

Approved: B. Lawrence
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on February 4, 1997 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Dr. Andy Tompkins, Commissioner of Education

Others attending: See attached list

Chairperson Lawrence called the meeting to order and welcomed Dr. Andy Tompkins, Commissioner of Education, to the Committee. She stated that this is the first year of results from the school report card that was put in place a year ago. It has just been published over the last few weeks. The public has become aware of the new requirement for the schools. Some pertinent information has been obtained from the data, but there are also some problems which Dr. Tompkins will address.

Dr. Tompkins had a handout which was distributed to the committee. (Attachment 1) He stated that what had been passed out was a summary of what had been done; the background, process, problems, and report card. Actual schools were used in the profile; the names were removed. An advisory committee was formed to help implement what should be on the report card. Schools submitted an annual report and data was pulled from the annual reports for the report card. The recommendations were taken to the State Board as to what should be on the report card. Different formats were used as to how the information could be fashioned. There were approximately 1600 participating schools, public and accredited non public that were involved. The goal was that by January 1 a report card would be distributed to each school. A draft was sent out in November to be looked at in case there were any problems. It would be an understatement to relate how they could not predict the number of errors and corrections that would be presented. Untold hours were spent trying to respond to calls on changes of errors that people found in the information that had been reported. They were not prepared to handle all of the corrections. It took 80 hours to print the first draft of the report card - somewhere between eight and nine thousand pages of information. They did not think they would have to make that number of corrections. In some instances changes were not made and so the process of cleaning up errors continues. Everyone currently has a report card. A series of workshops were held last fall to try to let people know what was in the report card. Some districts had developed their own type card for use in parent-teacher conferences and had included more local data. Some of the information asked for in the annual report - the whole design of the accreditation system is a school building accreditation system and is based on continuous improvement. Part of the collections of information is establishing a baseline and seeing how the improvement is against this. Because information is utilized in such a comparative nature, they have to go back in and take a look at the definitions that are being used and decide if the definitions should be changed so there is more comparability assigned to them. Zero errors is the goal. If a report contains an inordinate amount of suspect information, that will be red flagged so that there can be a follow up on it. Another thing that is going to be done will be to spend more time on the prevention side when annual reports are done. A combination of trying to be error free; working with people in filling out the annual reports and trying to red flag anything that is unusual will give a better way to handle any problems that might surface next fall.

In directing attention to the graphs, Dr. Tompkins stated that an elementary school would not have a graduation rate or a dropout rate. Drop-outs begin to be recorded at grade seven. Dr. Tompkins mentioned the many types of school buildings and how this affects demographics. The bar graph shows the building average and the state average. The report card was set up to compare your building with the state average. Going through the material, Dr. Tompkins stated the concerns with various statistics. For example, on page 4 there is no building average for Student Master of Algebraic Concepts because it is not taught at that grade level. Dr. Tompkins went through the Junior High and High School graphs. Violent acts include in-school and out-of-school suspensions. On a positive note, Dr. Tompkins said there is something good about getting all this information into a concise document. In the midst of the problems of data collection, many people have been helpful and positive.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 9:00 a.m. on February 4, 1997.

Chairperson Lawrence asked for questions from the Committee.

Dr. Tompkins was asked if, in his opinion, the problems associated with the report card are solvable ones so that the document on which people can rely.

Dr. Tompkins replied that most of the problems can be worked through. He does not want to interfere with, for instance, when a school should get into algebraic concepts or interfere with a grading schedule. Instead of saying that all definitions will be the same, there will be a few decisions made that the information is still worth having, even though an explanation will have to be made on why that information is different.

The Chairperson commented that one of the criticisms that she has heard, not only of the report card, but especially the state assessment, was that yearly improvement is the goal, and yet from one year to the next you may have classes that don't resemble each other at all. There may be an influx of ESL students one year or something else. How are those comparative results measured.

Dr. Tompkins replied that the assessment system was designed originally to act as an indicator. It would be good if there was one indicator of how the students were learning and only one in core subjects; a similar set of standards to identify grade levels. So that there is an indicator at a grade level in the elementary, middle and high school about how each level is learning. A school has to look at progress over time as opposed to any one year. Most teachers have found that it has guided curriculum instruction in the schools. Teachers have written the standards and the assessments for our schools. If in one year there is an extremely low group, that is something that will have to be accounted for. Over time there will be an alignment of things included in the curriculum. All the problems with variance will always be there regardless of whatever system. One of the decisions made was to opt for extremely high standards. Even though there will have to be some explaining, this will be preferable.

One of the committee members commented on the format in the paper. Most people think the test score was based on 100%; that is the case with attendance and graduation, but then it switches to excellence being set at 80%. If the press is going to continue to pick up on this, a format will be needed to show what the benchmark is. The media's misuse of information is a cause for concern.

Dr. Tompkins responded that the Department might be a little at fault on this. It might have been better to let the media have the graphs, which they didn't do.

Dr. Tompkins was asked the definition of economically disadvantaged. His response was, free and reduced lunch.

A comment made by one of the Committee was that the Iowa test is totally different in terms of teaching style; how will this be reconciled.

Dr. Tompkins replied that a part of it will be being smarter about identifying the norm reference assessment that one thinks will match what one is teaching. The purpose of the norm reference assessment is to compare one's student with somebody else. The best Dr. Tompkins has ever seen personally of a match between a local curriculum and a norm reference assessment is about 60%. The reason for that being the idea is to create outliers so that there is a normal curve. Some things will be asked at a grade level that some students don't know so that one will be able to see where the bell curve will be. A closer look will be taken to see which of those assessments match what is being taught. It is Dr. Tompkins understanding that IOWA hasn't moved quite as quickly to a higher order of problem solving context.

A response to this was that districts are going to need some help in how to reconcile this because districts are looking at the norm reference tests and seeing declining scores even though they may see the problem solving score going up in math and the writing scores rising because of a change to the process model. It may be difficult for teachers to decide how to deal with this because some school superintendents and board members may be telling the teachers to get the Iowa scores up. This is directly opposite in some cases of how teachers are trying to teach for the state performance assessment. They need help in getting these together.

Dr. Tompkins stated he would like to see some random sampling to see how much variance there really is. If it tends to be more with one than with another.

One of the committee read from the newspaper some statements President Clinton had made regarding challenging schools to voluntarily raise standards and measure their students against those in other countries. After reading he responded that when the law was set up requiring the state assessments and development of

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 9:00 a.m. on February 4, 1997.

standards, it said something to the effect of world class standards. The idea was to benchmark our students against the best. Wherever the best performance is found, it is the intention to have that be the benchmark against which to measure ourselves, not an arbitrary standard of excellence. The question was then asked, when will there be standards based upon something not arbitrary, but on the best performance found anywhere.

Dr. Tompkins responded that he was not sure what was out there that would give the benchmark. The one that he feels is closest is the National Assessment of Educational Progress. They have been able to embed framework in international assessments.

The comment was made that if students are not achieving at the best levels they ought to know they are not achieving at that level and parents need to know how their child's performance is comparing to the best performance wherever that is to be found.

Returning to the National Assessment of Educational Progress, Dr. Tompkins stated the wish that they would move toward a system of developing frameworks that local states could embed into their state assessments. With an imbedded framework, one could scale and then do comparisons.

Dr. Tompkins commented that we need to hang tough. The report card has made a great impact on curriculum instruction in the state and over time there will be more progress.

Another comment made was that now a new standard is seen. Unless teachers and administrators realize they have to change the way they are teaching, no changes will occur in test scores in those districts.

One of the members voiced criticism about comparisons to foreign standards of education and saying that they are scoring higher. The communities need to set the expectations; business and industry is what drove the original assessment and need for accountability. These entities should set the standards. Foreign countries are driven by a different set of societal factors, many of which we would not like. We must be careful in holding these types of comparisons up as the standard that we ought to be like.

Dr. Tompkins stated that we should be justly proud in that it is hard to believe how many states are trying to use what Kansas had done as a way to help students learn more. An impact has been made.

A member of the Committee complimented Dr. Tompkins for taking so many hits on the report card. Even though the press has misconceptions as to what this really reports, it has gotten people involved in what is important in schools.

The cost of producing the report card has been approximately \$15,000 to \$20,000; about twice what was anticipated.

Dr. Tompkins ended his talk by stating that the issues of focus now are: Improvement - how to do it better; trying to improve licensure; how to prepare teachers who work in the schools; better graduation requirements and standards.

Chairperson Lawrence thanked Dr. Tompkins for appearing.
The meeting was adjourned.

