

DOCUMENT RESUME

ED 352 370

TM 019 249

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 TITLE Annual Report on Student Achievement 1991-92.  
 INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.  
 REPORT NO AISD-91-35  
 PUB DATE May 92  
 NOTE 67p.  
 AVAILABLE FROM Office of Research and Evaluation (ORE), Austin Independent School District, 1111 W. Sixth Street, Austin, TX 78703-5399.  
 PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)  
 EDRS PRICE MF01/PC03 Plus Postage.  
 DESCRIPTORS \*Academic Achievement; Achievement Tests; College Entrance Examinations; \*Criterion Referenced Tests; Elementary School Students; Elementary Secondary Education; \*Norm Referenced Tests; \*School Districts; Scores; Secondary School Students; Standardized Tests; \*State Programs; Statistical Data; Student Evaluation; Testing Programs; \*Test Results  
 IDENTIFIERS \*Austin Independent School District TX; Texas

ABSTRACT

Results from the various student testing programs of the Austin (Texas) Independent School District (AISD) are summarized for 1991-92. Some 23,000 students in grades 3, 5, 7, 9, and 11 took the criterion-referenced Texas Assessment of Academic Skills (TAAS) in October of 1991. The Texas Educational Assessment of Minimum Skills (TEAMS), required for graduation, was taken by 151 students in grades 11 and 12 in October of 1991 and/or April of 1992. The norm-referenced Iowa Tests of Basic Skills (ITBS) were taken by 10,313 students in grades 1 and 2, while 42,765 students in grades 3 through 11 took the Norm-Referenced Assessment Program for Texas (NAPT) in April of 1992. Students from the AISD continued to excel on college entrance examinations, with Scholastic Aptitude Test scores averaging above those of the state and the nation. AISD students scored near state averages and above the urban average on the TAAS. AISD students ranked first among urban districts for scores on the TEAMS and TAAS. AISD students also scored higher than state averages on the NAPT. In general, African American and Hispanic American student achievement continued the trend of improving at a faster rate than that of all other students on the ITBS and the NAPT. Budget implications are discussed. Included are 31 figures of summary data, and 9 attachments with additional data on test results and technical information. (SLD)

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# Annual Report on Student Achievement 1991-92

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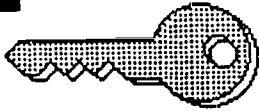
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## KEY



## WORDS

**National Average** - Standard set by testing across the nation. The 50th percentile is the national average.

**Mean** - The average score-- determined by averaging all scores.

**Percentile** - The percentage of students who scored lower. The 50th percentile means 50% of the national norm group made a lower score.

**Grade Equivalent (GE)** - The grade and month of school in which a score would be made by an average student. A year is divided into tenths; nine-tenths for the nine months of instruction and one-tenth for the three months of the summer. Example: 7.3 is the score made by an average student in the third month of grade seven.

**Normal Curve Equivalent (NCE)**- The scores that result when the normal curve is divided into 99 equal units. The mean is 50.

**Composite Score** - The combination of the scores of all the subjects. It is only computed for students who took all the tests.

**Higher Order Thinking Skills (HOTS)** - Cognitive functions that are more complex than mere recognition of information. Reporting as number correct.

## NAPT and ITBS Administered in AISD

Students in grades 1 and 2 took these Iowa Tests of Basic Skills (ITBS) subtests:

Word Analysis  
(letter and word sounds),  
Vocabulary,  
Reading Comprehension,  
Mathematics

- Concepts,
- Problems,
- Computation, and

Language Skills  
(Spelling).

Students in grades 3-8 took these NAPT sub tests:

Vocabulary,  
Reading Comprehension,  
Language Skills

- Spelling
- Capitalization
- Punctuation
- Usage of Standard English

Mathematics

- Concepts,
- Problems,
- Computation.

Social Studies  
Science

Students in grades 9-11 took these NAPT subtests:

Vocabulary,  
Reading Comprehension,  
Written Expression  
Mathematics

- Concepts and Problem Solving,
- Computation.

Social Studies  
Science

## TAAS/TEAMS Administered in AISD

Students in grades 3, 5, 7, 9, and 11 (exit level) took the Texas Assessment of Academic Skills (TAAS) in:

Writing,  
Reading, and  
Mathematics.

Students who are still eligible to take the TEAMS are tested in:  
Mathematics and  
Language Arts.

## Reporting by Ethnicity

TAAS/TEAMS and NAPT scores are reported for Native American, Asian, African American, Hispanic, and White students using the format and scores provided by the Texas Education Agency. Total scores include all five ethnicities.

Comparisons with the NRT from 1980 collapse White, Asian, and Native American into the category of Other.

# Annual Report on Student Achievement 1991-92

## Executive Summary

Austin Independent School District  
Department of Management Information  
Office of Research and Evaluation

Authors: Evangelina Mangino, Natalie Rodgers, Barbara Wiser

### Program Description

#### Systemwide Testing Program:

- 23,000 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS) in October 1991.
- 151 students in grades 11 and 12 (exit-level) took the Texas Educational Assessment of Minimum Skills (TEAMS) in October 1991 and/or April 1992.
- 10,313 students in grades 1 and 2 took the ITBS in April 1992.
- 42,765 students in grades 3 through 11 took the Norm-Referenced Assessment Program for Texas (NAPT) for a valid score in April 1992.

Other tests administered districtwide and reported only at the individual student level are:

- Computer Literacy Test (grade 6),
- TAAS practice tests (grades 2, 4, 6, and 7), and
- End-of-basal tests (grades 3, 4, 5, 6).

### Recommendations

1. Strengthen curriculum in mathematics in grades 6-9, primarily in computation, and reading in grades 6-7.
2. Implement writing programs at all grade levels with strong emphasis on support and evaluation, organization and structure, and using correct purpose and mode (following directions).
3. Continue efforts directed towards closing the achievement gap between minority and nonminority students.

### Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.
  - a. AISD had 37 National Merit Scholarship finalists--4.6 times the number that is average for a district this size.
  - b. SAT scores for AISD seniors (929) averaged above those of the state (876) and the nation (899).
2. AISD students score near the state averages, above urban averages, and continue to rise in the percentage who demonstrate mastery on the TAAS.
  - a. For the seventh year in a row, AISD students ranked number one among the eight urban districts on the exit-level, state-mandated, criterion-referenced tests (TEAMS, TAAS).
  - b. In comparison to Texas urban averages, AISD's TAAS mastery percentages are higher in all areas.
  - c. In comparison to state averages, AISD's TAAS mastery percentages are higher in 8 areas, the same in 4, and lower in 8.
  - d. Out of 2,933 potential high school graduates, 97.9% (all except 64) passed all sections of the Exit-Level TAAS/TEAMS.
3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
  - a. In 1991-92, 45 out of 53 AISD average test scores were at or above the 50th percentile (the national average).
  - b. AISD scored higher than the state in all grades on the NAPT and ranks number one among the Urban 8 on the NAPT composite score at all grades tested.

- c. Lowest achievement scores are in mathematics at grades 6-9 and reading at grades 4, 6, 7, and 9.
- d. In general, African American and Hispanic student achievement continued the eleven-year trend of improving at a faster rate than that of all other students on the ITBS and NAPT achievement tests, thus continuing to close the gap between minority and nonminority students.

### Budget Implications

**Mandate:** Federal, state, and local

**Funding Amount:** \$270,736,884  
AISD Budget

**Funding Source:** Federal, state, property tax, and other sources.

**Implications:** Data collected through achievement testing are used for the evaluation of the overall instructional program in AISD as well as for the evaluation of specific programs. The Systemwide Testing Program coordinates testing at all grades with the following advantages to the District:

- Reducing teachers' and other campus staff's time performing test-related activities (e.g., locating and processing demographic information on the answer sheets),
- Reducing or eliminating errors in the achievement test files and reports,
- Converting prior test data into current norms and criteria to make comparisons possible, and
- Analyzing and interpreting test results and trends so they can be utilized by program staff and decision makers in the District.

## AISD Test Results at a Glance

### Percentage of Students Mastering the TAAS

(October 1990 and 1991 -- Non-Special Education Students Only)

Grade	Writing		Reading		Mathematics		Passed All	
	1990	1991	1990	1991	1990	1991	1990	1991
	ME	ME	ME	ME	ME	ME	ME	ME
3	64	61	80	81	82	87	57	57
3S	56	54	74	65	82	83	50	42
5	76	77	63	63	56	58	46	48
7	56	57	44	49	46	47	32	35
9	48	51	62	60	39	40	30	30
11	77	80	79	77	63	60	54	53

S = Spanish TAAS  
ME = Met Minimum Expectations

NOTE: 1990 percentages have been revised to show 70% mastery so a comparison can be made with the 1991 percentages at 70% mastery.

### ITBS/NAPT, 1991-92

(Percentile of the Mean NCE - 1991 Norms)

Grade	Mathematics		Reading		Language		Composite	
	91	92	91	92	91	92	91	92
1	64	57	52	52	59	63	64	64
2	72	70	62	59	61	63	69	68
3	59	64	58	59	72	66	63	68
4	58	54	53	50	63	60	58	61
5	57	57	53	52	62	61	57	65
6	49	49	46	46	54	54	48	56
7	46	47	48	47	57	56	50	50
8	47	48	52	52	61	62	54	54
9	48	42	53	50	54	56	54	53
10	58	56	62	58	59	57	62	60
11	60	51	62	55	62	58	63	57

### SAT Scores, 1987-1992 Graduates

	Verbal					Mathematics					1992 Percent Tested
	88	89	90	91	92	88	89	90	91	92	
AISD	442	439	439	432	435	489	491	489	490	494	55
Texas	417	415	413	411	410	462	462	461	463	466	44
Nation	428	427	424	422	423	476	476	476	474	476	42

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## ***What is the Texas Assessment of Academic Skills (TAAS)?***

The TAAS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the student's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

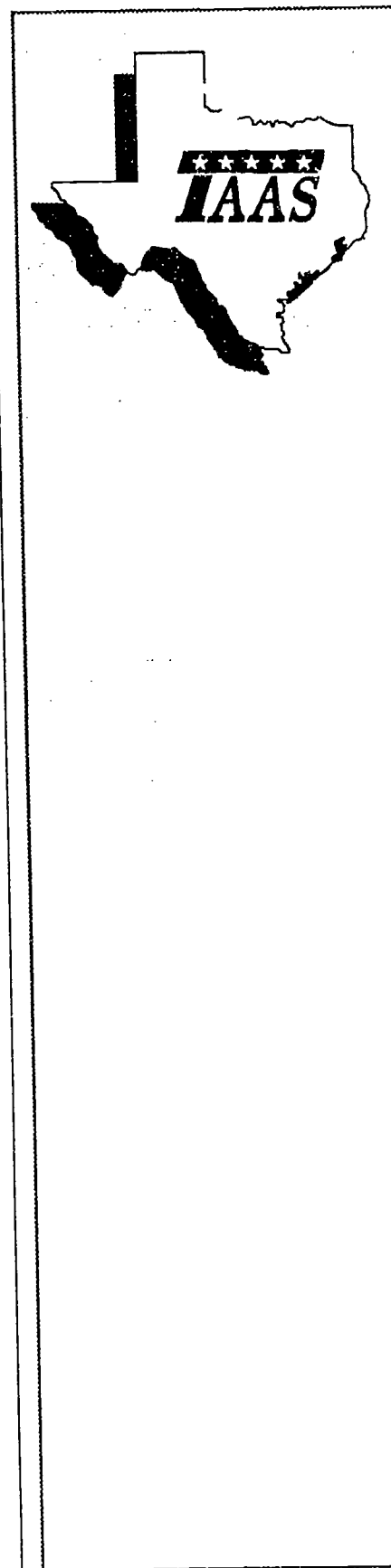
A basic skills assessment program has been mandatory in Texas since 1980. This program has been implemented in five-year cycles. The first cycle consisted of the administration of the Texas Assessment of Basic Skills (mathematics, reading, and writing) to students in grades 3, 5, and 9, from 1980-81 to 1984-85. The second cycle consisted of the administration of the Texas Educational Assessment of Minimum Skills to grades 1 (1985-86 to 1988-89), 3, 5, 7, 9, and 11 (1985-86 to 1989-90). Mastery of the 11th-grade (Exit-Level) TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Because of this, students at grades 11 and 12 were allowed to continue taking the test every time the test was offered until they demonstrated mastery.

School year 1990-91 was the first year of the third testing cycle and it consisted of the administration of the TAAS to students in grades 3, 5, 7, 9, and 11. According to the Texas Education Agency (TEA), the focus of the TAAS represents a shift from an assessment of minimum skills to an assessment of academic skills.

*"The scope of the content eligible for testing has been broadened to include a more comprehensive assessment of the instructional targets delineated in the essential elements. The TAAS tests assess higher-order thinking skills and problem-solving ability."*

In 1990-91 the TAAS test passing criteria was 60% of the items correct for grades 7, 9, 11 (exit level) and 65% for grades 3 and 5. In 1991-92 the passing criteria was increased to 70% for all grades. The passing criteria is set by the State Board of Education (Attachment 1).

The first two years the TAAS test included writing, reading, and mathematics for grades 3, 5, 7, 9, and 11 (Exit-Level). In 1992-93, the TAAS testing cycle will be shifted from fall (grades 3, 7, and 11) to spring (grades 4, 8, 10). In the spring, 1993 science and social studies will be added to grades 4 and 8. In 1994-95 other subtests such as end-of course tests in algebra, biology, computer science, and five more tests will be added to the high school test, computer literacy at grade 8, and physical fitness/health at grades 4 and 8. Mastery of the exit-level test at grade 11 continues to be a requirement for graduation.



### How Did AISD Students Perform on the TAAS?

TAAS results for the second year of the testing cycle can be best interpreted in relation to statewide scores and scores of the other seven urban districts in Texas. Figure 1 presents a summary of these comparisons. In general, AISD performs higher than the urban average and above or at the state level.

Figure 1  
AISD TAAS Results in Comparison to the Urban 8 and Texas

	Urban 8		Texas	
	Minimum	Mastered All	Minimum	Mastered All
<b>AISD Is:</b>				
Higher	20	20	8	11
The Same	0	0	4	5
Lower	0	0	8	4

- NOTES:
- All TAAS comparisons presented in this report were done with scores for non-special education students unless otherwise indicated. TEA uses non-special education student results for identifying exemplary schools and schools in need of improvement.
  - The twenty comparisons analyzed are writing, reading, mathematics, and all tests taken at grades 3, 5, 7, 9, and 11.

AISD continues to outscore the Urban 8 and Texas in the exit-level test as was the case with the TEAMS for five years. Figure 2 shows the rank of AISD among the Urban 8 in Writing, Reading, Mathematics, and ALL TESTS TAKEN. A table including percent mastery for AISD, the Urban 8, and Texas, by ethnicity is presented in Attachment 2.

Figure 2  
AISD Ranks Among the Urban 8  
TAAS 1991-92

GRADE	WRITING	READING	MATHEMATICS	PASSED ALL TESTS TAKEN
3	2	2	1	2
5	2	2	2	2
7	2	1	2	1
9	4	1	1	2
11	1	1	1	1

Figure 3 presents the October 1991 TAAS scores for AISD, the Urban 8, and Texas. In AISD, the highest areas of achievement in terms of difference from state averages are all areas at grade 11, reading at grade 9, and mathematics at grade 3. The highest areas of achievement in terms of rank among the Urban 8 are all areas at grade 11, reading and mathematics at grade 9, reading at grade 7, and mathematics at grade 3.



The lowest areas of achievement in terms of difference from the state averages are writing at grade 9 and mathematics at grades 7 and 9. The lowest area of achievement in terms of rank among the Urban 8 is writing at grade 9.

A separate section of this report presents the scores for the writing samples and a summary of the analytic scoring of the papers with a failing score. Results by campus are presented in Attachment 9 of this report.

