

State Performance on Accountability Indicators: 1994 to 2002

Indicator	1994 ‡ ✖	1995 ⊕ ✖	1996 ⊕ ✖	1997 ⊕ ✖	1998 ⊕ ✖	1999 ⊕ *	2000 ⊕ ∪	2001 ⊕ ∪ ❖*	2002 ⊕ ∪ ❖*	Change 94-02
TAAS Results, summed across grades 3-8, and 10 [accountability subset]										
TAAS Acceptable Standard	25%	25%	30%	35%	40%	45%	50%	50%	55% ♦	+30%
READING										
<i>All Students</i>	76.5%	78.4%	80.4%	84.0%	87.0%	86.5%	87.4%	88.9%	91.3%	+14.8%
<i>African American</i>	60.2%	63.0%	66.8%	73.2%	78.2%	78.2%	80.8%	82.5%	86.7%	+26.5%
<i>Hispanic</i>	64.9%	67.9%	70.3%	75.3%	79.5%	79.5%	80.7%	83.5%	86.9%	+22.0%
<i>White</i>	87.2%	88.4%	90.0%	92.4%	94.2%	93.7%	94.3%	95.1%	96.3%	+9.1%
<i>Economically Disadvantaged</i>	62.9%	66.1%	68.4%	73.7%	78.4%	78.2%	79.8%	82.3%	86.0%	+23.1%
MATHEMATICS										
<i>All Students</i>	60.5%	65.9%	74.2%	80.1%	84.2%	85.7%	87.4%	90.2%	92.7%	+32.2%
<i>African American</i>	38.1%	43.8%	55.0%	64.1%	70.5%	72.8%	77.0%	81.9%	86.5%	+48.4%
<i>Hispanic</i>	47.1%	52.3%	63.9%	71.8%	77.7%	80.7%	82.9%	86.9%	90.1%	+43.0%
<i>White</i>	73.3%	79.2%	85.0%	89.5%	91.9%	92.5%	93.6%	95.1%	96.5%	+23.2%
<i>Economically Disadvantaged</i>	45.0%	51.4%	62.3%	70.5%	76.1%	78.7%	81.1%	85.3%	88.9%	+43.9%
WRITING										
<i>All Students</i>	79.0%	82.0%	82.9%	85.3%	87.4%	88.2%	88.2%	87.9%	88.7%	+9.7%
<i>African American</i>	65.8%	70.5%	72.8%	76.1%	80.4%	81.9%	82.4%	82.9%	84.5%	+18.7%
<i>Hispanic</i>	69.6%	73.4%	74.2%	77.6%	80.9%	83.1%	82.3%	83.0%	83.7%	+14.1%
<i>White</i>	87.6%	89.7%	90.5%	92.5%	93.4%	93.1%	94.0%	92.9%	93.9%	+6.3%
<i>Economically Disadvantaged</i>	67.7%	71.5%	72.9%	76.0%	79.7%	81.4%	81.3%	81.8%	82.7%	+15.0%
SOCIAL STUDIES ✖										
<i>All Students</i>	—	65.9%	70.2%	67.4%	66.3%	70.1%	71.8%	77.0%	83.7%	+17.8%
Annual Dropout Rate, Grades 7-12										
<i>All Students</i>	2.8%	2.6%	1.8%	1.8%	1.6%	1.6%	1.6%	1.3%	1.0%	-1.8%
<i>African American</i>	3.6%	3.2%	2.3%	2.3%	2.0%	2.1%	2.3%	1.8%	1.3%	-2.3%
<i>Hispanic</i>	4.2%	3.9%	2.7%	2.5%	2.3%	2.3%	2.3%	1.9%	1.4%	-2.8%
<i>White</i>	1.7%	1.5%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.5%	-1.2%
<i>Economically Disadvantaged</i>	2.9%	2.7%	1.9%	1.7%	1.6%	1.6%	1.5%	1.3%	1.0%	-1.9%
Attendance Rate, Grades 1-12	94.9%	95.1%	95.1%	95.1%	95.2%	95.3%	95.4%	95.6%	95.5%	+0.6%

‡ TAAS reading and mathematics was administered to grades 3-8, and 10; TAAS writing was administered to grades 4, 8, and 10. [English language]

⊕ TAAS reading and mathematics was administered to grades 3-8, and 10; TAAS writing was administered to grades 4, 8, and 10; TAAS social studies was administered to grade 8. [English language]

✖ The accountability subset includes only non-special education students.

* The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3 & 4, reading and mathematics.

∪ The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3-6, reading, writing, and mathematics.

❖ The annual dropout rate *Acceptable* standard was 6.0% from 1994 through 2000. This standard was changed to 5.5% in 2001 and to 5.0% in 2002.

* Attendance no longer used as a base indicator.

♦ The TAAS *Acceptable* standard for social studies is 50% and applies only to the *All Students* group in 2002.

✖ Social studies was first included in the accountability system in 2002; however, information is shown from 1995.