The next meeting is scheduled for February 5, 1997.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: February 4, 1997

NAME	REPRESENTING
Borris Brant	Ks. Farm Bureau
Tom R. Burns	Ks Farm Bureau
Heesa Huffing	Ks Farm Bureau
Ricky Griffin	Ks Farm Bureau
Pam Deit	Ks Farm Bureau
Jamie R. Bell	Sen. Biggs/Gilstrap
Ronda Jacquast	KS. Farm Bureau
Rollie Jacquast	KFB
Scott Hill	SBOE
Missus D. McMillon	SBOE
Jacquie Dakes	SQE
Pat Lehman	Platte USD 233
Robin Lehman	" " "
Sheila Fraker	KACC
Oran C. Burnett	USA
Mark Tallman	KASB
Bud Stumpff	K.F.B.
Cecyeda Edwards	Franklin County Farm Bureau
Howard W. Woodbury	Ks Farm Bureau

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: 2-4-97

NAME	REPRESENTING
GERALD HENDERSON	USA/KS
Diane Gjerstad	Wichita Public Schools
Ken Bahr	K. Assn. of Community Colleges
Charles Sargent	KFB
Melody Waite	Kansas Farm Bureau
Sherry Bowman	Kansas Farm Bureau
David Bowman	Kansas Farm Bureau
Jay Moore	Kansas Farm Bureau
PAT SCHAFFER	JEFFERSON Co. FARM BUREAU
Dale Williams	Morris Co. Farm Bureau
Deane Hoolahan	Riley Co. Farm Bureau
Dorothy Leake Jellison	L O W V
Roy Hammarlund	Wabaussee Farm Bureau
Grant Denny	Sen. Goodwin's Office
Kay Hainer	Ford County Farm Bureau
Kim Eaton	Ford County Farm Bureau

Kansas State Department of Education

Home Page: <http://www.ksbe.state.ks.us>

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

February 4, 1997

TO: Senate Education Committee
FROM: Andy Tompkins, Commissioner of Education
SUBJECT: Kansas School Building Report Card

I am pleased to have the opportunity to speak with the Senate Education Committee about the Kansas school building report card. I will review the background of the report card as well as our process for developing and distributing the report card. I'll conclude my report with some comments about what we learned from our first experience with the report cards and how we can improve the report cards for another year.

Background

The 1995 legislation required the State Board of Education to prepare a school building report card for all public schools in the state by January 1, 1997. The law specified that the report card was to consist of statewide and school building data, including multiple year data. The statute further stated that performance on statewide assessments and other measurable performance indicators specified by the State Board as part of the accreditation system were to be included in the report card.

Process for Developing and Distributing Report Cards

Staff of the state board assembled an advising committee in the summer of 1995 to develop recommendations to the state board regarding the content of the report card. Representatives of business, education, parents, and the governor's office were included in the group, whose recommendations the State Board adopted in January, 1996.

In early 1996, the format of the report card was developed and field tested with several schools around the state. Further refinements to the format and appearance of the report card continued into this fall.

Data to be included on the report card were already being collected from schools as part of their Quality Performance Accreditation annual report or their annual reports related to school finance. Those reports were received beginning in August, with the last data due from schools in mid-October.

Because this was the first year for the report card, a draft was prepared and sent to each of the approximately 1600 public and nonpublic elementary, middle/junior, and high schools in early November. As school staffs reviewed the report cards, they identified a number of errors needing correction. Staff also identified some areas where data needed to be improved or corrected. A massive number of changes were made to data in late November and early December.

Dr. Andy Tompkins
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Senate Education
2-4-97
Attachment 1

On December 17, each public and each participating nonpublic elementary, middle/junior, and high school in the state was sent a report card. A sample of a report card from each of the levels is attached. In addition, report cards for each district were sent to the president of the local Board of Education. The data included on the report cards were primarily from the 1995-96 school year, though multiple years of data were included for a number of the data areas included on the report card.

What We Learned

The preparation of 1600 building report cards was a massive undertaking. Among the difficulties encountered in preparing the report cards were assuring that the data being reported were correct, assembling and printing the report cards, and preparing the mailing of the materials.

More significant concerns identified from this experience, however, relate to the data which are included on the report card. This year, there continued to be some errors in the data included on the final report card. Some definitions need to be made more understandable. Some other data should probably not be included on the report card because the data are not comparable at the state level. State department staff will be working with a representative group from school districts to further identify issues and solutions related to the report card and the data included on it. If definitions change, of course, the baseline for the data will also have to change.

Our primary goal for the next report card, which will include data for the 1996-97 school year, is that all of the data included on it is correct. We will again provide schools with drafts of the report cards so that they can review the data they submitted to assure that it is correct. We will also add to the number of data areas where we check electronically to see if the data seem to fall within a reasonable range. Additionally, we will be more aggressive in providing technical assistance to schools as they prepare and submit their reports.

Conclusion

Our first experience with the Kansas building report cards was generally positive. A number of principals and teachers indicated their appreciation for a concise report on the progress of their school and students in comparison to state averages. We can improve upon what we did this year, however, and we will be working with schools to see that improvement happens.

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

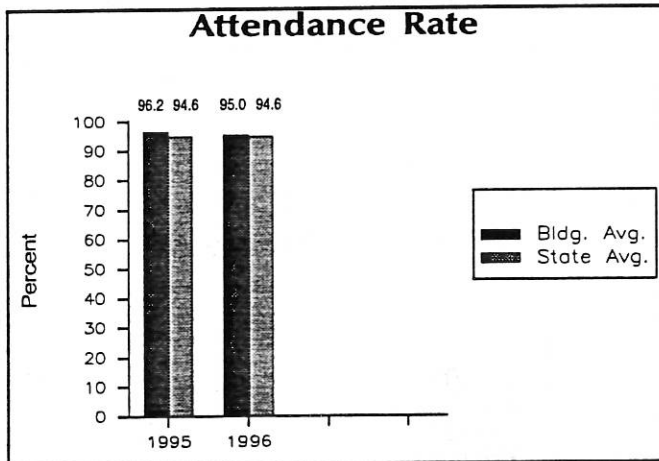
In addition, this report card is not a way of "rating" or "ranking" schools. Because of distinct community and student characteristics, direct comparisons between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information.

Summary of School Profile

	<u>Bldg. Data</u>	<u>State Data</u>		<u>Bldg. Data</u>	<u>State Data</u>
Total Enrollment	282	492,150	American Indian	0%	1%
Males	52%	52%	Asian Pacific Islander	3%	2%
Females	48%	48%	Black	7%	8%
Economically disadvantaged students	52%	30%	Hispanic	2%	6%
			White	87%	83%

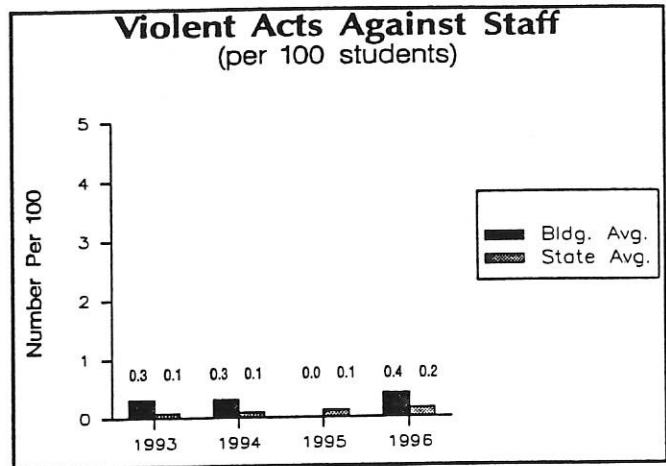
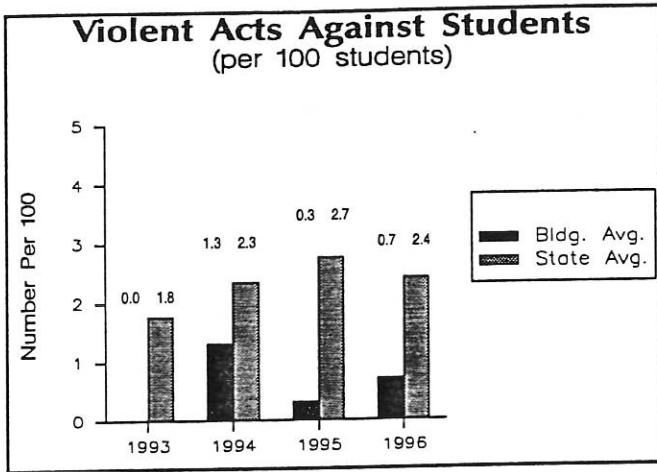
Attendance, Graduation and Dropout Rates

Commonly accepted reflections of a school's level of quality are attendance, graduation and dropout rates. Because state reporting systems have been under development in recent years, not all areas have the same number of prior years' data available for comparisons. Graduation rates at this time reflect only students who began 12th grade in 1995-96 and graduated.



School Violence

Violent acts data are important because they reflect the relative safety and stability of the school's climate. Although violent acts can be defined in many different ways, for Kansas schools they are malicious acts against students/staff which (1) require the attention of a physician or nurse, or (2) result in the student receiving a suspension or expulsion.



