

# Bell Policy Center

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Aug. 2, 2005

## **2005 CSAP Scores Show Limited Progress in Closing the Achievement Gap**

The 2005 statewide CSAP scores indicate the achievement gap between student scores widened on some tests in some grades but narrowed in others. For the most part, a persistent and significant gap in student achievement continues in Colorado.

Out of 24 comparisons, the Bell Policy Center found the achievement gap widened in 14, narrowed in seven and remained the same in three.

To measure the extent of the achievement gap, the Bell Policy Center analyzed the CSAP scores by racial group and income level of the students on selected tests in elementary, middle and high school.

The Bell examined the percent of students scoring proficient and advanced from 2001 through 2005 on the fourth grade reading, fifth grade math, eighth grade reading and math, ninth grade reading and 10th grade math CSAPS.

For each test and grade, we calculated the gaps between the percent of students scoring proficient and advanced for four comparison groups:

1. White students to black students
2. White students to Hispanic students
3. White students to Native American students
4. Students from high- and middle-income families to students from low-income families.

We compared the size of the gap in 2001 with the gap based on the 2005 CSAP scores. Table 1 below presents the results of this analysis.

The largest change was the six-point narrowing of the gap between white and Native American students on the fourth grade reading test. On four of the tests we analyzed the gap grew by five points. Most differences were two points or less.

**Table 1. Change in Performance Gaps on CSAP Tests from 2001 to 2005 for Racial Groups and from 2003 to 2005 for Income Groups.**

<b>Racial Group</b>	<b>4<sup>th</sup> Grade Reading</b>	<b>5<sup>th</sup> Grade Math</b>	<b>8<sup>th</sup> Grade Reading</b>	<b>8<sup>th</sup> Grade Math</b>	<b>9<sup>th</sup> Grade Reading</b>	<b>10<sup>th</sup> Grade Math</b>
White to Black	-2	-3	+2	+1	+2	+5
White to Hispanic	+2	-2	0	+1	0	+5
White to Native American	-6	-4	+5	+2	+3	+2
High Middle Income to Low Income	0	-1	+2	+5	-1	+2

+ means the number of points in the gap has widened

- means the number of points in the gap has narrowed

Colorado students continue to perform poorly on the 10th grade math CSAP, although students in all groups improved their scores from 2001 to 2005. Asian and Pacific Islander students scored the best with 42 percent ranking proficient or advanced. White students scored 37 and high- to middle-income students scored 35 percent proficient and advanced.

However, only nine percent of black and Hispanic students and only 11 percent of low-income students scored proficient or advanced on the 2005 10th grade math CSAP test.

Attached are a series of tables and graphs that show the scores for each group on selected CSAP tests and the magnitude of the gaps between different types of students over time.

