

Section 4. Test-Level Analyses

This chapter summarizes the test-level statistics obtained for the January and May 2005 administrations of the MHSAs. The test-level analyses include demographic distributions, reliability analyses, summary statistics, and decision consistency.

Demographic Distributions

All eligible students completed the MHSAs, though the scores were not used for individual accountability during this time. The demographic characteristics of the students were presented in Tables 4.1 to 4.4 for the January and May administrations of Algebra, Biology, Geometry, and Government, respectively. The number of students participating in the May administration was greater than the number of students participating in the January administration. As a result, only two field test versions were included in the January administration to ensure sufficient samples for the analyses of the field test items. Due to the small numbers of students participating in the July administration, the May field test sections were repeated to ensure that the test length was comparable.

Table 4.1. Demographic Information for Algebra

		January Primary Forms		January Make-Up Forms		May Primary Forms		May Make-Up Forms	
		N	%	N	%	N	%	N	%
Overall		5275		554		64431		3828	
Gender									
	Male	2476	46.9	267	48.2	32353	50.2	1985	51.9
	Female	2785	52.8	280	50.5	32075	49.8	1842	48.1
	Missing	14	0.3	7	1.3	3	0.0	1	0.0
Special Education									
	Yes	67	1.3	8	1.4	6210	9.6	527	13.8
	No	5205	98.7	545	98.4	57230	88.8	3235	84.5
	504	3	0.1	1	0.2	991	1.5	66	1.7
Ethnicity									
	American Indian	27	0.5	5	0.9	248	0.4	20	0.5
	Asian/Pacific Islander	121	2.3	11	2.0	3472	5.4	108	2.8
	African American	2056	39.0	296	53.4	24339	37.8	1542	40.3
	White	2812	53.3	197	35.6	32308	50.1	1927	50.3
	Hispanic	206	3.9	23	4.2	4060	6.3	230	6.0
	Missing	53	1.0	22	4.0	4	0.0	1	0.0
Limited English Proficient									
	Yes	3	0.1	0	0.0	1818	2.8	100	2.6
	No	5272	99.9	554	100.0	62155	96.5	3704	96.8
	Exited	0	0.0	0	0.0	458	0.7	24	0.6

Table 4.2. Demographic Information for Biology

		January Primary Forms		January Make-Up Forms		May Primary Forms		May Make-Up Forms	
		N	%	N	%	N	%	N	%
Overall		7711		609		47996		2161	
Gender									
	Male	3674	47.6	285	46.8	23820	49.6	1161	53.7
	Female	4027	52.2	320	52.5	24173	50.4	1000	46.3
	Missing	10	0.1	4	0.7	3	0.0	0	0.0
Special Education									
	Yes	85	1.1	8	1.3	4267	8.9	329	15.2
	No	7614	98.7	599	98.4	42945	89.5	1789	82.8
	504	12	0.2	2	0.3	784	1.6	43	2.0
Ethnicity									
	American Indian	18	0.2	3	0.5	179	0.4	12	0.6
	Asian/Pacific Islander	149	1.9	10	1.6	3145	6.6	54	2.5
	African American	2444	31.7	289	47.5	15456	32.2	958	44.3
	White	4827	62.6	267	43.8	26268	54.7	977	45.2
	Hispanic	230	3.0	27	4.4	2944	6.1	158	7.3
	Missing	43	0.6	13	2.1	4	0.0	2	0.1
Limited English Proficient									
	Yes	2	0.0	0	0.0	1344	2.8	50	2.3
	No	7707	99.9	609	100.0	46220	96.3	2095	96.9
	Exited	2	0.0	0	0.0	432	0.9	16	0.7