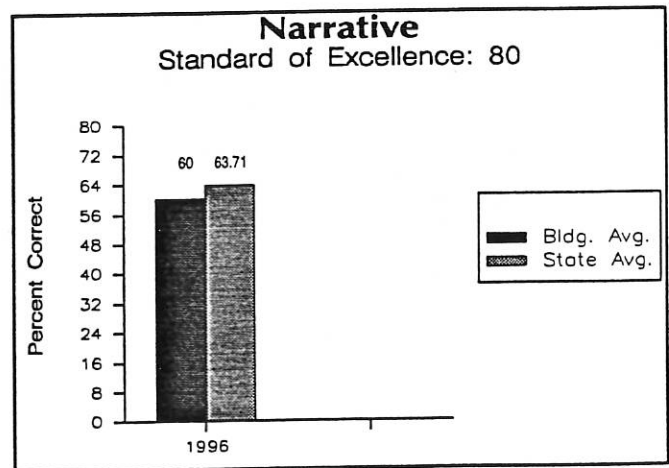
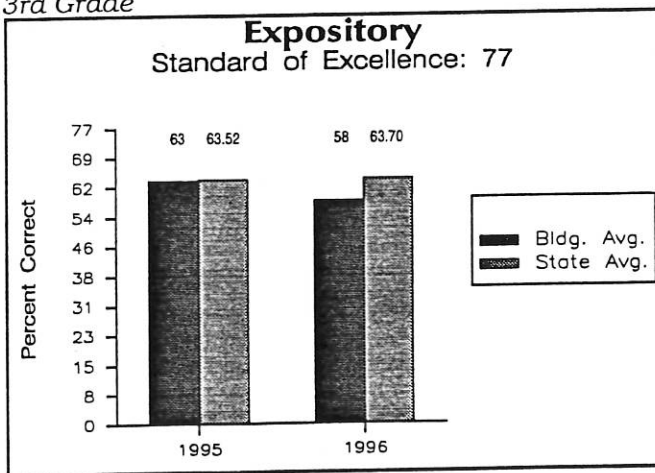
Statewide and School Building Data

Standards of Excellence (Std. Of Exc.) are scores which the state board of education has determined reflect a highly competitive level of achievement. Schools are expected to progressively increase their students' performances to reach these goals. All test results are based on performance of all regular education and gifted students in both public and accredited non-public schools.

Statewide Reading Test

Reading assessments were given to third-, seventh- and tenth-graders. Students' comprehension skills were evaluated based on answers to questions about narrative and expository selections. The narrative portion of the test featured articles which conveyed stories, while the expository section presented readers factual and technical information. The data shown are for years when the reading selections were the same.

3rd Grade

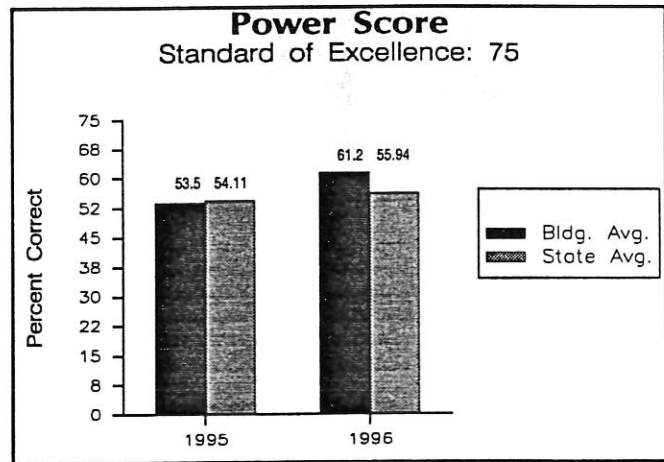
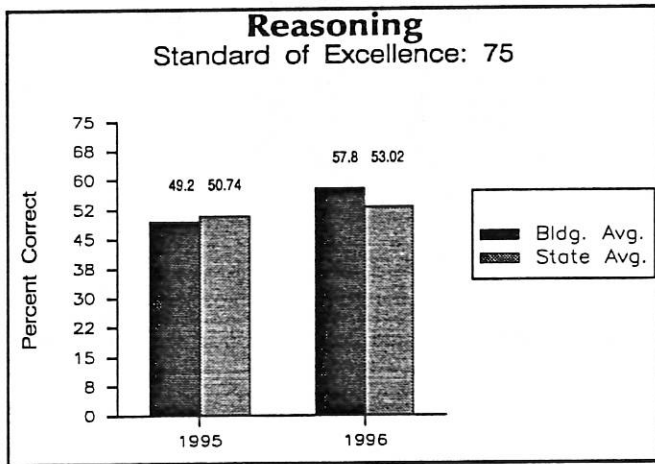
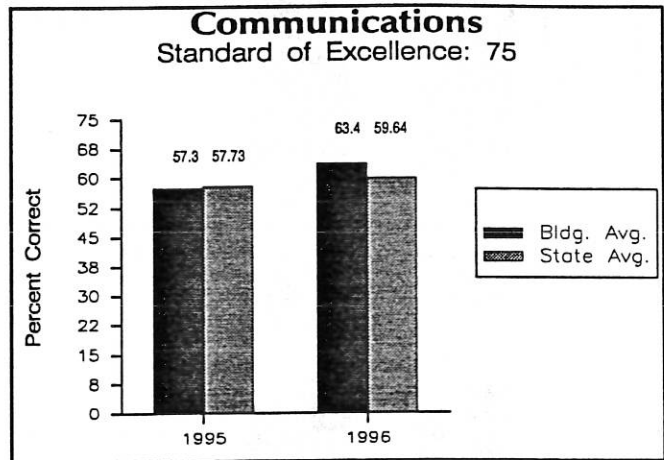
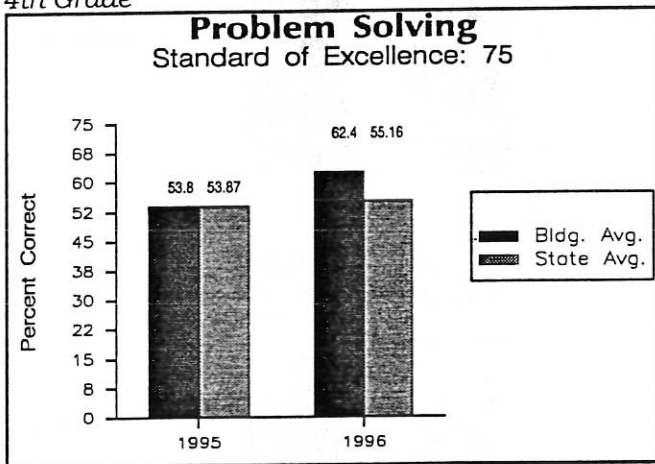


1-4

Statewide Mathematics Test

The mathematics assessments were given to fourth-, seventh- and tenth-graders. The tests measured problem-solving abilities (real life situation problems with no immediately apparent answer), mathematical reasoning abilities (mathematical understanding used to create solutions) and mathematical communications skills (the ability to communicate mathematical information to others). The data shown are for years when the tests were comparable. Total power score is an equally weighted average of the scores in the three areas measured.

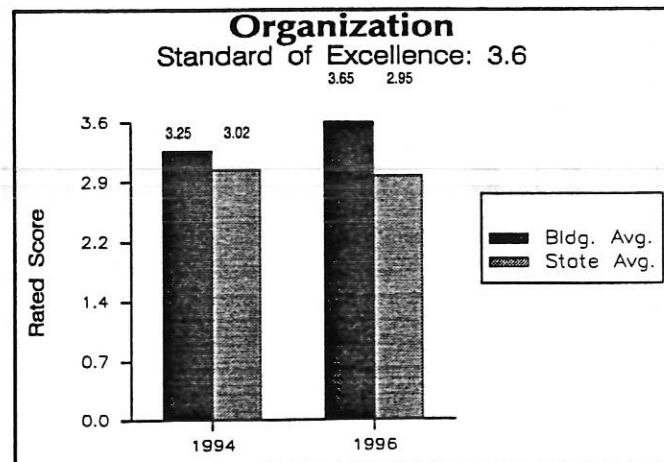
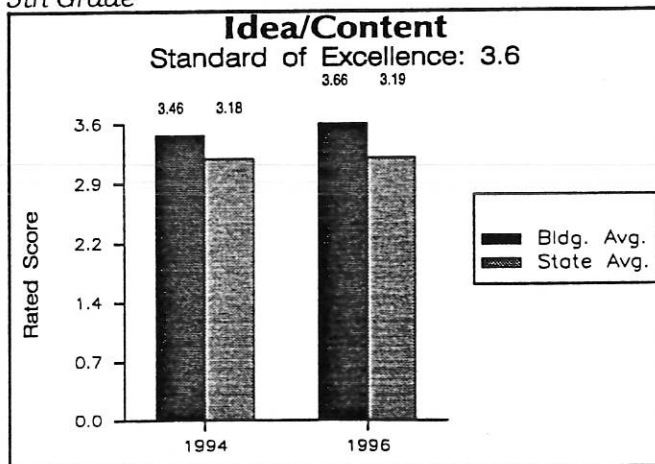
4th Grade

