
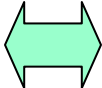



2007 Preliminary TAKS Results

A Summary of Trends

2007 Preliminary TAKS Results - Trends

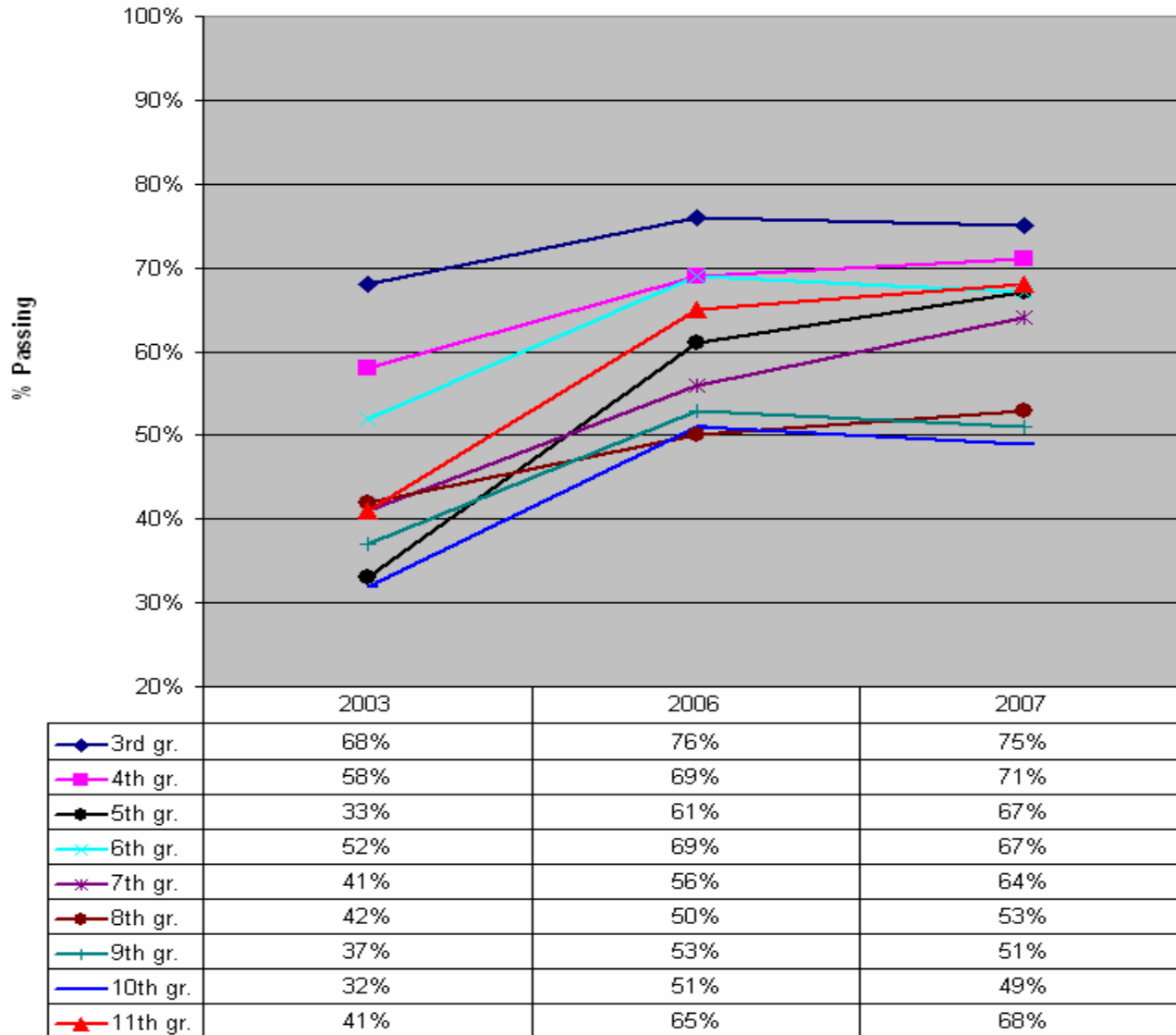
Short term (since last year) on all tests:

-  or  in 47 out of 63 cells (75%)
-  in 16 out of 63 cells (25%)

Long term (since 2003):

