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ABSTRACT

This report presents results from the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997 and results from end of course tests in Algebra and Biology. Only a slight decrease in the percentage passing the eighth-grade social studies test marred the otherwise across-the-board rise in percentages meeting minimum expectations at all levels. The increased passing rate occurred even as the number of students tested rose by approximately 58,000 students. Following an Executive Summary, the second section of the report provides an assessment program overview and discusses performance standards, benchmarking, test security, and results reporting format. The third section contains TAAS results by grade level for the exit level tests and for grades 3 through 8. Spanish TAAS test results for grades 3 and 4 are included. Section 4 contains results from the TAAS benchmarked tests and Spanish version tests for grades 4 through 6. Section 5 presents results for the Algebra I and Biology I End-of-Course examinations. In section 6, TAAS and End-of-Course regional results are shown. Section 7 contains a study of the correlation of course grades with performance on the eighth-grade social studies test. Eleven appendixes present additional results reports, specifically focusing on students in special education and those not in special education. (Contains 47 tables.) (SLD)



Student Performance Results 1996-1997

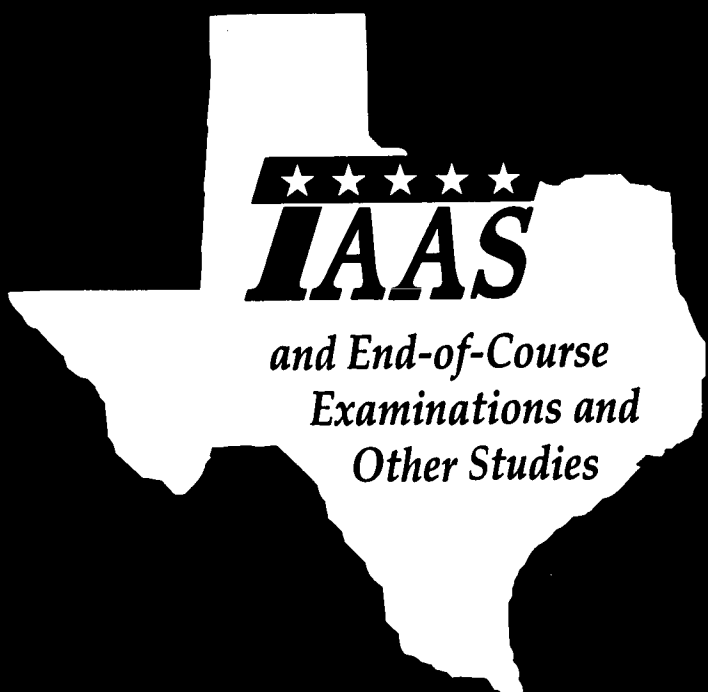
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Student Performance Results 1996–1997

Statewide and Regional Results



and
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1998

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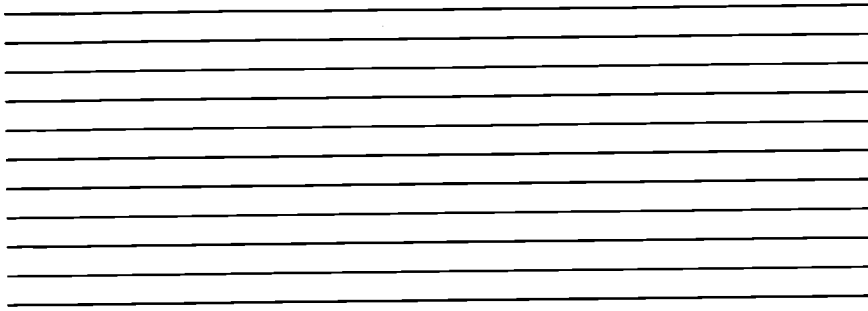
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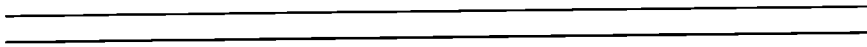
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SECTION II
Executive Summary



OVERVIEW

"It is always gratifying to see our TAAS scores improve. But the gains made this year are especially significant because they occurred during a year when we had a significant increase in the number of students taking the test."

Mike Moses, Commissioner of Education, May 1997

Texas public school students continued an impressive upward trend in performance by recording gains on all but one of the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997. Only a slight decrease in the percentage passing the Grade 8 social studies test marred the otherwise across-the-board rise in percentages meeting minimum expectations at all grade levels. The increased passing rates occurred even as the number of individuals tested rose by approximately 58,000 students. The results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable their students to meet the future and its challenges.

This executive summary outlines statewide TAAS results for the 1996-1997 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, a new feature this year is a four-year comparison of both the percentage passing rates and the Texas Learning Index (TLI) data; comparing data from four years allows an illustration of three years' worth of gain. Also included in this section are statewide data from the administration of both the Biology I and the Algebra I end-of-course examinations. The data in this section represent the results of the English-language TAAS tests for all students not in special education, including those students who attend year-round education schools. Results of the Spanish-language TAAS tests are presented in Sections III and IV. Summary reports of the results for students in special education can be found in the appendices. District and campus-level results are available in the Academic Excellence Indicator System (AEIS) accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency, or you may access our website at www.tea.state.tx.us for additional information.

RELEASE OF TESTS

"Do we want the test we use to be made public—that is, disclosed so that all parents, teachers, and others can see a copy? The answer I continue to get across the state is a resounding yes. That is why I was pleased to be able to release and make public the TAAS test in May 1995. I thought Texas' parents, teachers, and students needed to be able to see a copy of the test. There need be no secrets with regard to what we want children to know..."

Mike Moses, Commissioner of Education, May 1997

For the first time in the testing program's history, the TAAS items on which students were scored were made public on May 19, 1995, shortly after spring testing. The contents of the spring 1995 reading, mathematics, and writing tests were released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests were not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

Differences in the academic-year calendar necessitate the use of a spring "alternate" form of the TAAS tests by year-round education campuses. Although the 1995 release was restricted to the primary forms of the tests, beginning with the 1995-1996 academic year, legislation mandated yearly release of all actual test items that counted for student scores for each test administered under the requirements of the Texas Education Code, Chapter 39, Subchapter B. Therefore, the 1997 release includes primary and alternate forms as well as the Spanish versions of TAAS reading and mathematics (Grades 3 through 6) and the Spanish version of TAAS writing (Grade 4). All exit level TAAS retests and Algebra I and Biology I end-of-course tests administered in the 1996-1997 academic year were also released. Districts received the following released test booklets in August, 1997:

TAAS Released Tests

<i>Grade 3</i>	<i>Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics</i>	<i>Alternate form Spanish</i>
<i>Grade 4</i>	<i>Spring 1997 Reading, Mathematics, & Writing Spring 1997 Reading, Mathematics, & Writing Spring 1997 Reading, Mathematics, & Writing</i>	<i>Alternate form Spanish</i>
<i>Grade 5</i>	<i>Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics</i>	<i>Alternate form Spanish</i>
<i>Grade 6</i>	<i>Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics</i>	<i>Alternate form Spanish</i>
<i>Grade 7</i>	<i>Spring 1997 Reading & Mathematics Spring 1997 Reading & Mathematics</i>	<i>Alternate form</i>
<i>Grade 8</i>	<i>Spring 1997 Reading, Mathematics, Writing, Science, and Social Studies Spring 1997 Reading, Mathematics, Writing, Science, and Social Studies</i>	<i>Alternate form</i>
<i>Exit Level</i>	<i>Fall 1996 Reading, Mathematics, & Writing Spring 1997 Reading, Mathematics, & Writing Spring 1997 Reading, Mathematics, & Writing April/May 1997 Reading, Mathematics, & Writing Summer 1997 Reading, Mathematics, & Writing</i>	<i>Alternate form (Senior Retest)</i>

End-of-Course Released Tests

<i>Fall 1996 Algebra I</i>	<i>Spring 1997 Algebra I</i>	<i>Summer 1997 Algebra I</i>
<i>Fall 1996 Biology I</i>	<i>Spring 1997 Biology I</i>	<i>Summer 1997 Biology I</i>

Released materials include test booklets, answer keys, and written composition scoring guides. These guides contain the criteria used in the scoring of written compositions as well as samples of scored student responses with explanatory notes.

Each school superintendent, as well as each regional education service center, was provided with multiple copies of the released test materials. Districts and individuals also have the opportunity to purchase additional copies of the released tests, which are copyrighted by the Texas Education Agency. In addition, districts were provided with group item analysis reports, which indicate the percentage of students at the campus or district level who selected each answer option. Districts may also obtain individual item analysis reports that indicate which answer options a particular student selected. This detailed information may enable districts to more easily identify student and/or programmatic strengths and weaknesses.

The contents of the assessments must remain secure prior to any given administration in order to ensure that all students are tested on a "level playing field." Therefore, the items that are released to the public can never again be used in an actual testing situation. Many new items must continually be developed and field-tested in order to replenish the "bank" of items used in the construction of future assessments.

PRIVATE SCHOOLS TESTING

Beginning with the spring 1996 administration, private schools, including home schools, were eligible to participate on a voluntary basis in the TAAS and end-of-course testing programs. During the 1996-1997 school year, participation by private schools in this voluntary assessment involved 98 students from 5 private schools and 1 student from a home school.

Private-school students' results are reported separately from public-school students' results; to ensure confidentiality of results, no performance data pertaining to private-school students are reported unless at least 5 students at a grade level took the tests. The performance summaries presented in this report are of public-school students only.

COMPARISON OF RESULTS

Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
All Students Not In Special Education

Spring 1997 passing rates rose at all grade levels in mathematics, reading, writing, and "all tests taken."

OVERVIEW

The 1997 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students meeting minimum expectations rose across the board, with each grade level now showing passing rates in the eighties. Reading scores ranged from 81 percent of all students meeting minimum expectations at Grade 3 to 86 percent meeting minimum expectations at Grade 10.

In **mathematics**, all grade levels made notable gains, with the most impressive improvement at Grade 7 (a 9-point gain compared to the 1996 results) and at Grade 5 (an 8-point gain). Scores ranged from 72 percent meeting minimum expectations at Grade 10 to 86 percent meeting minimum expectations at Grade 5.

Writing scores improved at all three grades tested in this subject. Scores ranged from 80 percent meeting minimum expectations at Grade 8 to 88 percent meeting minimum expectations at Grade 10.

In addition, every grade level made gains in the "**all tests taken**" category; for the first time, no grade level had a passing rate below sixty percent. The percentage of students meeting minimum expectations on "all tests taken" (reading and mathematics at Grades 3, 5, 6, and 7 and reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 66 percent at Grade 8 to 79 percent at Grade 5.

The following table presents spring 1994, spring 1995, spring 1996, and spring 1997 results by subject area and "all tests taken." Highlights at each grade level are conveniently summarized in the brief text incorporated in the table. The same information is then presented in bar-graph format. For purposes of comparison across grade levels, the "all tests taken" category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

Texas Assessment of Academic Skills
PERCENT MEETING MINIMUM EXPECTATIONS
COMPARISON OF RESULTS

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

	Reading				Mathematics				Writing				All Tests Taken			
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 3	77%	79%	80%	81%	62%	73%	76%	81%					58%	67%	70%	73%
Grade 3 continues its steady improvement, with 1997 gains ranging from 1 to 5 percentage points in each category compared to 1996 results.																
Grade 4	75%	79%	78%	82%	59%	70%	78%	82%	85%	84%	86%	87%	54%	63%	66%	71%
Reading and mathematics scores both climb into the eighties this year, while the "all tests taken" category rises into the seventies. Writing scores continue to improve.																
Grade 5	77%	79%	82%	84%	62%	72%	78%	86%					58%	66%	73%	79%
Between 1994 and 1997, Grade 5 exhibits the largest gain of any grade level in mathematics: an impressive 24-point rise. This year's "all tests taken" results are the highest of any grade level.																
Grade 6	73%	78%	78%	84%	60%	64%	77%	81%					56%	60%	69%	76%
Grade 6 shares honors with Grade 8 for the largest gain in reading, rising 6 percentage points compared to the 1996 level. The "all tests taken" category reflects a gain of 7 percentage points.																
Grade 7	75%	78%	82%	84%	59%	61%	70%	79%					55%	58%	67%	74%
Mathematics scores jump 9 percentage points compared to 1996 results, the largest gain of any grade level in mathematics.																
Grade 8*	76%	75%	77%	83%	57%	56%	68%	75%	69%	74%	76%	80%	49%	50%	58%	66%
This year's jump of 8 points in "all tests taken" is the largest gain of any grade level in this category. Writing scores reach the 80% mark.																
Grade 10	76%	76%	81%	86%	57%	59%	65%	72%	81%	86%	85%	88%	52%	54%	60%	67%
Grade 10 continues its trend of notable improvement in all categories, with mathematics and "all tests taken" each reflecting a 7-point gain compared to 1996 results and a 15-point gain compared to 1994 results.																

* Does not include results of the science and social studies tests.

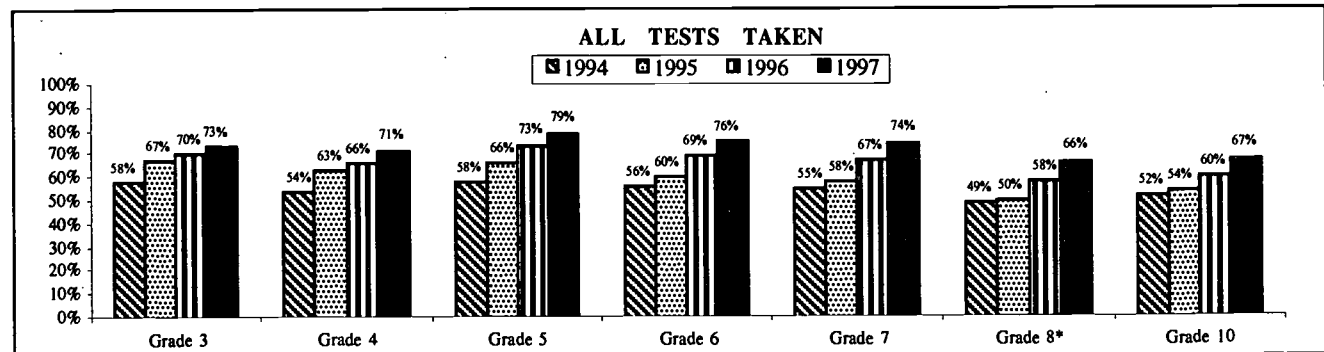
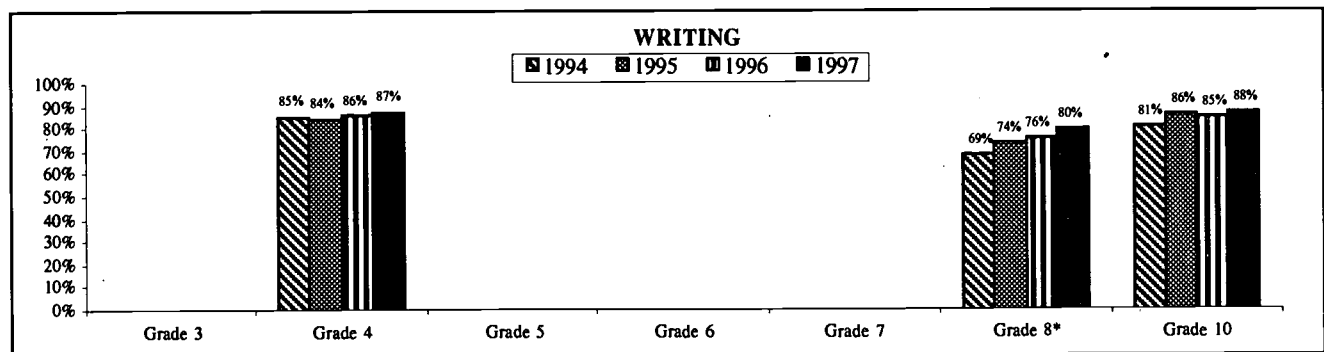
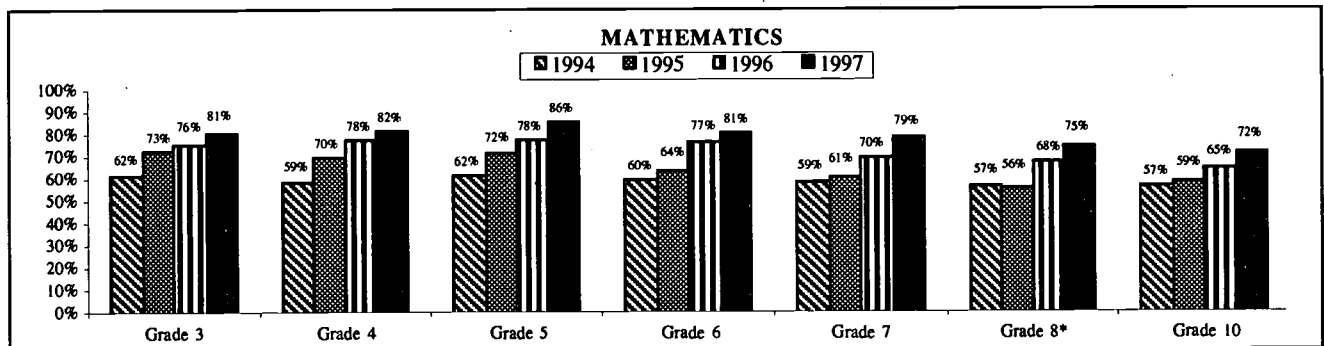
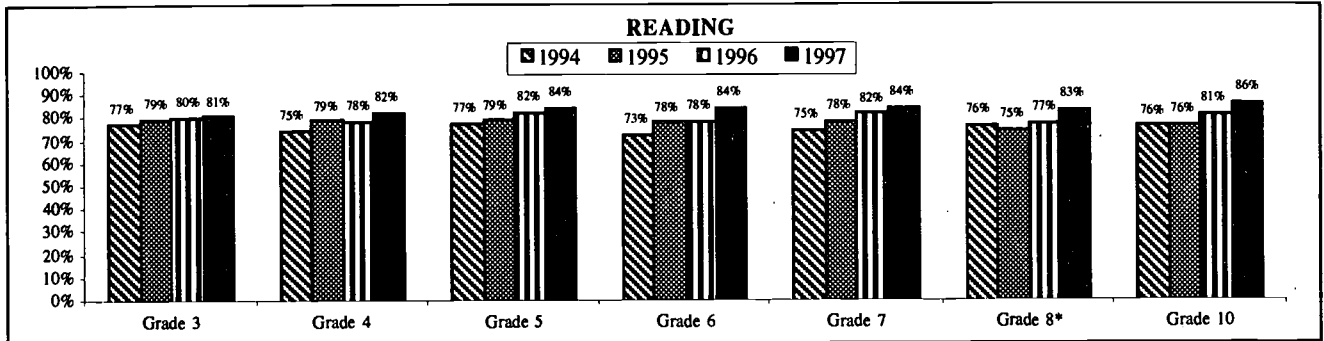
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Texas Assessment of Academic Skills

PERCENT MEETING MINIMUM EXPECTATIONS COMPARISON OF RESULTS

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)



* Does not include results of the science and social studies tests.

TEXAS LEARNING INDEX

Spring 1997 marked the fourth year of the Texas Learning Index, or TLI. The TLI is a score that describes how far a student's performance is above or below the passing standard. The TLI, provided for the TAAS reading and mathematics tests at Grades 3 through 8 and at the exit level, was developed to allow students, parents, and schools the opportunity both to relate student performance to a passing standard and to compare student performance from year to year. Since the purpose of the TLI is to show year-to-year progress, the TLI is not used for reporting the results of those tests which are not administered in sequential grades, i.e., the writing test (administered only at Grades 4 and 8 and at the exit level), the science and social studies tests (administered only at Grade 8), and the end-of-course tests.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third grade reading and mathematics tests as it is for an eighth grader to pass the eighth grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 should be in line to succeed on the exit level test if current academic progress continues.

<p>Average TLI: Spring 1994-Spring 1995-Spring 1996-Spring 1997 All Students Not In Special Education</p>

***1997 TLI scores show continuing improvement
at every grade level in both mathematics and reading.***

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a Texas Learning Index (TLI) of at least 70. The following charts present:

- four years of average TLI scores for each grade level, including the gain registered between the years 1994 and 1997 for both reading and mathematics
- a matched group comparison of average TLI scores from 1994 to 1997

The **grade level chart** indicates that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 1997 TLIs in **reading** ranged from 79.7 at Grade 3 to 83.8 at Grade 5. Grades 5 and 6 exhibited the greatest three-year gains, with increases of 5.0 and 4.8, respectively.

In **mathematics**, average TLI scores also increased at every grade level, with average 1997 TLIs ranging from 75.3 at Grade 10 to 80.6 at Grade 5. Since 1994, Grades 5 and 4 have exhibited the greatest gains, with increases of 9.6 and 8.5, respectively.

The **matched group chart** presents four years of average TLI scores for three sets of students. These matched groups of students tested in both reading and mathematics every year from 1994 through 1997. For example, the average TLI of students who tested in reading and mathematics at Grade 5 in 1994 is compared to the average TLI those same students achieved on the Grade 8 reading and mathematics tests in 1997.

The chart indicates that TLI scores in both reading and mathematics have been rising steadily for all of the matched groups. In **reading**, the largest three-year gain was posted by those students who tested at Grade 6 in 1997; their average TLI score of 85.0 at Grade 6 represented a gain of 5.5 points over their performance on the Grade 3 test in 1994.

The largest gain in **mathematics** was also recorded by those students who tested at Grade 6 in 1997; their average TLI score of 80.1 represented a gain of 8.4 points over their performance on the Grade 3 test in 1994. The students who tested at Grade 7 in 1997 also showed a notable gain, increasing their average TLI by 7.4 points over their performance on the Grade 4 test in 1994.

Texas Assessment of Academic Skills

AVERAGE TEXAS LEARNING INDEX:

- Gain/Loss Comparison by Grade Level
- Matched Group Comparison

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

GRADE-LEVEL COMPARISON OF AVERAGE TEXAS LEARNING INDEX										
	Reading					Mathematics				
					Gain/Loss					Gain/Loss
	1994	1995	1996	1997	1994-1997	1994	1995	1996	1997	1994-1997
Grade 3	78.2	78.0	78.6	79.7	1.5	70.3	73.3	76.5	78.4	8.1
Grade 4	78.4	80.1	79.9	80.9	2.5	70.5	74.6	77.4	79.0	8.5
Grade 5	78.8	79.9	81.6	83.8	5.0	71.0	74.7	77.5	80.6	9.6
Grade 6	78.5	79.8	80.8	83.3	4.8	70.7	72.6	77.0	78.9	8.2
Grade 7	78.3	78.8	81.1	82.2	3.9	70.6	71.8	75.6	77.6	7.0
Grade 8	77.9	78.0	79.8	81.8	3.9	70.0	69.7	73.8	76.7	6.7
Grade 10	77.7	77.8	80.0	82.1	4.4	69.9	71.2	72.9	75.3	5.4

MATCHED GROUP TLI COMPARISON										
	Reading					Mathematics				
					Gain/Loss					Gain/Loss
	1994	1995	1996	1997	1994-1997	1994	1995	1996	1997	1994-1997
Grade 3 to Grade 6	79.5	81.0	82.4	85.0	5.5	71.7	75.5	78.3	80.1	8.4
Grade 4 to Grade 7	79.5	81.0	82.5	84.0	4.5	71.7	75.9	78.4	79.1	7.4
Grade 5 to Grade 8	80.0	81.4	83.0	83.5	3.5	72.4	74.4	77.5	78.3	5.9

Note: All numbers have been rounded.

**Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results by Ethnicity
Results for Economically Disadvantaged Population
All Students Not In Special Education
Grades 4, 8, and 10**

Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

***Texas minority students continue to make gains
in closing the performance gap on TAAS.***

GRADE 4

The comparison between 1994 and 1997 shows that the African-American, Hispanic, and economically disadvantaged groups have each made an impressive gain of 28 percentage points on the mathematics test.

Reading scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African-American students (69 percent meeting minimum expectations) and economically disadvantaged students (73 percent). Percent passing results for Hispanic students rose by 5 percentage points to 75 percent, while white students gained 4 points to reach 90 percent passing. The comparison between 1994 and 1997 shows that African-American students made the greatest gain, with an increase of 11 percentage points.

Mathematics scores continued their notable upward trend. Compared to 1996 levels, the percent passing rose by 5 percentage points for the African-American, Hispanic, and economically disadvantaged groups; the white group gained 4 points. Scores ranged from 65 percent meeting minimum expectations (African-American group) to 90 percent (white group). The comparison between 1994 and 1997 shows that the African-American, Hispanic, and economically disadvantaged groups have each made an impressive gain of 28 percentage points.

Writing scores rose by 1 percentage point over 1996 levels for the Hispanic (83 percent passing), economically disadvantaged (80 percent), and white groups (92 percent); African-American students held steady at 76 percent passing. Gains compared to 1994 results ranged from 1 percentage point for white students to 4 percentage points for the Hispanic group.

"All tests taken" results provide evidence of improvement across all groups. Scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African-American students (53 percent meeting minimum expectations) and Hispanic students (63 percent). Percent passing results for economically disadvantaged students rose by 5 percentage points to 59 percent, while white students gained 4 points to reach 81 percent passing. The comparison between 1994 and 1997 shows that African-American and Hispanic students made the greatest gains in this category, with each group showing an increase of 20 percentage points.

GRADE 8

In the “all tests taken” category, African-American students exhibited the greatest three-year improvement of any group, with a notable 22-point gain. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains.

Reading scores in 1997 rose by 8 percentage points compared to the previous year’s levels for both Hispanic students (73 percent meeting minimum expectations) and economically disadvantaged students (72 percent). Percent passing results for African-American students showed the greatest gain, rising 10 percentage points to 73 percent, while white students gained 3 points to reach 92 percent passing. The comparison between 1994 and 1997 indicates that the African-American students made the greatest gain, with an increase of 13 percentage points.

In **mathematics**, results showed double digit improvement for African-American students (a gain of 12 percentage points), Hispanic students (a gain of 10 points) and economically disadvantaged students (also a 10-point gain). Percent passing results for these three groups ranged from 58 percent for the African-American group to 64 percent for the Hispanic group. The white group gained 5 percentage points to reach 87 percent passing. Compared to 1994 levels, African-American students exhibited the greatest gain: an impressive 25 percentage points. Closely following were the economically disadvantaged group and the Hispanic group with 4-year gains of 24 and 23 points, respectively.

Writing scores rose for all groups, with both the Hispanic group (70 percent passing) and the economically disadvantaged group (69 percent passing) each gaining 6 percentage points compared to last year’s levels. The African-American group also had 69 percent meeting minimum expectations, which represented a rise of 5 percentage points, and the white group rose 2 points to reach 89 percent passing. Gains compared to 1994 results ranged from 9 percentage points for white students to 17 percentage points for African-American students.

In the “**all tests taken**” category, which comprises the reading, mathematics, and writing tests, the 1997 results indicate notable gains in performance by all groups. African-American students, with 48 percent passing, had the greatest one-year gain: 11 percentage points. Both the Hispanic and the economically disadvantaged populations, at 52 percent and 50 percent respectively, saw 10-point increases in scores compared to last year’s levels. At 80 percent meeting minimum expectations, the white group registered a 6-point gain. Compared to 1994 levels, African-American students, with a notable 22-point gain, exhibited the greatest improvement. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains. The white group registered a 15-point gain between 1994 and 1997.

GRADE 10 (Exit Level)

The comparison between 1994 and 1997 shows an impressive upward trend in performance on the mathematics test, with notable gains of 20 percentage points for the African-American group and 18 percentage points for the Hispanic group.

Reading performance improved for all groups, with both the African-American group (78 percent passing) and the economically disadvantaged group (74 percent passing) each gaining 7 percentage points compared to last year's levels. Hispanic students, at 75 percent meeting minimum expectations, exhibited a 6-point gain, while the white group rose 3 points to reach 94 percent passing. Three-year gains in reading ranged from 6 percentage points for the white students to 17 points for the African-American group.

Mathematics scores reflected gains across all groups. Compared to 1996 levels, the percent passing rose by 9 percentage points for the African-American group, 6 points for the white group, and 7 points for both the Hispanic and the economically disadvantaged groups. Scores ranged from 53 percent meeting minimum expectations (African-American group) to 84 percent (white group). The comparison between 1994 and 1997 shows an impressive upward trend, with the African-American group making a notable gain of 20 percentage points. The other groups also registered double-digit gains: 18 percentage points for the Hispanic students, 17 points for the economically disadvantaged students, and 14 points for the white students.

Writing scores improved as well, with the scores of African-American students rising into the eighties for the first time (82 percent meeting minimum expectations); this represented a gain of 6 points compared to 1996 levels. Hispanic students' scores rose 3 points to reach 79 percent passing, while the economically disadvantaged group gained 4 points to reach 78 percent passing. The white group, at 95 percent meeting minimum expectations, exhibited a 2-point gain. Three-year gains in writing ranged from 5 percentage points for the white students to 13 points for the African-American group.

Increases across all groups were evident in the "all tests taken" category. The percentage of African-American students meeting minimum expectations on all tests taken rose to 48 percent, a gain of 10 points compared to the previous year. Both the Hispanic group (52 percent passing) and the economically disadvantaged group (50 percent passing) registered 8-point gains, while the white group's scores rose 7 points to reach 81 percent passing. The comparison between 1994 and 1997 exhibits a notable increase in performance, with the African-American group making a gain of 19 percentage points. The other populations also registered double-digit gains: 17 percentage points for both the Hispanic and the economically disadvantaged groups and 14 points for the white students.

The following tables, presenting student group performance from 1994 to 1997 by subject-area test and "all tests taken" for Grades 4, 8, and 10 (exit level), display the statistics summarized in the preceding paragraphs.

Texas Assessment of Academic Skills

PERCENT MEETING MINIMUM EXPECTATIONS COMPARISON OF RESULTS

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

AFRICAN-AMERICAN STUDENTS																
	Reading						Mathematics									
	Gain/Loss			Gain/Loss			Gain/Loss			Gain/Loss						
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	58	63	63	69	6	11	37	49	60	65	5	28	6	11	37	49
Grade 8	60	59	63	73	10	13	33	32	46	58	12	25	10	13	33	32
Grade 10	61	60	71	78	7	17	33	36	44	53	9	20	7	17	33	36
	Writing						All Tests Taken									
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	74	73	76	76	0	2	33	41	47	53	6	20	0	2	33	41
Grade 8*	52	60	64	69	5	17	26	27	37	48	11	22	5	17	26	27
Grade 10	69	78	76	82	6	13	29	32	38	48	10	19	6	13	29	32

ECONOMICALLY DISADVANTAGED STUDENTS																
	Reading						Mathematics									
	Gain/Loss			Gain/Loss			Gain/Loss			Gain/Loss						
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	63	69	67	73	6	10	45	58	68	73	5	28	6	10	45	58
Grade 8	61	60	64	72	8	11	39	37	53	63	10	24	8	11	39	37
Grade 10	59	59	67	74	7	15	40	42	50	57	7	17	7	15	40	42
	Writing						All Tests Taken									
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	77	77	79	80	1	3	40	49	54	59	5	19	1	3	40	49
Grade 8*	54	62	63	69	6	15	31	31	40	50	10	19	6	15	31	31
Grade 10	68	75	74	78	4	10	33	35	42	50	8	17	4	10	33	35

HISPANIC STUDENTS																
	Reading						Mathematics									
	Gain/Loss			Gain/Loss			Gain/Loss			Gain/Loss						
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	66	72	70	75	5	9	48	61	71	76	5	28	5	9	48	61
Grade 8	63	62	65	73	8	10	41	38	54	64	10	23	8	10	41	38
Grade 10	62	62	69	75	6	13	41	43	52	59	7	18	6	13	41	43
	Writing						All Tests Taken									
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	79	80	82	83	1	4	43	53	57	63	6	20	1	4	43	53
Grade 8*	57	63	64	70	6	13	33	32	42	52	10	19	6	13	33	32
Grade 10	70	76	76	79	3	9	35	37	44	52	8	17	3	9	35	37

WHITE STUDENTS																
	Reading						Mathematics									
	Gain/Loss			Gain/Loss			Gain/Loss			Gain/Loss						
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	85	88	86	90	4	5	70	81	86	90	4	20	4	5	70	81
Grade 8	88	86	89	92	3	4	73	73	82	87	5	14	3	4	73	73
Grade 10	88	88	91	94	3	6	70	74	78	84	6	14	3	6	70	74
	Writing						All Tests Taken									
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 4	91	90	91	92	1	1	66	75	77	81	4	15	1	1	66	75
Grade 8*	80	85	87	89	2	9	65	66	74	80	6	15	2	9	65	66
Grade 10	90	93	93	95	2	5	67	70	74	81	7	14	2	5	67	70

* Does not include results of the science and social studies tests.



**Percent Meeting Minimum Expectations:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
All Tests Taken
Results By Special Population
All Students Not In Special Education**

Between 1994 and 1997, LEP and At-Risk students achieved double-digit gains in passing rates in the "all tests taken" category at almost every grade level.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk).

The following charts present 1994, 1995, 1996, and 1997 "all tests taken"* results (percent meeting minimum expectations) by special population for all grade levels. The charts display results for the following groups:

- **Limited English Proficient (LEP)/Non-LEP populations**
- **At-Risk (of dropping out of school)/Not At-Risk populations**

The **LEP/Non-LEP** chart indicates that both groups at all grades continued making gains in performance. LEP students' 1997 scores in the "all tests taken" category ranged from 21 percent meeting minimum expectations at Grade 8 to 60 percent at Grade 3. Between 1994 and 1997, the passing rate of Grade 3 LEP students showed the greatest improvement, rising 25 percentage points.

As the **At Risk/Not At-Risk** chart shows, both of these groups also made gains in performance at all grades. Grade 10 At-Risk students exhibited the greatest 1996 to 1997 improvement, rising by 9 percentage points to 44 percent meeting minimum expectations. Between 1994 and 1997, the passing rate of Grade 3 At-Risk students registered the greatest gain, rising 23 percentage points.

* For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.

Texas Assessment of Academic Skills
PERCENT MEETING MINIMUM EXPECTATIONS
RESULTS BY SPECIAL POPULATION

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

ALL TESTS TAKEN												
	LEP Students						Non-LEP Students					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	35	48	55	60	5	25	59	68	71	75	4	16
Grade 4	32	41	46	49	3	17	56	65	68	73	5	17
Grade 5	27	35	45	50	5	23	60	68	74	81	7	21
Grade 6	21	22	27	37	10	16	58	63	72	79	7	21
Grade 7	16	16	24	32	8	16	58	61	69	77	8	19
Grade 8*	13	11	15	21	6	8	51	52	61	69	8	18
Grade 10	14	14	15	22	7	8	54	57	62	70	8	16

ALL TESTS TAKEN												
	At-Risk Students						Not At-Risk Students					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	32	44	48	55	7	23	66	74	77	80	3	14
Grade 4	30	37	40	45	5	15	69	80	80	84	4	15
Grade 5	34	42	47	55	8	21	78	84	88	91	3	13
Grade 6	30	32	41	49	8	19	70	80	86	90	4	20
Grade 7	29	29	39	46	7	17	73	78	84	89	5	16
Grade 8*	25	20	27	33	6	8	72	72	78	84	6	12
Grade 10	25	31	35	44	9	19	69	72	74	81	7	12

* Does not include results of the science and social studies tests.

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Average TLI
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Ethnicity
All Students Not In Special Education

All groups and all grade levels showed improvement, with the African-American and Hispanic groups at Grade 5 exhibiting impressive gains in mathematics between 1994 and 1997: an 11.6 rise in average TLI for African-American students and an 11.3 rise for Hispanic students.

As the following chart indicates, average TLI scores in **reading** rose for all major ethnic groups in all grades. For the African-American group, average TLI scores in 1997 ranged from 74.1 at Grade 3 to 78.1 at Grade 10; the greatest three-year gain (6.7) was at Grade 10. For the Hispanic group, average TLI scores ranged from 75.8 at Grade 3 to 79.6 at Grade 5, with the greatest three-year gain (5.4) at Grade 5. The average TLI for white students ranged from 83.5 at Grade 3 to 88.2 at Grade 6; between 1994 and 1997, the greatest gain (4.8) was exhibited at Grade 5.

In **mathematics**, all grade levels and all groups participated in improvement. For the African-American group, average TLI scores in 1997 ranged from 68.7 at Grade 10 to 74.7 at Grade 5; the greatest improvement since 1994 was at Grade 5, with an 11.6 gain in average TLI. For the Hispanic group, average TLI scores ranged from 70.6 at Grade 10 to 78.5 at Grade 5, with the greatest three-year gain (11.3) at Grade 5. The average TLI for white students ranged from 79.7 at Grade 10 to 83.3 at Grade 5; the greatest improvement since 1994 (8.2) was exhibited at Grade 5.

Texas Assessment of Academic Skills
**AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS
 RESULTS BY ETHNICITY**

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

AFRICAN-AMERICAN STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	71.7	71.5	71.9	74.1	2.2	2.4	62.5	65.9	69.9	72.3	2.4	9.8
Grade 4	71.2	73.2	72.9	74.7	1.8	3.5	62.6	66.9	70.6	73.0	2.2	10.4
Grade 5	71.9	72.7	75.0	77.9	2.9	6.0	63.1	66.6	70.1	74.7	4.6	11.6
Grade 6	71.8	73.7	74.9	77.7	2.8	5.9	62.8	65.0	71.0	73.0	2.0	10.2
Grade 7	71.2	72.4	75.6	77.2	1.6	6.0	62.6	63.0	68.2	71.6	3.4	9.0
Grade 8	70.8	71.4	73.3	76.7	3.4	5.9	61.7	61.5	66.3	70.4	4.1	8.7
Grade 10	71.4	71.1	75.1	78.1	3.0	6.7	61.7	63.0	65.6	68.7	3.1	7.0

HISPANIC STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	74.0	73.8	74.7	75.8	1.1	1.8	66.3	69.7	73.5	75.9	2.4	9.6
Grade 4	74.3	76.5	75.8	77.1	1.3	2.8	67.0	71.3	74.7	76.8	2.1	9.8
Grade 5	74.2	75.5	77.3	79.6	2.3	5.4	67.2	71.4	75.0	78.5	3.5	11.3
Grade 6	73.3	75.3	75.4	78.3	2.9	5.0	66.2	68.0	73.3	75.7	2.4	9.5
Grade 7	72.8	73.5	76.2	77.3	1.1	4.5	65.5	66.3	71.0	74.0	3.0	8.5
Grade 8	72.1	72.5	74.1	76.7	2.6	4.6	64.4	63.9	69.1	72.6	3.5	8.2
Grade 10	71.7	71.9	74.3	76.8	2.5	5.1	64.6	65.5	68.4	70.6	2.2	6.0

WHITE STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	82.2	82.0	82.7	83.5	0.8	1.3	74.5	77.3	80.1	81.5	1.4	7.0
Grade 4	82.6	83.9	84.1	84.9	0.8	1.3	74.4	78.3	80.6	81.9	1.3	7.5
Grade 5	83.2	84.3	85.8	88.0	2.2	4.8	75.1	78.6	80.8	83.3	2.5	8.2
Grade 6	83.5	84.2	85.8	88.2	2.4	4.7	75.3	77.5	80.8	82.5	1.7	7.2
Grade 7	83.4	83.8	85.8	86.8	1.0	3.4	75.6	77.5	80.4	81.5	1.1	5.9
Grade 8	83.1	83.0	85.2	86.5	1.3	3.4	75.3	75.3	78.7	81.0	2.3	5.7
Grade 10	82.9	82.9	84.6	86.5	1.9	3.6	74.7	76.3	77.3	79.7	2.4	5.0

Average TLI
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Economic Groups
All Students Not In Special Education

The economically disadvantaged population continued its upward trend in performance, with the average TLI in mathematics now in the seventies at all grade levels.

As the following chart indicates, average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grades. Average TLI scores in 1997 for this group ranged from 75.1 at Grade 3 to 78.9 at Grade 5, with one-year gains ranging from 1.3 at Grade 7 to 2.9 at Grade 6. The average TLI of students not identified as economically disadvantaged also showed improvement, ranging from 83.8 at Grade 3 to 88.1 at Grade 5; one-year gains ranged from 0.7 at Grade 4 to 2.3 at Grade 6. Economically disadvantaged students at Grade 5 posted the greatest three-year gain, with a rise in average TLI of 5.6.

In **mathematics**, both economic groups registered improvement at every grade level. For the first time, average TLI scores in mathematics rose into the seventies at all grade levels of economically disadvantaged students. Average TLI scores in 1997 for this group ranged from 70.1 at Grade 10 to 77.4 at Grade 5, with one-year gains ranging from 2.2 at Grade 4 to 3.8 at Grade 5. The average TLI of students not identified as economically disadvantaged ranged from 77.6 at Grade 10 to 83.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 4 to 2.6 at Grades 5 and 8. Between 1994 and 1997, the Grade 5 students identified as economically disadvantaged registered the greatest gain, with a rise in average TLI of 11.4.

Texas Assessment of Academic Skills
**AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS
 RESULTS BY ECONOMIC GROUP**

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

ECONOMICALLY DISADVANTAGED STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	73.2	72.9	73.7	75.1	1.4	1.9	65.4	68.8	72.4	74.9	2.5	9.5
Grade 4	73.3	75.4	74.7	76.1	1.4	2.8	65.8	70.1	73.5	75.7	2.2	9.9
Grade 5	73.3	74.5	76.3	78.9	2.6	5.6	66.0	70.1	73.6	77.4	3.8	11.4
Grade 6	72.7	74.7	75.0	77.9	2.9	5.2	65.3	67.4	72.8	75.1	2.3	9.8
Grade 7	72.1	73.0	75.7	77.0	1.3	4.9	64.6	65.7	70.4	73.5	3.1	8.9
Grade 8	71.3	71.8	73.6	76.2	2.6	4.9	63.7	63.5	68.5	72.1	3.6	8.4
Grade 10	70.5	70.9	73.3	76.0	2.7	5.5	64.0	65.0	67.7	70.1	2.4	6.1

Not ECONOMICALLY DISADVANTAGED STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	82.2	82.2	82.9	83.8	0.9	1.6	74.3	77.1	80.1	81.6	1.5	7.3
Grade 4	82.5	84.0	84.3	85.0	0.7	2.5	74.3	78.2	80.7	81.9	1.2	7.6
Grade 5	83.0	84.3	85.9	88.1	2.2	5.1	74.8	78.4	80.7	83.3	2.6	8.5
Grade 6	82.7	83.6	85.4	87.7	2.3	5.0	74.5	76.5	80.4	82.0	1.6	7.5
Grade 7	82.1	82.6	84.9	86.0	1.1	3.9	74.2	75.9	79.3	80.7	1.4	6.5
Grade 8	81.5	81.5	83.7	85.4	1.7	3.9	73.4	73.3	77.2	79.8	2.6	6.4
Grade 10	80.5	80.5	82.7	84.8	2.1	4.3	72.1	73.7	75.2	77.6	2.4	5.5

**Average TLI:
Spring 1994-Spring 1995-Spring 1996-Spring 1997
Results By Special Population
All Students Not In Special Education**

***Between 1994 and 1997, LEP students achieved double-digit gains
in average TLI in mathematics at Grades 3, 4, and 5.***

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Charts presenting results for these populations follow the summary below.

In **reading**, LEP students achieved gains in average TLI scores in 1997 at all grades; the largest gain compared to 1996 was registered at Grade 10, with an increase of 4.4. The largest three-year gain was an increase of 5.9 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 63.1 at Grade 10 to 73.0 at Grade 3. The average TLI scores of non-LEP students ranged from 80.3 at Grade 3 to 84.7 at Grade 5, with the greatest three-year gain (5.2) posted at Grades 5 and 6.

Increases in average TLI scores for **mathematics** were registered by LEP students in all grades, with greatest 1996-1997 gain (4.2) registered at Grade 7. The largest three-year gain was an increase of 12.6 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 62.9 at Grade 10 to 75.5 at Grade 3. The average TLI scores of non-LEP students ranged from 76.2 at Grade 10 to 81.0 at Grade 5, with the greatest three-year gain (9.5) at Grade 5.

In comparing 1996 and 1997 TLI averages of At-Risk students in **reading**, gains were recorded at all grade levels except Grade 7. Grade 10 achieved the largest gain compared to 1996, with an increase of 2.5. The largest gain between 1994 and 1997 was an increase of 6.1, also at Grade 10. Average TLI scores for the At-Risk students in 1997 ranged from 71.4 at Grade 4 to 75.6 at Grade 10. The average TLI scores of Not At-Risk students ranged from 82.2 at Grade 3 to 88.8 at Grade 5, with the greatest three-year gain (5.0) posted at Grade 6.

In **mathematics**, gains in average TLI scores for At-Risk students continued their upward trend at all grade levels, with the greatest 1996-1997 gain (4.0) registered at Grade 5. The largest three-year gain was an increase of 11.0 at Grade 3. Average TLI scores for At-Risk students in 1997 ranged from 67.3 at Grade 8 to 74.0 at Grade 5. The average TLI scores of Not At-Risk students ranged from 79.7 at Grade 10 to 84.2 at Grade 5, with the greatest three-year gain (7.9) at Grade 6.

Texas Assessment of Academic Skills
AVERAGE TEXAS LEARNING INDEX AND GAIN/LOSS
RESULTS BY SPECIAL POPULATION

Spring 1994 — Spring 1997

All Students Not In Special Education (includes results of year-round education students) .

LEP STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	68.7	69.8	71.9	73.0	1.1	4.3	63.5	67.9	72.4	75.5	3.1	12.0
Grade 4	68.2	71.0	70.5	71.3	0.8	3.1	62.6	67.6	72.1	74.1	2.0	11.5
Grade 5	65.4	66.9	69.0	71.3	2.3	5.9	61.6	65.7	70.5	74.2	3.7	12.6
Grade 6	63.7	66.8	64.7	67.4	2.7	3.7	59.6	60.2	66.2	68.5	2.3	8.9
Grade 7	61.4	61.5	64.8	65.1	0.3	3.7	57.3	57.5	62.5	66.7	4.2	9.4
Grade 8	60.6	61.3	61.8	65.2	3.4	4.6	56.5	56.1	60.5	64.5	4.0	8.0
Grade 10	58.3	58.7	58.7	63.1	4.4	4.8	58.0	58.5	60.0	62.9	2.9	4.9

Non-LEP STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	78.8	78.5	79.1	80.3	1.2	1.5	70.8	73.7	76.8	78.7	1.9	7.9
Grade 4	79.0	80.6	80.4	81.6	1.2	2.6	71.0	75.0	77.7	79.4	1.7	8.4
Grade 5	79.5	80.6	82.2	84.7	2.5	5.2	71.5	75.2	77.9	81.0	3.1	9.5
Grade 6	79.4	80.6	81.9	84.6	2.7	5.2	71.3	73.4	77.7	79.7	2.0	8.4
Grade 7	79.2	79.8	82.1	83.4	1.3	4.2	71.3	72.6	76.4	78.4	2.0	7.1
Grade 8	78.8	78.8	80.8	82.8	2.0	4.0	70.7	70.4	74.6	77.5	2.9	6.8
Grade 10	79.0	79.0	81.2	83.4	2.2	4.4	70.7	72.0	73.7	76.2	2.5	5.5

AT-RISK STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	69.7	69.7	70.5	72.1	1.6	2.4	62.0	66.2	69.5	73.0	3.5	11.0
Grade 4	70.3	72.4	70.2	71.4	1.2	1.1	62.8	66.8	69.8	72.0	2.2	9.2
Grade 5	71.3	71.7	72.5	74.8	2.3	3.5	63.6	67.2	70.0	74.0	4.0	10.4
Grade 6	69.8	72.4	71.9	73.7	1.8	3.9	62.5	64.5	69.4	71.1	1.7	8.6
Grade 7	70.1	70.4	73.0	72.5	-0.5	2.4	62.0	62.5	66.8	69.2	2.4	7.2
Grade 8	70.7	69.3	70.6	72.6	2.0	1.9	62.5	60.5	64.6	67.3	2.7	4.8
Grade 10	69.5	71.1	73.1	75.6	2.5	6.1	61.8	63.9	65.6	67.9	2.3	6.1

Not AT-RISK STUDENTS												
	Reading						Mathematics					
	1994	1995	1996	1997	Gain/Loss		1994	1995	1996	1997	Gain/Loss	
					96-97	94-97					96-97	94-97
Grade 3	81.0	80.6	81.2	82.2	1.0	1.2	73.0	75.6	78.8	80.2	1.4	5.8
Grade 4	83.5	85.0	84.7	85.5	0.8	2.0	75.2	79.6	81.1	82.4	1.3	7.2
Grade 5	85.2	85.8	87.0	88.8	1.8	3.6	77.2	80.2	82.0	84.2	2.2	7.0
Grade 6	83.2	84.9	86.1	88.2	2.1	5.0	75.0	78.3	81.6	82.9	1.3	7.9
Grade 7	83.7	84.2	86.0	87.0	1.0	3.3	76.3	77.9	80.9	81.9	1.0	5.6
Grade 8	84.5	84.3	85.6	86.8	1.2	2.3	77.0	76.5	79.7	81.9	2.2	4.9
Grade 10	83.1	82.8	83.9	85.9	2.0	2.8	75.3	76.9	77.2	79.7	2.5	4.4

TEXAS ASSESSMENT OF ACADEMIC SKILLS
GRADE 8 SCIENCE and SOCIAL STUDIES TESTS

Percent Meeting Minimum Expectations:
Spring 1996-Spring 1997
All Students Not In Special Education

***Passing rates in Science rose substantially for all populations,
while Social Studies performance fell slightly from 1996 levels.***

The TAAS Science and Social Studies tests are administered to Grade 8 students only. The following presents an overview of passing rates for the years 1996 and 1997.

SCIENCE

Results of the spring 1997 administration show that 84 percent of all students tested performed successfully, up from 77 percent the previous year. Gains in percent passing were exhibited by all ethnic groups, special population groups, and economic groups. The greatest gains were reflected in the performance of LEP students, whose results rose 16 points to 49 percent passing. Hispanic students, whose results rose 11 points, achieved a passing rate of 75 percent. The African-American, At-Risk, and Economically Disadvantaged groups also made double-digit gains.

SOCIAL STUDIES

In the spring 1997 administration, 67 percent of all students tested performed successfully; this passing rate was down 2 percentage points from 1996 levels. All ethnic groups, special population groups, and economic groups posted losses ranging from 1 percentage point (white students) to 7 percentage points (At-Risk students).

The following chart presents the 1996-1997 comparison of Science and Social Studies test results for all students not in special education.

Texas Assessment of Academic Skills
GRADE 8 SCIENCE AND SOCIAL STUDIES TESTS
PERCENT MEETING MINIMUM EXPECTATIONS

Spring 1996 — Spring 1997

All Students Not In Special Education (includes results of year-round education students)

STUDENT POPULATION	SCIENCE			SOCIAL STUDIES		
	1996	1997	Gain/Loss	1996	1997	Gain/Loss
All Students	77	84	7	69	67	-2
African-American	59	69	10	51	49	-2
Hispanic	64	75	11	54	51	-3
White	90	94	4	83	82	-1
LEP	33	49	16	25	21	-4
Non-LEP	80	86	6	72	69	-3
At-Risk	56	66	10	44	37	-7
Not At-Risk	90	94	4	85	83	-2
Economically Disadvantaged	63	73	10	53	49	-4
Not Economically Disadvantaged	86	91	5	80	78	-2

INTENSIVE INSTRUCTION

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

In the 1997-1998 school year, as the following table indicates, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 21 percent and 35 percent of the students tested at each grade level in Grades 3 through 8. At Grade 10, 34 percent of the students tested in spring 1997 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

Texas Assessment of Academic Skills
**NUMBER AND PERCENT OF STUDENTS
 REQUIRING INTENSIVE INSTRUCTION
 COMPARISON OF RESULTS BY NUMBER OF TESTS FAILED**

Spring 1997

All Students Not In Special Education (includes results of year-round education students)

	ONE TEST ONLY		TWO TEST ONLY		ALL THREE TESTS		TOTAL	
	Number	%	Number	%	Number	%	Number	%
Grade 3	34,075	15	24,826	11	—	—	58,901	26
Grade 4	34,295	15	19,010	8	12,469	5	65,774	28
Grade 5	30,213	13	19,472	8	—	—	49,685	21
Grade 6	33,094	14	25,639	10	—	—	58,733	24
Grade 7	35,941	15	26,718	11	—	—	62,659	26
Grade 8*	40,932	17	24,522	10	18,522	8	83,976	35
Grade 10	40,275	19	18,471	9	12,650	6	71,396	34

** Does not include results of the science and social studies tests.*

RETESTING OPPORTUNITIES

As a result of the additional testing opportunity provided for seniors in late April/early May, an additional 3,547 students were able to satisfy the TAAS diploma requirement prior to spring 1997 graduation ceremonies.

All students not meeting minimum expectations on their first attempt to pass the exit level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit level TAAS are provided during every academic semester, including the summer. During all but the late April/early May administration, out-of-school examinees are also given the opportunity to retest.

The late April/early May TAAS administration was introduced in 1994 for twelfth graders who were scheduled to graduate in the spring but who had not yet met minimum expectations on the exit level assessment. This administration in late spring provides seniors an additional opportunity to retest immediately prior to graduation ceremonies.

EXIT LEVEL MIGRANT STUDENT PROGRAM

Since the summer of 1992, the Student Assessment Division, in cooperation with the Texas Migrant Interstate Program (TMIP) located in Pharr, Texas, has administered the TAAS exit level tests to Texas migrant students who are out of the state during the times the TAAS is scheduled to be administered.

In the summer of 1997, 217 students were tested at 61 sites in 17 states. Of the 118 students who took the exit level **reading** test, 24 students, or 20 percent, met minimum expectations; 20 out of 149 students (13 percent) met minimum expectations on the **mathematics** test. Of the 91 students who took the **writing** test, 17 students (19 percent) met minimum expectations. Seventeen percent of the total number of students assessed met minimum expectations on all tests taken.

END-OF-COURSE EXAMINATIONS

<p>Percent Passing: Spring 1996-Spring 1997 All Students Not In Special Education</p>

Passing rates in Biology I rose for all but one population, while Algebra I performance improved for all populations.

End-of-course examinations are administered at the end of the last semester of the appropriate course. In addition to providing requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas, school districts may use the end-of-course tests for local purposes. The State Board of Education has set the passing standard for the both the Biology I and the Algebra I end-of-course examinations at an equivalent of 70 percent of the items correct, which is represented by a scale score of 1500.

BIOLOGY I

Results of the spring 1997 administration showed that 78 percent of the students tested performed successfully, up from 76 percent the previous year. With the exception of LEP students, whose results were down by 5 percentage points, gains of 1 or 2 points in percent passing were exhibited by all ethnic groups, special population groups, and economic groups.

ALGEBRA I

Although still significantly lower than Biology I's passing rates, Algebra I's rates posted substantial gains across all ethnic groups, special population groups, and economic groups. Results show that 35 percent of the students tested passed, up from 28 percent in 1996. The Hispanic group gained 6 percentage points. Gains ranged from 1 percentage point for LEP students to 8 points for three groups: white, Non-LEP, and Not At-Risk.

The following chart presents the 1996-1997 Biology I and Algebra I end-of-course test results for all students not in special education.

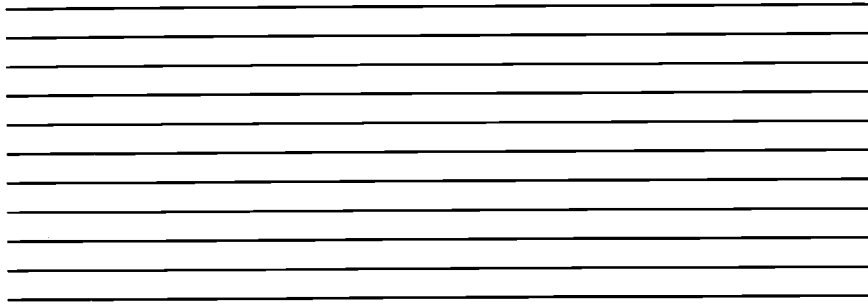
End-of-Course Examinations

PERCENT PASSING END-OF-COURSE EXAMINATIONS AND GAIN/LOSS

Spring 1996 — Spring 1997

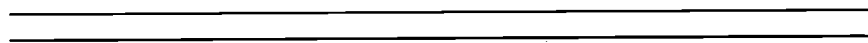
All Students Not In Special Education

STUDENT POPULATION	BIOLOGY I			ALGEBRA I		
	1996	1997	Gain/Loss	1996	1997	Gain/Loss
All Students	76	78	2	28	35	7
African-American	59	60	1	11	15	4
Hispanic	61	62	1	14	20	6
White	90	91	1	40	48	8
LEP	33	28	-5	9	10	1
Non-LEP	79	81	2	29	37	8
At-Risk	58	59	1	7	11	4
Not At-Risk	87	88	1	40	48	8
Economically Disadvantaged	59	60	1	14	19	5
Not Economically Disadvantaged	83	85	2	35	42	7



SECTION III

Assessment Program Overview



BACKGROUND

The Texas Assessment of Academic Skills (TAAS) testing program, implemented in the 1990-1991 school year, measures academic skills in writing, reading, mathematics, and, at Grade 8, science and social studies. This testing program emphasizes the assessment of students' higher-order thinking and problem-solving skills. Its predecessors, the Texas Assessment of Basic Skills (TABS) program, begun in 1980, followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985, measured minimum basic competencies in writing, reading, and mathematics. TAAS extends and expands the previous statewide testing programs to address the academic requirements of the 1990s and beyond.

TAAS, like its predecessors, is a criterion-referenced testing program that links test items to specific learning objectives. The TAAS objectives and instructional targets are drawn from the essential elements delineated in the *State Board of Education Rules for Curriculum*. Each subject-area test measures a certain number of broad objectives that are consistent from grade to grade. However, the instructional targets that comprise each objective differ from grade to grade. A portion of these instructional targets is selected for assessment annually, but the specific targets tested may vary from year to year, and not every instructional target is tested every year. The objectives and instructional targets for the TAAS tests are outlined in the *TAAS Objectives and Measurement Specifications* booklets that are provided for each grade and subject area tested.

The TAAS tests measure the instructional targets that should have been mastered prior to the time of testing. In spring 1997, students at Grades 3 through 8 and at exit level were assessed in reading and mathematics, students at Grades 4, 8, and at exit level were assessed in writing, and students at Grade 8 were assessed in science and social studies. In addition, Spanish versions of the Grade 3 and Grade 4 reading and mathematics tests were administered in 1997, and Spanish versions of the Grade 4 writing test and the Grade 5 and Grade 6 reading and mathematics tests were benchmarked. End-of-course tests were administered in Algebra I and Biology I, while the English II and U.S. History end-of-course tests were field-tested.

The TAAS reading, mathematics, science, and social studies tests consist entirely of machine-scorable items, most of which are multiple choice. The TAAS writing test consists of two parts: a multiple-choice section and a section requiring students to write a composition. Students' written compositions are scored on a scale of 1 (low) to 4 (high). A composition may also receive a rating of 0, indicating that the response could not be scored.

Texas public high school students who have not received a special education exemption must pass all subject area tests of the exit level TAAS (in addition to having successfully completed all required courses) in order to be eligible to receive a Texas high school diploma. Currently students begin taking the exit level TAAS test in spring of their sophomore year. Section 39.023(b) of the Texas Education Code states: "Each student who did not perform satisfactorily on any secondary exit-level assessment instrument when initially tested shall be given multiple opportunities to retake that assessment instrument." Students who begin testing as sophomores have up to eight opportunities to take the exit level TAAS before the end of their senior year. In addition, an individual who has fulfilled all graduation requirements except for meeting minimum expectations on the exit level TAAS may retake the section(s) not passed each time the test is administered.

PERFORMANCE STANDARDS

In July 1990 the State Board of Education adopted a minimum expectations level (passing standard) equivalent to approximately 70 percent of the items correct on each subject-area test, with a one-year phase-in to that standard. The board also required that students score at least a 2 on the written composition in order to meet minimum expectations on the writing test. An explanation of the measurement of TAAS writing skills can be found in the *Texas Student Assessment Program Technical Digest*.

A scale score of 1500 for each subject area test was established to correspond to the minimum expectations level. The 1991-1992 TAAS results were the first to be reported in terms of the 70 percent standard. The spring 1994 results were the first to reflect the shift from the 1500 scale-score standard in reading and mathematics to the Texas Learning Index (TLI), which is a scale that has been developed to gauge student progress within a subject area across grades. Two additional scores, the Texas Percentile Rank (Texas PR) and the Normal Curve Equivalent (NCE), were first provided to districts in 1994. Further information on the TLI, the Texas PR, and the NCE can be found in Appendix B as well as in the *Texas Student Assessment Program Technical Digest*.

There are two levels of achievement beyond meeting minimum expectations: "Mastered All Objectives" and "Academic Recognition." In order to master a TAAS objective, a student must have answered correctly a specified number of test items. For the writing test, a student must also have scored a 3 or 4 on the written composition. The TAAS performance standards for the 1996-1997 academic year can be found in the *Texas Student Assessment Program Technical Digest*.

Academic Recognition is used to identify a high level of achievement on a TAAS test and is awarded to students who correctly answer 95% or more of the items on a particular subject-area test. To achieve Academic Recognition on the TAAS writing test, a student must correctly answer 95% or more of the multiple-choice items and receive a score of 4 on the written composition. Exit level students are eligible to receive Academic Recognition only if they are testing for the first time in a subject area. Academic Recognition information is reported only for the individual student and, therefore, does not appear on any summary report.

A comprehensive explanation of the TAAS program can be found in the *Texas Student Assessment Program Technical Digest*.

BENCHMARKING

Spring 1997 was designated as a benchmark year for the Grade 4 Spanish writing test and the Grade 5 and Grade 6 Spanish reading and mathematics tests. This means that a passing standard had not yet been established for these particular tests. A benchmark administration allows educators the opportunity to gather objective-level data, which are useful in instructional planning. Student performance data generated from a benchmark administration are reviewed by the State Board of Education as it establishes the passing standard for future administrations. Details on the TAAS tests benchmarked in spring 1997 can be found in Section IV.

TEST SECURITY

The TAAS and the end-of-course examinations are secure testing programs as established by Chapter 39 of the Texas Education Code. Each person with access to test materials has the responsibility to maintain and preserve the security and confidential integrity of the tests in order to ensure a fair and standardized test administration. Test security involves the ability to account for all secure materials before, during, and after test administration. Confidential integrity involves ensuring that secure examination materials are not duplicated and that the contents of any portion of a secure test are not disclosed. Any irregularities in test security or confidential integrity may result in the invalidation of student results.

REPORT FORMAT

Student Performance Results 1996-1997 presents TAAS results categorized by grade level. Each grade-level section contains:

- a narrative summary of performance, highlighting information found in the **Summary Reports**;
- a selection of test items and the performance data associated with those items;
- statewide **Summary Reports** (Test Performance and Group Performance) for all students not in special education;
- a statewide **Demographic Performance Summary Report**;
- a statewide **Written Composition Analytic Information Summary Report** (Grades 4, 8, and exit level only).

TAAS data included in each grade-level section represent the performance of all students not in special education, including those students who attend year-round education schools. Data from the spring 1997 administration for students in special education can be found in Appendix C.

Each statewide **TAAS Summary Report** is divided into two sections: Test Performance and Group Performance. The Test Performance section presents objective-level mastery data, the number and percent of students meeting minimum expectations and mastering all objectives in each subject area, and average TLI scores in reading and mathematics. For writing, the average scale score is included, as well as the number and percent of students receiving each written-composition score. The Group Performance section displays performance results by various demographic and program participation categories.

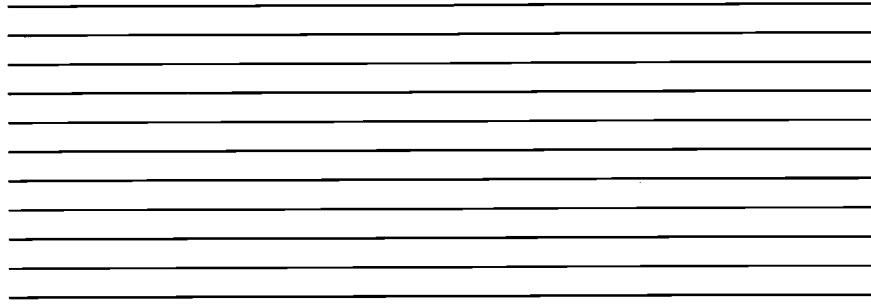
The statewide **TAAS Demographic Performance Summary** provides detailed results by objective within each subject area for each demographic and program participation category.

The statewide **Written Composition Analytic Information Summary Report** is provided for those levels at which writing is assessed: Grade 4, Grade 8, and exit level. Written compositions not meeting minimum expectations (i.e., compositions receiving either a rating of 0, indicating that the response was nonscorable, or a score of 1) were read by a separate team of readers in an additional scoring process called “analytic scoring.” Analytic scoring provides detailed information to districts as to why a response was unsuccessful. In the analytic scoring process, categories that identify specific types of deficiencies and weaknesses are assigned to each response. This summary report lists those categories and indicates the number of student responses that have been assigned each analytic categorization.

The statewide **End-of-Course Examination Summary Reports** can be found in Section V. Like the TAAS Summary Reports, these reports are divided into two sections: Test Performance and Group Performance. The Test Performance section presents the number and percent of students passing the test, the average scale score, objective-level mastery data, and the number and percent of students mastering all objectives. The Group Performance section displays performance results by various demographic and program participation categories.

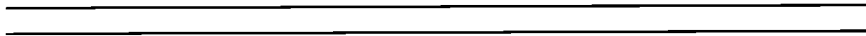
The statewide **End-of-Course Examination Demographic Performance Summary** provides detailed performance results by objective for each demographic and program participation category.

Regional Performance Summaries, found in Section VI, present performance data by regions of the state for each grade level and subject area on TAAS and for each end-of-course examination.



SECTION III

TAAS Results by Grade Level Spring 1997



EXIT LEVEL TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 216,166 Grade 10 students not in special education who tested, 67 percent met minimum expectations on all tests taken, and 18 percent mastered all objectives on all tests taken. By subject area, the percentages of students meeting minimum expectations were as follows: 86 percent in reading, 88 percent in writing, and 72 percent in mathematics.

The table below provides the number of Grade 10 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score or Texas Learning Index (TLI) score. The standard for meeting minimum expectations at exit level is represented by a scale score of 1500 in writing and a TLI score of X-70 in reading and mathematics.

Grade 10 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average Scale/TLI Score</u>
Reading	210,095	86%	49%	X-82.1
Writing	209,444	88%	45%	1719
Mathematics	212,761	72%	28%	X-75.3

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of tenth graders tested who achieved Academic Recognition.

Grade 10 Academic Recognition by Subject Area Spring 1997

Reading	18.0%
Writing	7.6%
Mathematics	17.15%

SUBJECT AREA PERFORMANCE: READING

Eighty-six percent of the Grade 10 students tested met minimum expectations on the reading test, and 49 percent mastered all objectives. The percentage of students mastering each objective ranged from 70 to 87 percent. Grade 10 students achieved the highest level of mastery on Objectives 1 and 2, which assess, respectively, the ability to identify word meaning and the ability to identify supporting ideas.

The following table presents the percentage of Grade 10 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 10 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1:</i> Word Meaning	87%
<i>Objective 2:</i> Supporting Ideas	87%
<i>Objective 3:</i> Summarization	78%
<i>Objective 4:</i> Relationships and Outcomes	82%
<i>Objective 5:</i> Inferences and Generalizations	73%
<i>Objective 6:</i> Point of View, Propaganda, and Fact and Nonfact	70%

SUBJECT AREA PERFORMANCE: WRITING

Eighty-eight percent of the Grade 10 students met minimum expectations, and 45 percent mastered all objectives. The objective-level mastery ranged from 67 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 91 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

Ninety-five percent of Grade 10 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. Grade 10 students were required to write a persuasive essay in which they formulated a position on a particular issue and presented convincing reasons in support of that position. Ninety-five percent of the students tested in spring 1997 met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Sixty-seven percent of the students achieved mastery by earning a score of 3 or 4. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Exit Level Scoring Guide for Persuasive Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

**Grade 10 Student Performance on Written Composition
Spring 1997**

<u>Score</u>	<u>Number Achieving Score</u>	<u>Percent Achieving Score</u>
1	8,443	4%
2	59,391	28%
3	107,536	51%
4	33,305	16%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 769 of the Grade 10 compositions received a rating of 0 (nonscorable). The majority of these students (429) did not attempt the writing task.

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 8,443 compositions receiving a score of 1, most (8,280) lacked sufficient support and elaboration to be considered minimally successful. Responses lacking sufficient control of the English language totaled 1,786, and 1,592 responses were identified as lacking organization and structure. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 10 students achieved the highest mastery rate (91 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Sixty-nine percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 68 percent of the students achieved mastery.

**Grade 10 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997**

<i>Objective 5:</i> Sentence Construction	69%
<i>Objective 6:</i> English Usage	91%
<i>Objective 7:</i> Use of Spelling, Capitalization, and Punctuation	68%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-two percent of the tenth graders tested met minimum expectations in mathematics, and 28 percent mastered all objectives. Mastery rates ranged from 57 percent (Objective 8: Use of Multiplication to Solve Problems) to 82 percent (Objective 3: Geometric Properties and Relationships).

**Grade 10 Student Mastery of Mathematics Objectives
Spring 1997**

Domain: Concepts

<i>Objective 1:</i> Number Concepts	72%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	73%
<i>Objective 3:</i> Geometric Properties and Relationships	82%
<i>Objective 4:</i> Measurement Concepts	71%
<i>Objective 5:</i> Probability and Statistics	80%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	80%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	75%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	57%
<i>Objective 9:</i> Use of Division to Solve Problems	73%

Domain: Problem Solving

<i>Objective 10:</i> Problem Solving Using Estimation	75%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	61%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	71%
<i>Objective 13:</i> Evaluation of the Reasonableness of a Solution	75%

GRADE 10 TAAS ITEMS

Because the TAAS tests administered in the 1996-1997 school year have been released, a number of items from the spring 1997 tests are included in this report, as well as detailed information on how students responded to these items. This information on student responses is called an "item analysis." Item analysis data, indicating the percentage of students statewide who selected each option, are noted next to the answer choices presented in this report. For example, if "8%" appears next to answer choice B, this indicates that 8% of the students statewide selected that answer choice on the actual test administered in spring 1997. Item analyses are provided at the district and campus levels, enabling educators to have very specific information on TAAS performance as they evaluate their programs. In addition, item analysis reports for individual students are available to districts at a minimal cost.

The following items were selected from the spring 1997 TAAS exit level reading, writing, and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the February 1997 administration of the exit level TAAS to students not in special education. **Written composition analytic information summary reports** are also included. The reports for the February administration are separated by grade level (Grades 10, 11, and 12).

EXIT LEVEL READING ITEMS

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

- 26** The passage shows how the author feels about George White by —
- 88% **F*** referring to White’s contributions as “impressive”
- 6% **G** noting that White is an architect although it is not required by his job
- 2% **H** including restaurants in White’s list of responsibilities
- 3% **J** showing that White’s sponsor is now a United States senator

Objective 3: The student will summarize a variety of written texts.

- 27** What is the main idea of the first two paragraphs of the passage?
- 2% **A** There are over 200 acres of grounds for the Capitol Architect to care for.
- 12% **B** The President may not be the busiest person in Washington.
- 82% **C*** The Capitol Architect has a wide range of responsibilities.
- 4% **D** The job of Architect of the Capitol has existed for a long time.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

- 33** Which of these is most likely to happen in the future?
- 88% **A*** The duties of the Architect of the Capitol will continue to evolve.
- 5% **B** Senator Moynihan will be appointed Architect of the Capitol.
- 7% **C** An Architect of the Capitol will be required to be a licensed architect.
- 1% **D** The Architect of the Capitol will build a restaurant for the Supreme Court.

EXIT LEVEL WRITING ITEMS

Objective 6: The student will recognize appropriate English usage within the context of a written passage.

If it weren't for a small, almond-sized organ located deep within the brain, human beings wouldn't be able to recognize fear in the faces of others. This organ, called the amygdala, (7) of clusters of neural cells. If the cells of the amygdala have been damaged, a person can't determine fear by reading people's faces. A damaged amygdala, however, does not affect a person's ability to recognize people or recognize (8) expressions, such as smiles, that (9) positive emotions.

The amygdala's effect on people's ability to recognize fear was (10) discovered by scientists. They (11) a patient whose amygdala had been damaged. This discovery (12) social scientists to have a better understanding of human behavior.

- 24% **7 F** consist
- 1% **G** are consisting
- 73% **H*** consists
- 1% **J** have consisted

- 1% **8 A** facially
- 1% **B** facing
- 94% **C*** facial
- 4% **D** face

- 16% **9 F** shows
- 2% **G** is showing
- 81% **H*** show
- 1% **J** has shown

- 1% **10 A** recent
- 98% **B*** recently
- 1% **C** more recently
- 1% **D** most recent

- 92% **11 F*** observed
- 4% **G** observe
- 3% **H** are observing
- 1% **J** will observe

- 2% **12 A** are enabling
- 1% **B** were enabling
- 5% **C** have enabled
- 92% **D*** has enabled

EXIT LEVEL MATHEMATICS ITEMS

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

- 22** The distance from Dallas to Houston is 243 miles. At an average rate of 55 miles per hour, which is a reasonable length of time to drive an automobile from Dallas to Houston?
- 1% **A** Less than 2 hours
7% **B** Between 2 and 3 hours
88% **C*** Between 4 and 5 hours
3% **D** Between 6 and 7 hours
1% **E** More than 8 hours

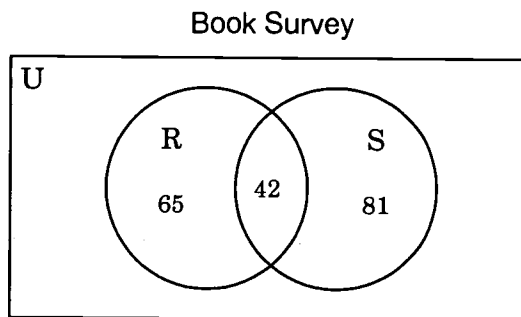
Objective 12: The student will express or solve problems using mathematical representation.

- 24** A school newspaper surveyed 200 students and asked which of 2 books they had read. The results are shown in the diagram.

U = Set of 200 students surveyed

R = Set of students who read Book R

S = Set of students who read Book S



How many students read Book R or Book S but not both books?