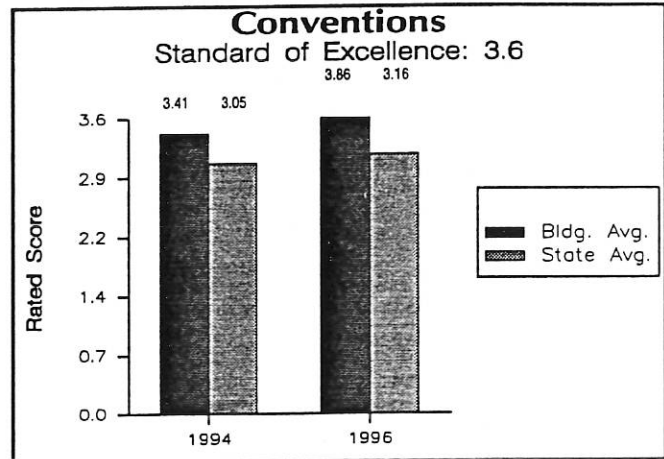
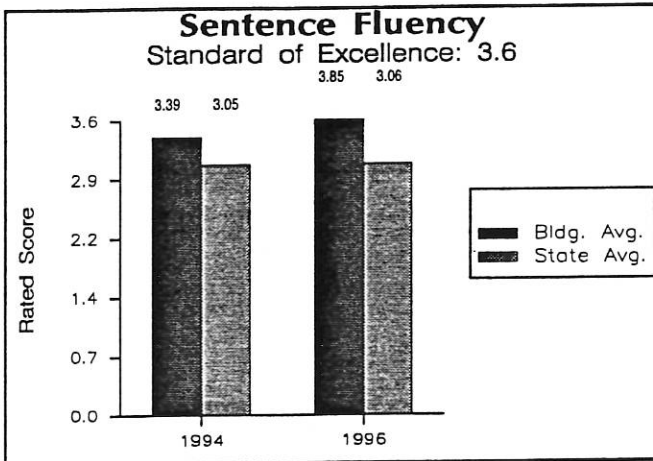
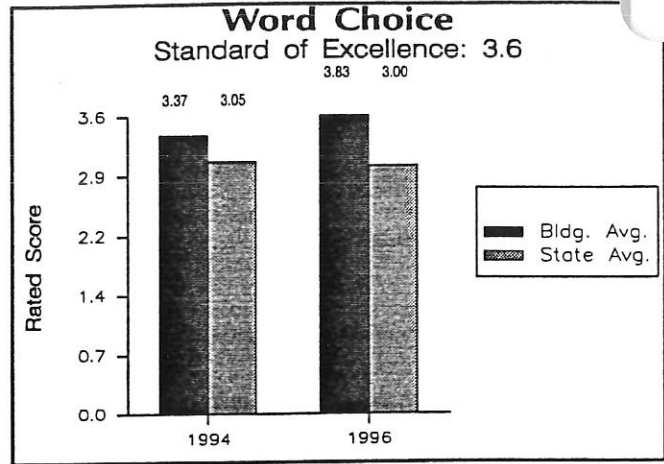
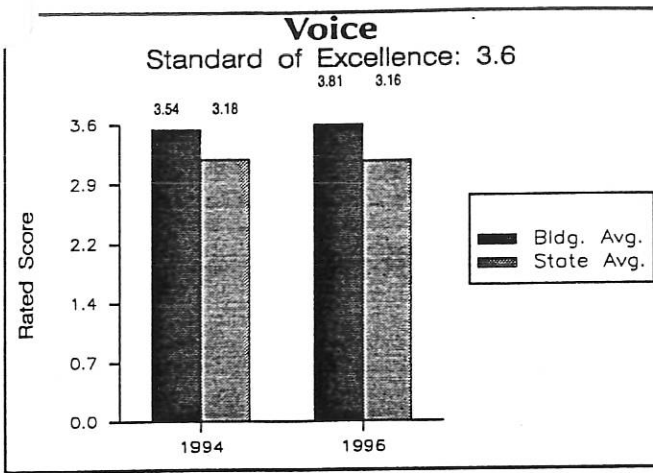


Statewide Writing Test

The writing assessments were given to fifth-, eighth- and tenth-graders (however, districts could petition to test at other grades). Student essays on topics they chose were scored based on ideas and content; organization; voice (using natural, appropriate language); word choice; sentence fluency; and conventions (such as spelling, punctuation and grammar). The highest possible rating is 5.0; the lowest is 0. Some buildings' 1994 data are from a 10% sample of enrolled students. The assessment was not given in 1994-95.

5th Grade





Statewide Science Test

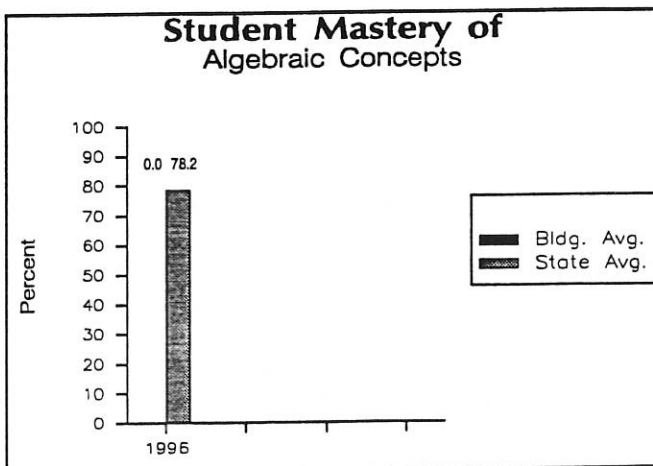
The science assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

Statewide Social Studies Test

The social studies assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

School Building Data

The following charts show areas of academic achievement. Advanced science courses are those usually taken after biology, such as physics and chemistry. Advanced mathematics courses are those, such as algebra II or pre-calculus, which are normally taken after a student has passed algebra I and geometry or their equivalent. Local districts determine definitions of passing grades and mastery.



Kansas School Building Report Card
School Year 1995-96

SAMPLE

USD MIDDLE/JUNIOR HIGH
Current State Accreditation Status: Candidate

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

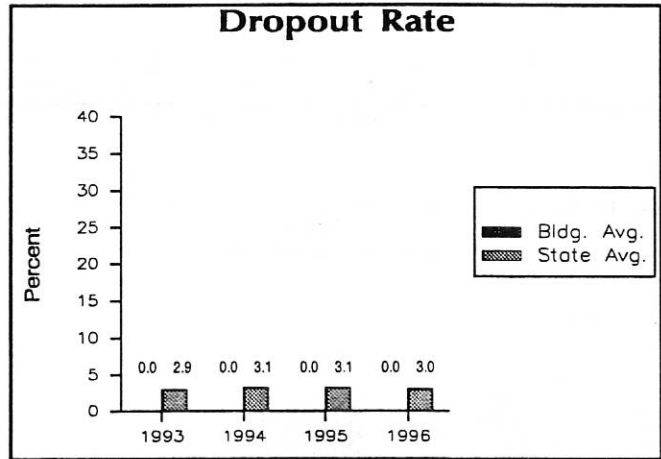
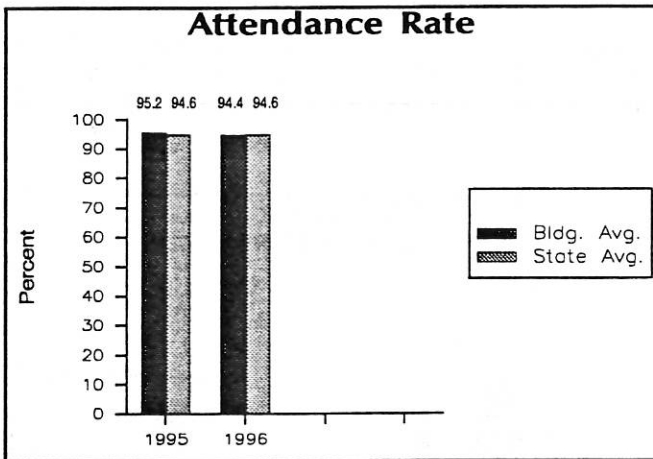
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Males	51%	52%	Asian Pacific Islander	0%	2%
Females	49%	48%	Black	6%	8%
Economically disadvantaged students	17%	30%	Hispanic	6%	6%
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Attendance, Graduation and Dropout Rates

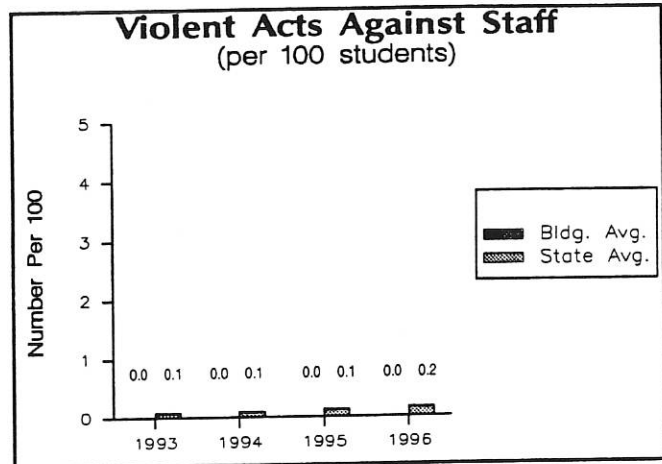
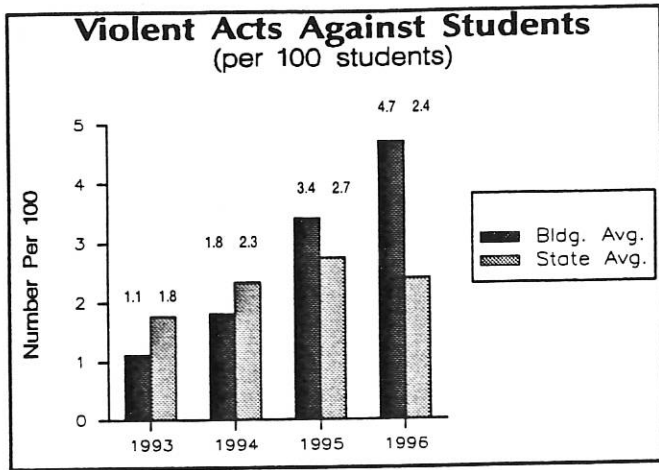
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1-7