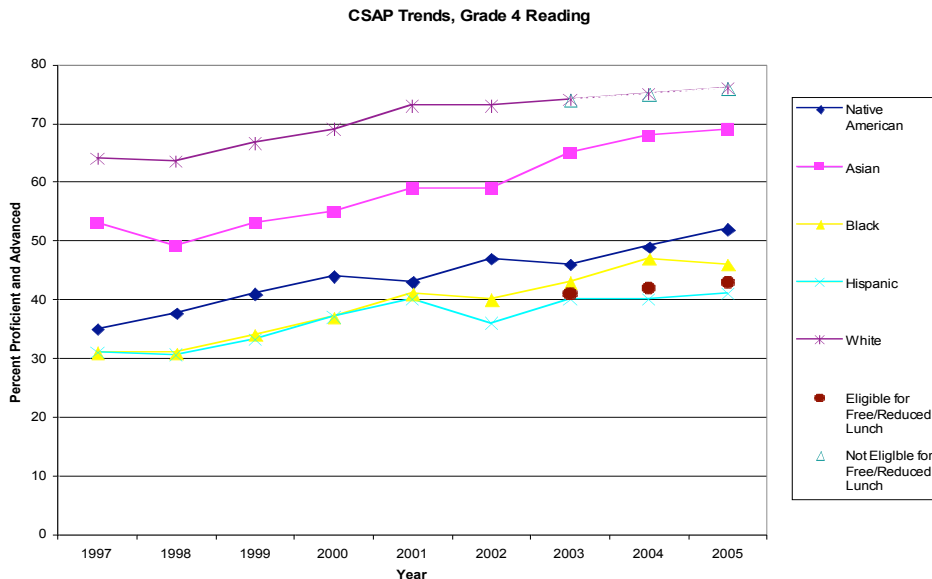
## Fourth Grade Reading

Table 2. Percent of Students Scoring Proficient and Advanced, By Race and Income, on the 4<sup>th</sup> Grade Reading CSAP.

Racial Group	2001	2002	2003	2004	2005
White	73	73	74	75	76
Hispanic	40	36	40	40	41
Black	41	40	43	47	46
Asian and PI	59	59	65	68	69
Native American	43	47	46	49	52
High Middle Income			74	75	76
Low Income			41	42	43

Table 3. Magnitude of the Achievement Gap in the 4<sup>th</sup> Grade Reading CSAP.

Comparison Group	2001	2002	2003	2004	2005
White - Black	32	33	31	28	30
White - Hispanic	33	37	34	35	35
Black - Hispanic	1	4	3	7	5
White - Asian PI	14	14	9	7	7
White - American Indian	30	26	28	26	24
High Middle - Low			33	33	33



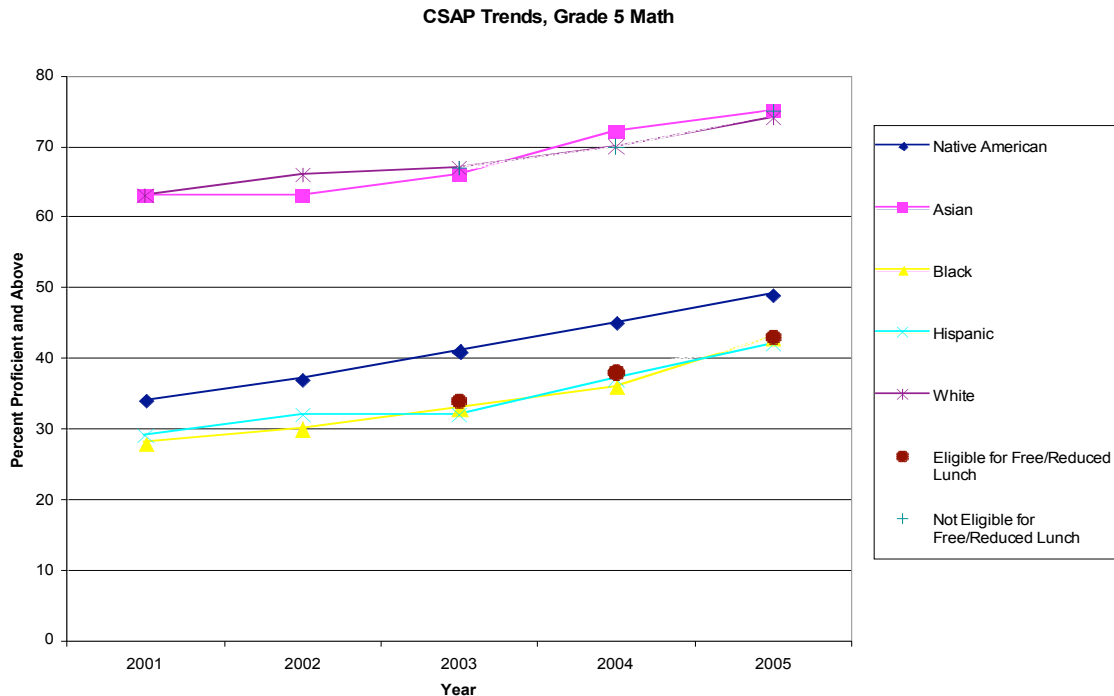
## Fifth Grade Math

Table 4. Percent of Students Scoring Proficient and Advanced By Race and Income on the 5<sup>th</sup> Grade Math CSAP