- 5% **A** 42
1% **B** 62
84% **C*** 146
2% **D** 188
8% **E** Not Here



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Mastering Number	Percent		Number	Percent
READING			ADMINISTRATION SUMMARY		
Reading Comprehension			Total Answer Documents Submitted	225267	100
1. Word Meaning	182011	87	Students Absent From All Tests	6122	3
2. Supporting Ideas	182167	87	Other Students Not Tested	2979	1
3. Summarization	163706	78	Number of Students Tested	216166	96
4. Relationships and Outcomes	172756	82			
5. Inferences and Generalizations	155231	73	MINIMUM EXPECTATIONS SUMMARY		
6. Point of View, Propaganda, and Fact and Nonfact	147634	70	Met Minimum Expectations On All Tests Taken	144770	67
Number Tested: 210095	180009	86	Did Not Meet Minimum Expectations On:		
Texas Learning Index (TLI): X-82.1	105000	49	One Test Only	40275	19
			Two Tests Only	18471	9
			All Three Tests	12650	6
MATHEMATICS					
Concepts					
1. Number Concepts	153127	72			
2. Algebraic/Mathematical Relations and Functions	154929	73			
3. Geometric Properties and Relationships	174184	82			
4. Measurement Concepts	151756	71			
5. Probability and Statistics	171187	80			
Operations					
6. Use of Addition to Solve Problems	170077	80			
7. Use of Subtraction to Solve Problems	160056	75			
8. Use of Multiplication to Solve Problems	121992	57			
9. Use of Division to Solve Problems	155337	73			
Problem Solving					
10. Problem Solving Using Estimation	159836	75			
11. Problem Solving Using Solution Strategies	129974	61			
12. Problem Solving Using Mathematical Representation	150179	71			
13. Evaluation of the Reasonableness of a Solution	160004	75			
Number Tested: 212761	152819	72			
Texas Learning Index (TLI): X-75.3	59954	28			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive				140841	67
Rating:	0	1	2	3	4
Number:	769	8443	59391	107536	33305
Percent:	0	4	28	51	16
5. Sentence Construction	144239	69			
6. English Usage	190043	91			
7. Use of Spelling, Capitalization, and Punctuation	143297	68			
Number Tested: 209444	184305	88			
Average Scale Score: 1719	94959	45			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	67	210095	86	X-82.1	63	212761	72	X-75.3	64	209444	88	1719
Male	68	101068	85	X-81.7	62	102326	74	X-76.1	67	100760	85	1690
Female	66	108964	87	X-82.5	63	110371	70	X-74.5	62	108623	90	1746
No Information Provided	51	63	71	X-74.5	41	64	50	X-65.7	40	61	74	1604
Native American	71	525	86	X-82.3	62	528	74	X-75.9	65	525	90	1712
Asian	500	6500	87	X-83.5	68	6513	87	X-81.5	82	6480	89	1794
African American	48	26830	78	X-78.1	49	27451	53	X-68.7	46	26716	82	1649
Hispanic	52	68160	75	X-76.8	46	69421	59	X-70.6	51	67831	79	1641
White	81	107472	94	X-86.5	74	108215	84	X-79.7	75	107291	95	1782
No Information Provided	40	608	72	X-74.7	41	633	45	X-65.7	39	601	71	1592
Economically Disadvantaged:	50	62340	74	X-76.0	44	63361	57	X-70.1	50	61963	78	1633
Yes	75	146079	91	X-84.8	70	147679	78	X-77.6	70	145835	92	1757
No Information Provided	51	1676	78	X-78.0	50	1721	56	X-69.5	49	1646	78	1635
Title I, Part A:	55	35643	77	X-77.5	49	36135	62	X-71.9	55	35453	81	1656
Participants	70	173194	88	X-83.1	65	175328	74	X-76.1	66	172750	89	1733
Nonparticipants	47	1258	76	X-76.7	47	1298	52	X-68.2	45	1241	74	1624
No Information Provided	44	4735	67	X-73.0	36	4829	54	X-68.8	46	4692	73	1603
Migrant:	68	204164	86	X-82.4	63	206688	72	X-75.5	65	203574	88	1722
Yes	47	1196	76	X-76.7	47	1244	53	X-68.2	45	1178	75	1623
No Information Provided	22	13057	42	X-63.1	19	13155	38	X-62.9	32	12960	45	1486
Limited English Proficient:	70	195811	89	X-83.4	66	198336	74	X-76.2	67	195275	91	1735
Yes	47	1227	76	X-76.7	47	1270	53	X-68.2	45	1209	75	1622
No Information Provided	48	47	64	X-74.5	44	49	59	X-70.0	49	45	80	1659
Bilingual:	67	208722	86	X-82.2	63	211343	72	X-75.3	65	208097	88	1720
Participants	46	1326	75	X-76.1	46	1369	52	X-68.0	45	1302	74	1619
Nonparticipants	17	9940	36	X-60.5	16	10006	34	X-61.4	29	9863	38	1455
No Information Provided	70	198858	88	X-83.2	65	201416	74	X-76.0	66	198305	91	1733
ESL:	46	1297	75	X-76.1	46	1339	52	X-68.0	45	1276	74	1619
No Information Provided	96	26092	99	X-91.5	89	26141	96	X-85.6	90	26072	99	1919
Gifted-Talented:	65	182767	84	X-80.8	58	185338	69	X-73.9	60	182153	86	1691
Participants	47	1236	76	X-76.9	47	1282	53	X-68.2	45	1219	75	1625
Nonparticipants	44	76576	74	X-75.6	41	78405	51	X-67.9	43	76151	79	1616
No Information Provided	81	132335	93	X-85.9	74	133130	84	X-79.7	76	132129	93	1779
At Risk:	47	1184	76	X-77.0	48	1226	53	X-68.4	46	1164	76	1629
No Information Provided	65	98288	85	X-81.6	60	99564	70	X-74.7	62	98036	88	1703
Career/Technology Educ.:	69	110207	86	X-82.7	65	111541	73	X-75.9	67	109831	88	1735
Participants	46	1600	75	X-76.3	46	1656	51	X-68.0	45	1577	74	1615
Nonparticipants	47	1233	77	X-77.0	47	1276	53	X-68.3	46	1212	76	1627
No Information Provided	34	109	61	X-71.2	33	114	46	X-66.6	40	109	62	1555
Special Ed. Status Not Provided												
Oral Administration:												

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997 DATE OF TESTING: FEBRUARY 1997 GRADE: 10-EXIT LEVEL STATEWIDE	ALL TESTS TAKEN										READING										WRITING							AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	READING COMPREHENSION					NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE	WRITTEN COMMUNICATION				PERCENT MASTERING ALL OBJECTIVES					
				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS											POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	ENGLISH USAGE	SENTENCE CONSTRUCTION	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION		PERCENT MEETING MINIMUM EXPECTATIONS				
																									1	2	3	
Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery		Percent of Students Demonstrating Objective Mastery																
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																												
All Students Not in Special Education																												
Male	216166	67	18	210095	87	87	78	82	73	70	86	49	X-82.1	56.7	63	209444	67	69	91	68	88	45	1719					
Female	104201	68	18	101668	86	85	77	81	73	68	85	50	X-81.7	57.0	62	100760	62	72	90	63	90	39	1690					
No Information Provided	111897	68	19	108964	97	98	79	84	72	56	91	52	X-74.5	45.1	41	108623	51	49	80	51	80	51	1604					
Native American	538	71	16	525	88	88	79	82	74	92	86	50	X-82.3	56.1	62	525	66	70	91	72	90	43	1712					
Asian	6588	79	34	6500	88	90	92	97	75	72	92	50	X-78.1	49.3	48	6480	67	76	86	76	89	43	1794					
African American	27928	48	8	26830	92	93	70	74	50	50	78	32	X-79.8	48.3	49	27116	57	57	85	61	82	42	1649					
Hispanic	70779	52	9	68150	79	81	68	75	58	58	82	32	X-76.8	46.4	46	67831	57	56	83	56	79	31	1641					
White	109667	81	26	107472	72	74	66	85	97	90	72	28	X-74.7	45.2	76	107291	76	80	97	77	95	57	1782					
No Information Provided	666	40	6	608	77	74	60	68	56	55	72	28	X-74.7	45.2	41	601	43	50	82	70	71	54	1592					
Economically Disadvantaged:	53695	49	9	51355	77	72	64	72	52	55	72	29	X-75.2	45.8	42	51411	54	52	80	54	77	28	1623					
Free Meals	9298	63	13	9015	95	82	72	91	58	59	74	20	X-76.1	46.7	55	9033	64	66	90	65	89	24	1691					
Reduced Other	1592	50	7	1530	77	75	82	73	51	57	74	20	X-76.1	46.7	44	1519	55	52	82	55	79	24	1626					
No Information Provided	149786	75	23	14676	60	60	85	86	81	61	91	35	X-78.0	50.9	70	145355	73	75	95	77	92	52	1757					
Title I, Part A:	35562	56	12	34598	80	83	70	76	57	61	77	36	X-77.7	49.6	49	34432	60	58	84	59	82	34	1659					
Schoolwide Program Participants	1111	38	3	1047	79	74	58	68	52	52	70	23	X-74.5	43.8	35	1018	44	44	79	54	81	14	1618					
Targeted Assistance Participants	669	38	3	669	77	74	58	68	52	52	70	23	X-74.5	43.8	35	639	44	44	79	54	81	14	1618					
Nonparticipants (Previous Participants)	177453	79	20	172523	88	88	84	84	76	72	88	52	X-76.1	48.2	65	172111	69	71	92	84	89	48	1733					
Homeless Participants (Not Previous Participants)	13568	79	28	12568	88	88	84	84	76	72	88	52	X-76.1	48.2	65	1241	48	55	84	55	71	48	1624					
Nonparticipants (No Information Provided)																												
Migrant:	4905	44	6	4735	73	78	60	69	43	51	67	22	X-73.0	42.6	36	4692	51	47	78	49	73	24	1503					
Yes	2045	47	19	2045	87	87	78	83	72	61	86	50	X-82.4	57.0	63	203574	68	69	91	64	99	24	1222					
No Information Provided	1307	47	8	1196	79	78	64	72	61	58	76	32	X-76.7	48.4	47	1178	49	55	84	54	75	46	1623					
Limited English Proficient:	13428	42	2	13057	58	66	40	49	22	33	42	10	X-63.1	31.3	19	12960	32	23	52	26	45	9	1496					
Yes	203398	47	20	195811	89	88	81	84	72	61	86	52	X-76.7	48.3	66	195275	48	55	84	55	75	48	1735					
No Information Provided	1340	46	8	1276	80	78	63	71	59	57	75	33	X-76.1	47.6	47	1209	47	54	83	54	74	28	1618					
Bilingual/ESL Program:	50	48	8	47	85	77	60	66	51	64	64	34	X-74.5	46.6	44	45	56	56	82	56	80	36	1522					
Bilingual/ESL	10235	17	1	990	54	64	36	45	15	32	36	8	X-81.5	28.7	16	9863	27	18	46	21	9	1732						
Neither	204370	70	19	19871	88	88	80	84	75	72	88	51	X-83.2	58.1	65	198221	69	72	93	71	74	47	1735					
No Information Provided	1383	46	8	1276	79	78	63	71	59	57	75	33	X-76.1	47.6	46	1256	48	54	83	54	74	28	1618					
Gifted-Talented Program:	26270	96	54	26092	97	97	96	97	95	93	99	84	X-91.5	75.5	89	26072	89	94	99	92	96	81	1819					
Participants	18550	64	14	18227	80	85	78	80	64	61	84	32	X-76.9	48.5	58	182153	64	64	90	65	75	41	1632					
No Information Provided	1346	47	8	1236	80	78	64	72	61	58	76	32	X-76.9	48.5	47	1219	49	55	84	55	75	29	1623					
At-Risk:	80242	44	3	76576	79	78	64	71	54	54	74	26	X-75.6	45.4	41	76151	53	50	84	52	73	33	1916					
Yes	134639	81	27	13235	91	92	86	89	83	80	93	66	X-81.5	55.2	60	132129	76	80	95	78	76	23	1762					
No Information Provided	1285	47	4	1184	80	78	64	73	61	58	76	33	X-77.0	48.7	48	1164	50	57	85	56	76	30	1649					
Career/Technology Education:	69887	64	15	67808	86	86	76	81	71	68	85	46	X-81.4	55.0	59	67682	64	67	90	67	87	42	1979					
Elective	21895	66	16	21277	86	86	76	82	72	69	85	45	X-81.4	55.2	60	21196	66	67	92	67	87	42	1979					
Coherent Sequence	93694	62	19	92023	87	88	79	85	75	71	89	50	X-83.2	58.0	65	91588	70	72	91	71	80	42	1706					
Tech Prep	110207	69	21	110207	87	87	79	83	70	58	85	45	X-83.2	58.0	65	109827	69	71	91	70	86	48	1725					
No Information Provided	1741	46	8	1600	80	80	79	64	59	58	75	32	X-76.3	47.7	46	1577	48	54	82	54	74	28	1615					

REPORT DATE: APRIL 1997 DATE OF TESTING: FEBRUARY 1997 GRADE: 10-EXIT LEVEL STATEWIDE	MATHEMATICS														PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)									
	ALL TESTS TAKEN				PROBLEM SOLVING															PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)					
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTS					OPERATIONS														PROBLEM SOLVING				
					1	2	3	4	5	6	7	8	9	10										11	12	13		
				NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1	2	3	4	5	6	7	8	9	10	11	12	13	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)				
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																												
All Students Not in Special Education																												
Male	216166	67	18	212761	72	73	82	71	80	80	75	57	73	75	61	71	75	72	74	72	74	28	X-75.3	57.8	64			
Female	104201	68	19	102326	74	76	84	76	80	81	75	65	73	79	64	70	78	74	74	74	30	X-76.1	59.1	67				
No Information Provided	111656	51	10	110371	52	59	66	53	58	67	58	33	50	58	42	44	61	60	60	60	16	X-65.7	44.4	40				
Native American	538	71	16	528	76	75	84	75	83	82	89	76	74	85	63	74	85	74	74	74	28	X-75.9	58.3	65				
Asian	6588	79	38	6513	86	86	91	84	88	88	89	76	86	86	80	82	85	82	87	87	28	X-81.5	69.2	68				
African American	27928	48	8	27451	62	61	68	53	71	67	64	47	61	61	45	51	55	53	53	53	14	X-68.7	48.0	46				
Hispanic	70779	52	26	69421	62	61	74	61	70	72	66	42	66	67	49	58	65	59	59	59	18	X-70.6	50.6	55				
White	109667	81	26	108215	80	83	90	82	89	88	83	63	80	83	72	82	85	84	84	84	37	X-79.7	64.3	75				
No Information Provided	666	40	2	633	51	54	60	50	62	64	55	36	53	60	39	50	59	55	55	55	12	X-65.7	44.1	39				
Economically Disadvantaged:	53695	48	8	52640	61	58	71	58	69	69	65	44	64	63	47	55	61	55	55	55	16	X-69.4	48.9	48				
Free Meals	9298	63	13	9160	71	70	81	69	79	79	73	54	70	72	56	67	71	68	68	68	23	X-74.0	55.4	60				
Reduced Meals	1592	50	7	1591	65	61	74	62	85	84	66	45	95	66	48	56	64	60	60	60	16	X-70.5	50.4	51				
No Information Provided	149786	75	23	147679	76	79	86	76	85	84	79	62	76	80	67	77	86	86	86	86	33	X-77.6	61.3	70				
No Information Provided	1795	51	10	1721	56	62	71	58	68	71	65	49	62	67	49	57	66	66	66	66	18	X-69.5	49.3	49				
Title I, Part A:	3552	56	12	3500	68	63	77	64	73	74	71	57	70	69	53	61	68	63	63	63	21	X-72.1	52.9	59				
Targeted Assistance Participants	118	38	3	117	57	54	64	51	66	64	65	30	52	56	33	48	51	44	44	44	8	X-65.9	43.6	38				
Nonparticipating (Previous Schools)	667	38	3	666	57	54	64	51	66	64	65	30	52	56	33	48	51	44	44	44	8	X-65.9	43.6	38				
Homeless Participants (Not in Schools)	17748	70	20	17469	73	75	83	73	82	81	76	59	74	77	63	73	77	74	74	74	30	X-76.1	59.0	67				
Nonparticipating (Vol. Previous Participants)	1368	47	8	1368	54	60	69	56	66	69	63	41	59	65	43	54	64	64	64	64	15	X-68.2	47.5	45				
No Information Provided	1368	47	8	1368	54	60	69	56	66	69	63	41	59	65	43	54	64	64	64	64	15	X-68.2	47.5	45				
Migrant:	4905	44	6	4829	62	55	72	59	66	66	64	44	65	63	45	52	59	54	54	54	14	X-68.8	48.1	46				
Yes	20954	68	19	20668	72	73	82	72	81	80	76	58	73	75	62	71	76	72	72	72	29	X-75.5	58.1	45				
No Information Provided	1307	47	8	1307	54	59	68	55	66	68	62	40	59	65	45	55	64	64	64	64	15	X-68.2	47.4	45				
Limited English Proficient:	13428	22	2	13155	49	43	60	44	48	53	52	35	56	53	35	38	48	38	38	38	8	X-62.9	40.4	32				
Yes	201398	70	20	198356	74	75	83	73	83	82	77	59	74	77	63	73	77	74	74	74	30	X-68.2	59.0	45				
No Information Provided	1340	47	8	1340	54	59	68	55	66	68	63	41	59	65	45	54	64	64	64	64	15	X-68.2	47.4	45				
Bilingual/ESL Program:	50	48	8	49	53	63	76	67	61	71	61	49	67	73	45	53	61	59	59	59	12	X-70.0	49.3	49				
Bilingual	10335	77	1	10306	79	70	82	74	83	82	77	59	74	77	63	73	75	74	74	74	27	X-71.4	51.4	49				
ESL	20433	46	16	20317	53	59	68	54	65	67	62	40	59	65	43	53	63	61	61	61	27	X-67.9	47.1	49				
Neither	1368	47	8	1368	54	60	69	56	66	69	63	41	59	65	43	54	64	64	64	64	15	X-68.2	47.5	45				
No Information Provided	1368	47	8	1368	54	60	69	56	66	69	63	41	59	65	43	54	64	64	64	64	15	X-68.2	47.5	45				
Gifted-Talented Program:	26270	96	54	26538	92	94	97	93	98	95	94	83	91	93	90	94	96	96	96	96	65	X-85.9	75.5	90				
Participants	18550	63	14	18538	54	59	68	56	66	68	63	41	59	65	45	54	64	64	64	64	15	X-68.2	47.5	45				
No Information Provided	1346	47	8	1346	54	59	68	56	66	68	63	41	59	65	45	54	64	64	64	64	15	X-68.2	47.5	45				
At-Risk:	80242	44	3	78405	58	56	70	55	69	68	61	38	59	62	40	52	60	51	51	51	9	X-67.9	46.3	43				
Yes	134639	81	27	133130	81	83	89	81	88	87	81	38	59	62	40	52	60	51	51	51	9	X-67.9	46.3	43				
No Information Provided	1285	47	8	1285	54	59	69	56	67	68	63	41	59	65	46	54	64	64	64	64	15	X-68.4	47.7	46				
Career/Technology Education:	69887	64	15	68779	70	71	81	69	79	79	74	55	71	73	58	68	73	69	69	69	25	X-74.9	56.2	62				
Yes	21995	66	16	21510	71	72	81	70	80	80	74	55	72	75	59	69	74	71	71	71	25	X-74.9	56.2	62				
No Information Provided	92794	72	19	92715	75	76	85	74	83	83	76	60	76	76	63	74	78	76	76	76	29	X-76.9	59.0	67				
Coherent Sequence Tech Prep	115449	69	21	114541	73	74	83	73	81	81	79	60	74	76	65	72	76	73	73	73	29	X-76.9	59.0	67				
No Information Provided	1741	46	8	1656	53	59	68	55	64	67	61	41	59	65	44	54	63	51	51	51	15	X-68.0	47.2	45				



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL

REPORT DATE: APRIL 1997

DISTRICT: STATEWIDE

DATE OF TESTING: FEBRUARY 1997

CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity.	1	177
Lacked language control	158	1786
Lacked organization/structure	41	1592
Lacked support/elaboration.	109	8280
Drifted from specified purpose.	7	515
Used wrong purpose.	37	123
Drifted from specified topic.	0	246
Wrote off topic	174	
No writing attempted.	429	
Indecipherable response	48	
Insufficient response to specified task	118	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	769	8443	59391	107536	33305	209444
PERCENT:	0	4	28	51	16	



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

ADMINISTRATION SUMMARY		Number	Percent
Total Answer Documents Submitted		53608	100
Students Absent From All Tests		1235	2
Other Students Not Tested		3719	7
Number of Students Tested		48654	91
MINIMUM EXPECTATIONS SUMMARY			
Met Minimum Expectations On All Tests Taken		17930	37
Did Not Meet Minimum Expectations On:			
One Test Only		20556	42
Two Tests Only		6394	13
All Three Tests		3774	8

READING	Mastering Number	Percent
1. Word Meaning	14165	67
2. Supporting Ideas	15302	72
3. Summarization	9600	45
4. Relationships and Outcomes	12081	57
5. Inferences and Generalizations	6239	29
6. Point of View, Propaganda, and Fact and Nonfact	7461	35
Number Tested: 21219	11062	52
Texas Learning Index (TLI): X-67.6	2162	10
MATHEMATICS		
1. Number Concepts	20193	49
2. Algebraic/Mathematical Relations and Functions	20208	49
3. Geometric Properties and Relationships	26079	63
4. Measurement Concepts	19044	46
5. Probability and Statistics	25625	62
Operations		
6. Use of Addition to Solve Problems	26699	64
7. Use of Subtraction to Solve Problems	21867	53
8. Use of Multiplication to Solve Problems	11669	28
9. Use of Division to Solve Problems	23650	57
Problem Solving		
10. Problem Solving Using Estimation	22963	55
11. Problem Solving Using Solution Strategies	11340	27
12. Problem Solving Using Mathematical Representation	18667	45
13. Evaluation of the Reasonableness of a Solution	21486	52
Number Tested: 41463	15713	38
Texas Learning Index (TLI): X-64.7	1169	3
WRITING		
Written Communication		
1-4. Written Composition - Persuasive		
Rating:	0 1 2 3 4	
Number:	190 3075 9163 3792 193	193
Percent:	1 19 56 23 1	1
5. Sentence Construction		
6. English Usage		
7. Use of Spelling, Capitalization, and Punctuation		
Number Tested: 16413	7654	47
Average Scale Score: 1494	1111	7
Met Minimum Expectations		47
Mastered All Objectives		7

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average: TLJ	Texas PR	Number Tested	Pct Met Min Exp	Average: TLJ	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	37	21219	52	X-67.6	25	41463	38	X-64.7	35	16413	47	1494
Male	37	10344	51	X-67.3	25	17766	39	X-65.1	36	9011	45	1488
Female	36	10855	53	X-68.0	25	23668	37	X-64.4	34	7386	48	1500
No Information Provided	24	20	45	X-63.1	20	29	38	X-61.4	29	16	44	1459
Native American	40	43	63	X-72.9	40	110	42	X-65.6	38	46	65	1552
Asian	35	834	41	X-63.5	20	778	44	X-66.0	38	740	40	1475
African American	31	3954	54	X-68.6	26	9290	31	X-62.7	31	2927	49	1497
Hispanic	32	11868	46	X-65.2	20	19663	35	X-63.6	32	8873	38	1465
White	49	4232	70	X-74.4	39	11235	49	X-68.3	43	3556	66	1563
No Information Provided	35	288	57	X-68.7	30	387	40	X-64.7	36	271	56	1514
Economically Disadvantaged:	32	11005	46	X-65.1	20	17775	33	X-63.2	32	7966	38	1466
Yes	41	9758	59	X-70.4	30	23093	41	X-65.9	37	8026	54	1520
No	35	456	58	X-69.7	31	595	40	X-64.7	36	421	60	1520
No Information Provided												
Title I, Part A:	33	5663	46	X-65.6	21	8894	35	X-63.8	33	4055	40	1474
Participants	38	15143	54	X-68.4	26	32025	39	X-65.0	35	11982	49	1500
Nonparticipants	35	413	55	X-68.9	30	544	41	X-64.8	36	376	56	1508
No Information Provided												
Migrant:	32	1091	42	X-63.7	18	1424	35	X-63.5	32	793	32	1446
Yes	37	19714	53	X-67.8	25	39496	38	X-64.8	35	15241	47	1496
No	35	414	56	X-69.1	31	543	41	X-64.9	36	379	57	1512
No Information Provided												
Limited English Proficient:	21	5461	34	X-60.5	15	5656	27	X-60.8	27	4720	26	1427
Yes	40	15339	58	X-70.2	29	35227	40	X-65.4	36	11309	55	1521
No	35	419	56	X-69.2	30	580	39	X-64.7	36	384	57	1513
No Information Provided												
Bilingual:	25	34	41	X-62.1	16	38	32	X-62.6	31	23	22	1427
Participants	37	20752	52	X-67.7	25	40867	38	X-64.7	35	15987	47	1493
Nonparticipants	34	433	52	X-67.8	28	558	40	X-64.3	35	403	53	1498
No Information Provided												
ESL:	19	4855	32	X-59.6	14	4891	26	X-60.4	26	4417	25	1421
Participants	40	15957	58	X-70.1	29	36038	39	X-65.3	36	11620	55	1521
Nonparticipants	34	407	54	X-68.4	29	534	40	X-64.4	35	376	55	1504
No Information Provided												
Gifted-Talented:	56	221	68	X-74.6	43	629	54	X-69.3	46	204	72	1610
Participants	37	20603	52	X-67.5	24	40305	38	X-64.6	35	15847	46	1491
Nonparticipants	36	395	57	X-69.6	32	529	42	X-65.3	38	362	57	1519
No Information Provided												
At Risk:	35	14148	50	X-66.8	23	28099	36	X-64.2	34	10015	43	1481
Yes	41	6687	56	X-69.3	29	12853	43	X-65.9	38	6046	51	1513
No	35	384	57	X-69.2	31	511	41	X-64.7	36	352	58	1514
No Information Provided												
Career/Technology Educ.:	38	9408	52	X-67.8	24	19534	38	X-65.0	35	6825	47	1494
Participants	36	11258	52	X-67.4	25	21150	37	X-64.5	34	9077	46	1492
Nonparticipants	35	553	58	X-70.1	32	779	39	X-64.7	36	511	54	1513
No Information Provided												
Special Ed. Status Not Provided	35	384	57	X-69.2	31	521	41	X-64.9	36	353	58	1517
Math	33	29	34	X-63.5	18	68	38	X-65.0	35	21	43	1460
Oral Administration:												



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997 DATE OF TESTING: FEBRUARY 1997 GRADE: 11-EXIT LEVEL STATEWIDE	ALL TESTS TAKEN										READING										WRITING																																				
	NUMBER OF STUDENTS TESTED		PERCENT MASTERING ALL OBJECTIVES		PERCENT MEETING MINIMUM EXPECTATIONS		WORD MEANING		SUPPORTING IDEAS		SUMMARIZATION		RELATIONSHIPS AND OUTCOMES		INFERENCES AND GENERALIZATIONS		POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT		PERCENT MASTERING ALL OBJECTIVES		AVERAGE TEXAS LEARNING INDEX (TLI)		AVERAGE NORMAL CURVE EQUIVALENT (NCE)		TEXAS PERCENTILE RANK (PR)		NUMBER OF STUDENTS TESTED		WRITTEN COMPOSITION (3 OR 4 REQUIRED)		SENTENCE CONSTRUCTION		ENGLISH USAGE		USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION		PERCENT MASTERING ALL OBJECTIVES		PERCENT MEETING MINIMUM EXPECTATIONS		AVERAGE SCALE SCORE																
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6	7	1-4	5	6
<p>--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS</p> <p>All Students Not In Special Education</p> <p>Male: 48654, 37, 3, 21219, 67, 72, 45, 57, 29, 35, 52, 10, X-67.6, 35.6, 25, 16413, 24, 25, 62, 29, 47, 7, 1494</p> <p>Female: 22184, 37, 3, 10344, 66, 70, 45, 55, 32, 33, 51, 11, X-67.3, 35.5, 25, 9011, 22, 25, 65, 27, 45, 6, 1488</p> <p>No Information Provided: 26437, 35, 0, 10855, 68, 74, 30, 50, 20, 35, 45, 5, X-69.1, 32.0, 20, 7596, 27, 29, 75, 31, 44, 13, 1590</p> <p>Native American: 129, 40, 5, 83, 65, 67, 58, 63, 57, 56, 61, 30, X-72.9, 44.9, 20, 46, 35, 83, 52, 65, 20, 1552</p> <p>African American: 10380, 32, 2, 3924, 70, 72, 47, 56, 30, 37, 67, 6, X-68.5, 42.7, 26, 2927, 32, 34, 45, 49, 48, 15, 1497</p> <p>Hispanic: 23299, 32, 2, 11828, 63, 71, 41, 54, 21, 46, 6, X-68.2, 42.5, 26, 8873, 22, 24, 45, 49, 48, 15, 1497</p> <p>White: 13247, 49, 4, 4232, 77, 75, 57, 65, 54, 48, 57, 20, X-74.4, 44.2, 40, 3556, 32, 34, 71, 36, 56, 15, 1520</p> <p>No Information Provided: 446, 35, 4, 288, 71, 72, 47, 67, 42, 44, 57, 20, X-68.7, 38.9, 40, 271, 36, 69, 48, 38, 56, 11, 1514</p> <p>Economically Disadvantaged: 18833, 31, 2, 9956, 62, 71, 40, 53, 20, 30, 45, 5, X-64.9, 32.7, 16, 7241, 22, 16, 50, 22, 38, 3, 1464</p> <p>Free Meals: 1983, 40, 2, 841, 65, 70, 46, 56, 16, 35, 59, 6, X-64.3, 33.1, 19, 549, 24, 24, 66, 42, 50, 6, 1497</p> <p>Reduced Other: 427, 34, 2, 208, 65, 66, 35, 56, 16, 39, 65, 15, X-64.3, 33.1, 19, 176, 16, 33, 72, 36, 54, 2, 1462</p> <p>No Information Provided: 26746, 35, 4, 9758, 71, 72, 49, 59, 44, 58, 20, X-70.4, 39.8, 31, 8026, 27, 33, 71, 39, 60, 10, 1520</p> <p>Title I, Part A: 9886, 33, 2, 5322, 63, 72, 42, 55, 21, 31, 46, 7, X-65.6, 33.1, 21, 3837, 24, 18, 52, 23, 40, 5, 1474</p> <p>Schoolwide Program Participants: 783, 39, 2, 339, 64, 71, 46, 55, 26, 31, 51, 4, X-66.8, 33.6, 22, 216, 20, 56, 24, 42, 3, 1475</p> <p>Targeted Assistance Participants: 203, 34, 2, 80, 73, 69, 41, 55, 21, 23, 3, X-66.8, 33.6, 22, 50, 22, 8, 70, 24, 42, 4, 1471</p> <p>Nonparticipants (Previous Participants): 6, 67, 2, 15063, 68, 72, 46, 58, 32, 37, 54, 11, X-68.4, 36.5, 26, 11932, 25, 27, 65, 31, 49, 7, 1500</p> <p>Homeless Participants at Non Title I Schools: 37133, 38, 3, 15063, 68, 72, 46, 58, 32, 37, 54, 11, X-68.4, 36.5, 26, 11932, 25, 27, 65, 31, 49, 7, 1500</p> <p>Nonparticipants (Not Previous Participants): 633, 35, 3, 413, 70, 73, 46, 58, 41, 42, 55, 19, X-68.9, 39.0, 30, 376, 26, 37, 69, 37, 56, 12, 1508</p> <p>Migrant: 1809, 32, 2, 1091, 59, 72, 32, 59, 16, 27, 42, 6, X-63.7, 30.9, 18, 793, 19, 10, 44, 16, 32, 3, 1466</p> <p>Yes: 46234, 35, 3, 19714, 97, 72, 49, 57, 20, 35, 56, 19, X-69.1, 39.5, 25, 15241, 27, 39, 63, 37, 57, 12, 1516</p> <p>No Information Provided: 631, 3, 3, 414, 71, 72, 47, 58, 42, 42, 56, 19, X-69.1, 39.5, 25, 379, 24, 37, 63, 37, 57, 12, 1516</p> <p>Limited English Proficient: 7349, 21, 1, 5441, 57, 73, 30, 46, 11, 26, 36, 3, X-60.5, 27.8, 15, 4720, 19, 8, 35, 13, 26, 9, 1427</p> <p>No Information Provided: 40629, 35, 3, 419, 69, 73, 46, 58, 41, 42, 56, 19, X-69.2, 39.2, 30, 11384, 28, 36, 68, 36, 57, 12, 1513</p> <p>Bilingual/ESL Program: 48, 25, 0, 34, 51, 71, 35, 53, 12, 29, 42, 0, X-62.6, 29.3, 16, 23, 17, 13, 48, 12, 26, 0, 1427</p> <p>Neither: 61587, 40, 3, 15909, 69, 73, 46, 58, 41, 42, 56, 19, X-69.2, 39.2, 30, 11384, 28, 36, 68, 36, 57, 12, 1513</p> <p>No Information Provided: 4105, 35, 3, 396, 70, 71, 45, 51, 40, 40, 54, 18, X-68.4, 38.5, 29, 11586, 27, 35, 66, 36, 56, 12, 1505</p> <p>Bilingual/ESL Program: 48, 25, 0, 34, 51, 71, 35, 53, 12, 29, 42, 0, X-62.6, 29.3, 16, 23, 17, 13, 48, 12, 26, 0, 1427</p> <p>Neither: 61587, 40, 3, 15909, 69, 73, 46, 58, 41, 42, 56, 19, X-69.2, 39.2, 30, 11384, 28, 36, 68, 36, 57, 12, 1513</p> <p>No Information Provided: 4105, 35, 3, 396, 70, 71, 45, 51, 40, 40, 54, 18, X-68.4, 38.5, 29, 11586, 27, 35, 66, 36, 56, 12, 1505</p> <p>Gifted-Talented Program: 740, 56, 10, 221, 77, 83, 58, 70, 48, 51, 68, 29, X-74.6, 46.3, 43, 204, 46, 52, 75, 53, 72, 27, 1610</p> <p>Participants: 47305, 36, 4, 20603, 67, 72, 45, 57, 29, 34, 52, 21, X-67.5, 35.4, 24, 15847, 24, 24, 61, 38, 46, 27, 1491</p> <p>Nonparticipants Provided: 609, 36, 4, 395, 71, 73, 47, 59, 44, 57, 21, X-69.6, 40.1, 32, 362, 29, 38, 70, 38, 57, 14, 1519</p> <p>No Information Provided: 32880, 35, 2, 14148, 66, 71, 44, 56, 26, 32, 50, 7, X-69.8, 34.3, 23, 10015, 22, 20, 59, 26, 43, 4, 1481</p> <p>Yes: 15190, 41, 3, 6687, 68, 74, 48, 60, 36, 44, 56, 16, X-69.2, 38.3, 31, 6046, 27, 38, 69, 39, 58, 11, 1513</p> <p>No Information Provided: 584, 35, 3, 384, 70, 72, 46, 58, 42, 44, 57, 20, X-69.2, 38.3, 31, 352, 27, 38, 69, 39, 58, 11, 1513</p> <p>Career/Technology Education: 16487, 39, 3, 6848, 67, 73, 46, 57, 28, 34, 52, 9, X-67.8, 35.5, 25, 5007, 24, 24, 62, 30, 46, 6, 1493</p> <p>Elective: 4488, 40, 2, 1928, 66, 69, 45, 54, 29, 33, 52, 8, X-67.5, 35.0, 25, 1294, 26, 25, 70, 28, 47, 5, 1494</p> <p>Coherent Sequence: 1956, 40, 2, 1732, 68, 72, 44, 60, 33, 36, 52, 8, X-69.7, 40.2, 32, 1524, 26, 25, 70, 28, 47, 5, 1494</p> <p>Tech Prep: 24845, 36, 3, 11253, 66, 72, 45, 61, 29, 36, 52, 11, X-67.4, 35.0, 25, 9077, 27, 27, 60, 38, 54, 6, 1492</p> <p>No Information Provided: 888, 35, 3, 553, 71, 75, 49, 61, 41, 41, 52, 11, X-70.1, 40.2, 32, 511, 27, 27, 60, 38, 54, 6, 1492</p>																																																									



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL

REPORT DATE: APRIL 1997

DISTRICT: STATEWIDE

DATE OF TESTING: FEBRUARY 1997

CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity.	0	49
Lacked language control	40	1027
Lacked organization/structure	4	639
Lacked support/elaboration.	24	2965
Drifted from specified purpose.	2	164
Used wrong purpose.	8	40
Drifted from specified topic.	0	114
Wrote off topic	32	
No writing attempted.	106	
Indecipherable response	16	
Insufficient response to specified task	36	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	190	3075	9163	3792	193	16413
PERCENT:	1	19	56	23	1	



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Mastering Number	Mastering Percent		Number	Percent
READING			ADMINISTRATION SUMMARY		
Reading Comprehension			Total Answer Documents Submitted	23106	100
1. Word Meaning	5488	68	Students Absent From All Tests	273	1
2. Supporting Ideas	6370	79			
3. Summarization	3649	46	Other Students Not Tested	1467	6
4. Relationships and Outcomes	4937	62	Number of Students Tested	21366	92
5. Inferences and Generalizations	1982	25			
6. Point of View, Propaganda, and Fact and Nonfact	3058	38	MINIMUM EXPECTATIONS SUMMARY		
Number Tested: 8019			Met Minimum Expectations On All Tests Taken	9651	45
Texas Learning Index (TLI): X-68.4	4323	54	Did Not Meet Minimum Expectations On:		
	721	9	One Test Only	8545	40
			Two Tests Only	2176	10
			All Three Tests	994	5
MATHEMATICS					
Concepts					
1. Number Concepts	9848	58			
2. Algebraic/Mathematical Relations and Functions	8644	51			
3. Geometric Properties and Relationships	11711	69			
4. Measurement Concepts	8622	51			
5. Probability and Statistics	11503	68			
Operations					
6. Use of Addition to Solve Problems	11569	68			
7. Use of Subtraction to Solve Problems	10296	61			
8. Use of Multiplication to Solve Problems	5882	35			
9. Use of Division to Solve Problems	11225	66			
Problem Solving					
10. Problem Solving Using Estimation	9577	56			
11. Problem Solving Using Solution Strategies	5573	33			
12. Problem Solving Using Mathematical Representation	8251	49			
13. Evaluation of the Reasonableness of a Solution	9310	55			
Number Tested: 16969			Met Minimum Expectations	7905	47
Texas Learning Index (TLI): X-67.3	619	4			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive				1607	28
Rating:	0	1	2	3	4
Number:	40	822	3284	1537	70
Percent:	1	14	57	27	1
5. Sentence Construction				1242	22
6. English Usage				3180	55
7. Use of Spelling, Capitalization, and Punctuation				1583	28
Number Tested: 5753			Met Minimum Expectations	2634	46
Average Scale Score: 1496			Mastered All Objectives	322	6

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average Score	
All Students Not in Special Education	45	8019	54	X-68.4	26	16969	47	X-67.3	40	5753	46	1496	
Male	45	3588	54	X-68.1	25	6650	47	X-67.3	40	3083	45	1493	
Female	45	4428	54	X-68.6	26	10313	46	X-67.5	40	2665	47	1500	
No Information Provided	44	3	---	---	---	6	33	X-65.7	36	5	60	1508	
Native American	56	20	65	X-71.8	34	54	57	X-68.4	44	21	62	1548	
Asian	39	393	45	X-65.1	21	260	48	X-67.8	42	334	41	1496	
African American	42	1500	59	X-69.8	27	4291	42	X-65.9	37	49	49	1503	
Hispanic	42	4905	49	X-66.7	22	8526	44	X-66.6	38	3392	38	1471	
White	58	1055	72	X-75.4	43	3621	57	X-70.4	47	920	70	1580	
No Information Provided	42	146	56	X-69.0	29	217	43	X-67.1	41	113	59	1520	
Economically Disadvantaged:	41	4385	49	X-66.6	22	7329	43	X-66.1	38	2881	39	1471	
Yes	49	3457	60	X-70.6	30	9352	49	X-68.2	42	2720	52	1521	
No	44	177	58	X-70.3	32	288	45	X-67.0	41	152	59	1536	
No Information Provided	45	2211	53	X-67.7	24	3612	47	X-67.1	40	1407	41	1481	
Title I, Part A:	45	5606	54	X-68.6	26	13048	47	X-67.3	40	4185	47	1500	
Participants	41	202	55	X-69.2	29	309	43	X-67.0	41	161	55	1527	
No Information Provided	42	544	50	X-66.5	22	680	43	X-65.8	37	310	34	1450	
Yes	45	7300	54	X-68.5	26	16003	47	X-67.3	40	5298	46	1498	
No	42	175	58	X-70.5	32	286	43	X-66.8	40	145	59	1536	
No Information Provided	35	2524	44	X-64.5	19	2378	39	X-64.7	35	2075	34	1459	
Limited English Proficient:	48	5311	59	X-70.2	29	14297	48	X-67.7	41	3523	52	1517	
Yes	43	184	58	X-70.1	31	294	45	X-67.1	41	155	57	1530	
No Information Provided	59	17	53	X-67.7	24	24	67	X-70.5	48	7	57	1569	
Bilingual:	45	7811	54	X-68.4	25	16651	47	X-67.3	40	5590	46	1496	
Participants	41	191	57	X-69.2	30	294	44	X-66.6	40	156	54	1525	
Nonparticipants	33	2193	41	X-63.9	18	1943	38	X-66.6	35	1918	34	1456	
No Information Provided	48	5639	59	X-70.1	28	14739	48	X-67.6	41	3682	52	1516	
ESL:	41	187	57	X-69.2	30	287	44	X-66.7	40	153	54	1525	
Participants	58	66	65	X-74.8	42	139	58	X-71.2	51	34	53	1598	
Nonparticipants	45	7782	54	X-68.3	25	16549	47	X-67.2	40	5576	45	1495	
No Information Provided	43	171	59	X-70.8	32	281	45	X-67.0	41	143	59	1539	
Gifted-Talented:	44	5598	53	X-67.9	24	12200	45	X-66.9	39	3617	43	1484	
Participants	47	2265	56	X-69.5	29	4519	50	X-68.2	43	2005	50	1515	
Nonparticipants	45	156	60	X-71.1	34	250	47	X-67.4	42	131	59	1543	
No Information Provided	46	3423	55	X-68.6	25	7886	47	X-67.4	40	2249	46	1496	
Career/Technology Educ.:	44	4356	53	X-68.1	25	8696	46	X-67.1	40	3301	45	1495	
Participants	44	240	61	X-70.8	32	387	45	X-67.5	42	203	54	1517	
Nonparticipants	43	177	59	X-70.8	32	284	44	X-66.9	41	146	60	1541	
No Information Provided	41	23	48	X-63.9	18	66	44	X-65.2	36	10	40	1418	
Special Ed. Status Not Provided													
Math													
Oral Administration:													



	ALL TESTS TAKEN					READING										WRITING										
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	READING COMPREHENSION					AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	WRITTEN COMMUNICATION					AVERAGE SCALE SCORE								
						WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS			POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY									
																	1		2	3	4	5	6	7	8	
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																										
All Students Not in Special Education																										
Male	21366	45	3	8019	68	78	46	62	25	38	54	9	X-68.4	36.1	26	5753	28	22	55	28	46	6	1496			
Female	9044	45	3	3588	68	79	45	60	27	35	54	9	X-68.1	35.3	25	3082	26	21	58	36	45	7	1493			
No Information Provided	12313	9	0	4429	69	81	46	63	23	41	54	9	X-68.6	36.5	26	2662	30	22	20	20	60	7	1508			
Native American	64	39	8	20	60	80	60	70	30	57	65	15	X-71.8	41.8	34	334	33	43	71	38	62	10	1548			
Asian	4931	42	3	362	61	84	49	59	29	36	49	9	X-69.8	37.7	29	973	28	22	63	46	49	10	1503			
African American	1500	42	3	490	71	81	49	60	18	26	42	9	X-69.9	37.8	29	973	26	26	46	50	48	10	1471			
Hispanic	14312	56	4	4955	67	79	42	70	52	40	56	16	X-75.4	46.0	39	3320	33	32	51	45	60	10	1580			
White	14312	56	4	4955	67	79	42	70	52	40	56	16	X-75.4	46.0	39	3320	33	32	51	45	60	10	1580			
No Information Provided	298	42	4	146	70	82	50	61	29	40	56	16	X-69.0	38.8	39	113	35	51	59	20	57	6	1520			
Economically Disadvantaged:																										
Free Meals	8497	41	2	3932	65	79	42	59	17	34	49	4	X-66.4	33.5	25	2619	27	13	45	21	39	2	1470			
Reduced Meals	855	41	2	322	66	82	44	56	23	34	56	6	X-68.4	35.4	25	184	26	14	50	23	34	2	1485			
Other	304	41	3	131	65	88	37	68	21	33	47	6	X-67.2	34.0	22	78	14	15	60	23	33	3	1471			
No Information Provided	11320	44	5	3457	73	79	50	64	35	42	58	20	X-70.3	40.0	32	2720	30	30	65	34	59	10	1521			
Title I, Part A:																										
Schoolwide Program	4348	45	4	2040	67	81	44	63	20	38	52	7	X-67.7	34.9	24	1292	29	14	47	24	42	3	1483			
Targeted Assistance	445	44	3	171	73	80	39	60	21	33	55	2	X-68.7	35.8	25	114	20	14	46	23	32	3	1460			
Nonparticipating (Previous Participants)	33	58	3	15	67	80	47	60	33	40	73	7	X-71.3	38.8	30	0	0	0	0	0	0	0	0	1450		
Homeless Participants at Non Title I Schools	16120	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Nonparticipating (Not Previous Participants)	16120	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
No Information Provided	419	41	3	202	72	83	47	63	30	39	55	15	X-69.2	36.4	29	4178	32	32	58	39	57	9	1507			
Migrant:																										
Yes	988	42	3	564	67	78	40	63	15	38	50	3	X-66.5	33.4	22	310	31	10	39	20	34	1	1450			
No Information Provided	1380	42	3	752	73	84	49	65	34	43	58	18	X-70.5	40.0	32	529	33	33	59	34	59	1	1498			
Limited English Proficient:																										
Yes	3940	43	2	2524	62	78	36	58	12	35	44	3	X-64.5	31.5	19	2075	26	9	36	16	34	1	1459			
No Information Provided	17035	48	5	5311	73	83	49	64	34	42	58	11	X-70.1	39.5	31	3523	32	34	61	34	57	10	1517			
Bilingual/ESL Program:																										
Bilingual	29	59	7	17	59	71	41	71	12	41	53	6	X-67.7	35.0	24	7	43	29	57	14	57	14	1569			
ESL	3310	43	2	193	60	78	36	63	10	35	41	3	X-63.9	31.0	28	1918	26	29	35	16	34	1	1456			
Neither	17623	48	4	2615	72	80	49	64	32	39	59	11	X-70.6	38.0	28	3671	29	27	66	33	54	8	1516			
No Information Provided	376	41	5	181	73	82	44	64	32	39	57	17	X-69.0	38.6	29	149	30	34	58	33	54	9	1524			
Gifted-Talented Program:																										
Participants	179	58	12	66	80	83	56	68	35	58	65	27	X-74.8	45.7	42	34	44	62	57	47	53	21	1598			
Nonparticipants	20814	45	5	7782	68	79	45	61	32	44	54	9	X-68.3	35.9	32	5576	38	34	62	34	53	15	1495			
No Information Provided	373	43	5	171	74	84	49	67	36	42	59	19	X-70.8	40.3	32	143	35	34	62	34	59	10	1539			
At-Risk:																										
Yes	15235	47	3	5598	68	79	45	63	32	36	53	7	X-67.9	35.1	24	3617	27	17	53	24	43	3	1484			
No Information Provided	5796	44	5	2265	69	81	47	61	31	44	56	14	X-69.5	38.1	34	2005	29	22	60	33	59	12	1515			
Career/Technology Education:																										
Elective	7350	46	3	2607	70	80	46	62	26	34	56	7	X-69.7	36.2	29	1728	38	21	59	29	47	14	1498			
Coherent Sequence	1834	45	4	908	70	80	48	64	25	35	52	6	X-68.7	37.9	29	408	39	18	57	25	43	7	1488			
Tech Prep	1571	44	4	452	69	79	45	62	23	36	51	5	X-68.1	36.0	25	1102	38	21	55	27	43	6	1495			
No Information Provided	11514	44	5	240	73	84	50	67	37	43	61	19	X-70.8	40.4	32	203	31	33	59	33	54	10	1517			



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DATE OF TESTING: GRADE: STATEWIDE	MATHEMATICS																PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)						
	ALL TESTS TAKEN				Percent of Students Demonstrating Objective Mastery																PERCENT MEETING MINIMUM EXPECTATIONS					
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8	9	10	11	12	13	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						SOLUTION STRATEGIES	PROBLEM SOLVING USING ESTIMATION	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS
APRIL 1997 FEBRUARY 1997 12-EXIT LEVEL	21366	45	3	58	51	69	51	68	68	61	35	66	56	33	49	55	47	4	X-67.3	44.7	40					
Male	9044	45	3	56	49	70	56	63	70	58	34	64	60	33	46	56	4	X-67.3	44.8	40						
Female	12313	45	0	51	33	50	83	67	50	62	35	68	50	33	50	57	0	X-65.7	44.3	36						
No Information Provided	64	56	8	59	56	74	56	69	74	72	43	65	69	39	50	57	13	X-68.4	46.9	44						
Native American	619	39	0	42	70	48	48	63	63	60	37	71	51	42	46	49	3	X-67.8	45.9	37						
Asian	4931	42	0	60	47	62	42	60	63	60	33	65	66	32	46	44	3	X-65.9	43.1	39						
African American	11142	58	9	56	48	70	52	64	59	59	33	66	66	32	46	54	6	X-56.6	43.8	36						
Hispanic	4312	48	4	62	61	75	59	74	77	64	39	68	58	32	46	54	3	X-70.4	48.9	47						
White	298	42	4	50	52	67	52	65	71	56	36	63	59	34	46	56	8	X-67.1	45.3	41						
No Information Provided	897	41	2	46	68	68	50	65	64	60	33	65	52	30	45	50	2	X-66.8	43.1	37						
Economically Disadvantaged:	855	41	2	61	68	68	50	68	67	61	33	65	52	32	43	43	2	X-69.0	44.3	39						
Free Meals	304	49	3	46	72	72	48	95	70	59	33	78	67	35	43	52	3	X-69.2	45.8	40						
Reduced Other	11320	44	5	59	54	70	52	61	70	70	33	68	67	35	46	50	9	X-67.0	45.2	41						
No Information Provided	390	44	5	51	52	69	51	60	72	58	38	64	61	35	46	56	4	X-67.1	45.2	41						
Free Meals	4348	45	4	69	69	70	52	60	63	63	36	68	63	33	46	52	4	X-67.1	44.5	40						
Reduced Other	445	58	3	43	43	57	25	61	71	70	43	78	78	35	35	65	3	X-65.7	42.5	36						
No Information Provided	16120	45	5	57	52	69	50	68	69	60	34	65	57	33	49	56	3	X-67.3	44.8	40						
No Information Provided	419	41	5	53	50	67	53	62	70	59	37	65	59	34	47	56	9	X-67.0	45.1	41						
Schoolwide Program Participants	988	42	3	60	40	69	56	61	61	61	34	64	50	33	43	48	3	X-65.8	42.8	37						
Targeted Assistance Participants	19998	42	4	58	51	69	51	62	68	61	35	66	60	33	49	55	4	X-67.3	44.8	40						
Nonparticipants (Previous Participants)	380	45	5	51	51	67	51	62	70	58	36	66	67	34	48	55	9	X-66.8	44.9	40						
Homeless Participants at Non Title I Schools	3940	35	2	54	43	69	49	53	57	57	33	65	50	31	39	49	2	X-64.7	41.7	35						
Nonparticipants (Not Previous Participants)	17035	43	5	52	52	67	51	62	71	60	38	66	66	34	50	57	9	X-67.1	45.2	41						
No Information Provided	391	43	5	52	52	67	51	62	71	60	38	66	66	34	50	57	9	X-67.1	45.2	41						
Bilingual	29	59	7	54	54	79	54	83	75	79	50	75	67	50	58	39	4	X-70.5	48.6	48						
ESL	3210	38	2	44	44	69	49	72	76	79	34	64	67	50	58	39	3	X-64.7	43.7	35						
Neither	17523	41	4	53	52	68	52	61	69	68	35	66	65	33	48	54	4	X-67.1	45.2	41						
Provided	376	48	5	51	52	68	52	61	69	68	35	66	65	33	48	54	9	X-67.1	45.2	41						
No Information Provided	179	45	4	58	58	68	63	81	69	73	41	75	67	45	67	69	4	X-70.5	48.6	48						
Participants	20374	43	3	52	52	67	52	62	70	60	37	65	55	33	48	55	9	X-67.0	44.2	40						
Nonparticipants	373	43	3	52	52	67	52	62	70	60	37	65	55	33	48	55	9	X-67.0	44.2	40						
No Information Provided	15235	44	3	58	49	69	50	68	68	60	33	66	55	31	48	54	3	X-66.9	44.2	39						
Yes	5796	45	6	52	53	68	52	63	71	62	39	67	60	36	48	56	10	X-67.4	45.8	42						
No Information Provided	335	45	6	52	53	68	52	63	71	62	39	67	60	36	48	56	10	X-67.4	45.8	42						
Career/Technology Education:	7350	46	3	59	51	69	51	69	69	62	35	67	56	32	50	55	3	X-67.6	45.0	41						
Elective	1834	45	4	49	49	70	50	68	66	66	32	66	53	29	46	53	2	X-69.7	44.0	39						
Coherent Sequence	1597	44	4	58	49	66	52	73	65	65	31	66	54	29	46	53	4	X-66.7	44.0	39						
Tech Prep	496	44	4	58	49	66	52	73	65	65	31	66	54	29	46	53	4	X-66.7	44.0	39						
No Information Provided	11071	44	4	54	53	69	51	62	67	60	39	68	57	33	49	58	10	X-67.5	45.8	42						
No Information Provided	514	44	4	54	53	69	51	62	67	60	39	68	57	33	49	58	10	X-67.5	45.8	42						



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL

REPORT DATE: APRIL 1997

DISTRICT: STATEWIDE

DATE OF TESTING: FEBRUARY 1997

CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity.	0	19
Lacked language control	3	304
Lacked organization/structure	0	152
Lacked support/elaboration.	2	782
Drifted from specified purpose.	0	39
Used wrong purpose.	0	5
Drifted from specified topic.	0	28
Wrote off topic	2	
No writing attempted.	30	
Indecipherable response	3	
Insufficient response to specified task	5	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	40	822	3284	1537	70	5753
PERCENT:	1	14	57	27	1	



GRADE 8 TAAS RESULTS

SPRING 1997 ADMINISTRATION

In spring 1997, five TAAS tests were administered at Grade 8: reading, mathematics, writing, science, and social studies. A total of 246,779 students not in special education were tested, with 56 percent meeting minimum expectations on all five tests taken.

The following table provides a breakdown by subject area of statewide student performance at Grade 8. The standard for meeting minimum expectations is represented by a scale score of 1500 in writing, science, and social studies and by a Texas Learning Index (TLI) score of 8-70 in reading and mathematics.

Grade 8 Student Performance by Subject Area Spring 1997

	Number Tested	% Meeting Minimum Expectations	% Mastering All Objectives	Average Scale/TLI Score
Reading	237,871	83%	39%	8-81.8
Writing	235,828	80%	27%	1631
Mathematics	237,708	75%	29%	8-76.7
Science	235,405	84%	20%	1582
Social Studies	237,070	67%	15%	1550

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of eighth graders tested who achieved Academic Recognition.

Grade 8 Academic Recognition by Subject Area Spring 1997

Reading	13.3%
Writing	2.8%
Mathematics	18.1%
Science	8.7%
Social Studies	6.3%

SUBJECT AREA PERFORMANCE: READING

Eighty-three percent of the Grade 8 students tested met minimum expectations on the reading test, and 39 percent mastered all objectives. The percentage of students mastering each objective ranged from 65 to 82 percent. Grade 8 students achieved the highest level of mastery on Objective 4, which assesses the ability to identify relationships and outcomes.

The following table presents the percentage of Grade 8 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 8 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1:</i> Word Meaning	75%
<i>Objective 2:</i> Supporting Ideas	66%
<i>Objective 3:</i> Summarization	65%
<i>Objective 4:</i> Relationships and Outcomes	82%
<i>Objective 5:</i> Inferences and Generalizations	66%
<i>Objective 6:</i> Point of View, Propaganda, and Fact and Nonfact	72%

SUBJECT AREA PERFORMANCE: WRITING

Eighty percent of the Grade 8 students met minimum expectations, and 27 percent mastered all objectives. The objective-level mastery ranged from 49 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 90 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

Ninety-six percent of Grade 8 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. Grade 8 students were required to write a persuasive essay in which they formulated a position on a particular issue and presented convincing reasons in support of that position. Ninety-six percent of the students tested in spring 1997 met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Forty-nine percent of the students achieved mastery by earning a score of 3 or 4. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 8 Scoring Guide For Persuasive Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

**Grade 8 Student Performance on Written Composition
Spring 1997**

<u>Score</u>	<u>Number Achieving Score</u>	<u>Percent Achieving Score</u>
1	8,561	4%
2	110,304	47%
3	103,515	44%
4	12,901	5%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 547 of the Grade 8 compositions received a rating of 0 (nonscorable). Many of these students wrote off topic (242) or did not attempt the writing task (226).

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 8,561 Grade 8 compositions receiving a score of 1, most (8,416) lacked sufficient support and elaboration to be considered minimally successful. Responses identified as lacking organization and structure totaled 1,406. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 8 students achieved the highest mastery rate (90 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Sixty-three percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 45 percent of the students achieved mastery.

**Grade 8 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997**

<i>Objective 5:</i> Sentence Construction	63%
<i>Objective 6:</i> English Usage	90%
<i>Objective 7:</i> Use of Spelling, Capitalization, and Punctuation	45%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-five percent of the eighth graders tested met minimum expectations in mathematics, and 29 percent mastered all objectives. Mastery rates ranged from 58 percent (Objective 9: Use of Division to Solve Problems) to 97 percent (Objective 1: Number Concepts).

**Grade 8 Student Mastery of Mathematics Objectives
Spring 1997**

Domain: Concepts

<i>Objective 1:</i> Number Concepts	97%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	84%
<i>Objective 3:</i> Geometric Properties and Relationships	83%
<i>Objective 4:</i> Measurement Concepts	83%
<i>Objective 5:</i> Probability and Statistics	88%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	85%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	75%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	71%
<i>Objective 9:</i> Use of Division to Solve Problems	58%

Domain: Problem Solving

<i>Objective 10:</i> Problem Solving Using Estimation	74%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	60%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	66%
<i>Objective 13:</i> Evaluation of the Reasonableness of a Solution	68%

SUBJECT AREA PERFORMANCE: SCIENCE

Eighty-four percent of the eighth graders not in special education who tested (a total of 235,405 students) met minimum expectations in science, and 20 percent mastered all objectives.

Mastery rates ranged from 45 percent (Objective 7: Draw Conclusions about the Process(es) and/or Outcome(s) of a Scientific Investigation) to 96 percent (Objective 2: Classify Scientific Data and/or Information).

Grade 8 Student Mastery of Science Objectives Spring 1997

Domain: Acquiring/Classifying Information

<i>Objective 1: Acquire Data</i>	78%
<i>Objective 2: Classify Information</i>	96%

Domain: Communicating/Interpreting Information

<i>Objective 3: Communicate Data</i>	51%
<i>Objective 4: Interpret Data</i>	85%
<i>Objective 5: Infer, Generalize, Predict</i>	84%

Domain: Solving Problems-Investigating

<i>Objective 6: Conduct Investigations</i>	83%
<i>Objective 7: Draw Conclusions</i>	45%

Domain: Solving Problems-Applying Knowledge

<i>Objective 8: Apply Knowledge</i>	68%
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SUBJECT AREA PERFORMANCE: SOCIAL STUDIES

Sixty-seven percent of the eighth graders not in special education who tested (a total of 237,070 students) met minimum expectations in social studies, and 15 percent mastered all objectives. Mastery rates ranged from 45 percent (Objective 9: Make Generalizations/Draw Inferences, Conclusions) to 95 percent (Objective 7: Interpret Social Studies Data).

Grade 8 Student Mastery of Social Studies Objectives Spring 1997

Domain: Understanding Social Studies Concepts and Information

<i>Objective 1: Civic Rights and Responsibilities</i>	69%
<i>Objective 2: American and Other Economic Systems</i>	67%
<i>Objective 3: American and Other Political Systems</i>	58%
<i>Objective 4: Geographical Concepts and Information</i>	64%
<i>Objective 5: Historical Concepts and Information</i>	68%
<i>Objective 6: Sociological and Cultural Factors</i>	55%

Domain: Evaluating Social Studies Concepts and Information

<i>Objective 7: Interpret Social Studies Data</i>	95%
<i>Objective 8: Analyze Relationships in Social Studies</i>	59%
<i>Objective 9: Make Generalizations/Draw Inferences, Conclusions</i>	45%
<i>Objective 10: Use Problem-Solving/Decision-Making Skills</i>	68%

GRADE 8 TAAS ITEMS

The following reading, writing, mathematics, science, and social studies items are from the 1997 TAAS Grade 8 tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports**, **demographic performance summary reports**, and a **written composition analytic information summary report** for the 1997 TAAS tests administered to Grade 8 students not in special education.

Used Books for Sale

Mark decided to procure a book as a birthday present for his older brother. Even though he didn't have much money, he wanted to buy a book that Andy would enjoy. While he was looking through the Saturday newspaper, he found the following ad.

THE BOOKWORM BOOKSTORE'S SUMMERTIME CLEARANCE SALE
USED BOOKS AND MAGAZINES

<p style="text-align: center;">Reference Books</p> <hr/> <p><i>Yardley's Heritage Dictionary</i>: \$11.50</p> <ul style="list-style-type: none">• hardbound with slipcover <hr/> <p><i>Everyday Encyclopedia</i>: \$10.95 per volume</p> <ul style="list-style-type: none">• 5 complete sets for sale• must buy all volumes in set <hr/> <p><i>Himmel's French-to-English Dictionary</i>: \$8.00</p> <ul style="list-style-type: none">• perfect for travelers• includes pronunciation guide	<p style="text-align: center;">Relaxing Reading</p> <hr/> <p>Celebrity biographies (paperbacks only): \$5.00 each</p> <ul style="list-style-type: none">• read about well-known sports figures, film stars, presidents, and artists <hr/> <p><i>The Billy Jones Stories</i>, Vols. I-IV: \$12.00 per set</p> <ul style="list-style-type: none">• John Wilson's fictional tales bring the Old West to life <hr/> <p>Numerous other titles, including mysteries, adventures, and science fiction</p>
<p style="text-align: center;">Children's Books</p> <hr/> <p>Picture books (easy readers): \$2.00 each</p> <ul style="list-style-type: none">• simple reading for beginners• titles include <i>Sammy and Stella</i>, <i>Summer Horses</i>, and <i>Kimber's House</i> <hr/> <p><i>The Elmtown Girls</i> adventure series: \$3.00 each or 4 for \$10.00</p> <ul style="list-style-type: none">• follow Jenny, Kim, and Sarah as they search for clues and avoid danger• appropriate for ages 9-15 <hr/> <p><i>Looking at the Earth</i>: \$8.00 each</p> <ul style="list-style-type: none">• great for learning geography and understanding how different ecosystems work together	<p style="text-align: center;">Fix-It-Yourself</p> <hr/> <p><i>Car Repairs Today</i> magazines: \$1.00 each or 10 for \$5.00</p> <ul style="list-style-type: none">• full of helpful hints for the at-home mechanic• detailed illustrations to help you understand even complicated repairs <hr/> <p><i>Lorilee's Meals for Families</i> book sets: \$10.00 each or \$20.00 per set</p> <ul style="list-style-type: none">• breakfast, lunch, and dinner volumes available• recipes for all levels of cooks, from beginner to expert <hr/> <p><i>Build Your Own...</i> book sets: \$5.00 each or \$12.00 per set</p> <ul style="list-style-type: none">• bike rack, doghouse, CD cabinet, and bookshelf volumes available• each volume has a full list of supplies and estimated cost for each project

New shipment of books just arrived • Must clear shelves Saturday & Sunday only • 9 A.M. - 9 P.M.
Free hot dogs on Saturday • Free ice cream on Sunday
Cash or personal checks only, please

154 River Street, next door to Bob's Diner
For directions or more information, call 555-1432

TWO DAYS ONLY - DON'T MISS IT!

Rare Find
Obscure antique books
from the turn of the century
and earlier

GRADE 8 READING ITEMS

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

- 11** The characters in *The Elmtown Girls* books are most likely amateur —
- 4% **A** campers
 - 95% **B*** investigators
 - 1% **C** musicians
 - 1% **D** athletes

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

- 14** The ad tries to appeal to the reader's desire to —
- 18% **F** help others
 - 73% **G*** get something free
 - 2% **H** stay healthy and fit
 - 7% **J** be like everyone else

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

- 15** You can tell from the ad that the Bookworm —
- 1% **A** is usually closed on the first Sunday of the month
 - 12% **B** has lower prices than other stores that sell used books
 - 80% **C*** carries a variety of books and magazines
 - 7% **D** has been in business only a short time

GRADE 8 WRITING ITEMS

Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.

In the 1930s and 1940s, radio programs told stories much as television does today. Sound effects (23) played an important role. In these programs. Properly executed sound effects helped convey the action as well as the mood of a program's scenes and were relatively easy to make. For example, pounding a (24) coconut shell on sand made a sound. It sounded like a galloping horse. Cellophane crumpled near the microphone passed for a raging fire. Similar types of sounds were changed to fit different scenes and (25) characters. For instance, the sound of footsteps could be varied to portray an angry man or a carefree child. Hearing sound effects often created powerful images in the minds of listeners. More powerful than (26) actually seeing the event.

- | | |
|--|---|
| <p>2% 23 F Sound effects played a role in these programs, it was an important role.</p> <p>12% G Sound effects playing an important role in these programs.</p> <p>84% H* Sound effects played an important role in these programs.</p> <p>1% J Correct as is</p>
<p>11% 24 A For example, pounding a coconut shell on sand made a sound, and it sounded like a galloping horse.</p> <p>84% B* For example, pounding a coconut shell on sand made a sound like a galloping horse.</p> <p>2% C For example, pounding a coconut shell on sand made a sound when it was a galloping horse.</p> <p>4% D For example, pounding a coconut shell on sand made a sound like a galloping horse pounding on sand.</p> | <p>2% 25 F Similar types of sounds were changed. To fit different scenes and characters.</p> <p>6% G Similar types of sounds were changed, they fit different scenes and characters.</p> <p>2% H Similar types of sounds were changed. Fitting different scenes and characters.</p> <p>90% J* Correct as is</p>
<p>65% 26 A* Hearing sound effects often created more powerful images in the minds of listeners than actually seeing the event.</p> <p>22% B Hearing sound effects often created powerful images in the minds of listeners, they were more powerful than actually seeing the event.</p> <p>3% C Hearing sound effects often created more powerful images in the minds of listeners. Than actually seeing the event.</p> <p>10% D Correct as is</p> |
|--|---|

GRADE 8 MATHEMATICS ITEMS

Objective 5: The student will demonstrate an understanding of probability and statistics.

- 5** The chart shows the number of movies seen last year by each student.

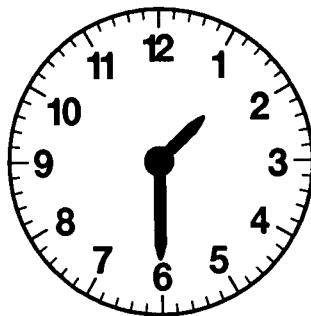
Student	Number of Movies
Laura	3
David	6
Carol	8
Melissa	3
Talisha	4
Paul	3

What was the mean (average) number of movies seen last year?

- 6% **F** 3
- 4% **G** 3.5
- 88% **H*** 4.5
- 2% **J** 5.5

Objective 8: The student will use the operation of multiplication to solve problems.

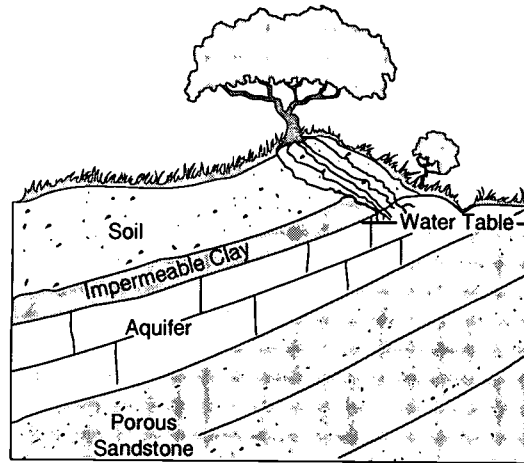
- 57** The tip of the minute hand of a clock travels 0.45 centimeter per minute. How far does the tip of the hand travel in 60 minutes?



- 5% **F** 6.45 cm
- 5% **G** 7.5 cm
- 7% **H** 15 cm
- 7% **J** 25 cm
- 76% **K*** Not Here

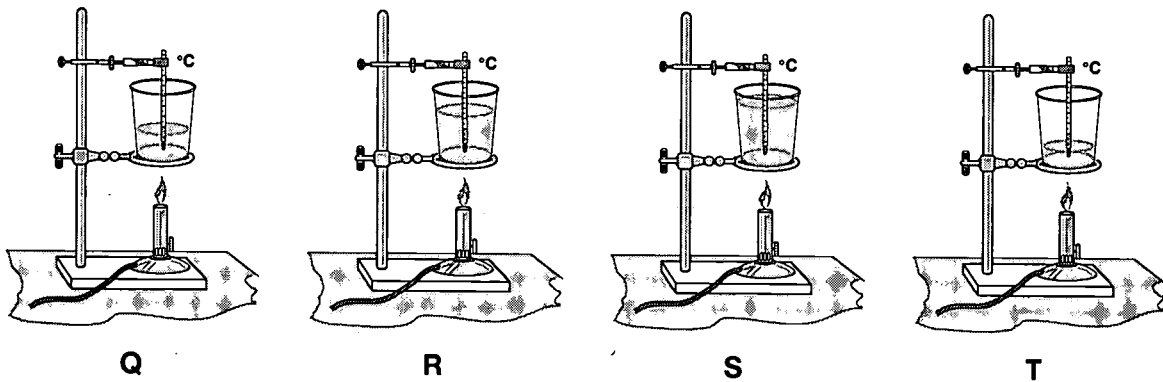
GRADE 8 SCIENCE ITEMS

Objective 5: The student will demonstrate the ability to make inferences, form generalized statements, and/or make predictions using scientific data and/or information.



- 8 The tree roots grew in this manner in response to —
- 7% F gravity
 - 2% G heat
 - 2% H atmospheric gases
 - 88% J* groundwater

Objective 6: The student will demonstrate the ability to identify a problem, formulate a hypothesis, and design and conduct a scientific investigation.



- 13 The temperature of the water in each container is recorded every minute. Which variable is being investigated?
- 1% A The shape of the container
 - 13% B The power of the burner
 - 82% C* The volume of water heated
 - 4% D The exposed surface area

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GRADE 8 SOCIAL STUDIES ITEMS

Objective 8: The student will demonstrate the ability to analyze relationships in social studies.

Use the passage **and** your knowledge of social studies to answer the following question.

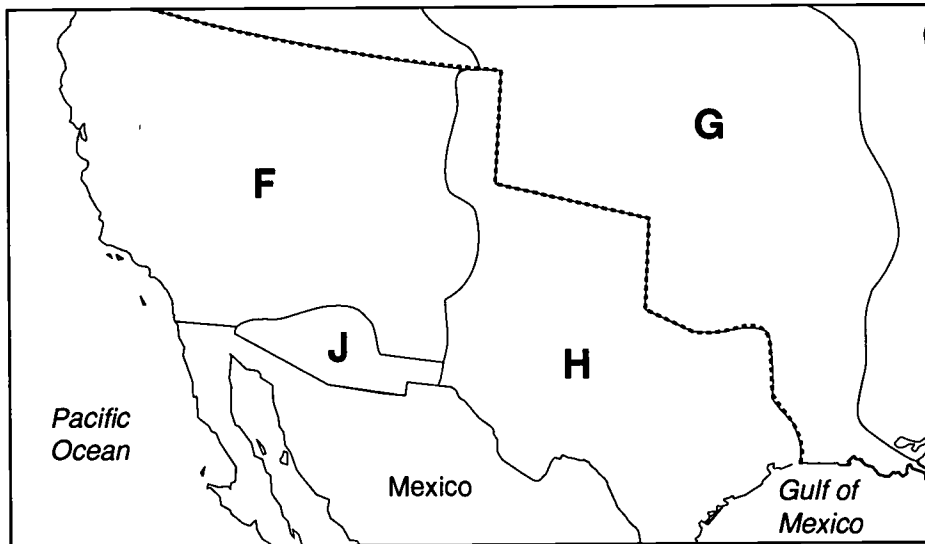
The Shawnee leader Tecumseh tried to unite many Native American tribes. He wished to prevent the further spread of settlers from the United States into the Ohio-Illinois-Indiana region. His Native American alliance sided with the British when the United States invaded Canada.

- 10** For certain Native American tribes, the decision to join with Tecumseh was based on a desire to —
- 5% **F** expand trade with Canada
 - 12% **G** extend British control of the region
 - 75% **H*** maintain control of their tribal lands
 - 8% **J** protect themselves from other tribes

Objective 5: The student will demonstrate an understanding of historical concepts and information.

Use the map **and** your knowledge of social studies to answer the following question.

Manifest Destiny — Westward Expansion



- 12** When the United States acquired Area H, there was a dispute with the government of Mexico over —
- 14% **F** access to the Mississippi River
 - 13% **G** trade routes along coastal areas
 - 71% **H*** the location of the international boundary
 - 2% **J** mineral rights to the Rocky Mountains

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

ADMINISTRATION SUMMARY		Mastering		Number		Percent	
Total Answer Documents Submitted Students Absent From All Tests				256136	546	100	0
Students Exempt From All Tests: LEP Other Students Not Tested				5254	3557	2	1
Number of Students Tested in: Reading, Mathematics Reading, Mathematics, Writing Reading, Mathematics, Writing, Science, Social Studies				240500	246501	94	96
				246501	246779	96	96
MINIMUM EXPECTATIONS SUMMARY							
Met Minimum Expectations On All Tests Taken in:							
Reading, Mathematics							
Reading, Mathematics, Writing							
Reading, Mathematics, Writing, Science, Social Studies							
Did Not Meet Minimum Expectations On:							
One Test Only							
Two Tests Only							
Three Tests Only							
Four Tests Only							
All Five Tests							
Science and Social Studies results can be found on Page 3.							
READING		Mastering		Number		Percent	
1. Word Meaning				179262	75		
2. Supporting Ideas				158100	66		
3. Summarization				155159	65		
4. Relationships and Outcomes				195999	82		
5. Inferences and Generalizations				157499	66		
6. Point of View, Propaganda, and Fact and Nonfact				170783	72		
Number Tested: 237871		Met Minimum Expectations		198015	83		
Texas Learning Index (TLI): 8-81.8		Mastered All Objectives		93908	39		
MATHEMATICS							
Concepts							
1. Number Concepts				231326	97		
2. Algebraic/Mathematical Relations and Functions				199099	84		
3. Geometric Properties and Relationships				198388	83		
4. Measurement Concepts				196740	83		
5. Probability and Statistics				208915	88		
Operations							
6. Use of Addition to Solve Problems				202868	85		
7. Use of Subtraction to Solve Problems				179396	75		
8. Use of Multiplication to Solve Problems				169748	71		
9. Use of Division to Solve Problems				138102	58		
Problem Solving							
10. Problem Solving Using Estimation				175843	74		
11. Problem Solving Using Solution Strategies				142202	60		
12. Problem Solving Using Mathematical Representation				156711	66		
13. Evaluation of the Reasonableness of a Solution				160591	68		
Number Tested: 237708		Met Minimum Expectations		179200	75		
Texas Learning Index (TLI): 8-76.7		Mastered All Objectives		69403	29		
WRITING							
Written Communication							
1-4. Written Composition - Persuasive							
Rating:		0	1	2	3	4	
Number:		547	8561	110304	103515	12901	
Percent:		0	4	47	44	5	
5. Sentence Construction				148043	63		
6. English Usage				211594	90		
7. Use of Spelling, Capitalization, and Punctuation				105574	45		
Number Tested: 235828		Met Minimum Expectations		188650	80		
Average Scale Score: 1631		Mastered All Objectives		63722	27		



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 08
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	66	237871	83	8-81.8	61	237708	75	8-76.7	69	235828	80	1631
Male	63	115895	81	8-80.6	59	115760	76	8-76.9	70	114796	75	1604
Female	69	121813	86	8-82.9	64	121786	75	8-76.5	69	120945	84	1657
No Information Provided	50	163	72	8-75.7	46	162	59	8-69.2	49	87	64	1554
Native American	65	652	85	8-82.3	62	651	77	8-76.7	69	636	78	1621
Asian	82	6288	91	8-85.8	73	6304	91	8-83.6	87	6276	88	1712
African American	48	31944	73	8-76.7	46	31889	58	8-70.4	51	31757	69	1575
Hispanic	52	80957	73	8-76.7	46	80906	64	8-72.6	57	80813	70	1576
White	80	117012	92	8-86.5	74	117012	87	8-81.0	80	115830	89	1681
No Information Provided	39	952	61	8-71.6	35	946	48	8-65.5	40	516	50	1499
Economically Disadvantaged:	50	92012	72	8-76.2	45	91911	63	8-72.1	56	91864	69	1570
Yes	77	143970	91	8-85.4	71	143909	84	8-79.8	77	142593	87	1671
No Information Provided	46	1889	67	8-74.6	43	1888	57	8-68.9	49	1391	62	1558
Title I, Part A:	54	70475	75	8-77.5	49	70417	66	8-73.2	59	70214	71	1588
Participants	71	165627	87	8-83.7	67	165526	80	8-78.3	74	164368	84	1651
Nonparticipants	39	1769	61	8-72.1	36	1765	49	8-66.4	42	1266	55	1529
No Information Provided	43	5020	63	8-72.8	36	5019	59	8-70.8	52	5232	61	1542
Migrant:	67	231374	84	8-82.0	62	231215	76	8-76.9	70	229691	81	1634
Yes	43	1477	64	8-73.1	39	1474	52	8-67.2	44	955	58	1537
No Information Provided	21	13485	42	8-65.2	21	13520	40	8-64.5	36	13498	38	1469
Limited English Proficient:	69	222911	86	8-82.8	64	222716	78	8-77.5	71	221374	83	1642
Yes	43	1475	64	8-73.2	39	1472	53	8-67.4	44	956	58	1539
No Information Provided	25	123	46	8-67.6	26	119	46	8-67.2	43	121	43	1477
Bilingual:	66	236165	83	8-81.9	62	236012	76	8-76.8	70	234649	80	1632
Participants	42	1583	63	8-73.0	39	1577	53	8-67.5	45	1058	57	1537
Nonparticipants	16	9920	36	8-63.1	18	9953	36	8-63.0	33	9916	32	1447
No Information Provided	68	226399	85	8-82.7	64	226210	77	8-77.4	71	224878	82	1640
ESL:	42	1552	63	8-73.0	39	1545	52	8-67.3	44	1034	57	1535
Participants	95	33578	98	8-91.7	88	33589	96	8-86.1	91	33408	97	1793
Nonparticipants	61	202817	81	8-80.2	56	202645	72	8-75.2	64	201452	77	1605
No Information Provided	42	1476	64	8-73.1	39	1474	52	8-67.2	44	968	57	1536
At Risk:	33	82712	64	8-72.6	35	82614	48	8-67.3	42	82486	59	1529
Yes	84	153620	94	8-86.8	75	153563	90	8-81.9	82	152316	91	1687
No Information Provided	43	1539	64	8-73.3	40	1531	53	8-67.4	45	1026	59	1544
Career/Technology Educ.:	64	42888	83	8-81.2	59	42860	75	8-76.3	68	42844	79	1615
Participants	67	192385	84	8-82.0	62	192257	76	8-76.9	70	190893	81	1636
Nonparticipants	45	2598	68	8-74.7	43	2591	56	8-69.0	49	2091	62	1553
No Information Provided	43	1474	64	8-73.2	39	1474	53	8-67.3	44	961	58	1539
Special Ed. Status Not Provided	23	361	46	8-67.1	25	370	42	8-64.9	36	348	38	1480
Oral Administration: Math												





TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

SCIENCE	Mastering Number	Percent
Acquiring/Classifying Information		
1. Acquire Data	182444	78
2. Classify Information	225709	96
Communicating/Interpreting Information		
3. Communicate Data	120975	51
4. Interpret Data	200463	85
5. Infer, Generalize, Predict	197335	84
Solving Problems - Investigating		
6. Conduct Investigations	194234	83
7. Draw Conclusions	104969	45
Solving Problems - Applying Knowledge		
8. Apply Knowledge	160285	68
Number Tested: 235405	197724	84
Average Scale Score: 1582	47098	20
Met Minimum Expectations		
Mastered All Objectives		

GROUP PERFORMANCE

---	No Data Reported For Fewer Than Five Students	Pct Met Min Exp Achieved (R, W, M, S, SS)	SCIENCE			SOCIAL STUDIES		
			Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Ed.		56	235405	84	1582	237070	67	1550
Male		56	114596	85	1590	115476	68	1554
Female		57	120650	83	1574	121433	65	1546
No Information Provided		57	159	69	1536	161	49	1497
Native American		57	642	86	1589	652	69	1553
Asian		73	6279	92	1613	6294	80	1595
African American		35	31458	69	1528	31751	49	1504
Hispanic		39	79834	75	1546	80623	51	1506
White		73	116282	94	1620	116820	82	1590
No Information Provided		30	910	63	1521	930	42	1483
Economic Disadvantaged: Yes		38	90716	73	1543	91557	49	1503
No Information Provided: No		69	142862	91	1607	143655	78	1580
No Information Provided		38	1827	69	1539	1858	50	1505
Title I, Part A: Participants		42	69602	76	1552	70140	52	1512
Nonparticipants		63	164112	88	1596	165183	73	1567
No Information Provided		31	1691	63	1525	1747	42	1485
Migrant: Yes		30	4942	68	1528	5003	60	1481
No Information Provided: No		57	229020	80	1584	230614	67	1552
No Information Provided		34	1423	65	1529	1453	47	1495
Limited Eng. Proficient: Yes		13	13306	49	1492	13418	21	1443
No Information Provided: No		59	220676	86	1588	222202	69	1557
No Information Provided		34	1423	65	1530	1450	47	1496
Bilingual: Participants		19	124	60	1511	126	37	1471
Nonparticipants		56	233755	84	1583	235385	67	1550
No Information Provided		34	1526	65	1529	1559	46	1494
ESL: Participants		9	9780	44	1482	9873	16	1432
Nonparticipants		59	224132	86	1587	225671	69	1555
No Information Provided		33	1493	65	1528	1526	45	1494
Gifted-Talented: Participants		91	33423	98	1658	33556	94	1652
Nonparticipants		51	200559	82	1570	202050	62	1533
No Information Provided		34	1423	65	1529	1454	46	1494
At Risk: Yes		22	81476	66	1523	82252	37	1478
No Information Provided: No		75	152453	94	1615	153308	83	1589
No Information Provided		35	1476	66	1534	1510	47	1498
Career/Tech. Ed.: Participants		54	42425	84	1581	42726	66	1545
Nonparticipants		57	190467	84	1583	191785	67	1551
No Information Provided		36	2513	68	1537	2559	49	1502
Special Ed. Status Not Provided		34	1426	65	1529	1453	47	1499
Oral Administration: Science		26	328	68	1539	324	53	1481
Social Studies		20	259	65	1534	261	34	1465

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 08 STATEWIDE	ALL TESTS TAKEN (R, W, M)		READING										WRITING							PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE					
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	READING COMPREHENSION					NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)			TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION		
				1	2	3	4	5																6	1-4	5
<p>--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS</p> <p>All Students Not in Special Education</p> <p>Male Female No Information Provided</p> <p>Native American Asian African American Hispanic White No Information Provided</p> <p>Economically Disadvantaged: Free Meals Reduced Meals Other No Information Provided</p> <p>Title I, Part A: Schoolwide Program Participants Targeted Assistance Participants Nonparticipants (Previous Participants) Homeless Participants at Non Title I Schools Nonparticipants (Not Previous Participants) No Information Provided</p> <p>Migrant: Yes No No Information Provided</p> <p>Limited English Proficient: Yes No No Information Provided</p> <p>Bilingual/ESL Program: Bilingual ESL Neither No Information Provided</p> <p>Gifted-Talented Program: Participants Nonparticipants No Information Provided</p> <p>At-Risk: Yes No No Information Provided</p> <p>Career/Technology Education: Coherent Sequence Tech Prep No No Information Provided</p>																										
246501	66	13	237871	75	66	65	82	66	72	83	39	8-81.8	56.1	61	235828	49	63	90	45	80	27	1631				
120435	63	11	115895	73	60	64	80	64	74	81	37	8-80.6	54.5	59	114796	44	59	89	37	75	21	1694				
125882	50	7	121813	65	53	55	69	53	63	72	29	8-75.7	47.8	46	120945	58	44	83	58	64	14	1554				
691	82	29	652	73	66	64	85	68	71	85	52	8-82.3	56.3	62	636	48	62	90	43	78	24	1621				
33193	52	6	31944	66	54	55	72	51	60	73	25	8-76.7	47.9	46	31457	38	49	81	38	99	17	1732				
84831	58	6	80957	67	55	53	74	51	59	72	25	8-76.7	47.9	46	80413	39	50	84	38	99	17	1732				
120243	39	20	117952	57	47	43	62	41	43	61	30	8-71.6	42.0	35	115310	24	36	69	22	99	9	1499				
80171	48	5	76168	64	52	50	71	48	56	70	21	8-75.5	46.1	43	76070	36	46	81	32	67	14	1522				
14043	46	5	13669	73	64	63	82	64	54	83	31	8-80.9	52.6	57	13077	40	46	90	32	67	14	1522				
2324	44	5	2175	62	53	49	68	74	54	69	30	8-74.3	41.9	70	23937	37	47	80	30	65	13	1598				
147993	77	18	143970	82	74	49	88	49	55	67	25	8-74.6	46.0	43	141591	46	77	66	30	62	16	1568				
6354	55	8	69566	68	58	57	75	55	62	75	28	8-77.9	49.0	50	66990	42	53	85	37	72	20	1522				
4928	47	3	17378	50	47	44	62	40	44	61	21	8-77.9	48.6	47	1707	26	49	87	29	56	11	1522				
1764	37	1	1358	40	37	34	54	30	34	40	10	8-64.4	31.5	19	1505	20	40	60	0	20	0	1472				
192259	72	15	143889	79	71	70	86	72	77	87	45	8-83.8	59.2	36	162641	53	68	92	46	84	31	1529				
2059	35	3	1769	58	47	43	63	43	49	61	20	8-72.1	42.6	36	1266	25	38	73	26	55	0	1529				
5478	47	13	5020	60	49	44	66	40	49	63	17	8-72.8	42.6	36	5232	32	40	77	27	61	12	1522				
239290	63	6	231374	76	67	66	85	67	53	84	22	8-73.1	44.1	62	229641	50	63	75	27	81	13	1537				
1733	43	6	1477	60	49	46	65	46	53	64	22	8-73.1	44.1	39	955	31	43	75	27	58	15	1537				
14426	21	1	13485	47	39	30	46	23	31	42	7	8-65.2	37.3	21	13398	17	21	52	17	38	4	1429				
1732	43	6	1475	60	49	47	65	46	53	64	22	8-73.2	44.2	39	221956	31	44	76	27	38	13	1539				
133	25	2	123	53	36	36	46	32	42	46	15	8-67.9	36.6	26	121	17	37	58	21	43	6	1477				
10693	16	1	9920	44	27	25	41	19	26	39	12	8-82.7	57.7	18	977	15	17	91	12	32	2	1447				
235832	68	14	225252	77	68	67	84	65	52	83	22	8-73.0	44.0	39	224377	47	65	91	46	43	6	1477				
1795	42	6	1536	60	46	46	65	48	52	63	22	8-73.0	44.0	39	11021	30	44	75	26	38	13	1536				
34047	25	43	33578	92	83	81	97	92	68	98	77	8-91.7	74.8	88	33498	77	91	99	80	97	64	1763				
210730	42	8	20877	72	60	61	85	66	52	81	32	8-73.1	44.0	39	201968	45	58	75	26	57	13	1605				
1790	43	27	1539	60	51	47	66	47	53	64	13	8-73.3	44.6	40	152316	28	37	79	22	59	7	1599				
42010	64	11	40471	74	65	63	82	65	71	83	37	8-81.2	54.8	59	40419	46	60	90	41	79	23	1615				
2462	63	11	2381	73	63	62	82	64	64	82	14	8-77.5	47.6	46	2389	47	62	90	40	79	23	1615				
37	67	14	36	39	64	53	78	56	62	72	10	8-82.0	56.5	42	19099	22	42	70	48	61	28	1390				
199007	49	14	192385	76	67	66	83	67	54	84	44	8-82.0	56.5	42	19099	22	42	70	48	61	28	1390				
2985	45	6	2598	62	52	50	68	49	54	68	44	8-74.7	46.1	43	2091	33	47	78	29	82	14	1393				



TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 08 STATEWIDE	ALL TESTS TAKEN (R, W, M)		MATHEMATICS													PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	Percent of Students Demonstrating Objective Mastery																	
			1	2	3	4	5	6	7	8	9	10	11	12	13					
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS	246501	66	CONCEPTS													74	75	8-76.7	60.7	69
			1	2	3	4	5	6	7	8	9	10	11	12	13					
All Students Not in Special Education	120435	63	84	83	83	88	85	75	71	58	74	60	66	68	75	29	8-76.7	60.7	69	
Male	125882	60	85	84	85	87	83	75	73	59	76	62	65	66	76	30	8-76.9	61.2	70	
Female	184	50	85	83	80	89	87	76	70	57	72	58	67	66	75	15	8-76.5	60.2	49	
Native American	691	65	86	86	86	88	86	76	71	58	74	61	66	66	77	27	8-76.7	60.3	69	
Asian	6414	82	93	92	91	93	91	88	88	79	88	81	85	83	91	54	8-76.6	74.1	87	
African American	33193	48	72	72	72	77	74	64	63	48	59	48	50	49	58	19	8-70.4	53.7	51	
Hispanic	84831	50	71	71	71	82	82	69	65	48	66	50	53	59	64	19	8-72.6	53.7	57	
White	120243	80	91	91	89	92	88	88	85	80	88	82	75	78	87	40	8-81.0	72.4	80	
No Information Provided	1129	39	62	63	66	68	68	51	48	35	54	32	41	44	48	11	8-65.5	44.4	40	
Economically Disadvantaged:	80171	48	75	74	75	80	85	69	60	49	93	65	50	55	61	16	8-71.4	52.0	54	
Free Meals	14043	44	83	83	82	89	85	72	70	49	72	57	67	62	74	12	8-76.0	58.9	66	
Reduced Meals	2324	46	74	76	77	77	78	62	58	42	80	60	75	54	59	14	8-70.5	50.6	51	
Other	147793	77	89	89	89	92	89	81	78	65	80	63	75	75	84	17	8-79.8	65.8	77	
No Information Provided	2170	46	69	72	71	73	72	58	55	41	80	63	41	51	57	16	8-68.9	49.3	49	
Title I, Part A:	69354	55	78	78	79	83	83	71	66	51	68	51	55	63	67	21	8-73.6	55.5	60	
Schoolwide Program Participants	4098	30	67	70	69	79	74	61	68	51	68	51	52	63	67	21	8-73.6	55.5	60	
Targeted Assistance Participants	1764	54	80	80	80	87	81	70	63	48	51	45	54	58	68	13	8-59.0	44.8	56	
Nonparticipants (Previous Participants)	169220	72	87	86	85	88	81	40	40	40	66	40	20	40	90	13	8-75.4	53.1	56	
Homeless Participants (Non Title I Schools)	2059	39	64	68	68	68	69	78	75	62	77	65	71	71	80	37	8-58.4	43.6	36	
Nonparticipants (Not Previous Participants)																12	8-68.4	43.6	42	
Migrant:	5478	43	72	74	74	79	80	67	60	46	63	43	45	55	59	16	8-70.8	51.2	52	
Yes	23730	67	84	84	83	88	86	76	72	58	74	63	45	55	76	30	8-70.8	51.2	52	
No Information Provided	1735	43	65	69	69	70	69	54	51	38	57	40	45	48	52	13	8-67.2	46.8	44	
Limited English Proficient:	14425	21	60	62	65	65	71	57	48	34	49	28	29	41	40	8	8-64.5	42.5	31	
Yes	230345	49	86	85	84	89	86	77	73	60	76	49	68	69	78	31	8-77.5	61.9	44	
No Information Provided	1735	43	66	69	70	70	69	54	51	38	58	40	45	48	53	13	8-67.4	47.0	44	
Bilingual/ESL Program:	133	25	64	70	72	74	71	55	49	42	54	33	37	50	46	14	8-67.2	46.5	43	
Bilingual	10693	68	88	89	84	92	82	79	73	59	47	26	25	38	46	14	8-63.4	61.9	43	
ESL	233832	62	88	89	89	90	86	77	73	60	76	61	68	69	77	30	8-77.4	61.7	45	
Neither	1795	42	68	69	69	70	70	54	51	38	58	40	45	48	53	13	8-67.4	47.1	45	
No Information Provided	34047	95	97	95	95	98	96	92	93	83	93	89	93	90	96	63	8-86.1	78.8	91	
Gifted-Talented Program:	210720	62	82	82	82	86	83	73	68	52	75	58	55	64	72	24	8-75.2	46.7	64	
Participants	1754	42	65	66	66	69	69	53	52	38	58	40	45	48	53	13	8-67.4	47.1	45	
Nonparticipants	87034	33	68	70	70	76	74	56	48	35	53	32	38	46	48	7	8-67.3	45.5	42	
Yes	157677	43	93	93	93	94	92	86	84	74	86	66	66	70	96	41	8-81.4	69.1	42	
No Information Provided	1790	43	65	69	68	69	70	54	51	39	58	40	46	48	53	14	8-67.4	47.0	42	
At-Risk:	42010	64	84	84	87	84	84	74	70	57	73	59	65	67	75	27	8-76.3	59.8	68	
Yes	2452	49	83	82	82	87	83	72	68	55	81	64	69	70	78	30	8-75.9	58.9	68	
No Information Provided	19807	67	84	86	86	88	86	89	85	72	95	70	70	76	90	37	8-77.9	69.1	70	
Career/Technology Education:	2985	45	69	71	71	73	73	58	55	41	60	43	48	51	56	15	8-69.6	48.2	49	
Coherent Sequence																1	8-69.6	48.2	49	
Tech Prep																1	8-69.6	48.2	49	
No Information Provided																1	8-69.6	48.2	49	

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997	SCIENCE										AVERAGE SCALE SCORE			
	ALL TESTS TAKEN (R, W, M, S, SS)		Percent Of Students Demonstrating Objective Mastery									PERCENT MASTERING ALL OBJECTIVES		
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8				
ACQUIRE DATA	CLASSIFY INFORMATION	COMMUNICATE DATA	INTERPRET DATA	INFER/GENERALIZE	CONDUCT INVESTIGATIONS	DRAW CONCLUSIONS	APPLY KNOWLEDGE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES					
---	NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS													
All Students Not In Special Education	246779	56	4	235405	96	51	85	84	83	45	68	84	20	1582
Male	120581	56	4	114596	95	57	87	85	83	45	71	85	24	1529
Female	126012	57	4	120650	97	46	84	83	82	44	65	84	16	1574
No Information Provided	186	37	2	1159	87	43	75	73	70	31	57	69	11	1536
Native American	691	57	3	642	96	55	86	86	82	49	74	86	22	1613
Asian	6416	10			97	57	91	91	89	54	76	91	29	1588
African American	33241	35	1	31458	93	39	76	75	74	32	47	79	17	1546
Hispanic	84971	39	1	79834	95	45	79	79	74	33	55	75	11	1546
White	120313	73	7	116282	97	59	92	89	92	57	82	94	35	1546
No Information Provided	1147	30	2	910	89	38	73	70	63	27	48	74	7	1521
Economically Disadvantaged:	90334	35	1	75049	94	43	77	77	71	30	51	71	9	1328
Free Meals	14047	53	1	13532	96	49	93	94	92	32	86	93	17	1474
Reduced Meals	2327	34	1	2135	94	44	84	88	85	32	77	87	6	1497
Other	147877	69	6	142862	97	36	77	74	71	53	54	69	26	1399
No Information Provided	2194	38	2	1827	91	56	84	88	86	29	54	71	11	1399
Title I, Part A:	6938	48	2	65740	95	46	80	80	75	32	57	76	13	1554
Schoolwide Program Participants	4109	39	1	3870	92	40	76	70	64	26	41	61	15	1119
Targeted Assistance Participants	1769	17	0	1750	100	48	83	80	77	33	61	79	11	1454
Nonparticipating (Previous Participants)	169381	63	5	162392	96	39	88	86	86	49	60	79	10	1508
Homeless Participants (Not in Schools)	2082	31	2	1631	90	54	88	87	86	29	73	86	3	1596
Nonparticipating (Not in Schools)														
Migrant:	5489	30	1	4942	94	43	75	75	67	27	48	68	7	1528
Yes	239532	34	2	229040	96	52	85	84	84	45	69	84	20	1584
No Information Provided	1758	34	2	1423	90	39	75	71	66	30	52	65	9	1529
Limited English Proficient:	14460	13	0	13306	91	35	65	66	53	15	34	49	3	1492
Yes	230565	34	2	220676	90	39	86	85	84	46	70	86	21	1588
No Information Provided	1754	34	2	1423	90	39	75	71	66	31	52	65	10	1530
Bilingual/ESL Program:	135	19	0	124	95	34	69	69	55	21	40	64	6	1411
Bilingual	10723	59	4	9780	90	33	62	64	48	12	29	49	2	1482
Neither	234054	34	2	223983	96	32	86	85	84	46	70	86	21	1587
No Information Provided	1819	34	2	1478	90	39	74	72	66	30	51	65	9	1529
Gifted-Talented Program:	34051	91	17	33423	99	67	95	95	96	70	88	98	44	1578
Participants	210971	51	2	200559	95	44	94	94	80	40	92	85	16	1529
Nonparticipating	1757	34	2	1423	90	40	75	71	66	30	52	65	9	1529
No Information Provided														
At-Risk:	87194	22	0	81476	93	48	91	90	96	24	78	94	6	1535
Yes	15773	33	2	1478	90	41	75	72	67	26	78	94	28	1535
No Information Provided	1813	33	2	1478	90	41	75	72	66	32	53	66	11	1534
Career/Technology Education:	42052	54	3	40050	96	52	85	84	81	44	69	84	20	1592
Elective	2497	47	0	2336	94	36	86	85	83	44	56	69	18	1575
Coherent Sequence	199214	57	0	190467	96	51	86	84	85	45	68	84	6	1583
No Information Provided	3012	36	2	2513	91	42	76	73	69	32	55	68	20	1537



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 08 STATEWIDE		SOCIAL STUDIES										PERCENT MASTERING ALL OBJECTIVES PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE				
		ALL TESTS TAKEN (R, W, M, S, SS)		UNDERSTANDING CONCEPTS					EVALUATING CONCEPTS									
		NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	6	7	8				9	10		
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																		
All Students Not In Special Education		246779	56	4	237070	69	67	58	64	68	55	95	59	45	68	67	15	1550
Male Female No Information Provided		120581 126012 186	56 57 37	4 4 2	115476 121433 181	68 69 57	69 64 52	59 48 48	60 52 52	70 67 51	57 45 45	95 95 87	63 62 47	44 35 34	67 65 52	68 65 49	17 14 10	1554 1546 1497
Native American Asian African American Hispanic White No Information Provided		691 6416 33241 84971 120313 11147	57 73 35 39 73 30	3 1 1 1 2 2	652 6294 31745 80623 116820 930	71 73 57 59 78 54	69 72 47 46 79 47	58 72 47 46 39 39	65 74 47 54 76 45	60 80 55 80 45	54 44 41 65 40	96 92 92 98 86	63 44 44 71 42	46 37 37 34 32	69 70 67 51 48	69 68 51 48 42	16 22 27 23 23	1553 1525 1504 1506 1483
Economically Disadvantaged: Free Meals Reduced Other No Information Provided		80334 14047 2327 147877 2194	35 34 33 69 38	1 1 1 2 2	75769 13634 2154 143655 1858	57 64 56 76 58	51 49 49 76 54	44 54 41 65 45	50 62 48 51 51	52 66 51 77 54	43 52 43 62 44	92 91 91 89	42 56 42 68	30 40 33 35	53 52 56 56	47 45 45 50	5 11 15 21	1497 1533 1580 1580
Title I, Part A: Schoolwide Program Participants Targeted Assistance Participants Nonparticipating Schools Homeless Participants (Not Previous Participants) Nonparticipants (Not Previous Participants) No Information Provided		69438 4198 1764 16938 2082	43 18 39 47 31	2 1 1 5 2	66255 5880 1720 163257 1747	61 47 60 75 55	56 45 40 72 48	48 34 43 40 62 41	55 44 53 20 69 46	58 42 60 73 46	48 31 43 60 40	93 89 89 40 96 87	46 35 49 0 64 42	34 44 33 0 50 31	58 44 57 40 73 49	53 33 33 20 23 42	8 2 6 0 19 6	1514 1469 1509 1412 1567 1485
Migrant: Yes No No Information Provided		5489 23952 1758	30 37 34	1 2 2	5003 23014 1453	52 56 56	47 52 42	48 42 42	48 48 49	46 50 51	39 42 43	90 85 88	38 59 46	24 34 34	48 69 52	40 67 47	4 16 17	1481 1552 1495
Limited English Proficient: Yes No No Information Provided		14460 230565 1754	13 39 34	0 4 2	126 222202 1450	47 36 70 56	44 27 68 51	41 28 59 42	44 34 66 48	47 26 70 50	40 29 57 43	87 83 96 88	30 22 60 46	25 15 34 34	45 28 37 51	37 46 46 46	2 2 17 17	1471 1515 1515 1494
Bilingual/ESL Program: Bilingual ESL Neither No Information Provided		135 10723 234054 1819	19 59 54	0 4 2	126 9873 225520 1510	47 36 70 56	44 27 68 51	41 28 59 42	44 34 66 48	47 26 70 50	40 29 57 43	87 83 96 88	30 22 60 46	25 15 34 34	45 28 37 51	37 46 46 46	2 2 17 17	1471 1515 1515 1494
Gifted-Talented Program: Participants Nonparticipants No Information Provided		34051 210971 1757	91 51 34	17 2 2	33556 202060 1454	89 65 57	89 63 52	83 53 42	86 61 48	92 64 50	81 51 42	99 95 88	83 55 46	75 34 34	89 65 62	94 66 46	43 11 11	1652 1533 1494
At-Risk: Yes No No Information Provided		87194 157473 1813	22 35 36	0 2 2	82252 153308 1510	50 79 58	46 78 52	37 69 43	46 75 49	45 81 51	35 66 43	90 88 88	38 70 47	25 35 35	47 80 52	37 83 47	3 22 22	1478 1589 1498
Career/Technology Education: Coherent Sequence Elective Tech Prep No No Information Provided		42052 2374 57 19214 3612	54 41 47 57 36	3 0 0 2 2	40311 2374 191788 2559	68 61 62 60 60	66 54 58 50 52	56 33 38 43	65 60 62 50 50	69 58 58 53	69 54 59 43	95 94 92 89	59 56 64 57	43 44 33 36	68 64 56 68	66 61 69 67	14 12 10 16	1546 1537 1551 1502



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 08
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity.	0	1
Lacked language control	68	266
Lacked organization/structure	28	1406
Lacked support/elaboration.	124	8416
Drifted from specified purpose.	8	312
Used wrong purpose.	161	116
Drifted from specified topic.	0	171
Wrote off topic	242	
No writing attempted.	226	
Indecipherable response	31	
Insufficient response to specified task	48	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	547	8561	110304	103515	12901	235828
PERCENT:	0	4	47	44	5	

GRADE 7 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Seventy-four percent of the 242,808 Grade 7 students not in special education who tested in spring 1997 met minimum expectations on all tests taken (reading and mathematics). Twenty-two percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 84 percent in reading and 79 percent in mathematics.