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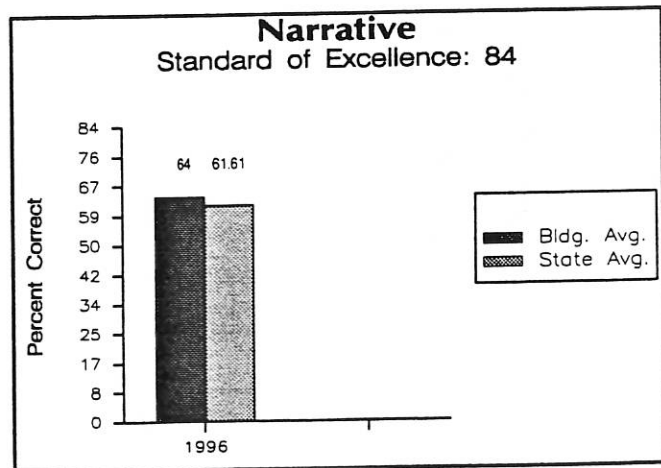
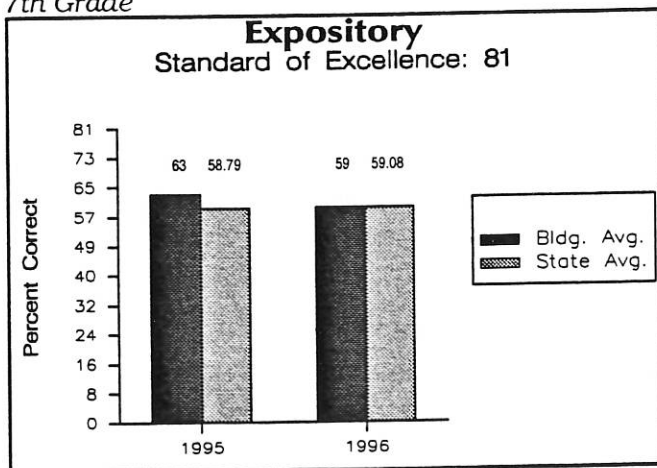
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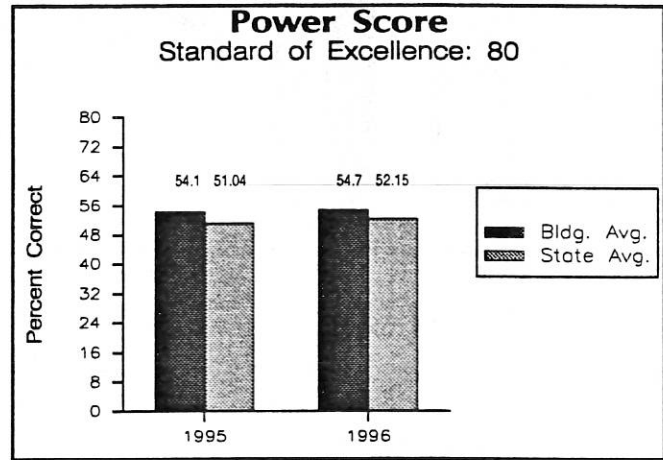
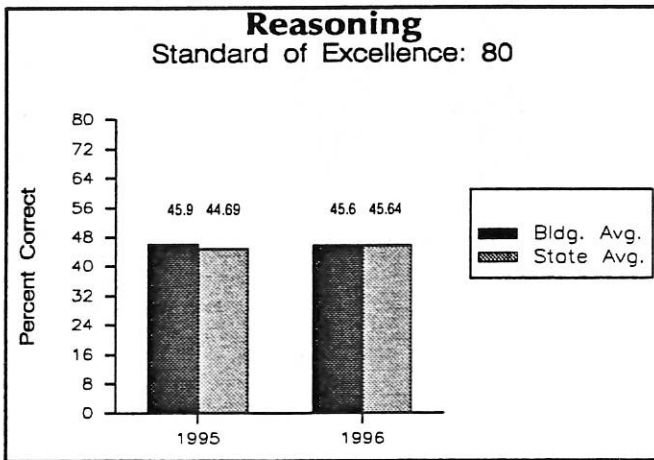
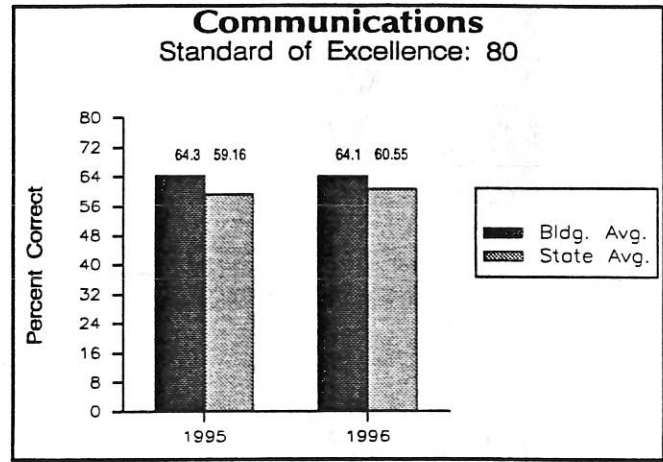
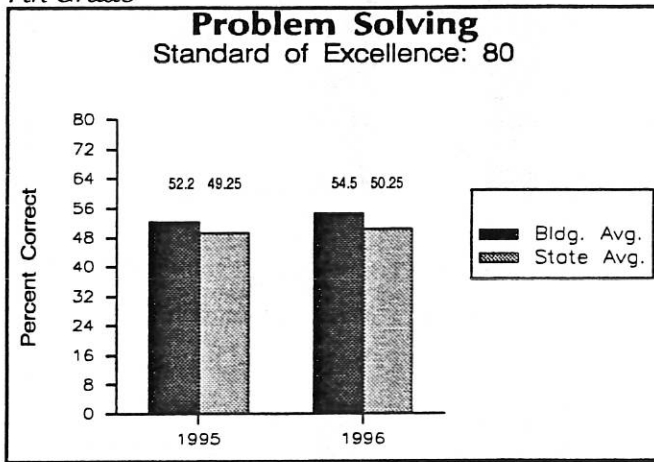
7th Grade



Statewide Mathematics Test

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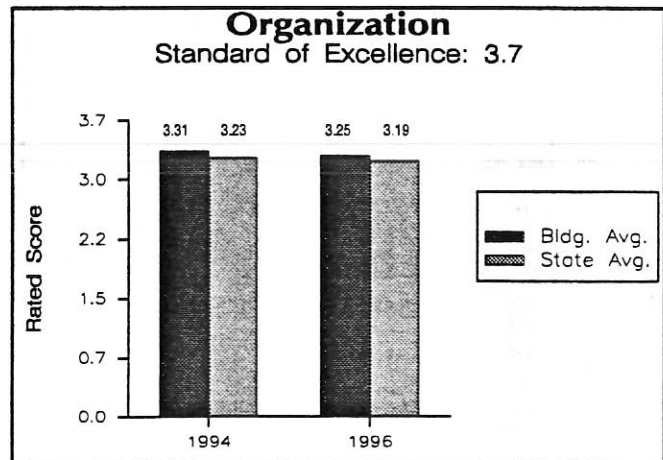
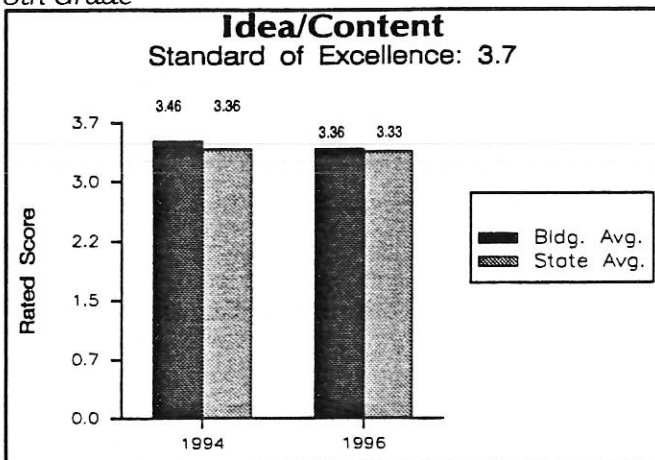
7th Grade