**Figure 3**  
Percentage of Students with Academic Mastery in the 1991-92 TAAS in  
AISD, the Eight Urban Districts, and Texas  
Non-Special Education Students

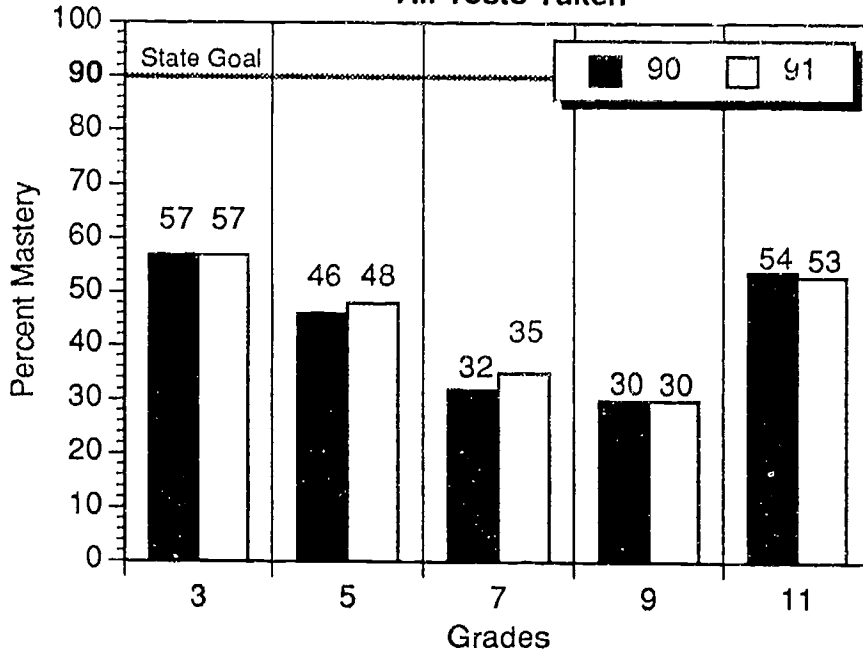
Grade	Number Tested In AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4812	61	54	63	81	74	81	87	79	85	57	48	57
5	4416	77	70	77	63	52	62	58	48	58	48	37	47
7	4014	57	49	59	49	38	50	47	40	51	35	26	36
9	4514	51	50	62	60	48	59	40	31	44	30	23	36
11	2966	80	71	78	77	65	72	60	47	57	53	39	49

Percentage of Students with Academic Recognition

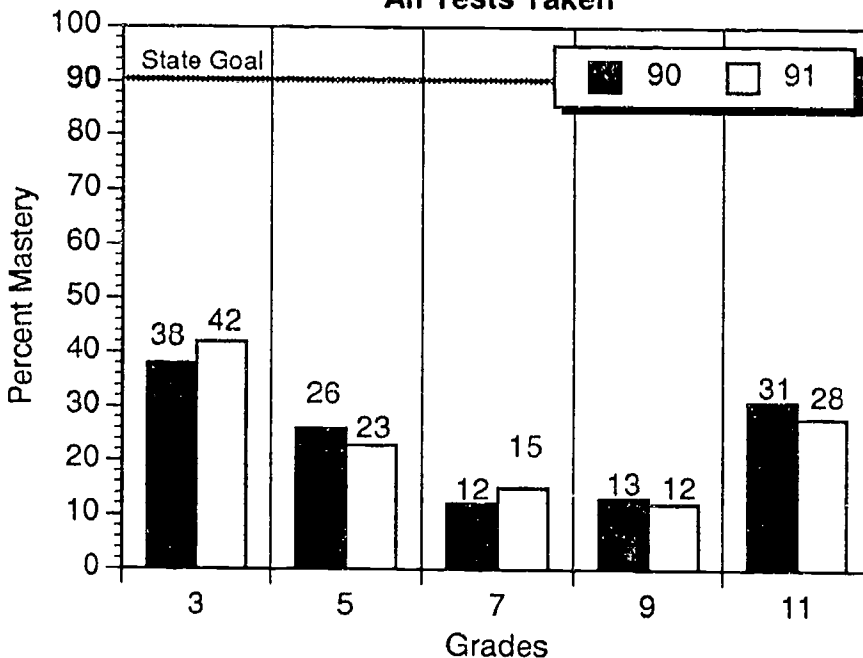
Grade	Number Tested In AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4812	16	13	18	56	45	54	38	29	35	10	7	11
5	4416	22	16	22	21	14	19	18	12	16	6	3	5
7	4014	19	13	19	10	6	9	10	6	10	3	2	3
9	4514	10	9	13	26	16	25	10	6	10	3	2	4
11	2966	25	15	22	32	22	27	21	11	16	9	4	6

In comparison to 1990-91 (with tests scored with the 1991-92 criteria), the percentage of students mastering all tests taken is higher at grades 5 and 7, the same at grades 3 and 9, and lower at grade 11 (Figure 4). The State Commissioner of Education has established a goal of 90% mastery of all tests taken. Much work is needed at State and district level to reach this goal.

**Figure 4  
TAAS 1990-91  
All Students  
All Tests Taken**



**Figure 5  
TAAS 1990-91  
African American  
All Tests Taken**



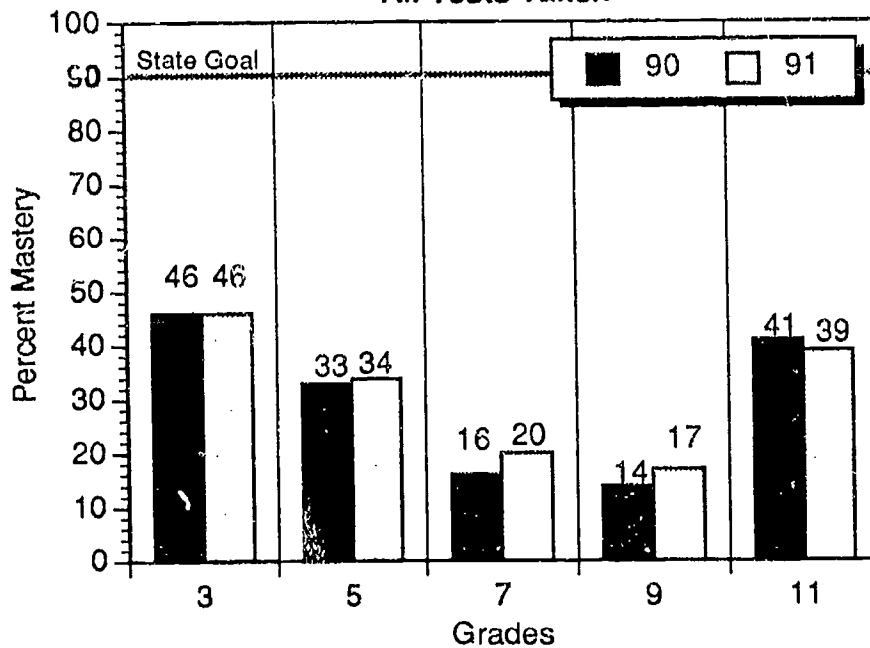
**How Did AISD Students Perform by Ethnicity on the 1990-91 TAAS?**

TAAS results in AISD follow the statewide pattern of achievement among the ethnic groups. White students achieve higher than both minority groups, while Hispanic students perform generally better than African American students. Figure 4 presents the results for all students for **All Tests Taken**. The results for each of the subject areas follow similar patterns and are presented in Attachment 3.

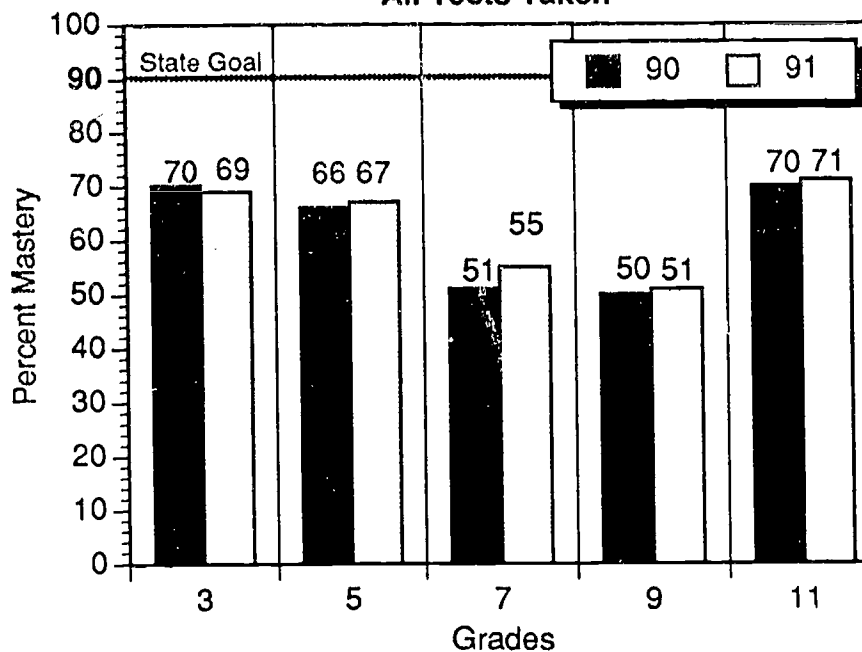
Figures 5, 6, and 7 show the results by ethnicity for **All Tests Taken**.

The 1990 results have been revised to show 70% mastery.

**Figure 6  
TAAS 1990-91  
Hispanic  
All Tests Taken**



**Figure 7  
TAAS 1990-91  
White  
All Tests Taken**



The 1990 results have been revised to show 70% mastery.

### How Did AISD Students Perform on the TAAS Written Composition?

The Exit-Level TAAS includes a written composition test that must be passed before a student can obtain a high school certificate. Figure 8 presents the written composition scores for students in all grades tested in AISD and Texas.

**Figure 8-All Students  
TAAS October 1991 Written Composition Scores**  
(Percentage of Students Obtaining Each Score)

Grade	Falling Scores				Passing Scores					
	0		1		2		3		4	
	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas
3	0	0	21	20	59	57	18	20	2	3
5	0	0	11	10	52	52	34	35	3	3
7	1	0	18	14	46	45	28	33	8	8
9	1	1	37	23	38	37	20	33	3	6
11	0	0	15	15	39	45	39	36	6	4

**Figure 9-All Students  
Reasons for Failing the Written Composition  
TAAS October 1991**

Deficiency	Grades									
	3		5		7		9		11	
	#	%	#	%	#	%	#	%	#	%
Lacked support and/or elaboration:	995	93	402	78	677	89	1,695	96	444	97
Used wrong purpose/mode:	132	12	208	40	108	14	261	15	59	13
Lacked organization or structure:	220	21	83	16	158	21	486	28	93	20
Lacked language control:	48	5	37	7	3	0	65	4	33	7
No writing attempted:	9	1	7	1	19	2	42	2	9	2
Wrote off topic:	3	0	0	0	4	1	5	0	0	0
Other:	5	0	2	0	1	0	9	1	1	0

Written compositions (scores 0 or 1) are scored analytically to determine specific deficiencies. Figure 9 is a summary of the analytic scoring results for the October 1991 TAAS.

Note: Some students are counted in more than one deficiency category, thus the totals add to more than 100%.

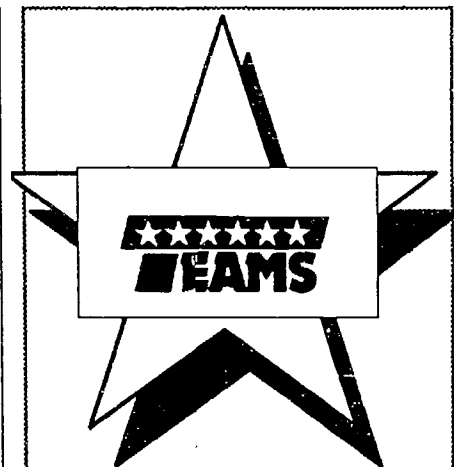
## Exit Level

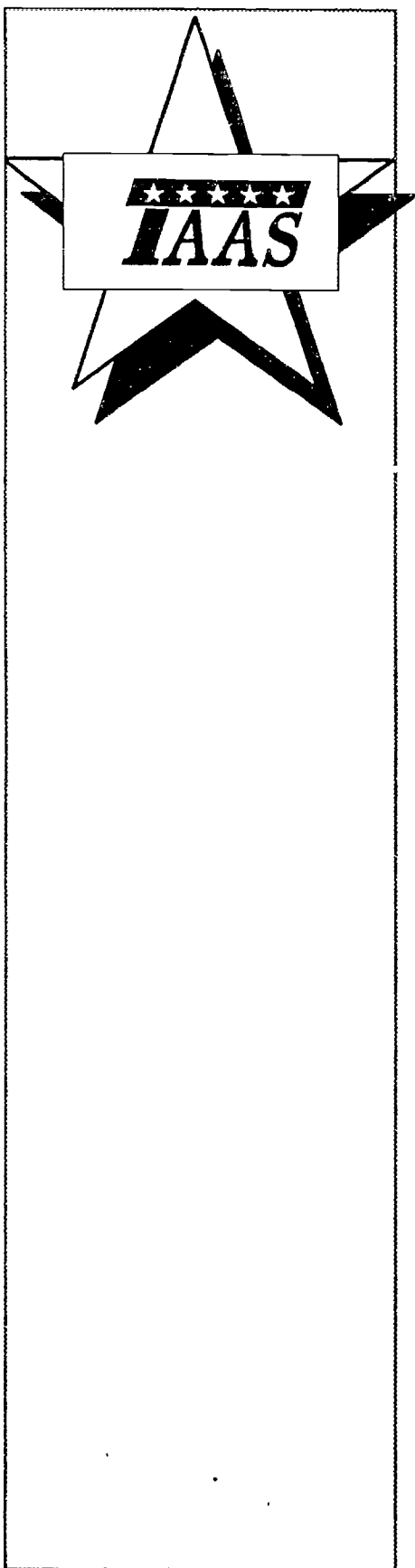
The class of 1991 was the last class to graduate under the TEAMS requirements. Students who became juniors between September 1985 and September 1989 had to master the mathematics and the language arts sections of the Exit-Level TEAMS before receiving a high school diploma. Students not mastering the Exit-Level TEAMS on the first attempt were required to take the test as many times as necessary to demonstrate mastery. These students were strongly encouraged to participate in remedial education programs offered in AISD, designed to prepare them to pass the test. Results of the five years of the Exit-Level TEAMS indicate that AISD students pass the test at a higher rate than students in the State as a whole.

The group of students taking the Exit-Level TEAMS this year is considerably smaller and different than in previous years. Because most of these students are being retested, their results can only be compared to the results of students retested in the past. Figure 10 shows the results for the students retested in October 1991, in comparison to October 1990. The results are presented in terms of the number of students who *have not met mastery* and, therefore cannot receive a high school diploma.

**Figure 10**  
**Exit-Level TEAMS**  
**All Students**

Year	Subject	#Tested	Non-Mastery	
			Number	Percent
Oct. 1990	Mathematics	520	239	46%
	Language Arts	405	96	24%
Oct. 1991	Mathematics	65	50	77%
	Language Arts	30	18	60%





**Figure 11**  
**1991-92 Exit-Level TAAS**  
**All Students**

Subject	#Tested	<i>Non-Mastery</i>	
		Number	Percent
Students tested in AISD in October 1991			
Writing	3376	812	24%
Reading	3177	792	25%
Mathematics	3353	1465	44%
Students tested in AISD in April 1992			
Writing	995	448	45%
Reading	1013	541	53%
Mathematics	1590	948	60%

The 1990-91 junior class was the first class to graduate with the TAAS requirement. For the next five years, mastery of the Exit-Level TAAS is required for graduation from a Texas public school. The District is required to offer remedial courses and programs to all the students who fail the TAAS. Students not mastering the TAAS are encouraged to register in those courses and programs. Figure 11 shows the number of students who failed the TAAS and, therefore will have to retake it and pass it before they can receive a Texas high school diploma.