The table below provides the number of Grade 7 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 7 is represented by a TLI score of 7-70 in reading and mathematics.

Grade 7 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average TLI Score</u>
Reading	240,464	84%	56%	7-82.2
Mathematics	240,195	79%	24%	7-77.6

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of seventh graders tested who achieved Academic Recognition.

Grade 7 Academic Recognition by Subject Area Spring 1997

Reading	25.1%
Mathematics	11.5%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the 240,464 students tested met minimum expectations on the reading test, and 56 percent mastered all objectives. The percentage of students mastering each objective ranged from 71 to 91 percent. Grade 7 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 7 students achieving mastery on each reading objective for the spring 1996 administration.

Grade 7 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1:</i> Word Meaning	91%
<i>Objective 2:</i> Supporting Ideas	82%
<i>Objective 3:</i> Summarization	71%
<i>Objective 4:</i> Relationships and Outcomes	88%
<i>Objective 5:</i> Inferences and Generalizations	72%
<i>Objective 6:</i> Point of View, Propaganda, and Fact and Nonfact	82%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Seventy-nine percent of the 240,195 students tested met minimum expectations in mathematics, and 24 percent mastered all objectives. Mastery rates ranged from 55 percent (Objective 11: Problem Solving Using Solution Strategies) to 92 percent (Objective 1: Number Concepts).

Grade 7 Student Mastery of Mathematics Objectives Spring 1997

Domain: Concepts

<i>Objective 1:</i> Number Concepts	92%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	81%
<i>Objective 3:</i> Geometric Properties and Relationships	87%
<i>Objective 4:</i> Measurement Concepts	79%
<i>Objective 5:</i> Probability and Statistics	71%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	83%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	79%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	80%
<i>Objective 9:</i> Use of Division to Solve Problems	62%

Domain: Problem Solving

<i>Objective 10:</i> Problem Solving Using Estimation	72%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	55%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	65%
<i>Objective 13:</i> Evaluation of the Reasonableness of a Solution	61%

GRADE 7 TAAS ITEMS

The following items are from the 1997 TAAS Grade 7 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 7 students not in special education.

Adventure in the Cliff Dwellings

Josie was thrilled to travel all the way to Colorado to visit her cousin Maria. When Josie arrived in Denver, she discovered that Uncle Anthony, Aunt Emily, and Maria had compiled an interesting list of sight-seeing trips for Josie's visit.

Josie's stay began with a visit to the ancient cliff dwellings of the Anasazi people in Mesa Verde National Park in southwestern Colorado. Josie had read about the Anasazi, ancestors of the Pueblo people. She was delighted at the prospect of seeing and exploring the cliff dwellings.

When Josie and her relatives reached the rim of Cliff Canyon inside the park, Josie looked out at the dwellings that had been cut into the face of the sand-colored cliffs and gasped. They were even more fascinating than she had imagined.

When they arrived at the entrance to the dwellings, Josie was disappointed that they were required to go with a tour led by a park ranger. However, the steep climb down the face of the cliff was as exciting as Aunt Emily had promised. Parts of the path consisted of wooden ladders built up against the sheer cliff wall.

Josie stepped off the last ladder rung into a large chamber with a low ceiling and joined the group as they gathered in front of the park ranger. The ranger explained that they were standing in a common living area that had been used by many families when social gatherings were held. He pointed out entrances to sleeping chambers on either side and to a food storage room above.

As the ranger described the Anasazi way of life, Josie noticed he had a worried look on his face. She turned to look outside and saw black clouds gathering on the rim of the other side of the canyon.

"Well, folks," said the ranger as he finished his talk, "there's a storm beginning over on the opposite rim, and it could reach here pretty soon. We're going to leave now because it will take about twenty minutes to reach the top. We could be stuck here for a while if we're not out before the storm arrives. Are there any experienced climbers here?"

Uncle Anthony raised his hand.

"You go in front, and I'll bring up the rear," said the ranger. "Now remember, don't rush. Stay

together, move carefully, and help each other as much as you can."

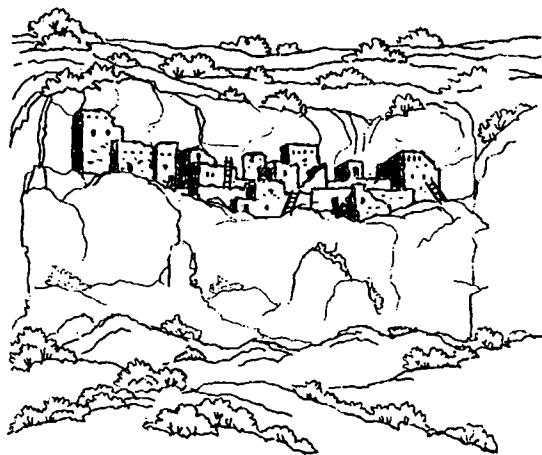
As she climbed, Josie saw lightning bolts flashing across black clouds at the opposite rim, followed by muffled booms of thunder. A cold wind began to blow, and Josie was glad that Uncle Anthony had insisted they bring sweatshirts.

As the sky darkened and the wind grew stronger, Josie struggled to keep her attention focused on the climb. She breathed a sigh of relief when two rangers appeared on the path ahead. However, her relief changed to dismay when the rain began. Josie stopped and closed her eyes when a tremendous clap of thunder echoed across the cliffs. She had never heard thunder that loud before.

Josie felt Maria's hand clasping hers. "Don't worry," said one of the rangers who had just met the group. "The ladder up to the rim is just around that bend. Pay attention to your feet and keep on walking. We're here to help you."

Exhausted and drenched to the skin, Josie pulled herself up the last ladder. Uncle Anthony was waiting at the top to help her onto the canyon rim. After he helped Maria and Aunt Emily up, a ranger took over.

Josie's knees were shaking, but she breathlessly exclaimed, "Hey, we just had our own real-life adventure!"



GRADE 7 READING ITEMS

Objective 3: The student will summarize a variety of written texts.

- 16** Which of the following is the best summary of this passage?
- 12% **F** Josie's aunt and uncle planned some sight-seeing trips for her during her stay in Colorado.
- 6% **G** Josie and Maria climbed to safety after a storm interrupted their tour of a national park.
- 6% **H** Josie learned that the Anasazi people lived many years ago in cliff dwellings in southwestern Colorado.
- 75% **J*** Josie visited her cousin in Colorado and had an adventure when they toured the cliff dwellings.

Objective 2: The student will identify supporting ideas in a variety of written texts.

- 18** When did Josie notice the storm developing?
- 4% **F** Before the group gathered in the living area
- 85% **G*** While the ranger was talking to the group
- 7% **H** When it began to rain and thunder
- 4% **J** After two rangers came to meet the group

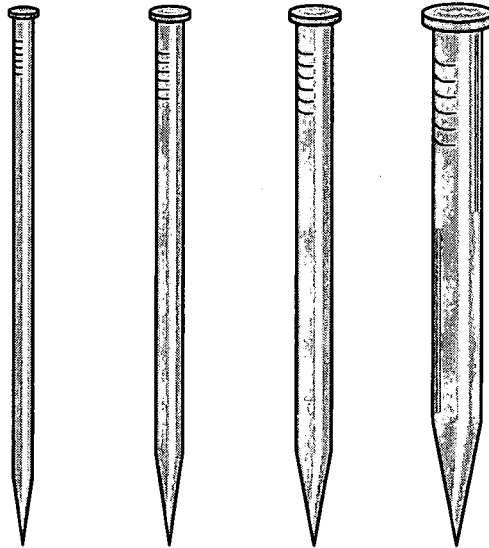
Objective 1: The student will determine the meaning of words in a variety of written texts.

- 23** In this passage, the word compiled means —
- 4% **A** saved for
- 92% **B*** put together
- 3% **C** gone on
- 1% **D** given up

GRADE 7 MATHEMATICS ITEMS

Objective 1: The student will demonstrate an understanding of number concepts.

- 6** Nails are sold in several sizes. At a hardware store the nails are arranged by width. Which shows the widths in correct order from least to greatest?



- 6% **A** 0.127 in., 0.115 in., 0.102 in., 0.083 in.
2% **B** 0.083 in., 0.127 in., 0.115 in., 0.102 in.
2% **C** 0.102 in., 0.083 in., 0.115 in., 0.127 in.
91% **D*** 0.083 in., 0.102 in., 0.115 in., 0.127 in.

Objective 7: The student will use the operation of subtraction to solve problems.

- 48** The average person eats 1095 pounds of groceries a year. Mark ate 1122 pounds of groceries last year. How much more did Mark eat than the average person?
- 4% **A** 173 lb
5% **B** 37 lb
2% **C** 33 lb
79% **D*** 27 lb
9% **E** Not Here



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 07
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING	Mastering Number	Percent
1. Word Meaning	217906	91
2. Supporting Ideas	197089	82
3. Summarization	170406	71
4. Relationships and Outcomes	211002	88
5. Inferences and Generalizations	173783	72
6. Point of View, Propaganda, and Fact and Nonfact	197084	82
Number Tested: 240464	201888	84
Texas Learning Index (TLI): 7-82.2	134453	56
MATHEMATICS		
1. Number Concepts	220682	92
2. Algebraic/Mathematical Relations and Functions	193148	81
3. Geometric Properties and Relationships	208241	87
4. Measurement Concepts	189708	79
5. Probability and Statistics	170827	71
Operations		
6. Use of Addition to Solve Problems	198476	83
7. Use of Subtraction to Solve Problems	189593	79
8. Use of Multiplication to Solve Problems	192830	80
9. Use of Division to Solve Problems	148646	62
Problem Solving		
10. Problem Solving Using Estimation	173037	72
11. Problem Solving Using Solution Strategies	133122	55
12. Problem Solving Using Mathematical Representation	156910	65
13. Evaluation of the Reasonableness of a Solution	145610	61
Number Tested: 240195	189394	79
Texas Learning Index (TLI): 7-77.6	58569	24
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	252495	100
Students Absent From All Tests	2477	1
Students Exempt From All Tests: LEP	6935	3
Other Students Not Tested	275	0
Number of Students Tested	242808	96
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	180149	74
Did Not Meet Minimum Expectations On: One Test Only	35941	15
Both Tests	26718	11

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests (R, M)	READING			MATHEMATICS		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI
All Students Not in Special Ed.	74	240464	84	7-82.2	240195	79	7-77.6
Male	72	117081	81	7-80.6	116950	78	7-77.4
Female	72	123269	87	7-83.6	123116	80	7-77.8
No Information Provided	42	114	58	7-70.9	116	49	7-67.5
Native American	75	615	86	7-82.8	610	79	7-77.9
Asian	87	6244	90	7-86.1	6245	93	7-83.8
African American	57	32627	74	7-77.3	32558	63	7-71.6
Hispanic	63	82943	74	7-77.3	82838	70	7-74.0
White	87	117592	93	7-86.8	117286	89	7-81.5
No Information Provided	43	643	59	7-71.0	649	49	7-66.8
Economic Disadvantaged:	61	101187	74	7-77.0	101092	68	7-73.5
Yes	86	137744	92	7-86.5	13758	87	7-80.7
No Information Provided	56	1563	72	7-76.5	1563	62	7-71.4
Title I, Part A:	64	71652	75	7-77.9	71552	71	7-74.5
Participants	79	166884	88	7-84.1	166821	83	7-79.0
Nonparticipants	49	16288	64	7-73.2	1622	55	7-69.1
No Information Provided							
Migrant:	53	4982	63	7-72.7	4985	64	7-72.1
Yes	75	234346	84	7-82.4	234078	79	7-77.7
No Information Provided	48	1136	64	7-73.4	1132	54	7-68.6
Limited Eng. Proficient:	32	16163	43	7-65.1	16194	48	7-66.7
Yes	49	221173	64	7-73.6	221173	55	7-68.8
No Information Provided							
Bilingual:	36	225	51	7-66.9	227	49	7-67.5
Participants	74	239011	84	7-82.2	238738	79	7-77.5
Nonparticipants	48	1228	64	7-73.2	1230	55	7-68.8
No Information Provided							
ESL:	27	12395	39	7-63.0	12330	43	7-65.4
Participants	77	226765	87	7-83.2	226660	81	7-78.3
Nonparticipants	48	1196	63	7-73.2	1195	55	7-68.8
No Information Provided							
Gifted-Talented:	97	34289	98	7-91.8	34249	97	7-86.5
Participants	71	205035	82	7-80.6	204808	76	7-76.7
Nonparticipants	48	1140	64	7-73.4	1138	54	7-68.7
No Information Provided							
At Risk:	46	79693	64	7-72.5	79592	55	7-69.2
Yes	89	159519	94	7-87.0	159356	91	7-81.9
No Information Provided	50	1252	66	7-74.0	1247	56	7-69.2
Career/Tech. Ed.:	73	32210	83	7-81.5	32157	78	7-77.7
Participants	54	205376	84	7-85.3	205210	61	7-70.7
Nonparticipants	48	2316	68	7-73.4	2310	61	7-70.8
No Information Provided							
Special Ed. Status Not Provided	48	1121	64	7-73.4	1116	54	7-68.6
Oral Administration:	36	555	54	7-68.0	573	51	7-67.6
Math							

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 07 STATEWIDE	ALL TESTS TAKEN (R, M)		READING								PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	READING COMPREHENSION				Objective Mastery								
				1	2	3	4	5	8	WORD MEANING						SUPPORTING IDEAS
All Students Not In Special Education	242808	74	22	240464	91	82	71	88	72	82	84	56	7-82.2	56.9	63	
Male	118375	76	21	117081	89	81	65	85	69	79	87	52	7-80.6	54.6	59	
Female	124316	42	21	123269	92	83	49	90	76	85	81	50	7-83.6	59.1	57	
No Information Provided	117		6	114	73	60		68	45	63	58	28	7-70.9	41.0	34	
Native American	620	75	23	615	92	84	73	89	77	87	86	69	7-82.8	57.9	65	
Asian	6277	87	49	6244	92	98	88	93	82	90	96	69	7-86.1	63.7	74	
African American	32957	63	12	32627	86	72	60	81	59	73	74	41	7-77.3	49.1	48	
Hispanic	83901	63	12	82943	84	72	60	82	60	72	74	42	7-77.3	49.1	48	
White	118379	83	31	117392	97	91	81	94	84	92	93	70	7-86.8	64.2	75	
No Information Provided	674	47	6	643	74	60	47	68	47	61	59	31	7-71.0	44.8	35	
Economically Disadvantaged:	84844	59	10	83760	83	71	57	80	57	70	72	38	7-76.2	47.7	46	
Free Meals	15255	74	18	15138	71	62	70	90	61	82	83	32	7-71.8	43.2	49	
Reduced Meals	34	40	10	32	77	66	56	97	51	66	67	27	7-67.5	43.2	52	
Other	13777	56	13	13563	82	69	58	77	59	73	72	42	7-76.5	49.2	49	
No Information Provided	1609			1563	82	70		77	59	73	72	42	7-76.5	49.2	49	
Title I, Part A:	68180	65	15	67469	85	75	62	83	63	74	76	45	7-78.3	51.1	53	
Schoolwide Program Participants	2332	70	9	2309	79	62	44	77	44	61	61	22	7-71.3	40.6	53	
Targeted Assistance Participants	2031	70	9	2010	91	80	60	88	67	81	85	44	7-80.2	51.9	54	
Nonparticipants at No Title School	2010	79	0	16475	60	60	20	60	50	70	60	10	7-70.4	45.5	52	
Homeless Participants	166478	79	25	164975	93	86	75	90	77	86	88	62	7-84.1	59.9	68	
Nonparticipants (Not Previous Participants)	1877	49	9	1828	78	63	51	73	50	65	64	34	7-73.2	44.6	40	
Migrant:	5045	53	9	4982	75	66	49	74	49	62	63	30	7-72.7	43.1	37	
Yes	236583	48	10	234346	91	82	71	88	73	82	84	57	7-82.4	45.2	64	
No Information Provided	1180			1136	78	64	52	72	51	66	64	37	7-73.4	45.2	41	
Limited English Proficient:	16413	32	7	16163	62	50	34	61	31	44	43	14	7-65.1	33.7	22	
Yes	225177	77	23	223128	93	84	74	90	73	85	87	59	7-83.4	58.7	66	
No Information Provided	1218	49	10	1173	78	65	52	73	52	66	64	37	7-73.6	45.4	41	
Bilingual/ESL Program:	230	36	6	225	64	52	41	63	40	45	51	18	7-66.9	36.0	25	
Bilingual	12503	27	2	12305	57	46	29	56	26	39	38	11	7-63.9	31.2	19	
ESL	22872	77	23	22670	95	84	73	90	75	84	87	56	7-93.1	58.4	66	
Neither	1227	48	10	1180	77	63	52	71	51	65	63	36	7-73.1	44.8	40	
No Information Provided	1986			1935	95	75	52	71	51	65	63	36	7-73.1	44.8	40	
Gifted/Talented Program:	34438	97	56	34289	99	96	97	98	94	97	98	88	7-91.8	74.5	88	
Participants	271186	48	10	26935	89	84	64	92	72	80	82	57	7-73.4	45.2	49	
Nonparticipants	1184	48	10	1140	78	64	52	72	52	66	64	37	7-73.4	45.2	49	
No Information Provided	80794	66	4	79693	79	64	47	74	47	62	64	26	7-72.5	42.1	35	
Yes	10718	50	10	10519	96	91	83	95	85	93	94	82	7-87.0	64.4	75	
No Information Provided	1298			1252	79	65	53	74	53	67	66	37	7-74.0	46.0	43	
Career/Technology Education:	31023	72	23	30684	90	82	70	87	71	82	83	54	7-81.5	55.6	61	
Elective	1528	96	20	1516	90	81	69	86	71	80	82	55	7-81.5	55.6	62	
Coherent Sequence	207866	75	22	205936	80	70	90	100	80	80	90	60	7-82.1	53.1	56	
Tech Prep	2581	54	11	2531	80	69	56	76	56	69	68	40	7-82.3	57.2	63	
No Information Provided	2381			2318	80	69	56	76	56	69	68	40	7-82.3	57.2	63	

GRADE 6 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 245,138 Grade 6 students not in special education who tested, 76 percent met minimum expectations on all tests taken (reading and mathematics), and 21 percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 84 percent in reading and 81 percent in mathematics.

The table below provides the number of Grade 6 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 6 is represented by a TLI score of 6-70 in reading and mathematics.

Grade 6 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average TLI Score</u>
Reading	243,226	84%	37%	6-83.3
Mathematics	243,034	81%	30%	6-78.9

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of sixth graders tested who achieved Academic Recognition.

Grade 6 Academic Recognition by Subject Area Spring 1997

Reading	20.9%
Mathematics	25.0%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the Grade 6 students tested met minimum expectations on the reading test, and 37 percent mastered all objectives. The percentage of students mastering each objective ranged from 60 to 95 percent. Grade 6 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 6 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 6 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1:</i> Word Meaning	71%
<i>Objective 2:</i> Supporting Ideas	95%
<i>Objective 3:</i> Summarization	60%
<i>Objective 4:</i> Relationships and Outcomes	63%
<i>Objective 5:</i> Inferences and Generalizations	69%
<i>Objective 6:</i> Point of View, Propaganda, and Fact and Nonfact	71%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-one percent of the sixth graders tested met minimum expectations in mathematics, and 30 percent mastered all objectives. Mastery rates ranged from 53 percent (Objective 11: Problem Solving Using Solution Strategies) to 93 percent (Objective 3: Geometric Properties and Relationships).

Grade 6 Student Mastery of Mathematics Objectives Spring 1997

Domain: Concepts

<i>Objective 1:</i> Number Concepts	84%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	92%
<i>Objective 3:</i> Geometric Properties and Relationships	93%
<i>Objective 4:</i> Measurement Concepts	91%
<i>Objective 5:</i> Probability and Statistics	82%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	75%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	83%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	85%
<i>Objective 9:</i> Use of Division to Solve Problems	71%

Domain: Problem Solving

<i>Objective 10:</i> Problem Solving Using Estimation	81%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	53%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	73%
<i>Objective 13:</i> Evaluation of the Reasonableness of a Solution	65%

GRADE 6 TAAS ITEMS

The following items are from the 1997 TAAS Grade 6 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 6 students not in special education.

GRADE 6 READING PASSAGE

Adam's Class Schedule

On Tuesday Adam received his packet of information about filling out his schedule of classes for the next school year. There were some required subjects that he had to take. He had no choice about these classes. There were other courses that he could take if he wanted. These elective courses were subjects that Adam could choose to take if they fit in his schedule.

Adam had to make some important decisions. He needed to think about the subjects he would like to take as well as those he had to take. He had to fill out the class schedule, have one of his parents sign it, and return it to his teacher by the next Monday. When he got home, he read through all of the instructions. Then he began to fill out the schedule.

CLASS SCHEDULE INSTRUCTION SHEET

REQUIRED CLASSES:

Next year you *must* take these 5 required classes: English, Math, Science, Social Studies, and Physical Education. Please notice that English, Math, and Physical Education have been scheduled for you. You may *not* change or eliminate these classes.

You must decide which periods you would like to take Science and Social Studies. Each class *must* be scheduled for the same period every day. Enter these 2 classes in the schedule below.

LUNCH:

You *must* include lunch each day. It *must* be scheduled for the 4th, 5th, or 6th period. Lunch *must* be scheduled for the same period every day.

ELECTIVE CLASSES:

Think about the subjects you would like to take. You may choose these classes if they fit into your schedule *after* you have scheduled your required classes. Each class *must* be scheduled for the same period every day.

- Art
- Band – (only available 2nd period)
- Choir – (only available 2nd period)
- Computer Literacy
- Spanish

STUDY HALL:

Sign up for study hall *only* if you intend to do homework in school.

If you need help in filling out your schedule, please see your teacher. **Once you have turned in your schedule, it cannot be changed.** We want you to be happy with your schedule and be able to take the classes you are interested in. Good luck!

CLASS SCHEDULE

Name _____

Semester I 19 __

Phone Number _____

Parent/Guardian Signature _____

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
2					
3	Math	Math	Math	Math	Math
4					
5					
6					
7	English	English	English	English	English
8					

GRADE 6 READING ITEMS

Objective 1: The student will determine the meaning of words in a variety of written texts.

- 6** The word elective in this passage means —
- 71% **F*** not required
 - 7% **G** very important
 - 8% **H** already scheduled
 - 13% **J** not listed

Objective 3: The student will summarize a variety of written texts.

- 7** The main idea of the instruction sheet is to —
- 9% **A** make sure parents know their children's class schedules
 - 76% **B*** give students directions for preparing their class schedules
 - 11% **C** help teachers know which students will be in their classes
 - 4% **D** allow teachers to assist students with class schedules

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

- 12** If Adam takes Choir as an elective, he will NOT be able to take —
- 2% **F** Spanish
 - 3% **G** Computer Literacy
 - 93% **H*** Band
 - 2% **J** Art

GRADE 6 MATHEMATICS ITEMS

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

4 Xavier bought 2 pints of milk at the store. How many *cups* of milk are equivalent to 2 pints?

5% **A** 2 c

89% **B*** 4 c

4% **C** 8 c

2% **D** 16 c

Objective 6: The student will use the operation of addition to solve problems.

51 Angie rode her bicycle 23.2 miles in March, 14.9 miles in April, 10 miles in May, and 17.5 miles in June. What was the total number of miles Angie rode during these 4 months?

2% **F** 54.6 mi

10% **G** 56.6 mi

3% **H** 64.16 mi

73% **J*** 65.6 mi

12% **K** Not Here

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 06
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number Percent
READING	
Reading Comprehension	
1. Word Meaning	172140 71
2. Supporting Ideas	232226 95
3. Summarization	146379 60
4. Relationships and Outcomes	152362 63
5. Inferences and Generalizations	166751 69
6. Point of View, Propaganda, and Fact and Nonfact	173184 71
Number Tested: 243226	Met Minimum Expectations 204687 84
Texas Learning Index (TLI): 6-83.3	Mastered All Objectives 90119 37
MATHEMATICS	
Concepts	
1. Number Concepts	203614 84
2. Algebraic/Mathematical Relations and Functions	224696 92
3. Geometric Properties and Relationships	225222 93
4. Measurement Concepts	222316 91
5. Probability and Statistics	198966 82
Operations	
6. Use of Addition to Solve Problems	182444 75
7. Use of Subtraction to Solve Problems	200590 83
8. Use of Multiplicator to Solve Problems	205714 85
9. Use of Division to Solve Problems	173127 71
Problem Solving	
10. Problem Solving Using Estimation	197547 81
11. Problem Solving Using Solution Strategies	127740 53
12. Problem Solving Using Mathematical Representation	178311 73
13. Evaluation of the Reasonableness of a Solution	157732 65
Number Tested: 243034	Met Minimum Expectations 197201 81
Texas Learning Index (TLI): 6-78.9	Mastered All Objectives 72632 30
ADMINISTRATION SUMMARY	Number Percent
Total Answer Documents Submitted	251786 100
Students Absent From All Tests	1616 1
Students Exempt From All Tests: LEP	4561 2
Other Student's Not Tested	471 0
Number of Students Tested	245138 97
MINIMUM EXPECTATIONS SUMMARY	Number Percent
Met Minimum Expectations On All Tests Taken	186405 76
Did Not Meet Minimum Expectations On: One Test Only	33094 14
Both Tests	25639 10

GROUP PERFORMANCE

	Pct Met Min Exp All Tests Taken (R, M)	READING			MATHEMATICS		
		Number Tested	Pct Met Min Exp	Average Texas PR	Number Tested	Pct Met Min Exp	Average Texas PR
--- = No Data Reported For Fewer Than Five Students							
All Students Not In Special Ed.	76	243226	84	6-83.3	243034	81	6-78.9
Male	74	118340	82	6-82.4	118258	80	6-78.7
Female	44	124799	86	6-84.1	124688	82	6-79.0
NO Information Provided		87		6-71.9	88		6-68.3
Native American	79	652	87	6-86.2	659	83	6-79.1
Asian	9	3097	72	6-96.7	3090	66	6-74.0
Hispanic	52	8373	74	6-74.3	8373	73	6-75.7
White	88	119217	93	6-88.2	119106	91	6-82.5
NO Information Provided	50	464	62	6-73.6	476	55	6-69.4
Economic Disadvantaged: Yes	63	109286	74	6-77.9	109232	71	6-75.1
No Information Provided	87	132695	93	6-87.7	132561	89	6-82.0
No Information Provided	63	1245	74	6-79.0	1241	68	6-74.1
Title I, Part A: Participants	66	97110	76	6-79.1	97069	74	6-76.2
Nonparticipants	83	144197	90	6-98.2	144050	86	6-81.4
No Information Provided	54	1919	66	6-75.5	1915	60	6-71.4
Migrant: Yes	59	4908	65	6-74.3	4927	68	6-74.1
No Information Provided	57	237365	85	6-83.5	237170	81	6-79.0
No Information Provided	57	49	69	6-76.7	937	63	6-72.2
Limited Eng. Proficient: Yes	37	17827	46	6-67.4	17854	52	6-68.5
No Information Provided	57	224379	87	6-84.6	224168	84	6-77.7
No Information Provided	57	1020	69	6-76.5	1012	63	6-72.3
Bilingual: Participants	38	2932	47	6-67.5	2945	55	6-69.6
Nonparticipants	77	239284	85	6-93.5	237047	82	6-71.9
No Information Provided	56	1050	69	6-76.2	1047	57	6-71.9
ESL: Participants	32	11815	42	6-65.7	11821	48	6-67.0
Nonparticipants	78	230368	82	6-82.2	230202	83	6-67.5
No Information Provided	56	1033	68	6-76.0	1011	62	6-71.8
Gifted-Talented: Participants	97	32396	99	6-93.7	32374	98	6-87.1
Nonparticipants	73	209875	89	6-81.7	209709	79	6-77.7
No Information Provided	57	955	69	6-76.6	951	62	6-72.0
At Risk: Yes	49	81068	65	6-73.2	81015	60	6-71.1
No Information Provided	90	161068	71	6-99.2	160915	69	6-75.9
No Information Provided	59	1100	71	6-77.4	1094	65	6-72.9
Special Ed. Status Not Provided	57	924	69	6-76.8	921	63	6-72.2
Oral Administration: Math	37	920	49	6-68.2	950	51	6-67.9



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 06 STATEWIDE	ALL TESTS TAKEN (R, M)		READING						PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	READING COMPREHENSION										
			1	2	3	4	5	6					
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS	245138	76	Percent of Students Demonstrating Objective Mastery						84	37	6-83.3	58.6	66
			WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT					
All Students Not in Special Education	119390	74	71	95	60	63	69	71	84	37	58.6	66	
Male	125659	44	44	39	36	40	53	53	57	17	42.3	36	
Female	660	79	72	60	68	72	73	73	82	38	59.5	67	
No Information Provided	33031	65	58	50	46	55	58	60	75	22	49.5	49	
Native American	84539	55	57	49	50	55	58	60	75	22	49.5	51	
Asian	120108	50	49	39	43	46	46	50	62	50	45.2	78	
African American	91027	61	55	46	47	52	57	57	72	30	48.9	49	
Hispanic	16988	76	69	58	61	61	70	70	85	18	49.7	63	
White	2446	87	82	70	75	80	82	82	90	30	59.7	73	
Economically Disadvantaged:	133504	63	60	51	54	60	61	61	74	30	49.9	55	
Free Meals	91230	68	61	52	53	58	62	62	77	27	52.7	55	
Reduced Meals	5667	44	44	32	33	38	42	45	61	17	37.0	52	
Other	2428	73	69	52	50	57	67	71	87	22	53.1	53	
No Information Provided	14285	59	57	47	43	47	48	52	66	45	47.4	45	
Title I, Part A:	1954	54	55	46	43	48	48	52	66	22	47.4	45	
Schoolwide Program Participants	4977	56	47	40	42	45	45	51	65	16	45.0	41	
Targeted Assistance Participants	23193	57	55	46	48	55	55	62	69	25	49.5	49	
Nonparticipants (Previous Participants)	968	57	55	46	48	55	55	62	69	25	49.5	49	
Homeless Participants at Non Title I Schools	18042	37	32	27	27	28	28	34	46	6	36.3	26	
Nonparticipants (Not Previous Participants)	22052	79	74	63	66	72	74	74	87	40	49.1	48	
No Information Provided	1044	57	55	46	47	54	56	56	69	24	49.1	48	
Migrant:	2963	38	33	28	27	28	28	33	47	6	36.2	26	
Yes	11966	57	52	43	45	53	55	60	75	15	48.7	48	
No	229134	57	54	45	47	53	55	60	75	15	48.7	48	
Neither	1023	57	54	45	47	53	55	60	75	15	48.7	48	
Bilingual/ESL Program:	32516	97	94	87	90	94	94	93	99	75	78.3	91	
Bilingual	211640	73	67	56	59	65	68	68	82	31	55.9	61	
ESL	211640	73	67	56	59	65	68	68	82	31	55.9	61	
Neither	982	57	55	46	48	55	56	56	69	25	49.5	49	
No Information Provided	81924	49	47	38	38	42	42	48	65	12	43.6	38	
Participants	162086	59	58	48	50	56	57	62	71	20	50.2	51	
Nonparticipants	1128	59	58	48	50	56	57	62	71	20	50.2	51	
No Information Provided													



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 06 STATEWIDE	MATHEMATICS												PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)						
	ALL TESTS TAKEN (R, M)		CONCEPTS		OPERATIONS			PROBLEM SOLVING														
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	6	7	8	8	10					11	12	13			
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS	245138	76	21	243034	84	92	93	91	82	75	83	85	71	81	53	73	65	81	30	6-78.9	64.2	75
All Students Not in Special Education	119390	74	20	118258	85	92	92	92	83	74	81	82	70	80	52	75	67	80	30	6-78.7	64.1	75
Male	125659	78	8	124688	69	77	81	80	63	50	61	63	43	68	20	48	58	51	10	6-79.0	64.4	46
No Information Provided	660	79	19	656	87	93	93	93	82	75	83	86	73	80	50	74	65	83	29	6-79.1	64.4	75
Native American	6038	79	19	6038	93	97	96	96	82	75	83	95	87	80	71	87	77	85	51	6-79.2	64.4	75
Asian	33296	59	11	32990	77	86	86	84	71	62	71	78	58	72	33	58	45	75	20	6-79.3	64.1	86
African American	83783	55	8	83783	77	89	90	89	73	68	77	81	64	72	33	66	54	75	20	6-79.3	64.1	86
Hispanic	120108	88	30	119106	91	96	95	95	91	83	89	89	79	87	64	82	78	71	16	6-82.3	50.2	84
White	497	50	10	476	70	79	79	80	62	54	69	69	52	62	33	52	45	55	16	6-82.3	50.2	84
No Information Provided	91027	61	9	90957	75	88	88	87	71	66	74	79	61	75	39	72	50	70	18	6-78.5	50	82
Economically Disadvantaged:	16988	76	16	16459	83	92	92	92	70	77	92	94	79	81	39	72	50	81	18	6-78.5	50	82
Free Meals	2446	61	16	2446	76	86	86	86	70	77	92	94	79	81	39	72	50	81	18	6-78.5	50	82
Reduced Meals	135504	87	29	132561	90	96	96	95	93	82	89	89	76	81	33	81	74	89	17	6-82.0	69.8	83
Other	1273	63	15	1241	76	87	86	85	73	66	71	76	61	72	43	63	55	68	21	6-74.1	57.0	83
No Information Provided	91239	68	14	90663	79	90	90	89	76	71	78	82	67	78	45	68	57	75	23	6-76.0	60.3	69
Schoolwide Program Participants	2926	73	12	2908	83	91	91	91	80	74	82	83	67	81	41	68	56	80	16	6-70.0	48.8	69
Targeted Assistance Participants	2428	50	7	2408	81	87	87	83	80	50	50	67	50	50	33	33	50	50	17	6-70.3	49.6	69
Nonparticipants (Previous Participants)	142853	83	26	141642	88	95	95	95	87	79	86	87	75	84	39	78	86	86	35	6-80.9	67.7	80
Homeless Participants at Non Title I Schools	1954	54	10	1915	73	83	84	82	68	57	66	72	55	69	32	55	42	60	16	6-71.4	52.5	85
Nonparticipants (Not Previous Participants)	4977	56	8	4927	76	86	86	88	69	68	73	80	61	74	37	61	48	68	17	6-74.1	56.1	91
Yes	239193	77	13	237170	84	93	93	92	82	75	83	85	72	83	53	74	55	81	30	6-79.0	64.3	75
No Information Provided	968	57	13	937	73	85	84	82	69	60	67	71	56	69	37	60	50	63	19	6-72.2	53.9	57
No Information Provided	18042	37	2	17854	65	79	80	80	54	54	60	64	49	63	26	46	35	52	9	6-68.5	47.8	69
Limited English Proficient:	226152	79	12	224168	85	93	94	92	84	77	84	86	73	83	55	76	66	84	32	6-79.3	65.6	77
Yes	1044	57	12	1012	73	86	85	83	68	59	67	72	56	70	37	60	49	63	18	6-72.3	54.0	58
No Information Provided	2963	38	3	2945	66	81	82	82	55	55	63	76	52	64	28	49	36	55	9	6-67.0	42.2	69
Bilingual/ESL Program:	11966	79	22	11821	62	77	78	78	50	51	57	68	45	60	28	42	36	55	17	6-67.0	42.2	69
Bilingual	229134	79	22	227524	85	93	94	92	84	77	84	86	73	83	55	76	66	84	32	6-79.3	65.6	77
ESL	1023	57	12	992	73	85	84	83	68	59	67	72	56	70	37	60	49	63	18	6-72.3	54.0	58
Neither	3216	97	56	32374	96	99	99	98	87	93	97	97	83	93	68	94	91	98	66	6-87.7	81.5	93
No Information Provided	211640	73	12	209709	82	91	92	93	80	80	87	87	71	89	59	70	61	79	34	6-77.0	75.5	77
Gifted-Talented Program:	982	57	15	951	75	85	84	83	68	59	67	71	58	69	36	59	49	62	18	6-72.0	53.5	57
Participants	8124	49	4	8105	71	84	86	83	65	57	66	73	51	88	28	52	41	92	9	6-71.1	50.7	51
Nonparticipants	162826	59	14	160894	74	86	85	83	70	61	70	73	57	70	39	61	52	65	19	6-82.9	55.5	59
No Information Provided	1128	50	14	1094	74	86	85	83	70	61	70	73	57	70	39	61	52	65	19	6-82.9	55.5	59

GRADE 5 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 231,219 Grade 5 students not in special education who tested, 79 percent met minimum expectations on all tests taken (reading and mathematics). Twenty-four percent of the students mastered all objectives. In reading, 84 percent of the Grade 5 students tested met minimum expectations, and 86 percent met minimum expectations in mathematics.

The table below provides the number of Grade 5 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 5 is represented by a TLI score of 5-70 in reading and mathematics.

Grade 5 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average TLI Score</u>
Reading	229,488	84%	41%	5-83.8
Mathematics	229,607	86%	36%	5-80.6

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of fifth graders tested who achieved Academic Recognition.

Grade 5 Academic Recognition by Subject Area Spring 1997

Reading	28.4%
Mathematics	21.2%

SUBJECT AREA PERFORMANCE: READING

Eighty-four percent of the Grade 5 students tested met minimum expectations on the reading test, and 41 percent mastered all objectives. The percentage of students mastering each objective ranged from 59 to 89 percent. Grade 5 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 5 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 5 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1:</i> Word Meaning	59%
<i>Objective 2:</i> Supporting Ideas	89%
<i>Objective 3:</i> Summarization	66%
<i>Objective 4:</i> Relationships and Outcomes	72%
<i>Objective 5:</i> Inferences and Generalizations	82%
<i>Objective 6:</i> Point of View, Propaganda, and Fact and Nonfact	86%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-six percent of the fifth graders tested met minimum expectations in mathematics, and 36 percent mastered all objectives. Mastery rates ranged from 68 percent (Objective 1: Number Concepts; Objective 13: Evaluation of the Reasonableness of a Solution) to 96 percent (Objective 2: Algebraic/Mathematical Relations and Functions).

Grade 5 Student Mastery of Mathematics Objectives Spring 1997

Domain: Concepts

<i>Objective 1:</i> Number Concepts	68%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	96%
<i>Objective 3:</i> Geometric Properties and Relationships	94%
<i>Objective 4:</i> Measurement Concepts	89%
<i>Objective 5:</i> Probability and Statistics	89%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	87%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	80%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	82%
<i>Objective 9:</i> Use of Division to Solve Problems	91%

Domain: Problem Solving

<i>Objective 10:</i> Problem Solving Using Estimation	78%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	75%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	77%
<i>Objective 13:</i> Evaluation of the Reasonableness of a Solution	68%

GRADE 5 TAAS ITEMS

The following items are from the 1997 TAAS Grade 5 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 5 students not in special education.

Golden Music

The biggest and most beautiful instrument in a large orchestra is the concert harp. It is one of the oldest-known musical instruments. A concert harp stands 6 feet tall, weighs about 75 pounds, and has 47 strings. Both its appearance and music are beautiful.

How a Harp Makes Sound

Some people think that many years ago a hunter may have discovered that his bowstring would vibrate whenever he shot an arrow. This quivering movement of the bowstring produced a sound. In the same way, the beautiful sounds of a concert harp are made by the movement of its many strings.

Originally the harp had only enough strings to make the sounds that the white keys on a piano can make. Later, people wanted to make harps that could produce the sounds of the black keys, too. To do this, harps had to have many more strings, but harps with so many strings were very difficult to play because they were so big and clumsy.

To solve this problem, seven pedals were added to the harp. Three pedals are operated with the left foot, and four pedals are operated with the right foot. Each of the seven pedals has three positions. This makes it possible for each of the harp's 47 strings to make three different sounds. Letting the pedal stay all the way up produces the lowest sounds. Pushing the pedal down halfway causes the string to tighten a little, making a higher sound. Pushing the pedal to the third position tightens the string more and produces an even higher sound.

Playing a Harp

Most strings on a harp are white. A few strings are red, and some are blue. The colored strings help the harpist know which ones to pluck to produce a particular sound.

A harpist uses four fingers on each hand to play the instrument. The little finger on each hand is not used. When the harpist plucks a string, it moves and a sound is made. Once the string starts to move, it takes a long time for the sound to stop. The harpist stops the sound by stretching the fingers out and laying the whole hand on the string to stop its motion.

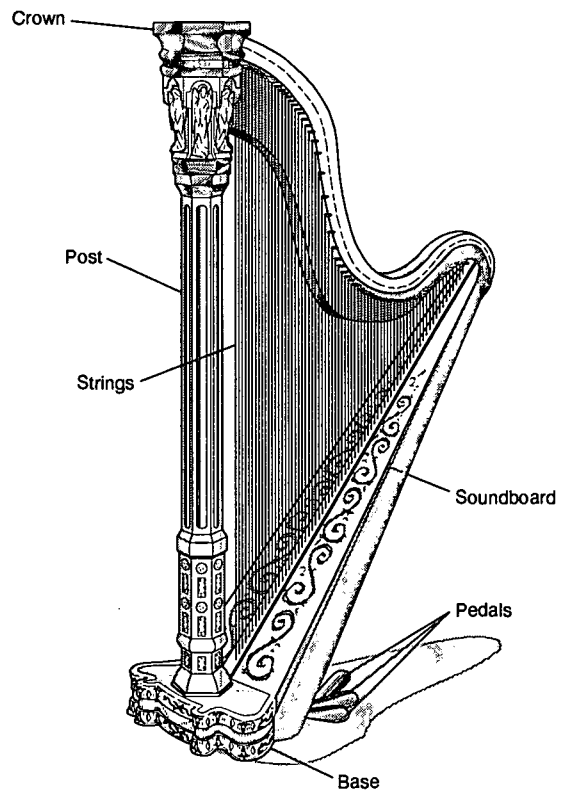
Tuning a Harp

The sound produced by the harp is affected by changes in the weather. When the weather changes from hot to cold or from dry to humid, the sounds of the strings may change. Then the harpist must tune the harp by listening carefully to the sound of each string. If a string does not make the correct sound, the harpist must use a special key to turn a little peg. The peg tightens or loosens the string until the sound is right.

A harpist tunes the harp often. Sometimes the harpist has to tune a string while other musicians are playing. Because it is best to tune while it is very quiet, the harpist will usually come onto the stage before the other musicians arrive.

The harp is an expensive instrument to buy and a difficult one to learn to play. However, the elegant appearance and the exquisite music of the concert harp make it a wonderful part of any large orchestra.

A Concert Harp



GRADE 5 READING ITEMS

Objective 2: The student will identify supporting ideas in a variety of written texts.

- 9** The harp strings produce sound when they are —
- 8% **A** stretched
- 1% **B** polished
- 2% **C** colored
- 89% **D*** plucked

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

- 13** You can tell from the passage that the harp is —
- 5% **A** one of the newest musical instruments to be invented
- 3% **B** an instrument that needs more than one person to play it
- 5% **C** one of the most popular instruments in a rock band
- 86% **D*** an instrument that cannot be transported easily

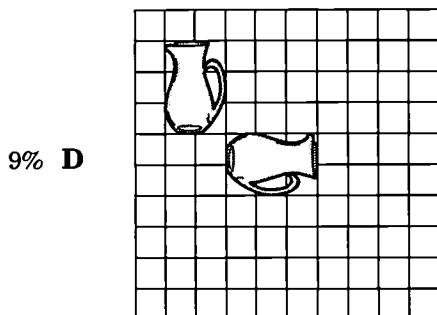
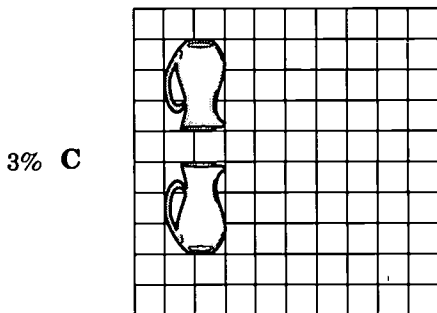
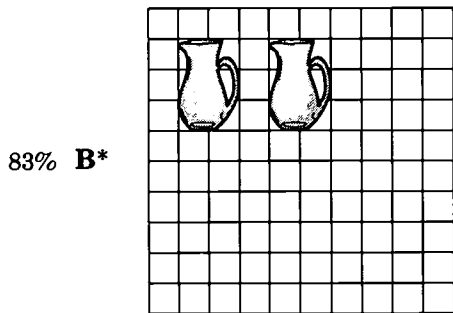
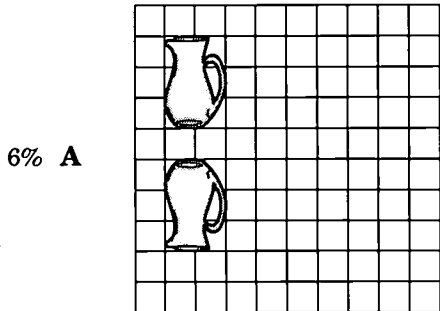
Objective 3: The student will summarize a variety of written texts.

- 14** Which is the best summary for this passage?
- 8% **F** A concert harp has 7 pedals and 47 strings that are used to make 141 different sounds.
- 7% **G** A harpist plays the harp with four fingers on each hand but does not use the little fingers.
- 79% **H*** A harp is a beautiful instrument with a lovely sound, but it is difficult to learn to play and tune.
- 6% **J** A harp should be tuned each time it is played because weather changes affect its sound.

GRADE 5 MATHEMATICS ITEMS

Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

12 Which of the following shows an example of a translation (slide)?



Objective 10: The student will estimate solutions to a problem situation.

36 The fifth-grade class read a total of 638 books for a Read-a-Thon. There are 29 students in the fifth grade. If each student read the same number of books, which is the best estimate of the number of books each student read?

- 3% **A** 10
- 74% **B*** 20
- 14% **C** 30
- 4% **D** 40
- 5% **E** 50



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 05
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING Comprehension		Mastering	
		Number	Percent
1. Word Meaning		134761	59
2. Supporting Ideas		24018	89
3. Summarization		121450	66
4. Relationships and Outcomes		165017	72
5. Inferences and Generalizations		188535	82
6. Point of View, Propaganda, and Fact and Nonfact		196439	86
Number Tested: 229488	Met Minimum Expectations	193397	84
	Mastered All Objectives	93375	41
MATHEMATICS			
Concepts			
1. Number Concepts		155873	68
2. Algebraic/Mathematical Relations and Functions		219467	94
3. Geometric Properties and Relationships		245266	96
4. Measurement Concepts		204123	89
5. Probability and Statistics		203832	89
Operations			
6. Use of Addition to Solve Problems		199993	87
7. Use of Subtraction to Solve Problems		162744	80
8. Use of Multiplication to Solve Problems		167869	82
9. Use of Division to Solve Problems		209166	91
Problem Solving			
10. Problem Solving Using Estimation		179188	78
11. Problem Solving Using Solution Strategies		172779	75
12. Problem Solving Using Mathematical Representation		175700	77
13. Evaluation of the Reasonableness of a Solution		156618	68
Number Tested: 229607	Met Minimum Expectations	196541	86
	Mastered All Objectives	83624	36
ADMINISTRATION SUMMARY			
Total Answer Documents Submitted		240897	100
Students Absent From All Tests		1073	0
Students Exempt From All Tests: LEP		7820	3
Other Students Not Tested		785	0
Number of Students Tested		231219	96
MINIMUM EXPECTATIONS SUMMARY			
Met Minimum Expectations On All Tests Taken		181534	79
Did Not Meet Minimum Expectations On: One Test Only		30213	13
Both Tests		19472	8

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	READING			MATHEMATICS		
	Number Tested	Pct Met Min Exp	Average Texas TLI	Number Tested	Pct Met Min Exp	Average Texas TLI
All Students Not In Special Ed.	229488	84	5-83.8	229607	86	5-80.6
Male	111034	82	5-82.9	11120	85	5-80.6
Female	118371	86	5-84.8	118320	85	5-80.5
No Information Provided	123	64	5-74.5	127	61	5-72.7
Native American	612	85	5-84.3	606	85	5-80.5
Asian	5612	94	5-88.9	5635	96	5-85.9
African American	32342	72	5-77.9	32338	71	5-74.7
Hispanic	74989	77	5-79.6	75151	81	5-78.5
White	115465	92	5-88.0	115404	92	5-83.2
No Information Provided	471	68	5-76.8	473	66	5-73.2
Economic Disadvantaged: Yes	105429	75	5-78.9	105427	78	5-77.4
No Information Provided: No	123950	92	5-80.1	123876	92	5-82.3
No Information Provided: Yes	1109	76	5-80.6	1104	75	5-76.5
Title I, Part A: Participants	115468	77	5-80.2	115636	80	5-78.3
No Information Provided: Nonparticipants	112543	91	5-87.6	112497	91	5-82.9
No Information Provided: Yes	1477	76	5-80.2	1474	76	5-76.7
Migrant: Yes	4152	69	5-75.8	4189	79	5-77.5
No Information Provided: No	224479	85	5-84.0	224558	86	5-80.6
No Information Provided: Yes	857	72	5-78.6	860	71	5-74.8
Limited Eng. Proficient: Yes	14384	56	5-71.3	14552	70	5-74.2
No Information Provided: No	214911	91	5-81.4	214912	92	5-75.1
No Information Provided: Yes	44	50	5-69.1	44	50	5-73.0
Bilingual: Participants	7372	50	5-69.1	7454	66	5-73.0
No Information Provided: Nonparticipants	21235	85	5-84.3	21272	86	5-80.8
No Information Provided: Yes	881	71	5-78.3	881	71	5-74.7
ESL: Participants	4281	59	5-72.1	4367	70	5-74.4
No Information Provided: Nonparticipants	224336	85	5-84.1	224369	86	5-80.7
No Information Provided: Yes	871	71	5-78.4	871	71	5-74.8
Gifted-Talented: Participants	29756	98	5-94.0	29758	99	5-92.9
No Information Provided: Nonparticipants	198853	92	5-86.5	198857	91	5-84.7
At Risk: Yes	80793	66	5-74.8	80952	70	5-74.0
No Information Provided: No	147656	94	5-88.8	147620	94	5-85.3
No Information Provided: Yes	1039	74	5-79.8	1035	72	5-75.3
Special Ed. Status Not Provided	852	71	5-78.4	856	71	5-74.7
Oral Administration: Math	1566	48	5-67.8	1632	55	5-69.2

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 05 STATEWIDE	ALL TESTS TAKEN (R, M)			READING						PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)						
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	Percent of Students Demonstrating Objective Mastery																
				WORD MEANING		SUPPORTING IDEAS		SUMMARIZATION							RELATIONSHIPS AND OUTCOMES		DIFFERENCES AND GENERALIZATIONS		POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	
				1	2	3	4	5	6						7	8	9	10		
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																				
All Students Not in Special Education	231219	79	24	229488	59	89	66	72	82	86	84	41	5-83.8	59.5	67					
Male	111941	77	24	110334	59	87	64	69	80	84	82	39	5-82.9	58.1	65					
Female	119151	80	25	118331	43	91	68	75	84	97	86	23	5-84.3	68.1	73					
No Information Provided	127	53	13	123		71	46	45	87	70	84									
Native American	614	78	24	612	62	91	65	72	83	86	85	43	5-84.3	60.2	69					
Asian	5651	92	41	5612	71	94	80	87	71	76	82	47	5-84.3	60.2	69					
African American	32559	12	12	32342	46	81	32	37	71	76	72	20	5-77.9	55.5	51					
Hispanic	175676	70	15	174989	43	84	52	81	71	81	77	20	5-77.9	55.5	51					
White	116240	88	13	115493	72	94	73	81	90	90	92	27	5-88.0	66.5	55					
No Information Provided	479	56	13	471	43	77	52	55	68	74	68	24	5-76.6	49.3	49					
Economically Disadvantaged:	85895	68	12	86018	42	83	53	61	72	79	74	24	5-78.2	50.5	51					
Free Meals	13670	68	12	13670	42	83	53	61	72	79	74	24	5-78.2	50.5	51					
Reduced Lunch	22566	68	12	22566	42	83	53	61	72	79	74	24	5-78.2	50.5	51					
Other	11118	67	19	11109	55	83	59	63	76	80	92	35	5-80.6	66.4	60					
No Information Provided	1118	87	19	1109		83	59	63	76	80	92	35	5-80.6	66.4	60					
Title I, Part A:	108814	72	18	107922	49	85	59	66	77	82	79	32	5-80.8	54.6	52					
Schoolwide Program Participants	12	12	12	12	32	75	36	45	60	71	61	11	5-72.6	42.0	35					
Targeted Assistance Participants	3203	74	11	3176	49	88	57	65	77	84	82	25	5-80.8	53.4	56					
Nonparticipants (Previous Participants)	2	2	2	2																
Homeless Participants at Non Title I Schools	110098	87	33	109367	71	93	75	80	89	90	92	52	5-87.8	65.3	78					
Nonparticipants (Not Previous Participants)	1490	66	17	1477	50	85	58	64	74	79	76	33	5-80.2	54.3	58					
Migrant:	4223	63	10	4152	30	79	50	57	68	78	69	17	5-75.8	46.8	46					
Yes	226129	79	25	224779	59	89	66	72	92	96	95	41	5-84.0	58.0	54					
No Information Provided	867	62	15	857	49	80	54	59	76	76	72	28	5-78.6	52.0	54					
Limited English Proficient:	14677	50	6	14384	23	71	41	46	58	67	56	13	5-71.3	40.8	34					
Yes	215622	81	26	214193	61	90	60	74	92	97	91	43	5-84.3	60.8	53					
No Information Provided	920	61	14	911	48	80	54	57	72	75	71	27	5-78.4	51.6	53					
Bilingual/ESL Program:	7516	44	4	7372	18	66	37	41	53	67	50	7	5-69.1	38.9	28					
ESL	4408	52	6	4361	23	74	41	49	59	69	59	12	5-72.6	41.9	35					
Neither	218407	80	25	216851	61	90	60	74	92	97	91	43	5-84.3	60.8	53					
No Information Provided	864	61	14	853	49	79	54	59	72	75	71	28	5-78.4	51.6	53					
Gifted-Talented Program:	28870	98	9	28756	87	98	92	93	97	97	98	78	5-94.0	78.1	91					
Participants	209865	72	12	198853	49	88	62	69	72	84	82	35	5-82.3	56.8	63					
Nonparticipants	864	62	14	853	49	80	54	59	72	76	72	28	5-78.5	51.9	54					
No Information Provided																				
At-Risk:	81648	55	6	80733	35	78	44	52	65	74	66	16	5-74.8	45.3	41					
Yes	148521	91	35	147653	72	95	78	83	92	92	94	54	5-88.8	67.3	79					
No Information Provided	1050	64	17	1039	52	82	57	62	74	77	74	31	5-79.8	53.9	57					

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 05 STATEWIDE	ALL TESTS TAKEN (R, M)		MATHEMATICS													PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)			
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	Percent of Students Demonstrating Objective Mastery																			
			1	2	3	4	5	6			7			8						9		
	CONCEPTS	OPERATIONS	PROBLEM SOLVING	ALGEBRA/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABleness OF A SOLUTION							
All Students Not In Special Education	231219	79	24	229607	68	96	94	89	89	87	80	82	91	78	75	77	68	86	36	5-80.6	66.8	79
Male	11941	77	25	118120	67	95	93	88	88	86	79	81	90	78	75	78	77	85	37	5-80.9	67.0	79
Female	119151	80	25	118120	67	95	93	88	88	86	79	81	90	78	75	78	77	85	37	5-80.9	67.0	79
No Information Provided	127	53	13	127	45	87	86	83	78	72	62	67	76	62	60	59	54	61	18	5-72.7	53.9	57
Native American	614	78	24	606	65	95	94	91	89	85	81	80	96	75	76	77	70	85	34	5-80.5	67.2	78
Asian	5651	92	41	5638	55	90	88	87	81	85	78	72	83	61	61	60	50	80	38	5-80.5	67.2	78
African American	32559	70	12	32338	61	95	92	88	85	85	76	79	89	66	69	69	60	71	30	5-78.5	62.8	77
Hispanic	75676	62	15	75151	61	95	92	88	85	85	76	79	89	66	69	69	60	71	30	5-78.5	62.8	77
White	116240	88	13	115404	75	98	96	93	90	90	85	86	94	84	83	86	54	92	58	5-71.0	71.8	87
No Information Provided	479	56	13	473	46	89	85	79	76	74	61	65	81	65	63	59	54	66	20	5-72.2	55.0	55
Economically Disadvantaged:	86895	66	12	86191	58	93	91	84	83	83	72	76	86	65	65	65	56	77	24	5-76.9	60.2	69
Free Meals	17290	78	13	17200	66	96	94	88	89	87	79	81	91	77	77	75	56	85	22	5-80.1	65.7	77
Reduced Meals	2260	64	13	2236	59	94	92	87	85	84	74	77	87	72	67	65	58	79	27	5-77.8	61.7	71
No Information Provided	123656	88	34	122876	75	97	96	92	93	90	85	86	95	84	83	85	78	92	46	5-83.3	71.7	85
No Information Provided	11118	67	19	11104	56	91	88	84	81	79	68	71	84	71	70	68	64	75	28	5-76.5	60.3	69
Title I, Part A:	109814	72	18	109085	63	94	92	87	86	85	76	79	89	74	70	70	62	81	31	5-78.8	63.6	74
Schoolwide Program Participants	7612	44	11	7549	42	91	88	77	76	76	62	66	81	58	53	52	41	65	9	5-72.5	52.3	54
Targeted Assistance Participants	3203	59	12	3171	59	96	93	87	87	84	78	78	91	74	70	70	60	84	23	5-78.7	61.9	54
Nonparticipants (Previous Participants)	11098	87	33	109326	74	97	96	92	92	90	84	86	94	84	83	85	77	92	45	5-83.0	71.1	84
Nonparticipants (Not Previous Participants)	1490	86	17	1474	59	92	88	83	83	80	70	74	86	71	68	67	58	76	26	5-76.7	60.6	69
No Information Provided	4223	63	10	4188	60	94	93	86	85	85	75	78	87	78	75	74	55	79	25	5-77.5	61.2	70
Migrant:	22687	79	15	22458	68	90	89	82	80	87	80	89	91	78	77	77	60	86	25	5-79.8	69.3	79
No Information Provided	857	62	15	860	50	90	85	82	80	76	64	69	82	68	67	64	58	71	23	5-74.8	59.3	64
Limited English Proficient:	14677	50	6	14559	50	92	87	83	76	80	66	73	83	69	57	55	47	70	18	5-74.2	55.9	60
No Information Provided	215920	61	14	21432	51	90	85	83	80	78	65	69	83	68	67	64	58	72	24	5-75.1	56.0	60
Bilingual/ESL Program:	7516	44	4	7454	48	91	87	82	75	79	62	71	81	65	58	57	44	66	18	5-73.0	54.0	58
Bilingual/ESL Program:	4408	52	6	4367	49	92	85	82	73	79	68	73	85	65	57	57	43	70	15	5-74.4	56.1	61
Neither	218407	61	25	216908	69	94	94	89	90	88	80	82	92	79	78	78	69	87	38	5-81.4	67.5	80
No Information Provided	864	60	14	854	50	90	85	82	80	77	65	68	82	67	64	59	59	71	33	5-74.9	57.6	64
Gifted-Talented Program:	29870	98	61	29758	91	99	99	97	98	96	95	94	99	94	94	95	92	99	71	5-87.9	82.5	94
Participants	200485	76	19	198992	64	95	93	88	87	86	77	80	90	76	74	74	65	84	31	5-79.5	64.5	75
Nonparticipants	864	62	14	857	50	90	85	82	80	77	65	68	82	68	67	64	58	71	22	5-74.7	57.3	65
No Information Provided	864	62	14	857	50	90	85	82	80	77	65	68	82	68	67	64	58	71	22	5-74.7	57.3	65
At-Risk:	81648	55	6	80952	49	92	89	81	79	78	65	70	83	62	57	57	48	70	15	5-74.0	55.1	60
Yes	148521	91	35	147620	78	98	97	93	94	92	88	89	96	87	85	87	80	94	48	5-84.3	73.2	86
No Information Provided	1050	64	17	1035	53	90	86	82	80	77	65	69	83	68	68	66	61	72	25	5-75.3	58.6	66

GRADE 4 TAAS RESULTS

SPRING 1997 ADMINISTRATION

Of the 227,945 Grade 4 students not in special education who tested, 71 percent met minimum expectations on all tests taken (reading, mathematics, and writing), and 17 percent mastered all objectives. By subject area, the percentages of students meeting minimum expectations were as follows: 82 percent in reading, 87 percent in writing, and 82 percent in mathematics.

The table below provides the number of Grade 4 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score or Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 4 is represented by a scale score of 1500 in writing and a TLI score of 4-70 in reading and mathematics.

Grade 4 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average Scale/TLI Score</u>
Reading	221,785	82%	41%	4-80.9
Writing	219,021	87%	38%	1663
Mathematics	222,095	82%	38%	4-79.0

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. On the writing test, students must answer correctly 95% or more of the multiple-choice items and receive a score of 4 on the written composition. The table below presents by subject area the percentage of fourth graders tested who achieved Academic Recognition.

Grade 4 Academic Recognition by Subject Area Spring 1997

Reading	27.0%
Writing	5.0%
Mathematics	23.8%

SUBJECT AREA PERFORMANCE: READING

Eighty-two percent of the 221,785 students tested in reading met minimum expectations, and 41 percent mastered all objectives. The percentage of students mastering each objective ranged from 64 to 85 percent. Grade 4 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 4 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 4 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1: Word Meaning</i>	75%
<i>Objective 2: Supporting Ideas</i>	85%
<i>Objective 3: Summarization</i>	64%
<i>Objective 4: Relationships and Outcomes</i>	76%
<i>Objective 5: Inferences and Generalizations</i>	69%
<i>Objective 6: Point of View, Propaganda, and Fact and Nonfact</i>	74%

SUBJECT AREA PERFORMANCE: WRITING

Eighty-seven percent of the 219,021 students tested met minimum expectations on the writing test, and 38 percent mastered all objectives. The objective-level mastery ranged from 52 percent on Objectives 1-4 (the total percentage of 3s and 4s on the written composition) to 89 percent on Objective 6 (English Usage).

WRITTEN COMPOSITION

Ninety-five percent of Grade 4 students met or exceeded minimum expectations on the written composition portion of the writing test.

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the English language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. On the 1997 test, Grade 4 students were required to produce a narrative composition in response to a prompt directing the students to write a story. Ninety-five percent of the students tested met or exceeded minimum expectations on the written composition by achieving a score of 2 or higher. Fifty-two percent of the students achieved mastery by earning a score of 3 or 4.

A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 4 Scoring Guide For Narrative Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

**Grade 4 Student Performance on Written Composition
Spring 1997**

<u>Score</u>	<u>Number Achieving Score</u>	<u>Percent Achieving Score</u>
1	9,642	4%
2	94,932	43%
3	94,678	43%
4	19,515	9%

Compositions receiving either a rating of 0 or a score of 1 were analyzed to determine why those responses were unsuccessful. In spring 1997, 254 of the Grade 4 compositions received a rating of 0 (nonscorable). Of these responses, 89 were not written on the specified topic. A total of 65 students did not attempt the writing task.

Students who wrote compositions that earned a score of 1 attempted to respond to the task but were unsuccessful. Of the 9,642 Grade 4 compositions receiving a score of 1, many (5,900) lacked sufficient support and elaboration to be considered minimally successful. A response may be assigned more than one analytic category, depending on the number of deficiencies and/or weaknesses exhibited in the composition.

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the writing test, Grade 4 students achieved the highest mastery rate (89 percent) on Objective 6, which requires them to recognize appropriate English usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage. Eighty-two percent achieved mastery on Objective 5, which assesses recognition of appropriate sentence construction within the context of a written passage by requiring students to differentiate correctly written sentences from fragments and run-on sentences and to select effectively written combinations of sentences. On Objective 7, which requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage, 67 percent of the students achieved mastery.

**Grade 4 Student Mastery of Writing Objectives
(Multiple-Choice Section)
Spring 1997**

<i>Objective 5:</i> Sentence Construction	82%
<i>Objective 6:</i> English Usage	89%
<i>Objective 7:</i> Use of Spelling, Capitalization, and Punctuation	67%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-two percent of the 222,095 fourth graders tested met minimum expectations in mathematics, and 38 percent mastered all objectives. Mastery rates ranged from 63 percent (Objective 10/13: Estimation/Reasonableness) to 94 percent (Objective 5: Probability and Statistics).

**Grade 4 Student Mastery of Mathematics Objectives
Spring 1997**

Domain: Concepts

<i>Objective 1:</i> Number Concepts	89%
<i>Objective 2:</i> Algebraic/Mathematical Relations and Functions	90%
<i>Objective 3:</i> Geometric Properties and Relationships	92%
<i>Objective 4:</i> Measurement Concepts	88%
<i>Objective 5:</i> Probability and Statistics	94%

Domain: Operations

<i>Objective 6:</i> Use of Addition to Solve Problems	90%
<i>Objective 7:</i> Use of Subtraction to Solve Problems	79%
<i>Objective 8:</i> Use of Multiplication to Solve Problems	77%
<i>Objective 9:</i> Use of Division to Solve Problems	81%

Domain: Problem Solving

<i>Objective 10/13:</i> * Problem Solving: Estimation/Reasonableness	63%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	71%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	77%

*Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 4 TAAS ITEMS

The following items are from the 1997 TAAS Grade 4 reading, writing, and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports, demographic performance summary reports,** and a **written composition analytic information summary report** for the 1997 TAAS tests administered to Grade 4 students not in special education.

Abigail's Important Teaching Job

Abigail Powers took her first teaching job at the age of 16. In 1814 it was not unusual for men and women to start teaching at such an early age.

The one-room schoolhouse where she taught was small and crowded. The smell from the wood-burning stove greeted the students as they gathered. The seats were long rows of hard wooden benches, and in the center of the classroom was a large blackboard.

Abigail taught boys and girls of all ages in the one classroom. Some of her students were just beginning school, and others were older than she was. She hoped she would be able to help all of her students learn.

Abigail became a good teacher, and she taught for many years. When she was 21 years old, she was teaching at a school called New Hope Academy. Abigail truly cared about her students. She often stayed late at school with them. Sometimes she looked at them and wondered what they might become when they finished school. Little did Abigail know that one of her students was going to become an important part of her life.

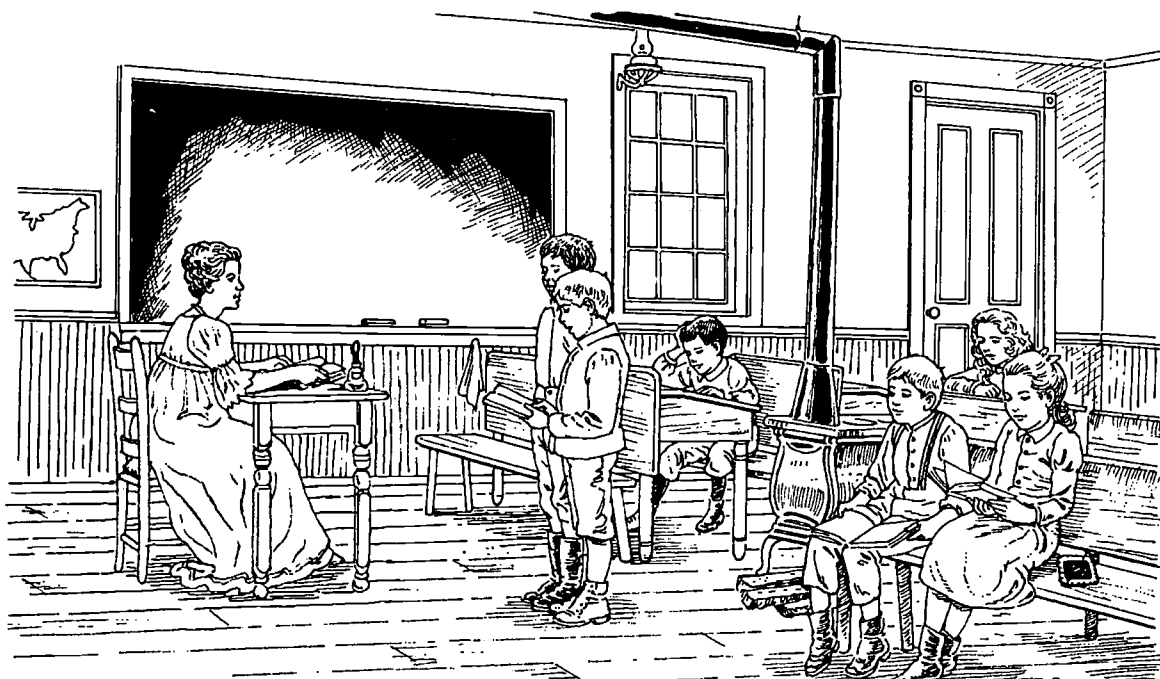
Millard Fillmore was 19 years old when he came to New Hope Academy. He was a tall, handsome boy. Although Millard taught himself to

read, he didn't have much time to study because he had been working for a cloth maker since he was 14 years old. Abigail was pleased to discover that he was smart and loved to read. They spent many hours discussing the books they had both read. They shared their opinions of the books with each other. Abigail and Millard began a friendship that continued after Millard left the school. Several years later they were married.

Millard worked hard for the cloth maker, but Abigail knew that he was not happy with the job. She believed Millard could accomplish whatever he wanted. She encouraged him to follow his dream of becoming a lawyer. Millard studied hard, and he became a successful lawyer in 1823.

Millard made many friends, and Abigail was very proud of him. People admired his honesty. Millard decided that he wanted to enter politics. He felt he could use his knowledge to serve the people of the state of New York. Later Millard was chosen to serve his country in the United States Congress.

Abigail never stopped encouraging her husband. Many people believe that if it had not been for Abigail, Millard might not have become the thirteenth President of the United States.



GRADE 4 READING ITEMS

Objective 1: The student will determine the meaning of words in a variety of written texts.

- 37** In this story, the word politics means —
- 6% **A** school
 - 4% **B** cloth making
 - 80% **C*** government
 - 10% **D** teaching

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

- 39** Millard found it difficult to study when he was a teenager because he —
- 11% **A** didn't know how to read
 - 4% **B** didn't want to go to school
 - 6% **C** had very few books
 - 79% **D*** began working at a young age

Objective 2: The student will identify supporting ideas in a variety of written texts.

- 40** What happened last in the story?
- 3% **F** Abigail got a teaching job.
 - 5% **G** Millard became a lawyer.
 - 85% **H*** Millard became President of the United States.
 - 6% **J** Abigail and Millard were married.

GRADE 4 WRITING ITEMS

Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Read each passage and decide which type of mistake, if any, appears in each underlined section. Mark the letter for your answer.

Dear Senator White:

When my family visited greenville State Park, we saw hundreds of soft drink
(11)
cans on the ground. Texas needs to charge a deposit on these containers.

Even if people wont return the cans themselves, kids could make extra money by
(12)
picking them up. Usually a deposit amount is already written on the tops of the cans.
(14)
Since we have to pay workers to pick up this litter, my idea could save a lot of money.

What do you think.
(15)

Sincerely,

Hannah Hollbrook

2% 11 F Spelling
90% G* Capitalization
4% H Punctuation
4% J No mistake

78% 12 A* Spelling
2% B Capitalization
1% C Punctuation
18% D No mistake

7% 13 F Spelling
1% G Capitalization
80% H* Punctuation
11% J No mistake

8% 14 A Spelling
1% B Capitalization
6% C Punctuation
84% D* No mistake

1% 15 F Spelling
1% G Capitalization
79% H* Punctuation
19% J No mistake

GRADE 4 MATHEMATICS ITEMS

Objective 5: The student will demonstrate an understanding of probability and statistics.

6 In a basket of fruit there are:

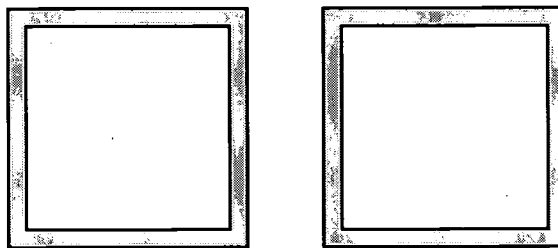
- 4 apples
- 3 oranges
- 1 pineapple
- 2 pears

Which is a possible outcome if 4 people each choose 1 piece of fruit?

- 6% **A** 4 oranges
- 3% **B** 2 apples, 1 pear, 1 cherry
- 3% **C** 2 pineapples, 2 oranges
- 88% **D*** 1 pear, 3 apples

Objective 11: The student will determine solution strategies and will analyze or solve problems.

31 Evan bought wood to make 2 square frames. The length of a side on each frame was 1 foot. The wood cost \$3 per foot. How much did the wood cost for both frames?