Table 4.3. Demographic Information for Geometry

		January Primary Forms		January Make-Up Forms		May Primary Forms		May Make-Up Forms	
		N	%	N	%	N	%	N	%
Overall		6978		550		56631		2442	
Gender									
	Male	3163	45.3	253	46.0	27820	49.1	1296	53.1
	Female	3778	54.1	288	52.4	28810	50.9	1146	46.9
	Missing	37	0.5	9	1.6	1	0.0	0	0.0
Special Education									
	Yes	22	0.3	6	1.1	4759	8.4	307	12.6
	No	6945	99.5	544	98.9	50942	90.0	2093	85.7
	504	11	0.2	0	0.0	930	1.6	42	1.7
Ethnicity									
	American Indian	22	0.3	2	0.4	196	0.3	10	0.4
	Asian/Pacific Islander	175	2.5	14	2.5	3419	6.0	70	2.9
	African American	1844	26.4	236	42.9	19923	35.2	1136	46.5
	White	4660	66.8	250	45.5	30060	53.1	1069	43.8
	Hispanic	193	2.8	31	5.6	3032	5.4	157	6.4
	Missing	84	1.2	17	3.1	1	0.0	0	0.0
Limited English Proficient									
	Yes	2	0.0	0	0.0	1115	2.0	45	1.8
	No	6974	99.9	550	100.0	54968	97.1	2374	97.2
	Exited	2	0.0	0	0.0	548	1.0	23	0.9

Table 4.4. Demographic Information for Government

		January Primary Forms		January Make-Up Forms		May Primary Forms		May Make-Up Forms	
		N	%	N	%	N	%	N	%
Overall		6783		758		46837		2089	
Gender									
	Male	3304	48.7	366	48.3	23327	49.8	1170	56.0
	Female	3470	51.2	383	50.5	23508	50.2	918	43.9
	Missing	9	0.1	9	1.2	2	0.0	1	0.0
Special Education									
	Yes	53	0.8	14	1.8	4267	9.1	331	15.8
	No	6719	99.1	741	97.8	41764	89.2	1719	82.3
	504	11	0.2	3	0.4	806	1.7	39	1.9
Ethnicity									
	American Indian	22	0.3	6	0.8	171	0.4	6	0.3
	Asian/Pacific Islander	132	1.9	18	2.4	3115	6.7	75	3.6
	African American	2230	32.9	366	48.3	13134	28.0	858	41.1
	White	4035	59.5	299	39.4	27587	58.9	981	47.0
	Hispanic	315	4.6	48	6.3	2829	6.0	167	8.0
	Missing	49	0.7	21	2.8	1	0.0	2	0.1
Limited English Proficient									
	Yes	7	0.1	2	0.3	1333	2.8	70	3.4
	No	6776	99.9	756	99.7	45020	96.1	2000	95.7
	Exited	0	0.0	0	0.0	484	1.0	19	0.9

Reliability

Reliability describes the extent to which differences in test scores reflect true differences in the knowledge, ability, or skill being tested rather than fluctuations due to chance or factors other than those which were being tested. The variance in the distributions of test scores (i.e., the differences among individuals) is partly due to real differences in the knowledge, skill, or ability being tested (true variance) and partly due to random errors in the measurement process (error variance). The number used to describe reliability is an estimate of the proportion of the total variance that is true variance. Several different ways of estimating this proportion exist. The estimates of reliability reported in this report were internal-consistency measures, which were derived from analysis of the consistency of the performance of individuals on items within a test (internal-consistency reliability). Therefore, the estimates apply only to the test form being analyzed. They do not take into account form-to-form variation due to equating limitations or lack of parallelism, nor were they responsive to day-to-day variation due to, for example, state of health or testing environment. Reliability coefficients may range from 0 to 1. The higher the reliability coefficient for a set of scores, the more likely individuals would be to obtain very similar scores if they took another form of the test. The formula for the internal consistency reliability as measured by Cronbach's Alpha (Cronbach, 1951) is reported below:

$$\alpha = \frac{n}{n-1} \left[1 - \frac{\sum_{i=1}^n \sigma_i^2}{\sigma_x^2} \right]$$

where n is the number of items, σ_i^2 is the variance of scores on the i -th item, and σ_x^2 is the variance of the total score (sum of scores on the individual items).

Since all five MHSA have mix item type (both dichotomous and polytomous items), it is more appropriate to report stratified Alpha (Feldt & Brennan, 1989). The stratified Alpha is a weighted average of Cronbach's Alpha for item sets with different maximum score points or "strata." The formula for calculating the stratified Alpha is:

$$\text{strata } \rho = 1 - \frac{\sum \sigma_{X_j}^2 (1 - \alpha_j)}{\sigma_x^2}$$

where $\sigma_{X_j}^2$ is the variance for strata j of the test,

σ_x^2 is the total variance of the test, and

α_j is the Cronbach's Alpha for strata j of the test.