Racial Group	2001	2002	2003	2004	2005
White	63	66	67	70	74
Hispanic	29	32	32	37	42
Black	29	30	33	36	43
Asian and PI	63	63	66	72	75
Native American	34	37	41	45	49
High Middle Income			67	70	75
Low Income			34	38	43

Table 5. Magnitude of the Achievement Gap on the 5<sup>th</sup> Grade Math CSAP

Comparison Group	2001	2002	2003	2004	2005
White - Black	34	36	34	34	31
White - Hispanic	34	34	35	33	32
Black - Hispanic	0	- 2	1	- 1	1
White - Asian PI	0	3	1	- 2	- 1
White - American Indian	29	29	26	25	25
High Middle - Low			33	32	32



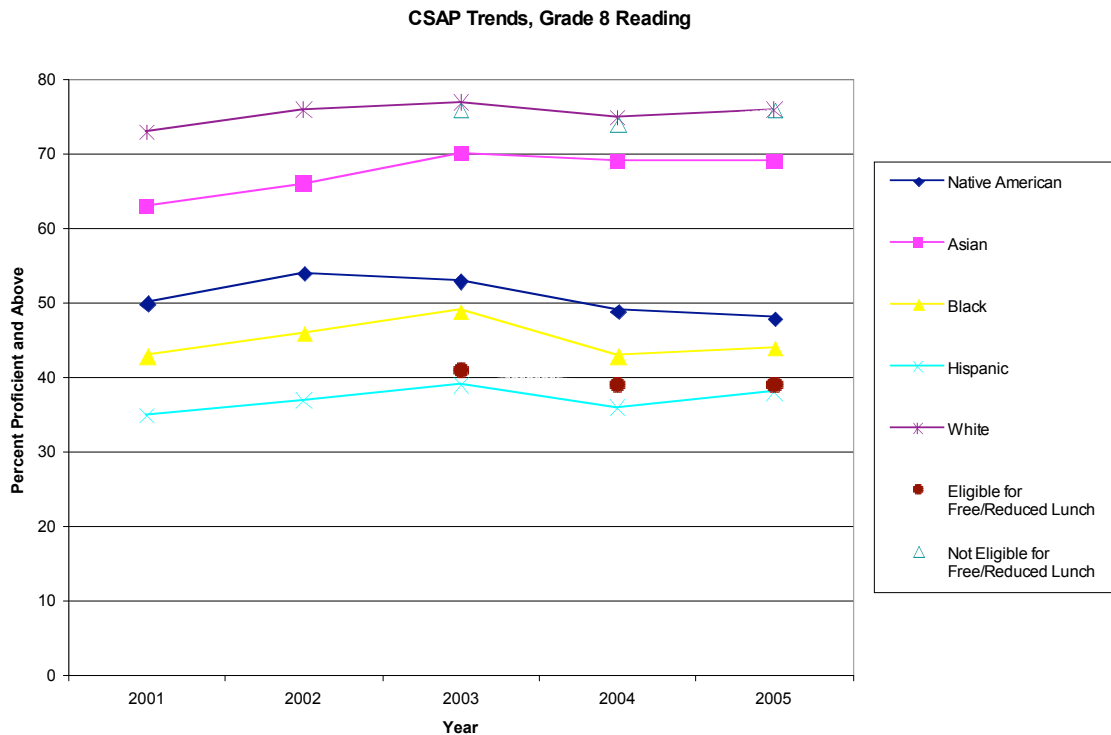
## Eight Grade Reading

Table 6. Percent of Students Scoring Proficient and Advanced By Race and Income on the 8<sup>th</sup> Grade Reading CSAP

Racial Group	2001	2002	2003	2004	2005
White	73	76	77	75	76
Hispanic	35	37	39	36	38
Black	43	46	49	43	44
Asian and PI	63	66	70	69	69
Native American	50	54	53	49	48
High Middle Income			76	74	76
Low Income			41	39	39

Table 7. Magnitude of the Achievement Gap on the 8<sup>th</sup> Grade Reading CSAP