The students who did not master the 1991-92 TAAS must take it again. The passing criteria is 70% of the items correct for all tests at all grades. In 1990-91 the passing criteria for the Exit-Level TAAS was 60% of the items correct. The State Board of Education sets the passing criteria for the TAAS.

## ***How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level Test?***

**64 out of 2,933 potential graduates**

In AISD, of the 2,933 potential graduates who were required to take the Exit-Level TAAS or TEAMS and who completed all other requirements for graduation, 64 were denied a diploma. Out of these 64 students, 59 did not pass the Exit-Level TAAS because they did not meet the exit-level test requirements. Five students were required to take the TEAMS. Approximately 3% of the graduates were not required to pass the TAAS because they were exempt (special education).

Figure 12 presents a profile of the 59 students who were denied a diploma because they did not master one or more sections of the Exit-Level TAAS. This year, for the first time, several students who completed all other requirements for graduation were under age (under 17).

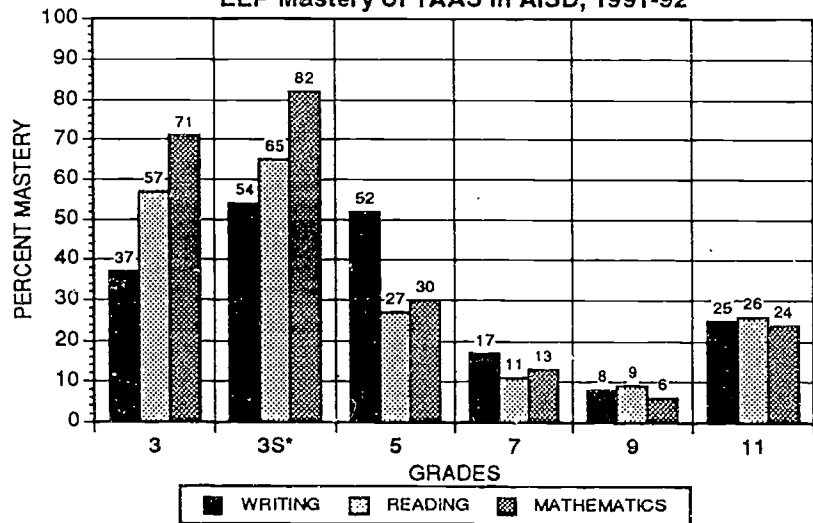
**Figure 12**  
**Profile of Students Not Graduating Because of Lack of TAAS Mastery**

<b>Age:</b>	9	- 17 years old or younger
	46	- 18-19 years old
	4	- 20-21 years old
<b>Sex:</b>	35	- female
	24	- male
<b>Ethnicity:</b>	24	- Hispanic
	19	- African American
	7	- Asian
	9	- White
<b>English Proficiency:</b>	9	- Limited-English Proficient (LEP)
<b>Number of Attempts:</b>	35	- 4 attempts
	9	- 3 attempts
	10	- 2 attempts
	5	- 1 attempt
<b>Continuous Enrollment in AISD:</b>	34	- 5 or more years
	10	- 3-4 years
	14	- 1-2 years
	1	- 1 semester
<b>Areas not Mastered:</b>	23	- Writing
	17	- Reading
	28	- Mathematics
	4	- All sections

### How Did Limited-English-Proficient (LEP) Students Perform on the TAAS?

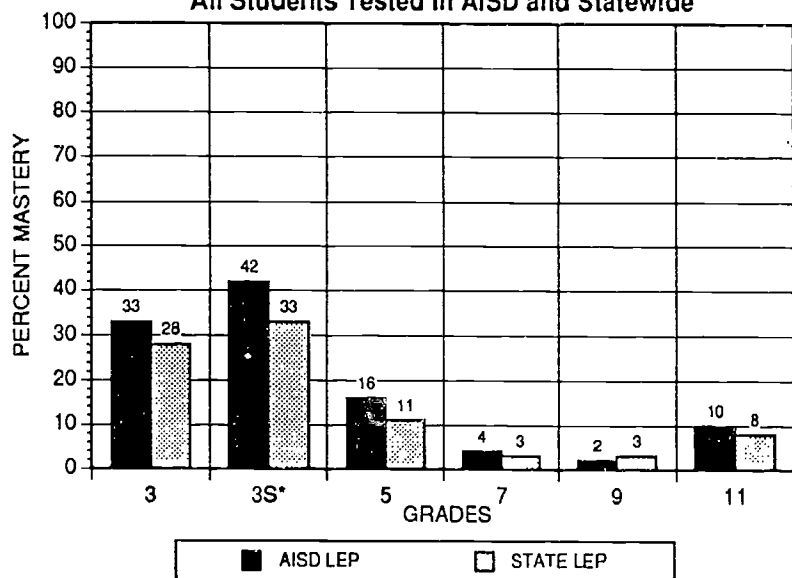
As shown in Figure 13 below, the greatest percentage of students mastering the TAAS in AISD occurred at grade 3. The lowest percentage mastering occurred at grades 7 and 9 for LEP and non-LEP students.

**Figure 13**  
All Students  
LEP Mastery of TAAS In AISD, 1991-92



In Figure 14 below, AISD LEP students are compared to LEP students statewide. At all grade levels except grade 9, a greater percentage of AISD LEP students mastered all TAAS tests taken than did LEP students statewide.

**Figure 14**  
LEP Students  
All Students Tested In AISD and Statewide



3S\*=Grade 3 Spanish



## **What Are the NAPT and ITBS?**

Sections 21.551 and 21.559 of the Texas Education Code directed the state to administer, score, and report the results of a nationally standardized norm-referenced test in grades 3-11 beginning with the 1991-92 school year. The State Board of Education authorized a contract with the Riverside Publishing Company to establish the Norm-Referenced Assessment Program for Texas (NAPT). The NAPT and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRT's). NRT's are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. Definitions of these key words appear on the inside cover of this report.

In order to determine how a school district performs in comparison to the nation, national norms provided by the test publishers are used. The most accurate comparisons are made with the most current norms available. This year, NAPT and ITBS scores are based on 1991 norms.

Students in AISD have taken the ITBS (grades 1-8) since 1979-80 and the TAP (grades 9-12) since 1983-84. For the past 13 years (ITBS) and 9 years (TAP), students in AISD have been tested in reading and mathematics at all grades, language arts at grades 1-8 (spelling only in grades 1 and 2), written expression at grades 9-12, word analysis (1-2), work-study skills (3-8), using sources of information (9-12), and social studies and science (9-12). The ITBS continues to be administered at grades 1 and 2 in AISD.

NAPT for 1991-92 includes reading and mathematics at all grades, language arts at grades 3-8, written expression at grades 9-11, and social studies, and science at all grades. Plans presented by the State Agency and the State Board call for a reduction of testing with the NAPT to require only reading and mathematics for the next four years of the testing cycle.

From 1989-91, achievement at all grades was reported in terms of 1988 norms. *All previous achievement in AISD has been converted to 1991 norms and percentile of mean NCE.* This conversion allows for comparisons of achievement from year to year using the same standards. Therefore, changes in achievement as presented in this publication have been adjusted to minimize changes attributable to differences in norming years.

**ITBS/NAPT and TAP/NAPT Changes Over Time**

**Longitudinal Trends**

Achievement in AISD, as measured by the ITBS and TAP and now NAPT, has risen since the baseline years (1979-80 and 1983-84).

Minority student achievement averages have risen at a substantially higher rate than nonminority student averages. While the achievement scores of nonminority students have increased, the achievement of both African American and Hispanic students has increased at a higher rate, thus narrowing the achievement gap between these groups of students. Figures 15 through 19 present the gains in grade equivalents for the three groups.

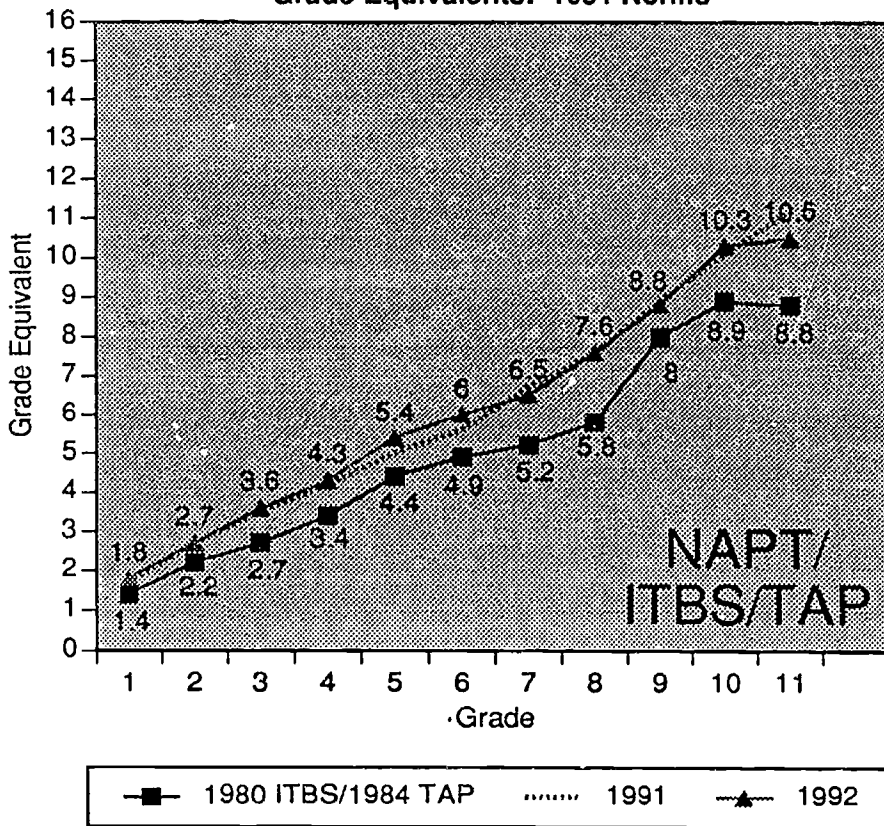
**Figure 15**  
Composite Score Changes From 1980 to 1992  
ITBS/NAPT Grade Equivalent Gains in 1991 Norms

Grade	African American	Hispanic	Other
1	.4	.4	.3
2	.7	.5	.4
3	.9	.6	.7
4	.8	.7	.5
5	.9	1.0	.9
6	1.0	1.1	1.2
7	1.2	1.3	1.1
8	1.7	1.6	1.2

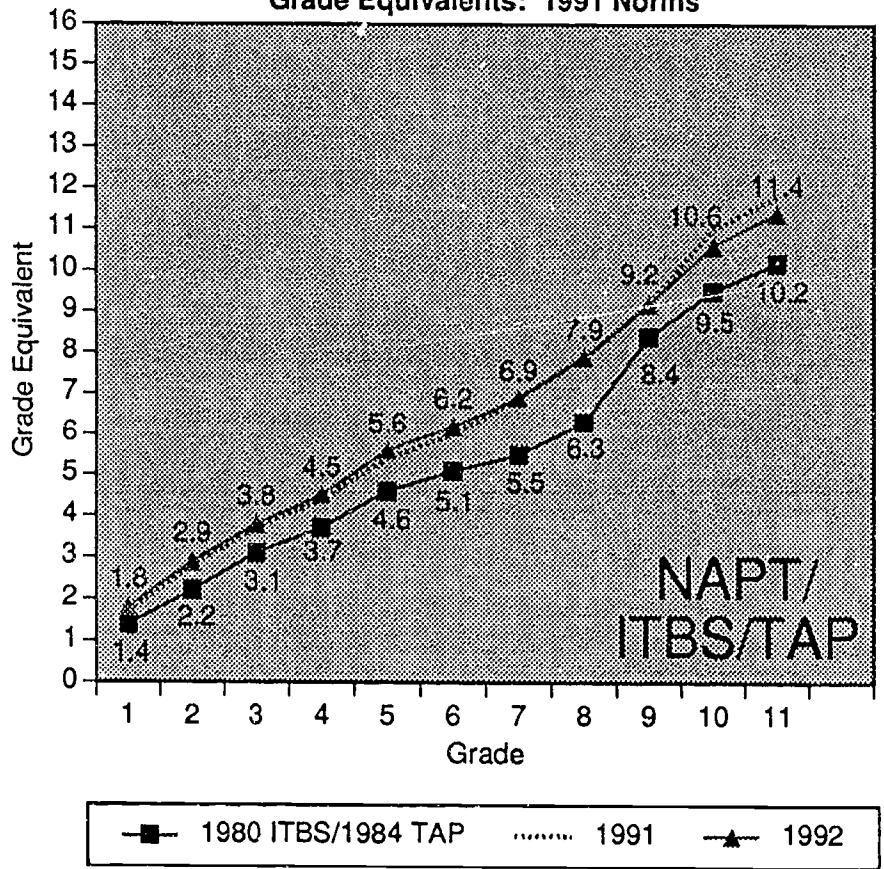
**Figure 16**  
Composite Score Changes from 1984 to 1992  
NAPT/TAP Grade Equivalent Gains in 1991 Norms

Grade	African American	Hispanic	Other
9	.4	.4	.1
10	1.1	.8	.6
11	.4	1.0	.4

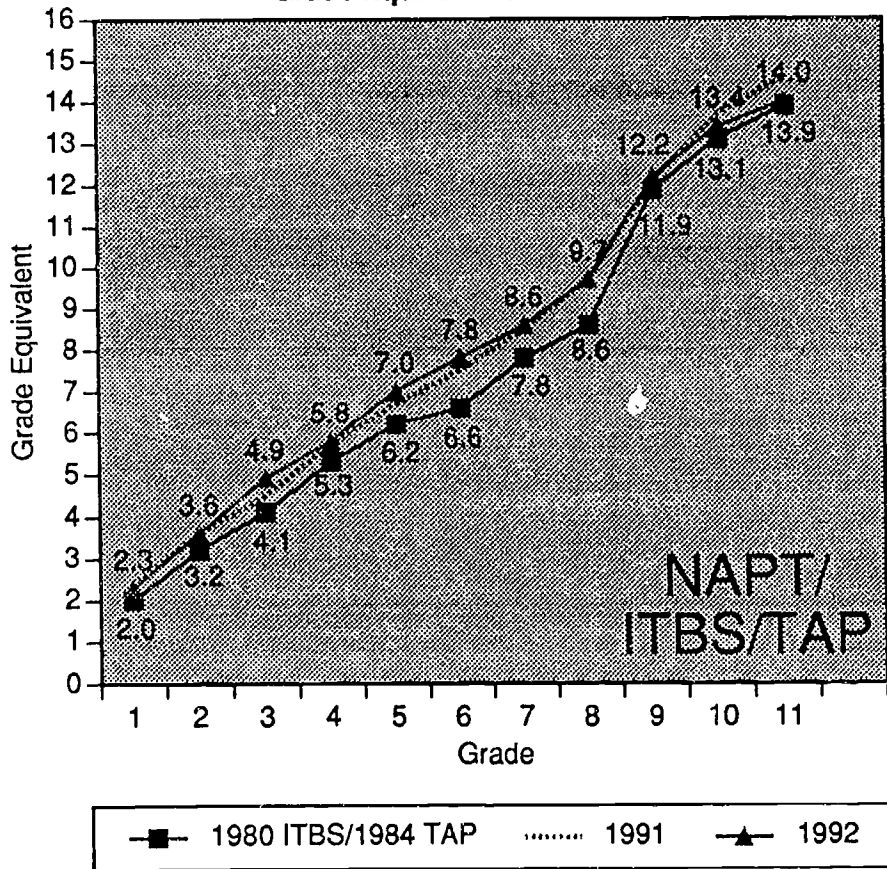
**Figure 17**  
**African American Students**  
**Composite Score Changes Over Time**  
**Grade Equivalents: 1991 Norms**