The results for the reliability analyses of the total test score are presented with the summary statistics in Tables 4.9 to 4.16. The reliability results indicate that all of the MHSA were highly reliable: reliabilities ranged from 0.91 to 0.95 for the primary forms, and from 0.85 to 0.94 for the make-up forms. In general, the make-up forms had slightly lower reliabilities than the primary forms. Because the make-up forms tended to have

lower mean scale scores, the lower reliabilities may be related to a decrease in true-score variance.

Summary Statistics

Table 4.5 presents mean scale scores by content area for the January and May administrations. The mean scores for Algebra, Biology, and Government were higher for the May administration, whereas the mean score for Geometry was higher for the January administration. The difference between the January and May mean scores was less than 5 for all exams except Government, which yielded a difference of approximately 10.6.

Table 4.5. Mean Scores by Administration

	Jan-05			May-05		
	N	Mean	SD	N	Mean	SD
Algebra	5275	406.30	39.79	68259	411.27	50.58
Biology	7711	402.71	35.73	50157	406.70	42.48
Geometry	6978	411.61	31.02	59073	407.13	47.46
Government	6783	401.57	35.09	48926	412.14	42.44

Table 4.6 presents mean scale scores from 2003 to 2005 for each content area. The mean scores for Algebra were within 4 points, whereas the mean scores for Biology and Government were within 6 points. The largest change was evident for Geometry where a 7.6 point gain was observed from 2003 to 2005.

Table 4.6. Comparison of Mean Scores

	2003	2004	2005
Algebra	408.3	411.9	409.5
Biology	400.8	406.2	404.7
Geometry	398.8	405.2	406.4
Government	403.5	406.5	409.3

Table 4.7 presents the passing rates for Algebra, Biology and Government. As can be seen from the table, passing rates for Algebra and Biology improved approximately 6 and 8 percent, respectively, from 2003 to 2004, but declined slightly from 2004 to 2005. However, the passing rates for Government increased steadily from 2003 to 2005.

Table 4.7. Comparison of Passing Rates

	2003	2004	2005
Algebra	53.1	59.3	54.5
Biology	54.3	62.0	58.4
Government	39.8	54.6	67.1

Table 4.8 presents the percent of Geometry students classified as basic, proficient, and advanced from 2003 to 2005. Generally, there was a decline in the percent of students in the basic category, a slight increase in the percent of students in the proficient category, and an increase in the percent of students in the advanced category.

Table 4.8. Comparison of Classification Rates for Geometry

	2003	2004	2005
Basic	56.6	51.9	45.5
Proficient	33.2	36.1	36.8
Advanced	10.2	12.0	17.7

Summary statistics for all students and for subgroups based on gender, special education programs, ethnicity, and English language fluency are presented in Tables 4.9 through 4.16. The tables include number of students tested for whom valid scores were available, mean scale scores, and standard deviation of scale scores. In addition, test reliabilities are provided for the overall group of examinees. Information is presented for the primary forms of the content area, followed by the make-up forms. In all content areas, higher mean scores were noted for the primary forms compared to the make-up forms.

Table 4.9. Summary Statistics for Algebra Primary Forms

		January				May			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		406.30	39.79	5275	0.91	411.27	50.58	68259	0.93
Gender									
	Male	406.27	41.08	2476		408.22	55.33	34338	
	Female	406.55	38.51	2785		414.37	45.05	33917	
	Missing	*	*	14		*	*	4	
Special Education									
	Yes	376.31	40.36	67		357.51	57.52	6737	
	No	406.71	39.63	5205		417.37	45.98	60465	
	504	*	*	3		405.46	51.18	1057	
Ethnicity									
	American Indian	*	*	27		405.48	48.51	268	
	Asian/Pacific Islander	415.43	43.80	121		441.56	41.81	3580	
	African American	387.82	40.15	2056		385.44	48.65	25881	
	White	421.10	32.36	2812		429.34	43.32	34235	
	Hispanic	392.30	38.97	206		398.12	47.64	4290	
	Missing	366.77	37.77	53		*	*	5	
Limited English Proficient									
	Yes	*	*	3		382.97	52.63	1918	
	No	406.31	39.80	5272		412.10	50.32	65859	
	Exited			0		411.66	44.95	482	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.10. Summary Statistics for Algebra Make Up Forms