- 2% **F** \$4
- 19% **G** \$6
- 6% **H** \$12
- 73% **J*** \$24

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

	Mastering		ADMINISTRATION SUMMARY	
	Number	Percent	Number	Percent
READING			238719	100
1. Word Meaning	166833	75	97	0
2. Supporting Ideas	188454	85	8574	4
3. Summarization	141197	64	2103	1
4. Relationships and Outcomes	149355	76		
5. Inferences and Generalizations	159114	69		
6. Point of View, Propaganda, and Fact and Nonfact	165108	74		
Number Tested: 221785	181705	82		
Texas Learning Index (TLI): 4-80.9	91800	41		
MATHEMATICS				
Concepts				
1. Number Concepts	196978	89		
2. Algebraic/Mathematical Relations and Functions	199426	90		
3. Geometric Properties and Relationships	204934	92		
4. Measurement Concepts	185443	88		
5. Probability and Statistics	209747	94		
Operations				
6. Use of Addition to Solve Problems	199875	90		
7. Use of Subtraction to Solve Problems	175645	79		
8. Use of Multiplication to Solve Problems	170395	77		
9. Use of Division to Solve Problems	180460	81		
Problem Solving				
10/13. Problem Solving: Estimation/Reasonableness	139745	63		
11. Problem Solving Using Solution Strategies	156726	71		
12. Problem Solving Using Mathematical Representation	171284	77		
Number Tested: 222695	181756	82		
Texas Learning Index (TLI): 4-79.0	85495	38		
WRITING				
Written Communication				
1-4. Written Composition - Narrative			114193	52
Rating:	0	1	2	3
	4	5	6	7
Number:	254	9642	94932	94678
Percent:	0	4	43	43
5. Sentence Construction			180075	82
6. English Usage			195391	89
7. Use of Spelling, Capitalization, and Punctuation			147643	67
Number Tested: 219021	189718	87		
Average Scale Score: 1663	83900	38		

MINIMUM EXPECTATIONS SUMMARY

Met Minimum Expectations On All Tests Taken in:
Reading, Mathematics

Reading, Mathematics, Writing

Did Not Meet Minimum Expectations On:
One Test Only

Two Tests Only

All Three Tests

166648
162171

34295
19010
12469

74
71

15
8
5

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

ALL STUDENTS NOT IN SPECIAL EDUCATION

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLJ	Texas PR	Number Tested	Pct Met Min Exp	Average TLJ	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	71	221785	82	4-80.9	60	222095	82	4-79.0	75	219021	87	1663
Male	69	107232	80	4-79.9	57	107459	83	4-79.3	76	105869	84	1642
Female	73	114423	84	4-81.8	62	114505	81	4-78.7	75	113121	89	1682
No Information Provided	53	130	66	4-73.4	40	131	55	4-70.2	52	51	68	1565
Native American	72	674	83	4-81.0	59	677	81	4-78.4	74	652	85	1663
Asian	88	5307	92	4-86.1	73	5341	94	4-84.2	88	5272	95	1731
African American	53	35023	69	4-74.7	43	35040	65	4-73.0	59	32720	76	1599
Hispanic	63	70506	75	4-77.1	48	70736	76	4-76.8	69	69768	83	1624
White	81	111666	90	4-84.9	70	111679	90	4-81.9	82	110552	92	1703
No Information Provided	51	609	65	4-72.9	40	622	60	4-71.0	54	257	71	1575
Economically Disadvantaged:	59	102504	73	4-76.1	46	102803	73	4-75.7	66	101595	80	1610
Yes	82	118251	90	4-85.0	71	118249	89	4-81.9	82	116839	92	1709
No	57	1030	70	4-75.5	46	1043	66	4-73.3	61	587	79	1624
No Information Provided	62	115148	75	4-77.2	49	115444	75	4-76.5	69	114034	82	1622
Title I, Part A:	82	105201	90	4-84.9	70	105193	89	4-81.8	82	103951	92	1708
Participants	56	1436	70	4-75.5	46	1458	68	4-73.8	62	1036	80	1619
No Information Provided	56	3615	68	4-74.1	40	3647	74	4-75.7	66	3664	77	1594
Yes	71	217218	82	4-81.0	60	217484	82	4-79.1	76	214866	87	1684
No	52	952	68	4-74.2	43	964	62	4-72.0	57	491	74	1589
No Information Provided	49	14531	61	4-71.3	34	14783	69	4-74.1	62	14355	73	1571
Limited English Proficient:	73	206312	83	4-81.6	61	206361	83	4-79.4	76	204160	88	1669
Yes	52	942	67	4-74.2	43	951	63	4-72.1	57	506	74	1588
No Information Provided	43	7418	56	4-69.2	29	7548	65	4-73.0	58	7357	69	1551
Participants	72	213371	83	4-81.3	61	213539	83	4-79.2	76	211111	87	1667
Nonparticipants	51	996	65	4-73.6	41	1008	62	4-71.8	56	553	72	1582
No Information Provided	54	4292	65	4-72.7	37	4396	72	4-75.0	64	4169	77	1584
Participants	72	216505	82	4-81.1	60	216698	82	4-79.1	76	214300	87	1664
Nonparticipants	51	988	66	4-73.6	41	1001	62	4-71.8	56	552	72	1585
No Information Provided	95	26510	98	4-91.1	87	26510	98	4-86.3	92	26322	98	1811
Gifted-Talented:	68	194351	80	4-79.5	55	194647	80	4-78.0	72	192220	85	1642
Participants	52	924	66	4-73.7	41	938	62	4-71.8	56	479	73	1586
Nonparticipants	45	72223	62	4-71.4	34	72516	62	4-72.0	55	71655	73	1570
No Information Provided	84	148455	92	4-85.5	71	148457	91	4-82.4	83	146706	93	1708
At Risk:	53	1107	69	4-74.8	45	1122	63	4-72.2	58	660	74	1602
No Information Provided	52	930	66	4-74.0	42	945	63	4-72.0	57	483	74	1590
Special Ed. Status Not Provided	26	2275	41	4-63.0	19	2402	50	4-67.5	43	2200	51	1498
Oral Administration: Math												



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04 STATEWIDE	ALL TESTS TAKEN (R, W, M)		READING											WRITING											PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	READING COMPREHENSION						NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION				PERCENT MEETING MINIMUM EXPECTATIONS						
			Percent of Students Demonstrating Objective Mastery													PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS		PERCENT MASTERING ALL OBJECTIVES	PERCENT MASTERING ALL OBJECTIVES				
			1	2	3	4	5	6															1-4	5		
227945	71	17	75	85	64	76	69	74	221785	82	41	4-80.9	55.1	60	219021	52	82	89	67	87	38	1663				
110431	63	19	74	83	63	74	67	72	107232	80	39	4-79.9	53.6	57	105869	48	80	89	63	84	33	1642				
117339	53	10	59	75	45	58	58	61	1130	66	28	4-73.4	44.9	40	113131	42	58	90	45	68	19	1565				
700	22	16	76	88	66	76	71	74	674	83	42	4-81.0	55.0	59	652	52	81	88	67	85	38	1663				
5439	86	30	85	94	79	86	81	80	537	92	55	4-86.1	63.1	43	52720	65	93	86	60	85	54	1731				
34031	53	8	63	75	51	63	59	67	33023	69	27	4-74.7	46.9	48	69768	41	76	87	61	76	31	1599				
72844	63	11	66	80	56	70	59	65	370506	75	30	4-77.1	48.9	48	69768	46	74	60	60	83	31	1624				
114226	81	23	84	90	72	84	80	82	111666	90	52	4-84.9	61.3	40	110357	59	89	79	53	91	46	1703				
671	10	10	60	72	47	62	52	59	11609	65	25	4-72.9	44.3	40	110357	37	64	75	53	72	44	1576				
86974	57	8	62	77	51	66	55	65	83642	71	26	4-75.3	46.6	44	82873	41	73	82	58	79	26	1602				
17191	70	14	74	84	62	75	68	73	16833	82	37	4-80.2	53.4	56	16715	49	82	90	67	87	25	1647				
2116	57	9	62	78	51	73	63	67	2029	71	26	4-75.4	46.5	43	2007	45	73	82	57	79	28	1602				
120543	82	24	85	91	73	84	80	82	118251	90	53	4-85.0	61.9	46	116839	61	89	95	74	92	33	1709				
1121	13	13	66	76	52	67	58	63	1030	70	32	4-75.5	47.9	46	11587	45	72	86	60	79	58	1624				
111193	63	12	68	81	57	71	61	69	107724	76	33	4-77.8	50.3	51	106647	46	77	85	62	82	31	1626				
7670	39	7	50	67	35	53	44	57	7420	58	13	4-69.7	38.8	30	7383	31	52	79	47	71	15	1556				
3167	4	4	69	83	54	71	63	69	3090	79	27	4-77.8	49.0	48	3078	44	78	90	58	84	26	1616				
104356	82	24	85	91	73	84	80	82	102111	90	53	4-85.1	61.6	71	100873	61	89	95	75	93	48	1710				
1555	56	13	64	77	53	65	56	65	1436	70	30	4-75.5	47.7	46	1036	48	72	79	61	80	32	1619				
3886	56	8	58	77	48	65	50	63	3615	68	23	4-74.1	44.7	40	3664	32	71	81	57	77	34	1594				
223024	52	17	76	85	64	77	70	75	217218	82	42	4-81.0	55.3	60	214866	32	82	89	66	77	35	1664				
1035	51	11	63	75	50	64	55	61	952	68	28	4-74.2	46.2	43	491	39	68	82	57	74	27	1589				
15321	49	16	53	72	43	68	61	68	14531	61	17	4-71.3	41.1	34	14350	36	74	80	50	68	20	1571				
211027	52	11	63	74	50	64	55	61	200942	67	25	4-74.2	46.2	43	204506	38	67	79	53	74	20	1568				
7955	43	4	55	68	38	57	34	59	7418	56	13	4-69.2	38.0	29	7357	32	65	71	45	69	16	1551				
4425	73	7	62	77	65	73	66	71	4292	83	20	4-81.5	53.9	37	4169	39	71	76	59	77	17	1584				
214223	51	16	62	73	49	63	53	59	20687	65	27	4-73.6	45.3	41	206527	37	67	79	53	82	25	1584				
1043	51	10	62	73	49	63	53	59	958	65	27	4-73.6	45.3	41	206527	37	67	79	53	82	25	1584				
26840	95	47	95	98	90	95	92	90	26510	98	76	4-91.1	73.4	87	26322	77	97	98	89	98	18	1811				
200100	68	13	73	83	60	74	66	72	194351	80	28	4-79.5	52.6	55	192479	49	80	88	64	85	37	1642				
1005	52	10	62	73	49	63	53	61	924	66	28	4-73.7	45.4	41	1005	38	67	81	56	73	34	1586				
75039	45	4	54	70	41	57	46	59	72223	62	17	4-71.4	41.1	34	71555	35	66	78	49	73	18	1570				
151699	84	24	86	92	75	86	81	81	148455	92	53	4-85.5	61.9	71	146706	60	90	95	77	94	48	1708				
1207	53	11	64	75	51	66	57	61	1107	69	30	4-74.8	47.1	45	1107	41	69	81	56	74	28	1602				

BEST COPY AVAILABLE

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04 STATEWIDE	ALL TESTS TAKEN (R, W, M)				MATHEMATICS												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	CONCEPTS				OPERATIONS				PROBLEM SOLVING									
					1 NUMBER CONCEPTS	2 ALGEBRA/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10-13 ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS All Students Not in Special Education Male Female No Information Provided Native American Asian African American Hispanic White No Information Provided Economically Disadvantaged: Free Meals Reduced Meals Other No Information Provided Title I, Part A: Schoolwide Program Participants Targeted Assistance Program Participants Nonparticipants (Previous Participants) Nonparticipants (Non Title I Schools) Homeless Participants (Not Previous Participants) Nonparticipants (No Information Provided) Migrant: Yes No No Information Provided Limited English Proficient: Yes No No Information Provided Bilingual/ESL Program: Bilingual ESL Neither No Information Provided Gifted-Talented Program: Participants Nonparticipants No Information Provided At-Risk: Yes No No Information Provided	227945	71	17	222095	89	90	92	88	94	90	79	77	81	63	71	77	82	38	4-79.0	64.5	75	
	110431	69	16	107459	90	91	93	89	94	88	79	77	81	64	72	80	83	47	4-78.3	65.1	75	
	117375	53	19	114505	88	89	92	87	95	76	73	76	81	62	56	63	65	21	4-70.2	51.0	75	
	700	72	16	677	87	90	92	87	95	91	78	75	79	81	60	73	79	37	4-78.4	63.7	78	
	5439	88	30	5341	95	97	97	75	97	92	92	92	94	79	78	93	92	58	4-84.2	74.6	80	
	34031	83	18	33940	81	85	85	77	89	85	82	76	77	77	75	85	86	36	4-73.8	57.6	80	
	114290	81	13	113736	93	94	95	83	97	92	85	82	87	87	72	78	84	47	4-81.9	69.5	80	
	671	72	10	622	74	76	81	76	84	84	82	85	85	84	44	56	61	22	4-71.0	52.1	78	
	86974	57	8	83926	83	84	88	81	91	87	70	67	73	73	51	61	66	72	26	4-75.1	57.8	74
	19791	57	19	18338	84	86	91	88	92	88	80	78	78	81	61	69	76	47	4-78.3	63.6	74	
	2111	57	19	2039	84	86	91	88	92	88	80	78	78	81	61	69	76	47	4-78.3	63.6	74	
	12644	82	24	118249	79	79	86	79	87	84	84	86	84	87	49	60	85	66	27	4-81.3	69.7	82
	1121	82	24	1044	79	79	86	79	87	84	84	86	84	87	49	60	85	66	27	4-81.3	69.7	82
111193	63	12	108007	86	87	90	84	93	89	74	72	77	77	57	65	71	76	32	4-76.9	60.9	70	
7770	64	12	7433	79	80	85	77	89	82	63	63	65	65	54	47	55	60	13	4-71.3	50.9	70	
3164	64	12	3085	79	80	85	77	89	82	63	63	65	65	54	47	55	60	13	4-71.3	50.9	70	
104356	82	24	102108	81	81	87	79	88	93	86	84	84	87	72	78	86	90	48	4-81.9	69.6	82	
15555	56	13	1458	81	81	87	79	88	93	86	84	84	87	72	78	86	90	48	4-81.9	69.6	82	
3886	56	8	3647	84	85	89	82	92	92	89	72	70	76	53	63	65	74	28	4-75.7	58.7	66	
23024	52	11	217484	77	77	83	77	86	81	90	79	77	81	46	71	77	82	29	4-79.1	64.6	76	
1035	52	11	964	77	77	83	77	86	81	90	79	77	81	46	71	77	82	29	4-79.1	64.6	76	
15521	49	6	14783	81	83	88	79	89	87	69	66	66	72	48	57	61	69	24	4-74.1	56.2	62	
211397	52	11	951	77	77	83	77	86	82	80	83	83	86	45	57	64	63	24	4-72.1	53.9	62	
1027	52	11	951	77	77	83	77	86	82	80	83	83	86	45	57	64	63	24	4-72.1	53.9	62	
7955	43	4	7548	80	81	87	77	88	87	65	63	63	69	45	56	58	65	21	4-73.0	54.3	58	
4654	54	7	4396	83	83	87	81	90	87	72	69	72	75	51	59	63	72	36	4-75.0	57.8	64	
214259	73	18	20152	89	90	93	89	95	90	80	80	80	82	64	71	71	83	33	4-79.3	65.1	76	
1043	51	10	969	77	77	83	76	86	82	62	62	58	65	45	57	63	62	23	4-71.8	55.4	56	
26840	95	47	26510	98	98	98	98	99	96	95	95	95	95	87	92	96	98	72	4-86.3	79.2	92	
200100	68	13	194647	88	89	91	87	94	89	77	77	74	77	60	68	73	80	31	4-76.0	63.2	72	
1005	52	10	938	77	77	83	77	86	81	62	62	57	65	45	56	64	62	23	4-71.8	53.2	72	
15039	45	4	73516	73	80	86	77	87	83	67	67	66	66	62	62	68	62	17	4-72.0	50.4	53	
151699	55	24	148457	77	75	84	78	87	77	89	87	83	86	75	82	87	92	49	4-82.4	70.4	53	
1207	53	11	1122	77	77	84	78	87	81	67	63	59	66	46	57	65	63	25	4-72.2	54.2	53	



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04
 DISTRICT: STATEWIDE
 CAMPUS:

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity.	0	19
Lacked language control	5	379
Lacked organization/structure	6	1328
Lacked support/elaboration.	20	5900
Drifted from specified purpose.	6	2157
Used wrong purpose.	66	3348
Drifted from specified topic.	0	21
Wrote off topic	89	
No writing attempted.	65	
Indecipherable response	66	
Insufficient response to specified task	34	

RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	254	9642	94932	94678	19515	219021
PERCENT:	0	4	43	43	9	

Grade 3 TAAS Results

SPRING 1997 ADMINISTRATION

Of the 221,995 Grade 3 students not in special education who tested, 73 percent met minimum expectations on all tests taken (reading and mathematics); 33 percent of the students mastered all objectives. In reading, 81 percent of the students tested met minimum expectations; 81 percent met minimum expectations in mathematics.

The table below provides the number of Grade 3 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average Texas Learning Index (TLI) score. The standard for meeting minimum expectations at Grade 3 is represented by a TLI score of 3-70 in reading and mathematics.

Grade 3 Student Performance by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average TLI Score</u>
Reading	219,521	81%	56%	3-79.7
Mathematics	220,278	81%	42%	3-78.4

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of third graders tested who achieved Academic Recognition.

Grade 3 Academic Recognition by Subject Area Spring 1997

Reading	26.0%
Mathematics	27.0%

SUBJECT AREA PERFORMANCE: READING

Eighty-one percent of the Grade 3 students tested met minimum expectations on the reading test, and 56 percent mastered all objectives. The percentage of students mastering each objective ranged from 74 to 89 percent. Grade 3 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 3 students achieving mastery on each reading objective for the spring 1997 administration.

Grade 3 Student Mastery of Reading Objectives Spring 1997

<i>Objective 1: Word Meaning</i>	89%
<i>Objective 2: Supporting Ideas</i>	77%
<i>Objective 3: Summarization</i>	74%
<i>Objective 4: Relationships and Outcomes</i>	81%
<i>Objective 5: Inferences and Generalizations</i>	84%
<i>Objective 6: Point of View, Propaganda, and Fact and Nonfact</i>	80%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Eighty-one percent of the third graders tested met minimum expectations in mathematics, and 42 percent mastered all objectives. Mastery rates ranged from 69 percent (Objective 10/13: Problem Solving: Estimation/Reasonableness) to 94 percent (Objective 5: Probability and Statistics).

Grade 3 Student Mastery of Mathematics Objectives Spring 1997

Domain: Concepts

<i>Objective 1: Number Concepts</i>	91%
<i>Objective 2: Algebraic/Mathematical Relations and Functions</i>	90%
<i>Objective 3: Geometric Properties and Relationships</i>	89%
<i>Objective 4: Measurement Concepts</i>	88%
<i>Objective 5: Probability and Statistics</i>	94%

Domain: Operations

<i>Objective 6: Use of Addition to Solve Problems</i>	90%
<i>Objective 7: Use of Subtraction to Solve Problems</i>	73%
<i>Objective 8/9:* Use of Multiplication/Division to Solve Problems</i>	86%

Domain: Problem Solving

<i>Objective 10/13:</i> * Problem Solving: Estimation/Reasonableness	69%
<i>Objective 11:</i> Problem Solving Using Solution Strategies	79%
<i>Objective 12:</i> Problem Solving Using Mathematical Representation	78%

*Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 3 TAAS ITEMS

The following items are from the 1997 TAAS Grade 3 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 TAAS tests administered to Grade 3 students not in special education.

Which puppy will Danny choose?

School was over for the day. Danny and his friend Matt were walking home. They saw a sign tacked to the telephone pole in front of the fruit stand.

FREE
Black-and-White-Spotted Puppies
Need a lot of love
Call Mr. Jones at 555-2332

Danny took a pencil out of his backpack and wrote down the phone number. Danny had always wanted a spotted puppy. "I can't wait to tell Mom about this," Danny said to Matt.

Danny's mom was excited about the news, too. She had been thinking about getting a puppy for Danny's birthday. Now she knew where to look.

"Let's call the number. Maybe we can pick one out today," she said.

Danny's mom called the number he had copied. She asked for Mr. Jones. They talked for a while, and then she hung up the phone. "Let's go, Danny," she said. "We're going to get a puppy."

Danny's mom drove to the address that Mr. Jones had given to her. There was a green house with a fence around the yard. The yard was full of spotted puppies.

Danny was sure he knew which puppy he wanted even before he got out of the car. He ran to the fence to take a closer look. The mother dog was mostly black and had shaggy hair that hung almost to the ground. Next to her was a black puppy with two white spots on its

back. "This one is perfect," said Danny. Danny's mom reminded him to take his time. There were a lot of puppies to look at, and he should not choose too quickly.

Danny looked again as he walked into the yard. This time he saw a white one with black spots. He liked this puppy, too. Spotted puppies were everywhere. Several more puppies wrestled each other as Danny watched. They rolled around on the ground and chewed on each other's ears. They were all wonderful. He would see one puppy that he liked, and then another would come by that he liked just as much. Danny did not know which puppy to choose.

Just then a tiny, solid-black puppy jumped from behind a bush. She was a little rascal. She wagged her tail and pulled on the leg of Danny's pants. The puppy's whole body shook with excitement as she jumped on Danny. A big smile came across Danny's face. He knew just what to do. "This puppy may not be spotted," Danny said, "but it's the one for me."

GRADE 3 READING ITEMS

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

32 Which is a **FACT** in the story?

- 6% Danny has too many puppies.
- 6% Danny rolled on the ground with the puppies.
- 83% Danny's mom called Mr. Jones.
- 6% Danny's friend liked puppies, too.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

33 Why did Danny choose the solid-black puppy?

- 4% She was the only puppy left.
- 84% She played with Danny.
- 6% Mr. Jones said she was the best one.
- 7% Danny's mom liked her best.

Objective 1: The student will determine the meaning of words in a variety of written texts.

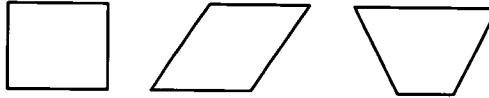
35 In this story, the word wrestled means —

- 82% fought playfully
- 5% ran quickly
- 2% ate noisily
- 11% jumped excitedly

GRADE 3 MATHEMATICS ITEMS

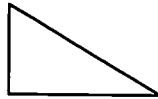
Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

16 Look at the group of shapes.



Which shape belongs to the group of shapes above? Mark your answer.

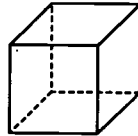
7%



5%



10%

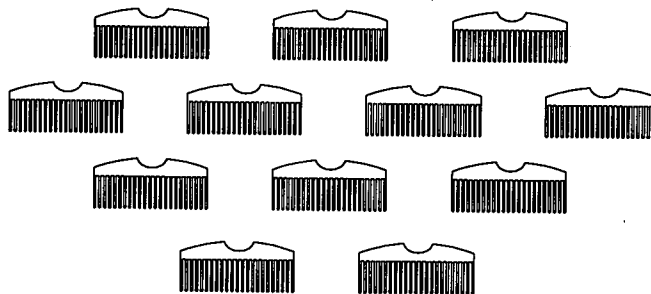


78%



Objective 9: The student will use the operation of division to solve problems.

36 LaShawn, Becky, and Kathy are going to share a package of 12 combs. How many combs will each girl get if they share the package equally? Mark your answer.



8% 3

82% 4

9% 6

1% 9

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING	Mastering Number Percent
Reading Comprehension	
1. Word Meaning	89
2. Supporting Ideas	77
3. Summarization	74
4. Relationships and Outcomes	81
5. Inferences and Generalizations	84
6. Point of View, Propaganda, and Fact and Nonfact	80
Number Tested: 219521	81
Texas Learning Index (TLI): 3-79.7	56
Met Minimum Expectations	177640
Mastered All Objectives	121862
MATHEMATICS	
Concepts	
1. Number Concepts	91
2. Algebraic/Mathematical Relations and Functions	90
3. Geometric Properties and Relationships	89
4. Measurement Concepts	88
5. Probability and Statistics	94
Operations	
6. Use of Addition to Solve Problems	90
7. Use of Subtraction to Solve Problems	73
8/9. Use of Multiplication/Division to Solve Problems	86
Problem Solving	
10/13. Problem Solving: Estimation/Reasonableness	69
11. Problem Solving Using Solution Strategies	79
12. Problem Solving Using Mathematical Representation	78
Number Tested: 220278	81
Texas Learning Index (TLI): 3-78.4	42
Met Minimum Expectations	178432
Mastered All Objectives	93107
ADMINISTRATION SUMMARY	
Total Answer Documents Submitted	234448
Students Absent From All Tests	1173
Students Exempt From All Tests: LEP	10891
Other Students Not Tested	389
Number of Students Tested	221995
MINIMUM EXPECTATIONS SUMMARY	
Met Minimum Expectations On All Tests Taken	163094
Did Not Meet Minimum Expectations On: One Test Only	34075
Both Tests	24826

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	READING			MATHEMATICS		
	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI
All Students Not In Special Ed.	219521	81	3-79.7	220278	81	3-78.4
Male	106275	78	3-78.5	106815	81	3-78.5
Female	112928	83	3-80.8	113144	81	3-78.3
NO Information Provided	318	67	3-73.3	319	63	3-71.6
Native American	725	78	3-78.4	725	76	3-77.1
Asian	5199	92	3-94.7	5223	74	3-82.1
African American	3797	72	3-71.8	3791	78	3-75.9
Hispanic	11720	89	3-83.5	11722	78	3-75.9
White	11520	89	3-83.5	11722	78	3-75.9
NO Information Provided	567	62	3-71.1	569	59	3-69.4
Economic Disadvantaged: Yes	102964	71	3-75.1	103531	73	3-74.9
No Information Provided: No	115011	90	3-83.8	115196	89	3-81.6
No Information Provided: Yes	1546	73	3-76.2	1551	73	3-74.7
Title I, Part A: Participants	115503	74	3-76.3	116082	75	3-75.8
Nonparticipants	102450	99	3-93.9	102925	78	3-82.4
NO Information Provided	1568	71	3-75.3	1571	70	3-74.0
Migrant: Yes	3483	66	3-72.6	3511	73	3-74.9
No Information Provided: No	21482	81	3-79.8	215590	81	3-78.5
No Information Provided: Yes	1175	69	3-74.4	1177	67	3-72.8
Limited Eng. Proficient: Yes	16718	67	3-73.0	16969	74	3-75.5
No Information Provided: No	201044	82	3-80.3	201546	82	3-78.7
No Information Provided: Yes	1759	72	3-75.4	1763	74	3-75.4
Bilingual: Participants	9400	65	3-72.2	9557	75	3-75.7
Nonparticipants	208850	92	3-90.9	209274	87	3-72.8
NO Information Provided	1271	70	3-74.5	1274	67	3-72.8
ESL: Participants	4362	70	3-74.2	4449	74	3-75.7
Nonparticipants	21287	69	3-74.4	21290	67	3-72.8
NO Information Provided	1287	69	3-74.4	1290	67	3-72.8
Gifted-Talented: Participants	21895	98	3-99.2	21921	97	3-96.9
Nonparticipants	196447	79	3-78.6	197172	77	3-72.6
NO Information Provided	1179	69	3-74.5	1185	67	3-72.6
At Risk: Yes	53322	65	3-72.1	53749	68	3-73.0
No Information Provided: No	194812	89	3-82.1	195136	88	3-80.2
No Information Provided: Yes	1364	69	3-74.5	1393	67	3-72.8
Special Ed. Status Not Provided	1190	69	3-74.4	1197	68	3-72.8
Oral Administration: Math	2372	37	3-60.5	2630	52	3-67.5

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03 STATEWIDE	ALL TESTS TAKEN (R, M)		READING COMPREHENSION						PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)				
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	Percent of Students Demonstrating Objective Mastery														
			WORD MEANING			SUPPORTING IDEAS								SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT
			1	2	3	4	5	6									
All Students Not in Special Education	221995	73	33	219521	89	77	74	81	84	80	81	56	3-79.7	52.9	56		
Male	107648	72	33	105275	88	73	72	78	83	79	78	52	3-78.5	51.3	53		
Female	114027	73	33	105275	90	80	76	84	86	80	84	52	3-80.8	51.3	53		
No Information Provided	114327	54	19	112318	82	61	62	69	75	68	67	41	3-73.3	44.2	53		
Native American	732	69	30	725	86	74	71	77	83	79	78	52	3-78.4	51.2	52		
Asian	5245	89	51	5195	95	85	84	90	92	90	92	70	3-84.7	45.0	69		
African American	34833	57	19	34399	82	62	67	70	75	69	70	40	3-74.1	46.9	41		
Hispanic	68057	64	24	67111	84	74	75	76	76	74	74	44	3-75.8	46.9	44		
White	112550	83	43	111520	94	81	81	87	89	88	89	66	3-83.5	58.7	64		
No Information Provided	112550	50	18	11567	76	57	59	67	70	63	62	36	3-71.1	42.0	55		
Economically Disadvantaged:																	
Free Meals	85211	60	21	83867	82	66	64	72	74	70	69	40	3-74.3	44.9	40		
Reduced	17339	73	29	17172	90	76	73	81	84	80	81	53	3-79.3	51.6	50		
Other	1965	62	21	1925	93	66	66	73	74	70	70	50	3-74.4	44.9	50		
No Information Provided	115905	84	44	115011	95	85	82	88	92	83	80	40	3-83.8	59.2	40		
	1575	64	26	1546	84	69	69	75	78	73	73	49	3-76.2	48.8	48		
Title I, Part A:																	
Schoolwide Program Participants	108866	66	27	107497	85	71	68	76	78	75	75	25	3-76.6	48.5	47		
Assistance Participants	8137	49	11	7999	78	56	57	66	71	66	62	25	3-74.3	49.0	52		
Nonparticipants (Not in Schools)	5037	86	21	2994	88	71	69	77	82	76	77	25	3-77.3	42.3	46		
Homeless Participants	10347	84	23	99456	86	86	86	100	86	86	86	71	3-85.4	56.0	76		
Nonparticipants (Not in Schools)	10347	84	23	99456	95	85	82	88	92	88	90	67	3-85.4	56.0	76		
No Information Provided	1593	61	24	1568	83	67	67	74	76	72	71	46	3-75.3	47.2	45		
Migrant:																	
Yes	3552	59	21	3483	77	65	60	72	67	69	66	36	3-72.6	42.5	36		
No	217244	74	34	21483	89	74	74	81	85	81	81	56	3-79.8	53.1	43		
No Information Provided	1199	59	24	1175	81	65	65	73	75	69	69	44	3-74.4	46.4	43		
Limited English Proficient:																	
Yes	17119	60	20	16718	80	67	63	72	67	68	62	36	3-73.0	42.8	37		
No	203091	75	25	201044	90	78	78	82	96	81	82	57	3-80.3	53.8	54		
No Information Provided	1785	63	25	1759	85	70	68	75	76	70	72	43	3-75.4	46.7	44		
Bilingual/ESL Program:																	
Bilingual	9641	59	20	9400	79	66	62	71	64	67	65	34	3-72.2	41.5	34		
ESL	4493	62	22	4362	83	70	64	75	70	67	65	37	3-74.2	44.3	39		
Neither	206560	74	34	204483	90	78	75	82	86	80	82	57	3-80.2	57.7	57		
No Information Provided	1277	58	23	1253	82	65	66	73	75	70	69	44	3-74.5	46.4	43		
Gifted-Talented Program:																	
Participants	28018	96	70	21895	99	96	93	96	97	96	98	86	3-98.2	69.8	83		
Nonparticipants	195774	71	29	196447	88	75	72	80	83	79	79	53	3-79.3	51.1	53		
No Information Provided	1203	58	22	1179	81	64	64	73	75	69	69	43	3-74.3	46.1	43		
At-Risk:																	
Yes	54263	55	16	53322	78	61	60	69	70	67	65	34	3-72.1	41.7	35		
No	167915	88	36	164915	93	82	78	85	89	85	86	63	3-82.2	56.6	63		
No Information Provided	1411	58	23	1384	82	65	65	73	76	70	69	45	3-74.5	46.5	45		

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03 STATEWIDE	MATHEMATICS												PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	
	ALL TESTS TAKEN (R, M)			CONCEPTS			OPERATIONS			PROBLEM SOLVING							PERCENT MEETING MINIMUM EXPECTATIONS
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	6	7	8-9	10-13					
<p>--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS</p> <p>All Students Not in Special Education</p> <p>Male: 221995 Female: 197668 No Information Provided: 114327</p> <p>Native American: 732 Asian: 5233 African American: 34837 Hispanic: 68057 White: 112550 No Information Provided: 580</p> <p>Economically Disadvantaged: Free Meals: 85211 Reduced Meals: 173339 Other: 73 No Information Provided: 11965 No Information Provided: 11575</p> <p>Title I, Part A: Schoolwide Program Participants: 108886 Targeted Assistance Participants: 8137 Nonparticipants (Previous Participants): 3057 Homeless Participants (Not Title I Schools): 100 Nonparticipants (Not Previous Participants): 9628 No Information Provided: 1593</p> <p>Migrant: Yes: 3552 No: 217246 No Information Provided: 1199</p> <p>Limited English Proficient: Yes: 17119 No: 205091 No Information Provided: 1785</p> <p>Bilingual/ESL Program: Bilingual: 9641 ESL: 4493 Neither: 206560 No Information Provided: 1277</p> <p>Gifted-Talented Program: Participants: 22018 Nonparticipants: 198774 No Information Provided: 1203</p> <p>At-Risk: Yes: 54263 No: 161732 No Information Provided: 1411</p>																	
91	90	89	88	88	94	90	73	86	69	79	78	81	42	3-78.4	63.5	74	
91	91	90	88	88	94	89	73	85	71	79	78	81	43	3-78.5	63.8	74	
83	78	76	78	83	83	85	59	76	52	68	67	83	28	3-79.6	63.2	56	
87	89	89	86	86	83	88	69	84	65	77	74	76	39	3-77.1	61.6	71	
85	84	85	79	87	98	93	89	94	83	90	90	94	26	3-84.1	73.9	87	
89	87	86	84	84	92	89	61	77	54	67	67	66	26	3-72.3	53.9	57	
94	94	93	84	86	92	93	68	84	61	73	74	75	34	3-75.9	68.2	81	
79	77	71	75	81	81	80	80	90	78	86	84	89	54	3-81.5	68.7	81	
85	85	85	85	85	85	86	56	73	52	60	63	59	24	3-69.4	60.5	51	
87	86	83	82	82	90	87	64	81	58	78	71	71	30	3-74.3	56.7	63	
88	84	82	80	80	90	90	72	87	67	70	77	81	39	3-78.0	62.4	72	
86	84	88	83	83	91	90	66	81	58	71	73	73	30	3-75.0	57.5	64	
85	85	80	82	82	89	86	66	81	62	73	72	73	32	3-81.6	68.9	82	
89	88	85	85	85	91	88	68	84	63	74	74	76	36	3-76.1	57.9	69	
86	84	82	80	80	89	84	56	76	53	64	64	74	33	3-71.9	54.6	63	
91	90	88	87	84	94	87	59	76	51	65	64	77	37	3-71.9	54.6	70	
100	89	88	87	87	94	87	57	83	49	66	66	70	41	3-78.6	64.7	81	
96	92	90	89	89	90	89	57	80	47	66	66	70	51	3-78.6	64.7	81	
85	85	80	81	88	88	86	84	80	60	70	71	70	32	3-74.0	56.7	63	
87	86	84	82	82	90	89	66	83	59	70	74	73	32	3-74.9	57.6	64	
82	84	77	79	86	86	84	62	78	59	68	68	81	31	3-72.8	53.3	60	
87	86	85	83	83	91	89	67	84	61	71	75	74	34	3-75.5	58.7	66	
92	91	89	88	88	90	90	68	82	63	73	74	74	36	3-75.4	58.8	66	
86	86	86	84	84	91	89	67	84	62	71	76	75	34	3-75.7	59.1	67	
89	87	84	83	83	91	90	68	84	62	72	75	74	34	3-75.7	59.1	67	
91	90	89	88	88	94	94	74	87	69	79	78	82	43	3-78.6	63.9	75	
83	83	78	79	87	87	84	62	79	58	67	68	67	30	3-72.8	55.0	59	
98	97	97	97	99	99	98	93	97	91	95	95	95	76	3-96.9	89.1	92	
90	89	88	88	88	86	84	80	83	57	77	68	67	36	3-72.6	54.7	59	
82	83	77	78	86	86	84	63	78	57	67	68	67	29	3-72.6	54.7	59	
86	84	83	80	89	89	85	61	78	55	66	66	68	26	3-73.0	54.5	59	
82	83	78	79	87	87	84	73	79	58	63	68	67	30	3-72.8	55.0	59	

Grade 4 SPANISH TAAS

SPRING 1997 ADMINISTRATION

Of the 11,918 students not in special education who tested, 29 percent met minimum expectations on all tests taken (reading and mathematics); 2 percent of the students mastered all objectives. In reading, 36 percent of the students tested met minimum expectations, while 47 percent met minimum expectations in mathematics.

The table below provides the number of Grade 4 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score. The standard for meeting minimum expectations on the Grade 4 Spanish TAAS is represented by a scale score of 1500 in both reading and mathematics.

Grade 4 Student Performance on Spanish TAAS by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average Scale Score</u>
Reading	11,792	36%	6%	1458
Mathematics	11,767	47%	9%	1491

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of fourth graders tested who achieved Academic Recognition on the Spanish TAAS tests.

Grade 4 Academic Recognition on Spanish TAAS by Subject Area Spring 1997

Reading	2.1%
Mathematics	3.9%

SUBJECT AREA PERFORMANCE: READING

Thirty-six percent of the Grade 4 students tested met minimum expectations on the reading test, and 6 percent mastered all objectives. The percentage of students mastering each objective ranged from 17 to 50 percent. Grade 4 students achieved the highest level of mastery on Objective 2, which assesses the ability to identify supporting ideas.

The following table presents the percentage of Grade 4 students achieving mastery on each reading objective for the spring 1997 administration of the Spanish TAAS.

Grade 4 Student Mastery of Spanish Reading Objectives Spring 1997

<i>Objetivo 1:</i> Significado de palabras (Word Meaning)	49%
<i>Objetivo 2:</i> Ideas complementarias (Supporting Ideas)	50%
<i>Objetivo 3:</i> Resúmenes (Summarization)	17%
<i>Objetivo 4:</i> Relaciones y resultados (Relationships and Outcomes)	40%
<i>Objetivo 5:</i> Inferencias y generalizaciones (Inferences & Generalizations)	26%
<i>Objetivo 6:</i> Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	36%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Forty-seven percent of the fourth graders tested met minimum expectations in mathematics, and 9 percent mastered all objectives. Mastery rates ranged from 26 percent (Objective 10/13: Resolución de problemas usando estimaciones/evaluación de lo razonable) to 75 percent (Objective 5: Probabilidad y estadística).

Grade 4 Student Mastery of Spanish Mathematics Objectives Spring 1997

Área: Conceptos (Domain: Concepts)

<i>Objetivo 1:</i> Conceptos numéricos (Number Concepts)	61%
<i>Objetivo 2:</i> Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	63%
<i>Objetivo 3:</i> Propiedades y relaciones geométricas (Geometric Properties & Relationships)	72%
<i>Objetivo 4:</i> Conceptos de medida (Measurement Concepts)	63%
<i>Objetivo 5:</i> Probabilidad y estadística (Probability and Statistics)	75%

Área: Operaciones (Domain: Operations)

<i>Objetivo 6:</i> Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	74%
<i>Objetivo 7:</i> Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	46%
<i>Objetivo 8:</i> Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	43%
<i>Objetivo 9:</i> Uso de la división para resolver problemas (Use of Division to Solve Problems)	54%

Área: Resolución de problemas (Domain: Problem Solving)

<i>Objetivo 10/13:*</i> Resolución de problemas usando estimaciones/evaluación de lo razonable(Problem Solving: Estimation/Reasonableness)	26%
<i>Objetivo 11:</i> Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	41%
<i>Objetivo 12:</i> Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	39%

*Note: At Grade 4, Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 4 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS Grade 4 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 Spanish TAAS tests administered to Grade 4 students not in special education.

El regalo especial de Midori

La mamá de Midori se ganaba la vida como músico profesional en Japón. Tenía un violín muy costoso. Cuando no lo estaba tocando, lo dejaba encima del piano. Con frecuencia Midori se subía a la banca del piano para tratar de bajar el violín de su mamá. A Midori le encantaba oír a su mamá tocar el violín y quería tratar de tocarlo ella también.

Cuando Midori cumplió tres años de edad, su mamá le dio un regalo especial. Los ojos de Midori brillaron de felicidad al ver que el regalo era su propio violín. Midori era tan pequeñita que hasta un violín pequeño se veía grande junto a ella. Sin embargo, este violín era pequeño y un niño podía tocarlo. Tanto amaba Midori a su violín que practicaba todos los días.

Cuando Midori cumplió ocho años, un amigo de su mamá grabó a Midori mientras ella tocaba una pieza muy difícil en su violín. Una famosa maestra de violín en los Estados Unidos oyó la grabación. Ella se sorprendió que una niña tan pequeña tuviera tanto talento. Les pidió a los padres de Midori que la dejaran asistir a la conocida escuela de música Juilliard en los Estados

Unidos. La maestra estaba tan emocionada con el talento de Midori que se ofreció para ser su maestra sin cobrarle.

Midori y su mamá se mudaron a los Estados Unidos en 1982. Cuando Midori tenía 16 años, la invitaron a tocar el violín con una orquesta famosa. Mientras tocaba el violín para el público, una de las cuerdas se rompió. La jovencita caminó con calma hacia el violinista más importante de la orquesta y le pidió prestado su violín. Continuó tocando pero una cuerda de este violín también se rompió. Midori entonces pidió prestado otro violín. Ella continuó tocando tan maravillosamente que el público entero se paró y la aclamó. Leonard Bernstein, el director de la orquesta, estaba tan asombrado que se arrodilló y abrazó a Midori.

Midori apreció el regalo que le había dado su mamá y supo usarlo bien. El violín resultó ser mucho más que un simple regalo para Midori. Fue un regalo para todos los amantes de la música en todas partes del mundo.

GRADE 4 SPANISH READING ITEMS

Objetivo 1: El estudiante determinará el significado de palabras en una variedad de textos escritos.

- 21** La palabra profesional en este cuento quiere decir alguien que —
- 74% **A*** recibe un pago por su trabajo
 - 8% **B** ya no trabaja
 - 6% **C** nunca ha trabajado
 - 12% **D** les pide a otros que trabajen

Objetivo 4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.

- 22** La maestra de violín le quería dar clases a Midori porque ella —
- 10% **F** creía que Midori necesitaba mucha ayuda
 - 8% **G** sabía que Midori no podía pagar las clases
 - 18% **H** quería grabar a Midori cada vez que ella practicara
 - 64% **J*** reconocía que Midori tenía talento y quería ayudarla

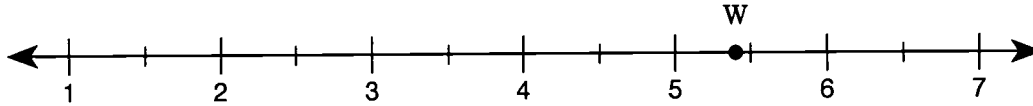
Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

- 23** Según el cuento, se puede concluir que la mamá de Midori probablemente —
- 18% **A** le daba regalos a su hija con frecuencia
 - 6% **B** quería que su hija se fuera de la casa
 - 11% **C** disfrutaba de los viajes con su hija
 - 64% **D*** le enseñó a Midori a tocar el violín

GRADE 4 SPANISH MATHEMATICS ITEMS

Objetivo 2: El estudiante demostrará comprensión de relaciones matemáticas, funciones y otros conceptos algebraicos.

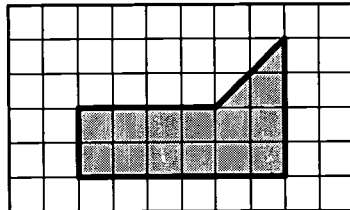
15 ¿Cuál es el número que mejor representa el punto W?



- 5% **F** 5.1
- 68% **G*** 5.4
- 20% **H** 5.6
- 7% **J** 5.9

Objetivo 4: El estudiante demostrará comprensión de conceptos de medición usando unidades métricas y usuales.

16 ¿Cuál es la mejor estimación del **área** del polígono dibujado en la cuadrícula?



- 2% **A** 12 unidades cuadradas
- 14% **B** 13 unidades cuadradas
- 78% **C*** 14 unidades cuadradas
- 6% **D** 16 unidades cuadradas

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

LECTURA (READING) COMPRENSION DE LECTURA	Mastering	
	Number	Percent
1. Significado de palabras	5834	49
2. Ideas complementarias	5887	50
3. Resúmenes	2012	17
4. Relaciones y resultados	4709	40
5. Inferencias y generalizaciones	3080	26
6. Punto de vista, propaganda y hechos/no hechos	4283	36
Number Tested: 11792	4303	36
Average Scale Score: 1458	693	6
	Met Minimum Expectations	
	Mastered All Objectives	
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numéricos	7236	61
2. Relaciones y funciones matemáticas/algebraicas	7443	63
3. Propiedades y relaciones geométricas	8500	72
4. Conceptos de medida	7469	63
5. Probabilidad y estadística	8822	75
OPERACIONES		
6. Uso de la suma para resolver problemas	8699	74
7. Uso de la resta para resolver problemas	5375	46
8. Uso de la multiplicación para resolver problemas	5081	43
9. Uso de la división para resolver problemas	6323	54
RESOLUCION DE PROBLEMAS		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	3105	26
11. Uso de estrategias para solucionar problemas	4799	41
12. Resolución de problemas usando representaciones matemáticas	4550	39
Number Tested: 11767	5500	47
Average Scale Score: 1491	1099	9
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	14542	100
Students Absent From All Tests	48	0
Students Exempt From All Tests: LEP	1657	11
Other Students Not Tested	919	6
Number of Students Tested	11918	82
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	3456	29
Did Not Meet Minimum Expectations On:		
One Test Only	3168	27
Both Tests	5294	44

GROUP PERFORMANCE

LECTURA (READING)	MATEMÁTICAS (MATHEMATICS)	
	Number Tested	Average Scale Score
11792	11767	1458
5919	5908	1443
5845	5832	1473
28	29	1440
6	6	1470
1	1	---
4	4	---
11602	11602	1458
13	12	1449
143	142	1451
11038	11016	1457
1598	1568	1473
150	155	1432
10226	10212	1459
1044	1035	1443
522	520	1460
703	695	1454
10901	10885	1459
188	187	1457
11434	11411	1458
160	165	1445
192	191	1436
88	88	1420
11461	11438	1458
243	241	1443
222	218	1538
1171	1171	1442
10686	10662	1456
938	938	1484
168	167	1428
173	171	1440
27	30	1371

Pct Met Min Exp All Tests (R, M)	LECTURA (READING)		MATEMÁTICAS (MATHEMATICS)	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score
29	36	1458	47	1491
26	32	1443	47	1492
17	25	1440	31	1465
50	50	1470	50	1495
---	---	---	---	---
29	37	1458	47	1491
17	17	1449	58	1512
22	27	1451	52	1450
29	36	1457	47	1491
22	27	1432	34	1455
29	37	1459	47	1492
25	32	1443	40	1471
34	39	1460	52	1509
30	36	1454	51	1506
25	29	1459	37	1491
29	37	1458	47	1492
23	29	1445	42	1482
18	26	1420	34	1457
29	37	1458	47	1492
25	32	1443	38	1462
61	67	1538	76	1590
28	39	1442	36	1450
41	36	1456	46	1488
21	26	1428	32	1446
25	31	1440	35	1456
10	0	1371	37	1440

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04-SPANISH STATEWIDE	LECTURA (READING)								AVERAGE SCALE SCORE		
	ALL TESTS TAKEN (R, M)		COMPRENSIÓN DE LECTURA							PERCENT MASTERING ALL OBJECTIVES	
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	8			
	PERCENT MASTERING ALL OBJECTIVES	SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESÚMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS				
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS											
All Students Not in Special Education	11918	29	2	11792	49	17	40	26	36	36	1458
Male	5989	26	2	5919	47	15	35	22	32	32	1443
Female	5900	32	2	5845	52	19	45	20	34	34	1473
No Information Provided	29	17	3	28	43	0	32	21	25	25	1440
Native American	6	50	0	6	50	17	50	50	50	50	1470
Asian	1	---	---	1	---	---	---	---	---	---	---
African American	14	---	---	14	---	---	---	---	---	---	---
Hispanic	11750	29	2	11626	50	17	40	26	36	36	1458
White	145	22	4	143	43	13	35	18	29	29	1431
No Information Provided	10275	34	3	10171	49	17	40	26	36	36	1457
Economically Disadvantaged:	375	26	3	367	53	18	39	29	38	38	1467
Free Meals	503	32	4	500	51	13	38	30	41	41	1467
Reduced	607	32	4	598	51	13	38	30	41	41	1467
Other	158	22	4	156	44	13	37	19	29	29	1432
No Information Provided	10241	29	2	10135	50	17	40	27	37	37	1459
Title I, Part A:	89	19	1	89	43	11	35	22	35	35	1437
Schoolwide Program Participants	34	35	1	31	42	13	42	19	45	45	1432
Targeted Assistance Participants	2	---	---	2	---	---	---	---	---	---	---
Nonparticipants (Previous Participants)	1027	25	1	1013	49	15	36	22	35	35	1443
Homeless Participants (at Non Title I Schools)	525	34	4	522	51	19	42	26	37	37	1460
Nonparticipants (Not Previous Participants)	712	30	2	703	49	19	38	27	32	32	1454
Migrant:	1191	25	4	1188	47	14	35	20	29	29	1437
Yes	11555	28	2	11434	50	17	40	26	37	37	1458
No Information Provided	80	37	2	80	54	21	48	26	40	40	1420
Bilingual/ESL Program:	190	23	4	187	43	14	35	21	33	33	1471
Bilingual	225	61	12	222	72	40	65	55	67	67	1538
ESL	11555	28	2	11434	50	17	40	26	37	37	1458
Neither	175	25	4	173	45	16	36	20	31	31	1442
Provided	10802	28	2	10686	49	17	38	26	36	36	1456
Participants	946	21	5	938	43	23	33	18	27	27	1484
Nonparticipants	170	21	4	168	43	13	33	27	26	26	1428
No Information Provided											

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

	MATHEMÁTICAS (MATHEMATICS)												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE	
	ALL TESTS TAKEN (R, M)		Percent of Students Demonstrating Objective Mastery													
	NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	6	7	8	9	10/13				11
CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACIÓN DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS					
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																
All Students Not In Special Education	11918	29	61	63	72	63	75	74	46	43	54	26	41	39	47	1491
Male	5989	26	63	65	73	66	74	70	45	44	53	27	41	41	47	1492
Female	5900	32	62	62	61	66	78	78	47	42	55	25	41	33	46	1490
No Information Provided	29	17	48	48	59	66	76	76	34	45	34	17	34	31	33	1465
Native American	6	50	33	67	83	50	83	67	50	50	67	17	50	33	50	1495
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic	11750	29	62	63	72	64	75	74	46	43	56	27	41	39	47	1491
White	12	22	42	47	63	57	60	63	35	41	40	15	30	29	32	1512
No Information Provided	145	4	142	142	142	142	142	142	142	142	142	142	142	142	142	1450
Economically Disadvantaged:	10275	29	62	63	72	63	75	74	46	43	54	27	41	39	47	1491
Free Meals	375	34	62	68	73	63	75	74	46	43	54	27	41	39	47	1502
Reduced Meals	503	36	62	63	73	63	76	76	49	49	58	26	49	37	53	1502
Other	607	32	56	65	66	61	70	79	42	40	51	24	37	37	47	1485
No Information Provided	158	22	49	64	73	62	78	75	46	44	43	28	42	41	47	1485
Title I, Part A:	10241	29	62	63	72	64	75	74	46	43	54	27	41	39	47	1492
Schoolwide Program Participants	89	19	62	66	78	62	67	74	44	44	52	19	37	37	49	1492
Targeted Assistance Participants	34	35	59	68	85	62	76	71	62	50	62	15	33	41	53	1510
Nonparticipants (Previous Participants)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Homeless Participants at Non Title I Schools	1027	25	56	59	69	58	73	68	42	37	48	19	37	35	40	1470
Nonparticipants (Not Previous Participants)	525	34	65	66	80	68	77	74	50	52	55	30	43	43	52	1509
No Information Provided																
Migrant:	712	30	62	67	76	69	80	76	51	48	56	29	43	40	51	1506
Yes	11015	29	62	63	72	63	75	74	45	43	54	26	43	39	47	1491
No Information Provided	191	25	49	50	62	58	63	65	40	40	44	20	41	29	37	1456
Bilingual/ESL Program:	11555	29	62	64	72	64	75	74	46	43	54	27	41	39	47	1492
Bilingual	90	18	48	53	52	60	63	64	44	48	52	22	33	33	34	1457
Neither	80	34	58	67	75	71	80	68	48	48	62	27	32	41	53	1511
No Information Provided	190	23	53	49	62	56	61	62	40	38	45	20	45	33	35	1459
Gifted-Talented Program:	225	61	82	84	80	83	88	88	73	66	77	55	66	64	76	1590
Participants	11518	28	63	63	72	63	75	74	45	43	53	26	40	38	46	1490
Nonparticipants	1175	25	49	50	61	57	62	64	40	40	43	20	33	30	36	1456
No Information Provided																
At-Risk:	10802	28	61	62	72	63	75	73	48	45	53	25	40	38	46	1488
Yes	946	41	69	75	81	73	82	82	55	52	60	39	52	49	63	1535
No Information Provided	170	21	47	46	62	57	59	60	35	40	39	16	32	28	32	1446

Grade 3 SPANISH TAAS

SPRING 1997 ADMINISTRATION

Of the 18,155 students not in special education who tested, 36 percent met minimum expectations on all tests taken (reading and mathematics); 7 percent of the students mastered all objectives. In reading, 44 percent of the students tested met minimum expectations, while 52 percent met minimum expectations in mathematics.

The table below provides the number of Grade 3 students tested statewide in each subject area, the percent meeting minimum expectations, the percent mastering all objectives, and the average scale score. The standard for meeting minimum expectations on the Grade 3 Spanish TAAS is represented by a scale score of 1500 in both reading and mathematics.

Grade 3 Student Performance on Spanish TAAS by Subject Area Spring 1997

	<u>Number Tested</u>	<u>% Meeting Minimum Expectations</u>	<u>% Mastering All Objectives</u>	<u>Average Scale Score</u>
Reading	18,000	44%	15%	1486
Mathematics	17,934	52%	16%	1511

Academic Recognition is awarded to students who answer correctly 95% or more of the items on a particular subject area test. The table below presents by subject area the percentage of third graders tested who achieved Academic Recognition on the Spanish TAAS tests.

Grade 3 Academic Recognition on Spanish TAAS by Subject Area Spring 1997

Reading	2.9%
Mathematics	8.0%

SUBJECT AREA PERFORMANCE: READING

Forty-four percent of the Grade 3 students tested met minimum expectations on the reading test, and 15 percent mastered all objectives. The percentage of students mastering each objective ranged from 35 to 69 percent. Grade 3 students achieved the highest level of mastery on Objective 1, which assesses the ability to identify word meaning.

The following table presents the percentage of Grade 3 students achieving mastery on each reading objective for the spring 1997 administration of the Spanish TAAS.

Grade 3 Student Mastery of Spanish Reading Objectives Spring 1997

<i>Objetivo 1:</i> Significado de palabras (Word Meaning)	69%
<i>Objetivo 2:</i> Ideas complementarias (Supporting Ideas)	43%
<i>Objetivo 3:</i> Resúmenes (Summarization)	35%
<i>Objetivo 4:</i> Relaciones y resultados (Relationships and Outcomes)	49%
<i>Objetivo 5:</i> Inferencias y generalizaciones (Inferences & Generalizations)	46%
<i>Objetivo 6:</i> Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	44%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Fifty-two percent of the third graders tested met minimum expectations in mathematics, and 16 percent mastered all objectives. Mastery rates ranged from 40 percent (Objective 10/13: Resolución de problemas usando estimaciones/evaluación de lo razonable) to 80 percent (Objective 6: Uso de la suma para resolver problemas).

Grade 3 Student Mastery of Spanish Mathematics Objectives Spring 1997

Área: Conceptos (Domain: Concepts)

<i>Objetivo 1:</i> Conceptos numéricos (Number Concepts)	66%
<i>Objetivo 2:</i> Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	70%
<i>Objetivo 3:</i> Propiedades y relaciones geométricas (Geometric Properties & Relationships)	73%
<i>Objetivo 4:</i> Conceptos de medida (Measurement Concepts)	72%
<i>Objetivo 5:</i> Probabilidad y estadística (Probability and Statistics)	74%

Área: Operaciones (Domain: Operations)

<i>Objetivo 6:</i> Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	80%
<i>Objetivo 7:</i> Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	47%
<i>Objetivo 8/9:*</i> Uso de la multiplicación/división para resolver problemas (Use of Multiplication/Division to Solve Problems)	68%

Área: Resolución de problemas (Domain: Problem Solving)

<i>Objetivo 10/13:*</i> Resolución de problemas usando estimaciones/evaluación de lo razonable (Problem Solving: Estimation/Reasonableness)	40%
<i>Objetivo 11:</i> Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	47%
<i>Objetivo 12:</i> Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	61%

*Note: At Grade 3, Objectives 8 and 9 and Objectives 10 and 13 on the TAAS mathematics test are combined for reporting and to ensure that test content matches classroom instructional emphasis and developmental progress at this grade level.

GRADE 3 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS Grade 3 reading and mathematics tests. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** and **demographic performance summary reports** for the 1997 Spanish TAAS tests administered to Grade 3 students not in special education.

¿Qué hizo Bobby cuando llegó el circo?

Bobby estaba muy emocionado. Por fin había llegado el circo al pueblo. Bobby había ido al circo el año pasado y se había divertido mucho. Lo que más le gustaba eran los animales. Y de todos los animales, el que más le gustaba era el elefante.

Bobby decidió ir a ver a los elefantes de cerca. Se fue en su bicicleta hasta llegar a un campo grande donde estaban levantando el circo. Los trabajadores estaban muy ocupados preparando las carpas y poniendo letreros.

Un hombre les estaba dando de comer a tres elefantes. Bobby los miró mientras comían. Cuando terminaron de comer, los elefantes metieron la trompa en un tanque grande de agua. Después se metieron la trompa en la boca y se tomaron el agua.

El hombre le dijo a Bobby que el elefante más grande medía once pies de alto y pesaba casi doce mil libras. Este

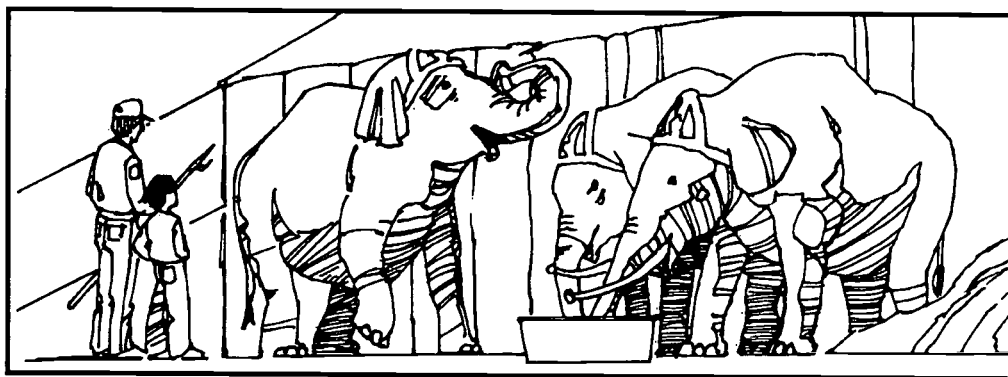
elefante se comía cuatrocientas libras de comida al día.

El hombre se acercó al elefante más grande y le dijo: —¡Arriba, muchacho! — El elefante bajó la trompa hasta el suelo y el hombre se montó en ella. Entonces el elefante lo levantó en el aire. —¡Abajo, muchacho! —dijo el hombre. El elefante lo bajó.

—¡Increíble! —dijo Bobby—. ¡Qué inteligente!

—¡Claro que sí! —dijo el hombre—. Los elefantes son muy inteligentes. Pueden aprender a hacer muchas cosas. Si vienes a la función esta noche a las ocho, podrás ver toda clase de trucos.

Esa noche la mamá de Bobby lo llevó al circo. Lo que más le gustó a Bobby fueron los elefantes.



GRADE 3 SPANISH READING ITEMS

Objetivo 1: El estudiante determinará el significado de palabras en una variedad de textos escritos.

6 La palabra función en este cuento significa —

- 84% presentación
- 5% campamento
- 2% selva
- 9% zoológico

Objetivo 3: El estudiante resumirá una variedad de textos escritos.

7 La mayor parte de este cuento se trata de —

- 84% un niño al que le gustan los elefantes
- 4% un hombre que cuida animales
- 5% cómo entrenar a los elefantes
- 6% animales que hacen trucos

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

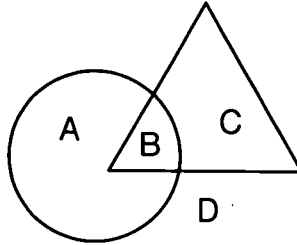
8 ¿Qué estaban haciendo los trabajadores del circo al comienzo del cuento?

- 13% Entrenando a los animales
- 9% Comiendo
- 70% Preparando las carpas
- 8% Practicando sus trucos

GRADE 3 SPANISH MATHEMATICS ITEMS

Objetivo 3: *El estudiante demostrará comprensión de propiedades y relaciones geométricas.*

3 ¿Qué letra está dentro del triángulo y fuera del círculo? Marca tu respuesta.



4% A

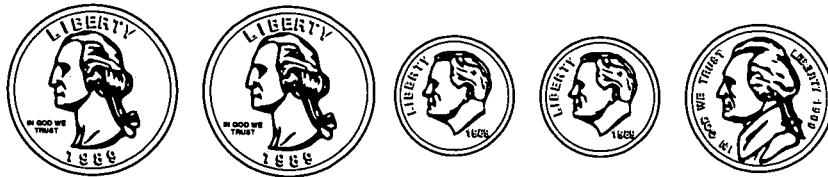
7% B

82% C

7% D

Objetivo 7: *El estudiante usará la operación de resta para resolver problemas.*

39 Beto tenía 75¢. Gastó 35¢ en leche. ¿Cuánto dinero le quedó a Beto? Marca tu respuesta.



8% 50¢

81% 40¢

6% 35¢

5% 30¢

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Number	Percent
LECTURA (READING)		
COMPRESION DE LECTURA		
1. Significado de palabras	12437	69
2. Ideas complementarias	7457	43
3. Resúmenes	8249	35
4. Relaciones y resultados	8764	49
5. Inferencias y generalizaciones	8264	46
6. Punto de vista, propaganda y hechos/no hechos	7948	44
Number Tested: 18000		
Average Scale Score: 1486	7870	44
Mastered All Objectives	2891	15
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numéricos	11816	66
2. Relaciones y funciones matemáticas/algebraicas	12550	70
3. Propiedades y relaciones geométricas	13080	73
4. Conceptos de medida	12847	72
5. Probabilidad y estadística	13351	74
OPERACIONES		
6. Uso de la suma para resolver problemas	14345	80
7. Uso de la resta para resolver problemas	8402	47
8/9. Uso de la multiplicación/división para resolver problemas	12238	68
RESOLUCION DE PROBLEMAS		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	7254	40
11. Uso de estrategias para solucionar problemas matemáticos	8344	47
12. Resolución de problemas usando representaciones matemáticas	10940	61
Number Tested: 17934		
Average Scale Score: 1511	9300	52
Mastered All Objectives	2814	16
ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	19231	100
Students Absent From All Tests	72	0
Students Exempt From All Tests: LEP	949	5
Other Students Not Tested	55	0
Number of Students Tested	18155	94
MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	6537	36
Did Not Meet Minimum Expectations On: One Test Only	4472	25
Both Tests	7146	39

GROUP PERFORMANCE

	LECTURA (READING)			Pct Met All Tests Taken (R, M)	--- = No Data Reported For Fewer Than Five Students	MATEMÁTICAS (MATHEMATICS)		
	Number Tested	Pct Met Min Exp	Average Scale Score			Number Tested	Pct Met Min Exp	Average Scale Score
All Students Not in Special Ed.	18000	44	1486	36	All Students Not in Special Ed.	17934	52	1511
Male	8859	39	1472	33	Male	8828	52	1513
Female	9010	49	1499	23	Female	8128	30	1442
No Information Provided	131				No Information Provided			
Native American	13	31	1432	31	Native American	13	31	1445
African American	11				African American			
Hispanic	1773	36	1441	27	Hispanic	11	36	1461
White	35	44	1486	36	White	17660	51	1516
No Information Provided	212	20	1417	14	No Information Provided	35	22	1418
Economic Disadvantaged: Yes	16766	44	1486	36	Economic Disadvantaged: Yes	16698	52	1513
No Information Provided	922	50	1499	40	No Information Provided	313	24	1426
Title I, Part A: Participants	312	23	1427	15	Title I, Part A: Participants	16034	53	1515
Nonparticipants	16086	44	1488	37	Nonparticipants	1605	25	1429
No Information Provided	295	24	1428	16	No Information Provided	295	25	1429
Migrant: Yes	1019	42	1482	35	Migrant: Yes	1018	52	1517
No Information Provided	16669	44	1487	19	No Information Provided	16603	28	1436
Bilingual: Participants	16933	44	1487	37	Bilingual: Participants	16875	53	1514
Nonparticipants	654	38	1484	29	Nonparticipants	415	38	1465
No Information Provided	413	34	1454	26	No Information Provided			
ESL: Participants	151	27	1428	20	ESL: Participants	142	38	1451
Nonparticipants	501	35	1456	25	Nonparticipants	17291	36	1463
No Information Provided	17215	43	1484	35	No Information Provided	501	36	1463
Gifted-Talented: Participants	458	75	1578	71	Gifted-Talented: Participants	455	85	1626
Nonparticipants	327	26	1434	17	Nonparticipants	17151	27	1434
No Information Provided	16433	44	1487	35	No Information Provided	328	27	1434
At Risk: Yes	1222	25	1433	37	At Risk: Yes	16380	53	1514
No Information Provided	345	25	1433	17	No Information Provided	1547	27	1432
Special Ed. Status Not Provided	319	26	1433	18	Special Ed. Status Not Provided	320	27	1434
Oral Administration: Math	24	4	1406	7	Oral Administration: Math	27	37	1462

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03-SPANISH STATEWIDE	ALL TESTS TAKEN (R, M)			LECTURA (READING)								PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE				
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	1		2		3		4					5		8	
				SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESÚMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS									
---	NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																	
All Students Not in Special Education	18155	36	7	18000	69	43	35	49	46	44	44	44	44	44	44	1486		
Male	8939	33	6	8859	66	37	32	44	41	41	41	41	41	41	41	1472		
Female	9084	39	8	9010	73	48	22	54	50	48	48	50	48	48	50	1500		
No Information Provided	132	25	5	131	47	23	22	42	37	29	29	31	31	31	31	1433		
Native American	13	31	0	13	62	38	15	31	31	15	15	31	31	31	31	1432		
Asian	11	27	0	11	45	27	27	36	55	45	45	45	45	45	45	1441		
African American	17878	36	9	17726	69	43	35	49	46	44	44	46	46	46	46	1486		
Hispanic	35	49	7	35	71	49	43	49	54	46	46	57	57	57	57	1517		
White	215	14	2	212	44	21	23	33	30	25	25	30	30	30	30	1417		
No Information Provided																		
Economically Disadvantaged:	15566	36	7	15443	69	42	34	48	46	44	44	46	46	46	46	1485		
Free Meals	641	41	7	637	73	49	42	53	49	49	49	49	49	49	49	1504		
Reduced Meals	698	41	7	686	73	48	38	51	48	48	48	48	48	48	48	1498		
Other	933	40	10	922	73	48	39	53	51	47	47	50	50	50	50	1498		
No Information Provided	317	15	3	312	50	22	25	35	32	29	29	32	32	32	32	1427		
Title I, Part A:	15873	37	8	15749	70	44	35	50	47	45	45	45	45	45	45	1489		
Schoolwide Program Participants	552	23	3	547	56	31	22	37	35	33	33	35	35	35	35	1448		
Targeted Assistance Participants	33	15	0	33	52	33	27	45	36	36	36	36	36	36	36	1460		
Nonparticipants (Previous Participants)	1599	31	5	1579	67	39	33	46	44	39	39	44	44	44	44	1476		
Homeless Participants at Non Title I Schools	298	16	2	295	50	24	24	35	33	24	24	33	33	33	33	1428		
Nonparticipants (Not Previous Participants)																		
Migrant:	1032	35	9	1019	67	42	34	48	41	45	45	45	45	45	45	1482		
Yes	1680	36	7	16669	70	43	35	49	46	44	44	44	44	44	44	1497		
No Information Provided	317	19	3	312	52	25	25	38	32	29	29	32	32	32	32	1431		
Bilingual/ESL Program:	17074	37	7	16933	70	43	35	49	46	45	45	45	45	45	45	1487		
Bilingual	518	20	3	509	53	22	19	36	32	27	27	32	32	32	32	1428		
ESL	518	31	6	509	66	38	28	46	45	41	41	41	41	41	41	1475		
Neither	410	25	5	406	59	34	33	41	40	38	38	40	40	40	40	1457		
No Information Provided																		
Gifted-Talented Program:	460	71	26	458	87	73	60	72	71	69	69	75	75	75	75	1578		
Participants	17364	35	3	17215	69	42	34	48	43	43	43	43	43	43	43	1484		
Nonparticipants	331	17	3	327	53	25	26	37	33	29	29	33	33	33	33	1434		
No Information Provided																		
At-Risk:	16572	37	7	16433	70	43	35	49	46	45	45	45	45	45	45	1487		
Yes	1223	34	6	1222	68	41	41	49	46	45	45	45	45	45	45	1480		
No Information Provided	350	17	3	345	52	25	26	37	33	26	26	33	33	33	33	1433		



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997

DATE OF TESTING: SPRING 1997

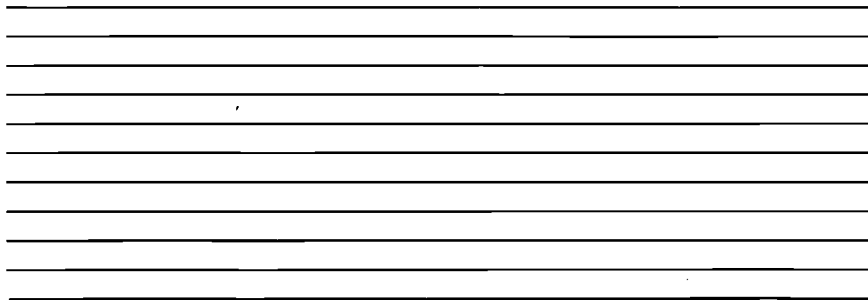
GRADE: 03-SPANISH

STATEWIDE

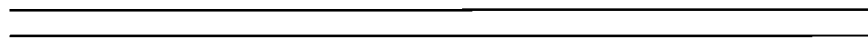
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE	
	NUMBER OF STUDENTS TESTED	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	Percent of Students Demonstrating Objective Mastery													
				1	2	3	4	5	8	7	8/9	10/13	11				12
All Students Not In Special Education	18155	36	36	66	70	73	72	74	80	47	68	40	47	61	52	16	1511
Male	8939	33	33	66	70	74	72	74	78	47	66	43	46	60	52	16	1511
Female	9084	39	39	66	70	74	72	75	82	47	66	39	47	62	52	16	1513
No Information Provided	132	23	23	48	51	55	52	58	62	32	48	26	27	45	30	9	1442
Native American	13	31	31	38	62	62	46	46	77	38	62	38	46	31	31	15	1445
Asian	11	27	27	55	64	64	64	64	82	36	45	36	36	55	36	0	1461
African American	17878	36	36	66	70	73	72	75	80	47	69	41	47	61	52	16	1461
Hispanic	35	49	49	66	74	77	77	71	77	40	60	46	49	66	52	14	1516
White	215	14	14	37	42	44	44	50	60	25	42	22	21	38	2	3	1418
No Information Provided	212	14	14	37	42	44	44	50	60	25	42	22	21	38	2	3	1418
Economically Disadvantaged:	15566	36	36	66	70	73	72	74	80	47	68	40	46	61	52	16	1512
Free Meals	641	41	41	73	76	78	75	80	84	54	73	44	54	67	59	20	1538
Reduced	695	38	38	68	74	75	74	77	82	45	70	42	43	65	53	15	1514
Other	933	40	40	72	74	76	74	76	80	48	70	41	51	63	55	17	1519
No Information Provided	317	15	15	39	44	46	49	53	63	25	45	23	27	40	24	4	1426
Title I, Part A:	15873	37	37	67	71	74	72	75	81	48	69	41	47	62	53	16	1516
Schoolwide Program Participants	552	23	23	55	70	69	63	63	73	37	62	34	36	50	40	16	1474
Targeted Assistance Participants	33	0	0	48	64	39	52	58	82	21	58	21	30	52	33	0	1441
Nonparticipating (Previous Participants)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homeless Participants (Not Title I Schools)	1599	31	31	62	67	69	70	71	77	44	66	38	45	57	47	12	1496
Nonparticipating (Not Previous Participants)	298	16	16	39	45	47	50	54	63	25	47	23	27	41	25	5	1429
Migrant:	1032	35	35	67	69	73	73	74	81	48	70	41	48	65	52	17	1517
Yes	16806	36	36	66	70	73	72	75	80	47	68	41	47	61	52	16	1513
No Information Provided	317	19	19	43	47	48	51	56	65	27	49	25	29	42	28	5	1436
Bilingual/ESL Program:	17074	37	37	67	71	74	72	75	81	48	69	41	47	62	53	16	1514
Bilingual	152	20	20	46	55	55	57	57	66	37	54	26	32	47	38	18	1451
ESL	518	31	31	55	64	62	68	67	75	37	66	36	41	54	45	11	1483
Neither	410	25	25	53	55	53	57	61	67	36	56	32	34	50	37	11	1463
No Information Provided	460	71	71	86	90	89	91	92	94	75	87	69	75	85	85	42	1626
Participants	17364	35	35	66	70	73	72	74	80	46	68	40	46	61	51	15	1510
Nonparticipants	351	17	17	42	47	48	51	55	65	27	48	24	28	43	27	5	1434
No Information Provided	16572	37	37	67	71	74	72	75	80	48	69	41	47	62	53	16	1514
At-Risk:	1253	34	34	62	68	65	69	71	78	44	64	41	44	58	50	13	1497
Yes	350	17	17	41	47	48	51	54	65	26	49	25	27	43	27	5	1432
No Information Provided	1207	34	34	62	68	65	69	71	78	44	64	41	44	58	50	13	1497





SECTION IV
TAAS Benchmarked Tests
Spring 1997



BENCHMARK TESTING

Spring 1997 was designated as a benchmark year for the Grade 5 and Grade 6 Spanish TAAS reading and mathematics tests and the Grade 4 Spanish TAAS writing test. In a benchmark year all eligible students are tested, but a passing standard is not established prior to testing. Student performance data generated from a benchmark administration are reviewed by the State Board of Education and used to establish the passing standard for future administrations. Districts received raw score data for all students tested, as well as data reporting mastery of objectives.

Grade 6 SPANISH TAAS

SUBJECT AREA PERFORMANCE: READING

A total of 2,387 students took the Grade 6 Spanish reading test. The average raw score was 24 items correct on the 40-item test.

Grade 6 Student Mastery of Spanish Reading Objectives Spring 1997

<i>Objetivo 1:</i> Significado de palabras (Word Meaning)	48%
<i>Objetivo 2:</i> Ideas complementarias (Supporting Ideas)	77%
<i>Objetivo 3:</i> Resúmenes (Summarization)	16%
<i>Objetivo 4:</i> Relaciones y resultados (Relationships and Outcomes)	31%
<i>Objetivo 5:</i> Inferencias y generalizaciones (Inferences & Generalizations)	31%
<i>Objetivo 6:</i> Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	20%

SUBJECT AREA PERFORMANCE: MATHEMATICS

A total of 2,371 students took the Grade 6 Spanish mathematics test. The average raw score was 32 items correct on the 56-item test.

Grade 6 Student Mastery of Spanish Mathematics Objectives Spring 1997

Área: Conceptos (Domain: Concepts)

<i>Objetivo 1:</i> Conceptos numéricos (Number Concepts)	39%
<i>Objetivo 2:</i> Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	61%
<i>Objetivo 3:</i> Propiedades y relaciones geométricas (Geometric Properties & Relationships)	60%
<i>Objetivo 4:</i> Conceptos de medida (Measurement Concepts)	69%
<i>Objetivo 5:</i> Probabilidad y estadística (Probability and Statistics)	31%

Área: Operaciones (Domain: Operations)

<i>Objetivo 6:</i> Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	44%
<i>Objetivo 7:</i> Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	46%
<i>Objetivo 8:</i> Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	67%
<i>Objetivo 9:</i> Uso de la división para resolver problemas (Use of Division to Solve Problems)	38%

Área: Resolución de problemas (Domain: Problem Solving)

<i>Objetivo 10:</i> Resolución de problemas usando estimaciones (Problem Solving: Estimation)	48%
<i>Objetivo 11:</i> Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	21%
<i>Objetivo 12:</i> Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	33%
<i>Objetivo 13:</i> Resolución de problemas usando la evaluación de lo razonable (Problem Solving: Reasonableness)	26%

Grade 5 SPANISH TAAS

SUBJECT AREA PERFORMANCE: READING

A total of 7,422 students took the Grade 5 Spanish reading test. The average raw score was 24 items correct on the 40-item test.

**Grade 5 Student Mastery of Spanish Reading Objectives
Spring 1997**

<i>Objetivo 1:</i> Significado de palabras (Word Meaning)	26%
<i>Objetivo 2:</i> Ideas complementarias (Supporting Ideas)	51%
<i>Objetivo 3:</i> Resúmenes (Summarization)	21%
<i>Objetivo 4:</i> Relaciones y resultados (Relationships and Outcomes)	28%
<i>Objetivo 5:</i> Inferencias y generalizaciones (Inferences & Generalizations)	37%
<i>Objetivo 6:</i> Punto de vista, propaganda y hechos/no hechos (Point of View, Propaganda, and Fact and Nonfact)	55%

SUBJECT AREA PERFORMANCE: MATHEMATICS

A total of 7,354 students took the Grade 5 Spanish mathematics test. The average raw score was 31 items correct on the 52-item test.

Grade 5 Student Mastery of Spanish Mathematics Objectives Spring 1997

Área: Conceptos (Domain: Concepts)

<i>Objetivo 1:</i> Conceptos numéricos (Number Concepts)	27%
<i>Objetivo 2:</i> Relaciones y funciones matemáticas/algebraicas (Algebraic/Mathematical Relations and Functions)	77%
<i>Objetivo 3:</i> Propiedades y relaciones geométricas (Geometric Properties & Relationships)	65%
<i>Objetivo 4:</i> Conceptos de medida (Measurement Concepts)	62%
<i>Objetivo 5:</i> Probabilidad y estadística (Probability and Statistics)	53%

Área: Operaciones (Domain: Operations)

<i>Objetivo 6:</i> Uso de la suma para resolver problemas (Use of Addition to Solve Problems)	64%
<i>Objetivo 7:</i> Uso de la resta para resolver problemas (Use of Subtraction to Solve Problems)	38%
<i>Objetivo 8:</i> Uso de la multiplicación para resolver problemas (Use of Multiplication to Solve Problems)	56%
<i>Objetivo 9:</i> Uso de la división para resolver problemas (Use of Division to Solve Problems)	66%

Área: Resolución de problemas (Domain: Problem Solving)

<i>Objetivo 10:</i> Resolución de problemas usando estimaciones (Problem Solving: Estimation)	44%
<i>Objetivo 11:</i> Uso de estrategias para solucionar problemas (Problem Solving Using Solution Strategies)	36%
<i>Objetivo 12:</i> Resolución de problemas usando representaciones matemáticas (Problem Solving Using Mathematical Representation)	30%
<i>Objetivo 13:</i> Resolución de problemas usando la evaluación de lo razonable (Problem Solving: Reasonableness)	29%

Grade 4 SPANISH TAAS

SUBJECT AREA PERFORMANCE: WRITING

A total of 11,928 students took the Grade 4 Spanish writing test. The average raw score was 18 items correct on the 28-item multiple-choice portion of the test. On the written composition portion of the test, 84 percent of the students tested received a score of 2 or higher.

WRITTEN COMPOSITION

The written composition portion of the test assesses Objectives 1 through 4 in writing: to respond appropriately to the purpose/audience specified in a given topic, to organize ideas, to demonstrate control of the Spanish language, and to generate a composition that develops/supports/elaborates the central idea stated in a given topic. TAAS responses are scored on a scale of 1 (low) to 4 (high); a composition may also receive a rating of 0, indicating that the response was nonscorable. On the 1997 benchmark test in Spanish, Grade 4 students were required to produce a narrative composition in response to a prompt directing the students to write a story. A description of the attributes of papers receiving each score point can be found in the *Texas Student Assessment Program Technical Digest* as well as in the *Grade 4 Spanish Scoring Guide For Narrative Writing*, which was provided with the other released test materials and distributed to districts in August 1997.

The following table displays the number and percent of papers receiving each written composition score.

**Grade 4 Student Performance on the Spanish Written Composition
Spring 1997**

<u>Score</u>	<u>Number Achieving Score</u>	<u>Percent Achieving Score</u>
1	1,813	15%
2	6,355	53%
3	3,202	27%
4	490	4%

EDITING SKILLS (MULTIPLE-CHOICE SECTION)

On the multiple-choice portion of the Spanish writing test, Grade 4 students achieved the highest mastery rate (72 percent) on Objective 6, which requires them to recognize appropriate Spanish usage (such as correct subject-verb agreement and correct forms of adjectives and adverbs) within the context of a written passage.

Grade 4 Student Mastery of Spanish Writing Objectives (Multiple-Choice Section) Spring 1997

<i>Objetivo 5:</i> Estructura de oraciones	41%
<i>Objetivo 6:</i> Uso del español	72%
<i>Objetivo 7:</i> Uso de ortografía, mayúsculas y puntuación	30%

GRADES 4, 5, and 6 SPANISH TAAS ITEMS

The following items are from the 1997 Spanish TAAS benchmarked tests: the Grade 5 and Grade 6 reading and mathematics tests and the Grade 4 writing test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some passages and items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the test items are **statewide summary reports** for the 1997 Grades 5 and 6 Spanish reading and mathematics benchmark tests as well as the Grade 4 Spanish writing benchmark test administered to students not in special education.

Gloria Estefan

Mucha gente conoce a Gloria Estefan como una artista y cantante muy dinámica. El 20 de marzo de 1990, Gloria sufrió un accidente que casi acabó con su carrera. Sin embargo, el accidente no la detuvo y hoy su música sigue inspirando a mucha gente.

Los primeros años y su éxito

Gloria Fajardo nació el 1 de septiembre de 1957 en La Habana, Cuba. Poco después de su nacimiento, los padres de Gloria decidieron mudarse a los Estados Unidos. Gloria tenía solamente 16 meses de edad cuando llegaron a Texas.

Después de un tiempo, el padre de Gloria se alistó en el ejército de los Estados Unidos. Como la familia se mudaba con mucha frecuencia, muchas veces Gloria se sentía fuera de lugar con sus compañeros de clase en la escuela. Para disminuir esta tristeza, Gloria aprendió a tocar la guitarra. Sola en su cuarto, pasaba horas cantando, componiendo y tocando canciones. Esto la hacía sentirse más feliz.

Con el tiempo, la familia de Gloria se estableció en Miami, Florida. Ella siempre ha considerado a Miami su hogar. En 1975, cuando terminaba la escuela secundaria, Gloria conoció a Emilio Estefan, cuya familia era también de Cuba. Él convenció a Gloria para que cantara con su banda. A ellos les gustó la voz de Gloria y juntos formaron el grupo *Miami Sound Machine*. Su música era bicultural, combinando el sonido de rock de los Estados Unidos con el ritmo latino de Cuba.

A pesar de que a Gloria le gustaba mucho cantar con la banda, pensaba que aquello era más que todo un pasatiempo. Durante este tiempo, Gloria asistió a la Universidad de Miami y se graduó en 1978. Ese año Gloria y Emilio se casaron.

Gloria Estefan y el grupo *Miami Sound Machine* se hicieron populares entre mucha gente de habla hispana en los Estados Unidos y en América Latina. En 1980 la compañía de discos CBS les dio un contrato para grabar. Aunque los cuatro primeros álbumes que grabaron fueron dirigidos a sus admiradores que hablaban español, la banda quería que el público de habla inglesa también entendiera su música. En 1985 la banda grabó un nuevo álbum. Tres de las canciones de

este álbum fueron grandes éxitos. Este álbum se hizo popular tanto entre el público de habla hispana como entre el de habla inglesa. La banda grabó otros álbumes que se hicieron populares. En 1988 Gloria fue elegida como "Compositora del Año". Justo cuando el éxito de Gloria parecía no tener límite, algo sucedió que interrumpió todo.

El accidente y la recuperación

En marzo de 1990, Gloria y la banda estaban de gira por los Estados Unidos cuando sufrieron un terrible accidente de autobús en las afueras de Scranton, Pennsylvania. Gloria se lastimó gravemente y fue llevada de emergencia a un hospital donde los doctores descubrieron que se había fracturado la espalda.

Gloria soportó una operación de cuatro horas y sufrió un dolor tremendo. No era capaz de moverse por sí misma. Los doctores le dijeron que le tomaría años recuperarse, pero Gloria les quería probar que estaban equivocados. Sus admiradores de todo el mundo la apoyaron en esos momentos de adversidad mandándole tarjetas, flores y telegramas. Su situación requería de paciencia y una actitud positiva.

Durante meses Gloria hizo ejercicio para recobrar su fuerza. Durante ese tiempo ella también compuso canciones nuevas. Muchas de estas canciones tienen que ver con su proceso de recuperación. El 9 de septiembre de 1990, solamente seis meses después del accidente, Gloria dio su primer concierto. Ella les demostró a todos que había regresado, y mejor que nunca. Con razón su vida y su música han inspirado a tanta gente.