**Figure 18**  
**Hispanic Students**  
**Composite Score Changes Over Time**  
**Grade Equivalents: 1991 Norms**



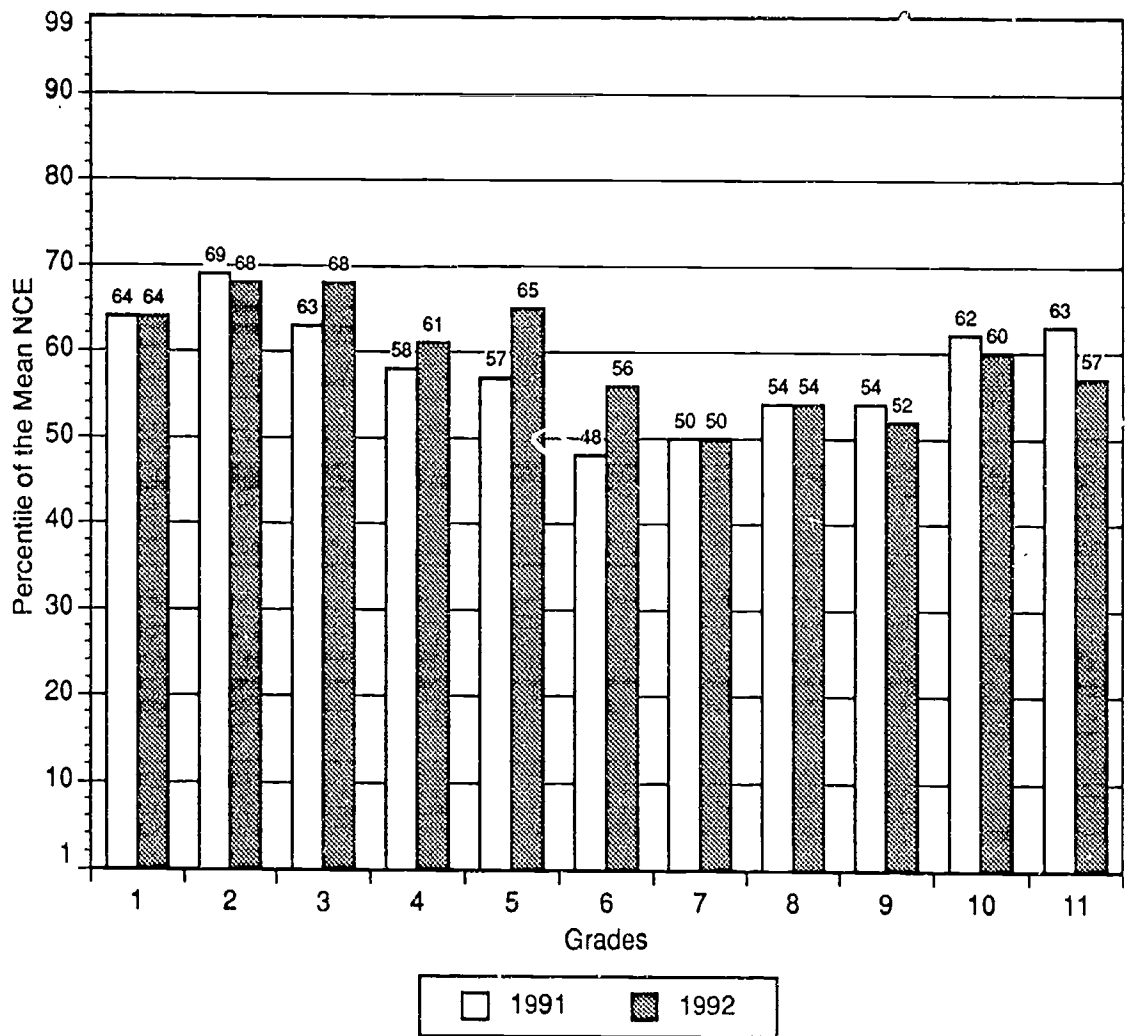
**Figure 19**  
**Other Students**  
**Composite Score Changes Over Time**  
**Grade Equivalents: 1991 Norms**



### How Does 1992 Student Achievement Compare to 1991?

Although a direct comparison of 1991 scores on the ITBS/TAP and 1992 scores on the NAPT would not be valid, scores from 1991 have been recalculated to allow comparisons. The recalculated scores were obtained by using 1991 norms (as used by 1992 NAPT) and calculating the percentile for the mean NCE (The State Agency used this statistic to report NAPT results). Because every time a score is converted to a different set of norms an unknown amount of error is introduced, interpretations and decisions made based on the comparisons presented below must be made with caution.

**Figure 20**  
**NRT Changes for AISD**  
**Composite Scores 1991-1992**



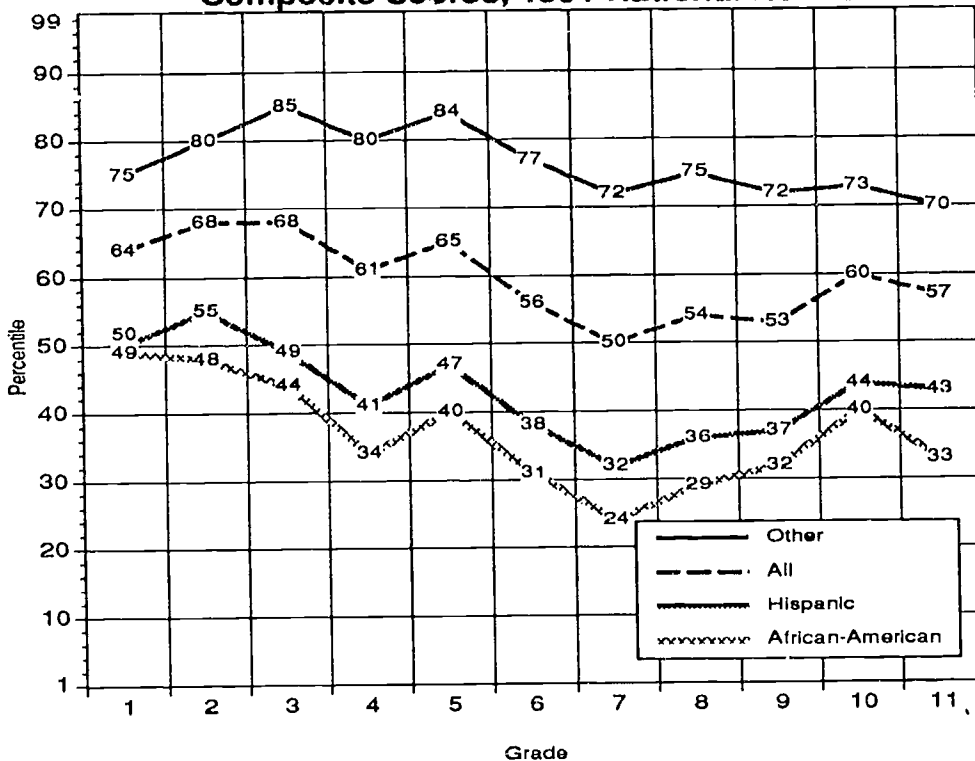
## How Does AISD Student Achievement Compare to the National Average?

There are 53 possible comparisons of NAPT/ITBS scores--ITBS in two grades and four subject areas and NAPT in nine grades and five subject areas. In 1991-92, 45 out of 53 possible comparisons were at or above the 50th percentile, the national average (Figure 22). Figure 21 is a summary showing the grades at which the students obtained the highest scores and the lowest scores.

**Figure 21  
Highest and Lowest Performance on  
NAPT and ITBS for All Students Tested**

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2, 3	6, 7, 8, 9
Language	3, 4, 5, 8	6, 7, 8, 9
Written Expression	--	6, 7
Reading	--	6, 7
Word Analysis	1, 2	--
Social Studies	3, 6, 11	7, 8, 9
Science	3, 5, 6, 9, 10, 11	--

**Figure 22  
Percentiles of the Mean NCE 1992  
NAPT and ITBS  
Composite Scores, 1991 National Norms**



### How Did Minority Students Perform on the NAPT and ITBS?

Minority student achievement is below the AISD average at all grades and paralleling state and national trends in achievement, is generally below the national average (see Figure 22). However, some minority students score in the highest ranges of the NAPT and ITBS, above the average for nonminority students in AISD. Figures 23 and 24 show the highest and lowest averages for minority groups in AISD.

**Figure 23**  
Highest and Lowest Performance on ITBS/NAPT for Hispanic Students

#### Hispanic Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2	8, 9, 11
Language	1, 2, 3, 5, 8	--
Reading	--	6, 7, 9
Social Studies	11	7, 8, 9
Science	5, 10, 11	--
Word Analysis	1	--

**Figure 24**  
Highest and Lowest Performance on ITBS/NAPT for African American Students

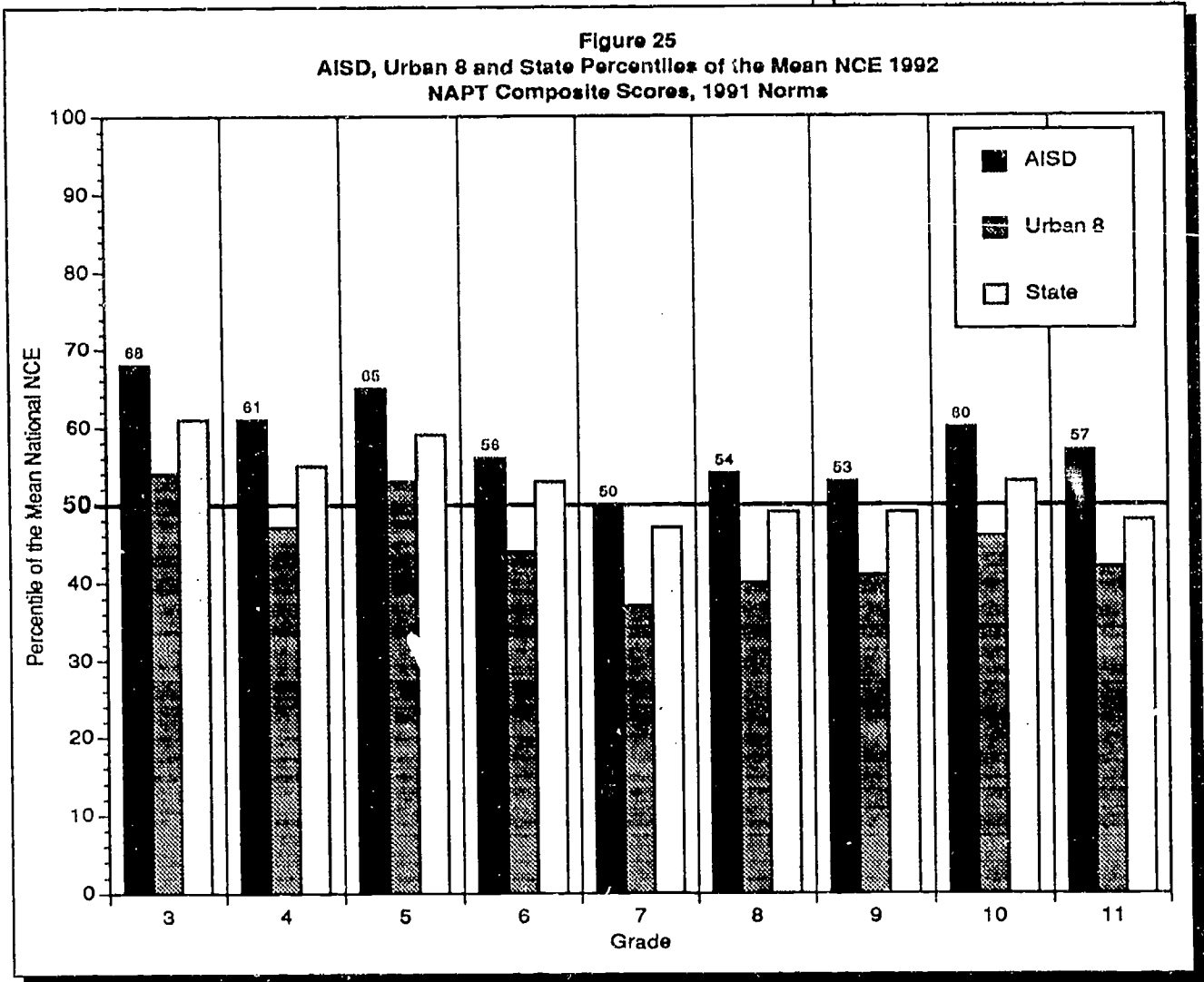
#### African American Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2	6, 7, 8, 9, 11
Language	1, 2, 3, 5	--
Reading	--	6, 7, 9
Social Studies	--	7
Science	5, 10	--
Word Analysis	1	--



### How Does Student Achievement Compare to the State and Urban 8?

Composite scores on the NAPT in grades 3-11 are well above the State and Urban 8 averages. Composite scores are at or above the 50th percentile in all grades. In 45 comparisons of tests by grade, AISD ranked number one among the Urban 8 in 37 comparisons and number two in eight comparisons. (see Figure 25 and Attachment 6).



## **Achievement of Limited-English-Proficient (LEP) Students**

### **Two-Year Trends**

This section presents the results of LEP students on the ITBS and NAPT. AISD has LEP students representing 59 different language backgrounds. The largest language groups represented are Spanish and Vietnamese. Results for these students are presented here.

Total LEP enrollment as of June 1992 was 6,129. There were 1,612 LEP students tested in spring of 1992.

Of those tested:

- 45% of Spanish-speaking and 87% of Vietnamese-speaking students are listed as dominant in their home language.
- Over one third of the Spanish-speaking students and 29% of the Vietnamese-speaking students were served in bilingual programs. Over one half of Spanish-speaking students (55%) and Vietnamese-speaking students (62%) were served in ESL programs.

*NOTE: Because this is the first year of NAPT, gains were calculated based on ITBS scores in spring 1991. Therefore, these gains must be viewed cautiously.*

### **Spanish-Background LEP Performance**

Spanish-speaking LEP students in 1991-92 scored:

- Highest in mathematics at 9 of 11 grades (except grades 3 and 4 where language was highest), and
- Lowest in reading at all grades (except first where language was lowest).

**Figure 26**  
**Characteristics of Spanish-Speaking LEP Students Tested With the NAPT**

Number Tested = 1,472

**Years in AISD:**

1	8%
2-3	17%
4-5	31%
Over 5	44%

**Dominant In:**

Other Language (A, B)	45%
Balanced (C)	25%
English (D, E)	30%

**Programs:**

Bilingual	36%
ESL	55%
LAMP	5%
Special Education	1%

Gains between spring 1991 and spring 1992 for students with Spanish language backgrounds in grades 1-11, exceeded 1.0 grade equivalents (GE):

- At 6 of 11 grades in language,
- At 1 of 11 grades in reading, and
- At 2 of 11 grades in mathematics.

Language showed stronger gains above 1.0 GE than mathematics or reading. Grade levels that appear to need extra attention include 1, 4, 6, and 8 with gains of less than 1.0 in all three subject areas.

### ***Vietnamese-Background LEP Performance***

Trends in the Vietnamese data must be interpreted cautiously, especially by grade, because the number of students tested is quite small. Changes could be the result of individual fluctuations rather than group differences. In spring 1992, students from grades 2 through 11 scored (Attachment 7):

- Highest in mathematics at 5 of the 10 grades,
- Highest in language at 5 of the 10 grades, and
- Lowest in reading at 9 of the 10 grades.

Gains between spring 1991 and spring 1992 for Vietnamese-speaking students in grades 2-11 exceeded 1.0 grade equivalents (GE):

- At 8 of 10 grades in language,
- At 7 of 10 grades in reading, and
- At 9 of 10 grades in mathematics.

Vietnamese-speaking LEP students at grades 2, 5, 6, 7, and 8 made gains of more than 1.0 GE in all three subject areas.