		January Make-Up Form ^a				May Make-Up Forms							
		C				X				Y			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		387.72	39.39	551	0.89	386.33	60.76	3449	0.93	371.26	57.11	379	0.90
Gender													
	Male	387.11	39.64	266		379.99	65.83	1792		362.10	58.25	193	
	Female	388.27	38.89	278		393.21	53.96	1656		380.76	54.45	186	
	Missing	*	*	7		*	*	1				0	
Special Education													
	Yes	*	*	8		329.98	58.64	459		330.66	59.88	68	
	No	387.67	39.63	542		395.32	56.06	2930		380.58	52.08	305	
	504	*	*	1		378.33	65.48	60		*	*	6	
Ethnicity													
	American Indian	*	*	4		*	*	19		*	*	1	
	Asian/Pacific Islander	*	*	11		422.76	61.83	97		*	*	11	
	African American	378.42	37.51	296		359.31	55.46	1393		347.56	56.60	149	
	White	403.90	37.23	196		408.22	55.40	1724		387.38	50.84	203	
	Hispanic	*	*	22		367.90	58.37	215		*	*	15	
	Missing	*	*	22		*	*	1				0	
Limited English													
	Proficient												
	Yes			0		349.59	53.90	90		*	*	10	
	No	387.72	39.39	551		387.32	60.71	3336		372.40	56.75	368	
	Exited			0		*	*	23		*	*	1	

^a Form D is not summarized due to small sample (N = 3)

* Statistics not reported for sample size less than 50 (N<50)

Table 4.11. Summary Statistics for Biology Primary Forms

		January				May			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		402.71	35.73	7711	0.93	406.70	42.48	50157	0.94
Gender									
	Male	402.78	37.41	3674		402.96	46.27	24981	
	Female	402.73	34.13	4027		410.41	37.98	25173	
	Missing	*	*	10		*	*	3	
Special Education									
	Yes	367.06	26.82	85		365.16	45.25	4596	
	No	403.14	35.62	7614		411.07	39.78	44734	
	504	*	*	12		401.48	42.69	827	
Ethnicity									
	American Indian	*	*	18		396.29	45.99	191	
	Asian/Pacific Islander	416.62	35.32	149		428.17	39.34	3199	
	African American	378.65	29.10	2444		385.47	40.49	16414	
	White	415.37	32.06	4827		418.57	38.13	27245	
	Hispanic	388.13	32.23	230		393.38	41.37	3102	
	Missing	*	*	43		*	*	6	
Limited English Proficient									
	Yes	*	*	2		379.24	40.00	1394	
	No	402.72	35.74	7707		407.52	42.32	48315	
	Exited	*	*	2		404.27	38.62	448	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.12. Summary Statistics for Biology Make Up Forms

		January Make-Up Forms								May Make-Up Forms							
		C				D				X				Y			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		381.81	33.54	383	0.90	374.54	26.48	226	0.85	374.23	49.60	1901	0.93	371.37	45.99	260	0.92
Gender																	
	Male	381.39	33.84	187		377.83	27.25	98		365.55	53.81	1020		362.21	48.14	141	
	Female	382.59	33.29	194		372.05	25.67	126		384.29	42.08	881		382.21	40.92	119	
	Missing	*	*	2		*	*	2				0				0	
Special Education																	
	Yes	*	*	6		*	*	2		341.11	49.88	288		*	*	41	
	No	382.15	33.72	375		374.64	26.33	224		380.12	47.07	1573		375.67	44.52	216	
	504	*	*	2		*	*	0		*	*	40		*	*	3	
Ethnicity																	
	American Indian	*	*	3				0		*	*	10		*	*	2	
	Asian/Pacific Island	*	*	6		*	*	4		*	*	44		*	*	10	
	African American	366.25	29.62	159		366.77	19.97	130		358.88	46.95	854		352.38	44.23	104	
	White	395.96	30.54	191		388.58	28.72	76		389.45	48.48	854		386.83	40.26	123	
	Hispanic	*	*	15		*	*	12		366.13	42.15	139		*	*	19	
	Missing	*	*	9		*	*	4				0		*	*	2	
Limited English																	
Proficient	Yes			0				0		*	*	45		*	*	5	
	No	381.81	33.54	383		374.54	26.48	226		374.67	49.87	1841		372.03	45.73	254	
	Exited			0				0		*	*	15		*	*	1	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.13. Summary Statistics for Geometry Primary Forms