GRADE 6 SPANISH READING ITEMS

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

33 Durante sus años escolares, Gloria a veces se sentía —

- 6% **A** arrepentida
- 7% **B** asustada
- 71% **C*** sola
- 16% **D** impaciente

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

34 ¿Cuál de los siguientes eventos le pasó a Gloria antes de que se graduara de la universidad?

- 15% **F** La compañía CBS le ofreció un contrato.
- 69% **G*** Conoció a Emilio Estefan.
- 9% **H** Se lanzó su primer álbum de éxito.
- 7% **J** Se recuperó de su accidente.

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

36 Se puede describir mejor a Gloria como una persona —

- 8% **F** considerada
- 13% **G** generosa
- 9% **H** comprensiva
- 70% **J*** valiente

GRADE 6 SPANISH MATHEMATICS ITEMS

Objetivo 1: El estudiante demostrará comprensión de conceptos numéricos.

1 ¿Cómo se expresa $2 \times 3 \times 3 \times 5 \times 5 \times 5$ en forma exponencial?

82% **F*** $2 \times 3^2 \times 5^3$

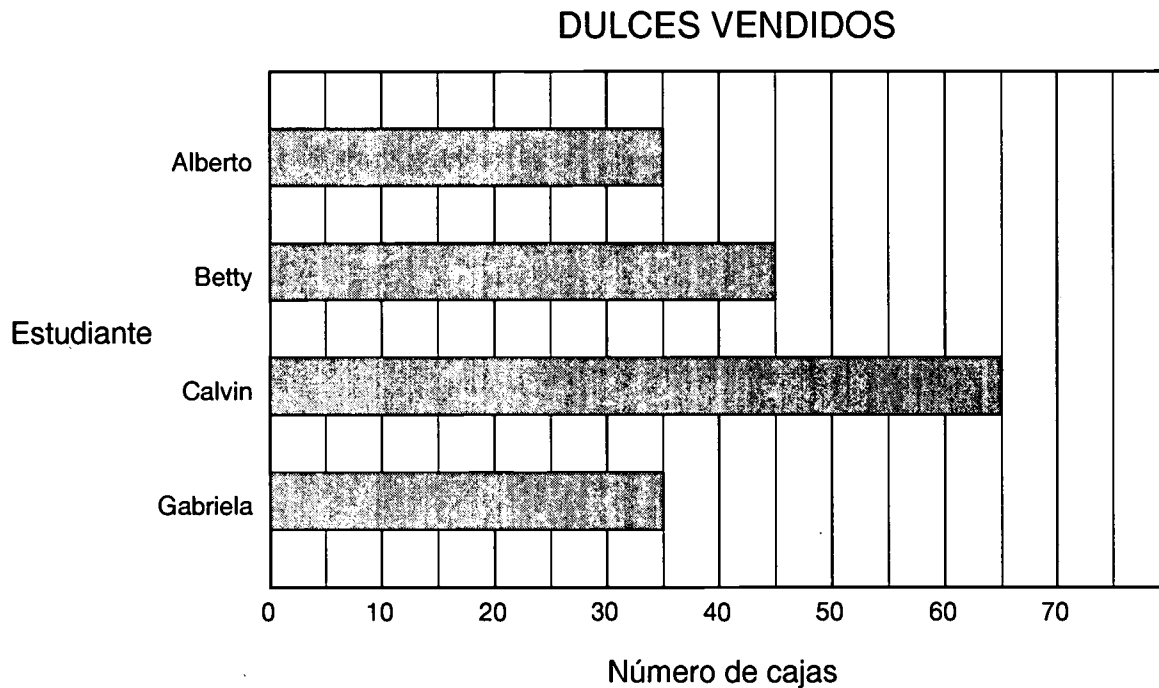
5% **G** $2 \times 2^3 \times 3^5$

9% **H** $2 \times 3^3 \times 5^5$

3% **J** $2^6 \times 3^6 \times 5^6$

Objetivo 12: El estudiante expresará o resolverá problemas usando representaciones matemáticas.

21 La gráfica muestra cuántas cajas de dulces vendió cada uno de 4 estudiantes para recolectar fondos.



¿Cuántas cajas vendieron en total los 4 estudiantes?

7% **F** 65

1% **G** 110

8% **H** 170

3% **J** 190

81% **K*** No está aquí.

GRADE 5 SPANISH READING PASSAGE

¿Cómo puede un amigo por correspondencia ayudar a Lydia?

A la hora de la comida, el papá de Lydia anunció que la familia se mudaría a Malasia en junio después de que terminara el año escolar.

—Va a ser una gran aventura —dijo el papá—. Malasia es un país maravilloso con muchas cosas para ver y hacer. Mi nuevo trabajo será muy interesante. También tendremos la oportunidad de viajar a algunos lugares magníficos.

—Nos será fácil hacer nuevas amistades, Lydia —añadió la mamá.

—Tengo muchos libros, mapas y otra información que nos ayudarán a aprender sobre el lugar adonde vamos —dijo el papá. Después le entregó una revista a Lydia. —Hasta conseguí una revista para niños con información sobre cómo hacer amigos por correspondencia. Quizás puedas encontrar a alguien de Malasia que quiera ser tu amigo por correspondencia. Échale un vistazo.

El papá le entregó los libros y los mapas a la mamá, mientras Lydia abría la revista y decía: —¡Mamá, mira esto!

AMIGOS POR CORRESPONDENCIA

Soy un estudiante de 13 años de Alemania y me gustaría escribirle a alguien en los Estados Unidos o Canadá. El verano pasado estuve en Abilene, Texas. Me interesa toda clase de música. Toco el piano y el clarinete. Cuando termine la escuela secundaria, pienso estudiar música en el conservatorio. Mi padre es profesor de música clásica en la escuela a la que asistiré y hace poco me regaló una colección grande de grabaciones clásicas. Cuando no estoy tocando el piano o escuchando música, me gusta jugar fútbol con mi hermano. Espero saber de ti.

Hans Hasselmann
Meersburgerstr. 8
5800 Konstanz
Alemania

Nací en Malasia, pero mis padres y yo somos ciudadanos de los Estados Unidos. He visitado los Estados Unidos muchas veces, ¡pero nunca he vivido allí! Me encanta vivir en el extranjero y tengo amigos de todas partes del mundo. Tengo apenas 10 años, pero creo que he viajado a más lugares que muchos adultos. Me gustaría recibir cartas de gente de mi edad que quieran saber de mi vida en Malasia.

Patricia Campos
1-D-16 Cascadia
Halaman Cantonment
10250 Penang
Malasia

Se me hace difícil escribir en español, pero quiero practicarlo. A veces voy a ver películas de España y México que son populares aquí en Francia. Tengo 11 años. Tengo tres hermanos mayores y una hermanita. ¡Por favor escríbeme!

Jean-Pierre Bujot
5 Rue Benoni Gaultier
Orleans 4500
Francia

Soy una niña de 10 años y me gusta el arte. El año pasado gané el segundo lugar en un concurso de arte en mi ciudad. También me gustan las computadoras. Me acaban de regalar mi primera computadora. Es una computadora usada de la oficina de mi padre. Tengo amigos por correspondencia en Brasil, Irlanda y Hungría. Me gusta escribir cartas largas, especialmente durante el invierno, porque no tengo hermanos ni hermanas con quienes jugar. Me gusta dibujar a mis amigos usando las fotografías que me han enviado. Me gustaría que me escribieras si compartes algunos de mis intereses.

Anne Greva
Gamle Bygdevei 222
1284 Oslo 12
Noruega

GRADE 5 SPANISH READING ITEMS

Objetivo 5: El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.

- 15** Según este pasaje, se puede concluir que la mamá de Lydia piensa que Lydia —
- 9% **A** se quedará a vivir con sus amigos de los Estados Unidos
- 9% **B** olvidará a sus amigos de los Estados Unidos
- 71% **C*** conocerá a muchos nuevos amigos
- 12% **D** no hará nuevos amigos

Objetivo 2: El estudiante identificará ideas complementarias en una variedad de textos escritos.

- 18** De acuerdo con su carta, Anne está más interesada en —
- 11% **F** la música
- 7% **G** las películas
- 12% **H** los viajes
- 70% **J*** el arte

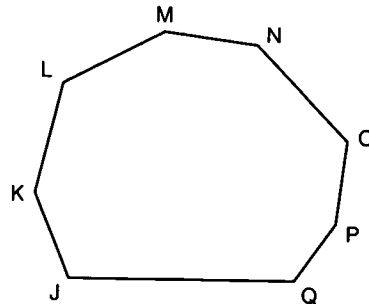
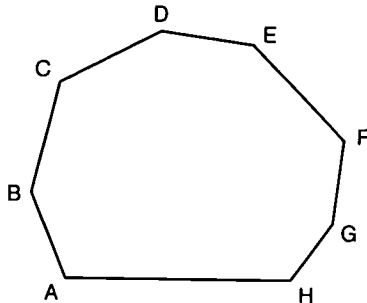
Objetivo 4: El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.

- 21** La familia de Lydia se va a mudar porque —
- 14% **A** la mamá quiere viajar
- 11% **B** Lydia necesita asistir a una escuela especial
- 66% **C*** el trabajo de su papá lo requiere
- 9% **D** no les gusta donde viven ahora

GRADE 5 SPANISH MATHEMATICS ITEMS

Objetivo 11: El estudiante determinará estrategias de solución y analizará o resolverá problemas.

35 Si los 2 polígonos de abajo son congruentes, entonces —



- 11% **F** \overline{DE} es congruente con \overline{JK}
- 9% **G** \overline{AB} es congruente con \overline{PO}
- 63% **H*** \overline{EF} es congruente con \overline{NO}
- 8% **J** \overline{HA} es congruente con \overline{MN}
- 8% **K** \overline{CD} es congruente con \overline{NO}

Objetivo 8: El estudiante usará la operación de multiplicación para resolver problemas.

52 La escuela intermedia Benito Juárez compró 145 pares de calcetines para los equipos de fútbol a \$3 el par. ¿Cuánto costaron los calcetines en total?

- 3% **A** \$545
- 68% **B*** \$435
- 4% **C** \$325
- 5% **D** \$175
- 19% **E** No está aquí.

GRADE 4 SPANISH WRITING ITEMS

Objetivo 5: El estudiante reconocerá la estructura apropiada de oraciones en el contexto de un pasaje escrito.

El pececito Colitas nadaba rápidamente dentro de su pecera. Él miraba para todos lados buscando (9)
a Andrea, su dueña. Tenía hambre y sueño, pero Andrea no llegaba. Colitas iba a tener que acostarse sin comer. De repente apareció Andrea con un pastelito y una velita. —¡Feliz cumpleaños, Colitas! —exclamó Andrea. Ella le dio pedacitos. De pastel para celebrar su cumpleaños. ¡Qué (10)
sorpresa se llevó Colitas!

- 11% 9 F El pececito Colitas nadaba rápidamente. Dentro de su pecera.
8% G El pececito Colitas. Nadaba rápidamente dentro de su pecera.
20% H El pececito Colitas nadando rápidamente dentro de su pecera.
60% J* No hay error.

- 65% 10 A* Ella le dio pedacitos de pastel para celebrar su cumpleaños.
12% B Ella le dio pedacitos de pastel. Para celebrar su cumpleaños.
12% C Ella le dio pedacitos de pastel era para celebrar su cumpleaños.
11% D No hay error.



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - BENCHMARK TEST

GRADE: 06-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

GROUP PERFORMANCE

	Objective Mastery		--- = No Data Reported For Fewer Than Five Students	READING		MATHEMATICS	
	Number	Percent		Number Tested	Average Raw Score	Number Tested	Average Raw Score
LECTURA (READING)							
COMPRESIÓN DE LECTURA							
1. Significado de palabras	1137	48					
2. Ideas complementarias	1841	77					
3. Resúmenes	388	16					
4. Relaciones y resultados	730	31					
5. Inferencias y generalizaciones	731	31					
6. Punto de vista, propaganda y hechos/no hechos	475	20					
Mastered All Objectives:	88	4					
Number Tested: 2387							
Average Raw Score: 24							
Total Items: 40							
Met Minimum Expectations at Possible Standards:							
60% Items Correct	1307	55					
65% Items Correct	1081	45					
70% Items Correct	823	34					
75% Items Correct	568	24					
MATEMÁTICAS (MATHEMATICS)							
CONCEPTOS							
1. Conceptos numéricos	928	39					
2. Relaciones y funciones matemáticas/algebraicas	1444	61					
3. Propiedades y relaciones geométricas	1423	60					
4. Conceptos de medida	1626	69					
5. Probabilidad y estadística	733	31					
OPERACIONES							
6. Uso de la suma para resolver problemas	1052	44					
7. Uso de la resta para resolver problemas	1084	46					
8. Uso de la multiplicación para resolver problemas	1585	67					
9. Uso de la división para resolver problemas	912	38					
RESOLUCIÓN DE PROBLEMAS							
10. Resolución de problemas usando estimaciones	1146	48					
11. Uso de estrategias para solucionar problemas	508	21					
12. Resolución de problemas usando representaciones matemáticas	783	33					
13. Resolución de problemas usando la evaluación de lo razonable	619	26					
Mastered All Objectives:	107	5					
Number Tested: 2371							
Average Raw Score: 32							
Total Items: 56							
Met Minimum Expectations at Possible Standards:							
60% Items Correct	1116	47					
65% Items Correct	933	39					
70% Items Correct	767	32					
75% Items Correct	644	27					
			Male	1177	23	1175	32
			Female	1202	25	1188	32
			No Information Provided	8	19	8	25
			Native American	4	---	4	---
			Asian	1	---	0	---
			African American	1	---	1	---
			Hispanic	2348	24	2333	32
			White	6	24	6	32
			No Information Provided	27	23	27	29
			Economic Disadvantaged: Yes	2182	24	2169	32
			No	162	25	160	33
			No Information Provided	43	23	42	28
			Title I, Part A: Participants	1960	24	1955	32
			Nonparticipants	331	24	320	32
			No Information Provided	96	26	96	37
			Migrant: Yes	158	23	157	31
			No	2172	24	2158	32
			No Information Provided	57	23	56	30
			Bilingual: Participants	1194	25	1183	34
			Nonparticipants	1105	23	1101	30
			No Information Provided	88	24	87	30
			ESL: Participants	1063	23	1058	30
			Nonparticipants	1230	25	1219	34
			No Information Provided	94	23	94	30
			Gifted-Talented: Participants	27	26	27	37
			Nonparticipants	2308	24	2292	32
			No Information Provided	52	23	52	29
			At Risk: Yes	1918	24	1915	32
			No	411	24	399	33
			No Information Provided	58	23	57	29
			Special Ed.: Participants	40	20	45	26
			Nonparticipants	2294	24	2273	32
			No Information Provided	53	23	53	31
			Oral Administration: Math	7	15	12	18



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - BENCHMARK TEST

GRADE: 05-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

GROUP PERFORMANCE

			Objective Mastery		--- = No Data Reported For Fewer Than Five Students		READING		MATHEMATICS	
			Number	Percent	Number Tested	Average Raw Score	Number Tested	Average Raw Score	Number Tested	Average Raw Score
LECTURA (READING)										
COMPRESIÓN DE LECTURA										
1.	Significado de palabras		1907	26						
2.	Ideas complementarias		3810	51						
3.	Resúmenes		1544	21						
4.	Relaciones y resultados		2058	28						
5.	Inferencias y generalizaciones		2746	37						
6.	Punto de vista, propaganda y hechos/no hechos		4076	55						
Mastered All Objectives:			484	7						
Number Tested: 7422										
Average Raw Score: 24			Total Items: 40							
Met Minimum Expectations at Possible Standards:										
	60% Items Correct		3952	53						
	65% Items Correct		3305	45						
	70% Items Correct		2686	36						
	75% Items Correct		2068	28						
MATEMÁTICAS (MATHEMATICS)										
CONCEPTOS										
1.	Conceptos numéricos		2015	27						
2.	Relaciones y funciones matemáticas/algebraicas		5635	77						
3.	Propiedades y relaciones geométricas		4789	65						
4.	Conceptos de medida		4581	62						
5.	Probabilidad y estadística		3926	53						
OPERACIONES										
6.	Uso de la suma para resolver problemas		4714	64						
7.	Uso de la resta para resolver problemas		2829	38						
8.	Uso de la multiplicación para resolver problemas		4150	56						
9.	Uso de la división para resolver problemas		4856	66						
RESOLUCIÓN DE PROBLEMAS										
10.	Resolución de problemas usando estimaciones		3243	44						
11.	Uso de estrategias para solucionar problemas		2683	36						
12.	Resolución de problemas usando representaciones matemáticas		2217	30						
13.	Resolución de problemas usando la evaluación de lo razonable		2150	29						
Mastered All Objectives:			420	6						
Number Tested: 7354										
Average Raw Score: 31			Total Items: 52							
Met Minimum Expectations at Possible Standards:										
	60% Items Correct		3529	48						
	65% Items Correct		3101	42						
	70% Items Correct		2413	33						
	75% Items Correct		1990	27						
					Male		3688	23	3653	30
					Female		3705	25	3673	31
					No Information Provided		29	22	28	25
					Native American		9	23	7	32
					Asian		0	---	0	---
					African American		2	---	2	---
					Hispanic		7310	24	7251	31
					White		14	26	14	32
					No Information Provided		87	23	80	28
					Economic Disadvantaged: Yes		6944	24	6887	31
					No		376	24	373	31
					No Information Provided		102	23	94	28
					Title I, Part A: Participants		6073	24	6013	31
					Nonparticipants		939	24	938	29
					No Information Provided		410	27	403	35
					Migrant: Yes		522	23	507	29
					No		6776	24	6733	31
					No Information Provided		124	24	114	29
					Bilingual: Participants		7064	24	7002	31
					Nonparticipants		221	23	219	29
					No Information Provided		137	24	133	29
					ESL: Participants		121	22	117	28
					Nonparticipants		7129	24	7075	31
					No Information Provided		172	24	162	28
					Gifted-Talented: Participants		62	26	57	35
					Nonparticipants		7247	24	7193	31
					No Information Provided		113	24	104	28
					At Risk: Yes		6589	24	6530	30
					No		728	26	726	33
					No Information Provided		105	23	98	27
					Special Ed.: Participants		216	19	237	24
					Nonparticipants		7098	24	7017	31
					No Information Provided		108	24	100	28
					Oral Administration: Math		21	15	35	23



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - BENCHMARK TEST

GRADE: 04-SPANISH
STATEWIDE

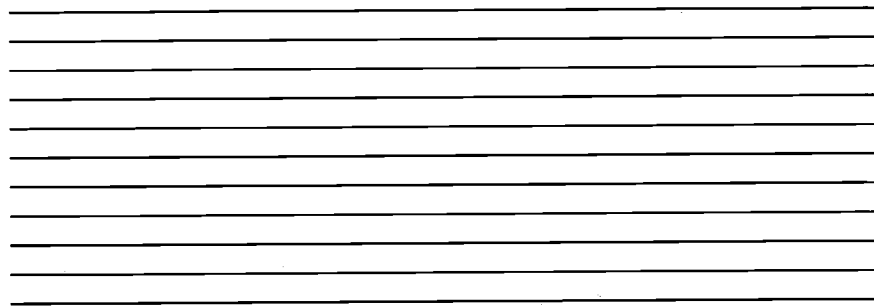
REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

GROUP PERFORMANCE

		Objective Mastery		-- = No Data Reported For Fewer Than Five Students		Percent Met Min. Expectations* at Possible Standards						
		Number	Percent	Number Tested	60%	65%	70%	75%				
ESCRITURA (WRITING)												
COMUNICACIÓN ESCRITA												
1-4. Composición escrita- narrativa		3692	31									
Rating: 0 1 2 3 4												
Number: 68 1813 6355 3202 490												
Percent: 1 15 53 27 4												
5. Estructura de oraciones		4854	41									
6. Uso del español		8605	72									
7. Uso de ortografía, mayúsculas y puntuación		3529	30									
Mastered All Objectives:		1138	10									
Number Tested: 11928												
Average Multiple-Choice Raw Score: 18												
Total Multiple-Choice Items: 28												
Met Minimum Expectations* at Possible Standards:												
60% Standard		7616	64									
65% Standard		6755	57									
70% Standard		6229	52									
75% Standard		5707	48									
* includes an essay rating of at least 2												
BEST COPY AVAILABLE				Male		6065	58	51	46	42		
				Female		5856	69	63	58	54		
						No Information Provided		7	86	71	57	57
						Native American		4	---	---	---	---
						Asian		1	---	---	---	---
						African American		5	60	60	40	40
						Hispanic		11844	64	57	52	48
						White		14	43	36	29	14
						No Information Provided		60	40	35	33	28
						Economic Disadvantaged: Yes		11284	64	57	52	48
						No		577	65	58	54	48
						No Information Provided		67	45	39	37	31
						Title I, Part A: Participants		10428	64	57	53	48
						Nonparticipants		1035	60	52	46	42
						No Information Provided		465	69	63	59	54
						Migrant: Yes		774	63	56	52	48
						No		11060	64	57	52	48
						No Information Provided		94	48	43	40	35
						Bilingual: Participants		11673	64	57	52	48
						Nonparticipants		154	56	51	47	42
				No Information Provided		101	56	49	46	43		
				ESL: Participants		70	49	47	40	36		
				Nonparticipants		11707	64	57	52	48		
				No Information Provided		151	54	46	44	40		
				Gifted-Talented: Participants		244	82	80	77	74		
				Nonparticipants		11597	64	56	52	47		
				No Information Provided		87	47	40	39	34		
				At Risk: Yes		10900	63	56	52	47		
				No		948	72	64	60	56		
				No Information Provided		80	43	36	35	29		
				Special Ed.: Participants		381	43	35	31	29		
				Nonparticipants		11459	65	57	53	49		
				No Information Provided		88	45	39	38	33		

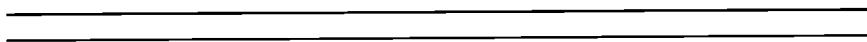
* includes an essay rating of at least 2



SECTION V

End-of-Course Examinations

Spring 1997



End-of-Course Examinations

End-of-course examinations are administered at the end of the last semester of the appropriate course. In addition to providing requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas, the school district may use the end-of-course tests for local purposes. An end-of-course test may not be used by local districts as the sole factor in determining course failure during the benchmark year of a new test or in the subsequent year.

SUBJECT AREA PERFORMANCE: ALGEBRA I

The State Board of Education has set the passing standard for the Algebra I end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1997 administration showed that 35 percent of the 237,515 students tested performed successfully. Twelve percent mastered all objectives. The percentage of students mastering each objective ranged from 35 to 57 percent. Students achieved the highest level of mastery on Objective 6 (Polynomials).

The following table presents the percentage of students achieving mastery on each Algebra I end-of-course test objective for the spring 1997 administration.

Student Mastery of Algebra I Objectives Spring 1997

Domain: Graphing

<i>Objective 1:</i> Characteristics of Graphing	54%
<i>Objective 2:</i> Applications of Graphing	37%
<i>Objective 3:</i> Equations of Lines	35%

Domain: Equations and Inequalities

<i>Objective 4:</i> Linear Equations/Inequalities	36%
<i>Objective 5:</i> Absolute Value and Quadratic Equations/Inequalities	45%
<i>Objective 6:</i> Polynomials	57%

Domain: Problem Solving

<i>Objective 8:</i> Exponents, Quadratic Situations, and Right Triangles	46%
<i>Objective 9:</i> One or Two-Variable Situations	37%
<i>Objective 10:</i> Probability, Ratio and Proportion, Data Analysis	56%

ALGEBRA I RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Algebra I end-of-course test administered in spring 1997. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 10 percent passing at Grade 11 to 87 percent passing at Grade 7.

The second table indicates the percentage passing by ethnicity at Grades 8, 9, and 10, which were the grade levels with the greatest number of tested students. Across all ethnic groups, performance was highest at Grade 8 and lowest at Grade 10.

ALGEBRA I END-OF-COURSE TEST SPRING 1997

PERCENT PASSING BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS TESTED*	PERCENT PASSING
6	30	83%
7	2,317	87%
8	49,098	74%
9	132,633	28%
10	41,113	12%
11	8,983	10%
12	2,505	13%

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

PERCENT PASSING BY ETHNICITY

GRADE LEVEL	ALL	AFRICAN AMERICAN	HISPANIC	WHITE	OTHER
8	74%	46%	56%	82%	89%
9	28%	13%	16%	41%	47%
10	12%	5%	8%	17%	20%

* Note: The "Other" category combines the results of Native American and Asian students.

ALGEBRA I END-OF COURSE TEST ITEMS

The following items are from the 1997 Algebra I end-of-course test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the sample items are a **statewide summary report** and a **demographic performance summary report** for the Algebra I test administered in spring 1997 to all students not in special education. Summary reports for the fall 1996 and summer 1997 administrations of the Algebra I end-of-course test can be found in Appendix J.

ALGEBRA I: ITEMS

Objective 4: The student will formulate or solve linear equations/inequalities and systems of linear equations that describe real-world and mathematical situations.

- 1 The cost, c , of parking a car in a lot in downtown San Antonio is given by the formula

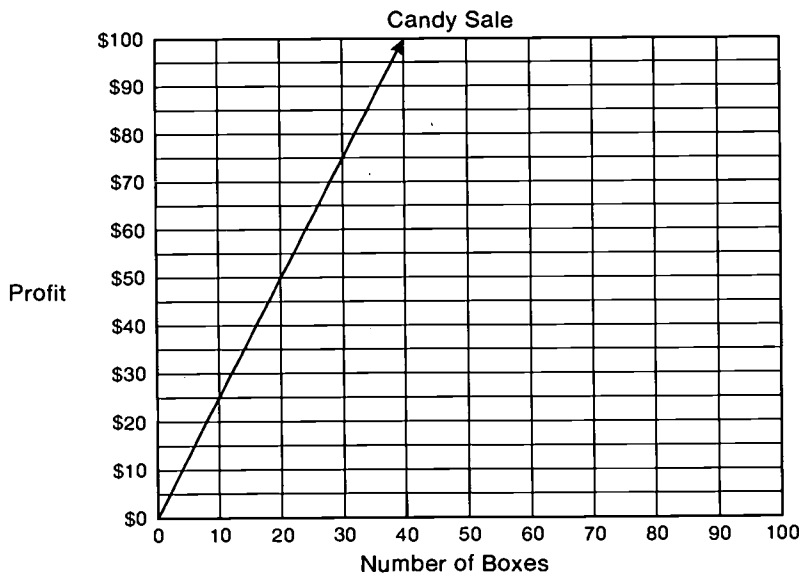
$$c = 0.75h + 1.50$$

where h is the number of hours parked. If Sara paid \$3.75 for parking in a lot downtown, how long was she parked?

- 5% A 1.5 hr
11% B 2.25 hr
66% C* 3 hr
16% D 5 hr
1% E 7 hr

Objective 10: The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving probability, ratio and proportion, or graphical and tabular data.

- 25 The graph shows the relationship between the number of boxes of candy sold and the amount of profit made.



How many boxes of candy must be sold to yield a \$250 profit?

- 8% A 50
73% B* 100
9% C 125
5% D 175
5% E 250

SUBJECT AREA PERFORMANCE: BIOLOGY I

The State Board of Education has set the passing standard for the Biology I end-of-course examination at an equivalent of 70 percent of the items correct, represented by a scale score of 1500. Results of the spring 1997 administration showed that 78 percent of the 202,020 students tested performed successfully. Twenty-four percent mastered all objectives. The percentage of students mastering each objective ranged from 50 to 90 percent. Students achieved the highest level of mastery on Objective 6, which assesses the ability to interpret and communicate scientific data.

The following table presents the percentage of students achieving mastery on each Biology I end-of-course test objective for the spring 1997 administration.

Student Mastery of Biology I Objectives Spring 1997

Domain: Understanding Concepts

<i>Objective 1:</i> Heredity and Biological Change Over Time	60%
<i>Objective 2:</i> Patterns of Living Systems	50%
<i>Objective 3:</i> Ecology	67%

Domain: Integrating Concepts With Process Skills

<i>Objective 4:</i> Apply Laboratory Techniques and Use Equipment	64%
<i>Objective 5:</i> Acquire and Organize Scientific Data	81%
<i>Objective 6:</i> Interpret and Communicate Scientific Data	90%
<i>Objective 7:</i> Make Inferences, Predictions, and Generalizations	88%
<i>Objective 8:</i> Design and Conduct Biological Investigations	77%
<i>Objective 9:</i> Apply Science to Daily Life	71%

BIOLOGY I RESULTS BY GRADE LEVEL AND ETHNICITY

The following tables present data by grade level and ethnicity for the Biology I end-of-course test administered in spring 1997. The first table shows the number of students tested at each grade level and the percentage of those students who passed; these percentages ranged from 65 percent passing at Grade 11 to 96 percent passing at Grades 7 and 8.

The second table indicates the percentage passing by ethnicity at Grades 9 and 10, which were the grade levels with the greatest number of tested students. Across most ethnic groups, performance was higher at Grade 10 than at Grade 9; the exceptions were white students and students in the "other" category, whose performance was lower at Grade 10 than at Grade 9.

BIOLOGY I END-OF-COURSE TEST

SPRING 1997

PERCENT PASSING BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS TESTED*	PERCENT PASSING
6	9	89%
7	50	96%
8	167	96%
9	108,026	78%
10	82,901	79%
11	8,211	65%
12	2,051	67%

* Note: The total number of students in this column is less than the total number of students tested as it appears on the summary report because not all of the answer documents provided grade-level information.

PERCENT PASSING BY ETHNICITY

GRADE LEVEL	ALL	AFRICAN AMERICAN	HISPANIC	WHITE	OTHER
9	78%	58%	61%	92%	88%
10	79%	62%	65%	91%	80%

* Note: The "Other" category combines the results of Native American and Asian students.

BIOLOGY I END-OF COURSE TEST ITEMS

The following items are from the 1997 Biology I end-of-course test. Each item assesses a particular objective, which is noted above each item. Item analysis information, indicating the percentage of students statewide who selected a particular option, is presented next to each answer choice. The correct answers are indicated by asterisks. Some items have been reduced in size in order to fit into the space available in this report. All test items and passages are copyrighted by the Texas Education Agency.

Following the sample items are a **statewide summary report** and a **demographic performance summary report** for the Biology I test administered in spring 1997 to all students not in special education. Summary reports for the fall 1996 and summer 1997 administrations of the Biology I end-of-course test can be found in Appendix J.

BIOLOGY I: ITEMS

Objective 1: The student will demonstrate an understanding of concepts in heredity and biological change over time.

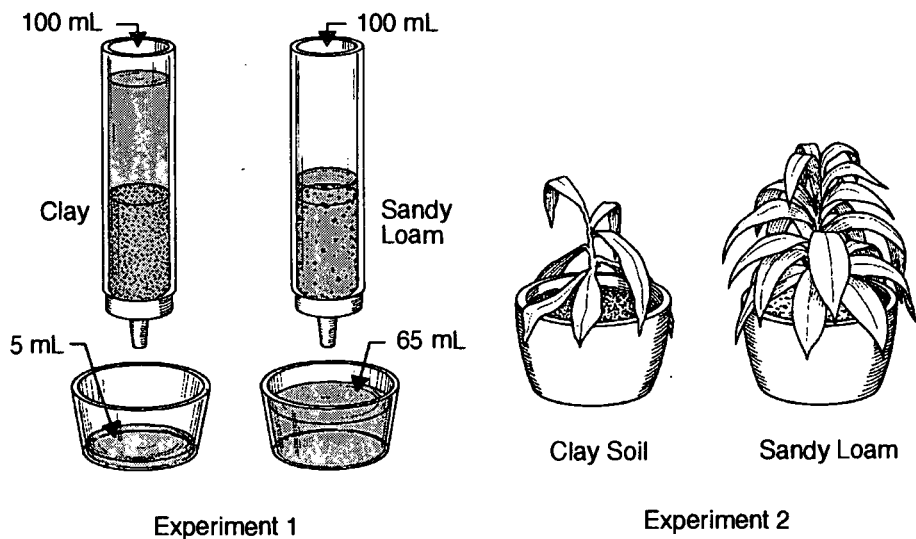
F₁ Generation

Aa	aa
Aa	aa

15 What are the genotypes of the parents that could produce only offspring with all of the genotypes above?

- 10% **F** AA × aa
- 4% **G** AA × Aa
- 73% **H*** Aa × aa
- 12% **J** Aa × Aa

Objective 5: The student will demonstrate the use of skills in acquiring and organizing data.



36 Which statement is **BEST** supported by the above experiments?

- 10% **A** Water on top of clay soils prevents oxygen from getting to the roots.
- 82% **B*** Sandy loam allows more water to reach the plant's roots.
- 4% **C** The lack of plant growth allows clay soils to be easily eroded.
- 4% **D** Sandy loam loses minerals as water flows through it.

ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering	
	Number	Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	128849	54
2. Applications of Graphing	87076	37
3. Equations of Lines	83320	35
Equations and Inequalities		
4. Linear Equations/Inequalities	85491	36
5. Quadratic Equations	106825	45
6. Polynomials	135078	57
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	108970	46
9. One or Two-Variable Situations	88514	37
10. Probability, Ratio and Proportion, Data Analysis	133107	56
Number Tested: 237515	82323	35
Average Scale Score: 1454	27498	12
ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	257345	100
Students Absent	19162	7
Other Students Not Tested	668	0
Number of Students Tested	237515	92

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ALGEBRA I		Average Scale Score
	Number Tested	Percent Passing	
All Students Not in Special Education	237515	35	1454
Male	115574	36	1459
Female	121744	33	1450
No Information Provided	197	31	1418
Native American	658	39	1475
Asian	6815	64	1561
African American	30657	15	1383
Hispanic	79656	20	1403
White	117690	48	1502
No Information Provided	2039	22	1402
Economically Disadvantaged:			
Yes	77190	19	1402
No	157308	42	1481
No Information Provided	3017	23	1405
Title I, Part A:			
Participants	48540	23	1412
Nonparticipants	186455	38	1466
No Information Provided	2520	21	1397
Migrant:			
Yes	3682	14	1382
No	230864	35	1456
No Information Provided	2969	24	1407
Limited English Proficient:			
Yes	15708	10	1359
No	218906	37	1462
No Information Provided	2901	22	1404
Bilingual:			
Participants	80	18	1383
Nonparticipants	234889	35	1455
No Information Provided	2546	20	1396
ESL:			
Participants	13025	10	1359
Nonparticipants	222004	36	1460
No Information Provided	2486	20	1396
Gifted-Talented:			
Participants	27922	80	1609
Nonparticipants	207043	29	1434
No Information Provided	2550	20	1396
At Risk:			
Yes	79993	11	1374
No	152940	48	1499
No Information Provided	4582	16	1380
Career/Technology Ed.:			
Participants	89040	26	1427
Nonparticipants	143279	41	1474
No Information Provided	5196	17	1384
Special Ed. Status Not Provided	2475	20	1396
Oral Administration	33	12	1366

ALGEBRA I TEXAS END-OF-COURSE

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997 DATE OF TESTING: SPRING 1997 STATEWIDE	ALGEBRA I										PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE				
	GRAPHING		EQUATIONS AND INEQUALITIES		PROBLEM SOLVING		PROBLEM SOLVING		PROBLEM SOLVING								
	1	2	3	4	5	6	8	9	10	10							
NUMBER OF STUDENTS TESTED --- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS	CHARACTERISTICS OF GRAPHING		EQUATIONS OF LINES		LINEAR EQUATIONS/INEQUALITIES		QUADRATIC EQUATIONS		POLYNOMIALS		EXPONENTS, QUADRATIC TRIANGLES, AND RIGHT SITUATIONS		ONE OR TWO-VARIABLE SITUATIONS		PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS		
	APPLICATIONS OF GRAPHING																
Percent of Students Demonstrating Objective Mastery																	
All Students Not in Special Education	54	37	35	36	45	57	46	37	56	35	12	1454					
Male	57	37	37	37	44	55	49	38	60	36	12	1459					
Female	45	34	36	34	41	48	38	32	48	31	18	1478					
No Information Provided																	
Native American	61	42	37	43	47	62	51	44	73	39	15	1475					
African American	36	21	18	23	27	44	27	17	43	24	15	1488					
Hispanic	42	26	24	25	32	42	26	21	47	24	17	1490					
White	66	47	46	48	52	62	46	35	73	39	15	1491					
No Information Provided	40	24	22	22	32	45	30	21	52	22	17	1502					
Economically Disadvantaged:	51	32	32	32	40	55	42	28	62	28	9	1396					
Free Meals	38	22	21	21	30	47	28	17	53	19	9	1400					
Reduced Other	61	42	44	48	54	63	36	26	71	23	12	1405					
No Information Provided																	
Title I, Part A:	4	28	28	28	36	49	34	25	64	24	7	1433					
Schoolwide Program Participants	28	18	25	15	22	37	32	20	52	21	2	1435					
Targeted Assistance Participants	45	29	20	16	25	48	33	20	62	20	2	1439					
Nonparticipants at Non-Title I Schools	20	20	20	20	20	20	20	20	20	20	2	1440					
Homeless Participants (No Previous Participants)	5	39	37	38	48	59	39	24	71	21	2	1445					
Nonparticipants (No Previous Participants)	185	25	22	27	31	41	34	25	53	21	2	1457					
No Information Provided																	
Migrant:	36	27	31	19	26	47	25	16	67	14	13	1383					
Yes	41	26	25	29	34	54	36	27	71	24	13	1407					
No Information Provided																	
Limited English Proficient:	28	19	16	15	24	41	20	11	59	10	12	1352					
Yes	41	26	24	28	33	44	36	26	64	22	12	1404					
No Information Provided																	
Bilingual/ESL Program:	38	19	16	15	24	42	24	14	62	18	5	1383					
Bilingual	80	38	26	25	38	58	30	14	73	20	5	1333					
ESL	130	25	16	15	24	41	24	14	59	18	5	1333					
Neither	22	19	16	15	24	41	24	14	59	20	5	1396					
No Information Provided																	
Gifted-Talented Program:	27	71	73	71	80	87	82	79	90	80	41	1607					
Participants	38	25	22	26	31	41	34	23	53	29	15	1496					
Nonparticipants	2550	325	322	322	322	322	322	322	322	322	11	1374					
No Information Provided																	
At-Risk:	34	19	16	18	25	39	25	14	58	11	17	1374					
Yes	62	46	46	44	59	73	50	19	88	16	14	1499					
No Information Provided																	
Career/Technology Education:	49	37	29	31	39	51	40	30	63	27	8	1431					
Elective	66	28	25	27	35	50	39	26	69	22	15	1419					
Sequence	46	28	25	27	35	50	39	26	69	22	15	1474					
TEP	59	41	40	40	50	63	51	43	69	34	15	1384					
No Information Provided																	

BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

BIOLOGY I	Mastering Number	Percent
Understanding Concepts		
1. Heredity and Biological Change Over Time	120414	60
2. Patterns of Living Systems	101974	50
3. Ecology	134989	67
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	129845	64
5. Acquire and Organize Scientific Data	163183	81
6. Interpret and Communicate Scientific Data	181726	90
7. Make Inferences, Predictions, and Generalizations	178262	88
8. Design and Conduct Biological Investigations	155832	77
9. Apply Science to Daily Life	143603	71
ADMINISTRATION SUMMARY		
Number Tested: 202020	157007	78
Average Scale Score: 1661	47931	24
Total Answer Documents Submitted	218874	100
Students Absent	16516	8
Other Students Not Tested	338	0
Number of Students Tested	202020	92

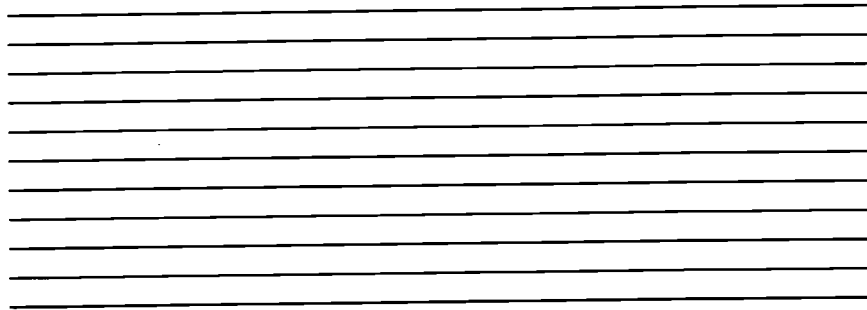
GROUP PERFORMANCE

---	No Data Reported For Fewer Than Five Students	Number Tested	Percent Passing	Average Scale Score
	All Students Not In Special Education	202020	78	1661
	Male	97871	79	1675
	Female	103990	76	1647
	No Information Provided	159	64	1570
	Native American	534	83	1685
	Asian	6079	84	1722
	African American	24978	60	1547
	Hispanic	63744	62	1558
	White	104220	91	1747
	No Information Provided	2465	76	1640
	Economically Disadvantaged:	59620	60	1554
	Yes	139075	85	1707
	No	3325	75	1636
	No Information Provided			
	Title I, Part A:	31449	62	1564
	Participants	167665	81	1679
	Nonparticipants	2906	73	1630
	No Information Provided			
	Migrant:	3145	49	1502
	Yes	195641	78	1664
	No	3234	74	1635
	No Information Provided			
	Limited English Proficient:	10917	28	1417
	Yes	187932	81	1675
	No	3171	74	1635
	No Information Provided			
	Bilingual:	61	62	1510
	Participants	199058	78	1661
	Nonparticipants	2901	73	1629
	No Information Provided			
	ESL:	8921	26	1407
	Participants	190299	80	1673
	Nonparticipants	2800	74	1632
	No Information Provided			
	Gifted-Talented:	21937	98	1869
	Participants	177147	75	1635
	Nonparticipants	2936	74	1631
	No Information Provided			
	At Risk:	69113	59	1541
	Yes	128955	88	1727
	No	3952	68	1597
	No Information Provided			
	Career/Technology Ed.:	88208	77	1646
	Participants	109281	79	1675
	Nonparticipants	4531	67	1594
	No Information Provided			
	Special Ed. Status Not Provided	2832	73	1632
	Oral Administration	49	51	1516

BIOLOGY I TEXAS END-OF-COURSE

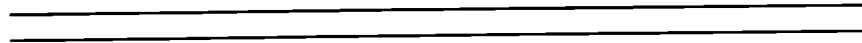
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

	BIOLOGY I													
	UNDERSTANDING CONCEPTS			INTEGRATING CONCEPTS WITH PROCESS SKILLS										
	1	2	3	4	5	6	7	8	9					
<p>REPORT DATE: SUMMER 1997</p> <p>DATE OF TESTING: SPRING 1997</p> <p>STATEWIDE</p>	60	50	67	64	81	90	88	77	71	78	24	1661		
<p>HEREDITY AND BIOLOGICAL CHANGE OVER TIME</p> <p>PATTERNS OF LIVING SYSTEMS</p> <p>ECOLOGY</p>	64	70	81	90	83	88	77	71	71	79	27	16475		
<p>APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT</p> <p>ACQUIRE AND ORGANIZE SCIENTIFIC DATA</p> <p>INTERPRET AND COMMUNICATE SCIENTIFIC DATA</p> <p>MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS</p> <p>DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS</p> <p>APPLY SCIENCE TO DAILY LIFE</p>	55	47	50	55	65	76	61	65	64	64	14	1570		
<p>PERCENT MASTERING ALL OBJECTIVES</p>	83	87	83	91	88	92	81	77	83	83	25	1685		
<p>PERCENT PASSING</p>	65	70	74	83	80	80	84	89	88	88	10	1635		
<p>AVERAGE SCALE SCORE</p>	44	44	44	44	44	44	44	44	44	44	22	16490		
<p>--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS</p>	56	47	64	62	77	88	74	82	81	76	22	16490		
<p>All Students Not in Special Education</p> <p>Male</p> <p>Female</p> <p>No Information Provided</p> <p>Native American</p> <p>Asian</p> <p>African American</p> <p>Hispanic</p> <p>White</p> <p>No Information Provided</p> <p>Economically Disadvantaged:</p> <p>Free Meals</p> <p>Reduced Meals</p> <p>Other</p> <p>No Information Provided</p>	41	34	51	49	69	82	61	71	54	58	17	1542		
<p>Title I, Part A:</p> <p>Schoolwide Program Participants</p> <p>Targeted Assistance Participants</p> <p>Nonparticipants (Previous Participants)</p> <p>Homeless Participants at Non Title I Schools</p> <p>Nonparticipants (Not Previous Participants)</p> <p>No Information Provided</p>	42	32	52	52	68	81	84	64	59	63	12	1583		
<p>Migrant:</p> <p>Yes</p> <p>No</p> <p>No Information Provided</p>	44	33	52	57	69	85	87	67	69	69	20	1532		
<p>Limited English Proficient:</p> <p>Yes</p> <p>No</p> <p>No Information Provided</p>	42	30	52	57	69	85	87	67	69	69	20	1532		
<p>Bilingual/ESL Program:</p> <p>Bilingual</p> <p>ESL</p> <p>Neither</p> <p>No Information Provided</p>	42	30	52	57	69	85	87	67	69	69	20	1532		
<p>Gifted-Talented Program:</p> <p>Participants</p> <p>Nonparticipants</p> <p>No Information Provided</p>	42	30	52	57	69	85	87	67	69	69	20	1532		
<p>At-Risk:</p> <p>Yes</p> <p>No</p> <p>No Information Provided</p>	42	30	52	57	69	85	87	67	69	69	20	1532		
<p>Career/Technology Education:</p> <p>Coherent Sequence</p> <p>Tech Prep</p> <p>No Information Provided</p>	42	30	52	57	69	85	87	67	69	69	20	1532		



SECTION VI

TAAS and End-of-Course Regional Performance Summaries Spring 1997



TAAS performance by region is presented in the following reports. Reports are categorized by grade level, with each report listing objective-level data for every subject area tested as well as "all tests taken" summaries of performance. Results of performance on the Spanish TAAS at Grades 3 and 4 are also included. In addition, performance by region on the Algebra I and Biology I end-of-course tests is provided at the objective level.



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 03
 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			READING						PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery										
				1	2	3	4	5	6					
REGION 01	13208	9565	4069	9987	9321	10490	10130	10454	80	78	50	50.2	50	
	NUMBER PERCENT	72 31	31	72	72	80	78	80	80					
REGION 02	6870	4768	2029	5032	4800	5322	5615	5289	80	77	51	50.6	51	
	NUMBER PERCENT	69 30	30	74	71	78	83	78	80					
REGION 03	3402	2599	1238	2726	2533	2821	2885	2757	80	83	58	53.7	57	
	NUMBER PERCENT	75 36	36	81	75	83	85	82	80					
REGION 04	44718	34637	16745	35402	33997	36894	38339	36844	80	84	60	55.0	59	
	NUMBER PERCENT	77 37	37	80	77	83	87	83	80					
REGION 05	5282	4044	1879	4132	3959	4318	4569	4285	80	84	57	54.3	58	
	NUMBER PERCENT	77 36	36	79	76	83	87	82	80					
REGION 06	7723	5679	2626	5795	5618	6222	6478	6125	80	81	56	53.1	56	
	NUMBER PERCENT	74 34	34	76	74	81	85	80	80					
REGION 07	9615	6857	3018	7110	7007	7625	7923	7519	80	80	54	52.2	54	
	NUMBER PERCENT	71 31	31	75	74	80	83	79	80					
REGION 08	3326	2636	1282	2639	2572	2815	2910	2771	80	85	61	55.8	61	
	NUMBER PERCENT	79 35	35	80	78	85	88	84	80					
REGION 09	2641	2110	953	2106	2050	2203	2315	2192	80	86	60	55.7	61	
	NUMBER PERCENT	80 36	36	80	78	84	88	84	80					
REGION 10	32349	23300	10927	24265	23523	25622	26816	25333	80	80	56	52.9	56	
	NUMBER PERCENT	72 34	34	76	73	80	84	79	80					
REGION 11	23104	17372	7953	17648	17214	18613	19772	18552	80	82	57	54.1	58	
	NUMBER PERCENT	75 34	34	77	75	82	87	81	80					
REGION 12	8275	5906	2466	6118	5873	6570	6928	6515	80	80	53	51.9	54	
	NUMBER PERCENT	71 30	30	75	72	80	85	80	80					
REGION 13	15059	11266	5151	11685	11157	12369	12834	12052	80	83	58	54.3	58	
	NUMBER PERCENT	75 34	34	79	75	83	86	81	80					
REGION 14	2874	2322	1124	2328	2199	2446	2562	2433	80	87	62	56.3	62	
	NUMBER PERCENT	81 39	39	82	77	86	90	85	80					
REGION 15	3231	2520	1128	2566	2429	2706	2772	2674	80	85	59	54.7	59	
	NUMBER PERCENT	78 35	35	80	76	85	87	84	80					
REGION 16	4935	3792	1711	3888	3716	4131	4237	4055	80	84	59	54.8	59	
	NUMBER PERCENT	77 35	35	80	76	85	87	83	80					
REGION 17	4884	3489	1630	3653	3560	3914	3994	3847	80	79	55	52.2	54	
	NUMBER PERCENT	71 33	33	76	74	81	83	80	80					
REGION 18	5016	3567	1465	3709	3569	3969	4075	3892	80	79	52	51.6	55	
	NUMBER PERCENT	71 29	29	75	72	80	82	79	80					

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)			READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)		
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	READING COMPREHENSION												
				1	2	3	4	5	6							
				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT							
				Number and Percent of Students Demonstrating Objective Mastery												
REGION 19	NUMBER PERCENT	6603 4665	1907 71	5779 88	5019 77	4767 73	5248 80	5333 81	4952 76	79	50	3-78.5	50.6	51		
REGION 20	NUMBER PERCENT	18880 12040	4678 64	15519 83	12972 70	12424 67	13983 75	14489 78	13675 73	73	46	3-75.9	47.7	46		
STATEWIDE	NUMBER PERCENT	221995 163094	73979 73	195614 89	168780 77	162308 74	178191 81	184976 84	176236 80	81	56	3-79.7	52.9	56		

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 03
 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			MATHEMATICS										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT INCEI	TEXAS PERCENTILE RANK (PR)	
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery															
				1	2	CONCEPTS		4	5	6	OPERATIONS		PROBLEM SOLVING						
				NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	ESTIMATION/REASONABLENESS	PROBLEM SOLVING STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION					
REGION 01	13208	9565	4069	12120	12099	11851	11675	12409	12161	9651	11686	8875	10171	10748	83	43	3-79.2	64.8	76
		72	31	92	92	90	89	94	92	73	89	68	77	82					
REGION 02	6870	4768	2029	6182	6005	6076	5994	6353	6109	4680	5854	4427	5166	5178	78	38	3-77.2	61.4	71
		69	30	91	88	89	88	93	90	69	86	65	75	76					
REGION 03	3402	2559	1238	3077	3087	3062	3009	3169	3116	2510	2944	2382	2696	2630	81	45	3-79.0	64.9	76
		75	36	91	91	90	89	94	92	74	87	70	80	78					
REGION 04	44718	34637	16745	40960	40731	40400	39582	42213	40456	33936	38963	32054	36156	35948	84	47	3-79.7	65.9	76
		77	37	92	92	91	89	95	91	77	88	72	82	81					
REGION 05	5282	4064	1879	4825	4833	4732	4727	4960	4787	3889	4529	3760	4293	4169	83	46	3-79.5	65.4	77
		77	36	92	92	90	90	95	91	74	86	72	82	80					
REGION 06	7723	5679	2626	6987	6865	6806	6701	7171	6885	5645	6559	5336	6051	5919	81	43	3-78.2	63.3	74
		74	34	91	90	89	87	94	90	74	86	70	79	77					
REGION 07	9615	6867	3018	8641	8608	8506	8296	8900	8500	6644	8070	6429	7375	7182	79	39	3-77.5	62.0	72
		71	31	91	90	87	87	93	89	70	85	67	77	75					
REGION 08	3326	2626	1282	3105	3053	2975	3018	3151	3031	2495	2899	2396	2759	2705	86	48	3-80.3	66.7	79
		70	35	94	92	90	91	95	93	76	88	73	84	82					
REGION 09	2641	2110	953	2426	2404	2368	2397	2511	2451	2030	2316	1945	2159	2092	86	45	3-80.2	66.1	78
		80	36	92	92	91	91	96	93	77	88	74	82	80					
REGION 10	32349	23300	10927	28823	28533	27909	27683	29508	28464	23190	27243	21993	24837	24492	79	42	3-77.6	62.6	73
		72	34	90	89	87	86	92	89	72	85	69	77	76					
REGION 11	23104	17372	7953	20990	20787	20459	20271	21613	20736	17115	19831	16516	18333	18047	83	44	3-78.9	64.2	75
		75	34	92	91	89	89	94	91	75	87	71	80	79					
REGION 12	8275	5906	2466	7430	7338	7192	7134	7719	7379	5999	7057	5474	6385	6369	80	39	3-77.7	62.2	72
		71	30	90	89	87	87	94	90	72	86	67	78	77					
REGION 13	15059	11266	5151	13628	13415	13501	13083	14069	13400	10903	13076	10309	11802	11574	81	42	3-78.5	63.6	74
		75	34	91	90	90	88	94	90	73	88	69	79	78					
REGION 14	2874	2322	1124	2697	2654	2570	2603	2766	2696	2370	2568	2142	2424	2350	88	49	3-81.0	67.6	80
		81	39	95	93	90	91	96	94	83	90	75	85	82					
REGION 15	3231	2500	1128	3029	2969	2860	2923	3063	2993	2484	2862	2274	2617	2601	85	44	3-79.7	65.4	77
		78	35	94	92	88	91	95	93	77	89	71	81	81					
REGION 16	4935	3792	1711	4564	4481	4235	4309	4653	4513	3722	4260	3468	3940	3915	83	43	3-79.2	64.4	75
		77	35	93	92	87	88	95	92	76	87	71	81	80					
REGION 17	4684	3489	1630	4505	4357	4258	4190	4596	4432	3589	4187	3293	3733	3716	80	42	3-73.1	63.1	73
		71	33	93	90	88	86	95	91	74	86	68	77	77					
REGION 18	5016	3567	1465	4526	4440	4210	4266	4607	4530	3783	4239	3113	3923	3876	79	38	3-77.5	61.9	71
		71	29	91	89	85	86	93	91	76	85	63	79	78					

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03 STATEWIDE	MATHEMATICS												PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)				
	ALL TESTS TAKEN (R, M)			CONCEPTS		OPERATIONS			PROBLEM SOLVING												
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8-9	10-13						11	12		
Number and Percent of Students Demonstrating Objective Mastery																					
REGION 19	6603	4665	1907	6582	6023	5910	5817	5679	6203	5986	4803	5737	4383	5098	5223	80	39	3-78.0	62.5	72	
REGION 20	18880	12040	4678	18727	16241	16102	15978	15588	16996	16350	12437	15562	11389	13641	13609	73	33	3-75.1	58.1	65	
STATEWIDE	221995	163094	73979	220278	200763	198651	195565	193128	206588	199005	161785	190422	151758	173339	172138	81	42	3-78.4	63.5	74	

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M)			READING						WRITING				AVERAGE SCALE SCORE				
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery						Number and Percent of Students Demonstrating Objective Mastery								
				1	2	3	4	5	6	1-4	5	6	7					
REGION 01	14251	100% 71	2176 15	9800 71	11671 85	8608 83	10384 76	8372 61	9808 71	8036 71	8036 71	6793 49	11207 82	12080 88	9483 69	87	36	1650
REGION 02	6930	46% 68	1011 15	4849 72	5647 83	4127 61	4998 74	4567 67	4797 71	4797 71	4797 71	3149 47	5362 80	6108 91	4635 66	85	35	1646
REGION 03	3421	24% 71	582 17	2401 72	2851 85	2100 63	2498 74	2256 67	2387 71	2387 71	2387 71	1693 51	2653 80	2983 90	2275 69	86	38	1660
REGION 04	45786	34% 76	9298 20	35436 79	39183 88	30715 69	35554 80	32723 73	34749 78	34749 78	34749 78	24326 55	37855 86	39554 90	32036 73	90	43	1680
REGION 05	5416	39% 72	1019 19	3962 75	4527 86	3399 65	4034 77	3741 71	3995 76	3995 76	3995 76	3168 61	4327 83	4571 88	3758 72	89	45	1682
REGION 06	7713	53% 70	1285 17	5668 75	6392 85	4762 63	5741 76	5311 71	5613 75	5613 75	5613 75	3637 49	6058 82	6591 89	4946 67	85	37	1658
REGION 07	9755	67% 69	1512 15	6977 74	7973 84	5798 61	7152 75	6622 70	7175 76	7175 76	7175 76	4528 48	7489 80	8110 86	6169 66	83	35	1647
REGION 08	3294	24% 74	589 18	2445 76	2798 87	2086 65	2532 79	2351 73	2425 76	2425 76	2425 76	1729 55	2603 82	2777 88	2191 69	87	40	1661
REGION 09	2716	19% 72	466 17	1993 75	2271 86	1647 62	2047 77	1917 72	1968 74	1968 74	1968 74	1302 50	2172 83	2392 91	1769 68	86	37	1659
REGION 10	32747	22% 69	5608 17	23837 75	26514 83	20182 63	23889 75	21894 69	23539 74	23539 74	23539 74	15713 50	25747 82	27362 87	20873 67	85	37	1652
REGION 11	23987	17% 73	4571 18	18188 78	19995 86	15017 64	18159 73	16989 73	18067 77	18067 77	18067 77	12554 54	19228 83	20961 91	15392 67	87	40	1672
REGION 12	8451	57% 69	1295 15	5965 73	6868 84	4937 60	6061 74	5511 67	5948 72	5948 72	5948 72	4141 51	6460 80	7135 88	5183 64	85	36	1653
REGION 13	15432	11% 72	2808 18	11667 78	12925 86	9953 66	11804 79	10943 73	11310 75	11310 75	11310 75	7999 54	12227 83	13476 91	9558 65	87	39	1674
REGION 14	3039	33% 77	638 21	2383 80	2611 88	1966 66	2352 79	2247 76	2330 78	2330 78	2330 78	1645 56	2478 85	2726 94	2049 71	90	43	1693
REGION 15	3145	23% 74	586 19	2314 75	2685 88	1958 64	2389 78	2174 71	2289 75	2289 75	2289 75	1589 52	2555 84	2812 93	2153 71	89	41	1660
REGION 16	4870	36% 74	884 18	3686 78	4123 87	3052 65	3696 78	3423 72	3653 77	3653 77	3653 77	2453 53	3764 81	4230 91	3127 67	87	38	1667
REGION 17	4940	34% 71	853 17	3532 73	4113 85	2902 60	3640 75	3359 69	3559 73	3559 73	3559 73	2514 53	3825 81	4265 90	3105 65	85	33	1652
REGION 18	5296	35% 68	783 15	3734 73	4265 83	3048 59	3792 74	3448 67	3648 71	3648 71	3648 71	2775 55	3839 76	4485 89	3118 62	84	36	1651

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04 STATEWIDE	ALL TESTS TAKEN (R, W, M)				READING						WRITING													
	REGION	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	READING COMPREHENSION						NUMBER OF STUDENTS TESTED	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION			PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE	
					1	2	3	4	5	6								1-4 (3 OR 4 REQUIRED)	5	6				7
	NUMBER	7338	4990	924	5217	6065	4269	5361	4564	4982	7170	80	33	4-79.3	51.9	54	7090	3309	5705	6304	4463	86	32	1636
	PERCENT		68	13	75	85	60	75	84	69								47	80	89	63			
	NUMBER	19416	12225	2356	12779	14977	10671	13272	11532	12857	18704	75	33	4-77.5	50.0	50	18704	9176	14521	16469	11560	84	33	1636
	PERCENT		63	12	68	79	57	70	81	68								49	78	88	62			
	NUMBER	227945	162171	39064	166833	188654	141197	169355	153914	165108	219021	82	41	4-80.9	55.1	60	219021	114193	180075	195391	147663	87	39	1663
	PERCENT		71	17	75	85	64	76	69	74								52	82	89	67			

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 04
 STATEWIDE

REGION	ALL TESTS TAKEN (R, W, M)			MATHEMATICS										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)			
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	CONCEPTS		OPERATIONS			PROBLEM SOLVING												
				1	2	3	4	5	6	7	8	9	10/13						11	12	
	Number and Percent of Students Demonstrating Objective Mastery																				
				HUMAN CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING: ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						
REGION 01	14251	10047	2176	13854	12567	12679	13056	12146	13327	12861	10964	10903	11276	9033	9819	10310	83	39	4-79.6	65.4	77
REGION 02	6930	4698	1011	6764	5973	6030	6330	5867	6397	6060	5276	5034	5346	4074	4533	5037	80	37	4-78.3	63.3	74
REGION 03	3421	2412	582	3356	3011	3068	3172	2973	3195	3113	2754	2600	2804	2166	2318	2571	83	42	4-79.7	66.0	76
REGION 04	45786	34754	9298	44659	40562	40864	41928	39899	42650	40856	36146	35469	36953	30018	32864	35591	85	42	4-80.2	66.7	79
REGION 05	5416	3901	1019	5266	4759	4815	4906	4671	4989	4730	4195	4051	4364	3379	3699	4079	83	39	4-79.4	65.1	76
REGION 06	7713	5398	1285	7550	6711	6768	6992	6661	7081	6788	5921	5654	6010	4733	5236	5853	81	38	4-78.7	64.0	75
REGION 07	9755	6733	1512	9494	8367	8563	8619	8319	8974	8533	7425	7128	7569	5793	6421	7132	81	37	4-78.5	63.6	74
REGION 08	3294	2454	589	3211	2903	2988	2954	2893	3075	2941	2635	2526	2719	2132	2295	2565	85	41	4-80.1	66.1	78
REGION 09	2716	1957	466	2663	2388	2461	2475	2407	2544	2432	2279	2156	2279	1781	1931	2122	86	41	4-80.4	66.5	78
REGION 10	32747	22698	5608	31808	28177	27892	28996	27426	29653	27990	24455	23837	25546	19200	21941	24077	79	37	4-78.1	63.3	74
REGION 11	23987	17576	4371	23355	20670	21059	21508	20813	22075	20908	18757	18265	19390	14871	16999	18753	83	40	4-79.4	65.2	77
REGION 12	8451	5794	1295	8216	7200	7362	7357	7223	7713	7384	6502	6238	6648	4913	5598	6326	81	35	4-78.4	63.1	73
REGION 13	15432	11159	2808	15056	13166	13403	13930	13385	14259	13451	11796	11433	12086	9678	10972	11936	82	40	4-79.0	64.7	76
REGION 14	3039	2340	638	2982	2743	2808	2743	2755	2862	2705	2621	2477	2681	2035	2253	2470	89	44	4-81.4	68.4	81
REGION 15	3145	2350	586	3064	2781	2829	2758	2788	2963	2811	2647	2483	2671	1994	2228	2449	86	41	4-80.5	66.6	79
REGION 16	4870	3611	884	4742	4278	4390	4401	4302	4558	4344	3955	3786	4032	3125	3422	3758	86	41	4-80.2	66.2	76
REGION 17	4940	3487	853	4844	4345	4398	4489	4338	4603	4425	3995	3773	4022	3091	3307	3719	83	39	4-79.5	65.1	76
REGION 18	5296	3597	783	5154	4440	4527	4710	4455	4734	4495	4078	3926	4269	2960	3509	3879	80	34	4-78.2	62.9	73

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04 STATEWIDE	MATHEMATICS												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT INCEP	TEXAS PERCENTILE RANK (PRI)											
	ALL TESTS TAKEN (R, W, M)			Number and Percent of Students Demonstrating Objective Mastery																								
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1		2		3		4		5						6		7		8		9		10-13		11
REGION 19	7338	4090	924	6173	6387	6592	6326	6693	6498	5698	5512	5790	4396	4995	5300	81	35	4-78.5	63.3	74	ALGEBRA/GEOMETRIC PROPERTIES AND RELATIONS AND FUNCTIONS		PROBLEM SOLVING: ESTIMATION/REASONABLENESS		PROBLEM SOLVING USING SOLUTION STRATEGIES		PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	
REGION 20	19418	12225	2356	15764	16135	17018	15816	17422	16550	13546	13144	14007	10363	12324	13357	74	30	4-76.2	59.7	66	GEOMETRIC PROPERTIES AND RELATIONSHIPS		PROBLEM SOLVING: ESTIMATION/REASONABLENESS		PROBLEM SOLVING USING SOLUTION STRATEGIES		PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	
STATEWIDE	227945	162171	39044	196978	199426	204934	195443	209747	199875	175645	170395	180460	139745	156726	171284	82	38	4-79.0	64.5	75	ALGEBRA/GEOMETRIC PROPERTIES AND RELATIONS AND FUNCTIONS		PROBLEM SOLVING: ESTIMATION/REASONABLENESS		PROBLEM SOLVING USING SOLUTION STRATEGIES		PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)			READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery										
				1	2	3	4	5	6					
REGION 01	15073	11400	3159	7001	12790	9602	10226	11659	12757	80	33	55.4	60	
	NUMBER PERCENT	76	21	47	86	64	68	78	85					
REGION 02	7049	5289	1451	3850	6122	4311	4077	5590	5911	82	36	57.2	63	
	NUMBER PERCENT	75	21	55	87	62	70	80	84					
REGION 03	3531	2862	885	2055	3175	2305	2590	2905	3040	85	41	59.8	68	
	NUMBER PERCENT	81	25	59	91	66	74	83	87					
REGION 04	47155	30805	13012	29364	42649	32878	34972	39908	41253	88	45	62.1	72	
	NUMBER PERCENT	82	28	63	91	70	75	85	88					
REGION 05	5387	4295	1294	3323	4887	3501	3900	4389	4624	86	42	60.5	69	
	NUMBER PERCENT	80	24	62	91	65	73	82	86					
REGION 06	7902	6167	1927	4880	6964	5178	5676	6458	6705	84	43	60.2	69	
	NUMBER PERCENT	78	24	62	89	66	75	83	86					
REGION 07	9950	7713	2380	5786	8762	6330	7075	8011	8395	83	40	59.2	67	
	NUMBER PERCENT	78	24	59	89	64	72	81	85					
REGION 08	3358	2727	825	2069	3039	2216	2439	2790	2939	86	43	60.7	69	
	NUMBER PERCENT	81	25	82	91	66	73	84	88					
REGION 09	2679	2274	737	1671	2448	1779	1987	2225	2339	88	44	61.0	70	
	NUMBER PERCENT	85	28	63	92	67	75	85	88					
REGION 10	32420	24618	7908	19117	27984	21163	22517	25859	27086	82	41	59.0	67	
	NUMBER PERCENT	76	24	59	87	66	70	80	84					
REGION 11	23818	19213	6240	14928	21182	16046	17448	19934	20408	86	44	61.4	71	
	NUMBER PERCENT	81	26	63	90	68	74	84	86					
REGION 12	8270	6362	1736	4676	7258	5127	5774	6646	6952	83	38	58.1	65	
	NUMBER PERCENT	77	21	57	88	62	70	81	85					
REGION 13	15501	12253	4251	9642	13777	10372	11293	12925	13157	85	45	61.3	70	
	NUMBER PERCENT	79	27	63	90	67	73	84	86					
REGION 14	3036	2606	836	1914	2793	2073	2345	2602	2672	89	45	62.8	73	
	NUMBER PERCENT	86	28	63	92	69	78	86	88					
REGION 15	3231	2653	795	1837	2910	2133	2381	2675	2783	86	39	59.9	68	
	NUMBER PERCENT	82	25	57	91	66	74	83	87					
REGION 16	4964	4176	1378	3090	4563	3359	3606	4208	4344	88	45	62.1	72	
	NUMBER PERCENT	84	28	63	93	68	77	86	88					
REGION 17	5091	4031	1257	2810	4527	3246	3679	4111	4325	83	39	58.9	66	
	NUMBER PERCENT	79	25	56	89	64	73	85	88					
REGION 18	5380	4151	1204	2881	4730	3250	3759	4294	4501	82	37	57.5	64	
	NUMBER PERCENT	77	22	54	89	61	70	80	84					

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 05
 STATEWIDE





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 05 STATEWIDE	ALL TESTS TAKEN (R, M)			READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	
	REGION	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5						6
		Number and Percent of Students Demonstrating Objective Mastery													
REGION 19	8241	6030	1369	8200	3848	7054	5085	5567	6495	6694	80	31	5-81.3	55.0	59
		73	17		47	86	62	68	79	82					
REGION 20	19163	13929	3724	19028	10019	16404	11488	12706	14601	15554	80	34	5-81.5	55.7	61
		73	19		53	86	60	67	78	82					
STATEWIDE	231219	181534	56368	229488	134761	204018	151450	165017	188535	196439	84	41	5-83.8	59.5	67
		79	24		59	89	66	72	82	86					

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 05
 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			MATHEMATICS										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEAS PERCENTILE RANK (PR)					
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	CONCEPTS		OPERATIONS					PROBLEM SOLVING												
				1	2	3	4	5	6	7	8	9	10						11	12	13		
	Number and Percent of Students Demonstrating Objective Mastery																						
REGION 01	15073	11400	3159	14990	10770	14499	14368	13664	13503	13542	12065	12483	13660	11683	11046	10817	10183	87	38	5-81.1	67.7	90	
	NUMBER PERCENT	76	21	72	90	97	96	91	90	90	80	83	91	78	74	72	68						
REGION 02	7049	5289	1451	7003	4532	6707	6664	6162	6059	6083	5463	5670	6327	5197	4980	4974	4532	83	32	5-79.6	64.9	76	
	NUMBER PERCENT	75	21	65	87	96	95	88	87	87	78	81	90	74	71	71	65						
REGION 03	3531	2862	885	3513	2423	3398	3352	3173	3160	3153	2959	2990	3281	2882	2640	2713	2415	89	39	5-81.6	68.5	81	
	NUMBER PERCENT	81	25	69	90	97	95	90	90	90	84	85	93	82	75	77	69						
REGION 04	47155	38805	13012	46819	33502	45042	44407	42352	42387	41376	37941	39139	43015	37527	36507	36801	33927	88	40	5-81.6	68.7	81	
	NUMBER PERCENT	82	28	72	91	96	95	90	91	88	81	84	92	80	78	79	72						
REGION 05	5387	4295	1294	5352	3595	5141	5047	4726	4785	4695	4273	4449	4890	4166	4011	4100	3652	86	35	5-80.6	66.4	78	
	NUMBER PERCENT	80	24	67	89	96	94	88	89	88	80	83	91	78	75	77	68						
REGION 06	7902	6167	1927	7825	5200	7443	7337	6944	6920	6716	6210	6275	7116	6030	5896	5922	5374	85	35	5-80.2	65.9	76	
	NUMBER PERCENT	78	24	66	88	93	94	89	88	86	79	80	91	77	75	76	69						
REGION 07	9950	7713	2380	9881	6492	9449	9324	8666	8749	8579	7868	8124	8979	7658	7450	7492	6512	85	35	5-80.3	66.3	76	
	NUMBER PERCENT	78	24	66	89	96	94	88	89	87	80	82	91	78	75	76	66						
REGION 08	3358	2727	825	3328	2344	3205	3178	2933	3067	2964	2715	2791	3086	2676	2574	2607	2279	85	35	5-80.3	66.3	76	
	NUMBER PERCENT	81	25	70	92	96	95	88	92	89	82	84	93	80	77	78	68						
REGION 09	2679	2274	737	2666	1991	2589	2558	2387	2430	2431	2337	2304	2531	2234	2129	2200	1892	91	41	5-82.6	70.1	83	
	NUMBER PERCENT	85	26	75	86	97	96	90	91	91	88	86	95	84	80	83	71						
REGION 10	32420	24618	7908	32181	20910	30339	29821	27722	28019	27167	24579	25446	28697	24517	23810	24220	21227	83	35	5-79.5	65.2	77	
	NUMBER PERCENT	76	24	65	87	94	93	86	87	84	76	79	89	76	74	75	66						
REGION 11	23818	19213	6240	23632	16093	22647	22030	20979	21186	20474	18861	19567	21628	18682	18367	18942	16550	87	37	5-80.9	67.4	80	
	NUMBER PERCENT	81	26	68	90	96	93	89	90	87	80	82	92	80	78	80	70						
REGION 12	8270	6342	1736	8226	5432	7827	7582	7215	7092	7068	6505	6533	7445	6303	6048	6241	5417	84	33	5-79.7	65.1	76	
	NUMBER PERCENT	77	21	66	86	95	92	88	86	86	79	79	91	77	74	76	65						
REGION 13	15501	12253	4251	15384	10521	14721	14484	13727	13627	13183	12054	12402	14004	11989	11753	11985	10868	85	38	5-80.6	67.1	79	
	NUMBER PERCENT	79	27	68	89	96	94	89	89	86	78	81	91	78	76	78	71						
REGION 14	3036	2606	836	3014	2171	2925	2845	2726	2758	2784	2674	2659	2915	2586	2399	2543	2122	92	40	5-83.0	70.6	84	
	NUMBER PERCENT	86	28	72	92	97	94	90	92	92	89	88	97	86	80	84	70						
REGION 15	3231	2653	795	3217	2279	3098	3015	2901	2917	2921	2812	2751	3044	2662	2473	2575	2176	90	39	5-82.0	68.7	81	
	NUMBER PERCENT	82	25	71	91	96	94	90	91	91	87	86	95	83	77	80	69						
REGION 16	4964	4176	1378	4924	3471	4762	4696	4459	4475	4478	4238	4197	4670	4091	3867	3960	3408	90	40	5-82.1	69.3	82	
	NUMBER PERCENT	84	28	70	91	97	95	91	91	91	86	85	95	83	79	80	69						
REGION 17	5091	4031	1257	5065	3626	4876	4767	4600	4552	4568	4246	4242	4681	4079	3821	3949	3351	88	38	5-81.4	68.0	80	
	NUMBER PERCENT	79	25	72	90	96	94	91	90	90	84	84	92	81	75	78	66						
REGION 18	5380	4151	1204	5332	3477	5060	4887	4731	4746	4702	4459	4498	5005	4218	3836	4186	3368	86	35	5-80.6	66.7	79	
	NUMBER PERCENT	77	22	65	89	95	92	89	89	88	84	84	94	79	72	79	63						

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 05 STATEWIDE	ALL TESTS TAKEN (R, M)			MATHEMATICS										AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)																																																																																																																																																																																										
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="width: 10%;">1</th> <th colspan="2" style="width: 10%;">2</th> <th colspan="2" style="width: 10%;">3</th> <th colspan="2" style="width: 10%;">4</th> <th colspan="2" style="width: 10%;">5</th> <th colspan="2" style="width: 10%;">6</th> <th colspan="2" style="width: 10%;">7</th> <th colspan="2" style="width: 10%;">8</th> <th colspan="2" style="width: 10%;">9</th> <th colspan="2" style="width: 10%;">10</th> <th colspan="2" style="width: 10%;">11</th> <th colspan="2" style="width: 10%;">12</th> <th colspan="2" style="width: 10%;">13</th> </tr> <tr> <th colspan="2">NUMBER CONCEPTS</th> <th colspan="2">ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS</th> <th colspan="2">GEOMETRIC PROPERTIES AND RELATIONSHIPS</th> <th colspan="2">MEASUREMENT CONCEPTS</th> <th colspan="2">PROBABILITY AND STATISTICS</th> <th colspan="2">USE OF ADDITION TO SOLVE PROBLEMS</th> <th colspan="2">USE OF SUBTRACTION TO SOLVE PROBLEMS</th> <th colspan="2">USE OF MULTIPLICATION TO SOLVE PROBLEMS</th> <th colspan="2">USE OF DIVISION TO SOLVE PROBLEMS</th> <th colspan="2">PROBLEM SOLVING USING ESTIMATION</th> <th colspan="2">PROBLEM SOLVING USING SOLUTION STRATEGIES</th> <th colspan="2">PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION</th> <th colspan="2">EVALUATION OF THE REASONABLENESS OF A SOLUTION</th> </tr> </thead> <tbody> <tr> <td colspan="28" style="text-align: center;">Number and Percent of Students Demonstrating Objective Mastery</td> </tr> <tr> <td>5103</td><td>7759</td><td>7433</td><td>7288</td><td>7032</td><td>7000</td><td>6252</td><td>6618</td><td>7430</td><td>6052</td><td>5781</td><td>5887</td><td>5138</td> <td>6052</td><td>5781</td><td>5887</td><td>5138</td> <td>6052</td><td>5781</td><td>5887</td><td>5138</td> <td>6052</td><td>5781</td><td>5887</td><td>5138</td> <td>6052</td><td>5781</td><td>5887</td><td>5138</td> <td>6052</td><td>5781</td><td>5887</td><td>5138</td> </tr> <tr> <td>62</td><td>95</td><td>91</td><td>89</td><td>86</td><td>85</td><td>76</td><td>81</td><td>91</td><td>74</td><td>70</td><td>72</td><td>63</td> <td>85</td><td>85</td><td>86</td><td>86</td><td>82</td><td>81</td><td>82</td><td>82</td> <td>74</td><td>70</td><td>71</td><td>64</td> <td>74</td><td>70</td><td>71</td><td>64</td> <td>74</td><td>70</td><td>71</td><td>64</td> <td>74</td><td>70</td><td>71</td><td>64</td> </tr> <tr> <td>63</td><td>94</td><td>92</td><td>88</td><td>86</td><td>85</td><td>75</td><td>78</td><td>88</td><td>73</td><td>70</td><td>71</td><td>64</td> <td>87</td><td>87</td><td>89</td><td>89</td><td>87</td><td>87</td><td>88</td><td>88</td> <td>78</td><td>75</td><td>75</td><td>68</td> <td>78</td><td>75</td><td>77</td><td>68</td> <td>78</td><td>75</td><td>77</td><td>68</td> <td>78</td><td>75</td><td>77</td><td>68</td> </tr> </tbody> </table>										1		2		3		4		5		6		7		8		9		10		11		12		13		NUMBER CONCEPTS		ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS		GEOMETRIC PROPERTIES AND RELATIONSHIPS		MEASUREMENT CONCEPTS		PROBABILITY AND STATISTICS		USE OF ADDITION TO SOLVE PROBLEMS		USE OF SUBTRACTION TO SOLVE PROBLEMS		USE OF MULTIPLICATION TO SOLVE PROBLEMS		USE OF DIVISION TO SOLVE PROBLEMS		PROBLEM SOLVING USING ESTIMATION		PROBLEM SOLVING USING SOLUTION STRATEGIES		PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION		EVALUATION OF THE REASONABLENESS OF A SOLUTION		Number and Percent of Students Demonstrating Objective Mastery																												5103	7759	7433	7288	7032	7000	6252	6618	7430	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	62	95	91	89	86	85	76	81	91	74	70	72	63	85	85	86	86	82	81	82	82	74	70	71	64	74	70	71	64	74	70	71	64	74	70	71	64	63	94	92	88	86	85	75	78	88	73	70	71	64	87	87	89	89	87	87	88	88	78	75	75	68	78	75	77	68	78	75	77	68	78	75	77	68	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS
														1		2		3		4		5		6		7		8		9		10		11		12		13																																																																																																																																																																				
NUMBER CONCEPTS		ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS		GEOMETRIC PROPERTIES AND RELATIONSHIPS		MEASUREMENT CONCEPTS		PROBABILITY AND STATISTICS		USE OF ADDITION TO SOLVE PROBLEMS		USE OF SUBTRACTION TO SOLVE PROBLEMS		USE OF MULTIPLICATION TO SOLVE PROBLEMS		USE OF DIVISION TO SOLVE PROBLEMS		PROBLEM SOLVING USING ESTIMATION		PROBLEM SOLVING USING SOLUTION STRATEGIES		PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION		EVALUATION OF THE REASONABLENESS OF A SOLUTION																																																																																																																																																																																		
Number and Percent of Students Demonstrating Objective Mastery																																																																																																																																																																																																										
5103	7759	7433	7288	7032	7000	6252	6618	7430	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138																																																																																																																																																																										
62	95	91	89	86	85	76	81	91	74	70	72	63	85	85	86	86	82	81	82	82	74	70	71	64	74	70	71	64	74	70	71	64	74	70	71	64																																																																																																																																																																						
63	94	92	88	86	85	75	78	88	73	70	71	64	87	87	89	89	87	87	88	88	78	75	75	68	78	75	77	68	78	75	77	68	78	75	77	68																																																																																																																																																																						
REGION																																																																																																																																																																																																										
REGION 19	8241	6930	1369	8202	5103	7759	7433	7288	7032	7000	6252	6618	7430	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	6052	5781	5887	5138	63.5	74																																																																																																																																																																							
REGION 20	19183	13929	3726	19053	11936	17980	17671	16768	16368	16109	14233	14931	16762	13966	13591	13586	12227	13966	13591	13586	12227	13966	13591	13586	12227	13966	13591	13586	12227	13966	13591	13586	63.4	74																																																																																																																																																																								
STATEWIDE	231219	181534	56368	229607	155873	219467	215266	204123	203832	199993	182744	187869	209166	179188	172779	175700	156618	179188	172779	175700	156618	179188	172779	175700	156618	179188	172779	175700	156618	179188	172779	175700	66.8	79																																																																																																																																																																								

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 06
 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery											
				1	2	3	4	5	6						
REGION 01	16184	10956	2455	16062	9401	14965	8770	8186	9211	10040	76	27	6-79.1	52.1	54
		68	15		59	93	55	51	57	63					
REGION 02	7237	5383	1335	7175	4880	6835	4204	4315	4709	4965	83	33	6-82.4	56.9	63
		74	18		68	95	59	60	66	69					
REGION 03	3727	2948	841	3687	2642	3558	2236	2332	2549	2610	86	37	6-83.8	59.1	67
		79	23		72	97	61	63	69	71					
REGION 04	52422	39657	10928	51964	36806	49656	31832	32552	35687	37215	84	37	6-83.4	58.8	66
		76	21		71	96	61	63	69	72					
REGION 05	5606	4124	1007	5570	4013	5284	3292	3486	3724	3870	83	37	6-82.8	57.8	64
		74	18		72	95	59	63	67	69					
REGION 06	8251	6376	1818	8175	5966	7803	4991	5417	5755	5985	85	40	6-83.9	59.7	68
		77	22		73	95	61	66	70	73					
REGION 07	10207	7929	2149	10132	7235	9706	6095	6492	7083	7288	85	38	6-83.6	59.2	67
		78	21		71	96	60	64	70	72					
REGION 08	3414	2774	754	3366	2565	3280	2134	2308	2464	2563	88	40	6-85.1	61.1	70
		81	22		76	97	63	68	73	76					
REGION 09	2835	2399	764	2811	2175	2721	1804	1957	2116	2196	90	44	6-86.0	63.0	73
		85	27		77	97	64	70	75	78					
REGION 10	33981	26199	7439	33749	24719	32215	21820	21533	23821	24559	85	40	6-84.1	60.0	68
		77	22		73	95	63	64	71	75					
REGION 11	24425	19687	5870	24250	18565	23316	15238	16515	18057	18412	88	42	6-85.3	61.9	71
		81	24		77	96	63	68	75	76					
REGION 12	8385	6270	1594	8331	5895	7941	4885	5185	5677	5753	83	36	6-82.8	57.9	65
		75	19		71	95	59	62	68	69					
REGION 13	15916	12567	3793	15757	11976	15135	10020	10622	11481	11667	87	42	6-84.8	61.3	70
		79	24		76	96	64	67	73	74					
REGION 14	3365	2778	779	3357	2541	3246	2031	2334	2476	2512	88	41	6-85.0	61.1	70
		82	23		76	97	61	70	74	75					
REGION 15	3340	2704	756	3326	2437	3199	2012	2203	2292	2395	87	37	6-84.0	59.3	67
		81	23		73	96	60	66	69	72					
REGION 16	5204	4246	1218	5166	3856	5009	3181	3478	3672	3920	88	40	6-84.7	60.7	69
		82	23		75	97	62	67	71	76					
REGION 17	5552	4462	1274	5529	3681	5348	3416	3619	3908	4072	86	39	6-84.2	60.1	68
		80	23		70	97	62	65	71	74					
REGION 18	5488	4340	1201	5441	3845	5256	3293	3501	3738	3977	85	37	6-83.5	58.8	66
		79	22		71	97	61	64	69	73					

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 06 STATEWIDE	ALL TESTS TAKEN (R, M)			READING COMPREHENSION						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6						
REGION				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS															
REGION 19	NUMBER PERCENT 9659 71	6855 71	1350 14	6031 63	9079 94	5030 52	5682 59	5889 61	6307 66	80	29	6-80.7	54.1	58	
REGION 20	NUMBER PERCENT 19920 69	13751 69	2969 15	12711 64	18674 95	10695 54	11245 57	12432 63	12898 65	80	31	6-81.0	54.9	59	
STATEWIDE	NUMBER PERCENT 245138 76	186705 76	50304 21	172140 71	232226 95	146379 60	152962 63	166751 69	173184 71	84	37	6-83.3	58.6	66	