**Figure 27**  
Characteristics of Vietnamese-Speaking LEP Students Tested With the NAFT

Number Tested = 52

<b>Years in AISD:</b>	
1	23%
2-3	33%
4-5	17%
Over 5	27%

<b>Dominant In:</b>	
Other Language (A, B)	86%
Balanced (C)	8%
English (D, E)	6%

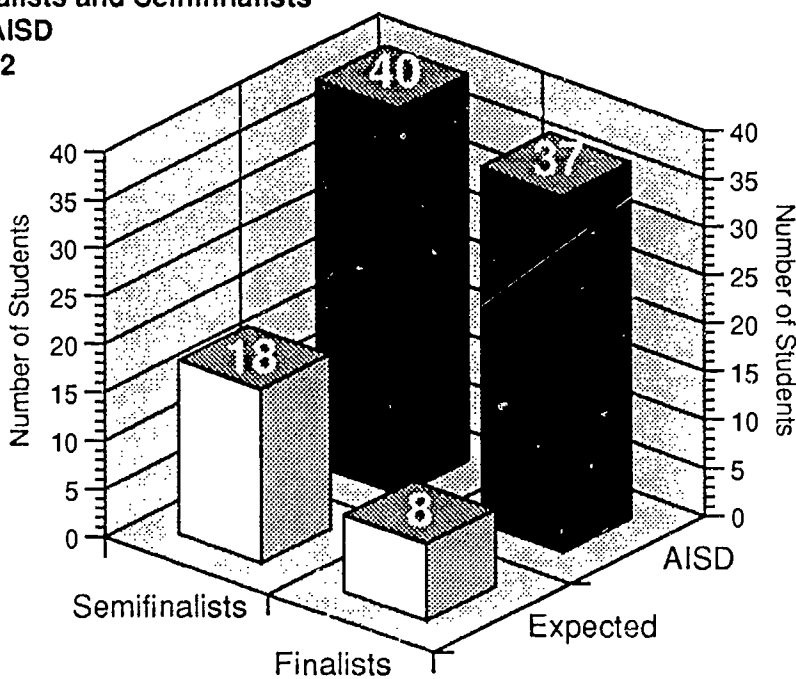
<b>Programs:</b>	
Bilingual	29%
ESL	62%
Special Education	2%



### How Did AISD Students Compare to Others Taking College Admission Tests?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 37 National Merit Scholarship finalists in 1992. This represents 4.6 times the expected number for a district of this size.
- AISD had 40 National Merit Scholarship semifinalists in 1992. This represents 2.2 times the expected number for a district this size (Figure 28).
- AISD showed a marked increase in the number of finalists and semifinalists from 1991 (Figure 29).

**Figure 28**  
National Merit Scholarship Finalists and Semifinalists In AISD 1992

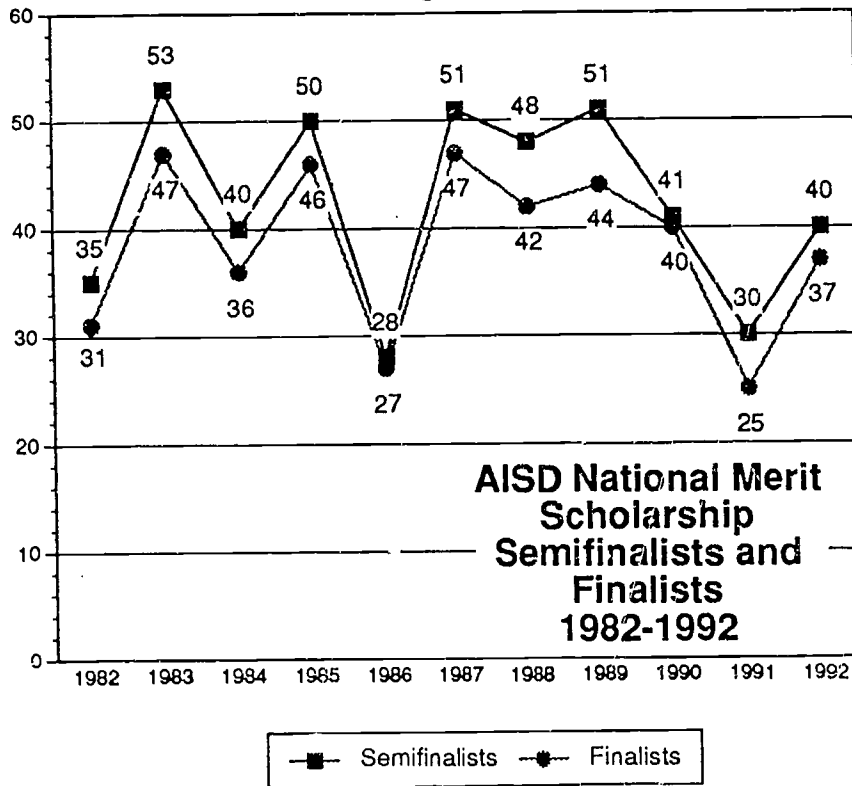


Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figures 30 and 31 and Attachment 9).

The SAT mathematics scores of AISD students increased four points this year, while the national scores increased two points. In the mathematics section, AISD scored 18 points higher than the national average and 28 points higher than the state average. The verbal scores of AISD students increased three points from last year, while the national scores increased by one point. In the verbal section, AISD scored 12 points higher than the national average and 25 points higher than the state average.

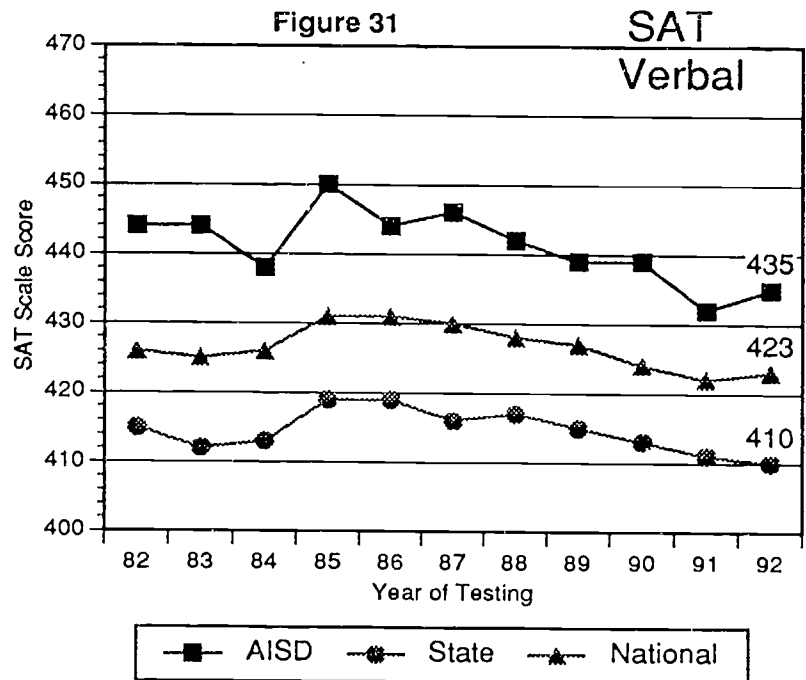
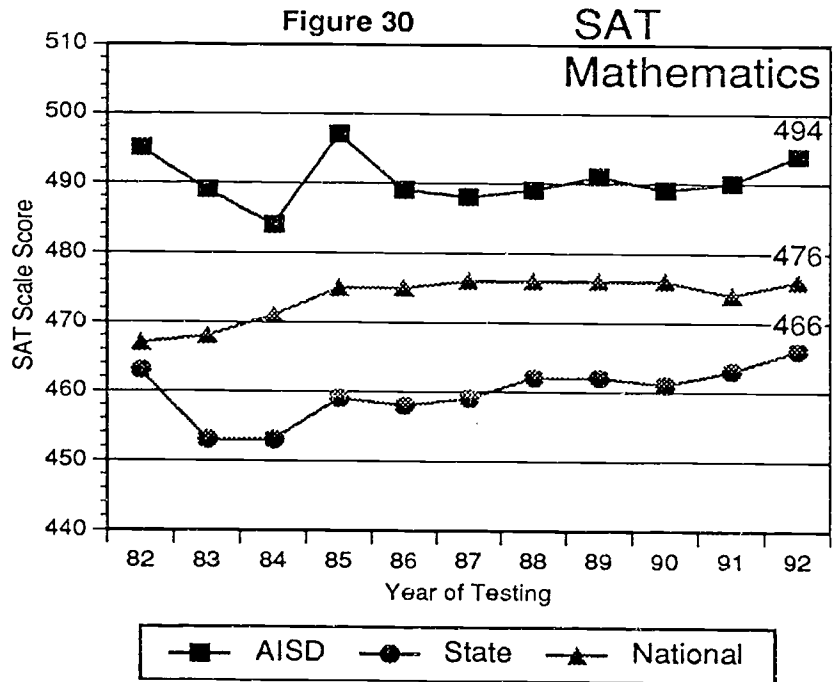
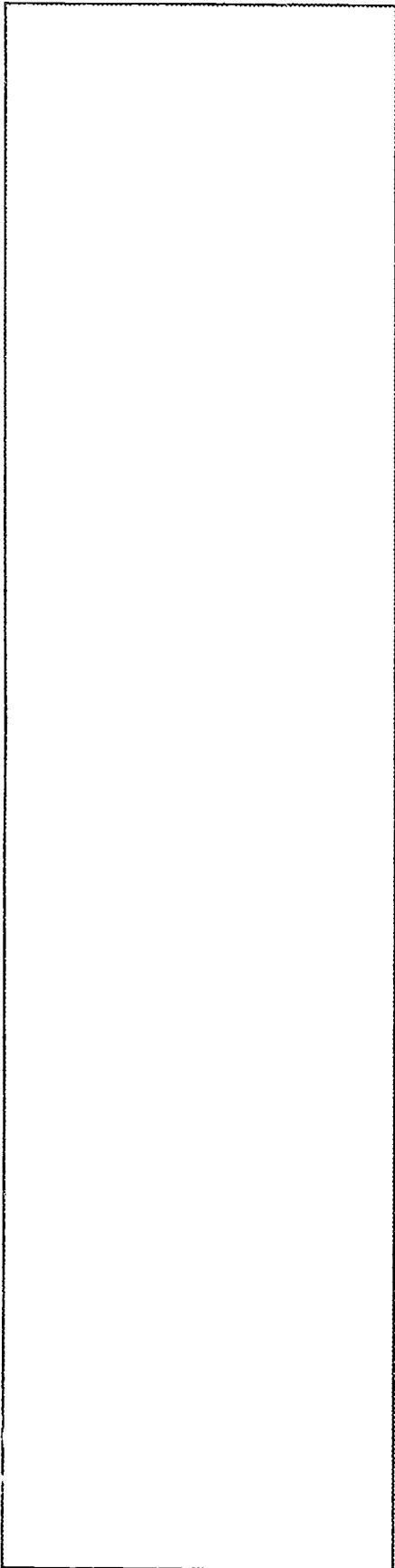
Each year, many AISD students take the National Merit Scholarship Qualifying Test, also known as the Preliminary Scholastic Aptitude Test (PSAT), in their junior year. The numbers of National Merit Scholarship semifinalists and finalists for the past ten years are shown below in Figure 29. Of the juniors tested in 1991-92 (1,508), 40 became semifinalists and 37 became finalists. AISD's number of finalists is 4.6 times higher than the expected number and the number of semifinalists is 2.2 times higher than the expected number using the national rate for a district this size.

Figure 29



The College Board calculates the number of finalists and semifinalists as follows:

Finalists = 0.5% of students tested  
 Semifinalists = 1.2% of students tested



### ***Attachments***

- Attachment 1. TAAS technical information
- Attachment 2. Percentage of students mastering the TAAS objectives in AISD, Urban 8, and Texas
- Attachment 3. Percentage of students mastering the TAAS by ethnicity in AISD and Texas, 1991-1992
- Attachment 4. Performance by ethnicity of Urban 8 students on TAAS, 1991-92
- Attachment 5. NAPT percentile of the mean NCE/ Rank among Urban 8
- Attachment 6. Performance of AISD, Urban 8, and State on the NAPT
- Attachment 7. LEP ITBS/NAPT Achievement for students with Spanish, Vietnamese, and Other backgrounds
- Attachment 8. Performance of AISD students compared to Texas and the nation on the Scholastic Aptitude Test (SAT)
- Attachment 9. Test results by campus for TAAS, ITBS, NAPT, SAT, and ACT
- Bibliography

For more information on TAAS, ITBS, and NAPT performance by ethnicity, economically disadvantaged status and other demographic data, see [Achievement Profiles, 1991-92](#), ORE Pub. No. 91.40.

## TAAS Technical Information

**Objective Mastery** is the number of items that a student must answer correctly to demonstrate competency in the skills targeted by the instructional objective.

**Minimum Skills Mastery** is equivalent to that of the 1989-90 TEAMS standards. This information will be provided after the October administration for longitudinal studies of campus and district results.

**Academic Skills Mastery** represents the TAAS passing standard. For Grade 3 (including the Grade 3 Spanish version) and Grade 5, approximately 65% of the test items correct is

passing; for Grades 7, 9, and 11, the standard is approximately 60% of the items correct. On the language arts writing test, a student must also obtain a passing score of at least 2 on the written composition. The minimum number of items required is shown along with the total number of items on the test.

**Academic Recognition Standard** is an even higher, more challenging level of achievement in which a student masters all objectives on the test. In writing, the student must also achieve the highest score (4) on the written composition. The number of items displayed is the minimum required to meet this standard, assuming all objectives are mastered.

		Grade 3	Grade 5	Grade 7	Grade 9	Grade 11*	Grade 12*
<b>Writing</b>	<b>Number of Items</b>	22	28	36	40	40	40
	<b>Academic Skills Mastery</b>	'91	15	18	22	24	24
	<i>With a 2 on the composition</i>	'92	16	20	25	28	24
	<b>Academic Recognition</b>	'91	16	20	24	28	28
	<i>With all objectives mastered and a 4 on the composition</i>	'92	21	27	34	38	38
	<hr/>						
<b>Reading</b>	<b>Number of Items</b>	35	40	40	48	48	48
	<b>Academic Skills Mastery</b>	'91	23	26	24	29	29
		'92	25	28	28	34	29
	<b>Academic Recognition</b>	'91	26	28	28	35	35
	<i>With all objectives mastered</i>	'92	33	38	38	46	46
	<hr/>						
<b>Mathematics</b>	<b>Number of Items</b>	44	50	56	60	60	60
	<b>Academic Skills Mastery</b>	'91	29	33	34	36	36
		'92	31	35	39	42	36
	<b>Academic Recognition</b>	'91	33	37	41	45	45
	<i>With all objectives mastered</i>	'92	42	48	53	57	57
	<hr/>						

\*October Only



**Grade Equivalent Associated With the Mastery Score of the TEAMS  
(February 1990) and the TAAS (October 1990 and 1991)**

These grade equivalents were obtained by matching students taking the TEAMS or TAAS and the ITBS/TAP. Each equipercentile analysis included from 2,000 to 5,000 students.