		January				May			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		411.61	31.02	6978	0.93	407.13	47.46	59073	0.94
Gender									
	Male	412.61	31.33	3163		405.94	50.80	29116	
	Female	410.98	30.68	3778		408.28	43.95	29956	
	Missing	*	*	37		*	*	1	
Special Education									
	Yes	*	*	22		363.66	50.65	5066	
	No	411.72	31.01	6945		411.27	45.10	53035	
	504	*	*	11		407.44	42.09	972	
Ethnicity									
	American Indian	*	*	22		396.52	45.23	206	
	Asian/Pacific Islander	426.30	29.57	175		438.33	41.27	3489	
	African American	387.84	28.65	1844		380.21	44.78	21059	
	White	421.41	26.13	4660		422.68	40.96	31129	
	Hispanic	401.65	27.63	193		399.58	42.97	3189	
	Missing	382.00	31.20	84		*	*	1	
Limited English Proficient									
	Yes	*	*	2		397.21	48.67	1160	
	No	411.62	31.02	6974		407.31	47.45	57342	
	Exited	*	*	2		409.18	44.22	571	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.14. Summary Statistics for Geometry Make Up Forms

		January Make-Up Forms								May Make-Up Forms							
		C				D				X				Y			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		394.21	32.74	342	0.92	390.63	30.03	208	0.89	376.69	51.42	2154	0.92	374.14	49.36	288	0.92
Gender																	
	Male	392.64	33.87	159		391.99	31.19	94		373.48	55.51	1137		367.74	53.05	159	
	Female	396.07	31.45	177		390.37	28.45	111		380.28	46.19	1017		382.02	43.30	129	
	Missing	*	*	6		*	*	3				0				0	
Special Eductn																	
	Yes	*	*	5		*	*	1		343.61	49.38	266		*	*	41	
	No	394.45	32.73	337		390.58	30.09	207		381.42	50.00	1848		381.20	44.97	245	
	504			0				0		*	*	40		*	*	2	
Ethnicity																	
	American Indian	*	*	1		*	*	1		*	*	7		*	*	3	
	Asian/Pacific Island	*	*	9		*	*	5		406.90	41.29	63		*	*	7	
	African American	382.38	32.12	167		376.26	26.17	69		356.57	47.13	1019		352.41	49.35	117	
	White	406.25	26.46	143		402.79	27.36	107		397.68	47.74	921		389.30	44.19	148	
	Hispanic	*	*	14		383.82	31.52	17		370.65	49.01	144		*	*	13	
	Missing	*	*	8		*	*	9				0				0	
Limited English																	
Proficient	Yes			0				0		*	*	43		*	*	2	
	No	394.21	32.74	342		390.63	30.03	208		376.75	51.38	2091		373.90	49.49	283	
	Exited			0				0		*	*	20		*	*	3	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.15. Summary Statistics for Government Primary Forms

		January				May			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		401.57	35.09	6783	0.94	412.14	42.44	48926	0.95
Gender									
	Male	399.01	36.11	3304		409.37	44.95	24497	
	Female	404.06	33.90	3470		414.91	39.56	24426	
	Missing	*	*	9		*	*	3	
Special Education									
	Yes	367.25	27.59	53		370.09	41.66	4598	
	No	401.84	35.01	6719		416.69	40.04	43483	
	504	*	*	11		406.75	40.34	845	
Ethnicity									
	American Indian	*	*	22		403.14	43.63	177	
	Asian/Pacific Islander	414.42	38.46	132		432.13	44.32	3190	
	African American	381.07	28.16	2230		392.81	38.35	13992	
	White	413.45	33.08	4035		420.60	40.57	28568	
	Hispanic	392.05	32.31	315		401.01	40.70	2996	
	Missing	*	*	49		*	*	3	
Limited English Proficient									
	Yes	*	*	7		385.24	37.33	1403	
	No	401.60	35.09	6776		413.00	42.38	47020	
	Exited			0		406.47	36.10	503	

