Creating a Demographic report

A Demographic report displays the results of state exams broken down by categories you select. For example, you can aggregate scores based on ethnic groups or educational programs. Or you can show overall exam results for your school, grade, class, or entire school district.

To create a Demographic report:
1. Click the State Analysis tab. Click the PDF Reports for Groups and Individuals link or icon.
2. On the Reports page, select the state test you want to run the report on.
3. Click the Demographic Report link or thumbnail.
4. Teachers: Select the beginning pool of students for your report: District, School, or My Classes (allows you to select periods on next page).

To compare scores for students meeting the same demographic criteria, run the same report but change these initial options. You will have overall scores for the district, school, and your classes for the same set of students.

5. On the Select Students for Reports page, update these options, if necessary:
   - Roster. This determines which data source is used when running this report: Test Roster (from state exam) or SIS (from school roster).
   - School (if you have access to more than one)
   - Exam for a given time period (and for certain exams, a date range)
   - Grade level
6. In the Select Students Based on area:
   - To run a report without selecting specific students, click Continue.
   - To run a report for a specific set of students, use the option links to limit the report results. Then click Continue.

About the TAKS Demographic report

The Texas Assessment of Knowledge and Skills (TAKS) measures students’ performance relative to the objectives set out by the state. These academic objectives describe what students should know and be able to do at each grade level. Texas scales the exam results and divides the scaled scores into performance levels.

When you run a Demographic report for a set of students, Edusoft shows their overall scores in each subject area. The report also shows aggregate scores for each category of students you included, such as grade level and ethnic group, as well as the distribution of each group across the performance levels.

When would you use this report?
- You might run this report to have a printed copy of your students’ results.
- You might use this report to identify the NCLB groups you need to monitor.
- You might use this report to determine which educational programs are working well.
- You might use this report to check progress on low-performing students in your current class. To do so, run reports on your students’ scores from last year. Then create a custom group made up of those students with low scores, and select the custom group when running reports.

For more information
- See Edusoft’s online Help and online Library for more information on using State Analysis features.
- Visit your state’s Department of Education Web site for help with interpreting the state exam results:
  http://www.tea.state.tx.us/student.assessment
# TAKS Demographic Report
## Reading

### December 7, 2005

#### Report Options
Schools: All
Exams: TAKS TAKS - TAKS Summer 04-05
Rosters: 2005-2006 Fall
Teachers: All
Grades: All
Ethnicities: All
Ed Programs: All
District: Edusoft SD
Course: All
Custom Groups: All

**Overall**

<table>
<thead>
<tr>
<th># Students</th>
<th>Avg Scaled Score</th>
<th>Percent Met or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>2060.94</td>
<td>36%</td>
</tr>
</tbody>
</table>

**Grade**

<table>
<thead>
<tr>
<th># Students</th>
<th>Avg Scaled Score</th>
<th>Percent Met or Above</th>
<th>Percent Not Met Standard</th>
<th>Percent Met Standard</th>
<th>Percent Commended</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1981.50</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>2142.88</td>
<td>71%</td>
<td>29%</td>
<td>65%</td>
<td>6%</td>
</tr>
<tr>
<td>15</td>
<td>2008.93</td>
<td>7%</td>
<td>93%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>48</td>
<td>2071.33</td>
<td>44%</td>
<td>56%</td>
<td>43%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th># Students</th>
<th>Avg Scaled Score</th>
<th>Percent Met or Above</th>
<th>Percent Not Met Standard</th>
<th>Percent Met Standard</th>
<th>Percent Commended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2045.20</td>
<td>28%</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>2072.59</td>
<td>43%</td>
<td>57%</td>
<td>41%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Ethnicity**

<table>
<thead>
<tr>
<th># Students</th>
<th>Avg Scaled Score</th>
<th>Percent Met or Above</th>
<th>Percent Not Met Standard</th>
<th>Percent Met Standard</th>
<th>Percent Commended</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2059.72</td>
<td>34%</td>
<td>66%</td>
<td>34%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2061.48</td>
<td>38%</td>
<td>63%</td>
<td>35%</td>
<td>3%</td>
</tr>
<tr>
<td>White, not of Hispanic Origin</td>
<td>2070.75</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Ed Program**

<table>
<thead>
<tr>
<th># Students</th>
<th>Avg Scaled Score</th>
<th>Percent Met or Above</th>
<th>Percent Not Met Standard</th>
<th>Percent Met Standard</th>
<th>Percent Commended</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk of Dropping Out</td>
<td>2056.73</td>
<td>31%</td>
<td>69%</td>
<td>29%</td>
<td>1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>2062.02</td>
<td>38%</td>
<td>62%</td>
<td>37%</td>
<td>1%</td>
</tr>
<tr>
<td>English as a Second</td>
<td>2056.00</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Gifted / Talented</td>
<td>2118.00</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>2056.03</td>
<td>34%</td>
<td>66%</td>
<td>31%</td>
<td>3%</td>
</tr>
<tr>
<td>Non-LEP Monitored 1st Year</td>
<td>2100.00</td>
<td>60%</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Non-LEP Monitored 2nd Year</td>
<td>2075.60</td>
<td>40%</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>Non-LEP Other</td>
<td>2058.64</td>
<td>35%</td>
<td>65%</td>
<td>34%</td>
<td>0%</td>
</tr>
<tr>
<td>Not Special Education</td>
<td>2059.77</td>
<td>36%</td>
<td>64%</td>
<td>34%</td>
<td>1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>2114.50</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>State Bilingual</td>
<td>2062.04</td>
<td>35%</td>
<td>65%</td>
<td>31%</td>
<td>4%</td>
</tr>
<tr>
<td>Title I Part A All</td>
<td>2060.94</td>
<td>36%</td>
<td>64%</td>
<td>35%</td>
<td>1%</td>
</tr>
<tr>
<td>Title I Part A Schoolwide</td>
<td>2060.94</td>
<td>36%</td>
<td>64%</td>
<td>35%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Performance Levels**

Each performance level corresponds to a range of scaled scores established for the exam.

These percentages show how students in this group placed across the performance levels. To assess the scores accurately, look at the range of percentages across the row. For example, this row shows that 57% of male students did not meet the standard, which seems very poor. However, when you note that 41% scored in the Met Standard level, the results seem more favorable.

Highlighted indicates the highest number in the row (or in the case of duplicates, the first occurrence of that number).

This information shows the NCLB groups you need to monitor and the educational programs that are performing well.

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The title includes the exam name, report type, and subject area.

The report options show which schools, grades, etc. you selected for this report.

These are the overall scores for this set of students.

These are the scores by grade.

These are the scores by gender.

These are the scores by ethnicity.

These are the scores by educational program.

These are the overall scores for this report.

These are the scores by grade.

These are the scores by gender.

These are the scores by ethnicity.

These are the scores by educational program.

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The title includes the exam name, report type, and subject area.

The report options show which schools, grades, etc. you selected for this report.

These are the overall scores for this set of students.

These are the scores by grade.

These are the scores by gender.

These are the scores by ethnicity.

These are the scores by educational program.

These are the overall scores for this report.

These are the scores by grade.

These are the scores by gender.

These are the scores by ethnicity.

These are the scores by educational program.

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**Average Scaled Score**

For all students in this report, this is the average scaled score. Scaled scores take assessment item difficulty into account, providing a more precise measurement of skills and knowledge than raw scores. The range for scaled scores differs for each subject area, grade, and year. Comparing this number against state-wide averages can tell you how well this set of students scored against other districts.

**Percent Met or Above**

This is the percent of students whose scores fell within the Met the Standard or Commended performance levels.

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