Comparison Group	2001	2002	2003	2004	2005
White - Black	30	30	28	32	32
White - Hispanic	38	39	38	39	38
Black - Hispanic	8	9	10	7	6
White - Asian PI	10	10	7	6	7
White - American Indian	23	22	24	26	28
High Middle - Low			35	35	37



## Eighth Grade Math

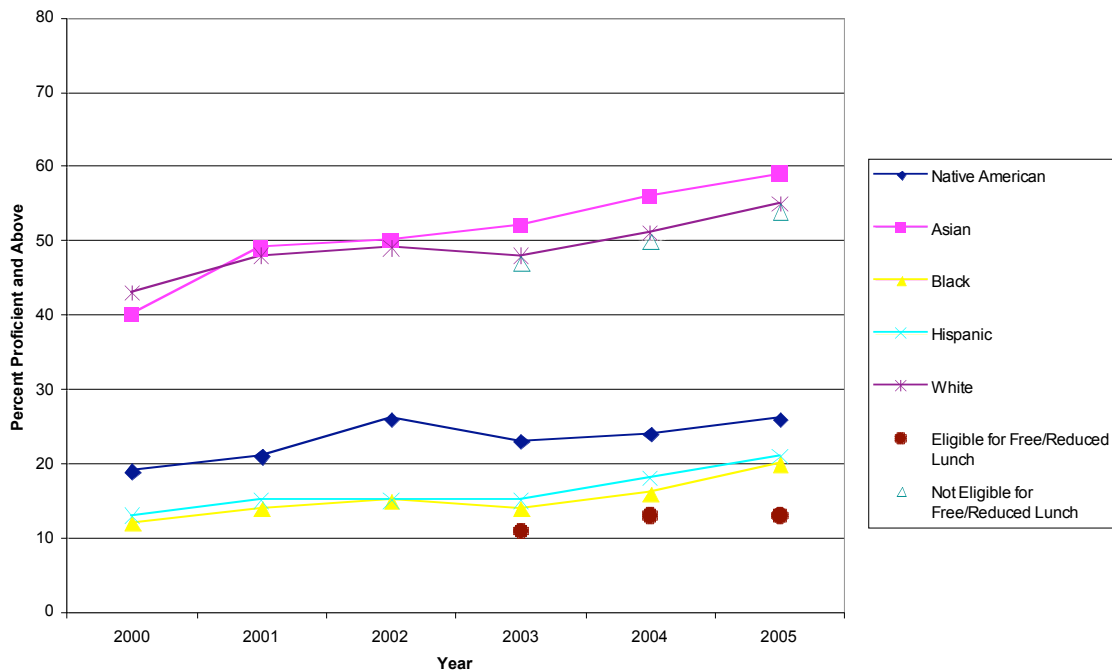
Table 8. Percent of Students Scoring Proficient and Advanced By Race and Income on the 8<sup>th</sup> Grade Math CSAP

Racial Group	2001	2002	2003	2004	2005
White	48	49	48	51	55
Hispanic	15	15	15	18	21
Black	14	15	14	16	20
Asian and PI	49	50	52	56	59
Native American	21	26	23	24	26
High Middle Income			47	50	54
Low Income			11	13	13

Table 9. Magnitude of the Achievement Gap on the 8<sup>th</sup> Grade Math CSAP

Comparison Group	2001	2002	2003	2004	2005
White - Black	34	34	34	35	35
White - Hispanic	33	34	33	33	34
Black - Hispanic	-1	0	-1	-2	-1
White - Asian PI	-1	-1	-4	-5	-4
White - American Indian	27	23	25	27	29
High Middle - Low			36	37	41