* Statistics not reported for sample size less than 50 (N<50)

Table 4.16. Summary Statistics for Government Make Up Forms

		January Make-Up Forms								May Make-Up Forms							
		C				D				X				Y			
		Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha	Mean	SD	N	Alpha
Overall		377.68	31.33	439	0.91	384.81	32.79	319	0.92	378.80	46.09	1787	0.94	373.35	41.06	302	0.93
Gender																	
	Male	374.88	32.38	213		381.65	35.83	153		371.81	48.49	1013		366.72	41.83	157	
	Female	380.47	30.16	223		387.66	28.81	160		387.94	41.01	774		380.92	38.96	144	
	Missing	*	*	3		*	*	6				0		*	*	1	
Special Eductn																	
	Yes	*	*	10		*	*	4		351.21	40.63	270		342.51	35.26	61	
	No	377.83	31.50	426		385.10	32.84	315		383.70	45.19	1486		380.47	38.61	233	
	504	*	*	3				0		*	*	31		*	*	8	
Ethnicity																	
	American Indian	*	*	5		*	*	1		*	*	6				0	
	Asian/Pacific Island	*	*	7		*	*	11		393.23	52.57	64		*	*	11	
	African American	367.22	27.64	231		375.44	27.12	135		367.17	42.73	726		364.70	39.85	132	
	White	393.52	30.24	168		395.50	35.45	131		389.09	46.26	838		381.32	39.47	143	
	Hispanic	*	*	21		*	*	27		371.01	43.79	152		*	*	15	
	Missing	*	*	7		*	*	14		*	*	1		*	*	1	
Limited English																	
Proficient	Yes	*	*	2				0		361.14	45.81	65		*	*	5	
	No	377.73	31.38	437		384.81	32.79	319		379.59	46.14	1704		373.53	40.83	296	
	Exited			0				0		*	*	18		*	*	1	

* Statistics not reported for sample size less than 50 (N<50)

Decision Consistency

The accuracy of decisions based on specified cut-scores was assessed for Reliability of Classification using the computer program RelClass, ETS proprietary software. RelClass provides two statistics that describe the reliability of classifications based on test scores (Livingston & Lewis, 1995). More specifically, information from an administration of one form is used to estimate the following:

- 1) Decision Accuracy describes the extent to which examinees are classified in the same way as they would be on the basis of the average of all possible forms of a test. Decision accuracy answers the question: How does the actual classification of test takers, based on their single-form scores, agree with the classification that would be made on the basis of their true scores, if their true scores were somehow known.
- 2) Decision Consistency describes the extent to which examinees are classified in the same way as they would be on the basis of a single form of a test other than the one for which data are available. Decision consistency answers the question: What is the agreement between the classifications based on two non-overlapping, equally difficult forms of the test.

The results are provided in Table 4.17 by administration and content area. The statistics are presented for the proficient cutscore for all exams, and the advanced cutscore for Geometry. High indices for decision accuracy and consistency were observed. All decision accuracy values estimated by this method were greater than 0.90. Therefore, the agreement between classifications based on an observable variable (scores on one form of a test) and classifications based on an unobservable variable (the test takers' true scores) was very good. Decision consistency values were greater than 0.87 for the proficient classifications, and greater than 0.91 for the advanced classifications. Since decision consistency statistics describe the agreement between classifications based on two variables (scores on the form students have taken and a parallel form of the same test that is not administered to the students), these values are within the acceptable range.

Table 4.17. Decision Accuracy and Consistency by Administration and Content Area

	Decision Accuracy		Decision Consistency	
	Proficient	Advanced	Proficient	Advanced
Jan, 2005				
Algebra	0.910		0.874	
Biology	0.918		0.885	
Geometry	0.920	0.938	0.889	0.913
Government	0.919		0.887	
May, 2005				
Algebra	0.916		0.883	
Biology	0.925		0.895	
Geometry	0.918	0.937	0.888	0.915
Government	0.914		0.917	