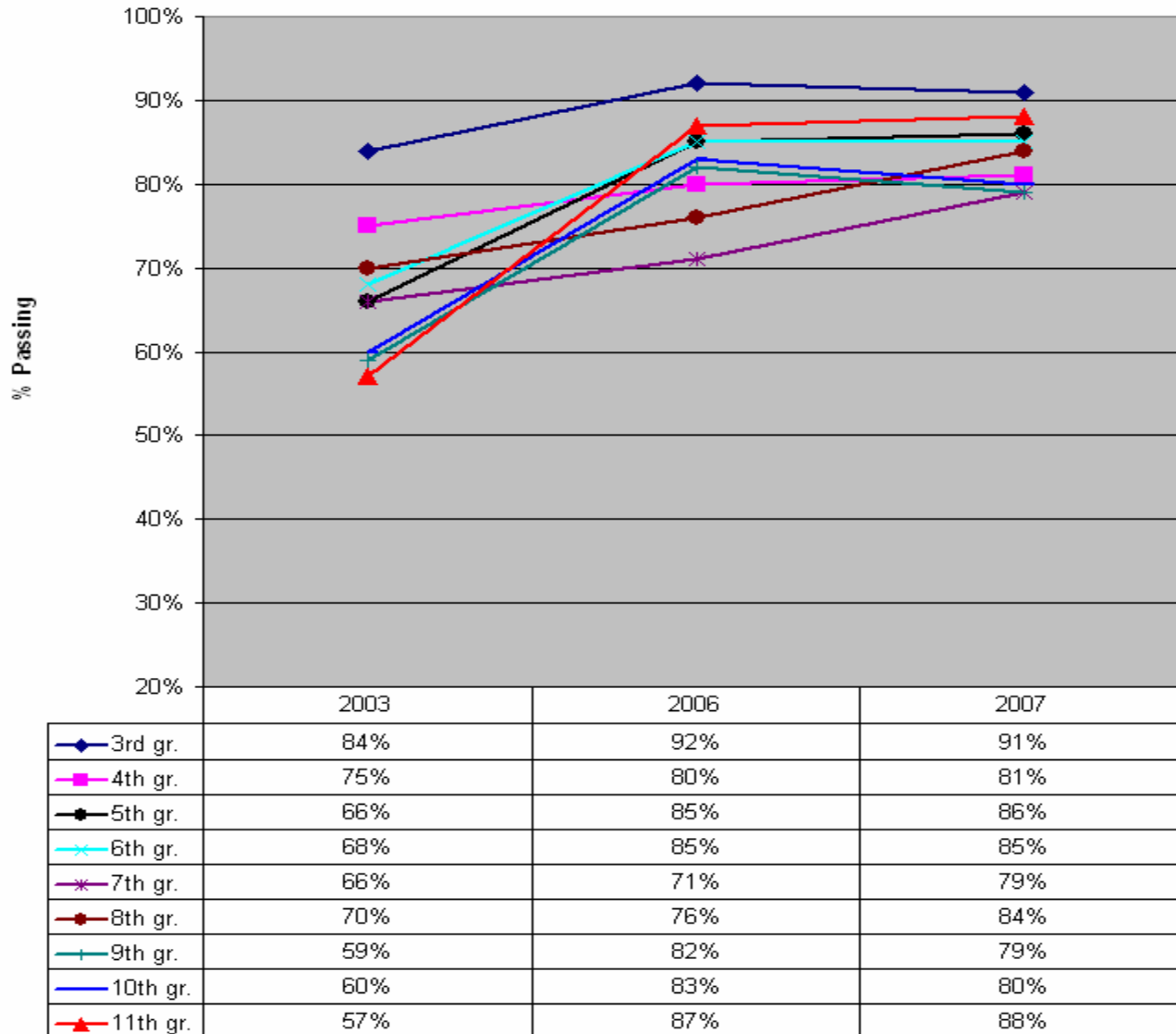
-  in 63 out of 63 cells (100%)