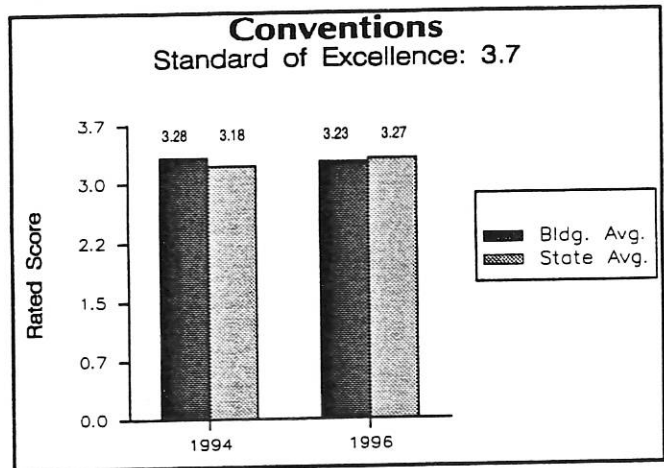
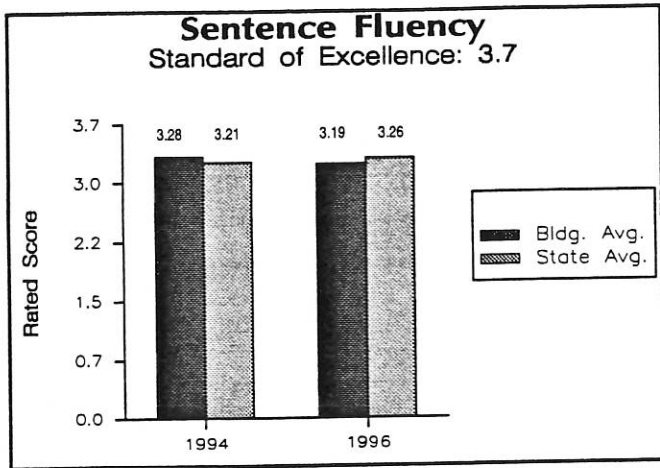
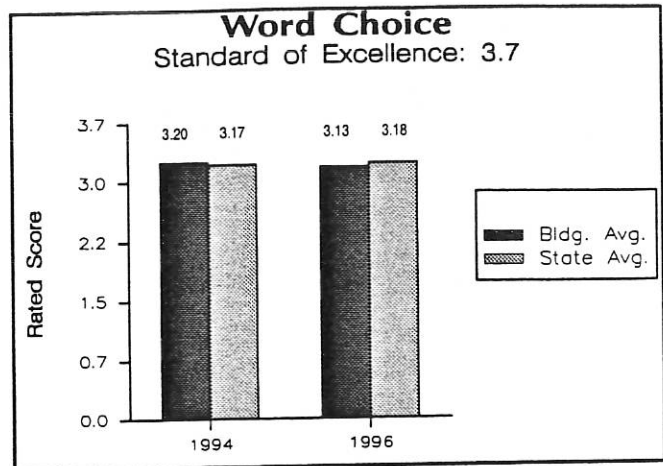
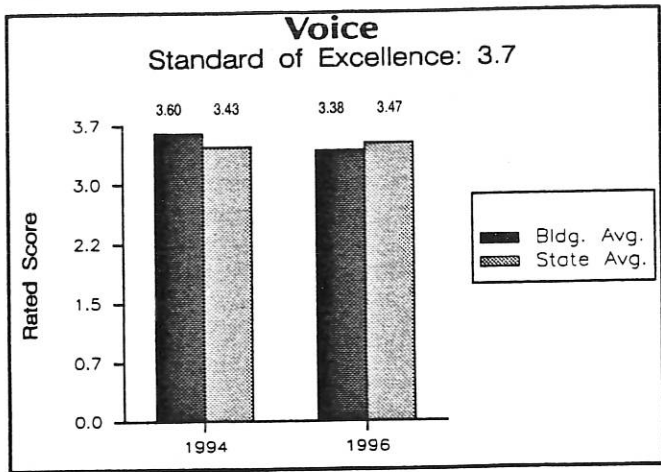
Statewide Writing Test

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8th Grade



1-9



Statewide Science Test

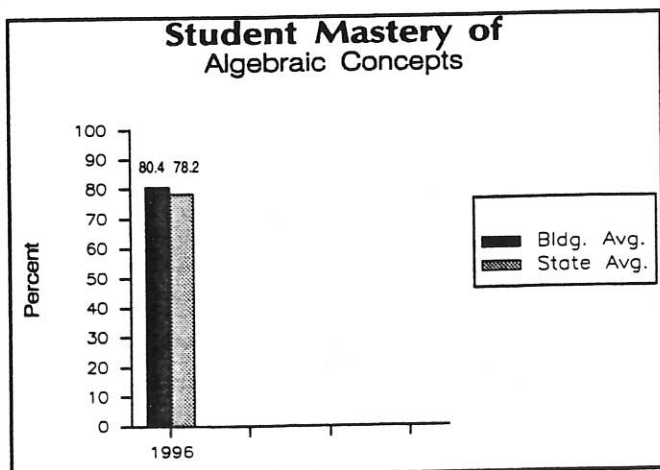
The science assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

Statewide Social Studies Test

The social studies assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

School Building Data

The following charts show areas of academic achievement. Advanced science courses are those usually taken after biology, such as physics and chemistry. Advanced mathematics courses are those, such as algebra II or pre-calculus, which are normally taken after a student has passed algebra I and geometry or their equivalent. Local districts determine definitions of passing grades and mastery.



1-10

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

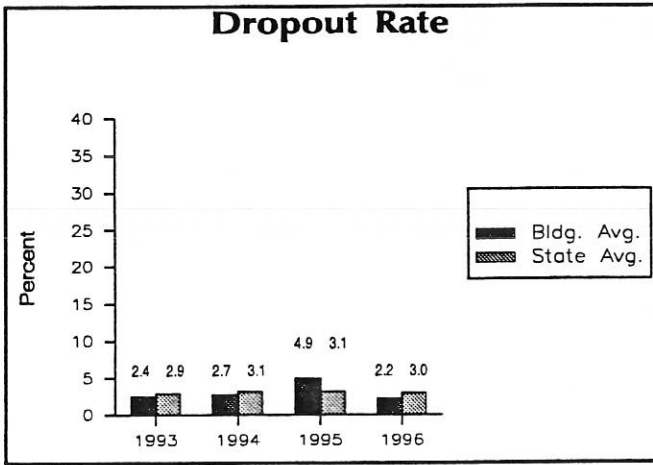
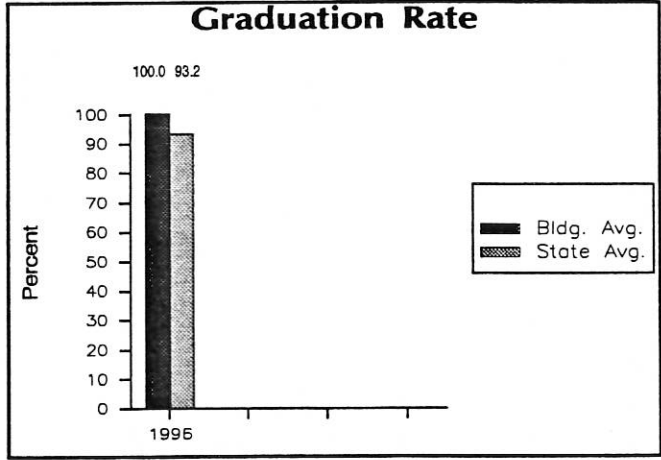
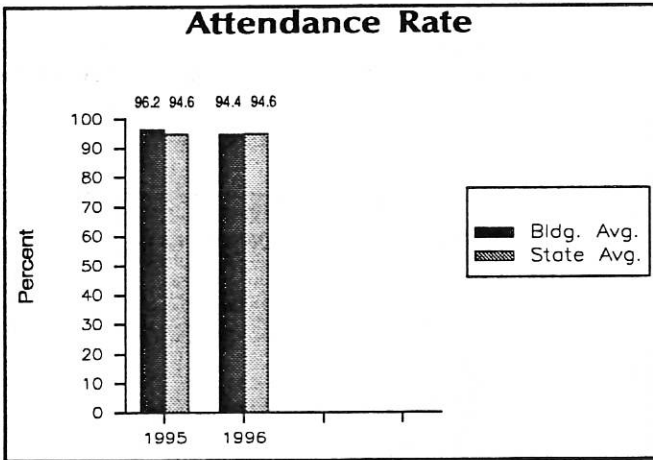
In addition, this report card is not a way of "rating" or "ranking" schools. Because of distinct community and student characteristics, direct comparisons between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information.