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OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

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 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			MATHEMATICS										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT INCE)	TEXAS PERCENTILE RANK (PRI)			
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery																	
				1	2	3	4	5	6	7	8	9	10						11	12	13
REGION 01	16184	10956	2455	12851	14579	14451	14633	12260	11555	12477	13195	10834	12701	7528	10845	9260	76	25	6-76.9	61.1	70
REGION 02	7237	5383	1358	6111	6644	6733	6643	5804	5383	5874	6098	5025	5913	3538	5146	4543	80	29	6-78.6	63.7	74
REGION 03	3727	2948	841	3214	3444	3500	3452	3126	2937	3191	3225	2824	3180	2026	2798	2399	85	33	6-80.2	66.5	72
REGION 04	52422	39657	10928	43315	47883	48180	47451	42293	38560	42479	43691	36711	41924	27719	37739	33586	80	30	6-78.7	66.0	75
REGION 05	5606	4134	1007	4589	5059	5102	5018	4437	4014	4475	4633	3750	4463	2598	3875	3694	78	26	6-77.6	61.8	71
REGION 06	8251	6376	1818	6967	7613	7668	7487	6750	6167	6802	6837	5789	6672	4326	6059	5567	82	30	6-79.2	64.6	76
REGION 07	10207	7929	2159	8633	9394	9417	9231	8469	7890	8574	8736	7455	8482	5300	7391	6636	83	31	6-79.5	65.3	77
REGION 08	3414	2774	754	2968	3186	3154	3146	2883	2740	2947	2969	2561	2887	1826	2576	2332	86	32	6-80.3	66.3	78
REGION 09	2835	2399	764	2485	2671	2678	2648	2484	2326	2503	2545	2284	2437	1713	2273	2025	89	38	6-81.9	69.6	82
REGION 10	33981	26199	7439	28502	31243	31134	30828	27991	25751	27756	28911	24318	27215	17993	25135	22093	82	31	6-79.2	64.8	76
REGION 11	24425	19687	5870	20816	22849	22723	22306	20665	18500	20612	20791	17917	20085	13768	18790	16871	84	34	6-80.2	66.5	78
REGION 12	8385	6270	1594	6913	7587	7601	7546	6754	6205	6752	6908	5727	6746	4155	5971	5284	80	28	6-78.3	63.2	74
REGION 13	15916	12567	3793	13469	14780	14819	14469	13326	12044	13222	13205	11331	12856	9133	11956	10895	83	34	6-79.8	66.1	76
REGION 14	3385	2780	779	2968	3184	3169	3113	2909	2688	2901	2944	2529	2804	1814	2610	2330	87	35	6-80.7	67.2	79
REGION 15	3340	2704	756	2886	3169	3124	3137	2880	2778	2912	2985	2603	2862	1852	2511	2261	87	34	6-80.9	67.6	80
REGION 16	5204	4266	1218	4535	4868	4869	4826	4633	4240	4525	4557	3971	4395	2911	4078	3580	87	35	6-80.9	67.5	80
REGION 17	5552	4462	1274	4752	5189	5239	5129	4700	4671	4829	4867	4296	4721	3038	4257	3664	86	34	6-80.5	67.0	79
REGION 18	5488	4360	1201	4765	5097	5012	5024	4520	4479	4684	4765	4213	4508	2827	4218	3637	85	32	6-80.1	66.1	78

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 06 STATEWIDE	MATHEMATICS													AVERAGE NORMAL CURVE EQUIVALENT (NCE)	AVERAGE TEXAS LEARNING INDEX (TLI)	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	TEXAS PERCENTILE RANK (PRI)			
	ALL TESTS TAKEN (R, M)			CONCEPTS		OPERATIONS			PROBLEM SOLVING												
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8	9	10						11	12	13
REGION 19	9659	6855	1360	7446	8737	8721	8695	7172	6460	7750	8125	6523	7511	4617	6509	5684	69	67.1	60.7	69	
REGION 20	19920	13753	2969	15449	17720	17948	17624	15100	13456	15325	15727	12468	15185	9058	13274	11591	62	76.4	59.8	62	
STATEWIDE	245138	186605	50304	224496	225222	222316	198966	182444	200590	205714	173127	197547	127740	178311	157732	65	75	67.8	64.2	75	

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE:	AUGUST 1997		READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)			
	DATE OF TESTING:	SPRING 1997														
		GRADE:	07													
			STATEWIDE													
REGION	ALL TESTS TAKEN (R, M)		NUMBER OF STUDENTS TESTED						Number and Percent of Students Demonstrating Objective Mastery							
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6							
				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT							
REGION 01	NUMBER PERCENT	16279 65	10511 16	2615 16	16138	13359 83	11749 73	10021 62	13172 82	9659 80	11484 71	73	43	7-77.4	50.1	50
REGION 02	NUMBER PERCENT	7434	5288 71	1427 19	7346	6640 90	5831 79	5033 69	6383 87	5091 69	5853 80	82	52	7-81.1	55.0	59
REGION 03	NUMBER PERCENT	3839	3049 79	1008 26	3800	3539 93	3262 86	2778 73	3456 91	2892 76	3216 85	88	59	7-83.6	58.6	66
REGION 04	NUMBER PERCENT	50985	37890 74	11452 22	50427	45934 91	41260 82	36137 72	44448 88	36932 73	41739 83	85	57	7-82.5	57.5	64
REGION 05	NUMBER PERCENT	5668	4158 73	1051 19	5617	5157 92	4626 82	3831 68	4965 88	3987 71	4628 82	84	53	7-81.8	55.9	61
REGION 06	NUMBER PERCENT	8182	6247 76	1847 23	8101	7443 92	6848 85	5842 72	7240 89	6033 74	6831 84	86	58	7-83.0	58.2	65
REGION 07	NUMBER PERCENT	10330	7963 77	2547 25	10236	9427 92	8704 85	7899 71	9197 90	7618 74	8676 85	86	58	7-83.1	58.3	65
REGION 08	NUMBER PERCENT	3343	2842 85	884 26	3323	3152 95	2957 89	2569 77	3113 94	2635 79	2961 89	91	64	7-85.4	61.6	71
REGION 09	NUMBER PERCENT	2804	2372 85	787 28	2785	2659 95	2507 90	2191 79	2590 93	2234 80	2482 89	92	66	7-85.7	62.2	72
REGION 10	NUMBER PERCENT	33338	24948 75	7916 24	33048	30118 91	27269 83	24161 73	29034 88	24348 74	27469 83	85	58	7-82.8	58.1	65
REGION 11	NUMBER PERCENT	23885	18316 77	5780 24	23697	21863 92	20022 84	17312 75	20883 88	17833 75	20010 84	86	59	7-83.3	58.7	66
REGION 12	NUMBER PERCENT	8308	6233 75	1713 21	8243	7562 92	6830 83	5789 70	7277 88	6011 73	6811 83	85	56	7-82.3	57.0	63
REGION 13	NUMBER PERCENT	15746	12062 77	3717 24	15550	14223 91	13049 84	11381 73	13689 88	11634 75	13025 84	85	60	7-83.1	58.7	66
REGION 14	NUMBER PERCENT	3367	2757 81	820 24	3343	3147 94	2909 87	2467 74	3043 91	2596 78	2887 86	89	61	7-84.2	59.8	68
REGION 15	NUMBER PERCENT	3523	2722 77	796 23	3495	3182 91	2907 83	2443 70	3106 89	2593 74	2910 83	85	57	7-82.5	57.4	64
REGION 16	NUMBER PERCENT	5225	4197 80	1332 25	5187	4856 94	4473 86	3889 75	4690 90	4030 78	4482 86	89	61	7-84.2	59.9	68
REGION 17	NUMBER PERCENT	5474	4245 78	1287 24	5422	4948 91	4499 83	3854 71	4816 89	3964 73	4511 83	85	57	7-82.7	57.9	65
REGION 18	NUMBER PERCENT	5718	4148 73	1116 20	5666	5061 89	4512 80	3903 69	4932 87	3904 69	4530 80	82	53	7-81.0	55.0	59

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)			READING						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	READING COMPREHENSION											
				1	2	3	4	5	6						
				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						
				Number and Percent of Students Demonstrating Objective Mastery											
REGION 19	9590	6690	1390	8396	7571	6367	8219	6480	7312	81	49	7-80.2	53.5	57	
		78	14	88	79	67	86	68	77						
REGION 20	19770	13531	3324	17260	15304	13159	16749	13329	15267	81	51	7-80.4	54.2	58	
		88	17	89	78	67	86	68	78						
STATEWIDE	242808	180169	52807	217906	197089	170406	211002	173783	197084	84	56	7-82.2	56.9	63	
		74	22	91	82	71	88	72	82						

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 07
 STATEWIDE





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	REPORT DATE: AUGUST 1997		DATE OF TESTING: SPRING 1997		GRADE: 07		MATHEMATICS													PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)
	ALL TESTS TAKEN (R, M)		MEETING MINIMUM EXPECTATIONS		MASTERING ALL OBJECTIVES		Number and Percent of Students Demonstrating Objective Mastery																	
	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	1	2	3	4	5	6	7	8	9	10	11	12	13									
REGION 01	16279	10511	2615	16123	14615	12464	13071	12350	10302	13152	11969	12711	8857	10970	7344	9308	9085	73	19	7-75.5	57.6	64		
REGION 02	7434	5288	1427	7315	6771	5814	6567	5663	4838	5930	5639	5744	4336	5175	3759	4612	4300	76	22	7-76.7	59.5	67		
REGION 03	3839	3049	1008	3802	3564	3205	3099	2749	3761	3190	3281	2574	2896	2280	2558	2424	2624	84	29	7-79.4	63.9	75		
REGION 04	50985	37890	11452	50406	46431	41044	43783	39705	36107	41816	39574	40466	31191	36284	27877	33160	30706	79	25	7-77.6	61.2	70		
REGION 05	5668	4158	1051	5609	5190	4451	4950	4330	3861	4605	4363	4447	3370	3942	2934	3582	3326	78	21	7-77.0	59.6	68		
REGION 06	8182	6247	1847	8091	7457	6663	7098	6513	6034	6632	6495	6410	5015	5910	4646	5333	5030	80	25	7-78.1	61.8	71		
REGION 07	10330	7963	2547	10236	9447	8424	9159	8317	7392	8763	8428	8566	6838	7578	5994	6709	6276	82	28	7-78.7	62.8	73		
REGION 08	3343	2842	884	3314	3113	2861	3064	2794	2536	2959	2924	2925	2379	2638	2156	2375	2225	89	29	7-80.8	65.8	77		
REGION 09	2804	2372	787	2784	2600	2406	2523	2333	2204	2426	2418	2418	2025	2164	1873	2062	1944	88	31	7-80.9	66.3	78		
REGION 10	3338	2494	7916	33022	30259	26709	28650	26059	23992	27266	25932	26427	20599	24084	19014	21857	20053	79	26	7-77.8	61.5	71		
REGION 11	23885	18316	5780	23612	21827	19747	20567	18909	17810	19262	18811	18699	15002	17403	13972	16206	14875	80	27	7-78.3	62.4	72		
REGION 12	8308	6333	1713	8235	7527	6670	7028	6465	5868	6817	6561	6657	5160	5923	4535	5307	4909	79	23	7-77.4	60.4	69		
REGION 13	15746	12062	3717	15547	14339	12854	13554	12666	11800	12637	12336	12395	9797	11250	9217	10715	9730	81	26	7-78.3	62.4	72		
REGION 14	3367	2737	820	3320	3130	2832	2899	2773	2511	2865	2810	2777	2323	2525	2007	2364	2203	85	28	7-79.7	64.0	75		
REGION 15	3523	2722	794	3498	3256	3002	3033	2878	2512	2970	2906	2916	2371	2664	2039	2373	2204	83	26	7-78.9	62.8	73		
REGION 16	5225	4197	1332	5182	4850	4364	4592	4248	3845	4401	4358	4375	3588	3990	3230	3620	3359	84	29	7-79.5	64.1	75		
REGION 17	5474	4245	1287	5436	5034	4585	4819	4467	3877	4617	4508	4511	3604	4130	3247	3562	3333	82	26	7-78.8	62.9	73		
REGION 18	5718	4148	1116	5661	5181	4585	4746	4521	3856	4596	4548	4519	3517	3964	3107	3641	3331	78	22	7-77.2	60.2	69		

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 07 STATEWIDE	MATHEMATICS													AVERAGE NORMAL CURVE EQUIVALENT (NCE)	AVERAGE TEXAS LEARNING INDEX (TLI)	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)		
	ALL TESTS TAKEN (R, M)			CORCEPTS		OPERATIONS			PROBLEM SOLVING												
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8	9	10							11	12
REGION	Number and Percent of Students Demonstrating Objective Mastery																				
---	= NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																				
REGION 19	9590	6690	1390	8614	7449	7863	7193	6123	7958	7252	7694	5317	6646	4372	5792	5343	75	16	7-75.8	57.5	64
REGION 20	19770	13531	3324	17477	15019	16293	14455	12750	15543	14571	14912	10793	13103	9517	11774	10956	73	19	7-75.4	57.5	64
STATEWIDE	242808	180149	52807	240195	220682	195148	208241	189708	170827	198476	189593	192830	148666	173037	133122	156910	79	24	7-77.6	61.0	70



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M)				READING COMPREHENSION								WRITING										
	MEETING MINIMUM EXPECTATIONS		MASTERING ALL OBJECTIVES		1		2		3		4		5		6		7		8				
	NUMBER OF STUDENTS TESTED	PERCENT	NUMBER OF STUDENTS TESTED	PERCENT	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE	
REGION 01	17316	9511	15279	16529	11274	9532	9153	12116	8476	9794	73	27	8-77.1	48.8	48	7097	8631	13786	6305	72	21	1591	
REGION 02	7716	4797	861	7434	5441	4765	4531	6067	4691	5103	81	36	8-80.6	54.0	58	3449	4550	6721	3050	79	24	1621	
REGION 03	3922	2689	572	3823	2870	2605	2490	3236	2565	2799	85	41	8-82.3	56.8	63	1846	2420	3428	1782	81	28	1635	
REGION 04	51685	34609	7466	49980	38729	33737	33667	41548	33486	36533	84	41	8-82.4	57.0	63	49488	24619	31650	44077	23542	81	29	1636
REGION 05	5851	3034	672	5673	4197	3764	3672	4734	3788	4066	84	37	8-81.9	55.7	61	5605	2719	3541	5022	79	26	1629	
REGION 06	8368	5638	1079	8094	6009	5531	5352	6687	5512	5981	84	41	8-82.3	57.0	63	7956	4123	5035	7248	81	28	1638	
REGION 07	10732	7373	1541	10409	7721	7188	6831	8780	7136	7799	85	41	8-82.6	57.4	64	10356	5660	6674	9333	81	29	1645	
REGION 08	3503	2466	529	3418	2580	2504	2377	3014	2450	2725	90	43	8-84.2	59.2	67	3387	1767	2459	3143	87	31	1653	
REGION 09	2764	2138	447	2709	2160	2023	1982	2399	2051	2192	90	48	8-85.1	61.0	70	2669	1500	1883	2523	86	33	1663	
REGION 10	33657	22696	4981	32385	24764	21789	21652	26821	22000	23599	84	42	8-82.3	57.1	63	32079	17029	20530	28725	81	30	1649	
REGION 11	23750	16638	3348	22923	17928	15651	15770	19498	16612	17416	86	44	8-83.2	58.4	66	22725	11071	14767	20770	81	27	1633	
REGION 12	8481	5665	989	8189	6010	5523	5346	6797	5485	5927	84	39	8-81.9	56.0	61	8081	3762	5089	7292	80	24	1623	
REGION 13	15975	11015	2445	15429	12140	10560	10354	12962	10921	11684	85	44	8-83.0	58.4	66	15213	7604	10203	14070	82	30	1641	
REGION 14	3289	2387	516	3212	2518	2309	2215	2784	2332	2479	88	45	8-84.0	59.2	67	3173	1663	2199	2983	85	29	1648	
REGION 15	3636	2452	479	3519	2624	2371	2255	2957	2373	2509	83	40	8-81.8	56.0	61	3463	1461	2221	3197	80	24	1617	
REGION 16	5364	3620	831	5202	3978	3619	3553	4414	3617	3946	86	43	8-83.2	58.4	66	5146	2856	3582	4771	84	31	1649	
REGION 17	5579	3740	781	5401	3908	3585	3481	4447	3509	3872	82	39	8-81.6	55.9	61	5316	2937	3323	4822	82	28	1640	
REGION 18	5969	3775	696	5740	4114	3701	3516	4620	3539	3916	80	36	8-80.4	54.0	58	5707	2912	3308	5135	78	24	1623	

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M)				READING						WRITING														
	MEETING MINIMUM EXPECTATIONS		MASTERING ALL OBJECTIVES		1		2		3		4		5		6		1-4		5			6		7	
	NUMBER OF STUDENTS TESTED	PERCENT	NUMBER OF STUDENTS TESTED	PERCENT	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	PERCENT TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE			
REGION 19	9450	5669 60	811 9	9157	6723 73	5751 83	5523 60	7310 80	5639 62	5973 65	81	32	8-79.9	52.4	55	9105	4007 44	5163 57	8032 88	3615 40	76	21	1605		
REGION 20	19494	11633 60	1871 10	18645	13574 73	11572 62	11239 60	14608 79	11517 62	12472 67	80	34	8-80.0	53.1	56	18599	8334 45	11045 59	16516 89	7641 41	77	23	1611		
STATEWIDE	246501	162525 66	32442 13	237871	179262 75	158100 66	155159 65	195999 82	157499 66	170783 72	83	39	8-81.8	56.1	61	235828	116416 49	148043 63	211594 90	105574 45	80	27	1631		

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 08
 STATEWIDE

REGION	ALL TESTS TAKEN (R, W, M)				MATHEMATICS												AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PR)			
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	CONCEPTS			OPERATIONS			PROBLEM SOLVING			PERCENT MASTERING ALL OBJECTIVES								
					1	2	3	4	5	6	7	8	9		10	11				12	13	
					NUMBER CONCEPTS	ALGEBRA/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION					
REGION 01	17316	9511	1527	16500	15964	12756	12943	13127	13649	13762	11520	10904	8669	11342	8615	8886	10282	68	22	8-73.7	55.8	61
REGION 02	7716	4797	861	7420	7226	6076	6172	6126	6330	6196	5427	5036	4104	5255	4174	4603	4793	72	26	8-75.5	58.8	66
REGION 03	3922	2489	572	3808	3732	3266	3244	3197	3465	3352	3112	2853	2394	2938	2298	2576	2659	79	32	8-78.1	62.9	75
REGION 04	51485	34609	7466	49920	48532	42047	41735	41552	43666	42752	37570	35818	29150	37245	30799	33314	36159	76	31	8-77.0	61.4	71
REGION 05	5851	3834	672	5669	5560	4715	4670	4711	4952	4864	4224	4006	3204	4134	3245	3690	3758	75	27	8-76.3	59.8	66
REGION 06	8366	5838	1079	8051	7822	6880	6812	6761	7153	6797	6091	5780	4674	5927	4818	5439	5390	76	29	8-76.9	60.9	70
REGION 07	10732	7373	1541	10397	10179	8785	8795	8592	9439	9114	8291	7772	6468	7850	6306	6985	7153	78	30	8-77.7	61.9	71
REGION 08	3503	2646	529	3411	3365	3035	2959	2934	3169	3099	2868	2712	2268	2747	2230	2484	2514	84	35	8-79.6	64.9	76
REGION 09	2764	2138	447	2706	2672	2436	2399	2339	2538	2435	2224	2137	1820	2212	1855	2031	2040	85	36	8-80.1	66.1	78
REGION 10	33657	22696	4981	32411	31500	27039	26813	26759	28695	27854	24535	23436	19032	24214	19797	21924	22113	76	31	8-77.0	61.4	71
REGION 11	23750	16338	3348	22923	22402	19794	19804	19357	20622	19545	17594	16912	14008	17419	14691	16168	15962	79	32	8-77.9	62.7	75
REGION 12	8481	5665	989	8183	7995	6973	6906	6816	7322	7011	6352	5971	4791	6064	4789	5684	5595	77	28	8-77.1	61.0	70
REGION 13	15975	11015	2445	15450	15028	13334	13305	12919	13638	12997	11711	11220	9167	11637	9781	10832	10768	77	32	8-77.5	62.3	72
REGION 14	3289	2387	516	3206	3159	2827	2804	2722	2938	2815	2581	2359	2064	2567	2037	2279	2279	81	34	8-78.8	63.7	74
REGION 15	3636	2452	479	3505	3431	3076	2972	2908	3174	3011	2796	2663	2157	2690	2049	2365	2417	78	32	8-77.7	62.2	72
REGION 16	5364	3820	831	5215	5118	4554	4654	4435	4797	4569	4237	3866	3316	4057	3281	3671	3761	81	33	8-78.7	63.7	74
REGION 17	5579	3740	781	5400	5278	4571	4593	4429	4918	4713	4323	3912	3504	4097	3180	3652	3681	77	31	8-77.4	62.0	72
REGION 18	5969	3775	696	5736	5591	4802	4791	4675	5067	4790	4366	3846	3556	4226	3169	3669	3781	74	28	8-76.1	59.7	68

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 08 STATEWIDE	MATHEMATICS													AVERAGE NORMAL CURVE EQUIVALENT (NCE)	AVERAGE TEXAS LEARNING INDEX (TLI)	PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MEETING ALL OBJECTIVES	TEXAS PERCENTILE RANK (PR)				
	ALL TESTS TAKEN (R, W, M)			CONCEPTS					OPERATIONS				PROBLEM SOLVING										
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8	9	10							11	12	13	
REGION 19	9450	5669	811	NUMBER OF STUDENTS TESTED NUMBER CONCEPTS ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS GEOMETRIC PROPERTIES AND RELATIONSHIPS MEASUREMENT CONCEPTS PROBABILITY AND STATISTICS					TO SOLVE PROBLEMS USE OF ADDITION TO SOLVE PROBLEMS USE OF SUBTRACTION TO SOLVE PROBLEMS USE OF MULTIPLICATION TO SOLVE PROBLEMS USE OF DIVISION TO SOLVE PROBLEMS				OBJECTIVE MASTERY PROBLEM SOLVING USING ESTIMATION PROBLEM SOLVING USING SOLUTION STRATEGIES PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION EVALUATION OF THE REASONABLENESS OF A SOLUTION					70	22	70	63		
REGION 20	19494	11633	1871	8846	7354	7216	7416	7665	7823	6539	6431	4875	6413	4891	5423	5872	69	23	69	63			
STATEWIDE	246501	162525	32442	97	84	83	85	88	202868	179396	169748	138102	175843	142202	150711	160591	75	29	75	69			

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M, S, SS)		SCIENCE								PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE		
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	ACQUIRING/CLASSIFYING INFORMATION		COMMUNICATING/INTERPRETING INFORMATION		SOLVING PROBLEMS - INVESTIGATING		SOLVING PROBLEMS - APPLYING KNOWLEDGE						
			1	2	3	4	5	6	7	8					
REGION 01	17337	7173	360	16322	10998	15541	7685	12709	13062	11929	5517	8933	74	12	1548
REGION 02	7725	3890	245	7295	5396	6961	3669	6156	6005	5846	2977	4665	81	18	1572
REGION 03	3928	2251	160	3760	2961	3432	1997	3253	3170	3169	1670	2664	86	21	1586
REGION 04	51748	29786	2284	49429	38302	47699	25206	42266	41953	41106	22227	33186	84	20	1584
REGION 05	5859	3241	178	5621	4380	5610	2908	4780	4724	4718	2650	3820	85	19	1583
REGION 06	8377	4887	365	8033	6397	7663	4249	6974	6753	6740	3824	5752	86	22	1589
REGION 07	10744	6261	460	10325	8171	9926	5504	8953	8681	8594	4821	7257	86	21	1588
REGION 08	5508	2284	167	3412	2791	3311	1942	3021	2939	2963	1652	2492	89	24	1597
REGION 09	2766	1678	136	2694	2276	2625	1584	2446	2358	2396	1426	2119	92	26	1609
REGION 10	33705	19523	1558	32082	24754	30653	16446	27110	26695	26320	14199	21592	83	20	1581
REGION 11	23774	14653	1130	22666	18581	21710	12139	19793	19108	19409	11054	16892	87	24	1595
REGION 12	8485	4882	331	8086	6342	7750	4182	6940	6814	6790	3711	5638	86	20	1585
REGION 13	14004	9834	821	15330	12422	14673	8423	13565	13104	13161	7514	111375	87	25	1593
REGION 14	3292	2107	158	3197	2629	3102	1754	2842	2716	2814	1632	2434	90	25	1601
REGION 15	3638	2135	133	3475	2757	3317	1779	3011	2922	2919	1611	2422	86	21	1586
REGION 16	5366	3331	250	5162	4234	4956	2728	4532	4421	4452	2579	3870	88	23	1595
REGION 17	5580	3135	240	5343	4162	5109	2736	4568	4435	4378	2396	3637	84	21	1582
REGION 18	5975	3162	236	5692	4331	5423	2801	4797	4736	4668	2514	3818	83	20	1579





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M, S, SS)				SCIENCE								AVERAGE SCALE SCORE		
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	ACQUIRING/CLASSIFYING INFORMATION		COMMUNICATING/INTERPRETING INFORMATION		SOLVING PROBLEMS - INVESTIGATING		SOLVING PROBLEMS - APPLYING KNOWLEDGE			PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
					1	2	3	4	5	6	7	8			
REGION 19	9455	4588 49	206 2	9069	6798 75	8713 96	4296 47	7559 83	7486 83	7179 79	5803 64	82	15	1566	
REGION 20	19513	9746 50	577 3	18412	13762 75	17555 95	8947 49	15388 84	15253 83	14683 80	11916 65	81	17	1572	
STATEWIDE	246779	138747 56	9995 4	235405	162444 78	225709 96	120975 51	200463 85	197355 84	194234 83	160285 68	84	20	1582	
Number and Percent of Students Demonstrating Objective Mastery															
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS															



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES										PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	UNDERSTANDING CONCEPTS					EVALUATING CONCEPTS							
				1	2	3	4	5	6	7	8	9	10			
				Number and Percent of Students Demonstrating Objective Mastery												
				CIVIC RIGHTS AND RESPONSIBILITIES	AMERICAN AND OTHER ECONOMIC SYSTEMS	AMERICAN AND OTHER POLITICAL SYSTEMS	AMERICAN AND OTHER GEOGRAPHICAL CONCEPTS AND INFORMATION	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL FACTORS	ANALYZE RELATIONSHIPS IN SOCIAL STUDIES	MAKE GENERALIZATIONS/DRAW INFERENCE CONCLUSIONS	USE PROBLEM-SOLVING/DECISION-MAKING SKILLS				
REGION 01	17337	7173	360	9854	8580	7794	8727	8895	7701	15285	7074	5101	9121	50	7	1506
		41	2	60	52	47	53	54	47	93	43	31	55			
REGION 02	7725	3890	245	4706	4559	3836	4378	4613	3756	6950	3922	3020	4674	60	11	1531
		50	3	64	62	52	59	62	51	94	53	41	63			
REGION 03	3928	2251	160	2614	2574	2131	2505	2568	2073	3640	2209	1582	2594	66	15	1549
		57	4	69	68	56	66	67	54	96	58	42	68			
REGION 04	51748	29786	2284	34413	33674	29599	32637	34578	27981	47692	29275	23558	34513	68	17	1555
		58	4	69	68	59	66	69	56	96	59	47	69			
REGION 05	5859	3241	178	3916	3862	3163	3338	3840	2989	5421	3282	2449	3943	65	13	1545
		55	3	69	68	56	59	68	53	96	58	43	70			
REGION 06	8377	4887	365	5734	5496	4791	5514	5782	4534	7717	4988	3516	5537	69	16	1555
		58	4	71	68	59	68	72	56	96	62	44	69			
REGION 07	10744	6261	460	7203	7109	5923	6657	7230	5714	9938	6240	4397	7247	68	15	1552
		58	4	69	69	57	64	70	55	96	60	42	70			
REGION 08	3508	2284	167	2473	2523	2082	2358	2576	2061	3302	2167	1530	2602	75	16	1564
		65	5	72	74	61	69	75	60	97	64	45	76			
REGION 09	2766	1878	136	2031	1991	1640	1935	2053	1639	2633	1816	1349	2043	77	19	1574
		68	5	75	74	61	72	76	61	98	67	50	76			
REGION 10	33705	19523	1558	22427	21860	18868	21005	22510	18169	30755	19571	15453	22224	68	17	1555
		58	5	69	68	58	65	70	56	95	61	48	69			
REGION 11	23774	14653	1130	16458	16316	14199	15874	16609	13113	21971	14685	11361	16507	73	19	1565
		62	5	72	71	62	69	73	57	96	64	50	72			
REGION 12	8485	4882	331	5653	5569	4697	5217	5637	4520	7803	5049	3589	5625	69	14	1551
		58	4	69	68	58	64	69	56	96	62	44	69			
REGION 13	16004	9834	821	10992	10937	9584	10829	10997	9129	14679	9842	7780	10961	72	19	1566
		61	5	71	71	62	70	71	59	95	64	50	71			
REGION 14	3292	2107	158	2329	2368	1998	2234	2421	1905	3098	2091	1509	2366	75	18	1569
		64	5	73	74	63	70	76	60	97	65	47	74			
REGION 15	3638	2135	133	2482	2380	2035	2325	2487	1973	3349	2068	1590	2456	71	16	1555
		59	4	71	68	58	67	71	57	96	59	46	70			
REGION 16	5366	3331	250	3776	3681	3150	3499	3830	2883	4981	3295	2336	3757	72	17	1561
		62	5	73	71	61	67	74	55	96	63	43	72			
REGION 17	5580	3135	240	3642	3572	3069	3406	3680	2961	5125	3157	2243	3670	66	15	1547
		58	4	68	66	57	63	68	55	95	59	42	68			
REGION 18	5975	3162	236	3843	3706	3063	3468	3800	3081	5397	3367	2265	3743	63	14	1540
		53	4	67	65	53	60	66	54	94	59	39	65			

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 08
 STATEWIDE



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, W, M, S, SS)			SOCIAL STUDIES										PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	UNDERSTANDING CONCEPTS					EVALUATING CONCEPTS						
				1	2	3	4	5	6	7	8	9	10		
				Number and Percent of Students Demonstrating Objective Mastery											
				CIVIC RIGHTS AND RESPONSIBILITIES	AMERICAN AND OTHER ECONOMIC SYSTEMS	AMERICAN AND OTHER POLITICAL SYSTEMS	GEOGRAPHICAL CONCEPTS AND INFORMATION	HISTORICAL CONCEPTS AND INFORMATION	SOCIOLOGICAL AND CULTURAL FACTORS	INTERPRET SOCIAL STUDIES DATA	ANALYZE RELATIONSHIPS IN SOCIAL STUDIES	MAKE GENERALIZATIONS/DRAW INFERENCE, CONCLUSIONS	USE PROBLEM-SOLVING; DECISION-MAKING SKILLS		
REGION 19	9455	4588	206	609	5434	4672	5173	5680	4910	8686	4743	3446	5853	10	1529
		49	2	86	60	51	57	62	54	95	52	38	64		
REGION 20	19513	9746	577	12228	11444	10051	11771	11899	9732	17546	10144	7747	11824	13	1538
		50	3	66	62	54	63	64	52	94	55	42	64		
STATEWIDE	246779	138747	9905	162783	157715	136345	152850	161693	130824	225968	138985	105621	161260	15	1550
		56	4	69	67	58	64	68	55	95	59	45	68		

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN			READING								WRITING													
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1 READING COMPREHENSION				2 INFERENCES AND RELATIONSHIPS AND OUTCOMES				3 NUMBER AND PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY				4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)			5 ENGLISH USAGE				6 USE OF SPELLING, CAPITALIZATION AND PUNCTATION		
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	6	7	8	9	
				NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
REGION 01	15236	8718	1870	11866	12551	10422	11500	8222	9244	62	77	36	77.9	49.8	50	14709	8877	8484	12283	8684	59	81	35	1660	
REGION 02	6572	4302	1147	5529	5473	4892	5201	4496	4328	68	85	47	81.9	56.1	61	6308	4512	4453	5853	4405	70	90	48	1742	
REGION 03	3513	2479	691	2985	3008	2677	2829	2512	2365	69	86	48	82.5	57.1	63	3395	2384	2410	3130	2407	91	91	47	1735	
REGION 04	43585	29325	8615	36804	36798	33146	34841	30662	30229	72	86	50	82.4	57.1	63	42174	28569	28743	37823	28886	68	87	46	1723	
REGION 05	5420	3593	929	4580	4509	4092	4291	3918	3618	68	86	47	82.0	56.0	61	5240	3635	3707	4811	3712	90	90	47	1726	
REGION 06	7082	5058	1321	6122	6063	5518	5772	5380	5013	72	88	52	83.3	58.4	66	6878	4767	4885	6422	4758	69	90	47	1733	
REGION 07	9625	6581	1797	8123	8223	7378	7737	7116	6756	74	87	50	82.6	57.4	64	9421	6626	6660	8689	6634	70	90	48	1735	
REGION 08	3323	2450	710	2850	2864	2577	2767	2554	2406	74	89	53	83.6	58.8	66	3242	2338	2407	3015	2424	75	92	52	1747	
REGION 09	2477	1933	632	2186	2191	2015	2111	2008	1876	77	92	57	85.1	61.6	71	2435	1870	1854	2330	1855	76	93	56	1783	
REGION 10	29231	20416	6068	24966	25158	22856	23789	21541	20994	74	87	53	83.1	58.4	66	28439	19711	20159	25806	20294	71	89	48	1737	
REGION 11	21310	15180	4366	18333	18233	16636	17350	16269	15372	74	88	54	83.5	59.0	67	20724	14303	14959	19190	14547	70	90	48	1732	
REGION 12	7423	5003	1363	6278	6231	5642	5900	5349	4994	69	86	49	82.2	56.6	62	7209	4822	5110	6635	5047	70	89	46	1720	
REGION 13	13248	9504	2863	11595	11272	10445	10888	10189	9488	74	89	55	84.0	60.0	68	12747	8686	9423	11989	9217	72	90	49	1740	
REGION 14	2893	2109	610	2481	2454	2266	2380	2244	2053	74	90	54	84.2	59.6	68	2788	1874	2117	2637	2088	75	92	50	1734	
REGION 15	3235	2171	579	2691	2715	2408	2598	2284	2161	69	86	48	82.0	56.4	62	3134	1934	2221	2905	2177	69	89	44	1697	
REGION 16	4906	3529	932	4205	4159	3839	4060	3703	3426	71	89	50	83.0	57.5	64	4779	3239	3656	4445	3383	70	90	47	1727	
REGION 17	5125	3585	1017	4365	4276	3932	4168	3655	3501	70	86	49	82.2	56.8	63	4984	3540	3498	4612	3484	70	90	48	1729	
REGION 18	5256	3365	872	4298	4322	3850	4116	3556	3372	66	83	45	81.1	54.8	59	5040	3454	3318	4558	3272	65	88	43	1714	

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REPORT DATE: APRIL 1997
 DATE OF TESTING: FEBRUARY 1997
 GRADE: 10-EXIT LEVEL
 STATEWIDE



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997 DATE OF TESTING: FEBRUARY 1997 GRADE: 10-EXIT LEVEL STATEWIDE	ALL TESTS TAKEN			READING						WRITING												
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery						WRITTEN COMMUNICATION			PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE							
				1	2	3	4	5	6	7	8	1-4				5	6	7				
REGION	NUMBER PERCENT	NUMBER PERCENT	NUMBER PERCENT	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
REGION 19	9514	5105	1016	7580	7552	6577	7043	5483	5609	79	37	X-78.2	50.1	50	9193	5359	5538	7896	5399	82	35	1653
REGION 20	17192	10384	2440	14155	14115	12538	13435	11390	10849	83	44	X-80.7	54.2	58	16605	10341	10837	14974	10624	86	40	1683
STATEWIDE	216166	144770	39844	182011	182167	163706	172756	152531	147834	86	49	X-82.1	56.7	63	209444	140841	144239	190043	143297	88	45	1719

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
 DATE OF TESTING: FEBRUARY 1997
 GRADE: 1D-EXIT LEVEL
 STATEWIDE

REGION	ALL TESTS TAKEN			MATHEMATICS										PERCENT MASTERING ALL OBJECTIVES	AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (INCE)	TEXAS PERCENTILE RANK (PR)																
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1		2		3		4		5						6		7		8		9		10		11		12		13	
				NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED					NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS TESTED
	--- = NO DATA REPORTED FOR FENER THAN FIVE STUDENTS																																
REGION 01	15236	8718	1870	15003	10597	9732	11920	10229	11056	11349	10682	7798	10709	10378	8200	9226	10319	65	22	X-72.9	54.0	58											
REGION 02	6572	4302	1147	6474	4644	4540	5285	4558	5206	5162	4813	3556	4638	4728	3791	4454	4716	70	26	X-74.6	56.7	61											
REGION 03	3513	2479	691	3460	2627	2612	2896	2545	2897	2903	2745	2162	2688	2662	2201	2538	2686	76	31	X-76.9	60.1	68											
REGION 04	43585	29252	8615	42878	31538	31460	35025	30476	34759	34358	32129	25054	31308	32383	27143	30540	32531	76	30	X-75.6	58.5	61											
REGION 05	5420	3593	929	5330	3915	3799	4305	3727	4302	4204	4059	3000	3780	3910	3094	3745	3955	74	26	X-74.8	56.9	63											
REGION 06	7082	5058	1321	6943	5094	5286	5967	5222	5782	5757	5380	4123	5165	5375	4462	5152	5412	76	28	X-76.6	59.2	67											
REGION 07	9625	6581	1797	9470	6959	6902	7769	6737	7674	7571	7318	5516	7095	7050	5727	6768	7085	73	28	X-75.5	57.9	65											
REGION 08	3323	2450	710	3271	2575	2521	2779	2447	2819	2754	2612	2040	2581	2699	2152	2463	2564	78	32	X-77.5	61.0	74											
REGION 09	2477	1933	638	2455	1938	2017	2189	1958	2158	2156	2007	1626	1937	2026	1721	1963	2050	82	37	X-79.2	64.1	75											
REGION 10	29231	20416	6068	26838	21276	21583	23962	20873	23683	23317	22143	17270	21377	22139	18374	21247	22498	74	31	X-76.2	59.3	67											
REGION 11	21310	15180	4366	20987	15531	16081	17500	15718	17374	17293	16056	12502	15589	16363	13465	15545	16331	75	31	X-76.5	59.5	67											
REGION 12	7423	5003	1363	7321	5306	5332	5928	5144	5941	5891	5574	4173	5292	5448	4394	5152	5462	72	28	X-75.2	57.6	66											
REGION 13	13268	9504	2663	12987	9458	10194	11004	9910	10799	10697	10015	7813	9590	10358	8532	9694	10246	76	32	X-76.8	60.0	69											
REGION 14	2893	2109	610	2847	2087	2235	2432	2158	2391	2396	2248	1681	2163	2212	1820	2155	2244	76	32	X-76.9	60.2	66											
REGION 15	3235	2171	579	3177	2274	2321	2649	2255	2584	2531	2472	1815	2555	2595	1863	2186	2372	72	27	X-75.3	57.5	61											
REGION 16	4906	3529	932	4851	3708	3722	4162	3575	4065	4040	3905	2906	3759	3708	3083	3594	3853	77	29	X-76.9	59.8	67											
REGION 17	5125	3565	1017	5046	3769	3686	4255	3706	4207	4064	3914	2875	3804	3825	3164	3634	3812	74	30	X-76.0	58.7	66											
REGION 18	5256	3365	872	5196	3524	3635	4188	3589	4061	4103	3998	2766	3759	3804	2938	3533	3749	69	25	X-74.2	56.2	61											





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: APRIL 1997
 DATE OF TESTING: FEBRUARY 1997
 GRADE: 10-EXIT LEVEL
 STATEWIDE

REGION	ALL TESTS TAKEN			MATHEMATICS													AVERAGE TEXAS LEARNING INDEX (TLI)	AVERAGE NORMAL CURVE EQUIVALENT (NCE)	TEXAS PERCENTILE RANK (PRI)
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery															
				1	2	3	4	5	6	7	8	9	10	11	12	13			
REGION 19	9514	5105	1016	5529	5934	6972	5657	6599	6579	6220	4474	6156	6400	4564	5622	6215	18	50.9	52
REGION 20	17192	10384	2440	10778	11357	13017	11272	12860	12992	11866	8844	11612	12175	9246	11008	11904	23	56.1	58
STATEWIDE	216166	144770	39864	153127	154929	174184	151756	171187	170077	160056	121992	155337	159856	129974	150179	160004	28	57.8	64

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)		LECTURA (READING)						PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	COMPRENSIÓN DE LECTURA								
			1	2	3	4	5	6			
			1	2	3	4	5	6			
			RESUMENES								
			IDEAS COMPLEMENTARIAS								
			SIGNIFICADO DE PALABRAS								
			RELACIONES Y RESULTADOS								
			INFERENCIAS Y GENERALIZACIONES								
			PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS								
			Number and Percent of Students Demonstrating Objective Mastery								
REGION 01	NUMBER PERCENT	3416	254	3373	1187	1652	1506	1503	45	1503	1486
REGION 02	NUMBER PERCENT	32	0	32	4	9	28	25	8	25	1409
REGION 03	NUMBER PERCENT	5	1	5	3	3	4	4	4	4	1560
REGION 04	NUMBER PERCENT	6188	674	6145	2534	3584	3119	3190	52	3190	1510
REGION 05	NUMBER PERCENT	4	---	4	---	---	---	---	---	---	---
REGION 06	NUMBER PERCENT	241	5	238	59	87	79	82	34	82	1442
REGION 07	NUMBER PERCENT	226	15	224	72	114	107	99	44	99	1481
REGION 08	NUMBER PERCENT	44	1	44	15	19	11	11	25	11	1466
REGION 09	NUMBER PERCENT	2	---	2	---	---	---	---	---	---	---
REGION 10	NUMBER PERCENT	2225	59	2211	530	823	785	654	30	654	1442
REGION 11	NUMBER PERCENT	872	46	867	302	410	363	355	41	355	1474
REGION 12	NUMBER PERCENT	103	4	103	26	45	40	33	32	33	1462
REGION 13	NUMBER PERCENT	563	17	551	158	245	211	199	33	199	1459
REGION 15	NUMBER PERCENT	10	1	10	2	7	6	6	6	6	1523
REGION 16	NUMBER PERCENT	82	0	81	22	45	39	40	48	40	1490
REGION 17	NUMBER PERCENT	23	0	23	8	10	9	7	39	30	1459
REGION 18	NUMBER PERCENT	243	6	237	50	94	77	69	29	69	1437
REGION 19	NUMBER PERCENT	3178	217	3163	1109	1564	1652	1469	46	1469	1495

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03-SPANISH STATEWIDE	ALL TESTS TAKEN (R, M)				LECTURA (READING)						AVERAGE SCALE SCORE						
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1		2		3			4		5		6	
					SIGNIFICADO DE PALABRAS	IDEAS COMPLEMENTARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS		PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES				
REGION 20	698	163	22	687	364	210	165	240	244	219	30	8	1438				
STATEWIDE	18155	6537	1322	18000	89	7657	6249	8764	8264	7948	44	15	1486				

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

Number and Percent of Students Demonstrating Objective Mastery





TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
 DATE OF TESTING: SPRING 1997
 GRADE: 03-SPANISH
 STATEWIDE

REGION	ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	Number and Percent of Students Demonstrating Objective Mastery														
				1	2	3	4	5	8		8,9		RESOLUCIÓN DE PROBLEMAS					
				CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN/ DIVISION PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS 10/13			11	12		
												RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/ EVALUACION DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCION DE PROBLEMAS USANDO REPRESENTACIONES MATEMATICAS				
REGION 01	3416	1231	254	2308	2445	2521	2454	2576	2725	1555	2388	1387	1491	2081	52	16	1515	
REGION 02	32	6	0	13	19	17	17	23	22	13	18	15	13	15	35	10	1463	
REGION 03	5	4	1	3	3	4	4	3	4	4	4	2	2	3	80	20	1554	
REGION 04	6188	2753	674	4423	4654	4887	4832	4908	5117	3254	4546	2794	3228	4112	60	21	1538	
REGION 05	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
REGION 06	241	51	5	132	140	167	133	154	181	85	136	83	89	124	39	7	1474	
REGION 07	226	94	15	160	142	168	146	169	182	99	168	98	120	143	54	19	1520	
REGION 08	44	10	1	31	33	31	37	29	35	24	29	18	21	29	50	14	1509	
REGION 09	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
REGION 10	2225	433	59	1116	1217	1264	1264	1297	1526	693	1140	639	741	1004	33	7	1455	
REGION 11	872	267	46	522	560	615	568	631	678	366	557	328	410	520	49	13	1502	
REGION 12	103	30	4	63	49	66	67	60	63	45	66	37	50	58	45	13	1478	
REGION 13	563	137	17	310	323	355	344	375	416	224	375	175	198	306	40	8	1475	
REGION 15	10	4	1	5	7	6	7	5	7	7	7	6	5	7	63	38	1586	
REGION 16	82	28	0	50	57	54	54	59	67	39	55	27	44	52	50	13	1506	
REGION 17	23	7	0	19	16	18	16	17	21	12	13	8	8	14	39	17	1497	
REGION 18	243	50	6	132	149	150	148	147	184	109	125	79	96	130	44	9	1482	
REGION 19	3178	1268	217	2188	2308	2322	2327	2466	2596	1617	2215	1347	1605	2022	56	17	1521	

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
 OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 03-SPANISH STATEWIDE	ALL TESTS TAKEN (R, M)			MATHEMÁTICAS (MATHEMATICS)												AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1	2	3	4	5	6	7	8/9	10/13	11	12	PERCENT MEETING MINIMUM EXPECTATIONS	
REGION 20	698	163	22	338	424	433	426	429	516	255	394	207	219	317	38	1465
STATEWIDE	18155	6537	1322	3380	4240	4330	4260	4290	16345	8402	12238	7254	8344	10940	52	1511
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																

REGION



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)		LECTURA (READING)								PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	1	2	3	4	5	6	8				
										SIGNIFICADO DE PALABRAS			
REGION 01	NUMBER 2158	652	1083	1082	362	845	533	772	36	7	1456		
	PERCENT	30	51	51	17	40	25	36					
REGION 02	NUMBER 36	10	17	18	8	16	9	12	39	9	1452		
	PERCENT	28	52	55	24	48	27	36					
REGION 03	NUMBER 13	2	5	7	1	3	2	8	23	0	1458		
	PERCENT	15	38	54	8	23	15	62					
REGION 04	NUMBER 3798	1232	1939	2034	725	1607	1098	1439	40	6	1470		
	PERCENT	32	52	54	19	43	29	38					
REGION 05	NUMBER 19	1	6	9	3	9	5	6	37	11	1435		
	PERCENT	5	32	47	16	47	26	32					
REGION 06	NUMBER 181	32	84	79	17	58	42	52	28	2	1440		
	PERCENT	18	47	44	10	33	24	29					
REGION 07	NUMBER 157	22	43	59	8	38	21	42	20	2	1411		
	PERCENT	14	28	38	5	24	13	27					
REGION 08	NUMBER 39	13	17	25	7	23	11	16	41	3	1478		
	PERCENT	33	44	64	18	59	28	41					
REGION 09	NUMBER 2	---	---	---	---	---	---	---	---	---	---		
	PERCENT	---	---	---	---	---	---	---					
REGION 10	NUMBER 1549	278	648	631	172	495	300	456	27	3	1431		
	PERCENT	18	42	41	11	32	20	30					
REGION 11	NUMBER 499	93	196	206	69	168	96	158	27	4	1434		
	PERCENT	19	39	41	14	34	19	32					
REGION 12	NUMBER 83	17	26	33	8	22	14	23	24	2	1419		
	PERCENT	20	32	40	10	27	17	28					
REGION 13	NUMBER 331	68	149	127	40	114	51	87	26	2	1427		
	PERCENT	21	46	40	12	36	16	27					
REGION 14	NUMBER 1	---	---	---	---	---	---	---	---	---	---		
	PERCENT	---	---	---	---	---	---	---					
REGION 15	NUMBER 15	1	8	6	4	6	5	5	33	13	1453		
	PERCENT	7	53	40	27	40	33	33					
REGION 16	NUMBER 64	16	24	29	8	23	15	20	34	5	1440		
	PERCENT	25	38	45	13	36	23	31					
REGION 17	NUMBER 14	7	7	8	3	6	6	6	50	7	1471		
	PERCENT	50	50	57	21	43	29	29					
REGION 18	NUMBER 145	31	58	59	14	37	24	62	23	4	1421		
	PERCENT	21	41	42	10	26	17	30					

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS



TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04-SPANISH STATEWIDE	ALL TESTS TAKEN (R, M)				LECTURA (READING)						AVERAGE SCALE SCORE		
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	RESUMENES		RELACIONES Y RESULTADOS		INFERENCIAS Y GENERALIZACIONES			PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	
					1	2	3	4	5	6		PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
REGION 19	2417	877 36	87 4	2402	1345 56	1295 54	500 21	1082 45	747 31	987 41	43	8	1476
REGION 20	397	104 26	9 2	395	179 45	180 46	63 16	157 40	103 26	154 39	37	7	1447
STATEWIDE	11918	3456 29	281 2	11792	5834 49	5687 50	2012 17	4709 40	3080 26	4283 36	36	6	1458

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REGION	ALL TESTS TAKEN (R, M)			MATEMÁTICAS (MATHEMATICS)												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	1					6					RESOLUCIÓN DE PROBLEMAS				
				CONCEPTOS NUMÉRICOS	RELACIONES Y FUNCIONES MATEMÁTICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMÉTRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADÍSTICA	USO DE LA SUMA PARA RESOLVER PROBLEMAS	USO DE LA RESTA PARA RESOLVER PROBLEMAS	USO DE LA MULTIPLICACIÓN PARA RESOLVER PROBLEMAS	USO DE LA DIVISIÓN PARA RESOLVER PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO ESTIMACIONES/EVALUACIÓN DE LO RAZONABLE	USO DE ESTRATEGIAS PARA SOLUCIONAR PROBLEMAS	RESOLUCIÓN DE PROBLEMAS USANDO REPRESENTACIONES MATEMÁTICAS			
REGION 01	2158	652	68	1314	1390	1635	1420	1671	1622	998	942	1129	598	857	814	49	10	1499
	NUMBER PERCENT	30	3	62	66	77	67	79	77	47	45	55	28	41	38			
REGION 02	36	10	2	16	17	19	22	24	25	16	19	20	7	11	13	41	9	1478
	NUMBER PERCENT	28	6	47	50	56	65	71	74	47	56	59	21	32	38			
REGION 03	13	2	0	9	6	11	12	12	13	8	6	10	7	5	5	62	8	1515
	NUMBER PERCENT	15	0	69	46	85	92	92	100	62	46	77	54	38	38			
REGION 04	3798	1232	87	2506	2508	2866	2467	2884	2879	1801	1758	2150	1131	1722	1603	52	11	1505
	NUMBER PERCENT	32	2	67	67	76	66	77	77	48	47	57	30	46	43			
REGION 05	19	1	0	8	2	2	5	11	9	1	3	3	1	8	2	5	0	1369
	NUMBER PERCENT	5	0	42	11	11	26	58	47	5	16	16	5	42	11			
REGION 06	181	32	0	91	97	107	90	116	119	71	56	74	20	47	52	31	2	1446
	NUMBER PERCENT	18	0	51	55	60	51	66	67	40	32	42	11	27	29			
REGION 07	157	22	2	70	73	102	81	93	106	63	55	78	33	45	42	32	6	1456
	NUMBER PERCENT	14	1	45	47	65	52	60	68	40	35	50	21	29	27			
REGION 08	39	13	0	25	28	28	23	34	32	22	15	24	10	17	15	57	8	1514
	NUMBER PERCENT	33	0	68	76	76	62	92	86	59	41	65	27	46	41			
REGION 09	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	NUMBER PERCENT	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
REGION 10	1549	278	13	817	803	900	785	989	957	513	462	691	205	463	429	30	3	1444
	NUMBER PERCENT	18	1	53	53	59	51	65	63	34	30	45	13	30	28			
REGION 11	499	93	6	255	224	300	259	327	334	160	133	195	77	174	141	33	5	1447
	NUMBER PERCENT	19	1	52	46	61	53	67	68	33	27	40	16	36	29			
REGION 12	83	17	1	39	40	58	44	54	58	24	25	35	13	24	26	33	5	1440
	NUMBER PERCENT	20	1	47	48	70	53	65	70	29	30	42	16	29	31			
REGION 13	331	68	2	164	168	210	190	225	222	118	114	141	66	107	107	35	6	1459
	NUMBER PERCENT	21	1	51	52	65	59	69	69	36	35	44	20	33	33			
REGION 14	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	NUMBER PERCENT	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
REGION 15	15	1	0	4	7	4	9	6	11	5	2	7	0	1	4	7	0	1407
	NUMBER PERCENT	7	0	27	47	27	60	40	73	33	13	47	0	7	27			
REGION 16	64	16	1	35	34	37	37	46	50	30	29	38	11	24	20	37	6	1473
	NUMBER PERCENT	25	2	56	54	59	59	73	79	48	46	60	17	38	32			
REGION 17	14	7	0	9	11	10	11	11	13	10	7	12	4	8	7	64	14	1543
	NUMBER PERCENT	50	0	64	79	71	79	79	93	71	50	86	29	57	50			
REGION 18	145	31	3	64	77	85	77	83	92	61	45	63	22	45	43	39	6	1460
	NUMBER PERCENT	21	2	47	56	62	56	61	67	45	33	46	16	33	31			

--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

REPORT DATE: AUGUST 1997 DATE OF TESTING: SPRING 1997 GRADE: 04-SPANISH STATEWIDE	ALL TESTS TAKEN (R, M)				MATEMÁTICAS (MATHEMATICS)												PERCENT MASTERING ALL OBJECTIVES	PERCENT MEETING MINIMUM EXPECTATIONS	AVERAGE SCALE SCORE
	NUMBER OF STUDENTS TESTED	MEETING MINIMUM EXPECTATIONS	MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	1	2	3	4	5	6	7	8	9	10/13	11	12			
REGION	Number and Percent of Students Demonstrating Objective Mastery																		
---	= NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																		
REGION 19	2417	877	87	2404	1617	1744	1871	1705	1964	1874	1323	1359	1471	817	1122	1093	1520	13	57
	NUMBER PERCENT	36	4		67	73	78	71	82	78	55	52	61	34	47	45			
REGION 20	397	104	9	396	192	214	254	231	270	281	150	151	182	83	118	134	1464	6	37
	NUMBER PERCENT	26	2		48	54	64	58	68	71	38	38	46	21	30	34			
STATEWIDE	11918	3456	281	11767	7236	7443	8500	7469	8822	8699	5375	5081	6323	3105	6799	4550	1491	9	47
	NUMBER PERCENT	29	2		61	63	72	63	75	74	46	43	54	26	41	39			

ALGEBRA I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997 DATE OF TESTING: SPRING 1997 STATEWIDE	ALGEBRA I										PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE										
	1		2		3		4		5					6		7		8		9		10	
	CHARACTERISTICS OF GRAPHING		APPLICATIONS OF GRAPHING		EQUATIONS OF LINES		LINEAR EQUATIONS/INEQUALITIES		QUADRATIC EQUATIONS					POLYNOMIALS		EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES		ONE OR TWO-VARIABLE SITUATIONS		PROBABILITY, RATIO AND PROPORTION, DATA ANALYSIS			
Number and Percent of Students Demonstrating Objective Mastery																							
REGION 01	NUMBER PERCENT	7694 47	5135 32	4817 30	4155 26	5920 36	8695 52	3970 24	7049 43	23	6	1417											
REGION 02	NUMBER PERCENT	3407 48	2094 30	2057 29	2267 32	2683 38	3659 49	2894 30	3742 53	28	9	1430											
REGION 03	NUMBER PERCENT	2096 50	1350 32	1297 31	1361 33	1703 41	2329 56	1471 35	2320 56	32	10	1444											
REGION 04	NUMBER PERCENT	27311 60	19344 42	18052 40	18052 40	22744 50	28343 62	18977 42	26929 59	41	15	1474											
REGION 05	NUMBER PERCENT	2680 50	1730 32	1615 30	1751 33	2181 41	2747 51	1780 33	2892 54	29	8	1437											
REGION 06	NUMBER PERCENT	4608 56	2945 36	2928 36	3059 37	3779 46	4688 57	3213 39	4970 61	36	11	1460											
REGION 07	NUMBER PERCENT	5374 53	3669 36	3528 35	3626 36	4365 43	5514 54	3772 37	5673 56	34	11	1450											
REGION 08	NUMBER PERCENT	2059 53	1303 33	1307 34	1377 35	1797 46	2195 56	1487 38	2284 59	34	9	1453											
REGION 09	NUMBER PERCENT	1866 65	1282 44	1283 44	1281 44	1585 34	1875 65	1632 56	1990 69	46	16	1493											
REGION 10	NUMBER PERCENT	18419 50	12824 35	12223 33	13137 36	16256 44	20067 55	13100 36	19709 54	34	12	1447											
REGION 11	NUMBER PERCENT	13568 59	9095 40	8827 39	8982 40	11080 49	13429 59	9906 44	13976 62	40	14	1472											
REGION 12	NUMBER PERCENT	4315 56	2728 36	2675 35	2820 37	3479 46	4245 56	3001 40	4482 59	35	10	1458											
REGION 13	NUMBER PERCENT	9356 63	6583 44	6229 42	6381 43	7567 51	9654 65	6991 47	9641 65	44	16	1486											
REGION 14	NUMBER PERCENT	1859 58	1262 40	1160 36	1226 38	1565 48	1888 59	1344 42	2030 64	38	12	1471											
REGION 15	NUMBER PERCENT	1788 53	1186 35	1211 36	1212 36	1423 42	1929 57	1310 39	1878 56	35	10	1482											
REGION 16	NUMBER PERCENT	3150 57	2082 38	2095 38	2045 37	2542 46	3228 59	2210 40	3257 59	37	11	1464											
REGION 17	NUMBER PERCENT	2950 52	1831 33	1927 34	1993 35	2566 45	3289 59	2021 36	3170 56	32	9	1451											
REGION 18	NUMBER PERCENT	2801 47	1952 33	1907 32	1999 34	2467 42	3111 53	2029 34	3157 53	30	10	1441											

ALGEBRA I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997 DATE OF TESTING: SPRING 1997 STATEWIDE REGION --- = NO DATA REPORTED FOR FEMER THAN FIVE STUDENTS	ALGEBRA I										AVERAGE SCALE SCORE														
	1		2		3		4		5			6		7		8		9		10					
	CHARACTERISTICS OF GRAPHING		APPLICATIONS OF GRAPHING		EQUATIONS OF LINES		LINEAR EQUATIONS/INEQUALITIES		QUADRATIC EQUATIONS			POLYNOMIALS		EXPONENTS, QUADRATIC SITUATIONS, AND RIGHT TRIANGLES		ONE OR TWO-VARIABLE SITUATIONS		PROBABILITY, RATIO AND ANALYSIS		PERCENT PASSING		PERCENT MASTERING ALL OBJECTIVES			
Number and Percent of Students Demonstrating Objective Mastery																									
REGION 19	4012	2453	2345	2645	3505	4770	3212	2570	4198	21	6	1412	42	26	24	28	37	50	34	25	44	21	6	1412	
REGION 20	9836	6228	5837	6122	7688	9823	7535	6048	9760	29	9	1435	52	33	31	32	40	52	40	32	51	29	9	1435	
STATEWIDE	128849	87076	83320	85491	106825	135078	108970	88514	133107	35	12	1454	54	37	35	36	45	57	46	37	56	35	12	1454	
NUMBER OF STUDENTS TESTED																									
	9583																								
	NUMBER PERCENT																								
	19043																								
	NUMBER PERCENT																								
	237515																								
	NUMBER PERCENT																								

BIOLOGY I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997 DATE OF TESTING: SPRING 1997 STATEWIDE	REGION	BIOLOGY I									PERCENT PASSING	PERCENT MASTERING ALL OBJECTIVES	AVERAGE SCALE SCORE
		UNDERSTANDING CONCEPTS			INTEGRATING CONCEPTS WITH PROCESS SKILLS								
		1 CHANGE OVER TIME	2 PATTERNS OF LIVING SYSTEMS	3 ECOLOGY	4 APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT	5 ACQUIRE AND ORGANIZE SCIENTIFIC DATA	6 INTERPRET AND COMMUNICATE SCIENTIFIC DATA	7 MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	8 DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS	9 APPLY SCIENCE TO DAILY LIFE			
NUMBER OF STUDENTS TESTED		Number and Percent of Students Demonstrating Objective Mastery											
REGION 01	NUMBER PERCENT	11517	3964 34	6383 55	5870 51	8421 73	9722 84	9019 78	7255 63	6553 57	62	11	1562
REGION 02	NUMBER PERCENT	6507	2914 45	4185 64	3966 61	5159 79	5822 89	5738 88	4850 75	4504 69	75	19	1638
REGION 03	NUMBER PERCENT	3467	1763 51	2461 71	2407 69	2852 82	3112 90	3088 89	2671 77	2442 70	80	25	1672
REGION 04	NUMBER PERCENT	41582	20691 50	27430 66	26752 64	33401 80	37328 90	36554 88	31878 77	29495 71	77	25	1662
REGION 05	NUMBER PERCENT	4751	2325 49	3087 65	3077 65	3806 80	4265 90	4214 89	3709 78	3449 73	79	21	1652
REGION 06	NUMBER PERCENT	6506	3658 56	4819 74	4658 72	5522 85	5996 92	5948 91	5309 82	4935 76	85	29	1702
REGION 07	NUMBER PERCENT	8499	4517 53	5755 68	5405 64	6983 82	7679 90	7577 89	6687 79	6114 72	79	24	1667
REGION 08	NUMBER PERCENT	3283	1889 58	2553 72	2217 68	2804 85	3040 93	3021 92	2682 82	2523 77	84	26	1692
REGION 09	NUMBER PERCENT	2448	1656 68	1837 76	1737 71	2125 87	2314 95	2300 94	2050 84	1975 81	88	28	1712
REGION 10	NUMBER PERCENT	31406	16222 52	21591 68	20093 64	25266 80	28426 91	27794 88	24236 77	22762 72	78	25	1667
REGION 11	NUMBER PERCENT	18443	10407 56	13140 71	12687 69	15535 84	17004 92	16812 91	15288 83	13861 75	83	28	1694
REGION 12	NUMBER PERCENT	5923	3844 65	4222 71	3844 65	4982 84	5439 92	5413 91	4841 82	4449 75	83	24	1680
REGION 13	NUMBER PERCENT	13055	7470 57	9882 71	9127 70	10865 85	11893 91	11752 90	10630 81	9832 75	82	30	1702
REGION 14	NUMBER PERCENT	3030	1745 58	2149 71	2056 68	2538 84	2798 92	2755 91	2511 83	2310 76	83	28	1691
REGION 15	NUMBER PERCENT	2923	1870 64	1994 68	1825 62	2434 83	2644 90	2597 89	2333 80	2133 73	81	24	1666
REGION 16	NUMBER PERCENT	4631	2947 64	3281 71	3254 70	3966 86	4302 93	4257 92	3778 82	3523 76	85	28	1695
REGION 17	NUMBER PERCENT	4887	2872 59	3125 64	3234 66	3998 82	4424 91	4368 89	3851 79	3670 71	79	22	1661
REGION 18	NUMBER PERCENT	4803	2939 61	3273 68	3064 64	4001 83	4344 90	4357 91	3819 80	3448 72	81	24	1671

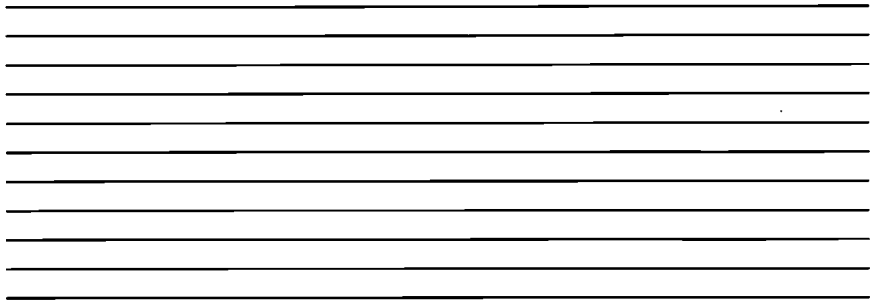
BIOLOGY I TEXAS END-OF-COURSE

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: SUMMER 1997 DATE OF TESTING: SPRING 1997 STATEWIDE		BIOLOGY I										AVERAGE SCALE SCORE PERCENT MASTERING ALL OBJECTIVES				
		UNDERSTANDING CONCEPTS		INTEGRATING CONCEPTS WITH PROCESS SKILLS									PERCENT PASSING			
		1	2	3	4	5	6	7	8	9						
HEREDITY AND BIOLOGICAL CHANGE OVER TIME	PATTERNS OF LIVING SYSTEMS	ECOLOGY	Number and Percent of Students Demonstrating Objective Mastery								APPLY LABORATORY TECHNIQUES AND USE EQUIPMENT	ACQUIRE AND ORGANIZE SCIENTIFIC DATA	INTERPRET AND COMMUNICATE SCIENTIFIC DATA	MAKE INFERENCES, PREDICTIONS, AND GENERALIZATIONS	DESIGN AND CONDUCT BIOLOGICAL INVESTIGATIONS	APPLY SCIENCE TO DAILY LIFE
3956 46	3175 37	6880 57	4962 58	6408 74	7406 86	7118 83	5784 67	5163 60	65	1582						
8798 56	7268 46	9917 63	9610 61	12116 77	13768 87	13580 86	11730 74	10655 68	74	1633						
120414 60	101974 50	134989 67	129845 64	163183 81	181726 90	178262 88	155832 77	143603 71	78	1661						
NUMBER OF STUDENTS TESTED		8603														
NUMBER PERCENT																
REGION 19																
REGION 20																
STATEWIDE																

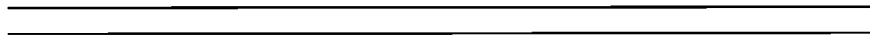
--- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS





SECTION VIII

A Study of the Correlation of
Course Grades with Student Performance
on the Grade 8 TAAS Social Studies Test



A Study of the Correlation of Course Grades
With Student Performance on the Grade 8 TAAS
Social Studies Test

Texas Education Code Section 39.182(a)(4) mandates biennial studies to evaluate the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between a student's classroom performance and his/her scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compares specific end-of-year social studies course grades of eighth-grade students with their pass/fail rates on the TAAS Grade 8 social studies test. Only students enrolled in the course described as "social studies, Grade 8" in the state-mandated curriculum were considered in this study. Passing the Grade 8 TAAS social studies test is defined as attaining a scale score of at least 1500. One large urban district, one small urban district, one rural district, and two large suburban districts, each representing a different region of the state, volunteered to participate in this study. District assistance with this study was critical since data representing specific final grades for Grade 8 social studies are not available through the Public Education Information Management System (PEIMS). All five districts used a numeric grading scale. For this study the numerical grades were transformed into letter grades using the following scale:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = below 60

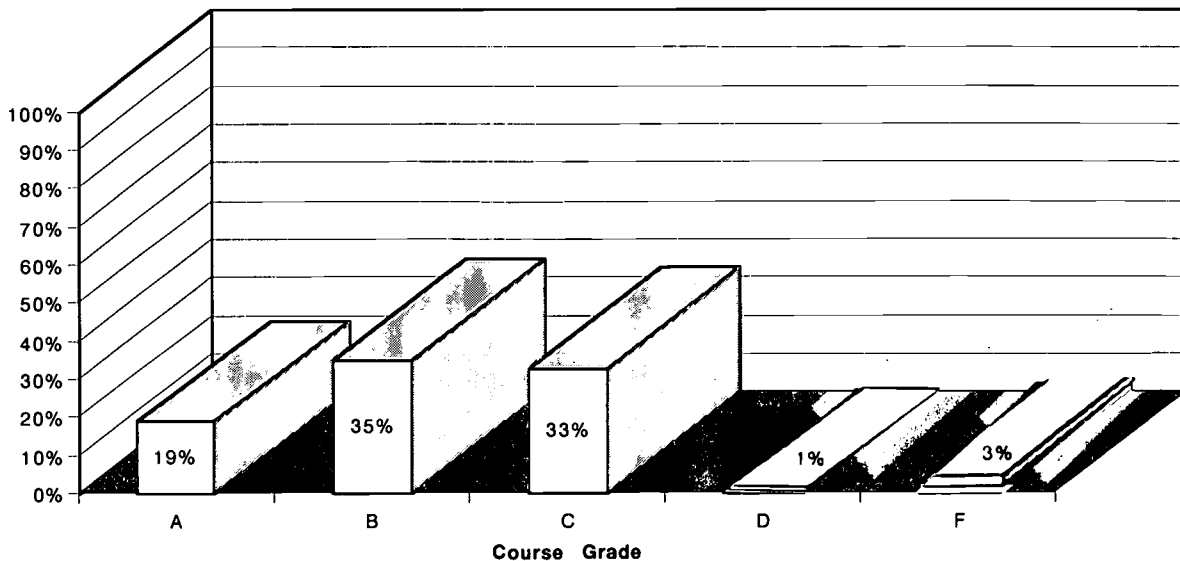
Each district provided the Student Assessment Division with data for the TAAS social studies test administered in May 1997 and for the social studies course completed in May 1997. The purpose of this case study is to examine the relationship between pass/fail rates of eighth graders on TAAS social studies and the specific letter grades issued to those same students at the end of their social studies course. This study is not intended to represent statewide patterns.

LARGE URBAN DISTRICT

This large urban district administered the May 1997 TAAS Grade 8 social studies test to more than 10,400 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. Fifty-two percent of these students were Hispanic, 32 percent were African American, 11 percent were white, and 3 percent were Asian. In addition, more than 51 percent were classified as economically disadvantaged, and 45 percent were identified as at risk of dropping out of school.

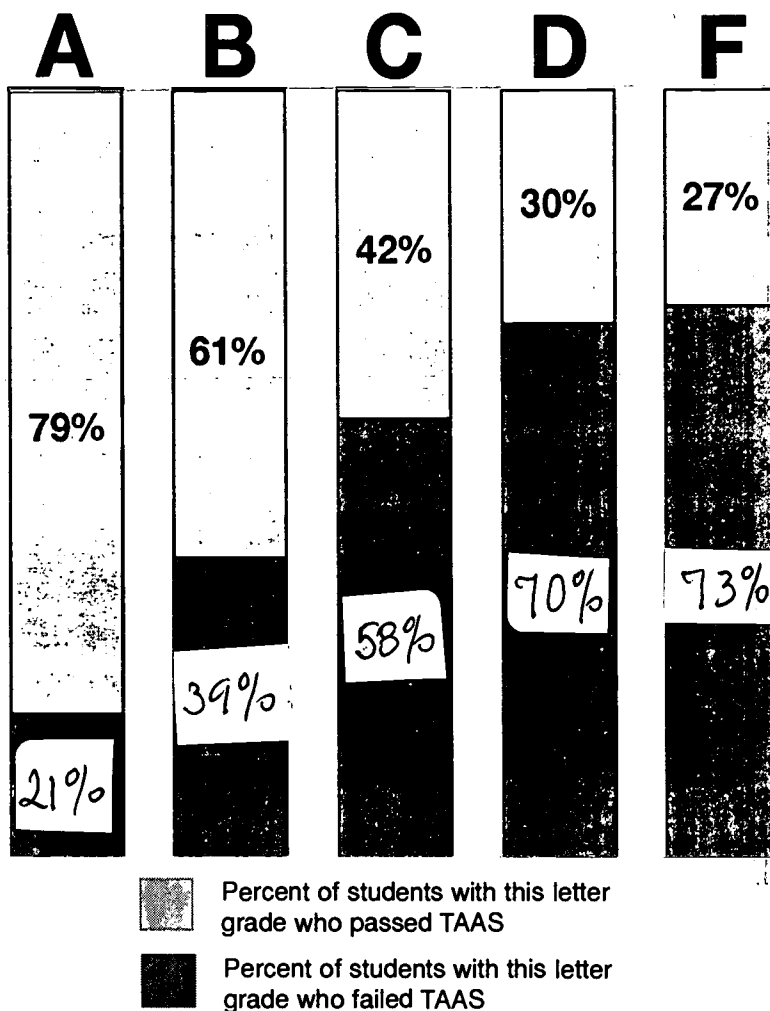
The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Large Urban District



As reflected in the following graph, the higher the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she passed the TAAS social studies test. For example, students who received a final grade of A or B passed at rates of 79 and 61 percent, respectively. Similarly the lower the letter grade, the more likely it was that a student failed the test: 27 percent of students who received an F in Grade 8 social studies passed the TAAS social studies test, and 30 percent who received a D passed the test.

Grades Students Received

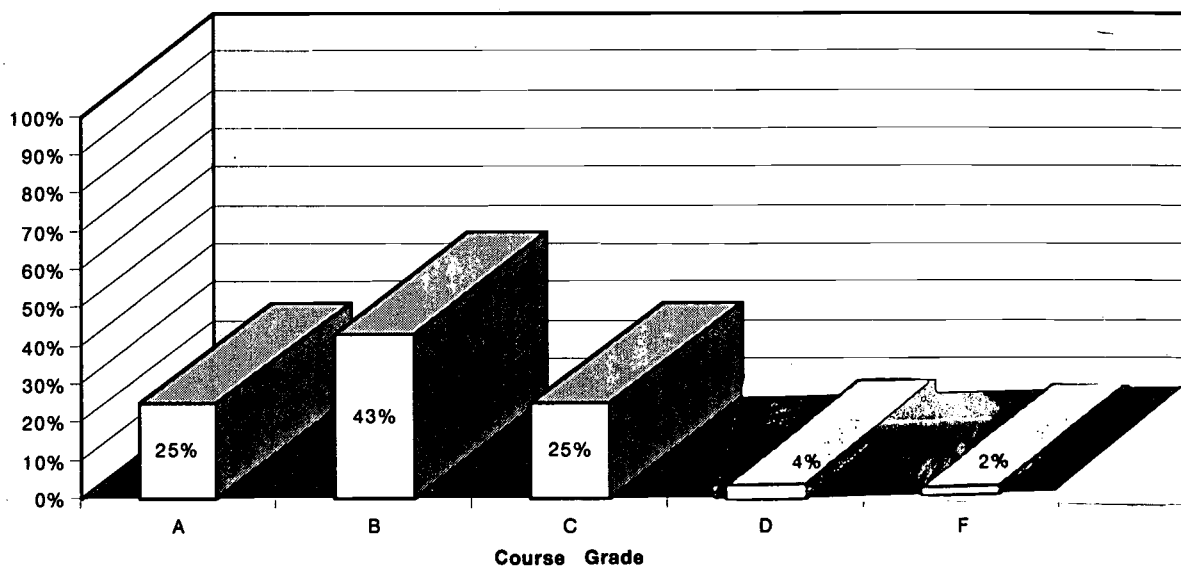


SMALL URBAN DISTRICT

This district administered the May 1997 TAAS Grade 8 social studies test to approximately 750 students who were also enrolled in the Grade 8 social studies course during the 1996-1997 school year. Approximately 64 percent of these students were white, 16 percent were Hispanic, 15 percent were African American, and almost 3 percent were Asian. In addition, more than 39 percent of these students were classified as economically disadvantaged and 33 percent were at risk of dropping out of school.

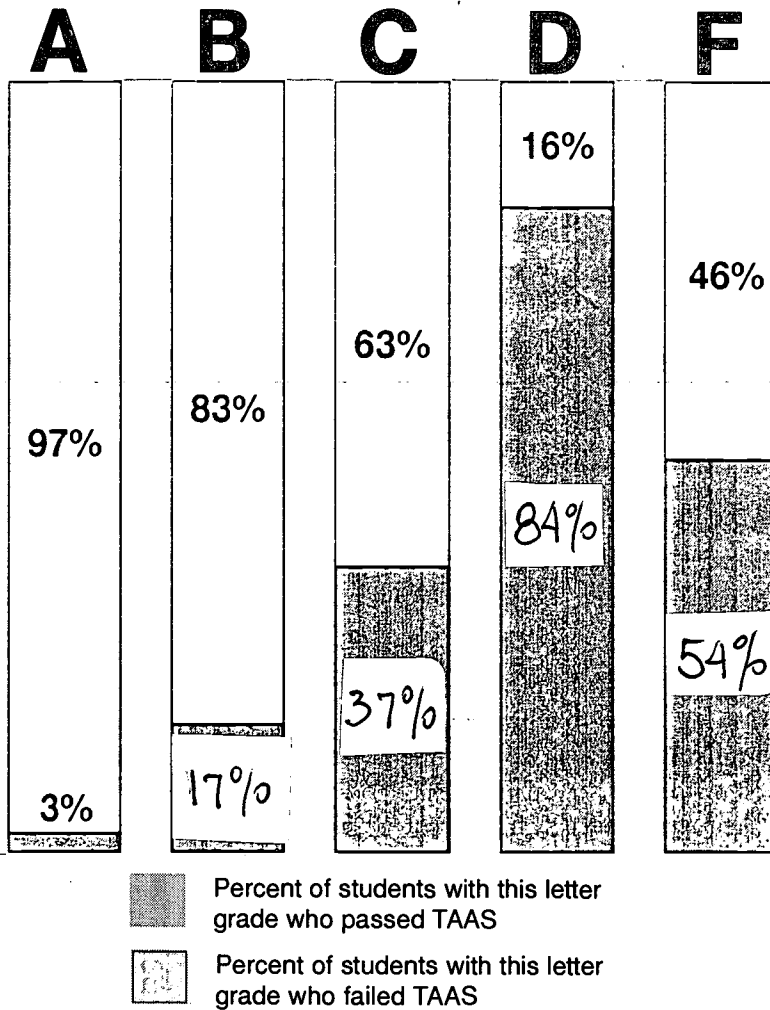
The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Small Urban District



As reflected in the following graph, the higher the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she passed the TAAS social studies test: 97 percent of students receiving an A, 83 percent receiving a B, and 63 percent receiving a C passed the TAAS social studies test. Likewise, the lower the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she failed the TAAS social studies test. For example, 75 percent of those students who received a D or F failed the TAAS social studies test.

Grades Students Received

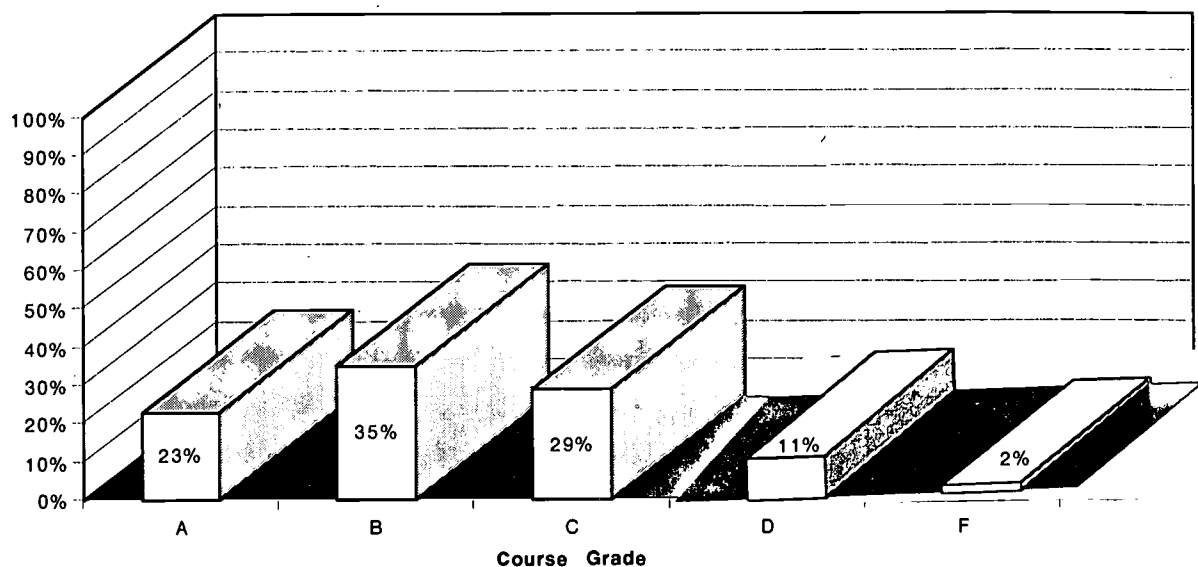


RURAL DISTRICT

This district administered the May 1997 TAAS Grade 8 social studies test to over 700 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 96 percent of these students were Hispanic, and 3 percent were white. Also, 87 percent of the students were classified as economically disadvantaged, and 41 percent were identified as at risk of dropping out of school.

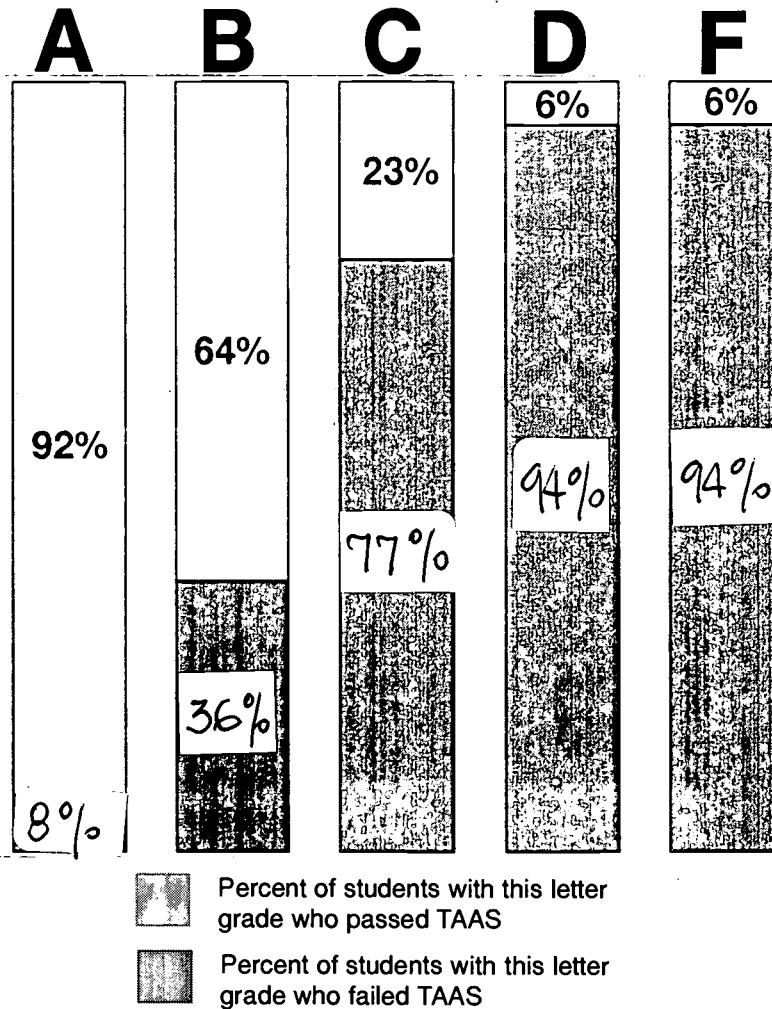
The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Rural District



As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 23 percent who earned a C passed the test, 64 percent who earned a B passed the test, and 92 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test: only 6 percent of students who received an F or a D for the Grade 8 social studies course passed the Grade 8 TAAS social studies test.