2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – All Tests Taken*



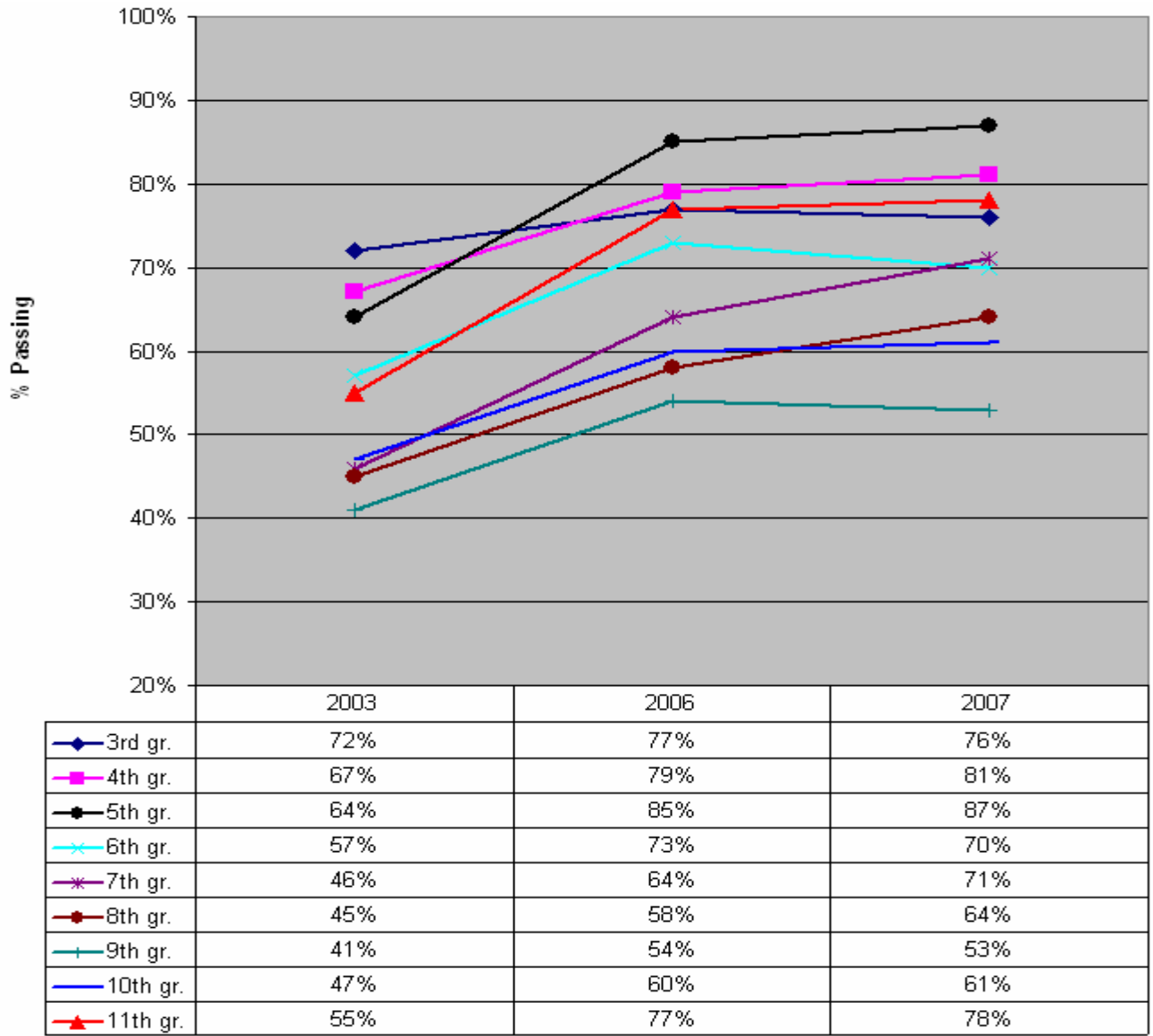
* 1st and 2nd Administration of Reading and Math at SSI Grades

