the 2007 academic year
Sixth column:	Change in the graduation rates is shown for the 2007 academic year minus the 2004 academic year
Seventh column:	Change in the graduation rates is shown for the 2007 academic year minus the 2005 academic year
Eighth column:	Change in the graduation rates is shown for the 2007 academic year minus the 2006 academic year
Ninth column:	The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2004 through 2007.

College Readiness Data (page 13)

District-level measures of the college readiness of students include SAT, ACT and Advanced Placement. The table provides measures of performance on these tests and participation rates. With district permission, College Board and ACT provided SAT (reading, math, and writing) test scores and mean ACT (composite) test scores, respectively, for each district for 2006 through 2009. The SAT reading, math, and writing scores were combined to produce mean total SAT scores. Mean ACT composite scores were reported as provided. The College Board also provided the number of AP examinations at each score level (1 to 5) for each district for 2006 through 2009. The percentage of AP tests taken that earned passing scores (3 or above) was calculated. The percent of all AP tests taken with scores of three or above are detailed in this report.

Technical Notes and Methodology

The College Board and ACT do not calculate test participation rates. However, they provided the number of seniors who had taken the SAT and ACT tests (regardless of when they took the test during high school), as well as the number of juniors and seniors who took any AP test in the given year. Participation rates were calculated using these numbers as the numerator and enrollment data for 11th- and 12th-graders from the federal CCD as the denominator.⁵

The tables also show calculations of improvement over time. Simple change is calculated as the difference between 2006 and 2009, between 2007 and 2009, and between 2008 and 2009. Where data for one or two years in the pair were not available or suppressed, these change calculations could not be performed.

The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009. If only one data point was available, or if data were missing for both 2008 and 2009, average change was not calculated. Calculations were performed on unrounded numbers. Positive change values appear in color.

Data were suppressed if they were deemed unreliable. Test scores were suppressed if they were based on the performance of fewer than 15 students, as required by the College Board. Participation rates were suppressed if a subgroup represented less than 5 percent of enrollment in the relevant grades. In addition, subgroup results were suppressed if data on the number of test takers whose race/ethnicity was identified represented less than 90 percent of the total number of test takers for a given test and year.⁶

Test scores and participation rates on college readiness examinations: 2006–2009 (page 13)

The information in the table is organized as follows:

First column:	The table is divided into the three different college readiness sections: SAT, ACT, and Advanced Placement. Each college readiness section first shows performance measures and then participation rates for all students as well as for the African-American, Asian, Hispanic and White student subgroups.
Second column:	Relevant values are listed for the 2006 academic year
Third column:	Relevant values are listed for the 2007 academic year
Fourth column:	Relevant values are listed for the 2008 academic year
Fifth column:	Relevant values are listed for the 2009 academic year
Sixth column:	Change in values is shown for the 2009 academic year minus the 2006 academic year
Seventh column:	Change in values is shown for the 2009 academic year minus the 2007 academic year
Eighth column:	Change in values is shown for the 2009 academic year minus the 2008 academic year
Ninth column:	The “average change” calculation is shown. “Average change” was calculated as the slope of the best fit line among the available data points for 2006 through 2009.

⁵ Participation rates in 2009 were calculated using 2008 CCD enrollments as the denominator, because 2009 enrollment data were not yet available.

⁶ Race/ethnicity is self-reported in SAT, ACT, and AP, and the amount of missing race/ethnicity data varies by district and year.

Technical Notes and Methodology

Adequate Yearly Progress (AYP) (page 14)

The upper table shows overall AYP results for 2006, 2007, 2008, and 2009. For each year, the upper rows show the percentage of schools in the district meeting AYP targets and the percentage of schools in the state meeting AYP targets. The lower rows show whether overall AYP targets were met (“Y” for yes, “N” for no) by the levels/categories by which AYP is determined within that state for the given year.

The information in the lower table is organized as follows:

- First column: The breakdown of AYP results in English language arts and in mathematics are specified for the specific student subgroups for which districts and schools are held accountable in the state.
- Second column: AYP proficiency results are listed for 2009, if available.
- Third column: AYP participation results are listed for 2009, if available.