	Writing	Reading	Mathematics	Average	+/- National Median	Difference
<b>Grade 3</b>						
90 TEAMS	3.1	2.3	2.6	2.6	3.5	-0.9
90 TAAS	2.2	2.0	2.2	2.2	2.9	-0.7
91 TAAS	2.6	2.3	2.5	2.5	2.9	-0.4
<b>Grade 5</b>						
90 TEAMS	5.2	4.0	4.5	4.5	5.5	-1.0
90 TAAS	4.3	4.2	4.4	4.4	4.9	-0.5
91 TAAS	4.9	4.6	4.8	4.8	4.9	-0.1
<b>Grade 7</b>						
90 TEAMS	6.0	5.4	5.7	5.7	7.5	-1.8
90 TAAS	6.2	6.4	6.4	6.4	6.9	-0.5
91 TAAS	6.9	6.9	7.0	7.0	6.9	0.1
<b>Grade 9</b>						
90 TEAMS	8.6	7.6	7.4	7.9	9.5	-1.6
90 TAAS	8.3	7.6	8.4	8.1	8.9	-0.8
91 TAAS	9.3	8.7	9.2	9.1	8.9	0.2
<b>Grade 11</b>						
90 TEAMS	10.5	6.2	8.0	8.2	11.1	-2.9
90 TAAS	7.6	8.2	9.8	8.5	10.9	-2.4
91 TAAS	9.3	9.8	11.5	10.2	10.9	-0.7

1991 TAAS SUMMARY  
NON SPECIAL EDUCATION STUDENTS

	GRADE 3			GRADE 5			GRADE 7			GRADE 9			GRADE 11		
	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991	AUSTIN 1991	JUEC 1991	TEXAS 1991
<b>WRITING</b>															
Written Composition Minimum Expectation Average	80	73	81	91	89	91	84	84	88	64	68	78	86	79	85
Scale Score Met Minimum Expectation	1357	1527	1567	1626	1584	1625	1556	1519	1566	1517	1503	1560	1662	1591	1637
Mastered All Objectives	61	54	63	77	70	77	57	49	59	51	50	62	80	71	78
	16	13	18	22	16	22	19	13	19	10	9	13	25	15	22
<b>READING</b>															
Average Scale Score Met Minimum Expectation	1681	1626	1670	1580	1527	1572	1493	1444	1496	1554	1496	1547	1639	1568	1605
Mastered All Objectives	81	74	81	63	52	62	49	38	50	60	48	59	77	65	72
	56	45	54	21	14	19	10	6	9	26	16	25	32	22	27
<b>MATHEMATICS</b>															
Average Scale Score Met Minimum Expectation	1696	1647	1680	1558	1506	1550	1501	1466	1517	1464	1427	1483	1578	1509	1552
Mastered All Objectives	87	79	85	58	48	58	47	40	51	40	31	44	60	47	57
	38	29	35	18	12	16	10	6	10	10	6	10	21	11	16
All Tests Taken Minimum Expectations	57	48	57	48	37	47	35	26	36	30	23	36	53	39	49
Mastering all Objectives	10	7	11	6	3	5	3	2	3	3	2	4	9	4	6
Tota. Number Tested	4812	43889	228873	4416	45730	234215	4014	42377	229205	4514	47216	239905	2966	31152	180473

PERCENTAGE OF STUDENTS MASTERING THE TAAS BY ETHNICITY  
 AISD and TEXAS, 1991-92 - ALL STUDENTS TESTED\*

	--NATIVE AM.--		--ASIAN--		--AFRICAN AM.--		--HISPANIC--		--WHITE--		--ALL STUDENTS--	
	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS
GRADE 3												
WRITING	63	57	76	75	49	48	50	51	69	71	59	61
READING	94	80	96	90	68	69	70	71	89	87	79	80
MATHEMATICS	88	82	97	93	72	74	80	77	93	91	85	84
ALL TESTS TAKEN	59	50	76	71	40	41	44	44	67	67	55	56
GRADE 5												
WRITING	50	76	89	88	59	65	67	67	84	84	74	76
READING	38	61	80	77	41	44	47	47	77	74	60	61
MATHEMATICS	47	55	83	81	30	36	45	43	72	69	55	56
ALL TESTS TAKEN	25	47	71	68	22	27	32	32	64	59	45	46
GRADE 7												
WRITING	47	53	78	75	35	40	42	45	72	70	54	58
READING	59	46	76	70	25	30	31	33	68	63	47	48
MATHEMATICS	56	43	88	78	21	29	34	34	64	63	44	49
ALL TESTS TAKEN	29	30	65	59	14	17	19	20	52	48	33	35
GRADE 9												
WRITING	56	59	60	75	31	46	36	47	68	74	49	60
READING	44	62	62	69	36	39	44	42	80	73	58	58
MATHEMATICS	25	40	59	69	15	21	22	27	61	57	38	42
ALL TESTS TAKEN	22	32	47	57	11	16	16	20	48	49	29	34
GRADE 11												
WRITING	-	77	71	77	68	67	72	67	87	85	78	77
READING	-	70	68	74	56	56	66	57	89	82	76	71
MATHEMATICS	80	54	73	78	31	33	44	41	75	68	58	56
ALL TESTS TAKEN	-	46	56	62	26	27	39	32	69	60	52	48

\* Includes special education students  
 - No data reported for fewer than five students

1991-92 TAAS BY ETHNICITY  
Urban 8 - All Students Tested\*

	GRADE 3			GRADE 5			GRADE 7			GRADE 9			GRADE 11		
	NA	A	TOT	NA	A	TOT	NA	A	TOT	NA	A	TOT	NA	A	TOT
AUSTIN	59	76	135	25	71	96	29	65	94	22	47	69	56	26	82
CORPUS CHRISTI	50	71	121	50	82	132	78	20	98	29	61	90	85	25	110
DALLAS	51	55	106	31	53	84	20	40	60	27	33	60	40	54	94
EL PASO	17	63	80	60	30	90	50	21	71	20	51	71	60	59	119
FORT WORTH	9	50	59	29	47	76	12	37	49	38	31	69	46	23	69
HOUSTON	50	65	115	78	64	142	36	57	93	17	51	68	29	58	87
SAN ANTONIO	38	33	71	64	19	83	36	11	47	36	10	46	62	25	87
YSLETA	0	67	67	0	40	40	13	47	60	15	67	82	60	67	127
URBAN 8	44	63	107	32	61	93	20	52	72	24	46	70	38	57	95
TEXAS	50	71	121	47	68	115	30	59	89	32	57	89	46	62	108

\*Includes special education students

-No data reported for fewer than five students

NA = Native American  
A = Asian  
AA = African American  
H = Hispanic  
W = White  
TOT = Total

1991-92 NAAPT Results  
Percentile of the Mean National NCE  
(Rank Among Urban 8)

Test	GRADE									
	3	4	5	6	7	8	9	10	11	
Vocabulary	54 (1)	50 (1T)	49 (1)	45 (1)	47 (1)	49 (1)	49 (1)	56 (1)	56 (1)	
Reading Comprehension	60 (1)	50 (1)	53 (2)	48 (1)	46 (1T)	53 (1)	53 (1)	59 (1)	53 (1)	
Reading Total	59 (1)	50 (1)	52 (1)	46 (1)	47 (1)	52 (1)	50 (1)	58 (1)	55 (1)	
Spelling	63 (2T)	59 (3T)	60 (2T)	58 (2T)	55 (2T)	59 (1T)				
Capitalization	70 (2)	66 (3)	66 (3)	58 (2T)	57 (3)	64 (1)				
Punctuation	63 (2)	56 (2T)	58 (2)	50 (1)	55 (2)	62 (1)				
Usage & Expression	63 (1)	56 (1)	57 (1)	51 (1)	55 (1T)	59 (1)				
Language (3-8)/ Written Expression (9-11)	66 (2)	60 (2T)	61 (2)	54 (1)	56 (2)	62 (1)	56 (2)	57 (1)	58 (2)	
Concepts & Estimation	63 (1T)	51 (1)	54 (1T)	46 (1)	42 (2)	41 (1)				
Problem Solving & Data Interpretation	53 (1)	50 (1)	52 (2)	49 (1)	49 (1)	52 (1)	41 (1)	54 (1)	49 (1)	
Computation	70 (3)	58 (5)	63 (5)	54 (5)	51 (4)	50 (4)	43 (2)	55 (1)	52 (1)	
Mathematics	64 (1)	54 (1T)	57 (2)	49 (1T)	47 (2)	48 (1)	42 (1T)	56 (1)	51 (1)	
Social Studies	61 (1)	56 (1)	59 (1)	50 (1)	41 (1)	48 (1)	49 (1T)	60 (1)	62 (1)	
Science	62 (1)	59 (1)	67 (1)	61 (1)	50 (1)	50 (1)	61 (1)	66 (1)	63 (1)	
Composite	68 (1)	61 (1)	65 (1)	56 (1)	50 (1)	54 (1)	53 (1)	60 (1)	57 (1)	

T = Tied Rank

In grades 3 through 8, the area in which AISD compares most unfavorably among the Big 8 is mathematics computation. AISD ranks second at grade 9, third at grade 3, fourth at grades 7 and 8, and fifth at grades 4, 5, and 6. At grades 10 and 11, AISD ranks first in computation.

In language (including spelling, capitalization, punctuation, and usage), AISD generally ranks second or third in grades 3 through 7. AISD ranks second in written expression at grades 9 and 11.

1992 NAPT SUMMARY  
AUSTIN, URBAN 8, AND TEXAS

	GRADE 3			GRADE 4			GRADE 5		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	54	42	48	50	40	47	49	40	46
Reading Comp.	60	48	54	50	40	46	53	47	51
<b>TOTAL READING</b>	59	46	52	50	40	46	52	43	49
Spelling	63	58	58	59	56	57	60	56	56
Capitalization	70	64	66	66	61	62	66	62	62
Punctuation	63	57	57	56	49	51	58	52	52
Usage & Expression	63	51	55	56	45	49	57	48	51
<b>TOTAL LANGUAGE</b>	66	58	60	60	52	55	61	55	56
Concepts and Estimation	63	54	59	51	42	46	54	46	50
Prob. Solv. & Data Interp.	53	42	47	50	41	46	52	44	49
Computation	70	66	67	58	58	59	63	63	62
<b>TOTAL MATHEMATICS</b>	64	54	59	54	46	50	57	50	54
<b>SOCIAL STUDIES</b>	61	50	57	56	47	53	59	48	54
<b>SCIENCE</b>	62	51	57	59	47	54	67	55	62
<b>COMPOSITE</b>	68	54	61	61	47	55	65	53	59
Number Tested (Composite)	4742	43575	239943	4621	44315	241762	4337	43932	240711

1992 NAFT SUMMARY  
AUSTIN, URBAN 8, AND TEXAS

	GRADE 6			GRADE 7			GRADE 8		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	45	34	41	47	34	41	49	34	41
Reading Comp.	48	39	47	46	35	44	53	41	48
<b>TOTAL READING</b>	46	36	44	47	34	43	52	37	45
Spelling	58	55	55	55	51	53	59	53	56
Capitalization	58	50	53	57	52	56	64	54	57
Punctuation	50	41	43	55	47	50	62	52	55
Usage & Expression	51	41	45	55	46	50	59	47	53
<b>TOTAL LANGUAGE</b>	54	45	48	56	49	53	62	52	55
Concepts and Estimation	46	38	44	42	34	41	41	34	40
Prob. Solv. & Data Interp.	49	41	47	49	40	47	52	40	47
Computation	54	53	57	51	49	54	50	46	51
<b>TOTAL MATHEMATICS</b>	49	43	49	47	40	47	48	39	46
<b>SOCIAL STUDIES</b>	50	44	50	41	35	42	48	41	49
<b>SCIENCE</b>	61	50	59	50	39	50	50	39	48
<b>COMPOSITE</b>	56	44	53	50	37	47	54	41	49
Number Tested (Composite)	4182	42818	238475	3771	38667	225046	3570	35861	212364

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1992 NAAPT SUMMARY  
AUSTIN, URBAN 8, AND TEXAS

	GRADE 9			GRADE 10			GRADE 11		
	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS	AUSTIN	JUEC	TEXAS
Vocabulary	49	36	45	56	38	47	56	38	45
Reading Comp.	53	37	46	59	42	50	53	37	44
<b>TOTAL READING</b>	50	35	45	58	40	49	55	36	44
<b>WRITTEN EXPRESSION</b>	56	48	53	57	48	52	58	49	53
Concepts and Problem Solving	41	29	38	54	40	47	49	33	41
Computation	43	34	44	55	41	47	52	39	44
<b>TOTAL MATHEMATICS</b>	42	31	41	56	40	48	51	34	42
<b>SOCIAL STUDIES</b>	49	40	49	60	50	56	62	48	53
<b>SCIENCE</b>	61	47	57	66	52	60	63	46	53
<b>COMPOSITE</b>	53	41	49	60	46	53	57	42	48
Number Tested (Composite)	3831	36845	215166	2892	28261	176791	2445	22384	149489



## Two-Year Trends in LEP Achievement ITBS/NAPT

Language	Spanish Language					Vietnamese Language			
	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
Total									
	1	5	1.05	1.12	0.08				
	2	227	1.58	2.70	1.12	4	3.50	5.87	2.37
	3	252	2.09	3.69	1.60	3	3.77	4.97	1.20
	4	208	3.75	4.22	0.47	3	4.37	5.77	1.40
	5	171	4.16	4.99	0.83	5	5.32	6.76	1.44
	6	126	4.67	5.33	0.66	5	4.32	5.96	1.64
	7	124	4.87	6.01	1.14	3	4.87	6.30	1.43
	8	79	5.76	6.60	0.84	5	7.56	9.10	1.54
	9	120	5.88	7.11	1.23	6	6.25	6.18	-0.07
	10	100	5.91	7.09	1.18	8	6.03	6.78	0.75
	11	60	6.49	7.98	1.49	10	6.63	8.27	1.64
	TOTAL	1472	3.90	4.95	1.05	52	5.64	6.90	1.26

Reading Comprehension	Spanish Language					Vietnamese Language			
	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1	5	1.07	1.42	0.35				
	2	227	1.38	2.37	0.99	4	2.27	3.50	1.23
	3	252	2.05	3.02	0.97	3	2.33	3.37	1.03
	4	208	2.81	3.55	0.74	3	3.00	3.93	0.93
	5	171	3.37	4.51	1.14	5	4.06	5.26	1.20
	6	126	4.11	4.95	0.84	5	3.72	5.30	1.58
	7	124	4.62	5.15	0.53	3	4.20	5.53	1.33
	8	79	5.23	6.16	0.93	5	5.92	7.34	1.42
	9	120	5.95	6.66	0.71	6	5.38	5.88	0.50
	10	100	5.68	6.68	1.00	8	5.44	7.01	1.58
	11	60	6.79	7.08	0.28	10	6.93	6.10	0.83
	TOTAL	1472	3.54	4.40	0.86	52	4.88	5.70	0.82

Mathematics Total	Spanish Language					Vietnamese Language			
	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
	1	5	1.10	1.75	0.65				
	2	227	1.72	2.92	1.20	4	2.58	4.43	1.85
	3	252	2.88	3.60	0.72	3	3.80	4.47	0.67
	4	208	3.32	4.11	0.79	3	3.90	5.00	1.10
	5	171	4.17	5.04	0.87	5	5.14	6.52	1.38
	6	126	4.86	5.65	0.79	5	5.26	6.94	1.68
	7	124	5.50	6.29	0.78	3	6.63	8.23	1.60
	8	79	6.10	6.91	0.81	5	7.82	9.06	1.24
	9	120	6.81	7.35	0.53	6	7.12	9.20	2.08
	10	100	7.19	8.41	1.21	8	9.41	12.28	2.86
	11	60	7.81	8.60	0.79	10	9.87	11.51	1.64
	TOTAL	1472	4.26	5.12	0.86	52	6.94	8.69	1.75