Summary of School Profile

	<u>Bldg. Data</u>	<u>State Data</u>		<u>Bldg. Data</u>	<u>State Data</u>
Total Enrollment	93	492,150	American Indian	12%	1%
Males	54%	52%	Asian Pacific Islander	0%	2%
Females	46%	48%	Black	1%	8%
Economically disadvantaged students	33%	30%	Hispanic	0%	6%
			White	87%	83%

Attendance, Graduation and Dropout Rates

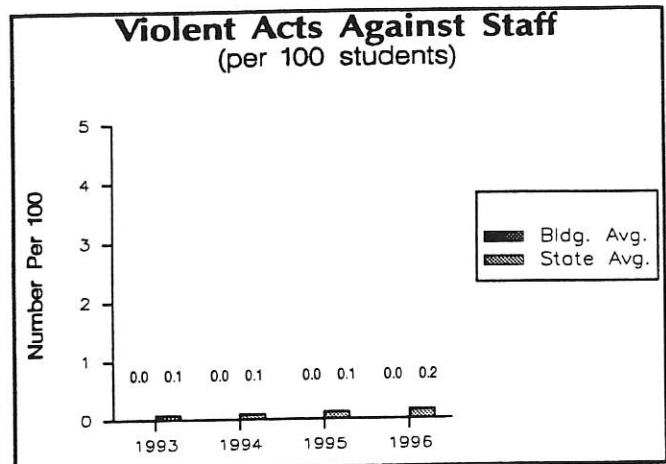
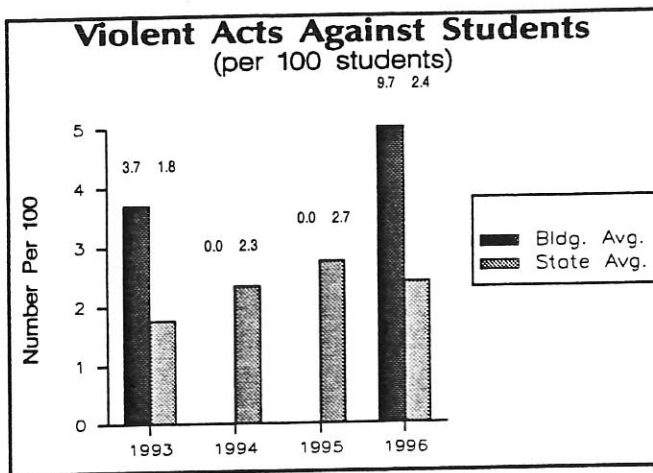
Commonly accepted reflections of a school's level of quality are attendance, graduation and dropout rates. Because state reporting systems have been under development in recent years, not all areas have the same number of prior years' data available for comparisons. Graduation rates at this time reflect only students who began 12th grade in 1995-96 and graduated.



1-11

School Violence

Violent acts data are important because they reflect the relative safety and stability of the school's climate. Although violent acts can be defined in many different ways, for Kansas schools they are malicious acts against students/staff which (1) require the attention of a physician or nurse, or (2) result in the student receiving a suspension or expulsion.



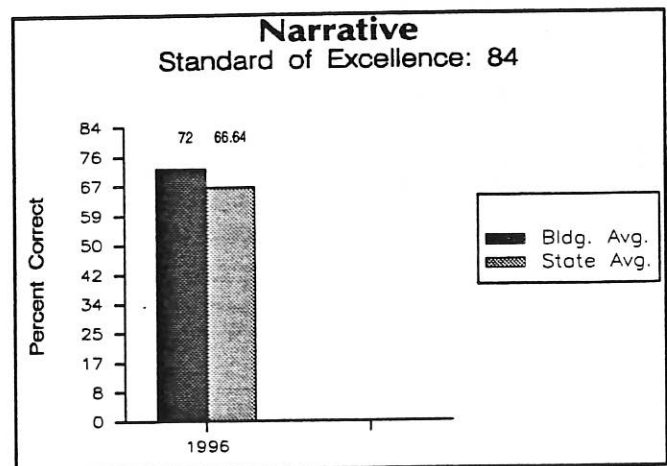
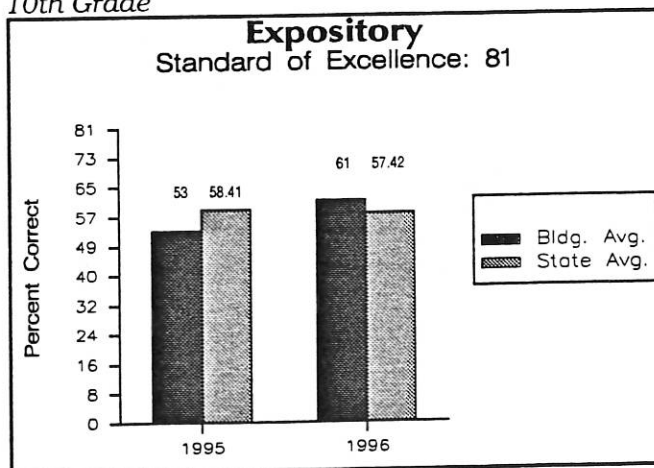
Statewide and School Building Data

Standards of Excellence (Std. Of Exc.) are scores which the state board of education has determined reflect a highly competitive level of achievement. Schools are expected to progressively increase their students' performances to reach these goals. All test results are based on performance of all regular education and gifted students in both public and accredited non-public schools.

Statewide Reading Test

Reading assessments were given to third-, seventh- and tenth-graders. Students' comprehension skills were evaluated based on answers to questions about narrative and expository selections. The narrative portion of the test featured articles which conveyed stories, while the expository section presented readers factual and technical information. The data shown are for years when the reading selections were the same.

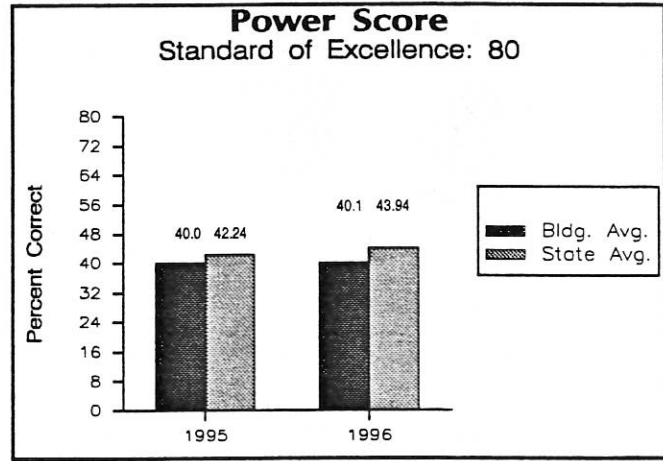
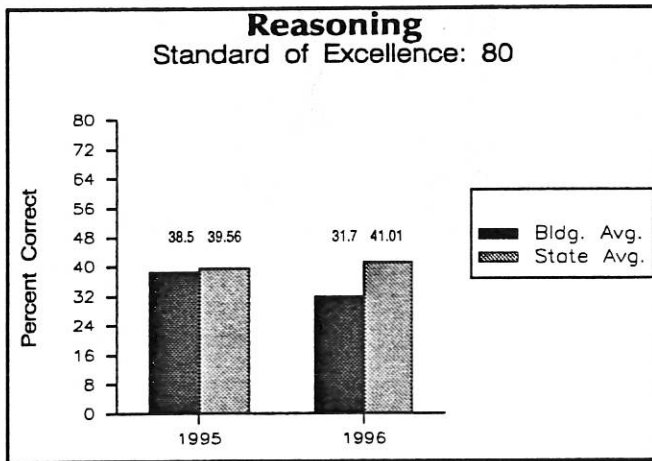
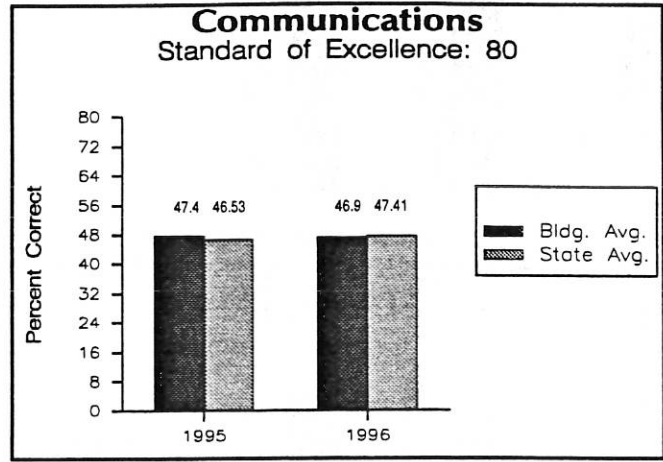
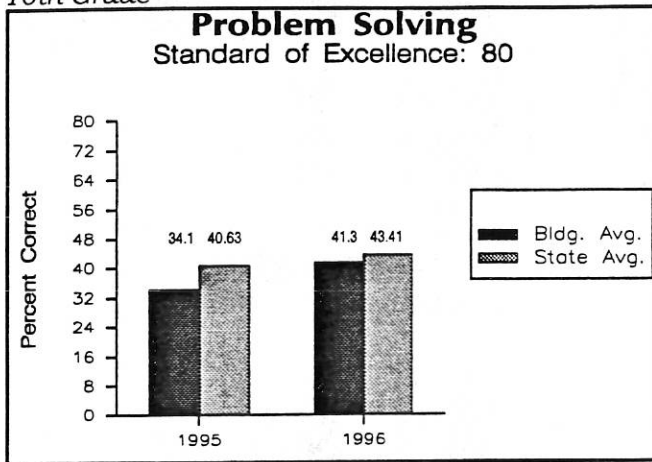
10th Grade