CSAP Trends, Grade 8 Math



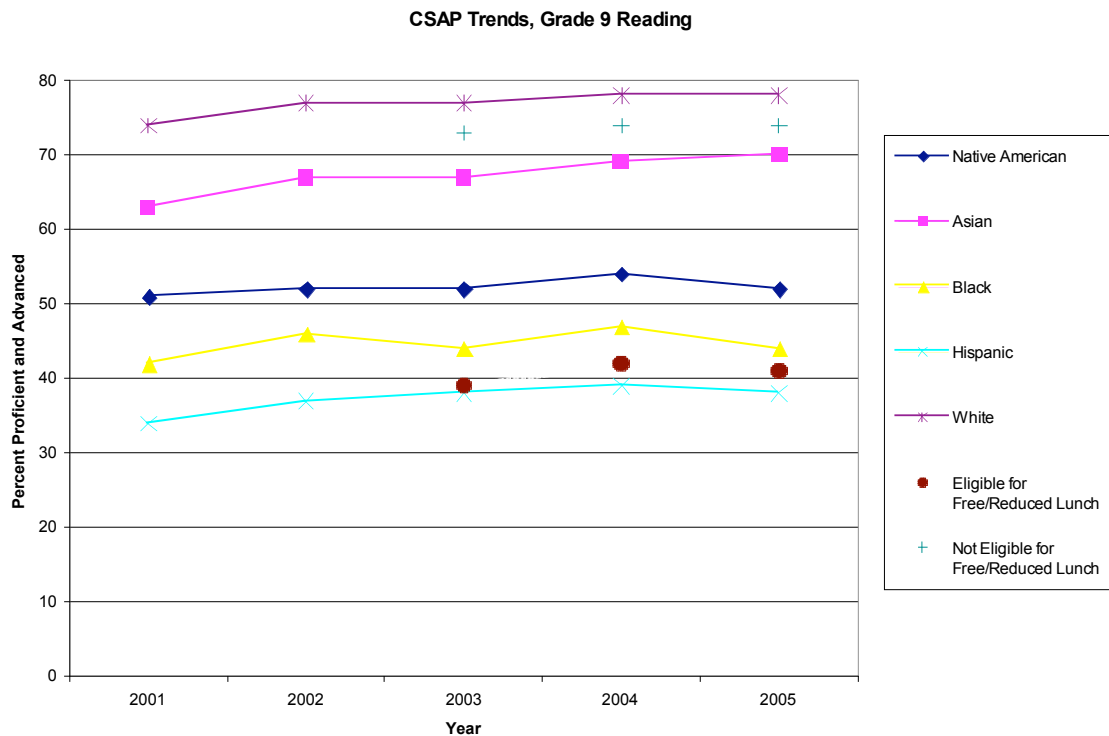
## Ninth Grade Reading

Table 10. Percent of Students Scoring Proficient and Advanced By Race and Income on the 9<sup>th</sup> Grade Reading CSAP

Racial Group	2001	2002	2003	2004	2005
White	74	77	77	78	78
Hispanic	34	37	38	39	38
Black	42	46	44	47	44
Asian and PI	63	67	67	69	70
Native American	51	52	52	54	52
High Middle Income			73	74	74
Low Income			39	42	41

Table 11. Magnitude of the Achievement Gap on the 9<sup>th</sup> Grade Reading CSAP

Comparison Group	2001	2002	2003	2004	2005
White - Black	32	31	33	31	34
White - Hispanic	40	40	39	39	40
Black - Hispanic	8	9	6	8	6
White - Asian PI	11	10	10	9	8
White - American Indian	23	25	25	24	26
High Middle - Low			34	32	33



## Tenth Grade Math

Table 12. Percent of Students Scoring Proficient and Advanced By Race and Income on the 10<sup>th</sup> Grade Math CSAP

Racial Group	2001	2002	2003	2004	2005
White	30	33	34	33	37
Hispanic	7	8	8	8	9
Black	7	7	7	7	9
Asian and PI	31	35	36	35	42
Native American	11	16	12	16	16
High Middle Income			31	31	35
Low Income			9	10	11

Table 13. Magnitude of the Achievement Gap on the 10<sup>th</sup> Grade Math CSAP

Comparison Group	2001	2002	2003	2004	2005
White - Black	23	26	27	26	28
White - Hispanic	23	25	26	25	28
Black - Hispanic	0	-1	-1	-1	0
White - Asian PI	-1	-2	-2	-2	-5
White - American Indian	19	17	22	17	21
High Middle - Low			22	21	24

CSAP Trends, Grade 10 Math