Grades Students Received

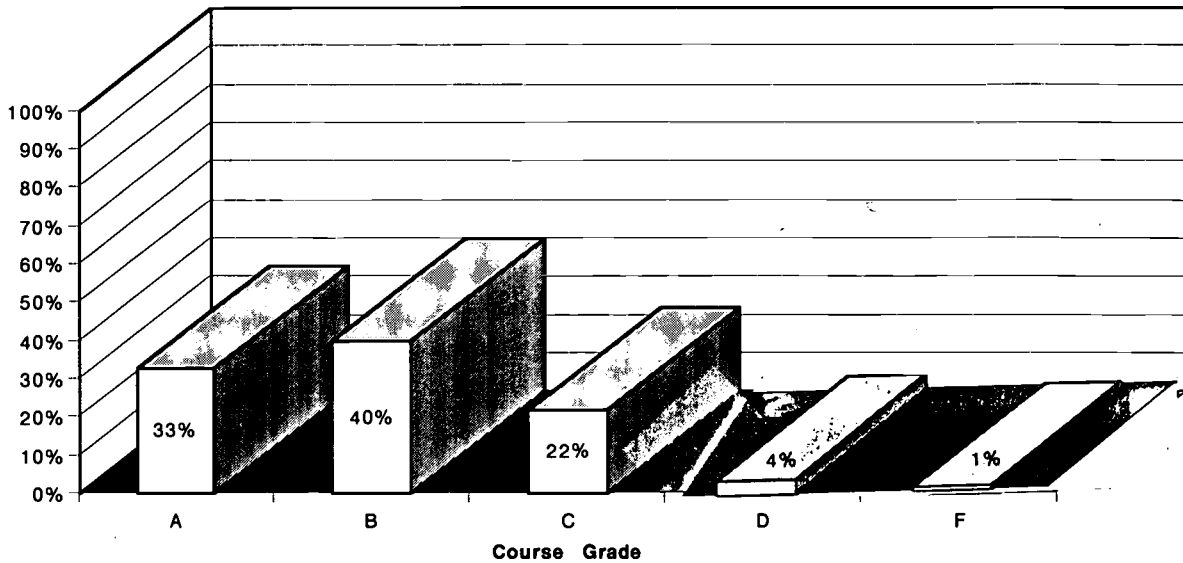


LARGE SUBURBAN DISTRICT I

This large suburban district administered the May 1997 TAAS Grade 8 social studies test to more than 3200 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 65 percent of these students were white, 16 percent were Hispanic, 9 percent were African American, and 8 percent were Asian. In addition, more than 14 percent of the students were classified as economically disadvantaged, and 19 percent were identified as at risk of dropping out of school.

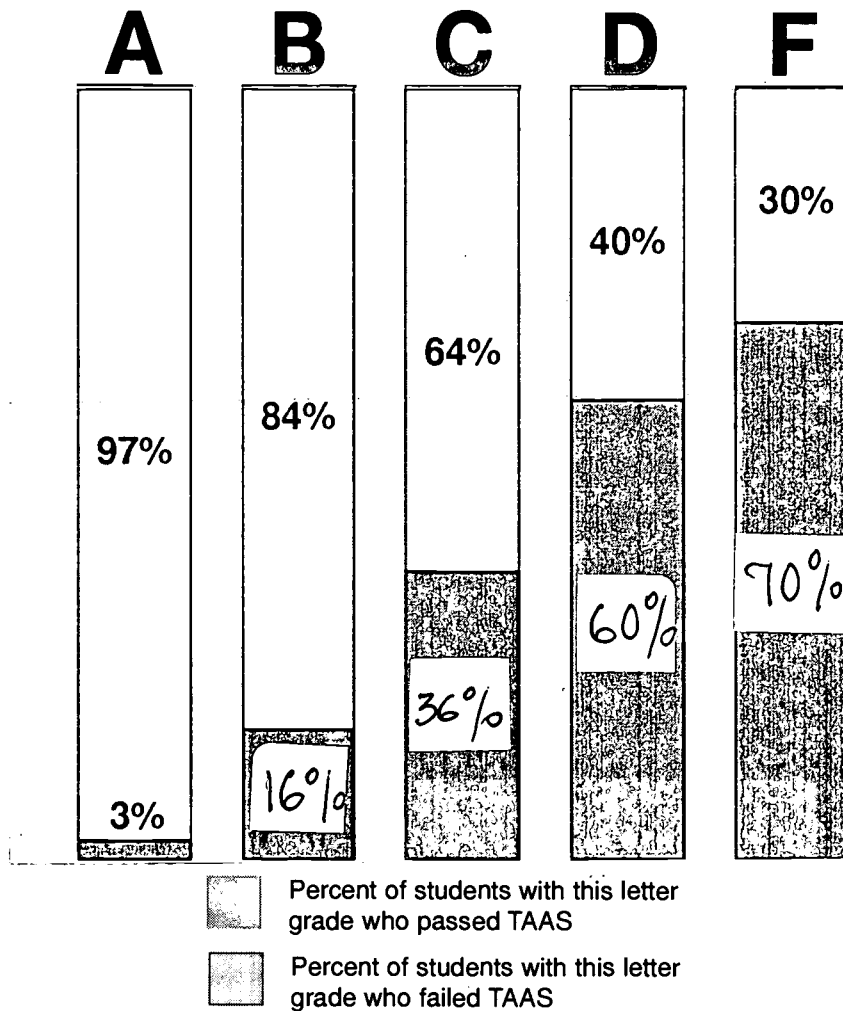
The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:

Large Suburban District I



As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 64 percent who earned a C passed the test, 84 percent who earned a B passed the test, and 97 percent who earned an A passed the test. Students whose performance in the social studies course earned a D or F were less likely to pass the TAAS social studies test; thirty percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 40 percent of students receiving a D in the course passed the test.

Grades Students Received

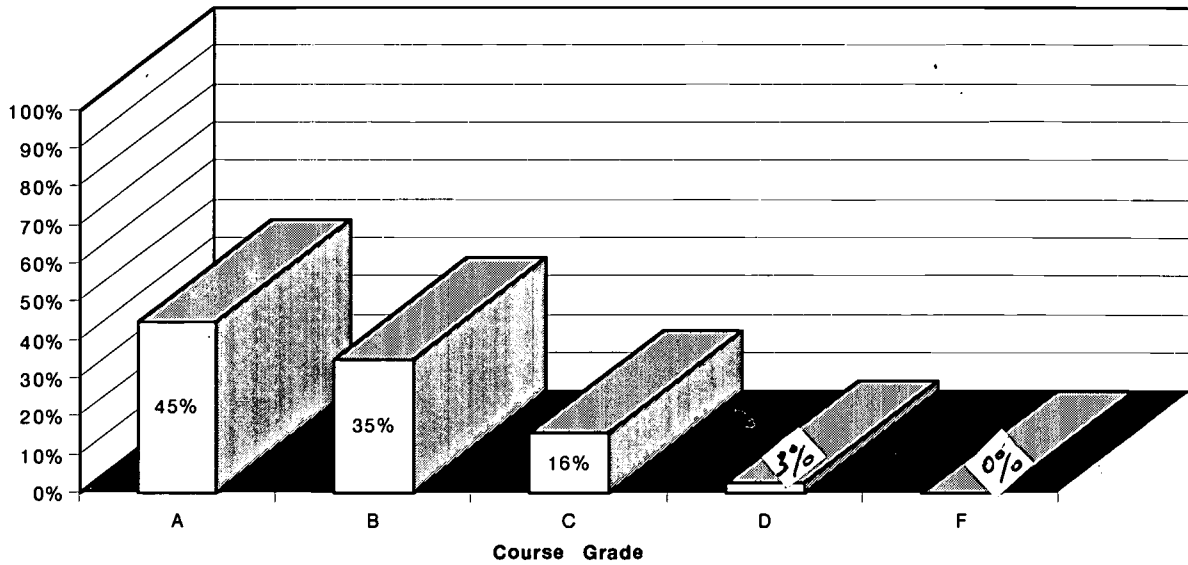


LARGE SUBURBAN DISTRICT II

This large suburban district administered the May 1997 TAAS Grade 8 social studies test to nearly 3000 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 77 percent of these students were white, 11 percent were Asian, 6 percent were Hispanic, and 6 percent were African American. More than 6 percent of the students were classified as economically disadvantaged, and 10 percent were identified as at risk of dropping out of school.

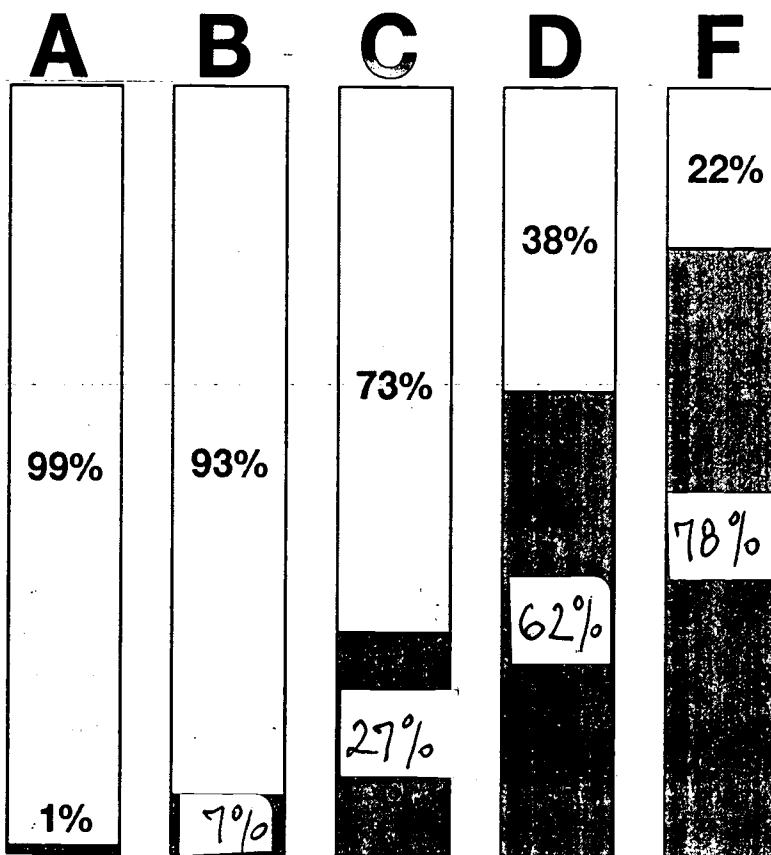
The following chart represents the percentage of students receiving each Grade 8 social studies final letter grade:



Large Suburban District II

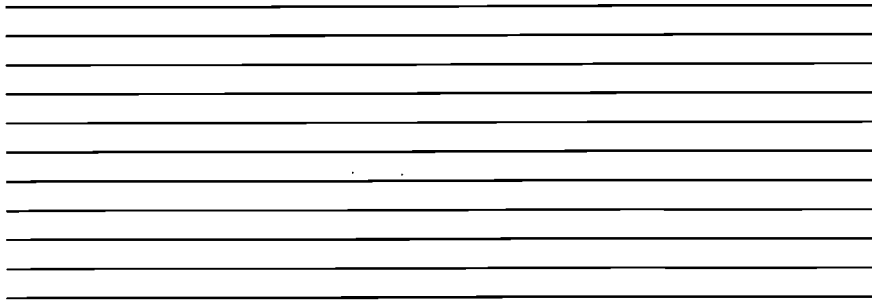


As reflected in the following graph, students earning higher grades in the course did progressively better on the TAAS test: 73 percent who earned a C passed the test, 93 percent who earned a B passed the test, and 99 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test. For example, 22 percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 38 percent of students receiving a D in the course passed the test.

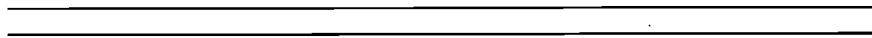
Grades Students Received



 Percent of students with this letter grade who passed TAAS
 Percent of students with this letter grade who failed TAAS



APPENDICES



Appendix A

Texas Assessment of Academic Skills Instructional Objectives Grades 3 through 8 and Exit Level

LANGUAGE ARTS

DOMAIN: Reading Comprehension

- Objective 1:* The student will determine the meaning of words in a variety of written texts.
- Objective 2:* The student will identify supporting ideas in a variety of written texts.
- Objective 3:* The student will summarize a variety of written texts.
- Objective 4:* The student will perceive relationships and recognize outcomes in a variety of written texts.
- Objective 5:* The student will analyze information in a variety of written texts in order to make inferences and generalizations.
- Objective 6:* The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

DOMAIN: Written Communication

- Objective 1:* The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.
- Objective 2:* The student will organize ideas in a written composition on a given topic.
- Objective 3:* The student will demonstrate control of the English language in a written composition on a given topic.
- Objective 4:* The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.
- Objective 5:* The student will recognize appropriate sentence construction within the context of a written passage.
- Objective 6:* The student will recognize appropriate English usage within the context of a written passage.
- Objective 7:* The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

**Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 through 8 and Exit Level**

MATHEMATICS

DOMAIN: Concepts

- Objective 1:* The student will demonstrate an understanding of number concepts.
- Objective 2:* The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.
- Objective 3:* The student will demonstrate an understanding of geometric properties and relationships.
- Objective 4:* The student will demonstrate an understanding of measurement concepts using metric and customary units.
- Objective 5:* The student will demonstrate an understanding of probability and statistics.

DOMAIN: Operations

- Objective 6:* The student will use the operation of addition to solve problems.
- Objective 7:* The student will use the operation of subtraction to solve problems.
- Objective 8:* The student will use the operation of multiplication to solve problems.
- Objective 9:* The student will use the operation of division to solve problems.

DOMAIN: Problem Solving

- Objective 10:* The student will estimate solutions to a problem situation.
- Objective 11:* The student will determine solution strategies and will analyze or solve problems.
- Objective 12:* The student will express or solve problems using mathematical representation.
- Objective 13:* The student will evaluate the reasonableness of a solution to a problem situation.

**Texas Assessment of Academic Skills
Instructional Objectives
Grade 8**

SCIENCE

DOMAIN: Acquiring and Classifying Scientific Data and Information

Objective 1: The student will demonstrate the ability to acquire scientific data and/or information.

Objective 2: The student will demonstrate the ability to sequence, order, and/or classify scientific data and/or information.

DOMAIN: Communicating and Interpreting Scientific Data and Information

Objective 3: The student will demonstrate the ability to communicate scientific data and/or information.

Objective 4: The student will demonstrate the ability to interpret scientific data and/or information.

Objective 5: The student will demonstrate the ability to make inferences, form generalized statements, and/or make predictions using scientific data and/or information.

DOMAIN: Solving Problems—Investigating

Objective 6: The student will demonstrate the ability to identify a problem, formulate a hypothesis, and design and conduct a scientific investigation.

Objective 7: The student will demonstrate the ability to draw conclusions about the process(es) and/or outcome(s) of a scientific investigation.

DOMAIN: Solving Problems—Applying Knowledge

Objective 8: The student will demonstrate the ability to relate and/or apply scientific and technological information to daily life.

**Texas Assessment of Academic Skills
Instructional Objectives
Grade 8**

SOCIAL STUDIES

DOMAIN: Understanding Social Studies Concepts and Information

- Objective 1:* The student will demonstrate an understanding of civic values and the rights and responsibilities of American citizenship.
- Objective 2:* The student will demonstrate an understanding of the American and other economic systems.
- Objective 3:* The student will demonstrate an understanding of the American and other political systems.
- Objective 4:* The student will demonstrate an understanding of geographical concepts and information.
- Objective 5:* The student will demonstrate an understanding of historical concepts and information.
- Objective 6:* The student will demonstrate an understanding of sociological and cultural factors that affect human behavior.

DOMAIN: Evaluating Social Studies Concepts and Information

- Objective 7:* The student will demonstrate the ability to interpret social studies data.
- Objective 8:* The student will demonstrate the ability to analyze relationships in social studies.
- Objective 9:* The student will demonstrate the ability to make generalizations about and draw inferences and conclusions from social studies information.
- Objective 10:* The student will demonstrate the ability to use problem-solving and decision-making skills in a social studies context.

**Texas Assessment of Academic Skills
Instructional Objectives
SPANISH
Grades 3 through 6**

LECTURA

AREA: Comprensión de lectura

- Objetivo 1:* El estudiante determinará el significado de palabras en una variedad de textos escritos.
- Objetivo 2:* El estudiante identificará ideas complementarias en una variedad de textos escritos.
- Objetivo 3:* El estudiante resumirá una variedad de textos escritos.
- Objetivo 4:* El estudiante percibirá relaciones y reconocerá resultados en una variedad de textos escritos.
- Objetivo 5:* El estudiante analizará información en una variedad de textos escritos para hacer inferencias y generalizaciones.
- Objetivo 6:* El estudiante reconocerá puntos de vista, propaganda, hechos y aquello que no es un hecho en una variedad de textos escritos.

ESCRITURA

AREA: Comunicación escrita

- Objetivo 1:* El estudiante responderá de manera apropiada al propósito/público indicado en un tema determinado a través de una composición escrita.
- Objetivo 2:* El estudiante organizará sus ideas respecto a un tema determinado a través de una composición escrita.
- Objetivo 3:* El estudiante demostrará su dominio del idioma español a través de una composición escrita sobre un tema determinado.
- Objetivo 4:* El estudiante redactará una composición escrita que desarrolle/complemente/elabore la idea principal de un tema determinado.
- Objetivo 5:* El estudiante reconocerá la estructura apropiada de oraciones en el contexto de un pasaje escrito.
- Objetivo 6:* El estudiante reconocerá el uso apropiado del idioma español en el contexto de un pasaje escrito.
- Objetivo 7:* El estudiante reconocerá la ortografía apropiada y el uso correcto de mayúsculas y puntuación en el contexto de un pasaje escrito.

**Texas Assessment of Academic Skills
Instructional Objectives
SPANISH
Grades 3 through 6**

MATEMATICAS

AREA: Conceptos

- Objetivo 1:* El estudiante demostrará comprensión de conceptos numéricos.
- Objetivo 2:* El estudiante demostrará comprensión de relaciones matemáticas, funciones y otros conceptos algebraicos.
- Objetivo 3:* El estudiante demostrará comprensión de propiedades y relaciones geométricas.
- Objetivo 4:* El estudiante demostrará comprensión de conceptos de medición usando unidades métricas y usuales.
- Objetivo 5:* El estudiante demostrará comprensión de probabilidad y estadística.

AREA: Operaciones

- Objetivo 6:* El estudiante usará la operación de suma para resolver problemas.
- Objetivo 7:* El estudiante usará la operación de resta para resolver problemas.
- Objetivo 8:* El estudiante usará la operación de multiplicación para resolver problemas.
- Objetivo 9:* El estudiante usará la operación de división para resolver problemas.

AREA: Resolución de problemas

- Objetivo 10:* El estudiante estimará soluciones para una situación dada.
- Objetivo 11:* El estudiante determinará estrategias de solución y analizará o resolverá problemas.
- Objetivo 12:* El estudiante expresará o resolverá problemas usando representaciones matemáticas.
- Objetivo 13:* El estudiante evaluará lo razonable de una solución para resolver un problema.

End-of-Course Tests Instructional Objectives

ALGEBRA I

DOMAIN: Graphing

- Objective 1:* The student will demonstrate an understanding of the characteristics of graphing in problems involving real-world and mathematical situations.
- Objective 2:* The student will graph problems involving real-world and mathematical situations.
- Objective 3:* The student will write equations of lines to model problems involving real-world and mathematical situations.

DOMAIN: Equations and Inequalities

- Objective 4:* The student will formulate or solve linear equations/inequalities and systems of linear equations that describe real-world and mathematical situations.
- Objective 5:* The student will formulate or solve absolute value equations/inequalities and quadratic equations that describe real-world and mathematical situations.
- Objective 6:* The student will perform operations on and factor polynomials that describe real-world and mathematical situations.

DOMAIN: Problem Solving

- Objective 8:* The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving exponents, quadratic situations, or right triangles.
- Objective 9:* The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving one-variable or two-variable situations.
- Objective 10:* The student will use problem-solving strategies to analyze, solve, and/or justify solutions to real-world and mathematical problems involving probability, ratio and proportion, or graphical and tabular data.

End-of-Course Tests Instructional Objectives

BIOLOGY I

DOMAIN: Understanding Concepts

- Objective 1:* The student will demonstrate an understanding of concepts in heredity and biological change over time.
- Objective 2:* The student will demonstrate an understanding of concepts in patterns of living systems.
- Objective 3:* The student will demonstrate an understanding of concepts in ecology.

DOMAIN: Integrating Concepts with Process Skills

- Objective 4:* The student will demonstrate the ability to apply laboratory techniques and to use equipment in a biological context.
- Objective 5:* The student will demonstrate the use of skills in acquiring and organizing data.
- Objective 6:* The student will demonstrate the ability to interpret and communicate scientific data and/or information.
- Objective 7:* The student will demonstrate skills in drawing logical inferences, predicting outcomes, and forming generalized statements.
- Objective 8:* The student will design and conduct biological experiments and activities.
- Objective 9:* The student will demonstrate an understanding of the application of science in daily life.

Appendix B

TEXAS LEARNING INDEX

The Texas Learning Index (TLI) is a score provided for TAAS reading and mathematics tests. The TLI allows for a comparison of scores with the minimum expectations standard and allows for comparisons both across years and across grades within a subject area. The left-most digit of the TLI represents the grade at which the student was tested, and the digits on the right represent the score. For example, a TLI of 3-78 indicates that a third grader has scored a 78. At exit level the grade is represented by an "X."

The minimum expectations score of 70 represents the same amount of achievement at each grade tested and at each administration. Thus, the TLI score can be used to assess learning progress within a subject area across grades and to help determine whether a student is in line to meet the TAAS exit level standard if current learning progress continues. "Typical progress" is defined as a TLI difference of zero between grades. For example, if a student's Grade 4 TLI mathematics score was 4-70 and the student's Grade 5 TLI is 5-70, that student has demonstrated one year's typical learning progress and his or her performance is in about the same position now, relative to fifth graders, as the student's performance was then, relative to fourth graders. With such a system, all students, regardless of where they are on the scale, will be able to demonstrate progress toward ultimately passing the exit level test. The following are additional examples of comparative TLI scores and their interpretations.

Student A

Grade 3 TLI: 3-40
Grade 4 TLI: 4-45

The student has exceeded typical growth, but has not yet met minimum expectations and must continue to make exceptional progress in order to be ready to attain the passing standard at exit level.

Student B

Grade 5 TLI: 5-80
Grade 6 TLI: 6-80

The student has surpassed the standard of 70 needed to be in line for success on the exit level examination and has demonstrated one year's typical learning progress.

Student C

Grade 7 TLI: 7-62
Grade 8 TLI: 8-72

The student has shown more improvement than is typical during one year and has met minimum expectations on the Grade 8 test. If current learning progress continues, the student should be in line to meet minimum expectations on the exit level test.

TEXAS PERCENTILE RANK AND NORMAL CURVE EQUIVALENT

TEXAS PERCENTILE RANK

The Texas Percentile Rank (PR) is provided for the TAAS reading and mathematics tests. The PR relates the percentage of students scoring at or below a given score point. It can be used to assess student achievement over time, to determine how a student's score compares to the scores of other students in the state, and to make comparisons in achievement between subjects. It is important to note that the Percentile Ranks provided with the TAAS test will relate student performance to statewide performance and will not allow a direct comparison to national performance.

NORMAL CURVE EQUIVALENT

The Normal Curve Equivalent (NCE) is provided for the TAAS reading and mathematics tests. The NCE relates a student's Texas Percentile Rank to the normal (bell-shaped) curve. The NCE can also be used to assess achievement progress over time and is commonly used in program evaluation. It is important to note that the type of NCE provided with the TAAS test will relate student performance to statewide performance and will not allow a direct comparison to national performance.

Further information on the TLI, the PR, and the NCE can be found in the *Texas Student Assessment Program Technical Digest*.

Appendix C

The following TAAS and End-of-Course Test Summary Reports include data for special-education students in Grades 3 through 12 (English TAAS) and Grades 3 and 4 (Spanish TAAS) for the spring 1997 administration. Also included are the reports of the special education students who took the Algebra I and Biology I end-of-course tests during the spring 1997 administration.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 03
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering	
	Number	Percent
READING		
1. Word Meaning	12875	65
2. Supporting Ideas	9211	46
3. Summarization	9792	49
4. Relationships and Outcomes	11046	55
5. Inferences and Generalizations	11626	58
6. Point of View, Propaganda, and Fact and Nonfact	10865	55
Number Tested: 19912	9776	49
Met Minimum Expectations	5493	28
Mastered All Objectives		
MATHEMATICS		
1. Number Concepts	17408	76
2. Algebraic/Mathematical Relations and Functions	17154	75
3. Geometric Properties and Relationships	16913	74
4. Measurement Concepts	16223	71
5. Probability and Statistics	18241	80
Operations		
6. Use of Addition to Solve Problems	17420	76
7. Use of Subtraction to Solve Problems	11291	49
8/9. Use of Multiplication/Division to Solve Problems	15635	68
Problem Solving		
10/13. Problem Solving: Estimation/Reasonableness	10556	46
11. Problem Solving Using Solution Strategies	12626	55
12. Problem Solving Using Mathematical Representation	12607	55
Number Tested: 22930	11971	52
Met Minimum Expectations	4521	20
Mastered All Objectives		
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	40363	100
Students Absent From All Tests	159	0
Students Exempt From All Tests: ARD	16104	40
Students Exempt From All Tests: LEP	383	1
Other Students Not Tested	223	1
Number of Students Tested	23494	58
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	9480	40
Did Not Meet Minimum Expectations On:		
One Test Only	6933	30
Both Tests	7081	30

GROUP PERFORMANCE

	Pct Met All Tests Taken (R, M)	READING			MATHEMATICS		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI

All Special Education Students	40	19912	49	3-65.2	22930	52	3-66.9
Male	41	12930	48	3-64.8	15262	54	3-67.6
Female	40	6986	50	3-66.1	7646	49	3-65.7
No Information Provided	18	16	38	3-56.4	22	23	3-56.1
Native American	44	91	52	3-66.0	101	57	3-68.9
Asian	61	180	68	3-73.7	205	74	3-76.1
African American	25	2494	32	3-58.7	2724	39	3-61.6
Hispanic	27	5958	29	3-58.9	7224	34	3-61.6
White	50	11538	35	3-60.9	13069	62	3-71.2
No Information Provided	26	23	35	3-60.9	34	35	3-63.8
Economic Disadvantaged: Yes	29	995	36	3-59.2	11902	41	3-62.3
No Information Provided: No	31	981	39	3-71.4	10946	64	3-75.9
No Information Provided	31	866	39	3-60.9	82	44	3-65.9
Title I, Part A: Participants	32	9750	40	3-60.8	11344	45	3-63.9
Nonparticipants	49	10087	58	3-69.6	11490	59	3-73.3
No Information Provided	26	75	32	3-56.3	96	33	3-63.3
Migrant: Yes	22	329	26	3-54.9	390	35	3-59.4
No Information Provided: No	41	19516	30	3-55.7	22484	39	3-64.7
No Information Provided	29	67	30	3-55.7	84	39	3-64.7
Limited Eng. Proficient: Yes	20	1227	25	3-53.5	1473	33	3-57.9
No Information Provided: No	22	18675	24	3-52.1	21366	32	3-60.1
No Information Provided	23	75	24	3-52.1	91	29	3-60.1
Bilingual: Participants	17	633	19	3-50.4	740	21	3-54.9
Nonparticipants	41	19207	32	3-65.7	22101	35	3-67.3
No Information Provided	28	72	32	3-56.4	89	35	3-62.3
ESL: Participants	24	305	29	3-56.7	390	36	3-59.6
Nonparticipants	41	19529	52	3-65.9	22440	34	3-62.9
No Information Provided	28	78	52	3-56.9	96	34	3-62.9
Gifted-Talented: Participants	93	596	96	3-88.5	603	95	3-85.9
Nonparticipants	32	19249	27	3-53.9	22242	51	3-66.4
No Information Provided	26	67	27	3-53.9	85	34	3-62.1
At Risk: Yes	28	7349	35	3-58.8	8709	41	3-62.6
No Information Provided: No	48	12493	58	3-69.1	14133	53	3-71.5
No Information Provided	28	70	51	3-55.3	89	33	3-61.5
Math	23	3945	22	3-52.1	6474	37	3-61.6

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

ADMINISTRATION SUMMARY		Mastering Number	Percent	Number	Percent
READING Reading Comprehension 1. Word Meaning 2. Supporting Ideas 3. Summarization 4. Relationships and Outcomes 5. Inferences and Generalizations 6. Point of View, Propaganda, and Fact and Nonfact Number Tested: 21828 Texas Learning Index (TLI): 4-64.4 Met Minimum Expectations Mastered All Objectives		9222 11887 6881 9546 7898 11194 10033 3298	42 54 32 44 36 51 46 15	45626 12 16587 180 1947 25680 26900	100 0 36 0 4 56 59
MATHEMATICS Concepts 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics Operations 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems Problem Solving 10/13. Problem Solving: Estimation/Reasonableness 11. Problem Solving Using Solution Strategies 12. Problem Solving Using Mathematical Representation					
		16906 16751 19395 16486 19653 17872 12512 10991 12481	68 67 78 66 79 72 50 44 50	9118 8443 7482 5417 5558	36 31 28 20 21
WRITING 1-4. Written Composition - Narrative Rating: $\frac{0}{235}$ $\frac{1}{4092}$ $\frac{1}{20}$ $\frac{2}{11323}$ $\frac{3}{4349}$ $\frac{4}{459}$ Number: 235 4092 11323 4349 459 Percent: 1 20 56 21 2 5. Sentence Construction 6. English Usage 7. Use of Spelling, Capitalization, and Punctuation					
		4808 9931 13178 6916	24 49 65 34		
Number Tested: 24907 Texas Learning Index (TLI): 4-65.6 Met Minimum Expectations Mastered All Objectives		8217 10714 12018 11524 3426	46 14		
MINIMUM EXPECTATIONS SUMMARY Met Minimum Expectations On All Tests Taken in: Reading, Mathematics Reading, Mathematics, Writing Did Not Meet Minimum Expectations On: One Test Only Two Tests Only All Three Tests					
ADMINISTRATION SUMMARY Total Answer Documents Submitted Students Absent From All Tests Students Exempt From All Tests: ARD Students Exempt From All Tests: LEP Other Students Not Tested Number of Students Tested in: Reading, Mathematics Reading, Mathematics, Writing					

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 04
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

SPECIAL EDUCATION STUDENTS

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	31	21828	46	4-64.4	23	24907	46	4-65.6	40	20368	52	1501
Male	32	13962	45	4-64.0	22	16308	49	4-66.5	43	12931	50	1491
Female	30	7860	47	4-65.1	24	8593	42	4-63.9	36	7434	56	1518
No Information Provided	17	6	17	4-53.3	10	6	33	4-64.5	34	3	---	---
Native American	32	78	45	4-66.4	26	90	49	4-66.2	43	75	48	1517
Asian	55	221	65	4-75.5	43	243	70	4-75.9	64	216	75	1601
African American	20	2698	33	4-58.3	14	3232	30	4-58.9	25	2591	38	1449
Hispanic	21	6716	32	4-58.0	13	7875	34	4-60.7	29	6362	41	1462
White	40	12082	56	4-69.2	31	13430	57	4-70.0	51	11102	61	1534
No Information Provided	20	33	39	4-57.0	13	37	24	4-56.6	21	22	27	1411
Economically Disadvantaged:	22	11454	34	4-58.9	15	13489	36	4-61.4	30	10754	40	1457
Yes	43	10297	59	4-70.6	34	11330	59	4-70.7	55	9565	65	1551
No Information Provided	27	77	42	4-60.5	18	88	31	4-60.6	29	49	43	1454
Title I, Part A:	24	10773	36	4-59.8	16	12592	38	4-62.4	32	10133	42	1465
Participants	40	10963	56	4-69.0	31	12215	55	4-69.0	49	10168	61	1537
No Information Provided	24	92	37	4-59.3	16	100	30	4-60.0	28	67	45	1435
Migrant:	18	351	23	4-53.5	9	423	29	4-59.0	25	335	33	1424
Yes	32	21403	46	4-64.6	23	24405	47	4-65.8	41	19993	52	1503
No Information Provided	18	74	34	4-56.8	12	79	24	4-57.6	22	40	28	1376
Limited English Proficient:	14	1512	20	4-51.9	8	1848	26	4-57.3	22	1382	30	1418
Yes	33	20250	48	4-65.4	24	22990	48	4-66.3	42	18948	53	1507
No Information Provided	21	66	39	4-58.4	14	69	25	4-58.1	23	38	26	1397
Bilingual:	10	786	16	4-49.9	6	935	23	4-55.8	20	725	25	1400
Participants	32	20963	47	4-65.0	24	23886	47	4-66.0	41	19593	53	1505
No Information Provided	21	79	38	4-58.2	14	86	23	4-58.1	23	50	34	1428
ESL:	18	379	22	4-53.4	9	483	29	4-58.3	24	343	34	1429
Participants	32	21368	46	4-64.6	23	24336	47	4-65.8	41	19975	52	1503
No Information Provided	20	81	38	4-58.1	14	88	22	4-57.3	22	50	32	1420
Gifted-Talented:	89	493	95	4-88.8	82	507	94	4-84.4	89	473	93	1758
Participants	30	21262	45	4-63.9	22	24321	45	4-65.3	39	19854	51	1495
No Information Provided	21	73	38	4-58.4	14	79	27	4-58.6	24	41	29	1395
At Risk:	20	11967	33	4-58.7	14	13707	35	4-61.6	30	11337	41	1457
Yes	46	9789	62	4-71.5	37	11120	60	4-70.6	54	8985	66	1557
No Information Provided	23	72	38	4-57.8	14	80	29	4-58.8	25	46	28	1405
Oral Administration:	18	4737	24	4-54.0	9	7354	32	4-60.6	28	4251	31	1423
Math												

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 05
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING	Mastering	
	Number	Percent
1. Word Meaning	6442	28
2. Supporting Ideas	13766	61
3. Summarization	7130	31
4. Relationships and Outcomes	8792	39
5. Inferences and Generalizations	11015	48
6. Point of View, Propaganda, and Fact and Nonfact	13740	60
Number Tested: 22743	10704	47
Texas Learning Index (TLI): 5-67.0	2890	13
MATHEMATICS		
Concepts	8775	35
1. Number Concepts	20526	82
2. Algebraic/Mathematical Relations and Functions	19176	77
3. Geometric Properties and Relationships	17310	69
4. Measurement Concepts	16245	65
5. Probability and Statistics		
Operations	15729	63
6. Use of Addition to Solve Problems	11874	48
7. Use of Subtraction to Solve Problems	12281	49
8. Use of Multiplication to Solve Problems	15908	64
9. Use of Division to Solve Problems		
Problem Solving	11619	47
10. Problem Solving Using Estimation	11041	44
11. Problem Solving Using Solution Strategies	10761	43
12. Problem Solving Using Mathematical Representation	9699	39
13. Evaluation of the Reasonableness of a Solution		
Number Tested: 24921	11992	48
Texas Learning Index (TLI): 5-66.3	2644	11
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	45057	100
Students Absent From All Tests	214	0
Students Exempt From All Tests: ARD	18461	41
Students Exempt From All Tests: LEP	207	0
Other Students Not Tested	260	1
Number of Students Tested	25915	58
MINIMUM EXPECTATIONS SUMMARY		
Number	Percent	
9445	36	
Met Minimum Expectations On All Tests Taken		
Did Not Meet Minimum Expectations On:		
One Test Only	7972	31
Both Tests	8498	33

GROUP PERFORMANCE

	READING			Pct Met All Tests Taken (IR, RI)	--- = No Data Reported For Fewer Than Five Students	MATHEMATICS		
	Number Tested	Pct Met Min Exp	Average TLI			Texas PR	Number Tested	Pct Met Min Exp
All Special Education Students	22743	47	5-67.0	27	24921	48	5-66.3	41
Male	14797	47	5-67.5	26	16529	50	5-67.0	43
Female	7943	48	5-67.8	28	8392	45	5-64.9	38
No Information Provided								
Native American	80	56	5-71.1	35	91	57	5-67.3	44
Asian American	261	64	5-74.5	43	226	63	5-72.8	60
Hispanic	739	34	5-60.9	17	3261	32	5-59.5	26
White	12125	33	5-60.9	17	8247	38	5-62.4	32
No Information Provided	12125	34	5-62.4	19	13073	58	5-70.3	51
Economic Disadvantaged: Yes	12260	36	5-61.8	18	13693	38	5-62.5	33
No Information Provided	10424	61	5-73.1	40	11172	60	5-62.1	34
Title I, Part A: Participants	11064	38	5-63.0	20	12664	42	5-68.9	35
No Information Provided	11604	49	5-63.7	22	12594	33	5-60.9	31
Migrant: Yes	451	23	5-55.8	11	492	34	5-59.3	26
No Information Provided	22244	48	5-59.3	15	24381	21	5-55.9	21
Limited Eng. Proficient: Yes	1769	29	5-55.1	10	2035	30	5-59.1	25
No Information Provided	20928	40	5-61.2	18	22851	25	5-56.9	23
Bilingual: Participants	947	16	5-52.4	8	1076	27	5-57.5	22
No Information Provided	21727	41	5-62.9	20	23774	29	5-66.7	29
ESL: Participants	405	25	5-59.2	13	478	35	5-61.5	30
No Information Provided	22267	39	5-63.1	20	24572	41	5-60.7	29
Gifted-Talented: Participants	455	95	5-91.7	87	462	95	5-85.2	90
No Information Provided	22240	48	5-68.2	19	24451	29	5-57.6	23
At Risk: Yes	13520	38	5-63.2	20	14836	41	5-63.6	34
No Information Provided	9153	60	5-72.6	40	10016	59	5-70.2	57
Oral Administration: Math	4585	28	5-58.9	14	6695	37	5-62.5	31

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 06
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING	Mastering Number	Percent
Reading Comprehension		
1. Word Meaning	8788	37
2. Supporting Ideas	18560	79
3. Summarization	6183	26
4. Relationships and Outcomes	7207	31
5. Inferences and Generalizations	7482	32
6. Point of View, Propaganda, and Fact and Nonfact	8581	37
Number Tested: 23468	11037	47
Texas Learning Index (TLI): 6-67.2	2346	10
MATHEMATICS		
Concepts		
1. Number Concepts	14914	61
2. Algebraic/Mathematical Relations and Functions	17812	73
3. Geometric Properties and Relationships	18762	77
4. Measurement Concepts	17081	70
5. Probability and Statistics	12572	52
Operations		
6. Use of Addition to Solve Problems	10384	43
7. Use of Subtraction to Solve Problems	11853	49
8. Use of Multiplication to Solve Problems	12614	52
9. Use of Division to Solve Problems	8506	34
Problem Solving		
10. Problem Solving Using Estimation	12260	50
11. Problem Solving Using Solution Strategies	5121	21
12. Problem Solving Using Mathematical Representation	8814	36
13. Evaluation of the Reasonableness of a Solution	7856	32
Number Tested: 24394	9735	40
Texas Learning Index (TLI): 6-63.6	1665	7
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	42671	100
Students Absent From All Tests	343	1
Students Exempt From All Tests: ARD	16525	39
Students Exempt From All Tests: LEP	115	0
Other Students Not Tested	233	1
Number of Students Tested	25455	60
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	8261	32
Did Not Meet Minimum Expectations On: One Test Only	7298	29
Both Tests	9896	39

GROUP PERFORMANCE

	READING			MATHEMATICS		
	Number Tested	Pct Met Min Exp	Average Texas PR	Number Tested	Pct Met Min Exp	Average Texas PR
--- = No Data Reported For Fewer Than Five Students						
All Special Education Students	23468	47	6-67.2	24394	40	6-63.6
Male	15552	47	6-67.0	16337	42	6-64.4
Female	7910	50	6-68.5	8050	29	6-55.7
No Information Provided						
Native American	63	49	6-68.2	66	32	6-65.0
Asian American	287	33	6-70.8	314	27	6-57.8
African American	7808	33	6-61.8	8195	30	6-59.6
Hispanic	12392	33	6-71.9	12754	50	6-67.7
White	1221	33	6-60.9	12722	27	6-59.2
No Information Provided						
Economic Disadvantaged: Yes	12369	35	6-62.5	12960	31	6-59.9
No Information Provided: No	11671	34	6-63.9	11356	27	6-59.1
No Information Provided						
Title I, Part A: Participants	8627	37	6-63.3	9098	34	6-61.3
Nonparticipants	14737	53	6-69.5	15186	43	6-55.0
No Information Provided	104	34	6-61.8	110	29	6-59.2
No Information Provided						
Migrant: Yes	517	25	6-58.2	545	28	6-58.4
No Information Provided: No	22903	48	6-67.4	23798	40	6-63.7
No Information Provided	48	42	6-65.3	51	37	6-63.6
Limited Eng. Proficient: Yes	1354	29	6-56.4	1890	24	6-56.6
No Information Provided: No	21694	37	6-63.4	22477	33	6-60.7
No Information Provided						
Bilingual: Participants	249	20	6-57.2	269	29	6-58.2
Nonparticipants	23149	47	6-67.3	24652	38	6-63.4
No Information Provided	70	44	6-64.8	73	38	6-63.7
No Information Provided						
ESL: Participants	1011	20	6-55.9	1080	23	6-56.3
Nonparticipants	22388	48	6-67.7	23242	41	6-62.6
No Information Provided	69	41	6-63.7	72	38	6-62.6
No Information Provided						
Gifted-Talented: Participants	390	95	6-90.7	389	91	6-83.9
Nonparticipants	23022	46	6-66.8	23947	39	6-63.3
No Information Provided	56	39	6-64.9	58	34	6-61.9
No Information Provided						
At Risk: Yes	13566	38	6-63.7	14141	31	6-60.7
No Information Provided: No	9842	42	6-72.6	10154	32	6-58.9
No Information Provided	80	29	6-74.6	80	32	6-58.9
No Information Provided						
Oral Administration: Math	3123	31	6-60.5	4056	31	6-60.5

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 07
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

READING	Mastering Number	Percent
Reading Comprehension	14648	63
1. Word Meaning	11632	50
2. Supporting Ideas	7413	32
3. Summarization	12950	56
4. Relationships and Outcomes	7740	34
5. Inferences and Generalizations	11098	48
6. Point of View, Propaganda, and Fact and Nonfact		
Number Tested: 23070	10320	45
Texas Learning Index (TLI): 7-64.7	4155	18
MATHEMATICS		
Concepts	17202	74
1. Number Concepts	12196	53
2. Algebraic/Mathematical Relations and Functions	14105	61
3. Geometric Properties and Relationships	11039	48
4. Measurement Concepts	8389	36
5. Probability and Statistics		
Operations	11382	49
6. Use of Addition to Solve Problems	9887	41
7. Use of Subtraction to Solve Problems	10937	43
8. Use of Multiplication to Solve Problems	6256	27
9. Use of Division to Solve Problems		
Problem Solving	9157	40
10. Problem Solving Using Estimation	4720	20
11. Problem Solving Using Solution Strategies	7455	33
12. Problem Solving Using Mathematical Representation	6739	29
13. Evaluation of the Reasonableness of a Solution		
Number Tested: 23115	8182	35
Texas Learning Index (TLI): 7-61.5	979	4
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	40836	100
Students Absent From All Tests	538	1
Students Exempt From All Tests: ARD	15528	38
Students Exempt From All Tests: LEP	120	0
Other Students Not Tested	232	1
Number of Students Tested	24418	60
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	6974	29
Did Not Meet Minimum Expectations On: One Test Only	7165	29
Both Tests	10279	42

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests (R, I, J)	READING			MATHEMATICS		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI
All Special Education Students	29	23070	45	7-64.7	23155	35	7-61.5
Male	29	15545	43	7-64.0	15692	37	7-62.1
Female	--	7522	--	7-66.0	7460	32	7-60.3
No Information Provided	--	3	--	--	3	--	--
Native American	33	81	48	7-65.5	79	41	7-63.3
Asian	36	143	30	7-68.0	143	48	7-65.8
African American	16	35	33	7-68.9	33	27	7-57.8
Hispanic	19	760	37	7-58.5	761	27	7-57.8
White	38	1260	18	7-51.4	1261	45	7-65.3
No Information Provided	0	11	18	--	10	10	7-48.7
Economic Disadvantaged: Yes	20	11692	34	7-59.9	11791	27	7-57.9
No Information Provided: No	58	11309	56	7-63.6	11300	44	7-65.2
No Information Provided	22	1169	39	--	1164	28	7-61.4
Title I, Part A: Participants	21	6565	33	7-59.8	6668	28	7-58.9
Nonparticipants	52	16412	49	7-66.7	16405	58	7-58.9
No Information Provided	18	93	31	7-58.7	82	22	7-55.3
Migrant: Yes	13	524	21	7-54.0	529	25	7-56.6
No Information Provided: No	84	22508	45	7-58.8	22533	18	7-61.6
No Information Provided	17	38	29	--	33	18	7-55.2
Limited Eng. Proficient: Yes	9	1711	16	7-62.2	1755	16	7-53.8
No Information Provided: No	20	21321	47	7-58.8	21333	37	7-62.1
No Information Provided	20	38	29	--	33	18	7-54.3
Bilingual: Participants	8	36	8	7-66.2	35	11	7-68.7
Nonparticipants	26	22991	45	7-64.7	23081	35	7-61.5
No Information Provided	26	43	40	7-63.1	39	28	7-57.8
ESL: Participants	7	1096	14	7-51.1	1132	15	7-53.2
Nonparticipants	30	21927	46	7-65.4	21942	36	7-61.6
No Information Provided	22	47	38	7-62.9	42	26	7-59.1
Gifted-Talented: Participants	81	378	89	7-86.0	376	84	7-80.4
Nonparticipants	29	22637	35	7-64.3	22732	35	7-61.2
No Information Provided	23	37	35	--	32	22	7-56.1
At Risk: Yes	20	14001	37	7-61.6	14104	28	7-59.0
No Information Provided: No	42	9018	56	7-69.4	9008	48	7-65.5
No Information Provided	17	51	27	7-57.7	43	21	7-58.0
Career/Tech. Ed.: Participants	27	3971	42	7-63.4	3974	34	7-60.4
Nonparticipants	29	18962	46	7-64.9	19047	36	7-60.4
No Information Provided	26	137	46	7-64.4	137	26	7-58.1
Oral Administration: Math	15	1997	27	7-56.8	2399	25	7-57.4



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

	Mastering				
	Number	Percent	Number	Percent	Number
READING					
1. Word Meaning	9335	43			38611
2. Supporting Ideas	6334	32			109
3. Summarization	6178	29			11726
4. Relationships and Outcomes	10341	48			18
5. Inferences and Generalizations	6445	30			2484
6. Point of View, Propaganda, and Fact and Nonfact	7539	35			
Number Tested: 21484	9459	44			22601
Texas Learning Index (TLI): 8-65.2	2016	9			23935
MATHEMATICS					
Concepts					24274
1. Number Concepts	18556	87			
2. Algebraic/Mathematical Relations and Functions	11243	53			5657
3. Geometric Properties and Relationships	12538	59			4417
4. Measurement Concepts	12577	59			3313
5. Probability and Statistics	12185	57			
Operations					4222
6. Use of Addition to Solve Problems	11181	52			3270
7. Use of Subtraction to Solve Problems	8156	38			3656
8. Use of Multiplication to Solve Problems	8634	41			19
9. Use of Division to Solve Problems	5169	24			5303
Problem Solving					
10. Problem Solving Using Estimation	8003	37			
11. Problem Solving Using Solution Strategies	4780	22			
12. Problem Solving Using Mathematical Representation	5733	27			
13. Evaluation of the Reasonableness of a Solution	6903	32			
Number Tested: 21357	6485	30			
Texas Learning Index (TLI): 8-59.4	1152	5			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive			3149	15	
Rating:	0	1	2	3	4
Number:	403	4309	12529	3037	112
Percent:	2	21	61	15	1
5. Sentence Construction			4384	22	
6. English Usage			12765	63	
7. Use of Spelling, Capitalization, and Punctuation			1840	9	
Number Tested: 20390	6784	33			
Average Scale Score: 1443	506	2			

Science and Social Studies results can be found on Page 3.

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 08
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLL	Texas PR	Number Tested	Pct Met Min Exp	Average TLL	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	18	21484	44	8-65.2	22	21357	30	8-59.4	26	20390	33	1443
Male	18	14455	43	8-64.6	22	14497	33	8-60.3	28	13667	31	1432
Female	19	7024	46	8-66.3	24	6855	25	8-57.5	22	6718	39	1466
No Information Provided	14	5	60	8-74.0	38	5	20	8-58.2	22	5	40	1504
Native American	22	75	48	8-67.3	26	76	36	8-61.1	30	73	33	1446
Asian	29	150	50	8-69.6	32	155	50	8-66.5	42	150	41	1457
African American	10	2767	32	8-60.3	15	2752	18	8-53.2	16	2633	22	1408
Hispanic	11	6893	31	8-60.1	15	6938	40	8-55.2	19	6806	24	1409
White	25	11574	55	8-69.3	30	11402	20	8-63.4	34	10909	41	1473
No Information Provided	3	25	24	8-59.0	14	34	12	8-48.6	10	19	21	1376
Economically Disadvantaged:	Yes	12	33	8-60.7	16	10014	21	8-55.3	19	9567	24	1408
	No	25	54	8-69.2	30	11238	35	8-63.1	33	10747	41	1475
No Information Provided	12	98	47	8-65.7	23	105	29	8-56.3	21	76	28	1433
Title I, Part A:	Participants	13	34	8-61.4	17	6030	23	8-56.5	20	5760	26	1415
	Nonparticipants	21	48	8-66.7	25	15238	33	8-60.6	28	14571	36	1455
No Information Provided	13	82	30	8-60.1	15	89	18	8-51.8	14	59	29	1419
Migrant:	Yes	8	20	8-56.0	11	506	14	8-52.2	14	468	19	1373
	No	19	65	8-65.4	23	20791	31	8-59.6	26	19879	34	1445
No Information Provided	8	51	37	8-63.1	20	60	13	8-52.3	15	43	21	1394
Limited English Proficient:	Yes	6	17	8-54.9	10	1455	13	8-51.6	14	1324	15	1368
	No	19	66	8-65.9	24	19842	32	8-60.0	27	19025	35	1449
No Information Provided	8	51	37	8-62.1	18	60	13	8-51.4	14	41	20	1384
Bilingual:	Participants	14	16	8-55.1	10	17	24	8-54.4	17	15	20	1419
	Nonparticipants	18	44	8-65.2	22	21271	30	8-59.4	26	20326	33	1443
No Information Provided	13	59	47	8-65.3	24	69	19	8-53.7	17	49	29	1432
ESL:	Participants	5	14	8-53.7	9	864	11	8-51.0	13	779	13	1358
	Nonparticipants	19	45	8-65.7	23	20421	31	8-59.8	27	19561	34	1447
No Information Provided	12	63	41	8-63.1	20	72	18	8-52.9	16	50	28	1431
Gifted-Talented:	Participants	70	88	8-85.8	75	244	78	8-77.6	74	251	80	1626
	Nonparticipants	18	44	8-64.9	22	21052	30	8-59.2	26	20097	33	1461
No Information Provided	8	52	40	8-63.2	19	61	15	8-52.6	15	42	19	1394
At Risk:	Yes	12	38	8-62.9	19	13596	23	8-57.0	21	13031	27	1425
	No	30	54	8-69.2	30	7697	43	8-63.8	36	7312	44	1477
No Information Provided	6	58	31	8-62.3	19	64	11	8-51.8	14	47	23	1407
Career/Technology Educ.:	Participants	18	44	8-64.9	22	4808	30	8-59.0	25	4624	33	1439
	Nonparticipants	19	44	8-65.3	23	16406	31	8-59.5	26	15645	34	1445
No Information Provided	11	140	38	8-63.2	20	143	24	8-56.6	21	121	26	1414
Oral Administration:	Math	9	31	8-59.2	14	1734	22	8-56.4	20	1352	18	1395





TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT SPECIAL EDUCATION STUDENTS

GRADE: 08
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

SCIENCE	Mastering Number	Percent
Acquiring/Classifying Information		
1. Acquire Data	11353	53
2. Classify Information	18666	88
Communicating/Interpreting Information		
3. Communicate Data	7526	35
4. Interpret Data	14592	69
5. Infer, Generalize, Predict	13158	62
Solving Problems - Investigating		
6. Conduct Investigations	11673	55
7. Draw Conclusions	4395	21
Solving Problems - Applying Knowledge		
8. Apply Knowledge	9081	43
SOCIAL STUDIES		
Number Tested: 21296		
Average Scale Score: 1500		
Understanding Concepts		
1. Civic Rights and Responsibilities	8921	41
2. American and Other Economic Systems	8459	39
3. American and Other Political Systems	6912	32
4. Geographical Concepts and Information	8957	42
5. Historical Concepts and Information	7957	37
6. Sociological and Cultural Factors	5496	25
Evaluating Concepts		
7. Interpret Social Studies Data	16978	79
8. Analyze Relationships in Social Studies	7817	36
9. Make Generalizations/Draw Inferences, Conclusions	4506	21
10. Use Problem-solving/Decision-making Skills	7612	35
Number Tested: 21555		
Average Scale Score: 1452		
Met Minimum Expectations		
Mastered All Objectives		

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Fct Met Pct Exp All Tests Taken (R, W, H, S, SS)	SCIENCE			SOCIAL STUDIES		
		Number Tested	Pct Met Min Exp	Avg Scale Score	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	14	21296	52	1500	21555	27	1452
Male	14	14382	55	1506	14563	30	1426
Female	13	6910	46	1487	6987	23	1478
No Information Provided	0		---	---	5	20	1478
Native American	18	75	53	1506	77	32	1459
Asian	23	149	59	1519	151	37	1485
African American	7	2789	33	1458	2817	16	1424
Hispanic	7	6815	38	1468	6945	16	1423
White	19	11441	65	1529	11538	37	1476
No Information Provided	0	27	15	1444	27	15	1408
Economic Disadvantaged: Yes	8	9957	40	1472	10120	18	1426
No Information Provided	19	11246	63	1525	11340	36	1476
No Information Provided	10	93	39	1480	95	22	1437
Title I, Part A: Participants	9	6008	42	1476	6086	18	1427
Nonparticipants	16	15213	57	1509	15390	31	1462
No Information Provided	10	75	33	1454	79	19	1415
Migrant: Yes	5	486	29	1466	497	10	1403
No Information Provided	14	20759	53	1501	21006	28	1453
No Information Provided	6	51	37	1473	52	21	1426
Limited Eng. Proficient: Yes	3	1413	25	1441	1442	7	1397
No Information Provided	14	19833	54	1504	20063	29	1456
No Information Provided	7	50	38	1469	50	22	1426
Bilingual: Participants	0	16	25	1453	19	5	1397
Nonparticipants	14	21224	52	1500	21479	27	1452
No Information Provided	11	56	41	1481	57	30	1438
ESL: Participants	2	836	21	1433	853	4	1390
Nonparticipants	14	20400	54	1503	20640	28	1455
No Information Provided	10	60	38	1474	62	24	1430
Gifted-Talented: Participants	66	233	88	1627	244	80	1606
Nonparticipants	13	21015	52	1498	21261	27	1450
No Information Provided	7	98	38	1474	50	22	1429
At Risk: Yes	8	13470	47	1486	13687	21	1437
No Information Provided	23	7771	62	1524	7814	39	1478
No Information Provided	5	55	36	1463	54	24	1436
Career/Tech. Ed.: Participants	13	4773	53	1500	4856	28	1451
Nonparticipants	14	16389	52	1500	16560	27	1452
No Information Provided	10	134	48	1487	139	22	1440
Oral Administration: Science	6	1202	48	1488	1181	20	1434
Social Studies	6	1192	48	1489	1226	20	1433

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Mastering Number	Percent		Number	Percent
READING			ADMINISTRATION SUMMARY		
1. Word Meaning	8348	64	Total Answer Documents Submitted	27649	100
2. Supporting Ideas	7727	59	Students Absent From All Tests	1177	4
3. Summarization	5824	44	Students Exempt From All Tests: ARD	12179	44
4. Relationships and Outcomes	6434	49	Other Students Not Tested	310	1
5. Inferences and Generalizations	5268	40	Number of Students Tested	13983	51
6. Point of View, Propaganda, and Fact and Nonfact	4826	37			
Number Tested: 13098	6585	50	MINIMUM EXPECTATIONS SUMMARY		
Texas Learning Index (TLI): X-65.9	2143	16	Met Minimum Expectations On All Tests Taken	3155	22
			Did Not Meet Minimum Expectations On:		
			One Test Only	3476	25
			Two Tests Only	3240	23
			All Three Tests	4132	30
MATHEMATICS					
Concepts					
1. Number Concepts	5096	39			
2. Algebraic/Mathematical Relations and Functions	5275	41			
3. Geometric Properties and Relationships	6870	53			
4. Measurement Concepts	5197	40			
5. Probability and Statistics	6259	48			
Operations					
6. Use of Addition to Solve Problems	6317	49			
7. Use of Subtraction to Solve Problems	5168	40			
8. Use of Multiplication to Solve Problems	2990	23			
9. Use of Division to Solve Problems	4681	36			
Problem Solving					
10. Problem Solving Using Estimation	6036	47			
11. Problem Solving Using Solution Strategies	3170	24			
12. Problem Solving Using Mathematical Representation	4223	33			
13. Evaluation of the Reasonableness of a Solution	5506	42			
Number Tested: 12972	3780	29			
Texas Learning Index (TLI): X-58.5	712	5			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive	3790	29			
Rating:	0	1	2	3	4
Number:	187	2982	5987	3459	331
Percent:	1	23	46	27	33
5. Sentence Construction	3567	28			
6. English Usage	9184	71			
7. Use of Spelling, Capitalization, and Punctuation	3351	26			
Number Tested: 12946	6299	49			
Average Scale Score: 1500	1059	8			
			Met Minimum Expectations		
			Mastered All Objectives		

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Score
All Special Education Students	22	13098	50	X-65.9	24	12972	29	X-58.5	24	12946	49	1500
Male	23	8910	51	X-66.0	24	8893	32	X-59.9	26	8779	54	1490
Female	20	4186	49	X-65.8	23	4077	22	X-55.6	19	4166	56	1522
No Information Provided	---	2	---	---	---	2	---	---	---	1	---	---
Native American	20	41	44	X-65.3	22	42	24	X-57.9	23	40	45	1495
Asian	29	99	58	X-69.1	28	100	38	X-63.4	35	97	59	1552
African American	11	1547	37	X-60.0	16	1493	14	X-51.1	12	1514	34	1451
Hispanic	12	3747	36	X-59.8	15	3756	18	X-53.8	16	3669	37	1456
White	30	7657	60	X-70.1	31	7574	37	X-62.3	31	7620	57	1531
No Information Provided	14	7	14	X-50.7	9	7	14	X-43.9	6	6	17	1320
Economically Disadvantaged:	14	4607	37	X-60.0	16	4527	19	X-53.9	16	4489	36	1456
Yes	27	8446	57	X-69.2	30	8400	35	X-61.1	28	8412	55	1524
No	19	45	38	X-60.2	15	45	22	X-54.3	17	45	33	1420
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A:	16	1936	38	X-60.3	16	1886	22	X-55.2	18	1890	40	1468
Participants	24	11141	52	X-66.9	26	11065	30	X-59.1	25	11033	50	1506
Nonparticipants	21	21	43	X-62.1	18	21	29	X-57.4	23	23	39	1442
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Migrant:	7	291	27	X-53.9	10	293	13	X-51.5	13	287	29	1419
Yes	23	12787	51	X-66.2	24	12660	30	X-58.7	24	12638	49	1502
No	22	20	40	X-62.0	17	19	26	X-56.0	21	21	38	1432
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient:	6	674	23	X-53.2	9	680	13	X-50.4	12	659	24	1404
Yes	23	12404	52	X-66.6	25	12272	30	X-59.0	24	12266	50	1506
No	22	20	40	X-61.4	17	20	25	X-56.6	22	21	38	1425
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual:	---	4	---	---	---	4	---	---	---	4	---	---
Participants	22	13064	50	X-65.9	24	12935	29	X-58.5	24	12909	49	1501
Nonparticipants	22	30	43	X-62.0	19	33	30	X-57.6	23	33	42	1436
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
ESL:	5	382	21	X-51.3	8	381	12	X-50.0	11	375	20	1393
Participants	23	12685	51	X-66.4	25	12557	30	X-58.8	24	12537	50	1504
Nonparticipants	19	31	39	X-60.9	17	34	24	X-55.6	19	34	41	1427
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Gifted-Talented:	84	162	94	X-87.8	79	164	85	X-80.5	79	164	93	1786
Participants	22	12913	50	X-65.6	24	12784	28	X-58.3	23	12758	48	1497
Nonparticipants	22	23	39	X-62.3	18	24	29	X-55.8	20	24	38	1440
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
At Risk:	18	7717	46	X-64.2	21	7635	24	X-57.0	21	7615	46	1485
Yes	29	5366	56	X-68.4	29	5323	36	X-60.8	28	5317	53	1523
No	20	15	40	X-63.5	21	14	29	X-56.4	22	14	29	1429
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technology Educ.:	20	7909	49	X-65.1	22	7803	27	X-57.9	22	7806	47	1493
Participants	25	5148	53	X-67.2	27	5129	32	X-59.5	26	5099	51	1513
Nonparticipants	27	41	51	X-66.1	27	40	30	X-58.7	24	41	46	1482
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Oral Administration:	10	356	29	X-56.9	12	391	22	X-55.1	18	354	31	1426
Math	---	---	---	---	---	---	---	---	---	---	---	---

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

		Mastering		ADMINISTRATION SUMMARY	
		Number	Percent	Number	Percent
READING					
Reading Comprehension				Total Answer Documents Submitted	8183
1. Word Meaning		1655	52	Students Absent From All Tests	4
2. Supporting Ideas		1671	52	Students Exempt From All Tests: ARD	1405
3. Summarization		965	30	Other Students Not Tested	659
4. Relationships and Outcomes		1200	38	-Number of Students Tested	5823
5. Inferences and Generalizations		674	21		
6. Point of View, Propaganda, and Fact and Nonfact		702	22		
Number Tested: 3193		1030	32	MINIMUM EXPECTATIONS SUMMARY	
Texas Learning Index (TLI): X-59.2		148	5	Met Minimum Expectations On All Tests Taken	
MATHEMATICS					
Concepts				Did Not Meet Minimum Expectations On:	
1. Number Concepts		1547	32	One Test Only	2321
2. Algebraic/Mathematical Relations and Functions		1708	35	Two Tests Only	1278
3. Geometric Properties and Relationships		2356	49	All Three Tests	1182
4. Measurement Concepts		1650	34		
5. Probability and Statistics		2109	43		
Operations					
6. Use of Addition to Solve Problems		2265	47		
7. Use of Subtraction to Solve Problems		1592	33		
8. Use of Multiplication to Solve Problems		767	16		
9. Use of Division to Solve Problems		1615	33		
Problem Solving					
10. Problem Solving Using Estimation		2056	42		
11. Problem Solving Using Solution Strategies		711	15		
12. Problem Solving Using Mathematical Representation		1315	27		
13. Evaluation of the Reasonableness of a Solution		1818	37		
Number Tested: 4849		883	18		
Texas Learning Index (TLI): X-56.2		36	1		
WRITING					
Written Communication					
1-4. Written Composition - Persuasive					
Rating:	0	1	2	3	4
Number:	43	1097	1558	335	3
Percent:	1	36	51	11	0
5. Sentence Construction					
6. English Usage					
7. Use of Spelling, Capitalization, and Punctuation					
Number Tested: 3036		742	24	Met Minimum Expectations	
Average Scale Score: 1423		35	1	Mastered All Objectives	

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	18	3193	32	X-59.2	14	4849	18	X-56.2	19	3036	24	1423
Male	18	2058	32	X-58.7	13	3082	19	X-56.9	20	2094	22	1418
Female	18	1133	33	X-60.1	15	1765	16	X-54.9	17	940	29	1434
No Information Provided	---	2	---	---	---	2	---	---	---	2	---	---
Native American	27	6	17	X-58.3	12	13	38	X-59.4	24	10	10	1423
Asian	16	23	35	X-62.3	17	28	18	X-57.9	22	17	35	1424
African American	12	543	30	X-58.4	13	793	13	X-53.4	15	512	21	1412
Hispanic	13	1153	25	X-56.0	11	1534	15	X-54.1	16	1030	20	1410
White	22	1462	39	X-61.9	17	2476	22	X-58.4	23	1464	29	1436
No Information Provided	0	6	33	X-63.3	20	5	0	X-55.8	20	3	---	---
Economically Disadvantaged:	14	1302	27	X-56.8	11	1748	15	X-54.4	17	1195	19	1409
Yes	20	1879	36	X-60.8	16	3083	20	X-57.2	21	1832	28	1432
No	20	12	33	X-61.8	19	18	22	X-59.4	25	9	33	1443
No Information Provided												
Title I, Part A:	15	545	27	X-56.8	12	695	17	X-54.9	17	473	20	1408
Participants	18	2637	33	X-59.6	14	4138	18	X-56.4	20	2553	25	1426
Nonparticipants	22	11	36	X-64.6	22	16	19	X-59.4	25	10	40	1455
No Information Provided												
Migrant:	14	96	24	X-54.1	9	103	12	X-54.5	17	91	16	1410
Yes	18	3084	32	X-59.3	14	4728	18	X-56.2	19	2935	25	1424
No	25	13	38	X-62.3	20	18	22	X-58.4	23	10	30	1420
No Information Provided												
Limited English Proficient:	11	260	19	X-54.2	9	284	12	X-53.2	15	229	17	1398
Yes	18	2921	33	X-59.6	14	4543	19	X-56.4	20	2793	25	1425
No	25	12	33	X-60.0	18	22	23	X-58.0	22	14	36	1431
No Information Provided												
Bilingual:	---	1	---	---	---	1	---	---	---	1	---	---
Participants	18	3179	32	X-59.2	14	4830	18	X-56.2	19	3023	24	1423
Nonparticipants	29	13	31	X-59.2	17	18	28	X-58.9	24	12	33	1423
No Information Provided												
ESL:	10	159	19	X-53.9	9	164	10	X-53.3	15	140	17	1393
Participants	18	3022	33	X-59.4	14	4668	18	X-56.3	19	2885	25	1425
Nonparticipants	30	12	33	X-61.7	20	17	29	X-60.2	26	11	36	1437
No Information Provided												
Gifted-Talented:	32	17	53	X-65.1	25	28	32	X-64.4	34	20	45	1509
Participants	18	3167	32	X-59.2	14	4807	18	X-56.1	19	3007	24	1423
Nonparticipants	19	9	22	X-55.3	11	14	21	X-59.4	26	9	22	1390
No Information Provided												
At Risk:	17	2142	31	X-58.7	13	3228	18	X-56.2	19	2027	25	1423
Yes	19	1043	35	X-60.2	15	1606	19	X-56.2	19	1002	24	1424
No	19	8	38	X-57.1	15	15	13	X-59.3	24	7	29	1380
No Information Provided												
Career/Technology Educ.:	17	1993	31	X-58.9	13	2922	17	X-55.9	19	1858	24	1423
Participants	19	1179	35	X-59.6	14	1890	20	X-56.7	20	1155	25	1423
Nonparticipants	18	21	38	X-65.4	22	37	24	X-57.7	22	23	43	1476
No Information Provided												
Oral Administration:	14	89	20	X-53.6	9	161	22	X-57.7	21	90	20	1408

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Mastering Number	Percent		
READING				
Reading Comprehension				
1. Word Meaning	397	55		
2. Supporting Ideas	431	60		
3. Summarization	229	32		
4. Relationships and Outcomes	303	42		
5. Inferences and Generalizations	136	19		
6. Point of View, Propaganda, and Fact and Nonfact	164	23		
Number Tested:	718			
Texas Learning Index (TLI): X-60.6	256	36		
Met Minimum Expectations Mastered All Objectives	23	3		
MATHEMATICS				
Concepts				
1. Number Concepts	521	38		
2. Algebraic/Mathematical Relations and Functions	515	38		
3. Geometric Properties and Relationships	751	55		
4. Measurement Concepts	542	40		
5. Probability and Statistics	705	52		
Operations				
6. Use of Addition to Solve Problems	711	52		
7. Use of Subtraction to Solve Problems	568	42		
8. Use of Multiplication to Solve Problems	266	19		
9. Use of Division to Solve Problems	547	40		
Problem Solving				
10. Problem Solving Using Estimation	629	46		
11. Problem Solving Using Solution Strategies	236	17		
12. Problem Solving Using Mathematical Representation	436	32		
13. Evaluation of the Reasonableness of a Solution	563	41		
Number Tested:	1365			
Texas Learning Index (TLI): X-59.1	316	23		
Met Minimum Expectations Mastered All Objectives	7	1		
WRITING				
Written Communication				
1-4. Written Composition - Persuasive	86	12		
Rating:	0	1	2	3
Number:	11	221	374	86
Percent:	2	32	54	12
5. Sentence Construction				
6. English Usage	85	12		
7. Use of Spelling, Capitalization, and Punctuation	405	59		
Number Tested:	692			
Average Scale Score: 1431	103	15		
Met Minimum Expectations Mastered All Objectives	195	28		
Number Tested:	692			
Average Scale Score: 1431	12	2		

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	3892	100
Students Absent From All Tests	73	2
Students Exempt From All Tests: ARD	1254	32
Other Students Not Tested	806	21
Number of Students Tested	1759	45
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	434	25
Did Not Meet Minimum Expectations On:		
One Test Only	843	48
Two Tests Only	281	16
All Three Tests	201	11

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: APRIL 1997
DATE OF TESTING: FEBRUARY 1997

	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	25	718	36	X-60.6	15	1365	23	X-59.1	24	692	28	1431
Male	26	475	34	X-59.9	15	842	25	X-59.6	25	502	28	1427
Female	21	243	39	X-62.1	16	523	20	X-58.4	23	189	28	1443
No Information Provided	---	0	---	---	---	0	---	---	---	1	---	---
Native American	---	1	---	---	---	2	---	---	---	3	---	---
Asian	47	11	73	X-69.6	25	10	30	X-65.6	36	8	50	1488
African American	27	89	40	X-62.5	17	186	26	X-59.7	25	93	25	1422
Hispanic	17	304	30	X-59.4	14	482	15	X-56.9	20	250	25	1431
White	29	312	39	X-61.1	16	684	28	X-60.5	26	336	31	1432
No Information Provided	---	1	---	---	---	1	---	---	---	2	---	---
Economically Disadvantaged:	20	324	31	X-58.9	13	486	19	X-57.8	22	283	26	1426
Yes	27	392	40	X-62.2	17	872	25	X-59.8	25	405	30	1435
No	29	2	---	---	---	7	29	X-58.9	23	4	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A:	24	132	33	X-60.0	14	191	25	X-58.9	24	105	27	1442
Participants	25	582	36	X-60.8	16	1167	23	X-59.1	24	583	29	1430
Nonparticipants	22	4	---	---	---	7	29	X-57.4	20	4	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Migrant:	20	24	38	X-59.3	13	29	17	X-56.1	20	18	33	1462
Yes	25	692	36	X-60.8	15	1331	23	X-59.2	24	671	28	1431
No	20	2	---	---	---	5	20	X-54.0	15	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient:	23	75	44	X-64.4	19	83	20	X-60.9	27	66	35	1457
Yes	25	641	35	X-60.3	15	1276	23	X-59.0	24	623	28	1429
No	17	2	---	---	---	6	17	X-55.8	18	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual:	---	0	---	---	---	0	---	---	---	0	---	---
Participants	25	715	36	X-60.7	15	1359	23	X-59.1	24	689	28	1432
Nonparticipants	17	3	---	---	---	6	17	X-56.0	18	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
ESL:	22	56	38	X-62.5	16	61	23	X-60.8	27	50	28	1454
Participants	25	659	36	X-60.5	15	1298	23	X-59.0	24	639	28	1430
Nonparticipants	17	3	---	---	---	6	17	X-56.0	18	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Gifted-Talented:	44	4	---	---	---	6	50	X-68.3	42	2	---	---
Participants	25	711	36	X-60.7	15	1353	23	X-59.1	24	687	28	1431
Nonparticipants	17	3	---	---	---	6	17	X-53.3	15	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
At Risk:	24	510	35	X-60.4	15	955	22	X-59.0	24	475	29	1431
Yes	27	207	37	X-61.4	16	405	25	X-59.3	24	215	27	1432
No	20	1	---	---	---	5	20	X-54.4	16	2	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technology Educ.:	24	418	35	X-60.6	15	806	23	X-59.0	24	417	27	1429
Participants	25	296	36	X-60.6	15	549	23	X-59.3	24	270	30	1433
Nonparticipants	20	4	---	---	---	10	20	X-60.2	26	5	40	1476
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Oral Administration:	22	21	33	X-54.2	10	63	30	X-61.7	28	21	24	1413
Math	---	---	---	---	---	---	---	---	---	---	---	---

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 03-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering	
	Number	Percent
LECTURA (READING)		
COMPRESION DE LECTURA		
1. Significado de palabras	276	50
2. Ideas complementarias	162	29
3. Resúmenes	150	27
4. Relaciones y resultados	189	34
5. Inferencias y generalizaciones	181	33
6. Punto de vista, propaganda y hechos/no hechos	163	30
Number Tested: 552	1441	28
Average Scale Score:		9
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numéricos	321	53
2. Relaciones y funciones matemáticas/algebraicas	325	54
3. Propiedades y relaciones geométricas	359	60
4. Conceptos de medida	340	57
5. Probabilidad y estadística	345	57
OPERACIONES		
6. Uso de la suma para resolver problemas	422	70
7. Uso de la resta para resolver problemas	210	35
8/9. Uso de la multiplicación/división para resolver problemas	320	53
RESOLUCION DE PROBLEMAS		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	192	32
11. Uso de estrategias para solucionar problemas matemáticos	195	32
12. Resolución de problemas usando representaciones matemáticas	284	47
Number Tested: 601	1458	24
Average Scale Score:		11
ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1222	100
Students Absent From All Tests	4	0
Students Exempt From All Tests: ARD	559	46
Students Exempt From All Tests: LEP	29	2
Other Students Not Tested	12	1
Number of Students Tested	618	51
MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	138	22
Did Not Meet Minimum Expectations On: One Test Only	178	29
Both Tests	302	49

GROUP PERFORMANCE

	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)		
	Number Tested	Pct Met Min Exp	Average Scale Score	Number Tested	Pct Met Min Exp	Average Scale Score
--- = No Date Reported for Fewer Than Five Students						
All Special Education Students	552	28	1441	601	36	1458
Male	370	23	1426	491	35	1456
Female	181	39	1473	110	37	1463
No Information Provided	0	---	---	0	---	---
Native American	0	---	---	0	---	---
Asian	0	---	---	0	---	---
African American	55	28	1442	599	36	1458
Hispanic	1	---	---	1	---	---
White	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---
Economic Disadvantaged: Yes	540	28	1442	586	35	1457
No Information Provided	12	33	1426	15	53	1485
Title I, Part A: Participants	500	29	1443	548	36	1459
No Information Provided	51	24	1425	52	38	1448
Migrant: Yes	55	56	1545	59	64	1565
No Information Provided	495	25	1430	542	33	1447
Bilingual: Participants	54	28	1442	585	36	1459
No Information Provided	3	26	1409	10	30	1439
ESL: Participants	1	28	1442	59	36	1458
No Information Provided	546	20	1410	8	38	1425
Gifted-Talented: Participants	5	100	1726	59	100	1706
No Information Provided	546	27	1439	1	35	1456
At Risk: Yes	536	29	1443	582	36	1459
No Information Provided	19	27	1393	18	22	1446
Oral Administration: Math	30	10	1373	73	23	1424

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

GRADE: 04-SPANISH
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering Number	Percent
LECTURA (READING)		
COMPRESIÓN DE LECTURA		
1. Significado de palabras	105	26
2. Ideas complementarias	97	24
3. Resúmenes	30	8
4. Relaciones y resultados	72	18
5. Inferencias y generalizaciones	64	11
6. Punto de vista, propaganda y hechos/no hechos	95	24
Number Tested: 400	59	15
Average Scale Score: 1382	3	1
Met Minimum Expectations		
Mastered All Objectives		
MATEMÁTICAS (MATHEMATICS)		
CONCEPTOS		
1. Conceptos numéricos	203	45
2. Relaciones y funciones matemáticas/algebraicas	198	44
3. Propiedades y relaciones geométricas	269	60
4. Conceptos de medida	192	43
5. Probabilidad y estadística	248	55
OPERACIONES		
6. Uso de la suma para resolver problemas	270	60
7. Uso de la resta para resolver problemas	136	30
8. Uso de la multiplicación para resolver problemas	100	22
9. Uso de la división para resolver problemas	160	36
RESOLUCIÓN DE PROBLEMAS		
10/13. Resolución de problemas usando estimaciones/evaluación de lo razonable	62	14
11. Uso de estrategias para solucionar problemas	111	25
12. Resolución de problemas usando representaciones matemáticas	91	20
Number Tested: 450	107	24
Average Scale Score: 1422	17	4
ADMINISTRACION SUMMARY	Number	Percent
Total Answer Documents Submitted	1037	100
Students Absent From All Tests	5	0
Students Exempt From All Tests: ARD	461	44
Students Exempt From All Tests: LEP	44	4
Other Students Not Tested	60	6
Number of Students Tested	467	45
MINIMUM EXPECTATIONS SUMMARY	Number	Percent
Met Minimum Expectations On All Tests Taken	53	11
Did Not Meet Minimum Expectations On:		
One Test Only	144	31
Both Tests	270	58

GROUP PERFORMANCE

	LECTURA (READING)			MATEMÁTICAS (MATHEMATICS)		
	Number Tested	Pct Met Min Exp	Average Scale Score	Number Tested	Pct Met Min Exp	Average Scale Score
--- = No Data Reported For Fewer Than Five Students						
All Special Education Students	11			11		
Male	12			12		
Female	10			10		
No Information Provided	---			---		
Native American	1			1		
Asian	0			0		
African American	1			1		
Hispanic	397			397		
White	15			15		
No Information Provided	---			---		
Economic Disadvantaged: Yes	11			11		
No Information Provided: No	20			20		
Title I, Part A: Participants	12			12		
Nonparticipants	38			38		
No Information Provided	5			5		
Migrant: Yes	15			15		
No Information Provided: No	11			11		
Bilingual: Participants	11			11		
Nonparticipants	---			---		
No Information Provided	---			---		
ESL: Participants	---			---		
Nonparticipants	---			---		
No Information Provided	---			---		
Gifted-Talented: Participants	9			9		
Nonparticipants	11			11		
No Information Provided	---			---		
At Risk: Yes	15			15		
No Information Provided: No	11			11		
Oral Administration: Math	14			14		

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ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

	Mastering	
	Number	Percent
ALGEBRA I		
Graphing		
1. Characteristics of Graphing	4057	32
2. Applications of Graphing	2237	17
3. Equations of Lines	1873	15
Equations and Inequalities		
4. Linear Equations/Inequalities	2287	18
5. Quadratic Equations	2905	23
6. Polynomials	4164	32
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	3033	24
9. One or Two-Variable Situations	1729	13
10. Probability, Ratio and Proportion, Data Analysis	4269	33
Number Tested: 12854	1326	10
Average Scale Score: 1363	287	2
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	18257	100
Students Absent	1884	10
Students Exempt-ARD	3425	19
Other Students Not Tested	94	1
Number of Students Tested	12854	70

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Number Tested	ALGEBRA I		Average Scale Score
		Percent Passing		
All Special Education Students	12854	10		1363
Male	8822	11		1367
Female	4029	8		1353
No Information Provided	3			
Native American	58	9		1368
Asian	104	22		1414
African American	1611	4		1322
Hispanic	3543	5		1335
White	7527	14		1384
No Information Provided	11	9		1366
Economically Disadvantaged:	6430	6		1338
Yes	8569	13		1376
No	55	5		1344
No Information Provided				
Title I, Part A:	2075	5		1330
Participants	10740	11		1369
Nonparticipants	39	5		1341
No Information Provided				
Migrant:	205	6		1339
Yes	12596	10		1363
No	53	8		1351
No Information Provided				
Limited English Proficient:	748	4		1322
Yes	12058	11		1365
No	48	8		1348
No Information Provided				
Bilingual:	2			
Participants	12810	10		1363
Nonparticipants	42	5		1346
No Information Provided				
ESL:	476	4		1321
Participants	12341	11		1364
Nonparticipants	37	5		1353
No Information Provided				
Gifted-Talented:	178	63		1556
Participants	12638	10		1360
Nonparticipants	38	5		1341
No Information Provided				
At Risk:	7560	7		1348
Yes	5203	16		1385
No	91	8		1355
No Information Provided				
Career/Technology Ed.:	6948	8		1357
Participants	5776	13		1370
Nonparticipants	130	8		1340
No Information Provided				
Oral Administration	172	8		1360

BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SPRING 1997

TEST PERFORMANCE

BIOLOGY I	Mastering	
	Number	Percent
Understanding Concepts		
1. Heredity and Biological Change Over Time	5074	34
2. Patterns of Living Systems	3910	27
3. Ecology	5764	39
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	7134	48
5. Acquire and Organize Scientific Data	7986	54
6. Interpret and Communicate Scientific Data	10396	71
7. Make Inferences, Predictions, and Generalizations	9834	67
8. Design and Conduct Biological Investigations	7445	50
9. Apply Science to Daily Life	6494	44
Number Tested: 14746	Passed	6569 45
Average Scale Score: 1481	Mastered All Objectives	1033 7
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	20393	100
Students Absent	2296	11
Students Exempt-ARD	3236	16
Other Students Not Tested	98	0
Braille Version	17	0
Number of Students Tested	14746	72

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY I		
	Number Tested	Percent Passing	Average Scale Score
All Special Education Students	14746	45	1481
Male	10120	49	1498
Female	4622	36	1445
No Information Provided	4	---	---
Native American	63	57	1483
Asian	96	46	1501
African American	2004	26	1397
Hispanic	4076	28	1403
White	8489	57	1539
No Information Provided	18	33	1441
Economically Disadvantaged:			
Yes	5527	32	1419
No	9155	52	1519
No Information Provided	64	42	1459
Title I, Part A:			
Participants	2030	30	1412
Nonparticipants	12677	47	1433
No Information Provided	39	41	1433
Migrant:			
Yes	263	17	1340
No	14422	45	1484
No Information Provided	61	46	1479
Limited English Proficient:			
Yes	690	17	1347
No	14003	46	1488
No Information Provided	53	47	1494
Bilingual:			
Participants	6	17	1362
Nonparticipants	14697	45	1481
No Information Provided	43	47	1475
ESL:			
Participants	434	16	1342
Nonparticipants	14265	45	1486
No Information Provided	47	40	1472
Gifted-Talented:			
Participants	104	98	1822
Nonparticipants	14589	44	1479
No Information Provided	53	34	1435
At Risk:			
Yes	8602	41	1460
No	6072	50	1512
No Information Provided	72	40	1464
Career/Technology Ed.:			
Participants	8719	44	1478
Nonparticipants	5911	46	1486
No Information Provided	116	38	1459
Oral Administration	440	44	1480

Appendix D

The following Summary Reports include data for students in Grade 12 (not in special education) for the May 1997 administration of the exit level TAAS; this administration was for seniors only.