Statewide Mathematics Test

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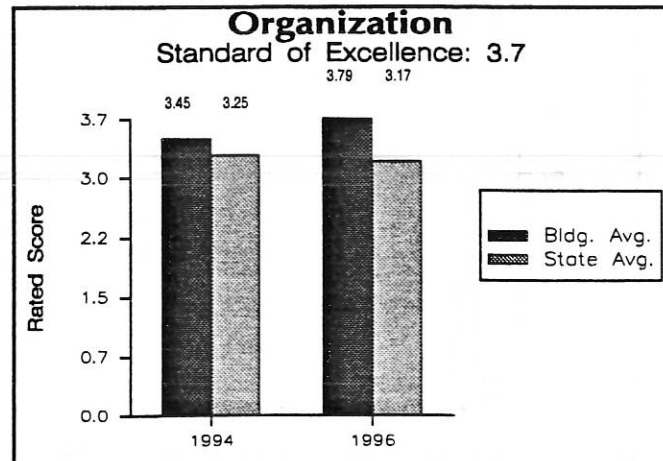
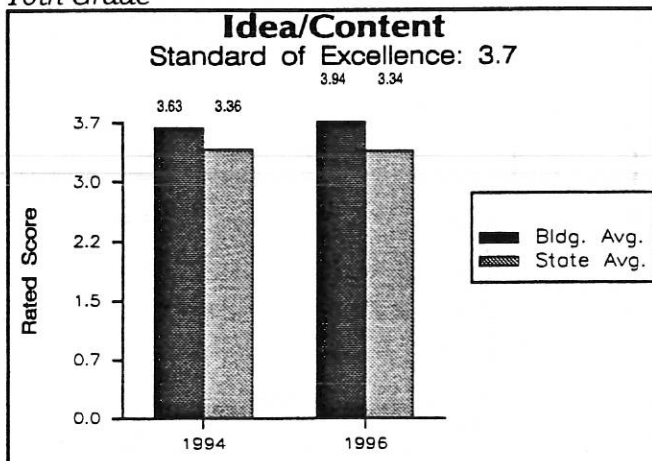
10th Grade

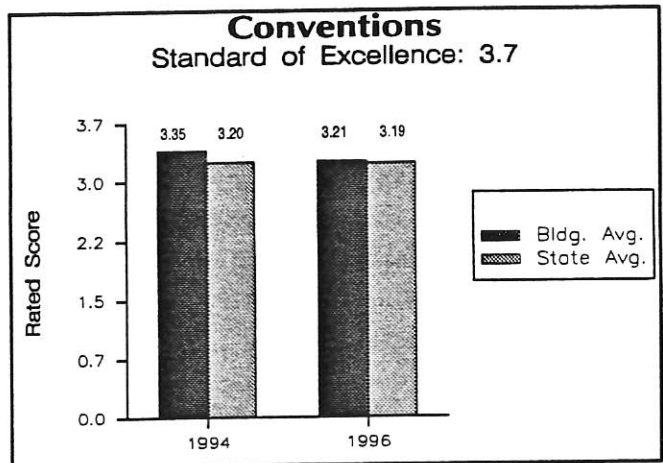
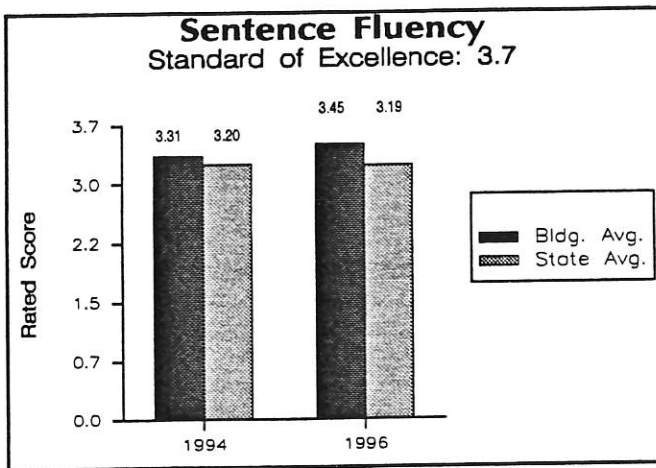
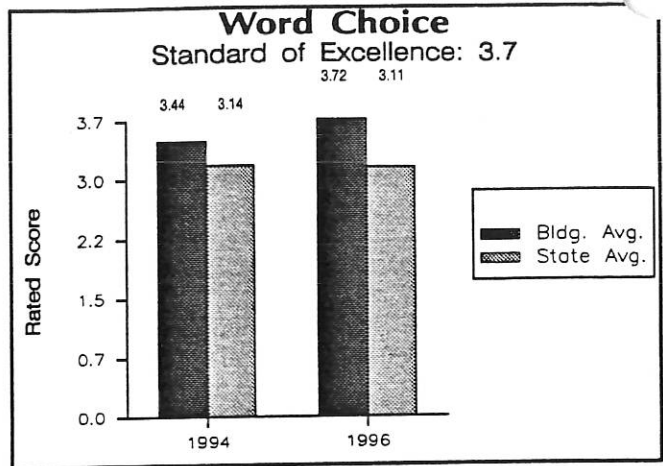
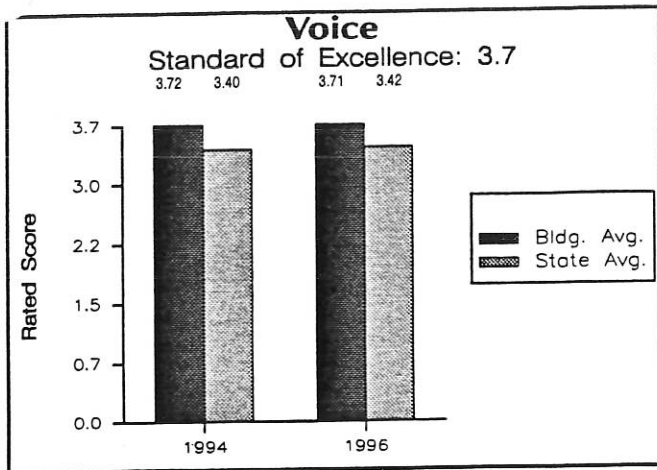


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10th Grade





Statewide Science Test

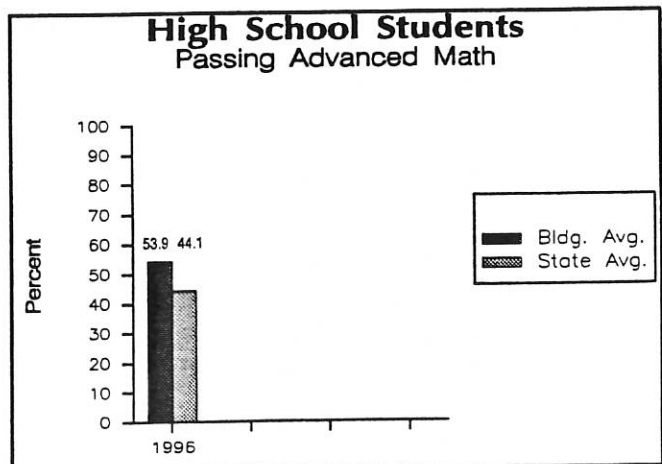
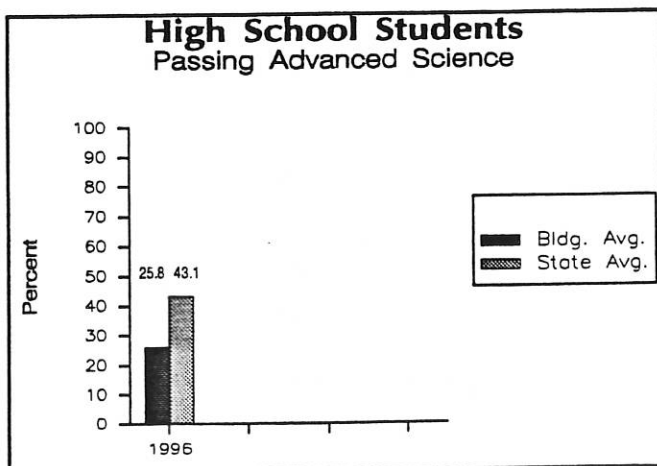
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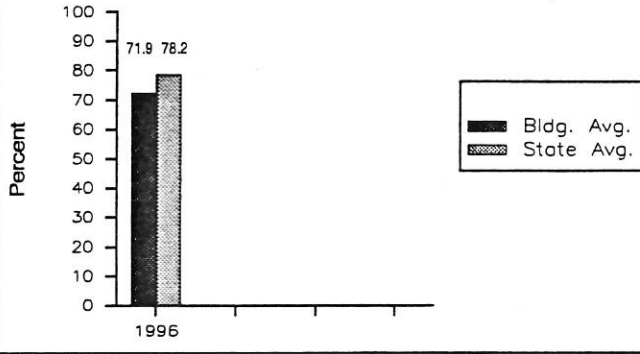
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1-14

Student Mastery of Algebraic Concepts



1-15