## Two-Year Trends in LEP Achievement ITBS/NAPT

Language	Other Languages				Total Tested				
	Grade	Total Tested	1991	1992	Gain	Total Tested	1991	1992	Gain
Total									
	1				5	105	1.12	0.08	
	2	34	2.56	3.97	1.41	265	1.75	2.92	1.17
	3	10	2.97	4.19	1.22	265	2.15	3.73	1.58
	4	10	3.47	4.83	1.36	221	3.75	4.27	0.52
	5	4	3.85	6.73	2.88	180	4.18	5.08	0.90
	6	4	4.43	6.20	1.77	135	4.65	5.37	0.72
	7	3	5.05	6.65	1.60	130	4.88	6.03	1.15
	8	3	4.37	5.70	1.33	87	5.82	6.72	0.90
	9	7	6.25	8.03	1.78	133	5.92	7.11	1.19
	10	8	6.80	8.46	1.66	116	5.99	7.17	1.18
	11	5	9.60	10.22	0.62	75	6.73	8.18	1.45
	TOTAL	88	4.49	6.06	1.47	1612	3.97	5.05	1.08
Reading									
Comprehension									
	1				5	1.07	1.42	0.35	
	2	34	1.95	2.97	1.01	265	1.47	2.47	0.99
	3	10	2.08	3.67	1.59	265	2.05	3.05	1.00
	4	10	2.72	4.26	1.54	221	2.81	3.59	0.78
	5	4	3.38	5.70	2.33	180	3.39	4.56	1.17
	6	4	3.63	4.83	1.20	135	4.08	4.96	0.88
	7	3	4.60	7.00	2.40	130	4.61	5.18	0.58
	8	3	4.83	6.13	1.30	87	5.26	6.24	0.97
	9	7	5.55	7.33	1.78	133	5.91	6.66	0.75
	10	8	5.47	8.01	2.54	116	5.65	6.80	1.15
	11	5	8.60	10.56	1.96	75	6.94	7.18	0.24
	TOTAL	88	3.32	4.83	1.51	1612	3.58	4.47	0.89
Mathematics									
Total									
	1				5	1.10	1.75	0.65	
	2	34	2.06	3.59	1.53	265	1.77	3.03	1.25
	3	10	2.84	3.88	1.04	265	2.88	3.62	0.73
	4	10	3.43	4.99	1.56	221	3.34	4.17	0.83
	5	4	4.65	6.60	1.95	180	4.20	5.11	0.91
	6	6	5.75	6.30	0.55	135	4.90	5.72	0.81
	7	3	6.87	8.73	1.87	130	5.56	6.39	0.83
	8	3	7.10	8.10	1.00	87	6.24	7.09	0.85
	9	7	7.13	8.63	1.50	133	6.84	7.50	0.66
	10	8	11.21	13.65	2.44	116	7.64	9.06	1.42
	11	5	12.46	13.30	0.84	75	8.41	9.32	0.91
	TOTAL	88	4.75	6.24	1.49	1612	4.38	5.30	0.92

AUSTIN INDEPENDENT SCHOOL DISTRICT  
SCHOLASTIC APTITUDE TEST (SAT) DATA

SENIOR CLASS	SAT VERBAL			SAT MATHEMATICS			NUMBER IN AISD SAMPLE
	AISD	TEXAS	NATIONWIDE	AISD	TEXAS	NATIONWIDE	
1974-75	460	431	434	507	467	472	1369
1975-76	456	427	431	507	466	472	1412
1976-77	451	424	429	505	464	470	1373
1977-78	451	425	429	500	460	468	1487
1978-79	450	418	427	498	456	467	1443
1979-80	450	416	424	499	455	466	1499
1980-81	450	415	424	495	455	466	1514
1981-82	444	415	426	495	453	467	1383
1982-83	444	412	425	489	453	468	1393
1983-84	438	413	426	484	453	471	1363
1984-85	450	419	431	497	459	475	1426
1985-86	444	419	431	489	458	475	1457
1986-87	446	416	430	488	459	476	1763
1987-88	442	417	428	489	462	476	1770
1988-89	439	415	427	491	462	476	1664
1989-90	439	413	424	489	461	476	1572
1990-91	432	411	422	490	463	474	1522
1991-92	435	410	423	494	466	476	1620

**SAT Scores  
1987-91 Graduates**

	88	89	90	91	92	Change	
						91-92	88-92
	<b>Verbal</b>						
AISD	442	439	439	432	435	+3	-7
Texas	417	415	413	411	410	-1	-7
Nation	428	427	424	422	423	+1	-5
	<b>Mathematics</b>						
AISD	489	491	489	490	494	+4	+5
Texas	462	462	461	463	466	+3	+4
Nation	476	476	476	474	476	+2	0
	<b>Total</b>						
AISD	931	930	928	922	929	+7	-2
Texas	879	877	874	874	876	+2	-3
Nation	904	903	900	896	899	+3	-5

# ***Test Results by Campus***

- ***TAAS***
- ***ITBS***
- ***NAPT***
- ***SAT***
- ***ACT***



1990 TAAS and 1991 TAAS  
Grade 3 Spanish  
Non-Special Education Students

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990 70%	1991 70%	1990 70%	1991 70%	1990 70%	1991 70%	1990 70%	1991 70%
ALLAN	40	28	64	44	73	83	36	22
ALLISON	64	60	64	60	82	70	36	50
ANDREWS	20	40	40	73	48	75	14	25
BARRINGTON	20	50	40	71	80	43	20	29
BLACKSHEAR	67	85	80	100	86	100	67	85
BRENTWOOD	64	27	55	64	100	73	55	27
BROOKE	55	73	64	67	82	87	36	44
BROWN	71	67	75	56	88	100	75	56
GALINDO	100	100	100	92	100	100	100	92
GOVALLE	80	36	100	73	40	82	40	18
HARRIS	75	60	92	70	92	90	67	60
HOUSTON	67	54	80	36	100	85	67	14
LINDER	57	44	100	89	100	100	63	44
MATHEWS	-	43	-	57	-	86	-	29
METZ	40	68	47	76	71	100	20	59
ORTEGA	23	-	69	-	92	-	23	-
PILLOW	67	67	100	67	100	83	67	50
RIDGETOP	100	65	100	94	100	100	100	65
SANCHEZ	74	71	95	50	95	-	74	53
ST. ELMO	83	75	100	75	100	100	83	63
TRAVIS HEIGHTS	-	57	-	88	-	88	-	50
WIDEN	-	15	-	15	-	54	-	15
WINN	-	40	-	40	-	60	-	20
WOOLDRIDGE	0	-	14	-	29	-	0	-
WOOTEN	50	-	90	-	90	-	40	-
ZAVALA	69	80	85	80	93	50	64	33
ZILKER	-	75	-	88	-	100	-	75
AISSD	56	54	74	65	82	83	50	42
STATE	39	42	60	56	65	72	31	33

Schools testing fewer than five students are not included.

1990 TAAS and 1991 TAAS  
Grade 5  
Non Special Education Students

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL	
	1990 70%	1991 70%	1990 70%	1991 70%	1990 70%	1991 70%	1990 70%	1991 70%
Allan	67	43	33	30	31	28	23	18
Allison	76	65	49	43	52	57	43	30
Andrews	53	54	40	40	30	16	21	14
Barrington	67	88	56	69	52	64	34	56
Barton Hills	87	96	83	82	83	82	73	71
Becker	70	70	43	45	43	33	26	25
Blackshear	82	79	56	48	52	70	38	39
Blanton	80	73	43	42	54	39	32	29
Boone	75	82	75	75	69	65	54	57
Brentwood	85	87	72	65	64	67	55	58
Brooke	77	77	55	51	64	54	39	43
Brown	71	84	50	46	47	49	33	31
Bryker Woods	89	93	85	89	77	82	70	80
Campbell	69	80	65	83	54	70	38	50
Casis	97	96	88	85	89	85	85	77
Cook	55	83	51	68	52	60	34	48
Cunningham	82	87	64	83	56	73	51	66
Dawson	75	61	61	54	53	46	44	37
Doss	93	92	90	91	90	88	82	82
Galindo	76	75	44	68	44	68	29	50
Govalle	79	43	47	32	26	26	26	16
Graham	76	62	64	44	47	34	40	25
Gullett	94	96	91	98	94	86	86	85
Harris	67	68	54	49	49	51	42	34
Highland Park	95	97	93	92	87	83	81	79
Hill	96	97	90	88	81	89	76	84
Houston	67	71	48	41	43	53	32	32
Joslin	56	79	50	66	49	68	40	54
Kocurek	75	66	71	68	59	61	50	49
Langford	77	59	66	45	56	44	47	27
Lee	88	84	86	98	72	89	67	76
Linder	76	64	53	58	53	51	47	37
Maplewood	65	88	69	59	58	56	58	41
Mathews	91	65	83	63	77	64	77	50
Menchaca	85	85	79	71	79	65	64	58
Metz	83	77	43	39	43	52	33	29
Norman	70	52	40	34	26	22	16	16
Oak Hill	86	92	78	74	76	70	63	60
Oak Springs	52	60	36	22	21	14	16	4
Odom	78	88	64	73	56	74	44	62
Ortega	56	63	28	30	39	40	19	27
Palm	87	74	78	69	48	63	46	46
Patton	93	91	82	84	81	80	73	71
Pease	91	95	86	70	80	76	74	65
Pecan Springs	73	72	52	58	40	33	35	28
Pleasant Hill	79	73	61	57	47	52	38	44
Read	78	88	75	77	59	70	50	64
Reilly	83	79	73	63	73	55	67	55
Ridgetop	73	62	44	36	25	43	19	29
Sanchez	67	88	45	48	38	61	28	39
Sims	39	54	30	41	22	26	16	24
St. Elmo	75	53	65	43	56	30	49	22
Sunset Valley	87	75	75	75	73	68	67	58
Travis Heights	86	87	65	71	56	56	49	52
Walnut Creek	74	79	67	57	50	49	41	42
Widen	55	68	41	46	30	40	26	29
Williams	76	77	67	59	57	51	44	42
Winn	48	59	38	40	24	24	16	20
Wooldridge	77	68	58	59	50	55	45	47
Wooten	62	63	44	47	38	34	27	28
Zavala	64	39	38	23	45	17	21	12
Zilker	64	73	58	75	44	66	36	52
AISD	76	77	63	63	56	58	46	48
STATE	75	77	63	62	56	58	46	47





ITBS Grade 1  
Percentile of the Mean NCE

SCHOOL	READING		MATHEMATICS		LANGUAGE		COMPOSITE	
	1991	1992	1991	1992	1991	1992	1991	1992
ALLAN	20	20	32	19	42	46	35	33
ALLISON	20	15	48	35	45	39	40	30
ANDREWS	50	48	67	70	63	60	64	64
BARRINGTON	22	43	34	43	37	59	37	56
BARTON HILLS	82	84	91	87	78	86	90	91
BECKER	71	66	84	82	65	73	79	78
BLACKSHEAR	40	35	67	51	62	66	59	57
BLANTON	41	39	45	48	53	53	51	52
BOOHE	57	59	74	60	66	69	69	69
BRENTWOOD	31	44	57	53	46	51	50	57
BROOKE	10	13	37	22	38	38	32	29
BROWN	38	44	46	49	58	68	53	58
BRYKER WOODS	80	75	88	71	79	71	85	81
CAMPBELL	33	52	61	54	50	70	48	62
CASIS	79	77	92	79	80	77	85	82
COOK	42	46	55	45	57	61	54	58
CUNNINGHAM	54	65	67	63	56	64	64	71
DAWSON	15	31	36	22	32	34	32	35
DOSS	73	81	79	85	76	82	80	87
GALINDO	61	48	65	68	73	72	70	65
GOVALLE	57	60	67	62	61	67	69	69
GRAHAM	62	57	71	54	66	58	71	67
GULLETT	72	72	87	75	57	71	78	78
HARRIS	53	15	34	21	60	48	60	34
HIGHLAND PARK	81	81	88	78	72	79	86	86
HILL	87	77	93	86	84	84	91	87
HOUSTON	23	31	31	39	40	46	38	45
JOSLIN	59	42	65	38	75	58	74	56
KOCUREK	43	78	53	70	56	80	56	82
LANGFORD	28	30	51	30	47	57	46	43
LEE	72	77	82	87	69	79	78	85
LINDER	36	24	45	26	46	38	48	35
MAPLEWOOD	52	66	58	63	54	63	65	71
MATHCWS	72	70	76	67	71	69	80	79
MENCHACA	57	54	73	69	58	59	69	65
METZ	47	33	61	39	47	37	60	43
NORMAN	54	63	66	68	61	70	65	75
OAK HILL	59	53	82	59	59	62	71	63
OAK SPRINGS	16	16	37	30	41	43	34	34
ODOM	46	55	46	48	53	64	57	62
ORTEGA	18	29	34	26	32	43	29	38
PALM	39	52	46	48	52	54	50	60
PATTON	74	73	80	78	74	78	82	81
PEASE	76	74	78	85	70	79	80	83
PECAN SPRINGS	28	24	39	31	48	41	42	36
PILLOW	59	63	68	61	67	69	75	74
PLEASANT HILL	43	35	46	43	57	59	56	52
REILLY	49	43	46	50	56	58	59	59
RIDGETOP	62	64	85	71	61	53	74	71
SANCHEZ	29	29	56	53	36	43	43	45
SIMS	49	40	61	50	58	59	64	56
ST. E'LMO	49	40	61	36	61	50	63	53
SUMMITT	69	60	76	66	69	71	78	71
SUNSET VALLEY	55	54	73	63	56	63	66	68
TRAVIS HEIGHTS	55	45	66	55	55	49	68	61
WALNUT CREEK	39	30	46	42	56	59	53	57
WIDEN	29	27	48	30	46	49	47	40
WILLIAMS	50	44	69	63	61	59	64	63
WINN	41	34	60	43	47	51	55	49
WOOLDRIDGE	44	41	45	51	57	56	54	55
WOOTEN	62	42	62	32	62	52	67	52
ZAVALA	17	61	32	67	33	64	32	71
ZILKER	57	55	75	65	58	61	72	67
ATSD	52	52	64	57	59	63	64	64



1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 3

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	35	54	50	40	41	42
ALLISON	27	46	45	28	35	32
ANDREWS	33	49	36	31	35	33
BARRINGTON	44	49	49	41	48	45
BARTON HILLS	78	73	76	76	78	85
BECKER	48	59	71	56	53	60
BLACKSHEAR	18	37	26	22	23	18
BLANTON	48	51	49	42	49	46
BOONE	69	74	74	71	76	82
BRENTWOOD	66	66	67	70	72	77
BROOKE	44	52	49	49	42	47
BROWN	55	66	57	49	58	61
BRYKER WOODS	86	80	82	80	83	91
CAMPBELL	49	64	53	43	33	47
CASIS	88	82	85	87	87	94
COOK	52	57	54	49	51	54
CUNNINGHAM	63	64	68	67	64	72
DAWSON	42	64	54	45	50	53
DOSS	88	89	91	85	91	96
GALINDO	43	58	63	52	48	54
GOVALLE	37	62	53	43	46	48
GRAHAM	51	57	47	52	56	57
GULLETT	79	76	83	77	82	88
HARRIS	50	59	61	57	51	60
HIGHLAND PARK	90	91	91	91	87	96
HILL	82	86	89	82	84	92
HOUSTON	49	61	46	46	52	56
JOSLIN	68	66	69	71	61	75
KOCUREK	64	73	74	65	66	76
LANGFORD	41	50	41	48	46	48
LEE	80	91	88	88	87	95
LINDER	50	64	51	56	52	59
MAPLEWOOD	58	73	56	61	63	69
MATHEWS	74	84	68	78	77	85
MENCHACA	71	73	74	75	74	82
METZ	37	47	44	43	42	40
NORMAN	38	49	39	46	38	42
OAK HILL	78	75	78	74	78	84
OAK SPRINGS	29	43	40	27	33	28
OOCH	52	61	58	52	59	61
ORTEGA	42	64	63	42	36	47
PALM	49	49	47	56	65	61
PATTON	79	85	81	77	80	89
PEASE	64	62	55	67	73	72
PECAN SPRINGS	30	63	50	43	45	46
PILLOW	71	78	71	69	70	80
PLEASANT HILL	53	56	52	54	51	56
REILLY	64	73	68	64	73	74
RIDGETOP	36	62	46	51	48	49
SANCHEZ	38	68	64	51	40	52
SIMS	53	63	64	57	54	61
ST. ELMO	44	54	44	51	44	48
SUMMITT	69	74	72	69	70	79
SUNSET VALLEY	72	68	72	72	69	79
TRAVIS HEIGHTS	55	55	57	60	59	62
WALNUT CREEK	49	51	56	55	59	60
WIDEN	50	61	56	51	55	58
WILLIAMS	67	77	72	72	68	79
WINN	35	46	39	34	39	38
WOOLDRIDGE	48	54	49	46	54	53
WOOTEN	41	51	46	52	48	49
ZAVALA	30	59	47	30	39	38
ZILKER	56	71	69	61	64	72
AISD	59	66	64	61	62	68