2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – Reading / ELA*



* 1st and 2nd Administration at Grades 3 and 5

2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – Mathematics*



* 1st and 2nd Administration at Grade 5

2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – Writing

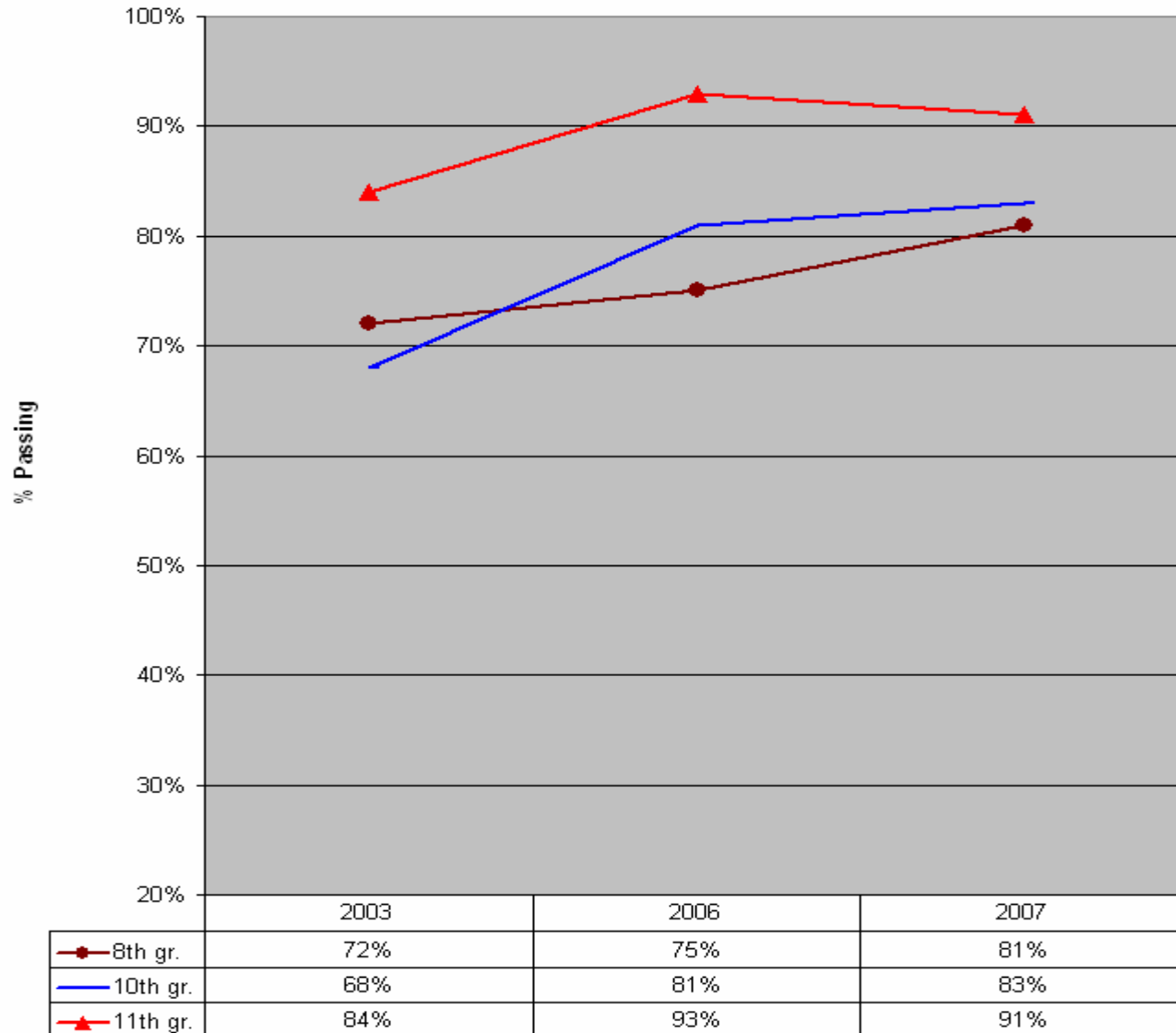


2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – Science*





* 8th gr. Science reported at 1 SEM

2003 – 2006 – 2007 TAKS Results for English Met Standard All Students – Social Studies



2007 Preliminary Spanish TAKS Results - Trends

Short term (since last year) on all Spanish TAKS tests:

-  or  in 7 out of 10 cells (70%)
-  in 3 out of 10 cells (30%)

Long term (since 2003):

-  in 10 out of 10 cells (100%)

2007 Preliminary TAKS Results - Trends

What does it all mean?

- Support for transitioning students should be systematized
- Advisory implementation must be done with high fidelity and quality
- Professional development is needed to improve Mathematics and Science instruction
- Interventions need to be implemented effectively