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

ADMINISTRATION SUMMARY		Number	Percent
Total Answer Documents Submitted		12871	100
Students Absent From All Tests		166	1
Other Students Not Tested		1258	10
Number of Students Tested		11447	89
MINIMUM EXPECTATIONS SUMMARY		Number	Percent
Met Minimum Expectations On All Tests Taken		3547	31
Did Not Meet Minimum Expectations On:			
One Test Only		5869	51
Two Tests Only		1387	12
All Three Tests		644	6

READING	Mastering Number	Percent	
1. Word Meaning	1788	50	
2. Supporting Ideas	2977	83	
3. Summarization	1414	40	
4. Relationships and Outcomes	1468	41	
5. Inferences and Generalizations	717	20	
6. Point of View, Propaganda, and Fact and Nonfact	1022	29	
Number Tested:	3572	34	
Texas Learning Index (TLI): X-61.6	189	5	
MATHEMATICS			
Concepts			
1. Number Concepts	3672	41	
2. Algebraic/Mathematical Relations and Functions	3659	41	
3. Geometric Properties and Relationships	5806	66	
4. Measurement Concepts	2903	33	
5. Probability and Statistics	4617	52	
Operations			
6. Use of Addition to Solve Problems	6469	73	
7. Use of Subtraction to Solve Problems	4464	50	
8. Use of Multiplication to Solve Problems	3290	37	
9. Use of Division to Solve Problems	5591	63	
Problem Solving			
10. Problem Solving Using Estimation	3229	36	
11. Problem Solving Using Solution Strategies	2806	32	
12. Problem Solving Using Mathematical Representation	3615	41	
13. Evaluation of the Reasonableness of a Solution	4129	47	
Number Tested:	8852	32	
Texas Learning Index (TLI): X-63.6	124	1	
WRITING			
Written Communication			
1-4. Written Composition - Persuasive			
Rating:	0 1 2 3 4		
Number:	15 702 1839 403 9		
Percent:	1 24 62 14 0		
5. Sentence Construction			
6. English Usage			
7. Use of Spelling, Capitalization, and Punctuation			
Number Tested:	2968	28	
Average Scale Score:	1439	2	
		Met Minimum Expectations	820
		Mastered All Objectives	63

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score	
All Students Not in Special Education	31	3572	34	X-61.6	16	8852	32	X-63.6	32	2968	28	1439	
Male	31	1560	33	X-60.9	15	3335	31	X-63.8	33	1571	29	1441	
Female	31	2009	34	X-62.2	16	5511	32	X-63.6	32	1393	26	1437	
No Information Provided	33	3	---	---	---	6	17	X-65.7	36	4	---	---	
Native American	39	8	25	X-61.4	18	20	35	X-62.3	30	9	44	1516	
Asian	27	212	29	X-59.3	13	162	34	X-63.8	33	186	24	1433	
African American	32	609	40	X-64.5	19	2457	32	X-63.7	33	452	32	1457	
Hispanic	27	2345	29	X-59.9	14	4567	29	X-62.6	30	1943	23	1422	
White	42	321	59	X-69.8	30	1521	40	X-66.6	38	522	53	1519	
No Information Provided	28	77	32	X-63.3	18	145	33	X-62.6	30	56	29	1426	
Economically Disadvantaged:	28	2090	30	X-60.3	14	3986	29	X-62.6	30	1610	23	1422	
Yes	34	1397	39	X-63.6	19	4676	34	X-64.6	34	1286	33	1460	
No	28	85	40	X-64.2	19	190	29	X-62.2	30	72	32	1436	
No Information Provided	30	992	32	X-60.9	15	1896	32	X-63.4	32	773	23	1427	
Title I, Part A:	31	2484	34	X-61.9	16	6753	32	X-63.7	33	2116	29	1444	
Participants	29	96	36	X-63.6	18	203	30	X-62.4	30	79	28	1420	
No Information Provided	27	248	30	X-59.2	13	356	28	X-61.8	29	181	14	1400	
Yes	31	3242	34	X-61.8	16	8307	32	X-63.8	33	2721	29	1442	
No	28	82	39	X-63.8	18	189	30	X-62.2	30	66	27	1430	
No Information Provided	19	1296	19	X-56.4	10	1325	21	X-60.3	26	1224	18	1410	
Limited English Proficient:	34	2196	42	X-64.7	20	7344	34	X-64.3	34	1675	35	1460	
Yes	28	80	40	X-63.8	18	183	30	X-62.3	30	69	28	1430	
No Information Provided	60	6	50	X-68.8	24	5	60	X-66.8	39	3	---	---	
Bilingual:	31	3482	33	X-61.6	16	8661	32	X-63.7	32	2898	28	1439	
Participants	29	84	42	X-64.6	19	186	30	X-62.0	29	67	28	1435	
No Information Provided	17	1175	17	X-55.7	10	1101	20	X-59.9	26	1156	17	1405	
ESL:	34	2317	42	X-64.5	19	7571	33	X-64.2	34	1747	35	1461	
Participants	29	80	43	X-64.3	19	180	30	X-62.3	30	65	29	1440	
No Information Provided	38	25	36	X-65.1	23	53	38	X-66.6	38	18	39	1493	
Gifted-Talented:	31	3485	33	X-61.5	16	8614	32	X-63.6	32	2886	27	1439	
Participants	30	82	41	X-64.5	19	185	32	X-62.7	31	64	33	1437	
No Information Provided	30	2546	34	X-61.6	16	6521	31	X-63.4	32	1963	26	1435	
At Risk:	33	950	32	X-61.6	16	2163	35	X-64.5	34	944	30	1446	
Yes	30	76	41	X-64.4	19	168	32	X-62.6	30	61	31	1444	
No Information Provided	33	1438	36	X-62.0	16	4027	32	X-63.9	33	1178	29	1443	
Career/Technology Educ.:	30	2028	32	X-61.3	16	4567	31	X-63.4	32	1705	27	1416	
Participants	29	106	40	X-64.1	19	238	32	X-63.1	32	85	27	1435	
No Information Provided	30	83	41	X-64.5	19	188	32	X-62.6	30	67	30	1434	
Special Ed. Status Not Provided	58	9	44	X-63.9	17	39	59	X-69.9	46	7	29	1416	
Oral Administration:													



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION

SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL

REPORT DATE: MAY 1997

DISTRICT: STATEWIDE

DATE OF TESTING: MAY 1997

CAMPUS:

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3, OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Lacked clarity	0	9
Lacked language control	0	380
Lacked organization/structure	0	194
Lacked support/elaboration.	0	572
Drifted from specified purpose.	0	67
Used wrong purpose.	0	2
Drifted from specified topic.	0	4
Wrote off topic	0	
No writing attempted.	10	
Indecipherable response	2	
Insufficient response to specified task	3	

RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	15	702	1839	403	9	2968
PERCENT:	1	24	62	14	0	

393
276

Appendix E

The following Summary Reports include data for special-education students in Grade 12 for the May 1997 administration of the exit level TAAS; this administration was for seniors only.



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

		Mastering Number	Percent
READING			
Reading Comprehension			
1. Word Meaning	110	57	
2. Supporting Ideas	112	58	
3. Summarization	64	33	
4. Relationships and Outcomes	73	38	
5. Inferences and Generalizations	35	18	
6. Point of View, Propaganda, and Fact and Nonfact	54	28	
Number Tested:	192		
Met Minimum Expectations	62	32	
Texas Learning Index (TLI): X-58.5	7	4	
MATHEMATICS			
Concepts			
1. Number Concepts	166	36	
2. Algebraic/Mathematical Relations and Functions	144	31	
3. Geometric Properties and Relationships	213	46	
4. Measurement Concepts	135	29	
5. Probability and Statistics	169	36	
Operations			
6. Use of Addition to Solve Problems	300	65	
7. Use of Subtraction to Solve Problems	195	42	
8. Use of Multiplication to Solve Problems	112	24	
9. Use of Division to Solve Problems	180	39	
Problem Solving			
10. Problem Solving Using Estimation	181	39	
11. Problem Solving Using Solution Strategies	105	23	
12. Problem Solving Using Mathematical Representation	125	27	
13. Evaluation of the Reasonableness of a Solution	190	41	
Number Tested:	465		
Met Minimum Expectations	78	17	
Texas Learning Index (TLI): X-58.5	2	0	
WRITING			
Written Communication			
1-4. Written Composition - Persuasive			
Rating:	0	1	2
	3	4	4
Number:	1	80	103
Percent:	0	39	50
5. Sentence Construction	22	11	
6. English Usage	61	40	
7. Use of Spelling, Capitalization, and Punctuation	16	8	
Number Tested:	205		
Average Scale Score:	1414		
Met Minimum Expectations	41	20	
Mastered All Objectives	1	0	

ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1836	100
Students Absent From All Tests	21	1
Students Exempt From All Tests: ARD	506	28
Other Students Not Tested	695	38
Number of Students Tested	614	33
MINIMUM EXPECTATIONS SUMMARY		
Met Minimum Expectations On All Tests Taken	121	20
Did Not Meet Minimum Expectations On:		
One Test Only	348	57
Two Tests Only	102	17
All Three Tests	43	7

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: MAY 1997
DATE OF TESTING: MAY 1997

	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	20	192	32	X-58.5	12	465	17	X-58.5	23	205	20	1414
Male	19	125	30	X-56.6	11	269	16	X-57.9	22	143	17	1404
Female	21	67	37	X-62.0	16	196	18	X-59.3	25	62	26	1435
No Information Provided		0				0				0		
Native American	14	1				5		X-55.8	19	2		
Asian	25	26	38	X-62.1	16	68	19	X-58.1	23	24	25	1423
African American	19	179	26	X-56.8	11	179	18	X-58.5	23	82	17	1417
Hispanic	19	76	38	X-59.2	13	210	15	X-58.6	23	95	20	1403
White		76	38	X-59.2	13	210	15	X-58.6	23	95	20	1403
No Information Provided		1				1				2		
Economically Disadvantaged:	Yes	88	27	X-57.0	11	163	13	X-57.4	21	91	23	1422
	No	103	36	X-59.6	13	299	19	X-59.0	24	112	17	1404
No Information Provided		1				3				2		
Title I, Part A:	Participants	38	26	X-56.6	11	69	19	X-58.4	23	35	26	1434
	Nonparticipants	152	34	X-58.8	12	394	16	X-58.5	23	166	18	1407
No Information Provided		2				2				4		
Migrant:	Yes	10	20	X-57.5	12	17	12	X-55.1	18	9	22	1381
	No	181	33	X-58.5	12	446	17	X-58.6	23	193	20	1414
No Information Provided		1				2				3		
Limited English Proficient:	Yes	19	11	X-56.5	11	35	17	X-60.5	26	24	25	1453
	No	172	34	X-58.6	12	427	17	X-58.3	23	178	19	1407
No Information Provided		1				3				3		
Bilingual:	Participants	0				0				0		
	Nonparticipants	190	32	X-58.4	12	461	16	X-58.4	23	200	19	1410
No Information Provided		2				4				5		1582
ESL:	Participants	17	12	X-51.5	7	27	11	X-56.7	20	21	29	1466
	Nonparticipants	173	34	X-59.0	13	434	17	X-58.5	23	180	18	1405
No Information Provided		2				4				4		
Gifted-Talented:	Participants	3				2				3		
	Nonparticipants	188	32	X-56.3	12	461	16	X-58.4	23	199	19	1409
No Information Provided		1				2				3		
At Risk:	Yes	143	29	X-57.4	11	344	17	X-58.6	23	142	21	1412
	No	48	42	X-61.4	15	118	15	X-57.9	22	60	17	1414
No Information Provided		1				3				3		
Career/Technology Educ.:	Participants	110	34	X-58.2	12	271	15	X-57.9	22	118	22	1408
	Nonparticipants	81	30	X-58.6	13	190	19	X-59.3	25	84	17	1417
No Information Provided		1				4				3		
Oral Administration:	Math	5	20	X-51.6	8	21	5	X-58.5	23	4		

Appendix F

The following Summary Reports include data for students in Grades 10 through 12 (not in special education) for the October 1996 administration of the exit level TAAS.



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

GRADE: 10-EXIT LEVEL
STATEWIDE

		Mastering		ADMINISTRATION SUMMARY		Number Percent	
		Number	Percent			Number	Percent
READING				Total Answer Documents Submitted		10378	100
1. Word Meaning		2994	60	Students Absent From All Tests		977	9
2. Supporting Ideas		3573	72	Other Students Not Tested		1121	11
3. Summarization		1657	33	Number of Students Tested		8280	80
4. Relationships and Outcomes		2342	47				
5. Inferences and Generalizations		1311	26				
6. Point of View, Propaganda, and Fact and Nonfact		1621	33				
Number Tested: 4981		1896	38				
Texas Learning Index (TLI): X-61.6		496	10				
				MINIMUM EXPECTATIONS SUMMARY			
MATHEMATICS				Met Minimum Expectations On All Tests Taken		1689	20
Concepts				Did Not Meet Minimum Expectations On:			
1. Number Concepts		2933	41	One Test Only		3336	40
2. Algebraic/Mathematical Relations and Functions		2957	41	Two Tests Only		1796	22
3. Geometric Properties and Relationships		3294	46	All Three Tests		1459	18
4. Measurement Concepts		2275	32				
5. Probability and Statistics		3080	43				
Operations							
6. Use of Addition to Solve Problems		4135	58				
7. Use of Subtraction to Solve Problems		3309	46				
8. Use of Multiplication to Solve Problems		1816	25				
9. Use of Division to Solve Problems		3036	42				
Problem Solving							
10. Problem Solving Using Estimation		3300	46				
11. Problem Solving Using Solution Strategies		1418	20				
12. Problem Solving Using Mathematical Representation		1846	26				
13. Evaluation of the Reasonableness of a Solution		2811	39				
Number Tested: 7170		1463	20				
Texas Learning Index (TLI): X-58.3		120	2				
WRITING							
Written Communication							
1-4. Written Composition - Persuasive		687	16				
Rating:		0	1	2	3	4	
Number:		82	1104	2397	658	29	
Percent:		2	26	56	15	1	
5. Sentence Construction		1012	24				
6. English Usage		2533	59				
7. Use of Spelling, Capitalization, and Punctuation		1279	30				
Number Tested: 4270		1757	41				
Average Scale Score: 1464		195	5				
				Met Minimum Expectations			
				Mastered All Objectives			



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL STATEWIDE
 ALL STUDENTS NOT IN SPECIAL EDUCATION
 REPORT DATE: DECEMBER 1996
 DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp At Tests Taken (R, W, M)	READING				MATHEMATICS				WRITING			
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score	
All Students Not In Special Education	20	4981	38	X-61.6	17	7170	20	X-58.3	23	4270	41	1464	
Male	22	2783	38	X-60.8	16	3904	23	X-59.1	24	2561	38	1454	
Female	18	2196	39	X-62.6	18	3263	17	X-57.2	21	1706	45	1479	
No Information Provided	40	2	---	---	---	3	---	---	---	3	---	---	
Native American	21	17	41	X-65.2	21	22	23	X-56.8	21	13	38	1439	
Asian	18	113	27	X-54.1	10	125	18	X-57.4	22	112	28	1400	
African American	14	1017	33	X-60.4	15	1465	14	X-55.3	18	851	38	1462	
Hispanic	17	2676	33	X-59.4	14	3712	17	X-57.0	21	2284	37	1446	
White	33	1089	56	X-68.9	29	1764	33	X-63.5	32	943	56	1520	
No Information Provided	23	69	42	X-61.6	16	82	22	X-58.2	23	67	37	1452	
Economically Disadvantaged:	15	2304	30	X-58.5	13	3068	15	X-56.2	19	1954	35	1442	
Yes	25	2541	45	X-64.4	21	3921	25	X-59.9	26	2200	47	1485	
No	20	136	41	X-62.0	17	181	19	X-58.6	24	116	39	1458	
No Information Provided	20	1008	31	X-59.2	14	1329	17	X-56.5	20	852	38	1453	
Title I, Part A:	22	3837	40	X-62.2	18	5664	21	X-58.7	23	3295	42	1468	
Participants	20	136	43	X-62.6	18	177	19	X-58.5	24	123	38	1452	
No Information Provided	13	221	27	X-56.5	11	278	14	X-56.3	20	196	32	1436	
Yes	21	4626	38	X-61.8	17	6710	21	X-58.3	23	3953	42	1466	
No	22	134	43	X-62.4	18	182	20	X-59.1	25	121	42	1464	
No Information Provided	6	830	14	X-50.4	7	884	9	X-52.3	14	749	16	1362	
Limited English Proficient:	22	3985	43	X-63.8	20	6058	22	X-59.1	24	3378	47	1488	
Yes	23	166	42	X-63.8	20	228	22	X-58.7	24	143	40	1455	
No Information Provided	40	3	---	---	---	5	40	X-59.6	23	4	---	---	
Participants	20	4843	38	X-61.6	17	6988	20	X-58.3	23	4145	41	1465	
No Information Provided	20	135	41	X-62.5	18	177	18	X-58.4	23	121	40	1460	
ESL:	5	709	13	X-49.4	6	729	8	X-51.4	13	649	13	1348	
Participants	22	4134	42	X-63.7	19	6264	22	X-59.1	24	3499	46	1486	
No Information Provided	20	138	41	X-62.4	18	177	18	X-58.3	23	122	42	1461	
Gifted-Talented:	40	28	79	X-78.8	55	50	34	X-65.5	38	31	58	1526	
Participants	20	4823	38	X-61.5	17	6949	20	X-58.2	23	4121	41	1464	
No Information Provided	21	130	44	X-62.7	18	171	19	X-58.5	24	118	42	1466	
At Risk:	19	3551	36	X-61.0	16	5210	19	X-57.8	22	3035	41	1466	
Yes	25	1313	43	X-63.0	19	1816	25	X-59.5	25	1129	42	1460	
No Information Provided	22	117	45	X-63.9	20	144	19	X-58.9	25	106	43	1474	
Career/Technology Educ.:	21	2029	39	X-61.8	17	3014	21	X-58.6	23	1745	42	1473	
Participants	20	2766	38	X-61.4	17	3897	20	X-58.0	22	2351	40	1458	
No Information Provided	22	186	39	X-62.7	18	259	21	X-58.0	23	174	43	1459	
Special Ed. Status Not Provided	20	120	41	X-61.7	16	160	18	X-58.7	24	110	41	1465	
Oral Administration: Math	50	4	---	---	---	5	40	X-63.0	31	3	---	---	





TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

	Mastering Number Percent	ADMINISTRATION SUMMARY	Number Percent
READING			
Reading Comprehension		Total Answer Documents Submitted	79379 100
1. Word Meaning	25465 66	Students Absent From All Tests	1866 2
2. Supporting Ideas	31262 82		
3. Summarization	17232 45	Other Students Not Tested	4119 5
4. Relationships and Outcomes	22580 59	Number of Students Tested	73394 92
5. Inferences and Generalizations	13146 34		
6. Point of View, Propaganda, and Fact and Nonfact	15500 40		
Number Tested: 38351	18915 49	MINIMUM EXPECTATIONS SUMMARY	Number Percent
Texas Learning Index (TLI): X-67.2	6328 17	Met Minimum Expectations On All Tests Taken	24296 33
		Did Not Meet Minimum Expectations On:	
		One Test Only	30407 41
		Two Tests Only	11323 15
		All Three Tests	7368 10
MATHEMATICS			
Concepts			
1. Number Concepts	31173 51		
2. Algebraic/Mathematical Relations and Functions	32824 53		
3. Geometric Properties and Relationships	34273 56		
4. Measurement Concepts	25226 41		
5. Probability and Statistics	34513 56		
Operations			
6. Use of Addition to Solve Problems	43527 71		
7. Use of Subtraction to Solve Problems	34862 57		
8. Use of Multiplication to Solve Problems	20010 32		
9. Use of Division to Solve Problems	32730 53		
Problem Solving			
10. Problem Solving Using Estimation	31497 51		
11. Problem Solving Using Solution Strategies	18950 31		
12. Problem Solving Using Mathematical Representation	23510 38		
13. Evaluation of the Reasonableness of a Solution	31331 51		
Number Tested: 61608	19837 32		
Texas Learning Index (TLI): X-63.5	2168 4		
WRITING			
Written Communication			
1-4. Written Composition - Persuasive	7099 24		
Rating:	$\begin{array}{r} 0 \quad 1 \quad 2 \quad 3 \quad 4 \\ \hline 0 \quad 1 \quad 2 \quad 3 \quad 4 \end{array}$		
Number:	258 16872 6645 454		
Percent:	1 19 57 22 2		
5. Sentence Construction	9871 33		
6. English Usage	19127 64		
7. Use of Spelling, Capitalization, and Punctuation	11093 37		
Number Tested: 29757	15807 53		
Average Scale Score: 1510	2688 9		



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

ALL STUDENTS NOT IN SPECIAL EDUCATION

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	33	38351	49	X-67.2	25	61608	32	X-63.5	32	29757	53	1510
Male	36	18747	49	X-66.9	25	27636	36	X-64.4	35	16221	51	1502
Female	30	19567	49	X-67.4	25	33925	29	X-62.7	31	13504	55	1519
No Information Provided	41	37	65	X-74.5	41	47	51	X-88.6	44	32	78	1585
Native American	37	98	64	X-72.3	37	161	40	X-65.2	36	82	52	1519
Asian	34	1299	42	X-64.1	21	1217	43	X-66.6	41	1109	43	1483
African American	25	7047	46	X-66.1	22	12688	24	X-60.9	27	5302	52	1503
Hispanic	25	18578	38	X-62.9	18	26555	25	X-61.2	28	14024	42	1467
White	48	10838	70	X-75.2	43	20289	46	X-67.8	42	8783	73	1582
No Information Provided	37	491	65	X-73.4	41	598	41	X-65.1	37	457	62	1542
Economically Disadvantaged:	25	16903	37	X-62.6	17	23829	24	X-61.0	28	12441	41	1467
No Information Provided	38	20606	59	X-70.7	32	36752	37	X-65.0	36	16544	62	1540
	38	842	64	X-73.4	40	1027	42	X-65.3	38	772	61	1540
Title I, Part A:	25	8197	38	X-62.9	18	11130	25	X-61.2	28	5979	43	1476
Participants	35	29364	52	X-68.2	27	49540	34	X-63.9	34	23067	55	1517
Nonparticipants	36	790	61	X-72.3	38	938	41	X-65.2	37	711	60	1535
No Information Provided	24	1615	32	X-60.6	15	1942	26	X-61.0	28	1172	37	1450
Migrant:	33	35974	50	X-67.4	26	58746	32	X-63.5	33	27897	54	1512
No Information Provided	35	762	61	X-72.0	37	920	40	X-64.8	36	688	59	1531
Limited English Proficient:	12	7058	22	X-56.0	10	6988	17	X-57.6	22	6064	22	1403
Yes	36	30458	55	X-69.6	29	53527	34	X-64.2	34	22954	61	1537
No Information Provided	37	835	61	X-71.9	36	1093	40	X-64.8	36	739	58	1527
Bilingual:	26	53	34	X-60.8	16	57	26	X-61.6	29	36	36	1478
Participants	33	37507	49	X-67.1	25	60602	32	X-63.4	32	29011	53	1509
Nonparticipants	34	791	58	X-70.9	35	949	39	X-64.3	35	710	57	1523
No Information Provided	11	6077	20	X-54.9	10	5920	18	X-57.4	22	5454	19	1393
ESL:	36	31498	55	X-69.4	29	54751	34	X-64.1	34	23606	61	1536
Participants	35	776	59	X-71.3	35	937	39	X-64.5	36	697	58	1526
Nonparticipants	63	523	78	X-80.8	64	970	58	X-71.3	52	450	82	1692
No Information Provided	33	37082	49	X-66.9	24	59732	32	X-63.3	32	28637	53	1506
Gifted-Talented:	37	746	62	X-72.6	39	906	41	X-65.0	37	670	60	1537
Participants	28	23550	43	X-64.6	20	38989	27	X-62.0	29	17038	48	1488
Nonparticipants	42	14085	60	X-71.1	34	21750	42	X-66.0	38	12073	60	1539
No Information Provided	38	716	63	X-72.9	39	869	42	X-65.4	38	646	59	1536
At Risk:	33	17329	49	X-67.0	24	29020	32	X-63.4	32	12848	53	1508
Participants	33	19871	49	X-67.1	26	31183	32	X-63.4	33	15865	53	1509
Nonparticipants	35	1151	61	X-71.8	37	1405	39	X-64.8	36	1044	58	1530
No Information Provided	37	750	62	X-72.6	38	905	41	X-65.0	37	677	61	1537
Special Ed. Status Not Provided	20	47	21	X-55.9	10	89	21	X-59.5	25	36	28	1438
Oral Administration:												





TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

READING		Mastering Number	Percent	Number	Percent
1. Word Meaning		8473	61	34562	100
2. Supporting Ideas		11793	85	495	1
3. Summarization		6237	45		
4. Relationships and Outcomes		8452	61	1936	6
5. Inferences and Generalizations		4169	30	32131	93
6. Point of View, Propaganda, and Fact and Nonfact		5234	38		
Number Tested: 13825		6287	45		
Texas Learning Index (TLI): X-66.7		2186	16		
MATHEMATICS					
Concepts					
1. Number Concepts		14816	57		
2. Algebraic/Mathematical Relations and Functions		14303	55		
3. Geometric Properties and Relationships		15530	59		
4. Measurement Concepts		11786	45		
5. Probability and Statistics		16148	62		
Operations					
6. Use of Addition to Solve Problems		20225	77		
7. Use of Subtraction to Solve Problems		16232	62		
8. Use of Multiplication to Solve Problems		9266	35		
9. Use of Division to Solve Problems		15408	59		
Problem Solving					
10. Problem Solving Using Estimation		13063	50		
11. Problem Solving Using Solution Strategies		9124	35		
12. Problem Solving Using Mathematical Representation		10790	41		
13. Evaluation of the Reasonableness of a Solution		14169	54		
Number Tested: 26210		9738	37		
Texas Learning Index (TLI): X-65.2		1055	4		
WRITING					
Written Communication					
1-4. Written Composition - Persuasive					
Rating:	0	1	2	3	4
Number:	69	1795	5986	2163	190
Percent:	1	18	59	21	2
5. Sentence Construction					
6. English Usage					
7. Use of Spelling, Capitalization, and Punctuation					
Number Tested: 10203		4953	49		
Average Scale Score: 1505		943	9		

ADMINISTRATION SUMMARY

Total Answer Documents Submitted
Students Absent From All Tests

Other Students Not Tested
Number of Students Tested

MINIMUM EXPECTATIONS SUMMARY

Met Minimum Expectations On All Tests Taken
Did Not Meet Minimum Expectations On:

- One Test Only
- Two Tests Only
- All Three Tests

BEST COPY AVAILABLE

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

--- = No Data Reported For Fewer Than Five Students	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	35	13825	45	X-66.7	25	26210	37	X-65.2	36	10203	49	1505
Male	38	6217	46	X-66.8	25	10816	41	X-66.2	38	5366	48	1501
Female	33	7591	45	X-66.5	24	15371	35	X-64.6	35	4818	49	1510
No Information Provided	39	17	47	X-67.3	30	23	48	X-67.3	42	19	47	1496
Native American	37	69	55	X-70.6	37	95	40	X-65.7	38	56	70	1547
Asian	35	667	42	X-66.4	21	494	50	X-69.1	47	541	44	1495
African American	31	2542	44	X-66.6	23	6197	32	X-63.6	32	1665	49	1502
Hispanic	29	7341	34	X-62.3	17	11889	30	X-63.4	32	4987	33	1453
White	51	2970	74	X-77.7	51	7191	51	X-69.4	46	2726	77	1601
No Information Provided	36	256	59	X-71.5	37	344	39	X-65.9	39	228	57	1538
Economically Disadvantaged:	28	6473	33	X-70.7	16	10136	29	X-63.1	31	4155	33	1454
Yes	41	6890	56	X-70.0	33	15475	42	X-66.6	39	5644	59	1540
No Information Provided	39	462	65	X-73.3	41	599	43	X-67.2	42	404	62	1552
Title I, Part A:	29	3176	34	X-62.5	17	4781	31	X-63.7	33	1987	33	1460
Participants	37	10148	48	X-67.8	27	20778	38	X-65.6	37	7781	52	1515
Nonparticipants	37	501	60	X-71.3	36	651	42	X-66.5	41	435	58	1533
No Information Provided	37											
Migrant:	26	735	28	X-60.4	14	894	28	X-62.5	30	405	25	1431
Yes	36	12647	46	X-66.8	25	24734	37	X-65.3	36	9406	49	1507
No Information Provided	39	443	64	X-72.5	39	582	42	X-66.8	41	392	61	1542
Limited English Proficient:	20	3573	25	X-58.8	13	3274	24	X-61.3	28	2791	22	1420
Yes	38	9815	52	X-69.3	29	22322	39	X-65.8	37	7024	58	1537
No Information Provided	39	437	64	X-72.4	39	614	42	X-66.6	41	388	61	1545
Bilingual:	29	21	19	X-60.0	15	28	29	X-63.9	34	13	46	1660
Participants	35	13259	45	X-66.5	24	25604	37	X-65.2	36	9799	48	1504
Nonparticipants	38	445	62	X-71.7	37	578	41	X-66.4	40	391	59	1534
No Information Provided	38											
ESL:	18	3119	25	X-58.3	12	2692	23	X-60.9	28	2609	21	1417
Participants	38	10276	51	X-69.0	29	22961	39	X-65.7	37	7220	58	1535
Nonparticipants	38	430	62	X-72.0	38	557	41	X-66.7	41	374	59	1541
No Information Provided	38											
Gifted-Talented:	53	106	64	X-77.4	56	230	57	X-70.9	51	87	71	1644
Participants	35	13293	45	X-66.4	24	25421	37	X-65.2	36	9736	48	1502
Nonparticipants	37	426	64	X-72.6	39	559	42	X-66.7	41	380	60	1543
No Information Provided	37											
At Risk:	32	8702	37	X-63.4	18	17868	33	X-64.2	34	5664	40	1473
Yes	42	4721	59	X-72.1	37	7823	46	X-67.6	42	4187	59	1545
No Information Provided	39	402	65	X-73.0	40	519	41	X-66.9	42	352	62	1548
Career/Technology Educ.:	34	5814	42	X-65.7	22	12081	36	X-64.9	35	3971	47	1699
Participants	36	7390	46	X-66.8	25	13315	38	X-65.4	37	5665	48	1506
Nonparticipants	41	621	66	X-73.6	41	814	46	X-67.6	43	567	62	1539
No Information Provided	41											
Special Ed. Status Not Provided	38	422	64	X-72.1	38	558	42	X-66.6	41	373	60	1539
Math	29	25	40	X-60.2	16	71	34	X-64.9	35	23	35	1470
Oral Administration:	29											

Appendix G

The following Summary Reports include data for special-education students in Grades 10 through 12 for the October 1996 administration of the exit level TAAS.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

	Mastering Number	Percent		Number	Percent
READING			ADMINISTRATION SUMMARY		
1. Reading Comprehension	214	47	Total Answer Documents Submitted	1081	100
2. Word Meaning	262	58	Students Absent From All Tests	10	10
3. Supporting Ideas	104	23	Students Exempt From All Tests: ARD	217	20
4. Summarization	158	35	Other Students Not Tested	91	8
5. Relationships and Outcomes	86	19	Number of Students Tested	667	62
6. Inferences and Generalizations	106	23			
6. Point of View, Propaganda, and Fact and Nonfact			MINIMUM EXPECTATIONS SUMMARY		
Number Tested: 452	116	26	Met Minimum Expectations On All Tests Taken	85	13
Texas Learning Index (TLI): X-55.0	28	6	Did Not Meet Minimum Expectations On:		
MATHEMATICS			One Test Only	213	32
Concepts			Two Tests Only	184	28
1. Number Concepts	180	33	All Three Tests	185	28
2. Algebraic/Mathematical Relations and Functions	196	36			
3. Geometric Properties and Relationships	219	41			
4. Measurement Concepts	139	26			
5. Probability and Statistics	191	35			
Operations					
6. Use of Addition to Solve Problems	218	40			
7. Use of Subtraction to Solve Problems	187	35			
8. Use of Multiplication to Solve Problems	113	21			
9. Use of Division to Solve Problems	140	26			
Problem Solving					
10. Problem Solving Using Estimation	209	39			
11. Problem Solving Using Solution Strategies	69	13			
12. Problem Solving Using Mathematical Representation	86	16			
13. Evaluation of the Reasonableness of a Solution	172	32			
Number Tested: 540	71	13			
Texas Learning Index (TLI): X-53.2	7	1			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive	28	6			
Rating:	0	1	2	3	4
Number:	10	185	224	28	0
Percent:	2	41	50	6	0
5. Sentence Construction	72	16			
6. English Usage	253	57			
7. Use of Spelling, Capitalization, and Punctuation	82	18			
Number Tested: 447	116	26			
Average Scale Score: 14.13	9	2	Met Minimum Expectations		
			Mastered All Objectives		

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

SPECIAL EDUCATION STUDENTS

	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	13	452	26	X-55.0	11	540	13	X-53.2	15	447	26	1413
Male	14	321	26	X-54.4	10	404	15	X-54.3	17	341	26	1407
Female	9	131	26	X-56.4	13	136	7	X-50.2	12	106	26	1430
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	0	2	---	---	---	2	---	---	---	2	---	---
Asian	7	3	---	---	---	4	---	---	---	4	---	---
African American	5	69	23	X-54.9	10	81	9	X-50.4	12	62	19	1413
Hispanic	20	169	15	X-51.4	8	185	5	X-49.7	11	152	20	1397
White	---	208	36	X-58.1	14	267	20	X-56.5	20	226	32	1425
No Information Provided	---	1	---	---	---	1	---	---	---	1	---	---
Economically Disadvantaged:	7	179	16	X-52.4	8	194	6	X-49.6	11	175	22	1397
Yes	16	268	32	X-56.7	12	341	17	X-55.3	18	267	29	1425
No	0	5	20	X-52.4	8	5	0	X-52.6	16	5	20	1340
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A:	6	51	10	X-49.5	7	50	2	X-48.3	10	56	23	1400
Participants	14	398	28	X-55.8	11	487	14	X-53.8	16	368	27	1416
Nonparticipants	---	3	---	---	---	3	---	---	---	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Migrant:	0	11	0	X-46.5	5	9	11	X-51.4	13	7	14	1386
Yes	13	436	26	X-55.3	11	527	13	X-53.3	15	435	26	1415
No	0	5	20	X-44.8	4	4	---	---	---	5	0	1268
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient:	0	24	0	X-47.5	5	21	5	X-50.4	12	19	16	1394
Yes	13	418	28	X-55.6	11	508	13	X-53.3	15	416	27	1415
No	7	10	10	X-45.9	5	11	18	X-55.0	18	12	17	1358
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual:	---	0	---	---	---	0	---	---	---	0	---	---
Participants	13	448	26	X-55.1	11	537	13	X-53.2	15	444	26	1414
Nonparticipants	0	4	---	---	---	4	---	---	---	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
ESL:	0	13	0	X-47.7	5	11	9	X-48.5	10	11	27	1396
Participants	13	435	27	X-55.3	11	526	13	X-53.5	15	433	26	1414
Nonparticipants	0	4	---	---	---	3	---	---	---	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Gifted-Talented:	---	1	---	---	---	2	---	---	---	4	---	---
Participants	13	448	26	X-55.1	11	536	13	X-53.2	15	440	26	1413
Nonparticipants	---	3	---	---	---	2	---	---	---	3	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
At Risk:	11	321	24	X-54.5	10	386	13	X-53.4	15	315	23	1408
Yes	17	131	30	X-56.2	12	153	14	X-52.8	15	132	32	1424
No	---	0	---	---	---	1	---	---	---	0	---	---
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technology Educ.:	13	222	21	X-53.0	9	273	13	X-53.2	15	221	25	1402
Participants	13	223	30	X-57.0	13	261	14	X-53.3	16	219	27	1426
Nonparticipants	11	27	43	X-53.0	10	6	0	X-52.8	15	7	14	1357
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Oral Administration:	11	16	25	X-47.7	7	19	16	X-50.0	11	15	13	1372
Math	---	---	---	---	---	---	---	---	---	---	---	---



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering Number	Percent	ADMINISTRATION SUMMARY		Number	Percent
READING				Total Answer Documents Submitted		10613	100
1. Word Meaning		2354	50	Students Absent From All Tests		398	4
2. Supporting Ideas		2994	65	Students Exempt From All Tests: ARD		2042	19
3. Summarization		1172	25	Other Students Not Tested		575	5
4. Relationships and Outcomes		1804	38	Number of Students Tested		7598	72
5. Inferences and Generalizations		880	19				
6. Point of View, Propaganda, and Fact and Nonfact		1172	25				
Number Tested: 4730		1258	27	MINIMUM EXPECTATIONS SUMMARY			
Texas Learning Index (TLI): X-56.3		292	6	Met Minimum Expectations On All Tests Taken		1180	16
Mastered All Objectives				Did Not Meet Minimum Expectations On:			
MATHEMATICS				One Test Only		2631	35
Concepts		2150	34	Two Tests Only		1884	25
1. Number Concepts		2311	36	All Three Tests		1903	25
2. Algebraic/Mathematical Relations and Functions		2816	44				
3. Geometric Properties and Relationships		1799	28				
4. Measurement Concepts		2371	37				
5. Probability and Statistics							
Operations							
6. Use of Addition to Solve Problems		2982	47				
7. Use of Subtraction to Solve Problems		2343	37				
8. Use of Multiplication to Solve Problems		1392	22				
9. Use of Division to Solve Problems		1942	31				
Problem Solving							
10. Problem Solving Using Estimation		2549	40				
11. Problem Solving Using Solution Strategies		1008	16				
12. Problem Solving Using Mathematical Representation		1345	21				
13. Evaluation of the Reasonableness of a Solution		2187	35				
Number Tested: 6336		970	15				
Texas Learning Index (TLI): X-55.2		56	1				
Mastered All Objectives							
WRITING							
Written Communication							
1-4. Written Composition - Persuasive		514	11				
Rating:		0	1	2	3	4	
Number:		54	1515	2443	498	16	
Percent:		1	33	54	11	0	
5. Sentence Construction		673	15				
6. English Usage		2401	53				
7. Use of Spelling, Capitalization, and Punctuation		787	17				
Number Tested: 4526		1256	28				
Average Scale Score: 1430		75	2				
Met Minimum Expectations							
Mastered All Objectives							



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

	Pct Met Min Exp All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	16	4730	27	X-56.3	11	6336	15	X-55.2	18	4526	28	1430
Male	17	3038	25	X-56.2	11	4090	18	X-56.3	20	3110	27	1424
Female	13	1692	27	X-56.5	11	2246	11	X-55.2	15	1415	30	1443
No Information Provided	---	0	---	---	---	0	---	---	---	1	---	---
Native American	23	12	50	X-65.3	23	19	16	X-55.9	16	10	0	1417
Asian	10	37	19	X-55.9	11	37	8	X-53.6	13	31	29	1442
African American	9	735	19	X-53.8	9	922	8	X-51.6	13	702	22	1416
Hispanic	10	1561	19	X-52.7	8	1898	10	X-52.1	14	1412	21	1407
White	20	2380	34	X-59.5	14	3445	20	X-57.9	22	2368	33	1448
No Information Provided	0	5	0	X-45.2	4	5	0	X-51.4	13	3	---	---
Economically Disadvantaged:	11	1755	20	X-53.0	8	2131	10	X-52.6	14	1630	22	1410
Yes	18	2956	31	X-58.3	13	4183	18	X-56.5	20	2877	31	1441
No	28	19	37	X-60.8	19	22	18	X-53.7	16	19	42	1422
No Information Provided												
Title I, Part A:	10	632	17	X-52.3	8	757	10	X-52.3	14	579	22	1411
Participants	16	4085	28	X-56.9	12	5565	16	X-55.6	18	3933	28	1433
Nonparticipants	26	13	54	X-65.3	24	14	7	X-51.4	13	14	50	1429
No Information Provided												
Migrant:	10	132	17	X-50.0	7	137	17	X-53.4	16	118	14	1393
Yes	16	4583	24	X-56.5	11	6183	15	X-55.2	18	4393	28	1431
No	23	15	47	X-65.1	26	16	6	X-49.6	11	15	60	1438
No Information Provided												
Limited English Proficient:	7	293	10	X-47.8	5	319	9	X-51.1	12	277	17	1397
Yes	16	4386	28	X-56.9	12	5945	16	X-55.4	18	4196	28	1432
No	13	51	35	X-59.0	15	72	7	X-52.1	14	53	36	1432
No Information Provided												
Bilingual:	---	3	---	---	---	2	---	---	---	2	---	---
Participants	15	4708	27	X-56.3	11	6313	15	X-55.2	18	4503	28	1430
Nonparticipants	23	19	37	X-59.2	18	21	10	X-50.2	12	21	43	1440
No Information Provided												
ESL:	7	171	10	X-46.8	5	184	13	X-52.6	14	161	17	1392
Participants	16	4541	27	X-56.7	12	6133	15	X-55.3	18	4365	28	1431
Nonparticipants	28	18	39	X-61.3	20	19	11	X-51.7	13	20	50	1459
No Information Provided												
Gifted-Talented:	37	19	47	X-66.1	24	32	41	X-65.9	38	19	37	1534
Participants	15	4697	26	X-56.3	11	6289	15	X-55.1	18	4489	28	1429
Nonparticipants	36	14	57	X-68.8	32	15	20	X-55.9	20	18	61	1462
No Information Provided												
At Risk:	15	3108	25	X-55.7	11	4123	15	X-54.8	17	2950	27	1430
Yes	17	1608	29	X-57.4	12	2199	17	X-55.9	19	1561	29	1431
No	41	14	57	X-68.2	36	14	21	X-56.3	20	15	60	1467
No Information Provided												
Career/Technology Educ.:	15	2865	24	X-55.6	10	3792	15	X-55.2	18	2755	27	1429
Participants	16	1838	30	X-57.5	12	2509	15	X-55.3	18	1742	29	1432
Nonparticipants	20	27	37	X-59.9	17	35	3	X-52.5	14	29	45	1450
No Information Provided												
Oral Administration:	11	153	20	X-52.3	8	237	17	X-56.4	20	143	17	1408
Math												



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

		Mastering		ADMINISTRATION SUMMARY		Number Percent	
		Number	Percent			Number	Percent
READING							
Reading Comprehension				Total Answer Documents Submitted		5310	100
1. Word Meaning		744	51	Students Absent From All Tests		107	2
2. Supporting Ideas		963	66	Students Exempt From All Tests: ARD		1515	29
3. Summarization		364	25	Other Students Not Tested		613	12
4. Relationships and Outcomes		556	38	Number of Students Tested		3075	58
5. Inferences and Generalizations		261	18				
6. Point of View, Propaganda, and Fact and Nonfact		346	24				
Number Tested: 1466		389		MINIMUM EXPECTATIONS SUMMARY			
Texas Learning Index (TLI): X-56.3		80		Met Minimum Expectations On All Tests Taken		604	20
Mastered All Objectives				Did Not Meet Minimum Expectations On:			
MATHEMATICS							
Concepts				One Test Only		1343	44
1. Number Concepts		935	39	Two Tests Only		645	21
2. Algebraic/Mathematical Relations and Functions		1016	42	All Three Tests		483	16
3. Geometric Properties and Relationships		1222	50				
4. Measurement Concepts		822	34				
5. Probability and Statistics		1050	43				
Operations							
6. Use of Addition to Solve Problems		1370	57				
7. Use of Subtraction to Solve Problems		1076	44				
8. Use of Multiplication to Solve Problems		589	24				
9. Use of Division to Solve Problems		901	37				
Problem Solving							
10. Problem Solving Using Estimation		1047	43				
11. Problem Solving Using Solution Strategies		501	21				
12. Problem Solving Using Mathematical Representation		598	25				
13. Evaluation of the Reasonableness of a Solution		990	41				
Number Tested: 2424		473		Met Minimum Expectations		20	
Texas Learning Index (TLI): X-57.8		15		Mastered All Objectives		1	
WRITING							
Written Communication				1-4. Written Composition - Persuasive		157	11
Rating:		0	1	2	3	4	
Number:		16	490	794	152	5	
Percent:		1	34	54	10	0	
5. Sentence Construction		215	15				
6. English Usage		769	53				
7. Use of Spelling, Capitalization, and Punctuation		242	17				
Number Tested: 1457		403		Met Minimum Expectations		28	
Average Scale Score: 1426		17		Mastered All Objectives		1	

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

REPORT DATE: DECEMBER 1996
DATE OF TESTING: OCTOBER 1996

GRADE: 12-EXIT LEVEL
STATEWIDE

SPECIAL EDUCATION STUDENTS

	Pct Met All Tests Taken (R, W, M)	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	20	1466	27	X-56.3	11	2424	20	X-57.8	22	1457	28	1426
Male	21	999	26	X-56.0	11	1584	21	X-58.4	23	1102	28	1424
Female	18	467	28	X-57.1	12	840	17	X-56.7	20	355	28	1432
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	30	4	---	X-48.2	---	7	29	X-59.3	25	8	38	1460
Asian	13	14	0	X-57.3	6	16	25	X-59.9	26	13	0	1359
African American	16	209	28	X-57.3	12	317	15	X-56.5	20	185	29	1438
Hispanic	13	549	19	X-52.9	8	776	15	X-55.1	18	498	22	1409
White	24	679	33	X-59.1	14	1298	23	X-59.8	25	743	32	1437
No Information Provided	7	11	27	X-51.9	8	10	10	X-51.0	12	10	10	1349
Economically Disadvantaged:	14	583	20	X-53.5	9	773	14	X-55.1	18	524	22	1406
Yes	22	867	31	X-58.3	13	1631	22	X-59.1	24	917	31	1438
No	12	16	38	X-55.9	13	20	15	X-54.1	17	16	25	1398
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A:	17	217	17	X-51.8	8	286	16	X-55.0	18	207	27	1408
Participants	20	1233	28	X-57.1	12	2122	20	X-58.2	23	1235	28	1430
Nonparticipants	13	16	31	X-57.1	12	16	13	X-54.5	17	15	20	1373
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Migrant:	15	48	27	X-55.6	11	46	15	X-55.1	18	35	26	1414
Yes	20	1404	26	X-56.4	11	2362	20	X-57.9	22	1408	28	1427
No	10	14	29	X-55.2	11	16	13	X-54.6	17	14	14	1371
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient:	14	125	24	X-55.3	10	129	16	X-56.7	20	106	25	1425
Yes	20	1321	27	X-56.4	11	2263	20	X-57.8	22	1332	28	1427
No	18	20	35	X-56.8	12	32	22	X-58.8	23	19	21	1389
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual:	---	1452	27	X-56.4	11	0	---	X-57.8	22	0	---	---
Participants	20	14	29	X-55.1	10	2407	20	X-57.8	18	1444	28	1427
Nonparticipants	9	---	---	---	---	17	12	X-55.4	18	13	15	1372
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
ESL:	13	93	23	X-53.7	9	91	14	X-54.9	17	79	22	1401
Participants	20	1360	27	X-56.5	11	2319	20	X-57.9	22	1367	28	1428
Nonparticipants	10	13	31	X-55.0	10	14	14	X-55.4	18	11	9	1350
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Gifted-Talented:	14	5	0	X-52.8	8	11	18	X-63.7	33	3	---	---
Participants	20	1448	27	X-56.4	11	2399	20	X-57.8	22	1441	28	1427
Nonparticipants	11	13	31	X-54.7	10	14	14	X-54.0	16	13	8	1351
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
At Risk:	19	998	25	X-55.8	11	1628	19	X-57.4	21	957	27	1427
Yes	21	458	30	X-57.5	12	784	21	X-58.6	23	489	30	1427
No	6	10	30	X-55.7	11	12	8	X-54.8	17	11	9	1365
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technology Educ.:	19	908	25	X-55.8	11	1498	19	X-57.4	21	923	27	1421
Participants	21	542	28	X-57.2	12	902	21	X-58.5	23	516	30	1437
Nonparticipants	17	16	38	X-59.1	15	24	25	X-57.1	21	18	22	1398
No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---
Oral Administration:	14	57	23	X-51.7	8	107	21	X-57.2	21	57	21	1406
Math	---	---	---	---	---	---	---	---	---	---	---	---

Appendix H

The following Summary Reports include data for students in Grades 10 through 12 (not in special education) for the July 1997 administration of the exit level TAAS.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	Mastering Number	Mastering Percent		Number	Percent
READING			ADMINISTRATION SUMMARY		
Reading Comprehension			Total Answer Documents Submitted	33983	100
1. Word Meaning	5473	67	Students Absent From All Tests	3835	11
2. Supporting Ideas	5792	71	Other Students Not Tested	9914	29
3. Summarization	3220	39	Number of Students Tested	20234	60
4. Relationships and Outcomes	2647	32	MINIMUM EXPECTATIONS SUMMARY		
5. Inferences and Generalizations	2364	29	Met Minimum Expectations On All Tests Taken	4747	23
6. Point of View, Propaganda, and Fact and Nonfact	3077	38	Did Not Meet Minimum Expectations On:		
Number Tested: 8159	3186	39	One Test Only	10634	53
Texas Learning Index (TLI): X-63.9	775	9	Two Tests Only	3190	16
MATHEMATICS			All Three Tests	1663	8
Concepts					
1. Number Concepts	5642	34			
2. Algebraic/Mathematical Relations and Functions	6691	40			
3. Geometric Properties and Relationships	9399	56			
4. Measurement Concepts	6718	40			
5. Probability and Statistics	7730	46			
Operations					
6. Use of Addition to Solve Problems	9328	56			
7. Use of Subtraction to Solve Problems	8298	50			
8. Use of Multiplication to Solve Problems	4124	25			
9. Use of Division to Solve Problems	6980	42			
Problem Solving					
10. Problem Solving Using Estimation	7660	46			
11. Problem Solving Using Solution Strategies	3306	20			
12. Problem Solving Using Mathematical Representation	5519	33			
13. Evaluation of the Reasonableness of a Solution	8188	49			
Number Tested: 16680	3445	21			
Texas Learning Index (TLI): X-59.8	302	2			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive					
Rating: 0 1 2 3 4	0	1	2	3	4
Number: 87 2064 3070 685 51	87	2064	3070	685	51
Percent: 1 35 52 11 1	1	35	52	11	1
5. Sentence Construction	1575	26			
6. English Usage	3384	57			
7. Use of Spelling, Capitalization, and Punctuation	1619	27			
Number Tested: 5957	2162	36			
Average Scale Score: 1460	253	4	Met Minimum Expectations	2162	36
			Mastered All Objectives	253	4

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

GRADE: 10-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

	Pct Met Min Exp All Tests Taken	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	23	8159	39	X-63.9	19	16680	21	X-59.8	26	5957	36	1460
Male	24	3658	40	X-63.7	19	6353	21	X-60.1	26	2960	34	1452
Female	23	4495	38	X-64.0	19	10319	20	X-59.6	25	2992	38	1467
No Information Provided	20	6	83	X-77.3	44	8	13	X-58.0	22	5	80	1550
Native American	31	20	45	X-64.3	21	29	21	X-60.1	26	9	33	1472
Asian	21	311	25	X-57.3	12	275	22	X-60.3	27	237	24	1413
African American	16	1540	37	X-63.1	18	3739	13	X-57.2	21	1033	33	1454
Hispanic	19	4239	31	X-61.0	15	7711	17	X-58.4	23	3164	28	1431
White	36	1973	61	X-71.6	33	4794	31	X-64.1	34	1442	58	1533
No Information Provided	23	76	50	X-67.1	25	132	23	X-60.2	26	72	42	1485
Special Ed. Status Not Provided	23	286	54	X-69.2	29	402	27	X-60.9	28	273	48	1492
Oral Administration: Math	7	8	25	X-55.9	11	15	13	X-57.5	22	4	---	---

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	Mastering Number	Percent		Number	Percent
READING					
Reading Comprehension				20004	100
1. Word Meaning	2955	63	Total Answer Documents Submitted	11196	6
2. Supporting Ideas	3230	69	Other Students Not Tested	4484	22
3. Summarization	1543	33	Number of Students Tested	14324	72
4. Relationships and Outcomes	1335	29	MINIMUM EXPECTATIONS SUMMARY		
5. Inferences and Generalizations	929	21	Met Minimum Expectations On All Tests Taken	2688	19
6. Point of View, Propaganda, and Fact and Nonfact	1429	31	Did Not Meet Minimum Expectations On:		
Number Tested: 4669	1439	31	One Test Only	8582	60
Texas Learning Index (TLI): X-61.2	273	6	Two Tests Only	2146	15
MATHEMATICS					
Concepts			All Three Tests	908	6
1. Number Concepts	3985	33			
2. Algebraic/Mathematical Relations and Functions	4665	39			
3. Geometric Properties and Relationships	6650	55			
4. Measurement Concepts	4490	37			
5. Probability and Statistics	5493	46			
Operations					
6. Use of Addition to Solve Problems	6760	56			
7. Use of Subtraction to Solve Problems	5667	47			
8. Use of Multiplication to Solve Problems	2916	24			
9. Use of Division to Solve Problems	5081	42			
Problem Solving					
10. Problem Solving Using Estimation	5129	43			
11. Problem Solving Using Solution Strategies	2117	18			
12. Problem Solving Using Mathematical Representation	3915	33			
13. Evaluation of the Reasonableness of a Solution	5798	48			
Number Tested: 11988	2121	18			
Texas Learning Index (TLI): X-59.5	111	1			
WRITING					
Written Communication					
1-4. Written Composition - Persuasive				272	8
Rating:	0	1	2	3	4
Number:	41	1313	1739	256	16
Percent:	1	39	52	8	0
5. Sentence Construction	647	19			
6. English Usage	1517	45			
7. Use of Spelling, Capitalization, and Punctuation	762	23			
Number Tested: 3365	864	26			
Average Scale Score: 1432	85	3			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 11-EXIT LEVEL
STATEWIDE

ALL STUDENTS NOT IN SPECIAL EDUCATION

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	READING			MATHEMATICS			WRITING				
	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not in Special Education	4669	31	X-61.2	16	11988	18	X-59.5	25	3365	26	1432
Male	2090	32	X-61.4	16	4492	17	X-59.6	25	1697	26	1432
Female	2576	30	X-61.0	15	7488	18	X-59.4	25	1667	26	1432
No Information Provided	3	---	---	---	8	13	X-57.4	22	1	---	---
Native American	10	40	X-64.1	20	28	29	X-62.9	33	12	33	1480
Asian	278	21	X-55.9	11	190	18	X-58.6	24	228	12	1388
African American	791	29	X-61.6	16	3120	15	X-58.5	23	554	27	1440
Hispanic	2700	25	X-59.2	13	5612	15	X-58.5	23	1938	20	1411
White	810	54	X-68.7	27	2903	25	X-62.6	31	578	48	1501
No Information Provided	80	45	X-65.3	22	135	26	X-61.0	28	55	45	1512
Special Ed. Status Not Provided	273	56	X-69.5	30	409	30	X-62.4	31	239	43	1492
Oral Administration: Math	5	20	X-56.8	11	13	15	X-62.6	30	4	---	---
432											433

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS NOT IN SPECIAL EDUCATION

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering		ADMINISTRATION SUMMARY	
		Number	Percent	Number	Percent
READING					
Reading Comprehension					
1. Word Meaning		957	57	7344	100
2. Supporting Ideas		1179	71	244	3
3. Summarization		436	26		
4. Relationships and Outcomes		422	25		
5. Inferences and Generalizations		293	15	1236	17
6. Point of View, Propaganda, and Fact and Nonfact		428	26	5864	80
Number Tested:	1670				
Texas Learning Index (TLI):	X-58.9	357	21		
	Mastered All Objectives	45	3		
MATHEMATICS					
Concepts					
1. Number Concepts		1609	36		
2. Algebraic/Mathematical Relations and Functions		1785	40		
3. Geometric Properties and Relationships		2539	57		
4. Measurement Concepts		1734	39		
5. Probability and Statistics		2210	50		
Operations					
6. Use of Addition to Solve Problems		2539	57		
7. Use of Subtraction to Solve Problems		2197	49		
8. Use of Multiplication to Solve Problems		1127	25		
9. Use of Division to Solve Problems		2027	46		
Problem Solving					
10. Problem Solving Using Estimation		1726	39		
11. Problem Solving Using Solution Strategies		787	18		
12. Problem Solving Using Mathematical Representation		1430	33		
13. Evaluation of the Reasonableness of a Solution		2137	48		
Number Tested:	4420				
Texas Learning Index (TLI):	X-60.0	783	18		
	Mastered All Objectives	27	1		
WRITING					
Written Communication					
1-4. Written Composition - Persuasive					
Rating:	0	1	2	3	4
Number:	14	508	748	81	2
Percent:	1	58	55	6	0
5. Sentence Construction					
6. English Usage					
7. Use of Spelling, Capitalization, and Punctuation					
Number Tested:	1353				
Average Scale Score:	1413	269	8	20	1
				Met Minimum Expectations	
				Mastered All Objectives	



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

ALL STUDENTS NOT IN SPECIAL EDUCATION

	READING				MATHEMATICS				WRITING		
	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Students Not In Special Education	1670	21	X-58.9	13	4420	18	X-60.0	26	1353	20	1413
Male	706	23	X-59.1	13	1645	19	X-60.4	26	682	20	1417
Female	964	20	X-58.7	13	2770	17	X-59.8	26	671	20	1409
No Information Provided	0	---	---	---	5	---	---	---	0	---	---
Native American	5	20	X-65.0	19	9	22	X-63.8	33	1	---	---
Asian	119	15	X-54.5	9	63	24	X-60.5	26	89	8	1383
African American	245	25	X-61.5	16	1174	16	X-59.4	25	192	28	1443
Hispanic	1128	18	X-57.8	12	2305	19	X-59.5	25	933	17	1404
White	124	44	X-66.7	23	755	23	X-62.4	30	103	36	1460
No Information Provided	49	33	X-60.5	16	114	26	X-62.1	30	35	26	1433
Special Ed. Status Not Provided	134	44	X-65.3	22	261	25	X-61.4	29	99	33	1465
Oral Administration: Math	1	---	---	---	8	25	X-59.6	24	1	---	---

Appendix I

The following Summary Reports include data for special-education students in Grades 10 through 12 for the July 1997 administration of the exit level TAAS.



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 10-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering Number	Percent	ADMINISTRATION SUMMARY	Number	Percent
READING						
Reading Comprehension						
1. Word Meaning		494	56	Total Answer Documents Submitted Students Absent From All Tests Students Exempt From All Tests: ARD Other Students Not Tested Number of Students Tested	4465	100
2. Supporting Ideas		531	60		1327	30
3. Summarization		233	26		171	4
4. Relationships and Outcomes		209	24			
5. Inferences and Generalizations		196	22		1233	28
6. Point of View, Propaganda, and Fact and Nonfact		236	27		1734	39
Number Tested: 884		240	27	MINIMUM EXPECTATIONS SUMMARY		
Texas Learning Index (TLI): X-58.0		34	4	Met Minimum Expectations On All Tests Taken		
MATHEMATICS						
Concepts						
1. Number Concepts		328	24	Did Not Meet Minimum Expectations On:		
2. Algebraic/Mathematical Relations and Functions		375	27	One Test Only		
3. Geometric Properties and Relationships		668	48	Two Tests Only		
4. Measurement Concepts		415	30	All Three Tests		
5. Probability and Statistics		408	29			
Operations						
6. Use of Addition to Solve Problems		536	39			
7. Use of Subtraction to Solve Problems		463	33			
8. Use of Multiplication to Solve Problems		268	19			
9. Use of Division to Solve Problems		372	27			
Problem Solving						
10. Problem Solving Using Estimation		450	32			
11. Problem Solving Using Solution Strategies		180	13			
12. Problem Solving Using Mathematical Representation		321	23			
13. Evaluation of the Reasonableness of a Solution		486	35			
Number Tested: 1390		142	10			
Texas Learning Index (TLI): X-53.6		4	0			
WRITING						
Written Communication						
1-4. Written Composition - Persuasive						
Rating:		0	1	2	3	4
Number:		6	407	337	44	0
Percent:		1	51	42	6	0
5. Sentence Construction						
6. English Usage						
7. Use of Spelling, Capitalization, and Punctuation						
Number Tested: 794		113	14			
Average Scale Score: 1403		382	48			
		97	12			
Number Tested: 794		161	20			
Average Scale Score: 1403		4	1			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

GRADE: 10-EXIT LEVEL
STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	Pct Met Min Exp All Tests Taken	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	12	884	27	X-58.0	12	1390	10	X-53.6	16	794	20	1403
Male	14	561	27	X-57.8	12	847	11	X-53.9	16	554	20	1398
Female	10	323	27	X-58.4	13	543	8	X-53.1	15	240	20	1412
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	17	1	---	---	---	5	0	X-52.0	14	4	---	---
Asian	14	13	23	X-56.2	11	17	18	X-54.5	17	12	8	1383
African American	7	129	23	X-56.0	10	204	5	X-49.8	11	116	18	1386
Hispanic	9	345	19	X-55.0	10	479	7	X-50.9	12	300	17	1392
White	16	396	35	X-61.3	16	685	14	X-56.5	20	362	24	1417
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Oral Administration: Math	16	8	38	X-52.0	9	19	21	X-56.8	20	6	33	1382

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TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - TEST PERFORMANCE SPECIAL EDUCATION STUDENTS

GRADE: 11-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

		Mastering		ADMINISTRATION SUMMARY		Number Percent	
		Number	Percent			Number	Percent
READING				Total Answer Documents Submitted		2751	100
1. Word Meaning		270	52	Students Absent From All Tests		486	18
2. Supporting Ideas		286	55	Students Exempt From All Tests: ARD		105	4
3. Summarization		110	21	Other Students Not Tested		826	30
4. Relationships and Outcomes		101	19	Number of Students Tested		1334	48
5. Inferences and Generalizations		85	16				
6. Point of View, Propaganda, and Fact and Nonfact		106	20				
Number Tested: 524		93	18				
Texas Learning Index (TLI): X-56.2		12	2	Met Minimum Expectations On All Tests Taken		150	11
Mastered All Objectives				Did Not Meet Minimum Expectations On:			
MATHEMATICS				One Test Only		726	54
Concepts		259	24	Two Tests Only		305	23
1. Number Concepts		299	28	All Three Tests		153	11
2. Algebraic/Mathematical Relations and Functions		529	49				
3. Geometric Properties and Relationships		376	35				
4. Measurement Concepts		343	32				
5. Probability and Statistics							
Operations							
6. Use of Addition to Solve Problems		451	42				
7. Use of Subtraction to Solve Problems		400	37				
8. Use of Multiplication to Solve Problems		202	19				
9. Use of Division to Solve Problems		295	27				
Problem Solving							
10. Problem Solving Using Estimation		372	35				
11. Problem Solving Using Solution Strategies		143	13				
12. Problem Solving Using Mathematical Representation		252	23				
13. Evaluation of the Reasonableness of a Solution		423	39				
Number Tested: 1078		102	9				
Texas Learning Index (TLI): X-54.7		4	0	Met Minimum Expectations			
Mastered All Objectives							
WRITING							
Written Communication							
1-4. Written Composition - Persuasive							
Rating:		0	1	2	3	4	5
Number:		2	239	196	24	0	0
Percent:		0	52	43	5	0	0
5. Sentence Construction		63	14				
6. English Usage		196	43				
7. Use of Spelling, Capitalization, and Punctuation		49	11				
Number Tested: 461		73	16	Met Minimum Expectations			
Average Scale Score: 1399		2	0	Mastered All Objectives			



GRADE: 11-EXIT LEVEL
STATEWIDE

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

SPECIAL EDUCATION STUDENTS

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

	Pct Met Min Exp All Tests Taken	READING			MATHEMATICS			WRITING				
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score
All Special Education Students	11	524	18	X-56.2	11	1078	9	X-54.7	17	461	16	1399
Male	12	300	19	X-56.3	11	618	10	X-55.3	18	300	16	1399
Female	10	224	16	X-56.0	11	460	9	X-53.8	16	161	15	1398
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Native American	0	1	---	---	---	5	0	X-50.0	12	4	---	---
Asian	40	6	50	X-69.7	25	6	33	X-63.8	33	2	---	---
African American	10	81	17	X-54.9	10	181	6	X-51.5	13	76	13	1392
Hispanic	8	228	12	X-54.0	9	382	8	X-52.6	15	178	11	1380
White	14	208	24	X-58.7	13	504	12	X-57.3	21	201	21	1416
No Information Provided	---	0	---	---	---	0	---	---	---	0	---	---
Oral Administration: Math	16	5	20	X-51.8	8	19	16	X-58.0	22	3	---	---

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

SPECIAL EDUCATION STUDENTS

GRADE: 12-EXIT LEVEL
STATEWIDE

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

ADMINISTRATION SUMMARY		Mastering	
		Number	Percent
Total Answer Documents Submitted		541	100
Students Absent From All Tests		42	8
Students Exempt From All Tests: ARD		87	16
Other Students Not Tested		219	40
Number of Students Tested		193	36
MINIMUM EXPECTATIONS SUMMARY			
Met Minimum Expectations On All Tests Taken		34	18
Did Not Meet Minimum Expectations On:			
One Test Only		114	59
Two Tests Only		32	17
All Three Tests		13	7
READING			
Reading Comprehension			
1. Word Meaning		34	52
2. Supporting Ideas		40	61
3. Summarization		19	29
4. Relationships and Outcomes		20	30
5. Inferences and Generalizations		12	18
6. Point of View, Propaganda, and Fact and Nonfact		19	29
Number Tested: 66		16	24
Texas Learning Index (TLI): X-59.4		2	3
Met Minimum Expectations			
Mastered All Objectives			
MATHEMATICS			
Concepts			
1. Number Concepts		45	33
2. Algebraic/Mathematical Relations and Functions		45	33
3. Geometric Properties and Relationships		84	61
4. Measurement Concepts		55	40
5. Probability and Statistics		56	41
Operations			
6. Use of Addition to Solve Problems		69	50
7. Use of Subtraction to Solve Problems		71	51
8. Use of Multiplication to Solve Problems		31	22
9. Use of Division to Solve Problems		48	35
Problem Solving			
10. Problem Solving Using Estimation		55	40
11. Problem Solving Using Solution Strategies		26	19
12. Problem Solving Using Mathematical Representation		48	35
13. Evaluation of the Reasonableness of a Solution		63	46
Number Tested: 138		22	16
Texas Learning Index (TLI): X-58.4		1	1
Met Minimum Expectations			
Mastered All Objectives			
WRITING			
Written Communication			
1-4. Written Composition - Persuasive		2	3
Rating:			
0	1	2	3
0	1	2	3
0	31	29	2
0	50	47	3
Number:		13	21
Percent:		27	44
5. Sentence Construction		8	13
6. English Usage			
7. Use of Spelling, Capitalization, and Punctuation			
Number Tested: 62		11	18
Average Scale Score: 1417		1	2
Met Minimum Expectations			
Mastered All Objectives			

TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT - GROUP PERFORMANCE

**GRADE: 12-EXIT LEVEL
STATEWIDE**

SPECIAL EDUCATION STUDENTS

REPORT DATE: AUGUST 1997
DATE OF TESTING: JULY 1997

--- = No Data Reported For Fewer Than Five Students	READING				MATHEMATICS				WRITING			
	Number Tested	Pct Met Min Exp	Average TLJ	Texas PR	Number Tested	Pct Met Min Exp	Average TLJ	Texas PR	Number Tested	Pct Met Min Exp	Avg Scale Score	
All Special Education Students	18	18	X-59.4	13	138	16	X-58.4	23	62	18	1417	
Male	39	33	X-62.0	16	77	18	X-60.3	26	41	24	1435	
Female	27	11	X-55.5	10	61	13	X-56.1	19	21	5	1384	
No Information Provided	0	---	---	---	0	---	---	---	0	---	---	
Native American	1	---	---	---	1	---	---	---	1	---	---	
Asian	2	---	---	---	1	---	---	---	1	---	---	
African American	14	29	X-60.4	14	23	4	X-52.2	14	9	11	1380	
Hispanic	23	26	X-62.2	16	43	19	X-59.5	25	18	17	1418	
White	26	23	X-57.2	11	70	19	X-60.1	26	33	21	1430	
No Information Provided	0	---	---	---	0	---	---	---	0	---	---	
Oral Administration: Math	1	---	---	---	4	---	---	---	1	---	---	
449												450

Appendix J

The following Summary Reports include data from the fall 1996 and summer 1997 administrations of the Algebra I and Biology I end-of-course tests; these results are for all students not in special education.

ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

ALGEBRA I	Mastering Number	Percent
Graphing		
1. Characteristics of Graphing	8812	38
2. Applications of Graphing	7183	31
3. Equations of Lines	6983	30
Equations and Inequalities		
4. Linear Equations/Inequalities	3948	17
5. Quadratic Equations	7432	32
6. Polynomials	9142	40
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	6872	30
9. One or Two-Variable Situations	4408	19
10. Probability, Ratio and Proportion, Data Analysis	9485	41
Number Tested: 22932	3900	17
Average Scale Score: 1397	653	3
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	25721	100
Students Absent	2712	11
Other Students Not Tested	77	0
Number of Students Tested	22932	89

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Number Tested	Percent Passing	Average Scale Score
All Students Not in Special Education	22932	17	1397
Male	11417	18	1401
Female	11480	16	1394
No Information Provided	75	17	1392
Native American	42	26	1434
Asian	567	38	1461
African American	3773	10	1370
Hispanic	11191	11	1377
White	6583	30	1444
No Information Provided	776	12	1381
Economically Disadvantaged:	9657	12	1378
Yes	12155	22	1414
No	1120	13	1381
No Information Provided			
Title I, Part A:	5027	10	1372
Participants	16988	19	1406
Nonparticipants	917	12	1378
No Information Provided			
Migrant:	494	9	1365
Yes	21465	17	1399
No	973	13	1381
No Information Provided			
Limited English Proficient:	2064	9	1358
Yes	19925	18	1402
No	943	13	1383
No Information Provided			
Bilingual:	30	3	1350
Participants	21974	17	1398
Nonparticipants	928	12	1376
No Information Provided			
ESL:	1814	9	1358
Participants	20248	18	1402
Nonparticipants	870	12	1378
No Information Provided			
Gifted-Talented:	777	48	1498
Participants	21284	16	1394
Nonparticipants	871	11	1378
No Information Provided			
At Risk:	10660	8	1365
Yes	11444	26	1429
No	828	12	1379
No Information Provided			
Career/Technology Ed.:	5666	14	1389
Participants	15994	18	1401
Nonparticipants	1272	12	1381
No Information Provided			
Special Ed. Status Not Provided	853	12	1379
Oral Administration	3	---	---

12453

ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

ALGEBRA I	Mastering Number	Percent
Graphing		
1. Characteristics of Graphing	1924	36
2. Applications of Graphing	1187	22
3. Equations of Lines	1748	33
Equations and Inequalities		
4. Linear Equations/Inequalities	1172	22
5. Quadratic Equations	1636	31
6. Polynomials	2550	48
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	1476	28
9. One or Two-Variable Situations	671	13
10. Probability, Ratio and Proportion, Data Analysis	1937	36
Number Tested: 5316	755	14
Average Scale Score: 1385	119	2
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	5570	100
Students Absent	239	4
Other Students Not Tested	15	0
Number of Students Tested	5316	95

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	Number Tested	Percent Passing	Average Scale Score
All Students Not in Special Education	5316	14	1385
Male	2730	16	1391
Female	2551	12	1379
No Information Provided	35	17	1394
Native American	7	29	1401
Asian	118	36	1459
African American	605	8	1366
Hispanic	2099	10	1373
White	1191	26	1429
No Information Provided	1096	11	1367
Economically Disadvantaged: Yes	1376	9	1363
No	2703	18	1404
No Information Provided	1237	12	1370
Title I, Part A: Participants	726	9	1358
Nonparticipants	3332	16	1397
No Information Provided	1258	12	1371
Migrant: Yes	47	6	1357
No	4010	15	1390
No Information Provided	1259	12	1370
Limited English Proficient: Yes	333	9	1360
No	3711	15	1393
No Information Provided	1272	12	1370
Bilingual: Participants	2	---	---
Nonparticipants	4047	15	1390
No Information Provided	1267	12	1370
ESL: Participants	238	8	1350
Nonparticipants	3818	15	1392
No Information Provided	1260	12	1370
Gifted-Talented: Participants	106	44	1482
Nonparticipants	3961	14	1387
No Information Provided	1249	12	1371
At Risk: Yes	1746	8	1366
No	2322	20	1407
No Information Provided	1248	12	1371
Career/Technology Ed.: Participants	1057	14	1382
Nonparticipants	2936	15	1393
No Information Provided	1323	12	1370
Special Ed. Status Not Provided	1237	12	1369
Oral Administration	0	---	---

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BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

	Mastering	
	Number	Percent
BIOLOGY I		
Understanding Concepts		
1. Heredity and Biological Change Over Time	14464	52
2. Patterns of Living Systems	13916	50
3. Ecology	16116	58
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	14596	52
5. Acquire and Organize Scientific Data	20720	74
6. Interpret and Communicate Scientific Data	22715	81
7. Make Inferences, Predictions, and Generalizations	22841	82
8. Design and Conduct Biological Investigations	17908	64
9. Apply Science to Daily Life	19061	68
ADMINISTRATION SUMMARY		
Number Tested:	27966	68
Average Scale Score:	1587	17
Total Answer Documents Submitted	30696	100
Students Absent	2691	9
Other Students Not Tested	39	0
Number of Students Tested	27966	91

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY I		
	Number Tested	Percent Passing	Average Scale Score
All Students Not in Special Education	27966	68	1587
Male	13786	70	1601
Female	14153	66	1573
No Information Provided	27	52	1551
Native American	59	69	1566
Asian	764	75	1647
African American	3368	55	1518
Hispanic	13681	56	1522
White	9177	90	1708
No Information Provided	917	58	1544
Economically Disadvantaged:			
Yes	10901	56	1521
No	15701	77	1638
No Information Provided	1364	52	1517
Title I, Part A:			
Participants	7488	56	1526
Nonparticipants	19267	73	1615
No Information Provided	1211	51	1511
Migrant:			
Yes	719	45	1481
No	25895	69	1592
No Information Provided	1352	56	1529
Limited English Proficient:			
Yes	2098	30	1418
No	24563	72	1604
No Information Provided	1305	54	1522
Bilingual:			
Participants	26	31	1430
Nonparticipants	26722	69	1590
No Information Provided	1218	52	1513
ESL:			
Participants	1897	27	1406
Nonparticipants	24902	72	1604
No Information Provided	1167	53	1515
Gifted-Talented:			
Participants	2198	97	1804
Nonparticipants	24585	66	1571
No Information Provided	1183	52	1511
At Risk:			
Yes	9980	52	1501
No	16804	78	1642
No Information Provided	1182	52	1512
Career/Technology Ed.:			
Participants	5910	69	1589
Nonparticipants	20546	68	1590
No Information Provided	1510	55	1523
Special Ed. Status Not Provided	1177	52	1510
Oral Administration	2		

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BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT

ALL STUDENTS NOT IN SPECIAL EDUCATION

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

BIOLOGY I	Mastering Number	Percent
Understanding Concepts	741	48
1. Heredity and Biological Change Over Time	631	41
2. Patterns of Living Systems	793	52
3. Ecology		
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	884	58
5. Acquire and Organize Scientific Data	1078	70
6. Interpret and Communicate Scientific Data	1192	78
7. Make Inferences, Predictions, and Generalizations	1116	73
8. Design and Conduct Biological Investigations	1028	67
9. Apply Science to Daily Life	1087	71
Number Tested: 1537	974	63
Average Scale Score: 1573	218	14
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	1637	100
Students Absent	97	6
Other Students Not Tested	3	0
Number of Students Tested	1537	94

GROUP PERFORMANCE

--- = No Date Reported For Fewer Than Five Students	Number Tested	Percent Passing	Average Scale Score
All Students Not in Special Education	1537	63	1573
Male	793	65	1564
Female	737	62	1563
No Information Provided	7	43	1486
Native American	4	---	---
Asian	57	70	1636
African American	190	57	1518
Hispanic	664	56	1524
White	298	84	1499
No Information Provided	324	62	1582
Economically Disadvantaged: Yes	453	56	1519
No Information Provided: No	696	68	1600
No Information Provided	388	64	1588
Title I, Part A: Participants	201	55	1518
No Information Provided: Nonparticipants	938	65	1581
No Information Provided	398	64	1584
Migrant: Yes	14	57	1536
No Information Provided: No	1129	63	1570
No Information Provided	394	64	1585
Limited English Proficient: Yes	91	32	1416
No Information Provided: No	1048	66	1583
No Information Provided	398	64	1584
Bilingual: Participants	1	---	---
No Information Provided: Nonparticipants	1128	64	1571
No Information Provided	408	63	1579
ESL: Participants	100	24	1400
No Information Provided: Nonparticipants	1049	67	1585
No Information Provided	388	64	1587
Gifted-Talented: Participants	58	98	1794
No Information Provided: Nonparticipants	1087	61	1558
No Information Provided	392	64	1584
At Risk: Yes	522	53	1512
No Information Provided: No	625	72	1615
No Information Provided	390	64	1588
Career/Technology Ed.: Participants	334	65	1564
No Information Provided: Nonparticipants	793	62	1573
No Information Provided	410	64	1582
Special Ed. Status Not Provided	391	65	1588
Oral Administration	1	---	459

Appendix K

The following Summary Reports include data from the fall 1996 and summer 1997 administrations of the Algebra I and Biology I end-of-course tests; these results are for special-education students.

ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

ALGEBRA I	Mastering	
	Number	Percent
Graphing		
1. Characteristics of Graphing	305	26
2. Applications of Graphing	267	22
3. Equations of Lines	219	18
Equations and Inequalities		
4. Linear Equations/Inequalities	120	10
5. Quadratic Equations	248	21
6. Polynomials	337	28
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	239	20
9. One or Two-Variable Situations	125	11
10. Probability, Ratio and Proportion, Data Analysis	331	28
Number Tested: 1188	91	8
Average Scale Score: 1352	13	1
ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	1592	100
Students Absent	192	12
Students Exempt-ARD	201	13
Other Students Not Tested	11	1
Number of Students Tested	1188	75

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ALGEBRA I		Average Scale Score
	Number Tested	Percent Passing	
All Special Education Students	1188	8	1352
Male	809	9	1357
Female	378	4	1343
No Information Provided	1	---	---
Native American	3	---	---
Asian	9	11	1382
African American	207	4	1332
Hispanic	480	4	1329
White	480	13	1382
No Information Provided	9	0	1391
Economically Disadvantaged: Yes	486	5	1328
No Information Provided	683	10	1369
No Information Provided	19	5	1355
Title I, Part A: Participants	210	8	1341
No Information Provided	965	8	1354
No Information Provided	13	0	1378
Migrant: Yes	22	5	1334
No Information Provided	1155	8	1352
No Information Provided	11	0	1383
Limited English Proficient: Yes	87	5	1326
No Information Provided	1092	8	1354
No Information Provided	9	0	1391
Bilingual: Participants	1	---	---
No Information Provided	1173	8	1352
No Information Provided	14	0	1380
ESL: Participants	66	5	1323
No Information Provided	1112	8	1353
No Information Provided	10	0	1393
Gifted-Talented: Participants	11	55	1495
No Information Provided	1167	7	1350
No Information Provided	10	0	1380
At Risk: Yes	731	6	1345
No Information Provided	448	11	1362
No Information Provided	9	0	1391
Career/Technology Ed.: Participants	360	8	1349
No Information Provided	802	8	1353
No Information Provided	26	4	1371
Oral Administration	16	0	1373

ALGEBRA I TEXAS END-OF-COURSE SUMMARY REPORT SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

ALGEBRA I	Mastering	
	Number	Percent
Graphing		
1. Characteristics of Graphing	51	29
2. Applications of Graphing	32	18
3. Equations of Lines	52	30
Equations and Inequalities		
4. Linear Equations/Inequalities	33	19
5. Quadratic Equations	40	23
6. Polynomials	63	36
Problem Solving		
8. Exponents, Quadratic Situations, and Right Triangles	37	21
9. One or Two-Variable Situations	16	9
10. Probability, Ratio and Proportion, Data Analysis	55	31
Number Tested:	176	100
Average Scale Score:	1362	100
ADMINISTRATION SUMMARY	Number	Percent
Total Answer Documents Submitted	187	100
Students Absent	7	4
Students Exempt-ARD	2	1
Other Students Not Tested	2	1
Number of Students Tested	176	94

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	ALGEBRA I		Average Scale Score
	Number Tested	Percent Passing	
All Special Education Students	176	13	1362
Male	128	13	1362
Female	48	13	1361
No Information Provided	0	---	---
Native American	0	---	---
Asian	4	---	---
African American	32	16	1359
Hispanic	65	5	1330
White	75	20	1388
No Information Provided	0	---	---
Economically Disadvantaged: Yes	51	8	1340
No Information Provided: No	125	15	1371
No Information Provided	0	---	---
Title I, Part A: Participants	27	4	1304
No Information Provided: Nonparticipants	149	15	1373
No Information Provided	1	---	---
Migrant: Yes	3	---	---
No Information Provided: No	172	13	1363
No Information Provided	1	---	---
Limited English Proficient: Yes	9	0	1298
No Information Provided: No	165	14	1367
No Information Provided	2	---	---
Bilingual: Participants	1	---	---
No Information Provided: Nonparticipants	174	13	1361
No Information Provided	1	---	---
ESL: Participants	8	0	1283
No Information Provided: Nonparticipants	167	14	1366
No Information Provided	1	---	---
Gifted-Talented: Participants	4	---	---
No Information Provided: Nonparticipants	171	12	1359
No Information Provided	1	---	---
At Risk: Yes	95	6	1345
No Information Provided: No	80	21	1383
No Information Provided	1	---	---
Career/Technology Ed.: Participants	70	13	1360
No Information Provided: Nonparticipants	101	14	1364
No Information Provided	5	0	1348
Oral Administration	0	---	---

BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: WINTER 1997
DATE OF TESTING: FALL 1996

TEST PERFORMANCE

BIOLOGY I	Mastering Number	Percent
Understanding Concepts		
1. Heredity and Biological Change Over Time	558	31
2. Patterns of Living Systems	518	28
3. Ecology	680	37
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	642	35
5. Acquire and Organize Scientific Data	895	49
6. Interpret and Communicate Scientific Data	1022	56
7. Make Inferences, Predictions, and Generalizations	1090	60
8. Design and Conduct Biological Investigations	709	39
9. Apply Science to Daily Life	794	43
Number Tested:	1826	Passed
Average Scale Score:	1434	Mastered All Objectives
		Number
		Percent
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	2519	100
Students Absent	284	11
Students Exempt-ARD	393	16
Other Students Not Tested	14	1
Braille Version	2	0
Number of Students Tested	1826	72

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY I		Average Scale Score
	Number Tested	Percent Passing	
All Special Education Students	1826	37	1434
Male	1248	41	1450
Female	578	29	1400
No Information Provided	0	---	---
Native American	3	---	1426
Asian	12	25	1353
African American	281	21	1386
Hispanic	821	26	1522
White	708	56	---
No Information Provided	1	---	---
Economically Disadvantaged:			
Yes	810	27	1386
No	1005	45	1473
No Information Provided	11	45	1397
Title I, Part A:			
Participants	443	28	1395
Nonparticipants	1380	40	1447
No Information Provided	3	---	---
Migrant:			
Yes	50	22	1379
No	1765	37	1436
No Information Provided	11	27	1427
Limited English Proficient:			
Yes	160	19	1335
No	1661	39	1444
No Information Provided	5	20	1406
Bilingual:			
Participants	1	---	1435
Nonparticipants	1823	37	---
No Information Provided	2	---	---
ESL:			
Participants	105	14	1310
Nonparticipants	1720	38	1452
No Information Provided	1	---	---
Gifted-Talented:			
Participants	11	100	1791
Nonparticipants	1812	37	1432
No Information Provided	3	---	---
At Risk:			
Yes	956	34	1422
No	869	41	1448
No Information Provided	1	---	---
Career/Technology Ed:			
Participants	540	39	1443
Nonparticipants	1261	36	1432
No Information Provided	25	24	1346
Oral Administration	20	50	1469

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BIOLOGY I TEXAS END-OF-COURSE SUMMARY REPORT SPECIAL EDUCATION STUDENTS

STATEWIDE

REPORT DATE: SUMMER 1997
DATE OF TESTING: SUMMER 1997

TEST PERFORMANCE

BIOLOGY I	Mastering	
	Number	Percent
Understanding Concepts		
1. Heredity and Biological Change Over Time	34	40
2. Patterns of Living Systems	35	41
3. Ecology	36	42
Integrating Concepts With Process Skills		
4. Apply Laboratory Techniques and Use Equipment	43	50
5. Acquire and Organize Scientific Data	40	47
6. Interpret and Communicate Scientific Data	60	70
7. Make Inferences, Predictions, and Generalizations	45	52
8. Design and Conduct Biological Investigations	39	45
9. Apply Science to Daily Life	49	57
Number Tested: 86	Passed	44
Average Scale Score: 1509	Mastered All Objectives	15
ADMINISTRATION SUMMARY		
Total Answer Documents Submitted	90	100
Students Absent	2	2
Students Exempt-ARD	1	1
Other Students Not Tested	0	0
Braille Version	1	1
Number of Students Tested	86	96

GROUP PERFORMANCE

--- = No Data Reported For Fewer Than Five Students	BIOLOGY I		
	Number Tested	Percent Passing	Average Scale Score
All Special Education Students	86	44	1509
Male	64	41	1498
Female	22	55	1545
No Information Provided	0	---	---
Native American	0	---	---
Asian	1	---	---
African American	16	31	1496
Hispanic	38	26	1425
White	31	71	1609
No Information Provided	0	---	---
Economically Disadvantaged: Yes	29	31	1397
No Information Provided: No	56	50	1565
No Information Provided	1	---	---
Title I, Part A: Participants	13	23	1391
Nonparticipants	72	49	1535
No Information Provided	1	---	---
Migrant: Yes	0	---	---
No Information Provided: No	85	45	1513
No Information Provided	1	---	---
Limited English Proficient: Yes	4	---	---
No Information Provided: No	81	46	1522
No Information Provided	1	---	---
Bilingual: Participants	0	---	---
Nonparticipants	85	45	1513
No Information Provided	1	---	---
ESL: Participants	2	---	---
Nonparticipants	83	46	1519
No Information Provided	1	---	---
Gifted-Talented: Participants	2	---	---
Nonparticipants	83	43	1508
No Information Provided	1	---	---
At Risk: Yes	50	42	1484
No Information Provided: No	36	47	1544
No Information Provided	0	---	---
Career/Technology Ed: Participants	36	47	1517
Nonparticipants	48	44	1512
No Information Provided	2	---	---
Oral Administration	0	---	---

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