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 4

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	21	43	23	16	29	19
ALLISON	26	44	49	39	35	34
ANDREWS	28	41	30	29	31	27
BARRINGTON	45	53	44	49	52	51
BARTON HILLS	81	81	78	82	85	90
BECKER	36	49	49	37	41	40
BLACKSHEAR	24	24	25	21	23	16
BLANTON	35	43	34	33	38	33
BOONE	60	68	63	62	70	72
BRENTWOOD	61	66	55	69	69	72
BROOKE	31	40	34	43	38	34
BROWN	36	57	39	41	46	44
BRYKER WOODS	80	87	91	84	83	92
CAMPBELL	28	33	29	28	36	26
CASIS	82	78	80	86	83	91
COOK	50	61	56	55	56	61
CUNNINGHAM	54	67	62	64	70	69
DAWSON	35	46	30	38	48	40
DOSS	78	84	84	84	82	90
GALINDO	37	41	48	54	52	49
GOVALLE	25	46	27	29	38	30
GRAHAM	37	49	31	49	49	44
GULLETT	77	76	71	79	83	87
HARRIS	37	51	45	40	43	43
HIGHLAND PARK	81	85	84	86	82	92
HILL	78	84	80	78	77	87
HOUSTON	31	44	31	41	41	38
JOSLIN	55	56	52	58	63	63
KOCUREK	65	73	74	70	72	79
LANGFORD	39	49	42	40	46	42
LEE	83	89	86	89	91	95
LINDER	40	53	41	46	50	49
MAPLEWOOD	48	53	46	51	55	55
MATHEWS	57	71	67	72	67	75
MENCHACA	67	70	72	75	75	81
METZ	36	53	40	35	39	38
NORMAN	25	43	36	34	34	30
OAK HILL	74	67	74	80	81	85
OAK SPRINGS	23	50	33	32	35	31
ODOM	48	53	51	56	62	58
ORTEGA	23	44	48	24	25	25
PALM	44	54	41	53	55	51
PATTON	74	83	79	77	81	87
PEASE	66	74	69	70	73	79
PECAN SPRINGS	28	48	30	32	31	29
PILLOW	65	67	64	66	72	74
PLEASANT HILL	39	57	54	38	47	46
REILLY	46	56	46	51	55	56
RIDGETOP	35	43	36	40	33	34
SANCHEZ	24	50	36	31	35	31
SIMS	27	36	24	20	28	20
ST. ELMO	35	40	36	32	41	36
SUMMITT	67	72	64	69	73	77
SUNSET VALLEY	61	61	63	63	67	68
TRAVIS HEIGHTS	47	48	43	55	49	52
WALNUT CREEK	47	56	46	53	54	54
WIDEN	28	44	31	40	47	39
WILLIAMS	57	66	58	71	69	72
WINN	22	37	22	28	27	23
WOOLDRIDGE	44	62	61	48	55	56
WOOTEN	34	53	42	51	52	56
ZAVALA	24	46	48	32	34	32
ZILKER	66	70	62	64	66	74
ATSD	50	60	54	56	59	61

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 5

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALLAN	23	36	27	29	46	29
ALLISON	34	48	37	39	49	41
ANDREWS	38	44	37	35	46	40
BARRINGTON	50	63	52	55	65	63
BARTON HILLS	76	75	79	80	88	89
BECKER	34	49	36	39	43	39
BLACKSHEAR	25	47	33	29	31	28
BLANTON	40	49	45	42	53	48
BOONE	64	66	67	70	75	76
BRENTWOOD	55	57	52	65	70	68
BROOKE	37	50	50	46	51	48
BROWN	43	58	46	46	54	53
BRYKER WOODS	88	84	90	92	91	95
CAMPBELL	35	51	43	40	45	44
CASIS	81	83	87	89	91	94
COOK	55	64	62	57	66	67
CUNNINGHAM	68	75	73	78	84	86
DAWSON	36	52	38	36	53	43
DOSS	79	82	87	87	86	92
GALINDO	47	54	60	57	63	63
GOVALLE	21	32	21	28	41	26
GRAHAM	44	46	36	52	61	53
GULLETT	81	85	85	86	93	94
HARRIS	35	56	43	44	51	48
HIGHLAND PARK	81	85	87	89	87	94
HILL	79	88	84	83	87	92
HOUSTON	35	52	42	36	51	43
JOSLIN	50	55	59	58	67	64
KOCUREK	54	59	58	62	71	69
LANGFORD	47	45	43	46	59	50
LEE	82	86	84	86	89	93
LINDER	42	58	50	47	54	53
MAPLEWOOD	41	56	52	40	55	50
MATHEWS	66	65	61	66	75	75
MENCHACA	65	68	72	69	82	80
METZ	36	54	55	41	44	44
NORMAN	37	46	24	40	50	38
OAK HILL	64	64	69	68	75	77
OAK SPRINGS	28	43	26	28	37	29
ODOM	51	55	52	59	70	64
ORTEGA	25	46	37	33	41	34
PALM	46	56	43	59	63	60
PATTON	67	73	71	75	79	82
PEASE	64	78	65	74	79	81
PECAN SPRINGS	38	55	42	43	57	49
PLEASANT HILL	46	56	56	49	60	58
READ	68	76	74	69	77	81
REILLY	51	64	64	59	63	65
RIDGETOP	32	41	34	30	38	31
SANCHEZ	40	63	55	41	53	51
SIMS	29	49	37	31	45	36
ST. ELMO	46	48	45	47	62	54
SUNSET VALLEY	58	64	64	68	77	76
TRAVIS HEIGHTS	60	63	53	66	68	72
WALNUT CREEK	49	64	58	53	63	62
WIDEN	32	46	32	44	57	43
WILLIAMS	55	59	61	67	68	69
WINN	27	37	26	29	40	30
WOOLDRIDGE	46	61	52	51	61	59
WOOTEN	37	43	36	41	57	45
ZAVALA	23	41	47	31	36	32
ZILKER	56	63	57	61	69	69
AISSD	52	61	57	59	67	65

1992 NAEP Scores  
Percentile of the Mean National NCE  
Grade 6

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
BARTON HILLS	79	81	77	81	81	88
BLACKSHEAR	18	27	21	27	35	21
BLANTON	28	43	32	39	44	39
BRYKER WOODS	82	80	84	79	85	90
CAMPBELL	19	35	26	27	36	25
CASIS	80	83	84	78	87	91
DOSS	79	79	79	78	84	87
LEE	75	75	75	72	78	83
MAPLEWOOD	47	49	43	55	56	55
MATHEWS	66	71	70	75	82	83
HETZ	30	45	43	36	51	40
PEASE	67	79	74	67	79	81
READ	61	61	48	54	69	66
SANCHEZ	37	68	61	42	46	51
ZILKER	48	51	44	46	53	51
ATSD	46	54	49	50	61	56

1992 NAEP Scores  
Percentile of the Mean National NCE  
Grade 6

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	15	11	7	24	23	12
BEDICHEK	45	50	42	49	60	52
BURNET	42	49	40	46	55	48
COVINGTON	59	62	66	62	73	72
DOBIE	35	40	37	37	46	39
FULMORE	44	49	48	46	59	52
LAMAR	46	59	50	55	62	62
MENDEZ	36	46	36	48	53	46
MURCHISON	52	61	59	54	65	63
O. HENRY	45	61	52	51	61	59
PEARCE	26	36	26	26	39	27
PORTER	51	53	52	52	65	60
ATSD	46	54	49	50	61	56

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 7

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	14	17	11	12	17	9
BEDICHEK	45	57	43	40	51	48
BURNET	38	50	36	33	41	37
COVINGTON	57	60	59	47	57	59
DOBIE	35	46	42	34	40	38
FULMORE	47	57	45	36	51	48
KEALING	67	69	63	62	67	72
LAMAR	50	61	56	45	55	57
MARTIN	56	63	61	50	57	61
MENDEZ	34	45	33	31	42	34
MURCHISON	56	64	55	50	58	61
O. HENRY	46	63	46	37	50	50
PEARCE	25	38	22	21	29	21
PORTER	50	57	48	42	53	52
AIISD	47	56	47	41	50	50

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 8

School	Reading Total	Language Total	Mathematics Total	Social Studies	Science	Composite
ALC	14	17	9	12	19	9
BEDICHEK	50	58	47	46	52	53
BURNET	47	61	41	44	44	48
COVINGTON	64	70	59	57	60	67
DOBIE	34	43	36	38	35	34
FULMORE	49	61	46	44	44	49
KEALING	69	74	61	65	63	72
LAMAR	54	67	52	48	51	59
MARTIN	62	68	57	56	55	64
MENDEZ	38	51	35	40	41	40
MURCHISON	63	72	58	59	58	66
O. HENRY	49	67	45	45	53	54
PEARCE	33	47	32	32	37	32
PORTER	53	62	50	49	50	56
ROBBINS	19	42	34	13	19	14
AIISD	52	62	48	48	50	54

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 9

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	66	66	58	60	75	66
AUSTIN	62	63	50	58	69	62
BOWIE	65	65	56	62	76	66
CROCKETT	47	52	37	45	60	49
LBJ	68	71	63	62	74	69
JOHNSTON	34	46	29	38	45	38
LANIER	43	48	37	43	55	47
MCCALLUM	57	59	46	52	64	57
REAGAN	26	42	24	29	43	32
ROBBINS	24	35	18	23	34	26
TRAVIS	41	50	30	40	47	43
ALC	13	19	7	22	23	16
AI SD	50	56	42	49	61	53

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 10

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	75	70	77	74	80	75
AUSTIN	66	59	62	64	68	65
BOWIE	68	63	62	68	74	67
CROCKETT	54	55	51	58	66	57
LBJ	71	66	66	69	77	72
JOHNSTON	46	49	42	54	56	50
LANIER	39	44	43	46	54	45
MCCALLUM	66	63	59	66	68	66
REAGAN	39	45	41	43	52	44
ROBBINS	31	35	19	33	43	32
TRAVIS	46	50	45	50	56	49
ALC	8	26		13	19	
AI SD	58	57	56	60	66	60

1992 NAPT Scores  
Percentile of the Mean National NCE  
Grade 11

School	Reading Total	Written Expression	Mathematics Total	Social Studies	Science	Composite
ANDERSON	68	68	70	73	77	71
AUSTIN	62	64	61	69	68	65
BOWIE	62	63	56	66	65	61
CROCKETT	50	56	42	62	64	54
LBJ	66	61	56	68	72	66
JOHNSTON	45	53	34	58	51	47
LANIER	44	55	44	55	56	48
MCCALLUM	60	59	51	67	62	61
REAGAN	40	52	43	47	51	45
ROBBINS	19	29	18	26	27	22
TRAVIS	40	49	39	51	52	45
ALC						
AI SD	55	58	51	62	63	57



## 1991 SAT Scores

School	Number Tested	Verbal	Mathematics	Total
Anderson	230	442	525	967
Austin	200	492	534	1026
Bowie	274	417	471	888
Crockett	146	410	462	872
Johnson (LBJ)	167	446	508	954
Johnston	76	387	425	812
Lanier	126	389	449	838
McCallum	117	488	534	1022
Reagan	122	402	478	880
Robbins	2	440	520	960
Travis	62	388	432	820
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AISSD	1522	432	490	922
State	----	411	463	874
National	----	422	474	896

## 1991 ACT Scores

School	Number Tested	English	Mathematics	Composite
Anderson	60	22.1	22.6	22.1
Austin	43	21.0	21.2	21.3
Bowie	51	20.5	20.2	21.0
Crockett	41	19.4	19.9	20.1
Johnson (LBJ)	61	20.8	20.9	21.1
Lanier	44	18.5	19.0	19.2
McCallum	56	22.1	20.2	21.3
Reagan	63	19.3	20.4	19.8
Travis	42	18.1	18.6	18.8
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AISD	479	20.2	20.4	20.5
State	---	19.7	19.5	19.9
National	---	20.3	20.0	20.6
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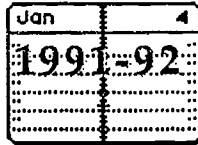
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- Use of testing/evaluation information for school improvement  
(AERA) 1987-88. Austin, Texas: Office of Research  
and Evaluation (Pub. No. 87.30), Austin Independent  
School District, January, 1988.

The following publications and others related  
to achievement testing are available from the

Office of Research and Evaluation (ORE),  
Austin Independent School District,  
1111 W. Sixth Street  
Austin, Texas 78703-5399

## Testing Dates



### TAAS/TEAMS

October 8-10  
Grades 3, 5, 7, 9, and 11 (Exit Level)

### TAAS/TEAMS Exit-Level

March 31 - April 2  
Grade 11 (Exit Level)

### NAPT-Grades 3-8

April 6-10

### ITBS-Grades 1-2

April 6-1

- \* NAPT makeups were administered during the week of testing. Make-up testing for ITBS was conducted during the week after the regular administration. There were no makeups for TAAS/TEAMS.

## Who's Tested and Reported in Summaries?

### Required Testers

Students who spent at least half of their instructional time in core curriculum areas in regular instructional programs were required to take the NAPT/ITBS in a standard administration.

The exceptions were:

**Special Education** students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the NAPT/ITBS and TAAS testing.

**Limited English Proficient (LEP)** students whose Language Assessment Proficiency Committee (LPAC) determined that they should be exempted from all or part of the NAPT or ITBS testing. There is a one-time exemption for the TAAS and no LEP exemption may be taken at TAAS exit level.

### Scores Not Included in Achievement Summaries

Students' scores were excluded from achievement summaries under the following conditions.

#### TAAS/TEAMS

**Special Education:** Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or took the test for experience only.

**Invalid:** Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the scores invalid.

#### NAPT/ITBS

#### Optional Testers

Students with a documented disability or with limited English proficiency who received less than half of their core curriculum instruction in a regular education class or attend regular education classes but routinely receive, in at least half of their core curriculum instruction, a modification that would preclude standard administration or whose Admission, Review, and Dismissal (ARD) Committee or Language Proficiency Assessment Committee (LPAC) determined that they take the test for experience only.

**Other:** Scores for individual tests which the teachers invalidated because they were not completed due to extenuating circumstances.

## Notes

### Comparisons to Reports from Previous Years

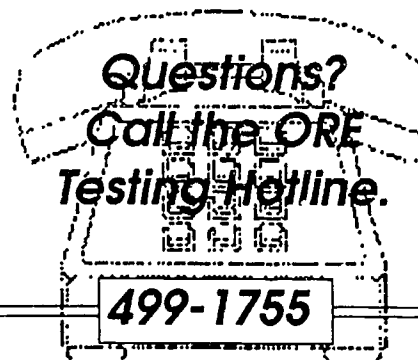
In 1986-87 and 1987-88, results for grades K, 1, and 2 were reported in 1985 norms and grades 3-12 in 1982 norms. In 1988-89, all scores were reported in 1985 norms. In 1989-91, 1988 norms were used. All previous years scores were recalculated using 1991 norms and the percentile rank of the mean NCE for this report. The percentile of the mean NCE and grade equivalent scores presented here are calculated using 1991 norms for all grade levels. Each year some test records are updated by adding missing student information.

### Anomalies

Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication Number 81.60, Anomalies in Achievement Analyses and ORE Publication Number 87.26, Six of One Is Greater Than Half a Dozen of Another: Strange Phenomena in Achievement Test Results.

### Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather



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Publication Number 91.35  
May 1992